

Table of Contents

EDUCATION	35
The Relationship between Bullying and Emotional intelligence of the Pupils in Silang Central School	36
Honeylyn Bacaltos, Department of Education SUBMISSION ID: R04A-CAVITP-0454	
The Relationship between Bullying and Emotional intelligence of the Pupils in Silang Central School	37
Ailene Aure, Department of Education SUBMISSION ID: R04A-CAVITP-1359	
The Relationship between Digital Competencies and Job Performance of Secondary Public School Teachers in the District of Calauan, Laguna	38
Ronnaliza Dorado, Department of Education, Talangan Integrated National High School SUBMISSION ID: R04A-LAGUNA-0343	
The Relationship between Financial Difficulties and Academic Performance of Selected Students of Ettmnhs-Ishs S.Y. 2018-2019	39
Clark Marcial, Bernabe Llagas Jr., & Jescarl Nazaire, Department of Education, ETTMNHS 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	40
Ismael R. Bulaon III, Elsie S. Acuyong, & Jabes Matthew D. Tabang, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1111	
The Relationship between intelligence Quotient and Study Habits to the Academic Performance of Low Performing Students in Bagbag National High School	41
Anna Marie Cusi, Bagbag National High School 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	42
Carla Mae Juan, Jvie Aubrey Natividad, & Aivie Andrea Natividad, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1073	
The Relationship between Metacognitive Awareness and Participation in Class Dicussion of Grade 12 Students of Emiliano Tria Tirona Memorial National High School integrated Senior High School S.Y 2018-	43
Denver Alarcon & Joey A. Presa Jr., Department of Education, ETTMNHS 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	44
Daniel Fabular & Matthew Renton, Department of Education, ETTMNHS 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	45
Kerk Jarine C. Paghunasan, Alvin F. Monzales, & Lee Mckhenly S. Talon, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1157	

The Relationship between Socioeconomic Status and Vocabulary Levels of Grade Iv Pupils of Castillo Elementary School	46
Leah Abante & Joy Vergara, Quilo-Quilo North Elementary School SUBMISSION ID: R04A-BATANP-0188	
The Relationship between the Utilization of Mother tongue in Teaching Mathematics 2 and Pupils' Performance: Basis for Action Plan	47
Edna Dimayuga 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	48
Orissa Lenisse F. Tabligan & Reymart A. Lucas, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1085	
The Relationship between Video Clips Comprehension and English Test Performance among Grade 7 Students of Kaytitinga National High School S.Y. 2018-2019	49
Rochelle Gonzales, Kaytitinga National High School SUBMISSION ID: R04A-CAVITP-0574	
Relationship of Reading instruction to the Academic Performance of Grade Five Pupils: Basis for An Enhanced Reading intervention	50
Mary Ann Cabantac, Department of Education SUBMISSION ID: R012-SARANG-0053	
The Relationship of Code-Switching to the Academic Performance of Grade 12 Stem Students of Balayan Senior High School	51
Marc Denniel Sianson SUBMISSION ID: R04A-BATANP-0740	
The Relationship of Pantawid Pamilyang Pilipino Program (4ps) to the Academic Perfomance of the Senior High School Students at Emiliano Tria Tirona Memorial National High School S. Y. 2018-2019	52
Jerome P. Belostrino, Karl Ribert N. Concepcion, Leila S. Repiso, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1105	
The Relationship of Parental involvement to the Academic Performance among the intermediate Grade Pupils at Bagbag Elementary School S.Y. 2018-2019	53
Rose-Ann Ordes, Teacher I 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	54
Gina Rosita, Bolbok Integrated National High School 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	55
Ailene May Sisante & Belinda D. Rojas SUBMISSION ID: R04A-CAVITP-1452	
The Relationship of Reading Skill Level and Scientific Ability of Grade 10 Students of Centro de Naic National High School S.Y. 2018- 2019	56
SUBMISSION ID: R04A-CAVITP-1117	
The Relationship of the Academic Grade in of Mathematics Grade II Pupils and Memorizing the Table of Multiplication	57
Adelina Camacho & Alma C. Rogacion, Department of Education 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	58
Ma. Salome De Luna, Marahan Elementary School SUBMISSION ID: R04A-CAVITP-1002	
The Relationship of the attendance of the Parents Or Guardians in the School Gatherings to the Students' Daily Competence	59
Jose Fernando Manalo Jr., Student SUBMISSION ID: R04A-BATANP-0864	
The Relationship Of The Profile And Competencies Of Public-School Teachers In Cluster 8 Calamba West III District	60
Rochelle Bautista, Teacher SUBMISSION ID: R04A-CALAMB-0277	
The Relationship of Time Management to the Daily School Competence of the Humss Students of Talisay Senior High School, S.Y. 2018-2019	61
James Daryll Miranda, Student SUBMISSION ID: R04A-BATANP-0860	
The Relevance of Second Language Acquisition theories in the Fluency Stage of Development among L2 Learners	62
Flordeliza Sarmiento SUBMISSION ID: R04A- BATANP- 0736	
The Resounding Sound of Reading: Enhancing Oral Reading Skills of Grade Three Yakal Pupils at Talaga Elementary School	63
Maryanne Evangelio, Department of Education SUBMISSION ID: R04A- BATANP- 1054	
The Results of 2015 National Qualifying Examination for School Heads (Nqesh): An Assessment	64
Elisa Surwela, Department of Education Lipa SUBMISSION ID: R04A- LIPAC1- 0007	
The Role of Teachers in Solving Disciplinary and Behavioral Problems of the Grade Iv Pupils in R. Venturanza Central School	65
Eireen Marquez, Department of Education SUBMISSION ID: R04A- BATANP- 0975	
The Role of the Guidance Counselor in Bullying of Grade Seven Students at Tagaytay City National High School: An intervention	66
Robert Vida & Leah Magcaling, Department of Education, Tagaytay City National High School SUBMISSION ID: R04A- CAVITP- 0861	
The Role of Vocabulary Enrichment Nomenclatures in Enhancing the Vocabulary Development (Tier I) of Kindergarten Pupils in Malusak Elementary School	67
Remrena Venesha Santamina, Malusak Elementary School, Atimonan I District SUBMISSION ID: R04A- QUEZON- 0039	
The School Facilities and Behavioral Problem in Araling Panlipunan of Grade 9 Students of MalabagNational High School	69
Alma Hernandez, Department of Education SUBMISSION ID: R04A- CAVITP- 1183	
The School Head- Teacher and Teacher Peer Relationships: the Status of Professionalism as Reflected in Values Observed by School Heads and Teachers in Talisay, Batangas	70
Michelle Natividad, Department of Education SUBMISSION ID: R04A- BATANP- 1615	

The Scientific Reasoning Skills and Mathematical Problem Solving Ability of the Grade 11 Students in Camp Vicente Lim integrated School	71
Jazelle M. Gutierrez, Camp Vicente Lim Integrated School (Adviser: Leandro De Luna) SUBMISSION ID: R04A- CALAMB- 0039	
The SCOUTERS ROCK Implementation at Public Secondary Schools: A TEA Governance Experience in Sto. tomas District	72
Gene Claire V. Lacerna & Myca Sheane G. Oliva, Department of Education Batangas SUBMISSION ID: R04A- BATANP- 2307	
The Sex Behavior Practices of Bingcongan integrated School Students: A Case Study in intervention Program	73
Danny P. Linaza, Department of Education SUBMISSION ID: R013- SURSUR- 0229	
The Skills of 21st Century Learners	74
Francheska Cyra Reyes (Adviser: Mylene D. Metica) SUBMISSION ID: R04A- BATANP- 2271	
The Sociological Values of Well-: being and Working Relationship in an Educational Organization: Basis for Continuous Improvement Program	75
Ederleen Blanco & Roselie F. Torres, Pansol National High School SUBMISSION ID: R04A-: BATANC-: 0213	
The Sociological Values of Well-: being and Working Relationship in An Educational Organization: Basis for Continuous Improvement Program	76
Roselie Torres & Ederleen G. Blanco SUBMISSION ID: R04A-: BATANP-: 1710	
The Spelling Skills of Grade V Pupils in Japmes	77
Rose Ann Ebor, JAPMES SUBMISSION ID: R04A-: BATANP-: 1710	
The Stars in Every Ishaan: Discerning the Forms of Motivation Manifested in Aamir Khan's "Every Child is Special"	78
Kyle Yarte, FABINHS SUBMISSION ID: R04A-: LIPAC1-: 0029	
The Status and Predictors of Performance of the Supreme Student Government in Selected Public Secondary Schools in the Division of Rizal: Basis for the Development of Student Manual	79
Pitsberg De Rosas, Division of Rizal SUBMISSION ID: R04A-: RIZALP-: 0020	
The Status of Educational Stakeholder Empowerment of Public Elementary Schools in the City Schools Division of Cabuyao	80
Celestina Delmo, Department of Education SUBMISSION ID: R04A-: CABUYA-: 0068	
The Impact of Facilitative Teaching Process on the Performance of Junior High School Teachers in the Division of Tanauan City:	81
Josefine Magpantay, Department of Education SUBMISSION ID: R04A-: TANAUUA-: 0010	
The Subject and Predicate of Sentences: Modification Scheme on the skills in Identifying Subjects and Predicates among Second Language Learners	82
Emerlinda V. Villegas Myzel Jane C. Gutierrez, Department of Education Batangas SUBMISSION ID: R04A-: BATANP-: 2180	

The Task-: Based Teaching of Writing to Senior High School Classes Cora Del Rosario, Department of Education SUBMISSION ID: R04A-: CAVITP-: 1055	83
The Teacher and Students' attitudes Towards the Teaching Method in English Mary Ann D. Nayre SUBMISSION ID: R013-: SURSUR-: 0292	84
The Teachers' Adherence to Deped's Promotion Criteria, their Job Satisfaction and Productivity: An Assessment Melvin Leyne, Bulacnin Integrated National High School SUBMISSION ID: R04A-: LIPAC1-: 0119	85
The Teaching for Deeper Thinking of Teachers in the Public Schools Marivel, Department of Education SUBMISSION ID: R04A-: CAVITP-: 0234	86
The Teaching of Division of Large Numbers through Visual Discussion among Grade Six Pupils in Banaybanay Elementary School Kharen Matibag, Banaybanay Elementary School SUBMISSION ID: R04A-: BATANP-: 0371	87
The Teaching of Front office Services through Group Work among Grade Nine Students of Malapad Na Parang National High School Caselyn Luansing, Department of Education SUBMISSION ID: R04A-: BATANP-: 1488	88
The Teaching of Multiplication Using Visual Representations among Grade Ii Pupils in Parang Cueva Elementary School Kathleen Ramirez, Department of Education SUBMISSION ID: R04A-: BATANC-: 0320	89
The Teaching of Pangngalan through Video Presentation among Grade Five Pupils of Malagonlong. Elementary School Anjelyn Lojo, Department of Education, Division of Lipa City SUBMISSION ID:	90
The Teaching of Phonemic Awareness Using Explicit Instruction: An Approach to Attain Increased Performance in Spelling Among Grade Three Pupils in Jcpmes Loida Aluan, Department of Education Batangas City SUBMISSION ID: R04A-: BATANC-: 0216	91
The Teaching of Reading: Plotting the Reading instruction Strategies of Elementary School Teachers at Bolo Elementary School, Bauan West District, Bauan, Batangas Edna Ilagan, Department of Education Bauan West District SUBMISSION ID: R04A-: BATANP-: 1826	92
The Teaching of Reading: Revisiting Teachers' Strategies in Reading instruction through Elementary School and Secondary School Partnership Louiegrace Margallo, Linda P. Dimaculangan, & Guillerma L. Bilog, Department of Education Batangas SUBMISSION ID: R04A-: BATANP-: 2097	93
The Teaching of Science and Technology among Junior High Schools in the District of Mabini Cely Austria, Anselmo A. Sandoval Memorial National High School SUBMISSION ID: R04A-: BATANP-: 1268	94

The Teaching of Story Elements through Show and Tell Approach among Grade Two Pupils in Pinamukan Ibaba Elementary School	95
Rhyna Furto, Department of Education Batangas City SUBMISSION ID: R04A-: BATANC-: 0443	
The Teaching of Subject and Verb Agreement through Differentiated instruction of Grade Five Pupils in Malagonlong Elementary School	96
Marlene Lalusin, Department of Education, Division of Lipa City SUBMISSION ID: R04A-: LIPAC1-: 0044	
The Teaching of Writing through Tracing Pattern Approach among Kindergarten Pupils at Cawongan Elementary School	97
Wilma Pusag SUBMISSION ID: R04A-: BATANP-: 0301	
The Teaching-: Learning Dimensions in Selected Secondary School in the Division of Lipa City: Basis for Academic Enhancement and Implication to Administration and Supervision	98
Tinalyn Tenorio, Bolbok Integrated National High School SUBMISSION ID: R04A-: LIPAC1-: 0104	
The Technical Skills of Senior High School Teachers: its Relevance to the Technical: Vocational Livelihood (TVL) Track	99
Jell Husain, Buhi Sped Integrated School SUBMISSION ID: R005-: CAMSUR-: 0020	
The theory of Multiple intelligence: Basis for Teaching General Physics 2 to Science, Technology, Engineering and Mathematics (Stem) Learners	100
Adelma Topacio, Department of Education SUBMISSION ID: R04A-: DASMAR-: 0007	
The Transformation of the Master Teachers in the Schools Division of Catanduanes	101
Mary Jean Romero, Department of Education SUBMISSION ID: R005-: CATAND-: 0001	
The Underpinning of Faith in Tanauan City integrated High School: A Call for A Governing Ministry	102
Ismael Casquejo, Department of Education SUBMISSION ID: R04A-: TANAUUA-: 0001	
The Use of 3r's (Read, Recite, Review) to Improve the Multiplication Skills of Grade Vi in Victoria Elementary School S.Y. 2016-: 2017	103
Marites Mapalad, Department of Education SUBMISSION ID: R04A-: LAGUNA-: 0125	
The Use of Audio- Visual Materials in Teaching Selected topics in Music among Grade 8 Students in Talipan National High School (Tnhs), Sy 2016-: 2017	104
Veronica Pajarda, Talipan NHS SUBMISSION ID: R04A-: QUEZON-: 0273	
The Use of Basic but Elevating Technique in Teaching Effective Reading (BETTER) intervention Program in Addressing the Reading Comprehension Difficulty in English of Grade Six-: Masikap Frustration Read	105
Rafaela Merle, Department of Education SUBMISSION ID: R04A-: QUEZON-: 0320	
The Use of Cell Phone in School and its Effect to the Academic Performance of the Students	106
Antonio Comprá, Department of Education SUBMISSION ID: R013-SIARGA-0002	

The Use of Claveria Approach in Teaching Reading in Mother tongue among Grade I Pupils at Cawongan Elementary School Elizabeth Amada SUBMISSION ID: R04A-BATANP-0297	107
The Use of Communicative Situation Activity (CSA) to Improve Learners Science Vocabulary in Grade VI Ma. Lourdes Vidallo SUBMISSION ID: R04A-CAVITP-0540	108
The Use of Community of inquiry (Coi) in Commercial Cooking to Enhance Moral Responsibility in Grade 7 - Mabait Students of Dagatan National High School Maria Lourdes Roxas & Belen M. Buela SUBMISSION ID: R04A-BATANP-1942	109
The Use of Computer Simulated instruction (Csi) of Optics to G10 Student of Bnhs Sy 2017-2018 and its Effect on their Performance Shiela Marie Bahia, Balayan National High School SUBMISSION ID: R04A-BATANP-0027	110
The Use of Computer-Assisted instruction in Improving Student Achievement and Motivation in Mathematics 8 at Mataas Na Kahoy Nhs Julius John Palacpac & Mary Rose P. Tiquis, Department of Education SUBMISSION ID: R04A-BATANP-0450	111
The Use of Computer-Assisted instruction in Improving Student Achievement and Motivation in Mathematics 8 at Mataasnakahoy Nhs Duplicate Mary Rose Tiquis & Julius John L. Palacpac, Department of Education SUBMISSION ID: R04A-BATANP-0450	112
The Use of Concern-Based Adaption Model in Identifying Teachers' Concern: the Case of the Revised Phil- informal Reading inventory Mary Ann Aquino, Gen. Juan Castaneda Senior High School SUBMISSION ID: R04A-IMUSC1-0086	113
The Use of Content-Based Songs in Mathematics and the Academic Performance of Grade I Pupils in indang Central Elementary School, Poblacion Lorena Custacio, Alleluia Romero, & Margarita Sarsiego, Department of Education SUBMISSION ID: R04A-CAVITP-0232	114
The Use of Contextualized Learning Material in Teaching and Learning Grade 9 Mathematics Marlyn Nuno, Department of Education, Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0291	115
The Use of Contextualized Materials and its Implication in Teaching and Learning Mathematics Isabelita Hizon SUBMISSION ID: R04A-CALAMB-0363	116
The Use of Conversation Text Strategy in Enriching the Vocabulary of Grade 10 Students in Naic National High School Marlene Dispulo & Raychiel Dimailig, Naic NHS SUBMISSION ID: R04A-CAVITP-0991	117
The Use of Corrective Shadows Towards the Development of Students' Writing Skills Jeffrey Capistrano, Department of Education SUBMISSION ID: R04A-LAGUNA-0204	118

The Use of Dominoes (Do A 10-Minute Organized, Efficient and Smart) Activities in Science Grade Iii Lectures	119
Charisma Resurreccion SUBMISSION ID: NCR1-MAKATI-0003	
The Use of Fine Motor Skill interventions in Improving Kindergarten Pupils' Writing Abilities in Putingkahoy Elementary School	120
Joselyn Patrocinio, Marichu H. Agno, & Carla Jhane M. Gonzales, Department of Education SUBMISSION ID: R04A-BATANP-1319	
The Use of Flashcards in Teaching Consonant- Vowel- Consonant (Cvc) among Kindergarten Pupils in Tulo I Elementary School	121
Liza Frane, Department of Education Batangas City SUBMISSION ID: R04A-BATANP-2140	
The Use of Fuller Technique to Address the Reading Needs of Grade 3 Pupils of Santa Rosa Elementary School Central 1	122
Ma Carmen Nielo, Department of Education Santa Rosa SUBMISSION ID: R04A-STAROS-0070	
The Use of Gallery Walk in Vocabulary Development among Grade Five Pupils at Japmes	123
Jerramie De Guzman & Concepcion Pasia SUBMISSION ID: R04A-BATANC-0262	
The Use of Gallery Walk in Vocabulary Development among Grade Five Pupils at JAPMES	124
Jerramie De Guzman & Concepcion Pasia, JAPMES SUBMISSION ID: R04A-BATANC-0441	
The Use of Game-Based Learning (GBL) as an intervention Material in Mathematics 8 at Lucsuhin National High School	125
Arlene Gomez, Lucsuhin National High School SUBMISSION ID: R04A-BATANP-1854	
The Use of Group Activities in Teaching Addition and Subtraction with Regrouping among Grade one Pupils in Paaralang Elementarya ng Muzon	126
Janelyn Eguia, Department of Education SUBMISSION ID: R04A-BATANP-1825	
The Use of ICT in Teaching Science of Grade VI Pupils in Bienvenido R. Fojas Memorial Elementary School	127
Birly Diongzon SUBMISSION ID: R04A-CAVITP-0886	
The Use of innovative and Collaborative Dictation on STEM Students	128
Aileen Dela Guardia, Department of Education Batangas City Division SUBMISSION ID: R04A-BATANC-0050	
The Use of instructional Module in Improving the Level of Performance in Science of Selected Grade 7 Students of Quezon National High School	129
Ronnalyn Ibarrola, Department of Education, Quezon National High School SUBMISSION ID:	
The Use of M and M Approach in Enhancing Grade 7 Students' Learning in Science	130
Lealyn Montealegre, Mylene Limjoco, Jocelyn Nazareno, Erlyn Austria, & Malou Alipusan, Department of Education, Lian National High School SUBMISSION ID: R04A-BATANP-0835	
The Use of Math Apps as Perceived by Senior High School Students and their Academic Achievement of Spring integrated School	131
Arbert B. Lanchita, Mark Daniel D. Paler, & Eleuterio A. Canoy, Jr SUBMISSION ID: R012-SARANG-0000	

Use of Model in Teaching Area of Regular Figures among Grade Five Pupils at Marilag Elementary School	132
Niña Castillo, Sdo Batangas Marilag Elementary School SUBMISSION ID: R04A-BATANP-0729	
The Use of Mother tongue-Based Multilingual Education in Teaching Mathematics among Grade 1 Pupils of Tibig Elementary School	133
Analisa Aguado, Department of Education Batangas City SUBMISSION ID: R04A-BATANC-0490	
The Use of Motivational Techniques and Level of Effectiveness of Secondary Teachers in Edukasyon Sa Pagpapakatao	134
Ma. Santa Maey Brona, Sdo-Tabaco SUBMISSION ID: R005-TABACO-0071	
The Use of Multimedia in Teaching Phonics among Grade Two Pupils of Castillo Elementary School	135
Jeizel Dalangin, Dan-Dan Becina, & Olympia Liwag SUBMISSION ID: R04A-BATANP-0899	
The Use of Multimedia instruction in Teaching Science Concepts	136
Helen Bahian, Sta. Rita Elementary School SUBMISSION ID: R04A-BATANC-0394	
The Use of Multiple intelligences in Group Dynamics and Lesson Designs to Minimize Frustrated Learners	137
Guadalupe De Jesus, Acelt-British Council SUBMISSION ID: R04A-QUEZON-0322	
The Use of one to one Tutorial in increasing the Level of Performance of Grade 8 Maagap Students in Mathematics of Dagatan National High School for School Year 2017-2018	138
Loida Borja, Noime A. Amido, & Genalyn M. Marasigan, Department of Education, Dagatan National High School SUBMISSION ID: R04A-QUEZON-0333	
The Use of Pedagogical Approaches in Teaching World History among Grade 9 Students	139
Annabelle Santo, Department of Education SUBMISSION ID: R04A-BATANP-1839	
The Use of Pedagogical Approaches in Teaching World History among Grade 9 Students	140
Annabelle Santos, Department of Education SUBMISSION ID: R04A-BATANP-1857	
The Use of Photomath Application in Teaching Algebra to Grade 9 Learners	141
May Ann Balili, Department of Education (Adviser: Cora Del Rosario) SUBMISSION ID: R04A-CAVITP-0710	
The Use of Play-based Approach in Monitoring the Social Communication Skills of a Child with Autism Spectrum Disorder	142
Ivina Mojica, Kaytitinga National High School SUBMISSION ID: R04A-CAVITP-0839	
The Use of Problem Solving Technique of Public Elementary School Class Advisers to Resolve Behavior Problems	143
Mayvin Espineli, Department of Education SUBMISSION ID: R04A-CAVITP-0601	

The Use of Program Relevant instructional Materials for Enrichment (Prime) to increase the Nat Achievement Level in Science of Grade Vi Pupils of Neogan Elementary School	144
Jennifer Rojo, Sungay ES SUBMISSION ID: R04A-CAVITP-0396	
The Use of Project Real as An intervention for Reading Proficiency of Selected Grade Three Pupils of Osorio Elementary School for the School Year 2016-2017	145
Amanda Erni, Osorio Elementary School SUBMISSION ID: R04A-CAVITP-0422	
The Use of Pronunciation Drills in Teaching Fluency and Phonics Recognition among Grade Six Pupils of Pinamukan Ibaba Elementary School	146
Marites Tarcelo , Department of Education, Division of Batangas City SUBMISSION ID: R04A-BATANC-0473	
The Use of Repeated Reading in Developing Reading Fluency among Grade Five Pupils	147
Richelle Papiona, Department of Education SUBMISSION ID: R04A-CAVITP-0445	
The Use of Rte (Read, Translate, Encode) A Reading Vocabulary Technique in Improving the Reading Comprehension of Grade 5 Pupils of Lungib Elementary School.	148
Regine Victor, Teacher I SUBMISSION ID: R04A-QUEZON-0024	
The Use of Science Vocabulary Enhancement Package in Teaching Earthquake and Fault	149
Angieneth Perido & Ferdinand M. De Castro SUBMISSION ID: R04A-CAVITP-0240	
The Use of Science Vocabulary instruction in Developing Science Literacy of Grade 6 pupils through CLT Approach	150
Arnold Liveta SUBMISSION ID: R04A-CAVITP-0904	
The Use of Smart Mobile Phone in Teaching Digestive System to Grade 12 Students	151
Lunalyn Penales, Escuela Secundaria Senior De Salinas SUBMISSION ID: R04A-CAVITP-1390	
The Use of Social Media among the Grade 11 Senior High School Students	152
Johnny Mendoza SUBMISSION ID: R04A-CALAMB-0218	
The Use of Story Analysis in Teaching Noun Complements among Grade Seven Students of Anselmo A. Sandoval Memorial National High School	153
Joan Amul & Sherlyn Marilla, AASMNHS SUBMISSION ID: R04A-BATANP-1252	
The Use of Structured Learning Episode and Supplementary Worksheet to increase the Academic Performance of Grade Six Pupils of Buna Lejos Elementary School	154
Marieta Dilo, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-0971	
The Use of Super Speed 1000 technique in improving the Reading Fluency in English of Grade Five pupils of Dalahican Elementary School	155
Christine Salazar, Department of Education - Cavite City SUBMISSION ID: R04A-CAVITC-0120	
The Use of Teacher-Made Module in the Achievement Level of Grade Seven Students in Science	156
Baby Grace Javier, Noralyn Bael, & Sonia Dimaranan, Tagaytay City National High School SUBMISSION ID: R04A-CAVITP-1298	

The Use of Technology-Aided instruction in Teaching Science among Grade Four Pupils of JCPMES: A Strategy to Achieve Improved Performance in Quarterly Test	157
Melanie Camposagrado, Department of Education - Batangas City SUBMISSION ID: R04A-BATANC-0259	
The Use of Technology in Teaching Addition among Grade one Pupils in Calicanto Elementary School	158
Precious Raizel Rosales, SDO Batangas City SUBMISSION ID: R04A-BATANC-0510	
The Use of Technology-Aided instruction in Teaching Nervous System among Grade Six Pupils of Cawongan Elementary School	159
Winie Lopez, Department of Education SUBMISSION ID: R04A-BATANP-0329	
The Use of Think, Pair, Share Strategy for the Learners of Primary Pupils at Laurel Elementary School	160
Ruby Grare Bejer SUBMISSION ID: R04A-BATANP-1696	
The Use of Thinking and Learning Skills in Science to Pupils of a Public School: Basis for an intervention Program	161
Sharlyn Martonito, Western Colleges, Inc, Department of Education SUBMISSION ID: R04A-CAVITP-0033	
The use of Video Clips in Teaching Japanese Literature - the Wave among Grade-Eight Students of Paharang integrated School	162
Abigail Faina, Department of Education - Batangas City SUBMISSION ID: R04A-BATANC-0364	
The Use of Visual Modelling Approach in Teaching Parts and Functions of Male and Female Reproductive System among Grade V Pupils in Pinamukan Ibaba Elementary School	163
Marison Como, Department of Education - Batangas City SUBMISSION ID: R04A-BATANC-0446	
The Utilization of Frayer Model as Graphic Organizer: its Effects on the Academic Performance in Science of Grade 7 Students	164
Lea Landicho SUBMISSION ID: R04A-QUEZON-0313	
The Utilization of intedrill Cards as A tool in increasing the Mastery in Subtraction of integers among Grade 7 Students	165
April Bajande & Louella Malimban, Cavite National Science High School SUBMISSION ID: R04A-CAVITP-1137	
The Utilization of Journal Writing in Teaching EAPP among Grade 11 Students in Lemery Senior High School	166
Gliceria Dinglasan, Lemery Senior High School SUBMISSION ID: R04A-BATANP-1548	
The Utilization of Kuyot (<i>Discorea Hispida</i> Dennst) as Substitute for Flour Making	167
Marilyn M. Lupaz, Department of Education SUBMISSION ID: R013-SURSUR-0192	
The Utilization of Materials in Developing the Reading Skills of Grade 1 Pupils in Mother tongue-Based Multilingual Education (MTB-MLE)	168
Annaliza Gamo, AEG SUBMISSION ID: R005-CAMSUR-0151/ R005-CAMSUR-0153	

The Utilization of Materials in Developing the Reading Skills of Grade 1 Pupils in Mother tongue-Based Multilingual Education (MTB-MLE)	169
Annaliza Gamo, AEG	
SUBMISSION ID: R005-CAMSUR-0151/ R005-CAMSUR-0153	
The Verbal and Nonverbal Reasoning Skills of Grade 12 Students in Camp Vicente Lim integrated School	170
John Victor L. Riel, Camp Vicente Lim Integrated School	
(Adviser: Leandro De Luna)	
SUBMISSION ID: R04A-CALAMB-0037	
The Video Games Impact on the Academic Achievements of the Selected Grade III Pupils of JFES	171
Demirose Hilario & Michelle V. Dionila, Department of Education	
SUBMISSION ID: R04A-CAVITC-0128	
The Weakest and the Strongest Learning Styles of Grade 11 Bread and Pastry Students of Emiliano Tria Tirona Memorial National High School	172
Catherine R. Geronimo, Jomari C. Angeles, Maria Josselle E. Zorro, & Vener R. Geronimo,	
Department of Education, ETTMNHS	
SUBMISSION ID: R04A-CAVITP-1080	
The Work attitude and Performance of ALS Implementers in Tabaco City Division	173
Kashimoni Llenaresas, Department of Education	
SUBMISSION ID: R005-TABACO-0028	
Theoretical and Practical Skills of Dressmaking Teachers: its influence on Students Learning Competencies	174
Marilou G. Apondar, Bula National High School	
SUBMISSION ID: R005-CAMSUR-0078	
Theory-Based instructional Strategies in Teaching English in Selected Secondary Schools in Lobo, Batangas: Basis for Enhancement Program	175
Luningning Vidal, Padre Garcia SHS Batangas City	
SUBMISSION ID: R04A-BATANP-0242	
Theory-Based Strategies Utilized in Teaching Mathematics: Basis for Teaching Model	176
Maria Karen Fejer, Bolbok Integrated National High School	
SUBMISSION ID: R04A-LIPAC1-0100	
Think-Pair-Share Strategy Using Addup in Addressing A Least-Learned Competency in Mathematics 8	177
Fritch A. Paronda	
SUBMISSION ID: R013-SURSUR-0269	
through the Years: Journey of Empowered Filipina Girl Scouts	178
Analiza Bolante, Department of Education - Calamba City	
SUBMISSION ID: R04A-CALAMB-0400	
Thumblers Suite: A Proposed Language Enhancement Game Collection for Senior High School English Classes	179
Raymund Francia, Amontay NHS, Department of Education	
SUBMISSION ID: R04A-QUEZON-0068	
Thumbs-Up:Teaching Higher Understanding in Mathematics through Basic Strategies and Skills in Utilizing of Play-Based Learning in Kindergarten	180
Jinky S. Inciong, Department of Education - Lipa	
SUBMISSION ID: R04A-LIPAC1-0026	

Time Frame as a Factor in Learning Physical Science among Grade 11 Students Nonie Perido & Rhodora Perlado, Naic NHS SUBMISSION ID: R04A-CAVITP-0919/ R04A-CAVITP-0925	181
Time Management and Job Performance Level of Public Elementary School Teachers in Area IV, Division of Batangas Mark Angelo Magtibay, Head Teacher SUBMISSION ID: R04A-BATANP-0097	182
Time Management Efficiency of Teachers in Selected Elementary Schools in San Juan West District Sandy C. Salosa, Department of Education SUBMISSION ID: R04A-BATANP-1560	183
Time Management of Teachers and Pupils of Selected East Central District Elementary Schools, Division of Surigao Del Sur Marilyn V. Quinto, Principal II SUBMISSION ID: R013-SURSUR-0318	184
Time Management Practices and Task Performance as Correlates to the Stresses Experienced by Teachers in indang District, Division of Cavite Gemma Filipino, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-0965	185
Time Management Skills of Select Learners of Dacanlao G. Agoncillo National High School: Basis for Action Plan Lilibeth Ilagan SUBMISSION ID: R04A-BATANP-1763	186
Time Optimization through Improvised Planner Desiree Joy V. Cerico, Jenneth F. Villanueva, & Majourie Belen Aguila, Alupay National High School SUBMISSION ID: R04A-BATANP-0333	187
Time Spent in Reviewing and Test Results of Grade 11 General Academic Strand Students in General Mathematics of San Juan National High School Ariel Peñaredondo, San Juan National High School (Adviser: Avram Gutierrez) SUBMISSION ID: R005-CAMSUR-0140	188
Factors Affecting the athletes' Performance of Don Jose Ynares Memorial National High School: Basis for School and Community-Wide information Dissemination and Support Adelaida Razalan, Department of Education - Rizal SUBMISSION ID: R04A-RIZALP-0318	189
TITLE: the Reading Anxiety in English of Selected Grade V Pupils AT BanayBanay Elementary School Marygrace Matibag, Banaybanay Elementary School SUBMISSION ID: R04A-BATANP-0571	190
to Improve the Reading level of the Identified Non-Readers of Grade 3 Pupils through Daily 20-Minutes Tutorial Jean Monton, Agsaban Primary School SUBMISSION ID: R013-SURSUR-0029	191
Tokhang: A Phenomenological Research Study on the Lived Experiences of Drug Surrenderrees Jerome O. Maglinte (Adviser: Jerome Rodil) SUBMISSION ID: R04A-QUEZON-0210	192

Touch Math Program: An innovative Teaching and Learning Strategy of Developing the Numeracy Skills of Kindergarten Pupils of Silang West Elementary School	193
Agnes R. Francisco, Carmelyn C. Laysa, Cecil M. Villanueva, & Dr. Jocelyn M. Contreras, Department of Education	
SUBMISSION ID: R04A-CAVITP-1052	
Towards Building a Gender- Friendly School Environment: the Teacher as Agents of Social Change	194
Lourdes Icasiano, MAPSTEA	
SUBMISSION ID: R04A-CAVITP-1468	
Towards Strengthening Project DEAR (Drop Out Elimination Action and Response)	195
Sheryl Umali, Lipa City NHS	
SUBMISSION ID: R04A-LIPAC1-0009	
Towards Teacher's Collective Commitment Based from the Knowledge and Action of a Learning Organization	196
Vivian Vicedo, Department of Education - Cavite	
SUBMISSION ID: R04A-CAVITP-1529	
Towards the Development of A tool to Measure the Impact of School-Wide Academic intervention	197
Darryl Golimlim, David P. Jimenez Elementary School	
SUBMISSION ID: R04A-CAVITP-1365	
TPR: A Strategy Reading Readiness of Grade 1- Pupils	198
Lilia Apolinario, Department of Education, Hinatuan South Central Elementary School	
SUBMISSION ID: R013-SURSUR-0095	
Tracer Study of AB English Graduates of Cavite State University, indang, Cavite (2010-2015)	199
Flemhar Enriquez, Lumampung National High School-Senior High School & Joe Martin M. Panis, Cavite State University	
SUBMISSION ID: R04A-CAVITP-1690	
Tracer Study on the Graduates of SHS-TVL Program: An input to Program Adjustment	200
Lorelie Espallardo, Callejon National High School	
SUBMISSION ID: R04A-QUEZON-0176	
Tracing the Factors of Grade 10 Students' Absenteeism in Mataas na Kahoy National High School; Project HMMSK, a Proposed Strategic Reward System	201
Glenda M Leyesa & Jenell T Olan, Department of Education	
SUBMISSION ID: R04A-BATANP-1308	
Elementary School: Basis for Proposed Strategic Reward System	202
Mophel Sales, Lemery District Teachers Association	
SUBMISSION ID: R04A-BATANP-0954	
Traditional Teaching Vs. Modern Teaching with the Use of Video Clips: A Comparative Experimental Study in Teaching Prepositional Phrase to Grade 7 Students	203
Hosanna Grace David, Looc Integrated School	
SUBMISSION ID: R04A-CALAMB-0300	
Train a WIRError Project: the Use of Collaborative Strategic Reading in Enhancing the Reading Competencies of ESL learners	204
Maricel O. Amita, English Teacher	
SUBMISSION ID: R04A-CAVITP-0227/ R04A-CAVITP-1510	
Train a WIRError Project: the Use of Collaborative Strategic Reading in Enhancing the Reading Competencies of ESL learners	205
Maricel Amita, Department of Education - Cavite	
SUBMISSION ID: R04A-CAVITP-0227/ R04A-CAVITP-1510	

Training Needs of Mathematics Teachers in Public Secondary Schools Mariel Mayuga, Department of Education, Taal National High School SUBMISSION ID: R04A-BATANP-0796	206
Training Program on Safety for Public Secondary Schools in San Juan, Batangas Patrick Razon, Sico 1.0 National High School (Grade 7-12) SUBMISSION ID: R04A-BATANP-0320	207
TRANSBOTTLES: Eco - Furniture Rodel Castillo, Department of Education - Tanauan SUBMISSION ID: R04A-TANAUUA-0084	208
Transformational Leadership Behavior of Public Elementary School Teachers in the 5th Congressional District of Camarines Sur Ma. Genoviva Quiano, Department of Education SUBMISSION ID: R005-REGOFF-0002	209
Transformational Leadership Practices of School Heads and Performance of City Schools in the Division of First District of Laguna, An input to A Comprehensive Training Program Ma. Theresa Ramos SUBMISSION ID: R04A-CABUYA-0048	210
Transformational Leadership Towards Empowerment of Teachers' Classroom instruction and Creation of innovative School Climate Cecilia Reyes Pingol, Leonora Ladines De Rama, & Michael Leonard De La Pena Lubiano, Tayabas City Division Stand Alone SHS SUBMISSION ID: R04A-TAYABA-0008	211
Transition from Mother tongue to English Medium of instruction in Science Four in inicbualan Elementary School: Basis for Proposed intervention Precie Garces, Department of Education - Bauan West SUBMISSION ID: R04A-BATANP-1772	212
Transition Programs for Persons with Disabilities in the Selected Municipalities of Quezon: their Level of Effectiveness Berma Barreno, Department of Education, Lopez National Comprehensive High School SUBMISSION ID: R04A-QUEZON-0112	213
Transitioning Classroom Teachers to School Leaders Nestor Idra, Department of Education - Calamba SUBMISSION ID: R04A-CALAMB-0142	214
Transitivity in Philippine Sports Articles Alvin Patal, Quezon National High School SUBMISSION ID: R04A-QUEZON-0154	215
Translated Subtitles Language Teaching Material (TSLTM): A Revolutionized instructional Material in Teaching Critical Contents of Physics 8 John Cyrus Doblada & Xandra Lee P. Cervitillo, Manuel I. Santos Memorial National High School SUBMISSION ID: R04A-RIZALP-0428	216
Translation of Target Language to Mother tongue: Strategy Employed by Teachers in Implementing Mother tongue - Based instruction in A Multilingual Classroom Setting Meriam E. Besinga, Teacher III SUBMISSION ID: R013-SURSUR-0280	217
Trash to Cash Project: Basis for An Eco-Friendly School Emma Cantos, Department of Education SUBMISSION ID: R04A-BATANP-2020	218

Trends, Practices, Challenges, and Opportunities for 21st Century Leaders and Educators Arlyn Cabrera, Department of Education SUBMISSION ID: R04A-LAGUNA-0314	219
Tributaries Factors Affecting the Reading Skills of Grade V Pupils at Flaviano-Pelagia Pantoja MES Ma. Lourdes Alindugan, Department of Education SUBMISSION ID: R04A-BATANC-0547	220
Triple Tas: Enhancement Learning of Communication Skills of the Grade 11-TVL Students of Maddela Comprehensive High School Precious M. Barrientos, Department of Education SUBMISSION ID: R002-QUIRIN-0084	221
TriQuBe as A Remediation to Mathematics Problem of Grade Three Pupils in Tapia Elementary School Dolores San Jose, Department of Education - Tanauan SUBMISSION ID: R04A-TANAUUA-0036	222
Translation Method in Teaching English as Second Language and as Medium of instruction in Other Learning Areas involving the Heterogeneous Classes Lhea Pacada, Norlyn Mae Legua, & Shiela Mae Asadon, Department of Education - Cavite City SUBMISSION ID: R04A-CAVITC-0126	223
Trust-Mistrust Relationship of Pupils to Teachers as A Factor in Eliciting Maximum Pupil Participation: Basis in Crafting A Program for Teachers' Personality and Professional Development Marilyn P. Gatinao & Rachel Anne B. Mateo, Department of Education SUBMISSION ID: R012-KORONA-0016	224
Tsinelas Mo, Sagot Ko: A School Pamaskong Handog Program to Less Fortunate Pupils Mary Decine U. Cubero (Adviser: Jomel Montero) SUBMISSION ID: R013-SURSUR-0183	225
Turmeric Ointment: A Science investigatory Project Alma Penales, Teacher SUBMISSION ID: R04A-CAVITP-1316	226
Twelve Thirty Habit: A Positive Reinforcement intervention to Lessen Absenteeism in Primary Level in Sta. Maria Magdalena Elementary School Apolonia Fajot, Elizabeth Alimon, & Simonette Manalo, Department of Education - San Pablo SUBMISSION ID: R04A-SANPAB-0075	227
Two-Levels of Relationship in the Mathematics instruction for Senior High School Susan Ignacio, Department of Education - Tanauan City SUBMISSION ID: R04A-TANAUUA-0179	228
Typology of Deviant Behaviors among Teachers and its Implications to School Management on Emerging Trends Jay-Ann Mendoza SUBMISSION ID: R04A-BATANP-0714	229
Typology of Reading Strategies and Academic Performance of Senior High School Students Presminda Leornas, Laiya NHS SUBMISSION ID: R04A-BATANP-0066	230
ULBS: An Effective intervention to increase the Achievement Level of Low Performing Grade 11 Students in Earth Science for School Year 2016-2017 Jacqueline Ureta, Department of Education SUBMISSION ID: R04A-CAVITP-0771	231

UMALOHOKAN: An Alternative Method to Messenger App for Disseminating information in San Pascual Senior High School 1	232
Feejay A. Dimaculangan & Kimberly B. Alda, San Pascual Senior High School 1 SUBMISSION ID: R04A-BATANP-2181	
Underdeveloped Noting Details Skills of Grade Six Pupils of Locloc Elementary School Basis for Reading interventions Strategies	233
Russelle Masangcay, Bauan DARES SUBMISSION ID: R04A-BATANP-1671	
Understanding I-Gen: Perspective of Modern Generation	234
Jayvee Olayta, Department of Education - Rizal, Arinda Elementary School SUBMISSION ID: R04A-RIZALP-0349	
Understanding the Anxiety Level of Rural School Teachers: Basis for Anxiety Management Model	235
Hazel Almendras SUBMISSION ID: R04A-BATANP-1672	
Understanding the Grade 12 Senior High School Learners through indulging into their Written Journals	236
Helen Grace Ragus, Fernando Air Base Integrated National High School SUBMISSION ID: R04A-LIPAC1-0242	
Understanding the Values of Filipino Zentennials	237
Gerald Don Galupo, Aldea Elementary School SUBMISSION ID: R04A-RIZALP-0038	
Unified Science-Based Reading and Language Skills instructional Materials for Grade V Pupils: An input for innovative instruction	238
Thelma Calatin, Department of Education SUBMISSION ID: R04A-CALAMB-0402	
University of Santo tomas National Service Training Program-Literacy Training Service (NSTP-LTS): its Effects to Improve Academic Peformance	239
Marietta Olazo, Sto. Angel District, Department of Education - San Pablo City SUBMISSION ID: R04A-SANPAB-0097	
Unpacking the Phenomenon of Teachers' Diagnostic Practices in the Philippine informal Reading inventory (Phil-IRI)	240
Myla Suguitan, Bucal National High School SUBMISSION ID: R04A-CAVITP-1473	
Upholding Research Culture: Lived-in Experiences of Public School Teachers	241
Jasmin Del Mundo, SDO Calamba City SUBMISSION ID: R04A-CALAMB-0188	
Uplifting the Performance of Grade Vi Pupils in English through the Utilization of Multimedia	242
Meldy Ciabal SUBMISSION ID: R04A-LAGUNA-0332	
Uplifting the Socio-Economic Status of Grade 6 through Life Skills in Aldea Elementary School	243
Aniriza Lagarde & Danica L. Bacud, Aldea Elementary School SUBMISSION ID: R04A-RIZALP-0037	
Use of Audio-Video Recordings to Enhance Teaching of Philippine Literature to Grade 7 Students of Rosario National High School	244
Liza Torrano, RNHS SUBMISSION ID: R04A-BATANP-0182	

Use of Carousel Exercise in Grade 10 Students of Dacanlao G. Agoncillo National High School	245
Katherine Joy Castillo, Dacanlao G. Agoncillo National High School	
SUBMISSION ID: R04A-BATANP-1695	
Use of Constructivist-Based Localized and Contextualized Lesson Exemplars and Activities Towards Higher Understanding in Grade 10 Physics	246
Dennis Chumacera, Department of Education, Dolores Macasaet National High School	
SUBMISSION ID: R04A-QUEZON-0269	
Use of Cooperative Learning Strategy in Teaching Science in the intermediate Grade in Tanauan City Division Basis for A Proposed Training Program	247
Julie Ann L. Natividad	
(Adviser: Nelia P. Managuit)	
SUBMISSION ID: R04A-TANAUUA-0210	
Use of information and Communication Technology Support Materials in Teaching Science Six in Tayabas West Central School III	248
Baby Lyn Olandes	
SUBMISSION ID: R04A-TAYABA-0018	
Use of information Technology in Teaching Mathematics among Junior High School Teachers of Binulasan integrated School, infantia, Quezon, Schoolyear 2018-2019	249
Jimmy Romantico, Department of Education	
SUBMISSION ID: R04A-QUEZON-0205	
Use of Larawan-Pantig-Salita (LPS) Technique in Decreasing the Number of Grade one Non-Readers in Yawe Elementary School	250
Czariza Mariel Mojares - T1, Elenar B. Opena - PSDS , & Maricar T. Mojares - MT	
SUBMISSION ID: R04A-QUEZON-0392	
Use of Mobile Short Message Service (SMS) among Teacher and Guardians as a tool to Lessen Absenteeism among Grade III Pupils of Buna Lejos Elementary School S.Y. 2018-2019	251
Elma Cueno, Department of Education - Cavite	
SUBMISSION ID: R04A-CAVITP-0960	
Use of Science Module in Teaching "Chemical Bonding" for Grade 9 Students	252
Kevin De Guzman, Department of Education - Antipolo	
SUBMISSION ID: R04A-ANTIPO-0000	
Use of Sci-Video Clips in Teaching Lessons in a Physics Classroom	253
Hanzelle Bautista, Naic NHS	
SUBMISSION ID: R04A-CAVITP-1393	
Use of SIM: it's Effect to the Academic Performance of Grade 9 Students of Santiago integrated School and Sto. Niño National High School Iriga City S/Y 2016-2017	254
Laila Namoro, Department of Education	
SUBMISSION ID: R005-IRIGAC-0019	
Use of Social Media as An Alternative to Classroom Teaching: An Experimental Study	255
Rey Uriel Domalaon, Lipa City Sports Academy	
SUBMISSION ID: R04A-LIPAC1-0234	
Use of Tracking Card to Minimize Tardiness and Absenteeism of Grade 9 Students of of Lagay National High School	256
Ricardo Oestar, Canda National High School	
SUBMISSION ID: R04A-QUEZON-0073	

Use of Video Clippings in Teaching Cell Division among Grade Eight Students in Banaba West National High School, Batangas City Rosemarie Gutierrez, Banaba Integrated School SUBMISSION ID: R04A-BATANC-0386	257
Using Adaptive Frayer Model in Improving the Vocabulary Knowledge in Science Subject Curriculum of Selected Grade 11 Students of Tanza National Trade School A.Y. 2018-2019 Evelyn Dulino, Tanza National Trade School SUBMISSION ID: R04A-CAVITP-0065	258
Using Concept Card in Developing Numeracy Skills among Learners with intellectual Disability Jordan Jimenez, Buenavista-Cigaras ES SUBMISSION ID: R04A-LAGUNA-0104	259
Using Differentiated instruction in Improving Performance of Grade 10 Mathematics Students: input to Development of instructional Guidelines May Inandan, Lipa City National High School SUBMISSION ID: R04A-LIPAC1-0065	260
Using Digitized Lesson in Teaching Filipino Discipline in Lemery Senior High School(Ang Paggamit Ng Araling Digital Sa Pagtuturo Ng Mga Guro Sa Disiplinang Filipino Sa Lemery Senior High School) Marina Villanueva, Lemery Senior High School SUBMISSION ID: R04A-BATANP-1493	261
Using Educational Videos to Develop Word Recognition among Struggling Readers of Grade III and IV Pupils in Tarusan integrated School Renee Songodanan, Department of Education, Tarusan Integrated School SUBMISSION ID: R013-SURSUR-0232	262
Using Experiential Learning Approach in Enriching Academic Writing Skills of Grade 11 Students of Pinagbayanan integrated National High School Teodora Barza, District Research Organization (Adviser: Teodora Barza) SUBMISSION ID: R04A-BATANP-2222	263
Using Extensive Reading Activities to Improve the Reading Comprehension Skills of Grade V Santan at Cogonan Elementary School Rolando Ata, Batangas Researchers Association For Value-Driven Education SUBMISSION ID: R04A-BATANP-0405	264
Using interactive Reading Booklet in Improving Reading Comprehension of Grade Six Pupils of David P. Jimenez Elementary School Helen F. Damicog, Jessalyn A. Vistan, & Ma. Lebby Grace Vallejo, David P. Jimenez Elementary School SUBMISSION ID: R04A-CAVITP-1351	265
Using Keywords to Unlock Math Word Problems of Grade Six Learners in Timbugan Elementary School Precila Magadia, Rosalinda M. Leonzon, & Melannie S. Medrano, Department of Education - Rosario West SUBMISSION ID: R04A-BATANP-1845	266
Using Localized and Contextualized instructional Materials in Problem Solving: An intervention Jennifer Javier, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-0992	267

Using Localized and Contextualized instructional Materials in Problem Solving: An intervention	268
Yorelyn L. Posadas, Mendez Crossing Elementary School SUBMISSION ID: R04A-CAVITP-0716	
Using Localized and Contextualized Teaching Guides (Lctg) and Learner's Activities and Assessment (LAA) in Teaching Addition and Subtraction of Fractions: An intervention	269
Cherry Paguapo & Geraldine Bautista SUBMISSION ID: R04A-CAVITP-0922	
Using media-technology in school of the future program in teaching Filipino at Polangui South Central School	270
Kristine Llobet, Department of Education - Albay SUBMISSION ID: R005-ALBAYP-0004	
Using Phonics Approach in Enhancing of Struggling Readers and Readers at-Risk in Grade IV of Manggas-Tamak Elementary School for SY 2016-2017	271
Cerilina Comia, Manggas-Tamak Elem. School, Padre Garcia SUBMISSION ID: R04A-BATANP-0415	
Using Picture Reading Technique for Struggling Readers in Sta. Anastacia Elementary School	272
Relyn Fruelda & Aiza H. Acacio, Sta.Anastacia ES/Batangas SUBMISSION ID: R04A-BATANP-1639	
Using Real Object During Engagement in Teaching Science: its Effectiveness to Pupils Achievement of Grade 5 in Parklane Elementary School	273
Liezl Firmanes & Estela Felicitas, Member of Asia Pacific Association of Educators SUBMISSION ID: R04A-GENTRI-0003/ R04A-GENTRI-0004	
Using Student-Led Video Tutorial in Teaching Selected topics in General Mathematics	274
Alvin Manacop, Department of Education - Calamba City SUBMISSION ID: R04A-CALAMB-0104	
Using Technology with Differentiated instruction in Improving the Academic Performance of the TVL Students	275
Janice Umali & Monavie Lorca, Department of Education (Adviser: Lerma Furio) SUBMISSION ID: R04A-CAVITP-0103	
Using Video as Supplementary instruction for Laboratory Activity in TLE 9 - Computer	276
Ronelia Santos SUBMISSION ID: R003-CABANA-0000	
Using ZipGrade Application in TLE Teachers' Reports Compliance	277
Jimmy Ray G. Cimafranca & Lerio Tamayo, Ternate West National High School SUBMISSION ID: R04A-CAVITP-1297	
Utilizing Mindful Reading Comprehension Techniques in Improving Reading Comprehension of Grade Five Pupils of Rosario Elementary School	278
Carina P. Ramos, Rose Angela L. Pacao, Department of Education SUBMISSION ID: R04A-CAVITP-0402	
Utilization and Effectiveness of e-Worksheets to Improve the Mathematical Skills of the Grade IV Pupils in Quisao Elementary School	279
Alvin M. Argayoso & Miguela Argayoso, Department of Education - Rizal SUBMISSION ID: R04A-RIZALP-0061	
Utilization and Efficiency Testing of An Improvised Water Purifier	280
Edson M. Abad, Quirino General High School (Adviser: Charles Louie S. Tanora) SUBMISSION ID: R002-QUIRIN-0023	

Utilization of 2C-2I-1R Pedagogical Approaches and Strategies in Teaching Science Research II at Governor Ferrer Memorial National High School - Main	281
Christopher A. Luna & Prudencio Animas, Gov. Ferrer Memorial National High School	
SUBMISSION ID: R04A-GENTRI-0008/ R04A-GENTRI-0009	
Utilization of Audio-Visual Aids in Reading Comprehension among Grade one Pupils at San Juan East District	282
Sharie Arellano, Department of Education	
SUBMISSION ID: R04A-BATANC-0527	
Utilization of Bar Model Method in Solving Word Problems: An intervention	283
Karla Janina Escaño, Cavite Association of Research Educators	
SUBMISSION ID: R04A-CAVITP-0138	
Utilization of Competency-Based Downloaded Videos in the Enhancement of Proficiency Level in Science of Grade VI- Lapu-Lapu S.Y.2017-2018	284
Benilda Catalasan, Ternate Central Elementary School	
SUBMISSION ID: R04A-CAVITP-1419	
Utilization of Concert Apps:A Strategy in Teaching Classical Music for Grade 10 Students of Pansol National High School	285
Gayzelle Caringal, Department of Education	
SUBMISSION ID: R04A-BATANP-1771	
Utilization of Contextualized Worktext in G10 Mathematics	286
Mariliza Espada, Department of Education	
SUBMISSION ID: R04A-CALAMB-0417	
Utilization of Cooperative Learning in Teaching Mathematics among the Grade II Pupils in Payapa Elementary School	287
Lucia Punzalan, PPSTA	
SUBMISSION ID: R04A-BATANP-0621	
Utilization of Cross Multiplication in Teaching Subtraction of Fractions: Basis for School-Based Program	288
Rosemarie Delos Reyes, Department of Education	
SUBMISSION ID: R012-GENSAN-0008	
Utilization of DCP Packages: Basis for Developing "Project COMMON" (Computerized Monitoring)	289
Princess Chavez	
SUBMISSION ID: R04A-BATANP-1768	
Utilization of Different Reading Materials: A Way of Developing Best Readers in Grade one in Camastilisan Elementary School ,Calaca District	290
Adeliza Marasigan, Master Teacher II	
SUBMISSION ID: R04A-BATANP-2036	
Utilization of Disaster Risk Reduction Management (DRRM)-integrated Learning Materials in Teaching Grade 7-8 Students	291
Olivia Escarmosa, Tanay National High School	
SUBMISSION ID: R04A-RIZALP-0127	
Utilization of Double Exposure in Teaching Mathematics to Improve Performance of Grade Four Pupils	292
Adina Casabal	
SUBMISSION ID: R04A-LAGUNA-0334	

Utilization of E-Games: it's Impact on the Teaching and Learning Mathematics in Payapa Elementary School	293
Olympia Orlina, Division Aralg Panlipunan Association SUBMISSION ID: R04A-BATANP-0119	
Utilization of Enhanced Learning Module Activities (ELMA) to Improve the Academic Performance of Selected Grade 8 Students of Cavite National High School	294
Jocelyn P. Ibañez SUBMISSION ID: R04A-CAVITC-0013	
Utilization of ES Claveria Technique in Reading of Grade one Pupils at San Ignacio Elementary School	295
Retchell Manzalay, Department of Education - Rosario West SUBMISSION ID: R04A-BATANP-1415	
Utilization of Google as A Search Engine among the Senior High School Students of Pinaripad National High School	296
George Jun G. Seneca, Pinaripad National High School (Adviser: Julie F. Portacio) SUBMISSION ID: R002-QUIRIN-0101	
Utilization of Hallway Pass among Grade Nine Learners at Don Jose M. Ynares, Sr. Memorial National High School	297
Janneth C. Ojascastro, Joy Theresa O. Antor, Lea Rose G. Medenilla, Maria Carmina C. Saurin, & Marites P. Balderian, Don Jose M. Ynares, Sr. Memorial National High School SUBMISSION ID: R04A-RIZALP-0217	
Utilization of ICT in Improving the Academic Performance of the Grade VI Pupils in Filipino at San Juan West Central School	298
Annaliza Falqueza, Department of Education SUBMISSION ID: R04A-BATANP-1786	
Utilization of information and Communications Technology in Enhancing Reading Comprehension Skills of intermediate Pupils at Bangin Elementary School, School Year 2017-2018	299
Precila Tolentino, Bangin Elementary School SUBMISSION ID: R04A-BATANP-2049	
Utilization of innovative instructional Materials in Teaching Mathematics –Grade 3 in Solo Elementary School	300
Marilou Adem SUBMISSION ID: R04A-BATANP-0946	
Utilization of innovative Mathematical Device (IMD) in Improving the Mastery Level of the Students in Mathematics	301
John Rey V. Deloverges, Bula National High School (Adviser: Jhomar Jaravata) SUBMISSION ID: R005-CAMSUR-0085	
Utilization of Language-Based and Content-Based Approaches in Strengthening Literary Comprehension Skills	302
Iza Arasa, Member of PACAE, Majayjay District Personnel Association SUBMISSION ID: R04A-LAGUNA-0099	
Utilization of Localized and Contextualized Strategic intervention Materials(LCSIM) in Improving the Academic Performance in Science of Grade Five Pupils in David P. Jimenez Elementary School	303
Florencia Viado, Lilybeth C. Bartolome, & Ma. Aiza Sudaria, David P. Jimenez Elementary School SUBMISSION ID: R04A-CAVITP-1362	

Utilization of Mango (<i>Mangifera indica</i> Lin.) Pectin as an Alternative Stabilizer for Floorwax Aileen J. Gabrido, Melinda C. Lagarto, & Vina T. Bondoc, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1098	304
Utilization of Manipulative toys in Kindergarten Towards the Development of Learning Domain in Tambo Elementary School Katherine Guevarra, Department of Education SUBMISSION ID: R04A-LIPAC1-0219	305
Utilization of Mass Media in Developing the Written Communication Competence of Grade 12 Students in Buhaynasapa National High School Trisha Patalinhug, Buhaynasapa National High School (Adviser: Lovely E. Aquino, MAED) SUBMISSION ID: R04A-BATANP-1118	306
Utilization of Mathematical Concepts of Grade 11 ABM Students of Colegio de San Juan de Letran-Bataan Aries Jazmine M. Del Mundo, Miguel R. Alonto, & Kyle Gian Tañala, Colegio De San Juan De Letran-Bataan (Adviser: Maureen Joy Quejada) SUBMISSION ID: R003-BATAAN-0004	307
Utilization of Mathematics E - Module for Junior High School (Mej): A Strategy to Improve Student's Academic Performance Eunika C. Zurbano & Myra Mizielle O. Danila, Tanza National Trade School SUBMISSION ID: R04A-CAVITP-0067	308
Utilization of Modern Teaching-Learning Approaches in Improving Students Performance in Grade 10 Araling Panlipunan Evangeline Salcedo, Gregorio Perfecto High School SUBMISSION ID: NCR1-MANILA-0001	309
Utilization of Multimedia in Teaching Science for intermediate Level in Kinalaglagan Elementary School: Basis for An Action Plan Jenny K. Gregorio, Nemia O. Villapando, & Ninia Cueto, Kinalaglagan Elementary School SUBMISSION ID: R04A-BATANP-0167	310
Utilization of Multiple intelligences as an instructional Strategy in Enhancing the Knowledge of Liwayway NHS Grade 7 Students in Selected Mathematical Concepts Ladylyn Tuazon, Liwayway National High School SUBMISSION ID: R04A-QUEZON-0236	311
Utilization of Numeracy tool in Implementing Collaborative Pedagogical Approach in Teaching Algebra to Grade 8 Learners in Tuy National High School Rhodalane Cudiamat SUBMISSION ID: R04A-BATANP-1236	312
Utilization of Oral Reading intervention Activities (Project ORIA) to Selected Grade Six Pupils of Lewin Elementary School, Lumban, Laguna Madel Garcia, Department of Education SUBMISSION ID: R04A-LAGUNA-0294	313
Utilization of Photo Glossary to Improve Level of Understanding of Grade 10 Students in Heredity (Variation and inheritance) Rey Arbolonio, Department of Education SUBMISSION ID: R013-SURSUR-0041	314
Utilization of Printed Mass Media and its Impact on Students' Reading Motivation and Comprehension Imelda V. Porosa, Ma. Teresa C. Liwanag, & Maricris Pintor, Department of Education SUBMISSION ID: R04A-BATANP-0999	315

Utilization of Project KAMATHISS in Improving the Basic Four Fundamental Skills of Grade Four Pupils in Sta. Cruz(Bucal) Elementary School,S.Y. 2017-2018	316
Mariely Velasco & Mylene Cabadding, Department of Education SUBMISSION ID: R04A-CAVITP-1584	
Utilization of Reading Readiness Materials for Kindergarten Pupils in Bukal Elementary School	317
Rizza Vesliño, Department of Education SUBMISSION ID: R04A-BATANP-0462/ R04A-BATANP-0464	
Utilization of Realia in Teaching Problem Solving in Mathematics among Grade Two Pupils in Balagtasin Elementary School	318
Adora S. Cuevas, Annalyn Mitra, & Joan B. Lascano, Department of Education SUBMISSION ID: R04A-BATANP-0814	
Utilization of Research Outputs in Gulod Senior High School : Basis for Guidelines to Evidence-Based Teaching Enhancement	319
Baybay, Blandine & Mila Mallare, GSHS Batngas City Division SUBMISSION ID: R04A-BATANC-0030	
Utilization of Re-Validated Worktext in Teaching Mathematics 10 in Camp Vicente Lim integrated School	320
Rafaela De Villa, Department of Education, Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0293	
Utilization of Science Equipment on the Pupils' Performance in Doña Susana Madrigal Elementary School	321
Maria Esperanza Discutido, Department of Education Rizal Binangonan III SUBMISSION ID: R04A-RIZALP-0296	
Utilization of Self-Paced Learning Modules to Improve the Student's Academic Performance in Grade 8 Araling Panlipunan	322
Maricel Dualan, Naic NHS SUBMISSION ID: R04A-CAVITP-0900	
Utilization of Self-Paced Learning Modules to Improve the Student's Academic Performance in Grade 8 Araling Panlipunan	323
Marieta Ortega, Naic NHS SUBMISSION ID: R04A-CAVITP-0937	
Utilization of Self-Paced Learning Modules to Improve the Student's Academic Performance in Grade 8 Araling Panlipunan	324
Avigail Ventura, Maricel Dualan, & Marieta Ortega, Naic NHS SUBMISSION ID: R04A-CAVITP-1724	
Utilization of Simplified Work Activities (SWA) in Grade 7 Remedial Science Class: its Implication Towards their Performance	325
Mirasol Domingo, Department of Education, Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0298	
Utilization of Simulation and Games in Teaching English in San Nicolas National High School	326
Maylene Abelleja, Teacher III SUBMISSION ID: R04A-BATANP-0842	
Utilization of Social Networking Sites in Relation to the Academic Performance of Grade 12 Students of Lemery Senior High School	327
Allan Chester Diezmos, Department of Education SUBMISSION ID: R04A-BATANP-1823	

Utilization of Spelling Modules to Improve Vocabulary Skills Rizza Gado, Department of Education SUBMISSION ID: R04A-CAVITP-0813	328
Utilization of Strategic intervention Material to Improve the Students' Understanding of Electrical Concepts Under Core Competencies Ireneo Taguibao, Department of Education - Batangas, Calatagan National High School SUBMISSION ID: R04A-BATANP-1753	329
Utilization of Supplementary Reading Materials in Enhancing Comprehension in Grade Five Pupils at Manggas-Tamak Elementary School Manolito Indicio, Manggas-Tamak Elem. School, Padre Garcia SUBMISSION ID: R04A-BATANP-0431	330
Utilization of Technology Aided Material in Science Learning of Grade IV Pupils at Venancio Trinidad Sr. Memorial School Gina Mendoza, Department of Education - Batangas Province SUBMISSION ID: R04A-BATANP-1327	331
Utilization of Technology in Second Language instruction Jeniffer C. Atienza, Lorelene R. Manalo, & Nellie Acosta, Talaga Elementary School SUBMISSION ID: R04A-BATANP-1169/ R04A-BATANP-1177	332
Utilization of Technology in Teaching Mathematics and it's Impact on the Academic Performance of Grade V Pupils in Payapa Elementary Maria Caringal, PPSTA SUBMISSION ID: R04A-BATANP-0635	333
Utilization of Technology Mediated Text Presentations to Enrich the Skills in Solving Problems on Radicals of Grade 9-Mark Students of Don Manuel Rivera Memorial National High School Miriam V.Alao & Rosalyn D.Dave, Department of Education SUBMISSION ID: R04A-LAGUNA-0357	334
Utilization of Technology Resources in the Delivery of instruction in Public Elementary Schools, Taytay II-B District, Division of Rizal Shirley Ramos SUBMISSION ID: R04A-RIZALP-0405	335
Utilization of the Calendar Model in Enhancing Pupil's Skills in Multiplying Whole Number Emilio Herrera, Jr., Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-1234	336
Utilization of the Developed Automated System in Safekeeping the Student's Permanent Record of Alfonso National High School Donato A. Bataclan & Nerissa R. Betonio, Alfonso National High School SUBMISSION ID: R04A-CAVITP-0271	337
Utilization of the Jar Model in Correcting Student's Common Errors in Adding and Subtracting integers Jeffrey Santos, Naic NHS SUBMISSION ID: R04A-CAVITP-0750	338
Utilization of the Learner's Free Time: Basis of Establishing Recreational Activities Program (RAP) Loida Sandoval & Mercedes Balais, Department of Education - South Cotabato SUBMISSION ID: R012-SOUCOT-0021	339
Utilization of thematic-Based Approach among the Grade 8 Students of Sta. Teresa College Janice Mendoza, AASMNHS SUBMISSION ID: R04A-BATANC-0232/ R04A-BATANP-1253	340

Utilization of Video Clips as tool: A Way of Improving Grade V Pupils' Performance in Science at Macalamcam A Elementary School	341
Rowena Porillo, Department of Education SUBMISSION ID: R04A-BATANC-0556	
Utilization of Video Clips in Teaching Economics at Anselmo A. Sandoval Memorial National High School	342
Conie Arce, Anselmo A. Sandoval Memorial National High School SUBMISSION ID: R04A-BATANP-1267/ R04A-BATANP-1264	
Utilization of Video Clips in Teaching Reproductive System to Grade Five Pupils of Julian A. Pastor Memorial Elementary School	343
Maila Elona, JAPMES SUBMISSION ID: R04A-BATANC-0277	
Utilization of Video Presentation in Teaching Short Stories among Kindergarten Pupils in Calubcub II Elementary School SY 2017-2018	344
Annabile Rose Bob Peña, Department of Education SUBMISSION ID: R04A-BATANP-0779	
Utilization of Video Technology in Teaching Social Studies among Grade 8 Students in Fermin La Rosa National High School	345
Catherine Torres, Department of Education, Fermin La Rosa National High School SUBMISSION ID: R04A-BATANP-2155	
Utilization of Video, Audio and Caption (Vac) tool Towards Students' Vocabulary Enhancement	346
Marilie Yedra, Department of Education - Calamba SUBMISSION ID: R04A-CALAMB-0058	
Utilization of Wh-Question Using Graphic Organizer on Reading Comprehension of the Grade Iv Pupils in Banca Banca Elementary School S.Y. 2015 - 2016	347
Ma. Fe San Jose, Department of Education SUBMISSION ID: R04A-LAGUNA-0243	
Utilization of Wireless Multi-Lingual Sign Language Translator for Hearing Impaired Learners	348
Minguela Ting, Dita Elementary School, Division of Santa Rosa City SUBMISSION ID: R04A-STAROS-0051	
Utilizing 2C2IR Pedagogical Approaches in Teaching Earth and Life Science at San Pascual Senior High School 2	349
Rosellie Tumambing, Department of Education SUBMISSION ID: R04A-BATANP-1404	
Utilizing 2FL (Facebook Page, Flyers and Lectures) as information Dissemination Alternatives on Child Protection Policy of Grade 8 Students at Bukal National High School 2017-2018	350
Jenifer Abante, Department of Education, Bukal National High School SUBMISSION ID: R04A-BATANP-1517	
Utilizing Alternative Reading Materials in Enhancing Speed of Grade Two Pupils in Sta. Ana Elementary School	351
Leonisa M. Cacao, Richelle P. Arcillas, & Thelma Perez SUBMISSION ID: R04A-BATANP-2167	
Utilizing Bit Reading Program in Improving Reading Comprehension of Grade Six Pupils of Mayor Calixto D. Enriquez Elementary School	352
Aireen Sanchez, Mayor Calixto D. Enriquez Elementary School SUBMISSION ID: R04A-CAVITP-1244	

Utilizing Computer-Assisted Reading in Improving the Reading Fluency and Comprehension of Grade Five Pupils Under Frustration Level	353
Cesar Jr. Virata, David P. Jimenez Elementary School, Ma. Nonita S. Alarca, David P. Jimenez Elementary School, & Rafael Arlen M. Andoy IV, Emiliano Tria Tirona Memorial National High School	
SUBMISSION ID: R04A-CAVITP-1322	
Utilizing Daily Lesson Logs (DLLs) as Correlates to the Teaching Performance of Teachers	354
Fritzie Mercado	
SUBMISSION ID: R04A-BATANP-1878	
Utilizing Game-Based Learning as innovative tool in Improving the Least Mastered Competencies in Science of Grade Ten Students of Rosario National High School	355
Elvira Ruiz, Rosario National High School	
SUBMISSION ID: R04A-CAVITP-0447	
Utilizing Guided Practice Reading in Enhancing Struggling Readers Comprehension Skills	356
Amabel Marilla, Christine Molinyawe, & Nissa Lelis, Sto. Tomas North Central School	
SUBMISSION ID: R04A-BATANP-2262	
Utilizing Localized and Contextualized Read Aloud Books in Improving Reading Comprehension of Grade Two Pupils of David P. Jimenez Elementary School	357
Betty Fabro, Jennifer Biay, & Sarah Mae Arangusti, David P. Jimenez Elementary School	
SUBMISSION ID: R04A-CAVITP-1357	
Utilizing Localized Materials: A Strategy in Improving the Reading Proficiency Level of Grade 8 Students	358
Pedrita Navales & Rosemarie De Mesa, Department of Education - Laguna	
SUBMISSION ID: R04A-LAGUNA-0144	
Utilizing Localized, Contextualized and indigenized Sight Words in Improving Word Recognition of Grade Seven Students of Rosario National High School	359
Donna Delfin, Rosario National High School	
SUBMISSION ID: R04A-CAVITP-0456	
Utilizing MATHALINO in Improving Problem Solving Skills of Grade VI	360
Angelina L. Ramos, Prescila R. Corpuz, & Rosina M. Panis, Department of Education	
SUBMISSION ID: R04A-CAVITP-1570	
Utilizing Multimedia in Teaching Vocabulary among Grade 1 Pupils	361
Cynthia B. Perez, Hannah Rose A. Ilagan, & Ronnel M. Guerra, ASATA, PASATAF, Ascendens Asia International Researchers Club	
SUBMISSION ID: R04A-BATANP-0936	
Utilizing Project Akpk (Anak Ko, Pabasa Ko), in Improving the Parents involvement in Enhancing the Reading Comprehension of Grade 1 Pupils at Padre Garcia Central School	362
Corazon Pendo, Department of Education - Padre Garcia	
SUBMISSION ID: R04A-BATANP-0204	
Utilizing Reflective Approach to Enhance the Performance in Science among Grade Six Pupils in Pinamukan Elementary School	363
Maristel Lagmay, Pinamukan Elementary School	
SUBMISSION ID: R04A-BATANC-0235	
Utilizing Standardized Assessment to Evaluate Word Recognition Skills of Grade IV pupils in Malaya Elementary School	364
Jorissa Africa, Department of Education	
SUBMISSION ID: R04A-BATANP-1202	

Utilizing Systematic Synthetic Phonics Approach (SSPA) to Develop Word Recognition Skills Carmelita Balbuena, Department of Education, Hinatuan South Central Elementary School SUBMISSION ID: R013-SURSUR-0303	365
Utilizing Teacher made Exercises as Enrichment Strategy to Improve the Academic Performance of Grade 6 Pupils of Banlic Elementary School in 5 Major Learning Areas for SY: 2017-2018 Aileen P. Llanderal & May Antivo, Banlic Elementary School SUBMISSION ID: R04A-CALAMB-0295	366
Utilizing the Diversity of Learners in Differentiating Activities in Advanced Chemistry Maria Thesbe Catapang, Balayan National High School SUBMISSION ID: R04A-BATANP-1073	367
Utilizing Video Clips in Teaching Afro Asian Stories among Grade Eight Students of Tipas National High School Norvic Remo SUBMISSION ID: R04A-BATANP-0238	368
Validation and Implementation of Honing Meaningful Experiences by Revitalizing Opportunities through Organized Modules (HOMEROOM) for Grades I - VI of Selected Schools in the Division of Calamba City Marilyn Montalbo, San Juan ES SUBMISSION ID: R04A-CALAMB-0321	369
Validation and Revision of Enrichment Activities on the Level of Reading Comprehension of Grade XI Students at Dagatan National High School-Senior High School (Validasyon at Revisyon ng Gawaing Pang Maria Elena Braza, Department of Education SUBMISSION ID: R04A-BATANP-0956	370
Validation and Utilization of Contextualized Supplementary Materials in inquiries, investigation and Immersion for SHS Evelyn Sublay SUBMISSION ID: R04A-CALAMB-0157	371
Validation of Localized Stories Converted into Big Books for Reading in Mother tongue in Grade 1 and 2 Amalia N. Calingasan, Mylene A. De Lima, & Rochelle Vicedo, Department of Education SUBMISSION ID: R04A-CAVTP-1503	372
Validation of MATHY-GAS Mary Ann De Guia & Mary Jane Gerona, Grade 12-GAS (Adviser: Vina Retusto) SUBMISSION ID: R04A-CALAMB-0153	373
Validation of Microsoft office Module Jeffrey A. Gobres & Rona B. Aquino (Adviser: Lorence Albert Paz) SUBMISSION ID: R04A-CALAMB-0155	374
Validity of Project U.S.E. (Uncovering the Secrets in the Elements) in increasing the Performance Level of Grade Eight Students in Science Lamberto Claveria, Luis Y. Ferrer Jr. West National High School SUBMISSION ID: R04A-GENTRI-0000	375
Values Development: tool in Molding the Academic Performance of Grade IV Pupils of Santiago integrated School, Santiago, Iriga City Luningning Dagatan, Santiago Integrated School SUBMISSION ID: R005-IRIGAC-0006	376

Values integration in the Different Subject Areas: its Importance to the Personality Development of Pupils in Bilogbilog Elementary School	377
Maricel Tuico, Department of Education SUBMISSION ID: R04A-TANAUUA-0194	
Variables affecting pupils' drop-out as basis for the development of drop-out reduction program in Lucena North District	378
Maricel G. Tangonan, Department of Education - Lucena City (Adviser: Maricel Tangonan) SUBMISSION ID: R04A-LUCENA-0031	
Variables in Rearing Teenagers and its Impact on Students' Behavior: Basis for Parent-Child Relationship Enhancement Program at Recto Memorial National High School	379
Jocelyn Mendioro, TRAQ SUBMISSION ID: R04A-LUCENA-0033	
Varied Assessment Tests: An intervention to Improve Academic Performance Level in Science for Grade V Pupils in Petronilo L. torres Memorial for Sy 2018-2019	380
Judith Acosta SUBMISSION ID: R04A-CAVITP-1067	
Varied interactive Classroom Activities in Exhibiting Learner's Responsiveness	381
Emiliana Del Mundo, Majayjay District Personnel Association SUBMISSION ID: R04A-LAGUNA-0135	
Venturing on the Varied Societal Issues Reflected in "FPJ's Ang Probinsyano"	382
Tricia Mae Villalobos, FABINHS SUBMISSION ID: R04A-LIPAC1-0033	
Video Presentation Used in Teaching Biogeochemical Cycles to Grade Eight Students in PSTMNHS	383
Geralyn Castro, JHS-Teacher SUBMISSION ID: R04A-BATANC-0223	
Video Presentation Used in Teaching Biogeochemical Cycles to Grade Eight Students in Pstmnhs Duplicate	384
Geralyn Castro, Junior High School Teacher SUBMISSION ID: R04A-BATANP-0054	
Videoke Reading Challenge: A Remedial Reading intervention in English Using Videoke in Grade 6	385
Joane Panaligan, Garita Elementary School SUBMISSION ID: R04A-CAVITC-0063	
Videos: Like or Unlike?	386
Jay Anne Salles, Tanza National Comprehensive High School SUBMISSION ID: R04A-CAVITP-1323	
VIDHAM (Video Na Agham): the Use of Bilingual Medium Educational Videos in Understanding Science topics as An intervention for Low Performing Grade Six Pupils	387
Cesar Concha & Maria Antonia Padoa, Department of Education - Noveleta SUBMISSION ID: R04A-CAVITP-1378	
View of the Students in Filipino Subject of Grade 7 in Lucsuhin National High School S.Y 2017-2018	388
Ryan Lescano SUBMISSION ID: R04A-CAVITC-0033/ R04A-CAVITP-0394	

Viewership of Television News Coverage and Mean World Syndrome among Conception National High School Personnel: A Cultivation Analysis	389
Desiderio A. Pagdato Jr, Department of Education SUBMISSION ID: R012-KORONA-0022	
Views and Opinions of Teachers in the Implementation of Child Protection Program of Lun Padidu National High School: Basis for Child Protection Enhancement Program	390
Precious Abella, Department of Education SUBMISSION ID: R012-SARANG-0007	
Views of Freshmen Education Students on their Senior High School Experiences	391
Christian Duag, Naic NHS SUBMISSION ID: R04A-CAVITP-0949	
Views of Grade 10 students on the Implementation of the Senior High School in Surigao City National High School	392
Kharine Kate I. Yecyec (Adviser: Ronald Allan Arcayera) SUBMISSION ID: R013-SURIGA-0002	
Views of Grade10 Students on their Subject Teachers	393
Jerald Gome, Department of Education - Masbate Province SUBMISSION ID: R005-MASBAP-0005	
Views on Parental involvement and its Perceived Effects in Academic Performance among Selected Elementary Pupils from Talisay District: Basis for an Enhancement Program	394
Jonna May Dogelio, Department of Education SUBMISSION ID: R04A-BATANP-0746	
Virtual Laboratory as an Alternative Teaching Strategy in Electrochemistry	395
Mark Philip Echon, Gen. Juan Castaneda Senior High School SUBMISSION ID: R04A-IMUSC1-0108	
Visual Representation Homework Activity: Effects on Visual Representation, Conceptual Understanding, and Epistemological Beliefs Towards Physics	396
Alelie Nagpala, Department of Education SUBMISSION ID: R04A-CALAMB-0086	
Visualizes Reading Strategies in Teaching Reading in Grade one in San Juan West Central School	397
Marinela Macaraig, Department of Education SUBMISSION ID: R04A-BATANP-1836	
Vocabulary and Word Study to increase Reading Comprehension of Selected Grade Four Pupils in Mahabang Kahoy Cerca Elementary School	398
Petronila C. Perlado, Elementary Grade Teacher & Neliosa H. Pedron, Elementary School Head SUBMISSION ID: R04A-CAVITP-1257	
Vocabulary Boosters to Enhance Comprehension among Grade Three Pupils of Gregorio Paradero Elementary School for School Year 2017-2018	399
Elsa Marcellana, Department of Education SUBMISSION ID: R04A-BATANP-2111	
Vocabulary Development Approach in Teaching Speaking among Grade Six Pupils of Malagonlong Elementary School	400
Luz Mantuano, Department of Education - Division of Lipa City SUBMISSION ID: R04A-LIPAC1-0039	

Vocabulary Development Competencies of Grade one Pupils of San Felix Elementary School as Basis for Remediation Activity	401
Rogela Marie Dormido, ESP coordinator & Monelyn C. Celorico, PES Coordinator SUBMISSION ID: R04A-BATANP-1837	
Vocabulary Development in Content Area Text Towards Understanding of Word Problems in Elementary Grade V & Vi Mathematics at Sampa-Pacifico Elementary School	402
Daisilyn N. Regolto, Denniemarie P. Marquinez, Lilibeth M. Cadano, & Teresita Tolentino, Department of Education – Batangas, Sampa-Pacifico Elementary School SUBMISSION ID: R04A-BATANP-1049/ R04A-BATANP-1075/ R04A-BATANP-1036/ R04A-BATANP-1086/R04A-BATANP-1099	
Vocabulary Difficulties Encountered by Grade Five - TOPAZ of Sta. Maria Elementary School	403
Joyce Maramot, Sta. Maria Es- Bauan East District SUBMISSION ID: R04A-BATANP-1344	
Vocabulary Learning Strategies of Grade Two Pupils at Stncs : An Assessment	404
Aleli Isidra M.De Chavez, Erlinda M. Palicpic, & Myla R. Mendoza, Sto.Tomas North Central School SUBMISSION ID: R04A-BATANP-1777	
Vocabulary Power in Teaching English Lessons among Grade Six Pupils in Mabini Central School	405
Beatriz Calangi, Mabini Central School SUBMISSION ID: R04A-BATANP-1103	
Vocabulary Reinforcement as A tool to Effective Reading Comprehension among Grade 9 Students in Taal National High School	406
Sherryl Hernandez, Department of Education, Taal National High School SUBMISSION ID: R04A-BATANP-0101	
Vocabulary Skills of Grade 10-Charity: Basis for An Action Plan	407
Fannie Luna, Department of Education, Balas Buco Sta. Maria NHS SUBMISSION ID: R04A-BATANP-1541	
Vocabulary Skills of Talisay Senior High School Students and their English Proficiency Level	408
Carlo Sabandal SUBMISSION ID: R04A-BATANP-0948	
W.I.R.E (Write to inspire; Read to Explore) Project: A School-based initiative Towards the improvement of the writing and reading skills of the 21st Century ESL learners of Talon National High School	409
Ruskin John Desingano, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-0222	
Walking the Extra Mile: An Educator's Enviably Role Towards Altruistic Obligation	410
Marjorie Yabut, Department of Education - Calamba City SUBMISSION ID: R04A-CALAMB-0212	
Waste to A.M.A.Z.E (A Meaningful Advocacy to Zero Waste and Eco-Friendly School)	411
Analyn Olayon & Esperanza Quiatchon, Department of Education - Tanauan SUBMISSION ID: R04A-TANAU-0077	
Watching Educational Video among Grade VI Pupils in Music, Arts, Physical Education and Health of Jacobo Zobel Elementary School: its Impact to Academic Performance	412
Alfredo Candelaria Jr SUBMISSION ID: R04A-BATANP-0102	
Weekly Reading Day: its Impact to the Comprehension of Grade 10- Ezequiel	413
Roann Oliva, Department of Education - Laguna SUBMISSION ID: R04A-LAGUNA-0048	

Wellness Program and Health Satus of Teachers in Pila District, Division of Laguna: Basis for A Proposed Health Service Program	414
Vanessa Olivar, Department of Education SUBMISSION ID: R04A-LAGUNA-0157	
Whole Brain Power Teaching: Improving Grade Four Pupils' Participation in Mathematics' Learning Activities	415
Agabai Kandalayang SUBMISSION ID: R012-COTABP-0005	
Whole School Based Approach: tool for Classroom Bullying intervention Program of Grade 5 Pupils of Quipot Elementary School	416
Merlita Saligao, Paaralang Elementarya Ng Quipot SUBMISSION ID: R04A-BATANP-2098	
Why Do Filipino Youth Swear? : its Socio-Psychological influence and its Implications in Education	417
Eunice Ann Entegro, Rosario National High School SUBMISSION ID: R04A-CAVITP-0366	
Women's Anger on the K to 12 Implementation: An interpretative Phenomenological Analysis	418
Randy Rudila SUBMISSION ID: R013-SIARGA-0001	
Word of the Day to Improve Speaking Skills	419
Rose May Cabusas SUBMISSION ID: R013-SURSUR-0164	
Word Puzzle: tool for Enhancing Science Vocabulary	420
Romina Jerie Reyes, Department of Education, Lumampong National High School-Main SUBMISSION ID: R04A-CAVITP-0190	
Word Wall and Word Bank: Enhanced Vocabulary and Reading Comprehension Skills of Grade 4 Pupils in General Luna Elementary School	421
Joerman M. Lazaro, General Luna Elementary School SUBMISSION ID: R002-QUIRIN-0112	
Work Immersion Deployment, Monitoring and Evaluation (WIDME)	422
Jhun Jhun D. Lucero & Ricky M. Realingo, Alangilan Senior High School SUBMISSION ID: R04A-BATANC-0028	
Work Competence and Job Performance of School Planning officers among Public Schools	423
Catherine A. Aguhob, Department of Education SUBMISSION ID: R013-SURSUR-0166	
Work Ethics and Technical Skills of Technology and Livelihood Education (TLE) Teachers of Batangas National High School	424
Marlon Malaluan & Nerrie Malaluan, Batangas State University SUBMISSION ID: R04A-BATANC-0363	
Work Ethics, Values Orientation and Ethical Leadership of School Personnel in Matagbak Elementary School	425
Gina Reyes SUBMISSION ID: R04A-CAVITP-1394	
Work Ethics, Values Orientation and Ethical Leadership of School Personnel of Pantihan II Elementary School (SY:2016-2017)	426
Daisylyn G. Panganiban, Edna M. Baluyot, & Shiela Marie M. Novero, Department of Education (Adviser: Shiela Marie Novero) SUBMISSION ID: R04A-CAVITP-1376	

Work Immersion Performance of information and Communications Technology (ICT) Students: inputs for Improved Work Immersion Program	427
Efril F. Maranan & Ma. Queencita M. Realingo, Tinga Sorosoro Integrated School SUBMISSION ID: R04A-BATANC-0025	
Work Immersion Perspectives of Bauan Technical High School Senior High School: Basis for Proposed Partnership Plan	428
Apoll Joy Silang, Department of Education SUBMISSION ID: R04A-REGOFF-0004	
Work Performance among Teachers of Lampitak Elementary School: Basis for A Faculty Development Plan	429
Naris Janina Pertimos, Department of Education SUBMISSION ID: R012-SOUCOT-0044	
Work Satisfaction of Senior High School Teachers Teaching TVL in the Division of Lipa City	430
Rommel Fanoga, LPT SUBMISSION ID: R04A-LIPAC1-0239	
Work Values and Time Management Practices among Elementary Teachers in Quezon Province: Basis for an Enhanced Program	431
Ramil Borreo, Department of Education SUBMISSION ID: R04A-QUEZON-0202	
Work-Environmental Health and Teachers' Productivity	432
Sheila Belgica, Tambang Central School, Tinambac North District SUBMISSION ID: R005-CAMSUR-0000	
Working Commitment of Baby Boomers and Millennial Teachers in Expanding High Quality Pathways to Child-Centered Teaching	433
Agnes Malvar, Sta. Anastacia ES, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-1649	
Working Condition of Senior High School Teachers at General Mariano Alvarez Technical High School	434
Kyla Mae Aruta, GMATHS (Adviser: Jane Marie Leonares) SUBMISSION ID: R04A-CAVITP-0687	
Working Out Homework: Improving Pupils' Continuous Negligence in Accomplishing Assignments	435
Apolonia Padilla, Department of Education SUBMISSION ID: R04A-BATANP-1608	
Workplace-Immersion Program individual Student Performance: Basis for Community-Assisted Teaching Program (CATCH)	436
Ronel Batisla-On, Department of Education SUBMISSION ID: R012-SARANG-0048	
Worktext for Standard Written English	437
Jamaica R. Tampucao, Buhaynasapa National High School, John Wilson A. Brucal, & Ann Krissabelle T. Quilaton, Our Lady of Caysasay Academy SUBMISSION ID: R04A-BATANP-0007	
World Literature sa IsPRING Quizmaker: A Structured Technology - Based Learning to Improve Student Mastery Level in Identifying Main Idea in World Literature Stories	438
SUBMISSION ID: R013-SURSUR-0267	

Writing and Reading Comprehension Skills of Select Pupils of Latian Elementary School Marlon Laspeñas, Lovely Dawn B. Pereras, & Kristel Ann J. Doctora, Department of Education Calamba Latian Es SUBMISSION ID: R04A-CALAMB-0424	439
Writing Prompters: Improving the Writing Performance of Grade Vi Pupils on Filipino of Lianga Central Elementary School Myra Gascon, Lianga Central Elementary School SUBMISSION ID: R013-SURSUR-0199	440
Writing Skills of Grade 7 Students in Selected Public Secondary Schools of Taysan District: Basis for Enrichment Activities Karla Lyca Escala (Adviser: Karla Lyca Escala) SUBMISSION ID: R04A-BATANP-2191	441
Yes Go Outdoor Camp: Strategy in Teaching Science Concepts and Process Skills Susana Miranda, Department of Education Balas Buco Sta. Maria Nhs SUBMISSION ID: R04A-BATANP-1311	442
Yoga Exercise: tool in Improving Vocabulary in English Jan Christopher Cafe, Senior High School Teacher II, Calauag National High School SUBMISSION ID: R04A-QUEZON-0005	443
You spell, I spell at Sto. tomas South Central School: Enriching tools in Learning how to Spell Jocelyn Malijan, Ma. Almeerah Eunice P. Lim, Diana M. Quiatchon, & Carolina G. Dazo, Department of Education SUBMISSION ID: R04A-BATANP-1454	444
You Tube and Social Media integration to Enhance Language Skills among Selected Public-School Students in Calamba Jestoni De Guzman, Teacher I SUBMISSION ID: R04A-CALAMB-0425	445
Young Romance and intimacy: A Study on the Causes and Effects of an Early-intimate Relationship Ghoannalyn Cuenca, FABINHS SUBMISSION ID: R04A-LIPAC1-0032	446
Zero No Ability on Letter Sounds of Kindergarten Pupils through Project PARRO (Planning, Assessing, Remediation, Repetition, Output) intervention Gerome C. Parro, Department of Education SUBMISSION ID: R013-SURSUR-0238	447
Zoom-in Solutions for Classroom Behavior interferences among intermediate Pupils among Julian A. Pastor Memorial Elementary School Jocelyn Fajardo, JAPMES SUBMISSION ID: R04A-BATANC-0420	448
Zoom-in Solutions for Classroom Behaviour interferences among intermediate Pupils of Julian A. Pastor Memorial Elementary School Jocelyn Fajardo, JAPMES SUBMISSION ID: R04A-BATANP-1435	449
Direct Impact in Academic Performance and Social interaction of Grade 1 and 2 in Yukos Elementary School Based on Shifting of Classes Edelita Artillero, Department of Education SUBMISSION ID: R04A-LAGUNA-0354	450

EDUCATION

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-CAVTP-1359

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

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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, Department of Education, ETTMNHS

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-CAVITP-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, ETTMNHS

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-CAVTP-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-**

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

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,
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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-CAVITP-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

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, ETTMNHS

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-CAVITP-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 & 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 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 of Mathematics 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-CAVTP-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-CAVTP-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

The Relationship of Time Management to the Daily School Competence of the Humss Students of Talisay Senior High School, S.Y. 2018-2019

James Daryll Miranda, Student

Abstract

INTRODUCTION

Nowadays, students are more prone to depression and stress which got the attention of the researcher to find out how these emotional behaviors affect their daily school competence and seek for probable solutions to this phenomenon. In this study, the researcher is determined to find the relationship of time management and daily school competence of the students.

METHODS

This study used a descriptive method of research. The researcher used the Slovin's Formula to come up with the total sample size of respondents. They chose simple random sampling technique, where a set of n objects in a population of N objects were all possible samples and equally likely to happen, in choosing their respondents. This study used survey questionnaires and interpreted the gathered data in a quantitative approach.

RESULTS

The results of the study indicate that there is a relationship between the time management and daily school competence of the Grade 11 HUMSS students with a general assessment rating of 2.96, while the Grade 12 HUMSS students got 2.90. As a whole, the grade 11 and 12 HUMSS students have an overall assessment of 2.93 which has a verbal interpretation of Agree. Thus, it clearly shows that there is a significant relationship between time management and the daily school competence of the HUMSS students, and it also reveals that poor time management can lead to poor academic competence.

DISCUSSIONS

The results show that there was a significant relationship between time management and the daily school competence of the students. Students are responsible in managing their time by doing different techniques that will help them do all their school works and activities. Students tend to list all their tasks in a sheet of paper and start doing what is written according to what needs to be done first. They also wake up early in the morning to review their future lessons. Doing these things make them utilize their time efficiently. Managing time makes a person more productive and aware of what is most important up to the least. They tend to get higher grades if they know how to manage their time.

KEYWORDS: TIME MANAGEMENT, DAILY SCHOOL COMPETENCE

SUBMISSION ID: R04A-BATANP-0860

The Relevance of Second Language Acquisition theories in the Fluency Stage of Development among L2 Learners

Flordeliza Sarmiento

Abstract

INTRODUCTION

Several theories on second language acquisition have been proving the nature of the processes in the development of learning the second language among learners. There has been numerous literature about how effective each, and how SLA and second language teaching be effective in obtaining its goals. However, it pays to scrutinize the theories and how they apply to actual conversations of L2 learners. Thus, this study scrutinized the theories as to which among them are clearly manifested among the L2 learners who are at the stage of approaching fluency.

METHODS

The research involved second language learners who are still in the process of becoming fluent in their second language which is English. They were asked to record their normal conversation about any topic that they want to talk about. They had freedom as to how they should do the conversation so that the recording of their conversation turned out to be normal and spontaneous. From the recordings of the students, the researcher analyzed the conversation according to the theories of SLA.

RESULTS

While many of the theories were proven to explain the nature of the processes of the second language acquisition, this study found out that interactionism plays a lot in the SLA of the subjects of the study. Since they are already in the fluency stage of SLA, they just needed more opportunities to use the English language, and that they have already built their own language culture, with their classmates.

DISCUSSIONS

This study found the different strategies used by the L2 learners when it comes to using the L2 in spoken conversations. Most of the strategies include using vague languages, intonations, laughter, and code-switching. Thus, these techniques help in a successful acquisition of second language of the respondents. With all these findings, it is recommended that L2 learners be given exposures and opportunities for authentic usage of the English language, and be provided awareness- raising activities for them to be conscious of their use of the second language and their development in the acquisition of L2.

KEYWORDS: Second Language Acquisition, Second Language Acquisition Theories, Fluency Stage of Language Development

SUBMISSION ID: R04A- BATANP- 0736

**The Resounding Sound of Reading: Enhancing Oral Reading Skills of
Grade Three Yakal Pupils at Talaga Elementary School**

Maryanne Evangelio, Department of Education

Abstract

INTRODUCTION

Reading is the central key in the learning process. It is considered the most important subject in the curriculum because learning of almost all core learning areas depends on mastery in reading. The improvement of the quality of learning depends largely upon the children's ability to comprehend various printed materials. In this study, the level of word recognition and comprehension were determined. The common difficulties encountered as well as the teacher reading priorities in teaching oral reading were also identified.

METHODS

A descriptive method of research was utilized by the researcher. Pretest PHILIRI oral reading test **RESULTS** in English 2017- 2018 were also used. This study focused on 17 males and 22 females with 39 pupils as respondents. The researcher used frequency and percentage counts for the presentation of data. Pupils performance in reading was classified into three levels: independent, instructional, and frustration.

RESULTS

Results show that there were poor readers than good readers. Most pupils' comprehension level in English during pre- reading assessment was at frustration level. Mispronunciation and repetition of words were identified as the most common difficulties in oral reading. Reading vowels and consonants were the most prioritized in teaching oral reading. Reading aloud is the most important thing that children can do to read fluently.

DISCUSSIONS

The study revealed the effectiveness of auxiliary reading skills as resounding sound to increase oral reading performance level from frustration to instructional and independent. An oral reading tool was developed and served as the source of proposing the resounding sound of reading. This study is intended for pupils and teachers to apply the auxiliary and reading skills to improve pupils' reading performance.

KEYWORDS: reading, frustration, instructional, independent

SUBMISSION ID: R04A- BATANP- 1054

The Results of 2015 National Qualifying Examination for School Heads (Nqesh): An Assessment

Elisa Surwela, Department of Education Lipa

Abstract

INTRODUCTION

The Principals' Test serves as a mechanism for selecting school heads in the public education sector. The test is open to all interested applicants for Principal I positions. The National Educators Academy of the Philippines (NEAP) administered and conducted the test in coordination with the Schools Divisions Offices (DOs) through the Regional Offices (ROs). It was open to all aspirants for Principal I position as required under Department of Education Order No. 97, s. 2011 entitled Revised Guidelines on the Allocation and Reclassification of School Heads Positions.

METHODS

The method employed in this research were both quantitative and qualitative methods.

RESULTS

The findings were 30.61 or 15 out of 49 NQESH examinees met the cut off score in School Leadership domain. On the other hand, 69.39 or 34 examinees did not meet the cut off score. This emphasized that examinees consisted of Teachers III, Master Teachers, Head Teachers and Officers/Teachers- in- Charge were not aware of Department of Education orders as legal basis for school management and leadership.

DISCUSSIONS

A cumulative study of the outcomes of management and leadership development programs is needed in order to identify the program types and content areas that best enhance school leaders' knowledge, expertise, and behaviors and have the most positive impact on the development of aspiring heads. The outcomes of this research have to be of theoretical attention to educational system, schools, head teachers, those aspiring to educational leadership, and researchers, as well as being of practical use to educational policy- makers.

KEYWORDS: NQESH, quantitative, qualitative, management, leadership

SUBMISSION ID: R04A- LIPAC1- 0007

The Role of Teachers in Solving Disciplinary and Behavioral Problems of the Grade Iv Pupils in R. Venturanza Central School

Eireen Marquez, Department of Education

Abstract

INTRODUCTION

Pupils who persistently display defiant and disruptive classroom behavior create an environment that is a serious impediment to all learning. The teacher exerted effective efforts in assisting the pupils to behave positively inside and outside the classroom.

METHODS

The descriptive method of research utilizing normative survey technique was employed in the study. Descriptive method of research according to Calmorin (2010) is the process of involving the interpretation of the relationship that exists. It is the process which also involves the identification of the problem in "where- is, as- is" method. Descriptive method of research offers simple interpretation of both qualitative and quantitative researchers.

RESULTS

Teachers should provide an organized, stimulating environment that enables pupils/children to stay on task and a balanced curriculum that is appropriate with their age range, socio- economic status and ability levels. Teachers have a profound and daily influence on childhood development. Educating children and giving them the tools to succeed in their academic career is the goal of any effective teacher. Inevitably though, every elementary educator/mentor has to deal with the task of classroom discipline.

DISCUSSIONS

The study aimed to find out and evaluate the role of the teachers in solving the disciplinary and behavioral problems of the pupils of Grade IV- pupils in R. Venturanza Central School, District of Lemery, Division of Batangas during the school year 2018- 2019. It is also the objective of this paper to evaluate how effective are the teachers in assisting learners cope with such problems.

Specifically, this study sought to answer the following questions:

What are the most common disciplinary and behavioral problems of the pupils in the school? Coping up with the lesson

Dealing with other pupils Executing other works?

What are the most influencing factors that affect such negative behavior? What measures are being undertaken by the school to ease such problems?

KEYWORDS: Department of Education, Teachers, Action Research, Behavior, Discipline, Pupils, Learning, School

SUBMISSION ID: R04A- BATANP- 0975

The Role of the Guidance Counselor in Bullying of Grade Seven Students at Tagaytay City National High School: An intervention

Robert Vida & Leah Magcaling, Department of Education, Tagaytay City National High School

Abstract

INTRODUCTION

Research indicates that bullying has a weighty and invasive effect on the learning environment of a school. It is a pressing issue in schools today, and there is a wide range of recommended practices for addressing this important problem. Therefore, the study examined the roles that school counselors play in uncovering the problem, identifying the different types of bullying, and implementing interventions in Tagaytay City National High School.

METHODS

The researcher employed the descriptive method to achieve the objectives of this study. Descriptive Method aims to describe the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena. Percentage, weighted mean, and Spearman's Rank Correlation were used for the statistical treatment of the data presented.

RESULTS

Cyberbullying was perceived by the grade seven students as having the highest severity. Implementing classroom rules regarding bullying is the most effective way to always remind the students about the consequences of their actions and constant reminder by the guidance counselors through activities such as group guidance regarding bullying, peer pressure, and conflict resolution would tend to minimize bullying. The most prevalent type of bullying in Tagaytay City National High School are cyber bullying, verbal aggression, and relational aggression. Establishment of classroom rules regarding bullying and regular classroom meetings with the parents are the interventions in Tagaytay City National High School. There was a moderate small positive correlation between the role of guidance counselor to bullying interventions which when interpreted statistically means that the two variables may not be significantly related. Bullying interventions may not totally depend on the role of these guidance counselors.

DISCUSSIONS

Parents, teachers, and school administrators should help students engage in positive behavior and teach them skills so that they will know how to intervene when bullying occurs. Older students can serve as mentors and inform younger students about safe practices on the internet. Parents should have open-ended conversations, so that they could learn what is really going on at school and take the appropriate steps to rectify the situation. Most importantly, parents should let their child know that they will help him/her.

KEYWORDS: Bullying, Guidance Counselor

SUBMISSION ID: R04A- CAVITP- 0861

The Role of Vocabulary Enrichment Nomenclatures in Enhancing the Vocabulary Development (Tier I) of Kindergarten Pupils in Malusak Elementary School

Remrena Venesha Santamina, Malusak Elementary School, Atimonan I District

Abstract

INTRODUCTION

Keen vocabulary is vital in the development of reading skills. As a kindergarten teacher, the researcher has frequently observed that most of her learners showed incompetent vocabulary. Throughout the day to day interactions with the children during learning experiences, it has been quite a challenge to go on with the lessons while seeing that her learners need reinforcement in vocabulary development. The researcher had also noted that many of them were not familiar with the localized things around their environment. The researcher believes that storytelling and learning activities will not suffice to maximize the vocabulary skills of the children. Further, the pre- test of Philippine Informal Reading Inventory in 2017 found out that only 13% of the total school population can comprehend. This led the researcher to use vocabulary enrichment nomenclatures to enhance the learners' vocabulary development for her Kindergarten pupils. The North American Montessori Center (2008) said Vocabulary Enrichment Nomenclatures are very useful in building vocabulary. The researcher believes that the use of Vocabulary Enrichment Nomenclatures may positively affect the development of learners' reading skills.

METHODS

This study used the descriptive- experimental method of research. She purposely chose the 32 kindergarten learners in Malusak Elementary School as the respondents of the study. They were given a pre- test using the Vocabulary Enrichment Nomenclatures (TIER I) to determine the average result of their vocabulary development. They were then presented the vocabulary enrichment nomenclatures and were given post- test after the intervention period of almost two months. A post- test was given to determine if there were any significant changes in their level of vocabulary development.

RESULTS

The mean scores of the pre- test of the control and experimental groups of 37.88 and 36.66 respectively show that it their vocabulary development must be enhanced. The mean scores of the pretest of the control and experimental groups of 38.18 and 50.5 respectively show that the scores of the experimental group are higher than the control group. Dahlgren, (2008) in her stand on the Reading First National Conference emphasized the study of Moats (2001) that children in kindergarten may have huge discrepancies in oral language development and this gap between language - advanced and language - delayed.

The controlled group attained a t value of 2.08 which is lower than the critical value of 2.131 at .05 probability which does not show a significant change in the vocabulary development of the learners who belong to the control group. It led the researcher to accept her first null hypothesis. The t- value of 9.91 which is greater than the critical value of 2.131 (.05 probability) with the degrees of freedom of 15 shows a significant difference between the pretest and post- test scores of the experimental group. The t- test score indicated that the use of Vocabulary Enrichment Nomenclatures has brought significant changes to the vocabulary development of the kindergarten learners in the experimental group. It led the researcher to reject her second null hypothesis. Gilford (2016), stated that vocabulary is an important part of everyday life and is often linked with verbal intelligence. It was further emphasized by the research of Marzano, et. al. (2005), which explains that vocabulary usage directly relates with intelligence, ability to grasp new concepts, and learning potential.

The t value of 3.88 which is greater than the p value of 0.00535 with the degrees of freedom of 30 shows a significant difference between the and post- test scores of the experimental and control groups. The t- test score indicates that the use of Vocabulary Enrichment Nomenclatures has brought significant changes to the vocabulary development of the kindergarten learners in the experimental group. These

RESULTS mean rejecting the third hypothesis.

DISCUSSIONS: This vocabulary development can be reached through childhood by getting along with the child's curiosity. These vocabulary nomenclatures express that children need continuous exposure to various forms of language through spoken language, experiences, or pictures using their senses to be able to maximize their vocabulary development. Moreover, repetitive exercises help the children to improve

their retention and familiarity over those new nomenclatures that were introduced to them.

SUBMISSION ID: R04A- QUEZON- 0039

The School Facilities and Behavioral Problem in Araling Panlipunan of Grade 9 Students of Malabag National High School

Alma Hernandez, Department of Education

Abstract

INTRODUCTION

The students' behavior is affected by learning environment such as physical facilities and teaching methods as they experience uncontrolled interaction. Establishing ground rules ensures proper behavior and order within the school premises. Behavioral problems manifested in these learning environment varies from aggressive, delinquent related, withdrawing and non- complaint behavior. With the alarming students' behavior being experienced by the teachers, the researcher has identified that there are behavioral problems occurring in the learning environment.

METHODS

The researcher used the descriptive research design. It involved the survey of the physical facilities of the school, **METHODS** of teaching and the behavioral problems of the students without influencing them, anyway. The researcher employed a sampling technique in the selection of respondents. The respondents were the major sources of data. The information from them through the survey questionnaire served as the basis of the conclusions and recommendations of the study.

RESULTS

The data gathered through questionnaires showed the mean of responses and the corresponding interpretation and the correlation of learning environments with the delinquent- related behaviors, learning environments with the delinquent- related behaviors with withdrawing behavior and learning environment with the non- complaint behaviors. It was revealed that physical facilities greatly affect the behavioral problems manifested by the students. There is a significant relationship between the physical facilities and behavioral problems of Grade 9- Pahimis students in Araling Panlipunan.

DISCUSSIONS

The results show there is a need for improvement on the provision for teachers on the methods of teaching and the nature of the learners' 21st century, additional television and projector in each classroom, and additional researches on other learning environments aside from physical facilities.

KEYWORDS: school facilities, behavioral problems, learning environment, teaching methods, delinquent related

SUBMISSION ID: R04A- CAVITP- 1183

The School Head- Teacher and Teacher Peer Relationships: the Status of Professionalism as Reflected in Values Observed by School Heads and Teachers in Talisay, Batangas

Michelle Natividad, Department of Education

Abstract

INTRODUCTION

The school plays a significant role in molding individuals and the key instrument in performing this role are the school heads and teachers. The children's success or failure somehow depends on how the school heads and the teachers perform their duties as molders of the youth. It is not only the intellectual aspect of human's life that they develop also the physical, psychological, emotional, social, moral, and spiritual aspects. While it is true that the wholeness of the individual first develops in the family, yet much of its nurturing takes place in school. Thus, it is the expectation of the society that the schools take care of and treat each school child as s/he is being treated at home. The formation of favorable attitudes and values among children depends on how the school molds them for nation building.

METHODS

The descriptive method of research was used in the study since it presented the status of professionalism among the school heads and teachers.

RESULTS

The following results were revealed: school heads and teachers were very satisfied in the dimensions of values observed by the public elementary school heads and teachers in terms of physical, intellectual, moral, spiritual, social, economic, and political dimensions. Majority of the school heads and teachers obtained a very satisfactory performance rating. There is a significant relationship between the status of professionalism and performance rating of the school heads and teachers. Professionalism must always be observed and practiced in performing various duties and responsibilities and in demonstrating effective administrative and supervisory functions.

DISCUSSIONS

Professionalism must always be observed and practiced in performing duties and responsibilities. It is necessary for teachers to maintain certain degree of professional integrity that would lead to a harmonious relationship among teachers and school heads. Identifying individual weaknesses within the circle of teachers and school heads would provide better learning opportunities for them to develop and improve certain characteristics that would benefit the common good. Practicing spirituality would provide better understanding of faith and trust in God. Teachers must also learn how to be thrifty in order to sustain a living in a third world country like the Philippines.

KEYWORDS: peer relationships, teacher, school heads, professionalism

SUBMISSION ID: R04A- BATANP- 1615

**The Scientific Reasoning Skills and Mathematical Problem Solving Ability
of the Grade 11 Students in Camp Vicente Lim integrated School**

Jazelle M. Gutierrez, Camp Vicente Lim Integrated School
(Adviser: Leandro De Luna)

Abstract

INTRODUCTION

Scientific and mathematical literacy have a huge implication on the cognitive development of an individual. The achievement of these two significant skills enable individuals to apply analytical thinking and quantitative reasoning. Besides, these skills are also being merged as academic requirements. They commonly appear on college and scholarship examinations. This motivates the researcher to assess the level of Scientific Reasoning Skills (SRS) and Mathematical Problem Solving ability (MPS) of the Grade 11 students.

METHODS

The researcher utilized descriptive- correlational research design to gather data from 115 Grade- 11 students. The respondents were determined through the use of G- Power, following stratified random sampling technique. The Lawson Classroom Test of Scientific Reasoning (LCTSR) was employed to measure the SRS of the students and adapted a five- item problem solving test formulated by Mathematics teachers to assess the respondents' MPS. Statistical treatment applied to the research data were frequency, percentage, weighted mean, and Pearson's r using SPSS 23.

RESULTS

The researcher found that the scientific reasoning skills of the respondents are in concrete operational level, while their mathematical problem solving ability was found to be low. The researcher found out that there was a significant relationship between SRS and MPS, which further implies that the higher the scientific reasoning skills, the better the mathematical problem solving performance of the students.

DISCUSSIONS

The outcome of the study indicated that the Scientific Reasoning Skills and Mathematical Problem Solving Ability of Grade 11 Students were not completely established. Besides, it showed that their SRS and MPS are both in the low level. This is because the students are not yet fully engaged in explicit instructions in reasoning and problem solving.

KEYWORDS: Scientific Reasoning Skills, Mathematical Problem Solving Ability

SUBMISSION ID: R04A- CALAMB- 0039

**The SCOUTERS ROCK Implementation at Public Secondary Schools: A
TEA Governance Experience in Sto. tomas District**

Gene Claire V. Lacerna & Myca Sheane G. Oliva, Department of Education
Batangas

Abstract

INTRODUCTION

This study is an overture of the school management strategies in Sto. Tomas District anchored to the SCOUTERS ROCK which is DepEd's theme in the holistic development of the entire school system. This study aims to identify the school management strategies at Sto. Tomas District anchored to the SCOUTERS ROCK.

METHODS

This study used the descriptive qualitative research design to describe characteristics of a population or phenomenon being studied. Descriptive research methods describe specific behavior as it occurs in the environment. Research questionnaires covering the SCOUTERS rock perceived level of implementation were utilized. Research questionnaires were distributed to the teachers during their convenient time. The researcher used survey method and interview as data gathering procedures. The responses were tallied and the weighted mean computed based on the questionnaires given.

RESULTS

The management practices at Sto. Tomas District are evidently anchored to TEA Governance-SCOUTERS ROCK. There is no significant difference between the management strategies anchored to TEA Governance - SCOUTERS ROCK as perceived by the respondents.

DISCUSSIONS

Leadership for educational transformation exists in educational systems and in the communities they serve. The educational leadership program prepares students for leadership positions in education and policy at the community, school, district, state, and national levels. Proposed school management strategies under TEA Governance SCOUTERS ROCK may be considered as best practices in school management.

KEYWORDS: SCOUTERS ROCK, TEA Governance Experience

SUBMISSION ID: R04A- BATANP- 2307

**The Sex Behavior Practices of Bingcongan integrated School Students: A
Case Study in intervention Program**

Danny P. Linaza, Department of Education

Abstract

INTRODUCTION

Sex is an innate and powerful drive. Sexuality is the motivating and driving force in man as viewed by Sigmund Freud (Dreese, 1969). Sex is a basic physiological need, on the level of hunger, that has to be satisfied according to Abraham Maslow. For Bible believing Christians, sex is a gift from God. The sex drive reaches almost uncontrollable peaks during the period of adolescence. The adolescents' experiment with heterosexuality often includes kissing, necking, hugging, petting, heavy petting, and sexual intercourse (Schulz, 1984).

METHODS

The study used the descriptive- correlated method design to determine the relationship between knowledge of sex norms and sex behavior among single, Filipino, Catholic, high school students in Bingcongan- Bigaan, Hinatuan, Surigao del Sur, Philippines. This involved the extensive use of library and the quantitative approach wherein questionnaires, unstructured interviews, and observations were utilized. The questionnaires were so designed so as to gather the following: personal data or demographic profile; sex behaviors; and the respondents' knowledge about the sex norms of their church, their parents, and their close friends.

RESULTS

The study used the descriptive- correlated method design to determine the relationship between knowledge of sex norms and sex behavior among single, Filipino, Catholic, high school students in Bingcongan- Bigaan, Hinatuan, Surigao del Sur, Philippines. This involved the extensive use of library and the quantitative approach wherein questionnaires, unstructured interviews and observation were utilized. The questionnaires were so designed so as to gather the following: personal data or demographic profile; sex behaviors; and the respondents' knowledge about the sex norms of their church, their parents, and their close friends.

DISCUSSIONS

There is significant relationship between the knowledge of friends' norms and sex behavior, between knowledge on parents' sex norms and sex behavior, and between knowledge on the different evangelical Churches sex norms and sex behavior. Likewise, gender, age, and having romantic partners have a significant relationship with sex behavior. It is recommended that similar study be conducted to include the different evangelical schools in the Philippines. Further, that the proposed intervention program in this study be implemented.

KEYWORDS: Sex Behavior Practices, Intervention Program

SUBMISSION ID: R013- SURSUR- 0229

The Skills of 21st Century Learners

Francheska Cyra Reyes
(Adviser: Mylene D. Metica)

Abstract

INTRODUCTION

Commonly known as "21st Century Skills," these competencies are recognized internationally as being as important as the development of subject- specific content knowledge. It is clear that a strong foundation for success in this regard is rooted in learning that happens informally, but also within the confines of formal education. This study was entitled The Skills of the 21st Century Learners Towards Education. The study aims to assess the effectiveness of the skills and how to develop them. It is helpful to the learners and to the teachers if they know and understand the importance of implementing of different type of skills. This study will also help to widen one's knowledge in order to further understand the effectiveness of developing each ability and skill.

METHODS

The descriptive survey method of research was used by the researcher. The 104 students of San Isidro National High School were the respondents of the study. This was done through random sampling. The statistical treatment of data used are frequency and weighted mean

RESULTS

After thorough analysis and interpretation of the data gathered, the factor that can affect learners towards education is through generating students' own ideas on how to confront a problem or question. Furthermore, the factor that affect the respondents learning skills is the belief that education allows one to work with others to solve problem and the use of technology will be useful in future career.

DISCUSSIONS

The results lead that the skills of the teachers can affect the developing ability of an individual.

KEYWORDS: Learners, 21st century, skills

SUBMISSION ID: R04A- BATANP- 2271

The Sociological Values of Well-: being and Working Relationship in an Educational Organization: Basis for Continuous Improvement Program

Ederleen Blanco & Roselie F. Torres, Pansol National High School

Abstract

INTRODUCTION

In the Department of Education, to avoid recurring unpleasant events, continuous improvement programs are being conducted. As defined by the DepEd, Continuous Improvement is a process to continually assess, analyze, and proceed on the performance of key processes focusing on both stakeholders needs and desired performance. The study is concerned with the sociological values of well-: being and working relationship of cluster III public secondary teachers of Batangas City which provided the basis for the proposed continuous improvement program for school year 2016-: 2017.

METHODS

The methods of data collection that were employed were the questionnaire and interview method. There were 149 public high school teachers from cluster III in Batangas City. The questionnaire was divided into three parts which aimed to gather information about the profile of the respondents, the assessment of the teacher's well-: being, and their working relationship. The interview was employed to gather information on the challenges encountered by teachers in dealing with their co-: workers.

RESULTS

The analysis on the teachers' working relationship revealed that they have a harmonious relationship with their co-: workers. This meant that employees who were happy and contented in their endeavor demonstrated high productivity in the workplace. In the interviews conducted, results showed that teachers were experiencing challenges when it came to their working relationship. Some of the reasons could be lack of trust, lack of respect, miscommunication among teachers, not being able to relate well with one another, and misunderstanding caused by individual differences.

DISCUSSIONS

There has to be a Continuous Improvement Program for the Well-: being and Working Relationships among teachers of the five public secondary schools in Cluster III in Batangas City. There is still room for further improvement even if the teachers were satisfied and contented. Such Continuous Improvement Program would open further opportunity for future follow-: up study.

KEYWORDS: sociological values, well-: being, working relationship, continuous improvement program

SUBMISSION ID: R04A-: BATANC-: 0213

The Sociological Values of Well-being and Working Relationship in An Educational Organization: Basis for Continuous Improvement Program

Roselie Torres & Ederleen G. Blanco

Abstract

INTRODUCTION

In the Department of Education, to avoid recurring unpleasant events, continuous improvement programs are being conducted. As defined by the DepEd, Continuous Improvement is a process to continually assess, analyze and proceed on the performance of key processes focusing on both stakeholders needs and desired performance. The study is concern with the sociological values of well-being and working relationship of cluster III public secondary teachers of Batangas City which provided the basis for the proposed continuous improvement program for school year 2016-: 2017.

METHODS

The methods of data collection that were employed were the questionnaire and interview method. There were 149 public high school teachers from cluster III in Batangas City. The questionnaire was divided into three parts which aimed to gather information about the profile of the respondents, the assessment of the teacher's well-being and their working relationship. The interview was employed to gather information on the challenges encountered by teachers in dealing with their co-workers.

RESULTS

It was observed that the analysis of the teachers' working relationship demonstrated harmonious relationship with their co-workers in the workplace they are dwelling. This meant that employees who were happy and contended in their endeavor demonstrated high productivity in the workplace. In the interviews conducted, results showed that teachers were experiencing challenges when it came to their working relationship. Some of the reasons could be lack of trust, lack of respect, miscommunication among teachers, not being able to relate well with one another and misunderstanding caused by individual differences.

DISCUSSIONS

It was noted and inferred with clarity that there ought to be a Continuous Improvement Program for the Well-being and Working Relationships among teachers of the five public secondary schools in Cluster III in Batangas City. Wide still was the room for further improvement albeit there were satisfaction and contentment in some areas of concern. Such Continuous Improvement Program would open further opportunity for future follow-up study.

KEYWORDS: sociological values, well-being, working relationship, continuous improvement program

SUBMISSION ID: R04A-: BATANP-: 1710

The Spelling Skills of Grade V Pupils in Japmes

Rose Ann Ebor, JAPMES

Abstract

INTRODUCTION

Spelling is one of the problems among elementary classes nowadays. There are many pupils who are good in writing but they cannot write the correct spelling of the words they are writing. There are pupils who are also good in reading but they are poor in spelling. English teachers tried many interventions to solve the spelling gaps, but pupils' spelling skills remained low. In connection to this, the researcher decided to conduct an action research focusing on the spelling skills of grade five pupils in JAPMES. She tried to identify the spelling difficulties and applied appropriate measures that will lessen, if not eradicate the problem, improve spelling skills and achieve higher performance level in various examination.

METHODS

This research was conducted in the hope that the spelling difficulties of grade five pupils in JAPMES would be lessened and that the pupils will improve their spelling skills. A T-: Test was used to determine the difference between the performance of the pupils in the pre-: test and that of the post-: test. The researcher administered a 20 item pre-: test and post-: test concerning the four patterns wherein pupils were found to have difficulty in the day to day lessons. The results were studied and strategies were employed to improve performance in spelling.

RESULTS

The following are the findings of the study. The pretest showed low level of performance of the pupils in spelling. The strategies used to improve the performance in spelling of pupils are: reading one book for two weeks and writing down very difficult words met, keeping a spelling journal which was regularly checked by the teacher, abiding by the 12:30 spelling habit, conducting a spell-: a-: thon and providing a spelling corner in the classroom. The pupils show high level of performance in the post test. Thus, there is a marked difference between the results of the pretest and posttest.

DISCUSSIONS

The pretest showed low level of performance of the pupils in spelling. The strategies used to improve the performance in spelling of pupils are: reading one book for two weeks and writing down very difficult words met, keeping a spelling journal which was regularly checked by the teacher, abiding by the 12:30 spelling habit, conducting a spell a thon and providing a spelling corner in the classroom. The pupils show high level of performance in the post test. Thus, there is a marked difference between the results of the pretest and posttest.

KEYWORDS: SPELLING SKILLS, SPELLING DIFFICULTIES

SUBMISSION ID: R04A-: BATANP-: 1710

**The Stars in Every Ishaan: Discerning the Forms of Motivation Manifested
in Aamir Khan's "Every Child is Special"**

Kyle Yarte, FABINHS

Abstract

INTRODUCTION

Motivation is important to students' learning. Teachers play an important role in the trajectory of students throughout the formal schooling experience. Various strategies have been used to motivate the students in the better understanding of the world, yet numerous students still fail in their formal schooling. The peer pressure, getting good grades, and parental expectations seem to bug many students. These obstacles cause the students to have low self-esteem. In this study, the researchers discerned the different forms of motivations and its effects to the learners.

METHODS

This qualitative research which made use of content analysis identified the different forms of motivation done by the teacher to the student in the movie. Also, it tried to determine the effects of the different forms of motivation. The researchers watched the movie "Every Child is Special" as the primary source of data in this research. The researchers made use of content analysis. The movie was meticulously watched by the researchers to gather pertinent information about the different forms of motivation and their effects as shown in the movie. The researchers also used coding and content analysis to organize, analyze, and synthesize the information gathered.

RESULTS

The researchers identified that telling inspiring stories, gaining good rapport with students, offering outdoor activities, and using a sensorial-diversified approach are the different forms of motivation shown in the movie. In addition, the researchers found out that the different forms of motivation lead to students' success, and add to the knowledge about life in general. Moving on, the effects determined by the researchers are dismantling the mental concept that struggling students are doomed in life, making a positive student-teacher relationship, helping students be more active and develop the students' double-tasking ability. Furthermore, these findings contributed to this research to be a well-constructed and precise paper. The results made the objectives of this research achievable.

DISCUSSIONS

The Results proved that the development of educators' teaching strategies and the effective ways of motivating the students can help in their success. Moreover, to address students' low interest in studying, teachers can motivate their students to enjoy their studies. A follow-up study can be conducted utilizing other variables to prove the findings of this study.

KEYWORDS: Motivation, Development, Teaching Strategies

SUBMISSION ID: R04A-: LIPAC1-: 0029

**The Status and Predictors of Performance of the Supreme Student
Government in Selected Public Secondary Schools in the Division of Rizal:
Basis for the Development of Student Manual**

Pitsberg De Rosas, Division of Rizal

Abstract

INTRODUCTION

Supreme Student Government is the program for student governments in secondary schools authorized to implement pertinent programs, projects, and activities as mandated by the Department of Education. This study was designed to assess the status and predictors of performance of the supreme student government in selected public secondary schools in the Division of Rizal as basis for the development of student manual.

METHODS

The study is a descriptive type of research. Data were collected using questionnaire-: checklist and documentary analysis. The study focused on the performance of supreme student government in terms of budgetary support, student initiated projects, and student training, the extent of influence of school, teacher and student related factors to the performance of supreme student government, the relationship between the school, teacher and student related factors and the performance of supreme student government, and the effect of the independent variables on the performance of supreme student government.

RESULTS

In terms of the status of performance of the supreme student government, the teacher respondents perceived the budgetary support as "Satisfactory" while the student respondents perceived the budgetary as "Very Satisfactory." There is significant difference between the two groups of respondents on the perceived extent of influence of the independent variables to the performance of supreme student government in terms of school, teacher and student related factors. There exists a relationship between the school and student related factors and the performance of the supreme student government.

DISCUSSIONS

It is concluded that perceptions of the teacher and student differ: the school, teacher, and student related factors influence the performance of the supreme student government. Organizational, academic activities, physical facilities, social services of the school, and leadership qualities of students are predictors of the performance. Teachers and students should be actively involved in the implementation of the programs, projects, and activities of the supreme student government. The school should strengthen its community partnership and continue in holding training and seminars for the academic improvement of both students and teachers and sustainable development of the student organization. Likewise, the organization should establish monitoring and evaluation mechanism to the performance of the supreme student government as input for its further improvement.

KEYWORDS: Student Government, Status, Manual, Performance

SUBMISSION ID: R04A-: RIZALP-: 0020

The Status of Educational Stakeholder Empowerment of Public Elementary Schools in the City Schools Division of Cabuyao

Celestina Delmo, Department of Education

Abstract

INTRODUCTION

Educational stakeholders in public schools play a significant role in support of the Philippine's education system. Every public school needs the support of the parents, together with the community, in order to provide and accommodate most of the needs of the school for the students. Several public schools in Cabuyao have been awarded as best Brigada implementers under different school category both in elementary and secondary level due to the increase of stakeholders' participation. This has been one of the bases for the award along with the accomplishments. This study aimed to draw basis for sustainability framework through the status of educational stakeholder empowerment of public elementary schools in the Division of Cabuyao for academic year 2017-: 2018.

METHODS

This study employed quantitative and evaluative methods of research using survey questionnaire. The respondents were 18 elementary school heads, 90 teachers, and 90 PTA Officers. Proportional random sampling was used in taking respondents through the use of Slovin's formula. The data were treated statistically through one-: way ANOVA, mean, ranking, and Kruskal's Gamma.

RESULTS

This study revealed that the status of educational stakeholder participation in the elementary schools in Cabuyao has increased for the last three years. The level of involvement has been highly manifested in advocacy and marketing, resource and program mobilization, and administrative and finance. There was therefore no significant difference between the levels of involvement of stakeholder and the status of educational stakeholder empowerment.

DISCUSSIONS

The results of this study proved that schools having large accumulated stakeholders may benchmark their best practices to the Division. Level of involvement of the stakeholders should also be monitored. The study recommended that a sustainability framework should be implemented for educational stakeholder empowerment.

KEYWORDS: educational stakeholder, stakeholder empowerment, stakeholder participation

SUBMISSION ID: R04A-: CABUYA-: 0068

The Impact of Facilitative Teaching Process on the Performance of Junior High School Teachers in the Division of Tanauan City:

Josefine Magpantay, Department of Education

Abstract

INTRODUCTION

Globalization has put a considerable premium in the educational system. The community now lives in a knowledge- based economy where our most important resources are the people. The trend is for education to respond to this change in the global climate. Thus, the implementation of the K-12 curriculum. In striving to find out the status of facilitative teaching process on the performance of Junior High School Teachers in the Division of Tanauan City as basis for developmental plan, the researcher came up with this study.

METHODS

Quantitative method was used in collecting and interpreting the data in this research. This method entailed measurement of the relationship between variables using statistics. The research study used a descriptive questionnaire to gather necessary data. The survey questions were based on the statements of the problem. Two hundred seven (207) questionnaires were distributed using random sampling.

RESULTS

Teachers are expected to be proficient in their practice and professionally independent in their application of skills vital to the teaching and learning process. The teachers' profile in terms of age, gender, educational attainment, years of teaching experience, and seminars attended, as well as the approaches they engage in, has no significant relationship with the performance of the teachers.

DISCUSSIONS

Facilitative teaching process improves the performance of the teachers towards professional growth and development by continuing what they started, at the same time adapting to necessary changes to maximize the students' talents. This is possible by practicing the following to a high extent: developing opportunities for active learning and content knowledge, increasing experience through examination of the teaching ability, designing lessons and activities that capitalize on students' interests, sustaining goal- oriented behaviors that are associated to internal drives and needs, analyzing and exploring further applications of acquired knowledge, engaging in process of reflection or action for the purpose of developing or enhancing skills and competencies, providing opportunities to learn through application and practicing things that enhance the learning process.

KEYWORDS: active learning, academic learning time, authentic assessment, constructivism, critical thinking

SUBMISSION ID: R04A-: TANAU-: 0010

**The Subject and Predicate of Sentences: Modification Scheme on the skills
in Identifying Subjects and Predicates among Second Language Learners**

Emerlinda V. Villegas

Myzel Jane C. Gutierrez, Department of Education Batangas

Abstract

INTRODUCTION

Teaching grammar among students is challenging. More so, Grade 7 students have experienced difficulties in identifying subject and predicate. The action researchers examined the level and difficulties experienced by the students to provide an innovation in teaching the said grammatical skill.

METHODS

A questionnaire was formed and validated to gather data. In the gathered data, score analysis was utilized in analyzing the mastery levels of the student-: respondents and labelled as "Mastered," "Nearly Mastered," and "Not Mastered." Unstructured interviews were conducted to gather students' responses regarding experienced difficulties. Moreover, these were supported by the related literature. Then out of the results, the action researchers created activity worksheets to be utilized in teaching.

RESULTS

51% or 127 Grade 7 students in the four sections were under "Not Mastered" in identifying subject and predicate. The results of unstructured interviews linked the problem of identifying the essential parts of speech specifically nouns, pronouns, and verbs. Eventually, the action researchers came up with the activity worksheets related to these three parts of speech.

DISCUSSIONS

To address the students' needs, the exercises or activities to be provided for them were modified. There were stages. The first stage was about Nouns and Pronouns. Activities included should be about identifying and classifying nouns or pronouns. It should start from words then phrases until sentences. The later part should be on utilizing nouns or pronouns in their own sentences. The second stage was about Verbs. Identifying and classifying verbs were activities included on this stage. It should also start from words then phrases until sentences. The third stage was about Subjects of Sentences. Identifying skill was also included. The fourth stage was about Predicates of Sentences which included identification skills too. The last stage was about both identifying Subjects and Predicates from sentences. Overall, these five stages would be included in the activity worksheets as an output of the action research. Suggested additional activities may be included. On the other hand, teachers may use multi-: media in presenting videos related to the topic or power point presentation in presenting the activity sheets.

KEYWORDS: grammatical skill, activity worksheets, parts of speech

SUBMISSION ID: R04A-: BATANP-: 2180

The Task-: Based Teaching of Writing to Senior High School Classes

Cora Del Rosario, Department of Education

Abstract

INTRODUCTION

Task-: based teaching is a new approach in education practice focusing chiefly on the performance of task (Mao, 2012). The task has to focus on learning a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language (Nunan, 1989). This study intends to determine the effectiveness of the task-: based instruction of writing skills to Senior High School (SHS) classes in Region IV-: A (CALABARZON) -: Philippines.

METHODS

This quantitative study is carried out based on utilizing single group pre-: test post-: test design through self-: constructed and adapted survey questionnaires which include multiple choice and rating. To achieve the purpose of the study, a total of 16 respondents from 87 Grade 12 SHS learners were randomly selected using Slovin's formula with 0.05 confidence level.

RESULTS

The data based on the study showed that there was an improvement between the student-: respondents' scores of Pre-: test and Post-: test after the administration of task-: based approach in teaching of writing with the Gain Score of 78. The gathered data showed that the mean in the Post-: test was relatively higher than the mean in the Pre-: test with the difference of 4.87. The data revealed that there was a significant difference on the score of Pre-: test and Post-: test which meant that the learners performed better during the post-: test after the Task-: based Instruction rather than there was no TBI at all. The results of the presented that the students had the extensive concept of the role of writing in English language teaching-: learning process and most students, as to English language writing, used words and sentence patterns to express their insights.

DISCUSSIONS

The study results showcase SHS learners' appreciation of the task-: based instruction in teaching of English language writing with the improvement level on the administered essay test after the completion of eight sessions. Recently, researches and studies had been conducted studying the best pedagogy in teaching writing. Thus, Filipino teacher should use task-: based instruction in teaching of writing to SHS classes to prove its positive achievement.

KEYWORDS: task-: based teaching, writing, senior high school

SUBMISSION ID: R04A-: CAVITP-: 1055

The Teacher and Students' attitudes Towards the Teaching Method in English

Mary Ann D. Nayre

Abstract

INTRODUCTION

Education is a powerful tool which helps to modify the behavior of the child according to the needs and expectancy of the society. Student's attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy. Attitudes toward learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language etc. In every nation, teachers used a lot of methods in teaching incoherent to the types of lessons to be taught. Furthermore, this study is conducted to define the two approaches, determine the difference and effectiveness of these teaching methods to the teacher and student's attitudes in English.

METHODS

The 40-item questionnaire was refined. The questionnaire was all about the teacher's demographic profile and the two major teaching methods used in teaching English while the questionnaire for students reflected varied situations that measured and identified the pupils' attitude towards the two major teaching methods used in English. The teacher and pupils' checklist questionnaire were based on attitude.

RESULTS

Deliberate experimentation is the lifeblood of good teaching. Such experiments may be spontaneous and intuitive inventions or carefully designed and executed teaching plans; either way, they can be an important source of knowledge about teaching. The best teacher experiments with many styles until they are comfortable with the wide range from which they can choose to facilitate learning. They must also learn to be sensitive to the learning environment and use that feedback to modify their teaching behavior. Effective teaching implies that the teacher meaningfully relates what is known to the students so that they become aware of the power of knowledge.

DISCUSSIONS

The students' views were positive about the integration of the virtual learning environment for teaching accounting. Indeed, teacher-student interaction was strengthened as well as the process of learning. There is a great possibility that Filipino student teachers believe in the capacity of the English language in making their students learn. However, it is suggested that in language and curriculum planning, teachers from various disciplines, most especially, in this case, language teachers and content-subject teachers should be consulted. Using the content-based approach in the curriculum, planners, and implementers should be guided by the principles of collaboration and teamwork.

KEYWORDS: teacher and students' attitudes, teaching English methods

SUBMISSION ID: R013-: SURSUR-: 0292

The Teachers' Adherence to DepEd's Promotion Criteria, their Job Satisfaction and Productivity: An Assessment

Melvin Leyne, Bulacnin Integrated National High School

Abstract

INTRODUCTION

The purpose of this study was to determine the relationship and difference in the level of adherence to DepEd's promotion criteria, their job satisfaction, and productivity among selected public secondary teachers of Lipa City. In the present situation, it is not easy to be promoted. There are many factors to consider before one gets promoted. Moreover, competition at present is very keen, especially since there are many who are aspiring for promotion. It is difficult for principals to use the compensation system as a tool to motivate teachers. Promotion is therefore the most important reward that principals can use.

METHODS

The study employed the descriptive correlational design, since a questionnaire and tests were utilized in order to see relationships and differences of the variables included in the study. Survey questionnaires were distributed to the teacher-: respondents in the North District-: DepEd Lipa. The data gathered were statistically treated using the mean, percentage, ranking, weighted mean, correlation, and ANOVA. The researcher deemed it proper to use the descriptive method because the study is concerned with the existing conditions, practices, needs, and performance of the sample.

RESULTS

Most of the teacher-: respondents are male, married, earned a college degree with master's unit, 11 to 15 years in service and belongs to 31-: 40 years' age bracket. The work performance rated very satisfactorily. It was found out that the age, highest educational attainments, and length of service are significant to the job satisfaction while sex and civil status are noted having significant impact on job satisfaction. There is a need to further improve efforts in the extent of promotion criteria, particularly in outstanding accomplishments and trainings. Majority of the respondents have high level of job satisfaction and productivity. In some aspects, there is also a significant relationship between the assessed level of DepEd's promotion criteria and job satisfaction and productivity. The researcher formulated an action plan geared towards the satisfaction and productivity of teachers in terms of DepEd's promotion criteria.

DISCUSSIONS

The researcher recommends that recognition and reward system for teachers should be intensified to further improve their satisfaction and productivity. At the same time, the school administrators may provide trainings and scholarship programs for teachers to be more productive in their profession.

KEYWORDS: assessment, adherence, promotion criteria, job satisfaction and productivity

SUBMISSION ID: R04A-: LIPAC1-: 0119

The Teaching for Deeper Thinking of Teachers in the Public Schools

Marivel, Department of Education

Abstract

INTRODUCTION

This paper will discuss the following concepts: teachers are supplemental material in the classroom; a cautionary word; creating a classroom culture of Think Aloud; and helping pupils merge their lives and their learning.

METHODS

This study used descriptive research though correlational pattern was observed, Descriptive studies report summary data such as measures of levels, correlations, deviance from the mean and comparison of variables.

RESULTS

The Student Respondents on Deep Thinking Skill, its total Weighted Mean is 2.08 -: Average Thinking. All indicators received an interpretation of AVERAGE THINKING.

Level of Skills of Teachers in Using Deep Thinking Questions, its total Weighted Mean is 3.75 -: Mostly True.

With total 15 number of indicators, regardless of total Weighted Mean per indicator, all items received an interpretation of MOSTLY TRUE TO THE TEACHER.

The first correlation is between Level of Deep Question used and Level of Skills, these variables received a r value of $-.187$ and Sig of $.118$, the decision is to Accept the Hypothesis with interpretation of NO SIGNIFICANT RELATIONSHIP.

Next is the relationship between Level of Skills and Elements used in Deep Thinking, these variables received a r value of $.590$ and Sig of $.000$, the decision is to Reject the Hypothesis, with interpretation of WITH STRONG POSITIVE CORRELATION.

Last is the relationship between Level of Deep Questioned Used and Element Used in Deep Thinking, these variables received a r value of $.107$ with Sig of $.376$, the decision is to Accept Hypothesis, with interpretation of NO SIGNIFICANT RELATIONSHIP.

DISCUSSIONS

The results demonstrate the level of the pupil respondents (grades 5 and 6) on deep thinking skill is Average Thinking. The Level of the Teacher on Using Deep Question is Mostly True of Me. On the Element Used by Teacher in Deep Question Skill is "Somewhat Used Skill". On Correlational Relationship, all other variables No Significant Relationships, except between Level of Skills and Element Used in Deep Thinking by the Teachers, which Posted a STRONG SIGNIFICANT RELATIONSHIPS

KEYWORDS: Thinking

SUBMISSION ID: R04A-: CAVITP-: 0234

**The Teaching of Division of Large Numbers through Visual Discussion
among Grade Six Pupils in Banaybanay Elementary School**

Kharen Matibag, Banaybanay Elementary School

Abstract

INTRODUCTION

When teaching young children to divide, you may like to try getting a small group together and share out a number of objects evenly between them. This will ensure that the students get a clear understanding of the concept of division before moving on to the written process of short and long division. This study aims to proposed supplementary materials in teaching of division of large numbers through visual discussion among Grade VI pupils of Banaybanay Elementary School.

METHODS

The study applied descriptive quantitative method of research. One of the purposes of the descriptive quantitative method of measurement is to accurately measure the progress of the target learners. In addition, the researchers will use survey in prints, visual discussion, and test outputs to easily assess the outcomes of the learners. Survey in prints serves as the diagnostic test to measure the learning level of the target learners in terms of dividing large numbers. Discussion is used to review the target learners in terms of dividing large numbers. Test outputs is the final assessment tool to measure the progress of the target learners.

RESULTS

The study applied descriptive quantitative method of research. One of the purposes of the descriptive quantitative method of measurement is to accurately measure the progress of the target learners. In addition, the researchers will use survey in prints, visual discussion and test outputs to easily assess the outcomes of the learners. Survey in prints serves as the diagnostic test to measure the learning level of the target learners in terms of dividing large numbers.

DISCUSSIONS

The results show that in teaching division of large numbers, visual discussion was the most effective strategy. Using supplementary materials like play and games, mathematical puzzles, visual aids like videos really caught the attention of pupils during the discussion. Therefore, the teacher should provide more interesting activities related to the materials mentioned above to maintain the alertness and activeness of the pupils.

KEYWORDS: Visual Discusssion, Division Of Large Numbers, Proposed Supplementary Materials

SUBMISSION ID: R04A-: BATANP-: 0371

The Teaching of Front office Services through Group Work among Grade Nine Students of Malapad Na Parang National High School

Caselyn Luansing, Department of Education

Abstract

INTRODUCTION

Front Office is one of the courses under the component of Home Economics. It is a course of Grade 9 students of Malapad na Parang National High School wherein varied and relevant activities and opportunities are provided to demonstrate understanding of concepts and core competencies as prescribed in TESDA Training Regulation in Front Office and provide quality services to target clients.

METHODS

The descriptive method of research was applied to determine the performance of the students. There were 40 students in Grade 9 who became the respondents of this study. The study is limited to other Grade 9 pupils from public and private high Schools. Likewise, it is limited in one section in Grade 9 of Malapad na Parang National High School.

RESULTS

Group work may be used to teach front office services to sustain the performance of the students in learning the lesson. It can be an effective way to motivate students, encourage active learning, and develop communication and self-: confidence. Receiving reservation request and recording details of reservation were lessons taught using group work. To sustain the interest of students in learning Front Office Services, the teacher should provide exciting and well-: prepared group activities for the students.

DISCUSSIONS

The results describe that group work may be used to teach front office services to sustain the performance of the student in learning the lesson. It can be an effective way to inspire students, encourage active learning and develop communication and self-: confidence. Receiving reservation request and recording details of reservation were lessons taught using group work. To sustain the interest of students in learning Front Office Services, the teacher should provide exciting and well-: prepared group activities for the student.

KEYWORDS: front Office, front office services, group work

SUBMISSION ID: R04A-: BATANP-: 1488

The Teaching of Multiplication Using Visual Representations among Grade II Pupils in Parang Cueva Elementary School

Kathleen Ramirez, Department of Education

Abstract

INTRODUCTION

The researcher used the descriptive method in determining the importance of teaching of multiplication using visual representations among Grade II pupils in Parang Cueva Elementary School. The respondents of the study were 30 students in Grade II of Parang Cueva Elementary School. All of them were present during the presentation and discussion of lessons. The study utilized the construction of lesson plans, discussion, and administration of tests and procedure.

METHODS

Visual representations are a powerful way for students to access abstract math ideas. Drawing a situation, graphing lists of data, or placing numbers on a number line all help to make abstract concepts more concrete. All students can benefit from using visual representations, although struggling students may require extra support and practice. Visual representation was used in lessons in Mathematics about 1) repeated addition, 2) counting by multiples, and 3) equal jumps in number lines. The proposed or supplementary materials are the graphic organizer, mathematics manipulative, and mathematics tools, and multiple representations.

RESULTS

Visual representations are a powerful way for students to access abstract math ideas. Drawing a situation, graphing lists of data, or placing numbers on a number line all help to make abstract concepts more concrete. All students can benefit from using visual representations, although struggling students may require extra support and practice. Visual representation was used in lessons in Mathematics about 1) repeated addition, 2) counting by multiples, and 3) equal jumps in number lines. The proposed or supplementary materials are the graphic organizer, mathematics manipulative, and mathematics tools, and multiple representations.

DISCUSSIONS

The results demonstrate the need to use Visual representation in teaching the lessons in Mathematics about multiplication as repeated addition, multiplication as equal jumps in a number line, and multiplication as counting by multiples. The pupils had high performance in each lesson in multiplication using visual representation. The proposed supplementary materials were graphic organizer and mathematics manipulatives, and mathematics tools. The proposed supplementary materials maybe shown to supervisors, school heads, and teachers before using them. The teachers may use other strategies in teaching multiplication. A similar study may be conducted using other topics in Mathematics and applying other strategies.

KEYWORDS: visual representation, multiple, mathematical concepts, mathematical ideas, graphic organizer, mathematics manipulative, repeated addition, multiplication, frequency, percentage

SUBMISSION ID: R04A-: BATANC-: 0320

The Teaching of Pangngalan through Video Presentation among Grade Five Pupils of Malagonlong. Elementary School

Anjelyn Lojo, Department of Education, Division of Lipa City

Abstract

INTRODUCTION

Capturing the students' interests requires a variety of teaching styles or techniques. Learning takes place among learners who use all their senses. The researcher intends to explore the use of video presentation in teaching "pangngalan" in Filipino. Through this strategy, the teacher can easily hold students' attention. They easily understand the lesson. It has an impact on teaching and learning and encourages teachers to consider the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time. In line with this study, the researcher aimed at using video presentation in teaching "pangngalan" as visual aids.

METHODS

The researcher used the descriptive method to know if the students easily understand the lesson. The grade five pupils were selected as the respondents of the study. The study applied the documentary analysis about video presentation and writing a lesson plan.

The statistical tool that were used are frequency, percentage and ranking.

RESULTS

Video as a medium continues to have an on-going impact on higher education, on the role of the student, challenging the role of the lecturer and the format of delivering course content via a lecture. Video Presentation provided advanced organizer to help the students comprehend what they see and how it is connected to the content they are learning and pausing video clips to ask questions or to point out specific features. To raise the level of performance of the Grade V pupils in "Pangngalan," the proposed activities are drills, games, and group activity.

DISCUSSIONS

The lesson in "pangngalan" in which video presentation was applied about "pantangi" and "pambalana" was successfully done. Majority of the pupils who were taught using the video presentation have performed well and showed great improvement. The use of hand-on drills, games, activities in video presentation improved performance of the Grade V pupils.

KEYWORDS: Video presentation, organizer, flipped classroom model, strategy, teaching learning process

SUBMISSION ID:

The Teaching of Phonemic Awareness Using Explicit Instruction: An Approach to Attain Increased Performance in Spelling Among Grade Three Pupils in Jcpmes

Loida Aluan, Department of Education Batangas City

Abstract

INTRODUCTION

Pupils have very little understanding of the phonic and spelling system. Pupils mainly rely on memorization and depend heavily on teachers' pronunciation. Teaching styles and theories affect trends in instruction. The researcher singled out the use of explicit instruction in teaching phonemic awareness as an innovative and more probable instruction.

METHODS

The descriptive method was used in the study as it aimed to increase the performance of pupils of Jose C. Pastor Memorial Elementary School through the teaching of lessons about phonemic awareness using explicit instructions. The Grade III pupils of Jose C. Pastor Memorial Elementary School were the respondents of the study. No sampling method was used in the study. The frequency distribution, percentage distribution, and rank were used.

RESULTS

The purpose of explicit instruction is to teach children sound-: spelling relationships and how to use those relationships to read words. Phonics instruction should be explicit and systematic. It is explicit in that sound-: spelling relationships are directly taught. There were 23 pupils or 44.23 percent who were identified to have scores ranging from six to eight. This group of pupils who were considered to have an average performance lesson about phonemic awareness. There were 10 pupils or 19.23 who were identified to have scores ranging from three to five and only 2 or 3.85 ranging from zero to two. They were classified to be in the below average group. There were 17 or 32.69 percent have a very high performance during the test in phonemic awareness. The supplementary materials are word puzzles, pictures, charts and comic strips.

DISCUSSIONS

The parts of explicit instruction are presentation, modelling, guided practice, and independent practice. The pupils have a chance to reinforce skills and synthesize their new knowledge by completing a task on their own without teacher's guidance. It is the part of the lesson where pupils are given the opportunity to practice what they have just learned. The developed instructional materials may be shown to other teachers for their suggestions before using them. Remedial instructions or more lessons on spelling should be discussed to improve performance of pupils. A similar study may be conducted in other lessons in experimental research.

KEYWORDS: explicit instruction, phonemic awareness, spelling

SUBMISSION ID: R04A-: BATANC-: 0216

**The Teaching of Reading: Plotting the Reading instruction Strategies of
Elementary School Teachers at Bolo Elementary School, Bauan West
District, Bauan, Batangas**

Edna Ilagan, Department of Education Bauan West District

Abstract

INTRODUCTION

Readers often face road blocks in the path to comprehension. Regardless of the locus of the reading problems, teaching strategies are one of the most effective means of helping students to overcome them. In this study, the researcher being a school head focuses on identifying the teachers' knowledge on how to teach reading. It is important that teachers must have effective strategies to help children learn how to read.

METHODS

The researcher utilized a questionnaire validated by the District Research Coordinator. The questionnaire was in the form of a checklist. Informal interview and classroom observation were conducted to supplement the data gathered from the survey.

RESULTS

Based on the data gathered, the reading strategies with verbal interpretation of practiced are using the "read after me" strategy with the highest weighted mean of 3.98, utilizing flash cards (3.82) and utilizing the suggested DepEd teaching reading strategies (3.25) and the rest were included in Seldom Practiced. Teachers also encountered some difficulties in teaching reading in which "lack of support from pupils" parents with the verbal interpretation always encountered got the highest weighted mean 4.53.

DISCUSSIONS

Utilization of the Reading Instructional Strategies compiled by the researchers. Difficulties encountered in teaching reading greatly affect the pupil's reading performance. Utilization of instructional strategies compiled from readings by the researcher such as: Graphic Organizers, incorporating technology, Activating Prior Knowledge, using a word wall, and student's choice helped to enhance the pupils reading ability.

KEYWORDS: Plotting Reading instruction, innovation, Graphic organizer, Prior Knowledge, student choice

SUBMISSION ID: R04A-: BATANP-: 1826

The Teaching of Reading: Revisiting Teachers' Strategies in Reading instruction through Elementary School and Secondary School Partnership

Louiegrace Margallo, Linda P. Dimaculangan, & Guillerma L. Bilog, Department of Education Batangas

Abstract

INTRODUCTION

This study is focused on the proper way of teaching reading to ensure competitive reading skills. This study aimed to determine the strategies that teachers at Sto. Tomas District use in teaching reading. This will make the teaching of reading more appropriate to the desired reading skill to be developed.

METHODS

This study used a descriptive research design. Survey, FGD, and classroom observation are the research procedures conducted. Data are treated using frequency and percentage; thus, the responses during FGD are transcribed and presented in the form of coding.

RESULTS

Teachers' reading instruction is not sufficient in teaching students the reading skills. They need supplementary training in enhancing their teaching of reading skills.

DISCUSSIONS

The teachers' teaching strategies are the usual chart reading and tutorial reading strategies. The teachers need updated knowledge and skills in reading instruction. The plan of action may be utilized to enhance teachers reading instruction.

KEYWORDS: Teaching of Reading, Training, Teachers

SUBMISSION ID: R04A-; BATANP-; 2097

The Teaching of Science and Technology among Junior High Schools in the District of Mabini

Cely Austria, Anselmo A. Sandoval Memorial National High School

Abstract

INTRODUCTION

Education must be made relevant to the changing, challenging, and demanding world of Science. Teaching of Science and Technology prepares students to study science at higher levels of education and prepare them to become more scientifically literate citizens. The Science teacher as an innovator is one who is willing to modify and create new forms of teaching. The researcher is motivated to investigate the teaching of Science and Technology among Junior High Schools. This may provide them with a clear vision on which areas should be modified and strengthened in order to achieve the goals of the program.

METHODS

The study made use of descriptive method of research in which the data gathered are subjected to the thinking processes in terms of ordered reasoning up to the level of adequate interpretation. The respondents were 16 public high school teachers that constituted 100 percent of the total number of Science teachers in the District of Mabini. The study used questionnaire as the main tool for data gathering. The questionnaire is a set of printed or written questions with choices of answer.

RESULTS

The results of the study show that most of the Science teachers commonly use innovative methods and strategies such as Inquiry Teaching, Cooperative Learning, Reflective Thinking, Simulation, Experimenting and Community Resources in teaching Science and Technology. We live in a scientific world and the advanced teaching methods and strategies are helping our Junior students to discover and explore science every day. On the other hand, the study reveals that inadequacy of the equipment in laboratory, untrained teachers, and the insufficient knowledge of the different methods to be used are some of the problems or difficulties met in teaching Science and Technology.

DISCUSSIONS

Teachers' methods and strategies in teaching Science and Technology are also tackled in this study. It also identifies perceived problems of teachers as to content, and instructional materials, methods used by the teachers. It aims to design remedial measures to improve science teaching. This study will serve as baseline data in restructuring a science curriculum which meets the needs of the challenging times and develop students' capabilities which will make them productive citizens. Recommendations based on the results of the investigation include updating the teachers with new concepts, strategies, and methods by means of seminars/ trainings, provision of separate laboratories for Physics, Chemistry, and Biology, and the proposed measures to further improve teachers' skills, potentials under K to 12 curricula should be given emphasis.

KEYWORDS: Inquiry Teaching, Community Resources, Science and Technology

SUBMISSION ID: R04A-: BATANP-: 1268

The Teaching of Story Elements through Show and Tell Approach among Grade Two Pupils in Pinamukan Ibaba Elementary School

Rhyna Furto, Department of Education Batangas City

Abstract

INTRODUCTION

The enhancement of understanding and appreciation of literary pieces in English among elementary pupils is one of the concerns about the curriculum. Having realized the importance of teaching stories or literature in the life of pupils, most teachers commented that problems regarding the understanding and appreciation of literary pieces by pupils in elementary were observed. Hence, the researcher was prompted to conduct a study on the teaching of story elements through show and tell approach. She believes that teaching story elements through show and tell approach would help pupils involved in learning by letting them explain a concept to another to determine if they truly understand the concept.

METHODS

The descriptive method of research was used in this study to assess the performance of using show-: and-: tell in teaching story element in Grade 2 of Pinamukan Ibaba Elementary School. A test made by the researcher was used as a research instrument. Twenty-: eight Grade 2 pupils of Pinamukan Ibaba Elementary School responded to the study thus, no sampling method was used in the study. Different processes were applied such as constructing lesson plan, researching, administering test, and making table of specification. Test was administered after the lesson. Scores obtained by the pupils in each lesson were tallied, tabulated, and interpreted with the aid of the appropriate tools in the statistical treatment of data.

RESULTS

In teaching story elements, Show-: and-: Tell approach is used by guiding the students to understand important ideas, describe people, places, things and locations, learn to speak clearly while telling or describing each element of the story, increase vocabulary, speak in complete sentences, follow and create a sequence, and paraphrase what they have heard. The use of this approach in teaching story elements as to characters, setting, and plot has a big impact in increasing the ability of the students to describe, retell, summarize, and comprehend the story. Simple statement has large implications for how students retain and apply knowledge.

DISCUSSIONS

The results demonstrate the importance of using Show-: and-: Tell approach in allowing pupils to connect best when they actually manipulate the material with their own hands and minds. The more teachers focus on involving students in learning as a teaching strategy and the less they simply show and tell -: then the more likely they are to create a lasting educational experience.

KEYWORDS: approach, story elements, educational experience

SUBMISSION ID: R04A-: BATANC-: 0443

The Teaching of Subject and Verb Agreement through Differentiated instruction of Grade Five Pupils in Malagonlong Elementary School

Marlene Lalusin, Department of Education, Division of Lipa City

Abstract

INTRODUCTION

English is a very important subject in the curriculum. It involves the four communication skills -: listening, speaking, reading and writing which are necessary to enable us to communicate effectively in order to express our thoughts and our feelings, we need to speak and write them on the printed page. One of the most persistent problems met by Filipino educators today is the lack of capability on the part of the students to express their thoughts in English both in oral and in written form, particularly the latter. Adding to this problem is the students' little concern in improving their language skills as long as they get above the line grade in the subject. The researcher used the differentiated instruction in Teaching "subject and verb agreement" among the Grade Five Pupils in Malagonlong Elementary School. Subject-: verb agreement lesson is deemed to be a crucial topic for pupils to learn and master to achieve great academic performance.

METHODS

The study covered the teaching of subject and verb agreement through differentiated instruction among Grade Five Pupils in Malagonlong Elementary School. It discussed the distinct feature of differentiated instruction as used in teaching subject and verb agreement with lessons about present, past, and future tenses. The descriptive method of research was used with the lesson plan as the main data gathering tools. There were 36 students under grade five level who became the respondents of the study. The statistical tools used were frequency, percentage, and ranking. The descriptive method was used in this study. The study applied the documentary method about differentiated instruction and writing a lesson plan.

RESULTS

The study revealed that the learning of subject-: verb agreement was more enjoyable and effective for pupils using the differentiated instruction. The researcher used differentiated instruction to meet the individual needs, improve learning outcomes, help students learn more efficiently and with deeper understanding, increase self-: awareness and inspire a love of learning. To raise the level of performance of the Grade V pupils in subject and verb agreement, the proposed activities are drills, games, and group activity.

DISCUSSIONS

Differentiated instruction made learning a lesson enjoyable and effective. The findings of the study showed that majority of the pupils obtained a high performance after using differentiated instruction.

KEYWORDS: Differentiated instruction, strategy, subject-: verb agreement

SUBMISSION ID: R04A-: LIPAC1-: 0044

The Teaching of Writing through Tracing Pattern Approach among Kindergarten Pupils at Cawongan Elementary School

Wilma Pusag

Abstract

INTRODUCTION

Many kindergarteners love to write. They scribble any letters, shapes, numbers or other objects without hesitation. With my years of experience as Kindergarten adviser, I've encountered various problems, and one of these is writing ability of my pupils in performing different activities. When a child does not have effective instruction in handwriting, s/he frequently struggles with writing. Some of the learners' write according to the will of their hearts and minds, but when you give them the proper guidance and techniques, the problems on writing appears.

METHODS

The descriptive method of research was used in the study to find out the writing performance of the pupils using tracing pattern approach in teaching. Furthermore, it investigated the essential connection between the usage of tracing pattern approach in the teaching of writing among pupils in kindergarten.

RESULTS

Based on the collected data, some pupils have difficulty producing legible handwriting. Factors that contribute to illegible writing are incorrect letter formations or reversals, inconsistent size and height of letters, variable of poor alignment, and irregular spacing between words and letters. There are significant differences between the performance of the pupils in writing different line strokes, numerals and alphabets. It requires more attention, focus, and time on writing skills of the pupils. Based on the findings, there are proposed supplementary activities to support the teaching of writing through tracing pattern approach of children's including Peer Review Writing Task, Using Games on Group activities and Pre-Class Writing.

DISCUSSIONS

The pupils performed satisfactorily in the test administered since their mean score is above the half score in the test. In terms of studying, parents should encourage and help the teachers in teaching the child. They need to show their support and allow them to make their child participate in daily activities especially in writing. The school should provide instructional materials and learners' materials to help young learners improve. Future researchers should conduct the same study but also try to tackle different or another approaches or techniques.

KEYWORDS: tracing, approach, difficulties

SUBMISSION ID: R04A-: BATANP-: 0301

**The Teaching-: Learning Dimensions in Selected Secondary School in the
Division of Lipa City: Basis for Academic Enhancement and Implication to
Administration and Supervision**

Tinalyn Tenorio, Bolbok Integrated National High School

Abstract

INTRODUCTION

A learning strategy is a person's approach to learning information. In the academe, different activities are designed to develop various skills required for the students' successful preparation for a better life in the future. Teaching methods also vary. Some teachers lecture, others demonstrate, lead students to self-discovery, and some focus on applications. However, when mismatch exists between learning styles of the students and the teacher's teaching style, the former may become bored and inattentive in class, do poorly on tests, and get discouraged about the courses. To overcome these problems, teachers should strive for a balance of instructional methods.

METHODS

Descriptive and correlational methods with the validated questionnaire as the primary data gathering instrument were utilized by the researcher which was administered to 95 secondary school teachers of the Division of Lipa City and to 175 Grade 7 and Grade 9 students from the same division.

RESULTS

The effective utilization of varied instructional techniques in the teaching-: learning situation is a manifestation of professional growth and development, dedication, and commitment to the teaching profession. On the other hand, the students' effective utilization of learning strategies helps promote their development of different skills and competencies in relation to their performance in school activities. Learning strategies are instrumental in facilitating and making meaningful and enjoyable the students' performance of academic activities. There is a very strong association between the effectiveness of instructional techniques and the students' utilization of learning strategies.

DISCUSSIONS

The result of the study implies the need for consistent instructional supervision to improve the quality of education and enhance the teachers' pursuit of professional growth and development. They should direct their teachers to teach their students the effective use of different learning strategies that would help them cope with the varying levels of difficulties in the subject areas. As much as possible, the teachers should maintain their wise utilization of varied instructional techniques to enhance their students' academic performance and make the teaching-: learning process more meaningful. The teachers should teach not only learning areas but the effective process of learning them. The students should apply varied learning techniques to develop effective study habits useful in their performance of varied school activities.

KEYWORDS: Teaching -: Learning Dimensions, Academic Enhancement, Implication To Administration And Supervision

SUBMISSION ID: R04A-: LIPAC1-: 0104

The Technical Skills of Senior High School Teachers: its Relevance to the Technical: Vocational Livelihood (TVL) Track

Jell Husain, Buhi Sped Integrated School

Abstract

INTRODUCTION

The rapid pace of globalization pressures nations to be competitive in order to survive. This ushers the freer permeability of human resources among countries. While it poses as a huge challenge to the survival of Filipino workforce in the global market, it yields various opportunities. This challenge pushes for the continuing development and replenishment of manpower in order to ensure that there are workers of the right quality for jobs that are made available at any given instance. This study aims to assess the Technical Skills of SHS and their relevance to the Track Offer.

METHODS

The descriptive-: evaluative-: correlational method of research with documentary analysis was used in this study. The teachers handling TVL Track accomplished the rating scale. Frequency count, percentage, rank, weighted mean, Kendal Coefficient of Concordance W, chi square were used to treat the data statistically.

RESULTS

SHS teachers are holders of NCs and TMs, graduates of Bachelor's Degree, majority are Teacher I, and newly hired. The public SHS in the 5th district offers various strands in the TVL track. These include (HE), (ICT), (AFA), and (IA). The SHS teachers possess technical skills on the use of facilities, entrepreneurship, NCs, TMs, other techvoc skills which are much relevant to the track offerings in SHS. The extent of SHS teachers' technical skills in developing the skills of the students in preparation for their future career was considered evident. Some of these are preparing the students to compete in increasingly global job market, increasing students' competence and workmanship, ensuring that the graduates will become highly employable. The SHS teachers had encountered problems specifically on the availability of SHS textbooks and other learning materials.

DISCUSSIONS

Teachers who have NC should be a requirement if the teachers will handle TVL Track such as (HE), (ICT), (AFA), and s (IA). The teachers should work comfortably with relevant technologies, incorporate technology into lessons, utilize tools and equipment for practical lessons, and they have to use various software programs efficiently that are required in a particular environment. The ability of the SHS teachers to enhance students' ethical, moral, and spiritual values and utilization of initiatives and self-: direction to develop the needed skills of the students related to the TVL courses or strands are vital.

KEYWORDS: Globalization, technical skills, resource innovative

SUBMISSION ID: R005-: CAMSUR-: 0020

The theory of Multiple intelligence: Basis for Teaching General Physics 2 to Science, Technology, Engineering and Mathematics (Stem) Learners

Adelma Topacio, Department of Education

Abstract

INTRODUCTION

The researcher aimed to use the Theory of Multiple Intelligence as a basis of planning teaching procedure, developing learning activities, and grouping for STEM learners as they work collaboratively in performing a task related to achieving a desired learning competency in General Physics 2.

METHODS

This study involved descriptive-: quantitative and qualitative research designs. Two research questions were dealt with descriptive-: quantitative approach. Two other were investigated employing thematic analysis of the participants' responses to a set of open-: ended questions. In order to get a profile of the modality of the intelligence of the learners, data were gathered using the Multiple Intelligence Inventory. A set of open-: ended questionnaires was used to identify the successes and challenges encountered by the learners in each of the intelligence modality. Another set of open-: ended questionnaires was also used to establish the components of the developed engagement activity and teaching procedures which positively influenced their motivation level. Responses were accurately recorded, coded, and thematically analyzed. The participants of this study were limited only to two sections handled by the researcher in General Physics 2.

RESULTS

The following conclusions were drawn: (1) Musical intelligence modality dominates over the two sections of STEM learners in the General Physics. (2) The successes of the working group with varied modality of intelligences constitute the whole range of skills necessary for learning a lesson that requires higher levels of cognition. Too much of mathematical calculations do not fit the best learning needs of the group. (3) Activities that are easy to manipulate, allow learners to get necessary data, model a complex real-: world situation, and have clarity of words, graphics and captions, and involve animations have positive influence to the learners' level of motivation. (4) Learners may progress in other domains of intelligence and may attain higher cognitive levels if exposed to learning procedures with learning materials that use media that deliver knowledge and learning through language, graphics, manipulatives, music, sound, and the likes.

DISCUSSIONS

Results qualify the varied modality of intelligences as the basis for grouping learners, designing a lesson plan, and selecting learning materials.

KEYWORDS: Theory of Multiple Intelligence, Modality of Intelligences, Engagement Activity, Enrichment Activity, Higher Levels of Cognition

SUBMISSION ID: R04A-: DASMAR-: 0007

The Transformation of the Master Teachers in the Schools Division of Catanduanes

Mary Jean Romero, Department of Education

Abstract

INTRODUCTION

The Master Teacher concept has existed in the Philippines since 1979. MEC Order No. 10, s. 1979 guided its implementation. Thirty-five years from the implementation of MEC Order No. 10 s. 1979, the MTs were confronted with the Position and Competency Profile (PCP) that comprehensively described the role and responsibilities of MTs. There were roles included in the PCP entirely different from their usual functions. The use of the PCP is in compliance with the Civil Service Commission (CSC) mandated the implementation of the Strategic Performance Management System (SPMS) to all government agencies through MC no. 6 s, 2012. This study looked into (1) performance of MTs based on MEC 10 (2) Task of MTs in the Perspective of the MTs and School Heads (3) Transformation of MTs from the old guidelines to the new PCP (4) Problems of MTs.

METHODS

This study used descriptive method of research. Questionnaire is the main tool in gathering data. The data gathered were used to describe the journey of the Master Teachers in transforming themselves from the expectations of MEC Order No. 10, s. 1979 to the new expectations of the Position and Competency Profile. The data were analyzed and interpreted using descriptive statistics. Documentary analysis and interview were also used.

RESULTS

MTs performance as a classroom teacher were very satisfactory, unsatisfactory as Instructional Material developer, satisfactory as Mentor and Demonstration Teacher. All the KRAs were perceived as main task except for Leadership role which is perceived as additional assigned Task. The MTs as the subject of change experience the normal stages of the process. The diverse perspective of the MTs on their task is a sign of confusion leading to disorientation if not properly addressed. Some of the Problems of MTs are lack of required skills and competence in conducting instructional supervision, no clear policy on the instructional supervisory functions, administrative reports are delegated to Master Teachers, and lack of an organized system on how the MTs perform their instructional supervision functions, mentoring, and coaching.

DISCUSSIONS

Results show that MTs need assistance to perform their role better in Instructional Material Developer and Mentor/Consultant to other teachers. The varying perception of MTs on their roles as well as the identified problems are functions that are included in the PCP which are entirely new and were not included in MECs 10. Policy governing MTs must be reviewed.

KEYWORDS: Transformation of MTs from MEC 10 to the new PCP

SUBMISSION ID: R005-: CATAND-: 0001

The Underpinning of Faith in Tanauan City integrated High School: A Call for A Governing Ministry

Ismael Casquejo, Department of Education

Abstract

INTRODUCTION

DepEd Order 105 series of 2010 reiterates the constitutional right of DepEd personnel and students to freely exercise their religion. This mandate underscores the non-sectarian nature of the Department of Education both for students and personnel. Accordingly, it is expected that in public national schools, people with different backgrounds converge. Though diverse, one of the common threads where students and personnel can meet is faith. Thus the title - underpinning of faith - faith is a foundation, invisible at that, which keeps a structure firm - and for the intent and purposes of this study - that structure is the school.

METHODS

This research used mixed methods. For the quantitative method, researcher-made questionnaire was used. For the qualitative method, observations, interviews and focus group discussion were utilized.

RESULTS

The school community acknowledges the importance of faith in their lives. Properly utilized and contextualized, faith has the power to beneficially affect the lives of everyone in school. There are dimensions of faith and they can be addressed in the school in order of priority. According to the results of the study, communal life is very significant for the respondents. Religious gatherings can address the communal life of the school. The faith of the school community can be appropriately addressed if there is an organization or ministry which will look into the dimensions of faith such an organization is Campus Ministry.

DISCUSSIONS

This study proposed a creation of a governing ministry to address the spiritual or faith dimension of students and personnel in the school. This is not about conversion, but finding common threads among the different faiths and making them starting points for dialogue and moral formation in the school community not biased to any religion, doctrine or dogma.

KEYWORDS: Faith, Ministry, School

SUBMISSION ID: R04A- TANAU- 0001

**The Use of 3r's (Read, Recite, Review) to Improve the Multiplication Skills
of Grade Vi in Victoria Elementary School S.Y. 2016-: 2017**

Marites Mapalad, Department of Education

Abstract

INTRODUCTION

The pupils showed different awareness levels. Some have strong understanding of and ability to apply knowledge of different multiplication skills while others have little to no awareness despite having undergone Kindergarten and Grade I. It is based on this premise that the study was conducted to determine the effectiveness of using 3Rs (Read, Recite, Review) to improve the multiplication skills of Grade Six pupils of Victoria Elementary School.

METHODS

The descriptive method was used in the completion of this study. Thirty (30) selected Grade six pupils served as respondents of this study.

RESULTS

The study showed that the respondents need to improve their multiplication skills as shown in the findings where seventy percent (70%) of the respondents got the score of 10 and below. Thirty percent (30%) got the score of 11 up to 17, and none got 18-: 20 points but this gained significant increase after using the 3Rs as remedial of instruction for two months.

DISCUSSIONS

Grade VI pupils face difficulties in solving math problems specifically in multiplication. In order for the pupils to solve problems correctly, the researchers recommended the use of 3Rs, and other strategies that will help each learner. As the result of the study the teachers applied the 3Rs and other strategies and by that the learners gained knowledge, and all of them were able to answer the multiplication problems correctly.

KEYWORDS: THE USE OF 3R'S (READ, RECITE, REVIEW)

SUBMISSION ID: R04A-: LAGUNA-: 0125

**The Use of Audio- Visual Materials in Teaching Selected topics in Music
among Grade 8 Students in Talipan National High School (Tnhs), Sy 2016-:
2017**

Veronica Pajarda, Talipan NHS

Abstract

INTRODUCTION

This research study aimed to determine the effectiveness of the use of audio-: visual materials in teaching selected topics in music among Grade 8 students in Talipan National High School, School Year (SY) 2016- : 2017. Specifically, the study aimed to determine the mean percentage score of the control and experimental group before and after the experiment. The study further determined if there is significant difference in the mean percentage score of the control experimental group after the experiment. Moreover, implications in the use of audio-: visual materials to increase the mean percentage score of Grade 8 students in music were determined based on the findings of the study.

METHODS

The study utilized experimental method of research where two groups of respondents were involved namely the control and experimental group. The experimental group received the treatment of the study, the use of audio visual materials in teaching the music. Purposive sampling technique was employed in the selection of the respondents using certain criteria. Statistical tools such as percentage rating, mean, and t- : test for dependent and independent samples were utilized in the study to analyze and interpret the result of the study.

RESULTS

The study revealed that there was a marked increase in the mean percentage score of the control group from did not meet expectation to satisfactory after the use of traditional teaching materials. Similarly, the study showed a marked improvement in the mean percentage score of the experimental group from did not meet expectation to very satisfactory after the use of audio-: visual materials in teaching selected topics in music. The study further showed a significant difference in the mean percentage score of the control group before and after the use of traditional teaching materials. The results implied that the use of audio- : visual materials is more effective in teaching music among Grade 8 students in Talipan National High School.

DISCUSSIONS

This study has proven the effectiveness of the use of audio-: visual materials in increasing the mean percentage score in teaching music among Grade 8 students in Talipan National High School.

KEYWORDS: Audio-: visual materials, music

SUBMISSION ID: R04A-: QUEZON-: 0273

The Use of Basic but Elevating Technique in Teaching Effective Reading (BETTER) intervention Program in Addressing the Reading Comprehension Difficulty in English of Grade Six-: Masikap Frustration Read

Rafaela Merle, Department of Education

Abstract

INTRODUCTION

Reading comprehension is a skill needed by learners of the English subject. Most people consider it as the most important skill in order to ensure success in learning. With strengthened reading skills, learners tend to make greater progress or advancement in other learning areas. There are many studies about the reading comprehension difficulties of learners. These involve interventions that may be applicable to some but not to others. In the intervention program that I made, the individual differences of learners were considered. It was tailored to fit the needs of the learners for they have different learning styles, and they learn at different rates.

METHODS

The study used the descriptive method of research design employing the purposive sampling focusing on the comprehension difficulty of 23 Grade Six-: Masikap “frustration” readers in English of Pagbilao East Elementary School and how to address this using the BETTER Intervention Program. The data collection instruments used were a pretest, post-: test, pupils' portfolios and teacher's observation notes. The data were analyzed using the descriptive statistics such as frequency distribution, mean, and percentage. T-: test was used to determine the significant difference in the reading comprehension skill performance of the learners before and after the implementation of BETTER intervention program.

RESULTS

The intervention program used in the study served as a means in addressing the reading comprehension difficulty of the 23 pupils. The reading comprehension performance of the pupils improved because the reading materials used in the study started with Level 1 which was composed of the shortest and simplest stories and questions and the degree of difficulty elevated if the result after every assessment was favorable. The results were monitored and gradual progress on the performance of the learners was evident. The intervention was by far really better than the other strategies commonly used in the reading comprehension activities in the classroom as shown by the results of the study.

DISCUSSIONS

The findings revealed that after implementing the BETTER (Basic but Elevating Technique in Teaching Effective Reading) intervention program, the reading comprehension performance of Grade Six-: Masikap pupils improved. Thus, BETTER intervention program was instrumental in addressing the reading comprehension difficulty of the pupils under the program.

KEYWORDS: simple, elevating, gradual progress

SUBMISSION ID: R04A-: QUEZON-: 0320

The Use of Cell Phone in School and its Effect to the Academic Performance of the Students

Antonio Compra, Department of Education

Abstract

INTRODUCTION

The Department of Education prohibited the use of cell phone inside the classroom. Yet, the impact that cell phones had made to the students have been both positive and negative. This issue was also raised several times during the parent-teachers meeting urging the immediate solution. This study focused on the use of cell phone in school and its effect to the academic performance of the students. The result of this study could be the basis in implementing a school policy regarding the use of cell phone by the students in school and design an intervention to address the concern of achieving the good academic performance of the students.

METHODS

The students' respondents were asked to answer the survey questions if they use cell phone or not when they are in school, and their reasons for using it. The source of data to identify the academic performance of the students were the copies of SF5 (Report on Promotion and Level of Proficiency & Achievement). The study is a combination of descriptive and inferential analysis since the data collected were analyzed using the measures of central tendency (mean) and independent sample t-test to answer the research questions

RESULTS

The findings revealed that the reasons of using cell phone by the students while they are in school are the following: (1) use applications like calculators, dictionaries, word processing, camera, video editing, and the like; (2) browse the internet for research; (3) visit and update their social media account and group chat; (4) play offline or online games; and (5) read and send text messages. It was also discovered that there was a significant difference between the average grade of the students who used cell phone, and those who did not use cell phone in school in terms of their academic performance and it was favorable to the former because they had a higher general average grade than the later.

DISCUSSIONS

The result basically suggests that in one way or another, the use of cell phone while in school helped the students in their studies. The school authorities must set a clear policy regarding the use of cell phone by the students in school to maximize the benefits and to avoid the distractions that it may brought which affect their academic performance. However, there are still other factors to consider that might affect the academic performance of the respondents that need further study.

KEYWORDS: Cell phone, academic performance

SUBMISSION ID: R013-SIARGA-0002

**The Use of Claveria Approach in Teaching Reading in Mother tongue
among Grade I Pupils at Cawongan Elementary School**

Elizabeth Amada

Abstract

INTRODUCTION

To ensure excellent performance of each student, it is the responsibility of the teacher to provide necessary guidance and tools for the development of the performance of the children. The reading readiness of the child, and other internal and external factors, determine the amount of time a child takes to complete these early stages. Generally, a child will go through these stages in three to five years, provided that they are ready to learn, and that there are no differences between the language of the child and the language of instruction. In the latter case, the process may take longer, because the child is acquiring another language as well as learning how to read in that language. The main goal of the study is to enhance the reading skills of the pupils, the researcher wants to find out the problems which the students encountered and the action plan which may be proposed in connection with the reading skills.

METHODS

The researcher used the descriptive method of research to gather the necessary data to determine the distinct features of Claveria Approach in teaching reading and lessons about syllables, words, phrases and sentences which Claveria Approach may be employed to facilitate learning among Grade 1 pupils of Cawongan Elementary School in relation to the proposal of supplementary materials which may be utilized to enrich the use of Claveria Approach in teaching reading. The researcher conducted an assessment to the respondents to yield the needed data.

RESULTS

Claveria Approach was described to have "Pananda" which may be used in teaching reading in Mother Tongue. The lessons in which Claveria Approach be applied in teaching reading in Mother Tongue are syllables and words, phrases and sentences. The majority of the pupils have average performance on lesson about syllables and words and phrases and sentences. The proposed instructional materials to supplement the used of Claveria Approach in teaching reading were "Pananda Pictures" and other reading approaches.

DISCUSSIONS

Based from the findings and conclusions of the study the following recommendations are offered: 1) The developed instructional materials must be shown to other teachers for their suggestions before using it. 2) More lessons should be discussed to improve the reading skills of the pupils. 3) A similar study using Claveria Approach may be conducted as scaffold of learning in other subject areas.

KEYWORDS: claveria, pananda, phonics

SUBMISSION ID: R04A-BATANP-0297

The Use of Communicative Situation Activity (CSA) to Improve Learners Science Vocabulary in Grade VI

Ma. Lourdes Vidallo

Abstract

INTRODUCTION

Aligned to Department of Education mission to continuously improve the learners' potentials, teachers develop necessary innovations to nurture every learner. Many teaching strategies, technologies and methods have been used, yet some learners did not show mastery of the learning competencies. With CSAI (communicative Situation Activity), we made another step to make the learning a rewarding experience. In this research, we are definitely given reasons for the Grade VI learners to improve their science vocabulary not only with the heart but most importantly with their minds and apply them later on with their souls.

METHODS

Sampling method was used. Using the communicative approach, questionnaires were distributed, and a survey was done. Twenty respondents of different gender and learning levels were tested to use the activity in terms of operability, usability, reality, effectiveness and acceptability. Data were collected, analyzed, validated, and interpreted.

RESULTS

Results of the study show that the activity is extremely operable, usable, reliable, acceptable and credible. Furthermore, male and female respondents did not significantly differ in their perceptions of the characteristics of the activity. While on the other hand, the perceptions of the respondents from different learning bracket in terms of operability, reliability, acceptability and did not significantly differ. Contrary, their perceptions regarding the usability and effectively significantly differ.

DISCUSSIONS

The results prove that the need for intensive use of the CSA (Communicative Situation Activity) can address the technical problem in the teaching-learning process in terms of improving Science vocabulary. As trend of modernization in teaching education can adapt and embrace CSA for the millennial learners of Cavite.

KEYWORDS: Science Vocabulary

SUBMISSION ID: R04A-CAVITP-0540

The Use of Community of inquiry (Coi) in Commercial Cooking to Enhance Moral Responsibility in Grade 7 - Mabait Students of Dagatan National High School

Maria Lourdes Roxas & Belen M. Buela

Abstract

INTRODUCTION

Community of Inquiry fosters students' critical and creative thinking skills as well as trains students to work together with each other with respect through better communication.

METHODS

Session 1 of the Community of Inquiry introduced the question quadrant where it showed the capacity of students to construct questions. Majority of the questions were open questions. It was also evident that they can engage in the philosophical discussion and talk about their points of view in a positive manner.

RESULTS

It was noted that the students were not yet as keen to recognize the nuances of making their meaning clearer and understood. The facilitator should intervene and ask probing questions for their answers to be directed to the creation of a related but new problem and an improved resolution.

DISCUSSIONS

Teachers should have the program of activities and be trained in facilitating the Community of Inquiry inside the classroom to gain confidence in leading the CoI to change the attitude towards education from education as learning to education as thinking.

KEYWORDS: Commercial Cooking, Community of Inquiry

SUBMISSION ID: R04A-BATANP-1942

The Use of Computer Simulated instruction (Csi) of Optics to G10 Student of Bnhs Sy 2017-2018 and its Effect on their Performance

Shiela Marie Bahia, Balayan National High School

Abstract

INTRODUCTION

Concepts in Physics are considered to be the least understood by high school students since they usually involve solving complex problems alongside memorizing mind-boggling formulas. However, very few innovative teaching strategies were developed in order to address such concern. Thus, this study investigated whether the use of computer simulation instruction was more effective than face-to-face instruction in increasing G10 students of Balayan National High School's performance in topics on optics.

METHODS

The research design employed for this study was quasi-experimental research design of two groups' pre-test, post-test control design. The study lasted for a period of two weeks due to the experimental nature of the research. Topics on optics covered in Grade 10 Science K to 12 Curriculum was provided through a simulation program found in the website <https://simbucket.com/lensesandmirrors/> using ray diagrams to the experiment group, whereas the control group had the same instruction through face-to-face teaching methods. A pre-test/post-test composed of twenty multiple choice questions addressing the contents on optics was given to both groups.

RESULTS

Based from the results obtained from the study, a computed $t(100) = 1.72$ which is less than the t -critical for two-tailed test, $t_{crit} = 1.98$ and $p > 0.05$ was obtained from an independent t -test of the pre-test of both groups. This implies that the two groups selected for the study were homogeneous since there is no difference in their performance. Also, there was a significant difference between the post test of both groups. This is shown by a computed $t(100) = 7.83$ which is greater than the t -critical for two-tailed test, $t_{crit} = 1.98$ and $p < 0.05$.

DISCUSSIONS

By implication, the students who were taught with computer simulation outperformed the students who were exposed to the traditional method of teaching. Thus, the treatment given to the experimental group is effective and responsible for the differences in the performance of students in favor of the treatment class. Students nowadays tend to learn more when using audio-visual teaching strategies which also cater to their short attention span. A lot of researches agreed on the effectiveness of using computer simulation for supporting science teaching and learning. It was therefore recommended that the use of computer simulated instruction (CSI) should be encouraged so as to complement other methods of teaching science in high school students.

KEYWORDS: computed-aided instruction, optics, simulation

SUBMISSION ID: R04A-BATANP-0027

The Use of Computer-Assisted instruction in Improving Student Achievement and Motivation in Mathematics 8 at Mataas Na Kahoy Nhs

Julius John Palacpac & Mary Rose P. Tiquis, Department of Education

Abstract

INTRODUCTION

Because the researchers experience the low performance of the students as well as their lack of interest and motivation in Mathematics, they would like to use computer-assisted instruction in improving the performance and motivation of the students in Mathematics. On the other hand, it is clearly seen that the use of computer-assisted instruction is not fully utilized in the classroom wherein Mathematics teachers are not using it every day. This study primarily provides a source of information to know the effectiveness on the use of computer- assisted instruction that can improve the students' performance and motivation at Mathematics 8. The researchers developed an action plan that will sustain the use of CAI that can improve their skills and learning outcomes as well as to help them have a better future.

METHODS

Descriptive-survey type of research was used in this study with the survey questionnaire as the main instrument in gathering the data. The pre-test before the implementation during the first module of Mathematics 8 become the baseline data.

RESULTS

The use of computer in the school is two to four times a month and the program they know how to use is the Internet. The students' performance and motivation increase as revealed on the result of the post-test. There is a significant relationship between the pre-test and post- test of the students. The limited ICT infrastructure and weak internet connection as well as the lack of access to technology such as computers and laboratories, are the problems that the students encountered in using the computer-assisted instruction.

DISCUSSIONS

The respondents always use computer at school, while most of them are only using computers to surf online rather than offline software. Even the computer-assisted instruction is being utilized by the teacher, still they cannot learn quickly. Coincidentally, because the students do not have their own computers and they are not proficient in using computer. They are not fully satisfied on the use of computer- assisted instruction because of the result so if all their Mathematics teachers use it, more of them will be motivated to learn and not fully agreed on the problems because of their readiness in the use of technology nowadays.

KEYWORDS: Computer-Assisted Instruction, Mathematics, Student Performance, Student Motivation

SUBMISSION ID: R04A-BATANP-0450

The Use of Computer-Assisted instruction in Improving Student Achievement and Motivation in Mathematics 8 at Mataasnakahoy Nhs Duplicate

Mary Rose Tiquis & Julius John L. Palacpac, Department of Education

Abstract

INTRODUCTION

As the researchers experience the low performance of the students as well as their lack of interest and motivation in Mathematics they would like to use the computer-assisted instruction in improving the performance and motivation of the students Mathematics. On the other part, it is clearly seen that the use of computer-assisted instruction is not fully utilized in the classroom wherein Mathematics teachers are not using it every day. This study primarily provides a source of information to know the effectiveness on the use of computer- assisted instruction that can improve the students' performance and motivation at Mathematics 8. The researchers develop an action plan that will sustain the use of CAI that can improve their skills and learning outcomes as well as to help them to have a better future.

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DISCUSSIONS

The respondents always use computer at the school while most of them are only using computers to surf online rather than offline software. Even the computer-assisted instruction is being utilized by the teacher, still they cannot learn quickly. Coincidentally, because the students do not have their own computers and they are not proficient in using computer. They are not fully satisfied on the use of computer- assisted instruction because of the result so if all their Mathematics teachers use it, more of them will be motivated to learn and not fully agreed on the problems because of their readiness in the use of technology nowadays.

KEYWORDS: Computer-Assisted Instruction, Mathematics, Student Performance, Student Motivation

SUBMISSION ID: R04A-BATANP-0450

**The Use of Concern-Based Adaption Model in Identifying Teachers'
Concern: the Case of the Revised Phil- informal Reading inventory**

Mary Ann Aquino, Gen. Juan Castaneda Senior High School

Abstract

INTRODUCTION

The existing Philippine Informal Reading Inventory (Phil-IRI) was revised to suit the K-12 Curriculum. Its revision raised several concerns among the teacher implementer. This study aimed to identify the stages of teachers' concerns on the adaption and implementation of the Revised Phil-IRI of selected Elementary School in the City Schools Division of Imus.

METHODS

A quantitative research method, particularly the descriptive research method was used in the first part of the study to describe and interpret the stages of concern of the teacher in the implementation of the innovation. The qualitative research in the form of structured interview was used to corroborate the result of the quantitative part of the research. 40 elementary school teachers were asked to respond to the Stages of Concern Questionnaire. Stages of Concern Questionnaire (SoCQ) data was interpreted at several different levels of detail and abstraction.

RESULTS

Findings revealed that teachers of most of the schools have "Intense unconcerned profile with a negative one-two split with tailing up at refocusing stage." Personal concern is higher than Informational. These profiles depict teachers with various degrees of doubt and potential resistance in adapting the Revised Phil-IRI. Since Personal concerns overrides Informational concerns, the teachers' concern about the innovation's effect on personal position are greater than the desire to learn more about the innovation. Furthermore, majority of teachers in the school do not consider implementing the innovation. The tailing up at Refocusing concern profile is dominant among the schools. This suggests that if the teachers will implement the innovation, they have ideas of how to do it differently. These ideas may be positive, but more likely to be negative toward the innovation. Stages of concerns of teachers in terms of length of teaching experience, teaching position, and school served do not significantly differ.

DISCUSSIONS

Results suggest that top management should encourage the teachers to act on their concerns for program improvement, respect and encourage their interest for finding a better way, and be aware of and willing to accept the fact that teachers may replace or significantly modify the existing innovations.

KEYWORDS: CBAM, Phil-IRI, stages of concern

SUBMISSION ID: R04A-IMUSC1-0086

The Use of Content-Based Songs in Mathematics and the Academic Performance of Grade I Pupils in Indang Central Elementary School, Poblacion

Lorena Custacio, Alleluia Romero, & Margarita Sarsiego, Department of Education

Abstract

INTRODUCTION

Mathematics is one of the most essential learning areas in Education. Everyone uses mathematics in their daily lives. However, the subject is mostly feared by students. With the analysis of periodical test results in Indang Central Elementary School during the first to fourth quarter last school year, (2017-2018), Mathematics is the lowest among all learning areas with the mean percentage score of 70.3. Among the grade levels, Grade I got the lowest mean percentage score.

METHODS

The participants in this study are the two sections of Grade I in Indang Central Elementary School. The proponent/s of this study used self-composed songs in Mathematics and some additional downloaded songs related to the competencies in Mathematics I. Descriptive type of research was used. The study illustrated the effect of using content-based Mathematics songs in the academic performance of the pupils. Summary statistics such as frequencies, percentages, mean, and standard deviation were used to describe the significant implications of Content-Based Mathematics Songs in the performance level of pupils in Mathematics.

RESULTS

Based on the study, the two sections of grade I pupils have an average performance of 79% during the second quarter without the intervention. On the third quarter, the section which was exposed to the content-based Mathematics songs increased their performance by 4.37% while the other section increased by 0.75%. With these, it was concluded that the use of content based songs in mathematics is very effective. The pupils who were exposed to the intervention program had a higher percentage of increase in performance.

DISCUSSIONS

This study has great effects in pupils' learning. As a whole, it resulted in improvements in many aspects such as change in classroom learning atmosphere and students' positive attitude toward learning Mathematics. It is recommended that teachers use mathematics songs to enhance the academic performance of pupils.

KEYWORDS: Content -based Academic Performance

SUBMISSION ID: R04A-CAVITP-0232

The Use of Contextualized Learning Material in Teaching and Learning Grade 9 Mathematics

Marlyn Nuno, Department of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

The Division of Calamba City did not perform well in all achievement tests given by the Department of Education. The Schools Division Superintendent then encouraged all school heads to have an intervention program in order to improve the academic performance of students. Camp Vicente Lim National High School was the biggest school in the Division of Calamba City. The school offered special Mathematics Curriculum from first to fourth year. The school's performance was quite alarming considering that the target MPS is 75%. This has prompted the researcher who was a mathematics teacher for 23 years to come up with an intervention in order to improve the school performance, which was the Contextualized Learning Material in Grade 9 Mathematics. The researcher was a co-author of the said material and so she was advised to use this to her class in order to improve the students' performance. However, an analysis of student's performance was needed to find out its effectiveness.

METHODS

The researcher constructed the Contextualized Learning Material and look for its validity and effectiveness on the performance of selected students. This study aimed to validate and determine the effectiveness of the Contextualized Learning Material. The study was descriptive- evaluative in nature and utilized 4 experts, 4 teachers and 50 grade 9 students of Camp Vicente Lim National School. The statistical tools were the weighted mean, ranking, mean percentage score (MPS) and t-test for hypothesis testing.

RESULTS

Based on the results of the study, it was found out that the topics, activities and evaluation of the Contextualized Learning Material were very much valid and was useful as instructional material in teaching. After using the material, majority of the respondents improved from low performing to average and high performing.

DISCUSSIONS

In line with the findings of the study, it is recommended that a test be conducted and analyzed in order to diagnose the strengths and weaknesses of the students. Similar to the Contextualized Learning Material, mathematics teachers should use different intervention materials in order to improve the performance of the students. This implied that the Contextualized Learning Material are more useful and comprehensive on the part of the students

KEYWORDS: Intervention material, validation, performance level, experimental method

SUBMISSION ID: R04A-CALAMB-0291

The Use of Contextualized Materials and its Implication in Teaching and Learning Mathematics

Isabelita Hizon

Abstract

INTRODUCTION

The vision of the Department of Education is to produce Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building their nation. The teachers will serve as facilitators of their learning. However, in the recent National Achievement Test Result in Mathematics School Year 2013 - 2014, Lecheria National High School (30.98%), Calamba Bayside National High School (28.49%), got a mean percentage score which is far behind the minimum standard set by the Department of Education of 75%. Moreover, in pursuant to Republic Act 10533, An Act Enhancing the Basic Education System by Strengthening Its Curriculum, particularly Section 5 of paragraphs (d) and (h), the Department of Education - CALABARZON reiterates the use of Curriculum and Learning Management Division Framework Guide and Tools in localizing / indigenizing and contextualizing materials as reference.

This study was conceptualized in order to improve the achievement of the students in Mathematics specifically in all levels in public secondary schools. The researchers believe that contextualized materials can better facilitate students' understanding of the lessons and might help improve the National Achievement Test (NAT) results in the future.

METHODS

This study utilized the one group pre - test and post - test quasi - experimental research design.

RESULTS

There was a significant difference between the performance of the students in all grade levels using the contextualized materials based on the result of the pre-test and post-test. Moreover, the use of contextualized materials is effective and efficient on the part of the teachers, and the students found out the contextualized materials as a tool to understand, enjoy, love and have fun in learning Mathematics.

DISCUSSIONS

The results imply that the contextualized material is proven effective in improving the students' achievement in Mathematics and is really effective and efficient in the teaching - learning process in Mathematics that can be result in a better performance and understanding of lessons. Moreover, the students really enjoy and understand the lessons in Mathematics which will be the key in improving their performance in the subject.

KEYWORDS: contextualize, mathematics, strategy

SUBMISSION ID: R04A-CALAMB-0363

The Use of Conversation Text Strategy in Enriching the Vocabulary of Grade 10 Students in Naic National High School

Marlene Dispulo & Raychiel Dimailig, Naic NHS

Abstract

INTRODUCTION

The breadth and depth of a learner's vocabulary have a direct impact on reading comprehension. Limited vocabulary may be a major source of difficulty in reading an English text. Students, especially graduating students, should possess a wide vocabulary because it is a prerequisite for effective communication. Strategy for vocabulary development is essential element of any reading program. This study aimed to assess the use of conversation text strategy in enriching the vocabulary of the struggling readers of Grade 10 students in Naic National High School.

METHODS

The researchers collected and analyzed the data in two ways: qualitatively, which means that all the data gathered from the observation were analyzed descriptively; and through One Factor ANOVA (Analysis of Variance). To identify the struggling readers, the learners took the pretest and posttest. Pretest is given before the treatment and posttest will be given after the treatment. Observation sheets and field notes as instruments in collecting data were also used. The study utilized the validated ten conversation texts which were administered for ten consecutive days.

RESULTS

The use of conversation text strategy in enriching the students' vocabulary was effective. During the test proper, some students flip through pages of the text before reading. They might be checking how fast the reading will go (white space) or they might be searching for an interesting passage (of dialogue) at which to stop. With this, familiarization on words occurred already before the thorough reading. The level of reading may be indicative of some of the struggles that the students have with vocabulary knowledge. To answer the research questions, (1) the results in posttest play a major role in demonstrating that after the 10-day sessions the level of modifications needed had met using the ten conversation texts as type of vocabulary strategies and (2) with the p value of 1.74E-05 there are significant differences between the pre-test and post test scores of identified struggling readers in Grade 10 using the Conversation Text in improving their vocabulary.

DISCUSSIONS

In order to be great readers, learners need to have a tool box of vocabulary strategies to learn new words that they encounter in reading new texts. When students incorporate the conversation text as one of the vocabulary strategies, their word knowledge will increase and their comprehension will improve.

KEYWORDS: conversation text strategy, vocabulary

SUBMISSION ID: R04A-CAVITP-0991

The Use of Corrective Shadows Towards the Development of Students' Writing Skills

Jeffrey Capistrano, Department of Education

Abstract

INTRODUCTION

In an ESL class, teachers must aim to enhance students' potential to write and to express their thoughts and feelings in English. Teachers are finding ways how to correct students' written work that will encourage them to write more. The key question for the teachers is what the students learn from correcting their essays, poems, anecdotes or formal themes they have made. This study assessed the effectiveness of the corrective shadows towards the development of students' writing skills.

METHODS

The descriptive and experimental method of research was used in this study. The respondents were given pre-test; they wrote an essay with a corresponding topic. After that the researcher taught the techniques, they proceeded to the post test. Same rubrics was used in checking the pre-test and posttest.

RESULTS

The level of corrective shadows in terms of repetition, cloze test, and reference was very high. Students' writing skills as to grammar, graphical skills, spelling and punctuation, and direct translations showed a satisfactory rating in the pre-test and very satisfactory in post - test. There is a significant difference in the level of students' writing skills in terms of grammar, graphical skill, spelling and punctuation, and direct translation. Hence, the null hypothesis that there is no significant difference between the pre-test and post test results of students writing performance was rejected.

DISCUSSIONS

Based on the results, it is recommended that Teachers use the corrective shadows or correction techniques to improve the students' written skills. School heads and teachers could provide more activities and more projects in enhancing students' ability to spell words. Teachers could initiate more group activities and English Immersions for students' vocabulary development. English teachers can use repetition strategy always as it was proven to be very effective for many students. Teachers in the early grades could emphasize the importance of punctuation marks before students start every written activity. Everyday interventions will be more effective than a few days on work to students.

KEYWORDS: Corrective Shadows, grammar, graphical skills, spelling, punctuation, direct translations, repetition, cloze test, and reference

SUBMISSION ID: R04A-LAGUNA-0204

**The Use of Dominoes (Do A 10-Minute Organized, Efficient and Smart)
Activities in Science Grade Iii Lectures**

Charisma Resurreccion

Abstract

INTRODUCTION

Activity-based instruction has been practiced in Science classroom, but the researcher noticed that being involved in too much activities does not help learning anymore. Pupils just learn to play but cannot comprehend the daily lessons. For this reason, the researcher will try to shorten the time for activities and give more focus on discussion after. As a Master teacher, the researcher believed that any innovation in teaching strategies can contribute better for student's learning.

METHODS

The study aims to determine the effect of activity-based learning on Grade 3 Science pupils' academic performance. The activity based learning is to be executed using "10-minute activities." The activity will serve as a lesson starter to remind pupils of prior learning. The study will be conducted in Calamba Elementary School, Division of Calamba City on the first and second grading period of school year 2016 - 2017. A hetero-section of Grade 3 pupils being taught by the researcher will be the respondents in the study. The effects of this instruction on pupils' performance will be measured based on the results of the pre-test and post-test assessments and the weekly on-the-spot test. The overall effects of the said instruction on the pupils' academic performance will be measured using the results of the first and second periodical tests and the first and second grading period performance ratings.

RESULTS

The pre-test assessments earned an MPS of 25.29 showing that the pupils obtained extremely low performance. The post-test assessments yield MPS of 79.90 which shows that the pupils reached high proficiency in learning the lessons. The skewness was found at -0.49 which shows that most of the pupils score higher than the mean score of 29.96 but does not exceed the highest score of 35 points. The results imply that the pupils performed well on this assessment which is also a manifestation that engagement to learning was reasonably attained on the first quarter of the school year. The over-all results of the on-the-spot test reveals that out of 100 total scores, the pupils have earned MPS of 72.25 which is a manifestation that they reached the upper average level of performance.

DISCUSSIONS

The utilization of DOMINOES (DO a 10-Minute Organized, Efficient and Smart) Activities in Science Grade III Lectures, the result of the on-the-spot test reveals the progress in performance from extremely low to upper-average performance. More so, the results imply the difference between the performance of the pupils before and after the use of activity based learning on the first grading period manifests essential impact on learning.

KEYWORDS: shortened activities, activity based learning, Science Grade III

SUBMISSION ID: NCR1-MAKATI-0003

The Use of Fine Motor Skill interventions in Improving Kindergarten Pupils' Writing Abilities in Putingkahoy Elementary School

Joselyn Patrocinio, Marichu H. Agno, & Carla Jhane M. Gonzales, Department of Education

Abstract

INTRODUCTION

In the modern teaching and learning process, written communication plays an essential role in expressing one's self. The ability to articulate oneself through the written word provides opportunity to share their knowledge in a meaningful and effective way. The development of written skills enables the learners to learn how to compose ideas, organize their thoughts and arguments, support key points and share information.

METHODS

The study will employ a type of quasi-experimental research design called "One-Group Pre-test - Post-test Design". Often new teaching strategies or intervention are toted as effective practices in studies that measured one group with a pre-test, implemented a treatment manipulation, and then measured the same variable, as was measured with the pre-test, with a post-test (Cohen, et al., 2007).

RESULTS

After giving interventions on fine motor skills, alphabet fluency task gained an increase of 14.26% from 7.47 to 21.73. With regard to writing skills, there is 19.23% of increase. In writing fluency, the result suggests to provide specific focus on writing letter b, d, g, p, q, and z. The comparative analysis between the results of the pre - test and post - test yields a significant difference.

DISCUSSIONS

The results of the alphabet fluency task administered among pupil respondents (pre-test) reveals the need for an intervention to help improve the writing skills of thirty kindergarten pupils also identified with underdeveloped motor skills; That the application of fine motor skills intervention shows big improvement on pupils writing skills based on post-test results.

KEYWORDS: essential, fine motor skills, modern, arguments

SUBMISSION ID: R04A-BATANP-1319

**The Use of Flashcards in Teaching Consonant- Vowel- Consonant (Cvc)
among Kindergarten Pupils in Tulo I Elementary School**

Liza Frane, Department of Education Batangas City

Abstract

INTRODUCTION

Modern teaching requires learning styles and instructional materials appropriate to the needs of the contemporary learners. The content of education revolves on new learning techniques and methods making it possible for children to acquire the necessary information and concepts suitable for learning. The researcher is Kinder teacher facing the problem of pupils who are having difficulties in learning how to read CVC or consonant vowel consonant. Some pupils have difficulties on visualizing letter-sound relationship. In view of this, the researcher wants to find out what necessary materials are suitable to meet the needs of the pupils with difficulties in reading.

METHODS

The respondents of the study were 9 Kindergarten Pupils of Tulo I Elementary School. The researcher chose the total population of kindergarten pupils during the school year 2016-2017. The researcher prepared lesson plans and suggested activities relevant to the topic to serve as guide in presentation of word recognition to the learners. The kindergarten students were assessed at the end of each meeting. The organization of organized written test was used as evaluation tool to measure the performance and outcomes of the pupils. After each table, the data were analyzed and interpreted in the light of the major and specific objectives defined in this research, and interventions were crafted.

RESULTS

The following were the findings obtained: 3 pupils obtained the highest score of 10 points with the verbal interpretation of Very High. The acquisition of information through the use of flashcards was utilized accurately. It reveals that 5 pupils attained the mastery of relevant information through flashcards and achieved a high performance. One pupil got the lower score of 6 points, but he is still met the Average Level.

DISCUSSIONS

The result demonstrates the use of flashcards in teaching CVC words among kindergarten pupils. Teachers should be aware and think of different strategies to enhance the pupil's performance in reading that leads to mastery and coordination. The application also helps in identifying the distinct intelligences of each learners and boosts their learning through application of aesthetic visuals and sounds suitable for remembering and understanding.

KEYWORDS: aesthetic visuals, interventions, strategies

SUBMISSION ID: R04A-BATANP-2140

**The Use of Fuller Technique to Address the Reading Needs of Grade 3
Pupils of Santa Rosa Elementary School Central 1**

Ma Carmen Nielo, Department of Education Santa Rosa

Abstract

INTRODUCTION

Fuller Technique is the strategic instructional material the researcher used in teaching reading. This is composed of lessons on sounding out letters, words, phrases, sentences, and story reading with picture matching activities. The lessons in the fuller technique apply the spiral approach to teaching reading - sound, word, phrase, sentence, and story for each lesson. Knowing the importance of coping with the reading needs in the academic performance of the child, the researcher analyses the impact of using the adapted fuller technique in the reading remediation instruction of Grade 3 pupils.

METHODS

This research adapted the comparative analysis of the results of the pre-test and post-test after the reading remediation was conducted. Majority of reading intervention studies (Siverman, 2007) compared pre-and post-test results to examine the efficacy of the intervention program. The reading remediation was conducted daily after classes by the advisers. With an average of 22 pupils per class of 9 sections undergoing the remedial instruction, the teacher finds time in between classes to make one-on-one reading instruction aside from the 30-minute after class remediation using Fuller.

RESULTS

There were 201 identified grade 3 pupils before the remediation program. These 201 gradually dropped into 65 pupils after 5 months of undergoing the remediation program using the adapted fuller method. Results show that 66% of the pupils improved their reading level from frustration to instructional level though there are still 34% who are still under frustration.

DISCUSSIONS

With the improvement of 66% of the frustration level in the reading performance, the use of fuller method was effective as the material used in the remediation program. The target of eliminating the frustration level is not an overnight process. It requires concentration, cooperation, and devotion to achieve the target aim of making every child a reader with 100% parent involvement. Hence, the researcher recommends to continue the remediation program using the fuller method to those who are still under frustration. It is also recommended to continuously conduct progress monitoring on the reading ability of those who underwent the program even when promoted to the next level grade until they become independent readers and that a further study on reading be conducted that may contribute to building a school of readers and leaders.

KEYWORDS: fuller technique address reading needs grade 3 SRES Central 1

SUBMISSION ID: R04A-STAROS-0070

The Use of Gallery Walk in Vocabulary Development among Grade Five Pupils at Japmes

Jerramie De Guzman & Concepcion Pasia

Abstract

INTRODUCTION

Vocabulary development plays a vital role in the improvement of performance among pupils. Good and right choice of words in sentence construction is the main problem among English teachers, and it also affects in other learning areas since vocabulary development is within the context of Reading and English subject. In Julian A. Pastor Memorial Elementary School, grade five pupils find it hard to use different words suited to the sentences they want to construct. They lack vocabulary skills to express what they want to say. Through this study, the pupils' daily performance will be improved and they will be able to participate actively in class discussion.

METHODS

Descriptive Research Method was used wherein the study is focused on present situations. It involves the recording, description, analysis, and the presentation of the present data obtained from the 39 Grade 5 pupils' formative tests, composition or processes of phenomena. Under the Descriptive Research Method, the technique used is document analysis. The results and findings of the study should always be compared with the standards. With the survey method, researchers are able to statistically study the specific areas where the proponents must concentrate.

RESULTS

The result of the formative test on the lesson on vocabulary development using antonym revealed that out of the five item-test, 14 pupils got perfect score and no one got a score below three. The mean percentage score of 4.36 indicates that 39 grade five pupils mastered the learning competency. The standard deviation of 2.55 showed that the scores of majority of pupils in the test is not far from the mean. On the second lesson, using synonym, a significant decrease in the MPS is seen, five being the highest and two being the lowest. The MPS of 3.59 is lower than the first lesson. On the third lesson, using context clues, a significant decrease in the MPS is seen, five being the highest was obtained by five pupils and two being the lowest was taken by four. The MPS of 3.12 is the lowest among the three lessons.

DISCUSSIONS

The results of formative tests from three consecutive lessons on Vocabulary Development using antonyms, synonyms and context clues showed that Gallery walk is a kind of teaching strategy that a teacher can use to improve pupils' vocabulary development. Pupils performed best in developing words through antonyms than synonyms and contextual clues. Gallery Walk could also be modified and enhanced for vocabulary development.

KEYWORDS: gallery walk, performance

SUBMISSION ID: R04A-BATANC-0262

The Use of Gallery Walk in Vocabulary Development among Grade Five Pupils at JAPMES

Jerramie De Guzman & Concepcion Pasia, JAPMES

Abstract

INTRODUCTION

Vocabulary development plays a vital role in the improvement of performances among pupils. Good and right choice of words in sentence construction is the main problem among English teachers and it also affects the other learning areas since vocabulary development is within the context of Reading and English subject. In Julian A. Pastor Memorial Elementary School, grade five pupils find it hard to use different words suited to the sentences they want to construct. They lack vocabulary skills to express what they want to say. Through this study, the pupils' daily performance will be improved and they will be able to participate actively in class discussion.

METHODS

Descriptive Research Method was used wherein the study is focused on present situations. It involves the recording, description, analysis and the presentation of the present data obtained from the 39 Grade 5 pupils' formative tests, composition. Under the Descriptive Research Method, the technique used is the document analysis. The results and findings of the study should always be compared with the standards. With the survey method, researchers are able to statistically study the specific areas where the proponents must concentrate

RESULTS

The result of the formative test on the lesson on vocabulary development using antonym revealed that out of the five item-test, 14 pupils got the perfect score and no one got the score below three. The MPS of 4.36 indicates that 39 grade five pupils mastered the learning competency. It can be observed also that no number was found to be not mastered. The standard deviation of 2.55 showed that the scores of majority of pupils in the test is not far from the mean. On the second lesson using synonym, a significant decrease in the MPS is seen, five being the highest and two being the lowest. On the third lesson using context clues, a significant decrease in the MPS is seen. Five being the highest was obtained by five pupils and two being the lowest was taken by four. The MPS of 3.12 is the lowest among the three lessons on developing vocabulary.

DISCUSSIONS

The results of formative tests from three consecutive lessons on Vocabulary Development using antonyms, synonyms and context clues showed that Gallery walk is a kind of teaching strategy that a teacher can use to improve pupils' vocabulary development. Pupils performed best in developing words through antonyms than synonyms and contextual clues. Gallery Walk could also be modified and enhanced for vocabulary development.

KEYWORDS: gallery walk, performance

SUBMISSION ID: R04A-BATANC-0441

The Use of Game-Based Learning (GBL) as an intervention Material in Mathematics 8 at Lucsuhin National High School

Arlene Gomez, Lucsuhin National High School

Abstract

INTRODUCTION

In today's teaching, games offer a unique structure that will help traditional teaching strategies to have an energetic, enthusiastically innovative thinking and new diversity in teaching methods. Games will make learning more pleasant and acceptable for every learner as everyone will be having fun. This will appeal to different learning styles and not just only to a traditional one. Using Game-Based Learning with different level of questioning will aid with dips concentration level of learning the subject matter. Thus, the researcher studied how to teach students solve mathematical problems and encourage to learn in fun ways. This research will boost the interest of every learner in mathematics as well as the teachers to improve their teaching.

METHODS

The respondents of this study were 40 Grade 8 students from Lucsuhin National High School. Qualitative method was utilized in the study, and a semi-structured interview and an open ended questionnaire were the primary tools of the research in gathering the necessary data. Discussions from interviews and responses of the students were interpreted.

RESULTS

The results revealed that the e-games have helped the students to strive more in dealing with numbers which, improved their capability in understanding Mathematical problems. It also enhanced the motivation of the learners and has brought entertainment to the students while they are learning. The GBL also provides new opportunities for teachers to teach creatively and their computer skills have been developed towards the betterment of their teaching strategies.

DISCUSSIONS

The game-based learning has increased the participation rate of the whole class. The GBL has also served as a new innovation which assesses learners' skills and has enabled teacher to integrate ICT in the teaching and learning process. Thus, the teacher has incorporated an innovative way in the teaching and learning process.

KEYWORDS: Game-Based Learning, Intervention Materials, Mathematics Teaching

SUBMISSION ID: R04A-BATANP-1854

The Use of Group Activities in Teaching Addition and Subtraction with Regrouping among Grade one Pupils in Paaralang Elementarya ng Muzon

Janelyn Eguia, Department of Education

Abstract

INTRODUCTION

Mathematics offers students with learning opportunities to build on their awareness of events and actions to recognize changes in pattern, quantity, and space in their intermediate environment and in the wider world. Activity-based approach makes learning interesting, and it will be helpful for the students to remember content for a long time as every student is involved in the teaching-learning process especially addition and subtraction with regrouping.

METHODS

Statistical tools were applied in the study. These are frequency to determine the number of responses on the test given; percentage to determine the part of the number of respondents from the whole; and ranking to determine the rank of the pupil's responses on the test given. The respondents of the study were 20 grade one pupils, and no sampling method was used in the study.

RESULTS

Group activities had different features that pupils were able to participate and manipulate. Majority of the pupils have a high performance in using group activity in teaching addition with regrouping and in teaching subtraction with regrouping, too.

DISCUSSIONS

The use of group activity in teaching addition and subtraction with regrouping provides opportunities for the pupils and may be applied to enhance the lesson. It can be used by other teachers to help them manipulate materials and strategies as they teach these lessons.

KEYWORDS: group activities

SUBMISSION ID: R04A-BATANP-1825

**The Use of ICT in Teaching Science of Grade VI Pupils in Bienvenido R.
Fojas Memorial Elementary School**

Birly Diongzon

Abstract

INTRODUCTION

The Department of Education (DepEd) continues to strategize to improve education and curriculum in the intermediate level. It is done through emphasizing teaching of English, Filipino, Mathematics, and Science and Technology, provision of alternative delivery schemes, development of research, improvement of school libraries and teachers' welfare. To improve the quality of teaching and learning, new trends are introduced such as the use of technology. Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing technology processes.

METHODS

The study used experimental design to determine the effects of the different IT gadgets on the academic performance of the pupils when used as aids in teaching Science. The design used the experimental-control group technique. This was done by isolating the research in a physical situation apart from the routine of ordinary classroom situation and by manipulating one or more independent variables under rigorously specified, operationalized, and controlled conditions. (Kerlinger 2010)

RESULTS

The mean of the experimental group is greater than the control group. The two approaches of teaching from ICT based instruction and the traditional approach can enhance students learning in Science. The use of both teaching approaches leads pupils to gaining knowledge, but the use of the ICT based instruction can enhance the students to learn more and much better than the use of traditional, spiral approach on this particular study.

DISCUSSIONS

The demographic profile of the Grade 6 pupils of Bienvenido R. Fojas Memorial Elementary School in Tanza, Cavite SY 2017- 2018 age and sex of the pupils indicates that the pupils have entered the school at the right age. Teachers use the projector, speakers, mobile phone, and television all the time. The average academic performance of the grade 6 pupils in Science in the Experimental is 87.23, on the other hand the mean grade of the control group is 87.45 which means that the selection of the member of the group is balanced, according to the academic performance of the pupils. The means of the experimental group (with gadgets) is greater than the control group (without gadgets). The two approaches of teaching using the ICT based instruction and the traditional approach can enhance students' learning in Science, but the use of the ICT based instruction, students learned better than the controlled group.

KEYWORDS: ICT Control Group Experimental Group Gadgets

SUBMISSION ID: R04A-CAVITP-0886

The Use of innovative and Collaborative Dictation on STEM Students

Aileen Dela Guardia, Department of Education Batangas City Division

Abstract

INTRODUCTION

In the advent of social media, the millennials could hardly adjust from one language to another even if there are electronic translations around because reliability is questionable. Confused in the proper learning of English as a second language, the millennials should be properly guided as to the easiest way to recognize the correct spelling and pronunciation of English words and to use them properly in communicating, be it in written or in oral communication. Thus, the purpose of this paper is to re-introduce dictation as a valuable language learning device and to suggest ways on how it would be beneficial to the senior high school learners and to draw conclusions at its suitability at a secondary school level.

METHODS

This action research sought ways on how the use of innovative and collaborative dictation in giving quizzes to the STEM students as a valuable strategy for the development of their language skills. It is limited to only one section of STEM Track which consists of 42 students who are taking Reading and Writing Skills in English subject. The study focused on the outputs and feedback on dictation activities. The intended outcome had drawn conclusions on the benefits of using dictation as a teaching-learning tool. It helps improve and builds vocabulary in the second language and helps improve listening skills. Pre-dictation and post-dictation help improve test results.

RESULTS

The findings, based on the gathering procedures and instrument used by the researchers, gave way to identifying the language skills that should be developed by the students such as grammar, oral communication, pronunciation, and listening comprehension. Utilizing different dictation activities to aid the students in the development of their language skills; knowing the attitudes of students toward dictation; unlocking the benefits of dictation in giving quizzes and activities; and proposing a week-plan template of dictation activities attached to the Daily Lesson Log (DLL).

DISCUSSIONS

The benefits of innovative and collaborative dictation could best be enhanced by injecting at least one of the basic dictation strategies in teacher's daily lesson plan. Among these dictation strategies are running, grammar, jigsaw, composition, and partial dictation which are more beneficial for Reading and Writing subject in senior high school, however, said dictation strategies can also be applied in other subjects like Filipino, Social Sciences, and Science Subjects.

KEYWORDS: Dictation, English Language, Word Recognition, Grammar, Spelling, Quizzes, Classroom-based, Listening

SUBMISSION ID: R04A-BATANC-0050

The Use of instructional Module in Improving the Level of Performance in Science of Selected Grade 7 Students of Quezon National High School

Ronnalyn Ibarrola, Department of Education, Quezon National High School

Abstract

INTRODUCTION

The success of any learning process depends largely on the instructional procedures. For a given instructional procedure to achieve desired objectives, it must be properly harnessed through adequate and proper use of instructional facilities. Difficulties and level of mastery in coping with science as a subject is really a challenge for the students. These lessons are anchored on the fact that students learn science concepts most effectively through a balance of hands-on activities and solid content knowledge. In addition, the unavailability of learning materials is just one of the problems still hounding the country's new basic education program, K to 12, in the four years of its implementation. Other schools need to buy workbooks, surf the internet, and produce a copy since there are no learning materials issued by the Department of Education delivered to their school. Due to the above orientation and felt need of the teachers and students of Grade 7 in the area of Science, the researcher constructed and used instructional module to improve the level of performance in Science of the selected Grade 7 students of Quezon National High School.

METHODS

The study used a descriptive comparative method of research. It was conducted in Quezon National High School (QNHS) and was limited to 44 Grade 7 students enrolled in the S.Y. 2015 - 2016. The level of performance of Grade 7 students of QNHS was assessed using pretest and posttest composed of 50 items multiple choice type of test and used t-test as statistical treatment.

RESULTS

The study revealed the following findings: (1) the level of performance of Grade 7 students of QNHS before using the instructional module was 18.27. (2) The level of performance of Grade 7 students of QNHS after using the instructional module was 24.48. (3) The t-test for dependent sample mean to determine the significance of such gain, t-value of 27.89 was obtained. (4) The instructional module can be used to improve the level of performance in Science of selected Grade 7 students of QNHS.

DISCUSSIONS

This action research provided significant data on the level of performance in science of selected Grade 7 students. At the same time, an instructional module was used following the DepEd present curriculum to help both the grade 7 science teachers and students. This was recommended for the school principals and administrators to adopt the instructional module for their school and to recommend to the Grade 7 teachers of other schools the instructional module of this study as a model of an instructional material for their Grade 7 students and to use this study as their reference material and guide for further studies for future researchers.

SUBMISSION ID:

The Use of M and M Approach in Enhancing Grade 7 Students' Learning in Science

Lealyn Montealegre, Mylene Limjoco, Jocelyn Nazareno, Erlyn Austria, & Malou Alipusan, Department of Education, Lian National High School

Abstract

INTRODUCTION

In a traditional educational system, the teacher is the only source of knowledge and information while the students behave as the listener or passive receiver of information. But in the modern educational system, the teacher is expected to act only as the facilitator of the learning process, and students occupy the center stage in learning. Teachers should use varied instructional strategies to address students' needs depending on their learning styles. A learning approach outlines the relation between a student and the kind of learning strategies he /she adapts. One of these strategies is the use of M and M Approach since students' difficulties in learning the concepts about organism were highly observed and recorded.

METHODS

The descriptive survey method was used. This means that two sets of survey questionnaire were made in order to assess the difficulties of the students and their point of view with regard to the integration of M and M approach to enhance their learning in terms of knowledge acquisition and development of right attitude incident with Science subject. The questionnaires were collected and data were analyzed. The assessment descriptively compared and analyzed the effect of M and M approach in their acquired knowledge and attitude.

RESULTS

The students perceived that M and M approach is very important in such a way that it supports their intellectual progress, provides them the opportunity to express opinion as they work together, helps students learn to work independently through learning by doing, and challenge students where they become active learners. M and M approach also promotes freedom of expression and supports the social progress of learners as they employ group-related social skills. Accordingly, this approach promotes friendship as they assist the weak or challenge students, helps students better in varied class assessment as they are linked together in order to come up with better results, and develops a concern to others by giving assistance while doing the task.

DISCUSSIONS

M and M approach provides a tool for the educators to incorporate values in providing quality education. To achieve the full benefit, the teacher should be in tune with the learning needs of students. The M and M approach would be effectively implemented to enhance the learners improve their academic performance in Science particularly addressing the different difficulties they encountered.

KEYWORDS: Collaborative, M and M Approach, Best practices

SUBMISSION ID: R04A-BATANP-0835

The Use of Math Apps as Perceived by Senior High School Students and their Academic Achievement of Spring integrated School

Arbert B. Lanchita, Mark Daniel D. Paler, & Eleuterio A. Canoy, Jr

Abstract

INTRODUCTION

This study aimed to find out the relationship between the use of Math Apps and the academic achievement of Senior High School students at Spring Integrated School (SIS). The researchers used a self-made questionnaire as the primary instrument in gathering the data. It consisted of two parts. Part 1 was the perception of the respondents towards using math apps and part 2 dealt on the questionnaire for the senior high school students towards the extent of usage of math apps.

METHODS

The researchers used descriptive-correlative method and it aimed to described the perceptions of senior high school students using math apps in learning mathematics in terms of routine, independent learning, collaborative learning, and outdoor mathematics, extent of usage of math apps and their academic achievement in math.

RESULTS

There was significant relationship between the use of math apps and the academic achievement as perceived by the senior high school students of Spring Integrated School as evidenced by p-value of 0.0498. The findings coincide with the study of Zhang et.al (2015) that the students made significant improvement from the pre-test to the post- test of assessment 3 ($t(16) = 2.889, p < .05$), after using the long multiplication app for one hour. The mean score went up from 7.7 out of 15 in the pre-test to 9.9 in the post-test, representing 15% of improvement.

DISCUSSIONS

It shows that the perceptions of senior high school students using Math Apps has an overall weighted mean of 3.87 which means students has positive perception towards using math in leaning mathematics. The extent of usage of math apps shows that math calculator has the highest mean of 4.79 and integer free got the lowest mean of 4.10 which reflected as always and often respectively. It has an overall weighted mean of 4.19 which reflected as often. Students have very satisfactory academic performance. There were 34.92% outstanding, 47.62% very satisfactory, 12.70% satisfactory, 4.76% and 0% fair and failed respectively.

KEYWORDS: Math Apps, Academic Achievement, Solving Mathematics Problem

SUBMISSION ID: R012-SARANG-0000

Use of Model in Teaching Area of Regular Figures among Grade Five Pupils at Marilag Elementary School

Niña Castillo, Sdo Batangas Marilag Elementary School

Abstract

INTRODUCTION

It is important that the learning environment and activities created around a model provide an interactive engagement experience. A very effective means of spreading the knowledge of Mathematics among children is through the use of model. The ability of introducing new mathematical concepts through the use of modeling situations in the classroom has received considerable attention in the past. The researcher's purpose is to improve the numeracy skills of pupils in Marilag Elementary School.

METHODS

The descriptive method of research was applied with the lesson plans as main data gathering instrument. The researcher used the Input-Output Process design to employ the clear presentation of the study. The input which includes the features of model, lessons about area of regular figures and performance of the students. The input phase refers to the operations leading to some results. The second phase includes documentary analysis, writing of lesson plans and administration of test. The third and last phase of the research is the output which is based from the data gathered during the process stage. The output contains the proposed supplementary activities.

RESULTS

The use of model in teaching area of regular figures creates opportunity for lower functioning students to understand the lessons. The lesson in Mathematics in which model maybe applied were about area of regular figures. Majority of the pupils have high performance on the lesson about area of regular figures. The proposed activities to supplement the use of model in teaching area of regular figures are games, puzzles and realia. Results of these study suggest that students are able to develop important mathematical concepts when working with appropriately designed "real life" problems, and through them their motivation for the subject is increased.

DISCUSSIONS

Research has shown that modeling is an effective instructional strategy in that it allows students to observe the teacher's thought processes. Using this type of instruction, teachers engage students in imitation of particular behaviors that encourage learning. The proposed activities may be used by other teachers in discussing lessons in Mathematics. The study involved 48 Grade five pupils from Marilag Elementary School. The group of respondents was composed 48 students, 26 males and 22 females. No sampling method was conducted since the sample size of the respondents was small.

KEYWORDS: Area, Model, Regular Figures

SUBMISSION ID: R04A-BATANP-0729

The Use of Mother tongue-Based Multilingual Education in Teaching Mathematics among Grade 1 Pupils of Tibig Elementary School

Analisa Aguado, Department of Education Batangas City

Abstract

INTRODUCTION

The Education system is now facing a great challenge to provide quality education that the learners need. The idea of using local languages of instruction in the primary grades is catching the interest of our government. In the implementation of this new curriculum, the use of Mother Tongue - Based Multilingual Education (MTB-MLE) in teaching Mathematics among Grade 1 pupils was emphasized. Mother Tongue instruction promotes inclusion in education and improves the quality of education by building on the knowledge and experience of both learners and teachers.

METHODS

The use of descriptive type of research is used by the researcher in this study. This method is appropriate in as much descriptive analysis of test results is the main instrument to be used in gathering data. This study will attempt to find out the use of Mother Tongue - Based Multilingual Education in teaching Mathematics among Grade 1.

RESULTS

Distinct Feature of Teaching Mother Tongue- Based instruction in Mathematics. The lesson plan is in English, but the teacher should use the first language(L1) of the learner. The lessons in Mathematics using Mother Tongue were applied to addition with and without regrouping numbers and subtraction with and without regrouping. Majority of the pupils were on the average performance in learning Mathematics using Mother Tongue - Based Multilingual Education.

DISCUSSIONS

The teachers may use the same strategy and techniques in teaching addition and subtraction of numbers. The teacher may develop and plan the activities that aim to improve learning of low performing pupils which are suitable for the needs of every learner. A study maybe conducted using other approach in teaching Mathematics. Teacher may implement the proposed supplementary activities to enhance the performance level of Grade 1 pupils in Mathematics.

KEYWORDS: language learning, teaching

SUBMISSION ID: R04A-BATANC-0490

The Use of Motivational Techniques and Level of Effectiveness of Secondary Teachers in Edukasyon Sa Pagpapakatao

Ma. Santa Maey Brona, Sdo-Tabaco

Abstract

INTRODUCTION

Education around the globe plays a crucial and functional role to ensure that the fruits of development benefit every human being. It is expected that a culture of values should become the touchstone of education. The motivating strategies that a teacher employs may be directed at individual student or directed at the whole class. The motivational efforts may be in the form of their design of the classroom environment, direct intervention, or explicit instructional and/or interpersonal strategies. The effectiveness of a particular motivational strategy is reflected in the self-regulated behavior of students and results from their experiences, coupled with their proximal, and future goals.

METHODS

This study employed the descriptive-survey method of research since it determined the present condition of the extent of use and level of effectiveness of the motivational techniques employed by secondary teachers in Tabaco City Division in Edukasyon sa Pagpapakatao. It was correlational in design because the linear relationship between the level of usage and effectiveness along the three dimensions was established.

RESULTS

The study found out that the motivational technique employed by secondary teachers in Edukasyon sa Pagpapakatao in pre- instruction is lecture discussion model. In post instruction, contests and games are frequently used. The motivational technique employed by the secondary teachers in Edukasyon sa Pagpapakatao along pre-instruction which is very effective is questioning while in instruction, cooperative learning is effective. In post instruction phase, contests, games and Triple R (read- react-reflect) are the techniques that are effective. The research says that there is a linear and significant relationship between the extent of use and the level of effectiveness of the motivational techniques employed by secondary teachers in Tabaco City Division along pre- instruction, instruction and post-instruction.

DISCUSSIONS

The result demonstrated the needs for lesson exemplars with effective motivational techniques be crafted to provide as guides in delivery of instruction so that relationship between the extent of use and level of effectiveness of motivational techniques be sustained.

KEYWORDS: MOTIVATIONAL, TECHNIQUES, EFFECTIVENESS

SUBMISSION ID: R005-TABACO-0071

**The Use of Multimedia in Teaching Phonics among Grade Two Pupils of
Castillo Elementary School**

Jeizel Dalangin, Dan-Dan Becina, & Olympia Liwag

Abstract

INTRODUCTION

Reading plays a very important role in people's lives. It is so much a part of everyday living that one can hardly imagine a life without it. In the age of the internet and information technologies, reading retains its importance as an essential skill for learners of any language (Wooley, 2011). Reading is among the most crucial determinants in developing individuals' vision that shapes their personality and that makes them become closer to others. In addition, it makes them truly free and protects them from ignorance and false beliefs. Also, skills in reading enable children to benefit from educational activities and to participate fully in the social and activities in which they take part.

METHODS

The descriptive method of research was used in the study. The statistical tools used were frequency, ranking, and percentage.

RESULTS

The lessons in phonics in which multimedia may be applied were about short and long vowel sounds. Majority of the pupils have average performance on lesson about short vowels sounds and below average performance about long vowel sounds. The proposed instructional materials to supplement the use of multimedia in teaching short and long vowel sounds were technological devices like television, video clips and sound clips.

DISCUSSIONS

The developed instructional materials may be shown to teacher for suggestions before using them. More lessons on long vowel sounds should be discussed to improve pupils' performance. A similar study may be conducted using experimental research.

KEYWORDS: reading, performance, sounds, phonics

SUBMISSION ID: R04A-BATANP-0899

The Use of Multimedia instruction in Teaching Science Concepts

Helen Bahian, Sta. Rita Elementary School

Abstract

INTRODUCTION

The rise of K-12 Curriculum in the Philippines paves the way for the teachers to be equipped and technologically smart when it comes to discussing the lessons to the learners most especially in Science subjects. Teachers need to modernize that traditional chalk and board way of teaching new lessons and make use of the technology that is available at hand. Teachers have made a variety and wise use different forms of multimedia to provide quality education for the learners. The use of multimedia in teaching would definitely transform an ordinary classroom into an innovative K to 12 environments full of learning experiences. With the help of different forms of multimedia, teachers find it easy to transfer knowledge to different students of different level of understanding. Through a new style or approach of teaching and learning process offered by the K to 12 Curriculum, teachers are challenged to apply technology in teaching. The PowerPoint and video presentation enhance the learning style of the learners. Multimedia instruction is one of the most effective way to teach most of the subjects especially science concepts. Thus, the study seeks to evaluate the different forms of multimedia commonly used in teaching science concepts. It also tries to find out how effective multimedia instruction is in terms of motivation, presentation, and discussion. The study evaluated the advantages of multimedia instruction in teaching science concepts.

METHODS

The study made use of descriptive research design through a questionnaire as data gathering instrument.

RESULTS

Power point presentation ranked first with the highest weighted mean of 3.59 interpreted as very useful among the forms of multimedia used in teaching science concepts. This shows that science teachers use PowerPoint presentation in teaching the concepts. It is very evident that science teachers moderately use radios since it appears to be the lowest in the ranking with the weighted mean of 2.22.

DISCUSSIONS

Power Point presentation is the highest form of multimedia instruction and is very useful in teaching science concepts while radios got the lowest ranking which shows that most of the science teachers rarely use radios for instruction. The respondents strongly agree that multimedia instruction makes science learning easier as this form of instruction provides simulation and allows students to visualize real-life situations and motivation increased as students are able to see the relevance of the skills.

KEYWORDS: Multimedia Instruction in Teaching Science Concepts

SUBMISSION ID: R04A-BATANC-0394

The Use of Multiple intelligences in Group Dynamics and Lesson Designs to Minimize Frustrated Learners

Guadalupe De Jesus, Acelt-British Council

Abstract

INTRODUCTION

This study explored the use of Howard Gardner's Multiple Intelligences (MI) Theory as a breakthrough in group dynamics and collaborative learning processes to minimize frustrated learners. This theory considers that everyone comes into the classroom with his/her own unique MI make-up. Thus, this study deviates from the traditional measure of intelligence that strongly emphasizes verbal and mathematical intelligences which often lead to many frustrated students which then results to these students not realizing their full potentials. The use of this Theory of Multiple Intelligences implies the need to recognize and teach to a broader range of talents and skills.

METHODS

This experimental study used a 70-item survey questionnaire representing 10 indicators for each of the 7 Multiple Intelligences (MI) by Howard Gardner as the main instrument to determine the MI of students as the basis for grouping technique and composition, teaching strategies and lesson designs. This study deviates from the traditional grouping by counting 1's, 2's, 3's and so on, which often leads to unequal distribution of talents and skills among groups, Regrouping becomes easier because of the intact MI profile of each learner.

RESULTS

The research revealed maximum participation, achievement and interest among learners. Moreover, there was a marked increase in confidence level, sense of belongingness, camaraderie and cooperation as they appreciate and complement one another's talents and potentials.

DISCUSSIONS

This research presents a challenge to all teachers to intensify group dynamics using MI in grouping technique, designing lessons, and teaching strategies. This study offers more informed decisions on WHO the students are, WHAT they are capable of, and HOW to teach them which are key factors in discovering student's best potentials, improving fun-filled and life-long learning, and eventually be globally competitive in the future.

KEYWORDS: Group Dynamics; Collaborative Learning; Multiple Intelligences

SUBMISSION ID: R04A-QUEZON-0322

**The Use of one to one Tutorial in increasing the Level of Performance of
Grade 8 Maagap Students in Mathematics of Dagatan National High
School for School Year 2017-2018**

Loida Borja, Noime A. Amido, & Genalyn M. Marasigan, Department of
Education, Dagatan National High School

Abstract

INTRODUCTION

Educators continuously search ways on how to lead the students in more meaningful learning that promotes higher level of performance in Mathematics. In line with this, our curriculum realized the real importance of cooperative learning. This leads to study the use of peer teaching strategy in terms of one to one and group teaching to find out if it really increases the performance of the students.

METHODS

This study was quasi-experimental in nature, specifically, it utilized the pre-test and post-test design. It involved forty-four (44) Grade 8 students from Dagatan National High School. The instrument used in the study was researchers-made pre-test post-test that was validated by the Head Teacher of Mathematics and two teachers from Mathematics Department.

RESULTS

The group cooperative learning has a mean of 16.86 and mps of 74 on the pre-test and a mean of 22.09 and mps of 84 on the post test. On the other hand, one to one tutorial gained mean of 18.32 on the pre-test and 23.45 on the posttest with the mps of 78 and 92 respectively. In comparison, the p value of their pre-test is 0.31 while 0.001 on their post-test.

DISCUSSIONS

The result shows that group cooperative learning and one on one tutorial increase the level of performance of the students in mathematics. It is also shown that during the pre-test, the two groups are not significant which implies that the strategies are the same statistically. In their post-test, it is marked that they have significant difference at 0.001. The result of the study supported the effectiveness of Peer Teaching especially the One to One Tutorial.

KEYWORDS: Peer Teaching, Numeracy, Group Collaborative

SUBMISSION ID: R04A-QUEZON-0333

The Use of Pedagogical Approaches in Teaching World History among Grade 9 Students

Annabelle Santo, Department of Education

Abstract

INTRODUCTION

History is inundated with the stereotype of being boring due to the plethora of facts that require memorization. Oftentimes, when students are asked to tell something about History, the first thing that comes to their mind is a deluge of names and dates that they have to remember whenever there is an examination to take. It is in this sense that the researcher conducted this study which aimed to find out effective approaches that could help students reached their maximum potentials and improve their performance and interest in learning World History. Likewise, it intended to enhance the instructional activities used by educators to meet students' needs.

METHODS

This study used the descriptive method to determine the effects of the pedagogical approaches on the students' performance. The researcher used this method since it is deemed more appropriate in analyzing and interpreting the result. The study used total enumeration of the respondents. Section A, B and C were taught using teacher-centered approach while Section D, E and F were taught using student-centered approach. The researcher evaluated the effectiveness of the approaches through the use of pre-test and post-test.

RESULTS

The level of performance of the respondents after the approaches have been utilized was generally good. There is a significant difference between the pre-test and post-test results using teacher-centered (lecture with PowerPoint) and student-centered approach (cooperative learning). Since approaches are of the same effects, a mixture of the two may tighten positive results on students' performance. For example, a teacher-centered approach may be useful to introduce new theme, while a learner-centered approach may be necessary to allow students to explore these ideas and develop a deeper understanding. In general, the best teachers believe in the capacity of their students to learn and carefully utilize a range of pedagogical approaches to ensure that learning will occur.

DISCUSSIONS

Evaluation like pre-test and post-test must be given emphasis in teaching-learning process so that the average learners and slow learners can easily be recognized. History teachers may need to consider varying strategies so that students could enjoy learning. Also, teachers are encouraged to learn to create their own strategies to meet the needs of their diverse students. Since both teacher-centered and student-centered approaches were both effective, it has to be clear with the teacher when to use each method.

KEYWORDS: pedagogical approaches, World History, Student-centered

SUBMISSION ID: R04A-BATANP-1839

The Use of Pedagogical Approaches in Teaching World History among Grade 9 Students

Annabelle Santos, Department of Education

Abstract

INTRODUCTION

History is inundated with the stereotype of being boring due to the plethora of facts that require memorization. Oftentimes, when students are asked to tell something about History, the first thing that comes to their mind is a deluge of names and dates that they have to remember whenever there is an examination to take. It is in this sense that the researcher conducted this study which aimed to find out effective approaches that could help students reached their maximum potentials and improve their performance and interest in learning World History. Likewise, it intended to enhance the instructional activities used by educators to meet students' needs.

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KEYWORDS: pedagogical approaches, World History, Student-centered

SUBMISSION ID:R04A-BATANP-1857

The Use of Photomath Application in Teaching Algebra to Grade 9 Learners

May Ann Balili, Department of Education
(Adviser: Cora Del Rosario)

Abstract

INTRODUCTION

From the traditional way of teaching to a computer-based teaching, students are experiencing an entirely different learning environments (Kumnar, 2015). But even with the existence of technology, many countries are struggling to overcome the challenges of different academic subjects especially in Mathematics. The researchers conducted this study to help students in enhancing their mathematical skill and keeping pace with the rapid innovation of technology. On the other hand, it is only limited to Photomath which uncovers the possibility of using other mobile applications in the future research.

METHODS

The researcher utilized experimental pre-test/post-test control group design. The research study focused on the effectiveness of Photomath in enhancing the Math skills of Grade 9 students in Algebra during third quarter. There were two sections that were chosen through purposive sampling, one as the control group and the other as the experimental group. The study was limited to the involvement of only one Math teacher who taught Operations on Radical Expressions and Radical Equations on one Grade 9 section using traditional approach in teaching Algebra and the other Grade 9 second section was taught the same lessons using the Photomath application.

RESULTS

Through the teaching-learning process, learners and teachers became interested in using the Photomath application. Respondents' mean grades of control and experimental groups showed that they had difficulties in Math subject. With the assistance of Photomath application, the experimental group showed improvement compared to the control group on their post-test scores, mean score on pre-test of 5.23 and post- test of 7.90 with the deviation mean of 3.88. The employed experimental design showed the effectiveness of the application

DISCUSSIONS

The findings view the effectiveness of Photomath application in teaching-learning process of Mathematics subject. It highlights the contribution of the application. There is a factor in connecting technology for teaching or by the instructional material. When technology becomes an instructional material, teaching process becomes more exciting and more efficient to learners. Many technological innovations of the late 20th century promised breakthroughs in the methods of effectiveness of teaching for the 21st century learners (Microsoft Encarta, 2009 as cited in Gutierrez, 2014).

KEYWORDS: photomath application, mathematical skills, 21st century learners

SUBMISSION ID: R04A-CAVTP-0710

The Use of Play-based Approach in Monitoring the Social Communication Skills of a Child with Autism Spectrum Disorder

Ivina Mojica, Kaytitinga National High School

Abstract

INTRODUCTION

The case focuses on the use of play-based approach in monitoring the social communication skills of a child with Autism Spectrum Disorder. It is a fact that understanding the condition of a child with Autism Spectrum Disorder is one of the ways to manage the condition. This study is vital to both parents and teachers on awareness of the symptoms and how the symptoms affect the child's ability to function at home, in school, and in social situations. This will also lead to the development of the child's language / communication skills, adaptive behavior, socio-emotional, and psychomotor skills.

METHODS

Several methods were used in the conduct of this caseload. First, home tutorial was given to the child which integrates play-based approach and direct instruction. Modelling was also used to teach the behavior by performing the act while the child observes. In addition, social stories and social skill picture stories were also used to reinforce positive behavior. Lastly, an Individualized Education Plan (IEP) was designed to cater to the needs of the child both in academic areas and adaptive skills. There were two test formal assessment measures administered by the psychometrician and developmental pediatrician and five non formal assessment measures in this caseload.

RESULTS

Many strategies applied to the child perceived some significant problems with the social communication skills, adaptive skills, and socio-emotional skills. Regression of the cognitive, socio-emotional, language and psychomotor ability were likely to happen when the educational intervention suddenly stopped. Most of the child's skills in academics are deviant or splinter skills but not functional so we should consider that we are not after academic skills but more on functional skills.

DISCUSSIONS

The interventions like the play-based approach and direct instruction were complex in giving educational support. Since the child has comorbidity of mental retardation and autism spectrum disorder, there should be thorough assessments and procedures by the specialists. Innovations with the strategies and resources will help the child learn and follow the basic skills. Sensory seeking behavior must also take into consideration. The results demonstrate the need for consistent modification developing social communication skills so with addressing the educational needs of a child with this condition.

KEYWORDS: play-based approach, social communication skills, autism spectrum disorder

SUBMISSION ID: R04A-CAVTP-0839

The Use of Problem Solving Technique of Public Elementary School Class Advisers to Resolve Behavior Problems

Mayvin Espineli, Department of Education

Abstract

INTRODUCTION

The classroom has been called the experimental lab of the child. Because children spend a major part of their formative years in school, it becomes vital to examine the roles of classroom management and discipline as an important dynamic in student experience and success. A controlled classroom environment is essential for effective learning, good teacher-pupil relationships, and peer collaboration. Results of several national Gallup polls clearly document that both the general public and teachers agree that a major problem for public schools is lack of student discipline in classrooms (Elam, Rose, & Gallup, 2016; Rose & Gallup, 2013,)

METHODS

The study used descriptive research design to describe and identify common behavioral problems, including the teachers' techniques in solving these problems.

RESULTS

Most of the pupils are enrolled in big class size schools and location in the urban areas. With these findings, behavioral problems are more common and evident. All the indicators for behavioral problems are true of the pupils; therefore, it can be deduced that there is a problem when it comes to the behavior of the pupils. The teachers applied various techniques in dealing with the behavior of the pupils. Regardless of the profile of the school where the pupils are enrolled, it seems that there is no significant difference in the behavior of the children. This could be attributed to other factors such as their age bracket where those behavioral problems are common or still evident. Therefore, the null hypothesis is accepted. Similarly, there is no significant difference in the teachers' techniques in dealing with the different behavioral problems. Therefore, the null hypothesis is accepted as well.

DISCUSSIONS

These are the recommendations of the researcher based on the results of the study: (1) The techniques and strategies in managing behavioral problems must be based on the profile of the school, especially, with medium to big school size; (2) Classroom size must be manageable for the teachers particularly those in the primary levels; (3) To minimize the behavioral problems encountered, the teachers must be able to apply the appropriate techniques; (4) Aside from the enumerated techniques, the researcher recommends that the teachers must discover other techniques based on the characteristics of the children and on the teachers' belief and principles about discipline or dealing with behavioral problems.

KEYWORDS: education, behavioral technique, academic

SUBMISSION ID: R04A-CAVTP-0601

**The Use of Program Relevant instructional Materials for Enrichment
(Prime) to increase the Nat Achievement Level in Science of Grade Vi
Pupils of Neogan Elementary School**

Jennifer Rojo, Sungay ES

Abstract

INTRODUCTION

Science curriculum provides learners with a repertoire of competencies important in the world of work and in knowledge-based society which envisions the development of scientifically, technologically, and environmentally literate citizens. However, studies reveal that many of our Filipino learners are not attaining functional literacy. This situation motivated the researcher to adopt an intervention material PRIME (Programmed Relevant Instructional Materials for Enrichment) which was initiated by the division to address the least mastered competencies, and thus, conducted a study to evaluate the impact of the use of this intervention material in increasing the achievement level of the pupils in Science.

METHODS

The study made use of a descriptive, non-experimental direct analysis to examine the intervention subject receiving the program or utilizing the intervention material. Mean percentage score and t-test were used to present the graphical representation of the results. The respondents of the study covered all Grade VI pupils enrolled in Neogan ES during SY 2014-2015 composed of two sections which are heterogeneously grouped. Each section had diverse qualities in terms of intellect and scientific ability.

RESULTS

The salient findings of the study showed that there was no significant difference in the academic performance level of the Grade VI pupils on 2014 to the Grade VI pupils on 2015 based on the school's achievement test result in Science. However, the result showed that there was a significant increase in achievement level based on the result of National Achievement Test; thus, the PRIME strategic intervention material is effective and has a great impact in improving the achievement level of the Grade VI pupils in Science.

DISCUSSIONS

The result shows that intervention materials contributed to better learning of the concepts among students. The NAT result proved that the use of PRIME significantly increased the achievement level of Grade VI pupils in Science. Supplementary worksheets provided more opportunities to the learners to better understand Science concepts through engaging in different hands-on activities. Furthermore, NAT simulated questions contained in the intervention material enhanced the reasoning and analysis skills of the pupils which helped them easily grasp the NAT items. Thus, this intervention material - PRIME is recommended to be used by the teachers in daily lessons and encourage to make similar material focusing on other least learned competencies.

KEYWORDS: PRIME intervention material, achievement level, descriptive analysis, purposive sampling

SUBMISSION ID: R04A-CAVITP-0396

**The Use of Project Real as An intervention for Reading Proficiency of
Selected Grade Three Pupils of Osorio Elementary School for the School
Year 2016-2017**

Amanda Erni, Osorio Elementary School

Abstract

INTRODUCTION

Since we are not native speakers of English, developing the reading skills among the pupils requires patience, dedication, and creativity. The pupils need active engagement in different reading activities to ensure success in learning the different comprehension skills necessary to access and use information not just learning to read but reading to learn. In this study, the researcher explored the level of success of the innovation used to address the reading needs of the primary pupils using Project REAL- Retool Every Activity Logistically.

METHODS

This study used quantitative -descriptive method. Purposive sampling was used to determine the Grade III 70 participants who were under the frustration level during the conduct of Phil- IRI standardized test of Osorio Elementary School. They were grouped into three according to their reading level and needs. Mean Percentage and T-test were applied in data analysis. Questionnaires were also used to gather data to determine the extent of its effectiveness.

RESULTS

The salient findings of the study on the t-test made on the pre-test and post-test results of the participants revealed a positive absolute t- value of 6. 91 for set A, 20. 72 for set B, and 14. 75 for set C. A very satisfactory rating of 2.73 was also given by the stakeholders upon assessing its effectiveness. The retooling of the activities according to the needs of the non-readers from the sounds of the alphabet up to the long vowels with vocabulary development and noting details have gained positive impact on the reading proficiency level of the 70 participants. In four months, all participants became readers: 32 fast readers, 25 moderate readers, and 13 slow readers. The improvement on the reading level of the participants as shown in the computed T- value was evident, and the implementation of the Project REAL was effective as reflected on the satisfactory rating given by the stakeholders.

DISCUSSIONS

The results demonstrate the need to retool the activities of the pupils according to their needs. The reading problem is further addressed when the pupils are grouped according to their learning style and capacity. The parents' support and participation in assisting their children in their take home reading daily activity also shows positive impact on the reading innovation.

KEYWORDS: innovation, effectiveness, proficiency

SUBMISSION ID: R04A-CAVITP-0422

**The Use of Pronunciation Drills in Teaching Fluency and Phonics
Recognition among Grade Six Pupils of Pinamukan Ibaba Elementary
School**

Marites Tarcelo , Department of Education, Division of Batangas City

Abstract

INTRODUCTION

Pronunciation skills are vital to fluency and phonics. Teachers can enhance pupils' linguistic development through pronunciation drill activities thus developing their fluency. With these, the study aimed to identify the difficulties of the Grade 6 pupils in the development of fluency and phonics recognition. It described the pronunciation drills and its extent of utilization of pronunciation drill activities that are applied in areas of fluency and phonics recognition. Significantly, in order to be proficient in speaking and reading the English language, it is highly essential that learners must develop fluency and phonics recognition.

METHODS

Descriptive method of research was utilized. Phil-IRI reading test, questionnaire, and interview were conducted to gather data.

RESULTS

The data showed that difficulties on areas of fluency, phonics, and word recognition are mispronunciation, substitution, and repetition. Teachers frequently utilize pronunciation drills such as chorus drills, repetition drills, songs, and rhymes. They use pronunciation drill activities to a moderate extent to enhance fluency and phonics recognition as they let pupils listen and sing songs to practice pronunciation, stress, and intonation, and demonstrate facial exercises when producing sounds. The respondents are limited to 33 Grade 6 pupils of Pinamukan Ibaba Elementary School. The implications of the study revealed pronunciation drills should be part of English lessons from the kindergarten level.

DISCUSSIONS

The study has identified the difficulties of the Grade 6 pupils in the development of fluency and phonics and the pronunciation drills that are used in teaching fluency and phonics recognition. It has an end view of LAC session guide that may be designed to enhance the use of speech drills in teaching reading fluency and phonics recognition. The key understanding/s in the session guide is the unleashing of skills and knowledge of the teachers. It is also recommended that Pronunciation drills should be part of English lessons from the kindergarten level, teachers should utilize contextualized and unique pronunciation drill activities to motivate and increase fluency of the pupils as they learn English and teachers should be asked to attend English proficiency training that focused on fluency and phonic recognition. Future researches on the effective linguistic productive skills on speaking are also suggested.

KEYWORDS: phonics recognition, LAC session, English proficiency

SUBMISSION ID: R04A-BATANC-0473

The Use of Repeated Reading in Developing Reading Fluency among Grade Five Pupils

Richelle Papiona, Department of Education

Abstract

INTRODUCTION

Over the years, reading has played a vital role in developing comprehension skills among the learners. More often than not pupils' reading skills do not suit their age. The ability to comprehend and understand one particular text is a skill pupils need in order to prepare themselves to face their future. Every field requires reading skill. However, despite the necessity of acquiring and mastering such skill, it is still evident that more of these students still lack comprehension. It is not enough that one can decode words but should understand the meaning of it as well.

METHODS

The study used Experimental method. It covered 20 participants divided into two groups, Experimental and Controlled Group. Pretest and posttest were conducted in these two groups. The controlled group was given a passage to read orally which was done once. The experimental group was asked to read the same passage read by controlled group. However, this group was asked to read the same passage once a day for 15 minutes within eight weeks employing the repeated reading technique. Data gathered was analyzed by looking at the differences between the scores of the experimental group to that of controlled group. At the end of the treatment period, the researcher used a quantitative analysis using t- test.

RESULTS

The results of pretest and post tests showed significant differences between the mean scores of controlled and experimental groups. The experimental group of pupils wherein repeated reading method was employed showed development in their reading fluency as they have increased their scores in the post test. Hence, the application of Repeated Reading Method facilitated and enhanced the reading performance of pupils who participated in Experimental Group. Thus, employing the repeated reading method familiarizes the learner's ability to decode words properly and develops the ability to comprehend the text.

DISCUSSIONS

The results clearly show the need to develop reading fluency among students. This is an important area that educators should not miss and consider in teaching reading. Thus, reading programs should not only include decoding development and deficits but give equal importance to the reader's understanding and giving meaning to the text read as well. Furthermore, more studies on reading methods and techniques in developing readers' fluency should be established and utilized.

KEYWORDS: Reading Fluency, Repeated Reading, Decoding

SUBMISSION ID: R04A-CAVTP-0445

**The Use of Rte (Read, Translate, Encode) A Reading Vocabulary
Technique in Improving the Reading Comprehension of Grade 5 Pupils of
Lungib Elementary School.**

Regine Victor, Teacher I

Abstract

INTRODUCTION

Vocabulary knowledge is fundamental to reading comprehension. Pupils will not be able to understand text without knowing what most of the words mean, Read, J. (2004). In Lungib Elementary School, Grade 5 pupils find difficulty in reading comprehension. The researcher found out that most of Grade 5 pupils have low reading vocabulary, and that this is the reason why they do not understand and they cannot comprehend the written text. The obviousness of the need and the strong relationship between reading vocabulary and comprehension invite an overly simplistic response of the researcher to formulate an intervention to eradicate this problem; therefore, the RTE (Read, Translate, Encode) was applied to grade 5 pupils of Lungib Elementary School.

METHODS

This study employed a descriptive comparative method of research. This study was conducted in Lungib Elementary School, one of the multigrade schools in Calauag West District. The 8 pupils of Grade 5 took the pre-test before the actual implementation of the RTE. The duration of the study covered the second quarter of School Year 2017-2018. After the implementation of the RTE, the post test was given to pupils to find out whether there was a significant difference in their reading performance in reading comprehension before and after the implementation of the RTE.

RESULTS

The pre-test results show a Mean of 3.33 and a MPS of 63.87 while a Mean of 7.44 and a MPS of 93 encompassed the post-test results. From the statistical data presented, it clearly shows that the pupils performed better after the utilization of RTE. With the T-test value of 3.62 and critical value of 2.30, the researcher rejected the null. The results indicate that the use of RTE shows a significant improvement in the performance in reading comprehension of Grade 5 pupils of Lungib Elementary School. In relation to these findings, it is important to encourage our pupils to sharpen their vocabulary to improve their reading comprehension.

DISCUSSIONS

Based on the findings, it was concluded that the RTE (Read Translate Encode) was an effective vocabulary technique in improving the reading comprehension of Grade 5 pupils in Lungib Elementary School. It was seen evidently in the increase of mean in post-test and has significant difference in the means of pretest and post-test.

KEYWORDS: Read Translate Encode, Vocabulary Technique, Reading Comprehension

SUBMISSION ID: R04A-QUEZON-0024

The Use of Science Vocabulary Enhancement Package in Teaching Earthquake and Fault

Angieneth Perido & Ferdinand M. De Castro

Abstract

INTRODUCTION

All across the Philippines, educators are faced with the challenge of teaching students who come from a diverse range of backgrounds with varying degrees of English proficiency. It poses a significant problem when students come to school with limited or have low comprehension of the English language. This research study was conducted to investigate the use of Science Vocabulary Enhancement Package in teaching earthquake and fault to give assistance to students who have difficulty when taught in the traditional way of introducing scientific terms.

METHODS

Data were gathered by administering the pre-test. The researcher then taught one group of students through the traditional teaching method and the experimental group was taught with the science vocabulary enhancement package. Post-test was given to determine the academic performance of the students in the experimental and control group. The study used a teacher-made multiple choice type of test consisting 20 items with four options each to evaluate the students' academic performance. The test questions in Grade 8: Earthquake and Fault. This test was given as pre-test and post-test.

RESULTS

The result of pre-test and posttest of the group of students taught without the use of Science Enhancement Vocabulary Package have not significantly increased, while the pre and posttests of group of students taught with the use of Science Enhancement Vocabulary Package significantly increased. It implies that Science Enhancement Vocabulary Package can possibly increase the academic performance of students in the topics Earthquake and Fault. On the other hand, the result of the post-tests between the group of students taught without and with the use of Science Enhancement Vocabulary Package have significant difference. Furthermore, based on the mean difference between the two groups, students taught with the use of Science Enhancement Vocabulary Package possess higher mean compare to the students taught without the use of Science Enhancement Vocabulary Package.

DISCUSSIONS

Based on the findings of the study, the researcher highly recommends the use of the Science Enhancement Vocabulary Package to increase the academic achievement of students in learning Earthquake and Fault. Considering the results of the study, the use of Science Enhancement Vocabulary Package possess highly significant difference compared to traditional method of teaching.

KEYWORDS: Science Vocabulary Enhancement Package

SUBMISSION ID: R04A-CAVTP-0240

The Use of Science Vocabulary instruction in Developing Science Literacy of Grade 6 pupils through CLT Approach

Arnold Liveta

Abstract

INTRODUCTION

In order for pupils to develop scientific literacy, they need to gain knowledge of scientific content and practice scientific thinking. This is impossible without the knowledge of science vocabulary. Because of its important role in pupils' learning, vocabulary instruction has been a well-researched area in the field of education for many years. This research sought to determine the use of science vocabulary instruction in developing literacy of grade 6 pupils in Aguado Elementary School through CLT (Communicative Language Technique) approach.

METHODS

The study made use of descriptive research method. A 75-item pretest is given to the two Grade 6 science classes of Aguado Elementary School. Afterwards, all the lessons for Science 6 Second Grading period were taught using the traditional approach in one class and with vocabulary instruction in another class. A post-test was then administered after the time frame given. The researcher computed the mean scores and test of difference between means of correlated data on the pupils' pre-test and post-test between the traditional teaching approach and vocabulary instruction. Results of the said test were then compared for analysis.

RESULTS

Based on the results of the pupils' pre-test and post-test, mean scores in the t-test were computed. The post-test results using traditional approach and vocabulary instruction were initially compared. The computed t-value is 6.52 while the critical value is 2.72. Thus, the null hypothesis which is "traditional teaching approach and vocabulary building instruction have no significant difference in terms of their effect in the Grade 6 science classes' literacy was rejected since the computed t-value is greater than the critical t-value. There is a significant difference between the two in favor of vocabulary building instruction giving the conclusion that the treatment used in experimental method is effective. Thus vocabulary building instruction was effective than traditional way of teaching in enhancing pupils' science literacy. The treatment used which is the use of vocabulary building instruction has significant effect on the post-test results.

DISCUSSIONS

After the conduct of the study, science vocabulary building instruction had a notable effect on the pupils' science literacy as they scored better in the post-test after using vocabulary intervention. Therefore, the intervention used is said to be a great help in enhancing the pupils' literacy in science.

KEYWORDS: administered, approach, descriptive, intervention, literacy, traditional teaching, vocabulary instruction

SUBMISSION ID: R04A-CAVITP-0904

The Use of Smart Mobile Phone in Teaching Digestive System to Grade 12 Students

Lunalyn Penales, Escuela Secundaria Senor De Salinas

Abstract

INTRODUCTION

The integration of Information and Communication Technology (ICT) has been one of the trademarks of the 21st Century education. With the implementation of the K to 12 curriculum, the use of technology has become an indispensable tool in teaching the subjects like the Sciences. However, not all schools are granted with a computer package or if there are some, the number would not suffice to have a 1:1 student to computer ratio. It is in this light that the researcher turned into the idea of the use of smart mobile phone in teaching digestive system to Grade 12 students of a public school. This study investigated the effectiveness of smart mobile phone in the teaching of digestive system to Grade 12 students of a public school.

METHODS

Experimental-matched group design was used. Two groups were matched; one is the experimental group, and the other is the control group based on their pre-test scores. The experimental group was exposed to the independent Smart Phone-aided instructions while the other group was exposed to traditional instruction. After the experimental period, the two groups were given same test covering the subject matter studied during the period.

RESULTS

The pre-test mean score of the Experimental group is -0.10 while the experimental group is 4.1 and with a standard deviation of 1.29. The computed t-value is -0.25 with significance level of 0.81. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the pre-test and post-test scores of the experimental and the control group. The post-test mean score of the experimental group and the control group is 5.00 with a standard deviation of 125. The computed t- value is 12.68 at 0.00 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant difference in the post-test scores of the experimental and control group.

DISCUSSIONS

Although the pre-test performance of the controlled group is higher than the experimental group, there is no significant difference in the pre-test scores of the two groups. This could be due to the fact that they have similar knowledge and exposure to the lesson and method. Based on the statistical test, there is a significant difference in the post-test score of the experimental and controlled group. From the mean post test score, the experimental group has higher performance than the controlled group. This indicates that the use of smart mobile phone in teaching digestive system is effective in improving their performance.

KEYWORDS: smart mobile phone, ICT Integration, Digestive System

SUBMISSION ID: R04A-CAVTP-1390

The Use of Social Media among the Grade 11 Senior High School Students

Johnny Mendoza

Abstract

INTRODUCTION

Social media is currently being used regularly by millions of people. It is how people communicate, watch videos, seek information whether through Facebook, twitter, YouTube, Gmail, etcetera. Social media can also have a good effect on students in challenging instructional strategy because it attempts to balance the authority of the educator with the active participation of the students. It seeks information which is very helpful for the students. They can browse ideas or information that help them in their projects, as well as in their homework and activities in school. On the other hand, the use of social media can lead to addiction that can negatively affect student's performance in school.

METHODS

The researcher used Qualitative and Quantitative Methods in determining the Use of Social Media in learning by Senior High School subjects. The respondents were interviewed and answered a survey questionnaire.

RESULTS

Based on the findings, the extent of using social media showed that most of the respondents "often" used social media in doing research, assignments, and projects. The respondents "agree" that social media help you gather information and communicate with others. The study also revealed that social media has positive and negative effects on the academic performance of the students.

DISCUSSIONS

Researcher recommended that social media should be used for academic and that students should think first before they click. Students should be educated on the influence of social media on their academic performance. Teachers should ensure the use of social media as a tool to improve the academic performance of students in schools.

KEYWORDS: social media, K-12

SUBMISSION ID: R04A-CALAMB-0218

The Use of Story Analysis in Teaching Noun Complements among Grade Seven Students of Anselmo A. Sandoval Memorial National High School

Joan Amul & Sherlyn Marilla, AASMNHS

Abstract

INTRODUCTION

Short story is a highly stimulating material that contains real examples of grammatical structures and vocabulary items. Hence, many English teachers in recent years have included literary works, especially short stories, in teaching grammar lessons. This study in particular addresses the use of short stories in teaching noun complements.

METHODS

The study applied the descriptive method research. There were 45 students from Grade 7 who became the respondents of the study. The daily lesson log/lesson plan was the main data gathering instrument. It passed through the construction and administration of the test and interpretation of it. The lesson log has nine parts namely: content standard, performance standard, learning competencies, objectives, content, learning resources, procedures, remarks, and reflection. For this study, it includes the pre-discussion activities which are answering tasks which reflect the competencies. Data were collected through quantitative analysis.

RESULTS

Majority of the students had high performance in analyzing the story "The Mats" and average performance in "How My Brother Leon Brought Home a Wife." Based on gathered data, the following supplementary activities were found suitable to the level of comprehension of the students: 1) jigsaw puzzle, 2) drill, and 3) role playing.

DISCUSSIONS

The results demonstrate the need for teachers to provide creative, collaborative, and fun activities to the students wherein they can enjoy reading stories to analyze noun complements. Activities like jigsaw puzzle, drill, and role playing can be used by the teachers in making and teaching literature and language meaningful to the learners.

KEYWORDS: Noun Complements, jigsaw puzzle, drill

SUBMISSION ID: R04A-BATANP-1252

**The Use of Structured Learning Episode and Supplementary Worksheet to
increase the Academic Performance of Grade Six Pupils of Buna Lejos
Elementary School**

Marieta Dilo, Department of Education - Cavite

Abstract

INTRODUCTION

In teaching Science, the main emphasis is on the use of practical work approach. Its aim is to enhance the development of higher order thinking skills through hands-on, minds-on, and hearts-on activities. Science worksheets are one of the best solutions in this regard. Science learning materials or worksheets are important because they can significantly increase student achievement by supporting student learning. District Inventory Test, Periodical Test and Learning Outcome Assessment (LOA) results (First Grading) in Science Six of Buna Lejos Elementary School showed that most of the pupils had no mastery in some of the competencies in Science. Structured Learning Episodes (SLE) and Supplementary Worksheets (SW) in teaching Science lessons were used to increase their academic performance

METHODS

The respondents of the study were the sixty-two Grade Six pupils. Teacher-made test was given before and after the intervention using "Structured Learning Episodes and Supplementary Worksheets" in teaching Science lessons. The results were analyzed including the Second Periodical Test and Learning Outcomes Assessment (LOA) through Mean, SD, and MPS.

RESULTS

The learners' ability in the absorption of the lessons in Science were improved. There was a significant difference in the pupils' mastery level before and after the intervention. The use of Structured Learning Episodes and Supplementary Worksheets successfully increased the academic performance of the Grade Six pupils.

DISCUSSIONS

The implementation of Structured Learning Episodes (SLE) and Supplementary Worksheets (SW) is an effective intervention in teaching Science. It helped improve the academic performance of the pupils. Continuous implementation of this intervention is highly recommended.

KEYWORDS: approach, worksheet, achievement, episodes, intervention, academic

SUBMISSION ID: R04A-CAVITP-0971

**The Use of Super Speed 1000 technique in improving the Reading Fluency
in English of Grade Five pupils of Dalahican Elementary School**

Christine Salazar, Department of Education - Cavite City

Abstract

INTRODUCTION

The proponent was motivated to incorporate Super Speed 1000 to lessen the number of struggling readers from the intermediate level.

METHODS

The experimental method was utilized in the study by employing the use of mean and pretest and posttest.

RESULTS

The reading fluency of the selected grade 5 pupils increased by 5% in 2 weeks' time.

DISCUSSIONS

It is highly advisable to use this intervention (Super Speed 1000) Technique in the intermediate level to improve reading fluency.

KEYWORDS: reading fluency, Super Speed 1000 techniques

SUBMISSION ID: R04A-CAVITC-0120

The Use of Teacher-Made Module in the Achievement Level of Grade Seven Students in Science

Baby Grace Javier, Noralyn Bael, & Sonia Dimaranan, Tagaytay City National High School

Abstract

INTRODUCTION

Teachers have the greatest influence on the students. The ultimate success or failure of the education lies in their hands. Teachers have different qualities which are used in improving the teaching and learning process. Teachers use varied teaching strategies and techniques to capture the interest of their students on the subject matter. The writer of this paper would like to use the teacher-made module containing pictures and drawings in order to develop the students' study habits and improve their achievement level in Grade 7 Science subject.

METHODS

Two sections of 30 students were utilized. They were divided into two groups. Only 30 students were chosen by random sampling, Group A, the experimental group was exposed to the strategy using module, and Group B, the control group was taught by using the learner-centered method. The pre-test was administered to both groups at the start of the grading period. At the end of the grading period, post-test was given to the group. The mean score of the experimental group and control groups were compared and subjected to t-test.

RESULTS

In the post test, Table 1 shows that control variable (Group B) had a slight edge over Group A, the experimental group. But at the end of the study, the mean gain score in the post test of Group A (23.5) and of Group B (15.18) differed significantly. This difference showed higher achievement level of Group A over that of Group B. This also indicates that the use of teacher-made module in Grade 7 Science lesson was advantageous for the students. The computed t-value of 8.83 which is greater than the critical value using 5% level of significance suggests that the use of teacher-made module led to significant gains in achievement.

DISCUSSIONS

Based on the results, teacher-made module is an effective means of raising the achievement level in Grade 7 Science students especially on the topic of Cellular Basis of Life. It arouses the interest of the learners even if the lesson is difficult. It is also used to improve the study habits of the learners. It also provides time for discussion and considers the individual differences of the learners. The study recommends future researchers to conduct the same study that will raise the learning competencies of the learners.

KEYWORDS: Cell, Teacher-made module, achievement level

SUBMISSION ID: R04A-CAVITP-1298

**The Use of Technology-Aided instruction in Teaching Science among
Grade Four Pupils of JCPMES: A Strategy to Achieve Improved
Performance in Quarterly Test**

Melanie Camposagrado, Department of Education - Batangas City

Abstract

INTRODUCTION

Science teaching is such a complex, dynamic profession that it is sometimes difficult for a teacher to stay up-to-date. To better prepare students for the science and technology of the 21st century, the current science education reforms ask science teachers to integrate technology into their instruction. Technology-aided instruction and intervention are those in which technology is the central feature of an intervention that supports the goal or outcome for the student. The researcher conducted this study to understand the impact of using technology in teaching science subject. The researcher singled out that technology-aided instruction is an innovative and probable method in teaching lessons in Science subject

METHODS

The study applied the descriptive method of research with the quarterly test result as data gathering instrument. In order to get the instrument that is needed for the study, the researcher discussed the lessons in science among Grade Four pupils. The first plan was designing the lessons in science using daily lesson log, constructing test questions every quarter period and administering the quarterly test. The main data gathering instrument of the study is the quarterly test result in each grading period. The researcher conceptualized the study where books, unpublished materials and internet were used as references. After some modification, the researcher used video clips and animations in teaching science. The researcher also constructed formative test for the evaluation of pupils' learning after every day lesson in science.

RESULTS

Using technology-aided instruction in teaching science stimulates the interest of the learners during class discussion. It also lessens the misbehavior of the pupils because they are astounded by the different animations, images, or video clips being used by the teachers during science lessons. The pupils also show eagerness in listening and studying during science because they are aware that new presentations will be showed by the teacher. The study showed that the performance of pupils in quarterly test upon using technology-aided instruction in teaching science is fluctuating in every quarter. It also shows that some pupils have low performance even after using technology-aided instruction in teaching.

DISCUSSIONS

The study showed that using technology-aided instruction in teaching science results in a fluctuating outcomes of the pupils' quarterly test for the school year 2017-2018. More research is needed to show the effectiveness of using technology-aided instruction in teaching. Further research on the effects of using technology in teaching is needed to gain a stronger view of what works best for the pupils' better performance in learning. It is also important to consider that our learners have individual differences and are learning in different ways, and therefore, one way of improving their performance will not fit all pupils.

KEYWORDS: technology aided instruction, science

SUBMISSION ID: R04A-BATANC-0259

The Use of Technology in Teaching Addition among Grade one Pupils in Calicanto Elementary School

Precious Raizel Rosales, SDO Batangas City

Abstract

INTRODUCTION

Early childhood mathematics is important for young children's present and future educational success. Technology has an essential role in teaching mathematics. Using technologies to support learning and teaching is not a new process, but something that can bring challenges as well as benefits. ICT offers powerful opportunities for pupils to explore mathematical ideas. Unfortunately, many children's potential in mathematics is not fully maximized due to lack of opportunities and economical disadvantages. This study suggests supplementary activities and highlights the use of technology in teaching addition among the pupils while aiming to enhance their competency particularly in Mathematics.

METHODS

The descriptive type of research was utilized which made use of 35 grade one pupils. Ranking, weighted mean, and class proficiency level (CPL) equation were the statistical treatment of data used to quantify the results. Data collected dealt on the identification as to whether technology could be beneficial in enriching the pupil's performance in various lessons in addition.

RESULTS

Technology has distinct feature being used in teaching addition process. The lessons in addition in which technology were used are addition without regrouping, addition with regrouping, and adding mentally. The pupils showed very good performance in three lessons in addition wherein technology was utilized. The proposed supplementary activities were group work, downloadable worksheet exercises, and online games. Among the major strategies which could be employed in terms of teaching addition with the use of technology includes: power point presentations, instructional videos, computer games, video problems, apps and internet as perceived by the respondents.

DISCUSSIONS

Technology is essential in teaching and learning addition of numbers among grade one pupils. Teachers' attitudes play an important role in using technology in teaching and learning mathematics. Suggested activities can be provided with the internet sources. In addition, computer games, apps and instructional videos could also be helpful in motivating pupils to participate in the activities since there would be interesting characters and scenarios that could catch their interest. On the other hand, it must be emphasized that there must be strict adult supervision while pupils use the internet.

KEYWORDS: TECHNOLOGY, TEACHING, ADDITION, ELEMENTARY PUPILS, GRADE ONE

SUBMISSION ID: R04A-BATANC-0510

**The Use of Technology-Aided instruction in Teaching Nervous System
among Grade Six Pupils of Cawongan Elementary School**

Winie Lopez, Department of Education

Abstract

INTRODUCTION

The use of multimedia in education has proven its importance due to its positive impact on the teaching and learning process. The present study investigates the effectiveness of technology-aided teaching on Grade VI pupils of Cawongan Elementary School in teaching nervous system. After studying the 56 Grade Six pupils of Cawongan Elementary School of Padre Garcia District, results show that the majority of the pupils have poor academic performance in Science based on their pre-test results. This inspired the researcher to conduct this study to find other ways to help the students improve their science skills.

METHODS

The descriptive method of research was applied in the study with the lesson plans as the main data gathering instrument. Frequency, percentage, and ranking were used as statistical tools in the study. The study also applied documentary analysis about technology-aided instruction and writing of lesson plans. Documentary analysis is a social research method which is used as a tool in obtaining relevant documentary evidence to support and validate facts stated in a research.

RESULTS

The study covered the teaching of nervous system using technology-aided instruction among Grade Six pupils in Cawongan Elementary School. TAI may be described as the use of ICT's such as computer and portable projector as the main tools, including PowerPoint presentations, and video clips. The lessons in Science where technology was applied was about the nervous system. The majority of the pupils had high performance in the lesson. The proposed materials to supplement the use of technology in teaching nervous system are powerpoint presentations and video analysis to make the lessons more effective and easier to understand.

DISCUSSIONS

Based on the findings, Technology-Aided Instruction should be used in teaching Science to help the students improve their performance in the subject. The study should be replicated in other disciplines as well.

KEYWORDS: technology-aided instruction, interventions, descriptive method, documentary analysis, implications, video analysis

SUBMISSION ID: R04A-BATANP-0329

**The Use of Think, Pair, Share Strategy for the Learners of Primary Pupils at
Laurel Elementary School**

Ruby Grare Bejer

Abstract

INTRODUCTION

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure to think on a given topic, enabling them to formulate individual ideas, and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

METHODS

This study uses descriptive and qualitative type of research to describe the data and characteristics about what is being studied.

RESULTS

This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

DISCUSSIONS

This technique provides an opportunity to all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. It can also be used as information assessment tool. As students discuss their ideas, the teacher can circulate and listen to the conversation taking place and respond accordingly.

KEYWORDS: Think Pair Share, classroom involvement, descriptive, qualitative

SUBMISSION ID: R04A-BATANP-1696

The Use of Thinking and Learning Skills in Science to Pupils of a Public School: Basis for an intervention Program

Sharlyn Martonito, Western Colleges, Inc, Department of Education

Abstract

INTRODUCTION

The development of children's thinking and learning skills in science is linked to hands-on and minds-on approach to learning which includes a combination of procedural knowledge, process skills and enquiry. The development of these skills supports children in understanding the nature of science. A timely undertaking on the study on the development of the thinking and learning skills of students should be routinely done. This research will embark on the development of the thinking and learning skills of intermediate students.

METHODS

This study made use of descriptive-comparative research design to determine the effect of using eight (8) thinking and learning activities in Science. The study was made to happen through the coordination with the intermediate Science school teachers of Bancod Elementary School. A total of sixty-four (64) pupils were involved in the study. Letter of permission was sent to the Schools Division Superintendent and to the respondents.

RESULTS

Based on the results, age differences among the pupils do not indicate significant differences on their performance. Regardless of age, the "Try This" activities portray that these are applicable to pupils across age brackets of 8 to 14. With regard to the gender of the pupils, the learning and thinking skills do not significantly differ. The results of the study showed that the gender of the pupils does not dictate the kind of performance they have in their Science activities and both manifested similar trends on their performances. The results also imply a low appraisal and performance of the pupils which reflects low inquiry skills. Both grade levels manifested a low performance and assessment by their Science teachers.

DISCUSSIONS

The study discovered the need to develop the learning and thinking skills of the pupils particularly in their inquiry skills in Science. The researchers suggest an intensive intervention program in enhancing the performance of the pupils in the learning and thinking activities. The researcher also suggests a set of steps, guidelines, and information for the intervention program to be developed.

KEYWORDS: Enquiry skills, Cognitive acceleration, Intervention program

SUBMISSION ID: R04A-CAVTP-0033

The use of Video Clips in Teaching Japanese Literature - the Wave among Grade-Eight Students of Paharang integrated School

Abigail Faina, Department of Education - Batangas City

Abstract

INTRODUCTION

Modern teachers must be equipped with digital literacy to meet the needs of the 21st century learners. The approaches should lead to higher order thinking skills and provide creative options for pupils to express their unique styles and be prepared to deal with real life occurrences and changes in the environment. In this study, the researcher explored the effectivity of using video clips in teaching lessons in Asian and African Literature that was supported by evidence and lesson plan.

METHODS

The descriptive method of research and the lesson plan was used. I presented the distinct features and lessons together with the performance of the students in teaching with video clips. The researcher browsed the internet and selected the appropriate video clips relevant to the topic. Documentary analysis guided with detailed lesson plan and assessment through administering traditional test was conducted. 50 grade - eight students responded to the activities. As extensively accepted, the descriptive method of research is a fact-finding study that involves ample and accurate interpretation of findings.

RESULTS

With video clips utilization, the students can learn the concepts and information in Japanese Literature - The Wave with precision. With video clips on lecture presentation, all students can learn at their own individual pace which can maximize the results in higher level. Video clips can be a source to more relevant materials and resources for self-study. No technology is better at conveying emotions than videos. This can help elicit an emotional bond that will influence a person's choices or actions.

DISCUSSIONS

The results show that integration of video clips plays a significant role in education. For instance, a student happens to miss one of the lectures, through the intervention of the internet the teacher can send him the link of the lecture video clips. This allows the students to abreast with the missed topic.

KEYWORDS: lesson plan, video clips, teaching strategy, Japanese Literature, supplementary activity

SUBMISSION ID: R04A-BATANC-0364

The Use of Visual Modelling Approach in Teaching Parts and Functions of Male and Female Reproductive System among Grade V Pupils in Pinamukan Ibaba Elementary School

Marison Como, Department of Education - Batangas City

Abstract

INTRODUCTION

Science is a way of knowing and a method of learning about nature. In doing scientific inquiry, scientists use a variety of empirical approaches, techniques, and procedures to collect data from nature, in which they examine and analyze that data to construct knowledge based on it. Education in science serves three purposes. First, it prepares students to study science at higher levels of education. Second, it prepares students to enter the workforce, pursue occupations, and take up careers. Third, it prepares them to become more scientifically knowledgeable citizens. The relative priority and alignment of these three purposes varies extensively across countries and cultures.

METHODS

A descriptive research method was used. This method of research concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends which is also invariably termed as "descriptive survey study". The respondents of the study were 45 Grade V pupils. They belonged from one section only, thus no sampling was used in the study.

In order to get the data that is needed for the study, the researcher have discussed the lesson plan using models for the pupils.

The main data gathering instrument of the study are the strategies applied using visual models based on each topic in reproductive system.

RESULTS

Models provides an environment for interactive pupil engagement. Based on the results of using the constructed reproductive model in the discussion of the lesson, it revealed that through the use of models, the pupils could easily understand the main parts of the reproductive system. Each of the pupils used the model to locate the analogous parts of the male reproductive system thus, through the use of visual models the pupils could easily describe the structures and functions of the reproductive system.

DISCUSSIONS

The results concluded that visual models were used in teaching parts of the reproductive system, and comprehensively tackle the functions of each part. Majority of the pupils had very high performance in using visual modelling in teaching. To maintain the retention of what has been taught, science teachers must include visual models as one of the methods in presenting scientific concepts, principles and theories. Science teachers should be more creative in using different strategies and materials in discussing different topics in Science. A similar study may be conducted using experimental method to test the reliability and validity of the study.

KEYWORDS: Empirical, Cater, Reliability, Analogous, Reproductive, Scientific

SUBMISSION ID: R04A-BATANC-0446

The Utilization of Frayer Model as Graphic Organizer: its Effects on the Academic Performance in Science of Grade 7 Students

Lea Landicho

Abstract

INTRODUCTION

This study investigated the effectiveness of the researcher-made Module in Science Utilizing Frayer Model as Graphic Organizer for Grade 7 Students of Mansilay National High School and had helped determine its effects on their academic performance in Science discipline.

Specifically, the study folds answers on the following: the Module in Science Utilizing Frayer Model as Graphic Organizer can be conceptualized for Grade 7 Science; the acceptability of the Module in Science Utilizing Frayer Model as Graphic Organizer for Grade 7 Students of Mansilay National High School in terms of: Objectives, Content, Language Level, Assessment, and Time-Frame to the set of jurors; the test of significant agreement on the rank order among the jurors' assessment of the module; the profile of the students' pre-test and post-test scores in Science 7 before and after their exposure to the utilization of the Graphic Organizer; the test of significant improvement brought about by the use of the graphic organizer; the test of significant difference between the post-test scores of the students who utilized the Graphic organizer and those who were not exposed to the module; and the pointers devised from the findings to improve the academic performance using the Module in Science utilizing the Frayer Model for Grade 7 Students.

METHODS

The descriptive-evaluative-correlational, developmental design, and true experimental design utilizing pre-test post-test control group design were used in this study. Also, the purposive sampling was applied in the selection of school and the subject area of the study.

RESULTS

1. The researcher developed a Module in Science 7 utilizing Frayer Model as Graphic Organizer.

DISCUSSIONS

The researcher analyzed and interpreted the results of pre-test/post-test given to the Grade 7 students before/after the instructional process in regards to the exposure to the Module in Science 7 Utilizing Frayer Model as Graphic Organizer.

KEYWORDS: Frayer Model, Graphic Organizer, Academic Performance in Science

SUBMISSION ID: R04A-QUEZON-0313

The Utilization of intedrill Cards as A tool in increasing the Mastery in Subtraction of integers among Grade 7 Students

April Bajande & Louella Malimban, Cavite National Science High School

Abstract

INTRODUCTION

The study arose from the observation of previous higher Math students who were tutees of the author. They sought tutoring because Pre-Calculus and General Mathematics were prerequisite subjects in the strand they have chosen. All of them were having difficulty not on the current topics per se, but on the basic foundations of Math; some of which are arithmetic, fractions, integer operations, and laws on exponents. The importance of these basics could not be quantified as to which is the greatest, but definitely the operations on integers is one of the most baffling. To be able to comprehend fully the complexities of Algebra, Analytic Geometry, Trigonometry and Calculus, one must have a solid foundation on the operations on integers, long before the complex topics are introduced.

METHODS

The Experimental Research Design was used in the study. Individuals were randomly assigned to the two groups; one group was called the control group and the other was the test group. One group used the InteDrill (test group) and the other group (control group) did not. The experimentation process will last for one week. On the first day the students were given pretest and then the following day, the InteDrill was administered to the test group. The post-test was given on Friday. The raw scores in the pre- and post-test were recorded. The percentage of increase for both groups were then computed and compared to know if and by how much greater will be the edge on the scores of the experimental group.

RESULTS

The percent increase in mean percentage of scores from pre-test to post-test of the experimental group was about 192%, which has a stunning difference from the control group's 123%. This by then, implies that the tool is effective even with only one week of administration.

DISCUSSIONS

Mastery of any math skill for the learners has been a common objective for math educators. Given the time allotment for each competency and all the other subjects being taught to students, the chances for all the learners to have full confidence in basic math may be slim if not nil. With the result of this research, it is recommended to make drill cards a part of the curriculum to therefore allot enough time to master not just operations on integers, but also other basic math skills.

KEYWORDS: InteDrill, Competency, Pre-test Post-test Research Design, Integers

SUBMISSION ID: R04A-CAVITP-1137

The Utilization of Journal Writing in Teaching EAPP among Grade 11 Students in Lemery Senior High School

Gliceria Dinglasan, Lemery Senior High School

Abstract

INTRODUCTION

English for Academic and Professional Purposes is one of the subjects offered in Public Senior High Schools. The performance tasks under EAPP are more on writing and in order to measure the students' ability to write, the teachers require the students to write in intermediate papers. To make writing more personal, it is suggested that EAPP teachers use a journal which is fastened well, durable and could not be easily lost. Journaling is being utilized as part of the writing tasks in EAPP. This is the very reason for conducting this research— it is to enhance students' capabilities, particularly in writing academic papers.

METHODS

This study used qualitative-descriptive method of research. There were 45 students in Accountancy, Business and Management (ABM) who became the respondents of the study. The procedures written in the teacher's daily log were utilized, to come up with an output for each student to write on their journals. A lecture/ discussion was also held first to elucidate the importance of being persuasive on convincing the readers of one's position about an issue, situation, problem or phenomenon.

RESULTS

Writing Reaction paper/Critique

During this activity, the students were asked to write an insightful reaction paper on a social issue or a common experience. Students were asked to present their reasonable responses to the world; the best response can either be categorized as intelligent, humorous, wise or even all of the above.

Writing Concept paper

Definitions are essential in school work as they serve as frame of reference for discussions. Students were introduced to the art of defining. The students were asked to identify a male celebrity of whom they think exudes manhood/manliness. Through a journal entry, they were asked to list down five reasons to support their given choice.

Writing Position Paper

Journaling helps develop students' skills in writing concepts and create arguments that will forward positions. Journal writing focusing on their stand on a certain issue was applied in this. They are free to express their plausible assertions with backed up evidences towards some certain issues of general choice.

DISCUSSIONS

Through journal writing, the teacher, does not only identifies his students' strengths and weaknesses, but will also discern their personalities and how it sometimes contributes to their performances. Hence, he is able to think of possible solutions or interventions to resolve the problem. This feature of journal writing makes it a significant and valuable strategy in knowing and understanding more his students behavior and classroom routines.

KEYWORDS: Journal writing, Concept paper, Position paper, Critique

SUBMISSION ID: R04A-BATANP-1548

The Utilization of Kuyot (*Discorea Hispida* Dennst) as Substitute for Flour Making

Marilyn M. Lupaz, Department of Education

Abstract

INTRODUCTION

One of the problems that we encountered nowadays is the food shortage due to an increasing number of human populations, resulting to more demands but less supply levels. That is why our government has challenged everyone to look for a solution to this problem. This study could be a great help to minimize food scarcity in the Philippines.

METHODS

Experimental method was used in this study. Peeling, slicing, soaking, drying and grinding were the major processes used. To evaluate the effectiveness of Kuyot as an alternative source for flour making, it had already been produced into other food products like chips and cakes with kuyot as its primary ingredient along with the other components to enhance the tastiness of the products. These products were evaluated by 15 individuals— 10- students, and 5 teachers. Qualitative analysis was used in the data collection.

RESULTS

Kuyot, is an excellent alternative source for flour making. That was according to 15 individuals who evaluated the kuyot flour and food products originated from kuyot flour. They have nothing to say in terms of odor, color, and texture. All were good. And in terms of palatability of the chips and cakes, these products were all delicious and tasty. "Thanks to Kuyot.", we will now no longer buy expensive commercial flour in the market because we have already made a substitute available source. In that way, we can save money, and at the same time we can help our fellowmen by imparting what we have discovered. Never stop in discovering something because nature has provided us everything, that was according to the researcher's evaluators.

DISCUSSIONS

The result showed that Kuyot can be utilized as our alternative source in making flour. This can be an answer to lessen/minimize food crisis in view of the fact that this botanical plant is abundant especially in mountainous area. This will enlighten the people's minds especially those who are suffering from hunger and poverty. Further studies should be made to improve the utilization of Kuyot as flour and in all hopes, even as a medical plant.

KEYWORDS: palatability, scarcity

SUBMISSION ID: R013-SURSUR-0192

The Utilization of Materials in Developing the Reading Skills of Grade 1 Pupils in Mother tongue-Based Multilingual Education (MTB-MLE)

Annaliza Gamo, AEG

Abstract

INTRODUCTION

This study assessed the utilization of materials in developing the reading skills of the Grade 1 pupils in MTB-MLE in Bato District, Division of Camarines Sur, School Year 2017-2018. Furthermore, it determined the materials utilized by the teachers to develop the reading skills of the Grade 1 pupils in MTB – MLE and has efficiently assessed the effectiveness of the materials in developing the pupils' reading skills.

METHODS

This study applied the descriptive- correlational method of research with documentary analysis. The researcher herself, answered the researcher-made questionnaire. Frequency count, percentage, rank, proficiency level, weighted mean, Kendall Coefficient of concordance W, and chi-square were used to treat the data statistically. Significance level was set at 0.05. The Grade 1 teachers should develop reading materials suited or appropriate to the learners' needs to effectively enhance their reading skills in Mother Tongue. The available reading materials or resources in Learning Resource Portal of the Department of Education, and other websites must be downloaded and employed by the teachers to provide the needed materials to facilitate learning, and improve the reading skills of the learners.

RESULTS

The indicators rated by the respondents as Almost Utilized along with its equivalent material effectiveness were: Textbooks, Reading Charts, Flash Cards, Reading Books, Phonic Worksheets, Reading Games, Phonic Songs and Stories, Video Games and Tutorials, Board Game and Playing Card Sets, and Online Board Games. The following skills rated as Very Effective (arranged in descending order) were: Reading Comprehension, Decoding/word attack skills, Vocabulary, and Study Skills. It also exhibited a test of Significant Agreement on the Rank Orders of the Respondents' Assessment on the Effectiveness of the Materials.

DISCUSSIONS

The Grade 1 teachers should develop reading materials suited to the learners' needs to effectively enhance their reading skills in Mother Tongue. The available reading materials or resources in Learning Resource (LR) Portal of the Department of Education, and other websites should be downloaded and utilized by the teachers to provide their needed materials to facilitate learning, and improve the reading skills of the learners.

KEYWORDS: Utilization of materials

SUBMISSION ID: R005-CAMSUR-0151/ R005-CAMSUR-0153

The Utilization of Materials in Developing the Reading Skills of Grade 1 Pupils in Mother tongue-Based Multilingual Education (MTB-MLE)

Annaliza Gamo, AEG

Abstract

INTRODUCTION

This study assessed the utilization of materials in developing the reading skills of the Grade 1 pupils in MTB-MLE in Bato District, Division of Camarines Sur, School Year 2017-2018. Further it determined the materials utilized by the teachers to develop the reading skills of the Grade 1 pupils in MTB - MLE. Assessed the effectiveness of the materials utilized by the teachers in developing the pupils' reading skills. Likewise, it tested the significant agreement on the rank orders of the respondents' assessment on the effectiveness of the materials utilized by the teachers. It identified the challenges encountered by the teachers; Tested the significant agreement on the rank orders of the challenges encountered in relation to the improvement of the materials; and the policy recommendations formulated in developing the reading skills of the Grade 1 pupils in MTB-MLE.

METHODS

This study applied the descriptive- correlational method of research with documentary analysis. The researcher answered the researcher-made questionnaire. Frequency count, percentage, rank, proficiency level, weighted mean, Kendall Coefficient of concordance W, and chi-square (χ^2) were used to treat the data statistically. Significance level was set at 0.05. The Grade 1 teachers should develop reading materials suited or appropriate to the learners' needs to effectively enhance their reading skills in Mother Tongue.

RESULTS

The Materials Utilized by the Teachers. The indicators rated by the respondents as Almost Utilized were: Textbooks , Reading Charts , Flash Cards, Reading Book, Phonics Worksheets, Reading Games, Phonic Songs and Stories, Video Games and Tutorials, Board Game and Playing Card Sets, and Online Board Games. The Effectiveness of the Materials. The following skills were rated Very Effective in descending order were: Reading Comprehension, Decoding/word attack skills, Vocabulary, and Study Skills. T

DISCUSSIONS

The Grade 1 teachers should develop reading materials suited or appropriate to the learners' needs to effectively enhance their reading skills in Mother Tongue. The available reading materials or resources in Learning Resource (LR) Portal of the Department of Education, and other websites should be downloaded and utilized by the teachers to provide their needed materials to facilitate learning, and improve the reading skills of the learners.

KEYWORDS: Utilization of materials

SUBMISSION ID: R005-CAMSUR-0151/ R005-CAMSUR-0153

**The Verbal and Nonverbal Reasoning Skills of Grade 12 Students in Camp
Vicente Lim integrated School**

John Victor L. Riel, Camp Vicente Lim Integrated School
(Adviser: Leandro De Luna)

Abstract

INTRODUCTION

The demand for globally competitive students who can successfully deal with the growing complexity of this world is increasing over the years. But for them to be globally competitive, global competence must first be developed— which encompasses the knowledge and skills, students need in the 21st century. These includes the verbal and nonverbal reasoning skills that enables individuals to visualize and solve problems. Thus, the researcher was intrigued to know if the Grade 12 students are fully prepared for college and take on the challenging approach towards solving intractable problems.

METHODS

The study utilized the descriptive-comparative method. It determined the verbal reasoning skills of Grade 12 students in terms of reading comprehension, analytical reasoning, and logical reasoning; whereas, as for the nonverbal reasoning skills the foci will be on terms of abstract reasoning, spatial reasoning, and diagrammatic reasoning. A total sample size of 115 Grade 12 students were chosen using GPower, following the stratified random sampling technique. For the instrument, a self-structured test which contained questions obtained from different sources were made and validated by the faculty experts. Frequency and percentage, mean percentage score, and t-test were the statistical treatments applied to the research data using SPSS 23.

RESULTS

The level of the respondents' verbal reasoning in terms of reading comprehension was below the standard, as well as their analytical and logical reasoning results. Additionally, the level of the respondents' nonverbal reasoning skills in terms of abstract reasoning, spatial reasoning, and diagrammatic reasoning were also low. More importantly, it was found that there was a significant difference between the verbal and nonverbal reasoning skills of the respondents. Thus, the researchers conducted and proposed a program of activities that may further enhance the respondents' verbal and nonverbal reasoning skills.

DISCUSSIONS

The results of the study indicated that the verbal and nonverbal reasoning skills of the respondents are not fully developed. Furthermore, it shows that their verbal reasoning skills was higher than their nonverbal reasoning skills. This is, because nonverbal reasoning skills are not taught in school as a separate area of discipline since in most schools, teachers typically discuss their lectures through oral or written instructions and only seldomly use visual images. Additionally, it is also not commonly utilized in many examinations because most of the items are written in words.

KEYWORDS: Verbal reasoning skills, nonverbal reasoning skills

SUBMISSION ID: R04A-CALAMB-0037

The Video Games Impact on the Academic Achievements of the Selected Grade III Pupils of JFES

Demirose Hilario & Michelle V. Dionila, Department of Education

Abstract

INTRODUCTION

Video games appeals to be of interest to children. When the child plays video games, it gives his/her brain a real workout. Most video games, involves abstract and high levels of thinking. Studies have shown that the more time a kid spends in playing video games, the poorer is his performance in school. (Anderson & Dill, 2000; Gentile, Lynch & Walsh, 2004). The former study is then supplemented by the study of Argosy University's Minnesota School on Professional Psychology of which had presented outcomes, that video game addicts argue a lot with their teachers, fight a lot with their friends, and harbors lower grades than others who play video games less often. Other studies have shown as well, that many game players regularly skip their homework to play games. Many students have also admitted that video game customs are responsible for poor school grades. This is a timely study that really needs attention to prevent the worse things from happening. An action research was conducted.

METHODS

The qualitative and quantitative research designs were utilized by the researchers upon their agreement. Ten (10) children of which who regularly played video games, and ten (10) children who does not, were selected. A survey was conducted along with a face-to-face interview. A pretest and posttest were also administered to obtain the mean and standard deviation, along with the crucial consideration of the respondents' final ratings in the first and second grading of the current school year. The t-test was also used for the significant/insignificant result.

RESULTS

These are the results of the pretests and posttests in MAPEH, in the Pretest, the control group has a higher mean of 10.67 than the mean of 9 of the experimental group. But, as for the standard deviation of the control group was smaller than the standard deviation of the experimental group— 2.09 and 2.91 respectively.

DISCUSSIONS

Video games affects the academic achievements of the respondents but still, there are children in spite of their knowledge on how to play video games are still able to maintain good grades. There is also a dimension of which there are children who still get low grades despite the fact that they do not play video games. There are existing studies that solely features only the separate advantage and disadvantage of playing video games, and luckily, we have covered both— however, only for a limited time.

KEYWORDS: Video Games, Academic Achievements, First and Second Grading, Final Rating, High Level Thinking, Abstract

SUBMISSION ID: R04A-CAVITC-0128

The Weakest and the Strongest Learning Styles of Grade 11 Bread and Pastry Students of Emiliano Tria Tirona Memorial National High School

Catherine R. Geronimo, Jomari C. Angeles, Maria Josselle E. Zorro, & Vener R. Geronimo, Department of Education, ETTMNHS

Abstract

INTRODUCTION

The term "learning styles" speaks to the understanding that every student learns differently. A learning style is a method or a way of educating, of how the students will understand the teaching style of teachers, to develop and foster themselves. Many students recognize that each person prefers different learning styles and techniques. The learning styles are widely used to describe how learners gather, interpret and absorb the lessons. It even seems that the most important factor to be considered to the academic performance of the students, are their learning styles and its contribution to the betterment of their performance in school. In fact, there is no recent study conducted in Emiliano Tria Tirona Memorial National High (ETTMNHS) regarding the learning styles of the Grade 11 Bread and Pastry students, making the study quite noble.

The researchers chose this topic to determine the weakest and the strongest learning style (haptic, aural and visual) of Grade 11 Bread and Pastry Students of ETTMNHS for the School Year 2018 - 2019.

METHODS

The researchers used a descriptive-quantitative method for the research design. The participants of the study are the Grade 11 Bread and Pastry Students of ETTMNHS for the Academic Year 2018-2019. To obtain the good representation of the students, the researchers decided to randomly pick 54 respondents who were Grade 11 taking forth the Technical Vocation Livelihood track, particularly directing on the Bread and Pastry division as the sample size of the study. The researchers used survey forms or questionnaires.

RESULTS

The data revealed that the majority of the male and female students of Grade 11 Bread and Pastry students always used the visual learning style to interpret, comprehend, retain information and understand their lessons properly and effectively. While the least and uncommon learning style preference was the aural, because the students have found listening for a whole period of time, a major difficulty.

DISCUSSIONS

The results revealed that most of the Grade 11 Bread and Pastry students learn their lesson easier if they use the visual learning style and on the other hand, experiences the otherwise when merely listening to the teacher's discussion. This research helps the students to develop more their strongest learning style to improve and hasten further their academic performances in school.

KEYWORDS: haptic, aural, visual, weakest, strongest, learning styles

SUBMISSION ID: R04A-CAVTP-1080

The Work attitude and Performance of ALS Implementers in Tabaco City Division

Kashimoni Llenaresas, Department of Education

Abstract

INTRODUCTION

Education is considered as an indicator of development. The success or failure of the education system rest on the palms of satisfied teachers and school personnel. The availability of competent teachers with the required knowledge, skills and attitude is the key factor for providing quality education. Work attitude on the other hand, also affects school productivity and effectiveness.

METHODS

The study employed the descriptive method of research since it determined the present status of the work attitude and performance of ALS Implementers in Tabaco City Division. It utilized the survey-correlation design in the sense that the linear relationship between the work attitude and performance along the three dimensions was established.

RESULTS

Through the aid of tests, the research says, that there is no significant relationship between the work attitude and performance of ALS Implementers along disposition, social environment and work situation. The study found out that (1) the highest rating obtained to work attitude of ALS Implementers was disposition and the lowest was professional growth; (2) among the three dimensions looked and measured into performance of ALS Implementers, disposition was rated the highest followed by the work situation and social environment; (3) the computed coefficients of correlation showed that the highest value of 0.62 was in social environment immediately followed by 0.06 in professional growth and development. (4) there were two indicators rated with the same highest numerical rating of 3.75 with an adjectival rating of high— these were ALS Implementers learner ration and technical training of ALS Implementers; and (5) the researcher proposed a list of interventions based on the degree of magnitude of the factors as perceived by ALS Implementers.

DISCUSSIONS

The results demonstrated the need for the new incentive mechanisms to encourage ALS Implementers for professional growth and extra dire support from the higher offices in terms of providing additional budget allocation to the educational initiatives, to help address the sectoral problems encountered by the ALS learners and Implementers. Interventions are tremendously important to improve the delivery of ALS in Tabaco City.

KEYWORDS: Work Attitude, Performance

SUBMISSION ID: R005-TABACO-0028

Theoretical and Practical Skills of Dressmaking Teachers: its influence on Students Learning Competencies

Marilou G. Apondar, Bula National High School

Abstract

INTRODUCTION

This study determined the theoretical and practical skills of dressmaking teachers that influences the students' learning competencies in the Fifth Congressional District of Camarines Sur.

METHODS

It utilized a survey technique to gather information regarding the theoretical and practical skills of teachers and the students' learning competencies. Two types of questionnaire were utilized: one was intended for the dressmaking teachers asking for their psychographic profile along with their theoretical and practical skills; the second questionnaire was then produced, for the groups of students taking dressmaking subject as their area of specialization to answer.

RESULTS

The theoretical skills of dressmaking teachers had an average weighted mean of 4.27 or highly knowledgeable while in the practical skills had an average weighted mean of 4.15 or skilled. In the students learning competencies an overall weighted mean of 4.18 or competent. These quantities emphasize a significant correlation with the teachers' practical skills in terms of entrepreneurial with $r=.884$, $p\text{-value}=.019$. Likewise, it is also meaningfully related with the teachers' practical skills in aspects of production with $r=.867$, $p\text{-value}=.025$. On the other hand, the teacher theoretical and practical skills in occupational safety and health is predictive and dependable on the students' learning in the same aspect indicated by $r=.940$, $p\text{-value}=.054$. As for the rest of the aspects of teacher psychographic competence, it had no influence nor impact on the students learning competence in correspondence to each designated aspect.

DISCUSSIONS

Dressmaking teachers must be competent to teach the subject matter and is knowledgeable about the topic being discussed. They need to be equipped with the practical skills needed in the subject for their lack of thereof will reflect upon the learning levels of their students. Acquired knowledge and skills in measurements, calculations and occupational safety and health is not enough yet, for complete mastery and skills on entrepreneurial, production and use and care of sewing tools and equipment are only few of the many prerequisites on the dressmaking field. Generalizations such that the psychographic characteristics of a dressmaking teacher does not influence the student's learning competencies in terms of use and care and sewing tools and equipment and measurements and calculation were deduce as well as the significant roles played by the respective responses among the apt aspects.

KEYWORDS: THEORETICAL, PRACTICAL SKILLS, DRESSMAKING TEACHERS, LEARNING COMPETENCIES

SUBMISSION ID: R005-CAMSUR-0078

Theory-Based instructional Strategies in Teaching English in Selected Secondary Schools in Lobo, Batangas: Basis for Enhancement Program

Luningning Vidal, Padre Garcia SHS Batangas City

Abstract

INTRODUCTION

The students' beliefs regarding English may be managed and controlled through the effective utilization of teaching strategies, instructional tools and materials, and classroom activities designed to internalized a profound interest in, and love for English. Therefore, a theory-based instructional strategies can be instrumental in turning the negative beliefs about English into positive ones, as well as improving the academic performances of the students in the said subject.

METHODS

This study employed the descriptive method of research since it aimed to provide both the quantitative and qualitative description with direct emulation of comparison and association between and among the different major research variables included on the application of theory-based instructional strategies in teaching-learning process. A total of 90 teachers were selected as respondents, however only 73 were retrieved for a reason beyond the control of the researcher.

RESULTS

Based on the highlights of the findings, majority of the respondents were female and had been teaching the English subject for a span of more than 10 years. The application of different theory-based instructional strategies is of great extent and variety. There are no significant differences in the implementation of the different strategies when the respondents were grouped by gender, but in terms of length of service— inverse outcomes happened. When the respondents were grouped by profile variables, there is a tendency that their assessments may either be similar or the same or a representation of both. The variables of theory-based instructional strategies are similarly implemented in the teaching of English, requiring only propositions on enhancement programs to establish a firm and improve English teaching methodologies.

DISCUSSIONS

The formulation of this instructional model must be adapted to the needs, interests and abilities of the students and should conform to the principles of teaching to ensure that no educational laws and concepts would be violated in its implementation. The implementation phase of the said instructional model should cover a try out period for evaluation and improvement so that it would be tested for its validity, reliability and longevity.

KEYWORDS: THEORY-BASED, INSTRUCTIONAL, STRATEGIES, TEACHING, ENGLISH, DESCRIPTIVE METHOD, QUALITATIVE AND QUANTITATIVE

SUBMISSION ID: R04A-BATANP-0242

Theory-Based Strategies Utilized in Teaching Mathematics: Basis for Teaching Model

Maria Karen Fejer, Bolbok Integrated National High School

Abstract

INTRODUCTION

One's beliefs in Mathematics as a discipline may either be positive or negative, depending on his observation and experiences related to the subject, along with the influences of others' experiences. Premised on the foregoing, the student's beliefs in Mathematics may be managed through effective utilization of teaching strategies and classroom activities designed to internalize a profound interest in, and love for Mathematics. Therefore, theory-based instructional strategies can be instrumental in turning negative beliefs in Mathematics into positive ones, as well as in improving the academic performance of the students.

METHODS

Descriptive and correlation methods of research were used with the questionnaire as the main data gathering instrument. The questions were administered to 47 Mathematics teachers of public secondary schools in the Division of Lipa City. This instrument was further supported by informal interviews conducted for the purpose of supplementing the findings of the study with valuable insights.

RESULTS

Many teachers who participated in the study have been practicing the traditional methods in teaching Mathematics such as; dependent usage on problem solving, drills and exercises, deductive method, structural analysis, experiential learning, experiential process, cooperative learning, and discussions. The highly significant variation between the performance of the students in the pre-test and in the post test justifies the effects of the use of theory-based instructional strategies. There is a very close association between the effectiveness of theory-based instructional strategies and the students' test performance in Mathematics. The overlapping feature of the instructional strategies in terms of their association with educational theories accounts for their irrelevant differences in terms of their application and effectiveness in the teaching-learning situation.

DISCUSSIONS

Educators in all levels should use theory-based instructional strategies and develop innovations that may further strengthen the learners' acquisition of knowledge, skills and competencies through varied activities. The teachers should include in the Mathematics curriculum variations on interesting activities relevant to current real-life situations to enable the students to accentuate that Math does not intensely focuses only on numbers and operations but also perpetuates a greater sense even on simple daily encounters. Teachers may adopt an instructional model using the principles of teaching and learning based on defined educational theories of which they, deemed essential in expediting and facilitating the teaching-learning process.

KEYWORDS: theory, teaching strategies, Mathematics, teaching model

SUBMISSION ID: R04A-LIPAC1-0100

Think-Pair-Share Strategy Using Addup in Addressing A Least-Learned Competency in Mathematics 8

Fritch A. Paronda

Abstract

INTRODUCTION

This study aimed to determine the percentage increase in the performance of the Grade 8 Mendel, Bell, and Darwin students of Florita Herrera Irizari National High School in using a Strategic Intervention Material AddUp through Think-Pair-Share Strategy.

METHODS

This study used a descriptive research design. The respondents of the study were the one hundred thirty-seven (137) students of Grade 8 Mendel, Bell and Darwin of Florita Herrera Irizari National High School for the School Year 2018-2019. The Least-Learned Competency was identified through the item analysis result of the first quarter examination which also served as basis in designing the intervention AddUp via Think-Pair-Share. The intervention material AddUp was then validated and was hovered to the respondents. Students' responses both in the pre- test and post-test were gathered for interpretation.

RESULTS

Results revealed that from the raw scores of the students-respondents, from the pre-test to post-test, 5.84 to 12.04, there is a percentage increase of 6.2 or 51.50 % in the performance of the students in the post-test using AddUp through Think-Pair-Share Strategy. It can be deduced that; the students have performed better after giving the intervention material via Think-Pair-Share a shot.

DISCUSSIONS

Based on the results presented, employment of Think-Pair Share using AddUp SIM had been helpful and is therefore highly encouraged. The current researchers best suggest to the future researchers having the same interest, to consider the use of other teaching strategies which could help uplift students' performances and achieve a notable change on their records under the Mathematics subject.

KEYWORDS: pre-test, post-test, AddUp, Think-Pair-Share

SUBMISSION ID: R013-SURSUR-0269

through the Years: Journey of Empowered Filipina Girl Scouts

Analiza Bolante, Department of Education - Calamba City

Abstract

INTRODUCTION

This study focuses on the journey of the empowered Filipina Girl Scouts. This tackles their experiences from the very beginning of their service as a girl scout leader until now, the challenges that they encounter and how to overcome it, the importance of their role and how they became empowered. From these experiences, the researcher draws out meanings and clusters their meanings into themes. Finally, based on the consolidated findings and personal reflections of the research, she derives an inspirational material that may benefit other girl scouts leader in their quest to provide meaningful learning experiences for the new generations of Girl Scout leaders.

METHODS

Phenomenological method is particularly effective at bringing to the fore experiences and perceptions of individuals from their own perspectives and therefore at challenging structural or normative assumptions.

RESULTS

The following are the consolidated findings based on the interviews with the co-researchers and emerging themes that arise from the phenomenological inquiries on the testimonies of empowered Filipina Girl Scouts.

Girl Scouts Leaders share different situations on their unforgettable experiences from the very beginning of their service until now that make them more motivated to do their best. Most all of the shared experiences were good that is why until now they are all in the service and called as an empowered girl scouts leader.

Girl scouts leaders describe their challenging experiences since they encountered other GS leaders with different attitudes in the organizational management. In order to overcome them, they make sure that they have the heart to face the challenges and do their duties positively.

DISCUSSIONS

The unforgettable experiences of the empowered Filipina Girl Scouts help them a lot to become successful. Experiences makes them a better leader of today.

Every day is a challenging day for the empowered Girl Scout leaders since they come across with different people with different attitude and organizational management. They overcome those challenges by leading with a heart for their works and people surrounds them. Having the mindset of leadership with a heart for the girl scouts leader, and enjoying what you are doing are enough to come up with best accomplishments.

KEYWORDS: Filipina Girl Scout, Journey, Empowerment, Generations, Phenomenological

SUBMISSION ID: R04A-CALAMB-0400

**Thumblers Suite: A Proposed Language Enhancement Game Collection for
Senior High School English Classes**

Raymund Francia, Amontay NHS, Department of Education

Abstract

INTRODUCTION

Majority of the students in Amontay NHS in the Senior High School Department can hardly speak nor write English sentences. It centered on creating games that would develop enjoyment of the parts of speech, word connections, phrases and clauses mastery, sentence building, and sentence rephrasing, figuring out its acceptability level.

METHODS

Grounded in instructional material development theories, this research employed the Design and Development Research employing the triangulation method, purposive sampling with 58 students and 6 evaluators, and the ADDIE model of instructional material development.

RESULTS

The findings revealed that the proposed language enhancement game collection (Thumblers Suite) for English language Communication of Grade 11 students consisted of uno game like for enjoyment of the parts of speech, word factory-like for word connections, snake and ladders-like for phrases and clauses mastery, scrabble-like game for sentence building, and shufflers which are made part of the thumblers suite. Its contents, technicality, and aesthetic qualities gained highly acceptable marks with 4.57, 4.48, and 4.77 mean rating respectively. Its overall rating garnered a mean score of 4.61 interpreted as excellent which posits that the game collection can be utilized in many context of language development.

DISCUSSIONS

The game collection may further be improved and modified including tense and aspect properties for group and individual language development. Furthermore, subjecting the developed games individually from the suite with other set of study participants and taking qualitative evaluation will be of a great help in attaining the study's full essence.

KEYWORDS: English language communication skills, board game, building sentences, Thumblers Suite

SUBMISSION ID: R04A-QUEZON-0068

**Thumbs-Up: Teaching Higher Understanding in Mathematics through
Basic Strategies and Skills in Utilizing of Play-Based Learning in
Kindergarten**

Jinky S. Inciong, Department of Education - Lipa

Abstract

INTRODUCTION

This study was conducted to assess the utilization of play-based learning in developing skills and strategies in Mathematics among Kindergarten learners of Tangway Elementary School in the West District, Division of Lipa City during school year 2018-2019 as assessed by kindergarten teacher. In this study, we developed a plan of action that maybe proposed to enhance the development of skills among Kindergarten learners.

METHODS

To attain this purpose, the researcher employed the descriptive method of research. Calmorin and Calmorin (2007) stated that descriptive method of research focuses on the existing condition, the purpose of which is to find out the truth. The respondents involved in this study were the 69 kindergarten learners. Out of 69 learner-respondents, fifteen was below 5 years old, fifty was 5 years old, two were 6 years old and two were 8 years old and above. Among the 69 respondents 43 or 62 percent are male and 26 or 38 percent are female.

RESULTS

The skills through the utilization of play-based learning were developed to a great extent among the kindergarten learners as evinced by the composite mean of 4.29. Cognitive skills were developed to a very great extent while the emotional skills were less developed among the learners. The average weighted mean of 4.38 manifested that the effects of strategies were developed higher understanding in Mathematics to a great extent. An action plan was proposed to enhance the utilization of play-based learning in the development of skills and strategies in Mathematics among the kindergarten learners. By conducting trainings on the utilization of play-based learning to develop skills and strategies in Mathematics and holding LAC Session through the help of the School Heads, Teachers, Learners and Supervisors we will enhance the utilization of play-based learning in developing skills and strategies in Mathematics.

DISCUSSIONS

Based on the significant findings yielded in the study, the following conclusions were drawn: The play-based learning contributed much on the development of the skills among the kindergarten pupils to a great extent. Cognitive skills were developed to a very great extent while the emotional skills were less developed among the learners. The strategies have positive effects on the development of higher understanding in Mathematics among kindergarten learners. An action plan was proposed to enhance the play-based learning in developing skills and strategies based among kindergarten learners.

KEYWORDS: play-based learning, Descriptive research, Calmorin and Calmorin (2007)

SUBMISSION ID: R04A-LIPAC1-0026

Time Frame as a Factor in Learning Physical Science among Grade 11 Students

Nonie Perido & Rhodora Perlado, Naic NHS

Abstract

INTRODUCTION

Achieving Science proficiency for all students will require a coherent system that aligns with curriculum guide and instruction. Pioneer of Senior High School SY 2016-2017, the Grade 11 students from Naic National High School is no exemption to that. Grade 11 students are considered as raw when it comes to adapting the hardships in terms of learning from the Physical Science subject. Physical Science and the topics encompassing its curriculum guide do not coincide with the time frame allotted to such. It was noticed that topics with reference to time frame is a factor towards attaining effective learning among Grade 11 students.

METHODS

The study follows a descriptive design of research specifically experimental type. According to Travers (1976), Experimental type was exhibited by having the presence of a controlled group and an experimental group as set-up variables of the study. The study used non- random purposive sampling method only. The researcher assigned Cookery 1 as the experimental group and GAS 1 as controlled group. Teacher-made daily lesson logs were made and utilized in consonance with the curriculum guide and following the prescribed expected outputs from the students. Data were collected and analyzed using the frequency method and comparison of the means of total output scores of the two (2) groups after topics and sessions. There were three (3) topics from the curriculum guide.

RESULTS

The result shows the percentage of outputs passed between the two (2) selected groups on the duration of the discussion of topics. Cookery 1 maintained a larger and consistent yield of output compliance as compared to GAS 1 students across topics. It also reveals the mean scores gained by the two (2) groups within the required three (3) outputs across topics. The researcher opted to identify also not only the frequency but also the possible difference on the yield of scores that the respondents may earn given different "time- frames".

DISCUSSIONS

Allotment of enough time for students to learn is a must specifically with complex topics. Management of time on THE part of the teachers is necessary so that students will better absorb learning of topics. Awareness on pacing of topics and how students learn them must be of great caution.

KEYWORDS: Time Frame, Physical Science

SUBMISSION ID: R04A-CAVITP-0919/ R04A-CAVITP-0925

**Time Management and Job Performance Level of Public Elementary School
Teachers in Area IV, Division of Batangas**

Mark Angelo Magtibay, Head Teacher

Abstract

INTRODUCTION

Teachers face a great deal of challenges in their everyday lives brought by tons of paper works to accomplish, numerous or varied students to educate and discipline, well - managed classrooms to maintain, files and records to organize, and assessment and evaluation tools to prepare. They have to perform their duties and responsibilities to the best of their abilities; thus, their profession requires effective time management skills. Teachers believe that the way time is managed influences their performance in the different aspects of their work and that an effective system of managing their time well works out successfully in discharging varied functions.

METHODS

The descriptive method of research was employed with the use of questionnaire as the main instrument in gathering data. The gathered data from the questionnaire were tallied, analyzed, and interpreted. The weighted mean, t – test, and correlated coefficient were the statistical measures used in the analysis of data. The study involved seventy - five teachers and eight principals from the eight public elementary central schools. The number of teachers who served as the study's respondents was computed using Slovin's formula at ten percent margin of error. The teacher respondents were selected through random sampling. No sampling was done for the principal respondents.

RESULTS

The respondents of this study revealed that teachers possess a high level of time management. For the principal, the job performance of teachers is manifested at a very high level. For the teachers, their job performance is manifested at a high level. The principals and teachers assessments on time management do not differ significantly in terms of classroom management and actual teaching; they differ significantly in terms of files and records management and they differ highly significantly in terms of assessment and evaluation. There is a significant relationship between the level of time management and the level of job performance of teachers on the different variables except on the teachers' performance of related activities.

DISCUSSIONS

The results demonstrate the need for teachers to devise a schedule of their daily activities so that no important activity would be left behind and to conduct seminars and workshops on time management in schools. Principals were encouraged to constantly monitor the efficiency and effectiveness being demonstrated by the teachers in their job. Time management has a great impact on job performance of teachers.

KEYWORDS: time management, job performance

SUBMISSION ID: R04A-BATANP-0097

Time Management Efficiency of Teachers in Selected Elementary Schools in San Juan West District

Sandy C. Salosa, Department of Education

Abstract

INTRODUCTION

Planning and allocating your time in accordance to the tasks that you have to complete is called time management. Teachers will become more effective and efficient in using their time only when they clearly know what they want to do, what they need to do, and what is the specific target date. Individuals need to become more disciplined in their use of time by respecting their established priorities while minimizing distractions from others as well as from situations that displace priorities in terms of time and energy. A teacher finds it hard managing their time in shifting her attention from task to task, trying to give each, the kind of time that it needs in the amount that can be afforded. This affects teacher's private time and his/her ability to manage time, as well. School administrators and teachers believed in the concept that a lot of things are not accomplished because of lack of time. It is also the teacher's tension that affects their performance.

METHODS

The researcher used the descriptive research process and utilized questionnaire in securing relevant data and information needed to complete the study. The respondents were twenty-four (24) teachers and three (3) school heads from selected public elementary schools in the San Juan West District. More likely, the researcher used the responses given by the respondents in the questionnaires distributed to them. This type of research method is used for tabulating facts that includes proper analysis, interpretation, comparisons, identification of trends and relationships.

RESULTS

The results confirmed that there was no significant relationship that exists between the teachers' efficiency with their class advisory, length of service, educational attainment, and age. Thus, civil status of teachers presents a significant relationship in terms of reporting to duty and submitting reports. The majority of the teachers in the district were on the early and mid-thirties; thus, they are still fresh and young in the service. They are active and energetic. They are the ones who are the most updated teachers because they can easily apply new techniques and teaching approaches.

DISCUSSIONS

Time management problem of teachers occurs when they have to choose between family matters or their work. Teachers should be encouraged to attend seminars, trainings, and workshops. This is a way of updating themselves with the present trends in the profession and their personal attributes. They should also enroll in graduate studies.

KEYWORDS: time management, efficiency

SUBMISSION ID: R04A-BATANP-1560

**Time Management of Teachers and Pupils of Selected East Central District
Elementary Schools, Division of Surigao Del Sur**

Marilyn V. Quinto, Principal II

Abstract

INTRODUCTION

Time Management among teachers and pupils play a great role to achieve the standard performance in schools. Both teachers and pupils have done different activities as physical, spiritual, intellectual, economic and academic. The performance of both were already assessed and already given remedies but the gap continued to surface. In this study, the researcher focused on how the teachers and pupils differ in managing their time in the different aspects of development.

METHODS

A descriptive- correlational design was used. This study was conducted in selected schools of the East Central Districts of the Division of Surigao del Sur. The selection of schools was based on environmental criteria such as proximity to forest and sea where economic activities of the respondents vary. The respondents of the study were the 116 teachers and 612 grade six pupils who were chosen randomly. There were two sets of instruments used to gather data: one for the teachers and another for the pupils. Data gathered were tallied, analyzed, and interpreted using percent, weighted mean, ordinal rank chi-square, t-test for independent means and Pearson Product- Moment Correlation coefficient.

RESULTS

The teachers in the East Central District elementary schools who are still young have the opportunity to become professionally efficient and effective through the proper management of time. The kind of activities the teachers perform every day is influenced by their age, highest educational attainment, mass media exposure, and religious affiliation. The optimal growth and development of the pupils in physical, educational, social, spiritual, and economic aspects need support and monitoring by parents and teachers inside and outside school premises. School instructions can be enhanced through productive and purposive time management of teachers.

DISCUSSIONS

From the results, it can be said that the development of the individual is significantly influenced by environmental factors. The teachers and parents play as role models of the students. Their growth largely depends on the support that they get from their environment in all their undertakings. Young teachers have opportunities to become efficient and effective through proper time management.

KEYWORDS: Time Management, Teachers , Pupils

SUBMISSION ID: R013-SURSUR-0318

Time Management Practices and Task Performance as Correlates to the Stresses Experienced by Teachers in Indang District, Division of Cavite

Gemma Filipino, Department of Education - Cavite

Abstract

INTRODUCTION

It has been observed by the researcher that there were elementary school teachers in Indang Cavite who retired prematurely in the district under study. This study revolves around the concept that teachers find stress inevitably in time management and tasks performance. The researcher was motivated to conduct this study to determine if poor time management and tasks performance are causes of stress. Furthermore, the causes of stress of teachers are not yet known because no research study on this topic has been conducted in the district.

METHODS

This study was undertaken to determine the level of stress in relation to time management and task performance of the public elementary school teachers in the District of Indang, Division of Cavite during the school year 2018-2019. The respondents involved in this study were one hundred (100) teachers with five years and above teaching experience in the public elementary schools of Indang District Division of Cavite SY 2018-2019. The questionnaire was the main instrument in gathering the data. The percentage, weighted mean, and Pearson r were applied in treating the data.

RESULTS

Results showed that (1) the teachers very satisfactorily managed their time performing their tasks by the weighted mean of 4.37, (2) teachers still performed their school tasks and responsibilities very satisfactorily as evidenced by the weighted mean of 4.18, (3) the high level of stress is evidenced by the weighted mean of 4.19, (4) there was a significant relationship that existed in time management and stress experienced by the teachers, (5) the stress experienced by the teachers was significantly related to their tasks performance. The action plan was designed to lessen and eliminate the stress experienced by the teachers.

DISCUSSIONS

Teachers should be able to manage their time very satisfactorily and they should be encouraged to exert more effort to sustain their management of time. The school heads should extend assistance and work hand in hand with the teachers to attain higher level of tasks performance. Time management and tasks performance caused high level of stress among the teachers, so the school heads should be considerate and patient enough to lessen if not totally eradicate the stress and have well-planned program of other required activities. A follow-up study should be conducted with the inclusion of personal characteristics and leadership style of the school heads. The designed action plan is highly recommended.

KEYWORDS: CORRELATES, STRESSES, MULTIFACETED

SUBMISSION ID: R04A-CAVITP-0965

**Time Management Skills of Select Learners of Dacanlao G. Agoncillo
National High School: Basis for Action Plan**

Lilibeth Ilagan

Abstract

INTRODUCTION

Time management plays an important role in enhancing students' academic performance and achievements. Each and every student should have time management ability which includes setting goals and priorities using time management mechanism and being organized in using their time. This is only possible through self-motivation, performance, ability, and motivation. The main purpose of the study was to identify how respondents manage their time in terms of school, family, and personal life.

METHODS

The researcher employed purposive sampling in identifying respondents for this study. Hence, the six sections handled by the researcher with a total of 256 students represent the sample needed in conducting this study. The researcher used descriptive method of research since it tries to dwell on particular situation about present condition.

RESULTS

As discussed during a focus group discussion, majority of the respondents have 5,000 and below average monthly income having 172 of the respondents or 67% of the respondents, having 1 to 3 numbers of siblings with a frequency of 113 or 44% of the respondents. In the assessment of the respondents on how learners manage their time in school, result revealed that first in ranking is that students come to school on time always with a weighted mean of 3.56. In the assessment of the respondents on how learners manage their time in terms of family, first in ranking is that students moderately bond with their families when they go home with a weighted mean of 3.18. In the assessment of the respondents on how learners manage their time in terms of personal life, the data reveals that first in ranking is students hang out with their friends moderately with a weighted mean of 2.99. Based on the statistical analysis, all p values are less than the level of significance (0.05); therefore, the null hypothesis is rejected. It simply implies that the profile of the respondents has significant relationship with their time management skills.

DISCUSSIONS

This action research assessed learners' time management skills as well as factors that cause difficulties of learners to manage their time. Furthermore, the study tested an action plan to help learners manage their time in various ways.

KEYWORDS: Time Management, Assessment, Descriptive Method

SUBMISSION ID: R04A-BATANP-1763

Time Optimization through Improvised Planner

Desiree Joy V. Cerico, Jenneth F. Villanueva, & Majourie Belen Aguila, Alupay
National High School

Abstract

INTRODUCTION

With the implementation of Department of Education Order No. 55, s. 2016, some students who failed to comply with the given requirements were given with optional tasks in order for them to be accepted in the STEM strand. In order to address the time management of the STEM students, the researchers required the Grade 11 STEM students to make an improvised planner where they have to write things they have to accomplish on a daily basis and to be passed weekly to the researchers for monitoring. This strategy is based on the behaviorist learning theory. The weekly updating of the planner as well as the strict monitoring is a repetitive practice; thus, it is expected that their automatic response is developed on the immediate performance of the tasks and accomplish things ahead of the expected due date.

METHODS

This study utilized descriptive method to analyze the effect of developing time optimization on the academic performance of the Grade 11 STEM students. The study was conducted among the 20 Grade 11 STEM students of Alupay National High School during the school year 2017 - 2018. They were exposed to a monitored repetitive practice of updating their improvised planner. The general average of the students during the second semester served as basis of their performance to assess whether the application of the behaviorist learning theory is effective in their optimization of time.

RESULTS

Through behaviorist learning theory, it was expected that through a repetitive action in the form of the improvised planner, the students learned how to optimize their time and improve their academic performance. Meanwhile, based on the study conducted, the researchers have found out that the students improved in their academic performance during the second semester of the school year 2017- 2018.

DISCUSSIONS

A repetitive action in the form of the improvised planner could be a great help to further instill time optimization among students which will later on improve their academic performance. With this, the researchers have planned to devise a standardized improvised planner for the students containing the necessary information that will be beneficial for their academics as well as facts about the value of time which would try to instill the importance of time optimization among the students.

KEYWORDS: time optimization, improvised planner, behaviorist theory, STEM

SUBMISSION ID: R04A-BATANP-0333

Time Spent in Reviewing and Test Results of Grade 11 General Academic Strand Students in General Mathematics of San Juan National High School

Ariel Peñaredondo, San Juan National High School
(Adviser: Avram Gutierrez)

Abstract

INTRODUCTION

Mathematics is undeniably one of the hardest subjects for the students of any grade level. Approaches in learning and preparing for the subject differs from student to student. In this study, the researcher aims to know the average time spent on math review of the Grade 11 General Academic Strand students and its corresponding effect on their test results in Mathematics.

METHODS

Using the correlational research design, the study used a validated researcher-prepared survey questionnaire for synthesizing information from the respondents. Pearson r and T-test were used for null hypothesis testing.

RESULTS

According to the gathered data of the researcher, the average time spent in reviewing is 2.065 hours and out of 50-item math tests their average score is 21.5 points. Moreover, calculation of Pearson r and T-test the time spent by the students in reviewing for math tests has no significant relationship to the test results.

DISCUSSIONS

One of implications of the research findings is that the length of time spent in reviewing does not generally translates to the higher test results in Mathematics. Furthermore, the researcher suggests that other factors such as the style of review and the attitude towards the subject should also be taken into consideration to provide a better analysis towards the research topic.

KEYWORDS: Mathematics, Test Results, Review Time

SUBMISSION ID: R005-CAMSUR-0140

Factors Affecting the athletes' Performance of Don Jose Ynares Memorial National High School: Basis for School and Community-Wide information Dissemination and Support

Adelaida Razalan, Department of Education - Rizal

Abstract

INTRODUCTION

The research intended to find out the Factors Affecting the Athletes' Performance of Don Jose Ynares Memorial National High School in School Year 2018- 2019.

METHODS

This study utilized the descriptive method of research. Interviews, focus-group discussion, and documentary analysis were also utilized to validate the response of the respondents.

RESULTS

Factor variables such as continuous school management support, strong sports training program, up-to-date sports facilities and equipment, intensive rewards and recognition, strong parent-teacher support, and upright attitude are predicted and verified as causal factors to better performance of student-athletes together with the coaches.

DISCUSSIONS

The research implied that school sports must be taken seriously to achieve positive result. The school should develop, upgrade, monitor, and supervise the sports training program, and sport/facilities/equipment in order to attain an increasing level of school sports performance at any level. The results of this study shed light on important dynamics between athletic performance and causal factors.

KEYWORDS: Keywords: Causal factors, student-athletes, coaches, school sports, sports performance.

SUBMISSION ID: R04A-RIZALP-0318

**TITLE: the Reading Anxiety in English of Selected Grade V Pupils AT
BanayBanay Elementary School**

Marygrace Matibag, Banaybanay Elementary School

Abstract

INTRODUCTION

Since reading is the key to learning, it challenges teachers in employing strategies and programs that catch the interest of the pupils, most especially pupils who are suffering from reading anxiety in English. The purpose of the current research was to examine the reading anxiety in English of Grade V pupils in Banaybanay Elementary School and to help the students overcome their reading anxiety.

METHODS

The study applied descriptive quantitative method of research. Aquino (2006) describes descriptive research as fact-finding with adequate interpretation. Descriptive quantitative method of research has often been used incorrectly to describe three types of investigation that are different. Perhaps their superficial similarities have obscured their difference. One of the purposes of the descriptive quantitative method of measurement is to accurately measure the progress of the target learners.

RESULTS

The study found that most were struggling pupils and read below their grade level. These findings further demonstrate the distinction between the cognitive processes that underlie reading fluency and reading comprehension. The results also align with the tenets of Processing Efficiency Theory that more complex tasks that significantly tax working memory (like reading comprehension) are more likely affected by anxiety than those tasks that do not rely as heavily on working memory (such as reading fluency). The data that were gathered was analyzed to be able to develop an action plan that will help the students overcome their reading anxiety. Included in the action plan are some activities that will enhance and exercise their reading capabilities.

DISCUSSIONS

The results demonstrate the importance of active involvement of teachers and parents in overcoming the reading anxiety of the child. Proposed activities and drills were performed by the students to enhance their pronunciation and develop comprehension. It was highly recommended that the teacher and the parent should work together for the child to develop their reading abilities.

KEYWORDS: READING ANXIETY, READING

SUBMISSION ID: R04A-BATANP-0571

**to Improve the Reading level of the Identified Non-Readers of Grade 3
Pupils through Daily 20-Minutes Tutorial**

Jean Monton, Agsaban Primary School

Abstract

INTRODUCTION

Learning to read does not happen all at once, it happens gradually. That is why an intervention was designed to improve the reading levels of Grade 3 pupils. Helping children develop their reading skills from a young age, it will help them to increase their self-confidence.

METHODS

Data collection will be based on the Phil-IRL materials as a tool used to conduct Pre-test on June 2017 and Post-test reading inventory on March 2018. The researcher follows Individual Summary Record to monitor and find out the result of each pupil's reading recognition abilities with the word Recognition Error Marking System for Graded passage.

RESULTS

Based on the result of the consolidated individual summary record of pupils, it shows that three male pupils were identified as non-readers. Based on the result of Phil-IRI post-test, the three male pupils are now able to recognize words through the intervention of "Daily 20-Minute Tutorial". Before they are under the major miscues as a non-reader. But, after the implementation of the intervention, the post-test result improves to instructional and frustration level. It means that the intervention being used was effective to address the problem.

DISCUSSIONS

Based on the effective implementation of the intervention "Daily 20-Minutes Tutorial" the result of the Phil-IRI post-test. It shows the improvement of the three male grade three pupils in terms of word recognition. Besides, these pupils actively participated during class discussions and developed their self-confidence during reading activities. Daily 20-Minute Tutorial as a reading intervention should be enforced in the succeeding school year to achieved zero non-readers and provide another strategy/approaches that are suited to the needs of the pupils so that the reading level in word recognition will be improved in the next grade level.

KEYWORDS: develop, self-esteem, effective

SUBMISSION ID: R013-SURSUR-0029

Tokhang: A Phenomenological Research Study on the Lived Experiences of Drug Surrendered

Jerome O. Maglante
(Adviser: Jerome Rodil)

Abstract

INTRODUCTION

Drug dependence has been a growing phenomenon in our country. In 2017, the Philippine Drug Enforcement Agency (PDEA) pegged the estimates at 4.7 million users. Of the 42, 036 barangays in the country, 49.67 percent, or 20, 872 barangays, are considered drug- affected. To end the problem of drug abuse and addiction in the country, President Rodrigo Roa Duterte urged PNP Chief Ronald dela Rosa to launch the anti-drug operation called Oplan Tokhang. Through this campaign, drug personalities were urged to turn themselves to the government and quit from their involvement in the illegal drugs. This study was undertaken to explore the lived experiences of drug surrendered from one of the barangays in San Francisco, Quezon.

METHODS

Qualitative method was executed to acquire a deeper understanding and knowledge regarding the experiences of drug surrendered. A phenomenological research design under the qualitative method was initiated. Three drug surrendered who signed an informed consent prior to any discussion regarding the research question or data collection participated in this study. The researcher initiated data collection during a two-hour semi structured interviews. The semi structured interviews were guided by the four established research questions. Forms of data used for this research included participant interviews and audio recordings. All notes and audio recordings received a numeric code to protect confidentiality of the participants' responses.

RESULTS

After a thorough deliberation based upon the interviewer narratives, three (3) major themes were developed: Isolation, Dependence, and Fear: The Key to Recovery. The themes were picked from the narratives and were justified by the co-researchers as well.

DISCUSSIONS

Isolation was the first theme to unravel after meticulous deliberation from the narratives. This theme describes the feelings of the co-researchers before they engaged in illegal drugs. The feeling of being alone greatly affected each co-researcher and this led them to try illegal drugs. Next theme to surface was Dependence. Co-researchers admitted that at first they use illegal drugs for leisure until it became a habit. The last theme was Fear: The Key to Recovery. This theme characterizes the thoughts and viewpoints of the co-researchers after Oplan Tokhang was enforced and how they managed to move forward and quit from using illegal drugs. Co-researchers disclosed that turning in themselves to the police is better than facing death.

KEYWORDS: Tokhang, Phenomenology, Surrendered, lived experiences

SUBMISSION ID: R04A-QUEZON-0210

**Touch Math Program: An innovative Teaching and Learning Strategy of
Developing the Numeracy Skills of Kindergarten Pupils of Silang West
Elementary School**

Agnes R. Francisco, Carmelyn C. Laysa, Cecil M. Villanueva, & Dr. Jocelyn M.
Contreras, Department of Education

Abstract

INTRODUCTION

Project ISA (Intensifying Subtraction and Addition) is Division's initiated program that will prepare kindergarten pupils for formal schooling in Grade 1, and the use of Touch Math approach is one of the interventions that could address the numeracy problem of the kindergarten pupils of Silang West Elementary School. The Innovative Learning Concepts, Inc. In Colorado has created Touch Math as a way for pupils to learn Math through touch points. The researchers took the responsibility to conduct a 4-month Touch Math Program to find out its effectiveness in improving the numeracy skills of Kindergarten pupils. The respondents were 90 pupils and the topic was limited to "Sum and Difference from 0 to 10."

METHODS

The researchers used purposive sampling in which 90 out of 187 kindergarten pupils are selected based on the result of their pre- test. They have poor results in adding and subtracting numbers with sum and difference of 0-10. The researchers used the training materials such as Touch Math poster, flash cards, work sheets, concrete objects and watch video to master the numbers and touch points. Mastery of counting forward in Addition and backward in Subtraction is important to perform the task.

RESULTS

The pupils were categorized into 4 levels of proficiency, the beginning, developing, proficient and advance. Before the intervention program, 90 pupils achieved the beginning and developing levels in performing Addition and Subtraction based on their pre-test result. Out of 90 pupils, 52 to 54 pupils scored 0 to 3 points and the rest scored 4 to 6 points. Nobody achieved the proficient and advance level of proficiency (7- 10 points). After the Touch Math intervention program, there was a 100% increase on the number of pupils who scored 7 to 10 points both in Addition and Subtraction. Moreover, the success rate in proficient and advance level was 0% during the generalization of pre-test session which increased up to 100% in their post-test.

DISCUSSIONS

The result shows the effectiveness of the Touch Math method as it improves the performance of ninety (90) pupils or 100% of the respondents in Addition and Subtraction with the sum and difference of 0-10. They can add and subtract in symbolic level without using their fingers, concrete objects, and pictures. Amazingly, some of them can perform mental addition as a result of everyday practice and drills. They gain self-esteem which plays a vital role in their learning performance particularly in Mathematics.

KEYWORDS: touch math approach, numeracy, intervention

SUBMISSION ID: R04A-CAVITP-1052

Towards Building a Gender- Friendly School Environment: the Teacher as Agents of Social Change

Lourdes Icasiano, MAPSTEA

Abstract

INTRODUCTION

The present study would like to find out if the teacher-respondents promote a gender friendly environment through their practices. It explores empirical evidence related to these issues of gender and leadership by first examining style and effectiveness difference between men and women then discussing the gender gap in leadership and prominent explanations for it and finally addressing approaches to promoting women in leadership.

METHODS

This study utilized the descriptive design and ANOVA to determine the significant difference in the assessment of the teacher- respondents of their practices.

RESULTS

Profiling of the respondents in terms of Educational Attainment, Length of Service, Grade Level Assignment and Gender was utilized. As revealed by the data, all the indicators for promoting gender-friendly environment are practiced to a great extent and these were assessed by the teacher- respondents without a significant difference

DISCUSSIONS

The researcher recommends that all the teachers must be given the opportunity to participate in trainings and seminars regardless of their length of service, grade, level handle, and gender. The school must assess their needs based on the teachers' strength and weaknesses and whatever will be required by the Department of Education. Therefore, school heads must ensure that the teachers practiced these effectively by engaging in various activities for both genders, teaching strategies, and trainings. The school can also seek the support of the community, particularly the parents.

KEYWORDS: Gender, Gender and Development, Gender Awareness, Gender equality, Gender equity, Gender sensitivity

SUBMISSION ID: R04A-CAVITP-1468

Towards Strengthening Project DEAR (Drop Out Elimination Action and Response)

Sheryl Umali, Lipa City NHS

Abstract

INTRODUCTION

This research was conducted to determine the factors affecting drop-out cases among students of Lipa City National High School in order to better address the needs of students experiencing such problem. Once these factors were singled out, understood, and analysed, issues may be addressed carefully and immediate measures may be applied to reduce, if not totally eliminate drop-out cases. Likewise, it also focused on the use of intervention material to address the problem. Eventually, this would result in better performance not only of the students- at-risk of dropping-out but more so of the school and the teachers alike.

METHODS

This research made use of case study. Qualitative research approach through survey method was employed. It sought to find the different factors leading to drop-out cases among students. A questionnaire was used to gather data. The data were retrieved, tallied, statistically treated and interpreted. This study is limited to the responses gathered among students-at-risk of dropping out of Lipa City National High School SY 2017-2018.

RESULTS

Several factors affect drop-out cases among students of Lipa City National High School. Family Problem, Lack of Care, Parents' lack of Education, Poor Economic Situation, Negative Behavior towards Schooling, Peer Pressure, Early Marriage, Environmental Factor, and Child Labor are among the factors influencing respondents to drop-out of school.

DISCUSSIONS

The result presented many reasons for students dropping out and the dropping out process began mostly in junior high school when students are going through many physical, emotional, and social changes. Junior High School teachers need to be more aware of these changes and the effects they have on the students in many ways. If more time and energy are put into the needs of these students and their unique situations are taken into account in daily interactions with them, we may be able to reduce the drop-out rate significantly. We may also have an environment that promotes positive regard or positive discipline for all students. Students are often thought of as young adults and expected to be more emotionally mature when they are probably even more fragile. If identifying areas of special needs and providing ideas for junior high school to promote a philosophy without stifling the students' ability to grow and mature can be balanced and accomplished, students can be spared the difficulties that dropping out of school causes.

KEYWORDS: DEAR (Drop Out Elimination Action and Response), SARDO (Students-At-Risk of Dropping Out)

SUBMISSION ID: R04A-LIPAC1-0009

Towards Teacher's Collective Commitment Based from the Knowledge and Action of a Learning Organization

Vivian Vicedo, Department of Education - Cavite

Abstract

INTRODUCTION

Learning organization needs people who are intellectually curious about their work, who actively reflect on their experience, who develop experience-based theories of change and continuously test these in practice with colleagues and who use their understanding and initiative to contribute to knowledge development. The study aims to investigate the commitment of teachers in their learning environment.

METHODS

The respondents of the study were the teachers of Urdaneta Elementary School. Using the survey questionnaire given by the researcher that is divided into three parts.

RESULTS

Based from the result, the data shows that the teachers are said to be committed in terms of their actions toward their learning organization.

DISCUSSIONS

It is recommended that the school head helps the teacher stay committed by providing equal opportunities to grow together, being fair to all, and setting the tone to motivate the teachers.

KEYWORDS: collective commitment, teacher, school

SUBMISSION ID: R04A-CAVITP-1529

Towards the Development of A tool to Measure the Impact of School-Wide Academic intervention

Darryl Golimlim, David P. Jimenez Elementary School

Abstract

INTRODUCTION

Being an effective teacher requires a number of individual characteristics. One should be patient, caring, knowledgeable, and organized. Organization is a key factor to the success of a class. The best way to organize your classroom is to implement effective rules and procedures. The rules and procedures should be grade level appropriate, use positive language, and demonstrate appropriate behavior that is to be expected within the classroom. For example, if one teacher effectively implements a list of rules and procedures with a class of 20 students, then would the same method work in all classrooms in a school? School-wide management initiatives implement a list of rules and procedures that are followed by all students in all area of the school. These include but are not limited to the classroom, hallways, cafeteria, and playgrounds.

METHODS

This study involved 64 Parents, 64 Teachers, and 64 Grade Five pupils who are currently enrolled at David P. Jimenez Elementary School.

RESULTS

The respondents of the study came from three groups. The teacher respondents were mostly Teacher 1 with MA Units, serving for below ten years and handling language subjects in Grade 5. As for the learner's respondents, they were mostly female students below ten years old. Most of the parent-respondents were not college graduates.

DISCUSSIONS

The result of assessment of the teacher respondent's application of intervention activities in their school showed that academic counseling got the highest mean of 3.81 with a verbal interpretation of strongly agree. The result of assessment of the learner-respondent's application of intervention activities in their school showed that group study got the highest mean of 3.76 with a verbal interpretation of strongly agree. Finally, the result of assessment of the parent-respondent's application of intervention activities in their school showed that monitoring got the highest mean of 3.81 with a verbal interpretation of strongly agree.

KEYWORDS: students, teachers, parents

SUBMISSION ID: R04A-CAVITP-1365

TPR: A Strategy Reading Readiness of Grade 1- Pupils

Lilia Apolinario, Department of Education, Hinatuan South Central Elementary School

Abstract

INTRODUCTION

Total Physical Response (TPR) is a second language teaching methodology that encourages whole-brain learning. The course will introduce the process and strategies for successful reading readiness development for the Grade I entrants and retention through modeling, introducing, and various activities.

METHODS

This study focuses on improving the reading readiness of the Grade I pupils of Azucena. The intervention anchored on physical responses. The teacher and the pupils need to take turns, develop self-control before learning to read. This strategy involves imitation of body movements of the teacher. This program makes cooperative learning. This is learning by daily activities. The teacher would move the body to emphasize letter names and corresponding sounds.

RESULTS

The researcher used the EGRA tool to assess the reading readiness of the Grade I entrants. After the EGRA was conducted, it was found out that half of the pupils were ready for intervention. It shows with the result of discussion and reflects cooperative learning approach to determine as to how many pupils are ready and not ready in Grade I - Azucena before the intervention was conducted. Only 14 out of 30 pupils was not ready with the percentage of 47%.

DISCUSSIONS

Total physical response as an approach is proven to be effective in improving the reading readiness of the respondents based on the past test that was conducted by the researcher. After the intervention of the said activities, most of them are improving through imitating body gesture of the teacher. Their performance on decoding letters and letter sounds were above average level. Through intervention, respondents can imitate body movement and can identify the letter names.

KEYWORDS: Total physical response, reading readiness, young learners, first language teaching.

SUBMISSION ID: R013-SURSUR-0095

**Tracer Study of AB English Graduates of Cavite State University, indang,
Cavite (2010-2015)**

Flemhar Enriquez, Lumampong National High School-Senior High School & Joe
Martin M. Panis, Cavite State University

Abstract

INTRODUCTION

This tracer study determined the job placement profile of AB English (ABE) graduates of Cavite State University (CvSU), Indang, Cavite (AY 2010-2015). This also determined the relevance of their employment to ABE; and enumerated their suggestions to further improve the program in CvSU. Results of this may be utilized in training ABE students and eventually produce graduates with world-class attitude, skills and knowledge in various fields. The outcome may also be a basis for further promoting this course and improve relevant and responsive curriculum.

METHODS

This study is a quantitative descriptive research which describes data with a given population. Survey questionnaire was used in data gathering through personal contact, online (e-mail, Facebook), phone call inquiry and follow-up text messaging among the 23 participants from the 45 AB English graduates.

RESULTS

Results revealed that most of the graduates landed a job in less than a month. None of them remained unemployed for 2 years or more after graduation. Likewise, the majority are full-time English instructors within the Cavite province. Most of them are very satisfied with their jobs. However, delay of salary and no overtime pay are the most common problems encountered in their employment. They consider the ability to work independently and writing skills as the most helpful competencies at work.

DISCUSSIONS

The graduates strongly recommended that Thesis Writing, Foreign Language (FoLa), and On-the-Job training (OJT) should be included in the curriculum to further enhance the students' communicative and language proficiency, conduct relevant seminars and trainings, encourage and expose student to various curricular and non-curricular activities, and further promote the program with wider accessibility to the needs of fast-changing society, high employment demands and increase the enrollment of AB English students.

KEYWORDS: AB English, Tracer Study, Cavite State University

SUBMISSION ID: R04A-CAVITP-1690

Tracer Study on the Graduates of SHS-TVL Program: An input to Program Adjustment

Lorelie Espallardo, Callejon National High School

Abstract

INTRODUCTION

The alumni are considered as one of the evidences of a program's effectiveness, especially the newly implemented K-12 Program. Batch 2018 was the first batch of graduates of Callejon National High School for the Senior High School Program. Thus, this study aimed to determine the status, experiences, challenges and opportunities among the graduates of Callejon NHS-SHS. This will serve as a good source of feedback regarding the program's relevance and basis for program adjustment.

METHODS

This study made use of descriptive survey method which actually involved 43 TVL graduates of 2018. Questionnaire was used as main data gathering instrument. Data collected were subjected to frequency, percentage, proportion, and mean.

RESULTS

The significant findings of the study were as follows: most of the respondents were male and all were still single; 49% were employed, 40% went to college and the remaining pursued business. As to employment, 90% were working full time. As to those who were studying, half of them got scholarships and 70% went to public college/state university. However, only 18% pursued course related to Home Economics. Meanwhile, communication skills ranked first among the different skills acquired in school. In addition, there were issues and challenges raised by the graduates.

DISCUSSIONS

The results reveal the importance of career guidance program among the senior high school students in order for them to be guided in their decision. Through this study, administrators, teachers and parents must work hand in hand in the implementation of the program. Other skills must also be strengthened along with communication skills. Findings aspired to provide insights in refining and adjusting the program.

KEYWORDS: Tracer, Graduates, Senior High School, TVL

SUBMISSION ID: R04A-QUEZON-0176

Tracing the Factors of Grade 10 Students' Absenteeism in Mataas na Kahoy National High School; Project HMMSK, a Proposed Strategic Reward System

Glenda M Leyesa & Jenell T Olan, Department of Education

Abstract

INTRODUCTION

School absenteeism is an alarming problem for administrators, teachers, parents, society in general, and pupils in particular. Absences have a negative effect on peer relationships which can cause further absences. Society also suffers when school-age children are not in school. The researchers would like to minimize this problem, if not eradicate it completely. That is why the researchers conducted an action research to address the different factors about student's absenteeism. The researchers want a more accurate analysis of why some of the students are perennial absentees, so that the researchers could formulate strategic reward system to minimize their absences.

METHODS

Descriptive type of research was used in the study with survey questionnaire as the main instrument in data gathering. All questions in the questionnaires were answered fully and retrieved 100%. The data gathered from the questionnaire were collected, tallied, and treated using statistical treatment.

RESULTS

Home-related factors were traced with the greatest impact on students' absenteeism. Among the cited effects of using strategic reward system, individual competitiveness was the highest response of the students. There was no significant relationship from the factors of students' absenteeism and from the existing strategic reward system. Thus, the researchers proposed another strategic reward system that may help students to attend classes regularly, the "Healthy Merienda Mo, Sagot Ko Project".

DISCUSSIONS

From the identified factors, it shows that home-related factors have the greatest impact on students' absenteeism. Among the cited effects of using strategic reward system to students it shows that individual competitiveness has the greatest effect of using the strategic reward system. It shows that there is no significant relationship between the factors of students' absenteeism and the use of reward system. Based on the findings, with the existing strategic reward system it was shown that the researchers need to focus on the identified factors that will lead to formulate a strategic reward. Thus, a "Healthy Merienda Mo, Sagot Ko Project" was proposed by the researchers to give the students a motivation to attend classes regularly.

KEYWORDS: students' absenteeism, Grade 10, Mataas na Kahoy National High School, strategic reward system

SUBMISSION ID: R04A-BATANP-1308

Elementary School: Basis for Proposed Strategic Reward System

Mophel Sales, Lemery District Teachers Association

Abstract

INTRODUCTION

Attending classes is important so that learners will achieve good grades. Consistent school attendance is a prerequisite for every pupil to build and maintain a foundation for ongoing learning and academic success throughout life. The researchers would like to trace the factors that affect pupils' absenteeism and want a more accurate analysis of why some of the pupils are perennial absentees, so that the researchers could formulate strategic reward system to minimize their absences.

METHODS

The study made use of descriptive type of research. To obtain the needed data to answer the research questions, a purposive way of choosing the respondents was used by the researchers. This study used 30 selected grade 3 pupils of LPES. The main data gathering technique in the study was the use of questionnaire. It was a checklist that contains the identified factors of pupil's absenteeism and the effect of using the strategic reward system. The responses were analyzed using a rating scale. The gathering of data was made possible through the use of the distributed questionnaires. All questions in the questionnaires were answered fully and retrieved 100%. The data gathered from the questionnaire were collected, tallied, and treated using statistical treatment.

RESULTS

From the identified factors, it shows that home-related factors have the greatest impact on pupils' absenteeism while teacher-related factors got the least impact. Among the cited effects of using strategic reward system to pupils it shows that individual competitiveness got the highest effect while academic performance and achievement got the lowest. It shows that there is no significant relationship between the factors of pupils' absenteeism and the use of reward system. A strategic reward system that can be proposed is a "Healthy Snacks Mo, Sagot Ko Project" wherein a pupil will receive a color coded coupon with a corresponding number of pupils' monthly attendance. There would also be positive telephone calls to parents for pupils' recognition.

DISCUSSIONS

It will be disseminated with other grade levels and in all subject areas for the development of good educational programs. The curriculum planner will eventually spend more time in seeking a strategic reward system knowing its vital role to quality teaching-learning process. Hopefully, it will serve as a basis for an in-service training program, workshop, and other professional activities to build more competent teachers who will develop competent learners.

KEYWORDS: absenteeism, strategic reward system, factors

SUBMISSION ID: R04A-BATANP-0954

**Traditional Teaching Vs. Modern Teaching with the Use of Video Clips: A
Comparative Experimental Study in Teaching Prepositional Phrase to
Grade 7 Students**

Hosanna Grace David, Looc Integrated School

Abstract

INTRODUCTION

When learning the English language, it is so important to have an understanding of grammar. One area that requires understanding is the function of prepositional phrase (Jumat 2011). The researcher anchored this study on Laird's Sensory Stimulation Theory. Through stimulating the visual senses, learning can be enhanced. This theory also says that when multi-senses are stimulated, greater learning takes place.

METHODS

The researcher used the comparative experimental method design to gather the necessary information. The statistical treatments applied in the study were the frequency, percent distributions, t-test, and Pearson r correlation.

RESULTS

The visuals encourage the respondents to participate in class, the movements of the teacher help them learn, they pay a lot of attention to what the teacher is discussing. The students Strongly Agree that they are motivated to learn about prepositional phrase. The traditional way of teaching is effective based on the results.

DISCUSSIONS

Using software as a means of teaching is effective because it activates more senses that causes the students to focus on the video. Since the students are considered as the 21st century learners, they tend to focus a lot on the video. Traditional way of teaching is still an effective teaching method applied inside the classroom. The teacher should activate first the students' senses using motivation for better learning with the help of video clip as a means of teaching. There is no single best way of teaching, so the teacher must consider his/her students' interests in order for him/her to provide a better learning. The 21st century learners are into technology.

KEYWORDS: Traditional Teaching, Modern Teaching, Teaching Prepositional Phrase

SUBMISSION ID: R04A-CALAMB-0300

**Train a WIRError Project: the Use of Collaborative Strategic Reading in
Enhancing the Reading Competencies of ESL learners**

Maricel O. Amita, English Teacher

Abstract

INTRODUCTION

This action research, as part of the school's CIP, is intended to enhance the reading competencies of "developing readers" through collaborative strategic reading. This project aims to produce reading activities which promote cooperation and collaboration towards individual learning and enhancing targeted reading competencies. Furthermore, this action research aims to identify the effectiveness of this program which utilized vocabulary fix up skills and collaborative engaging reading activities.

METHODS

The researchers administered PHIL-IRI to categorize readers. The independent readers then underwent a seminar-workshop under the supervision of the ESL teachers and researchers. In order to track the progress of the readers, the researchers computed for the mean, mean percentage score of the readers' comprehension test weekly. In addition, the researchers computed the reading speed of developing readers. Based on the standardized test, a total of 91 students were categorized as "frustrated" readers. Markedly, the test showed that there were 35 Grade 7, 23 Grade 8, 7 Grade 9, 26 Grade 10 developing readers.

RESULTS

After 8 weeks of simultaneous reading activities, the average or mean score progressed per each grade level and as follows: 6.05 to 9.2 (Grade 7); 9.04 to 10.69 (Grade 8); 9.42 to 13.57 (Grade 9); and 9.08 to 14.84 (Grade 10). The researchers used WRAP or the Weekly Reading Activity Plan which were creatively and comprehensively planned and crafted to utilize the collaborative strategic reading. In addition, the independent readers known as "WIRErrors" come up with reading activities which are all learner-preferred and learner-centered. The reading activity plan includes the following: preview of the text, vocabulary fix up skills, read-pause-reflect, partner retell, creating a gist and comprehension test

DISCUSSIONS

This action research covers vocabulary development, engaging pre and post reading activities, and formative tests. Consequently, the researchers found out there were identified reading problems which need to be addressed for further research study such as poor phonological recognition among Grade 7 students.

KEYWORDS: Reading Competencies, ESL, Collaboration, Collaborative Strategic Reading

SUBMISSION ID: R04A-CAVITP-0227/ R04A-CAVITP-1510

Train a WIRError Project: the Use of Collaborative Strategic Reading in Enhancing the Reading Competencies of ESL learners

Maricel Amita, Department of Education - Cavite

Abstract

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KEYWORDS: Reading Competencies, ESL, Collaboration, Collaborative Strategic Reading

SUBMISSION ID: R04A-CAVITP-0227/ R04A-CAVITP-1510

Training Needs of Mathematics Teachers in Public Secondary Schools

Mariel Mayuga, Department of Education, Taal National High School

Abstract

INTRODUCTION

Teachers shape the future of the country; in their hands lie the quality of citizens a nation will have. They should exert efforts to further develop their skills and upgrade their competencies. They should be in the constant path of continuing education to be able to respond to the shifting academic landscapes. Thus, it is important that teachers also continue to professionalize themselves, and one way of doing this is through proper training. This study aimed to assess the training needs of mathematics teachers in public secondary schools in Area I, Division of Batangas.

METHODS

The descriptive method of investigation was utilized in the study. The respondents were 97 Grades 7 and 8 mathematics teachers from public secondary schools in Area I, Division of Batangas. A researcher-constructed questionnaire, observation, interview, and focus group discussion were utilized and conducted to elicit more pertinent information and ideas vital in enriching the responses.

RESULTS

The study revealed that most of the respondents were female, with master's degree units, have been teaching for 10 years or less, and with no membership in any professional organization. The respondents need a training on subject matter content, innovative teaching strategies, and management of student conduct. No significant differences were found on the extent of the training needs of respondents when grouped according to sex, highest educational attainment, number of years in teaching mathematics, and membership in professional organizations, except for the innovative teaching strategies of male and female teachers. A training management guide was proposed to respond to the training needs of the public secondary schools' mathematics teachers.

DISCUSSIONS

Mathematics teachers have to be encouraged to continue pursuing their graduate studies, especially in line with their field of specialization. They should be sent to trainings, seminars, and workshops to upgrade their skills, and update them on the latest trends in education. The school may provide sufficient instructional materials such as DLP projectors, computer units, and activity sheets to be used by the teachers for improved instruction. The proposed training management guide may be reviewed by experts so that it could be of great help in implementing a training program for mathematics teachers.

KEYWORDS: training needs, subject matter content, teaching strategies, managing student conduct

SUBMISSION ID: R04A-BATANP-0796

**Training Program on Safety for Public Secondary Schools in San Juan,
Batangas**

Patrick Razon, Sico 1.0 National High School (Grade 7-12)

Abstract

INTRODUCTION

Every educator should ensure the safety of the students especially when they are in the school premises. However, in some instances we cannot say that they are secure all the time. There are news reports about the incapability of the teachers in handling accidents inside the school. Everyone must be aware of the importance of giving first aid in case accidents happen.

METHODS

A descriptive research method was used to show the assessed skills of the public high school teachers in giving first aid. Questionnaire was utilized as the main data gathering instrument. To be able to analyze the data gathered, statistical tools such as percentage, ranking, and weighted mean were utilized.

RESULTS

The researchers identified the lack of risk management of the teachers 1) school issues and concerns 2) transportation of the victim basic life support and 4) external factors. The teachers who participated in the survey determined the training programs needed to secure the safety of the students. The immediate response of the teachers to the victims is the highest. Enough knowledge and skills needed in giving first aid were identified by teachers as the most necessary training. The data was collected through quantitative analysis.

DISCUSSIONS

The results demonstrate the need for training programs to ensure the safety of the students. The teachers were encouraged to undergo training on as 1) primary and secondary surveying 2) basic first aid 3) bandaging techniques and 3) transportation of the victims.

KEYWORDS: training program, safety, surveying, bandaging techniques, transportation, victims

SUBMISSION ID: R04A-BATANP-0320

TRANSBOTTLES: Eco - Furniture

Rodel Castillo, Department of Education - Tanauan

Abstract

INTRODUCTION

The purpose of this research study is to examine the possibility of using plastic bottles and plastic wrappers as an eco- furniture. The effects of Polyethylene Terephthalate (PET) plastics in the durability of furniture were determined in study. The eco- bottles were formulated with variations of the factors for the most notable option.

METHODS

The eco-bottles were tested and the data was gathered and analyzed. Production process involves collecting, drying, packing, squishing, wrapping, molding, testing, and covering. The cutting of the plastic bits started first with the plastic wrappers. They cut them roughly to around 10 millimeters. After cutting, the plastic bits were directly put inside the bottle. Collect clean and dry plastic wrappers, compress wrappers into plastic 1.5 L bottle with a stick, pack tightly throughout the process to ensure that it is unsquishable, squish with one hand to measure if its full enough (squish<10% complete, make a 6 flower petals formation and secure eco-bottles with the use of masking tape). Cover the eco-bottles with plywood and cloth.

RESULTS

The eco-bottle was tested with a drop test, and the result was recorded. The eco-bottle furniture ratio and the weight differences were also recorded for reference. Subsequently, testing and data gathering, the results were compared and analyzed for conclusions. Based on research, they explained their opinion and comments about our product. They have different answers and explanation. In terms of physical aspect of the eco-furniture, there are positive and negative reactions. They said that the durability is well delivered, but the other colors of the cloth are not pleasant, and foam should be incorporated.

DISCUSSIONS

It can be concluded in the study that there is a change in weight and durability in the Eco-Bottles when the PET wrapper bits are put inside the container. It has become more durable and light-weight. The best possible amount of plastic wrapper bits to be used is approximately 10 cups of the total mass of the aggregate to be used. It is recommended to use correct ratio of the components in each bottles so that there will a balance in nature of the said project. Learners, parents, and stakeholders are suggested to practice the SAY-T or Segregate As You Throw in order to minimize the garbage in the school as well in the community.

KEYWORDS: Alternative, Plastic, Polyethylene Terephthalate

SUBMISSION ID: R04A-TANAUA-0084

Transformational Leadership Behavior of Public Elementary School Teachers in the 5th Congressional District of Camarines Sur

Ma. Genoviva Quiano, Department of Education

Abstract

INTRODUCTION

Public elementary school teachers serve as conveyors of values and ideals to be looked up to by the pupils and the whole community. Teachers are essentially leaders in the schools, and the leaders' goal is to promote quality teaching- learning process. However, the educational system is facing challenges that demand for more teachers' dynamic leadership which could initiate reforms in many educational programs and objectives, particularly in the elementary level.

METHODS

The researcher used the descriptive-correlational method. The statistical tools used were Frequency distribution, percentage technique, weighted mean, five-point rating scale, chi-square test, and Wilcoxon-Mann-Whitney U Test.

RESULTS

Most teachers were at their prime age, females, and married. More than forty percent had master's units, eligible, attended trainings, and have been in service for 6-10 years. Teachers build respect, mutual trust, enthusiastic about their tasks, command respect, and have a sense of mission to transmit to the learners, fellow teachers, and school heads. They challenged their pupils to think for themselves to answer their own questions, convey meaning through stories and symbols, and lastly recognize pupils' efforts and accomplishments. There is no significant difference exists between the appraisal of the school heads and teachers themselves on the transformational leadership behavior of the teachers along on idealized influence, inspirational motivation, intellectual stimulation, and on individual consideration or individualized attention since their computed z values were found to be lesser than critical value value at .05 level of significance. There is no significant relationship between the teachers' profile and their transformational leadership behavior in terms of age, gender, and civil status; while found to have significant relationship were on teachers' educational attainment, trainings, and length of service. The proposed transformational strategies for education leaders can be adopted that could transform the teachers on new exciting roles as they continue to deal with the ever- changing face of education.

DISCUSSIONS

Closer analysis of the data shows that the transformational leadership behavior along the four "Is" were often practiced by the teachers. It should also be noted that the teachers' ratings are comparatively higher than those of the school heads. Such discrepancies of the respondents' appraisal may serve as great challenge to continually enhance their leadership behavior to be able to possess the necessary drive to initiate and maintain transformational processes within the organization. In the end, their sense of self-worth, commitment, and involvement will be deeply fulfilled.

KEYWORDS: Transformational Leadership, Behavior, Teachers

SUBMISSION ID: R005-REGOFF-0002

**Transformational Leadership Practices of School Heads and Performance
of City Schools in the Division of First District of Laguna, An input to A
Comprehensive Training Program**

Ma. Theresa Ramos

Abstract

INTRODUCTION

School leadership is essential to the success of school organizations as cited by Quin, J. et al (2015). Davis & Darling- Hammond (2012) and Mckibben (2013) reiterate that principals are rated second to teachers in the improvement of student achievement, and they may explicate up to 25% of the variance in student learning. In this new era of accountability, school leaders are expected to increase achievement and make substantial academic growth for all students. The reform of the instructive organization depends on the quality of principal leadership (Hess & Kelly, 2005, Mckibben, 2013). Effective principal preparation programs are key to the development of high-quality school leaders (Hess & Kelly, 2005; McKibben, 2013; Styron & Lemire 2009).

METHODS

The descriptive-correlational research design was conducted to determine the transformational practices of school leaders in the city schools, division of the first district of Laguna. The study involved all the 44 school heads and 591 public elementary teachers across public elementary schools in the City Schools Divisions in the First District of Laguna.

RESULTS

In terms of drop-out rate, schools got an average score of 2.49; Cohort Survival Rate with an average score of 84.82 are interpreted as Very Satisfactory, while the Completion Rate had an average score of 94.55. In terms of NAT Performance, the schools obtained the overall weighted mean of 54.67 which falls under Average Proficiency Level.

DISCUSSIONS

Based on the findings, the following are recommended: 1) the teachers and school heads are encouraged to pursue graduate studies for them to grow and develop their personal and professional competencies; further study can be conducted in other districts of Laguna and the region as well to verify the results of the study; and 2) the school heads are encouraged to adopt the proposed Comprehensive Development Program to Enhance School Heads' Transformational Leadership.

KEYWORDS: transformational leadership, school performance

SUBMISSION ID: R04A-CABUYA-0048

**Transformational Leadership Towards Empowerment of Teachers'
Classroom instruction and Creation of innovative School Climate**

Cecilia Reyes Pingol, Leonora Ladines De Rama, & Michael Leonard De La Pena
Lubiano, Tayabas City Division Stand Alone SHS

Abstract

INTRODUCTION

In recent years, there has been an emphasis on enhancing the leadership and managerial competencies of school principals as the most influential figures in promoting reform, change, and innovation in the school community (Cruz et al., 2016 as cited by Mahlangu, 2018). Leadership is one of the basic factors affecting innovation and creativity in organizations (Zhou & George, 2003). Transformational leaders empower employees and generate a climate that supports innovation (Sagnak et al., 2015). Therefore, the school is an integral part of the community (Mahlangu, 2018). In the advent of the revised Results-based Performance Management System (RPMS) for teachers, everyone was encouraged to become part of biggest and most grandeur goal of making changes in the lives of every educator and, most likely, to the learners.

METHODS

This study was conducted among thirty-two (32) teaching and non-teaching personnel of Tayabas City Division Stand Alone SHS. It utilized quantitative and qualitative designs employing the use of transformational leadership questionnaire, focus group discussion, and self- assessment for teachers (SAT) tool.

RESULTS

The results showed that transformational leadership is a significant predictor of teacher empowerment and innovative climate in the school. Likewise, it was reasonable to say that as the transformational leadership behaviors of the school leaders increased, teacher empowerment, and in turn, innovative climate would increase.

DISCUSSIONS

Based on the results, the researchers felt the need to integrate in the school's continuous improvement plan (CIP) the teacher empowerment and innovation of school climate by strengthening the leadership among school heads. This study utilized transformational leadership in the delivery of school management towards the creation of empowered teachers and innovative school climate as part of the school's continuous improvement plan.

KEYWORDS: Transformational Leadership, Classroom Instruction, Innovative School Climate, Teacher Empowerment

SUBMISSION ID: R04A-TAYABA-0008

**Transition from Mother tongue to English Medium of instruction in
Science Four in inicbulan Elementary School: Basis for Proposed
intervention**

Precie Garces, Department of Education - Bauan West

Abstract

INTRODUCTION

The use of learners' local dialect in the classroom promotes a smooth transition between home and school. The learners get more involved in the learning process in the development of basic literacy skills. The teaching of Science which starts from Grade Three uses Mother Tongue, while in Grade Four, English is used as medium of instruction under the K to 12 Basic Education Program. For this, the transition on medium of instruction used, brought unfamiliar environment to pupils as the transition starts in Grade Four.

METHODS

This action research employed the descriptive quantitative method to determine the performance level of Grade Four pupils in Science in Inicbulan Elementary School. The respondents of this study are the 20 pupils who have problems on the transition from Mother tongue to English medium of instruction in Science. The researcher used data gathering procedures namely, survey method and interviews.

RESULTS

Findings revealed that the class got below satisfactory level based on the MPS result of First Quarterly Test in Science. The transition from Mother Tongue to English medium of instruction is the common problem that affects the performance level of 20 Grade Four pupils. The researcher proposed intervention which is Project IRES (Introduce Science terms through reading Remembering words in answering exercises Evaluate learning through application of concepts to acquire Success). After the implementation of the proposed intervention, the respondents were given Post -Test to determine its effectiveness, where 16 out of 20 or 80% of the pupils got Very Satisfactory level thus resulting to high MPS.

DISCUSSIONS

In the light of the findings, the intervention made is a great aid in improving performance level of Grade Four pupils who have a common problem in the transition from Mother Tongue to English medium of instruction in Science and attain the objective of this research.

KEYWORDS: transition, mother tongue, intervention

SUBMISSION ID: R04A-BATANP-1772

Transition Programs for Persons with Disabilities in the Selected Municipalities of Quezon: their Level of Effectiveness

Berma Barreno, Department of Education, Lopez National Comprehensive High School

Abstract

INTRODUCTION

Special Education in the Philippines has only served 2% of the targeted 2.2 million children with disabilities in the country who live without access to a basic human right: the right to education. Most of these children live in rural and far flung areas whose parents need to be aware of educational opportunities to guarantee their right to receive appropriate education within the regular or inclusive classroom setting. This study was conducted to find out the level of effectiveness of the transition programs for Person with Disabilities in different municipalities of Quezon Province and came up with a proposal to create an ordinance that will intensify the employment support system for PWDs in the municipality of Lopez.

METHODS

This research study utilized a descriptive-evaluative method to determine the level efficacy of government programs for PWDs and its implementation in Selected Municipalities of Quezon. A group of respondents composed of fifty-four (54) PWDs who availed of the transition programs participated in the study. A researcher-made survey questionnaires and informal interview was used to gather data and Two-Way Analysis of Variance (ANOVA).

RESULTS

The findings of the study are: (a) The participants' ages were between 21-65 years old, majority were males who have reached high school level; (b) The transition programs in the participating municipalities provided trainings on livelihood and entrepreneurial skills development. (c) The level of effectiveness of transition " programs in all selected municipalities in terms of accessibility, employers/customers, and PWDs are highly effective; (d) There is a significant difference in level of effectiveness of the transition programs among aspects while there is none among municipalities; (e) There are perceived personal factors very highly affecting the level of effectiveness of the transition programs.

DISCUSSIONS

The participants of the study were persons with orthopedic, visual, hearing impairment, intellectual disability, autism, and speech and language disorder which, prior to the training, majority did not have work experience. The transition provided livelihood programs; the perceived factor that are highly affecting the PWDs are: Adaptive Skills, Values and attitudes, Interests, Life Goals and Education while Family. In the light of these findings, the researcher came up with a proposal to create an ordinance that will intensify the employment support system for PWDs in the municipality of Lopez.

KEYWORDS: Transition Program, Persons with Disabilities

SUBMISSION ID: R04A-QUEZON-0112

Transitioning Classroom Teachers to School Leaders

Nestor Idra, Department of Education - Calamba

Abstract

INTRODUCTION

This study looked into the different lived experiences of school principals both in elementary and junior high school in the Division of Calamba City and how they were able to surpass the transition stage from being seasoned classroom teachers to being school leaders/school principals. The co-researchers of the study were the four (4) school principals from the Division of Calamba, two (2) from the elementary and two (2) from the junior high school. Using interview guide questions, the researcher encouraged the co-researchers to reveal their thoughts, feelings, and experiences in the interviews via video recording. The researcher utilized the qualitative research design, but the approach used was grounded theory.

METHODS

The researcher utilized the qualitative research design, but the approach used is grounded theory. In this theory, the researcher analyzes the data by reducing the information to significant statements or quotes and combines the statements into themes. From these themes, the researcher develops a textural description of what the participants experienced and a structural description of how they experienced it in terms of conditions, situations, or context (Creswell, 2007).

RESULTS

The findings revealed the themes that emerged after gathering the data from the co-researchers were: Epitomizing Professionalism, Eclectic School Leadership, Communicative Efficacy, Cohesive Motivation, and Creative Environment.

DISCUSSIONS

During the course of the study, the researcher developed a leadership theory that school principals exude when portraying their roles and in performing their responsibilities. This theory was developed as the researcher observed how school principals handle their relationships with their teachers in order to achieve teachers' and schools' effectiveness. This theory was named after the researcher known as IDRA LEADERS or Interpersonal Dimensions of Resilient Academic Leaders. This theory explains that the teachers' and schools' effectiveness depends on how the school principals established strong and harmonious relationship with their teaching and non-teaching personnel.

KEYWORDS: transitioning, IDRA leaders, emerging themes, dimensions, resilient

SUBMISSION ID: R04A-CALAMB-0142

Transitivity in Philippine Sports Articles

Alvin Patal, Quezon National High School

Abstract

INTRODUCTION

Sports journalism has become a significant part of the life of Filipinos. In this article, the researcher sought to acquire a clear description of the transitivity system of sports articles that holistically guide readers and writers in clearly identifying its level of journalistic accuracy. Halliday (1985), as cited in Bustam (2011), stressed that transitivity system develops old conception about transitivity and verb meaning. Halliday divided the system of transitivity or process types into six processes, namely: material, mental, relational, behavioral, verbal, and existential.

METHODS

The researcher compiled prominent broadsheets within 2017 which are The Philippine Daily Inquirer, Manila Bulletin, The Philippine Star, and The Manila Times. The researcher collated 100 sports articles from the stated sources and conducted a two-round random stratified sampling. Each of the sports articles selected was taken as one stratum to ensure that the newspapers all had equal opportunities to be selected as sample sports news. A total of 50 sample sports news were thus randomly selected from all the issues of the newspapers published in 2017.

RESULTS

A total of 507 verbs were identified across printed and online newspapers such as Philippine Daily Inquirer, Manila Bulletin, Manila Times, and Philippine Star and all the six process types categorized by Halliday (2008) were found to have occurred in these sources. On the whole, the material process was the most frequently used process type in the sports articles collection, with a total occurrence of 334 (65.88%), followed by the relational process (72, 14.20%), the existential process (48, 9.47%), the verbal process, and behavioral process (19, 3.75%) and the mental process (15, 2.96%) in descending order of occurrence frequencies.

DISCUSSIONS

The researcher's analysis revealed that the transitivity structure contributes to the realization of the stylistic features of being objective, accurate, factual, and informative in journalistic sports writing. Generally speaking, the dominant use of the material process (65.88%) objectively showed its journalistic meaning. The relational process (14.20%) served as the complements of the description of the material process and supplies the readers with the information needed to understand the story. Together, the percentages of the material process and the relational process account for more than 70% which just reflect the important features of objectivity and informativeness of a sports article.

KEYWORDS: Transitivity, material, mental, relational, behavioral, verbal, existential

SUBMISSION ID: R04A-QUEZON-0154

**Translated Subtitles Language Teaching Material (TSLTM): A
Revolutionized instructional Material in Teaching Critical Contents of
Physics 8**

John Cyrus Doblada & Xandra Lee P. Cervitillo, Manuel I. Santos Memorial
National High School

Abstract

INTRODUCTION

Mastery of the subject is one of the important products of the teaching-learning process. Different approaches and methodologies are used by teachers in their subject area to attain the required mastery. Improvement and selection of appropriate teaching materials or approaches and resources would comply with the needs of the individuals particularly the students in enhancing their comprehension skills and mastery level of the subject. The researchers have observed that poor substantial learning experiences are the reason for the students' low mastery level in Science. An effective instructional material tailored-fit to the level of the students must be integrated to address their needs. This study is focused on determining the effect of Translated Subtitles Language Teaching Material (TSLTM) in the students' performance on critical topics of Physics 8.

METHODS

This study utilized researcher-made instructional materials applying the concept of SUBTITLING. The instructional material was subjected to content and construct validation. The covered topics of the instructional material are Forces, Motion, Heat, and Temperature, and Electricity. This study utilized experimental design to determine whether Translated Subtitles Teaching Material (TSLTM) or the traditional instructional material provides better learning outcomes. Two (2) groups of respondents were purposively selected with the same mean gain performance in the diagnostic test administered at the start of S.Y. 2018 - 2019. Content and construct validated and item analyzed pretest and posttest was administered prior and after the utilization of TSLTM to the experimental group and traditional teaching material to the control group to determine the effect of the instructional materials to the learning of student-respondents.

RESULTS

Data were statistically analyzed using dependent t - test and independent t- test. The results showed that TSLTM significantly provides better learning as compared with traditional teaching material in Physics 8. This study shows that Translated Subtitles Language Teaching (TSLTM) material was proven to be effective and provide significant learning to students in the critical contents of Physics 8.

DISCUSSIONS

SUBTITLING was generally used for teaching English vocabulary. Published studies on the use of subtitles in teaching Science were very few. Based from the results, the instructional material (IM) of this study that uses mother tongue language (L1) that subtitled L2 (English) caters to the needs of students in comprehension, vocabulary, content mastery of the fundamental concepts of Physics which can be a basis of developing an innovative material in reaching other fields of Science.

KEYWORDS: Subtitling, L1, L2, Physics 8, instructional material

SUBMISSION ID: R04A-RIZALP-0428

Translation of Target Language to Mother tongue: Strategy Employed by Teachers in Implementing Mother tongue - Based instruction in A Multilingual Classroom Setting

Meriam E. Besinga, Teacher III

Abstract

INTRODUCTION

One of the latest developments in the Philippine Educational System is the Mother Tongue - Based Multilingual Education (MTB-MLE). The Barangay of Magroyong of San Miguel, Surigao del Sur, Philippines is considered as a home of many people from other barangays of the province and other provinces. A significant population of barangay people contributed to the diversity of the barangay's culture. The languages that are commonly spoken are Tagon-on, Surigaonon, Visayan, English, and Tagalog. Having different languages in the barangay has been a concern because it affects the learning of the pupils. Thus, this study explored the strategy employed by the teachers in implementing MTB-MLE.

METHODS

This study used the descriptive design in determining the problems encountered by the Kinder-Grade 3 teachers of Magroyong Elementary School in implementing the MTB - MLE. Six (6) teachers from Kindergarten - Grade 3 were chosen by the researcher based on purposive sampling. The researcher used survey questionnaires as the major data gathering instrument. The responses were tallied and treated using simple percentage.

RESULTS

Results show that 100% of the total respondents answered that they have encountered problems with the absence of books written in mother tongue. Most of respondents in the classroom setting found the translation of target language to mother tongue as the best strategy. Moreover, the applied strategies of Kinder-Grade 3 teachers in employing the MTB-MLE have an impact to the language development, cognitive development, academic development, and socio-cultural awareness.

DISCUSSIONS

The MTB-MLE in a multilingual setting reflected that the best strategy to apply is the translation of target language to mother tongue. Through this strategy employed by the teachers, they are able to effectively implement the use of MTB-MLE in helping their pupils acquire the necessary information and learning in the classroom. This innovative strategy help the pupils attain the maximum learning and helps build firm foundations, valuing, and developing the oral and written skills that young children bring to school without rushing literacy.

KEYWORDS: translation, Mother Tongue-Based Multilingual Education, multilingual classroom setting

SUBMISSION ID: R013-SURSUR-0280

Trash to Cash Project: Basis for An Eco-Friendly School

Emma Cantos, Department of Education

Abstract

INTRODUCTION

Waste has been almost scattered everywhere. School is one of the places where trash can be seen anywhere. It is a common problem of the institution that needs to be addressed. Moreover, the school must adopt certain policies which will promote cleanliness and zero-waste free environment. The researcher aims to diminish plastics and other non-biodegradable and recyclable wastes and turn them into cash which will fund the schools' different activities and programs. It is beneficial both for the environment and the people, especially among the pupils to be able to properly segregate waste.

METHODS

The study utilized descriptive-qualitative design in which data are gathered through face-to-face interviews and collating related documents that will provide the detailed implementation of the 'Trash-to-Cash Program. The respondents were YES-O Advisers, officers, and members. They were interviewed in groups and were given chances to give their insights about the project.

RESULTS

Trash-to-Cash Project is one way to earn money through selling recyclable wastes and at the same time, participate in conserving the nature. Trash were collected and separated accordingly. This project has given certain benefits since it was implemented with specific goal and purpose. There is a project implementation plan which provides step by step process in making TRASH-to-CASH Project possible.

DISCUSSIONS

TRASH to CASH Project seemingly needs support and continuous cycle so as to have an effective way of gathering funds and participation in the Proper Solid Waste Management and Disposal campaign. This project must also be improved.

KEYWORDS: trash, recyclable, waste, management, environment, campaign

SUBMISSION ID: R04A-BATANP-2020

Trends, Practices, Challenges, and Opportunities for 21st Century Leaders and Educators

Arlyn Cabrera, Department of Education

Abstract

INTRODUCTION

Republic Act No. 9155 also known as principle of shared governance recognizes that every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and for which it is principally accountable for outcomes; the process of democratic consultation shall be observed in the decision-making process at appropriate levels, developing the school education program and school improvement plan, offering educational programs, projects and services which provide equitable opportunities for all learners in the community, introducing new and innovative modes of instruction to achieve higher learning outcomes, and administering and managing all personnel, physical, and fiscal resources of the school.

METHODS

The researcher utilized the descriptive research method in this study because the objective was to describe systematically the trends and practices, challenges, and opportunities of 21st century leaders and educators. The researcher administered questionnaires. The questionnaire contained statements concerning challenges and opportunities in terms of leadership, curriculum content, learners' diversity, community linkages, personal, and professional growth and Information and Communication Technology and extent to the trends and practices in term of decision making, problem solving adaptability, critical thinking, and creativity. The questionnaire stands the test of reliability and validity by pretesting, it was administered on a sample respondent to check their understanding of the questions. After the 100 percent of the respondent retrieved of the questionnaire from the public school teachers and leaders, the data were tallied and presented in tables and interpreted.

RESULTS

Based on the findings on the level of the respondents' ways of meeting challenges and opportunities in terms of leadership, curriculum content, diversity of learners, community linkages, personal and professional development, and information and communication technology, leaders and educators can cope with the challenges and demands, however, they must utilize their opportunities as 21st century leaders and educators. It was also found that there was a significant relationship between the level of challenges and opportunities in terms of leadership, curriculum content, diversity of learners, community linkages, personal and professional development, and information and communication and level of trends and practices in terms of decision making, problem solving, adaptability, critical thinking, and creativity.

DISCUSSIONS

One of the expected results or outputs of this research is to determine the trends, practices, challenges, and opportunities for 21st century leaders and educators. Through this research, prolific information and insights from related literature and studies can motivate teachers and education leaders to build and sustain the component of successful leaders and educators, furthermore opportunities must be utilized to enhance the current trends and practices that address the 21st century demands, enhancement of their 21st century skills are essential to further develop learners with 21st century skills and produce leaders that can compete in global context. The quality of leaders and educators determines the quality of education and linked with nation's development.

KEYWORDS: 21st Century Leaders and Educators

SUBMISSION ID: R04A-LAGUNA-0314

**Tributaries Factors Affecting the Reading Skills of Grade V Pupils at
Flaviano-Pelagia Pantoja MES**

Ma. Lourdes Alindugan, Department of Education

Abstract

INTRODUCTION

A teacher teaching English will definitely tackle grammar skills, vocabulary, conversation, listening skills, writing, pronunciation, and reading. Being a master teacher, the researcher has been thinking of reasons for the difficulty of pupils in learning English. The researcher observed that the student performance in the second language acquisition is affected by certain factors starting from the lesson itself and the degree of difficulty down to teachers and teaching methods.

METHODS

Descriptive method of research was used; the main instrument used in this study was a researcher-made questionnaire. This questionnaire was bound to determine the difficulties and the causes of these difficulties by forty (40) Grade Five pupils of Flaviano Pelagia Pantoja Memorial Elementary School. The questionnaires were retrieved, tabulated, and tallied and thereafter treated with the appropriate statistical tools.

RESULTS

First in rank was sounding off difficult words. This has something to do with the competencies learned in the primary school wherein the pupils should have gained the skill. Second was understanding difficult words when reading which showed the low vocabulary that the Grade Five pupils possess in this level. Grammatical structure of sentences was third which revealed the underdeveloped skill in grammar. Of course, low vocabulary meant difficulty in understanding narratives and giving conclusions to what is being read. Finally, word etymology and structural analysis go hand in hand with spelling competencies.

DISCUSSIONS

The difficulties of Grade Five pupils in Learning English were found in sounding off and understanding difficult words, low vocabulary, grammatical structure of sentences and underdeveloped skill in grammar, word etymology and spelling. Causes of difficulties included underdeveloped vocabulary, low reading ability, pupil absenteeism, pupil attitude in English, and disruptive behavior of classmates and lack of instructional materials. A supplement material in teaching English was proposed by the researcher.

KEYWORDS: etymology, disruptive, acquisition

SUBMISSION ID: R04A-BATANC-0547

Triple Tas: Enhancement Learning of Communication Skills of the Grade 11-TVL Students of Maddela Comprehensive High School

Precious M. Barrientos, Department of Education

Abstract

INTRODUCTION

The Filipino languages have been influenced by other language groups throughout history. As it evolves, it shall be further developed and enriched on the basis of existing Philippine and other languages. Triple TAS is an intervention which focuses on the improvement of communication skills of the students of Grade 11-TVL of Maddela Comprehensive Senior High School.

METHODS

A descriptive-quantitative research design was employed in this study wherein the statistical tools used in the analysis of data were Mean and Standard Deviation, Paired Samples t- Test and Eta-squared. Mean and standard deviation were used in determining the pretest and posttest scores of the participants while Paired Samples t-Test was used to determine significant difference in the scores of participants before and after the implementation of the intervention: Triple TAS. The intervention was applied for the ETA squared to find out the effect size of the intervention to the science achievement of the participants. The participants were chosen through purposive sampling. There were 74 Grade 11 participants.

RESULTS

Based on findings, there was an increase in the mean score of the participants from pretest to posttest after the implementation of the Triple TAS as an intervention in teaching Filipino language skills. The intervention was effective in improving the communication skills of the participants. Thus, this intervention is recommended for use in Filipino subjects.

DISCUSSIONS

The results manifested that the Triple TAS as an intervention in teaching Filipino was effective in improving the communication skills of the participants. Hence, the researcher recommends that there should be an intensified utilization of the intervention in Filipino instruction. Further, it should be adopted as one of the teaching strategies in teaching all subjects and parallel studies that will employ bigger sample and experimental research design to validate its findings should be conducted.

KEYWORDS: Triple TAS, language skills

SUBMISSION ID: R002-QUIRIN-0084

**TriQuBe as A Remediation to Mathematics Problem of Grade Three Pupils
in Tapia Elementary School**

Dolores San Jose, Department of Education - Tanauan

Abstract

INTRODUCTION

This action research is intended to remediate the problem of low performing and non-numerate learners in Mathematics. Most of the grade three pupils' attitudes toward Mathematics in daily lessons revealed that they need special attention. They were identified mostly as non-numerates. For this situation, the proponents decided to implement the Trio Quiz Bee (TriQuBe) to improve the performance of the pupils and at the same time change the negative attitudes into a positive one towards the subject.

METHODS

This research employed the survey and the experimental method. It also provided original data on Mathematics pretest, first, and second quarterly tests.

RESULTS

The results show there is a great positive effect of TriQuBe with rewards in the learners' performance and attitude. The activity has enhanced the performance of the pupils in Mathematics. Math problems in grade three were resolved and 100% class participation was met through this active learning approach. It motivated them well to study and learn with enthusiasm in Mathematics classes. Their performance and behavior in this learning area thoroughly changed and contributed a better understanding of the lessons resulted in numeracy.

DISCUSSIONS

This research was planned and implemented for the enhancement of performance and participation of the learners in Mathematics class. This study provides intervention activities that can enhance the confidence, enthusiasm, participation, ability, and interest of the pupils in teaching and learning Mathematics. It remediated immediately the problems in Mathematics as they occur to make teaching strategies be effective to the learners. As recommended, integration of Trio Quiz Bee and giving rewards as an alternative in teaching is an innovation that must be supported and shared with colleagues.

KEYWORDS: TriQuBe, crises, non-numerates

SUBMISSION ID: R04A-TANAUA-0036

**Translation Method in Teaching English as Second Language and as
Medium of instruction in Other Learning Areas involving the
Heterogeneous Classes**

Lhea Pacada, Norlyn Mae Legua, & Shiela Mae Asadon, Department of Education
- Cavite City

Abstract

INTRODUCTION

Translation can play a valuable role at all, but the lowest levels of student competence, and that the skill of translating should be developed as an integral part of the language learning program. The use of translation for the purposes of language teaching is associated with the Grammar-Translation Method. It is observed that when teachers translate the text from English to Filipino, the learners find it easier to understand the lesson giving them confidence to continue learning. This inspired the researchers to conduct this kind of study in Julian R. Felipe Elementary School in Cavite City.

METHODS

The descriptive research design was used with the qualitative and quantitative research designs too. The respondents were divided into two (2) groups, the selected JFES teachers and the heterogeneous classes in Grade VI. The survey method and the fishbowl technique were utilized in selecting the respondents. Survey method was used. The questionnaire was given personally with a few sent online. Pretest and posttest were administered to get the mean and standard deviation. Tables and graphs for data analysis were considered.

RESULTS

JFES teachers use Translation Method in teaching when the need arises.
Teachers find the method quite useful and helpful in teaching the heterogenous children.

DISCUSSIONS

There were thirty (30) teacher-respondents. Pupil-respondents were forty (40), twenty (20) for English and another twenty (20) for other learning area, Science specifically. They came from the heterogeneous classes in Grade VI of the afternoon session. The use of translation method in teaching English as a second language and as a medium of instruction in other learning areas is found to be effective. The reasons for using translation method in teaching English include getting low test results regularly, inability to express ideas well and failure to participate in the classroom activities confidently. For practical implication, translation method enables pupils to develop self-confidence in trying to express themselves in English. Other action research encourages the use of straight English in teaching which creates fear among the children.

KEYWORDS: translation method, teaching English, second language, medium of instruction, heterogenous, learning areas, English, Science

SUBMISSION ID: R04A-CAVITC-0126

**Trust-Mistrust Relationship of Pupils to Teachers as A Factor in Eliciting
Maximum Pupil Participation: Basis in Crafting A Program for Teachers'
Personality and Professional Development**

Marilyn P. Gatinao & Rachel Anne B. Mateo, Department of Education

Abstract

INTRODUCTION

Classroom participation plays a vital role in the success of the teaching and learning process. K to 12 Curriculum emphasizes the need to provide meaningful activities for the pupil; however, some tend to misbehave even if teachers are firm in classroom discipline. The researchers attribute such misbehaviors to the feeling of trust or mistrust of pupils to teachers. The effect of this trust-mistrust relationship of pupils to teachers as a factor in eliciting maximum classroom participation is the basis for crafting a program for teacher's personality and professional development.

METHODS

This study utilized the quantitative descriptive design administered to 10 selected teachers and 52 randomly picked pupils of KCES

II. The results were gathered from classroom observations for teachers then survey questionnaires and focus group discussions for pupils. The FGD was analyzed to decode the meaning and to determine emergent themes. Triangulation was done to compare all the gathered data.

RESULTS

The results of the classroom observation showed that teachers can manage the class well because they facilitate effective teaching- learning process. They provide healthy teacher-student relationship. The answers of the pupils showed that they prefer a teacher who has mastery in subject matter and possesses pleasing personality. However, they have shared that the tendency to shout and inflict pain to pupils are practiced by some of their teachers making them feel nervous. This shows that the reaction of the teacher in eliciting classroom participation has an impact on the feelings of the pupils during discussion. When asked to rate how much they trust their teachers with 10 being the highest, 26 of the respondents chose 10 to describe the extent of their trust to their teachers. The results suggest that the respondents feel safe around their teachers despite the negative experiences.

DISCUSSIONS

Triangulation was made to validate data and avoid biases. In the FGD, the pupils emphasized understanding the reasons why they are scolded in class. Respondents still trust their teachers despite identified negative traits. It can be recommended that support services like personality/professional training-workshops for teachers. As an action, the researchers crafted a program coined as "Teachers: IDOLO (Involved in Developing Outstanding Learning Outcomes)" to develop the personality and professional traits of the teachers.

KEYWORDS: classroom misbehavior, misbehaving pupils

SUBMISSION ID: R012-KORONA-0016

Tsinelas Mo, Sagot Ko: A School Pamaskong Handog Program to Less Fortunate Pupils

Mary Decine U. Cubero
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

Some Schools provide programs for the needy to bring hope and joy to the pupils. Patong Elementary School Supreme Pupils Government (SPG) made a program to cater to pupils with this issue through "Tsinelas Mo, Sagot Ko" with the help of their SPG Adviser. SPG Officers solicited any amount from our Barangay Officials, OFWs, Patong Elementary School Alumni, and other Stakeholders to make this program realized. As observed, pupils have low self-esteem with their classmates, lack of self-confidence they don't easily mingle with their classmates especially during playtime because of their defective slippers.

METHODS

In this study the researcher employed a quantitative method of research to provide data behaviors of the grade five pupils with defective slippers. After the accurate informative data gathering procedure, data collected were organized, analyzed and properly interpreted.

RESULTS

As a result, the identified pupils with defective slippers improved self-confidence, pupils become now sociable, they can play freely with their peers through "Tsinelas Mo, Sagot Ko." A School Pamaskong Handog program for less fortunate pupils.

DISCUSSIONS

Based on the findings of this study, the researcher concludes that defective slippers may affect the individual behavior based on the tally sheet observed by the researcher.

KEYWORDS: Tsinelas Mo, Sagot Ko, School Pamasko Program, Less Fortunate Pupils

SUBMISSION ID: R013-SURSUR-0183

Turmeric Ointment: A Science investigatory Project

Alma Penales, Teacher

Abstract

INTRODUCTION

Many insects bite or sting, and the bites of common bugs like mosquitoes, mites, and fleas are itchy and uncomfortable, although they are usually harmless. But some bites and stings, like those from fire ants, wasps, hornets, and bees, may cause intense pain or even an allergic reaction. Others, like poisonous spider bites, require immediate emergency medical care. These creatures are playing important roles in the ecosystem. We cannot remove them in our surrounding because their existence has a significant role that other living things need. Insects are helpful in the ecosystem, when remove them in our environment something harsh may happen in our world, but how can we deal with them?

METHODS

The researcher made an experiment that tried to make a useful ointment through the use of Turmeric. Turmeric (*Curcuma Longa*) or Yellow Ginger ointment can lessen the itchiness and cure blisters from mosquito bites. This was made through extraction of yellow ginger and Thai basil leaves, liquefying petroleum jelly and olive oil, mixing the substance, and applying it on mosquito bite. To test the its effectiveness, the researcher applied it on the skin of the five (5) pupils and the bites were healed after three (3) days. The study was verified to some of the pupils of Sicut Elementary School in Sikat, Alfonso, Cavite from February 2017 to middle of July 2018 with mosquito bites. The study was about ginger ointment that can treat mosquito bites.

RESULTS

Upon application of the substance, the results of the mixture 1 has the shortest time in which the mosquito bite cured followed by mixture 2 and mixture 3 as the last. This means that mixture 1 is the most effective in curing the itchiness and redness of mosquito bite. It was observed that itchiness on the skin was first disappear upon application of the three mixtures. It was noted that the amount of ginger extract used in mixture 1 has the greatest contribution in curing the mosquito bite because the turmeric (*curcuma longa*) or yellow ginger is high in gingerol, a substance with powerful anti-inflammatory and antioxidant properties.

DISCUSSIONS

After the experiment and investigation, the researcher discovered that Mixture 1 of turmeric or yellow ginger is the most effective in curing mosquito bite. The effectiveness was answerable by the greater amount of turmeric extract in mixture 1. It was also found that the application of the ointment to the skin has no harmful effects.

KEYWORDS: yellow ginger, science investigatory, turmeric, ointment

SUBMISSION ID: R04A-CAVITP-1316

Twelve Thirty Habit: A Positive Reinforcement intervention to Lessen Absenteeism in Primary Level in Sta. Maria Magdalena Elementary School

Apolonia Fajot, Elizabeth Alimon, & Simonette Manalo, Department of Education - San Pablo

Abstract

INTRODUCTION

Absenteeism can affect the productivity of the school environment as well as the academic and career success of students. It is an international issue affecting most primary schools. The researchers aimed to determine whether a positive reinforcement intervention of twelve thirty habit in primary Grade level could be effective in addressing chronic absenteeism in the school. Ideally, this intervention could help students, teachers and community to be more successful and keep the school in good standing and success.

METHODS

The study was a descriptive research design wherein the 'TWELVE THIRTY HABIT' program was implemented using the Phil-IRI reading tools. Other learning reading materials were also used to examine the possible relation to lessen the percentage number of absenteeism caused by students at risk with reading disabilities. Simple descriptive statistics were employed such as frequency, mean, and standard deviation to determine and analyze the data. The respondents of the study were 30 elementary pupils in the primary level in the public elementary school of Sta. Maria Magdalena Elementary School. The students were enrolled during the school year 2016-2017.

RESULTS

Big changes in absenteeism rates indicate the possible effectiveness of the reinforcement intervention in addressing absenteeism using the Twelve Thirty Habit reading intervention from Grade 1 to Grade 3 elementary level. Over the span of the six months' process intervention, absenteeism rates decreased in chronically absent students from an average of 11 percent to 4 percent. The mean scores in the pre-test and post-test of the respondent increased from 4.7 to 7.56 with standard deviation of 0.94 and 0.86, respectively. This may imply that the ability to read competently, more importantly, the enjoyment of reading has implications to a pupil's academic success. Less risky behavior of absenteeism and higher levels of motivation towards school will be more practice among pupils.

DISCUSSIONS

Cooperation between the school and the family should be maintained and the awareness of families regarding the attendance at school should be raised. Causes of absenteeism should be determined on the basis of school and individual, and solutions should be provided accordingly. Regarding solutions, rather than sanctions for punishment, precautions aiming at counseling services should be prioritized. Students should be provided opportunities to realize themselves, their failure should be tried to be prevented.

KEYWORDS: TWELVE THIRTY HABIT, REINFORCEMENT, ABSENTEEISM, PRIMARY LEVEL, INTERVENTION, TOOLS, ENVIRONMENT, READING ASSESSMENT

SUBMISSION ID: R04A-SANPAB-0075

Two-Levels of Relationship in the Mathematics instruction for Senior High School

Susan Ignacio, Department of Education - Tanauan City

Abstract

INTRODUCTION

This study determined the two levels of relationships in the Mathematics instruction for the Senior High School students. It attempted to determine the learning adversities in Mathematics in terms of the profile, achievement, and attitude of Senior High School students. Learning adversities center on three main barriers: systemic, societal, and pedagogical. These identified barriers are believed to be among the factors affecting learning in Mathematics. It aimed to help teachers understand the problems of students when dealing with Mathematics. Also, it could help students realize their adversities and evaluate themselves on how they could improve in the Mathematics course

METHODS

Descriptive survey was used to determine the learning adversities from students' profile, achievements and attitudes in Mathematics. This was used to establish relationships that exists, processes ongoing, and effects that are felt. It was to find significant relationship between learning adversity and profile, Mathematics attitude and achievement. Respondents were Senior High School students from 2 tracks namely, Academic and TVL. The entire population was sampled to gauge reliable and credible survey results.

RESULTS

Respondents had a positive attitude towards Mathematics. Both systemic and pedagogical adversities have great impact on the students while societal have not much. Significant relationships existed between Mathematics achievement and the profile of the respondents. All computed values indicate no significant relationship between students' profile and attitude towards Mathematics and learning adversities. Attitude towards Mathematics is a predictor of Mathematics achievement. Among the profile of the student-respondents, only age and gender were found to be significantly related with the learning adversities of the students while track and strand has no significance. There was a significant relationship between Mathematics achievement and learning adversities.

DISCUSSIONS

Profile of the respondents has an effect on the Mathematics achievement of students. Students have diverse attitude towards Mathematics. The higher the Mathematics achievement, the more positive the attitude in Mathematics is. The higher the Mathematics achievement, the lower the learning adversity is. Mathematics achievement and attitude of students towards Mathematics have no significant relation with the learning adversities in Mathematics.

KEYWORDS: mathematics, levels of relationship, mathematics instruction, senior high school

SUBMISSION ID: R04A-TANAUA-0179

Typology of Deviant Behaviors among Teachers and its Implications to School Management on Emerging Trends

Jay-Ann Mendoza

Abstract

INTRODUCTION

Teachers sometimes behave contrary to the expectations and norms of the organization. In workplace deviance, employees consciously violate the rules of the organization, which, in turn, has the potential to negatively affect the organization itself, its members, or both. Workplace deviance, depending on the type of the behavior, is categorized into two dimensions: organizational deviance and deviance between individuals. Teachers' deviant behaviors, by breaking school rules or interpersonal relationships, may harm the school and the students. Therefore, it is important to identify and prevent such deviant behaviors. The study aimed to describe the deviant behaviors committed by the teachers for the past three years in a selected school in Sto. Tomas, Batangas.

METHODS

The study utilized the descriptive method of research. The respondents were eighty teachers from Sto. Tomas, Batangas who were identified to have deviant behaviors recorded in the past. Data were gathered through a documentary analysis of the record, as well as by interview conducted to them. Percentage computation was used to determine the answers to the questions from the documents analyzed.

RESULTS

There were 9 or 11 percent of the teachers pretending to be ill. 25 or 31 percent of the teachers came late to class, 27 or 34 percent of the teachers were being disrespectful to superiors and co-workers, 19 or 24 percent of the teachers were violating defamation of students like reprimanding, scolding, etcetera, and 21 or 26 percent of the teachers were misinforming parents.

DISCUSSIONS

The following are the recommendations of the study: the school principals should do something to address the deviant behaviors committed by the teachers towards the school, towards work, towards co-workers, towards students, and towards parents in order to prevent them from becoming a habit among the teachers. They need to train and study the proper handling of the challenges they face when dealing with teachers' deviant behaviors that included political interference, lack of support by supervisors, teachers are influential, and inappropriate knowledge on the part of the principal in the management of discipline. The principals should correct the image of the school climate to the community by inviting all the stakeholders to improve the misunderstanding among teachers, thereby stopping the disruptive behaviors of the teachers. The use of the school-based program developed to address the identified deviant behaviors of teachers should be considered.

KEYWORDS: typology, deviant, defamation

SUBMISSION ID: R04A-BATANP-0714

Typology of Reading Strategies and Academic Performance of Senior High School Students

Presminda Leornas, Laiya NHS

Abstract

INTRODUCTION

In the case of senior high school, being an English teacher, it is observed that most of Grade 11 students are poor in reading. Specifically, they are not good in comprehension, understanding, reasoning, and analysis because they lack the confidence in expressing themselves in straight English and possess limited knowledge and ideas regarding the correct use of the English language in the classroom. It was also found out that some topics and lessons that are prescribed for the teaching of the English subject are sometimes irrelevant and inappropriate, as a result the interest and individual needs of the students using this teaching materials are not being addressed.

METHODS

This study used a descriptive method of research. It made use of the sample of three hundred seventy-four (374) Grade 11 students using the Slovin's Formula with five percent margin of error and fifty (50) total population of English teachers as the main respondents in English courses from different schools in Area III, Division of Batangas. Selected students were picked using a fish bowl technique or with the support of their teachers, they were randomly chosen from the class. English teachers provided the students' grades in reading in English during the documentary survey. Focus group discussion and interview were also used in this study.

RESULTS

The reading performance of senior high school students are not high nor low. The teachers determined that students seldom use the typology of reading strategies. The teachers assessed that the attitudes (cognitive, affective, and conative) and behavior of the students are high; that the attitudes and behavior of the students towards typology of reading strategies have no significant relationship, and a module for reading was prepared.

DISCUSSIONS

The results demonstrate that the reading instructor or teacher may strengthen the reading program that can help increase the reading performance and proficiency of the students. An experimental study, like introducing approach or strategy can be made in the future to certainly determine the needs for reading, as well as the requirements to increase the level of reading performance, proficiency, and comprehension of senior high school students.

KEYWORDS: typology, reading, strategies, academic, performance, module

SUBMISSION ID: R04A-BATANP-0066

ULBS: An Effective intervention to increase the Achievement Level of Low Performing Grade 11 Students in Earth Science for School Year 2016-2017

Jacqueline Ureta, Department of Education

Abstract

INTRODUCTION

Cavite National Science High School as a Regional Science High School has a mandate of producing Science inclined students who will become Science professionals in the future. In line with this, a Science, Technology, Engineering and Mathematics (STEM) track was integrated in the system. It is expected that STEM students excel in Science subjects. The main purpose of this research study was to determine the effect of the Upper-Lower Buddy System (ULBS) on the performance level in terms of post-test and quarter grades of selected grade 11 students in Earth Science after a quarter.

METHODS

Twenty-eight students (28) were subjected to ULBS belonging to the top 14 and bottom 14 of the class. The study made use of one shot case study research design. Paired mentoring/ tutorials on the lessons tackled were conducted for a quarter. Monitoring was also done by the teacher. Incentive grades were given to the upper buddy when the lower buddy showed increase in his/her performance outputs. The outcome of the intervention was measured in terms of post-test scores and quarter grades in the subject.

RESULTS

After subjecting the students to ULBS, the post-test scores of the lower buddies had obtained a mean of 58.50 and a standard deviation of 5.39. All 14 students belonging to the lower buddies got a score above 50% in the test. The highest score is 60% while the lowest score is 52%. Parallel to this, quarter grades of the bottom 14 had a mean of 89.29 and a standard deviation of 1.38. All the lower buddies achieved a grade above 85 which is the grade requirement for Science in RSHS curriculum. The highest grade was 91 and the lowest grade was 86. This indicates that they learned from the intervention utilized in developing mastery of concepts in Earth Science with the aid of ULBS. Furthermore, a low standard deviation shows that the data are clustered closely around the mean; thus, more reliable in terms of post-test scores and quarter grades.

DISCUSSIONS

The findings showed that ULBS was utilized to improve performance of students and reach the target grade for Science. It is recommended to apply the ULBS in improving the performance level of the relatively low performing students using pre-test, post-test, experimental design. Ethical issues such as consultation with parents and parental consent of respondents are also recommended for full implementation.

KEYWORDS: Upper-Lower Buddy System (ULBS), Achievement Level, Quarter Grades

SUBMISSION ID: R04A-CAVITP-0771

UMALOHOKAN: An Alternative Method to Messenger App for Disseminating information in San Pascual Senior High School 1

Feejay A. Dimaculangan & Kimberly B. Alda, San Pascual Senior High School 1

Abstract

INTRODUCTION

There is no denying the importance of communication in the workplace, considering the fact that in an organization people belonging to different social and professional backgrounds come together to work for the same goals. Often it is seen that administrators do not realize the importance of communication at work and thus do not convey their ideas, organizational goals, vision, etc. very clearly. The researchers opted to conduct this research to determine the extent of utilization of the messenger app as a tool for disseminating information, to identify the challenges that teachers are experiencing as regards disseminating information and to propose alternative tools or methods for disseminating information in San Pascual Senior High School 1.

METHODS

The descriptive-survey method used in this study. The researchers used questionnaires, observations, and interviews for this study. The respondents of this study are the 40 permanent and probationary teachers of San Pascual Senior High School 1 hired during its first year of implementation up to present. They are also the teachers who are members of the group chat with the name SPSHS1 official VERSION 2.0 in the messenger app.

RESULTS

It was revealed in this study that most of the information disseminated, during the conduct of the study, using the messenger app are updates, reminders, uploaded files, and appreciation of gratitude for launching school activities and programs like Brigada Eskwela, PTA meeting among others. Meanwhile, the extent of utilization of the messenger app as a tool for disseminating information in terms of accessibility is less, in terms of functionality is less, and in terms of user - friendliness is also less. Over all, the utilization of messenger app in San Pascual Senior High School 1 has a less extent. Furthermore, it was found out that teachers met the following problems in using the messenger app: indirect target, time of receipt, incomplete details, limited access, missed information, no app, back reading, noncompliance, and informality.

DISCUSSIONS

The results of this study, both quantitative and qualitative, served as bases for proposing an alternative method in disseminating information - the UMALOHOKAN method. This method aims to develop more intimate connection with the faculty and staff to create more personal communication rather than a modern way of information dissemination which conveys a lot of meaning yet not meaningful.

KEYWORDS: information dissemination, messenger app, utilization, accessibility, functionality, user - friendliness, challenges, method

SUBMISSION ID: R04A-BATANP-2181

**Underdeveloped Noting Details Skills of Grade Six Pupils of Locloc
Elementary School Basis for Reading interventions Strategies**

Russelle Masangcay, Bauan DARES

Abstract

INTRODUCTION

It is a fact that reading is the basic skill that every pupil should learn. It is important that every individual should know what he or she is reading. If ever one does not understand the content of the text he is reading, then all of the knowledge and other opportunities in learning become difficult. This is always the reason why pupils fail in the Phil IRI given by the teachers at the beginning of the school year. That is why it is necessary and a must to develop noting details skills of pupils to enhance the pupils' ability in reading comprehension.

METHODS

A descriptive qualitative research design was used which aims to identify the best intervention strategies to utilize by teachers of Locloc ES in order to uplift or enhance the pupils' abilities in reading most specially in noting details. In this research, subject of the study is the grade six pupils who are identified based on the following criteria: a. frustrated reader b. instructional reader c. independent reader. To determine the level of understanding on noting details the researcher will use the PHIL IRI results. Data were collected and analyzed to effectively raise the reading ability of children in understanding the reading passages.

RESULTS

This research was to identify the strategies and best interventions to develop the skills in noting details which included understanding of the who, the what, the why, and how of the selection. Interventions, activities, and remediation were conducted as perceived solutions to the problem. Parents Assembly or Focus Group Discussion was done to seek their assistance on how to improve the poor pupils' performance in English, specifically in noting details. Enrichment Exercises or Drills were given and different interventions were applied in order to determine the effective strategies used to obtain the high level of reading skill, specifically the noting details. The findings of the study showed that 83% are independent readers compared to 0% independent reader in PHIL IRI pretest. It was interesting to note that the percentage of the pupils increases in terms of reading independently.

DISCUSSIONS

The results demonstrate that there is a need to know the level of understanding of the pupils about the story to identify the common difficulties/problems that pupils encounter while reading story and to apply the different strategies by the teachers to strengthen the understanding of pupils about the story also to evaluate the effectiveness of the teaching strategies used by the teachers.

KEYWORDS: interventions, performance, assessments, strategies, innovations

SUBMISSION ID: R04A-BATANP-1671

Understanding I-Gen: Perspective of Modern Generation

Jayvee Olayta, Department of Education - Rizal, Arinda Elementary School

Abstract

INTRODUCTION

Different generations have different perspectives which were affected by various aspects such as economic status, norms, family orientation, political, and the social context as a whole. Oftentimes, people would conceptualize that nowadays learners are millennial (Generation Y). However, most of the classrooms were filled of the New Generation. Based on the misconceptions with regard to this generation, the researcher urged to work on this research and to give useful information on how to deal with them. This study aimed to understand I- Generation (Generation Z- Mid 1995 up-to-present) of Arinda Elementary School and their perspectives in terms of Social and Educational practices.

METHODS

The researcher utilized qualitative approach. The respondents were randomly selected from intermediate level and whose ages fall from 1996-up-to-present. Interview and observation were conducted between the researcher and the learners. After the interview, the researcher analyzed the data, compared it to the observation, and lastly generalized it against the existing research.

RESULTS

Most of the respondents were engaged in social media like Facebook, Youtube, and Instagram while the remaining small portions were still not fully engaged yet knowledgeable. Large portions were interested in making new projects like vlogs, blogs, infographics and social media pictures and no longer interested in dioramas, book reports, and letter-making. Time consumed by the I-Gen was widely spent in browsing social media rather than reading books.

DISCUSSIONS

The results strongly demonstrate that Millennial and I-Gen are completely different in terms of Social and Educational perspectives. The latter generation is more engaged with the use of Internet and likely to do more if social media was involved. Hence, the results also show that learners were no longer interested in making dioramas, book reports and letter-making as they find them boring. However, the researcher also recommends to conduct more relevant researches to fully understand the big picture of the behavior and characteristics of modern generation.

KEYWORDS: Generation Z, I-Generation, Social Media, Educational Practices

SUBMISSION ID: R04A-RIZALP-0349

Understanding the Anxiety Level of Rural School Teachers: Basis for Anxiety Management Model

Hazel Almendras

Abstract

INTRODUCTION

Teachers' anxiety is a complex emotional and affective state which is associated with feelings of uneasiness, self-doubt, and apprehension. Teachers may perceive considerable levels of anxiety in teaching settings outside the classroom. The size of the school, the number of pupils, and the teaching assignment are contextual factors which may create anxiety to the teachers. In this study, the factors affecting teachers' anxiety were identified and formed basis for anxiety management model.

METHODS

The study utilized mixed method research design. Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research. The researcher responded to the following sub-questions using the assessment on the factors that may contribute to teacher's anxiety and the standardized questionnaire, the State-Trait Anxiety Inventory. The respondents of the study were teachers from selected public elementary school in the District of Talisay, Batangas during the school year 2016- 2017.

RESULTS

The data shows that the teachers' performance rating in IPCRF was 4.30 with a verbal interpretation of "Very Satisfactory". In the State-Trait Anxiety Inventory, it is significant to note that most of the respondents have the percentage belonging to above normal /very high level of anxiety, with 73 or 75.26%. A-Trait Anxiety finding shows that most of the teacher-respondents anxiety level belong to below normal or low with frequency of 56 or 57.73 %; while only 14 or 14.44% belong to above normal or very high level of anxiety. Further t-test revealed a t-value of 2.508 which was greater than the critical tabular t-value of 0.241.

DISCUSSIONS

Theoretically this would allow the teachers to develop resistance to teaching anxiety. Ideally, it would help them cope with the factors that might lead to anxiety and ultimately to their choice to leave the teaching profession altogether. In this way, the model appears to be a potentially valuable instrument that teachers could utilize and use in their teaching careers. The study further proposed implementation of the model on anxiety, to increase cooperation with the school through participation in the Parent-Teachers Association with the hope that parents can be of help to the teachers in their journey of providing quality education to participate in all activities that and will definitely resulted to a more inspiring mission of vocation of guiding the student's future.

KEYWORDS: anxiety, performance, threatening, self-confidence, apprehension, resistance, multi-tasking

SUBMISSION ID: R04A-BATANP-1672

Understanding the Grade 12 Senior High School Learners through indulging into their Written Journals

Helen Grace Ragus, Fernando Air Base Integrated National High School

Abstract

INTRODUCTION

Getting to know the learners may seem like a big task for a teacher, but it is an effective way to tailor fit appropriate classroom strategies that will ensure learning. Understanding our learners is an important aspect of effective teaching-learning process. It is crucial in designing and tailoring appropriate intervention plans for the students who need further guidance. Recognizing the vitality of this principle, the researcher conducted this study which aims to understand the Grade 12 senior high school students by looking at their written journals. Specifically, it answered the following questions: (1) What are usual contents of Grade 12 students' journal; (2) What are the opportunities for improvement derived from the first question; and (3) based on the findings, what intervention plan can be proposed.

METHODS

The study made use of content analysis as the research design. Written journals of the learners were analyzed.

RESULTS

It was found out that the usual journal contents of Grade 12 learners range from school environment, home environment, relationship, personal issues, future plans, and dreams. Digging deeper into the identified contents, the researcher found out that there are points which call for immediate action. These include the learners' suicidal tendency due to their stressful perception of school and home environment, low self-esteem, and early intimate relationship.

DISCUSSIONS

With the identified opportunities for improvement, the researcher came up with an intervention plan containing the issues and concerns to be addressed, the proposed action, the people involved, and the time frame.

KEYWORDS: understanding learners, journal

SUBMISSION ID: R04A-LIPAC1-0242

Understanding the Values of Filipino Zentennials

Gerald Don Galupo, Aldea Elementary School

Abstract

INTRODUCTION

The study focused on the Filipino values system of zentennials. Filipino values system is the way of people live their life as an influence of one's culture. And just when people are starting to understand millenials, there's a brand- new cohort: Generation Z, also known as Zentennials, Post- Millennials or iGeneration, are kids born in 2000 or later. Given all the changes and the many problems brought by about the changes, there are fears of how the values system in the Philippines can survive in the modern society and the transition of new generation.

METHODS

Action research was utilized in the conduct of the study. The respondents were the Grade 6 - Diamond pupils of Aldea Elementary School. The researchers made questionnaire checklist which was used as the main instrument in gathering the needed data. The researcher determined the Filipino values system of zentennials through the use of weighted mean.

RESULTS

The values of the Filipino zentennials were identified and ranked. Expressing Po at Opo ranked first with 3.95% followed by Pakikisama with 3.88%. Next in line, Paggalang sa Nakatatanda with 3.68%. Fourth in rank, having close family ties with 3.66%. Fifth in rank, celebrating events in a fiesta grande with 3.60%. Sixth, having Hiya with 3.46%. Meanwhile both Bayanihan and Hospitality ranked in 7.5th with 3.32% . On the other hand, self- esteem or Amor Propio ranked 9th with 3.17%. Expressing depth of gratitude or Utang na Loob ranked 10th with 3.12%. In the 11th rank, Bahala Na with 3.02%. Being submissive or value of submissiveness ranked 12th with 2.98%. Ningas Cogon in the 13th and Maññana habit in the last rank.

DISCUSSIONS

Despite the trend in technology, the Filipino zentennials still express and pay respect to the elders through Po at Opo which is one of the essential things to building good relationship not just with the elders and their family members but with other people as well. A continuous guidance and affection from the elders and/ or the people around them must be seen and felt by this generation to avoid losing the treasured values system of the previous generations. The results of the study will provide understanding of values of every generation for other future researchers.

KEYWORDS: Understanding, Zentennials, Filipino

SUBMISSION ID: R04A-RIZALP-0038

Unified Science-Based Reading and Language Skills instructional Materials for Grade V Pupils: An input for innovative instruction

Thelma Calatin, Department of Education

Abstract

INTRODUCTION

With the implementation of the new curriculum, there was difficulty in preparing supplementary materials aligned with the curriculum guide. Our organization challenged the teachers not only to attend the training on teaching the refined subjects, but also to prepare unified supplementary materials for classroom instruction. The goal of a unified Science-Based Supplementary materials in English subject is to help improve the language of the Grade 5 pupils and at the same time help the pupils understand Science lectures.

METHODS

Descriptive research design was utilized to describe and analyze the data gathered through the use of questionnaire and interview. The first group of respondents were school administrators composed of supervisors in English and Science and English Teachers; while the second group of respondents were 426 grade five pupils.

RESULTS

The result of the diagnostic test among Grade V pupils of Calamba West 2 District indicates low proficiency level both in English and Science and serves as the basis for the development of the unified Science-based reading and language skills instructional materials. The unified Science-based reading and language skills instructional material was highly accepted in terms of the following criteria: content of the proposed unified instructional materials in English 5; applicability of the materials, the quality of writer's style, appropriateness, readability, and comprehensiveness. After the implementation, there was a remarkable increase in their performance in English subject. The study disclosed that there is a significant difference between the diagnostic and post test result with the computed t-value of 2.77 which is higher than the tabular t value.

DISCUSSIONS

The unified Science-based reading and language skills instructional material was highly accepted in terms of the following criteria: content of the proposed unified instructional materials in English 5; applicability of the materials, the quality of writer's style, appropriateness, readability, and comprehensiveness. After the implementation, shows remarkable increase in their performance in English subject. The four (4) items for consideration for improvement of the Unified Science-based reading and language instructional materials are the following: content, applicability, writer's style, and appropriateness. The proposed unified Science-based reading and language skills instructional material was acceptable and may help in improving the performance of the pupils in English

KEYWORDS: unified, Science-based, acceptability, content, comprehensiveness, instructional materials

SUBMISSION ID: R04A-CALAMB-0402

**University of Santo tomas National Service Training Program-Literacy
Training Service (NSTP-LTS): its Effects to Improve Academic
Peformance**

Marietta Olazo, Sto. Angel District, Department of Education - San Pablo City

Abstract

INTRODUCTION

The study aimed to determine the effects of UST NSTP-LTS Lakbay Turo Program in the reading ability of Grades 1 to 4 pupils conducted for 8 consecutive Sundays from 9:00am to 12:00nn.

This program was intended to provide varied educational activities to learners who are identified as struggling readers in English and Filipino.

METHODS

This study used selected 60 learners from Grades 1 to 4 to be included in the UST NSTP-LTS Lakbay Turo Program in Guerilla Elementary School, Sto. Angel District. The researcher used these learners considered as struggling readers based on the result of pre-reading assessment conducted by their respective teachers during the SY 2018-2019. The instrument used to gather data were the pre-reading and post-reading assessments for SY 2018-2019. The pre-reading assessment result was the basis of the implementation of this study. Meanwhile, the post-reading assessment result was used to indicate the effects of the UST NSTP-LTS Lakbay Turo Program in reading.

RESULTS

Based on the paired t-test for single group of respondents, there is a significant difference in the Mean Percentage Scores between the Pre-and Post-Reading Assessment Results with a p value of 0.05. Hence, it can be noted that UST-NSTP Literacy Program can improve the reading ability of the pupils in English and Filipino.

DISCUSSIONS

The results show that UST NSTP-LTS Lakbay Turo Program improved the reading ability of the 60 learners both in English and Filipino. The program promoted self-expression and developed love for reading. Other researchers can conduct further research to examine if there is a significant difference in the pre and post reading assessment results between male and female pupils. They may use Grades 5 and 6 pupils as respondents of the study. Moreover, they can also use other academic subjects to further prove the effects of UST NSTP-LTS Lakbay Turo on pupils' performance.

KEYWORDS: Lakbay Turo, Reading Ability, Struggling Readers, Reading Assessment, Literacy Training Service

SUBMISSION ID: R04A-SANPAB-0097

Unpacking the Phenomenon of Teachers' Diagnostic Practices in the Philippine informal Reading inventory (Phil-IRI)

Myla Suguitan, Bucal National High School

Abstract

INTRODUCTION

Informal diagnosis has a long history and a prominent place in the field of reading education in the country for reading plays a vital role in the literacy of the individuals. In the Philippines, the education system demands more testing and assessment of students for the purpose of monitoring the achievement rate and the learners' weaknesses. This assessment is done in the public school through the informal reading inventory. The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Department of Education that directly addresses its thrust to make every Filipino child a reader. In this study, the researcher investigated the phenomenon of diagnostic practices of the teachers in the administration of the informal reading inventory to the students in the public secondary school.

METHODS

This research used a descriptive qualitative research design. Interview, document text analysis, and class observation among the teachers who administered the Phil-IRI were done to gather data. This study was set in the public secondary school in Southern Luzon in the Philippines. The participants were nine (9) secondary English teachers who were selected purposively.

RESULTS

This research noted that the teachers had difficulty in looking for reading texts to be used in the diagnosis, so they used selections taken from the available textbooks. Also, they made modification in the score interpretation. Most of them admitted that they only conducted silent reading for comprehension diagnosis. In addition, they failed to follow the diagnostic patterns in identifying the reading problems of the readers. Other problems such as teachers' incompetence, unavailability of the assessment tools, big number of learners, and time constraint were also noted.

DISCUSSIONS

It is evident that theory is not manifested in the practice of reading diagnosis. The generalization and changes in the actual results of diagnosis show adverse findings of the reading status of the learners using the Phil-IRI. Hence, the objective of making every learner a reader is a failure. In this juncture, the researcher considers success in reading diagnosis is influenced by teachers' competence in doing the task, the time allotment, the availability of assessment tools, and making the class-size manageable for the teachers. The result of Philippine Reading Inventory (Phil-IRI) is a shallow, if not superficial basis of describing the average reading ability of Filipino children.

KEYWORDS: Diagnostic practices, Philippine-Informal Reading Inventory, Reading assessment

SUBMISSION ID: R04A-CAVTP-1473

Upholding Research Culture: Lived-in Experiences of Public School Teachers

Jasmin Del Mundo, SDO Calamba City

Abstract

INTRODUCTION

This study focused on the teachers' attitude towards research. It answered the following questions - what are the attitudes of teachers towards research, to what extent do teachers consider knowledge of research to be valuable, and to what extent do teachers demonstrate positive attitudes towards research.

METHODS

The researcher had considered 51 public elementary schools in the Division of Calamba City. Random sampling for respondents was employed which was composed of 612 elementary school teachers. The study utilized quantitative and qualitative approaches.

RESULTS

To uphold culture of research, both organized and school-based leaders need to set clear research goals and communicate them effectively. The study showed that generally, teachers showed positive attitude on the usefulness of research (3.50 or Highly Significant) however, research is a challenging professional work. The respondents likewise acknowledged that research is a systematic process of solving issues and challenges with regard to pupils' performance, classroom management, and pupils' behavior (4.20 or Highly Significant). Contrary to this, teachers thought that research-oriented thinking plays important role in daily life (1.80 or Less Significant).

DISCUSSIONS

The scope of the study is limited to two variables, namely, the teachers and their attitude towards research. Aspects of attitude are likewise limited to positive attitude, research anxiety, usefulness in profession, relevance to life, and research difficulty. The research focused on the lived-in experiences of public school teachers towards the upholding of research culture. The study is a combination of heuristic and holistic processes. This study dealt with the lived-in experiences of elementary teachers to uphold research culture in Calamba City.

KEYWORDS: research culture, attitude of teachers toward research, upholding research, research value, lived-in experiences, research difficulty

SUBMISSION ID: R04A-CALAMB-0188

Uplifting the Performance of Grade Vi Pupils in English through the Utilization of Multimedia

Meldy Ciabal

Abstract

INTRODUCTION

The continuous inventions and evolutions in all information technology fields open new channels and opportunities to enhance teaching and educational methods. On one side, advancements in information technology help in improving the abilities of educators to present information in an interactive and media-enhanced format relative to traditional methods. Using these channels and methods may assist students to understand, deal with, and retrieve information more easily. On the other hand, offering these alternative methods of teaching can be advantageous particularly for children, people with special needs, or students in rural areas.

METHODS

The study is action research with the use of less formal, prescriptive, or theory-driven research methods since the goal is to address practical problems in a specific school or classroom. Results are inclusive of the context being studied and can be used to guide their future actions or inform the design of their academic programs. Through this action research, meaningful contributions can be made to the larger body of knowledge and understanding in the field of education, particularly within a relatively closed system such as school among others.

RESULTS

Performance of Grade VI Stargazer pupils was determined on the basis of their grades for the first quarter of the school year. Seven

(7) boys and two (2) girls got grades ranging from 75-77. There were 11 boys and 14 girls who earned grades ranging from 78-80; one boy and 3 girls earned grades ranging from 81-83; and 4 boys and one girl for grades ranging from 84-86. For the second quarter, there was an increase in the number of pupils who obtained grades ranging from 75-77 (9 boys and 3 girls). A decrease in the number of boys (8) and girls (9) earning grades ranging from 78-80 was also observed. For grades ranging from 81-83, there were 2 boys and 8 girls while for grades ranging from 84- 86, there were four boys who got this grade (Refer to Table 1 and Figure 1).

DISCUSSIONS

Figures indicate that the number of pupils earning low grades remained for the first 2 quarters of the school regardless of gender. However, there was a slight improvement with a few numbers of pupils earning higher grades.

KEYWORDS: MULTIMEDIA

SUBMISSION ID: R04A-LAGUNA-0332

Uplifting the Socio-Economic Status of Grade 6 through Life Skills in Aldea Elementary School

Aniriza Lagarde & Danica L. Bacud, Aldea Elementary School

Abstract

INTRODUCTION

This action research is about UPLIFTING THE SOCIO-ECONOMIC STATUS OF GRADE 6 THROUGH LIFE SKILLS IN ALDEA ELEMENTARY SCHOOL. The goal of our action research is to encourage and inspire the Grade 6 pupils to uplift their socio- economic status. The researchers believe that they have the ability to help their parents in a small way. Furthermore, this is to lift somehow their level of living through life skills such as collecting, cooking, selling, and saving. In this way they will learn the importance of cooperation, courage, diligence, patience, and concern for others.

METHODS

Project Life Skills were given to 41 Grade Six (Amethyst) pupils of Aldea Elementary School. The method used is Quantitative and Qualitative Action Research method. It is research initiated to solve an immediate problem and a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. The idea behind this type of research is to study frequencies, averages, and other statistical calculations.

RESULTS

After 4 weeks of intervention, it evidently shows that pupils understand that they have the ability to raise their level of living. They learned to apply the capabilities such as collecting, saving, cooking, and selling to make money to support their basic needs. They learned the value of each centavo they have. They also learned not to rely on other people to raise the level of living. Moreover, self-esteem, talent, right strategies, diligence, and perseverance are needed to help themselves to succeed. One that motivates them is the commendation strategies that the teacher made to honor each group that leads each challenge. Through this, they made more for their work to succeed.

DISCUSSIONS

Life skills such as collecting recyclable materials, cooking, selling, and saving are effective ways to uplift the socio-economic status of grade 6. Furthermore, commendation strategies have the ability to boost pupil's perseverance to cooperate and be more confident to finish the given tasks.

KEYWORDS: Uplifting, Socio-Economic Status, Life Skills

SUBMISSION ID: R04A-RIZALP-0037

Use of Audio-Video Recordings to Enhance Teaching of Philippine Literature to Grade 7 Students of Rosario National High School

Liza Torrano, RNHS

Abstract

INTRODUCTION

Teaching of literature is a difficult task for any teacher teaching non-major students. It is more tedious when teaching students who can barely read and understand texts in their second language. More difficulties arise if one wanted understanding and appreciation of literary text. If one is able to impose reading, another problem arises, how to make them understand lest appreciate the literary pieces which are unfamiliar, ambiguous, and vague for them. One of the challenges literature teachers face is making a student read a long literary work. In this study, the researcher explored the ways and means to improve the teaching and learning process of teaching Philippine Literature to Grade 7 students.

METHODS

This action research utilized the quasi experimental design to determine the effectiveness of the use of audio-visual recordings in teaching Philippine literature to Grade 7 English class. A teacher made test was prepared and validated, was administered as pre and posttest respectively. Results were tallied and statistically treated using the mean, standard deviation, and t-test of significant difference. A selection of audio - video recordings followed and used for pilot testing to the experimental group.

RESULTS

Audio-video materials in teaching literature to students were effective as perceived by English and Filipino teachers. A proper selection of these materials was important since students rely heavily on these materials. Educative videos were used by teachers even the students to learn, to compare, and to understand ideas from stories discussed. AVRs are effective when used for easy understanding and deeper appreciation of literary texts. AVR-based materials boost students' creativity and cooperation. Access to AVR's helps motivate students and create a distinct condition for their learning. Although the presence of technology does not ensure equality and accessibility in all learning, it has the power to lower barriers to both in ways previously impossible.

DISCUSSIONS

The use of audio-video recordings is effective in teaching Philippine literature. It demonstrates the improvement of classroom processes when students were exposed to the use of audio-video recordings in teaching. Educators should plant the use of audio-video recordings into their practices. Collaborating with colleagues in the field can eliminate problems, reach beyond the walls of ordinary classroom settings, and form strong association for support.

KEYWORDS: audio-video recordings, Philippine Literature, classroom processes, students, literature teacher

SUBMISSION ID: R04A-BATANP-0182

**Use of Carousel Exercise in Grade 10 Students of Dacanlao G. Agoncillo
National High School**

Katherine Joy Castillo, Dacanlao G. Agoncillo National High School

Abstract

INTRODUCTION

The main responsibility of the teacher is to be able to help her students learn the lesson and to motivate the students to think on their own and generate ideas that are related to the topic being discussed. But these are not easy to accomplish especially for Grade 10 students. These challenges can be solved by Carousel Exercise. It is an intense experience that is strongly focused on a single topic for a limited period of time. It provides a very different and stimulating student interaction of time. The technique has a great potential as a closure activity and is also a good assessment tool as it assists in evaluating the students' understanding and knowledge about the topic.

METHODS

The descriptive method of research was applied using Teacher-made test to determine the performance of the students. There were 40 students, 25 boys, and 15 girls between 15 to 20 years of age, who were the respondents of the study. They composed one section, thus, no sampling was used in the study. Frequency percentage and ranking were the statistical approach used in the study. The methods used were designed to provide summaries of data that support the hypotheses under study. The researcher used the result of examination of students for this study. The examination was administered after each lesson after carousel exercise were applied.

RESULTS

From the results the following conclusions were drawn: first, carousel exercise allowed students to have alive and extraordinary opportunity in the classroom, then lessons about short story, poem, and essay were taught using carousel exercise and the students had high performance in each lesson about short story, poem, and essay.

DISCUSSIONS

Based on the findings and conclusions of the study the following recommendations are offered: 1) use the carousel exercise in brainstorming activities to boost the interest and understanding of the students, 2) explore additional techniques or methods in brainstorming activities to give the teachers additional options, 3) conduct a similar study using experimental method to test the reliability and validity of the study.

KEYWORDS: carousel exercise, brainstorming

SUBMISSION ID: R04A-BATANP-1695

Use of Constructivist-Based Localized and Contextualized Lesson Exemplars and Activities Towards Higher Understanding in Grade 10 Physics

Dennis Chumacera, Department of Education, Dolores Macasaet National High School

Abstract

INTRODUCTION

Teachers are continuously searching for material substitutes in order to deliver Physics lessons to the full extent. Thus, contextualization and localization of materials emerged on the scene paving the way for the students to understand Physics concepts within their ability and capability wherein materials are easily found in their immediate surrounding. This study aims to improve student learning outcomes by developing localized and contextualized lesson exemplars and activities coupled with constructivist approach.

METHODS

This study utilized descriptive method of research to determine the validity and effectiveness of the constructivist-based localized and contextualized lesson exemplars and activities in Grade 10 Physics. A checklist in evaluating instructional material was adapted from the Learning Resource Management Development Council (LRMDC) to test the level of acceptability among the selected Science teachers and experts. The study used random sampling from heterogeneous classes of Grade 10 since they were considered as average classes and was ideal to reduce selection bias. A pretest-posttest design was employed using standardized tests to measure the academic achievement of students.

RESULTS

The constructivist-based learning tools are strongly accepted by Science teachers in terms of 1) quality of content, 2) effectiveness of teaching-learning tool, 3) ease of use, and 4) appropriateness of learning materials in the locality. Moreover, a significant difference between the pretest and the posttest scores of Grade 10 learners indicated the effectiveness of localized and contextualized materials coupled with constructivism approach.

DISCUSSIONS

Based on the result, the researchers made a proposed plan of action to sustain and to promote inquiry-based learning through constructivism. This study has its unique contribution of improving teaching-learning process by localizing and contextualizing learning materials suited to students' needs.

KEYWORDS: Constructivist-based, Localized, Contextualized, Lesson Exemplars and Activities, Grade 10 Physics

SUBMISSION ID: R04A-QUEZON-0269

**Use of Cooperative Learning Strategy in Teaching Science in the
intermediate Grade in Tanauan City Division Basis for A Proposed Training
Program**

Julie Ann L. Natividad
(Adviser: Nelia P. Managuit)

Abstract

INTRODUCTION

Everyone must necessarily have his own philosophy of life. Without it, a person becomes both directionless and meaningless. A philosophy will guide a person in his everyday life existence, being able to draw a demarcation line between what he ought to do and what he is ought not to do. During the most trying moment, he has to derive his inner strength and enlightenment right from his own philosophy.

METHODS

The researcher used the descriptive method of research. It involved the collection of data in the attempt to test the hypothesis and so with the different questions posited as regard the status of the subject under study. It tried to give sufficient information about the new approaches and strategies of teaching.

RESULTS

Majority of the teachers are young, educationally qualified, and new in the service. There is no significant relationship between the teacher's profile and the strategies used in teaching. Problems encountered by the teachers were in terms of the following areas: methods and techniques, instructional materials, pupil's attitude and behavior, and supervisory problems. There is no significant relationship between the extent of the utilization of the methods in teaching Science and the problems encountered by the teacher in relation to the method of teaching Science. Lastly the training program, attended by teacher engages students in meaningful activities that stimulate learning.

DISCUSSIONS

Demographic profile of the respondents needed to be a variable concern in studying the relationships to further justify the results revealed since differences exists in the study. The study may be conducted in the higher level education to know if the similar situations still exist in terms of strategies employed by the teachers. The teachers need to pursue their graduate studies and do readings on teaching Science. There is a need for teachers to attend seminars, workshops, and conferences on the strategies, methods and techniques in teaching Science. The teachers need to be educationally equipped and have the appropriate knowledge on employing various teaching strategies and methods in Science teaching.

KEYWORDS: cooperative learning, strategy, Science

SUBMISSION ID: R04A-TANAUA-0210

Use of information and Communication Technology Support Materials in Teaching Science Six in Tayabas West Central School III

Baby Lyn Olandes

Abstract

INTRODUCTION

For the past few years, performance for the quarterly examination is one of the crucial issues that I always encounter. Mean percentage score (MPS) in different subject areas are very low especially in Science even if I am doing my part as a teacher. I used different strategies which I thought can help improve their performance, but they still cannot reach the national standard of 75%. Maybe there are lots of factors that can hinder the performance of my learners. This is why I came up to think that using Information and Communication Technology (ICT) support materials can help address my student's learning problems.

METHODS

This action research utilized the experimental design to determine the significance of using ICT support materials and its possible effects to the mean gain scores on achievement of pupils on two weeks' lesson in Science. Two groups were taught the same lessons. The control group was taught using the traditional teaching technique while the experimental group was taught using ICT support materials with same set of activities and same set of evaluation and teaching methods. Both groups were given pretest and the posttest, and the results were compared to determine whether using ICT support materials are effective or not.

RESULTS

The mean pre-test scores of both control (3.0) and the experimental (3.09) groups do not significantly differ based on the t-coefficient result of 1.0001 which is lesser than the tabular of 1.9845 at 98 degrees of freedom. The mean scores post- test of the control (5.59) and the experimental (6.27) do not significantly differ which favor the use of ICT from the t-ratio of 0.1946 is lesser than the tabular value of 1.9845 at 0.05 level of significance using 98 degrees of freedom. There is no significant difference between the control group's pretest and posttest scores based on the computed t coefficient of 0.987 which is lesser than the tabular value of 1.9850 using 96 degrees of freedom but significant difference exists for the experimental group as signified by the t- computed value of 2.0006 is greater than the tabular value of 1.9840 using 98 degrees of freedom.

DISCUSSIONS

The results determined that the Use of Information and Communication Technology Support Materials is effective in teaching science considering the higher scores of the experimental group compared to the control group. It improved the learners' performance on the formative assessment. Teachers should be given in-service trainings on using ICT support materials for them to gain more knowledge and clear understanding of the different applications. Another research is recommended for the enhancement of this study.

KEYWORDS: performance, significance, technology, assessment, achievement

SUBMISSION ID: R04A-TAYABA-0018

Use of information Technology in Teaching Mathematics among Junior High School Teachers of Binulasan integrated School, infanta, Quezon, Schoolyear 2018-2019

Jimmy Romantico, Department of Education

Abstract

INTRODUCTION

The Philippine education system has improved in the world rank, but the skills of Filipino learners in Mathematics and Science education were left behind. The problems in the learner's performance encountered are not only seen in the world ranking, but also in national, regional and school level which must be addressed. Baseline was the school level through the use of new technology since technologies driven method fixed several education problems. This study aimed to describe the use of Information Technology in teaching Mathematics in junior high school at Binulasan Integrated School, Infanta, Quezon, school year 2018-2019.

METHODS

This study utilized mixed-methods, a simultaneous gathering of both quantitative and qualitative data were merged and used. This study even used complete enumeration, a purposive sampling technique. The participants were all Junior high teachers of Binulasan Integrated School. Interviews were conducted to supplement information gathered through the questionnaires as well as to provide an in-depth meaning of the data. Moreover, the use of open-ended questions concerning the uses, issues, and challenges in ICT integration in teaching was also considered.

RESULTS

This study found out that ICT Devices had a weighted mean of 2.36 interpreted as sometimes. It indicated that the ICT devices were occasionally used. This study also revealed that the ICT software and Teaching-Learning activities had the weighted mean of 2.86 and 2.57 interpreted as often. These denoted that the ICT devices software and teaching-learning activities were frequently used. The overall ICT integration in teaching Math had a weighted mean of 2.60 and figure out as often. It indicated that the teachers used ICT regularly in teaching Mathematics. There were issues and challenges in the use of ICT such as difficulty of ICT integration in Math, insufficient time and lack of appropriate trainings for teachers in the integration of ICT and mainly the unavailability of ICT devices and even software.

DISCUSSIONS

The occasional use of ICT devices was due to the lack or insufficient supply of ICT devices, and software. The repeated use of ICT software and Teaching-Learning Activities were due to the preparation of the lesson, learning activities, clerical work and reporting. The maximized use of it would depend on the availability of devices, software, teacher's time and skills which were needed to be modernized and upgraded. Math teachers must then undergo appropriate trainings on teaching pedagogy using ICT.

KEYWORDS: ICT, devices, software, teaching, learning, issues, challenges

SUBMISSION ID: R04A-QUEZON-0205

Use of Larawan-Pantig-Salita (LPS) Technique in Decreasing the Number of Grade one Non-Readers in Yawe Elementary School

Czariza Mariel Mojares - T1, Elenar B. Opena - PSDS , & Maricar T. Mojares - MT

Abstract

INTRODUCTION

The ability to read well is one of the most valuable skills that a person should acquire and develop because it plays a very essential role in everything we do. The mastery of this skill is likewise important to the learning of other academic subjects. The child who succeeds in reading finds other subjects accessible, but a child who cannot read well often encounters difficulty. Moreover, it is our responsibility to give these first graders a good foundation in terms of reading. However, due to diversity of children in a heterogeneous class, the extensive difference on their level of reading readiness and reading ability adds up to the challenge. Hence, a teacher has to think of tools, strategies and techniques which may be used to address the needs of the learners in terms of reading. This is of the same scenario with the Grade 1 pupils of Yawe Elementary School; wherein it is hard to teach pupils having different reading capabilities, particularly the slow readers and non-readers on how to acquire the skill. Thus, the said problem urged the researcher to look for a technique that will improve their reading level especially in Filipino.

METHODS

The experimental quantitative design was applied in this study that utilized 21 non-readers and 8 slow-readers out of 36 grade one pupils Yawe Elementary School last S.Y. 2017-2018. Wherein, the reading level of the grade 1 pupils were identified using the reading index indicated in Phil-IRI during the second week of June before the LPS (Larawan Pantig Salita) technique was used in teaching the respondents on how to read. It was also be used after the implementation of the technique at the end of the second quarter. The researcher conducted the Phil- IRI Oral Test that used predetermined set of criteria. To compare the difference between the respondents' performance before and after the implementation of the technique, T-test of the weighted average mean was used.

RESULTS

Before the use of the technique, there were 21 non-readers and 8 slow readers, while after the use of the LPS Technique, the numbers decreased into 3 non-readers, 10 slow readers and the rest of the respondents became instructional readers.

DISCUSSIONS

After getting the whole group performance, T-test was used wherein the null hypothesis "There is no significant difference" was rejected. Therefore, the use of larawan-pantig-salita technique is effective.

KEYWORDS: Larawan-Pantig-Salita Technique, Reading Level, NonReaders

SUBMISSION ID: R04A-QUEZON-0392

**Use of Mobile Short Message Service (SMS) among Teacher and Guardians
as a tool to Lessen Absenteeism among Grade III Pupils of Buna Lejos
Elementary School S.Y. 2018-2019**

Elma Cueno, Department of Education - Cavite

Abstract

INTRODUCTION

This action research documents the extent of how the use of short message service (SMS) among teacher and guardians can help lessen the absenteeism of Grade III pupils of Buna Lejos Elementary School. For the past two years, it has been noticed that absenteeism is very common among this batch of students. They are the group who had acquired the most number of absences among all the grade level of Buna Lejos Elementary School. This was also found to be the cause of declining academic performance of these students. It is important to take note that if poor attendance is allowed to persist, the impact can undermine the children's prospects for academic achievement.

METHODS

Qualitative data collection method was used, specifically, the observation method where the researcher observed the rate of absenteeism of her students after having executed the use of short message service (SMS) with the students' respective guardians. The observation was then tallied with the records that the researcher had within the past 3 months and used the computation of mean in order to analyze the obtained data. Upon obtaining the data after the use of short message service (SMS) with the students' respective guardians, the researcher compared the mean and percentage of rate of absenteeism before and after the treatment.

RESULTS

From the data gathered and analyzed after the treatment, it can be concluded that there is a significant difference between the level of absenteeism of students during the first three months of school and after the use of short message service (SMS) among teacher and guardians.

DISCUSSIONS

The results shows the need for a longer period of observation and execution of the treatment so as to further see the significance and its long term effect on the attendance of the students. It could also be suggested that the researcher use other modes of communication that is timely and relevant to the community where the students are residing.

KEYWORDS: Short Message Service, absenteeism

SUBMISSION ID: R04A-CAVITP-0960

Use of Science Module in Teaching "Chemical Bonding" for Grade 9 Students

Kevin De Guzman, Department of Education - Antipolo

Abstract

INTRODUCTION

The school is one of the most important institutions which provide career pathways for learners. Science and Technology is the answer to the need of the country considering the kind of the course that will provide knowledge and skill of technological efficiency, vocational and critical thinking in solving problems in daily life situations.

METHODS

This study used an experimental method to determine the effect of modular instruction to eighty-six Grade 9 students of San Jose National High School who were exposed to direct instruction and modular instruction in teaching Chemical Bonding. The study was done to resolve the following inquiries: (1) Is there a significant difference in the pretest scores? (2) Is there a significant difference in the posttest scores? (3) Is there any significant increase in the scores of both groups?

RESULTS

Based on the pretest and posttest mean scores of both control and experimental groups, the following results were formulated:

(1) There is no significant difference between the pretest mean scores of the respondents; (2) there is a significant difference between the posttest mean scores of the respondents; and (3) there is a significant increment in the mean scores of the control and experimental groups. It can be inferred from the results, the increments in the scores of the control and experimental groups in the pretest and posttest were statistically significant and reinforced, that there was gain of knowledge in both groups either taught by Direct instruction or Modular instruction. However, the posttest performance of the control group that was taught using Direct instruction is better than the experimental group.

DISCUSSIONS

Founded on the results of the study, both groups exhibited improvement in knowledge. Hence, it is concluded that modular instruction using K-12 Grade 9 Science Module in teaching Chemical Bonding, is an effective teaching approach. Though the result of this study showed that learning took place in both groups, the subjects which were taught using Direct instruction performed better than the subjects exposed to Modular instruction.

KEYWORDS: Modular Teaching, Direct Teaching, Chemical Boding, Chemistry

SUBMISSION ID: R04A-ANTIPO-0000

Use of Sci-Video Clips in Teaching Lessons in a Physics Classroom

Hanzelle Bautista, Naic NHS

Abstract

INTRODUCTION

This study entitled "Use of Sci-Video Clips in Teaching Lessons in a Physics Classroom" focused on the significant effect of using video clips in teaching lessons to Grade 9 students with learning difficulties in Physics.

METHODS

A thirty (30) item multiple choice test that covers the Module 2 of fourth quarter (Physics) was used as the research instrument of the study. This study utilized a pre-test and post-test design method to compare the degree of change occurring as a result of the study.

RESULTS

With the results of the study, the following conclusions were drawn: (1) The use of sci-video clips successfully improved the ability of the learners to fully understand the lessons in Physics; (2) there is a significant difference between the academic performance in Physics among Grade 9 learners before and after the intervention program was utilized.

DISCUSSIONS

Science video clips improved the academic performance of the Grade 9 students in Physics.

KEYWORDS: Science Video Clips, Physics, Teaching

SUBMISSION ID: R04A-CAVITP-1393

**Use of SIM: it's Effect to the Academic Performance of Grade 9 Students of
Santiago integrated School and Sto. Niño National High School Iriga City
S/Y 2016-2017**

Laila Namoro, Department of Education

Abstract

INTRODUCTION

Teachers are continually encountering problems on how to improve academic performance and minimizing the student's attendance irregularities, drop - out and even failures in certain subject areas especially in Chemistry.

METHODS

The researcher analyzed the learning competency of the students measured in quarterly examinations. The researcher based her objectives on it. Infer trends in atomic sizes, ionization energy, and metallic properties across a period and down the family of the periodic table of elements with the low correct response. Since the topic has four trends, the proponent focused on the first trend, atomic size. The proponent made the plans for the competency to be carried and introduce it to the students. Evaluation was done. Mean was computed, and the students who needed remediation or assistance were identified. The Strategic Intervention Materials were introduced to learners. To make this SIM more significant the researcher tried to implement the material to selected Junior High School in Iriga City, to test if there is a significant difference between the pre-test and post-test or the effectiveness during the implementation. The researcher used the t-test for correlated study. This is used to compare the means before and after the treatment.

RESULTS

It is apparent that the computed t-value exceeded at 0.05 level of significance with the degree of freedom. This means that the post test result is higher than the pre-test result. This implies that the use of Strategic Intervention material is effective in two selected public High Schools in Iriga City. Based on the findings, the following conclusions were derived after the implementation of Strategic Intervention material. The performance of the students has improved specifically on inferring trends in atomic sizes, across and down the family of the Periodic table of elements. The SIM is curricular valid and Performance level of students that were exposed to SIM has increased.

DISCUSSIONS

Recommendations is highly suggested:

Must provide activities to ease the difficulties of students on topics identified by the teachers as difficult; the SIM must be prepared as supplementary materials, for teaching high school students;

SIM should be used by the Schools Division to improve the Achievement of the students and Support must be given by LGU's, NGO's other stakeholders in reproduction of the material.

This research will serve as a tool to do more of SIM on the part of the teachers for students' achievement.

KEYWORDS: Effect of Strategic Intervention Material

SUBMISSION ID: R005-IRIGAC-0019

Use of Social Media as An Alternative to Classroom Teaching: An Experimental Study

Rey Uriel Domalaon, Lipa City Sports Academy

Abstract

INTRODUCTION

The 21st century learners, also known as the millennial, are the students of this generation who are advanced in the use of technology. Most of the students spend their hours in using technological devices such as computers, tablets and cellphones in order to have access with the social media applications like Facebook, Twitter, Messenger and many others. In fact parents are very supportive in providing their children such gadgets to have an easy means of communication between them and their children as well as with other family members. This is also their means of tracking each other's location for safety purposes.

The researcher took an interest on millennials by experimenting on how it is effective to use social media applications as an alternative to teaching. His motivation lies directly on the times where the teachers are out of the school to attend seminars and other school activities. Students who are left behind are given seat works just to comply or fill in the missing hours of the teachers. It is through this that the researcher decided to use messenger group chat during classroom discussion. Hence this experimental study is being proposed in order to address the issues regarding teachers' absence in the class during seminars and other school functions.

METHODS

The researcher utilized the descriptive survey method using a questionnaire as the main instrument in the collection of data. This descriptive survey design was chosen because of the economy of the design and the rapid turnaround in data collection.

RESULTS

The findings revealed that social media was very helpful to the students in terms of learning. Students perceived that using social media in learning was a useful way in understanding the lessons. Students thought that social media made them eager and interested in learning the lessons. On the other hand, students were challenged in terms of budget for cellphone load to be able to get connected in the use of social media.

DISCUSSIONS

The teachers should apply the use of social media in teaching in their absence. Likewise, they should continue to use wide varieties of strategies since these are useful to the students. Teachers should also create an interactive environment in the use of social media for the students to become more eager and interested in learning the lessons and also try to use other social media applications in order to make their students even more interested. Lastly, teachers should attend a workshop in the use of social media to further enhance their skills.

KEYWORDS: social media, alternative, classroom teaching, 21st century learners, technology

SUBMISSION ID: R04A-LIPAC1-0234

Use of Tracking Card to Minimize Tardiness and Absenteeism of Grade 9 Students of of Lagay National High School

Ricardo Oestar, Canda National High School

Abstract

INTRODUCTION

Since the Department of Education promotes the No Child Left Behind (NCLB) policy, it is the duty of the teachers to create programs that will ensure that students are learning. Low academic performance has been observed among students who have been intentionally absent from time to time. The study attempted to determine the factors affecting students' attendance in class of the grade 9 students of Lagay National High School, with an end view of developing an intervention program for students' tardiness and absenteeism.

METHODS

The researchers used the descriptive type of research. Data were gathered by means of validated instruments composed of two sets of modified questionnaires. The set of questionnaires dealt with school climate and factors affecting students' attendance in class. These were treated by means of weighted mean and frequency distribution.

RESULTS

The factors affecting students' attendance in class have the following results: The weighted mean (WM) of Physical Factors is 1.96 (Rarely Experienced), WM of Health Problems is 1.81 (Rarely Experienced), WM of Personal Attitude is 1.14 (Rarely Experienced), WM of Teacher-Related Factors is 1.33 (Rarely Experienced), WM of Classroom Atmosphere is 1.44 (Rarely Experienced) and the WM of Home-Related Factors is 1.38 (Rarely Experienced). In general, it was found out that most students, never experience the factors stated to affect their attendance in class. However, they consider being far from school (physical factor) as the most common cause of tardiness and absenteeism, having a toothache (health problem) ranked second, being noisy inside the classroom (classroom atmosphere) ranked third, having absent from class to find a living (home-related factors) ranked fourth, not understanding the lesson (teacher-related factor) ranked fifth and not waking up early (personal attitude) ranked sixth among the reasons for being late or absent. After using the tracking card, cases of tardiness and absenteeism among Grade 9 students decreased by 18%.

DISCUSSIONS

The developed Operation Eradicate Students' Tardiness and Absenteeism through Recognition (OESTAR) tracking card may be used for addressing attendance issues of students. The study covered only the grade 9 respondents since it was reported that they were the grade level who had great cases of tardiness and absenteeism in class. However, it can be implied that the use of tracking can also be applied in other grade levels.

KEYWORDS: tardiness, absenteeism, factors affecting attendance, tracking card

SUBMISSION ID: R04A-QUEZON-0073

Use of Video Clippings in Teaching Cell Division among Grade Eight Students in Banaba West National High School, Batangas City

Rosemarie Gutierrez, Banaba Integrated School

Abstract

INTRODUCTION

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal matter. Effective teaching is concerned with the student as a person and with his general development. Motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Some students seem naturally enthusiastic about learning, but many need or expect their teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 1978).

METHODS

The descriptive method of research was used in this study. The descriptive method of research is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or tend that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. (Best and Khan, 2004). In this study the descriptive method was used to assess the effect of using video clippings in teaching cell division on the performance of Grade 8 students of Banaba West National High School. The research instrument used was a test made by the researcher.

RESULTS

Video clips were shown during presentation and application of the lesson. The students had a very high performance after using video clips in teaching cell division. Intervention activities were proposed in in this type of lesson like worksheets, simulation activities and slide presentations which may enhance the performance of the students in different topics of cell division.

DISCUSSIONS

Teachers may implement the use of video clips in teaching cell division and other topics in science classes. Science teachers are encouraged to use variety of activities in teaching cell division like using simulation activities using ICT. A similar study may be conducted using experimental method to test the reliability and validity of the work.

KEYWORDS: Video clippings, Cell division, performance

SUBMISSION ID: R04A-BATANC-0386

**Using Adaptive Frayer Model in Improving the Vocabulary Knowledge in
Science Subject Curriculum of Selected Grade 11 Students of Tanza
National Trade School A.Y. 2018-2019**

Evelyn Dulino, Tanza National Trade School

Abstract

INTRODUCTION

The problem on the students' vocabularies were sometimes due to limited exposure throughout their learning environments, academic histories, superficial, ineffective and quick teaching of vocabularies previously in the classrooms. The researcher wanted to enhance students' academic vocabularies and help them develop basic and deeper understanding of the terms in the academic subject Science.

METHODS

The respondents used the Adapted Frayer Model to give meaning to the different terms assigned to the students. The Data triangulation technique, such as pretest and posttest, pre-survey and post-survey of students, and a student focus discussion group, was also used to collect the needed data.

RESULTS

The findings revealed that the computed t-value of 11.82 with a tabular-value of 1.96 is significant. The null hypothesis of no significant relationship in the students' vocabulary knowledge before and after the assessment (pre-survey and post-survey) on the use of the adapted Frayer model in science were rejected. This implies that there was a significant relationship between the students' attitude towards the use of the adapted Frayer model before and after its implementation. The Adapted Frayer model provided students a thorough and deeper understanding of a particular science word. The survey results revealed that students' attitude towards vocabularies and its importance improved. The students showed positive responses on each of the questions on the survey. The students understood most of the words that were used in the class discussion on unifying themes in life science. Learners became confident in using a graphic organizer.

DISCUSSIONS

The adapted Frayer model fully addressed productive and receptive aspects of the words and the students easily constructed its definition, characteristics/facts, gave examples and used the word in real life situations. These made students easily execute and answer the words in the simplest way. The findings of this study suggest that the use of adapted Frayer model as a graphic organizer to help students understand science vocabularies has potential. It is useful for the students and its effect on their understanding in every science word.

KEYWORDS: adapted frayer model, academic vocabulary, science, graphic organizer

SUBMISSION ID: R04A-CAVITP-0065

Using Concept Card in Developing Numeracy Skills among Learners with intellectual Disability

Jordan Jimenez, Buenavista-Cigaras ES

Abstract

INTRODUCTION

As one of the builders of tomorrow, a teacher is also a learner adapting different strategies which will help in the greater foundation of the students. Teaching the 21st century learners is a hard and challenging task. Integrating different tools and skills must always be of priority in order to cultivate proper knowledge and encourage sustainable professional development. Twenty-first century skills include critical thinking, reasoning, creativity, and knowing how and when to use technology and choosing the most appropriate tool for the task. Teachers of today's generation are facing the dilemma on how to address the needs of learners with intellectual disabilities. Lack of resources, materials and facilities are contributory factors that affect the delivery of instruction. Teachers are encouraged to be creative to cater the challenging needs of today. This will bring the holistic development of the pupils concerned. In line with these realities, the researcher used a strategy that enhanced the performance of learners with intellectual disabilities specifically in numerical skills for the school year 2018 - 2019. This also paved the way in developing other strategies that will be helpful to them.

METHODS

This research made use of the quasi experimental method. The respondents were 3 learners with intellectual disability . They were asked to answer diagnostic and summative tests. Results were statistically interpreted using arithmetic mean, standard deviation, and Pearson r.

RESULTS

Findings showed that from the computed values of 28.75 & 31.44 for the control and experimental group, it revealed that the p-value is smaller than the t-value which means that there is a significant difference between the two achievement groups in the post test.

DISCUSSIONS

The result of the study gave two major realizations which are: pupils with intellectual disability can be enhanced through the activities that are provided by the teacher and; instructional materials provided must be made based on their levels and needs.

KEYWORDS: concept card, intellectual disability, performance

SUBMISSION ID: R04A-LAGUNA-0104

Using Differentiated instruction in Improving Performance of Grade 10 Mathematics Students: input to Development of instructional Guidelines

May Inandan, Lipa City National High School

Abstract

INTRODUCTION

Differentiated instruction empowers teachers to target multiple learning styles through varied themes, adapted content delivery, and assessment options. Providing students with quality education is the goal of teachers, administrators, community members, and legislatures; however, reliance on a single academic indicator has compelled many educators to focus instruction on students capable of meeting a minimum pre-established proficiency standard. As a result, many students are not receiving the education they deserve.

METHODS

The study utilized the quantitative approach which is applicable because the objective was to determine if a significant relationship existed between teachers' use of differentiated instruction and students' performance in Mathematics. The respondents of the study were 60 Grade 10 students belonging to two sections in Lipa City National High School. The sections were divided into a control and treatment group, based on similar demographics and pre-test results.

RESULTS

Research supports improved academic performance of all student populations when differentiated instruction is implemented into existing curriculum instruction and students' performance in Mathematics. The data gathered were statistically treated weighted mean and t-test. There is no significant difference between the groups with regards to the level of baseline knowledge in the mathematical topics Polynomial Function and Circle. This denotes that the participants scored significantly higher during the post-test. This translates into positive learning gains. There is a significant difference between the pre-test and post-tests result on both runs. This denotes that the participants scored significantly higher during the post-test. This translates into positive learning gains as well, as they are exposed to traditional lecture methods. There is a significant difference in the post test result between the groups in Section B. There is a significant difference in the post test result between the groups in Section A. There is a significant difference in the post test result between the clustered groups.

DISCUSSIONS

The results demonstrate that teachers should consider the use of differentiated instruction in teaching mathematics as an alternative strategy to the usual traditional instruction. Other related subjects may also consider Differentiated Instruction as an alternative teaching strategy.

KEYWORDS: Differentiated Instruction, Mathematics

SUBMISSION ID: R04A-LIPAC1-0065

Using Digitized Lesson in Teaching Filipino Discipline in Lemery Senior High School(Ang Paggamit Ng Araling Digital Sa Pagtuturo Ng Mga Guro Sa Disiplinang Filipino Sa Lemery Senior High School)

Marina Villanueva, Lemery Senior High School

Abstract

INTRODUCTION

Each teacher has the ability to teach students using different techniques to make the teaching-learning more effective. Teachers need to be consciously aware of the fast changing environment in order to have effective teaching that is applicable to modern times. With the transformation and development of technology, there are ways and methods of teaching Filipino so that teachers can make teaching more interesting, easy, and effective for the learners. The study was able to analyze the skills used in digital learning, various digital learning examples in Filipino and the use of digital learning. It aims to explain the digital lesson as an effective way of teaching students in the 21st century.

METHODS

Descriptive-qualitative research was used in the study. A questionnaire was utilized as the instrument used in data gathering. There were twelve (12) teachers in Lemery Senior High School who served as respondents in the study. The researcher used Purposive Sampling in selecting the said respondents.

RESULTS

It was found out in the study that digital learning helped teachers and students greatly develop their skills and become more acquainted with the use of technology in various applications, creating and implementing innovative practices that are practiced by students. The most important finding in the study was that teaching- learning process was more effective. It was very evident that students understood the lessons easily and the sharing of knowledge was active. Digital lessons really stimulate interest in the students. As a result, some suggested activities were presented by the researcher.

DISCUSSIONS

Based on the outcome, digitized lessons are more helpful for teachers and students specially in the sharing of their knowledge. The result of the study showed that learning is more effective for teachers and students in the association of language concepts in the observed / heard communication scenarios. Students demonstrated the ability to communicative, repetitive / critical thinking and literary support with the help of various disciplines and technologies to gain academic understanding. It only suggests that digital literacy is effective because the teacher achieves the skills that enhance the ability of the learners.

KEYWORDS: Digital Learning, Technology, Filipino, Teaching-Learning Process

SUBMISSION ID: R04A-BATANP-1493

Using Educational Videos to Develop Word Recognition among Struggling Readers of Grade III and IV Pupils in Tarusan integrated School

Renee Songodanan, Department of Education, Tarusan Integrated School

Abstract

INTRODUCTION

The main objective of this research is to explore the results of the use of video as an educational tool in improving struggling readers of Grade III & IV of Tarusan Integrated School. It aims to identify the effectiveness of educational video presentation in helping pupils cope with their problem in reading with a serious concern in teaching-learning process. The study is based on several streaming videos downloaded as a support material for teaching and used by 13 struggling readers' in Grade III and IV who belonged to frustration during 3 in 1 Evaluation. It is about time that teachers should at least get out of their comfort zone provided by the traditional way of teaching. According to Edna Bravo, (2016) "A picture is worth a thousand words; a video is worth a thousand picture, so, from this point, a video is worth a million words". Furthermore, it is revealed that the level of effectiveness of using videos, especially to struggling readers, is highly effective.

METHODS

The study was conducted at Tarusan Integrated School particularly in Grade III and IV class located at Tarusan, Hinatuan, Surigao del Sur. It started from June 2018 to January 2019. The respondents were the Grade III and IV Pupils of the said school. The focus of the study was to determine the effect of using educational video as a teaching-learning process for struggling readers.

RESULTS

The result implies that there is an increase of level of reading performance after employing the use of Educational Videos in teaching- learning process.

DISCUSSIONS

As a result of the conducted study, it can be noted that there is a significant effect of the intervention in increasing the reading performance level of the Grades 3 and 4 students of Tarusan Integrated School. As such, it is suggested that this action research be utilized by those in the lower grade levels to continuously improve the reading performance level of the pupils of Tarusan Integrated School in general.

KEYWORDS: struggling readers, educational videos, word recognition, teaching-learning process

SUBMISSION ID: R013-SURSUR-0232

Using Experiential Learning Approach in Enriching Academic Writing Skills of Grade 11 Students of Pinagbayanan integrated National High School

Teodora Barza, District Research Organization
(Adviser: Teodora Barza)

Abstract

INTRODUCTION

Communicative competence creates the foundation of modern life which is advantageous for a developing country. Writing is an academic skill showing a person's language competence, concept development and abstraction (Saladino, C. M. 2009). It is a complicated process which makes students struggle in doing written tasks. Researchers, Pablo, J.C.I. et.al. disclosed that there are Senior High School (SHS) students who failed in writing academic essays. In this school-based research, using the experiential learning (EL) approach in teaching Grade 11 students attempts to enrich academic writing skills.

METHODS

Data gathering, analysis and evaluation were done with credibility, validity and confidentiality. The items on survey instrument were direct points of view of the respondents through pre-survey using the Likert Scale. The descriptive method was utilized to achieve the purpose. A baseline analysis was used to articulate the difficulties experienced and encountered by the respondents. Discussion was used to elaborate the results. The respondents answered the questionnaire to evaluate their writing skills, difficulties and needs.

RESULTS

Sixty-three Grade 11 students showed Very High level of Vocabulary development and most of the items scored below average were related to limited vocabulary. Only 29% of the respondents got average level. Insufficient knowledge is the most common difficulty in writing, thus, brainstorming has the highest score. Low quality of the students' academic essay was due to writings without citation, as observed by 70% of the class. Limited vocabulary, poor sentence structures, and errors in grammar for formality and objectivity which is using first and second person pronouns; poor sentence structures were spotted in 57% of the class.

DISCUSSIONS

Majority of the respondents have experienced difficulties in academic writing: content and ideas, vocabulary, language use, formality and objectivity, referencing and overall quality. Suggested interventions will maximize the use of EL approach in enriching the academic writing skills of the students. Digital technologies will help them become participative in task-based learning to address individual growth and needs (Moon, 2004). Teaching through learners' interest and learning by doing will bring out their best to prove their worth. EL offers a dynamic theory based on a learning cycle as a result of the research conducted (Kolb 2011). Further studies on EL approach could be conducted for the students' success.

KEYWORDS: experiential learning, academic writing skills

SUBMISSION ID: R04A-BATANP-2222

Using Extensive Reading Activities to Improve the Reading Comprehension Skills of Grade V Santan at Cogonan Elementary School

Rolando Ata, Batangas Researchers Association For Value-Driven Education

Abstract

INTRODUCTION

The research aimed to improve the reading comprehension skills of Grade V Santan at Cogonan Elementary School, Nasugbu, Batangas. Specifically, it identified the factors which affect the pupils' reading comprehension and the effects of extensive reading activities on the comprehension level of pupils.

METHODS

The subject and the setting of the research were 15 Grade V Santan pupils of Cogonan Elementary School. The research was conducted for three months from July to October 2018. The data was gathered through observation, interviews, questionnaires and the administration of pre-test and post-test. The researcher used the mix method technique to analyze the data collected.

RESULTS

The results of the analysis of the data showed that the Pre-test result was low with a mean score of 16.47. The Post-test, after the implementation of extensive reading activities, the mean score of Grade V Santan was 27.13, and the p-value obtained is less than 0.0001. This means that there is a significant difference between the pre-test and post-tests' scores of the pupils. It was also found that the factor which mostly affected pupils' reading comprehension was the background knowledge.

DISCUSSIONS

Based on the findings of the study, it can be concluded that using extensive reading activities is an effective tool for improving the pupils' reading comprehension skills.

KEYWORDS: reading, comprehension skills, extensive reading activities

SUBMISSION ID: R04A-BATANP-0405

**Using interactive Reading Booklet in Improving Reading Comprehension
of Grade Six Pupils of David P. Jimenez Elementary School**

Helen F. Damicog, Jessalyn A. Vistan, & Ma. Lebby Grace Vallejo, David P.
Jimenez Elementary School

Abstract

INTRODUCTION

This study aims to investigate the effectiveness of interactive reading booklets as a tool in improving the reading comprehension of grade six pupils of David P. Jimenez Elementary School using Pre-Experimental method utilizing the one-group, pretest, post-test, design.

METHODS

This study used a standardized 20-item test adapted from Rapid Assessment on Reading Skills. The chosen participants were 20 grade six pupils who fell in frustration level. Data were collected using a standardized 20-item test that was adapted from PHIL IRI.

RESULTS

In general, the finding suggests that the modification in the teaching-learning process, strategies and materials with the use of interactive reading booklets in the treatment group highly improved the reading comprehension skills of grade six pupils compared to control groups who received the usual traditional approach of teaching English.

DISCUSSIONS

Interactive reading booklets help the grade six pupils improve their reading with strong comprehension skills.

KEYWORDS: interactive reading booklet, reading comprehension, teaching-learning process

SUBMISSION ID: R04A-CAVITP-1351

Using Keywords to Unlock Math Word Problems of Grade Six Learners in Timbugan Elementary School

Precila Magadia, Rosalinda M. Leonzon, & Melannie S. Medrano, Department of Education - Rosario West

Abstract

INTRODUCTION

The study focused on analyzing Math problems among Grade 6 pupils in Timbugan Elementary School during the school year 2018-2019. The researcher employed KeyWordMath to unlock math word problems as tool in practicing the pupils. The research was delimited to obtaining data from Math pupils during the school year 2017-2018 using the interactive math tool test questionnaire implemented as pre-test and post-test assessment.

METHODS

The study used an exploratory method of research. The respondents of the study were nineteen (19) Grade 6 pupils from Timbugan Elementary School, Rosario, Batangas comprised of 10 boys and 9 girls. Purposive sampling was the technique used in determining the samples. Informed consent, and respect for anonymity and confidentiality were practiced to address major ethical issues. The statistical instruments used were the simple Percentage, Frequency and Ranking.

RESULTS

The study revealed the effect of KeyWordMath method in improving the Computational Speed and Math Problem-Solving skills of the grade 6 pupils is highly effective. The researcher recommended the use of KeyWordMath as an intervention in teaching Mathematics to eliminate math problem-solving difficulties among the learners. The researcher further recommended KeyWordMath be applied to other subjects other than Mathematics in Timbugan Elementary School (TES).

DISCUSSIONS

The level of problem solving skills of the grade 6 pupils in Mathematics before the use of KeyWordMath (pre-test) was very low. This indicated a very low mastery of mathematical words commonly used in Math and low level of comprehension of Math problems. The level of problem solving skills of grade 6 pupils in Mathematics after the use of KeyWordMath (post-test) was very high. The comprehension of math problems and mastery of the math words of the learners have levelled up. The effect of KeyWordMath after using the interactive application in Math proved that the Computational Speed skill and Math Problem-Solving skill of the majority of the grade 6 pupils is verbally interpreted as Highly Effective.

KEYWORDS: KeyWordMath, interactive application, mathematics, problem-solving

SUBMISSION ID: R04A-BATANP-1845

Using Localized and Contextualized instructional Materials in Problem Solving: An intervention

Jennifer Javier, Department of Education - Cavite

Abstract

INTRODUCTION

Localization is the process of adapting and relating the content of the curriculum to local condition, environment, and resources. Contextualization is the process of presenting lesson in meaningful and relevant context based on previous experiences and real-life situations. The goal of contextualization is to create conditions for more effective learning, expressed for example in higher grades and rates of retention in courses, and through progression to more advanced course work.

This study investigated the implications of using localized and contextualized instructional materials in problem solving among Grade VI pupils in Mathematics.

METHODS

The respondents of this study was composed of all Grade VI pupils enrolled in Mataas na Lupa Elementary School, in the Municipality of Indang, Division of Cavite who were divided into two groups: control group and experimental group. The experimental group will be instructed with localized and contextualized materials in problem solving. The control group on the other hand will be instructed with non-localized and contextualized instructional materials.

RESULTS

In the pre-test, students in the Control group had a better performance (ave. = 9.0) than the Experimental group (average = 7.7). The dispersion of scores is similar in both groups (sd = 2.4). The minimum and maximum scores were higher in the Control group at 6 and 14, respectively, compared to the Experimental group where the lowest and highest scores were 4 and 13, respectively. In the post-test, students in the Experimental group have a higher average score (13.8) than students in the Control group (ave. = 12.8). However, scores in the Experimental group were more dispersed. The lowest score in the Experimental group was 8, slightly higher than the lowest score in the Control group which was 7. In both groups, the maximum score was 20.

DISCUSSIONS

In the pre-test, the average scores of the two groups are significantly different. In particular, the average score of the Control group is higher than the average score of the Experimental group. In the post-test, the average score of the Control group is no longer significantly higher than the average score of the Experimental group. There is no significant difference between the two groups. This could be an indication that the use of localized materials helped students in the Experimental group achieve better performance than the students in the Control group who used to have significantly higher scores prior to the intervention.

KEYWORDS: localization, contextualization, instructional materials, problem solving

SUBMISSION ID: R04A-CAVITP-0992

Using Localized and Contextualized instructional Materials in Problem Solving: An intervention

Yorelyn L. Posadas, Mendez Crossing Elementary School

Abstract

INTRODUCTION

Teachers must be creative and resourceful in making instructional materials which they use in teaching their lessons. It should motivate pupils to catch their interest in doing things and associating them in real-life situation. In commonality, both adhere in making the lesson flexible, fit, creative, relevant, meaningful and adaptive to student's level of understanding and instructional needs.

METHODS

The main concern of this study was to determine if there was a significant difference in using Localized and Contextualized Instructional Materials in problem solving instruction in the performance level of the Grade VI pupils in Mathematics in Mendez Crossing Elementary School. The respondent of this study were composed 70 pupils or 40% of the total population of Grade VI pupils of which Slovin's formula was used. They were randomly picked and divided into two groups: controlled group and experimental group. The experimental group would be instructed with localized and contextualized materials in problem solving. The controlled group on the other hand would be instructed with non-localized and non-contextualized instructional materials.

RESULTS

The findings showed that Using Localized and Contextualized Instructional Materials in problem solving helped improve the academic performance of the Grade VI pupils. The use of localized materials motivated the learners to solve the problem. Hence, lesson had become more real-life, customized and appropriate on the context of prevailing local environment, culture and resources. It was concluded that the use of localized and contextualized instructional materials in problem solving had significant difference in the performance level of Grade VI pupils since they were able to manipulate, relate and adapt to various learning opportunities and resources available within the locality or community, profound learning was assured and realized.

DISCUSSIONS

The result demonstrated that Using Localized and Contextualized Instructional Materials should also be implemented in other subjects or other grade level; Be endorsed to other school; Utilized the localized instructional materials be made available inside the classroom or in the community; and Encourage administrators and supervisors in designing trainings or seminars and workshops for teaching to be familiarized with the available resources in the community.

KEYWORDS: contextualized and localized instructional materials, mathematics

SUBMISSION ID: R04A-CAVTP-0716

Using Localized and Contextualized Teaching Guides (Lctg) and Learner's Activities and Assessment (LAA) in Teaching Addition and Subtraction of Fractions: An intervention

Cherry Paguapo & Geraldine Bautista

Abstract

INTRODUCTION

The primary purpose of this action research is to study and determine the significant implications of Localized and Contextualized Teaching Guides (LCTG) and Learner's Activities and Assessment (LAA) in teaching addition and subtraction of fractions among Grade VI pupils of San Jose Elementary School.

METHODS

The target participants of this study was composed of 50% of the total population of Grade VI pupils enrolled which is 64 pupils comprised of two sections from Grade VI Maaasahan and Mapagbigay. They were divided into two groups: control group and experimental group. Grade VI Maaasahan with 32 pupils was the experimental group. They were instructed using Localized and Contextualized Teaching Guides (LCTG) and Learner's Activities and Assessment (LAA) materials in addition and subtraction of fractions. Grade VI Mapagbigay with 32 pupils was the control group. Cluster sampling was used wherein the elements of the population belonged to normally organized groups and each group can be assumed to be truly representative of the total population. Quasi-experimental design was used in which participants were assigned to either control or experimental groups in a non-random manner.

RESULTS

Based on the results, it has been proven that the use of Localized and Contextualized Teaching Guides (LCTG) and Learner's Activities and Assessment (LAA) constitute as one of the effective interventions in Mathematics. The use of LCTG and LAA had high implication on the learning of Grade VI pupils specifically in adding and subtracting fractions.

DISCUSSIONS

The findings showed that the scores of the experimental group has improved a lot in their post-test compared to their pre-test scores. Therefore, the use of Localized and Contextualized Teaching Guides (LCTG) and Learner's Activities and Assessment (LAA) has been effective in teaching and learning addition and subtraction of fractions and it has a significant relationship on pupil's performance in relation with Mathematics.

KEYWORDS: localized and contextualized teaching guides, learner's activities and assessment, mathematics, fractions

SUBMISSION ID: R04A-CAVTP-0922

**Using media-technology in school of the future program in teaching
Filipino at Polangui South Central School**

Kristine Llobet, Department of Education - Albay

Abstract

INTRODUCTION

Teaching is a process on how the teacher teaches the lesson in the more effective way that considers the ability of the learner to learn. The study aims to develop and prove the effectiveness of technology in teaching is very interesting to the pupils for the mastery of the lessons, arousal of interest of the pupils and teachers in teaching Filipino and to test the psychomotor skills (hands-on) of the pupils in learning a lesson using technology. This is a technique that a teacher can use in teaching Filipino when teaching grade two students.

METHODS

The method used in the study was descriptive method in which the phenomenon was tested on how effective the technology was in teaching Filipino using the quantitative and qualitative data. In this study, the researcher reviewed the effectiveness based on the checklist given, demo teaching result for every activity of the lesson and focus group discussion on teachers. Pre-test and posttest was given to test the effectiveness of the technology in teaching Filipino and the Smart Cart Package and E-Classroom Package were the media-technology used in demo teaching.

RESULTS

The outcome of the study developed 10 Filipino lessons on grade two of 2nd quarter lesson 1 and 2. The qualities possessed by these lessons prepared according to the mastery skill that mastery of the lessons were acquired by the learners easily and immediately understood the task given in the lesson. The arousal of interest (springboard) were observed on the learners positively. More interested in everything they read given by the media-technology used in teaching. The effectiveness of the lessons prepared in mastery skill effectively validated the results of pre-test and posttest that the learners got high score in the post test because of media-technology used in lessons. The arousal of interest of learners became interesting, alert and lively in working the activity. In the field of inter-active work or hands-on usage of the media-technology, learners can easily answer and active on using technology.

DISCUSSIONS

Based on the results of the study, technology is a big help in improving learners' skills and attitude towards the 21st century skills in teaching. It could be a big help in achieving productive beginners to become globally competitive individuals someday. With the result of the post test, demo teaching, and checklist given to the learners and teachers, it is a big attest that technology interests learners' ability and arouses the eagerness to learn, develop and explore learning skills.

KEYWORDS: Media-technology, e-classroom package, smart cart package, technology, Filipino

SUBMISSION ID: R005-ALBAYP-0004

Using Phonics Approach in Enhancing of Struggling Readers and Readers at-Risk in Grade IV of Manggas-Tamak Elementary School for SY 2016-2017

Cerilina Comia, Manggas-Tamak Elem. School, Padre Garcia

Abstract

INTRODUCTION

Reading is the key to skillful learning and better living. Learners who read well develop better understanding and effective adjustment towards life's situations. Reading therefore is one of the potent areas where the learners must be placed under and where an appropriate design may be addressed or utilized to assure the learners to learn effectively the basic skills in reading. Several factors may have contributed to these reading difficulties. One factor is that for most pupils, basic skills in reading have not been fully developed or mastered. It is for this reason that the researcher conducted an action research to find some teaching strategies that will improve the oral reading abilities of slow readers and readers-at-risk in Grade IV of Manggas-Tamak Elementary School using the phonics approach.

METHODS

This action research relied chiefly on the results of the different oral reading tests (recognition level) conducted during the period of the program. The descriptive method of research was used in the study to find out the reading performance of the pupils.

RESULTS

The findings of the study revealed that in phonics method the sounds are taught in isolation, they learn that the letter represents a certain sound, and must then learn to blend the sounds to form words or, in other words, synthesize.

DISCUSSIONS

With the foregoing stated problems on the reading abilities of slow readers and readers-at-risk in Grade IV of Manggas-Tamak Elementary School, the following actions were formulated to improve reading capabilities: Strengthen the remedial reading program design - using the phonics approach to correct and improve the reading skills of slow readers and readers-at-risk.

KEYWORDS: phonics, reading

SUBMISSION ID: R04A-BATANP-0415

Using Picture Reading Technique for Struggling Readers in Sta. Anastacia Elementary School

Relyn Fruelda & Aiza H. Acacio, Sta. Anastacia ES/Batangas

Abstract

INTRODUCTION

Reading is an essential skill in a child's life. Different techniques and strategies are being utilized to assess many pupils having reading difficulties. But with so many struggling readers, its best to know the suited reading techniques for them. This study seeks to answer the effects of using the picture reading technique towards struggling readers, analyze the reading efficiency of struggling readers using effective picture reading techniques; and find significant correlation of the picture reading technique and other teaching reading techniques suited for pupils with the same problem.

METHODS

The researchers used the descriptive method of research as means of assessing the effectiveness of using picture reading for struggling readers. Ninety-six grades 1 and 2 pupils were used as respondents. The study is a combination of correlation studies in as much as assessment of groups of struggling respondents are compared and the two variables of the study are correlated.

RESULTS

Most of the struggling reader respondents in the study always observed their abilities in recognizing familiar images and identifying letters through pictures using the picture reading technique. Although, blending letters into words through pictures, identifying vowels and consonants of the alphabet through pictures, connecting syllables with pictures into words sometimes observed. However, the effects of picture reading technique on the reading level of struggling reader respondents were observed, whereas six of the indicators shown similar interpretation (as observed) as: display high level of eagerness in reading words into phrases, shows confidence on reciting sentences, wants to read aloud short paragraph and stories, appears mental imagery skill, and shows higher academic outcomes. Thus, interest in reading syllables into words was the only one in highly observed category.

DISCUSSIONS

The study implied that using picture reading technique in struggling readers was effective. Whereas most pupils show interest and develop readiness using many and wide experiences with materials and techniques of reading. Therefore, training struggling readers to familiarize the pictures will develop the pupils later to allow them to be a reader. And because the teacher utilized picture reading technique, struggling readers display high level of eagerness in reading, shows confidence on reciting, wanting to read aloud short paragraph and stories, alertness in reading and beginning to achieve higher academic outcomes.

KEYWORDS: picture reading technique, struggling readers

SUBMISSION ID: R04A-BATANP-1639

Using Real Object During Engagement in Teaching Science: its Effectiveness to Pupils Achievement of Grade 5 in Parklane Elementary School

Liezl Firmanes & Estela Felicitas, Member of Asia Pacific Association of Educators

Abstract

INTRODUCTION

The aim of the current study is to address the need for improving Teachers' performance in Teaching Science to Grade 5 pupils and to assume new roles and responsibilities in a decentralized system. The study focuses on students' performance, the capacity to provide the best instructional strategies to pupils through real object presentation. Teachers are facing the challenges of working within a recently decentralized educational system while learning to become a good teacher through idealistic presentation.

METHODS

This action research utilized the effectiveness of using real objects since its main purpose was to determine the effectiveness of using real objects and its possible effect to MEAN /SD/ MPS on the achievement of pupils for the entire Third Quarter lessons. The same pupils from different sections were the respondents. The group was taught using pictures only with similar activities while the next month, the group was taught using real objects with the same activities. Five regular sections with selected students were included in the study out of the Grade 5 sections that the school had.

RESULTS

The following are the findings of this research.

During Pre-test the mean scores of both groups using pictures (MEAN= 4.72, SD= 2.62) and the group using real objects (Mean= 6.32, SD= 2.82), the two groups do not significantly differ based on the results which is less than the tabular of 1.9845 at 98 Df.

During Post-test the Mean = 4.92 and SD = 2.64 using pictures while in using real objects, the MEAN= 8.16 and SD = 3. The two groups significantly differ which prefer the use of Real Objects in which the t-ratio is greater than the value of 1.9845 at 0.05 level of significance using 98 degree of freedom.

DISCUSSIONS

1. During the Pre-test of the respondents from the two groups, using picture and using real objects, do not differ significantly.

The Posttest revealed that the two groups significantly differ resulting to high MPS and SD for the group using real object.

No significant difference in Pre Test and Post Test using pictures in teaching science, but significant difference is clear and favor to group using real object.

KEYWORDS: real objects, pictures, science, instructional strategy

SUBMISSION ID: R04A-GENTRI-0003/ R04A-GENTRI-0004

Using Student-Led Video Tutorial in Teaching Selected topics in General Mathematics

Alvin Manacop, Department of Education - Calamba City

Abstract

INTRODUCTION

Students of today are digital natives and most of their activities are connected to technologies. This is one of the reasons why there is a need for teachers to upgrade their teaching strategies through the use of modern technology and so as to comply with Republic Act 10533 which is the Implementation of Pedagogical Approaches in catering K to 12 Basic Education Curriculum in imparting lessons to their students. By doing so, students will appreciate and understand the lesson easily.

METHODS

This study attempted to determine the effectiveness of the use of student-led video tutorials in teaching selected topics in General Mathematics. Quasi-experimental pretest-posttest design was used in this study. One section from Accountancy Business and Management (ABM) in Kapayapaan Integrated School (KIS) School Year 2017 - 2018, which consists of 30 students was the subject of the study. The utilization of student-led video tutorials was incorporated in the delivery of the selected topics in General Mathematics. It pursued the hypothesis at 0.05 level of significance which states that there is no significant difference in the mean percentage scores between the pretest and posttest within the group.

RESULTS

The computed t-value of 13.80 is higher than the t-tabular of 2.05. At 0.05 level of significance with 29 degrees of freedom, it can be concluded that there is a significant difference between the pretest and posttest mean scores of the students within the group. Hence, the hypothesis stating that there is no significant difference in the mean percentage scores between the pretest and posttest within the group was rejected.

DISCUSSIONS

Since student-led video tutorials were found out to be effective in teaching selected topics in General Mathematics, administrators and officials of the Department of Education may encourage not only the Mathematics teachers to use this teaching technique not only in teaching General Mathematics but also in other learning areas where video tutorials can be incorporated for better understanding.

KEYWORDS: student-led video tutorial, digital, technology, mathematics

SUBMISSION ID: R04A-CALAMB-0104

Using Technology with Differentiated instruction in Improving the Academic Performance of the TVL Students

Janice Umali & Monavie Lorca, Department of Education
(Adviser: Lerma Furio)

Abstract

INTRODUCTION

For so many years, the teacher provides all the pieces of information in the classroom. Participation of the students in the classroom is less observed and practiced. An alternative way of delivering the instruction through purely verbal presentations is to make use of technology with differentiated instruction. Differentiated instruction is based on the concept that the teacher is a facilitator of information, while students take the primary role of expanding their knowledge by making sense of their ability to learn differently (Robinson, Maldonado, & Whaley, 2014). With the use of technology with differentiated instruction, students will be introduced and engaged to a new learning experience.

METHODS

In this study, quasi-experimental design was used to determine the effectiveness of differentiated instruction in terms of improving the academic performance of the students. The participants were purposively chosen for the control and experimental group, respectively. The learning styles of the students were identified using Simple Life Strategies Learning Style which served as the basis for designing differentiated activities in the TVL class.

RESULTS

The experimental group received differentiated instruction from October 2018 to December 2018 while the control group received traditional teaching instruction. The results showed that the academic performance of the students in the experimental group was higher compared to the control group. This study concludes that technology with differentiated instruction based on different learning styles was effective in teaching TVL class to grade eleven students.

DISCUSSIONS

Results showed that technology with differentiated instruction has a significant difference on the test scores of grade 11 students. Based on observation, students in the experimental group were matched with appropriate learning strategies and increased in their level of comprehension and motivation. More so, this study is significant for teachers to transform their classroom experience and to reflect on their own classroom practices.

KEYWORDS: technology, differentiated instruction, learning styles, individual learning, TVL

SUBMISSION ID: R04A-CAVTP-0103

Using Video as Supplementary instruction for Laboratory Activity in TLE 9 - Computer

Ronelia Santos

Abstract

INTRODUCTION

Understanding a task is important when it comes to Laboratory Activity or Follow-up Activity. It becomes a solid way of showing that the lesson is appreciated and is learned through performing the task. Performance can be a way to see if students really understood the lesson whether individually or as a group. This was considered a reason for the study entitled using video as Supplementary instruction for laboratory activity in TLE 9 - Computer.

METHODS

This is an Action Research and purposive sampling was used for student-respondents. Out of the Questionnaire, Observation and Interviews were used to ensure the result of the study. After the collection, tabulation and computation, the results were collected. The supplementary video for laboratory activity was accepted as a way to strengthen the lesson.

RESULTS

The distribution of the respondents was predominantly male. Most of the respondents were aged 15(79%), secondly aged 14 (16%) and lastly, aged 13(5%). This could mean that they were in their teens and some were considered as adolescent coming from the Latin word *adolescentia* which means adult person, who is growing up or has at least understanding at their age. Majority of the respondents owned a laptop/computer (66%) while others do not own a laptop/computer (44%). This could mean that the respondents who know how to operate computers can perform computer skills and use these knowledge to their advantage. The mean on age of student-respondents is 4.16 and owning a computer or laptop has the weighted mean of 0.781. The computation made in MS Excel on the correlation coefficient is -0.51, which interpreted its correlation as moderate downhill negative relationship, although there exists a strong curve relationship in this case since it is far away from 0.

DISCUSSIONS

Assessment of students in Nueva Ecija University of Science and technology on the supplementary video given prior to the laboratory activity was adequate and the relationship between the age of the respondents, owning a computer or laptop, the content, visual, teacher factor and student factor as a way to strengthen the lesson learned as high negative correlation. A collection of all information for the purpose of creating an output or result, makes it a useful way to determine if the students are understanding the lesson and the outcome of the study creates more avenues for the researcher to improve laboratory activities and to help meet with the learning needs of the students.

KEYWORDS: video, supplementary teaching, laboratory activities

SUBMISSION ID: R003-CABANA-0000

Using ZipGrade Application in TLE Teachers' Reports Compliance

Jimmy Ray G. Cimafranca & Lerio Tamayo, Ternate West National High School

Abstract

INTRODUCTION

The impact of Information and Communication and Technology (ICT) in improving means of on-time report compliance has been considered as advantageous in the field of education. It is therefore the purpose of this study to determine the effectiveness of ZipGrade Application in well-timed submission of Quarterly Assessment reports such as mean, mean percentage score, standard deviation and item analysis of Technology and Livelihood Education (TLE) classes in Ternate West National High School. Hence, with the successful outcome, the school plans to apply the ZipGrade Application across all learning areas.

METHODS

The quantitative assessment/evaluation design was employed with the paired or dependent samples t-test at 0.05 level of significance to test the effectiveness of ZipGrade Application. The study was limited only to TLE subject teachers who were chosen to utilize the application since the field of expertise concerned was the use of technology. To achieve the objectives of the study, a total of 10 teacher-respondents both from Junior and Senior High School Departments of Ternate West National High School were purposively selected.

RESULTS

The results indicated that the ZipGrade Application improved the teacher-respondents' timeliness in terms of reports compliance. Furthermore, the use of ZipGrade application concerning submission of reports garnered the mean of 3.4 days on the third quarterly assessment as compared to the second quarterly assessment reports submission which had the mean of 6 days. The data showed that the computed t of

2.78 was lesser than the tabular value of 2.78 at 4 degrees of freedom. Hence, the stated results based on the data revealed the effectiveness of ZipGrade Application among TLE Teachers in terms of timeliness of report submission of the second and third quarterly assessments.

DISCUSSIONS

Generally, the results showcase the possibility of offering the ZipGrade Application across all learning areas are being reassessed. The school administration may offer the use of ZipGrade App in the computation of the quarterly assessment results in all subject areas. With this, seminars or short tutorial sessions must be provided to the teachers for the accuracy and authenticity of the results. The app may be used to grade diagnostic and achievement exams and to compute the respective results. The concerned teachers may also use the app in grading and checking multiple-choice-type of assessment throughout the quarter uncomplicatedly.

KEYWORDS: ZipGrade Application, quarterly assessment report

SUBMISSION ID: R04A-CAVTP-1297

**Utilizing Mindful Reading Comprehension Techniques in Improving
Reading Comprehension of Grade Five Pupils of Rosario Elementary
School**

Carina P. Ramos, Rose Angela L. Pacao, Department of Education

Abstract

INTRODUCTION

Reading comprehension can be challenging for pupils with learning and attention issues. Pupils need to master many key skills to fully understand any text. Applying Mindfulness Techniques right at the time of reading & comprehension increases attention span and critical thinking power enabling struggling readers to develop reading skills easily and proficient readers get better. Thus, this study aims to investigate the effectiveness of Mindful Reading Comprehension Techniques in improving the reading comprehension of grade five pupils in Rosario Elementary School (RES).

METHODS

This study used Pre-Experimental utilizing the one-group, pretest-posttest design. The chosen participants were 10 grade five pupils who were identified under frustration level. Data were collected using a standardized 20-item test that was adapted from PHIL IRI Form A Performance.

RESULTS

Results revealed that there is a significant difference between the scores of the grade five pupils before and after the Mindful Reading Comprehension Techniques were used as intervention program for the reading comprehension problem of the said pupils. Also, it showed that the said intervention program highly affected and improved the reading comprehension problem of the said pupils.

DISCUSSIONS

Mindfulness techniques integrated with reading skills empower the brain to concentrate better and therefore think deeper about the text being read and also increases the pupils' attention span. This results in faster and improved reading and comprehension skills. The critical and creative thinking power of the brain enhances when we use the Gyan Mudra and gently rub the middle point on the forehead between the eyebrows for 10-30 seconds and hence even the students having ADHD problem can increase their reading skills faster.

KEYWORDS: Mindful Reading Comprehension Techniques, Reading Comprehension

SUBMISSION ID: R04A-CAVTP-0402

Utilization and Effectiveness of e-Worksheets to Improve the Mathematical Skills of the Grade IV Pupils in Quisao Elementary School

Alvin M. Argayoso & Miguela Argayoso, Department of Education - Rizal

Abstract

INTRODUCTION

e-Worksheets through quizalize education website are effective tools in ongoing efforts of encouraging our pupils to engage their brains during class. The easy way to differentiate your teaching - turn boring tests into fun classroom games. Instantly know who needs help and what they need help with. And effortlessly assign follow-up activities that boosts pupils' results. Their innovative new content format makes mathematics more interactive than ever before.

METHODS

An Experimental Research Method was used. This was used by exposed and unexposed pupils using the results of the Two Chapter Tests, Pre-Test and Post Test with the help of e-Worksheet Intervention Program. The respondents were Grade Four Pupils in Quisao Elementary School.

RESULTS

This study was intended in order to evaluate the effectiveness of the Utilization of e-worksheets in improving the mathematical skills of Grade Four pupils. It was limited to the assessment of the numeracy skills of the respondents exposed to the utilization of e-worksheets intervention program as revealed by their pretest and posttest with respect to operations on fraction in the second quarter.

DISCUSSIONS

The result of the study was a good teaching innovation and a good tool in teaching remediation for grade IV pupils in improving their mathematical skills. The problem always encountered by Mathematics teachers is the presence of non-performing pupils. With the proposed teaching tool or learning material, it is expected that this problem would be addressed.

KEYWORDS: e-Worksheet, mathematical skills, mathematics, fractions

SUBMISSION ID: R04A-RIZALP-0061

Utilization and Efficiency Testing of An Improvised Water Purifier

Edson M. Abad, Quirino General High School
(Adviser: Charles Louie S. Tanora)

Abstract

INTRODUCTION

Water is the basic necessity of people. Every household tries to find and construct a water source to supply this necessity. However, some of the sources are contaminated by E. coli and dissolve iron on water causing it to be unsafe for drinking and cooking purposes. Urban communities such as Barangay Gundaway, Cabarroguis found these contaminations in their water sources. Due to this, a water purifier is one of the solutions to remove these contaminations if not lessen the amount present in water ready for consumption. In this study, the researcher developed an improvised water purifier to help the community.

METHODS

This study used the experimental research design. The control variable used no purifiers while the T1 used only sand. For T2 used water filters, constructed using a pitcher and different layers of Activated Carbons and foam. The water samples were gathered in Barangay Gundaway and underwent filtration for T1 and T2. Lastly the water samples filtered for T1 and T2 samples for the control were subjected to Substance present (Iron) analysis and Total Coliform and E Coli Count by DOST. A survey was also conducted for the odor.

RESULTS

The different water samples from the experiment were sent to DOST for analysis of the efficiency and effectiveness of the filtration system in terms of Substance Present (Iron), Total Coliform and E. Coli Count and survey was conducted to determine the level of odor of the water samples. It revealed that the Iron content of the filtered water on T1 and T2 lowered the level of iron but only T1 had the accepted level of Iron present on water. On the other hand, none of the treatments met the Standard Specification for drinking water. Lastly, for the survey, only T2 is the only treatment without odor.

DISCUSSIONS

The Improvised Water Purifier is efficient in lowering the substance present (Iron) however, Sand purifier has a higher efficiency. It is also efficient in removing the odor of the water based on the conducted survey. On the other hand, the Improvised water purifier is not efficient in removing the coliform and E. coli. With these results, it is recommended to use the improvised water purifier in terms of its efficiency on lowering the substance content and odor. For future researchers, another treatment must be included such as sand purifiers added with the contents of improvised water purifier. Lastly, the water purifier must have additional features to remove the coliform and E. coli.

KEYWORDS: Improvised Water Purifier, iron, E. coli, odor, sand purifier, activated carbons

SUBMISSION ID: R002-QUIRIN-0023

Utilization of 2C-2I-1R Pedagogical Approaches and Strategies in Teaching Science Research II at Governor Ferrer Memorial National High School - Main

Christopher A. Luna & Prudencio Animas, Gov. Ferrer Memorial National High School

Abstract

INTRODUCTION

In support to Regional Memorandum No. 11, s. 2015, entitled The 2C-2I-1R Pedagogical Approaches and as mandated by RA 10533, the Department of Education reiterates the use of the 2C-2I-1R approaches (Constructivist, Collaborative, Inquiry-Based, Integrative, and Reflective) cum suggested strategies and underlying principles behind each pedagogical theory to better implement the Enhanced Basic Education Curriculum in all grade levels. The primary purpose of this research was to determine the extent of utilization of the five pedagogical approaches and strategies in enhancing the academic performance of Grade 8 Science Class students in Science Research II.

METHODS

The participants of the study were comprised of 80 Grade 8 students of GFMNHS-Main. The study made use of the experimental method of research employing the quasi-experiment design, specifically a pre-test and post-test equivalent groups design. There were two study groups involved, the control group that was taught using conventional method and the experimental group that was taught using the 2C-2I-1R Pedagogical Approaches and Strategies.

RESULTS

The t-test to compare two independent sample means was used to statistically test the hypotheses. Results showed that the mean Post-test of Grade 8 - Adelfa, the control group, was 22.10 while the mean Post-test of Grade 8 - Sampaguita, the experimental group, was 32.45 with a mean difference of 10.35. The statistical t-test value is 13.5791 which is higher than the critical t-value of 2.000 at 0.05 level of significance, two-tailed test. Since the t-value is higher than the critical value, the mean Post-test of the two groups has significant difference after the study. Therefore, the use of 2C-2I-1R Pedagogical Approaches and Strategies in teaching Science Research II affected the academic performance of the Grade 8 students.

DISCUSSIONS

The salient findings of the study revealed that the students' performance in Science Research II during the post-test is significantly higher than their performance during the pre-test. Thus, the use of 2C-2I-1R Pedagogical Approaches and Strategies is effective. The researchers recommended to use the said approach and strategies in pre-service research teacher instruction to enhance the science research achievement and conduct an experimental study to find out the effectiveness of using specific pedagogical approach and strategy as compared to other strategic teaching methods in different topics in science research, and in different disciplines

KEYWORDS: Pedagogical Approaches, Constructivist, Collaborative, Inquiry-Based, Integrative, Reflective

SUBMISSION ID: R04A-GENTRI-0008/ R04A-GENTRI-0009

Utilization of Audio-Visual Aids in Reading Comprehension among Grade one Pupils at San Juan East District

Sharie Arellano, Department of Education

Abstract

INTRODUCTION

The study aimed to determine the effectiveness of audio visual aids as significant tools to enhance pupils' reading comprehension. This study specifically further aimed: to know the different audio visual aids used in reading; to identify the utilization of audio visual aids in terms of the student's performance and social aspects; to determine the problems encountered in using audio visual aids in teaching reading; to analyze the significant difference between the effects of audio-visual aids on students' performance and social aspect in using audio- visual aids; and to propose a plan of action to enhance the reading comprehension of the pupils.

METHODS

The researchers read books, researches, and other printed materials which dealt on the topic. From this, the researchers constructed the survey questionnaire based from the specific questions formulated. Researchers utilized a self-constructed questionnaire, which was composed of three parts. The first part was the different audio visual used in reading. The second part was the effects of audio visual aids in terms of students' performance, and social aspect. The third part was the problems encountered in using audio visual aids in teaching reading

RESULTS

The researchers also visited the libraries of other colleges and universities in the province to get materials for the conceptual and research literature. They consulted knowledgeable people to give direction to their study. As for the actual gathering of data from the respondents, the researchers asked permission from the proper authorities to administer the questionnaire. They personally conversed with the respondents and guided them in answering the questionnaire and collected them right away.

DISCUSSIONS

This part presents the discussion of gathered results through the process of using the questionnaire and constructive interview only on some clarification from the respondents. It is tabulated, interpreted and analyzed to be thoroughly understood. The study shows that the respondents sometimes use visual aids which are technology based. As a result of this substantial change in language teaching, teachers needed extra aids to provide learners with the desired environments and foster exposition to authenticity. They assumed that technology is a part of society, thus, language teachers cannot be far away from using it since they have the prior aim of addressing social needs.

KEYWORDS: Audio-Visual Aids, reading, technology

SUBMISSION ID: R04A-BATANC-0527

Utilization of Bar Model Method in Solving Word Problems: An intervention

Karla Janina Escaño, Cavite Association of Research Educators

Abstract

INTRODUCTION

The main purpose of mathematics teaching is to enable students to solve problems in daily life. According to the latest national test results, most students lack mathematical problem solving skills. The result of the recently conducted item analysis during the first grading periodical tests in mathematics for the school year 2018 - 2019 revealed that more pupils on Grade II got "low mastery" on problem solving competency. The result indicated that pupils have difficulty in comprehending and solving the word problem. These events led the researcher to utilize the Bar Model Method as an intervention program to enhance the problem solving skills of the pupils.

METHODS

The researcher administered the pre-test on Grade II-Yakal and Grade II-Acacia and got the mean, SD, and MPS of the results. II- Yakal was the experimental group which was given intervention on the use of bar model method, while II-Acacia was not exposed to the use of bar model method which was the controlled group. Then, post-test was also administered using the same set of test and get the mean, SD and MPS of the post test result. To assess the effectiveness of Bar Model Method as an intervention program in the performance level of Grade II pupils in Mathematics, the researcher used the Numeracy Test in Mathematics and the Bar Model Method.

RESULTS

The study revealed that there is a significant difference in the pre-test and post-test scores of the controlled group. The scores of the pupils in the experimental group showed great improvement after giving the Bar Model Method intervention. In addition, the result of the study rejected the null hypothesis which implied that there is a significant difference between the means of the controlled and experimental group. Therefore, the mean scores of the controlled and experimental group is statistically significant. Furthermore, the scores of both groups showed improvement in the post-test. However, the results revealed that the scores of the group which was given the Bar Model Method intervention was higher than the controlled group.

DISCUSSIONS

Utilization of the Bar Model as problem solving skill intervention program had high implication on the learning of Grade II pupils because the findings showed that the scores of the experimental group had improved a lot in their post-test compared to their pre-test scores. The results also implied that learners liked fun and enjoyable activities where they can manipulate objects as they discover the different mathematical facts and skills.

KEYWORDS: Bar Model Method, Problem Solving, Mathematics

SUBMISSION ID: R04A-CAVITP-0138

Utilization of Competency-Based Downloaded Videos in the Enhancement of Proficiency Level in Science of Grade VI- Lapu-Lapu S.Y.2017-2018

Benilda Catalasan, Ternate Central Elementary School

Abstract

INTRODUCTION

The wake of information technology age is giving a hard time to pupils understanding how they can be competitive in their studies together with the speed of accomplishment of their assignments. Multimedia technologies and the rapid and intense developments in information technology are appropriate to help remedy this situation.

METHODS

This study was conducted to find out the effect of utilizing Competency-Based downloaded Videos on the proficiency level of Grade VI- Lapu-lapu in Science. Maximum Variation Sampling was used since the classes in Ternate Central Elementary were heterogeneous in nature. Grade VI-Lapu-Lapu comprising of 40 pupils was assigned as the experimental set-up which utilized the Competency-Based Downloaded Videos while Grade VI-Tanigue with 40 pupils was assigned as the controlled group.

RESULTS

Results showed that using Competency-Based Downloaded Videos in teaching Science increased the proficiency level of pupils in Elementary Science.

DISCUSSIONS

Statistical t-test revealed that there was a significant difference in the achievement level between the two groups in favor of the experimental group.

KEYWORDS: competency-based videos, science, multimedia technology, information technology

SUBMISSION ID: R04A-CAVITP-1419

Utilization of Concert Apps:A Strategy in Teaching Classical Music for Grade 10 Students of Pansol National High School

Gayzelle Caringal, Department of Education

Abstract

INTRODUCTION

The ultimate purpose of the K to 12 program is very indispensable in generating globally competitive learners who will be equipped to face the challenges of today's generation. It also intended for the learners to be the center of the entire teaching and learning process that will result to a lifelong learning and providing quality education. With the present generation, music brings a great impact to every individual's way of living. This can be considered as one of the most powerful tools that can change the mood of a person, for every music has its own story. This research is concerned with the utilization of concert applications as a strategy in teaching classical music for grade 10 students of Pansol National High School.

METHODS

Descriptive method of research was used in the study. There were 11 male and 30 female students from Grade 10 Laurel. The questionnaire served as the main instrument in this study as determined by the researcher on obtaining the needed data.

RESULTS

The findings revealed that students encountered difficulties in understanding the Classical Music and it showed the poor performance of the students in the said subject. They got very low percentage scores. These findings call for teachers to evaluate their instructional method combined with Concert Apps in teaching Classical Music.

DISCUSSIONS

It was suggested that Concert apps impact students' ability to engage in hands-on activities through Concert App as they feel great for they can teach and test themselves in learning Classical Music and they feel excited in learning as well because of the Concert Apps

KEYWORDS: concert applications, classical music, music

SUBMISSION ID: R04A-BATANP-1771

Utilization of Contextualized Worktext in G10 Mathematics

Mariliza Espada, Department of Education

Abstract

INTRODUCTION

In school year 2014-2015, 36.86% Mean Percentage Score (MPS) on National Achievement Test in Mathematics was obtained by Camp Vicente Lim Integrated School, the largest public high school in the Division of Calamba City. This figure was not even half of the desired results, and this meant only one thing: there is a need to reengineer the teaching processes. With sufficient learning materials and competent teachers for more than two thousand young minds, it was seen that the foremost issue was on how well the students understood the Math lessons - how well the students could own the learning in the context they are most familiar with. Hence, the need for the utilization of contextualized materials is the essence of this study.

METHODS

This study used descriptive research design which was quantitative analysis. It utilized the one group pre-test and posttest research design. Purposive sampling was used to determine the participants of the study. Pre-test and posttest were given to the students to determine the effects of the materials in the teaching and learning process. Contextualized learning materials was modified aligned with the given competencies for the K to 12 Program. A 50-item test was also developed which passed internal and external validation.

RESULTS

The performance level of the learners before using the contextualized worktext in G10 Mathematics was 34% which is 41% below the proficiency level of 75%. After using it, the performance level was 71.51% which is 3.49% below the proficiency level of 75%. The results imply that there was an increase of 37.51% after using the said materials. There is significant difference between the performance of the respondents in the pretest and posttest. The computed t - test value of $\hat{A} \pm 20.32$ is greater than the tabular value of $\hat{A} \pm 2.01$ at 0.05 level of significance with probable value of 2.2×10^{-117} .

DISCUSSIONS

The target learners' needs in studying algebra include problem solving involving polynomials and circles. The Contextualized Learning Materials in Grade 10 Mathematics was in accordance with the needs of the learners as well as the least learned competencies as prescribed by the K to 12 Basic Education Curriculum. There is a significant difference between the results of the pretest and the posttest. It is a single proof that the contextualized worktext is very useful in enhancing the performance of the students in G10 Mathematics

KEYWORDS: Localized material, contextualized worktext, mathematics

SUBMISSION ID: R04A-CALAMB-0417

Utilization of Cooperative Learning in Teaching Mathematics among the Grade II Pupils in Payapa Elementary School

Lucia Punzalan, PPSTA

Abstract

INTRODUCTION

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. This research aims on becoming more effective in the utilization of cooperative learning for a productive and meaningful teaching of Mathematics.

METHODS

The participants of this study were the 55 Grade II students who comprised 100% of the total Grade II population. Included also were the three (3) Grade II teachers. The survey technique through the use of questionnaires was employed in the study. The descriptive method of research was also utilized to assess the effectiveness of the teacher in utilizing the cooperative learning approach in teaching Mathematics.

RESULTS

The utilization of cooperative learning in teaching Mathematics and the execution of the lesson, contributed much in improving the teaching performance of the teachers and the development of Mathematics skills of the pupils. The teachers were very effective in terms of utilizing appropriate pedagogical approaches, teaching techniques, and the preparation and utilization of cooperative learning based on instructional materials. The result of the study became the basis for crafting a program which aimed to further improve the utilization of cooperative learning in teaching and learning.

DISCUSSIONS

Time management and lack of materials were the foremost difficulties met by the pupils. It was indicated that the teachers used Cooperative Learning to enhance pupils' participation at a very great extent. Relative to the effectiveness of cooperative learning on the pupils' academic performance and social and emotional development, one of the indicators cited that this strategy improved the participation and involvement of the pupils in a cooperative way which was proven very effective.

KEYWORDS: cooperative learning, mathematics

SUBMISSION ID: R04A-BATANP-0621

**Utilization of Cross Multiplication in Teaching Subtraction of Fractions:
Basis for School-Based Program**

Rosemarie Delos Reyes, Department of Education

Abstract

INTRODUCTION

Schools are under greater pressure today than ever before to provide a quality education for every student. This is an age of change wherein new ideas, new methods, and new materials abound. In order to meet the challenge of change, teachers must have a seemingly endless source of energy, skill, and dedication. They must have the full support of the community. This means a compatible learning environment, a reasonable workload, and the finest materials available. This study was conducted to help the Grade 7 students in increasing their performance in Mathematics.

METHODS

The study used two instruments namely, the Pretest and the Posttest in Mathematics. The test was constructed by the researcher in accordance with the k to 12 Grade 7 Mathematics Learning Competencies. Ten items covering the topic of Subtraction of Fractions. The questions of the Pretest were taken from the national published book of the Grade 7 Mathematics. While The Posttest questions were taken from the k to 12 Grade 7 Mathematics Module. Before the conduct of the study, the researcher prepared a ten-item Pretest. The Grade 7 Carnation students were utilized in this study. The study was conducted for four days. Worksheets were provided by the researcher which was used during the study. On the last day of the study Posttest was conducted.

As shown in Table 4, the pretest mean score was 1.1 and posttest mean score was 4.5. Using t-test for paired sample to test the hypotheses of the study, the computed t value is 29.96 and the t critical (two tail) value was 2.045. The computed t value was greater than the t critical. Therefore, the difference between the Pretest and Posttest is highly significant. The null hypotheses that there was no significant difference between the Pretest and Posttest results was rejected.

DISCUSSIONS

There was a significant difference between the Pretest and Posttest because the computed t-ratio (29.966) was greater than the critical t value at the 0.05 level, $df = 29$. Utilizing Cross Multiplication Method in performing Subtraction of Fractions was more effective approach in enhancing the performance of the Grade 7 students in Mathematics.

KEYWORDS: fractions, mathematics, cross multiplication

SUBMISSION ID: R012-GENSAN-0008

Utilization of DCP Packages: Basis for Developing "Project COMMON" (Computerized Monitoring)

Princess Chavez

Abstract

INTRODUCTION

Incorporating technology usage within education has been highly recommended while it has also been struggling to secure rights and recognition, similar to how a new country scuffles to establish internationally recognized sovereign boundaries. Thus, it has been suggested that the application of technology in teaching should indeed be encouraged and even be incorporated. Thus, with the legal mandate of promoting the right of all citizens to make appropriate steps in making education accessible to all, the Department of Education (Department of Education) launched the Department of Education Computerization Program (DCP) towards the transformation of education. Consequently, challenges encountered by the students in utilizing the DCP packages was determined to devise a simple application that will speed-up the tasks and address common concerns.

METHODS

In the conduct of this study, the descriptive method was used in collecting and analyzing the necessary data, which involved the description, recording, analysis and interpretation of the condition existed. This method 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. After considering the issues and problems to be answered, extensive research through interview, formulation of the questionnaire, distribution to the target respondents, gathering and analyzing the instruments and reviewing related information was conducted to obtain sufficient information.

RESULTS

The results of that study showed that there were factors that affected the utilization of the DCP packages. Students spent several minutes just to log in to the logbook instead of spending their time using computers. Furthermore, ballpens (for the logbook) and teachers to assist the users are not always available. Same problems were also observed when logging out. Though all units have the same specifications, the space inside the laboratory also served as hindrance in using the assigned computers. Furthermore, not all users are familiar to the programs installed due to the lack of orientation and training.

DISCUSSIONS

Since all of the identified challenges were related to time spent for each process, "Project Common" (computerized monitoring) was developed. It enables user to log in, log out, identify the PC to be used and learn basic information in using the programs installed in each computer. The program is still subjected for further development to address other possible concerns in the utilization of DCP packages.

KEYWORDS: Department of Education computerization system, monitoring, technology, computerized monitoring

SUBMISSION ID: R04A-BATANP-1768

Utilization of Different Reading Materials: A Way of Developing Best Readers in Grade one in Camastilisan Elementary School ,Calaca District

Adeliza Marasigan, Master Teacher II

Abstract

INTRODUCTION

Children must read fluently to comprehend what they are reading. Early grade reading is an exemplar for improving the overall quality of education once children learn to apply the foundational reading skills with a certain level of reflex or automaticity. As children learn sounds that link to form words, they begin connecting those sounds to printed words and the idea behind those words and with the use of varied colorful reading materials which would inspire the children, reading is possible.

METHODS

The researcher employed the qualitative research in synthesizing the findings of the coded studies on the factors that affect the reading skill of the pupils.

RESULTS

The researcher determined the best reader among the grade one pupils thru the use of varied and colorful reading materials.

DISCUSSIONS

This study will serve as the avenue for bench marking the best practices of the teachers and will provide inputs to other teachers to try the innovation as well.

KEYWORDS: reading skill, reading, reading materials

SUBMISSION ID: R04A-BATANP-2036

Utilization of Disaster Risk Reduction Management (DRRM)-integrated Learning Materials in Teaching Grade 7-8 Students

Olivia Escarmosa, Tanay National High School

Abstract

INTRODUCTION

One of the challenges in the Department of Education is the delivery of instruction often hindered by natural disasters occurring in the country. In lieu of this, schools like Tanay National High School devised a measure for the integration of disaster risk reduction education into the school. This school created Self-Learning Kits which can be used by students in evacuation centers or when classes would be dismissed for a long time. In this study, the researchers aimed to measure the level of the utilization of DRRM-integrated lessons and its effect on the level of awareness of the students related to disasters and hazards. Such is the basis for the improvement of the sustainability of the integration of DRRM in the school's learning materials as well as the development of more DRRM-integrated learning materials.

METHODS

This descriptive study aimed to gather quantifiable information to assess the utilization of DRRM-integrated learning materials and to measure the level of awareness of the students in DRRM. Eighteen (18) teachers of English, Science and Math in Grade 7 and 8 answered a questionnaire-checklist whilst eighty-seven (87) Grade 7 and eighty-six (86) Grade 8 students answered a test indicating their level of awareness in DRRM.

RESULTS

The researchers found out that the level of utilization of DRRM-integrated LMs is often utilized with highest rating on "Finding practical applications of concepts and skills in daily living" as the aspect in which the teachers always utilize DRRM-integrated LMs. On the other hand, the level of awareness of the students in DRRM is High with Early Warning Mechanism having the highest rating of Very High.

DISCUSSIONS

Results showed that utilization of DRRM-integrated LMs could be improved through focusing on the activities in which they are least utilized. Moreover, the development of the next learning materials could be focused on Aid Recovery and inclusion of other DRRM topics should be tapped on for sustainability. Through this conclusion, the researchers further recommended that the integration of DRRM in teaching should be extended to other learning activities; aspects by which the students performed lowest must be dealt with in the next modules to be developed; further enhancement on the integration of DRRM to lessons must be rendered to teachers; and a study of more effective methods to teach DRRM must be conducted.

KEYWORDS: Disaster Risk Reduction Management, self-learning Kits, DRRM-integrated learning materials

SUBMISSION ID: R04A-RIZALP-0127

Utilization of Double Exposure in Teaching Mathematics to Improve Performance of Grade Four Pupils

Adina Casabal

Abstract

INTRODUCTION

Double exposure in teaching refers to an approach wherein learning competency in a particular subject area is taught by using the mother tongue in the first exposure and English language in the second exposure (Paraon et al., 2011). Actual classroom situations reveal that pupils find it hard to understand and apply what is taught when the medium of instruction from Filipino to English is used. With the transition of teaching the subject, the researcher found that only a few pupils participate in classroom activities resulting in low scores in their evaluation. This is realized among Grade Four pupils, particularly in their Mathematics subject. Pupils still require their teacher to translate, from English to Filipino, the instructions on mathematical problems before they would be able to understand and consequently answer the given problem.

METHODS

The study is descriptive research. The descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. In essence, descriptive research aimed at casting light on current issues or problems through a process of data collection that enabled them to describe the situation more completely.

RESULTS

Performance of Grade 4 pupils was determined by administering a diagnostic test at the start of the school year. A 56% mean percentage score (MPS) was obtained for the diagnostic test given. The result of the diagnostic test urged the teacher-researcher to conduct a pre-test for mathematics to determine their ability. A 40-item test was administered and the mean percentage score was then computed. The pre-test yielded a 57% MPS in English and a 63.13% in Filipino which confirmed the MPS gained during the diagnostic test. These two preliminary tests were further supported by the grades for the first two grading periods which revealed that these grade four pupils had low performance in their Mathematics subject.

DISCUSSIONS

Almost half of the class got low grades during the first grading period. Meanwhile, during the second grading period, a very slight improvement was observed. There were 21 pupils (16 boys and 5 girls) who earned grades ranging from 74-76; 4 girls got grades ranging from 77-79 and 18 (7 boys and 11 girls) received grades ranging from 80-82; two girls achieved grades 83-85 and 1 boy and 1 girl earned grades ranging from 86-88. These results gave the researcher a good reason to teach the subject using double exposure.

KEYWORDS: double exposure teaching, mother tongue, English, Filipino

SUBMISSION ID: R04A-LAGUNA-0334

Utilization of E-Games: it's Impact on the Teaching and Learning Mathematics in Payapa Elementary School

Olympia Orlina, Division Aralg Panlipunan Association

Abstract

INTRODUCTION

Teaching and learning Mathematics presents various challenges for teachers and the learners as well since it is often associated as a difficult and tedious to learn wherein the teachers are the ones who are always besetting problems as to the attitudes and acceptance of the pupils. Educational games were conceived in response to pupils' repeated low achievement in Mathematics and were conceptualized as one of the effective measures to increase pupils' participation in various Mathematics activities and challenges. In this study, the researchers explored the reasons for varying levels of success through the use of electronic Math games that provide the learners the good picture of what Mathematics is all about.

METHODS

The descriptive method of research was employed since it utilized both the quantitative and qualitative investigations. The data were obtained through a self-structured questionnaire. All the Mathematics teachers and selected Grades I-VI pupils were the respondents of this study. The data obtained were validated, presented, interpreted and analyzed using simple statistical tools.

RESULTS

Teachers who used electronic Mathematics games (e-games) have considered these as one of the most effective solutions to break the barriers of Mathematical instructions, and learners developed positive attitudes in dealing with the problems in learning Math contents and concepts. The teachers always used the different e-games activities like audio-visual clips, word-number games, problem-solving and others in teaching Mathematics. As to the effectiveness of utilizing e-games in teaching, pupils' critical thinking skills were developed; fostering positive attitudes including self-confidence and self-esteem towards learning and enhance pupils' participation in various activities and challenges; lessened the Mathematics phobia and developed the genuine love for it thus, improved the Mathematics performance of the school.

DISCUSSIONS

The use of electronic Math games addressed the problems related to the negative attitudes of the learners in teaching and learning Mathematics. The learners' wrong notion regarding Mathematics as the most difficult and boring subject was eradicated. The teachers were hereby suggested to conduct more researches as to the updated and present trends in teaching, particularly the use of different e-games in Mathematics activities.

KEYWORDS: educational games, mathematics, electronic math games

SUBMISSION ID: R04A-BATANP-0119

**Utilization of Enhanced Learning Module Activities (ELMA) to Improve
the Academic Performance of Selected Grade 8 Students of Cavite National
High School**

Jocelyn P. Ibañez

Abstract

INTRODUCTION

One of the problems encountered by the Science teachers during the implementation of the K to 12 curriculum was teaching other science subjects which was not their major subject. Science teachers from different grade levels needed to teach four different science learning areas. And because of these scenarios, the students' academic performance was compromised. Creating a module was one of the educational innovations that helped the students improve their learning ability. It was also designed to promote self-learning among the students to make themselves better learners. This study was focused on determining the effect of the utilization of enhanced learning module activities in improving the academic performance of selected grade 8 students of CNHS.

METHODS

This study made use of the quasi-experimental design. It used the one-shot case study method interpreting the significant relation between the utilization of enhanced learning module activities and students' achievement. This study was conducted at CNHS in the Division of Cavite City selecting one intact class of grade 8 junior high school students. Quantitative data were employed. A teacher made a 15-item test and selected enhanced learning module activities were used as the instrument of the study to evaluate the students' academic performance. This test was given as pre-test and posttest.

RESULTS

The result of the survey conducted by the researchers towards the grade 8 teachers was the basis for constructing and utilizing enhanced learning module activities (ELMA). The t-test was used to determine the significant difference between the mean of the students' pretest and posttest scores in chemistry. The result of the t-test at 0.05 level of significant revealed that there is a significant difference between the pre and posttest scores in chemistry using enhanced learning module activities. A significant difference was obtained showing that the mean of the scores of posttest of 12.52 is significantly higher than the mean of the pre-test of 7.33. Based on the overall mean rating, the respondents favored the use of enhanced learning module activities.

DISCUSSIONS

Based on the findings of the study, the module may be validated by more evaluators and may be utilized for a large group of students. The Enhanced Learning Module Activities may be used by other science teachers to enhance students' performance particularly in chemistry. Teachers should prepare Learning Module Activities in different subjects to promote better achievement of learning.

KEYWORDS: (ELMA) Enhanced Learning Module Activities, chemistry, self-learning

SUBMISSION ID: R04A-CAVITC-0013

Utilization of ES Claveria Technique in Reading of Grade one Pupils at San Ignacio Elementary School

Retchell Manzalay, Department of Education - Rosario West

Abstract

INTRODUCTION

The researcher, as a grade one teacher, experienced difficulties in teaching diverse learners how to read. Based on the Pre-Test result of School Literacy Assessment conducted last June 2017, 20 Grade One pupils were identified as non-readers and struggling readers in Filipino. This pushed the researcher to use Erlinda S. Claveria Reading Technique to find out if it would be effective on the identified respondents.

METHODS

A Descriptive Qualitative Method was used following the IPO design. The Pananda book of Claveria was purchased by the researcher. Learning materials were prepared and utilized. The implementation of the Claveria technique and documentation were included in the Process. Proposed intervention and Post Test administration were incorporated.

RESULTS

Erlinda S. Claveria Reading Technique greatly improved the reading levels of the 20 respondents. After three months of conducting rigid reading intervention with the respondents, gradual improvement was noted. From 6 non-readers and 14 struggling readers in the Pre-Test, the Posttest resulted to 3 very slow, 4 slow, 7 average and 6 fast readers. The target of the researcher in improving the reading levels of the respondents was met. Pupils were able to familiarize the syllables with the help of the Pananda. This helped them in reading words, phrases, sentences and short stories.

DISCUSSIONS

The results highly suggested an urgent need to focus on reading among struggling and non-reader pupils to drive reading competency. Habitual reading will evoke awareness and motivate understanding among learners. A teacher's dedication and consistency to teach pupils how to read coupled with active participation from pupils will generate positive and beneficial results for the entire educational system.

KEYWORDS: ES Claveria Reading Technique, reading difficulties, Filipino, Pananda book of Claveria

SUBMISSION ID: R04A-BATANP-1415

Utilization of Google as A Search Engine among the Senior High School Students of Pinaripad National High School

George Jun G. Seneca, Pinaripad National High School
(Adviser: Julie F. Portacio)

Abstract

INTRODUCTION

Google is one of the major search engines that has been used by most of the students nowadays. Through its advancement, Google can be a substitute for reading materials and reference books as they contain an endless source of learning. In this connection, the researcher wants to know the utilization of Google as a search engine and its effect in terms of accomplishing the students' outputs among the Senior High School students of Pinaripad National High School. In addition, this research desires to find out what age and gender mostly Google users seek information to support their learning. Moreover, this study will also provide answers to the problem caused by improper use of Google as the school can provide policies that can improve the utilization of Google as a search engine among the students.

METHODS

In order to gratify the main objective of the study, a quantitative-descriptive design had been utilized by the researcher. A quantitative approach was used in order to measure and interpret the result of the study with the use of statistical analysis. Simple random sampling was employed to come up with 68 respondents. It is the 30 percent of the 225 total population of Senior High School students in the said school.

RESULTS

The results obtained were from the 68 respondents which was dominated by female respondents having 40 counts, age ranging from 16 to 21 years old. Based on the conducted survey, 79% of the participants spent 1 to 3 hours using Google as their search engine and the remaining 21% spent less than one hour and 4 to 7 hours respectively. The respondents were often using the search engine for doing assignments and projects for the core and applied subjects and so with browsing for other sites be it for entertainment or for gaming purposes. Some of them rarely browsed for their specialized subjects. The study also found out that there was a moderate effect when it comes to level of effectiveness of using Google as search engine in doing school chores be it in a core, applied and specialized subjects. They were also moderately affected by using Google in other areas such as entertainment.

DISCUSSIONS

In general, majority of the respondents really increased their level of performance with the help of Google as a search engine. This has been really utilized when it comes to hours of browsing. Moreover, the school must address those students who used much of their time in browsing for entertainment purposes.

KEYWORDS: Google, search engine, browsing

SUBMISSION ID: R002-QUIRIN-0101

Utilization of Hallway Pass among Grade Nine Learners at Don Jose M. Ynares, Sr. Memorial National High School

Janneth C. Ojascastro, Joy Theresa O. Antor, Lea Rose G. Medenilla, Maria Carmina C. Saurin, & Marites P. Balderian, Don Jose M. Ynares, Sr. Memorial National High School

Abstract

INTRODUCTION

Student behavior affects academic achievement. A positive academic behavior leads to better academic achievements. Inversely, a negative academic behavior, more often than not, leads to academic failures. Cutting class, as a negative academic behavior, brings about negative consequences on high school educational programs. Don Jose M. Ynares, Sr. Memorial National High School also has its share of erring students who commit selective class cutting that leads to poor academic performance and disciplinary problems, among others. This study focused on the use of hallway passes as one of the strategies in preventing incidences of cutting classes among Grade Nine learners.

METHODS

Two-group experimental research design was used to gather the needed data which were tallied, tabulated and analyzed using percentage distribution and independent t-test since the study focused on two groups with two different conditions. Two sections of Grade Nine recorded having the highest frequencies of cutting classes were selected. Grade Nine-B, the experimental group, were instructed to utilize hallway passes for one month and Grade Nine-D, the control group, were not instructed to utilize hallway passes for one month. The names of learners who went and stayed out during class hours beyond the allotted time were recorded to determine the effectiveness of the strategy.

RESULTS

Without hallway passes, Grade Nine learners had a total of 91 incidences of cutting classes within two weeks in June 2016. The experiment conducted in July 2016 showed that the incidences of cutting classes of Grade Nine-B, the experimental group, dropped from 25 to nine. On the other hand, with Grade Nine-D, the control group, it increased from 23 to 28. During the initial implementation in August, the incidences of cutting classes dropped from 91 to 17. Therefore, the use of hallway passes is effective in preventing the incidence of cutting classes among Grade Nine learners since the total number dropped by 81.32%.

DISCUSSIONS

The results demonstrate the effectiveness of utilizing hallway passes among the Grade Nine learners at Don Jose M. Ynares, Sr. Memorial National High School. They also showed the need for all classes in all levels to use hallway passes as an intervention to deter learners from cutting classes and consequently promote regularity of attendance and punctuality. Furthermore, they showed that the school's stakeholders' commitment, support and involvement were a constant factor in the success of any academic endeavor.

KEYWORDS: hallway pass, cutting classes, attendance

SUBMISSION ID: R04A-RIZALP-0217

Utilization of ICT in Improving the Academic Performance of the Grade VI Pupils in Filipino at San Juan West Central School

Annaliza Falqueza, Department of Education

Abstract

INTRODUCTION

Having a good mastery in Filipino through the utilization of ICT (Information and Communication Technology) is one key towards realization of a globally competitive nation. It is an avenue of technological innovations which are considered signs of advancement and competence of a country to adapt in a challenging world and pave the way through tough competition. In order to handle students effectively, teachers should be equipped with adequate knowledge and skills of Filipino concepts so that they will have the authority to compete in meeting these global challenges. The main purpose of this study was to increase the level of performance in Filipino of Grade 6 pupils of San Juan West Central School through ICT Utilization.

METHODS

This study employed the descriptive method of research in which the researchers administered a questionnaire and conducted a focus group among respondents. The researcher coordinated with the involvement of the pupils and teachers to assist in identifying the problems and challenges in winning stakeholders: basis for school development plan. The study considered only 45 pupils who obtained scores under emergent. The level of acceptability of the utilized ICT materials was evaluated and reviewed by three expert teachers in Filipino with the use of a questionnaire. This study was conducted during the first semester of SY 2017 - 2018.

RESULTS

The findings revealed that the use of ICT materials was a great help to increase the mastery level of pupils in every competency in the Filipino subject. The activities included in the utilized ICT materials which were suited to the needs of the learners and the level of pupils' intelligence and lessons become easy to understand.

DISCUSSIONS

This part presents the analysis and interpretation of the gathered data after the administration of the research instruments. This study part discussed the utilization of ICT in improving the academic performance of the Grade VI pupils in Filipino at San Juan West Central School. The result showed that there was an improvement in the Grade VI students' performance in Filipino although the performance rating after one quarter remains below the SDO standard. The utilized ICT materials in Filipino are a useful material in improving academic performance and was highly acceptable. The Grade VI pupils involved during the pre-test were below mastery level, thus they needed to use utilized ICT materials in Filipino to improve their performance.

KEYWORDS: Information and communication technology materials, Filipino

SUBMISSION ID: R04A-BATANP-1786

**Utilization of information and Communications Technology in Enhancing
Reading Comprehension Skills of intermediate Pupils at Bangin
Elementary School, School Year 2017-2018**

Precila Tolentino, Bangin Elementary School

Abstract

INTRODUCTION

Teaching reading to pupils, most especially in the intermediate level, requires that these pupils possess reading competencies learned in the primary grades. This is because the reading skills of Grade IV, V, and VI pupils should be refined and sustained. It is imperative that they possess the reading comprehension so that the teaching strategies that teachers use in reading can be of a higher level. Since the school already has an Internet Connection, with LED TVs, and computers to be used for the pupils, the researcher decided to find out how ICT utilization become instrumental in teaching reading comprehension.

METHODS

Stratified sampling was used to determine the number of respondents among the Grades IV, V and VI pupils. This study also used the descriptive method of research with the researcher-made questionnaire designed to discern the perception of intermediate pupils regarding the use of ICT in their lessons. Since the respondents were all minors, a letter requesting permission from parents were forwarded before the questionnaire was administered. Validation of the questionnaire by experts in the field of research was done to ensure that the ideas are not of the researcher alone but objectively done. The weighted mean was used to determine the extent of responses which were analyzed and interpreted later on.

RESULTS

From these findings, ICT is an advantageous tool in learning since it motivates the pupils to learn. Similarly, ICT based instructions is an easy way to understand the concepts because the instruction arouses the interest of learners. Moreover they perceived that ICT-based instruction clearly presents the lessons. They are entertained by ICT -based lessons to the point that they can see clearly the concepts and ideas presented. They learned better from ICT-based instructions since the lessons were engaging. It can be deduced that the intermediate pupils of Bangin Elementary School possess a certain liking and positive attitude and mentality towards ICT-based instruction and they were aware that the learning through ICT-based instruction was effective.

DISCUSSIONS

The results demonstrated the need of proposing that the set ICT based lessons be used in teaching Intermediate pupils in Reading. Research on ICT based lessons in reading can still be done for additional information. The ICT-based intervention materials can be used to teach reading to intermediate pupils and the creation of an ICT based lesson in Reading can be done on the ICT based lessons compiled by the researcher.

KEYWORDS: Information and Communications Technology, reading comprehension, reading competencies

SUBMISSION ID: R04A-BATANP-2049

**Utilization of innovative instructional Materials in Teaching Mathematics –
Grade 3 in Solo Elementary School**

Marilou Adem

Abstract

INTRODUCTION

Teaching of Mathematics is not only concerned with computational know-how of the subject but also with selection of mathematical content and communication leading to its understanding and application. Utilization of innovative instructional materials could be described as those that are products of teachers' creativity and resourcefulness, with the aim of helping learners perform well. The researcher believes that this study will be the touchstone of developing an innovative material that will lead to the redirection of education towards what is relevant and responsive to the challenges and requirements of Department of Education.

METHODS

This action research utilized the descriptive method. Data was gathered from 34 pupils of Grade 3 as respondents who identified the importance of utilizing the innovative materials. The tools used in the data analysis were frequency, ranking and weighted mean.

RESULTS

The information gathered from the respondents showed that low understanding in numbers and the problems that they encountered were not totally hindrances for the learners in utilizing the innovative materials. With these materials, they became more interested and focused on activities due to its creative presentation and challenging learning experiences.

DISCUSSIONS

The result of this action research revealed that utilizing the innovative materials were very effective and the enhanced numeracy skills of pupils will allow them to perform better when it comes to numbers. Based on the results of the investigation, the teacher's technique and proper selection of innovative materials that are appropriate to the students' needs and experiences will be an enjoyable experience and productive learning outcomes will be achieved.

KEYWORDS: innovative instructional materials, mathematics

SUBMISSION ID: R04A-BATANP-0946

Utilization of innovative Mathematical Device (IMD) in Improving the Mastery Level of the Students in Mathematics

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(Adviser: Jhomar Jaravata)

Abstract

INTRODUCTION

Improving the performance of the students in Mathematics in Bula National High School (BNHS) is a necessity. This resulted from the poor performance of the students as evidenced in the National Achievement Test (NAT) results every quarter examination. This study focused on the use of Innovative Mathematical Device (IMD) as an instructional Material to improve the mastery level of students.

METHODS

This study was anchored on Scaffolding Theory. The study employed quantitative research design and experimental method of research to test the effectiveness of the innovative device. Gathered data were treated by means of weighted mean, percentage, ranking and t- test. Forty-five (45) Grade 10 students of BNHS were the respondents of this study. The researcher-made pre-test and posttest, survey questionnaire and IMD were the instruments used in the study.

RESULTS

The mastery level of the students was alarming since it was below the planning standard of the Department of Education thus, students immensely need remediation to improve their mastery level and consequently, improve their performance in Mathematics. Through IMD, the mastery level of the students significantly increased from developing to advanced stage of mastery and they were very satisfied in using the IMD. This device had a meaningful effect in boosting the interest of students and motivated them to learn Mathematics in an interactive way.

DISCUSSIONS

Teachers may give attention to the low performing students to cope with the lessons through designing varied innovative and interactive instructional materials to be used in teaching Mathematical lessons and concepts. The use of innovative device in Mathematics teaching should be encouraged to enhance the mastery level of the students. It further recommends that more Math devices like IMD may be made for students to have a good grasp and mastery of the topics to be discussed. The IMD may be prepared as a supplementary teaching tool in teaching high school Mathematics subjects which may engage students in activities through manipulation and collaboration.

KEYWORDS: Innovative Mathematical Device (IMD), Scaffolding theory, mathematics

SUBMISSION ID: R005-CAMSUR-0085

Utilization of Language-Based and Content-Based Approaches in Strengthening Literary Comprehension Skills

Iza Arasa, Member of PACAE, Majayjay District Personnel Association

Abstract

INTRODUCTION

The action research entitled "Utilization of Language-Based and Content-Based Approaches in Strengthening Literary Comprehension Skills" intends to fortify students' comprehension skills through the use of the approaches in teaching literature and to develop educators' appreciation of teaching literature to 21st century learners so that a teacher knows how to apply and use proper approach in teaching literature to make classes interesting and fun for students.

METHODS

The study was limited to Grade 12 students GAS 1 and 2 sections of Sta. Catalina Integrated National High School from August to October 2017. Quasi-experimental method was used to gather necessary data. In addition, Pretest and Post-test were administered to see if neither changes nor differences occurred in the performance of both groups. After the researcher underwent the teaching of literature to learners, the data gathered were subjected to statistical treatment to be interpreted and to answer the formulated questions of the researcher.

RESULTS

The result of the pretest in the controlled and experimental groups both showed developing level of performance while the post-test revealed that the experimental group with language-based instruction showed advanced level of performance and proficient performance under content-based instruction. Also, the controlled group showed proficiency in utilizing the traditional approach. With regards to the difference between the experimental and controlled groups' performance, no significant difference was found on the pre-test performance. A significant difference was noted on the post-test mean scores of the students from the controlled and the experimental groups. The difference in the students' performance in the Pre-Test and Post-Test, was disclosed between the pre-test and post-test mean scores of the students in the controlled and experimental groups. It was found that there was a significant difference between the pre-test performances of the students from the two groups. A significant difference was also noted on the post-test mean scores of the students from the controlled and the experimental groups.

DISCUSSIONS

The results showed that the kind of teaching strategies employed in literature class really mattered in the outcome of students' performance. In this case, teachers must be empowered with the proper and most suited teaching strategy in teaching literature necessary to further improve their teaching competencies and most importantly enhance students' performance.

KEYWORDS: literary comprehension skills, language-based and content-based approaches

SUBMISSION ID: R04A-LAGUNA-0099

**Utilization of Localized and Contextualized Strategic intervention
Materials(LCSIM) in Improving the Academic Performance in Science of
Grade Five Pupils in David P. Jimenez Elementary School**

Florencia Viado, Lilybeth C. Bartolome, & Ma. Aiza Sudaria, David P. Jimenez
Elementary School

Abstract

INTRODUCTION

This study aims to investigate the utilization of localized and contextualized Strategic Intervention Materials (LSIM) in improving the academic performance in Science of Grade Five pupils at David P. Jimenez Elementary School in Rosario Cavite.

METHODS

This study used Pre- Experimental method utilizing the one-group, pretest-posttest design. The chosen participants were 20 grade five pupils of David P. Jimenez Elementary School who were identified low in academic performance in Science. Data were collected using a standardized 20-item test.

RESULTS

In general, the findings suggest that there is a significant difference between the performance of the grade five pupils before and after the localized and contextualized Strategic Intervention Materials (SIM) in improving the academic performance in Science of Grade Five pupils. Also, it showed that the said intervention program was highly effective and it improved the low academic performance of grade five pupils in Science.

DISCUSSIONS

The utilization of localized and contextualized intervention materials was effective in improving the academic performance of grade five pupils in Science. It also enhanced the memory level of the pupils and made teaching-learning process interesting

KEYWORDS: localized and contextualized Strategic Intervention Materials (SIM), science

SUBMISSION ID: R04A-CAVITP-1362

Utilization of Mango (*Mangifera indica* Lin.) Pectin as an Alternative Stabilizer for Floorwax

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Abstract

INTRODUCTION

Mango peelings are materials that are usually discarded by consumers not knowing that these materials contain high concentration of pectin. Pectin is an effective stabilizer for floor wax. In theory, the pectin content of these mango peelings can be utilized as an alternative stabilizer for floor wax however, no actual studies were conducted focusing on the mango peel's potential.

METHODS

Five kilograms of mango peelings were used for this study. Extraction of pectin from the peelings and production of the floor wax were observed following standard procedures. Evaluation of the product's color, odor, and effectiveness were conducted using a consumer Likert scale.

RESULTS

Consumer evaluation revealed that in terms of color, odor, and effectiveness, the mango pectin floor wax is comparable to the commercial product. Applying the product on the concrete floor of a typical classroom showed that the mango pectin floor wax's shine lasts for up to three (3) days which is the same as that of the commercial brand's effectiveness.

DISCUSSIONS

Applying t-test of independent means on the results of the consumer survey revealed that there is no significant difference between the mango pectin floor wax and the commercial product in terms of color, odor, and effectiveness. This implies that the research was successful in producing a product which promotes environmental sustainability and cost efficiency.

KEYWORDS: pectin, floor wax stabilizer, mango peel extract

SUBMISSION ID: R04A-CAVITP-1098

Utilization of Manipulative toys in Kindergarten Towards the Development of Learning Domain in Tambo Elementary School

Katherine Guevarra, Department of Education

Abstract

INTRODUCTION

Students have struggled with understanding mathematical concepts and socializing with other students. They have individual personalities, as well as individual learning patterns. With this new technological generation of students, teachers are challenged to teach in a way that involves students. The usage of manipulative toys will assist in focusing students' attention, and motivate students to learn using something they can touch. However, many of the existing researches show that the usage of manipulative toys will greatly improve the students' attitude toward learning, their academic achievement in mathematics, and allow them to have a more entertaining way of learning. The usage of a manipulative toy not only benefits students' learning in mathematics, but it teaches them to build on comprehension while they are exploring, and observing math in a context that prepares them for real world applications.

METHODS

This research used qualitative design and was conducted in its natural setting. The questionnaires were issued on respondents in the kindergarten of Tambo Elementary School. The researcher conducted the interviews and observations in the same environment where both teachers and children were working. The researcher was able to observe children as they interacted with manipulative toys. The researcher collected data in the respondents' natural settings where the behavior was taking place. The survey research design was used as a methodology because the sample was from several kindergartens. It was a cross sectional survey where research data was collected at the same time.

RESULTS

In the study, the researcher made structural observation checklist. Observation took place as children related and interacted with play materials during playing. The researcher found out that play materials helped children develop social emotional skills. The observation took place in the natural setting of selected kindergarten as the researcher used a checklist. The researcher observed how children treated their manipulative toys displaying kindness, sympathy, and willingness to share them.

DISCUSSIONS

The researcher found that if students are given the opportunity to use manipulative toys alongside traditional instruction, they will learn and understand basic math skills. The researcher also hypothesizes that using manipulative toys gives students a better understanding of basic math skills and seems to hold their interest and help them to enjoy learning.

KEYWORDS: manipulative toys, socio-emotional development, basic mathematical skills

SUBMISSION ID: R04A-LIPAC1-0219

**Utilization of Mass Media in Developing the Written Communication
Competence of Grade 12 Students in Buhaynasapa National High School**

Trisha Patalinhug, Buhaynasapa National High School
(Adviser: Lovely E. Aquino, MAED)

Abstract

INTRODUCTION

It is apparent that mass media plays one of the greatest influencing factor in communication, both oral and in written forms. Likely, it could serve as avenue for individuals to enhance their communication skills. As the demand for technology-aided education increases, students nowadays rely on the use of mass media in getting information and data relative to their coursework. As such, this study focused on determining first the writing competencies of Grade 12 students, then on the frequency of utilizing various forms of mass media leading to its usefulness in developing their written communication competence.

METHODS

A descriptive method was used in this study with validated questionnaire and an aptitude test as research instruments. The study made use of 197 respondents out of 389 Grade 12 students of Buhaynasapa National High School, School Year 2017-2018, across different tracks and strands. It was obtained through random sampling using Slovin's Formula with 5% margin of error.

RESULTS

The study revealed that the respondents performed satisfactorily in patterns of development with the obtained mean score of 83.44. However, most of them performed fairly satisfactory in properties of a well-written text and academic writing. In general, Grade 12 students perform fairly satisfactory in various written competencies as indicated on the acquired average of 79.18. On the other hand, 50% of the respondents' population are using the internet as a major source of information. However, newspapers and magazines were least rated by the respondents comprising the 6% and 4% of their population, respectively. Despite of their low performance in the conducted aptitude tests, the respondents viewed that mass media is useful in enhancing and developing their written communication competence as evident on the generated composite mean of 3.24 interpreted as very useful.

DISCUSSIONS

Most of the respondents were not performing well in written communication especially in competencies relative to academic writing. However, they believed that mass media would help them in enhancing the said competencies due to the wide array information readily made available. As such, teachers must integrate mass media in developing written communication amongst learners. Moreover, it is also advisable to use the internet and online resources as instructional materials since many students are utilizing it.

KEYWORDS: mass media, communication, written communication competence

SUBMISSION ID: R04A-BATANP-1118

Utilization of Mathematical Concepts of Grade 11 ABM Students of Colegio de San Juan de Letran-Bataan

Aries Jazmine M. Del Mundo, Miguel R. Alonto, & Kyle Gian Tañala, Colegio De San Juan De Letran-Bataan

(Adviser: Maureen Joy Quejada)

Abstract

INTRODUCTION

In the world of students today, Mathematics is considered as one of the most tiring, most difficult to understand, and straight-up boring subject. One main reason for this is because students fail to utilize mathematics; they tend to oversee its use and its importance because they do not realize that they are already utilizing the subject in the simple tasks they do. Students tend to question the "x and y's" which is why they ask "how?" and "why?" to themselves. Due to this, the researchers aimed to see how students utilize mathematical concepts to find out if students actually use these concepts and if they are aware of the act of utilizing mathematical concepts.

METHODS

The research design used by the researchers was Descriptive-Status and Survey. The research questions were answered when ten (10) selected students from Grade 11 Accountancy, Business and Management (ABM) strand were given an in-depth interview with more questions relating to the topic and their answers were gathered with a voice recorder. Once the data were gathered, they transcribed the raw data gathered from the interview and analyzed it thoroughly to provide the necessary data needed to answer the questions lingering to the problem.

RESULTS

The result of the interview provided the researchers the necessary data in order to answer the research questions. Based on the answers given by the respondents, students see and use mathematics in real-life situations, such as simply telling the time from their wrist watches to using complicated math in computing sales and even simple math. Math has a lot of positive effects and close to no negative effects when used in a day-to-day basis to which one of the positive effects is that it enhances critical thinking and Math can be very stressful if not done correctly. When asked if math was hard and why, half of the respondents answered with it being hard, and the other half answered with it neither being easy nor hard depending on the situation and the lesson.

DISCUSSIONS

The researchers have then concluded that students do utilize mathematical concepts in their day-to-day lives such as telling the time to making complex measurements in drafting. They also concluded that math does have its positive and negative effects but students must also consider the benefits and use it as inspiration in utilizing mathematical concepts in their everyday lives.

KEYWORDS: utilization of mathematical concepts, mathematics

SUBMISSION ID: R003-BATAAN-0004

Utilization of Mathematics E - Module for Junior High School (Mej): A Strategy to Improve Student's Academic Performance

Eunika C. Zurbano & Myra Mizielle O. Danila, Tanza National Trade School

Abstract

INTRODUCTION

It is an alarming situation in which students lose interest in studying Mathematics. Using technology in a classroom setting catches the interest of the 21st century learners. However, too much use of technology inside the classroom cannot make the students focus in the lesson. Aside from this, in a normal classroom set up, it makes the lesson fast paced where below average students are being left behind. Due to this, the researchers come up to the idea of creating Math E-Module for Junior High School (MEJ). MEJ is an interactive learner's guide that caters multiple intelligences; integrated to other learning areas; and is localized and contextualized for easy understanding. It is also translated to Filipino with the use of voice over for auditory learners.

METHODS

The study made use of two student groups, Random Selection, Pre Test, Post Test, and Experimental Design of Research. The respondents of this study were 95 grade 7 students of Tanza National Trade School. They took the pre-test made by the researchers and two sections that obtained the closest mean in the pre-test were chosen as the respondents of this study. The control group had 47 respondents while the experimental group had 48 respondents.

RESULTS

The study revealed that 1) 93.62% of the respondents in the control group got Below Average Performance while 91.67% of the respondents in the experimental group got Below Average Performance also in the pre-test; 2) there is no significant difference between the pre-test of the control and experimental group; 3) 57.45% of the respondents of the control group passed the post-test while 93.75% of the respondents of the experimental group passed the post-test; 4) there is a significant difference between the pre-test and post-test of the control group; 5) there is a significant difference between the pre-test and post-test of scores of the experimental group.

DISCUSSIONS

The salient findings of this study were as follows: The students' scores in the pre-test in both groups were both Below Average which means that both groups are homogenous. After the lesson was taught, the experimental group got an Above Average performance while the control group got an Average performance. The result also showed that there is a significant difference between the posttest of both groups. It was concluded that students can learn better with the use of E-module inside the classroom.

KEYWORDS: Electronic Module, Mathematics, Modular Teaching, Self-paced Learning

SUBMISSION ID: R04A-CAVTP-0067

Utilization of Modern Teaching-Learning Approaches in Improving Students Performance in Grade 10 Araling Panlipunan

Evangeline Salcedo, Gregorio Perfecto High School

Abstract

INTRODUCTION

The teaching-learning process has been evolving rapidly the past few years. The decline in the scores of the students in the National Achievement Test was clearly seen and it proved that the sudden change in the educational system needs to be given so much attention nowadays. As facilitators and sources of knowledge, teachers are giving their best shot to ensure that their students learn and enhance their potential at the maximum level. They are striving harder in their daily class sessions, thinking on how and in what way should a lesson be presented. As everything is evolving nowadays, the practice of the lecture method is now in the process of being dissolved and is to be replaced by the so called interactive or modern method. In this study, the researcher would like to find out the strategy to prove the effectiveness among students of the new generation. Education is the most powerful weapon that every individual must have. As human beings, it is their right to learn and be sent to school. Academes, universities and institutions are perfect places where they can acquire fruitful knowledge, learn meaningful lessons and instil best values and practices.

METHODS

This research made use of both quantitative and qualitative forms of research. Series of interviews, observation and comparative analyses of the results of the pre-test and posttest were made to identify which method could be proven effective among the selected Grade 10 students of Gregorio Perfecto High School.

RESULTS

Based on the structured interviews conducted by the researcher, it was found out that the students would prefer making sure of their social media accounts when answering a particular question or when presenting their ideas. The respondents found that using and posting online was the easiest way as long as they have internet connectivity. Unlike with groupings, they could easily be more creative because they were given too much resources, as well as time, on how they could be able to show their cart.

DISCUSSIONS

After gathering and analyzing data from this study, the researcher found out that the traditional teaching method is still the best way to deliver and present a lesson. Though it cannot be denied that the technologies are on its way to a more advanced and fully developed era, integration should be thought as the easiest at this point.

KEYWORDS: teaching-learning approaches, modern method integration, traditional teaching method

SUBMISSION ID: NCR1-MANILA-0001

**Utilization of Multimedia in Teaching Science for intermediate Level in
Kinalaglagan Elementary School: Basis for An Action Plan**

Jenny K. Gregorio, Nemia O. Villapando, & Ninia Cueto, Kinalaglagan
Elementary School

Abstract

INTRODUCTION

The implementation of the K to 12 Program brings forth new challenges, along with difficulties arising from the transition period from the old to the new curriculum. The drastic changes could have surmounting effects to the schools, the teachers, the parents and the pupils as they have to cope with the demands of the new educational system. Among these groups, the greatest burden could be on the teachers as they are the ones who experience the limitations/shortages on the school buildings and instructional materials which were coped up through proper scheduling of classes and resourcefulness in terms of the utilization of teaching strategies that would best suit the interests and needs of the pupils and at the same time aligned with the attainment of the goals of the new curriculum.

METHODS

The main purpose of this study was to determine the relationship between the utilization of multimedia instructions and the pupils' participation and performance in the subject where multimedia is used. To attain this purpose, the researchers employed the descriptive method of research.

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 improving and enhancing the pupils' development of competencies through accelerating, making accurate, meaningful and enjoyable the transfer of learnings from teacher to student. Hence, a proposed action plan was designed.

DISCUSSIONS

From the summarized findings, the following conclusions were drawn:

The teachers often utilize multimedia in teaching Science to strengthen the pupils' motivation, enhance and make faster, more accurate and more meaningful their conduct of teaching-learning activities and slightly often in terms of evaluating the Science lessons.

The pupils manifested an improved performance in Science when multimedia was utilized in teaching.

There is a strong association between multimedia utilization, teachers' efficiency in utilizing it, and the pupils' development of competencies.

A proposed action plan was the final output of the study.

KEYWORDS: multimedia, science, multimedia utilization

SUBMISSION ID: R04A-BATANP-0167

**Utilization of Multiple intelligences as an instructional Strategy in
Enhancing the Knowledge of Liwayway NHS Grade 7 Students in Selected
Mathematical Concepts**

Ladylyn Tuazon, Liwayway National High School

Abstract

INTRODUCTION

It is necessary that teachers promote variety in their classes focusing on students' strengths and weaknesses, not only to improve students' grades but also to develop students' confidence and enthusiasm for learning. According to Sulaiman, (2010), with the gradual emphasis on novel and creative teaching methods and approaches in contemporary classroom, many educators and teachers began to adopt the Multiple Intelligence (MI) approach in the teaching styles where it highlights the idea of individual differences for both teachers and students. The MI approach towards teaching allows teachers to incorporate the element of creativity in their instructional design where student-centered activities could be conducted in eight different forms based on the eight types of multiple intelligences proposed by Howard Gardner (1983), reaching students with various abilities and styles in learning

METHODS

This study used true-experimental method of research. The data was obtained through administering the pre-test and posttest. There was an experimental and controlled group arranged based on their learning profile such as their grade in mathematics during second and third grading, and their pre-test score. After giving the pre-test and posttest, the teacher-researcher utilized activities in the experimental group as Instructional strategy which was designed with varied multiple intelligences based on learning competencies while traditional teaching strategy used in controlled group. T-test was used to determine whether there was a significant difference between the utilization of the two strategies.

RESULTS

This study revealed controlled group and experimental group were equal in terms of the pretest scores and average grades in second and third grading. It also implied that the group who were treated with the utilization of multiple intelligences performed better than those who were aided using the traditional method of teaching.

DISCUSSIONS

The result of the study indicated that teachers may adapt the utilization of multiple intelligence as an instructional strategy in teaching all concepts in Mathematics 7 in enhancing the level of performance of the learners. Since utilization of multiple intelligences as an instructional strategy in teaching Mathematical concepts covers only the third quarter, it may also be used in any grading. Parallel studies can be conducted in other subject areas and using different grade level as the respondents.

KEYWORDS: instructional strategy, multiple intelligences, traditional teaching method, mathematics

SUBMISSION ID: R04A-QUEZON-0236

Utilization of Numeracy tool in Implementing Collaborative Pedagogical Approach in Teaching Algebra to Grade 8 Learners in Tuy National High School

Rhodalane Cudiamat

Abstract

INTRODUCTION

Learners encounter many hindrances in learning Mathematics. It is commonly accepted that math is of little interest for certain people. Thus, there are many instructional tools and strategies that the teachers are able to conduct and use. Teachers in Mathematics apply techniques and strategies to support students who are struggling with Mathematics. But still, many students do not possess a numeracy skill. As a result, students have no higher competence in working mathematical problems. This study guided the researcher to make students increase their numeracy skills by utilizing numeracy tools with the collaborative approach that will be an innovative way to have a better result.

METHODS

The mixed method, the experimental, and quali-phenomenology were utilized. The data was obtained from thirty-five respondents from the controlled group and thirty-five respondents from the experimental group. Data gathered were statistically analyzed using Thematic Analysis, Paleontological Statistical Software Package for Education and Data Analysis (PAST) version 3.16, and Independent T-Test to show the significant differences between the posttests of the two groups of respondents when they used numeracy tool during the collaborative approach. A reinforcement program for Mathematics 8 was designed to address the effect of utilization of the numeracy tool.

RESULTS

Based on the questionnaire, it showed that majority of the students in the controlled group are visual learners while in the experimental are auditory learners. They were matched to utilize the numeracy during collaboration. From the analysis, the level of pre-test and posttest results of the two groups of learners signified that there was an increase in the scores of the learners when they were exposed to the numeracy tool during the pedagogical works. It showed that there was a significant difference between the posttest scores in the controlled and experimental group. This implied that the numeracy tool in learning Mathematics using pedagogical approach improved the academic performance of the learners.

DISCUSSIONS

The results revealed there must be differentiated activities to recognize students' learning styles. Mastery and numeracy in Mathematics must be developed to attain a higher level of cognitive skills. Moreover, the use of pedagogical approaches should be matched to the learners' needs and styles. A proposed reinforcement program like the numeracy tool must be considered to improve the academic performance level of the learners in Mathematics.

KEYWORDS: numeracy tools, mathematics

SUBMISSION ID: R04A-BATANP-1236

**Utilization of Oral Reading intervention Activities (Project ORIA) to
Selected Grade Six Pupils of Lewin Elementary School, Lumban, Laguna**

Madel Garcia, Department of Education

Abstract

INTRODUCTION

Reading is the most important skill a child can learn in his/her formal schooling. Word recognition and giving correct interpretation of words are the baseline skills that would help the pupils see the full picture of the story or passage of gradual complexity. Reading ability does not dwell primarily on one basic skill but progresses to more complex reading skills.

METHODS

This study used the descriptive analysis in interpreting the oral reading level of 13 Grade 6 pupils belonging to frustration level using the Philippine Informal Reading Inventory. The Frayer Model Strategy was used as part of instruction to help pupils grasp better understanding of the passages which revealed significant result.

RESULTS

Based on the given problem about the reading levels of grade six pupils under frustration level in Lewin Elementary School as basis for the use of oral intervention activities, the following results were drawn from the findings of the study: (1) The reading level of grade six pupils under frustration level as to oral reading was low based on the given Phil-IRI 2018 (Pre-Test); (2) The level of performance in oral reading of pupils under frustration level were improved from frustration to instructional level using different intervention activities.

DISCUSSIONS

The conduct of oral reading intervention should be developed to improve the reading performance of the elementary pupils, its implementation should be undertaken and evaluation should be administered to determine the extent of effectiveness. They should conduct tutoring intervention for the pupils who are slow readers, who are classified in the frustration level both in comprehension and reading level and with reading difficulties to bring them up to their respective reading development stage. The proposed reading enhancement program should be implemented initially to the research locale to help the pupils develop independent reading strategies and comprehension skills to address Department of Education's thrust of making every child a reader.

KEYWORDS: reading, reading comprehension, oral reading intervention

SUBMISSION ID: R04A-LAGUNA-0294

Utilization of Photo Glossary to Improve Level of Understanding of Grade 10 Students in Heredity (Variation and inheritance)

Rey Arbolonio, Department of Education

Abstract

INTRODUCTION

Learning science relies heavily on students' ability to understand new terms and concepts. Science is considered difficult by most of students. Partly because they find science words tough and unfamiliar. Failure to understand a term will lead to confusion and misunderstanding of ideas. This failure will have a domino effect in poor comprehension and less participation. Several researches reveal that a child learns best and assimilates knowledge far more effectively through the use of images than with oral explanation in classroom teaching. This study is conducted in order to improve students' level of understanding through complementing the picture or image to the keyword and the definition.

METHODS

This study used a non-random sampling method in selecting the Grade 10 Students of Tigao National High School in the third grading period. It also utilized a quantitative method in analyzing and reporting the gathered data using descriptive statistics in the treatment of the data, specifically Mean Percentage Score and analysis of variance (ANOVA). In testing the null hypothesis of the study, ANOVA was used to determine the significant difference between the performance of Grade 10 Students before and after the intervention.

RESULTS

The result of the study indicated that the performance of Grade 10 students has greatly improved after utilizing the photo glossary in the teaching-learning process. Based on the result, a significant difference exists between the level of understanding of Grade 10 Students before and after the intervention. The result implies how a photo or any visual aid simplify the complicated lesson and intensify the comprehension of the students.

DISCUSSIONS

The use of photo glossary which complemented the keyword, definition, and the photo was a great help as a tool in improving the comprehension, maximizing understanding, and thus improve the performance of the Grade 10 Students. As a teacher, it is important to know how pictures help in better comprehension and deeper understanding of concepts, so that one may utilize this tool for achieving desired learning outcomes.

KEYWORDS: photoglossary, science

SUBMISSION ID: R013-SURSUR-0041

Utilization of Printed Mass Media and its Impact on Students' Reading Motivation and Comprehension

Imelda V. Porosa, Ma. Teresa C. Liwanag, & Maricris Pintor, Department of Education

Abstract

INTRODUCTION

The use of various types of mass media by the educators for the students has been a debatable issue among teachers of foreign languages in particular. The idea of making use of newspapers and magazines in the classroom has undergone many controversies. This ongoing debate served as a starter point in preparing a questionnaire in relation to the degree of the actual usage of the print media of the learners of English language. The central purpose of this study was to assess the strengths of the evidence base to support the notion that newspapers and magazines can become a powerful tool in enhancing students' reading interest and comprehension.

METHODS

This action research used the evaluative method which evaluated the level of usage of newspapers and magazines by the respondents as well as their attitude towards the ability of these printed materials in improving reading interest and comprehension. It also employed the descriptive method which described "what is". It used descriptions on the extent of utilization of printed media, specifically newspapers and magazines in the teaching-learning process and how this affects learners' reading ability and interest.

RESULTS

All the respondents of the study used newspaper and magazines as sources of information. Majority of them preferred reading the sports and entertainment sections. A greater number showed more interest in reading entertainment and fashion magazines. Students' comprehension of English newspaper and magazines would not pose any problem since almost all of them found understanding of these media to be manageable or quite easy. Only a few found understanding newspaper or magazines difficult. Generally, the respondents perceived newspaper and magazines as tools by which they could be motivated to read, widen their horizon, enrich general knowledge, and enhance reading comprehension. They see these materials as a medium to create reading habits among the learners.

DISCUSSIONS

The findings of this study underscore the significant impact of the use of printed mass media in the classroom to the students' reading motivation. School administration and department heads can take this into consideration in planning for teachers' training. Seminars or training on a variety of strategies and activities that can be employed using printed mass media, like newspapers and magazines will definitely widen teachers' perspective and skills contributory to increasing student performance and achievement.

KEYWORDS: printed mass media, reading, reading motivation, reading comprehension

SUBMISSION ID: R04A-BATANP-0999

**Utilization of Project KAMATHISS in Improving the Basic Four
Fundamental Skills of Grade Four Pupils in Sta. Cruz(Bucal) Elementary
School,S.Y. 2017-2018**

Mariely Velasco & Mylene Cabadding, Department of Education

Abstract

INTRODUCTION

The primary purpose of this study was to examine whether School-to-School Partnership of Sanja Mayor Elementary School and Sta. Cruz (Bucal) Elementary School project KAMATTHIS would increase the learning of the pupils in four fundamental operations. It also aims to improve the speed and accuracy when it comes to their computational skills. The pupils were at first given a 10-item computational test for each fundamental operation used to determine a base line for how much students know before the project started. From the result, respondents of the study were sixty (60) Grade Four pupils from different sections of Sta. Cruz (Bucal) Elementary School.

METHODS

A teacher-made test was used in administering the pre-test and post-test. The results showed that 60 pupils or 43.80% out of 137 total enrolled grade four pupils failed in the pre-test. The preparation stage which included preparations of work plan launching Project KAMATTHIS were collaboratively done by both the leader school and partner school in agreement to all the tasks. Preparations of materials such as activity and drill sheets and modules was initiated by the leader school. There were 43 volunteer parents for support force and prominent stakeholders to support the project in terms of financial needs

RESULTS

The result of collaborative and constant monitoring and analyzing each of the weekly and monthly tests showed that the mean score of the pre-test were 12.70 in addition, 10.98 in Subtraction, 9.06 in Multiplication and 10.47 in Division, while in the posttest, the mean score were 27.17 more so, 27.30 in Subtraction, 22.87 in Multiplication and 22. 75 in Division. Lastly, 60 pupils or 43.80% out of 137 total enrolled grade four pupils has improved their basic four fundamental operation skills.

DISCUSSIONS

The study made use of the pre-test and posttest method of research to improve the basic fundamental skills of learners. The research started in July 2017 and lasted on March 2018 which included the planning and implementation stage.

KEYWORDS: computational skills, four fundamental operations, computation

SUBMISSION ID: R04A-CAVTP-1584

Utilization of Reading Readiness Materials for Kindergarten Pupils in Bukal Elementary School

Rizza Vesliño, Department of Education

Abstract

INTRODUCTION

An effective preschool teacher must not only be competent in terms of his academic background but more importantly someone capable of adjusting to situations that are being made available upon him. Furthermore, the preschool teacher must also be creative and resourceful in order to prepare presentations and lessons which would engage the children to the best of their capabilities and facilitate their learning. There are several concepts that govern the education of preschoolers in the country. In the present curriculum setup that the Department of Education is implementing, Kindergarten is the foremost stage that all learners must enter in order for them to become capable learners in the elementary grades and beyond.

METHODS

The researcher used the descriptive process. According to Calderon (2012) descriptive research is a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause effect relationships and the making adequate and accurate interpretation about such data with or without the aid of statistical methods. Descriptive research this type of research describes what exists and may help to uncover new facts and meaning. The purpose of descriptive research is to observe, describe and document aspects of situation as it naturally occurs. This involves the collection of data that will provide an account or description of individuals, groups or situation.

RESULTS

Based on the various techniques and methods used by the researcher in coming up with the results. The researcher, therefore, believes that based on the data and the accompanying interpretations, that the preschool children in Bukal Elementary School are manifesting the skills for reading readiness in abundance. A high majority of the sample population exhibited the requisite skills included in the enumerated components for reading readiness.

DISCUSSIONS

Reading is essential for a child's success. All too often, the barriers faced by children with difficulty reading outweigh their desire to read and without proper guidance, they never overcome them. Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Reading is important. It is how we discover new things. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in.

KEYWORDS: Utilization Reading Readiness Kindergarten Pupils Effective Pre-School Capable Receptive Challenges

SUBMISSION ID: R04A-BATANP-0462/ R04A-BATANP-0464

Utilization of Realia in Teaching Problem Solving in Mathematics among Grade Two Pupils in Balagtasin Elementary School

Adora S. Cuevas, Annalyn Mitra, & Joan B. Lascano, Department of Education

Abstract

INTRODUCTION

Mathematics, as a subject, plays a vital role in our lives. It is very broad in some sense which is why educators must be knowledgeable enough in order to teach specific lessons according to the level, age, interest and diversity of learners. Teaching Mathematics should be made enjoyable among learners so that mastery of the skills taught can be ensured within the day. This study aimed to enhance pupils' performance in teaching word problems through the use of "realia" based on the performance of learners as a focus in theory and practice.

METHODS

The descriptive method of research using the daily lesson plan was used in the study. There were 30 pupils which became the respondents of the study. They belonged to one section, thus no sampling was used. As respondents, ethical principles were considered during the data collection process. Ethical guidelines were followed to ensure that all the participants of the study were treated with respect and consideration.

RESULTS

The study was conducted through documentary analysis, writing/construction of lesson plans, and administration of test. A lesson was presented according to the steps and procedures implemented under K-12 curriculum and through the help of modern technology. The teacher often employed realia to strengthen pupils' association between words for everyday objects and objects themselves. Through promotion of attitude of delight and fascination with numbers encouraged children to embrace rather than fear Mathematics. The researcher believes that engaging students into reality helps them discover things clearly. Result of evaluation means that the teaching method and strategies were effective for the learners to easily catch up the subject matter.

DISCUSSIONS

The results implied that realia used in math for problem solving is manipulative wherein the pupils performed their task according to the set rules. The lessons about identifying the steps in answering word problem involving addition of all numbers without regrouping, and analyzing and solving word problem involving addition of all numbers without regrouping, in which realia were applied. Majority of the pupils had very high performance in identifying the steps in answering word problem involving addition of all numbers without regrouping through realia. The proposed activities to supplement the use of realia in teaching Mathematics for grade Two Pupils were group work, pair share, role playing and games.

KEYWORDS: realia, problem solving, mathematics

SUBMISSION ID: R04A-BATANP-0814

Utilization of Research Outputs in Gulod Senior High School : Basis for Guidelines to Evidence-Based Teaching Enhancement

Baybay, Blandine & Mila Mallare, GSHS Batngas City Division

Abstract

INTRODUCTION

Research output utilization is probably the focus of discussion in various researches nowadays but certainly no clear evidence that findings are being utilized. The researchers have conducted this study in response to the challenge that research is not limited to production, promotion, prestige, and self-fulfillment. Research findings should not be added to the volume of files compiled in the library but most importantly, it should be shared and utilized to determine its effectiveness. This study aimed to determine the research output utilization and implementation conducted by the faculty of Gulod Senior High School with the intent of proposing guidelines to improve the overall performance of faculty and leaders in research utilization. Specifically, this study covered their profile and the motivational factors as to extrinsic and intrinsic that encouraged respondents to do research and the extent of research output utilization relative to evidence-based practice in terms of decision-making, teaching, and learning. The common hindrances utilizing their research findings were also considered.

METHODS

A descriptive design was utilized with a researcher-constructed questionnaire as the primary data gathering instrument. Respondents were the 28 teaching staff of Gulod Senior High School, Batangas City Division. Statistical tools used were frequency, percentage, and weighted mean.

RESULTS

Findings showed that the majority had one to three years of teaching experience, with one to five research works conducted. Results also disclosed that most of the respondents were motivated by intrinsic factors and rarely used for their decision-making. However, as further assessed, respondents revealed that they mostly utilized the results of their study in their teaching-learning process.

DISCUSSIONS

Results can be taken as an indication that teacher-respondents, being active members of the academe, are aware of the importance of the research outputs to their profession and to their learners. Accordingly, when utilized properly and appropriately, intended users may be empowered to work towards meeting their set goals.

The proposed guidelines on research output/s utilization and implementation have the designed activities in which school heads and teachers will be engaged in the planning, designing, and evaluation of individual professional development programs; procedures that promote open communication, collaboration and mutual trust on research output utilization.

KEYWORDS: research output, research effectiveness

SUBMISSION ID: R04A-BATANC-0030

**Utilization of Re-Validated Worktext in Teaching Mathematics 10 in Camp
Vicente Lim integrated School**

Rafaela De Villa, Department of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Mathematics teachers used textbooks as the integral part of their daily life. Generally, teachers use textbooks as their primary teaching resource. The results of the NAT in Mathematics revealed that the mean percentage score in CVLIS Calamba City did not reach the 75% mastery level. According to Hizon (2017), Educational Program Supervisor (EPS - Calamba City), though the quarterly exams of the division showed improvement, the results were still behind the targeted mean percentage score of 75%. The supervisor explained that teachers should revisit their content, enhance their education, and innovate the way they do things in the classroom to help increase the scores. With these aforementioned findings, the researcher desired to help Camp Vicente Lim Integrated School students improve their performance in mathematics.

METHODS

This study used descriptive research design which is quantitative analysis and also utilized the one group pre-test and posttest research design involving 41 students using purposive sampling. The study was implemented in the second grading period of the school year 2018-2019 at CVLIS. Pre-test and posttest was implemented on the students to determine the effects of the materials in the teaching and learning process.

RESULTS

The study disclosed that there is a significant difference between the mean performance of the students in the pretest and the posttest. The developed and re-modified worktext in Grade 10 Mathematics is in accordance with the competencies as prescribed by the K to 12 Basic Education Curriculum.

DISCUSSIONS

The results showed that the re-validated worktext in G10 Mathematics is very useful in the growth progress of mathematical skills of the students. It was recommended that the re-validated worktexts be used exclusively or in consonance as instructional materials in Mathematics teaching. It addressed the needs of these challenging learners in improving their learning skills and achievement in Mathematics.

KEYWORDS: Mathematics, re-validated worktext

SUBMISSION ID: R04A-CALAMB-0293

Utilization of Science Equipment on the Pupils' Performance in Doña

Susana Madrigal Elementary School

Maria Esperanza Discutido, Department of Education Rizal Binangonan III

Abstract

INTRODUCTION

Problems in teaching science and technology are encountered in the curriculum, learning materials, teachers and student performance. Learning materials such as books and science equipment are either unavailable or inadequate in many schools. Also, very few schools have science laboratories. Concern has also been expressed that teachers' reference, intended to help them teach more effectively, are inadequate. The researcher believes that if pupils will be provided with appropriate and relevant instructional materials such as science equipment to utilize, they will acquire more knowledge and a better understanding of the lesson therefore quality education will be attained easily and with sustainability.

METHODS

A descriptive research design utilizing questionnaire checklist was employed to determine the impact and frequency of utilization of Science equipment on pupils' performance with respect to study habits, acquisition of knowledge, acquisition of skills and behavior. Documentary analysis was also used since the average grades of the pupils in Science in the first and second quarter were obtained. The respondents of the study were 50% of the grade four pupils in DSMES during the school year 2016-2017.

RESULTS

The results of this study showed the impact of teachers' utilization of science equipment on pupils' learning with respect to the different aspects understudy had an overall mean of 3.93, interpreted as High Impact was noted, with acquisition of behavior as the first in rank, acquisition of skills as the second, study habits placed third, and the last is acquisition of knowledge. All these items were expressed as high impact, meaning the respondents are gaining a lot from the teachers as they employ the different science equipment. However, with regards to frequency of its utilization, a slight relationship was found. Minimal exposure to science equipment showed that academic performance did not improve much from the first and second quarter of the said school year.

DISCUSSIONS

This implied that constant usage and exposure of pupils to various science materials were necessary and vital to develop a scientific mind and improve their performance in school. Teachers and parents may continuously work together to achieve better performance among the pupils and help in the improvisation of instructional materials for their use. School authorities may request for allotment of budget to purchase science equipment not found in the school.

KEYWORDS: science equipment, learning materials, science laboratories

SUBMISSION ID: R04A-RIZALP-0296

Utilization of Self-Paced Learning Modules to Improve the Student's Academic Performance in Grade 8 Araling Panlipunan

Maricel Dualan, Naic NHS

Abstract

INTRODUCTION

Self-Learning Modules may prove to be a boon for students due to their enriched features. They perform the role of an efficient teacher. Students become independent thinkers and learn to accept responsibility. Intrinsic; reward creates good feeling among the students. Self-learning modules give the opportunity to develop a good work ethic. Along with it, knowledge through Self-Learning Modules also helps to inculcate self-study habits and self-confidence among students which are very much essential to enhance learning.

METHODS

This study utilized a Pre-test and Post-test design method to compare the degree of change occurring as a result of the Self-Learning Module of Project EASE of Grade 8 students. Correlational study was also used to determine whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable.

RESULTS

Findings of the study showed that there exists a significant relationship between the students' final grade in Araling Panlipunan 8 when grouped according to gender, Pre-test score and Posttest score. The result also showed that there is no significant relationship between the respondents' Final Grade in Grade 8 and their Final Grade in Grade 7. Moreover, results of the study revealed that there is a significant relationship between the students' Posttest result and their Grade 7 grade in Araling Panlipunan while gender has no significant relationship with the students' Posttest. Lastly, the study also revealed that there is a significant difference between the students' Pre-test and Posttest result after the intervention program. This means that the utilization of Project EASE yields a positive effect on the students' academic performance and their Least Mastered Competencies. It further showed that students tend to understand Self-Learning Modules better as compared to common classroom instruction.

DISCUSSIONS

It can also be concluded that the use of the Project EASE (Effective Alternative Secondary Education) in teaching least mastered competencies to students with learning difficulties is a way to improve their academic performance and posttest result rather than using common classroom instruction. Therefore, it is recommended that Araling Panlipunan teachers use the Project EASE self-learning module to let the students have their own time to reflect on the lesson and to learn it by doing.

KEYWORDS: Project EASE, Self-learning module, Araling Panlipunan

SUBMISSION ID: R04A-CAVTP-0900

Utilization of Self-Paced Learning Modules to Improve the Student's Academic Performance in Grade 8 Araling Panlipunan

Marieta Ortega, Naic NHS

Abstract

INTRODUCTION

Learning in its true sense requires individual guidance, personal attention and overall individual efforts of the learners. Self- Learning Modules may prove to be a boon for students due to their enriched features. They perform the role of an efficient teacher. Students become independent thinkers and learn to accept responsibility. Intrinsic; reward creates good feeling among the students. Self- learning modules give the opportunity to develop a good work ethic. Along with it, knowledge through Self Learning Modules also helps to inculcate self- study habits and self- confidence among students which are very much essential to enhance learning.

METHODS

This study utilized a Pre-test and Post-test design method to compare the degree of change occurring as a result of the Self- Learning Module of Project EASE of Grade 8 students.

Correlational study was also used to determine whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable.

RESULTS

Findings of the study show that there exists a significant relationship between the students' final grade in Araling Panlipunan 8 when grouped according to gender, Pre- test score and Post- test score. The result also shows that there is no significant relationship between the respondents' Final Grade in Grade 8 and their Final Grade in Grade 7.

Moreover, results of the study revealed that there is significant relationship between the students' Post-test result and their Grade 7 grade in Araling Panlipunan while gender has no significant relationship with the students' Post- test.

There is a significant difference between the students' Pre-test and Post- test result after the intervention program.

This means that the utilization of Project EASE yields a positive effect on the students' academic performance and their Least Mastered Competencies. It further shows that students tend to understand Self Learning Module better as compared to common classroom instruction.

DISCUSSIONS

The use of the Project EASE (Effective Alternative Secondary Education) in teaching least mastered competencies to students with learning difficulties is a way to improve their academic performance and post -test result rather than using common classroom instruction. It is recommended that Araling Panlipunan teachers use the Project EASE self-learning module to let the students have their own time to reflect on the lesson and to learn it by doing.

KEYWORDS: Modules, Grade 8 Araling Panlipunan

SUBMISSION ID: R04A-CAVITP-0937

Utilization of Self-Paced Learning Modules to Improve the Student's Academic Performance in Grade 8 Araling Panlipunan

Avigail Ventura, Maricel Dualan, & Marieta Ortega, Naic NHS

Abstract

INTRODUCTION

Students become independent thinkers and learn to accept responsibility. Intrinsic; reward creates good feeling among the students. Self- learning modules give the opportunity to develop a good work ethic. Due to increased enrolment of students and knowledge explosion, the need of Self Learning Modules is the demand of the time. Along with it, knowledge through Self Learning Modules also helps to inculcate self- study habits and self- confidence among students which are very much essential to enhance learning.

METHODS

This study utilized a Pre-test and Post-test design method to compare the degree of change occurring as a result of the Self- Learning Module of Project EASE of Grade 8 students.

Correlational study was also used to determine whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable.

RESULTS

Findings of the study show that there exists a significant relationship between the students' final grade in Araling Panlipunan 8 when grouped according to gender, Pre- test score and Post- test score. The result also shows that there is no significant relationship between the respondents' Final Grade in Grade 8 and their Final Grade in Grade 7.

Moreover, results of the study revealed that there is significant relationship between the students' Post-test result and their Grade 7 grade in Araling Panlipunan while gender has no significant relationship with the students' Post- test.

Lastly, the study also revealed that there is a significant difference between the students' Pre-test and Post-test result after the intervention program.

This means that the utilization of Project EASE yields a positive effect on the students' academic performance and their Least Mastered Competencies. It further shows that students tend to understand Self Learning Module better as compared to common classroom instruction.

DISCUSSIONS

The use of the Project EASE (Effective Alternative Secondary Education) in teaching least mastered competencies to students with learning difficulties is a way to improve their academic performance and post -test result rather than using common classroom instruction. Therefore, it is recommended that Araling Panlipunan teachers use the Project EASE self-learning module to let the students have their own time to reflect on the lesson and to learn it by doing.

KEYWORDS: Modules, Grade 8 Araling Panlipunan

SUBMISSION ID: R04A-CAVTP-1724

Utilization of Simplified Work Activities (SWA) in Grade 7 Remedial Science Class: its Implication Towards their Performance

Mirasol Domingo, Department of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Science is an important field of discipline. Students' level of learning differs. Results of the National Achievement Test (NAT) and periodical tests revealed that students have poor performance in Science 7. Teachers are finding possible ways on how to address the learning gaps, manage, and reach the adequate level of 21st century learners especially those with learning difficulties through conducting remedial classes. This is the reason for designing the "Simplified Work Activities" (SWA), to help students with learning difficulties, understand the lessons not learned in their regular class, to improve their scientific performance and to help teachers save time in looking for supplementary instructional materials for their remedial science class. The impact of using the SWA material for remedial science class was investigated.

METHODS

Quasi-experimental research design and descriptive method was used. There were ninety (90) Grade 7 student respondents under low performance level from three (3) participating schools in the Division of Calamba City for the analysis of the data mean and MPS. For the analysis of data regarding the significant difference between the pre-test and post-test, first, second, third, and fourth periodical test results, the Z-test was used at 5% level of significance since the sample population is more than thirty (30).

RESULTS

As a result, there was an increase of 29.27% in the got Mean Percentage Score (MPS) between the Pre-test and Post-test, 6.78% increase between the first and second periodical tests, 2.95% increase between the second and third periodical tests, and 4.05% increase between the third and fourth periodical tests. As with the significant difference of Pre-test and Post-test, the computed z-value was -19.52 less than the z-tabular value of ± 1.645 at significance level of $\hat{p} < 0.05$ two-tailed test. The critical region tells us to reject the null hypothesis at the $\hat{p} = 0.05$ level if $z < -1.645$. Likewise, for the First and Second Periodical Tests, the computed z-value is -4.40 ; -1.95 between the Second and Third Periodical Tests; and -2.49 between the Third and Fourth Periodical Tests respectively.

DISCUSSIONS

Overall, there was a significant difference and increase in the result of Pre-test and Post-test given. This implied that the Simplified Work Activities (SWA) was an effective intervention material in improving students' scientific learning. Therefore, continuous utilization of the material was highly recommended and further studies may be conducted on it.

KEYWORDS: Simplified Work Activities, remedial science class, scientific learning

SUBMISSION ID: R04A-CALAMB-0298

Utilization of Simulation and Games in Teaching English in San Nicolas National High School

Maylene Abelleja, Teacher III

Abstract

INTRODUCTION

This study was undertaken to ascertain the effectiveness of simulation and games strategies in teaching English in San Nicolas National High School. Included in the study were the assessment of the school head and English teachers on the effectiveness of simulation and games strategies in teaching English in terms of vocabulary development, reading comprehension, cooperative learning and experiential learning; effects of simulation and games strategies on learners' performance in English and hindrances on the effective use of simulation and games strategies in teaching English. The output of the study was an action plan on the effective use of simulation and games strategies in teaching English.

METHODS

The descriptive method of research was used in the study. The researcher's constructed-questionnaire was utilized in gathering the data to find out the effectiveness of utilization of simulation and games strategies in teaching English in the said institution. The respondents were the school head and English teachers of San Nicolas National High School.

RESULTS

The findings revealed that the respondents effectively used simulation and games in teaching English in terms of vocabulary development, reading comprehension, cooperative learning and experiential learning. The findings further revealed that simulation and games affected the learners' performance in English to a great extent as assessed by the two groups of respondents. Other findings showed that the respondents agreed that there are hindrances on the use of simulation and games strategies in teaching English. However, an action plan was proposed for the effective use of simulation and games strategies in teaching English.

DISCUSSIONS

On the basis of the analysis made, it was recommended that the teachers and school heads should work together to reach the very effective level of utilizing such strategies. It was further recommended that the school head should conduct classroom observations to assist the teachers in utilizing the simulation and games strategies moreover, the school heads and teachers should discuss the ways on addressing the hindrances in utilizing simulation and games strategies. It was further recommended that the school head and teachers convene to carefully study the proposed action plan so that modification could be affected before implementation and a follow-up study needs to be conducted with the inclusion of teachers' competencies and school heads' supervisory competencies as additional variables.

KEYWORDS: simulation and games strategies, English, experiential learning

SUBMISSION ID: R04A-BATANP-0842

Utilization of Social Networking Sites in Relation to the Academic Performance of Grade 12 Students of Lemery Senior High School

Allan Chester Diezmos, Department of Education

Abstract

INTRODUCTION

The use of technology in media has been changing radically. Its commonness and ubiquity made certain effects that are conspicuous nowadays. In this generation, the internet; one of the new forms of media offers services that cater not only dissemination of information. Online social networks facilitate connections between people based on shared interests, values, membership in particular groups. Moreover, the conventional use of media was incorporated with more complex use. The growth of technology abducts the user to a "cyberspace" or a simulated world created by the advent of internet. The mass audience seems to have a separating meter on a real from virtual world. It is not surprising that even socialization was also an issue towards the internet journey. Socialization, as defined, is a human activity accord to people's freewill to manage them and other people without a need of control or governance. It is free, accord to human rationality; it is neither a right nor a privilege.

METHODS

The researcher applied a quantitative research method. The descriptive information was obtained through the use of devices or descriptive survey instruments in conducting measurements from selected respondents. As the term implied, its main purpose is to describe certain phenomena. For this reasons, some authorities in the research described it as a fact finding information gathering with analytical interpretation.

RESULTS

Findings revealed that students spent almost six hours per day on browsing different social networking sites for the purpose of learning lessons in school and as well as socializing with other people. Also, they agreed that they integrated values from all learning areas and expressed opinions on particular issues using social network as a reference. The respondents had assessed that social media could developed not only the reading aspect of the students but more importantly the comprehension skills and values. They agreed that they employed a sense of appreciation in different text types through the use of different social networks.

DISCUSSIONS

The results revealed that even though the students used their account in social networking sites very often, it served as a tool for them not only in socializing with others but as well as in their curricular activities such as making assignments, projects, and researches. It serves as the easiest way for the students to communicate with their classmates in making scholastic activities.

KEYWORDS: social networking sites, socialization, technology, media, browsing

SUBMISSION ID: R04A-BATANP-1823

Utilization of Spelling Modules to Improve Vocabulary Skills

Rizza Gado, Department of Education

Abstract

INTRODUCTION

Vocabulary is the basic component to help students in mastering language. They learn language skills if they have enough vocabulary. In any field, learning vocabulary is emphasized. Students have to develop their vocabulary. Developing a good vocabulary will help improve their ability in learning vocabulary. Many of the vocabularies in an English Textbook have to be learned. Without it, no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it. This Action Research was undertaken to describe the impact of spelling modules as intervention materials to improve vocabulary skills among the Grade III (27) pupils of Loma Elementary School. The subject of this study were constantly given instructions and various activities in vocabulary, yet their performance remains to be satisfactory. By looking into the perspective of a teacher who values the use of Instructional Materials in teaching any subject, it is a must that the objective/target of the lesson were achieved. This study was conducted for the purpose of conceiving the effectiveness of the utilization of spelling modules for the improvement of pupils' vocabulary skills.

METHODS

This study utilized the descriptive type of research wherein the data gathered from the respondents were tabulated. The respondents were grouped according to the results of the Pre-Test. It was a 30-item teacher-made test which was designed to measure the vocabulary skills of the Grade III pupils. The items were analyzed and the results were interpreted.

RESULTS

It was concluded that the utilization of spelling modules was of great help in developing pupils' vocabulary skills. Vocabulary Skills can be further improved through the use of spelling modules and there is a significant increase in pupils' vocabulary skills upon the intensive utilization of spelling modules. Utilization of spelling modules contributed to better learning of vocabulary among pupils. Post-test results indicated that pupils taught with the use of modules had significantly better retention.

DISCUSSIONS

The proponents recommend that teachers should intensify the use of spelling modules in teaching vocabulary. They should have a compilation of spelling modules for an easy and immediate utilization. They should attend trainings and relevant seminars related to preparation of Instructional Materials like modules.

KEYWORDS: vocabulary and language skills, spelling modules

SUBMISSION ID: R04A-CAVITP-0813

Utilization of Strategic intervention Material to Improve the Students' Understanding of Electrical Concepts Under Core Competencies

Ireneo Taguibao, Department of Education - Batangas, Calatagan National High School

Abstract

INTRODUCTION

This study aimed to determine the effect of Strategic Intervention Material (SIM) in the performance of Grade 10 Jacinto in Electrical Installation and Maintenance. It described the significance of Strategic Intervention Materials to students' performance and measured the level of academic competence and proficiency of Grade 10 Jacinto student who were enrolled in the said specialization course. In addition, this study showed the effect of the utilization of Strategic Intervention Material in increasing the students' understanding of the electrical concepts under core competencies.

METHODS

The quantitative method of research employing quasi-experimental was used with the teacher-made test as the main data gathering instrument which was validated and administered to 47 students of Grade 10 Jacinto as the respondents.

RESULTS

As being reflected in this study, the students who took up Electrical Installation and Maintenance as their course of specialization have shown limited knowledge and experienced difficulties in grasping concepts in some competencies under EIM. This was tested through the Pre-test that has been conducted on Grade 10 electrical students of Calatagan national High School. Through the utilization of SIM, it depicted an increase in the level of understanding and mastery of students in various competencies covering the second grading period which was proven by the result of the Posttest. This only proved that SIM was an effective and useful teaching strategy in increasing the students' level of understanding as well as their level of academic proficiency.

DISCUSSIONS

Based on the results of the study, it was evident that Strategic Intervention Material had a great impact on the level of performance of Grade 10 students who took up the Electrical Installation and Maintenance as their specialization course. The SIM served as an aid to increase the level of understanding and the mastery of the students about the different concepts of electricity under core competencies. Though, it was drawn that Strategic Intervention Material should be enhanced to further develop the core competencies that are not yet mastered by the students. This should be integrated with various activities that will develop the mastery of the concept. In addition, another study with the same nature may be conducted on other grade levels and specializations to compare the result with this study.

KEYWORDS: strategic intervention material, specialization, electrical installation and maintenance

SUBMISSION ID: R04A-BATANP-1753

Utilization of Supplementary Reading Materials in Enhancing Comprehension in Grade Five Pupils at Manggas-Tamak Elementary School

Manolito Indicio, Manggas-Tamak Elem. School, Padre Garcia

Abstract

INTRODUCTION

The main objective of this research was to utilize supplementary reading materials in enhancing comprehension in Grade Five of Manggas-Tamak Elementary School pupils. Moreover, this study sought to answer the poor comprehension among grade five pupil. The descriptive survey method was used in conducting the study with the questionnaire. The findings revealed that the pupils in the said school were poor in reading comprehension.

METHODS

The activities in reading used the authenticated material, based from multiple intelligences of pupils and HOTS questions for increasing their comprehension. The descriptive survey method was used in conducting the study with questionnaire.

RESULTS

It was found out that all of the pupils were given opportunities to read with comprehension as it was recorded in their oral reading test and Phil - Iri. They were also fun in reading with comprehension due to colorful pictures and bold notes. Progress recorded in their class cards showed remarkable increase of grades. Time to time encouragement in reading turns into reading habits.

DISCUSSIONS

The result utilization of reading materials helped all grade five pupils of Manggas-Tamak Elementary School in raising their reading performances with depth comprehension level as recorded in their oral reading assessment test and Phil-iri. Fun in reading due to colorful pictures and bold notes was also observed. Increasing trend of quarterly grades were also remarkable as it was recorded in their individual progress class cards. It is therefore, recommended the following activities/actions for better output as what we have done:

Explain the importance of understanding while reading a selection/stories or even listening.

Purchasing of educational / helpful reading / audio-visual materials.

Seek donations from internal and external stakeholders for the utilization of various reading / audio-visual materials.

Encourage the learners to read a selection/ story etc., with comprehension from time to time until it turns into habits.

KEYWORDS: supplementary reading materials, reading performance, reading comprehension

SUBMISSION ID: R04A-BATANP-0431

**Utilization of Technology Aided Material in Science Learning of Grade IV
Pupils at Venancio Trinidad Sr. Memorial School**

Gina Mendoza, Department of Education - Batangas Province

Abstract

INTRODUCTION

Basic Education in the Philippines faces a lot of challenges. As we entered the modern age, changes and improvement in the education system especially in the field of Science became more challenging to face, specially the different global challenges. The advancement of Information Technology created a new avenue in learning new concepts and help everyone in making learning fun and enjoyable. The purpose of this study was to utilize technology aided materials in Science learning of grade IV pupils.

METHODS

In this study, the researchers made use of the descriptive method of research since the data gathered relatively were limited to the main intention of the study which was on the use of data for problem solving than for hypotheses testing. The data were presented in tabular form and analyzed to answer the specific questions given in the statement of the problem. The pupils' interest level and perceived importance of technology in science learning was presented through tables of weighted mean and their verbal interpretation.

RESULTS

Many respondents who participated in the study answered that they tend to enjoy and understand the lesson through the use of Slide-decks presentation aided with technology and video clips. Pupils also perceived that technology was important to Science subjects because it made learning more interesting and made them see replicas of science concepts and helped them easily learn Science.

DISCUSSIONS

The results demonstrated that technology can make everything easier. As the time passes by, there are so many inventions especially materials that can be useful in teaching Science. We can utilize technology in learning Science making it authentic, aligning it to competencies, use updated resources, evaluate the video clip to be used and assess pupils' response to the technology being used.

KEYWORDS: technology-aided materials, science, information technology

SUBMISSION ID: R04A-BATANP-1327

Utilization of Technology in Second Language instruction

Jeniffer C. Atienza, Lorelene R. Manalo, & Nellie Acosta, Talaga Elementary School

Abstract

INTRODUCTION

Technology is one of the most significant drivers of both social and linguistic challenges. It lies at the heart of the globalization process; affecting education work and culture. The use of English as second language has increased rapidly. At present the role and status of English is that it is the language of social context, political, socio cultural, business, education, industries, media, library, communication among borders and key subject in curriculum and language imparting education. In this study we described the extent of usage of technology in second language instruction and demonstrated the value of integrating technology tools into their classroom curriculum.

METHODS

This research study made use of the descriptive and survey method to gather, record, analyze and interpret the prevailing findings of this research. Eighty eight grade Two pupils and three grade II teachers responded to a set of semi-structured questions. Likert Scale as guide in interpreting the results of the study was used by the researcher. Such method was used in determining the extent of utilization of technology in English instruction.

RESULTS

English language have different skills and system such as speaking, listening, writing, reading, composition writing and vocabulary enrichment. The study revealed that teachers mostly used technology for teaching speaking, listening and reading. For teaching these skills they used video or audio clips, youtube video collections and showed English movies. Teachers also used different techniques to teach vocabulary by using technology. They showed variety of examples and relevant pictures or incidents on slides to teach vocabulary and ask students to tell exact word and synonym. Using technology is considered as the great extent factor in improving pupils performance especially in second language instruction.

DISCUSSIONS

The results demonstrate the need of the teacher to follow strictly the guidelines in technology utilization in teaching the second language in order to achieve better performance of the learners.

KEYWORDS: technology, second language, utilization

SUBMISSION ID: R04A-BATANP-1169/ R04A-BATANP-1177

Utilization of Technology in Teaching Mathematics and it's Impact on the Academic Performance of Grade V Pupils in Payapa Elementary

Maria Caringal, PPSTA

Abstract

INTRODUCTION

Technology-based instructions are innovative educational tools that brings learners together and offers creative activities of intellectual exploration and social interaction through taking advantage of the exciting potential of the internet resources for significant transformation of learning. This study is an attempt to assess the effectiveness of the teachers in Payapa Elementary School relative to the teaching of Mathematics and its impact on the academic performance of the pupils.

METHODS

The researcher used the descriptive method of research. The respondents were 10 Mathematics teachers and 50 Grade V pupils of SY 2017-2018 selected through random sampling. The teacher-made questionnaire was utilized as the main data gathering tool. Frequency counts, percentage, and weighted mean were used in obtaining data.

RESULTS

The different activities aided by technology in Mathematics teaching and learning contributed in a large measure on the academic performance of the pupils. With the teachers' intention of exposing the learners to the modernized Math instructions, the utilization of technology and multimedia classroom instruction has been done in a most extensive ways, thus resulted to the active and relevant participation of the learners. As to the effectiveness of the teachers in utilizing technology in teaching Mathematics, it can be said that some of the teachers under study have been equipped with the multimedia literacy. Problems relative to the lack and unavailability of gadgets, poor internet connection, and the inadequate knowledge of some teachers hampered the quality instructions using technology.

DISCUSSIONS

100% of the teachers claimed that technology has a significant role in providing the learners with the most updated and enhanced teaching-learning material of the specific learning area. Technology has been used in various forms of learning a subject. The utilization of technology and multimedia instructions greatly enhanced the teaching process. This resulted to positive and encouraging learning outcomes. Teachers and pupils experienced different problems in the utilization of technology due to the presence of some key factors which include but not limited to the following: unavailability of technological gadgets, lack of skills of some teachers in using computer apps for Math instructions, and poor internet connection. The teachers had undertaken effective instructions to address the problems identified.

KEYWORDS: technology-based instructions, internet, mathematics

SUBMISSION ID: R04A-BATANP-0635

**Utilization of Technology Mediated Text Presentations to Enrich the Skills
in Solving Problems on Radicals of Grade 9-Mark Students of Don Manuel
Rivera Memorial National High School**

Miriam V.Alao & Rosalyn D.Dave, Department of Education

Abstract

INTRODUCTION

It is essential that teachers and students have regular access to technologies that support and advance mathematical sense making, reasoning, problem solving, and communication. When teachers use technology strategically, they can provide greater access to Mathematics for all students. One example of which is the technology-mediated text presentation in the teaching-learning process which provides presentation materials like video clips along with other kinds of presentations that will help get the information close to reality.

METHODS

Mean and standard deviation were used to determine if there was a significant difference between the pre-test and posttest mean scores obtained by the students and t-test was also used to determine if there was a significant difference in the level of skills in solving problems on radicals of the students before and after the utilization of technology-mediated text presentations.

RESULTS

The results of the study showed that there was a significant difference between the pre-test and posttest mean scores obtained by the students, hence, there was a significant difference in the level of skills in solving problems on radicals of the students before and after the utilization of technology-mediated text presentations.

DISCUSSIONS

The use of pre-test and posttest determined the significant difference in the level of skills in solving problems on radicals of the students before and after the utilization of technology mediated text presentations.

KEYWORDS: technology-mediated text presentations, radicals, problem-solving, technology

SUBMISSION ID: R04A-LAGUNA-0357

Utilization of Technology Resources in the Delivery of instruction in Public Elementary Schools, Taytay II-B District, Division of Rizal

Shirley Ramos

Abstract

INTRODUCTION

Teachers, being instruments of education today, are caught in a generation of increasing technology and convenience which is another distraction on their hands. The development and growing popularity of internet and social media websites is obliged to add a burden for teachers. To ensure that instruction is updated with the emerging trends, school officials find ways and means to put up computer laboratories by tapping political and stakeholders to be at par with borderless instruction. Computer literacy among teachers and pupils have been conducted to keep them abreast of the state-of-the-art instruction. However, there are problems commonly shared between and among teachers such as access to technology, technical concerns, teachers and individual beliefs, and even time and disruptions of schedules. It is for these reasons that the researcher, a classroom teacher, conceived this study to assess the utilization of technology resources in the delivery of instructions in Public Elementary Schools such as Taytay II-B District, Division of Rizal.

METHODS

Descriptive survey research design was applied utilizing a researcher-made questionnaire-checklist as a tool in gathering the needed data on the assessment of the utilization of technological resources in the delivery of instructions with respect to the teaching-learning process, pupils' attitudes, and task accomplishment.

RESULTS

The study concluded that age and length of service were significant to the extent of effects of the utilization of technology resources in the delivery of instruction with respect to teaching-learning process, pupils' attitudes, and task accomplishment.

DISCUSSIONS

- The dominant respondents were females who were 31 to 40 years of age. Majority of the respondents were college graduates with 4 years and below experience in teaching. Utilization of technological resources has much effect on the delivery of instruction as perceived by the researchers

KEYWORDS: computer literacy, technology, technological resources

SUBMISSION ID: R04A-RIZALP-0405

Utilization of the Calendar Model in Enhancing Pupil's Skills in Multiplying Whole Number

Emilio Herrera, Jr., Department of Education - Cavite

Abstract

INTRODUCTION

The Purpose of this research was to determine the effectiveness of the Multiplication Calendar Model, a visual-manipulative tool in teaching "Multiplication of Whole Numbers" to increase Grade 4 pupils' proficiency in multiplying.

METHODS

The participants have then undergone the intervention program which was the utilization of the multiplication calendar model for 6 weeks.

RESULTS

The results of the study revealed that there was a significant difference on the respondents' proficiency in multiplying whole numbers.

DISCUSSIONS

It further showed that the intervention program has increased the pupils' proficiency in multiplying whole numbers by 17.68%

KEYWORDS: multiplication calendar model, multiplication of whole numbers, mathematics

SUBMISSION ID: R04A-CAVITP-1234

Utilization of the Developed Automated System in Safekeeping the Student's Permanent Record of Alfonso National High School

Donato A. Bataclan & Nerissa R. Betonio, Alfonso National High School

Abstract

INTRODUCTION

The key part of the design of a student record system is its process for access, retrieval, and reporting. Having it done through manual process requires a lot of time. Given the opportunity, the development of an automated student record system is part of the solution. The system is programmed to reduce time and effort consumed in producing outputs and ensures that data are readily available to manage the education system efficiently and to effectively meet the needs of the teachers and administrators.

METHODS

To gather the necessary information that will answer the suitability and appropriateness of the system, the researcher used the descriptive type of research. There were fourteen (14) class advisers, four (4) grade level chairpersons, two (2) administrative staff, and two (2) master teachers who served as respondents. The responses were gathered, consolidated, computed, and analyzed. The computed results were then interpreted using the Likert Scale. One-way ANOVA was used to determine the significant difference of the developed automated system within and between groups.

RESULTS

The computed mean scores of different aspects of the developed system of safekeeping the permanent record was 4.40. As interpreted, it was outstanding. This means that in terms of accuracy, correctness, reliability, consistency and information in the program the system is effective. In addition, user interaction was very significant, hence, a friendly user program. Furthermore, the developed system was proven technically effective since it provided the information which was needed in the compilation of the records and provided access to different users. Moreover, this study showed that statistically, there was no significant differences in the perception between groups and within the groups. This only connotes that the group agreed that the developed automated system in safekeeping the permanent record of the students of Alfonso National High School provided reliable and accurate information to the end user, hence, effective.

DISCUSSIONS

Safe keeping of the permanent record of the students really matters. In this aspect we can be assure that the records forwarded to the present school from their previous school will be kept safe and secure since asking for another copy of students' record is quite time consuming and is not convenient in the part of both parties. Further, the records of the students from the previous grade level will be properly kept and stored, thus, will be helpful to the next user.

KEYWORDS: automated student record system, student record system

SUBMISSION ID: R04A-CAVTP-0271

Utilization of the Jar Model in Correcting Student's Common Errors in Adding and Subtracting integers

Jeffrey Santos, Naic NHS

Abstract

INTRODUCTION

Performing the fundamental operations on integers had been a major problem of the students in Naic National High School. Often, teachers find it easier to teach rules than to teach meanings, hoping students' understanding will develop as they operate successfully with the relatively simple rules. This action research focused on determining the effectivity of the jar model, a visual-manipulative model as a means of increasing Grade 11 students' level of performance in adding and subtracting integers.

METHODS

Single Group Pre-test and Post-test Experimental Design was utilized in the study. Purposive sampling through a pre-test was used for the identification of 48 Grade 11 students who were having difficulties in adding and subtracting integers. The participants have been taught "Addition and Subtraction of Integers" through the use of the jar model for eight weeks. Effectivity of the jar model was measured by giving a post-test after the conduct of the intervention program.

RESULTS

It was found out that there exists a significant difference between Grade 11 students' performance in adding and subtracting integers before and after the utilization of the jar model in teaching "Addition and Subtraction of Integers". The participants progressed from a satisfactory level to a very satisfactory level of performance after the implementation of the intervention program. Moreover, there was an 85.61 % improvement rate on students' performance and a 64.61 % reduction rate in terms of the common errors committed by students in adding and subtracting integers after the utilization of the jar model in teaching the lesson.

DISCUSSIONS

The results of this study demonstrated the need for Mathematics teachers to adapt and utilize the jar model, an effective visual- manipulative model in teaching "Addition and Subtraction of Integers". Findings of the study revealed that students learn the lesson better through the use of the jar model compared to the conventional models and approaches in teaching the lesson. With the use of the jar model, we can also expect a significant reduction on students' common errors in adding and subtracting integers.

KEYWORDS: jar model, visual-manipulative model, addition and subtraction of integers

SUBMISSION ID: R04A-CAVITP-0750

Utilization of the Learner's Free Time: Basis of Establishing Recreational Activities Program (RAP)

Loida Sandoval & Mercedes Balais, Department of Education - South Cotabato

Abstract

INTRODUCTION

Every term, teachers are faced with the problem of students asking for extensions on assignments or projects because they claim they do not have enough time available to meet the deadlines which have been set. While there is a considerable amount of literature available on the subject of time management, most of it does not actually present examples of what might be a reasonable way to spend one's time. Hence, Recreational Activity Program (RAP) is initiated in response to the challenge brought by the drastic change in the educational landscape today in quest of producing globally competitive graduates who are not just cognitively developed but holistically equipped.

METHODS

The study utilized a mixed-method approach. In addition, the researchers used non-experimental quantitative research design to evaluate the effectiveness of Recreational Activities Program (RAP). The respondents of the study were the selected Grade 11 students of Silway - 8 National High School for School Year 2018 - 2019. Twenty-five students able to participate in the study in which 5 representatives were selected per section. The study also used a one-on-one interview. A Likert scale was used to evaluate the effectiveness of the Recreational Activities Program (RAP).

RESULTS

The study revealed that there was no recreational activity emerging theme during the one-on-one interview. In addition, in terms of the effectiveness of Recreational Activities Program (RAP) in keeping learners in school and in utilizing learners' free time, it revealed that the program is effective in the development of self-confidence, self-esteem, leadership abilities, reducing stress and anxiety, steering away from committing crime, improving students' health, and allowing them to become socially active.

DISCUSSIONS

The results demonstrated that students do not have recreational activities in school. Hence, having Recreational Activities Program (RAP) should be implemented. Based on the result, the Recreational Activities Program was highly effective in terms of improving students' health, helping students become socially oriented, helping students improve their interaction with a diverse set of people, and contributing to time management for students.

KEYWORDS: Recreational Activities Program, time management, deadlines

SUBMISSION ID: R012-SOUCOT-0021

Utilization of thematic-Based Approach among the Grade 8 Students of Sta. Teresa College

Janice Mendoza, AASMNHS

Abstract

INTRODUCTION

Quality education starts with an effective and efficient teacher with effective teaching approaches. Effective teachers use different teaching strategies because there is no single universal approach that suits all situations. Thematic learning is a newer concept in pedagogy. Thematic learning is an instructional method of teaching in which emphasis is given on choosing a specific theme for teaching or project assessment. Learning through integration of different subject matters can develop more holistic life-long learners. This belief motivated the researcher to conduct this study that addresses the need to evaluate the utilization of thematic-based assessment of the Grade 8 students of Sta. Teresa College in the School Year 2017 - 2018.

METHODS

The use of descriptive method was utilized in this action research with the questionnaires as the main instrument in gathering data that would answer the problem posed in this study. It was distributed, collected, tallied and interpreted to come up with the desired output. The respondents of the study were eighty (80) students which was composed of forty (40) male and forty (40) female Grade 8 students of Sta. Teresa College of School Year 2017 - 2018.

RESULTS

With the acquired information, the findings were drawn. The learners learned to understand others' point of view and have patience with others using the collaborative learning approach. This indicates that they find thematic activities meaningful and worthwhile. Despite being comfortable with the group, it can be viewed in this research that dealing with disagreements with other members is difficult for them. The respondents stated that through the actual presentations of the activities, they clearly understand ideas that are different from theirs. Thematic-based activities lessen the work load of the learners as well as the teachers. This shows that thematic-based activities are effective, however intensive support of the teachers is highly recommended.

DISCUSSIONS

A thematic-based approach is designed into a series of real-world, hands-on activities. Well-planned activities should be given emphasis by the teachers and the administration. The theme and the activities should suit learning requirements of every learner. A thorough planning is highly recommended in this approach. The students find learning enjoyable if they could express their ideas freely.

KEYWORDS: thematic-based approach, collaborative learning approach

SUBMISSION ID: R04A-BATANC-0232/ R04A-BATANP-1253

Utilization of Video Clips as tool: A Way of Improving Grade V Pupils' Performance in Science at Macalamcam A Elementary School

Rowena Porillo, Department of Education

Abstract

INTRODUCTION

Despite the effort of teachers in giving quality education to pupils, they are continuously struggling in the Science subject. It is in this matter that the teacher-researcher sought to conduct an action research. The purpose of this study was to identify the effectiveness of video clips integration to improve pupils' performance.

METHODS

In this study, thirty-five pupils responded to survey questionnaires. During the intervention, the researcher started using video clips to evaluate their effectiveness in Grade Five pupils' academic performance in Science. Data gathered were analyzed through descriptive analysis to get the frequency and percentage of pupils' perceptions as to the effectiveness of utilization of video clips in science teaching and learning. Pre-Tests and Post Tests were given to evaluate the effectiveness of the utilization of video clips from various perspectives.

RESULTS

Based on the result of pupils' perception on the effectiveness of utilization of video clips in science teaching and learning, most pupils are aware of the usefulness of utilization of video clips in teaching and learning process. Likewise, most pupils also strongly agreed that the use of video clips allowed them to be more creative and imaginative. It also revealed that it helped many pupils learn more effectively and broaden their knowledge paradigm and find related knowledge and information for learning and promoted active and engaging lessons for the best learning experience. At the same time, most of the pupils strongly agreed that the use of video clips helped improve their reading and writing ability, believed that it increases their confidence to participate actively in class, and most of them still strongly agreed that it encourages them to communicate more with classmates. Pre-Test results revealed poor academic performance of pupils. However, after the intervention made, Post Test Results showed that the scores of the pupils in the Post Test were higher than that of the Pre-Test.

DISCUSSIONS

The findings showed that the utilization of video clips in teaching Science lessons enhanced the academic achievement of the pupils. This could be attributed to the fact that pupils could easily remember lessons because they can visualize the process involving video lessons. These findings showed that there is a significant change in the Post- test and Pre-Test scores. This means that using video clips in teaching science Grade V lessons has positive effect in improving the academic performance of the pupils.

KEYWORDS: video clips, science

SUBMISSION ID: R04A-BATANC-0556

**Utilization of Video Clips in Teaching Economics at Anselmo A. Sandoval
Memorial National High School**

Conie Arce, Anselmo A. Sandoval Memorial National High School

Abstract

INTRODUCTION

As educators, our aim is to get students energized and engaged in the hands-on learning process. Video, on the other hand, is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material. Using sight and sound and subtitles, it is the perfect medium for students who are auditory or visual learners. All these, stimulate and engage students creating interest and maintaining that interest for longer periods of time, and provide an innovative and effective means for educators to address and deliver the required curriculum content.

METHODS

The descriptive method of research was used with the constructed lesson plan as instrument of gathering data. There were 60 Grade 9 students who served as respondents of the study. A lesson plan was prepared along with the standardized test to measure the effectiveness of the utilization of video clips. Frequency, percentage and ranking were the tools applied in the study to determine the validity of results.

RESULTS

With the benefits of using video in education as shown in several decades of research, it brought an impact on teaching and learning and encouraged teachers to consider the flipped classroom model where learners can digest lecture content on their pace and explore content more deeply during class time. After the application of the strategy, the following results were found; 1) Utilization of video clips encourages students to create their own learning, 2) The application of video clips is through motivation and application, 3) Majority of the students had average performance in teaching economics through video clips and 4) The proposed supplementary materials focused on hands-on-multimedia and mixed-multimedia.

DISCUSSIONS

The school administration should establish and maintain program to integrate video clips in teaching economics. Similarly, social studies teachers should select more interesting video clips in teaching Economics. As such, the Department of Education officials must provide a support and program in teaching social studies with the use of video clips. With this, it hoped to improve not only the students' performance, but to improve the Philippine education system.

KEYWORDS: utilization, video clips

SUBMISSION ID: R04A-BATANP-1267/ R04A-BATANP-1264

**Utilization of Video Clips in Teaching Reproductive System to Grade Five
Pupils of Julian A. Pastor Memorial Elementary School**

Maila Elona, JAPMES

Abstract

INTRODUCTION

Learning is the acquisition of knowledge and skills possible through a systematic interaction between teachers and learners. It happens every day and involves teacher, learner, and methodology and materials interaction. This study was conducted to identify the effectiveness of video clips in improving students' learning.

METHODS

The researcher used the experimental method in studying the impact of an independent variable (using video clips) on a dependent variable (academic achievement), a comparison was made between the experimental group whose group members studied by using video clips along with a teacher, and the other group members who studied by using the traditional way of discussion and dialog, along with a teacher. The variables were controlled, which means that groups were equivalent in terms of academic level and the groups have undergone a pre and post academic achievement tests.

RESULTS

This study investigated whether the application of video clips in teaching-learning activities improved the skills of the learners the most; accordingly a quasi-experimental study with a pre-test, post-test design was done. The instrument used in this study was a test in the form of a written test. The results showed a significant difference between the pre-test and the posttest in a lesson about Reproductive System after video clips were utilized. The performance in the lesson was found to be good. This meant that the application of video clips and teaching learning activities gave better results than teaching without using video clips. The results suggested that teaching-learning with video clips techniques could be one of the best alternatives to improve young learners' performances.

DISCUSSIONS

The results showed there was a significant positive difference between pre- test and post- test for teaching-learning skills. This suggested that the implementation of video clips could help students improve their skills. It is suggested that the teachers in Science should use video clips as a supportive learning media in teaching-learning. Furthermore, teachers can try techniques such as slowing down the speed of the videos, having comprehension sessions pre- and post-viewing and repeating important scenes and/or pausing screenings in order to help students get a better understanding the lesson in each video.

KEYWORDS: video clips, teaching-learning activities, science

SUBMISSION ID: R04A-BATANC-0277

Utilization of Video Presentation in Teaching Short Stories among Kindergarten Pupils in Calubcub II Elementary School SY 2017-2018

Annabile Rose Bob Peña, Department of Education

Abstract

INTRODUCTION

Technology has the greatest impact on a child's learning. In classroom setting technology like LED Television, projector, and computer are most preferred to use than the usual blackboard and chalk. The effective use of technology has changed the face of education and it has created more educational opportunities. In this study, teachers can help motivate the pupils to develop their comprehensive thinking skills. This means pupils can be able to express their feelings after they watch those stories. With the above statements, the researcher is very much eager to find out the way on how kindergarten pupils will learn on their own through the use of video presentations.

METHODS

The researcher used the descriptive method of research. The researcher utilized a lesson plan, as the main data gathering instrument. She made lesson plans discussing how graphics are used, story content and values integrated into the story to find out whether using video clips is an effective tool for teaching short stories. In the learning plan, there are test items that measure the pupils' performance on lessons using graphics and story content, while lesson on values was measured using a checklist. The data collected throughout this study was used to conclude the practice of using video presentations in teaching short stories. Results of the test obtained by the pupils in the learning plan were recorded, compared, and analyzed.

RESULTS

The salient feature of the video presentation is the ability to stop, start, and rewind. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. The short story was presented in a video presentation using graphics to show the image of the character, the colorful design and the sequence of the story. The story content showed the detail, emotion, expression, and sequence of the story. Majority of the learners has very high and high performance on lessons in short stories using video presentation.

DISCUSSIONS

The lessons on a short story using video presentations may be applied in teaching different short stories. For future researchers, a similar study may be conducted along this topic to be used as their reference. The researcher may use the proposed activities such as snapshot, direct actor, face shoot, what would you do, guessing game and role playing to enhance the performance of learners on lessons about a short story.

KEYWORDS: technology, video presentation, short story

SUBMISSION ID: R04A-BATANP-0779

Utilization of Video Technology in Teaching Social Studies among Grade 8 Students in Fermin La Rosa National High School

Catherine Torres, Department of Education, Fermin La Rosa National High School

Abstract

INTRODUCTION

In the implementation of the K to 12 curricula, the Social Studies subject is designed to be more engaging for the students to learn. One of the fields being studied in Social Studies is World History. In the Philippines, this is being taught in junior high school in grade 8. Despite the new design in teaching Social Studies, there are students thinking that this subject is a boring subject. This affects their performance in class and hinders the purpose of teaching the subject. Some topics in this field are not appreciated and the students find it useless to participate in the discussion. In this study, the utilization of video technology in teaching Social Studies classes to motivate and engage students was given emphasis.

METHODS

To determine the level of performance of the Grade 8 students in Fermin La Rosa National High School (FLRNHS) in the subject Social Studies using video technology approach, the descriptive method was used in the study. The questionnaire was the main data gathering instrument. This served as the assessment tool to know the effectiveness of the video technology approach to the learners. The respondents of the study were the 49 Grade 8-Loyalty students of FLRNHS during the academic year 2017-2018.

RESULTS

The result of the data gathering shows that the use of video technology is highly effective in the attainment of the objectives of the lessons in Social Studies for Grade 8. The results of the data analysis regarding the features of video technology show the kinds of videos to utilize in instruction. The use of educational video challenges students for self-discovery of the lesson was highly evident in the teaching and learning process. The data pertaining to the academic performance of the students shows that the respondents highly perform in class and they acquire new knowledge through the video technology approach.

DISCUSSIONS

Based on the findings of the study, the lessons in Social Studies for Grade 8 demonstrate concepts for the analytical understanding of World History. The video technology approach can be used in various lessons in Social Studies 8 from Module 1 to Module 4. The use of video technology affects the academic performance of learners. It motivates the learners and stimulates students' interests. In this regard, supplementary materials are recommended for utilization. The classroom should be a technologically-enabled place conducive to learning using the video technology approach and other technological aids for instruction.

KEYWORDS: Assessment, Content, Learning, Skills or Competencies, Social Studies, Strategies, Supplementary Materials, Teaching, Video Technology, World History

SUBMISSION ID: R04A-BATANP-2155

Utilization of Video, Audio and Caption (Vac) tool Towards Students' Vocabulary Enhancement

Marilie Yedra, Department of Education - Calamba

Abstract

INTRODUCTION

Technology plays an important role in the educative system as teachers are encouraged to apply innovative strategies as mandated by the Department of Education, "Schools are challenged to implement the guidelines (K to 12 Implementation) in creative and innovative ways for the curriculum to be localized without compromising the philosophy of total learner development" (DO No. 31, s. 2012).

The researcher aims to identify the effectiveness of using the Video, Audio and Caption tool in enhancing the vocabulary skills of the students in Buntog National High School.

METHODS

The study used the Control Group Design specifically Pre-test and Post-test Match-pair. Through a quasi-experimental study utilizing match paired 19 learners in the experimental and comparison group, the study utilized the VAC tool on language class to determine its effectiveness on enhancing their vocabulary skills and how it reflects on their summative performance.

RESULTS

The formative test manifests that the experimental group has good vocabulary knowledge with a mean score of 35.05 and a MPS of

77.89 while those in comparison group have low mastery in vocabulary knowledge with a mean score of 31.95 and MPS of 70.99.

A 40 item summative test yields a mean score of 31.95 with MPS of 79.87% while the comparison group gained a mean score of 28.16 with MPS of 70.49.

The post-test yields that the majority of the learners from the experimental and comparison groups respectively gained mean scores of 75.79 and 61.58.

The results revealed a significant difference between the experimental and comparison groups performances on formative tests, summative tests, and post-test. The learners from the experimental group performed higher than the comparison group, which showed that the learners taught in VAC tools intervention made advantage in terms of gained scores and eventually yields positive effects on learners' performance.

DISCUSSIONS

The researcher finds it necessary to prepare localized VAC tool materials. The study also saw the need for the school head in creating a committee that will evaluate and validate VAC tools materials applicable to teaching vocabulary knowledge across all grade levels. Standard assessment tools for VAC are needed to be designed and realigned along with the learning competencies required in teaching language. It is recommended for the VAC tool to be used in big schools to assess its effectiveness when applied to a bigger number of respondents, this will help in the further enhancement of the VAC tool.

KEYWORDS: VAC Tools, teaching material, vocabulary enhancement

SUBMISSION ID: R04A-CALAMB-0058

**Utilization of Wh-Question Using Graphic Organizer on Reading
Comprehension of the Grade Iv Pupils in Banca Banca Elementary School
S.Y. 2015 - 2016**

Ma. Fe San Jose, Department of Education

Abstract

INTRODUCTION

The main purpose of this action research is to improve the reading comprehension of seventy-nine (79) Grade 4 pupils based on the result of their assessment test in reading comprehension of Banca-Banca Elementary School in Victoria District during the School Year 2015-2016.

METHODS

The researcher utilized of the descriptive method of research the total enrolment of each section of the Grade 4 A and B pupils were taken as the participants of this study which consist of seventy-nine (79) pupils. A Pre-Assessment Test was done to determine the possible difficulties of the pupils to understand the content of a certain story they read. It was found out that the result of, they use the assessment given to them did not reach the mastery level of 75%. Oral interviews with some pupils were also undergone by giving an oral test and ask questions based on what they have read to see if they can answer the question. Sad to say from this finding pupils need assistance in order to understand the content of a certain piece once they had read it. Thus, the decision to push through this action research project was strengthened.

RESULTS

The level of reading comprehension skills of Grade Four pupils during the Pre-test assessment given to them got 71% for the MPS which signifies that the learning competency did not reach the mastery level. Surprisingly, after three (3) months of utilizing the intervention program, a significant increase in the post-test the pupils got 85%. This is an indication that the activities provided by the teacher such as using a graphical map or organizer, video presentation and varied activities like individual and group activities inside the classroom contribute to the increase in the mean level of performance of the Grade 4 pupils in reading comprehension skills.

DISCUSSIONS

There are factors that contribute to this reading comprehension skills of the learners' such as limited vocabulary skills, learners' reading habits, interest in reading, and even parental involvement that influence their reading comprehension skills. The implementation of this intervention program specifically on the use of a graphic organizer enhances the thinking skills of the pupils as they break down ideas and concepts. It showed favorable results, therefore, it is hereby recommended in the continuous implementation of this project and can be replicated by other grade levels who had encountered this type of weakness of the pupils yet can be recommended to use by other schools.

KEYWORDS: Reading comprehension skills, graphic organizer

SUBMISSION ID: R04A-LAGUNA-0243

Utilization of Wireless Multi-Lingual Sign Language Translator for Hearing Impaired Learners

Minguela Ting, Dita Elementary School, Division of Santa Rosa City

Abstract

INTRODUCTION

This paper explains the importance of Sign Language in everyday communication of learners with hearing impairment. Sign Language is a communication method between the hearing and hearing impaired using gestures and facial expressions (Houghton Mifflin Company, 2000).

But, in an inclusive setting where their peers could not understand and do not know how to sign, it becomes very difficult for them to interact in their everyday lessons. Multi-Lingual Sign Language Translator was developed for hearing impaired learners of Dita Elementary School Sped Center. It is a device that translates signs into speech. It was developed to enhance their skills in communicating with their regular peers.

METHODS

A quantitative research method was applied in the study. Getting the Mean Percentage Score (MPS) from the pre-and post- evaluation of the semi-structured questionnaire of the researcher was used to derive the validity of the study.

RESULTS

Based on the result of pre and post evaluation the effectiveness of the academic performance of 20 hearing impaired learners using the device ranges only from 50 % to 70% due to the unavailability of the device to be used by the respondents. The researcher came up with the pilot testing of 2 devices among the respondents.

DISCUSSIONS

The researcher met challenges on the results of the effectiveness of the use of WLSLT by the hearing impaired learners in an inclusive setting. So, the researcher further recommends that the government needs to enforce the various legislations enacted for the benefit of persons with disabilities such as the Disabilities Act (2003) and the Persons with Disabilities Amendment Bill (2007) which states that learning institutions shall take into account the special needs of persons with disabilities with respect to special services (device/gadgets for communication) and other similar consideration.

KEYWORDS: sign language, wireless, translator, hearing impaired, learners, utilization, device, sign, hearing, disability

SUBMISSION ID: R04A-STAROS-0051

Utilizing 2C2IR Pedagogical Approaches in Teaching Earth and Life Science at San Pascual Senior High School 2

Rosellie Tumambing, Department of Education

Abstract

INTRODUCTION

The Philippine educational system through the Department of Education prioritizes science and technology as the main instrument in achieving the industrialized status of the country. Science plays an important role in the educational system because it is used practically in all fields of knowledge. In pursuit of new understandings, pedagogical approaches in the earth and life science are vital, keen observation, skills in experimentation and problem-solving proficiency were equally important. This study aimed to assess the extent of utilization of pedagogical approaches and the challenges met by teachers in teaching earth and life science at San Pascual Senior High School 2.

METHODS

The descriptive research design was used with the teachers teaching earth and life science under humanities and social science (HUMSS) and accountancy, business and management (ABM) strands. A mixed method design was used in the study using a pragmatic approach, the researcher used a researcher-made questionnaire and a face-to-face interview with the subjects.

RESULTS

In the extent of the utilization of pedagogical approaches, the constructivist approach emerged as the most utilized approach while a reflective approach shows to a moderate extent utilization. Deficiency of learning materials (books) for students, absence of functional library facilities, absence of functional science laboratory rooms, lack of science laboratory equipment and supplies and poor internet connection within the school turned out to be the strongly agreed challenges encountered in teaching earth and life science, on the other hand, insufficient curriculum guides provided per subject area and scarcity of learning supplies such as manila papers, permanent markers, colored papers, and cartolina for the students are the most disagreed challenges encountered in teaching the subject.

DISCUSSIONS

Pedagogical approaches are deemed of much importance in the teaching-learning process. Many teachers confess during the face to face interview that among the pedagogical approaches the reflective approach needs more attention and expertise. Among the challenges met in teaching earth and life science deficiency of learning materials emerged as one of the strongly agreed problems due to that senior high school is a newly implemented curriculum and learning materials were not yet distributed.

KEYWORDS: challenges, list of practices, pedagogical approaches

SUBMISSION ID: R04A-BATANP-1404

**Utilizing 2FL (Facebook Page, Flyers and Lectures) as information
Dissemination Alternatives on Child Protection Policy of Grade 8 Students
at Bukal National High School 2017-2018**

Jenifer Abante, Department of Education, Bukal National High School

Abstract

INTRODUCTION

As a result of a baseline study on violence against children at public school, figures show that students from urban and rural areas experienced verbal bullying, physical violence, and sexual violence. Department of Education launched its Child Protection Policy on May 3, 2012, through Department of Education Order No. 40, s. 2012, to promote a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying, and other related offenses. Bukal National High School is one of the public schools that abide by the implementation of the Child Protection Policy. But, despite its strong campaign against bullying and other forms of violence, bullying cases are still reported to happen. It was found out that the students are still not aware of their rights and the inclusion of the Child Protection Policy.

METHODS

The descriptive method of research is applied using the survey questionnaires as a data gathering instrument. There were 135 Grade 8 students of Bukal National High School of S.Y. 2017 - 2018 who will become the respondents of the study. Frequency, ranking, and percentage are the statistical tools used to analyze the data.

RESULTS

The findings of the study tell that most of the students get the information on Child Protection Policy through Radio/ TV followed by Teachers/Schools/PTA's. The pre-survey shows that most of the Grade 8 students are unaware of forbidding physical punishment and violence and on not tolerating bullying, harassment and discrimination. On the other hand, the problems encountered in information dissemination are a lack of human resources and time constraints. As a result of this, an information dissemination campaign was conducted through the use of social media, flyers, and lectures to the Grade 8 students. It evidently shows in the post-survey that there is an increase in their awareness about child protection after the conducted 2FL (Facebook page, flyers, and lecture) to the students.

DISCUSSIONS

The output of the study is an information dissemination alternative through different forms such as social media (Facebook Page) and the traditional way (flyers and lectures) about child protection policy. Furthermore, the use of social media, flyers, and lectures to the students to inculcate knowledge about child protection policy greatly helped to increase their awareness about child protection.

KEYWORDS: harassment, discrimination, protection, violation

SUBMISSION ID: R04A-BATANP-1517

Utilizing Alternative Reading Materials in Enhancing Speed of Grade Two Pupils in Sta. Ana Elementary School

Leonisa M. Cacao, Richelle P. Arcillas, & Thelma Perez

Abstract

INTRODUCTION

The Philippine Informal Reading Inventory (PHIL-IRI) aims to establish the reading level profile of children in the public elementary school system. To do this, tests are administered twice a year (pre-test and post-test) to assess the reading speed and comprehension of pupils in oral and silent in both English and Filipino.

From the last pre-oral reading assessment given by the teachers, the researchers found out that the reading level of Sta. Ana ES is not as good as expected. In this study, an oral reading test was conducted in grade two class in order to find out the factors why the reading level of grade two pupils was very slow. The researchers observed that the lack of reading materials is one of the factors why they are very slow readers. Therefore, the researchers conclude that through the utilization of alternative reading materials it will enhance the reading speed of the grade two pupils in SAES.

METHODS

Oral reading test was conducted

Giving alternative reading materials during break time. A request for supplementary reading materials from volunteers.

RESULTS

Out of 27 pupils, the researchers found out that 10 of them were assessed as very slow readers. Through the utilization of alternative reading materials, the reading level of the pupils improves as shown in the table. The struggling level was improved. There were no more strugglers. The very slow ones are now 7 while the slow readers are only 8.

DISCUSSIONS

With the frequency of 4, 14.81% were assessed as fast reader same with average level. however, 7.4% falls on slow and 37.04% for the very slow level and the struggling has 25.93%. The supplementary reading materials are: Journey in English for grade II, Reading for Grade II, Big Book Reading Response Activities.

KEYWORDS: utilizing, enhancing, assessment, alternative, proficiency, evaluation, establish, address

SUBMISSION ID: R04A-BATANP-2167

Utilizing Bit Reading Program in Improving Reading Comprehension of Grade Six Pupils of Mayor Calixto D. Enriquez Elementary School

Aireen Sanchez, Mayor Calixto D. Enriquez Elementary School

Abstract

INTRODUCTION

The innovation for this action research consists of 3 intervention strategies including Bookbot, Ippo and Tagtiv8 Active Learning. Bookbot is a virtual reading assistant that listens to a pupil as they read out loud, helping them as they go along. Ippo is a teaching tool that helps teachers plan their lessons in a way that focuses on learning skills. Tagtiv8's active learning (TAL) approaches & ideas help develop innovative ways to combine English and Mathematics with physical activity. Thus, this study aims to investigate the effectiveness of the BIT reading program in improving the reading comprehension of grade six pupils in Mayor Calixto D. Enriquez Elementary School (MCDEES).

METHODS

This study used a Quasi-Experimental method utilizing the two-group, control group and treatment group, pretest-posttest design. The chosen participants were 30 grade six pupils of MCDEES who were identified under the frustration level. The said pupils were chosen using a non-random or purposive sampling technique and divided into two groups. One group was assigned as the treatment group while the other was assigned as the control group. The results of the standardized test of both groups were compared using the Paired T-test and One Way ANOVA and were checked for any significant difference.

RESULTS

In general, the findings suggest that the modification in the reading program using the BIT reading program in the treatment group highly improved the reading comprehension of the pupils compared to the control group who received the usual traditional reading. The effects on the reading comprehension of the pupils in the treatment group were remarkably high compared to the control group.

DISCUSSIONS

The use of Bookbot, Ippo and Tagtiv8 Active Learning (BIT) reading program paved the way for the traditional form of reading. Moreover, this action research showed that the BIT reading program can serve as a useful strategy for teachers and pupils in effective and enjoyable classroom reading.

KEYWORDS: BIT, READING PROGRAM, READING COMPREHENSION, GRADE SIX PUPILS, INNOVATION, INTERVENTION, TEACHING TOOL, QUASI-EXPERIMENTAL, ROSARIO CAVITE

SUBMISSION ID: R04A-CAVITP-1244

Utilizing Computer-Assisted Reading in Improving the Reading Fluency and Comprehension of Grade Five Pupils Under Frustration Level

Cesar Jr. Virata, David P. Jimenez Elementary School, Ma. Nonita S. Alarca,
David P. Jimenez Elementary School, & Rafael Arlen M. Andoy IV, Emiliano Tria
Tirona Memorial National High School

Abstract

INTRODUCTION

Reading is the basis on which other academic activities are built, if pupils fail in this area, they would fail in other tool subjects. This is one of the major concerns that our school has been trying to find a solution. Based on the Phil-IRI post test result of grade 5 pupils, the school year 2016-2017, there were 20 out of 227 pupils who were still under frustration level despite intensive reading remediation. For this reason, it is crucial to study what strategies were useful to address reading difficulty among our pupils. Thus, this study aimed to investigate the effectiveness of computer-assisted reading as an intervention program in improving reading fluency and comprehension of grade five pupils under the frustration level in David P. Jimenez Elementary School in Rosario, Cavite.

METHODS

The method used was a Quantitative Pre-Experimental-Descriptive method using Paired T-Test of data utilizing the one-group-pretest posttest design. The chosen participants were the grade five pupils who were identified under the frustration level based on PHIL-IRI test. The said pupils were chosen using a non-random or purposive sampling technique. Data were collected using Phil-IRI both oral and silent reading tests.

RESULTS

Based on the result of the data analysis, Computer-Assisted Reading Intervention had a significant effect on the reading ability of the pupils. However, if compared to the Phil-IRI standard only a few of the respondents reading ability had improved from frustration to independent level some were still under the instructional and frustration level. But this does not discredit the effectiveness of the intervention based on the result of the data analysis where there is a significant difference.

DISCUSSIONS

It was concluded that though most of the respondents reading level in Phil-IRI both silent and oral reading had not changed from Frustration to Dependent Level which is the main goal of this intervention it can still be concluded that given the short period of time Computer-Assisted Reading Intervention had a significant effect in improving the respondents reading ability based on the results of the data analysis. It was recommended that the Computer-Assisted Reading Intervention Program should be utilized after administering Phil-IRI pre-test at the beginning of classes to give a longer time for an intervention.

KEYWORDS: Computer Assisted Reading, Repeated Reading, Reading Difficulty, Reading Fluency, Comprehension, Pre-Experimental, 20 Frustration Pupils, PHIL-IRI, David P. Jimenez Elem. School

SUBMISSION ID: R04A-CAVITP-1322

Utilizing Daily Lesson Logs (DLLs) as Correlates to the Teaching Performance of Teachers

Fritzie Mercado

Abstract

INTRODUCTION

A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. Teachers may make modification or deviation from the TG/TMs whenever necessary to suit the learner's ability provided that the learning competencies are met. Teachers are encouraged to enhance the TGs to provide activities that will develop higher thinking skills. Preparation of Daily Lesson Logs is one of the major tasks of a teacher in his profession. The more a teacher is prepared, the more he is effective. This creates the teaching and learning environment more meaningful and achieves better outcomes. In this research, the researcher delved the perceptions of the teachers in Nasugbu West Central School on the use of Daily Lesson Logs (DLLs) as correlates to their teaching performance.

METHODS

#NAME?

RESULTS

Results showed that: Majority of the teachers are at their middle age, the higher number of female teachers, with a lesser year in service and higher in Bachelors' Degree for their educational attainment. Most of the respondents had a very satisfactory performance rating as revealed in their IPCRF. (3) The teachers agreed on using daily lesson logs as to competency, lesson deliver and instructional materials and facilities. There is no significant relationship between the perceptions of using the daily lesson logs of teachers with their profile variables. There is a significant relationship with the perceptions of using the daily lesson logs and performance of teachers. If properly implemented the Daily Lesson Logs Model designed by the researcher would enhance the performance of other teachers using daily lesson logs.

DISCUSSIONS

The result shows the importance of continuous utilization of Daily Lesson Logs with the applied strategies and technologies as it has a great impact in the teaching performance of the teachers at the same time, adhering the requirement of the existing curriculum

KEYWORDS: Daily lesson logs, Teaching performance, Teachers, Competency, Correlation

SUBMISSION ID: R04A-BATANP-1878

Utilizing Game-Based Learning as innovative tool in Improving the Least Mastered Competencies in Science of Grade Ten Students of Rosario National High School

Elvira Ruiz, Rosario National High School

Abstract

INTRODUCTION

Game-based learning (GBL) is a type of serious game that leads to positive learning performance. Its effectiveness and education potential have been confirmed in research. GBL is designed to reach a balance between game-play and teaching, and enable the players to apply their knowledge to a real environment (Vu and Fesinten, 2017). Thus, this action research aimed to investigate the effectiveness of the game-based learning in improving the least mastered competencies in Science of the grade ten students officially enrolled during the school year 2018-2019 at Rosario National High School (RNHS) in Rosario, Cavite.

METHODS

This study used a Quasi-Experimental method utilizing the two-group, control group and treatment group, pretest-posttest design. The chosen participants were 60 grade ten students of RNHS who were identified with difficulties in understanding and mastering the competencies in first grading in Science and were chosen using purposive sampling.

RESULTS

Results revealed that the modification in the teaching-learning process, strategies, and materials with the use of game-based learning in teaching Science in the treatment group highly affected and increased the academic performance of the students compared to the control group who received the usual traditional approach of teaching Science. The effects on the academic performance of the students in the treatment group were remarkably high compared to the control group.

DISCUSSIONS

This action research also showed that strategy and the use of game-based learning plays a very important role in the teaching-learning process. It enhances the memory level of the students, can be used in innovation purposes and makes the –teaching-learning process interesting and effective.

KEYWORDS: Game-based Learning, Least Mastered Competencies, Quasi-Experimental, Grade Ten Students, Rosario National High School

SUBMISSION ID: R04A-CAVITP-0447

Utilizing Guided Practice Reading in Enhancing Struggling Readers Comprehension Skills

Amabel Marilla, Christine Molinyawe, & Nissa Lelis, Sto. Tomas North Central School

Abstract

INTRODUCTION

Reading comprehension is imperative to a student's ability to successfully engage in text. It is the teacher's responsibility to ensure that students are effectively trained in multiple comprehension and reading strategies because students must apply multiple comprehension strategies to ensure accurate understanding. It was in the context of the struggling pupils' ability to read and comprehend properly that was the issue though by the researchers to be the focal point of this research. In this study, we determined the effects of utilizing guided practice reading to enhance struggling readers' comprehension skills.

METHODS

In data gathering, the researchers used the Reading Diagnostic Checklist. The ability of the pupils during pre- and post- reading tests were graded by placing + - strength, - - weakness and 0 - not observed. All results were then tallied, tabulated and subjected to statistical analysis for interpretation.

RESULTS

Using the Guided Reading Intervention Program and checklists show that pupils believe reading is very important and many would like to visit the library and to read aloud in front of the class or an audience. Somehow, their inability to pronounce terms or words and phrases correctly is giving them low self-esteem to stand-out and read properly with comprehensions. The computed values of the pre-test and post-test shows that using a guided reading intervention program lifted the conditions of the struggling pupils in reading skills and abilities. The identified best practices for the guided reading program were DEAR Time and Peer Tutoring. Most of the pupils find more comprehensive when they were all given a specific time to sit down and read together with their friends and classmates.

DISCUSSIONS

The results reveal the need for LAC Session for teachers, an actual classroom intervention program for the identified class/pupils' in need of the intervention program and actual pre- and –post-test that will determine the results of the intervention. Teaching a concept or subject allows the tutor to gain a better understanding of the subject as well while explaining it. A deep level of comprehension is required to be able to teach, and will also develop excellent communication and leadership skills.

KEYWORDS: intervention, guided practice reading, comprehension

SUBMISSION ID: R04A-BATANP-2262

**Utilizing Localized and Contextualized Read Aloud Books in Improving
Reading Comprehension of Grade Two Pupils of David P. Jimenez
Elementary School**

Betty Fabro, Jennifer Biay, & Sarah Mae Arangusti, David P. Jimenez Elementary
School

Abstract

INTRODUCTION

This study aims to investigate utilizing localized and contextualized read aloud books in improving reading comprehension of grade two pupils at David P. Jimenez Elementary School in Rosario, Cavite.

METHODS

This study used the Pre-Experimental method utilizing the one-group pretest-posttest design. The chosen participants were 10 grade two pupils of DPJES who were identified with difficulties in reading comprehension. Data were collected using a standardized 10 item test that was adapted from Reading Assessment and Reading Skills.

RESULTS

In general, the findings suggest that there is a significant difference in the performance of the grade two pupils after localized and contextualized read aloud books were used as an intervention program for the reading comprehension problem of the said pupils. Also, it shows that the said intervention program highly affected and improved the reading comprehension problem of the said pupils.

DISCUSSIONS

This study, utilized and contextualized read-aloud books are also useful and effective in improving reading comprehension problems among grade two pupils, developing an eagerness to read more storybooks and stimulate their imagination.

KEYWORDS: utilized, contextualized, localized, reading comprehension, pre-experimental, grade two, David P. Jimenez Elementary School.

SUBMISSION ID: R04A-CAVITP-1357

Utilizing Localized Materials: A Strategy in Improving the Reading Proficiency Level of Grade 8 Students

Pedrita Navales & Rosemarie De Mesa, Department of Education - Laguna

Abstract

INTRODUCTION

Reading is an essential part of basic education. It is also an important gateway to other disciplines. However, despite various reading strategies that can be used by the teachers, both in grade school and junior high school, reading is still one of the difficulties encountered by the learners. Since the town of Los Banos, Laguna (Philippines) is known for its legendary Mt Makiling, Laguna de Bay, and the crocodile lake. These have stories that local communities have communicated through time and generations. It is the entry point of the researcher to make use of these local stories to significantly develop a literary appreciation and reading skills and proficiency level among learners who were identified under "frustrated" and "slow" readers by the Phil-IRI results.

METHODS

The study was of experimental type i.e. concerned with an examination of the effect of the independent variable on the dependent variable. Pre test Post-test only design was used. Purposive sampling was used in this study since the respondents were selected based on the characteristics of the population and the objective of the study. The study involved the fifty-four (54) students of Grade 8 Calamba, this section was assessed to be having difficulty in reading. The results of the study were based on the Pre-Test and Post-Test which was taken by the experimental group.

As to the statistical treatment used, the mean percentage score was used to determine the comparison of the results during the pre-test and post- test administered to the experimental group.

RESULTS

During the pre-test, the experimental group had reached the MPS of 42.93%, while during the post-test, it had reached the MPS of 58.78%. With the data gathered and statistical treatments used, the results revealed that the mean percentage score of the experimental group was increased by 15.85% on the post-test conducted after the intervention program.

DISCUSSIONS

Based on the findings and conclusions drawn from the study, it strongly suggests that conducting intervention programs, engaging the learners in active reading class discussions may help improve their skills. Thus, teachers may allow time in such as they were found effective interventions in enhancing the reading level of the learners. Furthermore, utilizing localized materials is an effective tool to engage the learners in reading since they can make connections with what they read. Thus, devising such a tool not only in reading may help them improve their literacy in all disciplines.

KEYWORDS: localized materials, reading proficiency level, intervention

SUBMISSION ID: R04A-LAGUNA-0144

**Utilizing Localized, Contextualized and indigenized Sight Words in
Improving Word Recognition of Grade Seven Students of Rosario National
High School**

Donna Delfin, Rosario National High School

Abstract

INTRODUCTION

Learning to read is a complex and often difficult task for children and adults alike. The reading process consists of learning to decode words and learning to read words by sight. Decoding is the process of knowing and realizing that written letters have relationships with sounds. In this study, we explored the effectiveness of utilizing localized, contextualized, and indigenized sight words in improving the word recognition of grade seven students of Rosario National High School.

METHODS

This study used the Pre-Experimental method utilizing one-group, pretest-posttest design. The chosen participants were 20 grade seven students who were identified with difficulties in recognizing words. Data were collected using a standardized 20-item test that was adapted from PHIL IRI Form A Performance. The said test has a scoring guide for graded word list that determines if students will fall from three different levels which are independent, instructional and frustration.

RESULTS

The findings suggest that there is a significant difference in the scores of the grade seven students after the localized, contextualized and indigenized sight words were used as an intervention program for the word recognition problem of the said students. Also, it shows that the said intervention program highly affected and improved the word recognition problem of the said students.

DISCUSSIONS

This research identified that the results of the study provided an understanding of the effectiveness of localized, contextualized and indigenized sight words as a tool in improving word recognition of the grade seven students of Rosario National High School. In general, the findings suggest that there is a significant difference in the scores of the grade nine students after the localized, contextualized and indigenized sight words were used as an intervention program for the word recognition problem of the said students. Also, it shows that the said intervention program highly affected and improved the word recognition problem of the said students.

KEYWORDS: Localized, Contextualized and Indigenized Sight Words, Word Recognition, Pre-Experimental, Grade Seven Students, Rosario National High School

SUBMISSION ID: R04A-CAVTP-0456

Utilizing MATHALINO in Improving Problem Solving Skills of Grade VI

Angelina L. Ramos, Prescila R. Corpuz, & Rosina M. Panis, Department of Education

Abstract

INTRODUCTION

The purpose of teaching Mathematics at all levels of Education is to teach the youths to solve a problem in their daily lives. But unfortunately, It could be observed that most students have difficulty in each mathematical problem-solving skills. The researchers, as Mathematics teachers noticed that the Grade VI - Makakalikasan pupils were very poor in problem-solving. Diagnostic test in Mathematics was not as what the researchers expected it to be. The researchers analyzed the pupils' answer sheets and it was found out that pupils were having difficulty in problem-solving. The class can easily answer test items that involved lower order thinking skills such as memorization of terminologies. However, the pupils could not readily answer items that involved problem-solving. Having discovered this problem, the researchers; having the desire to improve the pupils in this area, decided to conduct a study in this concern.

METHODS

To improve the word problem solving skills of the pupils, the researchers proposed to use Mathalino, a strategy which uses drawing and role playing in interpreting the word problems. After drawing the concept or the idea, the pupils were guided to write in words what they understood. Then they proceeded in give the solutions. The researchers used the triangulation method, which includes answering survey forms, interview and collecting data through the test. Roseberg Test was also used to determine the self-esteem of the pupils. The researchers used the weighted mean for the first problem and t-test correlated to find out if the program is effective.

RESULTS

It has been found out that the result of the Roseberg Self-esteem Scale increased from pre to post-test. The grades of the students increased in the third grading. It means that the self-esteem enhancement program is effective.

DISCUSSIONS

The teacher should assess the self-esteem of their pupils at the start of the school year to find out who needs help, provide self- esteem enhancement activities should be generous in complimenting the pupils, and use drawing and role-playing in interpreting the word problem.

KEYWORDS: MATHALINO, mathematical problem solving skills, lower order thinking skills

SUBMISSION ID: R04A-CAVTP-1570

Utilizing Multimedia in Teaching Vocabulary among Grade 1 Pupils

Cynthia B. Perez, Hannah Rose A. Ilagan, & Ronnel M. Guerra, ASATA,
PASATAF, Ascendens Asia International Researchers Club

Abstract

INTRODUCTION

Multimedia is a tool to increase the motivation of children. The teacher should create various teaching techniques of vocabulary but if the multimedia that is used is not appropriate, it may cause some problems to the students such as boredom and laziness in the learning process. The passive teaching-learning makes the students lack interaction, and the students are not interested in the material. From the problem above the researchers try to give solutions to identify the most appropriate adjustment and technique that would address to every pupil in teaching vocabulary.

METHODS

The study utilized the descriptive research design with fifty (50) Grade 1 teachers from Taysan District, as the respondents and used a researchers-made questionnaire to gather the needed information on the use of multimedia in teaching vocabulary.

RESULTS

Teachers utilized the multimedia to a great extent in terms of entertainment such as dance videos; powerpoint presentations and animations; and sound effects or audio sounds. This means teachers can help pupils to organize their ideas and thoughts or any kind of information in an orderly and attractive way as it is gaining entrance in the English teaching field. Videos and powerpoint presentations allow them to introduce any aspect of real life into the language learning environment, contextualizing the learning process. This makes a very comprehensible tool for teaching vocabulary. Pupils often met illiteracy in using multimedia. This implies that pupils are not knowledgeable enough in operating a computer especially in utilizing PowerPoint presentations and open application videos. There's a need for technical assistance to educate them and to have a smooth flow discussion inside the classroom. The proposed learning plan, when applied by teachers, will help develop pupils' vocabulary through varied multimedia activities and become educated in the utilization of different multimedia features.

DISCUSSIONS

Vocabulary activities help the pupils learn new words through multiple multimedia features like PowerPoint and video presentations. Pupils enjoy being word detectives and readers as they find and learn new vocabulary in the computer through pictures with animations and words in graphical presentations. Different multimedia techniques are designed to encourage the pupils not only to learn vocabulary words for school, but to seek meaning in words that they encounter in everyday interactions with books, TV, computers, and other people.

KEYWORDS: learning plan, multimedia, multimedia teaching, teaching technique, vocabulary

SUBMISSION ID: R04A-BATANP-0936

Utilizing Project Akpk (Anak Ko, Pabasa Ko), in Improving the Parents involvement in Enhancing the Reading Comprehension of Grade 1 Pupils at Padre Garcia Central School

Corazon Pendo, Department of Education - Padre Garcia

Abstract

INTRODUCTION

Strong reading and comprehension almost guarantee a learner's excellence both in academics and in real life. But this goal does not happen immediately; it takes time and effort on all key players involved: teacher, learner, and parents. Realizing this crucial role of parents, this study was conducted to assess the current extent to which they are involved in the development and enhancement of their children, the Grade 1 Pupils from Padre Garcia Central School, as well as identify which areas can be improved and what schemes may be proposed to increase learning efficiency.

METHODS

This study was conducted to assess the current extent to which they are involved in the development and enhancement of their children, the Grade 1 Pupils from Padre Garcia Central School, as well as identify which areas can be improved and what schemes may be proposed to increase learning efficiency. The respondents of the study, fifty parents of currently enrolled Grade One Pupils from Padre Garcia Central School, answered questionnaires containing statements and questions as to how involved the respondents are in enhancing their children's reading and comprehension.

RESULTS

The result showed reading activities between parents and children will help the children become better readers, and increase their chances of succeeding in life. Meanwhile, reading the same book many times gives children opportunities to think more deeply about the story and to remember and use new words. Also, discussing with the child about the important parts of story characters, setting, problem, actions, climax, and resolution makes it easier for them to make sense of the story.

DISCUSSIONS

A standard tool be designed by the teacher to gauge the improvement of the students' reading and comprehension, and to assess how much of this improvement may be linked to their parents' involvement; A child-parent reading program be held at least once a year to challenge parents and children to a friendly competition that seeks to improve students' reading and comprehension. A proposed title is Project AKPK Anak Ko, Pabasa Ko. Such program will be implemented this school year, to gauge if an increase in parent involvement does improve children's reading and comprehension.

KEYWORDS: climax, standard tool, comprehension

SUBMISSION ID: R04A-BATANP-0204

Utilizing Reflective Approach to Enhance the Performance in Science among Grade Six Pupils in Pinamukan Elementary School

Maristel Lagmay, Pinamukan Elementary School

Abstract

INTRODUCTION

The most desirable literacy in Science and technology must start from the basic. Consequently, it is in the elementary when this basic literacy coupled with values integration could be realized and that of the pupils' performance in it must be enhanced to the maximum extent possible. Teachers always look for better ideas in meeting many challenges they face in school, especially in teaching this subject which most pupils consider difficult. Critical thinking regarding our pupils' learning process is always noticed as a point of discussion. The teaching process must also be taken into consideration. The researcher is searching for quality science education attempts; hence, the reflective approach as one of the pedagogical approaches is utilized to enhance performance in Science among Grade Six pupils in Pinamukan Elementary School.

METHODS

This study used the descriptive method of research. Seventy-five (75) pupils in Grade Six were the respondents of the study. It utilized the results of the periodical test for the four grading periods, lesson plans, and the strategies in a reflective approach. The statistical tools applied in the study were the mean percentage and standard deviation.

RESULTS

The reflective approach is a way of allowing pupils to step back from their learning experience to help them develop critical thinking skills and improve future performance by analyzing their experience. Among the strategies applied were the peer observation, written accounts of experiences, journal writing, sketch, brainstorming, jig sawing, and collage. It is strongly evident that the performance in Science was enhanced as it showed in the results of periodical tests from first to fourth grading periods which are MPS-63.63% & SD-6.56, MPS-64.77 & SD-7.83, MPS-76.66 & SD-7.09, and MPS-81.98 & SD-7.69, respectively. The proposed supplementary activities were indoor labs and gallery walk. Indoor labs allow pupils and teachers to work together less formally than in many classrooms. Gallery Walk technique encourages pupils to speak and write the language of science rather than just hearing it from the teacher; it has the additional advantage of promoting cooperation, listening skills, and team building.

DISCUSSIONS

The results demonstrate that both teachers and pupils must reflect, analyze their practice and its underlying basis to consider alternative means for achieving their ends, Reflective approach is systematic; it requires patience, and careful observation to transform experience into genuine learning about individual values and goals. Improvement of teaching and pupils' performance may be achieved through reflection.

KEYWORDS: Performance, Supplementary Activities, Reflective Approach, Science

SUBMISSION ID: R04A-BATANC-0235

Utilizing Standardized Assessment to Evaluate Word Recognition Skills of Grade IV pupils in Malaya Elementary School

Jorissa Africa, Department of Education

Abstract

INTRODUCTION

The goal of an effective classroom program of reading instruction is to provide children with a wide variety of experiences that relate to several important aspects of reading, one of that is word recognition. To further improve the word recognition of learners in MES, varied reading interventions and measures have been implemented yet problems are still evident. In this study, the researcher aimed to establish Reading Intervention focusing on word recognition.

METHODS

Since this research focused on a small number, non-probability sampling was used for this study and the technique was purposive sampling. A questionnaire was used as the main instrument and Likert- Scale was utilized for the responses. The interview was used as a secondary instrument for data gathering.

RESULTS

The results indicated that as for the recognition skill/ ability of pupils, results of standardized assessment tools (Dolch Basic Sight Words and Fry Instant Words) showed that most of the respondents recognized more of the words listed in the DBSW compared to FIW. Topmost on the indicators for difficulties encountered by pupils in recognizing words was alphabetic language proficiency and phonemic awareness. The five indicators cited in the study were all interpreted as OFTEN. For the factors that greatly affect word recognition as perceived by the pupil-respondents include repeated exposures to words, writing the words and saying the word while looking at them.

DISCUSSIONS

In teaching reading, educators should take note of the importance of teaching the basic skills to learners who have been diagnosed/assessed with reading difficulties as manifested in this study. Activities for enhancing basic word knowledge should follow a sequence of instruction that progresses from easier to more difficult tasks and from larger to smaller units. The action plan that was outlined as a result of this research was recommended as an intervention for improving word recognition.

KEYWORDS: repeated exposure, familiarity, phonemic awareness, alphabetic language

SUBMISSION ID: R04A-BATANP-1202

Utilizing Systematic Synthetic Phonics Approach (SSPA) to Develop Word Recognition Skills

Carmelita Balbuena, Department of Education, Hinatuan South Central Elementary School

Abstract

INTRODUCTION

This study aims to investigate the effectiveness of utilizing the "Systematic Synthetic Phonics Approach" to develop word recognition skills of Grade III Guava pupils of Hinatuan South Central Elementary School. Some of these pupils couldn't sound out letter sounds and they didn't even know letter names. But most of them learned letter links but they couldn't to manipulate it. Children lack phonemic awareness cannot be expected to do well in their studies and this issue causes to slow down the progress of the teaching-learning process.

METHODS

This study was descriptive . Data collection was based on the result of the Phil-IRI pre-test and post-test conducted in the school year 2018-2019. The results were calculated and tabulated using the frequency and percentage. The Word Recognition Score (WRS) in percent was used to get the reading level of each pupil and this is the basis to determine the primary reason for the problem.

RESULTS

The researcher found out that the "Systematic Synthetic Phonics Approach "has a great impact on developing word recognition skills. As applied in the classroom, the intervention developed the word recognition skills of the Grade III Guava pupils of Hinatuan South Central Elementary School.

DISCUSSIONS

Based on these findings, the researcher found out that the "Systematic Synthetic Phonics Approach "has a great impact on developing word recognition skills. This approach will be of great help to the teachers as long as the teachers make a huge sacrifice in teaching. The researcher believes that when this approach is applied early in the previous grades, surely learners in the present grade would not experience difficulty in recognizing words. However, the positive outcomes of this approach will depend upon how the teacher devotes her time in helping his/her pupils learn to read and also depend upon the attitude of the learners who are the main target of this study.

KEYWORDS: systematic synthetic phonics approach

SUBMISSION ID: R013-SURSUR-0303

Utilizing Teacher made Exercises as Enrichment Strategy to Improve the Academic Performance of Grade 6 Pupils of Banlic Elementary School in 5 Major Learning Areas for SY: 2017-2018

Aileen P. Llanderal & May Antivo, Banlic Elementary School

Abstract

INTRODUCTION

This study was possible after considering priorities. The Pre-Test result in 5 major subjects was used as baseline data. The written examination of the Grade VI pupils caught the attention Banlic Teacher due to low mean percentage scores in the said subjects. The administrator and Teachers acted on the project or intervention. This research sought to increase the academic performance in English, Filipino, Mathematics, Science, Araling Panlipunan and after using the said enrichment activity.

METHODS

This research made use of the descriptive design to describe the kind of instructional materials used by the teachers. Pre-Test and Post-Test were given to validate the effectiveness of the program. The test is composed of enhancement activities that were teacher made and used as a tool to enhance the academic performance of Grade VI pupils for SY: 2017-2018. A t-test is also utilized to get the significant difference between the pre-test and the post-test before and after the utilization of teacher made test.

RESULTS

The respondents of the study were 80 Grade 6 pupils. They were given the Pre-test, and the result was analyzed. Pupil respondents were given enrichment activities in each lesson then the pupils were given a post-test. The researcher used T-Test in comparing and describing the result based on pre-test and post-test. Based on the data gathered, there is a significant difference between the pre-test and post-test results based on the computed T-value of 7.57 level of significant and T-critical value of 2.000. Therefore, pupils' academic performance improved a lot after utilizing teacher made exercises as tools in enrichment strategy.

DISCUSSIONS

This research focused on the study of utilization of teachers made exercises in teaching 5 major learning areas as an enrichment strategy in strengthening the academic performance of Grade VI pupils of Banlic Elementary School. Researchers recommend to use the enrichment strategy in every lesson to meet the acquired mastery level.

KEYWORDS: enrichment activities, assessment, academic performance

SUBMISSION ID: R04A-CALAMB-0295

Utilizing the Diversity of Learners in Differentiating Activities in Advanced Chemistry

Maria Thesbe Catapang, Balayan National High School

Abstract

INTRODUCTION

Teachers have long known that students learn differently, and learn more or less, depending on various instructional approaches. They have used this understanding to personalize learning as much as is possible in classrooms with 20, 25, or more students. However, these educators have largely been on their own, without many structured supports, curriculum, pedagogy, tools, and resources specifically designed to support personalization strategies. The growing diversity within today's classrooms underscores the necessity for a more deliberate, supported shift to a learner-centered education system. The main purpose of this research was to assess the learner diversity of a special science class in Balayan National High School in terms of students' gender and multiple intelligence profile. This diversity was utilized in the teaching and learning of concepts in Advanced Chemistry subject among Grade 10 students through differentiated instruction.

METHODS

The study utilized a mixed method research design wherein survey questionnaires and a semi-structured interview was used. The consent of students and parents was sought before the data gathering and confidentiality was assured. This study utilized a quantitative- descriptive research design. Descriptive design was employed in identifying the diversity of learners and the relationship of each type of intelligence to each other. Questionnaires were used to obtain data on the learners' gender and distinct intelligence.

RESULTS

The result revealed that female dominated the class. Most of the learners are bodily-kinesthetic, visual, spatial and musical based on their profile. Naturalistic intelligence shows a positive correlation with verbal/linguistic and logical/mathematical intelligence. On the other hand, there is an inverse relationship between intrapersonal and interpersonal intelligence.

DISCUSSIONS

The study did not use an experimental approach since it only identified and utilized multiple intelligence in teaching Chemistry. The result of the study can be a basis for employing learning preferences and styles in teaching. Mathematical modeling is used in explaining the relationship of the variable using statistical software.

KEYWORDS: Chemistry, Diversity of learners, Differentiated instruction, Multiple Intelligence

SUBMISSION ID: R04A-BATANP-1073

Utilizing Video Clips in Teaching Afro Asian Stories among Grade Eight Students of Tipas National High School

Norvic Remo

Abstract

INTRODUCTION

Reading becomes tedious to most of the students of today. Books, when brought by the teacher to the class, distributed them and started opening them suggested that it was a long and boring journey, that's their instinct. As modern educators, we aim to get students energized and engaged in the hands-on learning process, and video is an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material.

METHODS

The descriptive type was used in the study to gather pertinent data. The respondents of the study were 95 students from Grade eight in Tipas National High School. They came from two out of five sections of Grade eight. The researcher used a fishbowl technique wherein one representative in each section was tasked to draw in the fishbowl to determine whether their group will watch the video clips or will read the texts. Ten item quiz regarding the story was given to both groups to measure their understanding of the stories. The researcher administered the test to the respondents. The result of the test was tallied carefully and tabulated for statistical treatment. This was useful for the visualization and interpretation of data. The performances of the groups were compared to determine the effectiveness of video clips on the comprehension of the students.

RESULTS

Several potential benefits of using video clips in the teaching process have been identified. Video stimulates and engages students creating interest and maintaining that interest for longer periods can improve learning outcomes as well as learning satisfaction. Based on p- values using the z-test, the group of students who watched the video clips of the stories understand each story better than those who read. When the scores of the students were analyzed using a z-test the probability value is ($\alpha \leq 0.05$). It means that there is a significant difference between the use of video clips and reading text in the understanding stories.

DISCUSSIONS

Video clips in understanding stories could be one of the effective tools and helpful material for teachers in engaging the learners to enjoy and learn the lesson of the stories. It could be a way to break the boredom of tedious reading of long stories. As the 21st-century students are more visual learners than avid readers.

KEYWORDS: utilization, video clips, Afro Asian stories,

SUBMISSION ID: R04A-BATANP-0238

**Validation and Implementation of Honing Meaningful Experiences by
Revitalizing Opportunities through Organized Modules (HOMEROOM)
for Grades I - VI of Selected Schools in the Division of Calamba City**

Marilyn Montalbo, San Juan ES

Abstract

INTRODUCTION

This study aimed to produce valid Modules for Grades I to VI towards the development of learner's knowledge and core values awareness.

METHODS

A descriptive method of research was used in the validation of the developed modules and a quasi-experimental method of research was used to test the effectiveness of the modules on the pupils' performance. Thirty (30) pupils from one section of Grades I to VI were the respondents of this study. Data gathering was done during the school year 2018-2019. Pre-test and post-test results were tabulated, analyzed and interpreted.

RESULTS

The level of modules in terms of learning competencies, appropriateness of materials and accuracy and up-to-datedness of information were very satisfactory. Pupils obtained an average mean percentage score of 66.78% on the pre-test and 89.67% on the post-test. A significant difference existed between the pre-test and post-test of pupils. Therefore, modules had a great effect on the performance of pupils.

DISCUSSIONS

The implementation of modules was limited only to Grades I to VI pupils. It ensures learners' formation of values and enhances students' reading skills. Modules are anchored on the vision, mission and core values of Department of Education to help pupils develop personality through an understanding of self and environment. This may help future researchers to construct new materials that will help pupils to perform better in school.

KEYWORDS: HOMEROOM, Performance, Modules

SUBMISSION ID: R04A-CALAMB-0321

Validation and Revision of Enrichment Activities on the Level of Reading Comprehension of Grade XI Students at Dagatan National High School-Senior High School (Validasyon at Revisyon ng Gawaing Pang

Maria Elena Braza, Department of Education

Abstract

INTRODUCTION

The biggest setback for a teacher is when he hardly taught how to read but there's no comprehension at all. It was said that the teacher was the most influential factor in enriching the students' level of comprehension. To say, the teacher himself should show interest in reading, give the students varied experiences to develop and be fond of the process and develop activities in reading even in other macro skills.

It is good to know that the students have an interest in reading but the saddest is having them read a particular text several times, even in Filipino, but cannot comprehend. Where each word seemed to be difficult for them to understand. What's happening is just they read and read knowing nothing at all. Reading as a macro skill was seen to be very significant. It is where and how a "someone" would be a "somebody". Having the kind as mentioned above of scenario over a long time should be resolved. The teacher portraying different roles should develop materials to enrich the skills of the students preparing them for their future endeavors.

As a follow-up study, this aimed to validate and revise the enrichment activities on the level of reading comprehension. In addition, it also focused on: (1) the level of conformity of the students on the structure of enrichment activities; (2) the level of acceptance of the experts and validators on the content and formulation and illustration; (3) the overall evaluation on the enrichment activities; and (4) the ways of revising the validated enrichment activities.

METHODS

A descriptive design was used while a questionnaire was utilized as a research instrument. Purposive sampling was carried out to have three experts, 30 teachers in Filipino (validators) and 49 Grade XI students as participants of the study.

RESULTS

As the data were analyzed and interpreted, the following results were listed: the students conformed to the structure of enrichment activities. Moreover, the experts and validators responded that the content and formulation and illustration are very acceptable. More importantly, the overall evaluation of experts and validators was very acceptable.

DISCUSSIONS

On the other hand, for the process of revising, comments and suggestions were considered: check on typographical errors, use a more legible font style or make it bigger. Lessen the colorful images since the activities are intended for high school students, maintain the formality and move away from the words with double meaning which may cause misconception.

KEYWORDS: enrichment activities, validation, revision, reading, reading comprehension and reading skills

SUBMISSION ID: R04A-BATANP-0956

Validation and Utilization of Contextualized Supplementary Materials in inquiries, investigation and Immersion for SHS

Evelyn Sublay

Abstract

INTRODUCTION

With the introduction of the new curriculum through the creation of RA 10533 or otherwise known as the Enhanced Basic Education Act of 2013, the inclusion of research subjects in the curriculum becomes imperative and conducting research or similar undertakings in high school is inevitable. In the face of these challenges, contextualization is viewed as a possible way to address and resolve the problems of deficiencies in instructional materials and to make teaching and learning relevant and responsive in this area. With these preceding insights, the Division of Calamba City recognized the need to contextualize instructional materials for the benefit of its ultimate stakeholders -the learners.

METHODS

The descriptive quantitative research design was utilized in this study as it attempts to determine the effectiveness of using contextualized supplementary learning materials in the Division of Calamba City. Participants were the senior high school students from Calamba City. The respondents were pre-tested using a questionnaire and prompted to use the contextualized supplementary learner's material. Post-test were administered after the first quarter period. Their pre-test scores and post-test scores were compared. The results of the pre-post- test were analyzed by computing the mean, mean percentage score (MPS), and standard deviation. T-test was used to find out if there is a significant difference in the pre-test and post-test scores of the respondents.

RESULTS

Findings reveal that there is a significant difference between the pre-test and post-test scores of students after the utilization of the contextualized supplementary materials in Inquiry, Investigation, and Immersion. The computed t-value (5.89/29.05) is greater than the critical value (2.01) at 0.05 level of significance. This signifies that the use of contextualized supplementary materials helped them to improve their research knowledge and skills.

DISCUSSIONS

The researchers' aspiration to aid and facilitate both teachers and students in improving their research capabilities and capacities in any research-related course was strengthened. By way of contextualizing research discussions and activities in the form of activity sheets, teachers and learners will be having more time in harnessing their research potentials. The absence or deficiency of instructional materials will also be addressed since there are no existing learners' materials in the Division of Calamba City that has been designed for this purpose.

KEYWORDS: Validation, Utilization, Supplementary Materials, Inquiry, Investigation and Immersion

SUBMISSION ID: R04A-CALAMB-0157

Validation of Localized Stories Converted into Big Books for Reading in Mother tongue in Grade 1 and 2

Amalia N. Calingasan, Mylene A. De Lima, & Rochelle Vicedo, Department of Education

Abstract

INTRODUCTION

Making English and Tagalog the official languages of the Philippines is a practical move, seeing as there needs to be a language that can be used to do business and trade as well as to communicate on both national and international levels.

This study was conducted hoping that with the compiled and validated materials, the pupils and the teachers would appreciate some stories taken from the place.

METHODS

The descriptive method of research using a checklist accomplished by 21 Grade 1 and 22 Grade 2 teachers and a simple percentage were used in this study.

RESULTS

The ten (10) originally-prepared Big Books from the local stories of Dasmariñas City passed the validation test in terms of readability, appropriateness, and visual appeal proving that preparing Big Books based from local stories of Dasmariñas proved a worthy endeavor for teachers as they showcase the talents and the skills of being resourceful in localizing even if there are no materials given by the Department of Education for the teaching of Mother Tongue with the implication to produce more contextualized and localized materials.

DISCUSSIONS

The 10 Big Books were compiled by the three (3) teacher-researchers from the locality by interviewing the folks and from exhausting all the means of any information that could be found in the City Library and from web sites for translation purposes.

It was decided that the Big Books would only have 15 to 20 pages and would only have one or two liner narrative.

These were drawn on illustration boards and the coloring for the visual presentation was done by the researchers themselves. They made the Big Books based on standard sizes provided by Department of Education.

KEYWORDS: localized, contextualized, big books

SUBMISSION ID: R04A-CAVTP-1503

Validation of MATHY-GAS

Mary Ann De Guia & Mary Jane Gerona, Grade 12-GAS
(Adviser: Vina Retusto)

Abstract

INTRODUCTION

The gaming industry and technology of today has reached new heights and successes over the past years especially to the students. All the things in society deal with mathematics and it plays an important role in the educational system. Therefore, this study is to offer a new method by using an educational game to enhance the teaching-learning process between the students and teachers to suggest a teaching technique to catch the attention of the students in the subject of Mathematics.

METHODS

One method design was used: Quantitative, limited teachers at the Calamba Integrated School who used a different type of teaching style participated. Twelve Mathematics Teachers from different year levels validate and responded to the check questionnaire provided by the researcher to determine the level of validity.

RESULTS

Results revealed that the level of validity of the MATHY-GAS which is an adopted educational game aligned to the 3rd quarter competencies of Mathematics 10 by the Grade 12-General Academic Strand (GAS) students. In terms of objectives are agreed to be specific, measurable attainable, and result-oriented but slightly agreed in time bound. Next, the topics presented are sub-topic of the competency and arouse the interest of the learners. The topics are aligned in the Curriculum of Grade 10 Mathematics and measure proficiency in Grade 10 Mathematics but not enough for the time allotment. Then the activities are congruent to the objectives, have guide questions, it is very interesting, can be used in real-life situations and varied. Finally, the evaluative exercises can use paper and pen tests and it is parallel to the objectives, quantitative, qualitative and has questions that develop critical thinking skills.

DISCUSSIONS

As demonstrated by the results, since Teachers already have different teaching styles used, the educational game is just a suggestion offered by the researcher that can be one of the teaching styles that teachers can use in terms of teaching. Therefore, The students enjoying while learning.

KEYWORDS: Module, validity, acceptability

SUBMISSION ID: R04A-CALAMB-0153

Validation of Microsoft office Module

Jeffrey A. Gobres & Rona B. Aquino
(Adviser: Lorence Albert Paz)

Abstract

INTRODUCTION

Microsoft Office is an education application for 21st-century learners nowadays since the performance task and written works require the use of Microsoft Word, PowerPoint, and Excel. In particular, those who are enrolled in Technical Vocational and Livelihood track are still puzzled in using Microsoft Office even with its basic functions. With this situation, the researchers developed a module that has objectives, topics, activities, and evaluative exercises for the MS Office that is needed to be validated.

METHODS

Purposive sampling was used to determine the respondents of the study. Teachers that have expertise in ICT are chosen as the respondents. Quantitative research was utilized since it aims to validate the researcher-made module in terms of its format, content, relevance, sequence, and potential usability.

RESULTS

Likewise, the format of the module is deemed highly validated by the teachers and well-accepted by the students because of the language suit to the students' comprehension. More so, the module was said to be aligned on the new curriculum and is expected to be an effective instructional material to be exploited by instructors.

DISCUSSIONS

As interpreted by the results, the module's objectives are said to be specific, measurable, attainable, result-oriented, and time bounded. The topics are aligned in the curriculum for ICT students, sub-topics of the competency, measures proficiency, arouse the learners' interest, and time allotment given is enough. The activities are congruent to the objectives, have guide questions, interesting, use real-life situations and are varied. The evaluative exercises are parallel to objectives, are quantitative, are qualitative, have questions that develop critical thinking skills, and use paper and pen tests.

The format uses simple and easy to understand language, language used meets the students' ability, terminologies are free from misinterpretation, statement construction observes the rule of spelling and grammar, and terms are well-defined. The contents are behavioral, meet the students' ability, given per topic, and congruent in the ICT competencies. For its potential usability, it is very useful to teachers and students, less teacher supervision is possible through this, caters the need for supplementary instructional material, relevant to the course of the students, and magnifies the technological interest of the students.

KEYWORDS: Keywords: validation, Microsoft office, 21st century learners

SUBMISSION ID: R04A-CALAMB-0155

Validity of Project U.S.E. (Uncovering the Secrets in the Elements) in increasing the Performance Level of Grade Eight Students in Science

Lamberto Claveria, Luis Y. Ferrer Jr. West National High School

Abstract

INTRODUCTION

David O. Adeife once said, "Never innovate to compete; innovate to change the rules of the game". Funded under the Basic Education Research Fund (BERF) the purpose of the study is to test the validity of Project U.S.E. (Uncovering the Secrets in The Elements) in increasing the performance of Grade Eight students in Science. It is an innovative instructional material constructed by the researcher. The material aims to solve an issue about the low-performance level of Grade Eight students in Science in competencies under the content "Matter and Its Interactions". The selected participants are four heterogeneously grouped grade eight students of Luis Y. Ferrer Jr. West National High School in the Division of General Trias City.

METHODS

The researcher employed a mixture of experimental design and survey methods. The Solomon Four-Group experimental design was used to test whether the use of innovative instructional material could improve students' performance as compared to students who did not use it, while survey method with the use of questionnaires was done to determine the student's level of appreciation about the usage of the instructional material.

RESULTS

Collected data from the comparison between the experimental groups and control groups indicated that Project U.S.E. can help increase students' performance specifically in competencies related to the study of the periodic table of elements. Thus, the material is valid to be used as an instructional tool because it can perform what is intended to perform. Most essentially, the material is highly appreciated in general by the students who use it.

DISCUSSIONS

It is then reiterated by the researcher the importance of innovative instructional materials in the teaching-learning process and that there are different ways to help students learn better aside from employing the conventional ones. Creating innovative instructional material does not necessarily mean that you will invent new or undiscovered things. This doesn't also mean that you will apply high-level forms of technology. Using materials that are already available to achieve something more uniquely and effectively can be the most premium point of innovation. The purpose of instructional material is not only for the convenience of the teacher but also to support student learning.

KEYWORDS: innovative instructional material, Chemistry, elements, periodic table

SUBMISSION ID: R04A-GENTRI-0000

**Values Development: tool in Molding the Academic Performance of Grade
IV Pupils of Santiago integrated School, Santiago, Iriga City**

Luningning Dagatan, Santiago Integrated School

Abstract

INTRODUCTION

Education is necessarily a process of inculcating values to equip the learner to lead a life - a kind of life that is satisfying to the individual following the cherished values and ideals of the society. The whole enterprise of education is extricable linked with the development of values. No doubt, values education is both parent and public responsibility but schools as organized institutions ought to take the major responsibility in fostering values in students.

METHODS

The descriptive-correlational method of research was used, weighted mean, ranking, Chi-Square Test. Stratified-proportionate and random sampling, Questionnaire, Observation, Interview, and Documentary Analysis.

RESULTS

The success of the initiative for values development in students depends on the vision, motivation, skills, attitudes, values, and behavior of teachers. It is important nevertheless that teachers become better role models and relate with their pupils in pleasant and meaningful ways. The concern for parents' involvement in schools has to be heightened because of the present day family structure and relationships, parents with children. Studies showed that when parents are involved in school, children learn, get better grades, have positive attitudes toward schoolwork and exhibit more positive behaviors. Values education is both parent and public responsibility but schools as organized institutions ought to take the major responsibility in fostering values. The endeavor is an investment in building the foundation for lifelong learning, promoting human excellence and social cohesion, national integration and global unity. Special attention to this effect is the school's efforts on value education programs should be given to parents. Teachers should communicate effectively with parents regarding school efforts in helping children learn and acquire good habits and values.

DISCUSSIONS

Teachers need training for personal and professional development, focused on teacher's ethical, moral growth and ability to guide student's ethical growth. There must be a policy regarding family involvement in school, to discuss learning, parenting styles, communication styles with pupils and modeling good values. School personnel needs to communicate effectively with parents regarding school efforts in helping children learn and acquire good habits and values. Values education should be integrated into all subjects to a great extent. "Nemo Dat Quod Non-Habet" is a very relevant adage.

KEYWORDS: Academic Performance, Values Development

SUBMISSION ID: R005-IRIGAC-0006

Values integration in the Different Subject Areas: its Importance to the Personality Development of Pupils in Bilogbilog Elementary School

Maricel Tuico, Department of Education

Abstract

INTRODUCTION

Values Integration is a channel of values development through the teaching-learning activities in the different learning areas. Department of Education Secretary Leonor M. Briones stated that "I am not saying that the youth's values are failing but the world is changing. The values of our society and of grown-ups are also changing. That is why we want to enhance our curriculum and focus more on teaching good manners and right conduct in schools". Hence, there is a need for teachers to know how to teach Integration of Values into their subject areas at the elementary level and how to inculcate them in the minds of the pupils.

METHODS

This study was done at Bilogbilog Elementary School for SY 2018-2019. The researcher used as respondents ten (10) teachers assigned in this school. A written consent approved by the school head was provided. The descriptive method of research was employed in this study. As the term implied, the method involved in collecting data to test the hypothesis concerning the current states of the subject of the study. The questionnaire checklist was the main instrument used in gathering the data.

RESULTS

There is no significant relationship between the teaching approaches employed by teachers and the values acquired by pupils in the integration of the values education program. The computed value of 0.247 is less than the tabular value of 0.602 which means that there is no significant relationship between the teaching approaches and acquiring the Maka-Diyos value. There is no significant relationship between the teaching approaches and the values acquired by the pupils through the integration of the values education program such as Makatao, Makakalikasan, and Makabansa. The computed values of -0.250, 0.104 and 0.394 are less than the tabular value of 0.553, 0.812 and 0.666 respectively, thus null hypothesis is accepted.

DISCUSSIONS

Teachers are encouraged to be creative in using different teaching approaches in making use of situations to facilitate the pupil's values development as well as on his perspective skills to identify a lesson that would serve as entry points for specific values. Conducting Learning Action Cell about the findings of this study wherein they may come up with a lecture, demonstration teaching, and strategic intervention materials. It focuses on the different teaching approaches that will develop the pupils' values specifically Makatao and Makabansa wherein these two values ranked 3rd and 4th in the observation of teachers in pupil's behavior.

KEYWORDS: values, personality, curriculum, integration, learning action cell

SUBMISSION ID: R04A-TANAUA-0194

Variables affecting pupils' drop-out as basis for the development of drop-out reduction program in Lucena North District

Maricel G. Tangonan, Department of Education - Lucena City
(Adviser: Maricel Tangonan)

Abstract

INTRODUCTION

As part of School-Based Management implementation, it is expected that every school should prepare the School Improvement Plan which is being developed and confirmed by all stakeholders (SBM Manual, 2006). In this phase, the students' developments are being monitored and their attendance and participation will highly be noted. On the other hand, through the Drop Out Reduction Program, the school improvement process concerning the development of the School Improvement Model will serve as a guide for the reduction of dropouts in school.

School dropout is a complex matter having its many facets and problem. With this scenario, there is a need to design intervention programs to prevent pupils from dropping out. There is then an intense necessity to address this problem so that the schools' internal efficiency will be enhanced. Thus, the variables that trigger the pupils to drop out in school will be identified, quantified and documented. The decision to drop out in school is a process, not an event, where there are so many contributing factors taken into consideration

METHODS

This study utilized the descriptive-survey and correlation methods of research. –Descriptive-survey method was used in identifying the variables affecting of pupils' drop out while correlation method was used to measure the significant degree of agreement among the pupils, parents, and teachers regarding their responses on the causes of dropping out

RESULTS

It was found out that Family-Related Variables include reasons why pupils stop schooling, these are the responsibility being imposed by parents requiring them to take good care of their younger siblings, frequently allow the children to make absences even without valid reasons, need the help of the children in doing things for their living, and do not have money to be used for school contributions and lastly include the community which is very far from the school.

DISCUSSIONS

The researcher strongly recommends the utilization of the proposed Project SHe PARDOs designed by the researcher to save and help PARDOs in finishing their studies. She encourages educational leaders to establish linkages and networks to different non-government agencies like Tricycle Operators and Drivers Association (TODA), Jeepney Operators and Drivers Association (JODA), vendors' association, cooperatives, LGUs, and NGOs for the welfare of the PARDOs and their parents

KEYWORDS: drop out reduction program, pupil at risk at dropping out, variables pupils affecting dropping out

SUBMISSION ID: R04A-LUCENA-0031

**Variables in Rearing Teenagers and its Impact on Students' Behavior: Basis
for Parent-Child Relationship Enhancement Program at Recto Memorial
National High School**

Jocelyn Mendioro, TRAQ

Abstract

INTRODUCTION

The parent-child relationship may be described as tight during early childhood when children want their parents to be by their side at all times. Parents' support and presence in their lives are their security blanket. But when children become a teenager, they begin to find their own place, own world, own space, and own stuff then start to filter information that they would like to share with their parents, thus, a shift of trust and confidence about personal matters are being shared to their closest friends or peer group instead. This period seems to be a tough time for the parents to deal with. There are factors that causes such a sudden change in behavior affecting the parent-child relationship.

METHODS

The descriptive-correlation method was used in this study which meant to discover up-to-date, innovative approach in rearing teenage-children. Collection and gathering of data related to variables in rearing teenagers and the impact on students' behavior after the administration of survey questionnaires and interviews were conducted. The respondents were determined through random sampling involving 536 respondents taken from 1,672 combined population of grades 9 and 10.

RESULTS

Some of the salient findings of the study with regards to the respondents' profile, the family pattern revealed to be significantly related to the students' social and spiritual aspects of behavior. Other profiles like family classification as to organizational structure, gender and religion prove to be significantly related to the moral, psychological and emotional aspects of students' behavior.

From among the related variables, peer influence is found to be a determinant factor to all aspects of students' behavior. Parents' approach to child-rearing, home, and school environment indicated a significant relationship with the respondents' emotional and spiritual aspects of behavior.

DISCUSSIONS

Given the findings mentioned above, it is therefore recommended that combined efforts at home, school, and community through a parent-child support group and family relationship enhancement program be conceptualized and conducted to provide necessary assistance and guidance to teenage-students and helps them strengthen the family bond.

KEYWORDS: Parent-Child Relationship Enhancement Program Support Group

SUBMISSION ID: R04A-LUCENA-0033

**Varied Assessment Tests: An intervention to Improve Academic
Performance Level in Science for Grade V Pupils in Petronilo L. torres
Memorial for Sy 2018-2019**

Judith Acosta

Abstract

INTRODUCTION

The implementation of the K-12 curriculum has greatly challenged the teachers. Programs and projects were made and implemented to meet the needs of pupils and produce competent ones. Power It Up is one of the programs implemented to enhance the performance level of pupils. In this study, varied assessment tests were given in the teaching-learning activities as believed to encourage creativity, critical thinking, and teamwork. The extent of learning was then determined.

METHODS

This study used the descriptive method. The selection of participants was purposive. There were five sections in Grade V. The five lowest pupil performers in each class were selected as participants. A twenty-five item Pre-test was made for second grading learning competencies and administered to all pupils in five sections at the start of the grading period. The scores of the selected participants were taken. Varied assessment tests for learning suited to the ability of the pupils were given during the grading period. The Post-test was given to all pupils in five sections at the close of the grading period. The scores of the participants were taken. The Pre-test and the Post-test scores were subjected to item analysis. The number of correct responses was compared using t-Test: Paired Two sample for Means to find out if the difference is significant or not.

RESULTS

Based on the results, varied assessment tests significantly increased the performance level of the pupils. Since the P value (1.62×10^{-15}) is smaller than the alpha level ($\alpha = 0.05$), the null hypothesis is rejected. This means that there is a significant difference between the Mean Percentage Scores (MPS) of pupils before and the MPS after the varied assessment tests were given. Varied assessment tests can be learning materials. The assessments themselves make pupils learn and improve their academic performance level.

DISCUSSIONS

The findings have pointed out that varied assessment tests in the –teaching-learning processes improve academic performance. Varied assessment tests make pupils learn new things in creative ways. It was observed to have removed boredom, making them learn lessons with fun. It is recommended that varied assessment tests be given in science subjects to improve academic performance.

KEYWORDS: 1234

SUBMISSION ID: R04A-CAVITP-1067

Varied interactive Classroom Activities in Exhibiting Learner's Responsiveness

Emiliana Del Mundo, Majayjay District Personnel Association

Abstract

INTRODUCTION

This research aimed to increase the participation rate of learners through engaging in various interactive classroom activities in Oral Communication and other learning areas where the English Language is used as a medium of instruction and to provide teachers feedback on the students learning. As observed most students in the Sta. Catalina Integrated National High School Grade 11 students most specifically those who are in the TVL strands showed less participation in class discussion. Thus the students from the Industrial Arts strand were the respondents in this study.

METHODS

The action research utilized a qualitative type of research wherein observations and interviews were conducted. Appropriate and academically challenging interactive classroom activities were utilized to get students involved in participating in class. The students under this study had undergone class observation and rubrics were provided as a tool to assess the student's participation level. A number of participative students before and after the utilization of the teaching strategies were identified to get the mean difference in the learners' responsiveness.

RESULTS

A twenty-three percent (23%) significant difference in the participation rate of the students has been evaluated after comparing the results of the student's participation rate before and after the use of varied interactive classroom activities. This only proved that varied interactive classroom activities such as gallery walk, affinity mapping, conversation, talk moves, and think-pair-share can increase the student's participation. Therefore, to achieve maximum participation and responsiveness in the class, the teacher must employ suited and engaging interactive classroom activities.

The results show the students class participation and responsiveness rate increases when varied interactive activities were applied. Less talkative students were engaged and given opportunities to be more participative. Students performed better in an activity that encourages them to be interactive.

DISCUSSIONS

The results show that the teacher and the kind of facilitation being employed in the class can make a difference in the kind of classroom environment being created in school. It is the duty and responsibility of a mentor to think and foster the best learning experiences that a learner will gain.

KEYWORDS: Interactive Classroom Activities, Learners' Responsiveness

SUBMISSION ID: R04A-LAGUNA-0135

Venturing on the Varied Societal Issues Reflected in "FPJ's Ang Probinsyano"

Tricia Mae Villalobos, FABINHS

Abstract

INTRODUCTION

Considering the timely social issues that our society is facing nowadays, the researchers conducted a study entitled "Venturing on the Varied Societal Issues Reflected in FPJ's Ang Probinsyano". The study focused only on evaluating the different issues shown in the said teleserye. This study can be significant to the individual and government concerned.

METHODS

In this qualitative study, content analysis was employed by analyzing the teleserye entitled "FPJ's Ang Probinsyano." To identify the specific sample, judgmental sampling was used. According to Educaduim (2013), judgmental sampling is employed to identify and determine the specific data for analysis. It is a non-probability sampling technique where the researchers select units to be sampled based on their knowledge and professional judgment. To gather pertinent information relative to this study, audio-visual data and materials were used. Clips and series of the chosen teleserye were downloaded. The gathering of the data was done through observational content analysis (watching the downloaded clips and series of the chosen teleserye. The researchers watched the movie repeatedly in order to understand it more.

RESULTS

Drug abuse, violence in school, shifting economy, poverty, human trafficking, corruption, and kidnapping are different social issues shown in the said teleserye. In addition to this, depression, peer pressure, gateway existence of productivity gap between the two sectors, changing trends in a country's economy, lack of education, overpopulation, epidemic diseases, political conditions, poverty, and personal greed are the causes of these social issues. However, the effects of these social issues are mental disorder and malfunction in the body and brain, poverty, violence against women and children and traumatic experiences.

DISCUSSIONS

Concerning the preceding findings, conclusion, and course of this study, recommendations were made. This study and its content could serve as a basis and guide for everyone. Awareness seminar that awakens the mind of every individual regarding the causes and effects of these societal issues can be done. The result of this study may serve as a reference for other researchers.

KEYWORDS: Social Issues, Drug Abuse, Corruption

SUBMISSION ID: R04A-LIPAC1-0033

Video Presentation Used in Teaching Biogeochemical Cycles to Grade Eight Students in PSTMNHS

Geralyn Castro, JHS-Teacher

Abstract

INTRODUCTION

Technology nowadays is common among schools, offices, and to every individual, as this supports learning and helps in developing new knowledge, wherein integration is the use of technology to enhance, reiterate, present, and assess how students understand the syllabus or the program. Moreover, this supports both teaching and learning. Using videos in teaching is not new. They date back to prehistoric times when cave instructors used 16 mm projectors to show cave students an example of insurance company marketing commercials in business courses. Video as a change instrument in the classroom has undertaken a unique cycle of adoption over time. Broadcast television and film were first used sparingly, primarily as out - of - the classrooms forms of enrichment presenting the cycle in the year 1960 - 1970s, television films were on trend, 1980, videotapes were used, and 1990s marked booming of two - way video conferencing, camcorders and video CDs. Access to a video can help motivate students and create a distinctive context for their learning experience. The study focused on the use of video presentations in teaching biogeochemical cycles to grade eight students in PSTMNHS.

METHODS

The researcher used the descriptive method of research.

RESULTS

Results showed that the majority of the students had very high performance and high average performance in the common biogeochemical cycles. Proposed supplementary materials were developed to easily capture students' interest to learn various concepts

DISCUSSIONS

It is recommended that the proposed supplementary materials may be presented to other teachers for their suggestions before using it. Students may also use a graphic organizer and a 3D model of the cycles for the retention of the knowledge acquired in watching video presentation.

KEYWORDS: VIDEO PRESENTATION, BIOGEOCHEMICAL CYCLES

SUBMISSION ID: R04A-BATANC-0223

Video Presentation Used in Teaching Biogeochemical Cycles to Grade Eight Students in Pstmnhs Duplicate

Geralyn Castro, Junior High School Teacher

Abstract

INTRODUCTION

Technology nowadays is common among schools, offices, and to every individual, as this supports learning and helps in developing new knowledge, wherein integration is the use of technology to enhance, reiterate, present, and assess how students understand the syllabus or the program. Moreover, this supports both teaching and learning. Using videos in teaching is not new. They date back to prehistoric times when cave instructors used 16 mm projectors to show cave students example of insurance company marketing commercials in business courses. Video as a change instrument in the classroom has undertaken a unique cycle of adoption over time. Broadcast television and film were first used sparingly, primarily as out - of - the classrooms forms of enrichment presenting the cycle in the year 1960 - 1970s, television films were on trend, 1980, video tapes were used, and 1990s marked booming of two - way video conferencing, camcorders and video CDs. Access to video can help motivate students and create a distinctive context for their learning experience.

METHODS

The study focused on the use of video presentation in teaching biogeochemical cycles to grade eight students in PSTMNHS. The researcher used the descriptive method of research.

RESULTS

Results showed that majority of the students had very high performance and high average performance in the common biogeochemical cycles. Proposed supplementary materials were developed in order to easily capture students' interest to learn various concepts.

DISCUSSIONS

It is recommended that the proposed supplementary materials may be presented to other teachers for their suggestions before using it. Students may also use graphic organizer and 3D model of the cycles for the retention of the knowledge acquired in watching video presentation

KEYWORDS: VIDEO PRESENTATION, BIOGEOCHEMICAL CYCLES

SUBMISSION ID: R04A-BATANP-0054

Videoke Reading Challenge: A Remedial Reading intervention in English Using Videoke in Grade 6

Joane Panaligan, Garita Elementary School

Abstract

INTRODUCTION

Reading is an essential life skill that is particularly important in adulthood. Learners with difficulty in reading often struggle with reading comprehension skills. This is connected with their poor word recognition, limited background knowledge, a poor connection of prior knowledge, and fluency (Swanson et. al, 2017).

METHODS

This project was conducted to introduce videoke into the remedial reading classes of learners with reading difficulties. It was done to zero-out the frustration level percentage of Grade 6. The class of 28 pupils took the Phil-IRI Pre-Test and 4 out of 28 or 14.3% were at the frustration level. They were identified as pupils with reading difficulties. They received the intervention 3 times a week in 30 minutes for the second to the third quarter of the school year. Pupils followed along with a sing-along version of the song twice before performing the videoke piece 3 more times. The researcher asked comprehension questions about the song after. Then, Phil-IRI Post Test was given in the fourth quarter to measure the effectiveness of the project.

RESULTS

Each pupil with reading difficulty showed growth in reading ability, whether more total questions were answered correctly or more questions were attempted. Their word recognition level also increased. The Phil-IRI Oral Reading Post Test Results interprets that 3 out of 4 pupils got an Instructional Reading Level and 1 out of 4 pupils fall under the Independent Level. The comparison of Pre-Test and Post Test of Phil-IRI Oral Reading in English showed that 3 of the 4 pupils in Frustration Level from the Pre-Test achieved Instructional Level in the Post-Test. One of the 4 pupils concerned got an Independent Level. As per the result of the Post Test, all the 4 respondent pupils' reading levels were alleviated. Three out of 4 or 75% of pupil-respondents became instructional in their reading level and 1 out of 4 or 25% of the subject became independent level in reading.

DISCUSSIONS

Based on the result, the remedial reading intervention dubbed as Videoke Reading Challenge was effective in eliminating the frustration level reading rate in Grade 6. It made reading fun and a happy activity. Pupils were encouraged to go to school regularly. With scores increasing across the board, there is plenty of room in this study for further investigation on videoke and how it affects reading comprehension. It should be implemented in the school not only by the Grade 6 teachers but, also in other grade levels.

KEYWORDS: Videoke, Phil-IRI, Frustration, Instructional, Independent Reading Level

SUBMISSION ID: R04A-CAVITC-0063

Videos: Like or Unlike?

Jay Anne Salles, Tanza National Comprehensive High School

Abstract

INTRODUCTION

Technology has transformed teaching in the classroom and one of its manifestations is the widespread use of videos as a teaching strategy. This paper focuses on determining the views of teachers as the key players of education, in this technological innovation in teaching.

METHODS

Interviews were used to capture the perception and understanding of the participants about the issue then the findings were analyzed thematically.

RESULTS

The findings of the study revealed that teachers emphasized the benefits and utility of videos to both students and teachers. However, there are also challenges that they encounter while using videos in teaching such as technical factors and teacher and student factors. Finally, videos can be beneficial to both teachers and students, but users should be technologically trained and knowledgeable; they should not be complacent and should be ready in case technical problems arise.

DISCUSSIONS

The results demonstrate the teachers' positive perception of the utility of videos in their instructions. However, teachers' training in the use of equipment and gadgets especially in troubleshooting should be improved through seminars and training. Moreover, a standardized guide should be set to help teachers in choosing appropriate videos to be used in classrooms.

KEYWORDS: education, teachers, videos, view

SUBMISSION ID: R04A-CAVITP-1323

VIDHAM (Video Na Agham): the Use of Bilingual Medium Educational Videos in Understanding Science topics as An intervention for Low Performing Grade Six Pupils

Cesar Concha & Maria Antonia Padoa, Department of Education - Noveleta

Abstract

INTRODUCTION

Based on the results of the Third Periodical Examination, Science VI got the longest Mean Percentage Score (MPS) among the four Science Intermediate classes in San Antonio Elementary School. The result is alarming. Considering that these pupils will be the recipient of the 2019 National Achievement Test, and Science is a component subject for this standardized test. It is for this reason why an intervention program has been crafted/ designed - the VIDHAM (Video na Agham) in aid to fully understand some difficult key concepts in Science VI where English is the medium of instruction. Teachers adapt utilizing bilingual medium science videos as an intervention to performing pupils.

METHODS

Using the experimental method design, the respondents were given a pre-test on selected science topics. Then, bilingual medium science videos were administered. A post-test follows on the same topic. Data gathering, qualitative analysis of results was done determining the mean difference and standard deviation. A paired sample t-test was utilized in finding the significance of the intervention conducted.

RESULTS

After a five-day session of implementation, most of the respondents got a higher score in their post-test compared to their pre-test, after watching various bilingual educational videos. By data analysis, all of the sets of pre-test and post-test, mean were increased by a significant value. It shows that using bilingual medium science videos, (1) low performing pupils understand various science concepts; (2) they are more engaged in studying science topics and (3) bilingual educational science videos are effective as an intervention for low performing pupils.

DISCUSSIONS

The result shows the efficiency of utilizing bilingual medium educational science videos in the understanding of science concepts in low performing pupils. Because of this notion, the school will use these videos as an intervention during remediation. Moreover, the science teachers will craft their teacher-made bilingual videos to address the needs of the pupils and to integrate the concept of localization and contextualization.

KEYWORDS: Bilingual medium educational science videos, low performing pupils, intervention

SUBMISSION ID: R04A-CAVTP-1378

View of the Students in Filipino Subject of Grade 7 in Lucsuhin National High School S.Y 2017-2018

Ryan Lescano

Abstract

INTRODUCTION

Research intends to determine the thoughts of students when it comes to Filipino subjects and possible problem that they might encounter in their studies.

METHODS

This research aimed to determine the view of Filipino Grade 7 students of Lucsuhin National High School which used a "Generic Qualitative Research" as suitable to study which the design is based on experience of respondents specifically their socio-cultural identity. Respondents choose by "Purposive Random Sampling" .

RESULTS

This research provide the information discovered by the generated theme: Filipino subject as instrument of communication, Filipino subject as self and country recognition which serves and represents to the voice of students in the said subject. Language and vocabulary of Filipino as one of the problem that the students are encountering in their studies.

DISCUSSIONS

One of the important findings of this research is the role and used of Filipino subject and factors in learning such as, understanding the meaning of profound words and its environmental factors and also the skills of Filipino teacher in teaching the said subject in school. Nevertheless, the researcher will have proposed persistent appreciation to Filipino subject, encouragement ways to trained the teachers, train and instruct the students to comprehend to those profound words and give drills worksheets/activities to assimilate and grasp how to speak clearly, properly and correctly using Filipino language. As well as conducting relevant studies to further determine the other issues and problems of the students in their studies, specifically in Filipino subject.

KEYWORDS: profound words socio-cultural identity

SUBMISSION ID: R04A-CAVITC-0033/ R04A-CAVITP-0394

Viewership of Television News Coverage and Mean World Syndrome among Conception National High School Personnel: A Cultivation Analysis

Desiderio A. Pagdato Jr, Department of Education

Abstract

INTRODUCTION

This study attempts to analyze the impact of TV on the way the CNHS populace sees risk and safety in their locality. It also looks into whether viewership of national news affects the way they feel about the safety of living in Koronadal City or Region XII and how it correlates with the Mean World Syndrome of audiences.

The study hopes to bring an increased level of awareness and a sense of responsible reporting, informed readership and judicious media indulgence. This study will contribute to the advancement of research on the ill-effects of news coverage particularly on sensational crimes and natural disasters aired on mainstream TV news programs.

Lastly, it purports a challenge to the government officials on how to best address environmental issues and inner-city crimes that inundate media images and messages online and on TV.

METHODS

Employing a Likert Scale Survey, the researcher asked the respondents to answer the researcher-made questionnaires which were randomly distributed. Respondents were asked to rate how frequently they used certain news sources on a scale from 1 to 4: never, rarely, sometimes or often.

RESULTS

They were asked to specify the news program and the number of hours per week they spend on television watching. They were also asked to evaluate their perceived risk of being a victim of violent crimes in Koronadal City.

Further, they were asked to evaluate their perceived risk of being a victim of natural disasters. On the whole, they were asked to rate their perceived risk and safety of living in Koronadal City. The rating scale ranges from 1 to 4: almost no risk, slight risk, moderate risk, or high risk.

DISCUSSIONS

This paper is a contribution research in the field of communication and mass media studies. It examines media effects in more nuanced ways. The insights gleaned from the findings of this study hopes to bring an increased level of awareness and a sense of responsible reportage among media practitioners, an informed readership and judicious media indulgence among the users. The result shall be a gauge to validate the impact of recurrent images in media content. This study will contribute to the advancement of research on the ill-effects of news coverage particularly on sensational crimes and natural disasters aired on mainstream TV news programs.

Lastly, it purports a challenge to the government officials on how to best address environmental issues and inner-city crimes that inundate media images and messages online and on TV.

KEYWORDS: TV viewing; viewing habits

SUBMISSION ID: R012-KORONA-0022

**Views and Opinions of Teachers in the Implementation of Child Protection
Program of Lun Padidu National High School: Basis for Child Protection
Enhancement Program**

Precious Abella, Department of Education

Abstract

INTRODUCTION

A safe learning environment is essential for students of all ages. Teachers are responsible for providing an environment for quality teaching and learning process to happen. Lun Padidu National High School has implemented the Child Protection Policy since 2012 but there was no evaluation. Evaluation is necessary to determine the strengths and weaknesses of the programs that need to be addressed for the welfare of the learners.

METHODS

The research was qualitative utilizing ten respondents using a semi-structured interview. Colaizzi (1978) method was used to analyze the data from the interview through the identification of themes.

RESULTS

From the views and opinions of teachers on the implementation of CPP in four themes emerged: protection, inculcate positive attitude, lack of information dissemination and absence of training. The CPP serves as a shield of learners from any forms of violence caused by their peers or school personnel as reflected by the response of RP3, "students are protected because the students, parents and even teachers have better understanding on the do's and don'ts implemented by the school". From the interview, the program can inculcate a positive attitude not only to the students but also to the community. RP1 said that "parents develop trust and confidence to the school as a safe environment and second home for their children since they fully entrust their children in school to acquire not only knowledge and skills but most importantly good values and attitudes". The CPP is not fully disseminated to the students as well as to the parents which are attested by RP6 in her statement, "parents are not well informed about CPP because I have observed that during the homeroom meeting where the policies of the school are discussed many parents are not around ". CPP is not just a mere program that can be handled by anyone without undertaking a series of training or seminars. And this is seen in the statement of RP9, "teachers are the front row of the program however we are not fully equipped to implement the program because there are no in-service training to make us more competent in handling cases of violence or bullying. "

DISCUSSIONS

Based on the findings, Lun Padidu National High School has implemented the CPP as stipulated by the Department of Education. However, the result suggests the need to strengthen the program in its information dissemination and capacity building of teachers. Thus, an enhancement program was designed.

KEYWORDS: teachers, child protection program

SUBMISSION ID: R012-SARANG-0007

Views of Freshmen Education Students on their Senior High School Experiences

Christian Duag, Naic NHS

Abstract

INTRODUCTION

This research aimed to determine the experiences and views of Bachelor of Science in Secondary Education (BSEd) students on their senior high school (SHS) experiences.

This specifically aimed to identify their SHS experiences that make it easy and difficult for them to transition from SHS to college.

METHODS

Participants were 48 Bachelor of Science in Secondary Education students in a state university south of Manila. They are among the first batch of students who entered college upon graduating from senior high school. Their age ranges from 17 to 22. Most of them are 18 years old. A researcher-made instrument was used in this study.

The first part of the instrument asked for the demographic profile of the participants, which included their strand-strand taken in SHS, age, and schools where they finished their SHS and Junior High School.

The second part of the instrument contained the major questions that aimed to elicit their views on their senior high school (SHS) experiences.

RESULTS

Activities related to research and work immersion topped the most helpful SHS experiences as they currently take BSEd. Other learning activities were also identified as helpful such as reporting, quizzes, and assignments. These were identified as factors for students to increase their knowledge and improve their confidence and communication skills.

While there were only a few students who expressed their concern about the use of the English language, it is notable that they claim that this makes it difficult for them to be fully conversational using English. Students were also saying that it would have been very helpful if the books, references, and ICT materials are sufficient. Lastly, most of the students expressed their concern for their low performing teachers.

DISCUSSIONS

BSEd students seem to value activities that provide transferrable skills and learning, such as confidence, communication skills, creativity, and critical thinking. Thus, senior high schools should enhance and further develop activities associated with such skills: e.g. work immersion, and research work. Senior high schools should devise mechanisms and programs that will identify and address the issues identified in this study. For instance, the solid concern of students about the readiness of teachers teaching them back in Grades 11 and 12. The university shall provide interventions to various issues and concerns identified in this study to help the students transition well from senior high school to college.

KEYWORDS: Views of Freshmen, Senior High School Experiences

SUBMISSION ID: R04A-CAVITP-0949

**Views of Grade 10 students on the Implementation of the Senior High
School in Surigao City National High School**

Kharine Kate I. Yecyec
(Adviser: Ronald Allan Arcayera)

Abstract

INTRODUCTION

Improving the quality of education for global competency looks good, but the implementation of the system will be a challenge for the government to pursue. While Senior High program prepares the students with skills essential for the field of working, it will cost the country a tidy sum of money. Further, the senior high program is broken down into career tracks and strands but due to limited resources, not all senior high schools can offer the strands outlined in the program. Instead, the availability of strands was based on the ability of schools and communities to offer.

METHODS

This study focused on the views of Grade 10 students on the implementation of Senior High in Surigao City National High School (SCNHS), the factors they need to consider before choosing a strand, disadvantages of choosing a strand far from one's interest and alternatives to get their chosen strand. This content analytical study was conducted on to Grade 10 students from 9 sections. Data were collected through oral interviews using a valid and reliable guide questionnaire with 10 guide questions and able to answer 1 core question and 3 specific questions.

RESULTS

The results were discussed in terms of (a) students' views about the implementation of senior high, (b) prerequisites before choosing, (c) far from their chosen interest and (d) alternate strand.

DISCUSSIONS

Students reacted positively about the implementation of the program and able to point the benefits from enrolling Senior High and the factors needed to consider before choosing a strand. Because of the limited strands offered in school, students prepared some alternatives to get the strands they want. The availability of strands truly affected the students' decisions about their strands. Most of them chose to transfer school, some said they would stay and few of them chose to change strand to stay because of the said reason, the availability of strands.

KEYWORDS: K-12, Senior High School, Strand

SUBMISSION ID: R013-SURIGA-0002

Views of Grade10 Students on their Subject Teachers

Jerald Gome, Department of Education - Masbate Province

Abstract

INTRODUCTION

In the eyes of a student or a learner, they define a best or an effective teacher according to their view. They may base it on how the teachers look every time the teachers enters the class, or on how knowledgeable is the teacher on the subject he/she teaches, or on how creative the teacher delivers the lesson, or on how fluent the teacher speaks, or on how talented the teacher is, or on how the teacher treats them. In this study, we evaluated how the students view their teachers based on their attitudes, strategy, and admired skills possessed by the teacher.

METHODS

Using quantitative research, the researchers conducted a study focused on the views of Grade 10 students on their subject teachers. It involves forty respondents from Grade 10 students of Verdida-Sabrido National High School, School Year 2017-2018. Respondents were given survey questionnaires to provide their views to their subject teachers.

RESULTS

We found out almost all of the respondents view their subject teachers as responsible, respectful, open minded, humorous, strict but approachable. In addition, the respondents identified that their subject teachers were using differentiated instruction to meet their needs/interest and possess admired skills, being a good speaker and good motivator. This implies that the subject teachers did their duty responsibly and with passion.

DISCUSSIONS

The results showed that teachers must continue to portray those positive attitudes to influence the students and be a role model. Teachers should keep equipping themselves with different updated and new teaching strategies to continue providing strategies that will help the students learn.

KEYWORDS: Views, Students, Teachers, Strategies, Attitudes, Skills

SUBMISSION ID: R005-MASBAP-0005

Views on Parental involvement and its Perceived Effects in Academic Performance among Selected Elementary Pupils from Talisay District: Basis for an Enhancement Program

Jonna May Dogelio, Department of Education

Abstract

INTRODUCTION

The main objective of the study is to explore the pupils' views on the parent-child relationship, perceived parental involvement and its perceived effect on academic performance.

METHODS

The study utilized the descriptive method of research through the survey technique.

The questionnaires will be the major instrument used in gathering data. The questionnaire proper includes their views on parent-child relationships and parenting and their perceptions on the involvement of their parents in their academics and its effects on their academic performance.

Weighted mean was computed to describe the perceptions of the Grade VI pupils on the involvement of their parents in their academic and its effect on their academic performance.

RESULTS

The respondents believe to a great extent that children have to be protected and respected. They also believe that children are hurt when their parents yell and argue in front of them and as they are put down and yelled at by parents, they lose self-esteem.

The statistical test showed that there is no significant correlation between perceived parental involvement and views on parent-child relationship based on $r = 0.345$, $p > 0.05$. The statistical test showed that there is no significant correlation, between perceived parental involvement and views on parenting based on $r = 0.354$, $p > 0.05$.

The statistical test showed that there is no significant and negative negligible correlation between the perceived parental involvement and the perceived effect, $r = -0.041$, $p > 0.05$.

DISCUSSIONS

Based on the findings, the respondents believe to a great extent that children have to be protected and respected and that they are hurt when their parents yell and argue in front of them and as they are put down and yelled at by parents, they lose self-esteem. The parents are perceived to be involved to a great extent in their education. The perceived effect of parental involvement in their academic performance is found to be at a great extent.

There is no significant relationship between family beliefs and perceived involvement. There is no significant relationship between family belief and perceived effectiveness of parental involvement in the academic performance of the respondents. There is no significant relationship between the perceived parental involvement and the perceived effect of parental involvement on the academic performance of the respondents.

An enhancement program aimed at maximizing the involvement of a parent in decision making and volunteering was put forward.

KEYWORDS: academic performance, parent-child relationship, parenting, parental involvement

SUBMISSION ID: R04A-BATANP-0746

Virtual Laboratory as an Alternative Teaching Strategy in Electrochemistry

Mark Philip Echon, Gen. Juan Castaneda Senior High School

Abstract

INTRODUCTION

The additional feature of the K-12 curriculum is the 2-year senior high school. These additional years in basic education aims to allow every student to receive a quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. But upon its implementation, the senior high school faces enormous challenges. One identified problems in our school, GJCSHS, is the insufficient lab materials and equipment which are needed to address competency that requires lab experiment. As the sole public school in the City of Imus that offers STEM, we are unfortunate of not having sufficient lab materials but privileged enough to have computer laboratories and internet access.

METHODS

To address the lack of lab materials, I compared the virtual lab with a hands-on lab to know if it can be used as an alternative strategy in teaching electrochemistry. I used the experimental method with two-group design in which the Grade 12 STEM learners of GJCSHS were divided into the hands-on lab and virtual lab group. To gather the data, a validated researcher-made test was administered to the two groups. The obtained raw data was treated with t-test analysis with a 0.05 level of significance and the learning gain of the learners were also computed.

RESULTS

It was found out that the learners gained 64.12% learning after performing the virtual lab, this result is significantly the same as 64.89% learning gain of the learners who performed the traditional lab. The result of the posttest also suggests that traditional lab and the virtual lab will give the same level of learning to students.

DISCUSSIONS

The virtual lab is beneficial if you have clear goals on what you want to achieve especially if your target is to improve learners' conceptual learning and design skills. On the other hand, if your goal is to foster not just the conceptual learning and design skills but also the social and professional skills of the learners, it is recommended to use a traditional lab. To have further information about virtual laboratory it is recommended to study its effectiveness using other science learning competencies and use samples from different strands.

KEYWORDS: Virtual Laboratory, Electrochemistry, STEM

SUBMISSION ID: R04A-IMUSC1-0108

Visual Representation Homework Activity: Effects on Visual Representation, Conceptual Understanding, and Epistemological Beliefs Towards Physics

Alelie Nagpala, Department of Education

Abstract

INTRODUCTION

Physics is one of the subjects perceived by the students as difficult. This has been evident in the studies conducted in the field of Education. This has resulted in the development of different approaches like arts integration. The study focused on the effects of Visual Representation Homework Activity (VRHA) on the students' visual representation, conceptual understanding and epistemological beliefs toward physics.

METHODS

The study determined the categories of visual representation, levels of conceptual understanding and the change in epistemological beliefs of the students towards physics. 41 Grade 8 students of Calamba Bayside National High School- Special Program in the Arts participated in the study on the first quarter of the school year 2017-2018. Mixed methods were employed in this study where a quasi-experimental pretest-posttest one intact group design for the quantitative method and case study procedure was followed for the qualitative method. Also, research instruments such as the visual representation homework activities, rubrics, and lesson logs were developed and validated by content specialists. EBAPS was used to determine the students' epistemological beliefs

RESULTS

The participants have shown a positive response to the effects of visual representation homework activities. It was noted that 0.51% of the students' visual representation were categorized as depiction, 23.16% were symbolic, 57.76% were syntactic, 17.05% were semantic, and 1.53% were reflective and rhetorical. Moreover, 1.27% of the students' conceptual understanding showed no understanding, 25.19% were under a specific misconception, 51.15% showed partial understanding, and 22.39% showed sound understanding. On the other hand, the students showed a change in their epistemological beliefs before and after implementation in terms of the Nature of knowing and learning from poor sophistication to moderate sophistication.

DISCUSSIONS

Results showed that the students significantly change in their epistemological beliefs. The students claimed that the activities had helped them in retaining information and enjoying physics based on their responses to the interview conducted. It has been proven to be effective in determining visual representation and conceptual understanding. With this, teachers can use VRHA as an alternative assessment tool in physics and other subjects in determining visual representation and conceptual understanding.

KEYWORDS: Conceptual understanding, visual representation, epistemological beliefs

SUBMISSION ID: R04A-CALAMB-0086

Visualizes Reading Strategies in Teaching Reading in Grade one in San Juan West Central School

Marinela Macaraig, Department of Education

Abstract

INTRODUCTION

Reading is important to every individual as it is fundamental to function in today's society. It is also important because it develops the mind of children. Teaching young children to read helps them develop their language skills. Books, magazines and even the Internet are great learning tools that require the ability to read and understand what is read. Reading develops the imagination. A person can go anywhere in the world. Reading develops the creative side of people. Reading is also fundamental in developing a good self-image. Non- readers or slow readers often have low opinions of themselves and their abilities. Many times they feel as if the world against them. Reading is a means of language acquisition, of communication, and of sharing information and community which is culturally and socially and vocabulary development.

METHODS

The research was designed to evaluate the strategies in the teaching of reading within the District of San Juan, Batangas. Specifically, it aimed to answer the following research questions: 1. To what extent do the teachers use the vocabulary and comprehension teaching into the following comprehension strategies in their teaching of reading in terms: 1.1 Vocabulary Development 1.2 Reading Comprehension 2. Are there any significant differences among the levels of reading performance of the pupils concerning vocabulary and comprehension? 3. What activities may be proposed to enhance the reading level of the students?

RESULTS

In terms of the teaching strategies of teachers, the researcher used a validated survey questionnaire. A total of twenty-four items where 12 measured the teaching strategies for teaching vocabulary and the remaining 12 measured the teaching strategies for comprehension. As stated in the table, out of 12 indicators, 10 were adjectively rated as Very Keyword Method with a weighted mean of 4.61 and a rank of 2. Came next were on repetition or Drill Method and Using graphic Organizers or flashcards which got equal weighted means of 4.52 and equal ranks of 3.5 Ranked 5th.

DISCUSSIONS

Almost all the teaching strategies in vocabulary development utilized to a very great extent by the teachers. Primarily, they utilize using "Keyword Method" and "Pre-Teaching Vocabulary Words". The teacher respondents attested that they used the teaching strategies to a very great extent except for that of synthesizing which they rated as a strategy used to a great extent. The proposed activity can help other Grade I teachers in teaching reading.

KEYWORDS: reading, nonreaders/slow reader

SUBMISSION ID: R04A-BATANP-1836

**Vocabulary and Word Study to increase Reading Comprehension of
Selected Grade Four Pupils in Mahabang Kahoy Cerca Elementary School**

Petronila C. Perlado, Elementary Grade Teacher & Neliosa H. Pedron,
Elementary School Head

Abstract

INTRODUCTION

Children's acquisition of vocabulary is essential in increasing reading comprehension skills and reading development. Struggling readers often do not make gains in their reading comprehension because they have limited reading vocabulary. Enhancing the vocabulary development of children who are experiencing reading difficulties enables them to better identify key concepts in text that they read, make inferences within and between texts, and increase their abilities to comprehend. Wider command on vocabulary is then a key to reading comprehension.

This study focused on the effect of vocabulary development on reading comprehension skills of the struggling readers of grade four pupils in Mahabang Kahoy Cerca Elementary School. The participants of the study were limited to eighteen struggling readers. They are those who got below 14 out of 20 item test given, the Screening Test of the Phil IRI, as the basis of determining the comprehension levels of the learners. The time frame was seventeen weeks, from July 9, 2018 to October 30, 2018.

METHODS

Experimental Method was used. Readers were grouped into two- the controlled group and the experimental group. Both groups were pre-tested. A series of ten stories including the pre and posttest was given to the readers. Controlled groups were asked to listen to the story and were given a 10 item test about the story while the experimental group was given vocabulary lessons about unfamiliar words in the story. Different strategies were applied in vocabulary lessons that enhanced their vocabulary knowledge.

RESULTS

The result was analyzed using quantitative analysis. Based on the result, the Mean of the Experimental group is 23.13% higher than the Mean of the Controlled group, while the MPS of the Experimental group is 23.19% higher than MPS of the Controlled group.

DISCUSSIONS

This study revealed that vocabulary development is very important in enhancing the comprehension skills of the readers. It further showed specific word instruction, deepened students' knowledge of word meanings. In-depth knowledge of word meanings helped students understand what they are hearing or reading. The author of this study finally concludes that vocabulary development should be done before any reading comprehension tasks, to increase the comprehension level of the learners. The author also hoped that this action research be applied to every day reading lessons to attain high comprehension skills and produce quality and proficient readers.

KEYWORDS: Wider Command on Vocabularies is a Key to Reading Comprehension

SUBMISSION ID: R04A-CAVITP-1257

**Vocabulary Boosters to Enhance Comprehension among Grade Three
Pupils of Gregorio Paradero Elementary School for School Year 2017-2018**

Elsa Marcellana, Department of Education

Abstract

INTRODUCTION

Building a strong vocabulary in primary grades is a strong foundation for better reading ability. Vocabulary refers to the words pupils must understand to be able to say what he or she thinks. If the wrong word is uttered, miscommunication may result. In teaching English as a Second Language, educators consider four types of vocabulary in listening, speaking, reading, and writing. Listening vocabulary is the words people need to know to understand what they hear while speaking vocabulary are the actual words people use when they speak. Likewise, reading vocabulary is the words people need to understand what they read. Of course, writing vocabulary are the words people use in writing (Reading Rockets: 2015).

METHODS

The Grade Three pupils of Gregorio Paradero Elementary School were utilized as respondents/subjects of this study. The researcher decided to use all of the pupils because of the need for more comprehensive results that would involve everyone in her advisory class.

This study used qualitative design with analysis of documents and other observations as additional information. Likewise, observation of the researcher and those of her fellow teachers were also written down and analyzed, the researcher guarded against any hint of suspected dishonesty by enlisting the help of her school head and fellow teachers in the documentation of the whole procedure, the administration of the vocabulary booster, and the analysis of data that were gathered. Since all the subjects of this study were all minors, the researcher asked permission from their parents through a letter of request. The data that were gathered in this study were treated with confidentiality.

Results of the First and Second Periodic tests were analyzed and interpreted and data from the unstructured interviews were also used to help form the background of this study.

RESULTS

As revealed by the results of the first and second periodic tests in English, it was found that a majority of the pupils have gotten low scores. Low scores could be attributed to a lack of sound and full-packed vocabulary words.

DISCUSSIONS

Based on the observation of the researcher on her pupils, they need to know grade level vocabulary words first then afterward they can proceed to higher level vocabulary words. Daily presentation of the words and their meanings will help them become familiar with the words. These words have to be used in a sentence too. Gradually, they will be able to write good sentences and paragraphs.

KEYWORDS: vocabulary boosters

SUBMISSION ID: R04A-BATANP-2111

Vocabulary Development Approach in Teaching Speaking among Grade Six Pupils of Malagonlong Elementary School

Luz Mantuano, Department of Education - Division of Lipa City

Abstract

INTRODUCTION

English is, almost certainly, the most important subject that a child can learn in school. Without knowing proper English, a child will not be able to communicate effectively. Strong vocabulary in both written and spoken aspects requires more than a dictionary. The researcher aimed to improve the speaking competence of Grade six learners of Malagonlong Elementary School by conducting a study with regards to the use of vocabulary development in teaching speaking among the Grade six pupils of Malagonlong Elementary School. This study will enable to help the learners in developing their skills in the English language at the same time speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth.

METHODS

The study used a descriptive method of research through the collection of data using teacher-constructed examination. The respondents of this study were the grade six learners of Malagonlong Elementary School through the use of a purposive sampling technique. Likewise, the statistical tools utilized in the study were frequency, percentage, and ranking.

RESULTS

After summarizing the findings, it was found out that the vocabulary development approach is an effective teaching strategy to enhance the communication skills of the students primarily in oral form. The majority of the students obtained high performance in the lessons being discussed using the application of such an approach. It revealed that the vocabulary learning approach may be used in teaching other skills in English to improve the performance of students. The prepared module as a supplementary material enhanced the teaching of speaking and improve the strategy in dealing with English difficulties. The researcher developed other supplementary materials to be used in teaching different macro skills in English to ensure its effectiveness in the learning process and develop their communication skills and interpersonal one.

DISCUSSIONS

Based on the findings, it was noted that the speaking competence of Grade six pupils of Malagonlong Elementary School had a low performance as their speaking ability was not highly developed. The use of the vocabulary development approach worked well in the topics in teaching speaking. This study enabled to help the learners in developing their skills in the English language at the same time speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth and urged the teachers to apply another strategy that will develop not only their communication skill.

KEYWORDS: Vocabulary development approach, communication skills, supplementary materials, effective teaching strategy

SUBMISSION ID: R04A-LIPAC1-0039

Vocabulary Development Competencies of Grade one Pupils of San Felix Elementary School as Basis for Remediation Activity

Rogela Marie Dormido, ESP coordinator & Monelyn C. Celorico, PES
Coordinator

Abstract

INTRODUCTION

Developing vocabulary is not simply a matter of listing and memorizing words and their definitions. Vocabulary can be developed in two ways, directly and indirectly. Direct vocabulary learning occurs when teachers do exercises and activities in class that focuses the learners' attention on vocabularies, such as guessing the meaning from context and vocabulary games. Direct vocabulary learning, therefore, a conscious effort is made by the learner to remember new words. Indirect learning is still where most vocabulary acquisition takes place, there is room for more direct teaching methods in the second language classroom, when and if certain factors are taken into consideration.

That's why this study served as a breakthrough in language learning specifically in vocabulary development because the research will develop supplementary instructional materials in vocabulary development that will assist pupils' vocabulary acquisition skills.

METHODS

This research is a classroom Action Research (CAR) model. The researchers chose this model in this research because it can be used to foster an understanding of a given situation. We carried out our action research project as below: Plan. Act. Observe. Reflect. The respondents of this research were three Grade One teachers and 98 Grade One pupils.

RESULTS

The researchers came up with the following results: 1) the learner differentiates English words from words in other languages spoken at home and in school 2) asks about unfamiliar words to gain meaning 3) sorts familiar words in basic categories (e.g. colors, shapes, foods, etc) describes familiar objects and events in both general and specific language 5) shows curiosity about and play with words and Language 6) uses new words learned thru stories in own speech 7) knows and uses words that are important to school work, such as the names for colors, shapes, and numbers 8) knows and uses words that are important to daily life, such as street names and names for community workers.

DISCUSSIONS

The results and findings had shown that the use of Vocabulary Wizard improved the pupils' language learning in vocabulary. They were able to remember vocabulary easily with the help of images and words. It also encouraged their participation and promoted their interest in learning vocabulary. Therefore, teachers should make every concentrated effort to cater to the needs of students of different learning styles to maximize their learning in the classroom.

KEYWORDS: Competencies, Difficulties, Vocabulary Development

SUBMISSION ID: R04A-BATANP-1837

**Vocabulary Development in Content Area Text Towards Understanding of
Word Problems in Elementary Grade V & Vi Mathematics at Sampa-
Pacífico Elementary School**

Daisilyn N. Regolto, Denniemarie P. Marquinez, Lilibeth M. Cadano, & Teresita Tolentino, Department of Education – Batangas, Sampa-Pacífico Elementary School

Abstract

INTRODUCTION

Pupils find difficulty in studying Mathematics especially in comprehending and solving Mathematical word problems. To combat the students' inability to solve Mathematical word problems, educators should have found solutions to remedy the situation. Grade Five and Grade Six classes of Sampa-Pacífico are grouped heterogeneously. But, generally, these classes perform poorly in Mathematics especially in solving word problems. Pupils were not able to understand the problem because they were not familiar with the vocabulary used in the problem. So, this research was conducted to improve the pupils' performance in mathematics.

METHODS

Relevant information regarding this action research was collected through different websites. Questionnaire was also prepared which were administered to the subjects of the study (Grade V and VI pupils) at Sampa-Pacífico Elementary School. Descriptive Survey Questionnaire, Vocabulary test, and Statistical Data were used. The gathered data were tabulated and analyzed.

RESULTS

To evaluate pupils' activity in vocabulary comprehension in solving Mathematics Word Problem, Vocabulary Test was administered to the subjects of the study. Pupils were given a Pre -Test (without vocabulary development) and Post - Test (with vocabulary development) in solving Mathematical problems. Through the test administered to the respondents, the researcher found out that there was really a big change from the result of the pupils' performance concerning problem-solving in Mathematics. Upon comparing the results, they clearly showed that pupils performed better if they understand the problem with the help of vocabulary activities given before conducting the lesson.

DISCUSSIONS

Since vocabulary development and comprehension are integral parts of a pupil's ability to analyze and solve problems, the teachers of Sampa - Pacífico Elementary School worked on it. This research gives more emphasis on teaching vocabulary to let the pupils communicate better in Mathematics through the use of different word media. Teaching pupils-at-risk in Mathematics requires the teacher to incorporate vocabulary development strategies in Mathematics lessons, specifically in problem-solving questions. Every teacher should explain fully well, the words which are difficult to understand in the problem before solving it. The teacher will prepare vocabulary cards to enhance pupils' vocabulary in Mathematics. We have found out these schemes improved the pupils' performance in solving Mathematical problems.

KEYWORDS: Keywords: interventions, innovations, vocabularies

SUBMISSION ID: R04A-BATANP-1049/ R04A-BATANP-1075/ R04A-BATANP-1036/ R04A-BATANP-1086/R04A-BATANP-1099

**Vocabulary Difficulties Encountered by Grade Five - TOPAZ of Sta. Maria
Elementary School**

Joyce Maramot, Sta. Maria Es- Bauan East District

Abstract

INTRODUCTION

Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print. It encompasses all the words we must know to access our background knowledge, express our ideas and content together making comprehension accessible for pupils. This study will provide those ways and means by which the teaching and learning of Vocabulary can be enhanced.

METHODS

The researcher used the descriptive method. She also distributed questionnaires and worksheets. In addition to that, the researcher tested Forty Grade V - Topaz, 25 male and 15 female pupils. Frequency distribution and weighted mean were used in the analysis and interpretation of data. Also, the researcher collected the data, tabulated and analyzed the results through quantitative analysis.

RESULTS

The researcher found out the difficulties encountered by the pupils in learning vocabulary in terms of antonyms, synonyms, and affixes. She also proposed teaching strategies in enhancing the vocabulary level of the pupils. The study found out that pupils have difficulties because of limited understanding of several words, primary read books below their grade level and lack of strategies to help them learned about the vocabulary on affixes, synonyms, and antonyms.

DISCUSSIONS

The vocabulary level of V Topaz in terms of affixes was high with a frequency of 33 or 82.5%. with the verbal interpretation of a high vocabulary level. In antonyms pupils got 15 out of 40 pupils or 37.5 % were in the low vocabulary level. This was due to the pupils' lack of interest in reading which affects their vocabulary level. In terms of synonyms, 15 or 37.5% of the pupils got average scores in the worksheet. The used of Project FACEVOC (facing vocabulary) in every English lesson would be improved and lessen the difficulties encountered by the pupils. Also, the set of supplementary worksheets must be prepared and used to make Vocabulary learning more meaningful, enjoyable for learners.

KEYWORDS: Vocabulary, difficulties, antonyms, synonyms, affixes, teaching strategies

SUBMISSION ID: R04A-BATANP-1344

Vocabulary Learning Strategies of Grade Two Pupils at Stnacs : An Assessment

Aleli Isidra M.De Chavez, Erlinda M. Palicpic, & Myla R. Mendoza, Sto.Tomas
North Central School

Abstract

INTRODUCTION

Political influences, societal influences, and educational factors have been catalysts for the increased attention given to reading achievement and the instructional methods used to teach reading. This study focuses on the pupils' performance in vocabulary and comprehension in English, problems encountered by teachers in teaching vocabulary and comprehension, and pupils' responses to the use of vocabulary learning strategies in terms of determination, social discovery, social consolidation, memory, cognitive, and metacognitive.

METHODS

The researcher used descriptive research design to determine the mean, percentage, and frequency of the data gathered. There were 40 Grade two pupils served as the respondents of the study and eight (8) teachers were also used to determine the problems encountered in teaching vocabulary and comprehension. Pupils have answered the use of vocabulary learning strategies in terms of determination, social discovery, social consolidation, memory, cognitive, and metacognitive.

RESULTS

The result revealed that there were problems encountered by teachers of both vocabulary and reading comprehension. Different vocabulary strategies were not used by pupils to elevate their learning. Among the problems encountered were read speedily the words that may cause them not to understand (1) pupils were not determined to read as they have no activities or strategies used in order to enrich their vocabularies (2) pupils were having a low social discovery as they tend not to use the strategies (3) pupils were not using the strategies in terms of memory as they were not focusing on it instead they focused on enjoying themselves in playing. There was a significant difference between the teachers and pupil's responses to the vocabulary problems and strategies respectively.

DISCUSSIONS

From the data gathered in this research, it can be concluded that different strategies should be utilized to uplift learning outcomes thus different vocabulary and comprehension materials were made to enhanced the pupils' performance.

KEYWORDS: vocabulary strategies, cognitive, comprehension

SUBMISSION ID: R04A-BATANP-1777

Vocabulary Power in Teaching English Lessons among Grade Six Pupils in Mabini Central School

Beatriz Calangi, Mabini Central School

Abstract

INTRODUCTION

Philippine education under the K to 12 Curriculum contributed a great impact in the lives of every learner. Through teaching different subjects, the knowledge, skill, and attitudes (KSA) of the learners were developed. English lessons are very important to develop learners' communication skills through vocabulary development. This study entitled Vocabulary Power in Teaching English Lessons among Grade Six Pupils in Mabini Central School highlights the usage of Vocabulary Power in Teaching least learned skills in English. The main purpose of this study is to study the vocabulary level of the learners, identify the least mastered skills, the effectiveness of vocabulary power exercises and identify or cite some activities to strengthen learners' vocabulary.

METHODS

The subjects of this study are thirty (30) grade 6 pupils of Mabini Central School, who is currently taking English six lesson and 10 English teachers. To achieve the purpose of the research, the researcher employs the descriptive method of research utilizing questionnaires, focus group discussion and an interview. The goal of descriptive research is to understand a specific set of variables in a group of individuals but stops short of understanding the relationship between the variables, what caused them or what their implications are.

RESULTS

Different difficulties are encountered by the learners so necessary recommendations were given by the researcher. The researcher also provides suggested activities that will strengthen the vocabulary skills of our learners that will be the key to addressing the issue of pupils' poor performance on some lessons in Grade 6 English. A careful analysis was done to ensure that this will be useful for teachers, pupils, and school. It can be gleaned that that vocabulary power is effective because learners are developed to be a) optimistic and goal driven individual; b) help in building rapport in spite of cultural diversity; c) enables pupils to be creative and critical thinker d) and expand knowledge in different English topics.

DISCUSSIONS

The results exhibit the need for different vocabulary power in teaching English lessons among grade VI pupils. Teaching vocabulary is not just about words; it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it. It means that vocabulary power strategy is an effective strategy in delivering grade 6 lessons in English. Thus, molding a 21st-century learners who are globally competitive.

KEYWORDS: vocabulary power, strategies, holistic, comprehension, teaching schemes

SUBMISSION ID: R04A-BATANP-1103

**Vocabulary Reinforcement as A tool to Effective Reading Comprehension
among Grade 9 Students in Taal National High School**

Sherryl Hernandez, Department of Education, Taal National High School

Abstract

INTRODUCTION

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity. As a Grade 9 English teacher, the researcher has noticed that most of the students find it hard to comprehend what they have read. They cannot answer the questions based on the given text. Based on the observation she became interested in investigating method which purports to increase students' comprehension level.

METHODS

The researcher made use of reading selections with corresponding questions to be answered by the students to determine the level of their reading comprehension.

RESULTS

Reading comprehension was developed through vocabulary reinforcement. Several selections with guide questions can help the students develop their reading comprehension. The students had very high performance in reading comprehension after vocabulary reinforcement was given. The proposed supplementary materials that can enhance the reading comprehension of the students were dictionary activities, context clues, and word maps.

DISCUSSIONS

Teachers should device more strategies that can develop the reading comprehension of the students. Provide varied reading activities to develop the reading comprehension of the students. The school should provide additional instructional materials that can be used by the teacher and students in their reading activities to fully develop their reading comprehension. Future researchers should conduct the same study including different factors that affect students' performance in general.

KEYWORDS: vocabulary reinforcement, reading, reading comprehension

SUBMISSION ID: R04A-BATANP-0101

Vocabulary Skills of Grade 10-Charity: Basis for An Action Plan

Fannie Luna, Department of Education, Balas Buco Sta. Maria NHS

Abstract

INTRODUCTION

The English subject is a communication subject. In most English classes, students do not listen to or speak much English. They do not have enough confidence to stand and speak. Being ashamed and afraid that they might commit grammatical errors and the wrong choice of words pushes them to permit them to speak using the mother tongue to remain on their seats and wait for the ring to bell. The researcher found the scenario very alarming. These students are considered to be the next generation's leaders and nation builders. They must be fully equipped and holistic in terms of communication. This action research tends to assess and make a plan of action for the enhancement of the vocabulary skills of Grade 10-Charity of Balas Buco Sta. Maria National High School

METHODS

This research used a Qualitative Descriptive Method based on a 25-item questionnaire of Schmitt's Taxonomy to twenty-three (23) males and twenty-four (24) females with a total of forty-seven (47) Grade 10-Charity students.

RESULTS

Results revealed that out of forty-seven (47) respondents, only sixteen (16) or 34.04% were Independent in terms of Word Recognition while eighteen (18) respondents or 38.30% were Capacities in terms of Comprehension. The findings also showed that in Six Vocabulary Learning Strategies, the most commonly used was Determination Strategy at the highest mean score (44.79). meanwhile, the least used strategy was Cognitive Strategy with the lowest mean score (29.37).

DISCUSSIONS

The results revealed the need to enhance the vocabulary skills of the learners. Teachers play a vital role in motivating learners to take vocabulary seriously. There are games and exercises available online/offline which are of learners' interests. For instance, teachers could encourage the learners to use the dictionary and other learning media. Watching English movies and television shows and listening to English music can be of great help in developing the skill. Furthermore, there will be no most effective way other than using the English language in everyday conversation.

KEYWORDS: Vocabulary, Comprehension, bilingual, e-learning, online word games

SUBMISSION ID: R04A-BATANP-1541

Vocabulary Skills of Talisay Senior High School Students and their English Proficiency Level

Carlo Sabandal

Abstract

INTRODUCTION

Vocabulary proficiency has always been one of the struggles faced by the students and it is something very relevant essential because of the aim of producing globally competitive learners. The researcher conducted this study to know the level of the students' proficiency in the English language. In this study, the researcher witnessed varying proficiency levels. This study will help students enhance their vocabulary skills and develop their good communication skills to be locally and globally competitive individuals.

METHODS

The researcher used Descriptive Research Design. Using a survey questionnaire, the researcher gathered and interpreted the data needed. This study was conducted in Talisay Senior High School, with six sections as the respondents, three sections from Grade 11 under Humanities and Social Sciences strand and three from Grade 12 under the same strand. The researcher used purposive sampling. Slovin's Formula was employed in this study to compute the size of the sample obtained from the total population.

RESULTS

The English proficiency level of the students both grade 11 and 12 were in the developing stage and has an overall assessment of 46%. It just showed that the vocabulary skills of the students of Talisay Senior High School are not fully developed. The researcher found out that the majority of the students lack fluency in the English Language. The majority of the students are struggling when it comes to grammar and sentence compositions. They also lack the confidence to communicate because of these struggles.

DISCUSSIONS

The results demonstrate that educators or English instructors need to put more emphasis on enhancing the vocabulary skills of the students. English proficiency could have a great impact on the academic performance of the students, most especially in their self-esteem in class participation. The majority of the students need further enhancement and exposure to scholarly materials and innovative strategies that will develop their proficiency level.

KEYWORDS: Vocabulary skills, English proficiency, language

SUBMISSION ID: R04A-BATANP-0948

W.I.R.E (Write to inspire; Read to Explore) Project: A School-based initiative Towards the improvement of the writing and reading skills of the 21st Century ESL learners of Talon National High School

Ruskin John Desingano, Department of Education - Cavite

Abstract

INTRODUCTION

"Write to Inspire; Read to Explore" Project firmly adheres to the principle that teachers need to provide purpose to the students in developing their reading and writing skills. Hence, 21st Century educators should emphasize that reading and writing skills are not only skills students 'just' need to develop but rather these skills can be used in inspiring their community and can be used for exploring towards multicultural competence. Strategies and engaging activities, both in reading and writing, are designed to improve students' language skills.

METHODS

This research is a combination of the quantitative and qualitative design in which numerical analysis of data is used. The researcher constructed a criterion variable for purposive sampling. Only 12 underwent the reading and writing intervention on the variables set by the researcher. These variables include the following; (a) learners who took PHIL-IRI assessment and are under the developing readers' category, (b) learners who have at least 1 year stay at Talon NHS, and (c) ESL learners who have difficulties in writing based on the needs analysis. This research study also conducted a semi-standardized interview with a total of 4 ESL teachers.

RESULTS

After the thorough and intensive intervention in reading and writing intervention, there were 12 ESL learners underwent the reading and writing intervention wherein, 7 become independent readers and 5 were categorized as instructional readers. Significantly, the 6 independent writers are also the 7 independent readers who were frustrated readers at the beginning of this action research. Using the Pearson correlation analysis, the correlation coefficient of the reading comprehension scores and the writing assessment result is significantly 0.909718 which clearly shows a strong positive relationship between the reading and writing intervention programs.

DISCUSSIONS

In conclusion, this program has contributed a huge help in improving the reading and writing skills of the twelve (12) ESL learners who have been categorized as developing readers/writers. The researcher contends that once reading skills are improved, the writing skills of the improved readers will also be significant. Hence, the researcher has measured the strong correlation of the achievement of developing readers who turned to be independent readers and the continued progress in the writing intervention.

KEYWORDS: 21st Century, ESL, Reading, Grade 8, Project WIRE

SUBMISSION ID: R04A-CAVITP-0222

Walking the Extra Mile: An Educator's Envable Role Towards Altruistic Obligation

Marjorie Yabut, Department of Education - Calamba City

Abstract

INTRODUCTION

This study was conducted to look into the different lived experiences of the seasoned and experienced educators in their journey towards altruistic obligations. Using the guide questions, the researcher conducted her interviews using a video-record type. The themes that emerged from the co-researchers in the study were unanimous with regards to the generalized knowledge and experiences for choosing to teach as their profession; its difference from other professions; their ways of performing their duties, responsibilities, and obligations; their sacrifices and struggles just for the sake of the learners' welfare; and their journey in making a difference in a child's life. Similarly, the summarized findings from the responses in the interviews were discussed in relation to theories and other research findings from the gathered literature.

METHODS

The study utilized qualitative research with phenomenology as an approach.

RESULTS

This phenomenological study acquired the lived experiences of the seasoned and experienced educators who have been in the teaching service for almost 16 years above in the selected schools in the Division of Calamba City. The semi-structured interview of this co-researchers focused on their experiences about their enviable roles towards altruistic obligations. To further attest the abovementioned concepts, the following are the themes that emerged from their responses and testimonies: (1) teaching as a rewarding profession; (2) symbiotic relationship with learners; (3) passionate and committed service; (4) self-sacrificing and selfless; (5) satisfaction and self-fulfillment and; (6) social contributions.

DISCUSSIONS

It only shows that teachers do not only teach; they influence and build communities and uplift awareness in many aspects of life for they are known to be selfless and unselfish in providing the needs of the learners and fulfilling their altruistic obligations which pertain to duties and responsibilities which exist and done naturally because it is a selfless act of service for the benefit of others. It is important that educators must be acknowledged and recognized with the various roles that they perform and appreciate their contributions in influencing and producing learners who are capable of creating a better society. Being able to provide their needs in teaching increases their capability of achieving and attaining their goals in making the learners globally competent.

KEYWORDS: altruism, altruistic obligations

SUBMISSION ID: R04A-CALAMB-0212

Waste to A.M.A.Z.E (A Meaningful Advocacy to Zero Waste and Eco-Friendly School)

Analyn Olayon & Esperanza Quiatchon, Department of Education - Tanauan

Abstract

INTRODUCTION

Republic Act 9003 known as "Ecological Waste Management Act of 2000" ensures the proper segregation, collection, transport, storage, treatment and disposal of waste through the formulation and adoption of the best environmental practice.

Nowadays, people lack discipline when it comes to proper waste disposal. Most of them tend to throw away their garbage at any place without considering its long term effect, although, there are different ways on how to properly dispose waste. If the individual lacks the will to properly get rid of the trashes, then pollution is inevitable.

METHODS

This research utilized quantitative methods. The participants in this study were selected officers from different clubs of BLMCS. Respondents were informed that their responses will be treated with confidentiality and it will be solely used for this study. Frequency and weighted mean were used as statistical tools.

RESULTS

Recycling materials was the best step in waste management with 3.67 weighted mean. The rest of the choices were as follows: proper segregation of waste materials (3.21), Educate students and teachers about waste management (2.95), implementing anti-littering act (2.47) and compost pit (1.44).

Recycling was the most creative way to process waste with 4.82 weighted mean. Reuse was the second with 3.82. In the third place was Reduce with 2.79. Recover and Residual Management was fourth and fifth with 2.07 and 1.48 weighted means respectively.

To beautify the school was the first in rank for the benefit of waste management with 3.32 weighted mean. The second in rank was Helps protect the environment with 2.45 weighted mean. Eliminate garbage was the third with 2.27 weighted mean. The source of the fund was fourth with 2.01. Rounding up this table was Reduce how the trash is picked up with .88.

DISCUSSIONS

Recycling was the best step in waste management. It was the most creative way to process waste and beautification of the school was the best benefit of waste management. It is recommended that recycling be taught to students. It can be integrated into the lessons so that pupils can truly learn it. Resource speakers can be invited to the school and talk about recycling so that the knowledge on the topic of students and personnel may be further enhanced. Beautification of school may be more impactful and recycled materials may be used for decorations.

KEYWORDS: inevitable, ecological

SUBMISSION ID: R04A-TANAUA-0077

**Watching Educational Video among Grade VI Pupils in Music, Arts,
Physical Education and Health of Jacobo Zobel Elementary School: its
Impact to Academic Performance**

Alfredo Candelaria Jr

Abstract

INTRODUCTION

Watching educational videos is one way of refreshing the mind and the body in order to think logically, analytically and comprehensively. Furthermore, watching video is definitely one of the favorite source of entertainment for the adolescents and young adults as well or even in all genre for today's generation, Youngsters enjoy watching because these videos serve as distraction to the current problem they are facing and good source of amusement as well as positive influence on their mood which play fundamental role in the development of teenagers' self and group identity and gives inspiration to define social and cultural boundaries.

METHODS

The use of the descriptive method of research as it was aimed at ascertaining the impact of watching videos on academic performance. This Strategy reported in the form of frequencies, averages, and percentages. The study focused on the two variables such as watching videos and academic performance. The two variables are correlated to investigate their impact descriptively and quantitatively in a form of convenience sampling. Selection of the respondents was done through teachers' recommendation; each section contains 25 pupils subject for study. There are five Grade VI teachers and 125 pupils were involved.

RESULTS

Highest frequency percentage of the respondents according to age was in the range of 11 with a total of 69 or 55% in which the majority are female ranging frequency 53.60% with Educational Attainment of parents of 44 high school graduates. The type of video that the pupils spend with were Tutorial Video with 46% serve as rank 1, Training obtained 25%, Presentation and Lecture Capture having 13%, Microvideo with 10%, Screencast with 2%, Welcome video got 2% which the same as to Reflective Video. The highest range of hours watching an instructional video of the pupils consist of 1 hour with total freq. of 46 or 37%

DISCUSSIONS

The academic performance of pupils was computed with GWA of 82.54 revealed as good performance. The pupils had moderate effective with regards to watching a video as to their academic performances in terms of classroom task activity, oral and written participation. The Instructional Video may be proposed serving as a teaching strategy that tackles the three educational domains which enliven the interest of the learners during the class scenario. With the use of evident findings, it may be proposed for the convenient ways and means of the transitions of the teaching-learning process in the different subject matter especially the MAPEH.

KEYWORDS: Academic Performance, Instructional Video, Watching Instructional Video

SUBMISSION ID: R04A-BATANP-0102

Weekly Reading Day: its Impact to the Comprehension of Grade 10- Ezequiel

Roann Oliva, Department of Education - Laguna

Abstract

INTRODUCTION

The ability to read and more so to comprehend are essential factors in academic success. However, over the years' studies reveal that students lack the skills of comprehension. Several factors have been attributed to the low level of reading comprehension. At this point, the role of the English teachers is to provide the learners with more time to read. The result of the Pre IRI given last June 2017 reveals that 34 or 85% out of 40 students from Grade 10 -E were identified as Instructional. Instructional students are those who could read but still finds difficulty in answering comprehension questions both on Oral and Silent reading. This action research was conducted to test the impact of a weekly-reading test and using a teacher-made module as supplementary reading materials on the reading comprehension of Grade 10- St. Ezequiel students.

METHODS

The pre-test was given to the respondents and then afterward a six-part module was given to them during each reading day. Each module was focused on enhancing a specific reading competency. The students used the teacher-made reading module as a manipulative tool in enhancing the reading ability of the students. A pretest was given after the sixth module to test whether there was any significant change after the implementation of the weekly reading day.

RESULTS

The finding reveals that there is a significant difference between the pre and post-tests results, having a p-value of 0.000 which is lower than the 0.05 level of significance. The lowest score and the highest score during the pre-test were 11 and 40, has a weighted mean of 23.91, a standard deviation of 6.069. After the sixth week of implementing the weekly reading day, their scores in the post-test increased with the lowest score of 16 and highest score of 43, obtaining a weighted mean of 31.05, a standard deviation of 6.975. It can be gleaned the scores of the respondents, their post-test results are higher than the pre-test result. This may imply that the implementation of a regular weekly reading day and using the teacher-made module as supplementary reading material to enhance the reading skills of the students.

DISCUSSIONS

The finding reveals that there is a significant difference between the pre and post-tests results, The researcher found that is not always a lack of reading material that affects the reading comprehension of a student. There are instances that the lack of opportunity to read also affects the level of their reading comprehension. With this, the researcher recommends that using students must be trained to develop their habit of reading. Reading short passages or excerpts before a lesson begins is a good way of enhancing students' reading ability.

KEYWORDS: weekly reading day, teacher- made modules, reading comprehension

SUBMISSION ID: R04A-LAGUNA-0048

Wellness Program and Health Status of Teachers in Pila District, Division of Laguna: Basis for A Proposed Health Service Program

Vanessa Olivar, Department of Education

Abstract

INTRODUCTION

In the school situation, Public School Teachers mostly handle six (6) classes wherein each class has more than forty (40) students and they are the one who provides the students physical and mental health needs, and some of them have assigned to do things out of their comfort zones, like teaching different subjects and levels or even reports which need to be submitted at once and this is coupled with, doing a lot of paper works, meetings concerning the different problems in mental capability and behavioral aspects of every student. These in effect influenced their health status in one way or another. Teachers do maximize their contributions to an organization only when their health and mind are active and healthy. A wellness program can help improve their productivity, classroom effectiveness, attendance, punctuality and the cost of their health care. This prompted the researcher to conduct this study to find out if the implementation of Department of Education's wellness program suits the health needs of teachers.

METHODS

This study uses a descriptive method to deal with the degree of response on Department of Education's wellness program and the health needs of teachers, input to the proposed health service program. The data gathered were the bases for a proposed health service model/program to lead the teachers towards a healthy lifestyle. This study used a self-made questionnaire.

RESULTS

Data shows that: Only dental checkup, Chest x-ray, and checkup for vital signs such as BP, Respiratory have fully complied. The rest of the mandatory requirements are partially implemented. Medical records significantly show that teachers are frequently sick by frequently receiving medications, submitting to test results and suffering from medical allergies. In so far as the health status of teachers are concerned in terms of personal declaration, commonly suffered from were headaches, colds, UTI or urinary tract infection, lower back pains, voice disorders, and asthma.

DISCUSSIONS

The study was all about the researcher's drive to bring out the wellness program and likewise draw out about the health status of teachers in Pila, District Division of Laguna as a basis for the proposed health service program.

The level of participation of teachers in the wellness program activities being implemented by Department of Education was educed because it will give light to the construction of the basis/bases for the proposed health service programs.

These data gathered about the considered four pillars of this study previously mentioned were supposed deemed necessary to appropriately craft a proposal for the health service program.

KEYWORDS: wellness program health status teachers

SUBMISSION ID: R04A-LAGUNA-0157

Whole Brain Power Teaching: Improving Grade Four Pupils' Participation in Mathematics' Learning Activities

Agabai Kandalayang

Abstract

INTRODUCTION

Action research on the improvement of grade four pupils' participation in mathematics' learning activities through Whole Brain Power teaching was conducted in Matalam Central Elementary School, Poblacion, Matalam, Cotabato. This research aimed to find out the effectiveness of the Whole Brain Power Teaching principles to the improvement of the respondents' class participation in mathematics activities as well as their academic performance.

METHODS

The respondents were chosen purposely with complete enumeration which is the whole Grade Four Section Diamond. The data were gathered using an observation checklist and paper and pencil tests were utilized to measure the improvement of class participation and academic performance of the pupils.

RESULTS

Findings show that the majority of the respondents participated actively in mathematics' learning activities. As to the result of the pretest and posttest, the Mean Percentage Score (MPS) of pupils from pretest was 59.53% to 89.40% in the posttest that has a significant increase of 26.86%.

DISCUSSIONS

The following were findings of the study:

Grade Four Diamond participated well during the conduct of the intervention.

Mean Percentage Score (MPS) of pupils from pretest was 59.53% to 89.40% in the posttest that significantly increased by 26.86%.

The following were issues and concerns encountered during the intervention.

Class disturbances due to some extra-curricular and academic contest/activities held in the school.

Frequently absent pupils due to family or health conditions.

Class noise due to power teaching techniques that need pupils to utter or even shout words as part of performing their task or attention grabber.

KEYWORDS: An Action Research on the use of Power Teaching Technique

SUBMISSION ID: R012-COTABP-0005

**Whole School Based Approach: tool for Classroom Bullying intervention
Program of Grade 5 Pupils of Quipot Elementary School**

Merlita Saligao, Paaralang Elementarya Ng Quipot

Abstract

INTRODUCTION

The significant outbreak of literature on bullying in recent years encouraging society to wage war on bullying is based upon the assumption that bullying does a significant impact on the teaching and learning process. In present context the issue of bullying wants to eradicate by the various agencies of government such as Department of Education and Department of Social Welfare and Developments as well as by the various Non-governmental organizations they have different ways to prevent bullying but in reality, some of these ways are not effective in the classroom context. The intervention of classroom bullying among learners is one of the factors that will enhance the process of learning.

METHODS

The researcher used the descriptive method through questionnaires to gather data for the research. The questionnaires concisely develop to determine the effect of the whole school-based approach in bullying intervention inside the classroom context. It conducted collecting qualitative information

RESULTS

Based on the survey during homeroom improvement period received highest frequency score with 50% it means that some cases of bullying usually happened during homeroom improvement period the content provides sufficient intervention through awareness of whole school participation it means that content and details approach helps the pupils to become aware of the intervention against bullying.

DISCUSSIONS

Anti-bullying Act states that the participation of the school, as well as the parents, are important for the effective implementation of the anti-bullying campaign in the school to prevent the occurrence of cases of classroom bullying. The whole school-based approach in terms of strategies is effective for the pupils to become aware of the intervention against bullying.

KEYWORDS: Whole School Based Approach

SUBMISSION ID: R04A-BATANP-2098

Why Do Filipino Youth Swear? : its Socio-Psychological influence and its Implications in Education

Eunice Ann Entegro, Rosario National High School

Abstract

INTRODUCTION

Due to the development in language brought by modernization, there is also the evolution of swear words which makes it almost a part of the Filipino culture and identity. Nowadays, a variety of swear words can be heard from different ages and social groups, even inside the school premises.

Swearing is a form of conversation where swear words may bring pain as it degrades a person or; for friends, can be considered humor. It also roots from emotions such as fear, surprise, and joy.

This study aims to determine the reasons and explore the implications in the swearing behavior of the Filipino youth with the hope that the behavior can be controlled in school where moral honing is a concern too.

METHODS

The respondents of the study are the 104 (52 boys;52 girls) Filipino adolescents from Grades Nine to Ten of Rosario National High School. The students were chosen according to their swearing behavior and whose age ranges from thirteen to eighteen years old.

Data were gathered using a self-made survey which was administered online, with an attached Confidentiality Agreement and Statement of Objectives. The survey is comprised of eighteen questions that can be accomplished within five to ten minutes. Some of the questions are answerable by yes or no, while some questions require further elaboration.

RESULTS

Anger, an intense expression of disgust, is the highest reported variable that triggers the swearing behavior. It was found out that among the social groups where adolescents belong, it is the community that is the most influential. Meanwhile, 96.15% of the boys and 98.08% of the girls reported that their classmates swear at school. 57.69% of the boys and 51% of the girls reported that the employees of the school also swear at school. However, these adolescents remain positive and hopeful about the resolution that the school can do to control the manifestation of the swearing behavior.

DISCUSSIONS

Therefore, the policy "No Bad Words Campaign" is conceptualized, in its hope for a school that values the strengthening of respect, self-control, and sensitivity in conversations. Proper implementation of this program may bear students who are not only good at academics but who are, at the same, disciplined and polite.

KEYWORDS: Filipino Youth, Swearing, Socio-Psychological Influence, Education

SUBMISSION ID: R04A-CAVTP-0366

Women's Anger on the K to 12 Implementation: An interpretative Phenomenological Analysis

Randy Rudila

Abstract

INTRODUCTION

In the full implementation of the K to 12 Program which mandated in the Republic Act 10553 also known as the Basic Enhancement Education Act of 2013, some parent-mothers have strong emotional negative reactions.

The researcher witnessed how this inner feeling among mothers contributes to the successful implementation of the said program.

In this study, the researcher explored the reasons why parent-mothers felt angry about the recent revamp of the Philippine education and how it affects the program implementation.

METHODS

A qualitative design was used in this research with two types of sampling; the snowball and purposive samplings. These types were utilized in data gathering to ensure the validity of the data gathered.

An initial personal interview was being conducted by the researcher to the one woman-mother who was identified as an appropriate respondent for the study. After this, a recommendation from the identified sample as to the qualifications of other samples will be secured upon the verification of the researcher.

Using the Interpretative Phenomenological Analysis (IPA) by Smith and Osborn (2007), the researcher harvested data from the three interview transcripts in which carefully analyzed through the help of MAXQDA10 - A SOFTWARE which analyzed and coded written transcripts.

RESULTS

In the questions on why mothers got angry with the K to 12 Program implementations, four themes emerged. The following were; poverty, stressors, lack of government support and lack of information dissemination.

These results and findings would greatly affect the full implementation of the K to 12 program of the Department of Education (Department of Education) because mothers negated the advantages of the program that it may bring primarily to their children's education.

DISCUSSIONS

The yielded result of this study emphasized the need for an immediate intervention program in addressing the anger of mothers towards the K to 12 Program implementations. These intervention programs would be collaboratively initiated by the administrators of the Department of Education and the Local Government Unit officials.

In order to have a triangulation, there should be A Quantitative Research on Women' anger as a confirmatory study to the result of this research.

KEYWORDS: women-anger, mothers, K to 12 program

SUBMISSION ID: R013-SIARGA-0001

Word of the Day to Improve Speaking Skills

Rose May Cabusas

Abstract

INTRODUCTION

Speaking skill is one important skill in expressing oneself freely and effectively, and to be communicatively competent one needs to master the target language used in speaking. However, as observed this skill has been a dilemma for most students in Sto. Niño National High School, students have difficulties in expressing themselves using English, their ability to analyze is evident, but their ability to elaborate a point is just hindered by their difficulty in using the target language competently. Even Grade 11 classes where students are expected to be more adept in using the English language as a medium of communication. Using the appropriate word/s or their lack of vocabulary hinders them to interact freely. Thus, the researcher has decided to use the three-minute presentation of vocabulary in her class every day before the lesson starts. the researcher presented Word of the day as a strategy to improve students' speaking skills.

METHODS

The study of this research used descriptive-qualitative data. The researcher uses a purposive sampling technique hence the activity participated by the whole class composed of 36 students, 11 males, and 25 females. Out of 36 student-participant there were 18 identified students who were in the beginning level of proficiency, thus the students were purposely given the chance of the word of the day activity. The whole duration of the said activity conducted in the first semester (first quarter) within 11 weeks. Researched tools used were interviews and observation.

RESULTS

The 36 grade 11 students were interviewed as to what were the causes of poor participation. 6 students answered timidity/shyness, 10 students answered lack of topical knowledge, 5 students answered lack of interest and 15 students answered difficulty in using the English language. These clearly show that the main reason why students less likely participate in classroom activities it's because of the difficulty in using the English language as the medium of instruction inside the classroom.

DISCUSSIONS

The results of this research show that the level of proficiency of the 18 identified students who were beginning level significantly increased. 10 students fairly satisfactory, 7 are satisfactory and 1 on very satisfactory. These results show that the intervention has highly affected the students' speaking skills especially in speaking the target language when participating.

KEYWORDS: word of the day, speaking skills

SUBMISSION ID: R013-SURSUR-0164

Word Puzzle: tool for Enhancing Science Vocabulary

Romina Jerie Reyes, Department of Education, Lumampong National High School-Main

Abstract

INTRODUCTION

Basic Education Statistics of the Philippines report states that Mathematics and Science ranked lowest among different subjects and it is quite alarming. One factor of the decline in achievement test is vocabulary and interconnecting of concepts with each other. To solve this, the researcher uses word puzzles which include a crossword puzzle, a modified jigsaw puzzle, and a loop-a-word. This will help learners to be more engaged in learning collaboration, and creative thinking. This study aims to enhance science vocabulary skills through the use of word puzzles in which specifically determine the difference in pretest and post-test mean score, students' learning experiences and its effect on the learning process.

METHODS

A mixed method design was used in this research. Respondents are the Grade 11 students of Lumampong National High School- Main. They were asked to answer a pen-and-paper test, Likert scale and semi-structured interview questions in which the experiences and effect of puzzles as a learning tool are covered. Research ethics are carefully considered to ensure credibility and validity of research results. Learner's experiences are analyzed through thematic analysis. Pen-and-paper and Likert scale results are analyzed through the mean percentage score (MPS) and t-test.

RESULTS

Most of the respondents who participated in the interview process find it difficult at first to do and understand the content of the puzzle but eventually, through dedication to learning they are able to learn, and understand the given key terms instill in the word puzzles. Upon introducing word puzzles to the lesson, learners enjoy it more to learn as they feel excited, challenged and fulfilled even though they are experiencing some difficulties- "I much do learn when I feel challenged and when I encounter difficulties in learning" we can enhance our knowledge and skills about solving puzzles" it can enhance your knowledge about science" it also enhances our brain (activity) -SG1". Moreover, the result of the pretest and posttest shows a huge difference in the MPS from 27.62 to 61.08, having a significant t-value of 9.5 to 23.1

DISCUSSIONS

Results have shown that with the use of puzzles, learners can understand the lesson by applying the terminologies and its importance to every concept with ease and excitement. Thus, word puzzles let the learners develop their skills- cognitively, socially and emotionally while enjoying. The findings of the research may be enhanced through the integration of brain-based learning.

KEYWORDS: Word puzzle, Enhance, Science Vocabulary

SUBMISSION ID: R04A-CAVTP-0190

**Word Wall and Word Bank: Enhanced Vocabulary and Reading
Comprehension Skills of Grade 4 Pupils in General Luna Elementary School**

Joerman M. Lazaro, General Luna Elementary School

Abstract

INTRODUCTION

Vocabulary comprehension is a crucial component in acquiring reading comprehension skills. Successful vocabulary development ensures that pupils will develop metacognitive skills that assist in comprehending advanced text requirements when they leave the learning to read phase and are expected to read to learn. One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that pupils will be assigned to read. It is this context that the researcher uses selection in the local setting wherein the pupils can easily relate to each story. Terms found in each story that is not understood by the pupils will be drawn as a vocabulary word that will be included in the word bank.

METHODS

This action research followed the descriptive-evaluative form of research. It describes the vocabulary and reading comprehension skills of the grade 4 pupils before and after the intervention of the word wall and word bank intervention. The existing knowledge of the pupils on vocabulary and reading comprehension done was evaluated. The same evaluation was done after the use of the word wall and word bank intervention. Any difference in the pre-test and post-test will be described.

RESULTS

The performance of the Grade IV pupils in the pre-test vocabulary that were taken from the reading selections reveals that the pupils got very low scores with an average Mean Percent Score (MPS) of 44.00 percent. When these words were placed in the "word wall " and pupils were asked to research on these words and entered into their " word bank" for mastery, they were able to improve tremendously in their vocabulary as shown in the post-test. From MPS 44.00 percent in the pre-test, they improved in the post-test with an MPS of 83.20 percent .Few pupils who got a perfect score in the post-test.

DISCUSSIONS

The results demonstrate in the research that " word wall and word bank" tremendously improved the vocabulary skills and reading comprehension of the pupils. It could be noted that the use of the word wall and word bank is very effective in improving the word vocabulary of the Grade IV pupils of General Luna Elementary School.

KEYWORDS: Reading Comprehension, Vocabulary, Word Wall

SUBMISSION ID: R002-QUIRIN-0112

Work Immersion Deployment, Monitoring and Evaluation (WIDME)

Jhun Jhun D. Lucero & Ricky M. Realingo, Alangilan Senior High School

Abstract

INTRODUCTION

The ASHS enrolment dramatically increased from 294 to 541 and there is an urgent need for the school to increase partnerships with industries for the Work Immersion implementation for SY 2018-2019. This project aims to develop, implement and determine the effectiveness of the project Work Immersion Deployment, Monitoring, and Completion for the School Year 2018-2019.

METHODS

This included two major activities, Planning and Preparation and the Actual Implementation. Planning and Preparation were done by the Work Immersion team through conducting meetings with the teachers, the PTA Officers, prospective business partners, students, and parents. In the actual implementation, targets that had been worked on were the establishment of partnerships, planning, deployment and monitoring of students, and completion and evaluation of the Work Immersion implementation.

RESULTS

Alangilan Senior High School made additional six industry partnerships for the ABM and Stem students for the School Year 2018- 2019 where all the ABM and STEM students were deployed, monitored, and evaluated within the specified time indicated in the action plan. The process of implementing the Work Immersion Program developed Best Practices which shall be the guide for future implementation and benchmark for other schools in the division.

DISCUSSIONS

The six additional business industry partners have shown their interest, willingness and commitment for the Work Immersion of the ABM and STEM students. The students have above-satisfactorily performed in the Work Immersion as shown in the verbal expressions of the industry partners in the Post Conferences conducted by the Work Immersion Coordinators. The Best Practices developed in the implementation of the Work Immersion program could serve as a model that other Senior High Schools could benchmark for their own implementation. The partnership established could be maintained, extended, and increased in numbers for the increasing enrollment of ASHS.

KEYWORDS: Work Immersion, ASHS, WIDME, Industry Partners, Senior High School

SUBMISSION ID: R04A-BATANC-0028

Work Competence and Job Performance of School Planning officers among Public Schools

Catherine A. Aguhob, Department of Education

Abstract

INTRODUCTION

The object of this study is to find out how work competence and job performance of the planning officers among public schools contribute to the well-organized delivery of services in the said institutions. This study claims that the performance of an individual and that of the institution depends on the kind of competence that an individual exhibits. From this vantage point, an increased employees' competence will contribute to higher performance especially in terms of executing planning for an institution.

METHODS

The main tool used in this study is the Individual Performance Commitment and Review Form (IPCRF) for teachers. Specifically, this concentrated on the Key Result Area for planning which covers maintaining and updating the Division's Basic Education Information System and performing analysis and generating reports on educational indicators. The respondents of the study were the public elementary schools within the three divisions of schools in the province of Surigao del Sur, namely: Surigao del Sur Division, Bislig City Division and Tandag City Division. The study was conducted during the school year 2018-2019.

RESULTS

It was found out that a number of the population belongs to the female population belonging to the age group of 31-35 years old. Data reveal that most of the respondents' preparation is a baccalaureate degree between 11-20 years of work experience. Training is limited to District level only with a frequency of 77.5%. On work competence, the respondents were found out to be highly experienced as highlighted in the overall mean of 4.02. On their level of job performance, all benchmark statements gained an adjectival rating of good with an overall rating of

3.96. On work competence relationship with the respondents' profile, only seminars and training have gained a significant relationship with work competence. Meanwhile, there is no significant relationship between the respondents' work competence and job performance. On the problem's met, identified barriers include difficulty in analyzing the data, time management issues, reports needing immediate action, and late submission of reports.

DISCUSSIONS

With the respondents having a limited background about the job, they have experienced certain setbacks from time to time. These situations also affect the productivity they have on the job's required deliverables. The study suggests an intervention program and a model for competency and performance as an important contribution and output of this study.

KEYWORDS: WORK COMPETENCE, JOB PERFORMANCE

SUBMISSION ID: R013-SURSUR-0166

Work Ethics and Technical Skills of Technology and Livelihood Education (TLE) Teachers of Batangas National High School

Marlon Malaluan & Nerrie Malaluan, Batangas State University

Abstract

INTRODUCTION

Education is a dynamic process of increasing one's knowledge and skills. It also develops desired attitudes for a productive and skilled individual. It is a must for individuals considering the problems, trends, and innovations in the educational system. Taking into consideration the global environment, people view education not only as a way of developing people's skills but also as a way of preparing students to be globally competitive. If the schools were able to produce quality graduates it will be reflected in the quality of work they will provide in their respective workplace. The individual teachers should be provided with common skills, and be assisted to become adaptive to the changes as they participate in planning at the instructional level, otherwise, a new curriculum would have little worthwhile impact until teachers have time to understand and assimilate it.

This research was conducted to evaluate the work ethics and technical skills of teachers and to determine the opportunities for growth and career development provided and the problems and issues.

METHODS

The descriptive design was utilized with the aid of the researcher-made questionnaire as the main data gathering instrument. Interview and Focus Group Discussion were also done to further solicit substantial answers to the questions. The respondents of the study were two administrators and 28 Technology and Livelihood Education (TLE) teachers.

RESULTS

The findings revealed that TLE teachers moderately manifested the personal and professional characteristics relative to work ethics but they are competent when it comes to their technical skills. However, the personal and professional characteristics of TLE teachers differ significantly when they are group according to age and field of specialization. As to continuing professional growth and development, learning initiatives and technical assistance are provided to TLE teachers. The study also disclosed that teachers' inability to pursue post-graduate studies and inadequate laboratory rooms and facilities are the problems and issues in TLE Department.

DISCUSSIONS

The results establish the need for a comprehensive program that contains different activities and strategies designed to provide more opportunities for growth and development of teachers which focused on work ethics and technical skills enhancement. This is designed for teachers to become effective, efficient and competent which will help them to deal with the rapid changes and shifting paradigms in basic education.

KEYWORDS: Work ethics, Technical skills, Technology and Livelihood Education

SUBMISSION ID: R04A-BATANC-0363

Work Ethics, Values Orientation and Ethical Leadership of School Personnel in Matagbak Elementary School

Gina Reyes

Abstract

INTRODUCTION

Making good ethical decisions require a trained sensitivity to ethical issues and a practiced method for exploring the ethical aspects of decision-making and weighing the considerations that should impact our choice of a course of action. This involves attitude, behavior, respect, communication and interaction, and how one gets along with others. In this study, we look at the varying levels of work ethics of teachers relative to their profession.

METHODS

This study used a quantitative approach. The researcher conducted an assessment as an instrument in data gathering. Personnel in Matagbak Elementary School were the respondents in this study. The researcher explained the human value scale, work ethics, and ethical leadership assessment using a simple 1-5 rating scale variable for the instrument. It gives the respondent the option of checking their answers. This scale combines different behaviors, including acting fairly and honestly, allowing followers' voice, and rewarding ethical conduct on a single scale. Although such a short scale is useful for certain research purposes, the underlying behaviors may have different antecedents and consequences.

RESULTS

The personnel who participated in this study showed different levels of adherence to work ethics, values orientation and ethical leadership in different activities and functions of the organization. It was influenced by different factors that affect their attitudes towards work such as integrity, honesty, and satisfaction. On the leadership page, viewed evidence on the traits that have been found to characterize ethical leaders such as conscientiousness; on many measurable outcomes caused by good leadership such as employee satisfaction and commitment, and on the ways, good leaders affect followers primarily by modeling ethical behavior were noted. Thus, ethical leadership, organizational ethics, and social responsibility are inseparable concepts.

DISCUSSIONS

The results show the need to focus on training and development programs on social and ethical aspects. Similar to human involvement, it was needed to be conducted in a way that protects the respondents taking part in the activity from any risks such as bodily or psychological harm and must be culturally appropriate. Moreover, the activity needs to ensure that there is free and informed consent and use no exercise of power of authority or undue influence. Furthermore, the activity needs to respect an individual's privacy and keeps the confidentiality of information.

KEYWORDS: ethics, values, school, personnel, leader

SUBMISSION ID: R04A-CAVITP-1394

**Work Ethics, Values Orientation and Ethical Leadership of School
Personnel of Pantihan II Elementary School (SY:2016-2017)**

Daisylyn G. Panganiban, Edna M. Baluyot, & Shiela Marie M. Novero,
Department of Education
(Adviser: Shiela Marie Novero)

Abstract

INTRODUCTION

In teaching profession world, most teachers would prefer to be a role model for everyone. Therefore, the responses to ethical challenges must be, among other things, articulately defended as thoughtful and reasonable and in the interest of the common good. Those reasons alone should make the study of classical ethics a worthwhile task (Donlevy and Walker, 2011). This research focuses on the three factors affecting the teaching environment in the teaching profession.

METHODS

In this study, the descriptive research method was employed to assess the human values, work ethics and the ethical leadership of the respondents. The researcher opted to use this research method considering the objective to obtain first-hand data from the respondents.

RESULTS

Based on the result of the assessment tool the researchers found out that the teaching personnel of Pantihan II Elementary School have high human values orientation, high work ethics, and a very high ethical leadership.

DISCUSSIONS

This study provides the respondents' index of human values orientation, work ethics and ethical leadership based on the findings of each survey instrument. Pantihan 2, Elementary School is composed of ethical personnel. They promote learning, development, and building for all pupils. Values, attitudes, and actions influence the impact of work. These ethical principles constitute a common ground for the development of ethical awareness.

KEYWORDS: work ethics

SUBMISSION ID: R04A-CAVITP-1376

Work Immersion Performance of information and Communications Technology (ICT) Students: inputs for Improved Work Immersion Program

Efril F. Maranan & Ma. Queencita M. Realingo, Tinga Sorosoro Integrated School

Abstract

INTRODUCTION

Work Immersion curriculum is designed to make students acquire relevant practical skills and to appreciate the significance of the application of principles and theories taught in school. This study aimed to determine the relationship between academic performance and work immersion performance of the ICT students in terms of job performance and attitude towards work. This study focuses on the work immersion performance of ICT students to further improve the work immersion program. Furthermore, it concentrates on the observable work performances of the students such as job performance and attitude towards work.

METHODS

A descriptive quantitative design of the research method was utilized in the study. This research involves Grade 12 Technical Vocational - Information and Communication Technology (ICT) students for the school year 2017-2018 of Tinga Sorosoro Integrated School who underwent work immersion.

RESULTS

Results showed that the students obtained outstanding performance ratings in terms of attitude towards work and very satisfactory on job performance. This study also revealed that there is a significant relationship between academic performance and the work immersion performance in terms of job performance, thus no significant relationship between academic performance and attitude towards work in work immersion.

DISCUSSIONS

There is a need to integrate work-related scenarios in teaching and learning activities in the core, applied and specialized subjects in consonance to the indicator of applying knowledge of content within and across curriculum teaching areas. More so, providing more case studies to analyze and simulate work instances would be considerable. It would be significant also to hold an industrial tour to familiarize students in the workplace settings prior to deployment of students. The proposed action plan for the Pre-Work Immersion Program may be utilized to further improve work immersion performance of students.

KEYWORDS: Keywords: Work Immersion, Job Performance, Academic Performance, ICT students, Pre-Work Immersion

SUBMISSION ID: R04A-BATANC-0025

Work Immersion Perspectives of Bauan Technical High School Senior High School: Basis for Proposed Partnership Plan

Apoll Joy Silang, Department of Education

Abstract

INTRODUCTION

Augmenting the competencies of 21st-century learners, Department of Education exposed the learners to work-related environment linked to their field of specialization which was fulfilled through Work Immersion subject. This study revealed the challenges and implications of immersion innovations in Bauan Technical High School Senior High School. This led to the proposed partnership plan which would aid in strengthening the partnership between the school and external and internal stakeholders.

METHODS

This qualitative study examined the perspectives which depended on work immersion experiences of Grade 12 students, Work Immersion facilitator of Bauan Technical High School Senior High School and partner institution trainers/ supervisors. The primary data collection employed was a key informant interview expressed through guided questionnaire and focus group discussion. The data were analyzed according to the research questions which emerged out of the experiences shared by the respondents.

RESULTS

The different challenges encountered by Bauan Technical High School (BTHS) in the facilitation of Work Immersion served as a basis to better improve ways on how to engage partners. With the impact of immersion innovations in BTHS, the following were successfully accomplished 1) survey on the needs of the industries, 2) inventory map of employers, 3) professional network, 4) linkages and capacity development, 5) well- matched specialization and immersion venue 6) partnership communication plan, 7) parent and community support, 8) challenging and creative activities, and 9) intervention programs. It was evident that such factors could help a lot in the establishment and build- up of strong partnerships to further fulfill the programs of the Department of Education.

DISCUSSIONS

The results reveal the need for a partnership plan to transform knowledge, practice, and identity in a professional and contextual level. The development of advocacy plan, linkages, and partnerships, curriculum development and upgrading, instructional materials development, skills enhancement training were essential in the success of Work Immersion innovation.

KEYWORDS: Work Immersion, Perspectives, Partnership, Innovations

SUBMISSION ID: R04A-REGOFF-0004

Work Performance among Teachers of Lampitak Elementary School: Basis for A Faculty Development Plan

Naris Janina Pertimos, Department of Education

Abstract

INTRODUCTION

Improving teaching and learning is always of paramount importance to a good school. A child's learning relies not only on the standards the school has to offer, but the key to excellence in teaching lies in teacher effectiveness in doing his tasks. However, there are still cases that our learners are consistently and disproportionately saddled with the weakest teachers and seldom have access to the strong instruction they need and deserve. To address the said issue, this research was conducted to leverage excellent teaching such there must be evaluation and professional development that seek to improve the quality of the teacher workforce.

METHODS

A descriptive type of quantitative action research was utilized. Using a survey, two hundred forty-seven (247) learners from Grade 4, 5, and 6 have responded to assess their perception of the teacher's level of work performance, while nine (9) teachers responded to a survey and a supplemental interview assessing the extent of their teaching performance.

RESULTS

It was found out in this study that teachers' level of work performance in the three dimensions (classroom preparation, classroom management and organization, interest and stimulation), as perceived by the learners was good with a total mean of 2.95 which means that the teachers are doing the tasks and faces fewer difficulties in utilizing those tasks. Meanwhile, the overall range for the extent of teachers work performance in three dimensions is 3.43, which means that teachers often performed the skills. It was also revealed in this study the hindering factors of why teachers weren't able to perform the tasks: due to extra-curricular activities, lack of knowledge about the subject and strategies to be used, and lack of Information and Communication Technology (ICT) Skills.

DISCUSSIONS

The results reflect that there is a need to strengthen teachers' work performance in different dimensions. The dynamism in teaching must be applied by teachers since it is the weakest skill performed, as perceived by the learners. There must also be the conduct of pieces of training and seminars on the use of Information and Communication Technology (ICT) materials such as laptops and projectors. Teachers must also be responsive to the learners' varying learning needs by using teaching styles that would cater to learners' diversity. School administrators and teachers should plan a faculty activity that would develop their skills to become an effective beacon of teaching and learning towards quality education.

KEYWORDS: work performance, perceived, hindering factors, faculty development plan

SUBMISSION ID: R012-SOUCOT-0044

Work Satisfaction of Senior High School Teachers Teaching TVL in the Division of Lipa City

Rommel Fanoga, LPT

Abstract

INTRODUCTION

Work satisfaction is significant as it affects a person's general well-being. Consequently, if a person is dissatisfied with one's work, this could lead to dissatisfaction in other areas of his or her life.

This study aims to determine the work satisfaction of senior high school teachers teaching Technical Vocational Livelihood track in the Division of Lipa City.

METHODS

The respondents of this study were the senior high school teachers teaching TVL in the Division of Lipa City for the School Year 2018-2019. The study was conducted using a questionnaire on work satisfaction supplemented with an interview of the respondents.

RESULTS

The study revealed that the respondents were satisfied in their work when it comes to colleagues and the workplace. However, respondents were not satisfied with the number of professional pieces of training and seminars provided to them.

DISCUSSIONS

The results show the need for planning and implementing additional seminars and training for TVL teachers in the Division of Lipa City to increase their work satisfaction and enhance their teaching efficacy.

KEYWORDS: work satisfaction, senior high school teachers, TVL, Division of Lipa City

SUBMISSION ID: R04A-LIPAC1-0239

Work Values and Time Management Practices among Elementary Teachers in Quezon Province: Basis for an Enhanced Program

Ramil Borreo, Department of Education

Abstract

INTRODUCTION

Work Values and Time Management are very crucial and important to each one and so with the educators. Indeed, teachers were bombarded with challenges and it was their attitudes and values that matter to adjust in their work. The fact that teachers' work is a never-ending duty, teachers need to balance their daily tasks, goals and not to mention overwhelming paperwork.

Relative to this, the researcher conducted a study with a focus on the Work Values and Time Management Practices among teachers in Quezon Province for the School Year 2017-2018 as a basis for proposing an Enhanced Program for purposes of identifying and enhancing such work values and time management practices.

METHODS

The researcher used a complete enumeration or census method in the study. The Descriptive-Quantitative Method was employed. The researcher contextualized the Super's Work Values Inventor by Donald S. Super. Data gathered were statistically treated using Pearson Product Moment Correlation or Pearson r , Percentage, Frequency, and Weighted Mean.

RESULTS

Teachers' Work Values were rated as "Highly Observable" with a mean of 3.54 while time management practices of teachers in Quezon Province were "Highly Observable" with a mean of 3.56. The computed coefficient correlation or R-value was 0.42 which signified a considerable moderate correlation. Problems encountered in regards with work values were interpreted as "Not A Problem At All" with a mean of 1.54, while problems to their time management practices were "Not A Problem At All" with an overall mean of 1.48

DISCUSSIONS

The results revealed that most of the teachers possessed highly observable work values. However, teachers were unsatisfied with the salary they were receiving. They were not also comfortable with the small number of security personnel who take charge of the peace and order inside the school campus.

Moreover, teachers were unhappy with the insufficient number of school facilities and hated too many changes in the education system. Meanwhile, teachers possessed highly observable time management practices. However, teachers were slightly having difficulties in estimating the time budget for their plans and were not able to provide a contingency plan.

The findings also disclosed that the computed coefficient correlation or R-value was 0.42 which signified a considerable moderate correlation. This implies that teachers may utilize the proposed Enhanced Program which was designed to upgrade their quality of work values and time management practices.

KEYWORDS: Work Values, Time Management Practices, Enhanced Program

SUBMISSION ID: R04A-QUEZON-0202

Work-Environmental Health and Teachers' Productivity

Sheila Belgica, Tambang Central School, Tinambac North District

Abstract

INTRODUCTION

Work-Environmental health and Teachers' Productivity sought to establish the influence of a Teacher's Environmental Health on their productivity in Tinambac North District, Division of Camarines Sur, S/Y 2015-2016. Specific problems investigated were the demographic characteristics of the respondents as to personal profile and professional attribute; the quality of teacher's work-environment in terms of job content, supervision, social aspects, communication, and benefits; the level of teacher's productivity along pupils' performance in 3 R's, community involvement, and professional enhancement; the extent of relationship between work- environment health and productivity; and the significant association between demographic characteristics of teachers' work-environmental health and productivity.

METHODS

The descriptive-evaluative and correlational methods were used in this study. The questionnaire checklist was the research instruments. Data treated statistically using frequency and percentage, weighted mean and ranking, Pearson's product moment correlation and multiple regressions.

RESULTS

Many respondents were female, married, and belonged to the rank of teacher 1, along with job content; supervision; interpersonal relationship; communication and benefits, the overall weighted mean was good. Teachers' level of productivity along pupils' performance in reading was classified as high, but low in writing and arithmetic; in community involvement and professional enhancement it was classified as high. Teachers' level of productivity in pupils' performance in reading was classified as high but low in writing and arithmetic. Teachers' level of productivity along pupils' performance in 3r's, community involvement and professional enhancement registered highly significant in job content and interpersonal relationships while significant in communication, supervision, and benefits. As to demographic characteristics and work- environmental health, the only interpersonal relationship was noted significant to civil status and length of service. As to demographic characteristics and productivity, professional enhancement and pupils' performance in arithmetic was significant to civil status and the highest educational attainment.

DISCUSSIONS

The teachers' work-environmental health significantly influence their productivity, and teachers' demographic characteristics are significantly associated with their work-environmental health and productivity.

KEYWORDS: Work-Environmental, health, and teaches' productivity

SUBMISSION ID: R005-CAMSUR-0000

Working Commitment of Baby Boomers and Millennial Teachers in Expanding High Quality Pathways to Child-Centered Teaching

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Abstract

INTRODUCTION

On the surface, a workforce composed of satisfied employees may seem like a desirable and even optimal state for an organization. But in today's global environment, it is becoming clear that job satisfaction is not enough to help forge the link between employee performance and positive organizational results. Work commitment is seen as a person's perseverance to work; commitment to a profession, and level of work engagement of meeting its goals and objectives. Baby boomers and millennial teachers have different characteristics that are extremely opposite when it comes to work commitment that made the researcher become interested to conduct a study to compare the level of commitment of the baby boomers and millennial teachers as to know the level of observance and the difference of the observance of the child-centered teaching for transformative learning that would shed a light of formulating an sustainable enhancement plan that would further improve the quality teachings in the midst of the numerous tasks they tackle every day.

METHODS

The descriptive method of research was considered by the researcher to determine the level of work commitment of Baby Boomer and Millennial teachers. An adopted questionnaire was the main data-gathering instrument. The data were statistically treated with the use of five point Likert scale, Frequency distribution data, t-test, and Pearson Product Moment Correlation to establish significant relationships between working commitment and child-centered teaching and demographic profile of the respondents

RESULTS

The findings of the study showed that the Baby Boomers and Millennial teachers in a public school in Sto. Tomas North District has an overall high level of work commitment. On the other hand, there is no significant difference in the levels of overall work commitment which implies that both have the same level of work commitment. Child-centered approaches are highly observed among the respondents and the observance level of overall child-centered with no significant difference. This denotes that the two groups of respondents possess the same observance levels of child-centered teaching.

DISCUSSIONS

The results show that work commitment has a significant influence on the teachers' observance of child-centered teaching. It was recommended that the school leaders should implement activities that will motivate the teachers to be satisfied and be engaged in their teaching career in the achievement of a long-term commitment.

KEYWORDS: work commitment, baby boomer, millennial teachers, high quality pathways, child-centered teaching

SUBMISSION ID: R04A-BATANP-1649

**Working Condition of Senior High School Teachers at General Mariano
Alvarez Technical High School**

Kyla Mae Aruta, GMATHS
(Adviser: Jane Marie Leonares)

Abstract

INTRODUCTION

The working environment is a predecessor of a good working condition in a given setting. It includes not just physical and security needs but all the levels of Maslow's Five Level of Hierarchy that are required for a suitable working environment to perform the job efficiently and effectively with the satisfaction. The study investigates the perception of senior high school teachers at General Mariano Alvarez Technical High School as to working conditions as it also determined the difference between the perceptions of teachers according to their gender.

METHODS

A purposive sampling method was used. Sixty-one Senior high school teachers from General Mariano Alvarez Technical High School that are consist of fourteen males and forty-five females teachers were the respondents of the study. Purposive sampling was used because the respondents were identified as Senior high school teachers. The respondents were given a used matrix type of questionnaire; this type is a close-ended but arranged in a table. The data gathered was statistically validated with a z-test with statistical data of frequencies, percentages, and weighted means.

RESULTS

Majority of the respondents strongly agreed that their work gives them a feeling of personal accomplishment equally with the personal, social and professional aspect with a weighted mean from 4.20 to 5.00. The result shows that the majority of good working condition was given to them satisfactorily. Moreover, the respondents moderately agreed that all the necessary materials and equipment they need are provided with a mean of 3.75.

DISCUSSIONS

The results show that working condition is a must that should be given in a good working environment. These needs when it was given will work hand-in-hand for the betterment of an individual's performance towards work, particularly to senior high school teachers.

KEYWORDS: WORKING CONDITION, SENIOR HIGH SCHOOL TEACHER, GMATHS

SUBMISSION ID: R04A-CAVITP-0687

Working Out Homework: Improving Pupils' Continuous Negligence in Accomplishing Assignments

Apolonia Padilla, Department of Education

Abstract

INTRODUCTION

Today pupils face a complex set of dilemmas about accomplishing homework but they need to do it to get the marks that are very appropriate on their performances. Teacher expertise in the subject and teaching methods enable her to facilitate the learning process but it is truly appreciated if the pupils' performance is successful and to be comparable with others. If pupils didn't learn the best practices regarding homework, pupils would be wasting valuable when learning and it is critical to their achievement. Neglecting in making assignments created a disadvantage in academic achievement and pupils need to be aware of the importance of accomplishing this task. Unfortunately, pupils have difficulty in performing their homework.

METHODS

The descriptive method of research was employed. The respondents of the study are the Grade Four pupils of Alitagtag Central School. The gathered data were tallied to determine the homework accomplishment of the pupils as well as the issues and problems encountered why pupils neglect to make their assignments.

RESULTS

Majority of the teachers marked unsatisfactory when it comes to submitting the pupils' assignment on time. The number one reason that the respondent has encountered why pupils neglected their assignment is poor study habits. The proposed intervention will contribute to the enhancement of improving pupils to work out their homework.

DISCUSSIONS

The problems being encountered by the teachers in making their assignments are poor study habits that distract pupils in making an assignment. This is because many pupils do not know how to study effectively. Pupils were unmotivated to learn. Another problem was absenteeism indicated students who were frequently absent from class absolutely no notes and assignments that may affect their grades. Another problem is the failure to complete notes and lessons because the time preferred in completing their assignments is wasted time for them. Another problem was the lack of parental cooperation.

KEYWORDS: Working out Homework Improving Pupil's Continuous Negligence Accomplishing Assignment Performance

SUBMISSION ID: R04A-BATANP-1608

Workplace-Immersion Program individual Student Performance: Basis for Community-Assisted Teaching Program (CATCH)

Ronel Batisla-On, Department of Education

Abstract

INTRODUCTION

Workplace-immersion program for Grade 12 in the Senior High School Program of Malapatan National High School started last SY 2017-2018 to provide senior high school students a venue to explore future workplaces in order learn actual works and workplace environment. Despite the existence of the program for Grade 12, there are still students that need to be reinforced to level up their skills and even their behavior towards work. The students' performance review evaluation result served as the basis of the Workplace - Immersion Program of Malapatan National High School to decide on what type of reinforcement will be provided to the students.

METHODS

This study utilized quantitative data based on the result of the students' workplace-immersion performance evaluation evaluated by immersion supervisors. Fifty-two (52) Humanities and Social Sciences students' performance review were consolidated. There were eleven (11) areas wherein the students were evaluated namely: Quantity of work, quality of work, Work ethic, Job Knowledge and Competency, teachability, organization, adaptability, initiative, reliability, Communication, and attitude/self-control. The results were summarized and categorized from highest to lowest.

RESULTS

Based on the fifty-two (52) students' performance evaluation result, highest average performance review grade was recorded in the following areas: (1) quality of work (95.00); (2) Initiative (95.00); (3) Job Knowledge and competency (95.00); (4) Adaptability (94.00); (5) Quantity of work (94.00); (6) Reliability (93.00); and (7) Teachability (93.00). On the other hand, it was found out that the students scored less in areas such as (1) Work Ethic (90.00); (2) Attitude/Self-control (89.00); (3) Organization (89.00); and (4) Communication (89.00). Focusing the attention on the areas with fewer scores, the researcher was able to design an Intervention Program Plan equipped with reinforcements in order to support the students' development in areas of work ethic, attitude/self-control, organization, and communication.

DISCUSSIONS

The results had shown significant scores that will help the researcher in designing an intervention program plan for the students. The result of the evaluation was the motivating factor in coming up with a program that will reinforce students in developing critical areas that are essential in developing them to become assets in their future work as will coincide with the Senior High School's "Job Ready" thrust.

KEYWORDS: WORKPLACE-IMMERSION PROGRAM

SUBMISSION ID: R012-SARANG-0048

Worktext for Standard Written English

Jamaica R. Tampucan, Buhaynasapa National High School, John Wilson A. Brucal,
& Ann Krissabelle T. Quilaton, Our Lady of Caysasay Academy

Abstract

INTRODUCTION

Nowadays, communication is considered as one of the skills required in this fast-changing world. It enables individual to perform well in order to be globally competitive together with other required skills of the 21st century generation. English language is regarded as a medium in communication. In the school curriculum, English language is taught with the aim of reaching the maximum potential of the students to use the language competently in both written and oral communication.

METHODS

The study used of the descriptive-quantitative method of research and used test as the main data gathering instrument. Frequency, weighted mean and correlation coefficient were the statistical tools used in quantifying the data gathered. Respondents of the study were the 197 grade 10 students of Buhaynasapa National High School, San Juan, Batangas.

RESULTS

Results of the study revealed that grade 10 students had very good performance in punctuation and spelling while they performed fairly in capitalization. Results also revealed that grade 10 students had a satisfactory performance in English. Results further showed that the performance in writing conventions - punctuation, spelling, capitalization, and abbreviation and students' academic performance have no significant relationship with each other.

DISCUSSIONS

Students' academic performance is not affected by their performance in standard written English and vice-versa. Students' grades in English do not solely affect their skill and performance in standard written English. On the other hand, the ability of students to perform well in standard written English does not necessarily equate to their academic performance in English.

KEYWORDS: punctuation, spelling, capitalization, abbreviation, standard written English, academic performance

SUBMISSION ID: R04A-BATANP-0007

World Literature sa IsPRING Quizmaker: A Structured Technology - Based Learning to Improve Student Mastery Level in Identifying Main Idea in World Literature Stories

Renante Rendon, Department Of Education

Abstract

INTRODUCTION

Majority of students (70%) experience difficulty in identifying the main idea in World Literature stories. Using "World Literature Sa iSpring QuizMaker Program" an integration of ICT - based lesson is designed to help learners identify the main idea of the literary text in English. The program addresses the common miscues of learners and increase the cognition level in World Literature. The program also equips learners with vital information on culture and traditions in order to be globally competitive. The need to address this gap is so high because for they might fail the subject and repeat the grade Level.

METHODS

For a duration of ten (10) days, learners will use the computer during regular remedial sessions using to open, view and read the materials on World Literature. Once they are done viewing and reading; they will open an iSpring QuizMaker program based on the featured Literature and then answer the ten (10) Multiple Choice Questions by clicking its radio button. Students will write their answer on a writing pad then click the Check Answer button in order to know if the answer is correct or wrong and then they will mark their writing pad with either a check or wrong mark. An on-screen quiz result will display if the learners passed or failed. The quiz score is automatically sent to the email address of the teacher for monitoring and evaluation. Students can review their answers by navigating the Review Quiz button. They must get a score of 100 percent before being allowed access to the next story. If they fail, they must retake the test. The same procedure will be repeated for every successive World Literature story and they will take a post- test at the end.

RESULTS

The comparative difference of student's mastery level before and after the intervention showed an increase of 13% of mastery level from 62% average before the intervention and 75% average after the intervention. Further results show that the intervention is effective to the students to increase their mastery level in identifying the main idea in world literature after the World Literature Sa iSpring Quizmaker Program.

DISCUSSIONS

The result shows that there is an increase of student mastery level through Implementing Technology - Based Learning. Technology - based learning stimulates and encourages students and make learning processes more exciting. The failure to address this gap evenly leads to poor literacy and capacity to be critical-thinkers. A collaborative effort among the school and teacher is encouraged to have a sustainable creation of technology- based learning materials.

KEYWORDS: World Literature on Ispring Quizmaker

SUBMISSION ID: R013-SURSUR-0267

Writing and Reading Comprehension Skills of Select Pupils of Latian Elementary School

Marlon Laspeñas, Lovely Dawn B. Pereras, & Kristel Ann J. Doctora, Department of Education Calamba Latian Es

Abstract

INTRODUCTION

Good writing and reading comprehension are essential to a person and this is achieved through intensive reading training and a lot of time. Being literate in writing is an effective way of communicating and being able to write clearly and persuasively increases the access to get something. The importance of having these skills to a pupil can be considered as a doorway to successful years in school.

METHODS

A descriptive comparative design was utilized in the study. A total of 50 respondents were chosen from all grade levels. Stratified Random Sampling was used in identifying the respondents. A standardized test was employed to assess the writing and reading skills of the pupils. The data gathered from the respondents were treated statistically using frequency and percentage analysis, weighted mean, T-test and ANOVA.

RESULTS

The results of the study did not meet the given standards. These data showed that writing skill was at 42.25% while the reading comprehension skill only got 62.00% The researchers, therefore, conclude that there was a significant difference in the writing and comprehension skills of the respondents when they are grouped according to their section and mother's educational attainment.

DISCUSSIONS

The results illustrated that reading comprehension and writing are two of the skills that cannot be related to one another. It varies based on the different factors that may help or hinder them in understanding certain concepts. The researchers recommended five different programs that will help improve the writing skills and reading comprehension of incoming students of the school.

KEYWORDS: Reading attitudes, writing skills, comprehension

SUBMISSION ID: R04A-CALAMB-0424

Writing Prompters: Improving the Writing Performance of Grade Vi Pupils on Filipino of Lianga Central Elementary School

Myra Gascon, Lianga Central Elementary School

Abstract

INTRODUCTION

The research utilized Writing Prompters, an intervention material for beginner writers to improve the writing performance of Grade VI pupils in Filipino of Lianga Central Elementary School. The intervention material focused on improving the pupils' ability to organize a paragraph with topic sentence and supporting details. The identified pupils underwent the intervention program using the Writing Prompters as intervention material for 40 days. The activities in the material enhanced the pupils' specific writing skills and improved their writing performance.

METHODS

Experimental design was used in this study to determine the effect of using Writing Prompters towards improving the writing performance of Grade VI pupils of Lianga Central Elementary School. Using purposive sampling, the respondents for this study were thirty (30) Grade VI pupils who belonged to the beginner level with regards to their performance rating in Diagnostic Writing Assessment (Filipino) for S.Y. 2017-2018. To determine the effectiveness of the Writing Prompters as intervention material in writing, mean score and t-test for dependent samples were used as statistical tools for analysis.

RESULTS

Based on the results, Writing Prompters were found out to be an effective intervention material for improving the competence in writing among beginner level writers. The difference of 6.76 in the mean scores from Diagnostic test to the 2nd Quarter was indeed significant. It was also found out that Writing Prompters motivate pupils to write. Frequent exposure to writing activity and lengthening the time of writing using the Writing Prompters improved their performance not only in Filipino but across the curriculum.

DISCUSSIONS

The study encourages Filipino teachers to improve/modify the topics in Writing Prompters based on the pupils' interests, various curricular topics and local and school current events for a meaningful writing activity. Pupils should also be exposed to different types of writing that includes narrative, expository, persuasive, letters, poetry, journal writing, and reflective writing to improve their writing skills and increase their performance in writing.

It is also recommended to conduct further research on introducing the modified Writing Prompters to a comparative study (control and experimental group) to further support the significance of the intervention material.

KEYWORDS: Writing Prompters, Writing Performance, Beginning Writers, Intervention Materials

SUBMISSION ID: R013-SURSUR-0199

**Writing Skills of Grade 7 Students in Selected Public Secondary Schools of
Taysan District: Basis for Enrichment Activities**

Karla Lyca Escala
(Adviser: Karla Lyca Escala)

Abstract

INTRODUCTION

Writing skill difficulties are one of the most significant problems that affect students. The fact that the latter do not have interest in composition leads them to become poor writers, have low scores in their courses, increase the errors in their homework, write run- on sentences and create incoherent paragraphs. Many students have learned in high school to camouflage their lack of reading and writing skills, so it is often difficult for teachers to identify their weaknesses until students submit their papers or take exams. For this reason, it is important to say that academic writing involves many requirements that students must put into practice to avoid difficulties and complications.

METHODS

The input variables such as the profile of the respondents, performance of the students in writing and their difficulties comprised the, ideas and resources used in the study. The researcher conducted a survey and documentary analysis using the self-constructed questionnaires to analyze the writing skills of the students through composition writing. The researchers also conducted unstructured interviews with the teachers and focus group discussion with Grade 7 students. Lastly, this study aims to develop the writing skills of the students through enhancement activities.

RESULTS

Most of the Grade 7 students are within the range of 11 to 13 years old and have a family income of 3,000 pesos and below. The final grades of the Grade 7 students when they were Grade 6 were merely average and most of the students liked to write songs. The general performance of the student in writing is 56 % which is average or satisfactory. Students often have difficulty in Subject-Verb Agreement, and constructing topic sentence, and often have limited knowledge of sentence structure, linkers, connectors, vocabulary. On the other hand, students seldom have poor performance in spelling, using punctuation marks, hand writing skills.

DISCUSSIONS

Based on the observation by the researcher in the academic environment, it seems that most of the students have very basic understanding in the area of writing. Factors contributing to poor writing skills of students include lack of interest, inadequate teaching/learning materials, and lack of motivation. Improving on these factors could improve performance of the students in writing. There is still room for improvement on how to inculcate knowledge to the students and the teacher must be flexible enough to adjust based on the needs of the students.

KEYWORDS: correct word choice, composition, grammar, organization of ideas, sequencing of ideas, spelling, writing activities, writing interest, writing skills

SUBMISSION ID: R04A-BATANP-2191

Yes Go Outdoor Camp: Strategy in Teaching Science Concepts and Process Skills

Susana Miranda, Department of Education Balas Boco Sta. Maria Nhs

Abstract

INTRODUCTION

Balas Boco Sta. Maria National High School has been active in the implementation of the School Based YES-GO Camp during the past five years. It provides activities that involve the application of science concepts in learning competencies across all grade levels. School Based YES-GO Camp has been a trend and one of the most awaited science activities among the students.

METHODS

The presentation of this paper used a descriptive method. The qualitative and quantitative data were analyzed, tabulated and interpreted using frequency, table and graph. It is also supported by photo documentation of the activities. The results obtained from the study will be utilized as basis for developing an enhanced YES-GO Camp.

RESULTS

This study is limited to the respondents of the school and the activities of the YES-GO Camp. The implication of the study goes beyond traditional activities done in the past. The results obtained from the study will be utilized as basis for developing an enhanced YES-GO Camp. The study also results in the realization of the importance of reviewing the practices. It gives the opportunity to enhance and improve the activities being practiced. The study revealed the top three significant activities of the student. The top ranked on the list were the science experiments, challenges and games with the frequency of 243. The second ranked was the obstacle course with the frequency of 135. The third ranked was the Fun Run with the frequency of 106.

DISCUSSIONS

The implication of the study goes beyond the traditional activities done in the past. The results obtained from the study will be utilized as basis for developing an enhanced YES-GO Camp. The study also results in the realization of the importance of reviewing the practice. It gives the opportunity to enhance and improve the activities being practiced.

KEYWORDS: Camp, YES-O, school activities

SUBMISSION ID: R04A-BATANP-1311

Yoga Exercise: tool in Improving Vocabulary in English

Jan Christopher Cafe, Senior High School Teacher II, Calauag National High School

Abstract

INTRODUCTION

This research aims to improve the level of performance in vocabulary building of Grade 9 English learners using Yoga Exercise, an intervention program. Morgan (2011] cited in Howard and Johnson 2004) justified that many students are studying with complex physical, psychological, and emotional pressures which lead to poor concentration in study. Likewise, the researcher observed that the Grade 9 second language learners in Calauag National High School had difficulty in vocabulary building. This was proven by the National Achievement results (NAT) in English. In school year 2013-2014, the NAT score was 49.16% while in school year 2014-2015, this decreased to 32.5 %. In response, the researcher conducted this study which taught the process of teaching vocabulary in a non-threatening and interesting way through one yoga exercise and one vocabulary exercise using context clues every Monday and Wednesday of the time frame.

METHODS

Pre-test- Post-test Control Group Design with the experimental group was used. This study was conducted to grade nine English of Calauag National High School in 2016-2017. The English learners were purposively, randomly selected and randomly assigned to the control group and the experimental group. English proficiency in vocabulary is limited only on the 30- item multiple choice vocabulary test made by the researcher. The statistical methods used are: percentage, arithmetic mean, standard deviation, independent t- test, and paired sample t- test. Pre-test and post-test are the instruments used by the researcher.

RESULTS

Based on the findings, the following results show that:

Both the experimental group and the control group have nearly equal level of knowledge before they were taught vocabulary.

The control group showed little increase in the mean scores (pre-test and post-test).

Comparing the pre-test and post-test mean scores of the control group and experimental group show that the score of the experimental group of 11.94 is higher than the score of the control group which is 2.43.

DISCUSSIONS

The researcher concludes that teaching vocabulary using yoga exercise before the lesson is more effective than teaching vocabulary in a static mode. Hence Yoga Exercise can serve as a tool in teaching vocabulary in schools.

KEYWORDS: Vocabulary Building, Yoga Exercise, Second Language Learners

SUBMISSION ID: R04A-QUEZON-0005

**You spell, I spell at Sto. tomas South Central School: Enriching tools in
Learning how to Spell**

Jocelyn Malijan, Ma. Almeerah Eunice P. Lim, Diana M. Quiatchon, & Carolina G.
Dazo, Department of Education

Abstract

INTRODUCTION

This research assesses the spelling level of students in the third grade of the Central School of Sto. Tomas. Because there is no Philippine instrument to determine the spelling level of the students, this research used the Developmental Spelling Assessment (DSA) Packet. According to the results, most students are knowledgeable of spelling development.

METHODS

The researchers used the Developmental Spelling Assessment (DSA) Scoring Packet to measure the spelling level of third grade students of Central School of Sto Tomas. According to the DSA Scoring Packet, 20 words are used to measure the ability of the students. The words used here are taken from the Filipino book, Batang Pinoy Ako (2014).

RESULTS

The researchers found that it is a good way to monitor the development of the students to nurture interest in practicing spelling. Furthermore, teachers will also focus on reading to the students as it is also a good way to develop and familiarize students with words.

DISCUSSIONS

In total, there are 169 students in the third grade of the Central School of Sto. Tomas. But only 105 students (62%) received spelling tests. Of these students, only 13 (12.40%) got 17 to 20 points (high level of understanding). These students came from only one group, Saint Agape. Seventy-five (75) students, or majority of the sample size (71.43%) have 7 to 16 points. This means that most students who took the test are in the knowledge development when it comes to spelling. It is sad to think, but according to this test, the percentage of those with the lowest score is higher than those who have the highest scores (16.20% versus 12.40%).

KEYWORDS: spelling level, assessment, instrument, familiarize, developmental, monitor

SUBMISSION ID: R04A-BATANP-1454

You Tube and Social Media integration to Enhance Language Skills among Selected Public-School Students in Calamba

Jestoni De Guzman, Teacher I

Abstract

INTRODUCTION

The Internet is widely used by the youth today. Because of this phenomenon, teachers should embrace this technology in teaching English to boost the interest of the students in learning. This study aims to explore social media as one of instructional tools used in teaching language skills among 21st century learners. It also aims to adapt to changes and to have computer-generated education. Siemens (2004) proposes connectivism as a learning theory for the digital age, a successor to behaviorism, cognitivism and constructivism.

METHODS

The survey questionnaire is the main instrument of the study. This study adapted and modified the research instrument of Crisologo (2016) on "Status of Information and Communication Technology Program and National Achievement Test of Selected Public Schools in Cluster 2&3 in the Division of Laguna" which measured ICT skills and competency. The respondents of this study consisted of 120 selected pupils in a private school in the Division of Calamba.

The school, Calamba Integrated School has been identified as one of the best performing schools in Calamba, Laguna. To gain entry to the school, students from both groups are similar in terms of achievement, socio economic status of the parents, and the outside school exposure to social media.

RESULTS

Weighted mean and standard deviation were used to determine the respondents' assessment of the extent of the use of Social Networking Sites and the level of accessibility through technological gadgets (medium) Pearson's correlation coefficient was performed to analyze the relationship between the following: (a) the utilization of Social Networking Sites with teacher's ICT skills competency; and (b), the teacher's ICT skills competency with students' academic performance in English.

DISCUSSIONS

Siemens proposed connectivism as a learning theory for the digital age, a successor to behaviorism, cognitivism and constructivism (Siemens, 2004). He identified the limitations of these theories: their intrapersonal view of learning; their failure to address learning that is located within technology and organizations; and their lack of contribution to the value judgments that are made in knowledge-rich environments. The concept of network is prominent in the theory of connectivism that characterizes knowledge as a flow through a network of humans and non-humans (artifacts).

KEYWORDS: connectivism

SUBMISSION ID: R04A-CALAMB-0425

Young Romance and intimacy: A Study on the Causes and Effects of an Early-intimate Relationship

Ghoannalyn Cuenca, FABINHS

Abstract

INTRODUCTION

As teens grow and develop, the creation of peer relationships-both for friendship and romance is the major focus of their social and personal lives. Falling into a relationship erases the teen's view on brighter aspects and essence of a teenage life. In this study, it was observed that committing to an early relationship brings good and bad effects especially to the youth. With these premises in mind, the researchers conducted a study entitled, "Young Romance and Intimacy: A Study on the Causes and Effects of an Early-Intimate Relationship".

METHODS

This qualitative study made used of phenomenological study method which focused on understanding the underlying meaning of the experience of the research participant from his/her perspective. In this study, ten (10) students responded to a set of structured questionnaires administered through an interview. In addition, the study also determined the common reasons of the respondents in committing to an early relationship and its effects to their lives.

RESULTS

It is revealed that the positive impacts of engaging in early relationship is that the life becomes easier for the teenagers, they become mature enough, they become more motivated, they excel in school and early relationship boosts their confidence. On the other hand, the common negative effect includes the following: time management becomes worse because most of their time was spent with their partner and the respondents had a hard time prioritizing thing which resulted in messing up with their responsibilities. In addition, one of the purposes of this study is to know the reasons why teenagers become curious to enter a romantic relationship. The positive reasons why they engaged in early relationship are as follows: to have happiness, to have a partner, to have motivation in life, to have an inspiration and to have somebody to lean on.

DISCUSSIONS

The results substantiated that there is a need of responsibility when it comes to the students who are committed in an early relationship. Moreover, this study may serve as a guide for the parents so that they will be able to learn more about their children. Furthermore, the result of this study may serve as a reference for other researchers.

KEYWORDS: Intimate, Relationship, Teenagers

SUBMISSION ID: R04A-LIPAC1-0032

**Zero No Ability on Letter Sounds of Kindergarten Pupils through Project
PARRO (Planning, Assessing, Remediation, Repetition, Output)
intervention**

Gerome C. Parro, Department of Education

Abstract

INTRODUCTION

Kindergarten is the basic stage of a child's education in school; therefore, the teacher has a significant role in developing the children's the ability to read. Thus, the researcher firmly believes that no child is a non-reader; if he/she can sound letters then he/she can unlock literacy when it comes to reading. Slow learners in the classroom without improvement or with no ability on letter sound specifically within the first semester are alarming and they require an effective intervention. Project PARRO Intervention was implemented and it was found out in this research that identified pupils can now sound letters correctly.

METHODS

This action research used the descriptive method. Data collection was based on the pupil's pre-assessment. Project PARRO Intervention was conducted on five (5) identified pupils with no ability on letter sound. Their participation and attendance were monitored regularly. Their performance on the post-assessment was used as the basis for the analysis of the result. The researcher counted the number of pupils then classified them into pupils with ability on letter sound wherein 5 out of 36 pupils have no ability on letter sound. Those 5 pupils with no ability on letter sound were chosen as participants despite their knowledge on letter names.

RESULTS

The study revealed that letter sound should be taught one at a time. As soon as the learner acquires one letter sound, introduce a new one. The researcher found out that accommodating learner's prior-knowledge, interest and hearing will effectively help model the letter sound. After the conduct of the intervention, those 5 out of 36 Kindergarten pupils with no ability on letter sounds can do the task. During the Post- Assessment, 100 percent of Kindergarten pupils can now sound letters correctly.

DISCUSSIONS

Project PARRO Intervention is designed to improve the ability of identified kindergarten pupils on Letter Sound. This is an intervention that drastically provided technical assistance to kindergarten pupils from varied activities such as: planning - set time frame on when the intervention will start and when will it end. After the class, identified kindergarten pupils were encouraged to stay in the classroom for 20-30 minutes. Assessing - assesses whether the pupils are participating or not. The researcher is sensitive to pupils' interests so they are enjoying while learning. The researcher also provided technical assistance following the mechanism to ensure the improvement of the ability on letter sounds of the identified kindergarten pupils.

KEYWORDS: Zero No Ability, Letter Sounds, PARRO Intervention

SUBMISSION ID: R013-SURSUR-0238

Zoom-in Solutions for Classroom Behavior interferences among intermediate Pupils among Julian A. Pastor Memorial Elementary School

Jocelyn Fajardo, JAPMES

Abstract

INTRODUCTION

Classroom behavior interference has been part and parcel of the educational system. It has received continuous effort and psychological innovations throughout the years, affecting learning development. With the teaching and learning endeavor, the school continuously and positively exhausts all resources to mold each pupil intellectually and morally. Given much weight on behavior supervision, the teachers seek to find solutions to manage these behavior problems to advance the pupils' academic progress. Hence, the study sought to identify the degree of seriousness of classroom behavior interferences commonly observed among pupils and zoom-in solutions to address these academic interferences.

METHODS

The study utilized a descriptive research design with researcher-constructed questionnaire as data gathering instrument. It involved thirty (30) elementary teachers from Julian A. Pastor Memorial Elementary School during the school year 2018-2019. Weighted mean and composite mean were used to statistically treat the data.

RESULTS

Disruptive behavior, withdrawing and disrespect to authority are considered moderately serious classroom behavior interferences. As indicated in the pertinent data, these behavior interferences are namely absenteeism, inattentiveness and not following assigned tasks such as projects and assignments. As educational measures, the teachers always accomplish zoom-in solutions to disruptive behaviors such as giving interesting lessons, methodology, activities and visual instructional materials. Motivation and giving recognition are always performed. Data also revealed that teachers applied zoom-n solutions for withdrawing behaviors such as providing simple activities and easy assignments and giving commendations afterwards. For disrespect for rules and authority, variation of activities and making the pupils realize the importance of courteousness are relevant behavioral solutions.

DISCUSSIONS

Zooming in solution for classroom behavior entails identifying the degree of seriousness for classroom managers. The study continuously supports the notion of positive effects of giving due recognition to the pupils thus, teachers should carefully plan to provide commendations to students' behavior. Variation of activities and passing of responsibilities are recommended. Child psychology and classroom management training are suggested to equip the teachers in dealing classroom behavior interferences.

KEYWORDS: Zoom-In Solutions

SUBMISSION ID: R04A-BATANC-0420

**Zoom-in Solutions for Classroom Behaviour interferences among
intermediate Pupils of Julian A. Pastor Memorial Elementary School**

Jocelyn Fajardo, JAPMES

Abstract

INTRODUCTION

Classroom behavior interference has been a part and parcel of the educational system. It has received psychological innovation throughout the years that affects the learning development. With the teaching and learning endeavor, the school continuously and positively exhaust all resources to mold each pupil intellectually and morally. Given much weight on behavior supervision, the teachers seek to find solution to manage these behavior problems to advance the pupils' academic progress. Hence, the study sought to identify the degree of seriousness of classroom behavior interferences commonly observed among pupils and zoom-in solutions to address these academic interferences.

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DISCUSSIONS

Zooming in solution for classroom behavior entails identifying the degree of seriousness for classroom managers. Once identified, countermeasures for disruptive, withdrawing and disrespect for rules and authority would be carefully planned. The study continuously supports the notion of positive effects of giving due recognition to the pupils thus teachers should carefully plan to generously provide commendations to students' behavior. Variation of activities and passage of responsibilities are recommended. Child psychology and classroom management training is suggested to equip the teachers in dealing classroom behavior interferences.

KEYWORDS: Zoom-In Solutions

SUBMISSION ID: R04A-BATANP-1435

Direct Impact in Academic Performance and Social interaction of Grade 1 and 2 in Yukos Elementary School Based on Shifting of Classes

Edelita Artillero, Department of Education

Abstract

INTRODUCTION

Rapid increase in the population of pupils is one of the problems resulting to the lack of classrooms. To address this problem, an alternative solution like the application of shifting of classes was proposed but this leads to advantages and disadvantages to the school and the pupils. Proposing this solution can accommodate a large number of pupils during the time when classrooms are not enough for the number of pupils and could help grade 1 and 2 to have more time for sleeping and social interaction. This situation led to an action research entitled " Direct Impact in Academic Performance and Social Interaction of Grade 1 and 2 in Yukos Elementary School Based on Shifting of Classes"

METHODS

A descriptive method of utilizing the research made questionnaire as the instrument in gathering data to discuss the "Direct Impact in Academic Performance and Social Interaction of Grade 1 and 2 in Yukos Elementary School Based on Shifting of Classes". The questionnaire focused on the time partition, teaching techniques and styles and support of parents and how they affect the performance of pupils under shifting of classes. Descriptive research is defined as a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends, cause-effect relationship and then making adequate and accurate interpretation about such data with or without the aid of statistical methods (Calderon et.al 2009).

RESULTS

Based on the data gathered, the implementation of shifting of classes have advantages and disadvantages. In terms of the social development of pupils, there is an effect on the academic performance but not on social interaction. Shifting of classes has no significant effect but failure of acquiring knowledge still depends on how teachers manage the time, effective teaching style, and awareness of parents on the support that should be given to pupils once they are out of school.

DISCUSSIONS

Through the research conducted, it was found that aside from time management, teaching strategies and techniques as well as the parents' awareness on their role in giving support to pupils once out of school, and remediation are still the best to give to pupils especially those who belong to what we call struggling learners. It is also best to have training on time management and how to properly compress the topic for the sake of providing effective and quality education despite issues on time and accommodation.

KEYWORDS: Shifting

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