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EDUCATION

Using Interventions: Its Implications on Reading Comprehension of Grade Six Learners

Daracan, Daisy V., Gatid Elementary School

Abstract

INTRODUCTION

The main purpose of this action research is to determine the implications of using interventions on the reading comprehension of Grade 6 learners in Gatid Elementary School, District of Santa Cruz for the School Year 2018-2019. Specifically, it aims to amplify the reading comprehension skills of the learners in order to raise their reading performance level. The researcher conducted an action research to prove that using interventions is one way improve the reading comprehension of the thirty-one (31) learners of section Jose P. Rizal. To ensure that learners would be provided with various reading materials suited to their needs and ability.

METHODS

In this study, the researcher used the evaluation research design through the use Philippine Informal Reading Inventory (PHIL-IRI) pre and post assessment as a tool to gather data. All the learners in Grade Six Jose P. Rizal were required to take the group-screening test. Those who got fourteen (14) and above were considered independent readers while those who scored below fourteen (14) were given the pre- test through reading of oral passage. As a result there were 30 out of 42 learners were marked as frustration and instructional reading level and consequently undergone the interventions from August to December 2018. In the end, another passage had been read as posttest in order to determine the effect of using interventions on reading comprehension of learners. The Descriptive Method was utilized to analyze and interpret the data gathered based from the guidelines stipulated in the Philippine Informal Reading Inventory (PHI-IRI) Manual of 2018.

RESULTS

Because of the reading test, there is an increased in the reading performance level of the learners. It means that the interventions used were effective and beneficial to the learners.

DISCUSSIONS

The interventions used in the study covers different skills in comprehension like noting details, getting the main idea, sequencing events, predicting outcomes and evaluating the materials read. The researcher limited the study to various reading activity in English subject only. It was done at 1:00-1:30 and 4:00-4:30 (remedial time) from Monday to Friday to avoid disruption of classes.

KEYWORDS: Reading comprehension, Instructional level, Interventions, Philippine Informal Reading Inventory, Frustration level, Improvement

SUBMISSION ID: R04A-LAGUNA-0390

**Utilize Peer Competition to Enhanced Basic Multiplication of Grade Two
Ipil-Ipil S.Y. 2018-2019**

Dela Pena, Milany, Bagumbayan Elementary School

Abstract

INTRODUCTION

Knowing math facts such as basic multiplication is essential to future success in other areas of mathematics. Students spend too much time and energy focusing on basic skills such as retrieving math facts rather than on other higher order process involved in mathematics. Unfortunately, grade-schoolers developed math skills without concurrent development of automaticity because they lack motivation and they do not have to memorize basic math facts due to availability of reference sheet like multiplication table. Therefore, this lack of motivation can lead to vulnerability and low self-esteem that can hinder their potential success.

METHODS

The study used the Descriptive method. A questionnaire was used to measure the basic multiplication knowledge of Grade Two Ipil- Ipil. The researcher observed that there are learners who lack knowledge of basic multiplication. By using peer competition in games, drills and different enhancement activities, the researcher hopes to increase the knowledge of pupils in basic multiplication. The participants for this study are the 32 pupils of Grade Two Ipil-Ipil at Bagumbayan Elementary School.

RESULTS

Peer competition boosts pupils interest in learning basic multiplication. They enjoyed learning math through games and winning prizes when they win. This ignites their competitive instinct, pushing them to eagerly memorize basic multiplication facts and win the competition. Peer competition enhances the basic multiplication of Grade Two Ipil- Ipil in a fun and enjoyable way.

DISCUSSIONS

The result of this study will help the teacher to enhance the basic multiplication of their pupils through peer competition. This may give those ideas on how to improve and make modifications in their teaching strategies in enhancing pupils learning.

KEYWORDS: PEER COMPETITION, BASIC MULTIPLICATION

SUBMISSION ID: R04A-LAGUNA-0411

Utilizing Ilearn Process in Improving Teaching-Reading Process: Basis for Reading Enhancement Program

Anne C. Elga, Claridel C. Coling, Kate Opalyn Bustamante, Louie Ditchon, & Mark Suzanne Emia

Abstract

INTRODUCTION

Reading serves as the major foundation skills for school-based learning and strongly related to opportunities for academic success (Nell Duke, 2016). Currently, the reading performance of Rogaya Bajunaid Integrated School is 264 or 64% out of 411 students identified as frustration level from grade 2 - 7. Thus, the school through the Continuous Improvement (CI) team aims to address the reading needs of the students from frustration readers to instructional or even higher to hamper the reading problems and eventually increase the performance of the pupils.

METHODS

Quasi-experimental method was used in this study. Quasi-experiments are most likely to be conducted in field settings in which random assignment is difficult or impossible. They are often conducted to evaluate the effectiveness of a treatment - perhaps a type of psychotherapy and educational intervention. The respondents were the Grade 7 students, of Rogaya Bajunaid Integrated School, school year 2016-2017. However, during the rollout, the whole school - from grades 1 - 12, took part in it.

RESULTS

The team made reading materials for kindergarten - grade 12 to be used during the conduct. They placed choices for each reading comprehension question so that the learners would be able to answer. Results showed that having a close relationship with the students, changing their behavior, lessening the absences of students would increase the reading performance of the students and eventually, can answer the questions easily. The teachers were guided into what questions to ask, were oriented and demonstrated on how to use the iLEARN process.

DISCUSSIONS

Giving choices on the higher grades will not help students to think critically and there was no close monitoring during the implementation on the proposed process were among the gaps that needed to be given attention to improve the utilization of the iLEARN. Highlighting teachers' English Lesson Plan during the reading process, posting English Speaking Zone signboard within school vicinity, corridors and gardens, and orientation and demonstration teaching on the proposed process were the considerations made by the team to boost the awareness of the teachers and students on the implementation of iLEARN process.

KEYWORDS: i-Learn, reading enhancement, reading, writing

SUBMISSION ID: R012-SARANG-0071

Various Factors Affecting the Enrollment of Students in Alternative Learning System of Maasim District

Margie S. Bayang & Mosaba A. Spadilla

Abstract

INTRODUCTION

The prime purpose of Philippine education is to protect and promote the right of every Filipino to quality, equitably and culture-based education. To cater the needs of the learners, the government formulates different programs and strategies with the cooperation of national agencies who shared common goals and objectives in education. In particular, Education for All 2015 is one of the programs, which continuously answer the barrier that hinders every learner to achieve complete education and aims to achieve that by the next generation, all Filipinos are educated. It is also mandated under this program, that by the year 2015 there will be zero drop-out rate in all schools and illiteracy will be eradicated in the Philippines.

METHODS

This study will utilize descriptive-correlative method of research to describe the various factors affecting the enrollment of students in Alternative Learning System. The respondents of this study will be the students of in Alternative Learning System Maasim District, who are officially enrolled for the school year 2017-2018. The researchers employed simple random sampling to get 50 respondents out from 70 students of the total population. The instrument used in the study is the questionnaire adapted and modified from Bacus (2012). The gathered data of this study will be analyzed and interpreted using frequency, weighted mean, and z-test.

RESULTS

As evaluated by the students, they always have positive attitude towards school based on the over-all mean of 4.68. Specifically, they are always interested to attend ALS classes ($x=4.72$), enjoy listening to the teacher's lecture ($x=4.82$), and find ALS lessons challenging and interesting ($x=4.58$). They often have self-confidence in class ($x=4.46$) and always want to continue their studies even if they get low scores in test ($x=4.84$). The students also responded that they often participate in household chores such as taking care of siblings ($x=4.34$), washing clothes ($x=4.26$), fetching water ($x=4.08$), and taking care of sick parents ($x=4.26$). They also always clean the house ($x=4.74$). However, the students in ALS seldom participate in augmenting family income ($x=2.12$). They seldom engage in farming ($x=2.44$), labor ($x=2.22$), fruits and vegetables farming ($x=1.98$), fishing ($x=1.56$), and vending foodstuff ($x=2.40$). To summarize, the students always have positive attitude towards school, often participate in household chores, but seldom help augment family income.

DISCUSSIONS

The student in the ALS have positive attitude towards school even if they are engaged in household chores and in augmenting family income. They have low socio-economic status, but are encouraged to study due to the wholesome personality traits being manifested by their teachers. The most dominant reasons why students opted to enroll in the ALS are due to lack of family support and being over-aged compared to regular students. Lessons in the ALS should include topics on developing vocational or technological skills, which can prepare them for employment after graduation. Department of Education, regarding ALS program, so that more unschooled youths will be informed of their educational opportunity, should conduct information dissemination.

KEYWORDS: Alternative Learning System, ALS, enrollment

SUBMISSION ID: R012-SARANG-0164

Using Audio Visual Activity to Develop the Letter Recognition among Kindergarten Learners S.Y. 2018-2019

Reyes, Jejaneth, Bagumbayan Elementary School

Abstract

INTRODUCTION

Preschool students are preparing for kindergarten. The kindergarten curriculum is demanding. Students are expected to enter elementary school knowing many aspects related to language arts. The problem at the preschool level is that children need to master letter recognition and letter sounds in order to prepare them to learn how to read. Young preschool students are assessed at the beginning of the school year. They have social, emotional, and academic goals. A goal for all students is that they are able to recognize all letters of the alphabet by the end of the academic year. Students practice learning letters using various activities throughout the year. However, many times at the end of the year some students have not made sufficient progress in letter recognition and in preparation for pre reading activities in kindergarten. This reality led to my thinking about ways to expand my approaches to student learning. It is important for teachers to meet the needs of all of their students. Using audiovisual activity in the classroom is a tool that can help promote the development of early reading skills. Shifflet, Toledo and Mattoon, (2012) showed that by just introducing technology into a preschool classroom, the teachers observed the students increased their cooperation and collaboration skills with one another.

METHODS

After screening all the subjects, fifteen children ages 4-6 years old are qualified for the study. They were selected because they are struggling to remain on the same level of instruction as the others in the classroom. By introducing letter names and sounds that are frequently seen or heard by students. Teach letters and sounds by reviewing them at least three different times with the learners. Model letter names and sounds by demonstrating before allowing the learners to practice writing. Record additional strategies for instruction as needed. The study utilizes a mixed qualitative and quantitative research. Fifteen session were allotted for each learners. Recognizing numbers will be taught through audiovisual activity. Each lesson plan lasted for 30 minutes. The research will be held at Bagumbayan Elementary School, Santa Cruz, Laguna. The study will use interviews with parents in gathering information about the learner's response before and after the study conducted. Observation also conducted.

RESULTS

Data supports that using audiovisual activity in the preschool classroom is an engaging and motivating way to teach letter recognition. The pre and posttest scores showed an increase in student upper and lower case letter recognition skills. The results of the study support that using audiovisual activity may help increase preschool students letter recognition skills.

DISCUSSIONS

Using audiovisual activity increased preschool students' letter recognition skills. All students made progress in increasing letter recognition skills. The one student who made limited progress was recommended for further assessment as a result of particular special needs. Many education experts believe children's preschool years are important to their educational development and preparation for success in school. The problem at the preschool level is that children need to master letter recognition and letter sounds in order to prepare them to learn how to read. The literature reveals that using technology before they enter kindergarten can be beneficial in developing students' emergent literacy skills (Beschorner & Huchison, 2013). Preschool teachers work with students on letter recognition skills as a precursor to beginning reading skills typically taught in kindergarten. Letter recognition is one of the main goals; therefore, it is addressed in many ways. The question was to ascertain the effectiveness of using this Audio Visual Activity to teach letter recognition, as measured by student performance using a teacher designed test. Research points to Audio Visual Activity integration to enhance academic motivation. Research, in the school setting, points to increasing literacy achievement through using Audio Visual Activity, with children as young as four years old. The study will help show the effectiveness of preschool in preparing children to succeed throughout their academic careers and may prevent future academic failure. Alphabet recognition has been shown to be one of the strongest and most reliable predictors of reading ability and, on its own, letter name knowledge can be as effective as administering an entire reading test. In the study, the effect of preschool attendance on the letter name knowledge was both large and practically meaningful. Although alphabet recognition is just one part of a child's overall education, it plays an

important, foundational role in developing reading skills. Kindergarten teachers should be able to differentiate their instruction in order to meet the needs of students who may

SUBMISSION ID: R04A-LAGUNA-0405

**The Use of Localized Materials as Supplementary Resources in Teaching
World History in Governor Felicisimo T. Sanluis Integrated Senior
Highschool**

Arroyo, Grenessa D., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

Educators of the 21st century are on the common frontline of defense that the booming of high-tech informational programmed instruction taking shape in the entry of millennial established highways on the air, thus making education as knowledge industry through a package of electronic classroom teaching-learning process delivered with unprecedented speed and mobility for nations and people to interact with one another by splits of seconds in the attainment of quality standard of living as a complete departure from the laggards of classical days. In the local scenario, the foregoing prelude has been strengthened by Secretary Briones (2017) that the Department of Education envisions that every Filipino in the first city to the last barrio has the infusion for the passionate love of the country through the development and enhancement of values and competencies that would enable for realization of full potential and contributory to the building of a strong nation. In order to achieve this goal, teachers need to upgrade, create interventions, and offer their time and expertise to attain quality education as a constitutional mandate. Being an educator is like having super powers hence attached with it great responsibility. Nevertheless, learners' perceptions in world history are a bit on the adverse side, in addition one of the challenges faced by educators today is the students' low achievement in the subject matter, most particularly in world history as shown by their performance in national achievement test given annually throughout the country.

METHODS

The researcher make use of weighted mean and standard deviation to determine the level of critical thinking skills of the grade 8 students in terms of their pre-test and post-test; to determine the significant difference between the pre-test and post-test of the groups, the independent sample t-test was utilized.

RESULTS

The level of utilization and validation of localized resources as supplementary instructional materials in teaching world history in public high schools in Santa Cruz District is descriptive in design. This is by utilizing purposive sampling technique as basis for distribution and retrieval of locally constructed questionnaire with five-Likert scale checklist to teacher-respondents, and pretest and posttest experimental design issuance to control and experimental groups of Grade 8 students.

DISCUSSIONS

The supplementary instructional material in teaching of World History was effective because it helped the learners relate themselves to the given situations and it gives opportunity to practice individual differences so that learners improve at their own pace

KEYWORDS: Localized Materials, Supplementary Resources, World History

SUBMISSION ID: R04A-LAGUNA-0452

Tracing Words Exercises in Cursive Form to Develop Handwriting Skills of Grade II- Acacia

Bero, Cynthia, Bagumbayan Elementary School

Abstract

INTRODUCTION

Writing is a content area where many children experience challenges throughout their educational year. It is one of the important skills that learners acquire and use throughout the school year as part of their job as students. Cursive form is one of the style of handwriting. It is a style of writing in which all the letters in a word are connected. It is written with rounded letters that are joined together. There are learners that deficient in cursive writing skills. Some Grade 2 students have difficulty writing long item using the cursive form due to their transition from Grade I writing a printed form. That why, pupils in Grade 2 pupils experience poor handwriting problem in cursive. Cursive handwriting not only allows one to write with speed, but also makes it easier to recognize words, and is in line with the body and muscle development of students (MEB, 2010). According to Duran and Akyol (2010), Writing is not a skill we are born with, but one developed only through education. Handwriting curricular, multi-sensory activities and regular direct instruction of handwriting can improve students' handwriting skills (Case Smith, 2011). Poor handwriting is a deficiency in the ability to write primarily handwriting, but also coherence (Chiver, 1999). Children with poor written forms may struggle with completing assignment and have self-esteem due to their due to their inability to express themselves (Crouch & Jakuber, 2007). There are students who deficient the ability to write cursive form. A student who has poor cursive handwriting is not able to write neatly and legibly, unable to copy from blackboard fast, slow in writing, not able to copy information legibly in his/ her notebook, and unable to complete his/her note during lessons. The researcher found out that most of Grade II-Acacia's pupils have poor penmanship in cursive. The activities to be observed in this study should focus on tracing words exercises in cursive to develop handwriting skills of Grade II-Acacia.

METHODS

In this study aiming to determine the tracing words exercises, helps improve the pupil's cursive handwriting skills. The research employed the descriptive design. The respondents of the study were taken from the 31 Grade 2- Acacia of Bagumbayan Elementary school. Writing samples will be scored using rubrics.

RESULTS

A review of the cursive handwriting of Grade II- Acacia reveals that 80% of them improved their cursive handwriting ability. The more times that pupils do these cursive tracing exercises, the more improved their handwriting skills.

DISCUSSIONS

The purpose of this study is to increase the number of pupils in Grade 2 Acacia develop handwriting skills in cursive. They were asked to trace the words exercises given by the researcher and to copy words, using cursive handwriting. The cursive handwriting of 31 Grade 2 Acacia was analyzed using the " Tracing Words Exercises and Copying Words Exercises" provided by the teacher. The findings of this research show that tracing words exercise helped to improve cursive handwriting of Grade 2- Acacia.

KEYWORDS: TRACING WORDS EXERCISES, CURSIVE FORM, HANDWRITING SKILLS

SUBMISSION ID: R04A-LAGUNA-0402

The Lived Experience of Newly Graduate Teachers Who Are in Secondary Level in Selected Schools in South Cavite

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Abstract

INTRODUCTION

Teachers mold the minds of students. The more experience teachers are, the more effective they would be. New in this noble field are the fresh graduates in the secondary level. In the past years, studies on teachers and numerous variables related to teaching had been investigated. This study aims to describe in an in-depth manner the lived experiences of newly graduate teachers assigned in secondary level for the findings of the study may offer significant insights on the field of teaching.

METHODS

The study employed the qualitative phenomenology design. A request letter was submitted to the School heads of the participants. Upon approval, an individual in-depth interview was conducted among six teachers who just graduated in college and are new in the schools. A semi-structured interview guide was prepared and used. Interviews were transcribed. Due to some misunderstanding of the audio, the researchers consulted asked the teachers for clarifications and validation. The transcripts were coded and thematically analyzed.

RESULTS

Results show that beginning teachers encountered problems in classroom management, disrespect among students, and in engaging students in the learning process. In terms of the workplace, they approach the teachers in the school, befriend them, and ask questions regarding the school policies, lesson planning, strategies in teaching, student behavior, and reports. Sometimes, they are shy and choose to discover things by themselves, there were times they felt uncomfortable and knowledgeable and unconfident of so many matters related to their work.

DISCUSSIONS

Beginning teachers find it hard teaching secondary level in the start with regard to their students, workplace, people around, and other requirements in the school. Yet, they still perform their jobs and do their best to learn and be a part of the school.

KEYWORDS: Attitude, Superior, Patience, Behavior

SUBMISSION ID: R04A-CAVITP-1383

The Perception of Guidance Services among the Learners of Kablacan Integrated School: Basis for the Enhanced Activities of Guidance Services

Johana Escalante, Mary Glenn Ramirez, & Raiya V. Tama

Abstract

INTRODUCTION

Success in life is largely dependent on an individual's wishes and aspirations. Guidance and Counselling comes in handy to assist learners in schools to have a strong focus on their aspirations. This paper wanted to assess the guidance services offered to learners in Kablacan Integrated School. Guidance and counseling is viewed as a program in service in the education system providing advisewith regards to learners education, career planning, social issues or emotional problems. This study assess the effectiveness and efficient provision of guidance and counselling services to Junior High School learners of the school.

METHODS

This study used the descriptive quantitative correlational of research through stratified random sampling. This was to determine the respondents of the study if there is a need of improvement in the delivery of the guidance and counselling services among the learners. Adapted questionnaires with corresponding checklist were used to answer the study. The study conducted in the School Year 2018-2019 among the 80 junior high school learners. The data were gathered, collated, and tabulated, subject to statistical analysis by getting the average mean. Through data analysis, solving the average mean, findings revealed that lack of satisfactory and effective activities for the services offered in schools made the learners less responsive to the services.

RESULTS

The result shows that the correlation was found out 0.52 or moderate correlation meaning there is a positive relationship between the two variables. The low perceptions of the learners to the guidance services give also a low perception to the services providers. Likewise, moderate perceptions of learners to the guidance services give also a moderate perception to the services providers. Through data analysis, the findings revealed that lack of satisfactory and effective activities for the services offered in schools made the learners less responsiveness to the services. This study supported by Glasheen, Campbell, & Shochet, (2013) untoward behavior of junior high school learners calls for effective intervention to harness their energy for productive purposes.

DISCUSSIONS

This implied that the guidance services activities of the school need plans for enhancement and innovations. The activities should not only about the learners but also on how the teachers or guidance advocate give their time and able to facilitate in the conduct of the guidance and counselling services. Through this, the problems of the learners will be addressed. The result helps the researchers to realize if there is a need of improvement in the delivery of the guidance and counselling services among the learners.

KEYWORDS: Guidance services, counselling, descriptive-quantitative

SUBMISSION ID: R012-SARANG-0174

The Performance level of Muslim Pupils as influenced by Socio-Economic Factor

Buagas Silad

Abstract

INTRODUCTION

This study aimed to find out the performance level of Muslim Pupils in English, Science, and Mathematics in the District of Maasim in the National Achievement Test as influenced by socio-economic factors. It tested the performance level of Muslim Pupils is significantly affected by the socio-economic factors and distance of residence from the school. It also established if there is a significant difference in the performance level of the Muslim Pupils when analyzed among the four ethnic groups. The performance level of the Muslim Pupils between Upland Muslim Pupils and Lowland Muslim Pupils was tested for significant difference.

METHODS

This study employed the descriptive correlation method of research. The respondents of the study were sampled from the seven elementary school of the District of Maasim. With following ethnic groups that were considered in this study were Maguindanao, Maranao, Tausug and Samal.

RESULTS

The findings of the study revealed that majority of the Muslim pupils are Maguindanaons having 5 to 8 members in their families, are earning less than Php. 5,000 every month, and whose parent did not graduate in Grade VI. Majority of the pupils also live in residences which are 1 kilometer or more, away from the schools. The Muslim pupils perform GOOD in English (mean score = 72.25) and Mathematics (mean score = 77.05) but perform FAIR in Science (mean score = 65.78). The performance level of the Muslim pupils is significantly influenced by family size ($r = -.738$, $p = .000$). The performance level of the Muslim pupils differs significantly in English ($F = 2.709$, sig $F = .047$). Both Upland Muslim pupils and Lowland Muslim pupils perform GOOD in Mathematics and FAIR in Science. The Lowland Muslim pupils perform good English while the Upland Muslim pupils got fair in English.

DISCUSSIONS

Based on the results of the study, the following conclusions are made: (1) Most of the Muslim pupils belong to poor, large families whose parents were not able to finish elementary education. Their residences are also far from school. (2) Muslim pupils perform better in Mathematics and English but relatively lower in Science. (3) Muslim pupils with smaller family size and whose residences are nearer to the school have higher academic performance level. (4) Muslim pupils belonging to the four different ethnic group significantly differ on their performance in English. (5) Lowland Muslim pupils and Upland Muslim pupils perform GOOD in English and Mathematics, but FAIR in Science.

(6) Lowland Muslim pupils and Upland Muslim pupils do not differ significantly in their performance in English, Science, and Mathematics. For Recommendations, established schools nearer the community. Disseminate information on family planning. Studies similar to this one may be conducted so as to validate or contest the findings of the study.

KEYWORDS: Socio-Economic factors, performance level, Muslim pupils

SUBMISSION ID: R012-SARANG-0079

The Principals' Approaches on Group Development of Public Elementary School Teachers in CALABARZON

Collado, Myra D., San Juan Elementary School

Abstract

INTRODUCTION

This study is designed to address and describe the Principals' Approaches on Group Development to Public Elementary School Teachers in CALABARZON for the School Year 2016-2017. The author was inspired to study the approaches of the principals to develop a stronger commitment to the group goal of the Public Elementary School Teachers.

METHODS

This study used the descriptive type of research because this method was the most fitted for this undertaking. Questionnaire was the major tool used. There were three hundred sixty (360) respondents from the twelve city divisions of five (5) provinces in CALABARZON. The school heads who managed the established school were purposely selected. For the statistical tools, this study employed the following tools: weighted mean, standard deviation, and F-Test with Pearson r and P value.

RESULTS

To determine the level of Principals' Approaches in terms of leadership styles, which are directing, coaching, participating and delegating, it was found out that the leadership styles were outstanding as assessed by the principals and teachers. The teacher and principal- respondents assessed the principals' approaches in group development of public elementary school teachers in terms of motivated, effective, job satisfied, cooperative and committed as very satisfactory while the teacher-responded outstanding.

DISCUSSIONS

To determine the level of Principals' Approaches in terms of leadership styles, the principal and teacher respondents assessed the indicators or approaches of the principals' leadership styles as outstanding and very high level based on the combined average mean 4.26, 4.22, 4.29, and 4.22, which yields from the following variables: directing, coaching, participating, and delegating. On the same manner, in terms of motivated, effective, job satisfied, cooperative and committed as VS and HL. Meanwhile, Balanquit (2015) stated in her study that directing in instructional leadership is highly appreciated and moderately experienced by the teachers in the small schools. Badulis (2015) found out that willingness and participation of group members made them perform through proper approaches study of a leader. The above studies are related to the leadership styles of a leader, which are also the focus in this study. It is vital that Principals know how to use the different approaches to have a positive connection with co-workers as the new trends of 21st Century leaders.

KEYWORDS: Coaching, Group Development, Job Satisfaction, Principals, Approaches, Leadership

SUBMISSION ID: R04A-LAGUNA-0382

The Role of Emotional Awareness and Job Stress: Basis for the Development of L.O.V.E Program in Kabalacan Integrated School Teachers

Eduardo R. Jabalde, Jr., Grace P. Dinopol & Jogenes Jeanne V. Mainit

Abstract

INTRODUCTION

Stress is recognized worldwide as a major challenge to workers health and the healthiness of organizations. Pressures at work can bring about stress. Job stress can be a real problem to the organization as well as to the workers and it can manifest itself in numerous ways.). The researchers with the approval of the school head decided to conduct such study to determine the effect of stress brought by work to the teachers of Kabalacan IS and for them to develop their emotional awareness in order to cope up with those stressors so quality work will be served to the institution, and they found out that there is a moderate negative relationship between emotional awareness and job stress resulting to the implementation of LOVE (Living Out Victorious Experiences) Program.

METHODS

This study used the descriptive-correlative design. This utilized the quantitative method of research. To describe the extent of job stress among teachers, frequency counts and weighted mean were used. To determine the relationship of emotional intelligence towards job stress Pearson r Correlation Coefficient was utilized. The researchers conducted the action research at Kabalacan Integrated School with 46 teachers.

RESULTS

Stress is evident to the respondents and got an overall mean of 4.06 with the description often. It is supported that a range of somatic and mental ailments caused by stress can be, tension headaches, allergies, back problems, colds and flu, depression (Arroba & James, 2005). This may also include anxiety, irritation, tension and sleeplessness and may lead to health compromising coping strategies such as increased consumption of the strength of the emotional intelligence among the teachers of Kabalacan Integrated School and got an overall mean of 2.34 that has the description Seldom. Peter Salovey and John D. Mayer (2000) in their influential article "Emotional Intelligence," defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Emotionally intelligent people are defined in part as those who regulate their emotions according to a logically consistent model of emotional functioning.

DISCUSSIONS

The data shows that there is a moderate negative relationship between emotional Awareness and Job Stress, which is supported by the r-value-0.48. Individuals have used various methods to handle stress, but the best that includes here is using their intelligence, especially the emotional intelligence (Sirin, 2007). This research proposed an intervention on how to respond on the job stress among teachers of Kabalacan Integrated School. LOVE (Living Out Victorious Experiences) Program will take place every last Friday of the month, the said program emphasizes on the stress management techniques and strategies with life-enriching methods of facing future pressures. Furthermore, this program was designed to help the teachers in terms of managing their stressors since according to Sternberg (2006) emotional intelligence may be learned, developed, and improved.

KEYWORDS: Emotional Awareness, Job Stress, L.O.V.E. Program, Kabalacan Integrated School

SUBMISSION ID: R012-SARANG-0116

The Role of Emotional Awareness and Job Stress: Basis for the Development of L.O.V.E Program in Kabalacan Integrated School Teachers

Yvonne Laluna, Department of Education - Sarangani

Abstract

INTRODUCTION

The teacher's role in helping the learners know the gap in their reading performance is also countable in the process of improving the performance of the students. Once learners have the capability of noticing their reading performance, they will start to cooperate with their teachers to be improved. At certain point, learners will begin to show outstanding performance in reading. One of these methods was the Bring-home strategy, which promoted desirable learning experience.

METHODS

The study utilized bring-home strategy in reading and in the improvement of the performance of the second year students during the first grading period of the school year 2012-2013. It concentrated its effort on the use of bring-home strategy as agent in the improvement in performance in Reading II. The experimental group used the bring-home strategy designed by the researcher while the control group did not. The effects of the bring-home strategy was measured by comparing the mean gain score of the experimental and the control groups in the pre- test-ports test which cove the same lessons.

RESULTS

Of the 40 students in the control group, nobody was very satisfactory; 3 or 8% were satisfactory and 37 or 92% were below satisfactory in their performance in Reading II during the pre-test. Of the 40 students in the experimental group, nobody was very satisfactory and satisfactory in their performance in Reading II. Fifty or 100% achieved below satisfactory. Of the 40 students in the study placed in the control group during the post-test, there were 5 or 12% who were satisfactory; 12 or 30% were satisfactory and 23 or 58% were below satisfactory. Of the 40 students in the experimental group during the post-test, 26 or 65% achieved very satisfactory; 10 or 25% were satisfactory and 4 or 10% were below satisfactory in their performance.

DISCUSSIONS

Though students in a class are exposed in similar process of learning a subject, they have different capability of processing the input they get. Students in a class have different abilities in accumulating the knowledge as well as in performing the competencies in the target area, thus, the teacher often finds a number of students with low performance.

KEYWORDS: bring-home strategy; reading performance

SUBMISSION ID: R012-SARANG-0227

The School Administrators' Rational Management Practices and the Emotional Intelligence of the Elementary Teachers in West Maasim District

Ruvelyn L. Homecillo

Abstract

INTRODUCTION

The role of a school administrator largely resembles to that of corporate manager. School administrators hire teachers, provide them with support, allocate them with classes, organize schedules and work groups, make strategic educational and pedagogical decisions, and represent the school in its contacts with other educational stakeholders. Thus, school administration is a crucial component for educational success. Accomplishments of teachers' daily works are always challenge by various groups of individuals, namely: policy makers, school administrators, parents, and students.

METHODS

The descriptive-correlational method of research will be used in this study. It described the extent of school administrators' rational management practices and the teachers' emotional intelligence covered self-awareness, self-management, self-motivation, empathy and social skills. The respondents of the study were the ten (10) School Administrators and the one hundred (100) permanent teachers in the ten (10) clustered elementary schools in West Maasim District.

RESULTS

The teachers rated the school administrators often ($x=3.76$) in exercising their rational management practices in the school in the aspects of facilitating, mentoring, innovations, brokering, producing, directing, coordinating, and monitoring. The school administrators rated the teachers often in their emotional intelligence in the aspects of self-awareness, Self-Management, Self-motivation, empathy, and social skills. Correlation results show that school administrators' rational management practices are significantly influenced by the emotional intelligence of the teachers in brokering($r=-0.21, p=.04$), directing($r=.06, p=.0002$), coordinating($r=.06, p=.0001$) monitoring($r=-.25, p=.012$). Their relationships are significant as shown by the values less than .05 ($p \leq .05$). The rational management practices of school administrators in the aspect of facilitating ($p=.16$), mentoring ($p=.62$), innovating ($p=.84$) and producing ($p=.09$) show no significant relationship as shown in their p -values are greater than 0.05 ($p > .05$). Emotional Intelligence of teachers is not influenced by the management practices of school administrators.

DISCUSSIONS

Results showed school administrators' rational management practices were significantly influenced by the emotional intelligence of the teachers in brokering, directing, coordinating, and monitoring. Their relationships are significant as shown by the p -values less than .05 ($p \leq .05$).

The results indicated that school administrators gave a sound management practices if they give advises to, serve as guidance counsellor to subordinates, understand individual differences of teachers, listen the problems of teachers and negotiate conflict between subordinates. The results showed rejection of null hypothesis that there is no significant relationship between the school administrators' rational management practices and teachers' emotional intelligence particularly brokering, coordinating, directing, and monitoring. However, the null hypothesis that there is no significant relationship between the school administrators' rational management practices and teachers' emotional intelligence, particularly in facilitating, mentoring, innovating, and producing are accepted.

SUBMISSION ID: R012-SARANG-0188

The Stresses of Teachers During Instructional Supervision and Their Classroom Teaching Competencies

Aida A. Macmod & Saidamin I. Aminola, Department of Education - Sarangani

Abstract

INTRODUCTION

Instructional supervision is a constant process that aims to improve the teaching performance of teachers. It offers opportunities for schools to be effective and to increase the professional development of teachers as a means of managing effectively the teaching-learning process. However, it was historically viewed as inspection to monitor and control teachers' performance. This notion makes teachers feel unsafe and threatened when they experience any form of supervision. As a result, most teachers tend to experience stress during the process of instructional supervision. Thus, this research was conducted to determine the stresses of teachers during instructional supervision in selected schools of West Maitum District. Further, it ascertains the relationship of these stresses to the teaching competencies of teachers.

METHODS

The research employed the descriptive - correlational research design with fifty-two (52) participants from selected schools of West Maitum District. Survey questionnaire was used to gather data in this study. It adapted the survey questionnaire on Classroom Teaching Competency of Teachers from Department of Education Standard-Based Classroom Observation Protocol for Educators.

RESULTS

Results of the study revealed that the teachers are sometimes or moderately stressed during instructional supervision and they do not differ significantly on their stresses when grouped according to gender ($t = .045$, $p = .964$) and according to length of service ($F = .834$, $p = .440$).

In this study, it was also revealed that there is a significant relationship between teaching competencies and the stresses that teachers experienced during instructional supervision.

DISCUSSIONS

The result of the study showed the need to address the stresses experienced of teachers during instructional supervision. Conferences/ Meetings and SLAC were initiated in every school to address the stresses of teachers during instruction supervisions. During these activities, strategies to help the teachers deal with the daily demands of teaching profession and training on capacity building and professional development will be employed to achieve better performance and quality learning. The importance of stress management is emphasized to avoid distress in the teaching profession because they are dealing with diverse learners. Teachers should also be aware of what instructional supervision and its purpose. Supervision is a part of educational programme and they should not regard it as a faultfinding mission but perceive it in a positive way to improve instruction.

KEYWORDS: Instructional supervision, stresses, teaching competencies

SUBMISSION ID: R012-SARANG-0224

**The Teachers' Perception on Disaster Preparedness and School Safety in
Cabales-Enarbia Srs. Integrated School**

Ian Caesar E. Frondoza & Rodel U. Rubia

Abstract

INTRODUCTION

This study focused on the teachers' perception on disaster preparedness and school safety of Cabales-Enarbia Srs Integrated School in terms of facilities, practices, activities, and trainings.

METHODS

Specifically, the researcher used descriptive-correlational approach as research method to assess the level of teachers' perception on Disaster and school safety of Cabales-Enarbia Srs. Integrated School in relation to roles and responsibilities under Department of Education Order no. 21 series of 2015.

RESULTS

The results have shown that the teachers' perception on disaster preparedness and school safety in terms of facilities and practices, activities and trainings is moderately high and high respectively. Moreover, the level of school readiness based on the result is high.

DISCUSSIONS

With this result the following were recommended; there is a need for the provision of sufficient emergency kits for pupils and teachers for continuous education even in emergencies and trainings and seminars for teachers must be catered to capacitate them about disaster preparedness and school safety.

KEYWORDS: disaster preparedness, school safety, teachers' perception, Cabales-Enarbia Srs. Integrated School

SUBMISSION ID: R012-SARANG-0180

The Effect of Child Protection Policy to the Enhancement of Academic Performance of Grade Vi Learners in Kayupo Elementary School

Aileen A. Gerodias, Derbylee J. Lebajan, & Julie P. Libron, Department of Education - Sarangani

Abstract

INTRODUCTION

Discipline and guidance come together to promote good mankind. As order of the municipal office, the school applied the constructing and implementation of the Child Protection Policy (CPP).

METHODS

This quasi-experimental study was conducted to determine the effect of Child Protection Policy to the learning performance across all subjects of Grade VI learners of Kayupo Elementary School. The Final Grades of learners were used in comparing the mean of performances. Mean, frequency distribution, and independent sample t-test were used to interpret the data gathered.

RESULTS

Grade Point Average of 82.475 in school year 2016-2017 and 85.33 in school year 2017-2018 revealed that the performance of learners after the implementation was higher than before the implementation. T-computed and p-value also showed that there was a significant difference among the performances of the learners in school year 2016-2017 and 2017-2018.

DISCUSSIONS

Thus, with the data mentioned above, it can be concluded that the implementation of CPP was effective to enhance the performance of learners.

KEYWORDS: Child Protection Policy, Kayupo Elementary School, quasi-experimental

SUBMISSION ID: R012-SARANG-0222

The Effect of Using Multimedia in Reading Performance among Grade 1 Pupils of Cabales-Enarbia Srs. Integrated School

Ian Caesar E. Frondoza & Ronnel A. Colastre

Abstract

INTRODUCTION

The purpose of this action research study was to determine the impact of using multimedia on the reading performance among grade one pupils of Cabales- Enarbia Srs Integrated School.

METHODS

The researchers innovate a reading program approved by the school principal with the use of projector, laptop, speakers, and microphones during classroom instruction. Early Grade Reading Assessment (EGRA) tool was used to determine the impact of using multimedia in the reading performance of the respondents. The study compares the two groups of learners, a control group, and an experimental group. Each group is composing of 30 heterogeneous pupils. It utilized quasi-experimental type of study. To determine the statistical analysis of the data the researchers used Social Package for Social Sciences (SPSS) Version 20 and Microsoft Excel.

RESULTS

The result of this study imply that there is a positive impact of using multimedia in the reading performance among grade 1 pupils compare to those pupils who were not using a multimedia in teaching reading.

DISCUSSIONS

KEYWORDS: Multimedia, Reading Performance, Grade 1, EGRA

SUBMISSION ID: R012-SARANG-0183

**The Effectiveness of ICT Integration in the Improvement of Learners'
Performance in Grade VI Mathematics**

Romina M. Amador

Abstract

INTRODUCTION

Mathematics is known and considered by many as the most difficult yet helpful subject taught in the school, wherever and whenever a learner may be. Thus, this study was conducted to determine the effectiveness of ICT intervention in the improvement of the performance of learners in Mathematics.

METHODS

The researcher conducted two Mathematics tests with the same content but different item placements. Tests were administered before and after the intervention of ICT in Mathematics. The data were gathered through the computation of mean scores, comparison on the percentage scores through the K to 12 assessment criteria, and T-Test.

RESULTS

Before the intervention, less than half of the learners passed the test, which increased, to more than 50% after the intervention. T-Test implied that there was a significant difference in the performance of the learners before and after ICT intervention.

DISCUSSIONS

Thus, with the aforementioned evidences, it was proven that teaching Mathematics using ICT is effective.

KEYWORDS: Information and Communication Technology (ICT), learner's performance, grade 4, mathematics

SUBMISSION ID: R012-SARANG-0182

**The Effectiveness of Mathematics Interventions for the Grade Seven (7)
Students of Kablacan Integrated School**

Harold B. Pelones, Janice A. Tampon, & Riza Mae O. Fronteras, Department Of
Education - Sarangani

Abstract

INTRODUCTION

Traditional teaching strategies in mathematics often mistaken to have a gap between learning and not learning by discouraging to stimulate interest and engage students in purposeful activities. Educators and researchers are aware of the learners' failures in learning, changes in curricula and teaching practices have been slow in coming. Approaches that advocate contextualized teaching and embrace apprenticeship training have been proposed in recent years and provide some solid evidence of progress toward reform. Among them are situated cognition [Brown et al 1989] and anchored instruction. However, these and other proposals are confined to school-structured situations or simulated apprenticeships, rather than actual situations that relate directly to the student. They often fail to challenge the "culture of mathematics instruction" that exists in our schools [Weissglass, 1992]

METHODS

A quasi-experimental method specifically the pre-test post-test control group of research will be used in the study. There were two intact groups of Grade 7 students as data sources. One group is the experimental group who will be exposed in using contextualized instructional materials approach in Mathematics and the other group is the control group who will be exposed to conventional method of teaching Mathematics. To determine if there is a significant difference between the pre-test and Post-test performance of the experimental group and the control group ANOVA was used. The same statistical treatment was used to examine if there is a significant difference between the posttest performances of the students exposed to each type of teaching strategies according of Rodelio M. Garin (MAM), 2017.

RESULTS

Result shows that the control group got a pre-test mean score of 11.8 and Post-Test mean score of 17.2 with the difference of 5.4 which means that there is an increase of 5.4 as to their scores. In addition, the students exposed in conventional way of teaching most likely improve their understanding in mathematics based on the result of their pre-test and post-test. It only means that the learners score slightly increase in post- test as compared in pre-test. The Experimental group got the mean score of 26.16 in the post-test. Lastly, Concerning on the result based from the table 5 Question 5, it was found out that the performance of the experimental group was significantly different to the performance of the control group. The finding implies that the use of contextualized Instructional Materials is effective in teaching and learning strategy. Rodelio M. Garin (MAM), 2017.

DISCUSSIONS

After months of conducting the experiment, it was found out that the result of the intervention is effective as shown on the pre- test and post-test scores of the control and experimental group. Therefore, it is recommended to intensify the implementation of this mathematics intervention to increase the academic performance of the learners in mathematics.

KEYWORDS: effectiveness of mathematics interventions, traditional teaching strategies in mathematics, changes in curricula and teaching practices

SUBMISSION ID: R012-SARANG-0119

The Effectiveness of Social Media as a Tool on Vocabulary Learning among the Selected General Academic Strand (Gas) Students for School Year 2017-2018

Gaelon, Marides P., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The action research aims at investigating the effects of computer and social media in improving students' knowledge of English language namely vocabulary acquisition (focused on Facebook) with the selected General Academic Strand (GAS) students for school year 2017-2018. . Social media technologies take on many different forms including Internet forums, social networks, pictures, videos etc.

METHODS

The study was conducted with a number of 30 students of the General Academic Strand, School Year 2017-18. The development in each group was measured and it clearly demonstrated a more significant improvement in vocabulary knowledge of the group exposed to the Facebook group. The results of the action research did not support the assumption that the experimental group would outperform the control group, as the differences between the two groups were not that significant. However, there was an improvement in both of the groups from pre- test to post-test scores.

RESULTS

There were no major or significant differences between the performance of Group A and B as far as the other items were concerned. This shows that there were no differences in the pre-test for both groups. It is assumed, thus, that both groups had similar knowledge about the target words before they were exposed to the test. The results of the study did not support the assumption that the experimental group would outperform the control group, as there were no significant the differences between the two groups.

DISCUSSIONS

The intent of this paper was to investigate teaching vocabulary through Facebook. It has been assumed that technologies should be used as instructional tool for vocabulary acquisition. It has also been argued that this type of learning is beneficial for foreign language learners, as it considerably builds confidence and increases learners' interest in the topic. The reasons could be the frequency of exposure as a result to an expanded language input. The study showed that students improved in vocabulary performance and confidence (even if slightly) after being exposed vocabulary via Facebook as compared to the case of students benefitting from traditional instruction only. The participants in Group A in the study appreciated this type of vocabulary instruction they were motivated to challenge themselves to improve their English.

KEYWORDS: Social Media, Vocabulay Learning, Geneal Academic Strand

SUBMISSION ID: R04A-LAGUNA-0437

The Effects of Multimedia Teaching Onkindergarten Pupils in the Development of Their Numeracy Skills

Iren A. Remando & Joelly Cyndel Gay R. Remando

Abstract

INTRODUCTION

This is an era of science and technology where science is the backbone for the prosperity of a nation .Due to the onset of technology, it has changed the dynamics of educational institute, and has also influenced the educational system, and the way people interact and work in the society. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model.

METHODS

Quasi-experimental research design was used in this study. It determined the effects of multimedia teaching on kindergarten pupils in the development of their numeracy skills. The respondents of this study were 50 kindergarten pupils who were officially enrolled at Maasim Central Elementary School during the school year 2016-2017. They were randomly assigned, 25 pupils for the experimental group and 25 pupils for the controlled group.

RESULTS

The data shows that recognition of shapes got a mean percentage of 81, recognition of numerals, 85; and count objects, 85 described as Highly Developed. Over all, the level of development of the pupils got a mean percentage of 84, described as Highly Developed. The result implies that the kindergarten pupils in the control group were found to be Highly Developed. The data shows that recognition of shapes got a mean percentage of 99, recognition of numerals, 98; and count objects, 99 described as Very Highly Developed. Over all, the level of development of the pupils got a mean percentage of 99, described as Very Highly Developed. The result implies that the kindergarten pupils in the multimedia group were found to be Very Highly Developed. There are no specific skills that needs improvement after the exposure to multimedia-aid teaching.

DISCUSSIONS

Based on the analysis and interpretation of the gathered data, the researcher conclude that with the use of multimedia teaching on kindergarten pupils can greatly help in the development of their numeracy skills. This study is beneficial to other researchers who have problems with their pupils especially in numeracy skills. The control group got an over-all mean percentage of 12 and multimedia group got an over-all mean percentage of 12, described as Poorly Developed. The data implies that there is no significant difference on the pre - test of the control group and multimedia group. The control group got an over-all mean percentage of 84, describe as Highly Developed while multimedia group got an over-all mean percentage of 99, described as Very Highly Developed. The data implies that there is a significant difference on the post test result between.

KEYWORDS: kindergarten, multimedia teaching, numeracy skills

SUBMISSION ID: R012-SARANG-0133

**The Extent of "Bullying No More" Program Implementation Basis for
Localization of Anti-Bullying Policy in Dakok Tamulon Integrated School**

Evelyn C. Villareal, Merrill Joy Buhat-Gabatan, & Rochel Fernando, Department of
Education - Sarangani

Abstract

INTRODUCTION

In the Philippines in 2014, the recorded bullying incidences totaled to 6,363 or around 31 cases per school day, 21 percent higher than the previous year (Diaz, 2015). This fact do not exempt the present scenarios in Dakok Tamulon IS. As a result, prevention and intervention plan was develop and implemented it was called "Bullying No More Program ". It was based on the 2017 recent survey of the teacher resident researcher it was found that the extent of bullying is in a high level. Therefore the researcher would like to determine the extent of bullying that happened before and after the implementation of "Bullying no more" program. This study will also include the extent of the implementation of the said program as perceived by pupils, teachers and parents basis for the localized anti-bullying policy in DakokTamulon Integrated School.

METHODS

This study employed the research and development method. The response will be coming from the Kinder to Grade 7 pupils, parents of pupils and the teacher advisers of each grade level of Dakok Tamulon IS, Nagpan Malungon Sarangani Province. The data will be gathered through anecdotal record and survey questionnaire. Statistical tools used were frequency count and percentage. The participants of this study used a purposive sampling that composed of 40 pupils and 40 parents, and the 12 teachers as advisers of each class.

RESULTS

It was found out that the extent of bullying before and after the implementation still was in a high level. On the perception of the child on the extent of the implementation of "Bullying no more" program, 88% were aware of the intervention program, 85% of the students understood the goal of the program. Only 49% says it is evidently helping them from bullies while 34% said they are guided by the policy. Merely 39% believe that the policy should strictly be and seriously followed and 33% considers the enhancement of the policy. On the parents and teachers views, they felt the same, they were aware and have understood the purpose of the program but they have observed that bullying in school was still rampant; the policy was not guiding the pupils.

DISCUSSIONS

With the high number of bullying cases despite the presence of anti-bullying program it shows that it's just averagely helping the pupils. Thus, the observed reasons of the inefficiency of the program must be considered in the enhancement of the program. The Localized Anti-Bullying Policy will be presented in Bisaya language for the pupils and parents to easily understand the content of the policy.

SUBMISSION ID: R012-SARANG-0160

The Impact of Mathematics Flash Cards on the Vocabulary Development of Grade VI Pupils Juan Luna in Solving Word Problems

Espiritu, Charmaine, Bagumbayan Elementary School

Abstract

INTRODUCTION

Mathematics is very important in our daily lives. In our modern times where all are in line with the new technology, we as individual must upgrade ourselves so that were not left behind with the changes happen. However, before a student can successfully solve a problem, he has to possess good reading comprehension, as well as analytic and computational skills. Most of the pupils can easily understand the problem if I as their teacher read and elaborate thoroughly not only the sample problem but also the whole exercises. For the pupils, that as a graduating pupil they need a deeper understanding at this level in comprehending the problem. One of the factors that affect is their understanding on the problem itself. In addition, to enhance their skills in solving word problems the different mathematics flash card that will introduce to the pupils will strengthen them to fully understand the story behind the given problem.

METHODS

The researcher focused on the group of Grade VI Juan Luna pupils and the Grade VI teachers of Bagumbayan Elementary School. The pupils were given a 50-item test that includes with almost word clues in mathematics. There will be a pre-test and posttest given. The test was designed to determine the vocabulary skills of the pupils regarding the mathematics subject. Word problems were given using the set of words within varied word problems.

RESULTS

The studies show that the different flash card can really enhance the vocabulary skills of the pupils and a great help for them to enhance their capabilities in solving word problems. The pupil's results in the given test was a great evident that their depth understanding in the mathematics terminology really increase. They became familiar with the different words that before a hindrance for them to solve a problem. The parents itself has a solely responsibility in enriching the mind of their children because they are the first

DISCUSSIONS

Proper and continuous education is really a key to have a more facetious pupil. The different vocabulary mathematical flashcards will contribute in gaining a deeper understanding on the different terminologies in solving word problem in Mathematics. A competent teacher is also a factor that will introduce that methodology to the young learners. Moreover, of course, the parents that will help the teacher in continuing what was inputted in the mind of the learners. Enriching the vocabulary skills of the learners will also helped the pupils they can easily apply what have learned in other subjects. As a result, the pupils were now more confident in solving different word problems.

KEYWORDS: MATHEMATICS FLASH CARDS, VOCABULARY DEVELOPMENT, SOLVING WORD PROBLEMS

SUBMISSION ID: R04A-LAGUNA-0400

The Impact of Mathematics Word Clues on Vocabulary Development of Grade V- Taurus Pupils in Solving Word Problems

Ansay, Frederick, Bagumbayan Elementary School

Abstract

INTRODUCTION

Mathematics as one of the major learning areas in school also stands as one of the major lore where one has to deal with all throughout one's life. Word problems in mathematics often pose a challenge because they require that pupils read and comprehend the text of the problem, identify the question that needs to be answered, and finally create and solve a numerical equation. Many of our pupils may have difficulty reading and understanding the written content in a word problem. If a pupil is learning English as a second language, he might not yet know key terminology needed to solve the equation. This is for the reason that Mathematics is but a natural part of our daily lives. In view of this, the researcher gathered information on the pupils themselves to figure out why they performed least in Mathematics even in a simple Mathematical word problem. It cannot be denied that problem solving is an important part of Mathematics education. Mathematics, in general, is an important subject because of its practical role to a person and the society as a whole. However, before a student can successfully solve a problem, he has to possess good reading comprehension, analytic and computational skills.

METHODS

The group of 35 Grade V- Taurus pupils at Bagumbayan Elementary School was given a 50-item test that includes with almost word clues in mathematics. The test paper was designed to determine the vocabulary skills of the pupils regarding the mathematics subject. A pre-test was administered and the result was taken. They were then given treatment through the use of different interventions. This included the following: *Recognizing the word clues in each item of the test. *Defining each term. *Grouping the words as to the four basic operations. *Spelling Drills on the given words. *Giving word problems using the set of words within varied word problems. *Formulating their own problems using such word clues.

RESULTS

The use of vocabulary enrichment focusing on the word clues frequently used in mathematics positively helps in how a certain child will answer a certain mathematical word problem Mathematics is not just about computational skills but what leads to that understands the language where it was relayed.

DISCUSSIONS

Mathematics word clues helped pupils in discriminating among the many information given in the mathematics word problem and eliminating the data that are not necessary for obtaining the solution to the problem.

KEYWORDS: MATHEMATICS WORD CLUES, VOCABULARY DEVELOPMENT, SOLVING WORD PROBLEMS

SUBMISSION ID: R04A-LAGUNA-0413

**The Impact of Reading Remedial Classes on Reading Proficiency Levels
among Students of James L. Chiongbian National Trade School**

Catherine Fernandez & Virgilio P. Soriano, Jr, Department of Education -
Sarangani

Abstract

INTRODUCTION

This study aimed at evaluating the reading proficiency levels of the James L. Chiongbian National Trade School across year levels over the past three school years from 2014 - 2017 and the impact of the Reading Remedial Classes conducted last school year 2016- 2017.

METHODS

The Philippine Informal Reading Inventory (Phil-IRI) is the main instrument used in order to categorize students as frustration, instructional and independent readers. This is conducted among students of JLCNTS during the early part of the school year and post-test is conducted towards the end of the school year. Students who were found to be non-readers and within the frustration level are subjected to reading remediation.

RESULTS

The study found out that a high percentage of incoming Grade 7 students fall within the frustration level. The incoming grade 7 students have poor reading abilities upon entering high school. Their reading ability improved as they moved to the next grade level. The percentage of students becoming independent readers tremendously increased. The measures undertaken by the school such as the summer reading camp which is made compulsory to all incoming grade 7 and the remedial classes conducted to identified non-readers and students whose reading proficiency level is within the frustration level have helped improved the students reading ability.

DISCUSSIONS

Phil-IRI, reading skills, reading proficiency, frustration, instructional and independent readers

KEYWORDS:

SUBMISSION ID: R012-SARANG-0223

Supervisory Practices of Education Program Supervisors in Using the New Tool: Basis for Teacher's Capability Program

John Louie L. Maguate & Laforeza L. Maguate

Abstract

INTRODUCTION

Student learning is the essential function of the school and effective instructional supervision is one of the critical aspects in a school system in order to reinforce and enhance teaching process that will lead to efficient student learning. According to Morrison (1993), the education process has three components, namely: the learner, the teacher, and the school. These components are indispensable and must function together to create conducive learning experience. Binding these components is the process called supervision that facilitates the professional growth of a teacher who bridges the world and the learner.

METHODS

This study was conducted to provide teachers with appropriate intervention, training, and assistance to enhance the teaching-learning process in the Municipality of Malungon. The study used descriptive quantitative method in analyzing and interpreting the data.

RESULTS

Findings showed that teachers got low results in the domain 3 or on the aspect of learner's diversity. The lowest among the domains is the percentile rank of 6.92%. This led to the formulation of the capacity-building program to uplift the result into integrating level from consolidating level.

DISCUSSIONS

Furthermore, East Malungon got the lowest average rate with 7.22% among the four districts. Teachers, school heads, and supervisors were encouraged to attend training to enhance their knowledge on the diversity of learners.

KEYWORDS: Teacher's capability program, supervisory practices, Municipality of Malungon

SUBMISSION ID: R012-SARANG-0141

Teacher Attributes, Exposure and Utilization of Localized Instructional Materials in Public Secondary Schools Santa Cruz District: Basis for a Proposed Training Design

Coroza, Julita M., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The researcher believes that when the students are given the chance to learn through more senses than one, they can learn faster and easier. The use of instructional materials provides teachers with interesting and compelling platforms for conveying information since they motivate learners to learn more. This study was primarily designed to give description and analysis of the attributes, exposure, and utilization of localized instructional materials of teachers teaching Araling Panlipunan in public secondary schools in Santa Cruz District.

METHODS

A descriptive method of research was used as the research method and the questionnaire was developed and used as the key instrument. There were 52 Araling Panlipunan teacher-respondents covered by the study from the identified two (2) public secondary school in Santa Cruz District, Division of Laguna. Descriptive statistics like frequency count, percentage, ranking and weighted mean was used in addressing the general characteristics of the sample. One-way analysis of variance (ANOVA) was used in comparing the teachers' attributes, extent of exposure with the extent of utilization of localized instructional materials.

RESULTS

The findings of this study indicated that all teachers teaching Araling Panlipunan in public secondary schools in Santa Cruz District were academically qualified with some even had gone beyond their college degrees. They were experienced teachers as most of them had been in the job for more than 5 years. However, most of these teachers had not attended higher level of training which is important because it update teachers on new teaching techniques especially in localization and use of appropriate instructional materials. The findings also revealed that teachers teaching Araling Panlipunan were not well exposed in the making of localized instructional materials. In addition, localized instructional materials for teaching Araling Panlipunan were largely available in public secondary schools specially worksheets, projects, globes and maps. There was also a moderate extent of teachers' utilization of localized instructional materials although these instructional materials are largely available.

DISCUSSIONS

The use of localized instructional materials in teaching Araling Panlipunan was effective because it helped the students to develop a deep understanding of the lesson, and what is important is that the students are able to convert these learning to real life by exercising creativity, critical thinking, problem solving, and decision making.

KEYWORDS: Localized Instructional Materials , Utilization, Validity

SUBMISSION ID: R04A-LAGUNA-0454

**Teacher Influence and Corrective Measures on Behavioural Problems of
Grade Three Pupils of Santa Cruz Elementary School**

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(Adviser: Cabrales, Armin)

Abstract

INTRODUCTION

Economic and social progress of a nation depends largely on the quality of its educated citizens. Education has always been an important element in our society. It is the formation of man, it is the empowering tool to accomplish things; it is one determining element to provide overall welfare. It is believed that it is not only the teacher's personality but also the work values and discipline practices imposed by the teachers that affect the performance of the students. In relation, teachers constitute appropriate behavior, enforcement of the school and classroom rules, and proper adherence. However, even in school environment with excellent discipline and related preventive measures, problems still arise and therefore must be addressed.

METHODS

The researcher used the descriptive method. A descriptive research is a research study that has their main objective and the accurate portrayal of the characteristics of individuals, (Lauer 2016).

RESULTS

The utilization of this research to impose the positive behavior of the identified grade three pupils was proven an effective tool. The graph shows a response of the pupils to the survey given by the teacher. It shows that the highest number of pupils answer is "sometimes". This means that the teacher should give full attention to those pupils with behavioral problem. Full involvement of the parents / guardian created awareness towards the development of the behavior of pupils that affects their study habit. Evident parent participation is supported by attendance and consistent involvement in different school activities.

DISCUSSIONS

The most common reason on why pupils are having behavioral problems is that they are not focused his/her attention on her teacher instructions, classroom lessons and assigned work. They are not showing interest in listening during class discussion. It will affect the academic performance of the pupils.

KEYWORDS: Behavior, Discipline, Teacher, Pupil

SUBMISSION ID: R04A-LAGUNA-0379

Teacher Management Skills: Avenue towards Improved School Performance

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Abstract

INTRODUCTION

The 21st century teacher management skills, they are not new but are newly important because they are in demand today. Those skills should possess self and task management skills such as self-monitoring, self-direction and project management skills. These interpersonal skills include communication, collaboration, cross-cultural, leadership, and social skills. The cognitive skills include critical thinking, problem-solving, and creative thinking skills. And ICT Literacy such as info media technology and technological literacy (Corpus,2012). This study explores the 21st century teachers' management skills self and task management, interpersonal, cognitive and ICT literacy and the effect or influence of teacher management skills in the performance of school.

METHODS

The researcher used two sets of questionnaire as research instrument of the study. The teachers' management skills and the school performance were described using the descriptive method. It involves school principals and selected professionals teachers in Santa Cruz District.

RESULTS

The teachers' management skills are all significantly effect to the school's performance in terms of awards and recognition. The teachers' management skills as to self and task and interpersonal were found to be significantly effect to the pupils' performance in terms of awards and recognition. However, cognitive and ICT literacy were found to be not significantly effect to the pupils' performance in terms of awards and recognitions. The teachers' management skills only ICT literacy was found to be significantly effect to the school performance as to IPCR. However, self and task, interpersonal and cognitive were found to be not significantly effect to the school performance in terms of IPCR. The teachers' management skills as to self and task, interpersonal, cognitive and ICT literacy are not significantly effect to the school's performance in terms of SBM. The teachers' management skills as to self and task and interpersonal were found to be significantly effect to the school's performance in terms of PBB. However, cognitive and ICT literacy were found to be not significantly effect to the school's performance in terms of PBB.

DISCUSSIONS

The teachers' management skills as to self and task management skills, interpersonal skills, cognitive skills, and ICT literacy influence to improved school's performance in terms of awards and recognition, IPCR, SBM and PBB.

KEYWORDS: Management Skills, Improvement, School Performance

SUBMISSION ID: R04A-LAGUNA-0377

Teacher-Made Supplementary Material for the Enhancement of Problem Solving Skills in Mathematics 10

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Abstract

INTRODUCTION

Education is a vital constituent in a student's life to succeed and have a better future. Learners' perceptions in mathematics are a bit on the adverse side; in addition, one of the challenges faced by educators today is the students' low achievement in the subject matter. The study aimed at validating and accepting a teacher-made supplementary material to be used for teaching Grade 10 Mathematics. Fifty (50) Mathematics teachers in terms of usability, relevance, adaptability, aesthetic value, validated the teacher-made supplementary material and sequencing; it was also accepted in terms of objective, content, development, and evaluation.

METHODS

During the implementation of the teacher-made supplementary material, two groups were used, the control group and experimental group consisting of forty-five (45) students each; the sample was purposely taken for the convenience of the researcher. A quasi-experimental nonequivalent control group design was applied in this study to determine the effectiveness of the use of teacher-made supplementary material in teaching Mathematics 10. The researcher made use of weighted mean and standard deviation to determine the level of problem solving skills of the grade 10 students in terms of their pretest and posttest; to determine the significant difference between the pretest and posttest of the groups, the independent sample t-test was utilized.

RESULTS

From the data gathered and interpreted, the following conclusions were derived: The teacher-made supplementary material was very effective because it provides additional activities wherein the level of difficulty can accommodate all types of learners and encourage them to create high quality responses. It also provoked the critical thinking ability of the students and improved their problem solving skills. The problem solving skills of the students who used the teacher-made supplementary material significantly improved than those students who did not use it.

DISCUSSIONS

Teachers are encouraged to be creative to construct instructional materials that may appeal and contribute to students learning and help them be motivated. Teachers may be more specific in creating objectives to help the students accomplish a specific competency and achieve mastery of the given lesson within the allotted time. Researcher may produce an instructional material that may aid the students' familiarity to a given situation and acquaint them to different method and solutions that can be applied to real life circumstances. School Administrators may encourage teachers of different specialization to create more teacher-made supplementary material. This is for the improvement of the teaching, learning process, and the quality of education. Similar studies about the use of supplementary material in strengthening the students' performance not just in Mathematics but in other subjects too should be conducted and should use other variables aside from those considered in this study.

KEYWORDS: Acceptability, Adaptability, Aesthetic value, Development, Enhancement, Evaluation, Supplementary Material

SUBMISSION ID: R04A-LAGUNA-0451

**Teachers' Performance Commitment Review of West Maitum District:
Basis for the Development of Project ED**

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Abstract

INTRODUCTION

The demand of improving the quality of teachers becomes one of the central concerns of the government in most countries to increase the level of performance of the pupils. Despite the trend of IPCRF and TDNF as a tool of assessing teachers' performance, there are still teachers who are struggling to improve themselves based on their weaknesses because of the lack of knowledge in creating a development plan that will help reach their career goals and improve current job performance. With the above information, the researcher attempted to evaluate the performance commitment review of the teachers, teachers' developmental needs and formulate a development plan that will address the needs of the teachers.

METHODS

This study utilized the research and development method of research. It developed the PROJECT E.D (Educational Development), a Professional Development Plan for Teachers. A documentary analysis was done to determine the level of teachers' performance commitment review and teachers' developmental needs. The respondents of the study were the Teachers of West Maitum District in the Division of Sarangani, Region XII. They were 140 teachers in all. The study also utilized purposive sampling method selecting teachers based on the objectives of the study.

RESULTS

The teachers have very satisfactory performance commitment level. These results imply that teachers are efficient in performing various indicators that will help promote the education of the learners and support the goals of the institution. The results imply that teachers need to have a vast knowledge and understanding to perform their responsibilities given to them outside the classroom to reinforce the teaching- learning process. Further, the school and the community should build a strong relationship as partners in supporting the education of the learners. This reality underscores the roles of the teachers are significant to increase the performance of the school.

DISCUSSIONS

In conclusion, this study has shown that teachers have very satisfactory performance commitment in performing their roles and responsibilities and believe that their performance is significant in achieving the goals of the school. Teachers as strong determinants of school performance develop and implement programs for the welfare of the learners and the school. The school heads of West Maitum District Schools are recommended to support intensively the teachers in their performance commitment and encourage collaboration to support other teachers who needed assistance in the school. In addition, teachers needed to improve their performance in conducting school activities that will reinforce learning and increase their level of involvement in the community. Lastly, a teachers' development plan formulated by the researcher focusing on the least scored indicators can serve as guide to the teachers and the administrator to help maximize the potentials of the teachers and improve their performance. This tool provides a systematic approach to support learning and growth of teachers relevant to the goals of 21st century education.

KEYWORDS: teachers' performance commitment, improving quality of teachers, increase level of performance of pupils

SUBMISSION ID: R012-SARANG-0092

**Teacher's Preparedness in Responding Common Health Problems
Experienced By the Grade 7 Students: Basis for Health Preparedness
Program**

Shahira Musa-Naraga, RN

Abstract

INTRODUCTION

This study aimed to find out the teacher's preparedness in responding common health problems experienced by the Grade 7 students during classroom hours.

METHODS

The study used qualitative and quantitative research design. The respondents of this study were thirteen (13) Grade 7 teachers of GSAT using purposive sampling method. The researcher formulated a questionnaire and was validated by three Registered Nurses of GSAT.

RESULTS

Furthermore, the study showed that the most common problem experienced by the students were abdominal pain (100%), followed by headache and fever (84.62%), toothache and dysmenorrhea (53.85%), minor lacerations (38.46%), nausea (30.77%), insect bite, nose bleeding, sprain and sore throat (15.38%) and fainting and vomiting (7.69%). Moreover, there is a lack of supply of emergency kit in every classroom of Grade 7. Likewise, the teachers were interested to attend seminars on Health Preparedness.

DISCUSSIONS

Thus, this study aimed to serve as source for the creation of an effective program for safety education and plans to responds on the identified common health problems.

KEYWORDS: Common Health Problems, Health Preparedness

SUBMISSION ID: R012-SARANG-0190

Teachers' Teaching Behaviors with Their Grade One Pupils' Self-Concept and Academic Achievement

Joan C. Valmores

Abstract

INTRODUCTION

Teachers are considered as the second parents of the pupils in the school and they greatly influence them through teaching. They should possess certain characteristics, which are translated through their teaching behaviors that could make the most effective teachers in the profession. In this study, the researcher would like to know that teacher's teaching behaviors significantly influence their pupils' self-concept and academic performance.

METHODS

A descriptive method of research was employed. This involved the entire population of 26 Grade 1 Teachers with their 156 pupils, utilizing the questionnaire to gather the needed data. Frequency count, percentage, weighted mean, and spearman rho were employed to treat the data to arrive at valid results.

RESULTS

Teacher's teaching behaviors were good in the areas of conveying personal attributes; establishing set and using questions. They were excellent in terms of providing clear instruction. Self-concept of the pupils comes in varying degrees but majority had positive level. Most of the pupils had satisfactory level of academic achievement. Teacher's teaching behaviors significantly influenced their self-concept and academic achievement.

DISCUSSIONS

The results showed that teacher should establish a supportive environment to develop a positive self-concept of the learners. They must attend training and seminars to improve their teaching behaviors and skills. Parents should help their children develop healthy self- concept and hone them to attain higher academic achievement.

KEYWORDS: Teachers, teaching behaviors, self-concept, academic performance

SUBMISSION ID: R012-SARANG-0130

Teachers Teaching Styles and Their Influence to the Learners Problem Solving Skills in Mathematics

James Tuban - Ryan C.

Abstract

INTRODUCTION

Every teacher has his own style of teaching. Teachers hold a vital role in the process of learning. To ensure that the learners will receive the learning that works for them, it is essential for teachers to experiment with different styles, and dare themselves to find a strategy that will provide the needs of their learners. Filipino students have poor performance in Mathematics. It was found out that misconception in the process of solving Mathematical word problem causes this poor performance. In this study, the researcher is interested to determine the relationship of teachers' teaching styles on the problem solving skills of the learners in Mathematics

METHODS

The study utilized the descriptive - correlational research design. The different types of teaching styles were correlated with the problem solving skills of learners in Mathematics. One hundred twenty learners from four identified public secondary schools responded to a set of questionnaires and test.

RESULTS

The facilitator teaching style is manifested the most by Mathematics teachers. However, learners' level of problem solving skills in Mathematics is Poor. The teachers' expert and facilitator teaching styles have significant relationship to their learners' problem solving skills. It was also found out that gender has nothing to do with the problem solving skills of learners in Mathematics.

DISCUSSIONS

Teacher should play the role of a facilitator to have a greater learning outcome. Mathematics teachers should provide more activities where learners able to develop their creative skills, logical thinking skills, and problem - solving skills like having a group performance task where the learners have to engage themselves in solving real life problem.

KEYWORDS: Teaching style, problem solving skills, Mathematics

SUBMISSION ID: R012-SARANG-0124

**Teacher-Student Gap and Academic Performance of the Senior High School
Students of Malalag Cogon National High School: Basis for Values
Enhancement for Teachers**

Ardith L. Maban, Argene S. Larano, & Jujohn A. Bejona, Department of
Education - Sarangani

Abstract

INTRODUCTION

This new generation of students is referred to as the 21st Century Learners. These learners are expected to work, sell, compete, and manage resources across the world. While it is true that personal attitude of the learner affects his/her pace of learning, it is also strong to believe that the relationship and interaction between the teachers and students greatly affect the learning process of the learners. In spite of the fact that 21st century learners are potential resources of the country, it is also undeniably right that number of students is still intellectually deprived as manifested by their General Percentile Average (GPA). Furthermore, researchers have also noticed differences in the class interaction and participation of the learners in teachers with high gap, as compared to that of low gap.

METHODS

This study made use of a quantitative design specifically the descriptive correlational survey. With the use of Slovin's Formula, 67 Senior High School students were randomly chosen from the population, proportionately represented by the three-track offering of the school i.e. Accountancy, Business & Management, Technical Vocational Livelihood (TVL) and Sports Track. Furthermore, a survey questionnaire was used in gathering data, which was anchored, on the study of Michiko Kasuya on Classroom Interaction Affected by Power Distance. The researchers used a 4-point Likert scale in determining the level of gap between the teachers and students, while extent of relationship between academic performance and level of teacher-student gap was measured through Pearson Product Moment Correlation.

RESULTS

The level of gap between the teachers and the students in Malalag Cogon National High School was described to be still high as manifested by 3.03 (agree) grand weighted response of the respondents. It was also shown that the average General Percentile Average of the respondents was 86%. Consequently, based on the results of the two variables, it was found out that there is a moderate negative relationship between teacher-student gap and academic performance of the respondents. This result shows that as the level of gap between the teacher and student's increases, academic performance of the respondents tend to decrease.

DISCUSSIONS

This findings shows that there is a need for the Malalag Cogon National High School to look into this issue. The result on the relationship between the two variables posed a significant matter if academic performance of the students is to be pursued. This result is supported by the study of Hiromi Hadley in her study Power Distance: Implications for English Language Teaching. She stated that learners do best when they feel that teachers are open to their questions. This results implied that although an amount of respect has been placed to the teachers, educators in the said school should be open to understanding and accepting the

KEYWORDS: teacher-student gap; teachers' enhancement

SUBMISSION ID: R012-SARANG-0073

**Teaching Instruction: Straight Out MTB-MLE Challenges of Francisco A.
Cagang Sr. Integrated School (FACIS) in Sarangani Division**

Aurelio C. Cagang

Abstract

INTRODUCTION

METHODS

The teachers in their respective classrooms where the observations occurred spoke the Mother Tongue (MT) used as the language of instruction, and all had completed the series of MTB-MLE trainings held by Department of Education office in Sarangani Division, Region XII. The result of this study touched the heart of the learners by observing the performance of the teachers and determined the success or the problem of the implementation.

RESULTS

The teachers in their respective classrooms where the observations occurred spoke the Mother Tongue (MT) used as the language of instruction, and all had completed the series of MTB-MLE trainings held by Department of Education office in Sarangani Division, Region XII. The result of this study touched the heart of the learners by observing the performance of the teachers and determined the success or the problem of the implementation.

DISCUSSIONS

This study concluded that the MTB-MLE instruction based on the curriculum is another held back for teaching instruction the ever-challenging tasks of the teachers.

KEYWORDS: MTB-MLE, Francisco A. Cagang Sr. Integrated School (FACIS)

SUBMISSION ID: R012-SARANG-0078

Technical Vocational Graduates Profile on Competency, Curriculum Exit, Employability and Course Enrolled in College: Basis for Revisiting of Senior High School Track Offered of West Maasim District

Christy M. Batiancila, Joel M. Ligoyligoy, & Lino A. Corneja, Department of Education - Sarangani

Abstract

INTRODUCTION

The wealth of the nation depends more on its people, management, and government, than on its natural resources. Education helps to enhance the knowledge based of a nation and therefore it has a vital role to play in shaping the future of a nation. (Gill and Lashine, 2003). The humanistic schools stress the importance of taking the right path into a lifelong career that make them an active, productive partners of growth to the community and the country. The purpose of this study is to examine critically the technical vocational graduates profile relative to competence, employability, and college course enrolled of West Maasim District, Maasim Sarangani Province.

METHODS

A purposive research design was used. There were 119 respondents of the total population of three senior high schools of West Maasim District. The study avails the multi - level approach study to find out the Technical - Vocational graduates profile across schools relative to; competency, curriculum exit, track alignment on college course, career or employability alignment.

RESULTS

The result of the study yielded that there is a significant difference on the profile of students' across schools relative to competency, curriculum exits, track alignment on college while on career or employability alignment, there is no significant difference across schools.

DISCUSSIONS

With the results presented, it shows that there is no significant relationship between the track offered of the three senior high school relative to competency, course enrolled in college. Thus, there is a need to revisit the track offered of the three senior high schools in West Maasim District and should offer Academic Track specifically HUMMS and GAS.

KEYWORDS: techvoch graduates; employability; competency

SUBMISSION ID: R012-SARANG-0147

The Benefits of Wellness Dance among Grade 7 Students

Tope, Ma. Andrele B., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

Dance wellness is comprised of a wide array of components that share the common goal of the overall health and well-being of the dancer. Drawing from a number of disciplines, dance wellness seeks a balanced, integrative, and interdisciplinary approach to health and well-being; Dance wellness has three primary functions - education, service, and research. The rationale supported the dance wellness curricular model. Cardinal, et. al (2015)

METHODS

The study used two sets of questionnaire for the two hundred (200) respondents from grade 7 and ten (10) MAPEH teachers. Table 7: Present the Performance of Grade 7 Students' in P.E. with respect to Academic and Non-academic. The mean level shows 88.4 with standard deviation 1.46 was interpreted as "Very Satisfactory" while the non-dancing group (academic) performance of the students in terms of grade point average the mean level shows 86.4 with standard deviation 1.57 was verbally interpreted as "Very Satisfactory"

RESULTS

There is a significant difference in between the performance of the dancing group and the performance of the non-dancing group in the Benefits of Wellness Dance among Grade 7 students' as indicated by the computed t value of 9.08 significant at 0.05 level. Therefore, the null hypothesis is accepted.

DISCUSSIONS

It was recommended that to improve the Wellness Dance of the (1) Teachers may encourage the students to promote the good health benefits of the wellness dance inside and out of the school. (2) Everyone needs to motivate and should implement the wellness dance in PE. (3) Facilities and equipment must be provided and the administrative support be extended to improve the implementation of the wellness dance program. (4) Time allocation and community support should also be pledged for continuing of the wellness dance program.

KEYWORDS: Wellness, Academic Performance, Health Benefits

SUBMISSION ID: R04A-LAGUNA-0457

**The Common Offenses Committed By Secondary Students in Conflict with
Child Protection Policy and School Code of Conduct**

Naizar M. Juanday, MAED

Abstract

INTRODUCTION

This study was conducted to determine the common offenses committed by secondary students of Cabales- Enarbia Srs. Integrated School in conflict with child protection policy and school code of conduct.

METHODS

In order to accomplish its main purpose, the quantitative approach was employed which specifically utilized the descriptive survey design. Thirty selected secondary students served as respondents of the study. The school created the technical working committee to construct and disseminate intensively the information about child protection policy and school code of conduct. An intervention and advocacy of the school should be implemented to promote the physical and psycho- socio emotional health of secondary students. In line with this, the school conducted meetings with students, parents, stakeholders, and the community as a whole to orient the child protection policy and the school code of conduct.

RESULTS

Findings revealed that absenteeism is the most committed offenses in general. The common causes or reasons of offenses were due to influence of others, this ranked number one among the ten causes of offenses. Finally, based on the findings, the common causes or reasons of offenses were moderately high.

DISCUSSIONS

Hence, involving very great effort of information dissemination about child protection policy and school code of conduct were recommended thoroughly.

KEYWORDS: Common Offenses, Secondary Students, Child Protection Policy, School Code of Conduct

SUBMISSION ID: R012-SARANG-0166

The Common Value System Practiced, Self -Esteem Possessed and Career Choice Preferred By the Ip Latchkey Junior Students

Joel Ligoyligoy, Department of Education - Sarangani

Abstract

INTRODUCTION

This study is based on the concept that the more desirable the value systems practiced by latchkey children, the more positive would be their self- esteem and the higher would be the career choice they may preferred in life. As conceptualized by Gardner (2007), many latchkey children are vulnerable, and unsupervised by their parents. Their value systems and self-esteem affect their career choice in life.

METHODS

It was a descriptive correctional method of research involving the 100 latchkey IP Junior students. Entire population was utilized where questionnaires were employed to gather the needed data. To arrive at valid results, weighted mean, frequency count, and percentage and chi- square (X2) test were used to treat the data gathered.

RESULTS

Relationship between Value Sytems and Self-esteem with their career choice.

The results indicated there were significant relationships that existed between value systems and self-esteem with the career choice preferred by IP latchkey junior students. These variables considered were affecting and dependent with each other.

DISCUSSIONS

The results show that for unsupervised kids according to Alstan (2008), their career choice in life could be affected. They are more likely to be depressed, be engaged in vices such smoking cigarettes and drinking alcohols. With these authoritative views and concepts a citing what delicate situations would happen to the value system and self-esteem of IP latchkey students in relation to the career choice they may prefer to live a life they wanted to live in the future.

Researchers can conduct other studies about latchkey students not only in the junior level but also in the elementary level related to their social relationships, emotional intelligence, family relationships, self-discipline, and ambition in life.

KEYWORDS: value system; career choice

SUBMISSION ID: R012-SARANG-0132

Spelling and Vocabulary Skills of Grade 9 Students in Kablacan Integrated School: Basis for Development of Remedial Activities

Verlyn B. Verano, Department of Education - Sarangani

Abstract

INTRODUCTION

Spelling skills play an important role with learners. They must possess the spelling skills and the ability to do develop it for successful literacy. However, spelling is an area in the curriculum that is both neglected and controversial. However, this is a skill that a student should possess; it can result to better reading and comprehension. Only a few students enjoy learning to spell. Students cannot understand text without knowing what the word means. This is where vocabulary comes in. The main objective of this research was to identify the level of Spelling and Vocabulary skills of Grade 9 students of Kablacan Integrated School.

METHODS

The research employed a descriptive- correlational method in determining the level of spelling skills in terms of within word pattern, syllables and affixes, and derivational relations and the level of vocabulary skills of Grade 9. The respondents were selected through stratified random sampling. The researcher used validated tests for data gathering.

RESULTS

Based on the analysis and interpretation of the gathered data of the research, the findings show that the Grade 9 students have a high level of spelling skills in terms of within word pattern. They have also a high level in spelling in terms of syllables and affixes. They have a moderate level in derivational. The Grade 9 students have a moderate level vocabulary skill. Specifically, four showed up to have very high level in vocabulary, 20 have high level, 70 have moderate level, and six students have low level in spelling.

DISCUSSIONS

Base on the results of the study, it shows that the students' spelling skills on the stages have strong foundation. However, the students on derivational relation stage have moderate level. This is because the use of derivational relations is a type of word knowledge that writers and advance readers have. In this sense, the students are still developing their skills. Masterson, et al (2000) posited that another factor that contributes significantly to successful spelling performance is having the knowledge of the meaning and spelling of Latin and Greek roots. The vocabulary result implies that the students have satisfactory vocabulary skills. This shows that the students still need to improve their skills in acquiring the meaning of a word and its opposite using the information from the context to make inferences. For recommendations, the researcher recommended an enhancement module that addresses the needs of spelling and vocabulary skills of students. The researcher also recommended that the teacher should use various instructional strategies, specifically using instructional strategies of breaking word parts, word banks, and word sorts. The teachers may also use intervention strategies like presenting the meaning through synonym or antonym as well as the using of contextual clues in teaching vocabulary and further researches using other grade levels may be undertaken to validate the findings of this study.

KEYWORDS: spelling skills; vocabulary skills; remedial activities

SUBMISSION ID: R012-SARANG-0198

**Spiral Progression and Disciplinal Approach in Teaching Science in Special
Science Class and the National Assessment Examination Test Results :
Basis for Enhancement of Science Program**

Miano, Milith M., Laguna Senior High School

Abstract

INTRODUCTION

Since World War II expansion of the educational system has been observed throughout the world. This is due to the arising beliefs of the major role of education in nation building. Science education is frequently perceived to be of great importance because of its links to technology and industry, which from a national perspective, may be areas with high priority for development. This study attempts to assess if spiral progression approach in science education provides a solution to the country's desire to effectively educate the people and achieve progress.

METHODS

The study compared and evaluated the student's performance under disciplinal approach and spiral progression approach of the k-12 program. Evidence for the argument used as basis are the students Mean /MPS for different quarter and the student's scores in the National Career Assessment Examination (NCAE) both in the general scholastic aptitude (GAS) and the student's scores in Scientific Ability (SA) . Contingency plan was formulated in the form of enhancement program in accordance to what was observed along the process. The researcher utilized the descriptive - comparative method of research to assess if there is difference on the performance of grade 10 students under Science ,Technology and Engineering (STE) program taught using spiral progressive approach and grade 10 students under STE program taught using disciplinal approach.

RESULTS

The study reveals that spiral approach is more effective than disciplinal approach as pointed out by 2.5 points increase of the performance score/average obtained by the respondent in the quarterly test and the Scientific Ability (SA) and General Scholastic Aptitude (GSA) measured in NCAE.

DISCUSSIONS

It is recommended that more time and training for the teacher to master all the fields and new strategies to cater the changing learning style of the new generation must be administered. Tutoring must be designed to meet the needs of the students. It should be used to assist the students in coping with teaching skills not only concentrate on the knowledge that they have as far as the course is concerned. Using Small Group or working in students' pairs should be used as one instructional strategy especially for struggling students to encourage participation, ask questions, and benefit from explanations from fellow students. Further research must be conducted to come to continuously monitor and evaluate the existing program and dissemination of the findings to all concerned individuals from teachers to the school head, educational planner, and policy makers is highly recommended.

KEYWORDS: Spiral Progression And Disciplinal Approach

SUBMISSION ID: R04A-LAGUNA-0428

Spiritual Development on Values Formation in Public Secondary Schools

Cherilyn B. Cabca-Manlulu

Abstract

INTRODUCTION

Education is geared towards producing socially, morally and mentally developed persons. Students are introduced to the sense of responsibility, ideas of right in relation to the surrounding world and are inculcated with skills necessary for life and service. By so doing, Christianity helps students to attain satisfactory social adjustment, develop a responsible attitude towards life, and understand the relationship of law and freedom and importance of physical work. From a Christian perspective, Christian education help students to develop their God-given abilities, desire to continue the process of education after school, develop physical and mental disciplines, and fashion a biblical life pattern (Anderson, 2009).

METHODS

The mixed methods approach was used in the study. This was a combination of the quantitative and qualitative methods. This design started with the collection and analysis of quantitative data, which has the priority for addressing the questions in the study. Then the qualitative result clarified further the initial quantitative outcome. The researcher used a survey questionnaire to source the data for quantification. Moreover, open-ended questions were made to support the quantitative data.

RESULTS

The study examined the effect of student respondents' profile such as age, sex, residence location, and ethnicity and the relationship of their spiritual views being described in terms of felt family support, observed behavior of peers and learned dogma, on their values formation in terms of cognitive, social, and affective development. Using the mixed methods of research with 679 students as respondents of the study, findings revealed that: Majority of the student respondents were 13 years old, female, lived in rural area, and non-Christian. The student respondents' spiritual view as influenced by the family was described as "sometimes". On the other hand, their spiritual view as influenced by peers was described as "very few of them". Meanwhile, majority of the student respondents were Islam and Catholic who attended religious services every week. On the other hand, the student respondents' affective and cognitive developments were described as "often", and their social development was described as "moderately agree."

DISCUSSIONS

Based on the findings of the study, the following conclusions were drawn: The profile characteristics of the student respondents such as age, sex, residence location, and ethnicity have no significant effect on their values formation in terms of cognitive, social, and affective development. There is a significant relationship between spiritual development and values formation on the secondary students in public schools.

KEYWORDS: Spiritual development, values formation, public secondary schools, Christian education

SUBMISSION ID: R012-SARANG-0082

Strategic Intervention Materials: A Tool in Enhancing Grade Three Learners in Multiplying 2 to 3 Digit Numbers to 2 Digit Numbers with Regrouping

Oracion, Aide G., Gatid Elementary School

Abstract

INTRODUCTION

There are many factors affect the pupils' academic performance in Mathematics subject. It was observed in Grade III- Waling- Waling, one of the sections in Gatid Elementary School. Only few of the pupils reached the Mastery Level as measured in daily formative, summative and Quarterly Assessment. Pupils' performance in the different assessment shows that Mathematics continues to be the most difficult field of study in basic education. The results are intended to guide the Department of Education in the efforts towards the improvement of the quality of education in public schools and to provide appropriate intervention for the pupils. The researcher in her role as a Mathematics teacher concerned herself on how to help the pupils perform better in the field of Mathematics. This concern made the researcher planned to find possible solutions that could assist the Grade 3 - Waling-Waling pupils of Gatid Elementary School in enhancing their performance in multiplying 2 to 3 digit numbers by 2 digit numbers with regrouping.

METHODS

The researcher used Comparative Research Method in this study. This was done by comparing results of the pre-test and post-test using the Traditional Method of Teaching and results of pre-test and post-test using Strategic Intervention Materials (SIM).

RESULTS

The researcher's findings agreed with the findings of Woodward (2002), who found out that intervention materials contributed to better learning of the concepts among pupils. The study came up with the following findings: (1) there was a significant difference on the performance of pupils in Pre-Test and Post-Test. The difference in mean scores of pre-test and post-test of 4.05 was indeed a significant. However, higher mean was observed after the presentation of intervention materials; and (2) The Strategic Intervention Materials were effective in mastering the competency in multiplying 2 to 3 digit numbers to 2 digit numbers based on the mean gain scores in the post-test given to the Grade III -Waling-Waling pupils.

DISCUSSIONS

This study was conducted in Gatid Elementary School during the School Year 2018 - 2019, using Strategic Intervention Material (SIM) to enhance the performance of Grade III- Waling-Waling pupils in Mathematics particularly in multiplying 2 to 3 digit numbers to 2 digit numbers with regrouping. This study might help the other teachers in Gatid having the same problem in Mathematics. Moreover, the use of Strategic Intervention Materials should not only be used in teaching Mathematics but for other subjects to address the least mastered skills. A similar study may be conducted covering a bigger number of respondents.

KEYWORDS: Stategic Intervention Materials, Regrouping

SUBMISSION ID: R04A-LAGUNA-0388

**Students' Common Problem and Attitudes towards Guidance and
Counselling Services: Basis for Guidance Services Annual Development
Plan**

Andy Vic Dava, Dionna Coreen Jayme, & Lorie Esprela, Department of
Education - Sarangani

Abstract

INTRODUCTION

This study entitled "Student's Common Problem and Attitudes towards Guidance and Counselling Services: Basis for Guidance Services Annual Development Plan" was conducted to determine the common problems and attitudes of Grade 10 students towards Guidance and Counselling Services as a basis for Guidance and Counselling Annual Development Plan.

METHODS

This descriptive research utilized the survey method to gather the needed data from the respondents who were selected through stratified random sampling. The questionnaire used was adopted and modified from the literature related to the attitudes of the students towards seeking guidance and counselling.

RESULTS

The results revealed that most of the respondents showed negative attitude towards Guidance and Counselling Services. It is an indicator that students nowadays are fond on experimenting. They tend to solve their problem on their own. It greatly proves that they do not want to seek help from a guidance counselor instead they seek advices from their peers or group of friends and for them seeking help from a guidance counselor will be their last resort. On the other hand, bullying was the most common problem the students had encountered and had detrimental effect on students which had the tendency to have unstable emotion, unsatisfactory school performance, poor relationship with their family members, teachers, and peers and more likely to have the negative attitudes. Further, lack of skills and strategies to deal with problems may develop anger and anxiety and suffer low self-esteem and depression. Bullying is a legitimate issue that requires attention and intervention and if not addressed properly, it can have a residual effect later in life.

DISCUSSIONS

The way the respondents perceived guidance and counselling services was alarming since most of them perceived it negatively. It was apparent that Guidance and Counselling services in school should be fortified. An intervention program is suggested like strengthening the Department of Education and school policy on bullying. A school wide implementation of Anti-Bullying Act is required which school personnel, school administrators, parents, students as well as the community are all involved in the said implementation. A seminar-workshop on parenting, peer counselling and different types of counselling is insinuated. Values formations on all grade levels are also conducted. It is a big challenge to change slowly the negative perceptions of the students towards guidance and counselling. It is valuable to put on realization all the programs and activities that is useful in developing positive perception and holistic development of the students.

KEYWORDS: guidance counselling; bullying; Anti-Bullying Act

SUBMISSION ID: R012-SARANG-0066

**Student's Perception towards the Inegration of Energizers in Oral
Communication: Basis for crafting "Ganado na, Natuto Pa!" Motivational
Strategy Guide**

Leslie M. Depositario, Department of Education - Sarangani

Abstract

INTRODUCTION

Language teachers know that motivation is one of the main factors for success in learning a language. Motivated students are determined and enthusiastic in participating in class discussion while unmotivated students are seldom involved and therefore unable to develop their language skills. As an Oral Communication teacher, I observe that students are very passive in class, especially during the recitation and d i s c u s s i o n . Energizers are activities used by teachers to help students be more active and increase student's motivation. Since there is no existing study in the school about the utilization of energizers, this simple action research investigated the perception of student's towards the integration of energizers in Oral Communication and it leads into creating a motivational strategy guide.

METHODS

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

RESULTS

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

DISCUSSIONS

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

KEYWORDS: classroom energizers; teaching language

SUBMISSION ID: R012-SARANG-0145

**Students' Perceptions on Instructional Competence of Teachers: Basis for
School Based Uswag Maestra Program**

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Education - Sarangani

Abstract

INTRODUCTION

Instructional supervision is a mechanisms carried in the school to help improve the teaching learning process, and for the professional development of teachers through giving of timely feedback, coaching, mentoring and monitoring. The study investigates student's perception on instructional competence of teachers as basis for creating the Uswag Maestra Program of the school.

METHODS

The study is a descriptive-evaluative type of research. Weighted mean was used to compute the competency rating and in finding significant differences, Analysis of Variance (ANOVA) with a p-value of 0.05 was utilized. The study was conducted at Malandag National High School, School Year 2017-2018.

RESULTS

Outstanding rating was gained in effective use of instructional time, readiness and preparedness in conducting classes, and in use of pedagogies, critical and higher order thinking skills while very satisfactory rating in teacher's relationship and connection to learners. Significant differences were identified in all competency domains, having teachers with master's degree obtained higher mean scores; significant difference was also identified in the effective use of instructional time having teachers with zero to three years of experience got the lowest mean scores while no significant differences In all other domains of comparison.

DISCUSSIONS

Professional development in a form of having master's degree is necessary in the further enhancement of instructional competence of teachers. Newly hired teachers with zero to three years of experience needs intensified supervision as well as mentoring and coaching and it is recommended that teachers should enroll in Master's Degree program whether they are newly hired or experienced teachers.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0083

Study Habits of Cultural Minority Students as Influenced by Parents' and Teachers' Motivation

Anna Mae B. Ferenal

Abstract

INTRODUCTION

Motivation is the key to pupils' success in school. Teachers and parents can provide some helpful hints to enhance motivation and they can motivate pupils to develop good study habits. Pupils themselves are also responsible for their study habits, for seeking resources and assistance, and for managing their time.

METHODS

This study employed the descriptive- correlational method of research. It focused on the study habits of cultural minority students among selected secondary in Maasim District. It also described the various factors associated with study habits such as the parental support and the teachers' influenced on the students' study habits. Moreover, this study differentiated the study habits of the cultural minority students according to their ethnicity.

RESULTS

This study revealed that cultural minority students such as the B'laan, Samal, Maguindanaon, Tausug, and T'boli often observe good study habits. Maguindanaon students practice good study habits the most and the B'laan the least. Both parents and teachers often motivate the cultural minority students to practice good study habits. Correlational results showed that study habits of cultural minority students is significantly influenced by their parents' motivation ($r=.2877$, $p=.000$). Similarly, the correlation tests showed study habits of cultural minority students are significantly influenced by teachers' motivation ($r=.474$, $p=.000$).

DISCUSSIONS

Based from the results, cultural minority students such as the B'laan, Samal, Maguindanaon, Tausug, and T'boli tend to practice good study habits when their parents motivate them to study harder and also when they are motivated by their teachers in school. As recommendations, parents should check whether their children are doing their assignments, check their performance based from the report cards and praise their children for their good performance in school. Teacher should treat their students with fairness, kindness, and cheerfulness, be patient in explaining difficult lessons to students, and always be available for consultations among their students.

KEYWORDS: Study habits, cultural minority, B'laan, Tausug, Samal, Maguindanaon, T'boli

SUBMISSION ID: R012-SARANG-0069

**School Leadership: the Experience of East and West Districts of Alabel,
Division of Sarangani**

Mila Ansangay

Abstract

INTRODUCTION

In the context of today's culture, what prevails, as the teaching-learning environment in a particular school is a reflection of the philosophy espoused by the principal. In other words, a transformational principal inspires the members of his organization to become effective and efficient agents of the teaching-learning process whereas a complacent school leader produces indifferent teachers and consequently, a mediocre system. In this study, the researcher investigated the leadership performance of High School Principals in maintaining a conducive teaching-learning environment.

METHODS

A descriptive design was used with the ultimate goal of finding out whether or not there is a significant difference in the responses made by the two groups of respondents in evaluating their principal's performance in the establishment of teaching and learning environment among schools in East and West Alabel District, Division of Sarangani. The profile of the five high school principals, in relation to their beliefs and commitments were utilized as point of reference, being the subject of the study. The 27 high school teachers and 352 students taken from five high schools responded to the questionnaires. Z-test was used for independent samples and results were then interpreted whether or not there was a significant difference in the responses made by the two groups of respondents.

RESULTS

It was established that the high school principals from the two districts of Alabel were academically qualified to assume the position of school administrator because of their educational attainment and the number of years that they have earned. In addition, it was established that there was no variation in the evaluations made by the teachers and students in relation to the identified indicators on classroom management, in the maintenance of the physical environment, in the provision of student services and in intellectual planning of the learning environment as their responses were verbally described as agree. However, there was a variation in the responses made by the two groups of respondents in the maintenance of a favourable emotional climate in that the group of teachers gave a strongly agree response while the students yielded an Agree response. When the results were subjected to the test of difference. It was found out that the responses of the two groups of respondents had no significant difference.

DISCUSSIONS

The results show that the principal is the chief architect in the school system, drafting the teaching and learning environment. The Department of Education should institutionalize an induction program for school principals as it could help in the professional growth of people who are given a crucial responsibility in the development of school system. Performance appraisal system for public school principal should be enhanced by giving the teachers, students, and other stakeholders in education to share to evaluate their performance. In this way, the principals concerned would be better informed and be guided as to their strengths and weaknesses.

KEYWORDS: School Leadership, Principal, Leadership, teaching and learning environment, Philippines

SUBMISSION ID: R012-SARANG-0162

**School Sports Program and the Adversity Quotient of Grade 10 Students in
Selected National High School in Division of Sarangani**

Elyson B. Elem

Abstract

INTRODUCTION

This study focused on the school sports program and the adversity quotient of grade 10 students in selected national high school in Division of Sarangani.

METHODS

Specifically, the researcher used descriptive-correlational approach as research method to assess the level of effectiveness of school sports program. The study also identified the grade 10 student of the respondents to determine the adversity quotient in control, ownership, reach, and endurance in sports.

RESULTS

The results have shown that the schools fully implement their sports program which include capability-building, skills development, values inculcation, and sports equipment. Moreover, the Grade 10 students also showed the three schools equally implement the sports program. They have higher adversity quotient in control and lower adversity quotient in ownership, reach, and endurance. They are more involved in sports that tend to handle adverse events more effectively.

DISCUSSIONS

Furthermore, the mean, standard deviation, frequency, and range were used to describe the demographic profile of the population and the group's level of students' adversity quotient. Correlation results showed that Correlation results showed a significant relationship between implementation of sports program and the adversity quotient of the Grade 10 learners.

KEYWORDS: Sports Program, Adversity quotient, Grade 10, Sarangani

SUBMISSION ID: R012-SARANG-0100

School-Based Sports Activity Program and the Performance of Junior High School Students of Gov. Felicisimo T. San Luis Integrated Senior High School

Miras, Sherilyn F., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

Gov. Felicisimo T. San Luis Integrated Senior High School as the heart of sports among different schools in Laguna acknowledge the significance of school based sports activity program for both the students and school. The primary aim of the study is to determine the effectiveness of school based sports activity program on the respondent's evaluative performance in GFTSISHS.

METHODS

The researcher used of the descriptive survey research method. This method refers to the collection of data from members of the population in which direct contact is made by means of survey questionnaires and checklist.

RESULTS

In terms of age, majority of the respondents are 13 to 14 years old. As to the sex of the respondents, 176 are male (70.4%) and 74 are female (29.6%). Concerning the grade level, one hundred five of the respondents are in Grade 7 (42.0%). In terms of sports participated, one hundred fifty of the respondents participate in individual sports (60%). As to the level of competition participated by the respondents, 93 of them participate in school-based competitions (37.2%). In terms of willingness, level of competitiveness, level of interest, level of implementation of sports orientation is to a very high extent. The level of implementation as to series of lectures of school based sport activity program and actual trainings conducted in GFTSIS is to a very high extent.

DISCUSSIONS

The respondents showed very satisfactory sports performance during the try-out games in the events as arnis, athletics, basketball, and chess. However, the respondents showed satisfactory sports performance during the tryout games in volleyball. The respondents showed excellent sports performance during the final games in the events as arnis, athletics, basketball, and chess. However, the respondents showed very satisfactory sports performance during the final games in volleyball. The respondents who participated in selected sports as arnis, basketball, and volleyball showed fair level of knowledge in these sports based on the i r p r e - t e s t s c o r e s . T h o s e i n t h e a t h l e t i c s a n d c h e s s s h o w e d s a t i s f a c t o r y p e r f o r m a n c e . The respondents who participated in selected sports as athletics, basketball, chess and volleyball, showed very satisfactory of knowledge in these sports based on their post-test scores. Those in arnis showed satisfactory performance on the post-test. There were significant differences on the students' performance in selected sports knowledge in different sports. These differences were observed in all sports. The respondents' performance in terms of their try-out and final games is influenced significantly by their age, gender, grade level, level of competition, willingness, competitiveness, and level of interest. The respondents' performance during the try-out and final games is significantly i n f l u e n c e d by the s p o r t s o r i e n t a t i o n , s e r i e s o f l e c t u r e s , a n d a c t u a l t r a i n i n g s c o n d u c t e d .

KEYWORDS: Sports Performance, Sports Program, Competitiveness, Schedule of Games, Implementation

SUBMISSION ID: R04A-LAGUNA-0456

**Sexuality, Relationship and Factors Leading to Teenage Pregnancy among
Students of Glan-Padidu National High School**

Agnes Claire C. Alvarado & Julie Fe Legayada, Department Of Education -
Sarangani

Abstract

INTRODUCTION

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

METHODS

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

RESULTS

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

DISCUSSIONS

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

KEYWORDS: personal and social life, Congenital Talipes Equinovarus

SUBMISSION ID: R012-SARANG-0226

Reasons of the Teachers Using Information and Communication Technology as Their Instructional Device

Christian Capunong

Abstract

INTRODUCTION

Accordingly, classrooms implied a teacher and a group of students. Teachers do the lectures and give out instruction while students listen and follow the orders. ICT is an electronic means of capturing, processing, storing, communicating information. The use of ICT in the classroom teaching and learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice.

METHODS

The researchers utilized the descriptive method of research. This was describing and analyzing the reasons of the teacher using ICT. This study was conducted in the Kiamba Central School SPED Center and Badtasan Elementary School. Forty 40 teachers in Kiamba and eight (8) teachers in Badtasan responded to this study. The data of the study were gather using survey questionnaire intended to get information to answer specific problems. The results of the study are presented in tabular forms. Frequencies will be shown. Percentages and weighted mean are computed accordingly.

RESULTS

The benefits of the teachers are very effective when it comes to in making reports with a weighted mean of 5.0; access to up-to-date pupil/student and school data, 4.98; plans and prepares the lessons and design materials makes easier, 4.92; Gains in ICT literacy skills, confidence and enthusiasm, 4.90; enhances the professional image projected to colleagues, 4.85; motivates pupil to learn, 4.79; helps pupil become more cooperative, 4.77; makes fast communication for pupils, 4.75; and encourages pupils and active learning, and self-responsibility for learning, 4.52. The solutions effected to solve problems encountered by the effective teachers in using ICT as instructional device very effective such as attends training about ICT, develops for lifelong learning, manage time with a weighted mean of 4.62; purchases computers and accessories, 4.56.

DISCUSSIONS

The teachers of Kiamba Central School SPED Center and Badtasan Elementray School have level of the benefits of the teachers using ICT as instructional device. The teachers of Kiamba Central School SPED Center and Badtasan Elementray School encountered problems in using ICT as instructional device. The teachers have solutions affected to solve problems encountered in using ICT as instructional device. The teachers of the schools should undergo trainings and seminars regarding ICT. The teachers should coordinate to the Department of Education for assistance. The schools should connect to an internet access to help the teachers.

KEYWORDS: Information and Communication Technology (ICT), instructional device

SUBMISSION ID: R012-SARANG-0085

Reduction of Nonreaders among Grade Three Pupils of Bagumbayan Elementary School Sy 2018- 2019 Using Project Drill (Daily Reading Intervention in Leveling Up Literacy)

Gamas, Nova, Bagumbayan Elementary School

Abstract

INTRODUCTION

Pupils who are non-readers cannot be promoted to the next grade level because of the “No read, no move” policy. Nevertheless, there are some cases wherein pupils were promoted even if they are consider as non-readers. This is because of the misconception of mass promotion in the K to 12 curriculum. However, in accordance with the thrust of Education for All 2015, the schools must keep an enhancement of the pupils’ retention of schools which generally suggests that every enrolled pupil must be kept intact inside the classrooms to finish the educational cycle. This follows the “No One Left Behind ” policy of the department. This is reiteration that every school must be highly cognizant of ways to keep the clients abreast with the benefits of schooling by not leaving the school. To make it happen each pupil must be a reader. Project DRILL (Daily Reading Intervention in Levelling Up Literacy) was launched to decrease the number of struggling readers among the pupils of Bagumbayan Elementary School. The results of the Phil IRI pretest show that there is a need to implement this kind of project to reduce the number of non-readers in the school. The research follows the no read, no move policy of Dep Ed. To further materialize the research, the researcher took consideration of the implementation of Project DRILL (Daily Reading Intervention in Levelling up Literacy), one of the best practices in BAGES. In doing so, the researcher objectively designed the study to figure out the difference in the number of non-readers between the start of the SY in July 2018 and before the year ends in January 2019. The parallel execution of the intervention project shall see the causes of non-readers among the grade three selected pupils of BAGES

METHODS

This research purposely focused on the implementation of PROJECT DRILL (Daily Reading Intervention in Leveling up Literacy) that served as institutional intervention instrument to reduce the non-readers among grade three pupils of Bagumbayan Elementary School , SY 2018- 2019. The researcher used quantitative method to measure the number of non-readers before and after the implementation of the program, reflecting mostly on figures from the start of the school year in July 2018 until before the end of the school year in January 2019 (July 2018 versus January 2019.) The purposive sampling technique was used. The primary tools of the research are Phil IRI forms to gather valid recorded data of respondents under non-readers category from July 2018 to January 2019.

RESULTS

After the research and the implementation of the project, the following are evident : It was found out that there were thirty six (36) non-readers among grade three pupils at the start of the school year 2018 - 2019. After the implementation of the project the number of non-readers reduced to four (4) at the end of the school year 2018 - 2019 . Project DRILL (Daily Reading Intervention in Leveling up Literacy) is of valuable significance in reducing non-readers among Grade three pupils and is deemed a success because from 36 or 100% of the non-readers in July 2018 , it was reduced to 4 or 11 % in January 2019. The results of this research would serve as bases of applying feasible projects for the non-readers not only in Bagumbayan Elementary School but in the other schools having similar problems. Interventions such as this was proven effective and thus we should continue the implementation of Project DRILL (Daily Reading Intervention in Leveling up Literacy) in the school . The Project DRILL (Daily Reading Intervention in Leveling up Literacy) must be sustained to the non-readers of the school and needs to provide more reading interventions to eradicate the non-readers cases and even elevating good study habits among the pupils.

DISCUSSIONS

In so far that the Project DRILL (Daily Reading Intervention in Levelling up Literacy) is seen a remarkable success with its objectives of reducing non-readers among Grade three pupils of BAGES school year 2018 2019 was met. There are several factors that need to be addressed, to wit: There must be close monitoring of the non-readers to ensure they become a reader before promotion to the next grade level. The Project DRILL (Daily Reading Intervention in Levelling up Literacy) must be sustained to the non-readers of the school and needs to provide more reading interventions to eradicate the non-readers’ cases and even elevating good study habits among the pupils. The teachers should conduct regular remedial

teaching in reading and regular home visits among the concerned pupils. There should have funds for the maintenance of the Project DRILL (Daily Reading Intervention in Levelling up Literacy) for further implementation.

KEYWORDS: REDUCING NON-READERS, PROJECT DRILL (Daily Reading Intervention in Leveling up Literacy)

SUBMISSION ID: R04A-LAGUNA-0412

Relationship of Leadership Styles and Leadership Behaviors of Principals on Teachers' Teaching Competencies

Lovely Mae E. Albarina

Abstract

INTRODUCTION

As the major agents in the promotion of school effectiveness, principals are the pillars of the educational system especially at the second tier of the educational pyramid. Today, the position of the principal is far more sophisticated and the job is far more complex than in previous decades. The Governance of Basic Education Act of 2001 espoused principal empowerment and wide latitude to decide on how to improve the schools. The principals were empowered to undertake school-based training programs purposely designed to develop and enrich appropriate and relevant curriculum that will cater to the needs of the students and the teachers and the school community through innovative approaches and creative strategies.

METHODS

This study utilized the descriptive-correlational method of research. The study also described the teachers' teaching competence based on their IPCRF ratings school year 2017-2018 particularly on Instructional Competence, (Domain I-A). There were 100 teacher- respondents from the municipality of Maasim. This study used a Questionnaire of two parts. Part I is on Leadership Styles of Principals/School Heads. The questionnaire was adopted from Makar (2001). Pearson r was used to determine the relationship between teachers' teaching competencies and the principals' leadership styles and likewise the relationship between teachers' teaching competencies and the principals' leadership behavior.

RESULTS

Correlation results show that teachers' teaching competencies are significantly influenced by their principals' leadership styles as autocratic ($r=.380$, $p=.041$) and democratic ($r=.481$, $p=.039$). Their relationships are significant as shown by the p -values less than .05 ($p<.05$). This result indicates that teachers tend to be more competent in their teaching duties and responsibilities in the classrooms when their principals are autocratic such as telling teachers what to do, closely monitoring teachers, sometimes threatening teachers with punishments, and retaining final decision-making within him. The results of the correlation test show that the teachers' teaching competencies are significantly influenced by their principals as instructional leaders ($r=.0284$, $p=.0038$) and as school managers ($r=.0390$, $p=.0044$) as shown by their p -values which are less than 0.05. To summarize, teachers perform better and higher in the teaching-learning situations in the classrooms when the school principals exercise often their responsibilities as instructional leaders and school managers.

DISCUSSIONS

Principals often demonstrate the leadership styles of being democratic, autocratic, and laissez-faire in varying extent. Principals often exercise their functions as instructional leaders and school managers. Teachers become more competent when their principals exercise the functions as instructional leaders and school managers. Principals should continue exercising their functions as school managers following the democratic leadership styles and to some extent the autocratic leadership styles. They should however, refrain from threatening their teachers with punishment to get them achieve organizational goals. Principals should exercise their functions as instructional leaders and school managers daily to the maximum.

KEYWORDS: Principals, Leadership style, leadership behavior, teaching competencies

SUBMISSION ID: R012-SARANG-0149

**Residency: Basis for Teacher's Effectiveness and Efficiency in Teaching of
South Glan District**

Ariston Sentasas, Department Of Education - Sarangani

Abstract

INTRODUCTION

Strengthening the Republic Act 8190 foresees the need of every school, especially in the South Glan District to prioritize hiring a qualified teacher, who is coming from their locality: provided, that the teacher possesses all the minimum requirements for the position as required by the law.

METHODS

In this study, mix descriptive quantitative and qualitative research methods were used. This involves the use of measuring the variables using the quantitative approach and uses these variables by describing it through a narrative form that in the same manner identifies themes, patterns, and insights using qualitative approach. Document analyses were utilized in assessing the IPCRF of the respondents in the past 3 years of service. The study also utilizes the Focused Group Discussion, where the researcher engages the participation of the respondents experiencing similar problems and looks for solutions to improve, suggests and innovates the systems and processes of the district.

RESULTS

In this study, mix descriptive quantitative and qualitative research methods were used. This involves the use of measuring the variables using the quantitative approach and uses these variables by describing it through a narrative form that in the same manner identifies themes, patterns, and insights using qualitative approach. Document analyses were utilized in assessing the IPCRF of the respondents in the past 3 years of service. The study also utilizes the Focused Group Discussion, where the researcher engages the participation of the respondents experiencing similar problems and looks for solutions to improve, suggests and innovates the systems and processes of the district.

DISCUSSIONS

Dep-Ed should deploy teachers who will taught by specialization to minimize teaching that is out of their field and supply enough qualified teachers to minimize teaching Multi-Grade level. For the researchers believes that to maximize teaching effectiveness and efficiency, teachers should be given convenience in teaching.

KEYWORDS: hiring qualified teachers, Teacher's effectiveness, and efficiency in teaching

SUBMISSION ID: R012-SARANG-0076

Role Performance and Support of Special Education Teachers in Handling Pupils with Special Needs

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Abstract

INTRODUCTION

Special education is the education of pupils with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education. This study determined the role performance and support of Special Education teachers in handling pupils with special needs in schools with SpEd program of Maitum District, Sarangani Division. The findings of the study were the bases for a proposed action plan. This study is believed to be noteworthy as this will provide a baseline data for school administrators, teachers, parents and the children in assessing their needs to pursue their education.

METHODS

This study utilizes the quantitative method of research employing the descriptive-correlational approach. The study determines the role performance and support of SpEd teachers in handling pupils with special needs in the SpEd schools of East Maitum District, Sarangani Division. The findings of the study were the bases for a proposed training program. The role performance and level of support of SpEd teachers were sought. The significant relationships between the profile, role performance and the level of support were also sought.

RESULTS

In terms of Role Performance on Work Scope, the SpEd teachers possess the required knowledge on subject specialization. This is consistent to the high competence in knowledge and skills among the teachers. On Class Management, the SpEd teachers are aware and have the required competency to plan, organize, and implement IEP as part of class management. IEP is difficult to do and to some extent never been applicable. It requires mastery and specialized class ratio to implement a tedious task. Based on the data, the perceived teacher-support gained High interpretation. The High perceptions of the teachers showed high professional responsibility of the teachers to provide full support to pupils with special needs.

DISCUSSIONS

The result of the study necessitates an action plan to make improvements on the critical areas of implementing the special education program with the following objectives; to improve the implementation of the special education program in the school; to create TRAINING needs and assessment among sped teachers and improve such skills; and to maximize the participation of the parents and stakeholders and improve the Role Performance and Level of Support among SpEd teachers.

KEYWORDS: Special Education, pupils with special needs, teaching procedures, adapted equipment, accessible settings

SUBMISSION ID: R012-SARANG-0107

**Rubrics Usage and Self- Regulation Skills of Students: Basis for an
Enhanced Activities for Secondary Students of Kablacan Integrated School**

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Education - Sarangani

Abstract

INTRODUCTION

The use of rubrics by teachers in the assessment of pupils has been a great help in education nowadays. Particularly, the use of rubrics has an immense factor in establishing changes in the performance of the pupils, of which one of the most indicative outcomes is the improvement of the self-regulation skills of the pupils. In the Philippines, the use of rubrics in assessing the pupils is embodied in the Department of Education Order No. 73, Series of 2012. This order states that the standards based assessment and rating system shall be implemented to support the progressive move relative to the implementation of K to 12 Basic Education Curriculum in all elementary and secondary schools drew insights on importance of rubrics as part of a formative approach to assessment. The requirements and improve the performance on their own. They concluded that rubrics support the metacognitive strategies of learners.

METHODS

Correlational method in research, according to Leedy&Ormrod (2010) is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations. That is why this study employed correlational method of research because the researchers will describe and associate the use of rubrics and self-regulation skills of students.

RESULTS

Result shows that the teachers use rubrics well in their evaluation to the different activities of the students. They all agreed that rubrics play a very important factor in assessing the students. Using a rubric should be perceived as an active and engaging form of learning. In the ideal situation a student will not read a rubric once, but use the rubric a way to reflect, analyze and improve their work. Result shows that the students of Kablacan IS are very responsive in terms of rubrics receiving, evaluation, and implementing. However, under questioners # 7, 17 and 18, these are under assessment shows that students are lack of self-improvement. Thus, there is a need to conduct self- improvement activities in the school. Research has found that a key source of underachievement is students' lack of ability to control their behavior. Many middle school students lack the ability to set goals and priorities, control their emotions, and assume responsibility for their a c t i o n s .

DISCUSSIONS

It shows that there is a significant relationship between the Teacher's usage of rubrics and self-regulation skills of the students of Kablacan Integrated School at 0.05 level of significance. Rubrics make the learning target clearer for students who know in advance, what the criteria are for assessing their performance will be using rubrics. This allows students to know exactly what is expected of them, so students no longer have the excuse that they did not know the Rubrics. This also allows transparency in a teachers grading policy that has been concluded.

KEYWORDS: Rubrics usage, self-regulation, assessment of pupils

SUBMISSION ID: R012-SARANG-0097/ R012-SARANG-0098

**Satisfactory Rate of the Services Given to the Cosmetology Students: Bases
for Proposed Techvoc Enhancement Program**

Axel Rose G. Pasaporte, Glan Padidu NHS

Abstract

INTRODUCTION

It's not enough to make customers happy with each individual interaction. The most recent customer experience survey found that effective customer journeys are more important: measuring satisfaction than measuring happiness for each individual interaction (Pulido, et al, 2014). The Glan Padidu National High School, Glan, Sarangani Province is a K to 12 ready institution which offers Technical Vocational track courses like: Aquaculture, Agriculture, SMAW and Cosmetology. The cosmetology students give services to different people in order to know how competent they are. This study is intended to determine the satisfactory rate of their clients to improve the services they give. In addition, it is important to inform customers that their opinions matter, and that their responses will investigate change within the organization.

METHODS

The study used qualitative research method wherein qualitative data were collected primarily through surveys and interviews. The respondents of the study were the people who have received the services of Grade 11 Cosmetology students, specifically 19 teachers, and 13 learners of Glan Padidu National High School. Slovin's Formula was used to determine the number of respondents to be included in the study. The researchers used guide questionnaires to gather the data needed through surveys and interviews.

RESULTS

The result of the study shows that out of 32 respondents, 27 of them satisfied with the services provided by Grade Cosmetology students. Quoted from the interview, one of the respondents said, "Just almost satisfied because during the cutting of my hair, they were just professionals and they performed my chosen hair cut style". In terms of the speed of response of the operators to their clients, half of them answered they were satisfied. Additionally, most of them was very satisfied in the attitudes of the operators but there were 16 respondents who answered not satisfied. The most common reason why they were just not satisfied to the services provided to them because of lacking of materials, equipment or tools, and no self-confidence during the performing of services. One client said, "Their work was nice. But I think it will be better if they have complete materials and equipment because they were very noisy borrowing things with each other. It can affect their work". Also quoted from the interview, the client said, "They performed the services too long. They performed with self-doubting".

DISCUSSIONS

Customer service evolves into customer experience (Leung, 2014). Thus, customer satisfaction ratings can have powerful effects especially to the performance of the cosmetology services. The research in this study showed that the lack of equipment and student confidence in performing cosmetology services hinder the customer satisfaction. Based on that, the administrators and Techvoc teacher must support their learner's career exploration, career interest, and resources necessary to assist them reaching their goals. Finally, The Techvoc Enhancement Program must be crafted and implemented.

KEYWORDS: Satisfactory rate, cosmetology students, techvoc enhancement program

SUBMISSION ID: R012-SARANG-0204

**Project E.M.E.R.S - Engaging Manipulative E-Learning Reading Strategy:
An Intervention Program to Combat the Reading Problems of the Pupils**

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Abstract

INTRODUCTION

Project EMERS is based on Department of Education Order No. 33, s. 2016 Guidelines on the Utilization of the 2016 Every Child a Reader Program Funds for the Early Language, Literacy and Numeracy Program: Professional Development Component. The purpose of the Program is to develop in Filipino children literacy and numeracy skills and attitudes that will contribute to lifelong learning. With this, it is the goal of the Department to improve the literacy and numeracy skills of Kindergarten to Grade 3 learners following the K to 12 Basic Education Curriculum by establishing a sustainable and cost-effective professional development system for teachers.

METHODS

The researcher made use of the convenient purposive sampling technique to selected Grade 2 pupils out of 29 selected fifteen non-reader pupils during the SY 2018-2019.

RESULTS

Twenty-nine pupils took the pre-assessment test using the Early Grade Reading Assessment (EGRA) in English. The data shows that there are big number of pupils who fell from the non-reader pupils 10 or 34%. The result was alarming yet this problem needs immediate action and it suggests that the pupils who fell from the non-reader level clearly mean that they need an intervention program. From a randomly selected technique the researcher only got 15 pupils who had the lowest scores in EGRA they were selected as respondents of the study.

As the result, the ten (10) non-reader learners of Santa Cruz Central Elementary School were identified. Based on the results of pretest and posttest on pupils under non-reader learners, there is a significant decreased from 10 nonreader became 8 or 80 % after the implementation of the Project EMERS had a great impact on learners reading ability although there were remaining 3 non-reader pupils. The use of manipulative e-reading materials from the internet used by teachers in teaching reading in English that made the pupils became reader. The researcher, in finding appropriate intervention to improve the reading performance of the non-readers, has conceptualized action research- reader Grade 2 pupils. The use of Project EMERS as an intervention in the reading program of the school is a great help to every learner who are struggling readers.

DISCUSSIONS

There are factors that contribute in this reading ability of the learners' such as learners' reading habit, interest in reading, and parental involvement. It was found out that there is a serious impact on the reading ability of the learners that affect to their reading performance in school. The implementation of Project EMERS of engaging the pupils using manipulative reading materials from the internet in teaching reading showed very favorable results. The researcher recommends the continuous implementation of this project and can be adopted by classroom teachers for their own intervention in the different grade level who had the same problem and can be embraced by other schools.

KEYWORDS: Reading ability, literate

SUBMISSION ID: R04A-LAGUNA-0375

Project " Basura Mo, Sagot Sa Baon Ko:" a Tool in Improving the Daily Attendance of Less Fortunate Grade Six Pupils of Santa Cruz Elementary School, Santa Cruz, Laguna

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(Adviser: Cabrales, Armin)

Abstract

INTRODUCTION

With the guidelines set forth by the No Child Left Behind (NCLB) legislation anchored to Republic Act No. 10533 and the need to meet Adequate Yearly Progress (AYP), student attendance has become a main focus. Therefore, early interventions with students who are at risk for dropping out of school will have a positive impact on student attendance. The purpose of this action research is to give ways on how to improve students' attendance through the project "Basura Mo, Sagot Sa Baon Ko" , a project initiated by YES-O, aim to lessen the absenteeism among less fortunate pupils. The need to keep students in school and off the streets is imperative and equally important in getting high percentage in the classroom's daily attendance as reflected in SF2. Hence, finding ways to keep students in school is vitally and equally important to students and to the community. After reviewing the literature on class attendance, the researcher, decided to administer the project to combat the problem of absenteeism. Being connected with the project's incentives was the promising method used in similar school settings to decrease student absences.

METHODS

The close monitoring of pupils' profile from grade 6 of different sections was held. It was found out that some of our pupils do not attend classes due to financial constraint. Hence, the daily class attendance was duly affected. To get along with the present situation, the organization did something with the trash found in the vicinity. The trash, specifically empty bottles, cartons, used white papers are collected every Thursday by the organization then sold on Fridays. The proceeds are given to the less fortunate pupils for their allowance so they will be able to attend classes every day. The collection of trash was started early summer of 2018. Beneficiaries of the project are receiving Php25.00 everyday to be used for their snacks and transportation allowances.

RESULTS

Research suggests strategy available to tackle the problem of student attendance. The Project "Basura Mo, Sagot Sa Baon Ko " is a program originally designed to increase daily attendance and assist grade school students with learning and behavioral concerns by engaging students in school's project. .This intervention provides opportunities for students to check in with the adviser on a regular basis. Absences declined from 83% to 30% for those involved in the program for at least 5 months. About 98% of the students are still engaged in the project. This method did not directly report effects on dropout rates but did indicate students were better equipped to handle problem about daily school attendance.

DISCUSSIONS

There are many different reasons why students do not make it to school each day. Most research emphasizes four main circumstances for poor attendance. The main components are family factors and economic influences, Family factors include the lack of knowledge regarding the laws of attendance, and issues regarding financials. These home factors consist of poor rapport between teachers, students and their families. In some instances, schools lack consistent attendance policies and meaningful consequence. Effective communication is imperative to ensure students attend school on a regular basis. Having effective programs for students at risk will improve attendance and help them academically and socially. The researcher believes that the project initiated will be of great help to these needy pupils to increase their attendance.

KEYWORDS: Basura Mo,Sagot Sa Baon Ko, YES-O, Form 2

SUBMISSION ID: R04A-LAGUNA-0372

**Project Bridge: A Tool in Enhancing the Reading Skills of Grade Ii - Vi
Students of Santa Cruz Elementary School**

Pulian, Snooky J., Santa Cruz Central Elementary School
(Adviser: Cabrales, Armin)

Abstract

INTRODUCTION

Sta. Cruz elementary school is the only central school in the district of Sta. Cruz, Division of Laguna. With a good number of enrollees from kindergarten to grade 6 which accounts to 2775 learners. Poor reading skills has always been a persistent problem of the school that significantly affects their academic performance which evidently prevails in the results of the PHIL IRI English. The result showed that there were 62 non-readers and 628 pupils fell under frustration level. They were given several reading tests to fully validate the results and it consistently showed that pupils have poor reading skills. The alarming result of the PHIL IRI, where majority of the pupils fell under frustration level prompted the school to think of a structured reading program, Project BRIDGE, a CIP project

METHODS

This study utilized the result of pre and post test of PHIL IRI, descriptive methods is used. The research used localized and indigenized reading materials with a 5 item questions that has an increasing level of difficulty per month. Assessment was done through filled up M and E of Project BRIDGE

RESULTS

The utilization of project BRIDGE to enhance the reading skills of the pupils was proven to be an effective tool. The part of the monthly assessment has shown a significant increase in the reading skills of the pupils.

DISCUSSIONS

With a deeper analysis and a thorough assessment of the implementation result, project BRIDGE has truly served its purpose.

SUBMISSION ID: R04A-LAGUNA-0373

Project OPAD (One Problem a Day): Improve the Math Word Problem Skills of Grade 3 Pupils in Santa Cruz Elementary School

Calcetas, Mechille B., Santa Cruz Elementary School
(Adviser: Cabrales, Armin)

Abstract

INTRODUCTION

Teachers and pupils are generally acknowledging those word problems are difficult to solve. Most pupils typically did better on computational skill exercises than word problems. Unsuccessful encounters with word problems early in their elementary schools experiences may well have lasting negative effects on the Mathematical development of many pupils. In fact, initial work with word problems could be source of Mathematics anxiety for many people. The researcher found out from the result of periodical test most of the time had a low performance in solving mathematical problems. From the first quarter the pupils got 33% MPS and 40% for the second quarter. It is with this situation the author would like to contribute help in assisting pupils how they will be able to treat this competency as a challenge on their part. The pupils need to insist in their mind that word problem provide one avenue for the development of understanding while at the same time providing the opportunity to develop computational skills.

METHODS

RESULTS

There are 35 pupils were determined to have a low MPS every grading period during their quarterly exam. The data shows that they obtained 33% for the first quarter and 40% for the second quarter. From a randomly selected technique the researcher got 15 pupils who will undergo the intervention program called Project OPAD (One Problem A Day). Before utilizing the intervention program they were given pre-test and they got 68% MPS in the said assessment. This proves that the pupils had really a problem that need to be addressed immediately. As a result the fifteen participants shows a significant increase in the MPS from 68% it became 81% after the implementation of the Project OPAD it had a great impact on learners problem solving skills although .The use of one problem a day makes the pupils aware of the steps and master it . The use of Project OPAD as an intervention in the mathematical problem solving skills of the pupils improves the pupils' performance.

DISCUSSIONS

The fifteen (15) respondents of this study the pupils claimed that the main cause why they are poor in math word problem is they have problems in reading skills which rank number 1 while most of them lack interest and they also lack of vocabulary skills in Mathematics concept. This signifies that the pupils' hindrance is reading which also accompanied with comprehension. They would not be able to understand to solve problem unless they can read and comprehend what they are reading. Project OPAD becomes the solution to overcome this weakness of the pupils part of the intervention was to unlock word they were not familiar and since the problem was given was only limited to one the pupils master the steps and be able to answer what is ask to solve the given problem. It shows a promising result and improvement on the pupils Mathematical skills particularly in problem solving skills.

KEYWORDS: problem-solving skills, mathematical skills, computational skills

SUBMISSION ID: R04A-LAGUNA-0378

**Project Prize (Prioritizing Reading Intervention Zone in English): A Tool
in Enhancing the Reading Skills of Grade IV Pupils of Santa Cruz
Elementary School and its Implication on Their Reading Performance**

Castillo, Lilibeth, Santa Cruz Central Elementary School
(Adviser: Cabrales, Armin)

Abstract

INTRODUCTION

Sta. Cruz elementary school is the only central school in the district of Sta. Cruz, Division of Laguna. With a good number of enrollees from kindergarten to grade 6 which accounts to 2775 learners. Poor reading skills has always been a persistent problem of the school that significantly affects their academic performance which evidently prevails in the results of the PHIL IRI English. The result showed that there were 62 non-readers and 628 pupils fell under frustration level. They were given several reading tests to fully validate the results and it consistently showed that pupils have poor reading skills. The alarming result of the PHIL IRI, where majority of the pupils fell under frustration level prompted the school to think of a structured reading program, Project BRIDGE, a CIP project

METHODS

The descriptive method was used. The project will adopt Project BRIDGE in the implementation of the program.

RESULTS

The report of monthly assessment has shown that reading skills of the pupils who undergo the program significantly improved.

SUBMISSION ID: R04A-LAGUNA-0374

Project PUKAW in Improving the Reading Ability of Learners under Frustration Level with High Incidence of Absenteeism

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(Adviser: Vista, Cirilo)

Abstract

INTRODUCTION

The primary purpose of this action research is to improve the reading ability of the twenty-five (25) learners under frustration level such as non-readers of Santo Angel Central Elementary in School Year 2018-2019. Specifically, it is intended to investigate the influence of the learners' absences and involvement of parents in school activities to the reading ability of the non-reader learners with the implementation of the Project PUKAW (Participation, Understanding, Knowledge Against Weaknesses) with the use of Marungko Approach in teaching reading in Filipino.

METHODS

The researcher conducted the action research on last week of June to December SY 2018-2019 and used quota sampling. The respondents were consist of 25 parents and 25 teachers from (Grades 1-5). Statistical Treatment used are Percentage, Weighted Mean and Average Weighted Mean to analyze the data.

RESULTS

As the result, the twenty-five (25) non-reader learners of Santo Angel Central Elementary School from grades 1 to grade 5 were identified. Based on the results of pretest and posttest on pupils under frustration level such as non- reader learners, there is a significant decreased from twenty-five (25) to one (1) or 96% after the implementation of the Project PUKAW had a great impact on learners reading ability. The monitoring of learners' attendance, the attendance of parents in school meetings and their involvement on school activities and the use of Marungko Approach by teachers in teaching reading in Filipino that made twenty-five (25) non-reader learners became twenty-four (24) or 96% readers except from one (1) or 4% who dropped out of the school due to family problem. Action research has been conceptualized by the researcher in finding appropriate intervention to improve the reading performance of the non-reader learners from grades 1 to grade 5 in Filipino. The use of Project PUKAW as an intervention in the reading program of the school is a great help to every learner who are poor in reading.

DISCUSSIONS

The learners' absences have a serious impact on their reading ability under frustration level, such as non-readers, and have a greater impact to their performance in school. The parents' involvement in school has a greater part on the learners to encourage and motivate them on their study and in going to school regularly. The implementation of Project PUKAW with the use of Marungko Approach in teaching reading showed very promising results to hereby recommend in the continuous implementation of this project and can be replicated by classroom teachers for their own intervention and can be adopted by other schools.

KEYWORDS: Reading Ability, Frustration Level, Absenteeism,

SUBMISSION ID: R04A-LAGUNA-0369

**Project R.E.N.N.I.E and its Implication to the Reading Performance of
Grade 4 to 6 Pupils of Libi Integrated School: Basis for Strengthened
Program Implementation**

Cecile D. Morata, Jenilyn G. Desamparo, Jovelyn S. Berdos, & Marlyn T. Elloren,
Department of Education - Sarangani

Abstract

INTRODUCTION

According to Francis Bacon "Reading maketh a full man." Thus, school must capitalize in improving reading competency among the learners. There are sets of challenges in developing learners' reading ability. There are known programs to address these issues designed by the Department of Education. Yet there is room for improvement especially in educational institution where English language is the fourth language to learn by its learners.

METHODS

This study is conducted to pupils in Grades 4 to 6 of Libi Integrated School. Every enrolled learner's reading competency level is taken using PHIL-IRI. The researchers coordinated with the PHIL-IRI Coordinator of the school to get the data of the reading competency level of pupils in grades 4 to 6. After this, the researchers asked permission to the Principal to acquaint selected elementary teachers from Grades 5 to 6.

RESULTS

For Grade 4, from 14 pupils under frustration level, there is a decrease of 42.8%, for Grade 5, 80% decrease and for Grade 6, 70% respectively. This percentage showed that their reading level improved from frustration towards instructional.

DISCUSSIONS

To improve reading skills, teachers must teach explicitly the various, effective and research-based reading comprehension strategies in order for the pupils to become strategic readers and in order to master the comprehension skills. The School Head must monitor the reading strategies of teachers and ensure that these strategies are explicitly taught. Since acquiring reading skills is difficult for many pupils, teaching them the reading strategies can somehow help them make their reading experience meaningful. Teachers must undergo more trainings on reading strategies.

KEYWORDS: Project R.E.N.N.I.E; reading performance

SUBMISSION ID: R012-SARANG-0127

Quarterly Home Visitation: An Avenue to Minimize Absenteeism of Grade V-Acacia Pupils of Upper Mainit Elementary School

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Abstract

INTRODUCTION

This action research is aimed at presenting periodic home visitation as a solution as a solution to minimize, if not eradicate, the instances of absenteeism which has been observed as a perennial problem of the Grade V- Acacia pupils of Upper Mainit Elementary School. In most instances, even in other levels of classes, this problem has been so prevalent to distort classroom instructions, where most teachers are encountering problems in preparing their lessons so as to adjust to the pace of time in repeating instructions and classroom activities since not all the pupils are present during every day lessons in the school. There seems to be a continuous process of repeating portions or even the entire lessons of the previous day classes because of absentee pupils.

METHODS

This study will use the descriptive survey method. A questionnaire will be used to determine the causes of absenteeism among the students where they will be rated in each situation/reason/cause presented. The pupils will answer the questionnaire. The parents will be informed of the answers of their children, and the same will be discussed with them. Based on the results of our discussions with the parents, this would be the instance where and when we have to design program of periodic home visitation to cut, lessen, or minimize absenteeism of their children.

RESULTS

A. Physical factors

Among the reasons cited, the distance of their house to the school has a response average or a mean of 3.18 and the danger posed by walking to the school has a response average or a mean of 1.84. The distance of the pupils from the school is one of the reason for them to be absent from school.

B. Health factor

Toothache, stomachache, and headache have the highest response average of 3.54, always sick legend has a response average of 3.33. Meanwhile, the diseases like diarrhea and others has response average of 2.11.

C. Personal attitude factor

The student does not wake up early is the most common reason why he/she is absent. This accounts for a response average or a mean of 2.11. It is followed by the reason that some are not interested with their studies with a response average of 1.81; and the allegations of some pupils that they were influenced by their friends to be absent to play computer games at the internet cafes has a response average of 1.48.

D. Teacher related factors

When some pupils are scolded by their teachers for their bad behaviors, this tends for them to be absent from their classes. Nevertheless, with the results of the survey, there is not much of this reason for the pupils to be absent, as it has only a response average of 1.3.

E. Academic factors

SUBMISSION ID: R012-SARANG-0102

Readiness of Higher Education Institutions (HEIS) with Basic Education Program on the Implementation of K-12 in General Santos City

Hazel B. Lijano

Abstract

INTRODUCTION

The purpose of this study was to investigate the level of readiness of Higher Education Institutions (HEI's) with Basic Education Program on the full blast implementation of K-12 reform in General Santos City.

METHODS

The schools involved in the study were the city's major players in the academe industry, which consist of the following: Holy Trinity College of General Santos City (HTC-GSC), Notre Dame of Dadiangas University (NDDU) and Ramon Magsaysay Memorial Colleges (RMMC). The instruments used to collect data were mainly questionnaires and interviews. Data collected were analyzed both quantitatively and qualitatively.

RESULTS

This study revealed several salient features: firstly, the institutions matured in terms of operation, offered variety of courses, and accredited by different accrediting national and international agencies. Secondly, the institutions are working from top to bottom management to prepare for the Senior High School implementation. And lastly, the institutions who anticipate the displacement and exit of teachers, decrease in enrollment which definitely lead to the decrease of income are working hand in hand with Department of Education (Department of Education) to materialize their plan for the said implementation. In summary, the findings of this investigation seemed to provide insights on how school administrators and teachers will prepare for the possible effects of this implementation to their respective institutions.

DISCUSSIONS

In conclusion, the findings confirm that there are factors contributing to the level of readiness of HEI's with Basic Education Program: (1) qualification of teachers and faculty to suit in the new educational scheme and the massive hiring of public school teachers by Department of Education; (2) the preparation of school facilities and laboratories to meet the K-12 standards; (3) the possible decrease in enrollment; and (4) decrease in income. SWOT analysis and SOR matrix are formulated in this study so that school administrators can set strategic plan on addressing the financial challenge. Among the major recommendations mentioned is the ability of HEIs to offer the three (3) tracks of K-12 to capture the number of enrollees, taking initiative of teachers/faculties to acquire competences and the creation of a committee from different sector of the society to evaluate existing HEIs resources and facilities for K-12 framework.

KEYWORDS: Higher Education Institutions (HEIs), Level of Readiness of Implementation, Government Intervention

SUBMISSION ID: R012-SARANG-0121

Reading Difficulties among Grade IV Pupils: Basis for Reading Intervention Program

Fatima Isuzana S. Sugod, Jovelyn P. Ayala, & Myra F. Dialang

Abstract

INTRODUCTION

Learning to read is one of the most important skills acquired during a lifetime. With the ability to speak effectively and to write in a variety of forms and for a variety of purposes, reading competency can provide economic opportunity, social status, personal pleasure, and self-respect. Through the years, reading experts have regarded reading as a difficult process. Bond and Tinker (2007) amplified the said idea when they noted that reading is a complex process because it involves the recognition of the printed or written symbols which results to be building up of meaning through the reader's experiences.

METHODS

This study utilized the descriptive-evaluative method of research. The descriptive method particularly the descriptive-evaluative method was employed because the main intention of the study was to devise a reading program that would help the grade four (4) pupils improve their reading abilities.

RESULTS

Results showed that 59% of the respondents were on the age for grade four level; 49% were male and 51% were female; 65% had fathers attained secondary level of education; 55% had mothers finished elementary level of education. It was also reflected that the reading difficulties and types of miscues they committed are varied where the most miscues were related to mispronunciation (510 times); followed by substitution (484 times); then refusal to pronounce (360 times); omission (28 times); insertion (22 times) and lastly reversal (11 times). There was nobody who committed repetition as a type of frustration level. In terms of their reading levels of the 75 grade four respondents, 3 or 4% belonged to instructional level of reading ability. Six to eight percent were non-readers and 66 or 88 percent were on frustration level. Reading intervention program was developed.

DISCUSSIONS

Grade four pupils were observed during their reading time and it was found out that they were having difficulties in reading. The researchers conducted the study on the profile of the respondents, reading difficulties encountered, reading levels and the intervention program made to bridge the problem. Profile showed that majority of the respondents were females, who were on ages as grade four pupils; whose fathers were on secondary level; and the mothers were on elementary level of education. The most common reading difficulties encountered were mispronunciation, substitution, and refusal to pronounce the words they read. The reading level was frustration and the reading intervention program focused on miscues on mispronunciation, substitution, and refusal to pronounce.

KEYWORDS: Reading difficulties, reading program, reading, descriptive-evaluative

SUBMISSION ID: R012-SARANG-0165

Reading Empowerment through Maximized Utilization of Revised Phil- Iri and Audio-Visual Materials

Buenaventura, Maria Jessielyn Joy, Bagumbayan Elementary School

Abstract

INTRODUCTION

It has been observed that a significant number of Grade 3 pupils have difficulties in reading. Based on the recent Phil Informal Reading Inventory Manual 2018 (Phil-IRI) Group Screening Test result, almost half of the class is non-independent readers. Maximized utilization of the revised Phil-IRI and audio-visual materials will help them develop their reading skills while having fun. Empowering their reading skills will absolutely help them read efficiently and comprehend. This could lead to better ability to decode and understand selections, stories, test papers and so on. This action research offers alternative solutions by providing audio-visual materials and reading exercises suited to the pupil's reading level based on the Group Screening Test (GST). This will help the pupils improve their reading abilities and skills in a way that they will not be stressed out due to pressing of what they cannot chew yet for their level. The primary purpose of this study is reading empowerment through maximized utilization of Revised Phil-IRI. This study seeks to find out the level of the pupils' reading ability in terms of word reading and reading comprehension and try appropriate reading exercises and audio-visual materials for the pupils. In addition, to improve their reading abilities to the extent it can achieve. This research is very timely because of the current situation our learners. They have limited time to practice reading, some lack support/follow up from their parents and some are less motivated. This study is very necessary to provide and expose the pupils to variety of reading exercises and audio-visual materials suited to their reading level. This will also allow coordination with the parents to work on appropriate interventions and closely monitor the pupils' improvement as well as their needs.

METHODS

The Input was Reading Empowerment Through Maximized Utilization of Phil-IRI and Audio-Visual Materials. The Process were to expose the pupils to variety of reading exercises and audio-visual materials suited to their reading level, coordinate with the pupils' parents, provide appropriate interventions and closely monitor the pupils' improvement as well as needs. The Output was the level of pupils' reading ability in terms of word reading at least instructional and of Reading Comprehension at least instructional. The target subjects for this study were 10 pupils from Grade Three-Magnolia of Bagumbayan Elementary School during the Academic Year 2018-2019. Pre-Test and Posttest as well as Exercises Scores were collected using Phil-IRI Group Screening Test, Graded Exercises and Audio-Visual Materials. This study used T-Test to analyze and interpret statistical results. This study was conducted from November 12, 2018-February 1, 2019. Positive results of this study will be shared with teachers who are having a hard time dealing with those pupils' who are having difficulties in word reading and reading comprehension.

RESULTS

After the Group Screening Test (GST), 10 pupils were having a hard time reading and comprehending. Their level of reading ability in word reading and reading comprehension were inappropriate to their Grade Level. All of them lower the level of reading materials to be read to Level One (1). Four (4) out of ten (10) were completely non-readers and the remaining six (6) were having difficulties in word reading and comprehension. After this study, six of the pupils were improved to the extent that they were able to read and comprehend the appropriate reading materials for their level. The other four (4) non-readers were improved to at least frustration. From being blind and deaf, they were able to read letters, syllables and even simple words though not that flawless.

DISCUSSIONS

The positive change in the pupils' ability to word read and comprehend could really help them feel confidence and at least follow lessons and discussions especially, when reading materials are used. Parents' cooperation and cooperation absolutely helped. Reading exercises and audiovisual materials also helped.

KEYWORDS: READING, UTILIZATION OF REVISED PHIL- IRI, AUDIO-VISUAL MATERIALS

SUBMISSION ID: R04A-LAGUNA-0407

Reading Level of Grade VI Pupils: Basis for Enhancement of the School Reading Program

Shinar G. Ubando

Abstract

INTRODUCTION

As a teacher, our goal is to ensure that our learners learn to read and comprehend well. However, because of the low performance in reading, our learners are given long-term remedial instruction. Effectively addressing these factors affecting comprehension may require the use of various strategies. In this study, the participants have low reading level in terms of word recognition and comprehension. The Grade VI Pupils find it hard to comprehend on the concepts because they themselves cannot understand what they are reading. Some of them can read the words in the text given by the teachers but cannot grasp what is it all about and others were challenged in recognizing words. This situation makes the pupils not interested or it can lead to confusion during reading and in a class discussion about what is being read. The purpose of this study was to describe the reading level of Grade V pupils to enhance the School's Reading Program.

METHODS

This study used descriptive method, wherein the reading level of the participants in terms of word recognition and comprehension were being described. The scores of the participants from the Phil-IRI test were recorded and identified according to level of (Frustration, Instructional, and Independent). The data from the test was utilized as the basis for designing a remedial instruction activity plan.

RESULTS

There are 40 out of 61 of the Grade VI class falls under the frustration level in reading, 17 out of 61 are under instructional level, and 4 out of 61 in independent level. The data shows us that most of the Grade VI pupils have difficulties in comprehending what they are reading. The pupils find it hard to remember what they are reading because they have difficulty in the word recognition. Most of the teachers conduct unlocking of difficulties in words that are not familiar to the learners. Teachers also provide pictures samples of the words that they read to encourage retention of their learners. Some of the teachers use flashcards of the basic sight words.

DISCUSSIONS

The problem that teachers are facing is how to teach the necessary skills to the struggling readers. They must have many resources when teaching their pupils. Researchers have found that teaching reading strategies are important to developing student comprehension. They have found many teachers lack a solid foundation for teaching these reading comprehension strategies (National Reading Panel, 2005). Therefore, teachers need to be prepared, through professional development, on how to design effective comprehension strategies and how to teach these strategies to their students. Improving reading skills is a top priority for all educators.

KEYWORDS: Reading level, school reading program enhancement

SUBMISSION ID: R012-SARANG-0196

Phonetic sound Devices as the Initial Step in Reading of Grade One- Masipag

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Abstract

INTRODUCTION

Phonics refers to associating letters or letter groups with the sound they represent. (1) Phonics is the system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters or groups of letters and their pronunciations. In other words, phonics refers to associating letters or letter groups with the sound they represent. (2) Phonics refers to a method for teaching speakers of English to read and write that language. Phonics involves teaching how to connect the sounds of spoken English with letters or groups of letters (e.g., that the sound /k/ can be represented by c, k, ck, or ch spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words. Phonics, when taught properly, is a method by which children learn to read and spell correctly in the same lessons. They learn to hear the different sounds in the spoken words and learn to write the corresponding letters in proper left-to-right order. In other words, they learn to spell correctly. Reading and writing should go hand in hand because when taught together, each reinforces the other in the child's mind.

METHODS

This study focused on the readiness of a child to read. It is need an intervention on arousing the interest of pupils. This study is one of the Instructional Materials a particular Teachers it inside the classroom. Questionnaire checklist was the main research tool. Purposive sampling technique, Weighted Mean, and Pearson's r was utilized as statistical tools.

RESULTS

Pearson's r with the degree of freedom 0.001 is the statistical treatment was used in this research. As a result, tabulated data, the findings was reject the H_0 and accept the H_a . Therefore, the action research namely The Phonetic sound Devices as the Initial Step in Reading is highly acceptable and beneficial.

DISCUSSIONS

The aim of this research is to help the Grade 1 pupils to improve their pronunciation, comprehension and their ability to read simple words. Begin with sounds to familiarize our pupils with the different alphabet and continuing practices, supervising, follow up at home may help our pupils to no one left behind in reading.

KEYWORDS: Phonetic sound Devices, Step in Reading

SUBMISSION ID: R04A-LAGUNA-0417

**Phrase Structure Project (PSP) and Performance of Grade V Pupils at
Bubukal Elementary School**

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Abstract

INTRODUCTION

Most of the pupils in the class can read but not all of them can fully understand what they have read. Despite the fact that there are numerous projects and innovations designed to help pupils to read still there are reports that show that there are non-readers in an institution. The result of Phil IRI and different assessment were very alarming considering the fact that they are 21st century learners in the making. The researcher explored interventions and innovations implemented for the basic steps until it reach in a difficult process.

METHODS

The researcher focused on the phrase structure group, which composed of 33 grade five learners from four sections. Parents, teachers and learners responded to a set of questionnaires which evidently resembles the intervention scheme was conducted. Data collected through quantitative analysis and interviews as supplementary evident for qualitative through mixed method design was used in this study.

RESULTS

Collaborative effort from different sections who participated in the intervention scheme given in the pretest shows that they belong to average category. It was supported by the disclosure of parents and other grade five teachers that they need to improve in terms of phrase structure. Intervention scheme was employed in different activities provided by the researcher until they reached in the outstanding category and the pupil's academic performance was high in the third quarter.

DISCUSSIONS

The results show the collaborative support from parents, teachers, and pupils in building quality education in reading aspects manifested. Follow up and closed supervision of parents marked them to overcome the reading difficulties and disabilities of every individual. Intervention scheme is obviously a valuable instrument as an innovation for teaching process.

KEYWORDS: Phrase Structure Project, Pupils Performance, Reading Program

SUBMISSION ID: R04A-LAGUNA-0393

Peer - Mediated Tutorial: An Implementing Strategy of Tutorial Reading Intervention Program (TRIP) for Increased Reading, Comprehension and Cooperative Learning

Annie Rose Gheorghiu, Department of Education - Sarangani

Abstract

INTRODUCTION

One of the reading problems identified at Malalag Central Elementary School are the pupils categorized at the frustration level which was revealed using the Philippine Informal Reading Inventory (PHIL-IRI) recently conducted. MCES-SPED Center launched the Tutorial Reading Intervention Program (TRIP) as an initiative to address the needs of the identified frustration reader based on PHIL-IRI pre-test results. One of the salient features TRIP as reading intervention program is the used of Peer-Mediated Tutoring Strategy. In this approach cross age tutoring pupils of different ages takes place with older pupils assuming the role of tutor and younger pupils assuming the role of tutee.

METHODS

The randomly selected respondents were made to use the contextualized English reading and comprehension materials called Gearing the Children Program Pacing Learners with Competencies (GCP-PLC) developed by (Langaman and Narvaez, 2013). Peer-mediated tutorial was the strategy used in the Tutorial Reading Intervention Program (TRIP). To find out if the peer-mediated tutorial can be utilized as a strategy in developing the cooperative learning, survey questionnaire was designed and used to collect data for tutors and tutees. A four point Likert-type scale was developed by the researcher and validated by the school principal.

RESULTS

Based on the standard set by PHIL-IRI in terms of word recognition and reading comprehension it was concluded that the reading performance of the identified frustration readers improved. Conclusion was drawn as an evidence seven pupils now categorized as instructional reader, two as independent reader while one at frustration level after the peer-mediated tutorial strategy was used. It was also concluded that peer-mediated tutorial is an effective strategy in increasing reading performance and comprehension level of identified frustration readers under the program implemented with significant correlations of peer-mediated tutorial strategy in enhancing the cooperative learning between the tutor and tutee.

DISCUSSIONS

1. The study found out that a synergy between peer-mediated tutorial strategy and GCP-PLC module is of great help in the development of reading and comprehension.
2. The study determined that peer mediated tutorial enhanced learning cooperation by developing positive behavior and values between tutors and tutees.
3. Cooperative learning behavior and values of the respondents during the program implementation was largely influenced by positive interdependence and group processing. This is demonstrated by respondents behaviors by wanting their peer to be proud of them on their efforts towards their reading performance.
4. Peer mediated tutoring results in learning to read, developing social behavior and discipline and enhancing peer relationships.
5. Peer mediated tutoring enhances social and interpersonal skills of both tutor and tutee.

KEYWORDS: peer-mediated tutorial; reading comprehension; reading intervention

SUBMISSION ID: R012-SARANG-0072

Open High School: Intervention to Cater Out of School Youth of Lun Padidu National High School

Norma P. Rendon, Department of Education - Sarangani

Abstract

INTRODUCTION

The Department of Education is on track in meeting its Education for All (EFA) commitment to bring all learners to school. Thus, the Drop Out Reduction Program (DORP) which is a project by the Bureau of Secondary Education (BSE) under the Department of Education (Department of Education) Central Office was initiated to reduce the high dropout rates in public schools by offering alternative modes of education for students at the risk of dropping out. One of its alternative is the Open High school Program. Lun Padidu National High School (LPNHS) has created several programs and interventions to save students who are at risk of dropping. Despite the various interventions given by the school to reduce drop out, there are still students who left school and eventually do not return school for several reasons.

METHODS

Frequencies and mean ratings were employed to further analyze the quantitative data gathered from various respondents. This study aimed to find out : the profile of learners in terms of age & gender; responses of learners related to their enrollment in the Open High School Program ; and the level of the learners' readiness based on the Independent Learning Readiness test (ILRT) of the learners and to make a plan of actions based on the findings and recommendations.

RESULTS

Results show that there are 15 male and 17 female learners a total of 32. Most of the learners are between 21-25 years of age composing of 38% of the total respondents. The age bracket of 15-20 is about 22 % followed by 26-30 which is 13 %, with 9% each for brackets 31- 35 years old and up. Based on the foregoing data and information, the researcher concluded that there are more female than a male who enrolled in the Open High School Program of Lun Padidu National High School. Most of them are between 21 to 25 years old. The learners demonstrate the competencies with least or no supervision/assistance from the teacher. The total rating is 29.36, indicates that the learners are on the independent level. They have the capacity for self-directed learning. Although learners were found to be on the independent level, teachers are encouraged to pay attention in items where most of the learners demonstrated the competencies needing some supervision or assistance from them. Finally, learners have a strong determination to really finish their studies thus, parents need to intensify further their concerns, interest and support to their children's education.

DISCUSSIONS

It is then recommended that a Program on Parental Involvement be designed and implemented to enhance parent's support to the schooling of their children. The School Drop Out Reduction Program (DORP) shall capture the out of school youths who are supposed to be in school but do not have the privilege to be in school to enroll in ALS, the local government and other stakeholders will extend support to the learners and to Lun Padidu National High School to sustain their Open High School Program and an action research be conducted as to the impact of the Open High School Program implementation in reaching the out of school youth.

KEYWORDS: Opne High School, Out of School Youth, Lun Padidu National High School

SUBMISSION ID: R012-SARANG-0218

**Multiple Intelligences of Grade Six Pupils Inkablacan Integrated School:
Basis for Proposed Learning Enhancement Program**

Emmarie Bonifacio, Gretchen M. Binetez, & Marissa P. Saquin

Abstract

INTRODUCTION

Educators are confronted with the trial of teaching students with a varied series of capabilities. VanSciver (2005) specified, Teachers are now dealing with a level of academic diversity in their classrooms unheard of just a decade ago. Consequently, teaching students with a wide range of abilities requires teachers to be innovative enough on how learning opportunities are offered. One solution to this challenge is to make differentiated instructional materials in the classroom. Differentiated IM's accommodates the diverse learning needs of the students by varying the methods and materials used to teach each concept. McBride (2004) stated that "Differentiated IM's is vital to have a positive change in student performance because the one-strategy-fits-all approach doesn't work in a real classroom" (p. 39). As a way to have differentiated IM's, a teacher may implement the theory of multiple intelligence (MI). The theory was developed by Howard Gardner in the early 1980s and states that each person has several distinct bits of intelligence correlating with a specific part of the brain. Utilizing the MI theory, teachers can differentiate learning activities to accommodate each of the intelligence in the classroom. This means students will have targeted learning experiences, resulting in higher levels of achievement.

METHODS

The descriptive survey method was used in this study. It identified and described a particular condition in a given school environment, as a reference point in planning and making appropriate educational decisions. In this study, it assessed the multiple intelligences of a group of elementary pupils as a basis for the design and development of the program and instructional materials/ activities.

RESULTS

The result shows that the top three bits of intelligence of the respondents are bodily/kinesthetic (12.96), musical/rhythmic (12.94) followed by visual/spatial intelligence (12.86). This means that most of the respondents have kinesthetic strength which reflects body smart. Some of the respondents have musical intelligence which reflects music smart. This means that they usually think, feel and process information primarily through sound. Others have visual/spatial strength which reflects picture smart. They have a natural ability to learn easily by just merely looking at representations.

DISCUSSIONS

It assumes that every child can be considered to possess the eight multiple intelligences in varying degrees. These intelligence can be enhanced through creative strategies, appropriate instructional materials, and a stimulating and nurturing environment. Pupils' performance in the different subject areas will remarkably improve if activities inspired by the Multiple Intelligences Theory will be integrated into the lessons. Furthermore, Using Gardner's Multiple Intelligence Theory as a basis of preparing MI Module is one approach to revolutionize the traditional and routine teaching and learning process in the Philippine context.

KEYWORDS: Multiple intelligences, Kablacan Integrated School, Learning enhancement program

SUBMISSION ID: R012-SARANG-0152

Natural Ph (Power of Hydrogen) Indicators

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Abstract

INTRODUCTION

Trends in International Mathematics and Science Study result in science subject showed that the Philippines was always at the bottom five among all participating countries. In connection to this the RA NO. 10533 Enhance Basic Education Act of 2013 (D.O. No. 43 s. 2013) implements Localization and Contextualization in all learning areas, specifically in science teaching. The Department of Education believed that incorporating localization and contextualization would improve teaching instruction, particularly in science. The researcher would localize one of the basic and commonly used resources in the laboratory. This study aimed to compare the level of characteristics of the three known indicators such as Banana bract, Mayana Leaves, and Purple Camote in terms of accuracy of the color change, color stability and level of Flavonoids.

METHODS

The experimental method of research was applied in the collection of data needed in the study. The data gathered were treated using appropriate statistical tool which includes Analysis of Variance (ANOVA). The natural pH indicator is administered in nine different acidic and basic samples and subjected to three (3) per trials. The level of characteristics of the natural pH indicator is measured in terms of Accuracy of color change, color stability and level of presence of flavonoids

RESULTS

Based on the findings obtained in the study, it showed that the banana bract indicator, mayana leaves indicator, purple camote indicator and BMC mixture differ on the level of characteristics in terms of .accuracy of color change, color stability and level of presence of flavonoids. The results showed that the Banana bract was the most stable indicator since it is the last one to expire, the mayana leaves indicator is the most accurate in terms of color change and both mayana leaves indicator and BMC mixture contains a moderate amount of flavonoids. The hypothesis stating that "There is no significant difference in the level of effectiveness in the characteristics of four natural indicators in terms of accuracy of color change and color stability" was rejected.

DISCUSSIONS

The findings gathered led to the formulation of the following recommendations: Utilize Natural Indicators in performing classroom activities due to its abundance and availability, Determine the anthocyanin concentration in the banana bract, mayana leaves and purple camote leaves, Determine at which concentration is the banana bract indicator, mayana leaves indicator, purple camote leaves indicator and BMC Mixture indicator is best to be prepared, Further studies can be conducted to further improved the findings.

KEYWORDS: Natural pH Indicator, Banana Bract, Mayana Leaves, Purple Camote Leaves, BMC Mixture

SUBMISSION ID: R04A-LAGUNA-0429

New Breed or Traditional Teachers: Students Preference, Basis for Teachers Development Program

Abelie L. Goyha, Aimee A. Alindo, & Jecel L. Morales

Abstract

INTRODUCTION

The study was investigated to find out the teachers' prevalent characteristics preferred by the learners. This will provide a clear picture of the significance of upgrading teachers into the 21st-century teaching. It also is shown in this study that the quality learning gained by the pupils depends upon the quality teaching approach conducted by the teachers. To ensure fairness in rating pupils' performance the teacher has to center pupils' learning needs.

METHODS

The study used qualitative research engaging the use of the interview to find out the teacher preference of the Grade VI - Rizal learners. This design helped us to determine the qualities of a 21st-century teachers. The respondents went through an interview as an instrument. The questions were guided with: Who is your preferred teacher? New breed or a seasoned teacher? Why? How did the teacher help you? How did the teacher influence you to improve your learning performance?

RESULTS

Based on the answers gathered through an actual interview, there were four (4) themes as seen in Table 1. There are thematic statements that fall on the likes and happiness, love and affection towards the teacher, prize of learning and positive accounts to new breed teachers. Most of the answers from the respondents were heartily expressed with joy and contentment. Gearing up their interest to make their studies essential in the fulfillment of their education. Given the facts presented from the study being conducted, the researchers came out in developing a teachers' development program as a pedagogy in teaching for the 21st century. Based on the answers gathered through an actual interview, there were 20 pupils preferred new breed teacher while there were 4 of them chose a seasoned teacher. Table 2 shows that the teacher preference for Grade Six – Rizal learners was the new breed. The wholesome learning outcome among learners results from the characters of the teacher towards his/her teaching approach. Dominant number of respondents revealed the three significant characters of the new breed of teachers.

DISCUSSIONS

From the results of this study, it is therefore concluded that the teacher preference of the Grade Six - Rizal learners was the New Breed teachers. There were 32 pupils of the same section answered New Breed and only 3 of them chose the seasoned teacher. These learners gave significant participation in the formation of effective learning. It was then imperative that the prevalent characteristics of the New Breed teacher played a significant role towards a massive teaching and learning interaction across the objectives. These pupils prepared student centered learning approach because to them they can feel their presence more than just an attendance but the target of teaching goal in the hands of the New Breed. Another effect that appeared sensitive in the life of these 21st century learners was the invention of new teaching styles. Considering that these learners are technology-oriented, they are capable of making learning one page sport. The integration of modern teaching responded to the pupils need in the development of learning. Pupils became active, resisted all throughout and with this they can better understand lesson given in every single day.

KEYWORDS: new breed teachers, traditional teachers, teachers development program

SUBMISSION ID: R012-SARANG-0060

**Nutritional Status as Related to Academic Performance of Grade 1 Pupils in
Silangan Elementary School for the School Year 2017-2018**

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(Adviser: Rosemarie D. Sabado, Ed.D)

Abstract

INTRODUCTION

This study entitled "Nutritional Status as Related to Academic Performance of Grade 1 Pupils in Silangan Elementary School for the SY. 2017-2018". Sought to answer the problems: 1.) What is the nutritional status of Grade 1 pupils in Silangan Elementary School; 2.) What is the academic performance of Grade 1 pupils in Silangan Elementary School; 3.) Is there a significance relationship between nutritional status and academic performance of Grade 1 pupils in Silangan Elementary School?

METHODS

The descriptive analysis method of research was used in this study. The documentary analysis is the main instrument used to gather data; the pupils' final grades in all subjects during the S.Y. 2017-2018 were also used. The mean and Pearson r- formula were used as statistical tool to answer the problem.

RESULTS

The study revealed that most of the pupils had normal nutritional status and there are no pupils with wasted and severely wasted nutritional status. As to performance of Grade 1 pupils during their final grading period, the mean of 79.29 is interpreted as "developing." Developing is in the range of 76-79 of the academic grade of the pupils that are interpreted as they need improvement. The relationship of nutritional status and academic performance of the pupils signifies the computed r-value of 0.22 reveals that nutritional status has no significant relationship on the academic performance of the pupils.

DISCUSSIONS

Based on the foregoing findings, the following ideas were given: Most of the pupils' nutritional status is normal and some are overweight and obese. The pupils' academic performance is "developing". There is no significant relationship between the pupils' nutritional status and academic performance of Grade 1 pupils in Silangan Elementary School, therefore the hypothesis which states that there is no significant relationship between pupils' nutritional status and academic performance of Grade 1 pupils of Silangan in Elementary School SY 2017- 2018.

KEYWORDS: Nutritional Status, Academic Performance

SUBMISSION ID: R04A-LAGUNA-0368

Mold Inhibitory Property of Oregano Tincture and Orange Peel Powder

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Abstract

INTRODUCTION

Human exposure to mold species often results in infections, ranging from common responses to damaging, life-threatening conditions. The use of synthetic alternatives has been the primary resort to keep products in good conditions. The preservatives, however, were also seen to increase the risks of diseases. In this premise, this study assessed the mold inhibitory property of Oregano Tincture and Orange Peel Powder for its potential to be used in food and materials application. It also determined the level of acceptability of the finished product to evaluate its prospective marketing value.

METHODS

Experimental and descriptive methods were employed. In evaluating the product's acceptability, questionnaires were utilized and answered by homeowners and experts in the fields of Chemistry and Biology. With regards to its mold inhibitory property, bread, cheese, and wood were used as media for direct observation using visible mold growth and mold smell as indicators.

RESULTS

The survey revealed that the product was accepted by the respondents, in terms of its sensory attributes. The data signified that the homeowners and experts perceived the product as "highly acceptable," except for the odor, which was deemed "acceptable" by the experts. No significant difference was seen in the ratings of the homeowners and experts. Colony pigmentation was observed to determine the inhibitory level. The product exhibited a strong inhibitory effect on bread and wood. However, the inhibitory property on cheese is undetermined because no macroscopic indication of molds was observed on both treated and untreated samples. Similarly, the musty odor was also used as an indicator to measure the level of mold inhibitory property of the product on the same test materials. As observed, the product also exhibited a strong inhibitory effect on both bread and wood.

DISCUSSIONS

The results implied that the product can be on par with existing commercialized products. Observation outcomes exhibited strong mold inhibitory property of the product. This study provides significant impression for the potential of plant substances to be utilized against problems brought about by molds.

KEYWORDS: Mold inhibitory property, Oregano Tincture, Orange Peel Powder, Acceptability

SUBMISSION ID: R04A-LAGUNA-0423

**Monthly- End Stomach Development and Awarding (Mesda) as
Intervention to Address Students' Absenteeism: Basis for Strengthening
Partnership Linkages Program**

Grace C. Umali & Makalwa S. Timbal

Abstract

INTRODUCTION

Incentives and rewards seem to be an effective means to increase student's attendance. Eversince, teachers are expending personal monetary fund to sustain best practices. The school conducts an intervention program and its main purposes are to find out how effective the intervention program for students' absenteeism and to strengthen the involvement of internal and external stakeholders.

METHODS

A descriptive research design was used and basically quantitative and qualitative research. The total population of the Grade 10 Junior High School students of Malabod Integrated School was the respondents of the study. Frequency counts, weighted mean, and t-test were the statistical tool used. The survey was the data gathering instrument for the quantitative. Thematic analysis was used to interpret the views of the respondents from their written comments and suggestions.

RESULTS

The findings of the study that there is a significant difference on the attendance of the respondents before and after the implementation of the intervention program Monthly- End Stomach Development and Awarding (MESDA) since the t- computed 2.44 is greater than the critical value 2.110. It also shows that the MESDA is Highly Effective with an over-all mean 4.22 in minimizing students absenteeism. The views gathered from the respondents resulted to better sustain MESDA with a strengthened stakeholders' involvement particularly the external stakeholders.

DISCUSSIONS

The results demonstrate the need to closely monitor MESDA in order to meet the formulated theme cluster; sustainability, motivation and program enhancement. Moreover, with emergent themes: the parents' involvement and BLGU Support/Involvement.

KEYWORDS: MESDA, intervention, stakeholders' involvement

SUBMISSION ID: R012-SARANG-0150

Mother Tongue-Based Multilingual Education: Attitude and Perception of Non - Ip, Blaan, and Samal

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Abstract

INTRODUCTION

One of the greatest challenges in the development of education is the choice of language. There has been no clear discussion on the issue of the attitude and perception of tri-people towards mother tongue-based multilingual education. Specifically in the community where there are diverse languages spoken together. There is a need to have a comparative look at the differences. For this reason, this study aimed to determine the attitude and perception of Non-IP, Blaan and Samal parents and the significant difference in the attitude and perception towards MTB-MLE.

METHODS

The study employed a mixed approach, a combination of qualitative and quantitative approaches. There were 384 parent- respondents chosen randomly from Tinoto Maasim Sarangani Province. In the research process, a modified questionnaire and an interview were used. To determine if there is a significant difference in the attitude and perception of Non-IP, Blaan and Samal parents towards MTB-MLE, ANOVA was used

RESULTS

The results of the ANOVA show that there is a significant difference in the perception of the three groups towards Mother Tongue-Based Multilingual Education. This is shown by the F –the value of 13.612 whose significance on $\bar{\alpha}^2$ - value is 0.000. Since $\bar{\alpha}^2 < .05$, then the difference is significant. To summarize, although the parents see the importance of English, the result shows that parents generally AGREE on the importance and relevance of teaching mother tongue in the early grades, and usefulness of using mother tongue as bridge in learning English language that can be used in the future in order for Filipino learners to become well rounded and globally competitive individuals. The above results imply that the Non-IP, Blaan, and Samal parents have a positive attitude towards mother tongue-based multilingual education.

DISCUSSIONS

Based on the findings of the study, the Non-IP's, Blaan, and Samal parents generally agree on the usefulness, relevance, and appropriateness of using mother tongue in teaching Grade 1 to 3 pupils. They have a favorable attitude towards MTB_MLE for classroom instruction. With regards to attitude towards MTB- MLE, the three groups of parents showed similar attitude levels. These findings are supported by the study conducted by Gacheche (2010) that Mother Tongue-Based Multilingual Education has a potential in making locally accessible to the marginalized group to enhance access to quality education. On the basis of the results of this study, the following recommendations are offered: The use of mother tongue in teaching Grades 1 to 3 pupils is highly recommended. Department of Education officials should hire teachers for Grades 1 to 3 who are fluent in using the mother tongue of a particular locality. And more instructional materials in the primary grades such as workbooks, modules, and books should be produced using mother tongue in their texts.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0093

Motivation in Learning Science and Scientific Literacy, Science Achievement among Junior High School Learners

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Abstract

INTRODUCTION

Scientific literacy is essential for functioning in everyday life, as well as for success in our increasingly technology-based workplace. Students who take higher-level of science which requires strong fundamental skills in Science are more likely to attend and to complete college. One study of high school females found that one difference between those who later dropped out of high school and those who graduated was lower science scores among the former group (Roberts, 2017).

METHODS

The research used the descriptive method. The researcher is unable to "manipulate" or control any factors or phenomena, such as an intervention or "treatment," that may influence the participant's (subject's) behavior or performance. This characteristic has important implications for the conclusions that are drawn. It usually means that the study can only describe something or uncover relationships between two or more factors. Specifically, the descriptive-correlational research design was utilized in this study to relationships among two or more variables such as scientific literacy, motivation to learn science, and science achievement.

RESULTS

Generally, the majority of the grade 8 learners are in the "developing stage" when their overall mean score in the test of scientific literary skills is described. It is found that student's scientific literacy and motivation towards science learning have a significant relation to students' science achievement. The finding of this study showed that students who have the moderate motivation to learn science have mid-low achievement in science. The finding reported in this study justify the importance of students' motivation towards science learning to students' science achievement. This finding revealed that the students' motivation towards science learning is a significant predictor of students' science achievement in agreement with studies carried out by other researchers.

DISCUSSIONS

Result shows that it is "mostly true" that the most satisfying thing for them in a Science class is trying to understand the lessons as thoroughly as possible; that they need to know Science because it is a useful subject; and they want to do their best in a Science class because it is important to show their Scientific ability to their family and friends. They indicated that they like Science because it really makes them learn new things and Science lessons arouse their curiosity; that when they have the opportunity in a Science class, they choose activities that they can learn, even if they do not guarantee a good grade; and that they try to set and achieve a high standard of excellence.

KEYWORDS: Motivation, Learning Science, Scientific Literacy, Science Achievement

SUBMISSION ID: R04A-LAGUNA-0433

**Motivational Factors and Career Choice of Freshman College Students
Enrolled in Beed Program**

Merry Joed Abequibel

Abstract

INTRODUCTION

Motivation drives a person to behave in a particular way or the general desire of someone to do something. This study was conducted to find out the significant difference on the motivational factors that affect the career choice of the respondents when analyzed according to the gender of freshman college students of Ramon Magsaysay Colleges.

METHODS

The method used was a qualitative approach. It utilized the descriptive-correlative design involving seventy-seven first-year BEED students of Ramon Magsaysay Colleges during the school year 2013-14. A validated survey questionnaire was used to gather the data in determining the correlation motivational factors and career choice of freshmen students enrolled in BEED program.

RESULTS

There were more female students whose age range from 16-17 than male students whose age range from 18-19 enrolled in BEED. Most of the respondents from both groups belonged to the middle child of the ordinal position. The respondents' parents from both groups were mostly high school graduate. 87% belonged to the middle-income group which has a minimum of Php 65, 787 to 805, 582 maximum annual income. The most significant career choice factors of the BEED students in choosing their career were employment and opportunity as revealed in the grand mean ($M=3.4$). Environmental factors also affect their career choice with a mean of ($M=2.78$) and personality factors ($M=3.11$) The general average ($M=3.11$) of the different motivational factors that affect their career choice indicates that the indicated motivational factors influenced them in choosing degree in college. There was no significant difference in motivational factors that affect the career choice of the respondents when analyzed according to gender with the findings $X^2=0.051$ which is less than the critical value of 5.99 at 0.05 level. The null hypothesis was accepted.

DISCUSSIONS

With the results, it can be deduced that employment and opportunity were the main factors that influenced the first year BEED students in enrolling with the BEED program. They were aware of the course that could offer them after college. The availability of the job and the employment opportunity after finishing college is vital in determining the choice of their career. The personality factor also affected the respondents' choice of career with their interest in an occupation; their grades and academic ability and; motivation to pursue the course they take. Environmental factors such as parents, teachers, and peers must be considered as it was revealed that these also influenced their career choice. Gender has nothing to do with the career choice of freshman BEED students. It can be construed that regardless of gender, students are interested in the field of education as influenced by other factors mentioned.

KEYWORDS: BEED program, career choice, motivation, Ramon Magsaysay College, freshman

SUBMISSION ID: R012-SARANG-0161

Motivational Factors on Learning in a Constructivist Classroom: A Strategy on Learning from 21st Century Learners

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Abstract

INTRODUCTION

The purpose of this study was to investigate the motivational factors on learning and teaching strategies employed by the teachers who were confirmed and preferred by the students as effective strategies in dealing with the 21st-century learners.

METHODS

The study was conducted in Alegria National High School for the school year 2017-2018 which is located in the remote area of Alabel, Sarangani Province in Mindanao, Philippines. This research employed a descriptive research design using survey and naturalistic observation, and the instruments used to collect data were mainly survey questionnaire, Focus Group Discussion (FGD), an interview. A total of 158 students and five (5) SHS teachers and a school principal were chosen to participate in this study using purposive sampling method. Data collected were analyzed using descriptive statistics (quantitative data) and thematic analysis (qualitative data).

RESULTS

The study revealed several salient features; firstly, the motivational factors on learning of SHS students are (1) subject learning value, (2) achievement goal, (3) active learning strategies and (4) learning environment simulation that will help to positively improve their learning experience inside the constructivist - informed classroom. Secondly, the teaching strategies employed by teachers and preferred by SHS students are activities that help students (a) share or collaborate ideas, (b) simulated and experiential learning, (c) a strategy for speaking and self-confidence development, (d) classes with technology integration, (e) develop the students' sense of responsibility on their own learning and (f) teacher's capacity to teach. And lastly, the teachers have observed that students want to learn by doing and more engaged when teachers provided simulated and experiential learning inside the classroom. The teacher plays an essential role in a constructivist-informed classroom; however, it was emphasized that their main job is as motivator and tour guide or facilitator of learning.

DISCUSSIONS

In conclusion, it is a necessity for teachers dealing with 21st-century learners to identify the motivational factors on learning (NEEDS) and to apply the desired teaching strategies (WANTS) to the students. Teachers as classroom managers must impel (DELIGHT) students because knowing their needs and wants is useless when it is not applied inside the classroom.

KEYWORDS: Motivational factors, constructivist classroom, 21st-century learners, Alegria National High School

SUBMISSION ID: R012-SARANG-0225

**Multigrade Teachers Competencies of Datal Basak Ip Integrated School:
Basis for Professional Development Plan**

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Sarangani

Abstract

INTRODUCTION

This study aims to determine the different teaching strategies used by the teachers in multi-grade classes. Specifically, this study seeks to answer the following questions: What are the strategies employed by multi-grade teachers? What are the best practices in the teaching strategies of multi-grade teachers? What are the areas for improvement in terms of teaching strategies of multi-grade teachers? This study was conducted to determine the teaching strategies employed by the teachers in the multi-grade classes at Datal Basak IP Integrated School, West Maasim District, Sarangani Division, S.Y 2017-2018.

METHODS

Using the STAR and SCOPE class observation tool, the researcher observed classes to identify the best practices of Multigrade teacher in terms of teaching strategies and areas that need to be improved.

RESULTS

In the multi grade classes, it was observed that the MG teachers employed different teaching strategies such as; Using of teaching hooks, constructivist instruction through differentiated instruction, Indigenized and localized Instructional materials, Problem-based learning through Higher Order Thinking Skills and enabling questions, think-pair-share and group activities. Multigrade teachers show best practices in using shifting in teaching, their ability to transfer and facilitate learning from one grade level to another. Also, the integration of the Differentiated Instruction in the teaching-learning process, addressing the different multiple intelligences of the learners. Teachers have a problem in managing the allocated time per subject area. Teachers have a problem in constructing and delivering the HOTS or enabling questions to the class.

DISCUSSIONS

Base on the results of the study. It shows that the strategies employed by the multi-grade teacher's majority of the learners are T'boli, and only a few are exposed to the urban area. Teachers are encouraged to contextualize and indigenized the class instructional materials. All topics and examples in the lesson were set in the local settings. With this, all learners will be able to relate to the discussed lesson and can share their ideas on the specific topic. Problem-based learning; this strategy promotes critical thinking by presenting students with interesting and puzzling problems to solve. Think-pair-share was also observed in the multi-grade classes since teachers have a limited time of class discussion. One of the best practices of a multi grade classes is the ability of the teachers to use the "SHIFTING" . Shifting is the transfer of a teacher from one grade level to another. The ability of the teacher was tested on how she/he will be able to facilitate the classes they are handling. Since there is a scarcity of teachers' time on during the class discussion, these teaching hooks will supplement the lesson since it was aligned on the lesson competencies. It is incorporated on the group activities; every learner has a different role to do depending on their interest.

KEYWORDS: teacher competency; multigrade teaching

SUBMISSION ID: R012-SARANG-0170

Multiple Intelligences Integration in the 40 Week Curriculum: Basis for Development of Kindergarten Activity Book

Aiza Mabelle L. Gunay, Dizza Rhea P. Pondong, & Saima A. Rashid

Abstract

INTRODUCTION

Multiple-intelligence (MI) theory was developed by Dr. Howard Gardner, and it defines intelligence through a spectrum of content areas, including verbal-linguistic, mathematical-logical, interpersonal, intrapersonal, visual-spatial, bodily-kinesthetic, musical-rhythmic, and naturalistic. The application of Multiple Intelligence theory has been found to lead to increases in learning objectives and other holistic outcomes and has been lauded to be one of the most positive and influential theories in education today.

METHODS

The research used the research and development design (R & D) Research Phase. In this study, the Philippine Curriculum Map in kindergarten was reviewed and analyzed to determine the multiple intelligences. Using a frequency count, the evaluators will tally the integration of M.I in the curriculum guide. Development Phase. The activities included in the workbook were sequence according to the level of difficulty using the fry readability test formula were the least developed or mastered skills were given more activities.

RESULTS

Based on the result, the researchers will develop a workbook of activities that will integrate different multiple intelligences that are seldom used in the curriculum guide.

DISCUSSIONS

In the first quarter, A developed set of criteria to determine what set of skills make up an intelligence are based on biological foundations and psychological aspects of intelligence. Then, ends an introduction to Frames of Mind with a comment on future work about learning to mobilize in a constructive way. In addition, the third quarter states that well-designed multimedia resources lead to deeper learning than traditional verbal- only messages. Lastly, In the fourth quarter, restricting educational programs to focusing on a preponderance of linguistic and mathematical intelligence.

KEYWORDS: Multiple intelligence theory, kindergarten activity book, workbook

SUBMISSION ID: R012-SARANG-0063

Levels of Phonological Awareness and Comprehension of the Grade I Pupils in Malapatan Central Elementary School

Melanie M. Londres

Abstract

INTRODUCTION

Within many elementary schools today, there are countless children with learning disabilities who struggle to acquire basic reading and spelling skills. The ability to read and understand what is written is critical to the success of the educational system. Reading problems stem from several sources. The students may not be able to read the words themselves. This concern has sometimes led to the neglect of the counterpart of "word decoding" and "sentence comprehension". The students may lack the reading strategies necessary to overcome such challenges. Throughout elementary school, literacy instruction is at the core of every pupil's daily instruction. Numerous problems can occur for the reader at the comprehension level. If students are unable to successfully read and comprehend what they read, they will not only struggle in the language arts content area but also in some content areas. Reading is an integral part of everyday life. It is a lifelong skill that children must acquire to become successful working adults.

METHODS

This study utilized the descriptive method about the levels of phonological awareness and comprehension among Grade I Pupils taking into account rhymes, sound isolation, phonemic blending, phoneme segmentation, phoneme manipulation. The study used descriptive- correlational method considering that this study determined the relationship between phonological awareness and comprehension levels of the Grade I pupils in Malapatan Central Elementary School. The ninety (90) Grade I pupils of the Malapatan Central Elementary School in Malapatan District I, Sarangani Province were the respondents of the study. These ninety pupil respondents were taken from the nine (9) sections of Grade I of the said school.

RESULTS

The level of phonological awareness of the Grade I pupils is High on rhymes, sound isolation, and phoneme manipulation, and only Moderately High in phoneme blending and phoneme segmentation. The comprehension level of the Grade I pupils is generally High.

DISCUSSIONS

Results imply that reading comprehension of Grade I pupils is significantly influenced by their phonological awareness particularly on rhymes, sound isolation, phoneme blending, and phoneme manipulation. This also means that Grade I pupils tend to comprehend better in reading when their phonological awareness is high in rhymes, sound isolation, phoneme blending and phoneme manipulation. Various actions are also needed to help the Grade 1 pupils better improve their level of phonological awareness and comprehension.

KEYWORDS: Phonological awareness, comprehension, Malapatan Elementary School

SUBMISSION ID: R012-SARANG-0159

Level of Competence and Understanding in Writing among Grade 11 Shielded Metal Arc Welding Students: Basis for Module Development

Kassandra Salidania, Ramoncito Covacha, & Tella Marie Catedral, Department Of Education Sarangani

Abstract

INTRODUCTION

It is only in writing we can improve our writing skills. This research was conducted to meet the needs of Grade 11 Senior High School Shielded Metal Arc Welding students of Malandag National High School in their competence in writing skills such as correct usage of punctuation marks, capitalization, spelling, proper word usage and sentence construction that will be analyzed for module development as innovation to improve their performance in Filipino subjects.

METHODS

A multiple method design was used in this study. Using a grounded theory approach, we conducted a focus group of Technical Vocational Senior High School Students. Forty-two (42) respondents purposively responded to a set of semi-structured adopted questionnaire. A descriptive "Research and Development" method was also used, with data collected through a quantitative-qualitative analysis as innovation for module development.

RESULTS

Based on the diagnostic test given to students in measuring their competence and understanding in writing skills, we have identified that they were very good in proper word usage with a mean of 4.6, correct usage of punctuation mark with a mean of 4.4 which is good, spelling with a mean of 3.9 which is good and the least which is the competency in sentence construction with a mean of 2.8 which is only acceptable. It was seen also on the result that 45.23% of their total population is not skilled enough in writing. It resulted also to the rejection of the null hypothesis with a probability value of 0.18 which means that their academic strand has a significant weak positive relationship on their performance and competence in the Filipino subject.

DISCUSSIONS

Based on the diagnostic test given to students in measuring their competence and understanding in writing skills, we have identified that they were very good in proper word usage with a mean of 4.6, correct usage of punctuation mark with a mean of 4.4 which is good, spelling with a mean of 3.9 which is good and the least which is the competency in sentence construction with a mean of 2.8 which is only acceptable. It was seen also on the result that 45.23% of their total population is not skilled enough in writing. It resulted also to the rejection of the null hypothesis with a probability value of 0.18 which means that their academic strand has a significant weak positive relationship on their performance and competence in the Filipino subject.

KEYWORDS: improve writing skills, competence in writing skills, innovation to improve performance in Filipino subjects

SUBMISSION ID: R012-SARANG-0137

Level of Competence of New Teachers in Using Different Teaching Strategies in Improving Learners' Performance

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Abstract

INTRODUCTION

Effective teaching strategies are very important in pupils' learning and performance. It should be innovative and engaging since the modern trend requires the use of information and communication technology. For the new teachers, supervision and observation of classes by the school head are necessary. Through supervisory actions, the school head discovers the needs of teachers in improving their teaching performance inside the classroom. And after determining their needs, they should be mentored about different teaching strategies to help students learn the desired course contents and be able to develop achievable goals in the future. They should also be given technical assistance about different available learning methods to enable them to develop the right strategy to deal with the target group. As a school head of Gatid Elementary School, the researcher personally believes that new teachers with one to three years in the service really need to be mentored, observed and supervised until their teaching strategies will improve. With this view, she decided to conduct this action research that will surely have a great impact on the daily teaching and learning process, thus better and acceptable results will be attained.

METHODS

This action research utilized the descriptive method of research in order to address and improve the teaching strategies of the new teachers in Gatid Elementary. The respondents of this action research composed of 1 male and 11 female teachers who began teaching from the school year 2016 up to the present year. They knew that they were the subject of the study but were not informed of the schedule of observations for a more reliable assessment of competence. Five observations were conducted in each respondent with a total of 60 and the results were tabulated and analyzed. The researcher used her own designed Effective Teaching Strategies Checklist containing FIVE (5) elements and each was rated as Outstanding, Very Satisfactory, Satisfactory, and Unsatisfactory. The data gathered in the study were tabulated and analyzed using the appropriate statistical treatments.

RESULTS

The results show that in the five strategies used in the checklist, cooperative learning was utilized effectively as evident in the results that 38 out of 60 class observations rated as outstanding and very satisfactory. Second is the visualization which executed outstanding and very satisfactory in 30 out of 60 class observations. However, the use of technology in 60 class observations, 29 lessons were done outstanding and very satisfactory by the 12 new teachers. On the other hand, there is a need for improvement in employing the strategies in teaching such as Inquiry-Based Instruction and Differentiation. Relative to the results of this research, the researcher believes that being an effective teacher, therefore, requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs. Whether you've been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher there is no "one size fits all" solution. However, effective teaching strategies that teacher can use to inspire your classroom practice are suggested.

DISCUSSIONS

Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real-world. Examples include using the interactive whiteboard to display photos, audio clips, and videos, as well as encouraging your students to get out of their seats with classroom experiments and local field trips. Encourage students of mixed abilities to work together by promoting the small group or whole class activities. Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life. Solving mathematical puzzles, conducting scientific experiments and acting out short drama sketches are just a few examples of how cooperative learning can be incorporated into classroom lessons. Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners. Encouraging

SUBMISSION ID: R04A-LAGUNA-0389

Leadership Qualities among Honor Pupils their Participation in School's curricular and Co-curricular Activities with their Parents' Involvement

Argie Tomaodos

Abstract

INTRODUCTION

Pupils should not only be active with curricular matters. They should also participate in extracurricular activities because it could help them gain experience in a variety of areas that will enhance their future. Learners who join extracurricular activities become potential leaders in school and in the community as well. Extracurricular activities are also a good way to explore social, political, and career interests. In the school where the researcher was teaching, it was observed that pupils who were leaders were usually honor students; were active in extracurricular and curricular activities, and with parents who were equally involved both in the curricular and extracurricular and extracurricular endeavors of their children. Confronted with this scenario, the researcher decided to investigate this matter so that he is affirmed of the importance of the above-mentioned variables in the total development of the learners.

METHODS

This study utilized the descriptive- correlational method of research. Such design was used because the study wanted to determine the existing condition and the relationship among variables. In this study, the condition described was the participation in curricular and co-curricular activities, the dominant leadership qualities, and the level of parents' involvement in the education of the Grade VI pupils. The relationship that was established was that of the leadership qualities of Grade VI honor pupils and their parents' involvement in their education.

RESULTS

Of the 15 items describing the possible qualities of leadership to be practiced by the respondents as group leader or discussion leader, they strongly agreed that they should respect the views and opinions of others with the mean value of 3.68 while the rest of the items were agreed by them to be practiced regularly with the obtained mean values ranging from 2.50 to 3.49. Of the 16 statements describing the expected involvement of parents in the education of their Grade VI honor pupils one (1) or 16 percent always agreed that parents should attend PTA meetings; often agreed that parent should coordinate with teachers in the academic performance of their children. Fourteen (14) or 88 percent of the items were less frequently agreed by them that parents should be involved in these situations as shown by their weighted rating between 2.50 to 3.49. Parents' involvement varies across age, educational attainment, employment status, monthly income and size of the family but tend to show that they often were involved in the education of their children. The obtained "r" value to test whether leadership qualities among Grade VI honor pupils significantly influence their parents' involvement was 0.998. At 0.05 levels with df equals 59 is 0.250. The obtained 0.998 is greater than 0.250 that lead to rejecting the null hypothesis.

DISCUSSIONS

The respondent had participated in several curricular and co- curricular activities held during the year but most of them attended the activities held at school level. The respondent had varied leadership qualities in doing the duty to guide the discussion of the group but most of them agreed that leading a group one should respect the views and opinions of their members. Most parents regularly involved themselves in the education of their children where they often coordinate with teachers about the academic performance of their children and always attend PTA meeting in school. Parents were more frequently involved in the education of their children. Leadership qualities of honor pupils significant influenced the level of parents involvement in their education. these two variables are affecting one another.

KEYWORDS: Leadership qualities, honor pupils, Curricular, Co-Curricular, Parents' involvement

SUBMISSION ID: R012-SARANG-0074

Leadership Qualities of Teachers and Pupils Academic Performance of Hilltop Elementary School: Basis for Strengthening Extreme

Edgar C. Ayop

Abstract

INTRODUCTION

Teachers play a very vital role in imparting education. They acquire the totality of the information and qualities of education through instructions and must possess good leadership qualities which maximize the development of a teacher physically, mentally and morally. Along with these ideas and situations cited, the researcher wanted to find out whether leadership qualities of Hilltop teachers.

METHODS

This study utilized the descriptive survey in determining the level of leadership qualities manifested by Hilltop Elementary teachers and their pupils' academic performance. The sampling technique of this study was not applied. The respondents were the 24 Hilltop teachers (3 male, 21 female) as the entire population was applied. Slovin formula was applied in order to get the desired sample size. The questionnaire was adapted from the study of Decir (2011), and revised for the teacher respondents.

RESULTS

The grand mean of 4.00 reveals that the respondents' leadership qualities are high. This was supported by Jerd (2008) that teachers as a leader should possess qualities that can help and improve the performance of their pupils. Teachers should have stable in emotion, enthusiast, and dominant on their work. Being conscientious and tough-minded can really help their lives as a mentor. The data reveal that out of the 285 Hilltop Elementary Pupils, 15 or 5% had an outstanding level of academic performance. This means that these pupils had 90 and above rating in their average grades during the second grading period. These students have met the standards of their subject areas and have mastered the competencies during the grading period.

Lastly, we could glean from the data that there are 10 or 4% who had achieved a fair level of academic performance. This means they are not able to meet the desired learning outcomes. They have failed to master the competencies during the second grading period.

DISCUSSIONS

Most of the leadership qualities manifested by Hilltop teachers was high. Most of the Hilltop pupils had satisfactory academic performance. The curriculum planners and the school administrators could provide more training on leadership quality and professional development of Hilltop teachers so that their morale and dignity on teaching would increase through enhancing their self-confidence and maintain to be an enthusiast. The Hilltop pupils could be provided with varied techniques through the added information on new teaching techniques in teaching learned from teachers who manifest high leadership qualities and high emotionally aware. The school must conduct a leadership skills training design to enhance the leadership qualities of Hilltop teachers and to increase the pupil's academic performance. Proposed Leadership Skills Training should be adopted and implemented. For future researchers, this study should be replicated to verify findings.

KEYWORDS: Leadership qualities, academic performance, Hilltop Elementary School,

SUBMISSION ID: R012-SARANG-0090

Learner-Centered Instructional Strategies and the Academic Performance of Pupils in Malapatan District III

Christine H. Cristobal, Department of Education Sarangani

Abstract

INTRODUCTION

This study aimed to determine if there is a significant relationship between the teachers' extent of use of the learner-centered instructional strategies and their pupils' academic performance. It also determined if there is a significant difference in the teachers' extent of use of their learner-centered instructional strategies as well as the significant difference in the pupils' academic performance when grouped according to sex.

METHODS

It was found that the teachers often used learner-centered learning, class recitation, and group discussion. It was also found that there was a significant difference to which the teachers used the four learner-centered instructional strategies. It was also found that male and female pupils do not differ in their academic performance and have a rating of fair.

RESULTS

Correlation results showed that there is a significant relationship between the teachers' learner-centered instructional strategies and the pupils' academic performance.

DISCUSSIONS

It is recommended that teachers should encourage their pupils to discover ideas by themselves when discussing the lesson and should also encourage the pupils to have a small group discussion so they can really share their own ideas. Teachers must avoid spoon-feeding their pupils when teaching, instead, they must be trained to solve situational problems by themselves and analyze their possible solutions.

KEYWORDS: learner-centered instructional strategies, academic performance, Sarangani Province, Malapatan District.

SUBMISSION ID: R012-SARANG-0086

Learning Styles of Grade 9 Indigenous Students and Academic Performance: Basis for a Contextualized Culture-Inclusive Teaching Strategy Manual

Krista Kaye D. Melon

Abstract

INTRODUCTION

One of the most debated concepts in teaching is the study of learning styles. Diversity is one of the main factors why learning styles also differ in its effectiveness especially in classrooms with culturally diverse students. These learners have different foundations, cultural experiences, upbringing, norms and preferred learning environments. This study explored the learning styles of Grade 9 section Mendeleev IP students of Malungon National High School to develop a culture-inclusive learning strategy manual for effective teaching and learning.

METHODS

This study utilized the descriptive design test and administered to the Grade 9 Mendeleev IP students of Malungon National High School. The data obtained helped develop a Culture-Inclusive Teaching Strategy Manual. The respondents of the study are the Grade 9 IP students specifically those with B'laan, Kaolo and K'lagan bloodlines of Malungon National High School.

RESULTS

The study found that the Grade - 9 sections Mendeleev IP students' preferred different learning styles. It was also found that more than half (52.64%) 10 out of 19 students are auditory learners; seconded by the visual learners (31.58%) 6 respondents; followed by 1 tactile learner (5.26%); and, the remaining 2 students say that they can learn equally with different learning styles. The study also found that nobody has reached the outstanding level of academic performance thus no IP students were included in the 1st quarter achievers list with the general average of 90% and above.

DISCUSSIONS

The results demonstrate that there is a need to design a contextualized culture inclusive teaching strategy manual considering the respondents learning styles integrating the cultural traditions in literature, poem, songs, dances, practices, games etc. The use of this manual will help enhance the inclusiveness of the IP students in education that will lead them to more productive classroom participation and outstanding academic achievement.

KEYWORDS: Learning Styles, Teaching Strategy, Indigenous People, Academic Achievement, Culture Inclusive Manual

SUBMISSION ID: R012-SARANG-0139

Learning Styles of Grade 9: Basis for LESSTRa Implementation

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Abstract

INTRODUCTION

Learning style is the preferential way on which the learner absorbs, process, comprehends and retains information. Every learner has his own style. These differences in learning were attributed to several factors, and these were potential factors that affect the learners' acquisition of knowledge. In a classroom setting, learners depict their learning style depending on the task given by the teacher and on the instruction to every learning experience. This study- Learning Styles of Grade 9 Students: Basis for LESSTRA (Learning Strategies) Implementation served the purpose of giving the students the most appropriate learning strategy that suit their learning styles.

METHODS

This study employed an action research approach with the most part as quantitative and a part of it as qualitative. It utilized the Grade 9 students of Malapatan National High School of whom 60 participants were randomly selected. Using the adapted questionnaire from the SEAMEO Innotech, learners' learning style was determined. The learning style was limited to Visual, Auditory, and Kinaesthetic. The dominant learning style was determined.

RESULTS

Based on the sixty (60) survey questionnaires, the learning style of the majority was Auditory with 21 out of 60 or 35%. Meanwhile, 31.67% or 19 out of 60 do have Visual learning style while only 11.67% or 7 out of 60 is Kinaesthetic. However, it appeared that students have also combined learning styles. There were those who were identified as both Auditory and Kinaesthetic; Visual and Kinaesthetic. The features of learners with Auditory Learning style include building up more comprehensive sentences, being talkative, sensitive to sound and music, memorizing the songs fast and easily, being inclined to learn foreign languages, learning by talking, having difficulty in reading and writing skills, participating in group discussions, using audiotapes for language practices. Whereas, learners who preferred a visual learning style are typically the ones to do really well in the classroom. They are the learners who would pay attention to powerpoint presentations, graphs, charts, handouts, and other visuals. On the other hand, the kinaesthetic learners learn best with active "hands-on" approach. Learners with this learning style have a hard time learning through the traditional lecture; yet are excellent in motor memory, and are good at sports.

DISCUSSIONS

The results had shown that inside the classroom learners were of different learning styles. They also need a variety of strategies to tickle their interest to learn and to sustain their willingness to continue learning. The results of the survey would be very beneficial to the teachers to come up with the most suitable teaching strategies to use in the classroom. It can also be utilized to craft possible programs and activities in school to fully-developed the skills of the learners.

KEYWORDS: learning styles

SUBMISSION ID: R012-SARANG-0175

Leek e da Maá'ja Leblo: Its effectiveness to the reading proficiency level of the grade 7 indigenous students of Malungon National High School

Norie Jean V. Dimanaong, Evelyn D. Duque, & Melinda G. Cartojano,
Department of Education Sarangani

Abstract

INTRODUCTION

Reading is the most basic ingredient in the success of every individual to cope with the highly technologically advanced world of today. Hence, it is one of the most pressing current educational imperatives to design programs to address those students who have difficulty in reading most especially the indigenous students from the mountainous areas. In Malungon National High School, as to the previous year record of the reading proficiency level, it is noticed that most of the non-readers and students under frustration level are mostly indigenous students. Based on records, among the enrolled indigenous students, 30.74 % are non-readers and 19.45% are frustration readers. With this alarming problem on reading, Lbek e dad Masá³/₄± program comes up in order to address the needs of these students.

METHODS

A descriptive research design was used in this study. A total of 70 indigenous students were chosen as respondents, of which 42 were Tagakaolos and 28 were Blaans. Their ages ranged from 11 to 16 years of age. A pre-test was administered to the respondents prior to the conduct of the study to determine the respondents' reading proficiency level. The Lbek e dad MaÁja reading session guide was then administered to the respondents after the identification of the respondents' reading proficiency level to test its effectiveness. A post-test was then administered to the respondents after the conduct of the study to find out the results.

RESULTS

Results revealed that during the pre-test t - value was 19.442 and with a mean difference of 2.84 while during the post-test t -value was 51.642 with a mean difference of 3.74. This means that the increased in the T value in the post-test strongly revealed that the session guide entitled "Lbek e dad Masá³/₄±" was an effective tool for the reading enhancement of indigenous students who have reading difficulties.

DISCUSSIONS

Based on the results, the following reflection, conclusion, and recommendation were formulated. Indigenous students must be given full attention toward reading. Intervention reading programs should be implemented thoroughly with the help of the teachers and the assistance of the school administration. They should be provided with all of the necessary reading materials and easy access to electronic visual aids vision such as television and internets that would motivate them to give time to read. Meanwhile, teachers also should be provided with an adequate supply of teaching and reading aides, resources, equipment, and facilities through school initiative and other sponsoring institutions.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0171

Humor@Senior: Increasing Learners' Classroom Performance

Dave, Mark A., Laguna Senior High School

Abstract

INTRODUCTION

Choosing an effective teaching and learning strategy in Mathematics is not an easy task. Strategies need to be chosen carefully in order to contribute the most effectively to student learning. The teacher uses different teaching strategies but still, students are not participating in classroom discussion especially in mathematics subject. In this study, the researcher focused specifically on student participation in the classroom and its effect on classroom performance. The researcher also wanted to know the reasons why students do not participate in the classroom discussion.

METHODS

To describe the reasons for students' non-participating in the classroom discussions and to describe the percentage of students about the infusion of humor in the pedagogy of teaching basic calculus percentage method was used. Weighted mean and standard deviation were used to describe the mean score of the pre-test and post-test. Percent of the increase was used to find out the percent increase between the pre-test and post-test. t-test was used to test if there is any significant difference between the pre-test and post-test of the students.

RESULTS

The result in the checklist revealed that the students' reason why they did not participate in classroom discussion were as follows: they fear that they will look unintelligent to their classmates and teacher; their ideas were not formulated enough. The result of pre-test and the post-test showed that thirty-seven (37) out of forty-three (43) or 86.05% of the students improved and learned the selected topics discussed and an increase of knowledge about the selected topics was also evidently achieved. Comparing the results of their pre-test and post-test 76.29% increase in the post-test was computed. The result was way beyond the expected 75% increase. Paired t-test also revealed that the difference between the pre-test score and the post-test score was significantly different from the computed paired t-test of -17.5904 is beyond the critical value of ± 2.018 , regardless of the sign at 0.05 level of significance. Thus, it can be concluded that the students gained a significant increase in knowledge of the selected topics discussed. In other words, the students significantly learned the lesson taught.

DISCUSSIONS

A survey was conducted to find out the students' perception of infusing humor in teaching. The students strongly agreed that they felt that a teacher is more interesting to listen when he is funny and students can have a bigger chance of relating to the discussion if the teacher is funny. They also agreed that both the teacher and students should be careful with humor so as not to hurt anyone's feelings. Moreover, they also agreed that if there is something funny in the discussion they more likely to pay attention. A sign of unanimous admittance that humor increases their interest and motivates them to engage in the classroom discussion was very much evident from the responses made by the students. After the findings, other teachers teaching other subject was recommended to use humor in pedagogy to test its effectiveness to other learning areas.

KEYWORDS: Humor, Classroom Performance

SUBMISSION ID: R04A-LAGUNA-0426

**Impact of Family Involvement on the Homeroom Meetings Conducted of
San Roque National High School**

Sharon P. Solomon

Abstract

INTRODUCTION

This study aimed to determine the impact of family involvement on the homeroom meetings conducted at San Roque National High School.

METHODS

This study used descriptive research design. The respondents of the study were the parents of grade 7 students of San Roque NHS for the SY 2017. The data were retrieved from the adviser homeroom meeting attendance for 3 consecutive meetings.

RESULTS

The results revealed that among the parents who failed to attend are those parents whose income earned on daily bases with low educational attainment, with distance issues, and those who were not updated by the teachers of the status of their child.

DISCUSSIONS

Based on the results, the researchers come up with interventions to reach out parents, to increase their involvement, hence help their child in both academic and behavioral performance.

KEYWORDS: Family involvement, homeroom meetings

SUBMISSION ID: R012-SARANG-0193

**Implementation of Differentiated Instruction and the Teachers'
Instructional Competencies in General Santos West District**

Jocelyn Laping-Cagang, Department of Education Sarangani

Abstract

INTRODUCTION

This study concentrated on the implementation of differentiated instruction and the teachers' instructional competencies in General Santos West District, Division of General Santos City.

METHODS

Specifically, this research used the descriptive-correlation method of research. It determined the implementation of differentiated instruction of the teachers based on the pupils' interest, assessment, lesson planning, content, process, and product. It also identified the level of the teachers' instructional competencies in terms of diversity of learners, content, and pedagogy and reporting learner's outcome. A significant difference in the extent to which teachers implement differentiated instruction was determined. The significant relationship between the extent of implementation of differentiated instruction and the teachers' instructional competencies were also recognized. This research involved teachers, subject coordinators, and principals who availed themselves in the use of the questionnaire. It utilized the use of mean and ranking methods, frequency counts, percentage, ANOVA, and Pearson product-moment correlation coefficient test to arrive at valid results.

RESULTS

The findings of this study showed that in the implementation of differentiated instruction, the teachers often considered pupils' interest, use assessment of students' learning, plan lesson carefully, and efficiently implemented the content of instruction.

DISCUSSIONS

KEYWORDS: Differentiated instruction, teacher's instructional competencies, General Santos West District

SUBMISSION ID: R012-SARANG-0215

**Implementation of Special Program for Sports (SPS) in Gov. Felicisimo T.
San Luis Integrated Senior High School: Basis for Sports Career
Development Plan**

Deleña, Ederlyn M., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The quality of a student's high school experience can be cultivated through involvement in special programs in sports (SPS). A student's connection to the many aspects of a school's culture often facilitates the development of school pride and personal responsibility. This study aimed to determine the Implementation of SPS in Gov. Felicisimo T. San Luis Integrated Senior High School (GFTSISHS) which served as the basis for sports career development plan which consisted of fifty respondents. This study utilized the descriptive survey method with a questionnaire as the primary data gathering tool.

METHODS

The survey questionnaire was self-completed by the clients, with assistance available if required. Non-probability purposive sampling was used for data collection purposes. Descriptive statistics like frequency count, percentage, ranking, and the weighted mean was used in solving the problems being addressed in this study. Descriptive survey method in order to determine the implementation of SPS in GFTSISHS

RESULTS

The study revealed that that profile of the school was accredited from sports agency, members in a different sports organization and all the sports facilities were visible in the school. The respondents agree on the status of the implementation of a special program in sports as to preparedness of faculty, faculty understanding on SPS curriculum and support of the community. The study concluded that the profile of the school was accredited from sports agency, members a in different sports organization and all the sports facilities were available nor visible in the school. The respondents agree on the status of the implementation of a special program in sports as to preparedness of faculty, faculty understanding on SPS curriculum and support of the community. The different related activities being conducted in the school such as sports festival, team building, field demonstration, outdoor activities during PE subject and dancing competition are one hundred percent being utilized and conducted in the school.

DISCUSSIONS

The school must preserve the quality of the requirements being accredited as a school offering a special sports program from the school profile down to the least requirements in order to maintain its clientele especially the standard quality of the school. Teachers must continue to empower their skills in sports and other related activities by pursuing graduate studies related to sports and as well as continue attending seminars and training congruent to sports to further improve their knowledge and skills also to grow personally and professionally in that field. There are lots of sports-related activities that must be sustained yet try to look into other sports activities that would benefit the students and also varied sports activities the students find more interesting and happy. Further study of the same nature should be made that will support the result gathered. Identification of other instruments.

KEYWORDS: Special Program for Sports, Sports Development Plan

SUBMISSION ID: R04A-LAGUNA-0450

Improve the Reading Level Skills of Slow Readers among Grade 2-Yakal Pupils Thru Storytelling Project Activities in Pagsawitan Elementary School

Del Mundo, Josilin P., Pagsawitan Elementary School
(Adviser: Cambel, Aimee V.)

Abstract

INTRODUCTION

The results of the Philippine Individual Reading Inventory (Phil-IRI) for the last 3 years opened our minds to address the problem of low-level reading comprehension of Grade 2 pupils. We found that in School Year 2013-2014, 153 out of 210 or 73% of these pupils were categorized in the Frustration Level. The same thing was true in School Year 2014- 2015 wherein 142 out of 175 learners or 81% were identified in the same level and 91 out of 187 pupils or 49% for School Year 2015-2016 fell under the same category. The research is anchored on Department of Education's move to institutionalize the national program "Every Child-a-Reader Program" (ECARP) through The Storytelling Project sponsored by Mr. Rey S. Bufi, Founder and Executive Director. The research purposely focused on the implementation of Storytelling Project activities to bring back the interest and love of reading among Grade 2 pupils. It also focuses on the daily routine to enhance the learners' attention in reading thru storytelling activities.

METHODS

The researcher used quantitative method to measure the performance level of reading ability of the learners as well as speed and comprehension levels. The purposive sampling technique was used by the researcher. The primary tools of the research are Phil- IRI Pre and Post Test Results and volunteers' observations on pupils' attitude towards reading. These were utilized as the basis for valid recorded data of respondents under reading profile.

RESULTS

After the implementation of the program, the following indicators become evident: 1. Reading intervention thru storytelling activities is of valuable significance in reducing the problem on slow and struggling readers in Pagsawitan Elementary School manifested in the increased reading level performance of the pupils; 2. The level of interest of the recipients was observed by the teachers and volunteers as positive; and 3. Storytelling activities are of great help in the reading intervention. It is a success indicator in arousing the pupils' interest in reading.

DISCUSSIONS

The study focused on thirty-seven (37) Grade 2 Yakal pupils of Pagsawitan Elementary School for the School Year 2016-2017. It started in Feb 2017 and will continue for the succeeding years. These will also serve as the basis of applying storytelling strategies to actual teachings in all grade levels.

KEYWORDS: Storytelling Activities, Intervention, Reading Program, Sponsors

SUBMISSION ID: R04A-LAGUNA-0384

Improving Phonemic Awareness of Kindergarten - Anastasia through ICT

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Abstract

INTRODUCTION

Pupils today are living in a world dominated by screens keeping them stimulated in their everyday lives. In a 21st century classroom, there is an increased focus on student engagement. Knowing this, teachers need to transfer the skills that students have at home with computer usage in their classroom. By understanding this need, educators must find a way to appropriately incorporate technology in an effective manner in order to engage students in their own learning and continue to expose them to the concepts they are learning in the classroom. The use of technology in the classroom can be a powerful tool in transforming learning. Watching students become excited in using ICT has shown that they are becoming more involved in their own learning. Research findings emphasize that in order for students to become motivated in their learning, they must be engaged. This action research study, in which pupils in kindergarten-Anastasia at Bagumbayan Elementary School will be participated in small group instruction through ICT specifically, video viewing that promotes phonemic awareness development. Phonemic awareness is the ability or skill of pupils to identify the sound of spoken language that is associated with a specific letter in the alphabet. When children are able to correlate the sounds with the correct letters, they can sound out words when reading to decode as well as to develop their writing and spelling skills. Phonemic awareness uses people audio processing to hear the individual sounds in words to increase and support language acquisition. The study was to examine the impact of selected videos that address phonemic awareness in Kindergarten. This study measured the growth of student abilities in reference to their phonemic awareness with the use of technology. This research aims to determine if there is a positive or significant effect on the integration of ICT to improve the phonemic awareness of Kindergarten pupils.

METHODS

The twenty-eight pupils from Kindergarten- Anastasia was the subject of this study. This study was conducted during the second quarter of School Year 2018-2019. Students were assessed (pre-assessment) on their letter sound recognition skills using ICT, then the researcher conducted multimedia activities related to phonemes. Students were reassessed (post-assessment) on the same standards. Scores were compared and pupils' progress was analyzed to monitor their improvement.

RESULTS

The researcher examined the phonemic awareness growth of Kindergarten- Anastasia has a low level. There was a lack of necessary materials and activities that can enhance their phonemic skills. Throughout the study, the targeted twenty-eight kindergarten pupils have increased their phonological awareness with the use of ICT. The pupils were able to recognize rhyming words and identify the number of syllables in spoken words containing one, two, or three syllables with mastery. This proves that using technology can enhance the pupils' phonemic awareness.

DISCUSSIONS

Early childhood learning programs comprise the use of phonemic awareness in the development of reading and emphasize the importance of these skills in order for pupils to become fluent readers. Through this study, the findings concluded that based on the amount of exposure the pupils had using technology, their phonemic awareness understandings have increased. The greatest area of improvement for pupils' progress was in letter sound identification of both consonants and vowels. The study found that pupils using ICT that focused on phonemic awareness were engaged. The positive interpretation means the successful achievement of Kindergarten pupils in improving their phonemic awareness using technology.

KEYWORDS: PHONEMIC AWARENESS, ICT

SUBMISSION ID: R04A-LAGUNA-0416

Improving Reading Ability and Comprehension of the Grade Six M.H. Del Pilar Pupils through Project Wonder (Willpower on Developing Excellent Readers)

Ayala, Riza P., Santisima Cruz Elementary School

Abstract

INTRODUCTION

The study was conducted to assess the effect of buddy reading to decrease the number of frustration reading level of eighteen (18) pupils from Grade 6 - M.H. Del Pilar in Santisima Cruz Elementary School Year 2018 - 2019. Specifically, this study sought to answer the question: How does buddy reading help decrease the number of frustration reading the level of students from Grade 6 - M. H. Del Pilar in Santisima Cruz ES School Year 2018 - 2019? Eighteen (18) students from Grade 6 section M.H. Del Pilar were the subjects of this study. The researcher also used eighteen (18) buddy-readers. One on one buddy reading was more likely to use.

METHODS

The researcher conducted the action research on September - November SY 2018-2019. Eighteen (18) pupils from Grade 6 - M.H. Del Pilar were the subject of this study. The researcher made use of eighteen (18) buddy - teachers. Descriptive Method was used in gathering data regarding the reading comprehension level of the subjects of this project. The data used in this study were the Pre and Post results/ scores of the mentees on the reading materials which were given to them through buddy reading. Assessment/ evaluation tools results were collected and used for data analysis.

RESULTS

As the results of eighteen (18) frustration level learners of Grade Six M.H Del Pilar of Santisima Cruz Elementary School were identified. The test of two means revealed that the pre-test scores were generally lower than the post-test scores in all of the ten reading materials. All the post-test averages were also evidently higher than the pre-test averages. The results showed that buddy reading using different innovative instructional materials helped the students significantly improved their performance. It was also determined that the students had the highest scores on the fifth day in which they used reading modules as their instructional material. While the scores on the 10th day in which they used summarization strategy were the lowest relatively.

DISCUSSIONS

The students under the frustration level based on the PHIL-IRI should be tutored by their classmates in the independent level using innovative instructional materials for the said approach was proven effective in improving the performance of the students and use different reading modules as instructional material for the students to have better comprehension on a certain reading material.

KEYWORDS: PROJECT WONDER, Willpower, Development, Excellent Readers

SUBMISSION ID: R04A-LAGUNA-0380

**Improving Reading Skills By Enhancing Vocabulary Words through
Contextual Clues of Grade V Aquarius of Santisima Cruz Elementary School**

Jovellano, Flocerfida D., Santisima Cruz Elementary School

Abstract

INTRODUCTION

For a child - learner, reading is the basic tool for learning in all subjects; a skill that helps him to understand not only the literal and visual presentation of the teacher's daily lesson but also the words and ideas conveyed in any reading materials. With the child's enriched vocabulary in his schema, he is able to correlate them to the newly -acquired knowledge from worthwhile reading materials; remarkably, he learns and performs well in the academics.

METHODS

The researcher used quantitative method to measure the pupils' vocabulary and reading comprehension level through sampling techniques like unlocking of difficulties in reading selections using antonyms and synonyms in oral and written communication but the primary tools used by the researcher were Phil-IRI Pre and Post Test results.

RESULTS

The 2018-2019, Phil IRI pre-test results showed that out 36 pupils, 2 of them were independent readers, 10 instructional and 24 frustration ones in the oral test. When analyzed, it means that 65% need reading assistance while 35% show very minimal reading comprehension at all. In the 2018-2019 Phil Iri, post-test results showed the improvement that 12 out of 24 frustration pupils in reading in the pre-test, now have improved. They now fall on the instructional level. 20 pupils now are already in instructional level and 4 are already in independent level.

DISCUSSIONS

The research started in September 2018 until the succeeding years and focused on thirty-six (36) pupils of Grade V -Aquarius of Santisima Cruz Elementary School for the School Year 2018-2019. If the educational objectives would be attained, the researcher could prove of her teaching effectiveness and most of all this could be useful efforts and outputs to share with fellow educators who would be under the same circumstances.

KEYWORDS: Vocabulary Words Enhancement, Contextual Clues

SUBMISSION ID: R04A-LAGUNA-0381

Improving Sbm Task Schemes to Teachers: Basis for Sbm Strategic Primer

Imelda T. Dujañas

Abstract

INTRODUCTION

The Department of Education is heightening the implementation of School-Based Management (SBM) in each school to improve the data collection and documentation of the different school activities. Thus, the division of Sarangani is evaluating the SBM showroom of the schools to check whether the school is improving in their programs & projects implemented, financial management, and documentation. In this view, Rogaya Bajunaid Integrated School would like to regain its level 3 status in the SBM Evaluation. Hence, there is a need to uplift the concept of teachers towards SBM and its implementation to the school.

METHODS

Descriptive quantitative - qualitative method was used to this study. A questionnaire was given to the teachers to collect their ideas on the possible solutions in improving their passion in doing the SBM tasks. Peer interview was done to gather the data concerning their point of views on the efforts of the effects of the SBM evaluation. The respondents were the thirty-four (34) teachers of Rogaya Bajunaid Integrated School in the school year 2017-2018.

RESULTS

It was found that the teachers would be motivated to work on their SBM assignments since each one has its own task to do. They they also received awards and recognitions for the tasks well-doone. Theschool records and documentation were intensified since everyone was aware of its importance. Peer-tasking, buddy system, and reward system were among the possible solutions in igniting the passion of the teachers for the SBM. A SBM strategic primer was created with the following contents: Introduction on SBM, Principles and its sub-contents, Technical Working Group (TWG), Teachers' Tasks per Principles, School Achievements, Team Achievements, Individual Achievements, and SBM Updates.

DISCUSSIONS

The school head presented the need to upgrade the SBM level of the school. Stressing out the benefits it would bring forth to the teachers and schools created a positive impact to the etachers to do their jobs. The school head presented the following steps: planning, creating a TWG, conducting the survey, gathering and analyzing the data, crafting of the proposed primer, finalization of the primer, with the target time, to the SBM core group, then to the whole RBIS faculty.

Upon the approval of the body, each team screened their folders and took notes of the updates, missing and additional documents needed for each sub-topic. Tasks were also given to each teacher

KEYWORDS: SBM Task Schemes, SBM Strategy

SUBMISSION ID: R012-SARANG-0123

Improving the English Reading Ability of Selected Grade Five Pupils of Palasan Elementary School through Extensive Reading Activity

Crisostomo, Rowena R., Palasan Elementary School
(Adviser: San Pedro, Remedios C.)

Abstract

INTRODUCTION

The study was conducted to improve the English reading ability of selected Grade five pupils of Palasan Elementary School

A.Y 2018-2019. Specifically, it sought answers to the following questions (1) What is the reading level of selected Grade five pupils before the implementation of the extensive reading activity? and (2) What is the reading level of the grade five pupils after the activity? Based on the result of the Phil- IRI pre-test in English among the thirty-nine pupils of Grade five-Aquarius, only one (1) pupil was under the instructional level, thirty (30) pupils were under frustration level and eight (8) pupils were non-readers in English which is equivalent to ninety-seven (97) percent. These pupils were the focus of this study.

METHODS

The researcher aimed to enhance the reading ability of pupils through Extensive Reading Activity which is Project SINORA and Project DEAR. Descriptive type of research was used by the researcher. The data were obtained from the results of the Phil-IRI pre-test and post test in English. Weighted mean and standard deviation were used to handle the treatment and analysis of data.

RESULTS

Based on the data the findings of the study were the following: The weighted mean of 3.79 indicated that the reading ability of pupils in terms of speed was "fast", and the average weighted mean of 4.79 showed that the reading comprehension was "moderately high". After the implementation of Extensive Reading Activity, it was found that seven (7) pupils turned into independent readers, twelve (12) pupils turned into instructional readers, twenty pupils (20) were found to be average readers with low comprehension while three (3) pupils turned to be slow readers without comprehension. In view with the findings of the study, the researcher had drawn the following conclusions; (1) The school adviser may help the pupils to improve their reading ability in English (2) Extensive reading activity helps a lot to improve and practice the reading fluency, speed and comprehension of readers and (3) Suitable reading materials may arouse the reading interest of pupils.

DISCUSSIONS

Based on the conclusion drawn from the study, the following were recommended: (1) Pupils must be motivated and encouraged to read more frequently in order to reinforce and improve their reading ability, (2) Suitable reading materials must be provided for the slow readers and (3) Continuous implementation of the extensive reading activity is highly recommended to further improve the reading ability of slow readers without comprehension ,and (4) Extensive reading activity must be practice or implemented in other grade level and other subject areas.

KEYWORDS: Comprehension, Extensive Reading ,Fluency, Speed

SUBMISSION ID: R04A-LAGUNA-0383

Improving the HandWriting Skills of Kindergarten Snow White Using Kg Primary Dots Font

Magno, Angelica Glenda, Bagumbayan Elementary School

Abstract

INTRODUCTION

In Bagumbayan Elementary School Santa Cruz Laguna, most of the pupils in Kindergarten section Snow White has a handwriting problem. Because handwriting is such a complex skill, there are many children who have difficulty mastering it. This may cause frustration and distress and affect a child's desire to write. It may also cause anxiety for the parents and teachers who watch the child struggle to put his or her ideas on paper. Not all difficulties are the same or caused by the same factors, and an assessment of the problem must take into account the age and experience of the child. The researcher believes that this action research may help pupils to improve handwriting skills as well as pupil's academic achievement.

METHODS

All 28 kindergarten pupils section snow white were tested, composed of 13 male and 15 female. The learners were asked to practice proper stroke of each letter. Every school day the teacher demonstrated the correct way to write each letter. Using the kg primary dots the learner can easily follow the proper stroke of each letter. They followed the blue to blue lines for capital letters and red to blue lines for small letters. The place where the activity did is also considered, like comfortable sit and a table for elbow rest.

RESULTS

The primary purpose of this study is to improve the handwriting of kindergarten pupils section snow white in Bagumbayan Elementary School. Using the kg primary dots font the handwriting skills of kindergarten snow white improved, through daily practice during school days and also with the help of parents or guardians who support the learners at home. The learners trace their name, letters of the alphabet and number using kg primary dots fonts so it lessens the possibility for the learners to write in reverse. As part of the result of this study I highly recommend to use the kg primary dots font to the young learners like kindergarten for the benefits of both learner and teacher. It is an advantage for the learner for they can easily follow the step by step procedure of proper handwriting stroke of each letter and numbers demonstrated by their teacher.

DISCUSSIONS

With the used of kg primary dots font, the learners improved their handwriting and most of them can now write legibly. The invention of this high technology application is really a great help for both learner and teacher. The success of this study is also made possible with the support of their parents.

KEYWORDS: HANDWRITING SKILLS, PRIMARY DOTS FONTS

SUBMISSION ID: R04A-LAGUNA-0397

Improving the Numeracy Skills of Grade Five Pupils through Differentiated Instruction in Duhat Elementary School S. Y. 2017-2018

Chavez, Rowena Angelica, Duhat Elementary School
(Adviser: Niño M. Arellano)

Abstract

INTRODUCTION

Young people nowadays are characterized as dynamic and unique individuals that they possess individual differences in terms of cultural background, cognitive skills, and physical abilities. Students of the same age differ in the extent to which they need instruction and support during learning. It is important that teachers know their specific needs and take these needs into account in their teaching. On the other hand, many teachers express frustration over high-quality standards. They acknowledge pressure to acquire 100% passing grade from the learning areas being taught. Diversity of learners in this generation, of what we called millennials, are really evident because of rapid changes and a lot of innovations in technologies and social lifestyle. Young people like our students learn in different ways and they must be provided an instruction that may address their different skills and capabilities. The quarterly result in Mathematics was an authentic evident that students must be taught not only in a single way of teaching strategy but because of students' diversity, they must engage in different ways of learning and teaching as well. This action research is a great help to improve the numeracy skills of Grade five pupils as well as improving the teaching and learning strategies of Mathematics teachers.

METHODS

The study used a quasi-experimental design in comparing two variables, the control and the experimental group using pre-test and post-test. This is to determine the effectiveness of differentiated instruction in terms of improving the numeracy skills mathematics performance of the students in the experimental group.

RESULTS

The study showed that the students' performance in Mathematics was greatly affected by the use of differentiated instruction. Both the control group and the experimental group has almost the same level of performance in terms of readiness, interest, and learning profile. On the other hand, the experimental group performed better than the control group when they were exposed to differentiated instruction. Under the differentiated instruction, the most effective strategy employed by the teacher among the experimental group was the used of flexible grouping. This shows that collaborating with peers or among fellow students with the same level give a good impact on the improvement of learners' skills in mathematics.

DISCUSSIONS

Using the four teaching strategies under differentiated instruction such as flexible grouping, tiered assignments, and contracts and compacting, it was proven that there is a significant difference between the differentiated instruction strategies used by the teacher. However, the experimental group in the post-test had shown a higher level of performance compared to the control group. This means that using differentiated instruction is an effective method better than the traditional approach of teaching. Teachers are encouraged to utilize differentiated instruction in mathematics since it was proven that differentiated instruction has a significant effect on the improvement of numeracy skills of the students. It would be helpful also if they intensify the use of 2C2IR (Collaborative, Constructivist, Inquiry-Based, Integrative and Reflective) in the implementation of the K to 12 curricula. For the future researchers who will be interested to conduct a study that will investigate the effectiveness of differentiated instruction in learning mathematics, it is advised that more comprehensive research design and methodology should be used in order to avoid discrepancies in the responses and to ensure more objective and more accurate findings.

KEYWORDS: Differentiated instruction, flexible, compacting, contracts, numeracy, experimental, control

SUBMISSION ID: R04A-LAGUNA-0391

Innovation in Education: Computer Research Easy Access Technology on Educational System (CREATES) as a Research Tool in Senior High School

Ellen Joy M. Morales & Omar A. Nedal, Department Of Education Sarangani

Abstract

INTRODUCTION

The world is evolving and becoming modernized because of research. The research culture throughout the world makes the mystery into reality from the latest inventions, innovations, discoveries, medicines, and technology.

METHODS

The developed computer program "'CREATES" of researchers undergone evaluation since validation of study is essential to improve the quality of research. Thus, to ensure the validity of the computer program "'CREATES" as a research tool in senior high school was validated by three groups of experts. The researcher used an evaluation form adapted from EOIC (2015) as a tool in evaluating the computer program "'CREATES". The program

Was rated by the evaluators as Excellent with a rating mean of 4.85. The theory of reasoned action (TRA) is the determinant of computer usage behaviors of a person. According to the TRA, adoption is determined by the intention to use a particular system. The senior high school students are using a computer because they need to use computers for searching for research files on the internet. The Text Searching Theory is applied in this study since the students are typing keywords in the search box of the internet, thus the researcher made a system for fast text searching for the convenience of the students.

RESULTS

As of September 2018, there are 124 PDF files accessed by the students in CREATES as noted on the logbook. The researchers interviewed 3 students on the impact of CREATES to them as students and as researchers before and after the use of CREATES.

Respondent 1 Facebook Lover. Before: "Tung-una, mahurot akung kwarta mag sige ug research sa gawas, sa internetan. Pero dle jud naku makita ang gusto naku makit.an, ug mahurot nalang sa Facebook akoang time". He also added that "'hate jud kaau naku ning research kay lisod kaayo". While using CREATES: "'Naa raman diay dre tanan oh! Salamat kaau sir!, Naa pa jd guide sa paghimu ug research, maka save na jd ko ani ug kwarta'

Respondent 2. Night Walker Before: "'Gabei ko mag research kay wala may time sa buntag kay may klase man sa skwelahan, usahay magabin.an kaau ko sa dalan". She also added that "'Wala man kuy mahimo kay ako man leader sir gud, usahay mahadlok ko sa dalan kay babae baya ko". While using CREATES: "'Hala! Naa lge dre tanan akung ginapangita, Salamat kaau sir! Dle na jd ko maka research ug gabei ani, maka himu na jd ko ug buntag kay naa raman dire sa sulod sa skwelahan. Malipay jd si Mama ani ba."

Respondent 3 Mad Hero Before: "'Lagot kaau sir oi, kay kung naa koy makita nga literature para sa akung research sa internet, naa pud lage bayad. Dollars pud kaau!. Ambot ani sir oi, asa man ko dapat mangita ani, nga dugay naman ko nangita, wla man gihapon!". While Using CREATES: "'Hala sir!, mao man ning akoang nakit.an sa internet nga naay bayad oh! Naa lge dre sir? Hala, Ka swerte ba! Salamat sir! Daghan diay dre oi, mahuman na jud naku akoang research."

DISCUSSIONS

The researchers wanted to help the students especially in Glan School of Arts and trades in the field of research. It is their duty as a teacher to provide intervention or solution to the problem of the students. It is their own initiative to develop a computer program called CREATES to end the problem of the students regarding the difficulty in searching for related literature and studies, questionnaire, etc in the

SUBMISSION ID: R012-SARANG-0099

**Intensification of Gulayan Sa Paaralan Project of All Teachers of
Bagumbayan Elementary School Using Ipil-Ipil as the Organic Fertilizer for
Growing Mustard**

Villanueva, Soledad, Bagumbayan Elementary School

Abstract

INTRODUCTION

Launched in 2018, the "Gulayan sa Paaralan" is a Department of Education-Ied school program which aims "to address and promote vegetable production and consumption among school children." The study, focused to all Teachers of Bagumbayan Elementary School, from grade I to VI in intensifying Gulayan sa Paaralan Project and involving little school children from Grades I-III for them to learn how to value the importance of vegetables using organic fertilizers such as fermented ipil-ipil and its benefits as well, since we know that the subject EPP is only for Grades IV-

VI. In short, the "Gulayan sa Paaralan" project when fully implemented will not only benefit the school and its school children but also the community and awaken their consciousness on the effect of a green environment. In the end, Teachers and pupils of Bagumbayan Elementary School love to touch the soil, plant vegetables and harvest for a better life.

METHODS

This study determines the possibility of Ipil- Ipil leaves extract as a source of plant nutrients as the organic fertilizer for growing mustard. The respondents are all grade level from grade I -VI, composed of 19 pupils, and 63 faculty members. A comparative method was used as the research method and the questionnaire was used as the key instrument. Comparative statistics like frequency count, and percentage, were used in addressing the general characteristics of the sample.

RESULTS

The study finds out that the crop harvested from the plots with ipil-ipil leaves extract have yielded produced greener leaves, long stem, and long leaves. There were a high soil fertility rate and used Ipil-Ipil leaves extract as organic fertilizer for growing mustard.

DISCUSSIONS

The study would help the teachers, pupils as well as the community for their awareness on the effect of a green environment. The pupils learned to love to touch the soil, plant more vegetables in the garden and harvest for a better future.

KEYWORDS: INTENSIFICATION OF GULAYAN SA PAARALAN PROJECT, IPIL-IPIL AS THE ORGANIC FERTILIZER FOR GROWING MUSTARD

SUBMISSION ID: R04A-LAGUNA-0418

**Interactive Instructional Strategy to Increase the Reading Comprehension
Level of Grade Three Pupils of Bagumbayan Elementary School**

Flores, Analyn, Bagumbayan Elementary School

Abstract

INTRODUCTION

Reading comprehension is an essential skill for learners of English and Filipino. It is defined as the level of understanding of a text read. Comprehension levels can now be observed through the implementation of Philippine Reading Inventory (Phil-IRI). It is an assessment test that evaluates the reading proficiency level of Elementary school pupils. It is the instrument that intends to measure the pupils reading comprehension level. Unfortunately, there are learners that fall under the frustration level in reading comprehension. Therefore a failure in reading comprehension can lead to a failure in school generally and low self-confidence. The area of the focus for this study is the interactive instructional strategy to increase the reading comprehension of Grade three pupils in Bagumbayan Elementary School. The researcher observes that during the conduct of PHIL-IRI, there are learners that fall under the frustration level in reading comprehension. By doing some interventions like using ICT, E-Classroom, and different enhancement activities, the researcher hopes to increase the number of Grade three pupils under the Independent level for at least 75% and strengthen the comprehension skills of the pupils, for it is their important tool to understand questions during their National Achievement Test.

METHODS

Reading comprehension is one of the important skills that a pupil must have. And through this action research, it really helped the Grade III pupils to be fluent in their reading skills. The pupils are motivated to read and boost their interest to love reading. Using the ICT motivates the pupil to read. The different pictures in the book encouraged the pupils to browse it and soon the reading will start. The learning of the pupils widens because they understand what they read. The pupils can easily answer the question after reading and of course through the modern technology that was introduced. The effect of the learning is not by the pupil itself but of course for us teachers because the pupils can read with understanding so the burden was less for the teachers. The number of frustration readers was minimized.

RESULTS

The action research helped the Grade III pupils to be fluent in their reading skills. The pupils are motivated to read and boost their interest to love reading. Using the ICT motivates the pupil to read. The different pictures in the book encouraged the pupils to browse it and soon the reading will start. The learning of the pupils widens because they understand what they read. The pupils can easily answer the question after reading and of course through the modern technique that was introduced. The effect of the learning is not by the pupil itself but of course for us teachers because the pupils can read with understanding so the burden was less for the teachers. The number of frustration readers were minimized.

DISCUSSIONS

The action research develops the learners in terms of their reading comprehension skills. In this connection, the researcher-initiated enhancement for the remedial reading program through the interactive instructional strategy to improve reading comprehension among the learners.

KEYWORDS: INTERACTIVE INSTRUCTIONAL STRATEGY, READING COMPREHENSION

SUBMISSION ID: R04A-LAGUNA-0396

**Interactive Periodic Table of Elements and Chemical Reaction Gameboard
for Better Acquisition of the Least Learned Competencies in Junior High
School Chemistry**

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Abstract

INTRODUCTION

K TO 12 curriculum, particularly in science promotes innovation in the way of teaching the 21st-century learners. As an Inquiry based learning area, Science teachers had to device innovative teaching instructional materials and strategies to meet the needs of learners. The Kto12 junior high school curriculum emphasizes spiral progression of learning, thus, topics are reinforced as student progress from one grade level to the next. In Science, specifically in chemistry learning competencies concerning the elements, atoms, ions and the likes are present from grade 7 to grade 10. With this, students are instructed to provide a copy of an illustrated Periodic Table of Elements to help them engage successfully in lessons concerning it. However, considering the financial incapability of most families in Malapatan, an initiative of providing an innovative teaching material that is named Interactive Periodic Table of Elements and Chemical Reaction Gameboard was designed and constructed by the proponent of this research. With this, students are not only given a chance to have a clear and comprehensive look of the elements in the periodic table but they are also encouraged to develop their participation through collaborative learning.

METHODS

This study is focused on the development as well as the validation of an innovative instructional material in chemistry intended for junior high school Chemistry to which the least learned competencies were identified. To test the validity and reliability of this project, this will be subjected for evaluation. The main respondents of this study are the randomly selected junior high school students and science teachers of Malapatan National High School for the current school year (2018-2019). Descriptive research will be used to determine the validity of the said instructional material. Furthermore, this study can also utilize a Quasi-experimental research design to determine the effectivity of the said innovation in a classroom setting. An Adopted and modified questionnaire will be subjected to validation as the main tool of gathering raw data.

RESULTS

The INTERACTIVE PERIODIC TABLE OF ELEMENTS AND CHEMICAL REACTION GAMEBOARD (IPTE & CRG) is a 3-in-1

innovative instructional material genuinely designed by the proponent for student activities in relation to the least learned competencies in Chemistry as determined in the 2015 to 2018 National Achievement Test (NAT) results. This project promotes stimulation of critical thinking skills, inquiry skills, collaborative skills and kinesthetic ability of students thru varied activities which can be performed both indoor and outdoor.

DISCUSSIONS

This project is constructed using readily available materials such as plywood, paints, magnetic whiteboard, and etc. It is a 2.0m in length and 1.0m wide, foldable activity board showing the features of a typical periodic table of elements. It also includes a brief history and industrial use/s of each element. Furthermore, this activity board shows chemical reactions, chemical formulas, structural formulas, and chemical bonding processes through its magnetic board. With this, students will be enjoying lessons in Chemistry and eventually, the identified least learned competencies will be given a solution.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0135

Grade V-Narra Learners of San Roque Elementary School

Elizabeth I. Andres, Department of Education Sarangani

Abstract

INTRODUCTION

Reading can be learned at many levels. It is useful to think as individuals who can be able to understand and use the "alphabetic principle," it is, how the sounds of spoken speech can be represented by letters in the alphabet and how letters are used to identify printed words; use background knowledge, knowledge of words, and comprehension strategies to obtain meaning from any print materials; read fluently and effortlessly and; be motivated to do all of the above on a regular and sustained basis. In San Roque Elementary School, one of the public schools in the Division of Sarangani, South Malungon District, it can't be denied that among the learners particularly in the Grade 4-6 levels, there are still numbers of learners who can be referred as frustration readers. With this in mind, with the hope to find solutions to this problem, the researcher come up with the study to develop interventions as a basic guide to follow in terms of develop in reading comprehension abilities.

METHODS

Quantitative and Qualitative type of research was applied in this study. The participants of the study were the twenty-eight (28) Grade V-Narra Learners of San Roque Elementary School. The methods of gathering data were the evaluation of the Grade V Level Reading Passage Test Result in Reading Comprehension and the one on one interview among the research participants. These methods were used to profile the learner's level in reading comprehension and factors affecting their reading performance as perceived by themselves.

RESULTS

With profiling, it can be reflected that this section is very alarming. First, in the fact that they were now on the Grade V level, the result implicates that these learners were almost at the frustration level. This simply means that in terms of reading comprehension skills, they have no comprehension at all. It could also be interpreted that most of the learners could not understand what they are reading. The results also find out that there were many considered factors in both home and school which affects the reading comprehension skills of learners.

DISCUSSIONS

With all of this in mind, the teacher, parents and school administrator should work hand in hand to provide interventions that are appropriate to the needs of every learner. Teachers should be open to training themselves in terms of handling these kinds of learners. At home, parents' parenting styles towards their children should be taken an action. There should have a one on one conference with the parent and teacher to fully understand the home situation of his/her learner. It is recommended to adapt and implement intervention programs designed to enhance reading comprehension skills of learners.

KEYWORDS: reading comprehension

SUBMISSION ID: R012-SARANG-0095

Grade Six Pupils' Reading Level and Attitude: Basis in Developing Reading Strategies

Pablo Oftana, Jr., Department of Education Sarangani

Abstract

INTRODUCTION

Teachers' welfare is always a consideration as a social transformer in our society. They are the carrier of social change that sometimes appears as neglected and ignore such services as their health. Often, this issue for our teachers is unheard and under-implemented even in the provisions of their professional progress and financial benefits. In this study, we will able to understand the common health problem of teachers assign in far-flung areas and their teaching performance as they render services. Assessment of their health condition, professional growth, age, sex, civil status, length of service, teaching position, academic advancement, and even their performance level are considered.

METHODS

Descriptive-correlation design was used in this study. Anchored to theories of Human Relation Movement and the implication of human resources in an employer gains loses employee concepts. This is focused on the productivity of employee to have a high capability to render good services. The subject of this study is 92 teachers assign in far-flung Barangay. Simple Personal Checklist Form (SPCF) is used to gather information for their personal information even in their health condition as a result of their annual medical records. This is a municipal-wide survey-assessment of teachers that consist of six barangays, three districts, and twelve identified schools. Competency-Based Performance Appraisal System for Teachers (CB-PAST) result is used to gather teachers' performance as correlated in various variables and indicators. Focus Group Discussion (FGD) and personal interview are initiated to gather information. Frequency Count, Percentage, and Chi-square (X²) test were used to utilized in treating the data.

RESULTS

Most of the respondents are between the ages ranging from 26-30. They are females and the majority of them are married. Majority of the respondents are belonging to 1-5 years in service and most of them never promoted from Teacher I position. Most of them did not proceed in taking a Masters Degree. Of 13 enumerated health problems physical stress, back pain, urinary tract infections (UTI), skin allergy, and hypertension are in the top five common health problems. The performance level is correlated with age, sex, civil status, length of service, teaching position and academic advancement. Sex, civil status, length of service, teaching position, and academic advancement all of them rejected the hypotheses which means all of those categories really differ from their common health problem.

DISCUSSIONS

The result opens to prioritize the concern of the health condition of the teachers so that they will more functional and effective. Equal attention is given to the teachers in far-flung barangays with the teachers in the center or along the highway in terms of the transfer, promotions, deployment, and benefits including supplies, and financial assistance. Allocation of the budget from the Local Government Unit is necessary to address the hardship of teacher assigned in Far-Flung Barangay that serves as an intervention for them. Intensive monitoring and supervision must be done by the school administrators to enhance their performance and skills for further development.

KEYWORDS: Teacher's health, descriptive-correlation, SPCF, CB-PAST, FGD

SUBMISSION ID: R012-SARANG-0230

Hands-on Activities: for Kindergarten-Rapunzel to Enhance Their Reading Skills for S.Y. 2018-2019

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Abstract

INTRODUCTION

The teachers, being the important figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Being a teacher of Kindergarten-Rapunzel with 13 Males and 14 Females with a total number of 27 pupils, varied and vital roles played in the classroom. Teachers must recognize their individual differences and adjust instructions that best suit to the learners. Not all students are motivated by the same values, need, desires and wants. 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' interest. Every day we encounter them as part of the work that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. Reading has always been an effective way for students to learn. But research is now showing that students learn and remember information better when there are given multiple aspects. Studies show that students learn best when learning is active when they are engaged in hands-on classroom games and activities, and involved in what they are learning.

METHODS

Children grasped ideas more easily and more effectively and maintain their interest in school when they are engaged in hands-on activities in school. The researcher used descriptive research design in this study. Observation, interviews and oral test in gathering data. Observation refers to what he/she sees taking place in the classroom based on the student's daily participation. Oral test/examination was administered after the strategies were applied. Interviews are done informally before, during and after classes, how effective hands-on activities for a deeper understanding of results to understand the observations made in kindergarten classrooms. Hands-on activities like alphabet hunt, word puzzles, alphabets sound, board activities, word recognition has a legitimate and important role in Kindergarten and was used to further children's learning especially in enhancing their reading skills. By using their observations teachers can stimulate children to think. The participants for this study, one teacher and 27 kindergarten pupils. The students were energized and eager to learn throughout the day.

RESULTS

Hands-on activities play an important aspect in the kindergarten curriculum. It enables them to learn through exploration, develop social and emotional skills, as well as help children develop physically and mentally that helped them enhance their reading skills. They are more eager to learn and easily recall the lessons being taught by the teacher because throughout the whole period they were able to play, enjoy, but most importantly they learned a lot. But still, there were slow learners that cannot adapt easily through this kind of strategy, some of them need more attention and should be given remedial classes for them to absorb and cope up from the lessons.

DISCUSSIONS

Hands-on activities have proven to be favorable and effective when teaching reading to kindergarten. The activities get the children involved and give them the opportunity to visualize the skill that is being taught. The visualization of the skill gives the student the ability to retrieve information from a mental picture that they have made. Hands-on activities for young children was seen as important for learning and can provide a strong basis for later success at school. They support the development of socially competent learners, able to face challenges and create solutions. Teachers play an important role in students' life, knowing their individual differences is a great factor in order to teach them well. Helping students grow and succeed is the goal of every teacher. School as the second home for our children, teachers will do everything just to feed them with all the knowledge that they can give and make sure that the classroom is safe and conducive for learning. Many kids come to school excited about learning to read but it can be hard to maintain that momentum because not all students are motivated to learn. According to Janelle Cox (2018), teachers are always seeking for ways to boost their students' reading motivation. Research confirms that a child's motivation is the key factor in successful reading. The idea of hands-on activities to engage students in the process of active learning is not new. Over the past several years, educators have been increasingly incorporating various games/ hands-on activities into their teaching curriculum in an effort to create a fun and engaging learning environment for students. Although this can be very

challenging and time-consuming, interactive, collaborative and competitive games tend to motivate and encourage student participation in the learning process. Over the years, the format for classroom games has changed drastically. There are many more options that incorporate the use of technology and interactivity. Quinn and Iverson argued that students "need to be engaged more and to be put at the center of the learning experience to change from "passive vessel" to "active participant" (as cited in Pannesse & Carlesi, 2007) From Ontario Ministry of Education Revised Kindergarten Program (pp.14-15, 2006), through learning-based play, children represent their knowledge and understanding of the world and apply new learning that they are

SUBMISSION ID: R04A-LAGUNA-0406

Good Vibes: Teacher's Intervention in Reducing Bullying Behaviors among Grade VIII - Mendel Students in Datu Molod Integrated School

Lina F. Carido & Reneviv S. Nambatac

Abstract

INTRODUCTION

This action research was conducted to the students of the Grade VIII - Mendel in Datu Molod Integrated School, SY: 2018- 2019, Dampilan, Lumatil, Maasim, Sarangani Province, Philippines. It specifically aimed to answer the following problems: what are the different bullying behaviors experienced by Grade VIII - Mendel learners, and what are the interventions of the adviser to lessen bullying acts inside the classroom? The impact of prejudice-related bullying should not be underestimated. Bullying must be recognized, understood and taken seriously. (Jan, A., & Husain, S., 2015). It is stipulated in Republic act no. 10627 "An act requiring all elementary and secondary schools to adopt policies to prevent and address the acts of bullying in their institutions" that schools have been mandated by the Department of Education to adopt and adapt strategies to reduce bullying in public schools. This paper attempted to contribute by adding a teacher's intervention as the dependent variable. The proponents hope to lessen bullying through values formation like having a positive outlook or good vibes.

METHODS

Descriptive method of research was utilized on the bullying behaviors reported by students. A researcher-created questionnaire was adopted from the paper of L.B. Tolibas (2017) together with data for this action research. The survey tool describes common bullying behaviors. The gathered data of this study were analyzed and interpreted. To identify the inferences of each factor, frequency, and the weighted mean was used. The proponents adapted the Likert 5 point scale. The researchers should conduct the questionnaires every quarter to note how effective their interventions are.

RESULTS

The Researcher used weighted mean to know the leading behavior of the students in bullying. Data shows that the main bullying act experienced by the students is I was pushed or kicked by someone with the highest mean of 3.31. It translates into SOMETIMES cases of occurrence. The overall result of the study has a weighted mean of 2.61 which can be interpreted as SOMETIMES in terms of bullying experience.

DISCUSSIONS

The teacher has now had the baseline for her intervention to focus on and make this intervention an avenue to lessen the act of bullying in her classroom. And to achieve seldom to never occurrence in bullying experiences.

KEYWORDS: Bullying, bullying behaviors, good vibes, teachers' intervention

SUBMISSION ID: R012-SARANG-0146

Flalok Big Books in the Listening Comprehension of Grade 1 Blaan Learners: Basis for Translation of Reading Materials and Reading Intervention

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Abstract

INTRODUCTION

Listening to short stories is a fun, exciting and meaningful activity among primary learners. However, listening to a short story in a second language context may prove challenging. Approaches that applied in a first language may not work with learners who are not proficient in English as a second language. In our school, we observed most learners comprehend the stories written in their mother tongue quite easily because they are used to the language system and the stories are also most likely set within a familiar cultural setting. In this study, we explored the effectiveness of Flalok Big Books in the listening comprehension of Grade One Blaan learners in New Canaan Integrated School.

METHODS

A quasi-experimental method of research was used. The subjects of this are thirty Blaan learners who have very poor, poor and fair performance in listening comprehension based on the Early Grade Reading Assessment (EGRA) result in the two sections of Grade one. There are two groups of Grade one Blaan learners who are sources of data. One group was the experimental group who are exposed to stories in the Flalok Big Books and the other group was the control group who are exposed on the non-use of the variable treatment. The needed data of this study was gathered using pre-test and post-test from the EGRA tool.

RESULTS

The result of this study implied that there is a positive effect of utilizing Flalok Big Books in the listening comprehension among grade one Blaan learners compare to those who were not using Flalok Big Books. In the pre-test, there is no significant difference in the control and experimental group while in the post-test there is. It can be inferred that there is an improvement in the learning comprehension of the Blaan learners who utilized Flalok Big Books in listening in storytelling compared to the learners who did not utilize the variable treatment.

DISCUSSIONS

The results demonstrate the need for Mother-Tongue Based reading materials in order to improve the listening comprehension of the learners. Being inspired by the Flalok Big Books, the researchers translated stories into Blaan big books and 'The' Reading Program (TweRP) was created. "The" comes from the word "Twege' Lagi" and "Twege' Libon", a Blaan term which refers to older brother and sister. It is a reading intervention program that utilizes Flalok Big Books and other modified story books in Blaan context.

KEYWORDS: reading materials, Flalok, B'laan Big Books, 'The' Reading Program

SUBMISSION ID: R012-SARANG-0214

**Gamification Approach to Enhance Learning Outcomes in English of
Grade IV - Atis of Bagumbayan Elementary, Sta. Cruz District, Division of
Laguna S.Y. 2018- 2019**

Cortez, Edna, Bagumbayan Elementary School

Abstract

INTRODUCTION

In a currently digital generation, English subject needs an intervention that gets pupils attention and engages in various activities to improve their vocabulary and focus on a set of its approaches known as gamification. Motivation and engagement are usually considered to carry out for the completion of a task or encouragement of specific behavior. for transfer of learning... Teachers are facing new challenges and have to solve important issues related to the adaptation of the learning process towards students. The purpose of education is to achieve the learning objectives because all activities in the learning process and selection of appropriate game mechanics should be interactive and engaging to pupils to enhance their learning outcomes. This study is intended to answer the following, 1. What are the roles of the teacher in implementing gamification to improve learners outcomes? 2. What is the percentage level of gamification approach in terms of self-motivation? and learning outcomes? 3. What is the mean level of performance in English of Grade IV- Atis in terms of 3rd Grading Period? 4. What are the gamification approaches that can significantly improve the level of performance of Grade -4 Atis pupils? 5. What roles the pupils can do that can significantly improve the level of performance of the teacher in the approaches of gamification?

METHODS

The study will focus on English subject need an intervention that gets pupils attention and engages in various activities to improve their vocabulary and focus on a set of its approaches known as gamification. of Grade -4 Atis of Bagumbayan Elementary School Sta. Cruz, Division of Laguna S.Y. 2018-2019. The research design was descriptive in nature. Questionnaire-checklist was the main research tool. Purposive sampling was used as a sampling technique. Weighted mean and Person's r was utilized as statistical instruments.

RESULTS

Pupils attention improved their vocabulary. and focused on a set of its approaches known as gamification that significantly improved the level of performance of Grade -4 Atis of Bagumbayan Elementary School, Sta. Cruz District, Division of Laguna. On the Level of Performance of Grade -4 Atis in the approaches of Gamification as shown by the result of the Pearson's r . 0.01 hence, the decision was to reject H_0 , therefore, there can significantly improve the level of performance of Grade -4 Atis in the approaches of gamification. English vocabulary significantly improved the level of performance of Grade -4 Atis of Bagumbayan Elementary School. On the Level of Performance of Grade -4 Atis in the approaches of Gamification as shown by the result of the Pearson's r 0.01 hence, the decision was to reject H_0 , therefore Gamification approaches improved the performance level of Grade -4 Atis of Bagumbayan Elementary School.

DISCUSSIONS

The result of the study could help the pupils in terms of change in behavior for the better, Inside classroom learning situation and makes it more challenging for pupils to excel more and achieve learning objectives by influencing the behavior of students. Gamification approach planning, directing and implementation of programs, projects and activities of the school. Through this study, they will improve their behavior to enhance learning outcomes in English on students progress.

KEYWORDS: GAMIFICATION APPROACH, LEARNING OUTCOMES IN ENGLISH

SUBMISSION ID: R04A-LAGUNA-0403

Factors Affecting Pupils' Reading Performance: Basis for Improving Reading Program

Gemma W. Bunquin

Abstract

INTRODUCTION

Reading Comprehension is the ability of an individual to understand information from what they have read. The target of the research was to give intervention from what they have read. The target of the research was to give intervention of pupils to improve their reading performance. A reader with insufficient knowledge will find it difficult to draw inferences between information in a text and information in a long-term memory. Being a teacher in a transition period I can't settle down with the poor result with the reading ability of my pupils especially in their reading comprehension that is why I was encouraged to conduct this kind of research.

METHODS

This study utilized the descriptive method of research to identify the factors affecting the pupil's performance in their reading comprehension, bases for improving the reading remedial program. The respondents of this study were the Grade 3- Durian pupils of Maasim Central Elementary School who were officially enrolled the school year 2015- 2016. There were seventeen (17) males and twenty-six (26) females. They were taken purposively by their adviser as the researcher of this study. This study conducted at Maasim Central Elementary School, West Maasim District, Sarangani Province Division.

RESULTS

The mean percentage of pre-test was 37.07%.usingebel's the criterion of mastery, it was found that the obtained mean percentage of grade three-durian pupils reveal that the pre-test was low performance. The mean percentage of post-test was 70.76%.using the ebel's criterion of mastery, it was found obtained mean percentage of grade three-durian pupils reveal that the post-test performance was high performance in the sense that the story was supplemented by pictures. The result shows that pre-test score 37. 07 % described as low performance while post-test score is 70. 69 %, high performance. It could also be gleaned from the data that there is an increase in the level of performance of pupils based on the result of pre-test which is low compared to the result of post-test which is described as high performance. The result implies that the null hypothesis was rejected. It is very effective to teach reading using illustrations/ pictures because it helps the pupils understand more what they've read. Pupils easily remember pictures than words because pictures engage in the pupil's mind and emotions. They are more attracted to pictures than to merely pure words.

DISCUSSIONS

Word Power development is a complex matter, each factor of which might constitute a barrier/block to the pupils' achievement. With this new perspective, the advantage of providing pupils with a variety of experiences be designed to overcome their low performance in reading comprehension. Results of the reading tests showed that the pupils were average in the general reading skills.

However, tests on memory power, word power and trail ahead shows that the pupil had a very limited vocabulary build-up. It was possible that these hinder them to have their low performance in reading. Using pictures/illustrations is essential in teaching reading to pupils. It will give meaningful learning to pupils, in result, it will enhance their reading skills specifically their reading comprehension. It is essential to add more illustrations in teaching reading to the pupils. Encourage the school to develop a reading program that will cater to the different needs of the learners. Make more reading materials suited to the interest of the learners so that they will be encouraged to explore and read more.

KEYWORDS: reading performance, reading program

SUBMISSION ID: R012-SARANG-0111

Factors Affecting the Academic Performance among Grade Five Indigenous Learners: Basis for Contextualized Parent Education Primer

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Abstract

INTRODUCTION

Indigenous Children motivated to learn best when the significant adults in their lives - parents, teachers, and other family and community members - work together to encourage and support them. The need for a strong partnership and clear communication between the child and the members of the family is essential in a child's development. In connection, the researchers would like to emphasize how the home plays an important role in uplifting Indigenous learners in terms of their academic performance in school. Thus, it is such a significant thing to note that endowing parent's power in molding and guiding their children could be the best way to improve the academic performance of Indigenous learners.

METHODS

This study engaged a descriptive research and development method. Mainly, this research dealt with the collecting and gathering of information about the Academic Performance of Indigenous Pupils. This information was gathered from Form 138 or Report on Learner's Progress. This report must be certified by the subject teachers, adviser and the academic assistant with the signature of parent or guardian affixed on the said form. The factors of the selected Indigenous Pupils at Home that affects their performances were discussed through one- on- one interview. Questions on the interview were prepared by the researchers and validated by experts.

RESULTS

The result of the table implies that among the 10 identified IP Pupils, 10 of them or 100% were in a fairly satisfactory level in their Academic Performance. On the factors affecting the academic performances, there were a lot of factors that can be reflected at home experiences of Indigenous pupils. Therefore, we could say that there is a need to remind and help the parents in terms of guidance and counseling as the direct molder of life of the learners.

DISCUSSIONS

The level of the academic performance must be improved on the following grading periods. To achieve this, there should be a one on one parent-teacher conference to discuss the Indigenous learner's performance in school. To monitor and assess Indigenous learners' academic performance, it is highly recommended to conduct an orientation on the primer as a guide for responsible parenthood (beginning of the quarter, middle and end) by officers of the Parents'-Teachers Association. Teachers or the school itself should conduct seminars and workshop, activities for camaraderie and developing self-confidence, and lastly, classes should always be values-oriented and interactive in which it will not just develop mental abilities but it will develop the holistic aspects of every learner.

KEYWORDS: Factors affecting Academic performance, Indigenous learners, contextualized parent education primer, child development

SUBMISSION ID: R012-SARANG-0178

**Extent of Blgu's Support to Feeding Program and its Effect to Grade IV
Struggling Learners: Basis for Strengthening Partnership Program**

Jocelyn F. Zarate

Abstract

INTRODUCTION

This study was conducted to determine the extent of support given by the BLGU to the school feeding program and its effect to the health status and academic performance of Grade IV struggling learners in Malbang Elementary School during the School Year 2016- 2017. The result would be the basis for the proposed strengthening partnership program to the Barangay Local Government Unit.

METHODS

This study employed quantitative research using weighted mean and ranking to answer the queries of this study. The respondents were the 11 struggling learners belonged to the wasted category of the Nutritional Status report of Grade IV class during the first quarter of the school year 2016-2017; and the 13 permanent teachers of Malbang Elementary School.

RESULTS

Findings showed that the extent of support given by the BLGU in the feeding program was often observed by the teacher- respondents. It was also shown on the data the feeding program was proven effective to assist the academic and health needs of the pupils

DISCUSSIONS

Since feeding program found effective to assist the academic and health needs of the pupils, it is advised to continue and strengthen more the partnership program of the school and its stakeholder-the BLGU especially to the area of support that was found wanting.

KEYWORDS: BLGU support, feeding program, a partnership program

SUBMISSION ID: R012-SARANG-0131

Extent of Supervisory Practices of School Heads, Dominant Teachers' Work Values and Level of Teaching Competency: Basis for Strengthening Supervisory Skills Framework

Glenda L. Elem

Abstract

INTRODUCTION

Supervision is an important task for school head. It is the act of being in charge and making sure that everything is done correctly. On the other hand, the Central Glan District report revealed that some parents filed a complaint against an elementary school teacher about his no or irregular attendance to his class. The researcher would like to find out the extent of supervisory practices and the teachers' work values because these variables are factors for students academic performance. Lastly, the level of teaching competency also must be determined as this could also be seen as another factor in the equation.

METHODS

This study utilized the descriptive survey method of research in determining the extent of supervisory practices of school heads, work values and teaching competency of teachers in Central Glan District. This method is very important to visualize a situation as a means for the understanding what is happening and is a fact-finding study with adequate and accurate interpretation.

RESULTS

It was noted that the school heads were moderately performed supervisory practices in school with a mean of $\bar{x}_1 = 2.21$. On the other hand, the teachers have a high level of work values with a mean of $\bar{x}_2 = 3.54$. And lastly, The teacher was rated as very good in terms of teacher's competencies with a mean of $\bar{x}_3 = 4.15$.

DISCUSSIONS

The result shows that the school heads should improve their supervisory practices since it plays an important role in promoting and developing the learning and professional growth of teachers. Lack of supervisory skills may result in conflict between teachers and supervisors when teachers feel unfairly treated.

KEYWORDS: Supervisory practices, school heads, work values, teaching competency

SUBMISSION ID: R012-SARANG-0115

Experiences in Handling Multigrade Classes: Teachers' Perspective

Cerilo Florendo Espinosa, Jr., Chenie Jay J. Villauslada, & Leo Lestere M. Tao-
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Abstract

INTRODUCTION

Quality education is for everyone. It is a battle cry of everyone to achieve a better place to live in this world. Multigrade classes have been made possible for children in remote communities and rural areas to exercise the right to education. The purpose of this phenomenological hermeneutics study was to describe the experiences of teachers in handling multigrade classes in Southwest Alabel District, Division of Sarangani. Qualitative research design using phenomenological hermeneutics approach was employed to delineate the views, feelings and perceived effects in handling multi-grade classes.

METHODS

In the process of gathering needed data, the researchers used the immersion experience through being a multigrade teacher of Saliluk L. Marcantel Elementary School, Southwest Alabel District. Moreover, to strengthen its validity, the researchers conducted personal-depth interviews to get the necessary information needed to prevent some biases. After conducting in depth-interview, participants' responses were transcribed and analyzed. The data gathered was categorized into four themes, diversity of learners; hindering factors in teaching; facilitating factors in teaching; and emotion diversity. Multigrade teachers have the same idea with regards to how multigrade teaching should be done. They perceived that teaching multigrade classes as challenging task because of the setting and the tasks to be done and accomplished during the school year. The participants had difficulty in employing multi-grade teaching in their respective school due to the multiplicity of the task and crowded classroom. It was found that positive attitudes towards work make them do extra effort in teaching. They cited that multigrade teachers must have patience, love of work and children, dedication, passion, innovation, and diligence. It was highlighted that benefits like multi-grade allowance are very important to the participants because it motivates them to teach.

RESULTS

As to the feelings of teachers in handling multi-grade classes, diversity of emotions emerged as the only theme. Most of the participants felt negative when they are about to teach because they really don't know how to do it but happiness is felt by some when they see that their pupils are learning and enjoying the tasks. Multigrade teaching really requires patience at all times. Teachers should embrace the real situation and be creative and innovative in dealing with their class. This research is a qualitative study which involved in-depth interview among seven participants. The result may be subjective because it is in the control of the researcher.

DISCUSSIONS

Phajane (2014) also found that experiences of multi-grade teachers vary from one place to another because many developing countries, multi-grade schools often lack educational materials, appropriately trained teachers, and efficient supervision. On the other hand, in some countries, multigrade instruction has high regards where teachers receive training in how to deal with multi-grade class and were given incentives and support.

KEYWORDS: multi-grade teaching; multi-grade teacher

SUBMISSION ID: R012-SARANG-0080

**Experiences of Senior High School Teachers: Basis for a School
Community Partnership Program for Senior High School Curriculum
Implementation at Amado M. Quirit Sr. National High School**

Duero, Department of Education Sarangani

Abstract

INTRODUCTION

Amado M. Quirit National High School recorded an enrollment of 28 students in senior high school, including only 10% of the grade 10 graduates for the school year 2015-2016. Presently, only 22 students are enrolled in grade 12. On average, only 60% or 13 out of 22 students are present every day (SF 2). Moreover, the teachers also experienced a lack of facilities and equipment and other instructional materials. This pushed the researcher to conduct a study on the experiences of senior high school teachers at Amado M. Quirit Sr. National High School to assess the progress of the program and plan enhancement to improve the implementation.

METHODS

This study used qualitative method in exploring the experiences of the seven senior high school teachers at Amado M. Quirit Sr. National High School. The interview technique used for this study was predominantly nondirective. Colaizzi (1978) was used to analyze the data from the interview through the identification of themes.

RESULTS

The struggles and success of teachers in the implementation of senior high school education in Amado M. Quirit Sr. National High School brought them to the following common goal and themes: lack of facilities, lack of tools and equipment, lack of instructional materials, use of technology and collaboration, regular observation, lack of LGU support and faltering parents' support. In the interview, participants revealed that school facilities are not enough. English teacher said that the rooms used were still the junior high school buildings. There were limited tools and equipment in the agriculture subject provided according to the agriculturist. If there are tools, they get easily lost. The participants revealed that generally, the lack of instructional materials teacher guides, learning materials, and references, negatively affect them from delivering education. MAPEH teacher attested, "Learning Materials are absent and there is no tangible copy from the division." The lack of instructional materials was addressed by the provision of wide LED televisions. Perdev teacher emphasized that she downloaded useful videos and other materials from the internet and the media literacy teacher quoted that linking with co-teachers from around the country helped a lot. The principal gave constant observation, consultation and monitoring resulting to a better lesson planning as exposed by Filipino teachers that there is enough freedom for the teachers to craft new techniques that suit to the context and level of the learners. For the Local Government Units, it is found that they have less support. Agriculture teacher recalled that there were unrealized plans due to the poor response or slow action by the municipal government and as well as the provincial government. The participants revealed that at the start, parents were not that support as they lack information regarding the senior high school. This was attested by mathematics teacher saying, "Parents regarded their children as income earners so they gave less support."

DISCUSSIONS

Therefore, the researcher posited that the school should focus more on the provision of facilities like the laboratory building and area internet access and instructional materials through the improvement of school-community partnership. Thus, an enhancement program was designed.

KEYWORDS: school-community partnership; Amado M. Quirit Sr National High School

SUBMISSION ID: R012-SARANG-0089

**Executing Art in Improving the Reading Comprehension of VI- A. Mabini,
S.Y. 2018-2019**

Dilay, Erlyn Mae, Bagumbayan Elementary School

Abstract

INTRODUCTION

Reading is one of the English skills which are essential to be mastered by the students. It is a necessary skill in acquiring knowledge and new information. Reading comprehension is needed in each subject because each lesson is not able to be separated from the act of reading. For students to be able to absorb and interpret information from a reading text, they should have a good understanding ability. Illustrations will help students understand what the author believes is important in the text. Students can also visualize the context of the non-fiction text or content of the chapter/article. Art plays a part in every students' school career. Art teaches students to be aware of the details in their lives. Students are aware that art is about adding details, therefore, if art is an integral part of a student's schooling, they will carry over their attention to details in reading and writing.

METHODS

The researcher used data collection sources that include two attitude surveys; (1) their feelings about art and reading (2) their thought on doing an art activity that goes along with reading may or may not helps them remember details of a story, comprehension quizzes, and student made-artworks after each passage

RESULTS

Looking at all the data, the researcher concluded that there is an increase in the mean score of the comprehension quizzes that include the visual arts project. This shows that the students had higher comprehension of selected passages after they had done their piece of art that is related to the story. Comprehension increases when students use multiple ways to monitor their understanding of the story.

DISCUSSIONS

Teachers are frequently asked to try new things in their classroom to improve students learning. Incorporating visual arts projects in all areas of the curriculum is something that they can work out throughout their journey in teaching. Another way to add visual arts would be to have students present what they have read in a performance/acting or present them in a small group. By sharing this, it can be able to reach more students.

KEYWORDS: EXECUTING ART, READING COMPREHENSION

SUBMISSION ID: R04A-LAGUNA-0404

**Education Stakeholders' Level of Participation in the Implementation of the
Brigada Eskwela: Basis for Proposed Action Plan to Elevate Stakeholders'
Participation**

Pabico, Renz Kristian T., Santa Cruz Central Elementary School
(Adviser: Norona, Lito)

Abstract

INTRODUCTION

This study determined the education stakeholders' level of participation in the implementation of the Brigada Eskwela as the basis for the proposed action plan to elevate stakeholders' participation. Specifically, the study sought answers to the following problem; the level of stakeholders' participation and contribution in terms of time, effort and fund; the level of implementation of Brigada Eskwela in terms of scope of work, diverse volunteer participation, generated resources, alignment to Brigada Eskwela theme, creativity and innovation and increment of resources and volunteers.

METHODS

Descriptive method was used to figure out the basic answer towards causality aspect by analyzing the factors that cause certain phenomenon (Meyer, 2011). This method was made possible with the use of the questionnaire that serves as the main tool in gathering the data. It tells something about their condition and does not aim to find out the answer to the effect of one variable to another. In this research, the focus was to determine the present existing condition of the level of implementation of Brigada Eskwela and the level of participation of stakeholders. The population of the respondents was composed of 100 internal and external stakeholders of Santa Cruz Central Elementary School. The data were obtained from the subjects through the use of questionnaires.

RESULTS

The level of implementation of Brigada Eskwela in terms of diverse volunteer participation, creativity and innovation and increment of resources and volunteers is moderate. On the other hand, in terms of scope of work, generated resource and alignment to Brigada Eskwela Theme is high. Lastly, the Level of Stakeholders' Participation and Contribution in terms of time, effort and fund is significantly related to the Level of Implementation of Brigada Eskwela.

DISCUSSIONS

1. Schools may sustain the high level of stakeholders' participation in terms of effort, fund and time through different innovative activities initiated by the school that will benefit the learners and parents such as livelihood programs, dental and medical missions, feeding programs, and sign language seminars.

Schools may improve their advocacy and marketing through different activities like advertisements through social media, and cable channels, motorcades, giving flyers during parades. Conducting fun run and concerts will also of great help to generate fund.

School officials may strongly develop linkages with the parents in order to include them in planning, implementing and evaluating school activities directly associated with pupil's learning activities. Collaborative efforts are proven to be a mover in the community.

KEYWORDS: Brigada Eskwela, Action Plan, stakeholder's participation

SUBMISSION ID: R04A-LAGUNA-0371

Effectiveness of 3Rs (Kaklase Ko, Sagot Ko, Teacher's Intensive Reading Remediation, and Friday Is a Reading Day) in the Reading Proficiency among Grade Iii Pupils of Ladol Elementary School

Ick Emnace, Luz Lacap, & Orchid Gocotano

Abstract

INTRODUCTION

This study was to determine the effectiveness of 3Rs (Kaklase ko, Sagot ko, Teacher's Intensive Reading Remediation, and Friday is a reading day) on the level of reading proficiency among grade III pupils in Ladol Elementary School.

METHODS

The respondents were 40 Grade III pupils enrolled in the school year 2017-2018 at Ladol Elementary School. Phi-IRI tool administered to these 40 grade III pupils to identify pupil's need in the five essential reading components. This is an experimental two-group research design and t-test statistical tool was used to interpret data. These five essential reading components were phonological awareness, word decoding, fluency, vocabulary, comprehension. The 3Rs introduced in this action research were the "Kaklase ko, Sagot ko", "Teacher's Intensive Reading Remediation", and the FRIDAY is a reading day".

RESULTS

The progress of the pupils was monitored well. The data collected through the post-test of the controlled group described "Good", and that all pupils improved in the five essential reading components and was statistically proven effective.

DISCUSSIONS

KEYWORDS: 3Rs, reading proficiency, Ladol Elementary School

SUBMISSION ID: R012-SARANG-0172

**Effectiveness of Meranos Program to the Most Problematic Students in
Terms of Discipline, Confidence, and Performance in Mathematics Grade 7**

Nilbeth Merano

Abstract

INTRODUCTION

The Teacher's first few days at Grade 7 Golen was going smoothly until such time that she observed a certain student started displaying misbehaviors in the class. This student is always standing and walking around to disturb his classmates. As a result, there was a constant quarrel between the respondent and his classmates. Not only that, his absence contributed to his failure in the teachers' subject during the first grading. To address this problem, the researcher decided to talk to this student to really understand the student's side. The researcher found that the student's attitude was brought about by several contributing factors from family problems and to personal motivation towards learning.

METHODS

The researcher used a case analysis to analyze the situation of the student through two methods, one was through a personal interview, and the second was through secondary data interviews. The researcher also employs different methods to change the student's bad behavior. These methods included talking to the student and trying to relate to his difficulties and weaknesses in the subject. Assigning a peer tutor to the respondent was also done. The peer tutor is an advanced learner in the class, to help the student review past lessons and even have advance studies for at least 15 minutes each school day. Communicating with the class is easy, it is just a matter of attitude towards the subject and giving students a chance. Retention rate through test scores, the participation rate in class discussions, and the increase in attendance of the student was determined.

RESULTS

There is a significant change when it comes to the quizzes of the student, it showed that from 37% retention rate during the first grading in his knowledge aspect, it increased to 59.4%. During the first grading period, the student was really misbehaving, when this student is inside the classroom, he just walks around and disturbs his classmates. When this student is called to participate, this student just did not care. The researcher observed now that this student's records in participation increased. The teacher can now also see the student participating to do board works and this student is improving when it comes to manners and behaviors. Sometimes this student makes the wrong answers during class discussions but the teacher expressed that this did not hinder a student from trying again and again. There's a decrease in the absence of the student in class for the second grading.

DISCUSSIONS

The practice of having open communication to students and having a peer tutor help uplift students' confidence, perception of the subject and improve learning and performance in mathematics.

KEYWORDS:

SUBMISSION ID: No R012-SARANG-0168

**Effectiveness of Session Reading of Grade 8 Students of Governor
Felicisimo T. San Luis Memorial National High School**

Plaza, Gwen S., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The language is our sword in every day's life because it helps us to communicate with others. It is the main ingredient and an instrument that may allow us to share our thoughts, emotions, and feelings. There are so many ways of communication: reading, writing speaking, listening and viewing which are said to be the macro skills. Thus, reading is synonymous to the language, its' meaning, and usage. Nowadays, reading gives lots of benefits to the readers and even to all of us which human encounter in their daily lives. According to James Dee Valentine, reading is the main food of our brain and in many ways, it was proven that because of the love in reading there are individuals who are now successful. This study focuses on the Effectiveness of Session Reading of Grade 8 Students of Governor Felicisimo T. San Luis Memorial National High School.

METHODS

Descriptive Method of research was used in gathering information needed for the research. The information was divided into two parts. The first part consists of the personal profile of the respondents namely: Gender, Age and Address. The second part consists of related literature and questionnaires. This study answers all the arising questions of the research

RESULTS

Recreational activities are divided based on the gathered answers of the respondents. The use of a computer with 43.33% as the highest percentage and writing with 2.00% as least. The Effectiveness of the Session Reading attains moderate training in the pre-silent reading. The post-silent reading rated as the highest based on the interpretation of the data gathered. The effectiveness of session reading attains the moderate rating in the preoral reading while rated as the highest in the post-oral reading. The effectiveness of session reading was not affected by the personal profile of the respondents, gender, age and hobby to be specific. The environment of the respondents has a great effect on their silent reading. On the other hand, the personal profile of the respondents has no significant effect on their oral reading based on the result gathered.

DISCUSSIONS

The teacher should have allotted time for the session reading to help the students to improve their reading skills with proper time frame and assessment. Provide lots of reading materials to be read at home but see to it that the materials were not long and interest of the reader, for them to find time to read and finish the whole material, giving guide questions is a must to test reader's comprehension. Perpetuate the use of the program Session Reading as one of the effective tools to improve reading skills every education institution.

KEYWORDS: Effectiveness, Reading Session

SUBMISSION ID: R04A-LAGUNA-0455

**Effectiveness of Survey, Question, Read or Sqr Strategy in Solving
Mathematical Problem of Grade VI- Emilio Jacinto in Bagumbayan
Elementary School, Sy 2017-2018**

Estenor, Purificacion, Bagumbayan Elementary School

Abstract

INTRODUCTION

It is normally accepted that math is difficult, incomprehensible and of little interest to various people. The study of math takes with it a stigma and people who are gifted are often treated as though they are quite common. Problem-solving is an important component of mathematics education. For some pupils who struggle with mathematics, word problems are just a jumble of words and numbers. However, we can help pupils make sense of these problems by using some intervention. They will need to apply these for them to make easily understand and solve the given problem. Result of the 50-item diagnostic test and first periodical test of Grade VI -Emilio Jacinto showed that among grade VI pupils in Mathematics they got the lowest mean of 18.23 which equivalent to mean percentage score of 36.50% in diagnostic while 27.59 or 55.18% in first periodical test which is considered very low since the group is on the preparation to National Achievement Test. In this research, the researcher wishes to prove that by using this intervention, survey, question and read strategy in teaching word problems in Mathematics, pupils understanding will be enhanced and improved thus enabling each pupil to reach the targeted proficiency level.

METHODS

Pupils can learn to become better problem solvers if they will religiously follow the four phases or areas of the problem -solving which have become the framework often recommended for teaching and assessing problem-solving skills. To further materialize the research, the researcher took consideration of the four phases or areas used in solving the problem: a. understanding the problem b. devising a plan to solve the problem c. implementing the plan d. reflecting on the problem. The respondents are the whole section of Grade VI- Emilio Jacinto. The research design was descriptive in nature. Mathematical problem to be solved and analyzed was given one at a time. Fair share is being emphasized to assist one another in analyzing the given problem.

RESULTS

Through the use of the SQR (Survey, Question, Read) strategy in solving a mathematical problem and with the presence of different activities done, the pupils of Grade VI- Emilio Jacinto were more responsible for their own learning. There is considerable importance placed on exploratory activities, observation and survey, and trial and error. Pupils need to develop their own theories, test them, test the theories of others, discard them if they are not consistent, and try something else. Pupils can become even more involved in problem-solving by formulating and solving their own problems, or by rewriting problems in their own words in order to facilitate understanding. It is of particular importance to note that they are encouraged to discuss the processes with their seatmate which they are undertaking, in order to improve understanding, gain new insights into the problem and communicate their ideas.

DISCUSSIONS

The result of the study could help the pupils to solve problems on their own understanding using their own words. Thus, sharing their knowledge with their seat mate will boost their self confidence and eager to learn and more motivated in discovering the excitement on answering the mathematical problem.

KEYWORDS: EFFECTIVENESS OF SURVEY, QUESTION, READ OR SQR STRATEGY, SOLVING MATHEMATICAL PROBLEM

SUBMISSION ID: R04A-LAGUNA-0414

Effectiveness of Teachers in Teaching and Learning Transfer Through

Lolit L. Agustin & Michelle O. Iradiel, Department of Education - Sarangani

Abstract

INTRODUCTION

The teacher is said to an essential part of the success and failure in the transmission of learning it is of a great deal that they are monitored through the different observation, performance rating and conference. It can be considered not reliable as there are instances of bias and the "who you know system" . Introducing a type of evaluation that enables the students, teachers, and administrators evaluate the teachers in a reliable, efficient and not time- consuming that give all teachers an edge in their major purpose on the field their interaction with their students in terms of allowing the flow of competencies, skills and mastery transfer . Nowadays with individual differences and character traits, some teachers also are subjects of bullying through character demolition. An evaluation can be used for fair and at the same time innovative way of a survey on the teaching, behavior and competency of the teacher. Online Teacher Behavior Inventory System for Public School Teacher in the Department of Education is a web online application that serves as an automatic evaluation for teacher's behavior which will be operated and administered by the administrator of Guidance and Testing Center of Department. The students will evaluate their subject teacher through online to correct and improve their skills. And after evaluation, it will generate a report to get the average result. The main purpose of the system is not about paying back to the teacher but to improve the teacher's behavior for the learning of a student.

METHODS

The study would limit in the boundary of Sarangani and the respondents are limited to students, teachers, and administrators of Department of Education in Sarangani Division. The researchers used the waterfall development model (Roth, Dennis, Wixom, 2013) as their software methodology, this methodology helped the proponents to analyze and reconstruct documentation and programs that need to improve and revise. The different instrumental tools for data gathering are used and they analyze it by storyboarding that displays the different of web pages of the system in chronological order.

RESULTS

The researchers conducted User Acceptance Testing according to the indicators which are program design, content, and features, the usability of the system and acceptability. In the program design, the overall mean is 4.51 which is excellent. The total mean of content and features is 573.50 and it's overall mean is 4.48, interpreted as excellent. And it's very usable in terms of usability of the system that has 4.53 of the overall mean. And the acceptability has an overall mean of 4.54 that has a verbal interpretation of very acceptable.

DISCUSSIONS

This will further be monitored by the administrator conveniently and verified immediately thus could give an outright intervention that does not humiliate and strip teachers of their authority as what is happening in the educational system in the Philippines today.

KEYWORDS: competency; teacher evaluation

SUBMISSION ID: R012-SARANG-0148

Effectiveness of Using Ekomiks as Teaching Material in Teaching Filipino Subject in Grade 9 Students of Gov. Felicisimo T. San Luis Integrated Senior High School

Lotereña, Teresa O., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

There are numbers of teaching materials used by teachers in teaching Filipino subject. Through these materials, teachers tried to develop and improve the learner's performances in terms of their grades in Filipino subject. Teachers noticed that these materials are proven to be effective and yet tried to discover new things in order to cope up with the trend of the new generation students in which, these said students, are interested in using new gadgets such as cellphones, iPod, computers, and tablets. The researcher tried to discover the effectiveness of eKomiks as a new tool in teaching Filipino subject. There are numbers of teaching materials used by teachers in teaching Filipino subject. Through these materials, teachers tried to develop and improve the learner's performances in terms of their grades in Filipino subject. Teachers noticed that these materials are proven to be effective and yet tried to discover new things in order to cope up with the trend of the new generation students in which, these said students, are interested in using new gadgets such as cellphones, iPod, computers, and tablets. The researcher tried to discover the effectiveness of eKomiks as a new tool in teaching Filipino subject.

METHODS

Descriptive Method of Research was used in gathering the needed information. The information was divided into two parts. Test Questions about the interest were given to the respondents as the first part of the study. On the second part of the questionnaire, the researcher used the traditional materials such as books, komiks, magazines, eKomiks and the test questions for pre and post-test.

RESULTS

Based on the interpretation on the table on the level of the interest of the respondents in the traditional group, it shows that electronic gadgets are more interesting than traditional teaching material with the total mean score of 4.40 and 3.50 with the standard deviation of 0.79 and 1.02 respectively. The respondents using eKomiks attain the highest score in their post-test with the total mean score of 28.43 and SD of 1.63 while respondents using traditional material gain the total mean score of 25.07 and SD of 2.86.

DISCUSSIONS

Based on the results of the research it was recommended that traditional material should be used as support as a support tool in teaching the subject. That the Department of Education must allow a budget in preparing and develop other teaching material in teaching literature using electronic gadgets and it is suggested that eKomiks should be used as effective teaching material in teaching Filipino and other subjects if possible.

KEYWORDS: Effectiveness, Traditional Material, eKomiks, interest

SUBMISSION ID: R04A-LAGUNA-0460

Effects of Flalok Program to the Reading Comprehension of Grade Two Pupils at Rogaya Bajunaid Integrated School

Angeli L. Polangcos & Phebe Sheila L. Panes

Abstract

INTRODUCTION

Flalok Project is one of the initiatives implemented in the school in preserving the Indigenous People (IP). Spearheaded by the Conrado and Ladislawa Alcantara Foundation, Inc. (CLAFI), this USAID-funded project aims to revive the Blaan art of storytelling with the help of "big books," as well as teacher guides and learning materials, that can be used as a platform to improve literacy among young Blaan learners, even while their love for reading is developed. The project takes inspiration from the Department of Education's mother tongue-based multilingual education (MTBLE) approach to teaching, with 12 major mother tongues, namely Iloko, Pangasinan, Kapampangan, Tagalog, Bikol, Waray, Hiligaynon, Cebuano, Meranao, Chavacano, Maguindanaon, and Tausug. Under the Department of Education curriculum, the mother tongue will be used both as a medium of instruction for all subjects (except Filipino and English) and as a subject itself for pupils from Grades 1 to 3. The school saw the potential of using the Blaan language among the grade 2 learners since they composed one section and the familiarity of the language to them.

METHODS

A descriptive quantitative - qualitative method was used in this study. A questionnaire was given to the pupils with the assistance of their teachers to identify the effects of Flalok to them. The one-on-one interview was conducted to collect the reactions of the learners towards their reading comprehension since the implementation of Flalok. The respondents were the Grade 2 pupils of Rogaya Bajunaid Integrated School in the school year 2017-2018.

RESULTS

It was found that the pupils were more attentive in listening to the stories using their own mother tongue - Blaan. They were participative in the class since they can understand the language used. They can also answer the comprehension questions after each story presented to them. There was a sense of familiarity among the pupils with regards to the language used compared to other dialects so they can understand the topic given. This also paved a way in improving their reading comprehension to other subjects.

DISCUSSIONS

The teachers were concerned about how to enhance the reading comprehension of their pupils. Thus, looking on other options rather than the traditional reading, they came across the Flalok project. Since grade 2 sectioning was homogenous and was based on their mother tongue, the teachers opted to use Flalok in delivering the stories. Gradually, they integrated it to other subjects in which they were asked questions after the stories. They also participated in the discussion using their mother tongue.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0067

Effects of Kahoot! Application to the Academic Performance in Science of Grade V Pupils

Airen M. Maguan, Edson S. Planas, & Maurinio C. Chan Jr., Department of Education - Sarangani

Abstract

INTRODUCTION

Researchers concentrated on this study to patronize the 21st Century teaching and moving forward to modern technology education while entertaining the minds of the learners through animation and graphical colors of Kahoot! Application. Kahoot! or in Cahoot means "in partnership" from the French word chute which means cabin or hut, is game-based learning which is very useful in terms of unlocking difficulties, evaluation through quizzes or exams and motivation in teaching while having fun in dealing with learners. Developed by Johan Brand, Jamie Brooker, and Morten Versvik, together with their professor Alf Inge Wang last September 2013 (Hausmanns,2010).

It is online free application for teachers that make the instructions awesome while engaging in all contexts of the lessons and subjects. It is somewhat a game which links with cellphones/tablets from teacher's laptop, through the projector as a visual tool. Coming from the teacher's laptop, the learners' tablets link on it. The questions appeared using the laptop - projector and answered by the learners using their tablets. After answering every question, the correct answer appeared on the visual tool, together with the scores of all the learners who join the said application (Quinn, 2017).

METHODS

The research design followed the quasi-experimental through fishbowl random sampling. Implementer on this study consisted of a Grade 6 Science teacher for teaching the 35 controlled groups. After then, the 35 experimental groups at the same testing place, to administer the study with neutrality.

RESULTS

Quantitatively, the data collected consisted of pre- and post-test during the span of this research project. Data analysis showed that participation in action research did effect Kahoot! Application, especially in the area of interests in learning. As a result, Kahoot! Application is statistically significant to the academic performance of the learners and the interest of it.

DISCUSSIONS

KEYWORDS: Kahoot! App, cahute, modern teaching

SUBMISSION ID: R012-SARANG-0155/ R012-SARANG-0156

Effects of Teacher-Initiated Reading Remediation: Basis for Enhanced Classroom Reading Intervention

Ana Marie M. Peñol & Cecile S. Tangkawan, Department Of Education Sarangani

Abstract

INTRODUCTION

Reading is a skill one should master to gain learning beyond the four-walled classroom. One can use it anywhere he goes and anytime he wants. However, reading skill is not something that is learned overnight. It is a process of identifying the letters and producing and blending the sound until one is able to produce the words. When he can do it, it will develop into understanding the meaning of the words that will lead to comprehension. Thus, teachers should initiate remedies to bridge the increasing number of non-readers and slow readers among their learners.

METHODS

The study used descriptive quantitative-qualitative research. It got its data from the survey-interview of the respondents. The quantitative method was used to measure the effects of the reading remediation to the pupils while the qualitative method was used for their experiences. The respondents were the Grade 1- Pechay pupils, the school year 2017-2018 of Rogaya Bajunaid Integrated School, Seguil, Tinoto, Maasim, Sarangani Province.

RESULTS

Results showed that the pupils were improving in their reading skill level during the conduct of the study. The reading pre-test was used to identify the pupils' reading level. The post-test results supported the increase in the number of independent and instructional readers. The one-on-one teacher-initiated reading remediation, using the Marungko approach materials, to the nation and slow readers, gave way to the gradual elevation of their skills. There were pupils who shared that they appreciate reading since they can already identify the words and understand them.

DISCUSSIONS

The Grade 1-Pechay pupils were struggling with reading. Pre-test results showed that there were about 45% non-readers, 40% slow readers, 10% instructional readers, and 5% independent readers. Post-test results displayed changes in about 10% non-readers, 20% slow readers, 50% instructional readers, and 20% independent readers. The respondents mentioned that they do not like reading before since they had a hard time understanding the words they read. They learned to appreciate it when they knew how to read those words and understand them. The increase in the number of independent and instructional readers boosted the teacher to keep on enhancing the materials she used during their one on one reading session.

KEYWORDS: Reading remediation, classroom reading intervention, reading enhancement

SUBMISSION ID: R012-SARANG-0209

**Effects of the We Can Intervention Activities in the Fine Motor Skills
among Kindergarten: Basis for a Contextualized Module**

Glaiza Mae Barcena & Marina Orboc, Department of Education Sarangani

Abstract

INTRODUCTION

The primary purpose of this action research is to find the effects of the fine motor skills intervention activities to the development of fine motor and handwriting skills among kindergarten pupils. The respondents of the study are the Kindergarten-Nemo pupils of Malandag Central Elementary School SPED Center using purposive sampling based on the pre-test result of Early Childhood Care Development Checklist (ECCD) Assessment and the level of handwriting skills using a modified rubric to determine pupil's development in fine motor and handwriting skills.

METHODS

The methods used in the research design of the study was descriptive analysis. This study used two instruments namely the pre-test result of Early Childhood Care Development Checklist (ECCD) Assessment, pre-test and post-test result on the level of handwriting skills using a modified rubric.

RESULTS

The researchers found that the result on the level of fine motor skills assessment among kindergarten needs intervention activities to improve their fine motor skills. The handwriting skills of the kindergarten before the implementation of the intervention activities are generally poor and weak because their level of in-hand manipulation needs strengthening. Hence, the need for the recommended intervention is necessary. An intervention activity module on developing the fine motor skills was designed to meet the needs of each participant. The result of this study suggests that fine motor based interventions can help to improve pupils' handwriting skills.

DISCUSSIONS

Based on the consolidated pre-test result in the fine motor skills domain, 4 out of 29 respondents shows a significant delay in overall development, 22 respondents slight delay in the overall development and 3 respondents manifest average development. From the pre-test result, the mean of 2.000 in directionality is poor, in using lines the mean of 1.207 is weak, in circle closure the mean of 1.897 is weak, and in straight lines, the mean of 1.172 is weak using the modified rubric. These findings imply that the level of handwriting skills among kindergarten is poor and weak. From the post-test result, the mean of 4.207 in directionality is good, in using lines the mean of 3.103 is fair, in circle closure the mean of 3.897 is fair, and in straight lines, the mean of 3.759 is fair using the modified rubric. The findings imply that the level of handwriting skills among kindergarten is good and fair after the implementation of the fine motor skills intervention activities. Since children's fine motor and handwriting skills are not automatically obtained, there is a need for a more systematic approach in their intervention activities that will help improve they're fine motor and handwriting skills.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0112/ R012-SARANG-0113

**Effects of Using Cellular Phone in Writing Good and Correct Essay of
Selected Grade 8 Students of Los Baños National High School**

Francia, Maricar L., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

This research was conceptualized to show and to learn the effects of using cellular phones in writing a good and correct essay of selected sophomores in Los Baños National High School. The researcher tried to find concrete answers to questions that will allow transparency of the result. Such factors like (1.) the amount of time spent in using cellular phones, (2) the way how the respondents uses their cell phone that can directly affect their writing skills, (3) does gaming, text messaging, face booking and other internet browsing portrays huge effects on the writing skills of an individual? (4) at what level can one cellular phone user be considered as to his writing skills, considering the content and the mechanism of writing, and (5) does use the cellular phone has its meaningful effect in the writing skills of students as to the following the writing mechanism.

METHODS

The researcher follows styles of the method in finding out answers to the queries that will be connected to its conclusions and recommendations. As to its title and its relation to the present time, modern technology has its best way in the realization of this research. Readings and data gatherings through the internet are widely been used to get important details from all over the world. Observation has been done to thoroughly understand respondents and detect how using cellular phones gives such effect in making a good and correct essay as to its meaning and grammar. With this method, any results either weak or strong points should be both presented to be the right way to identify the possible problems and its solutions. Frequency distribution and statistical percentage were used to analytical measurement on finding concrete data. The chi-square test was also used to measure the effects of using a cellular phone in writing good and correct essay in terms of reasons for using cellular phone and how much time was spent in using a cellular phone.

RESULTS

Results show that the use of cellular phones has no significant effect in writing a good quality, meaningful, sensible and grammar correct essays. No amount of time spent in using a cellular phone as to how and why it is being used by the respondents have nothing to do with their good quality and correct constructions or composition of an essay.

DISCUSSIONS

This research finds out that there is no significant relationship with the use of the cellular phone in writing a good and correct essay. Even according to a research of Volkow, an hour of using cellphone can speed up brain activity. Though this research has found important results and realization to the researcher and other readers, it is best that this research becomes an instrument for further studies.

KEYWORDS: Face Booking, Gaming, Text Messaging, Quality Writing, Cellular Phone

SUBMISSION ID: R04A-LAGUNA-0441

Efficacy of Modified In-School Off-School Approach-Alternative Delivery Mode (Misosa-Adm) Modules in Daliao Elementary School

Mary Grace C. Rollon & Zyra P. Tabura, Department of Education Sarangani

Abstract

INTRODUCTION

The Alternative Delivery Mode-Modified In-School-Off School Approach (ADM-MISOSA) is a program of Provincial Government of Sarangani through the Department Education which aims to address the problem on classroom congestion and other situations and circumstances, prevent children from going to and staying in school. To ensure that Education for All (EFA) will be achieved, Alternative Delivery Mode was strengthened in the Philippine educational system in 2011 by allocating budget for every ADM program implemented in identified schools. The objectives of Alternative Delivery Mode of instruction is to address the learning needs and difficulties of the marginalized pupils and to reduce the risk of dropping out in order to help them overcome social and economic constraints of the i r schooling (DepE d Orde r No. 53, S. 2011). This study was focused on the effectiveness of the Alternative Delivery Mode-Modified In-School-Off School Approach (ADM-MISOSA) modules implemented in Daliao Elementary School, Division of Sarangani as a solution to the congested classes problem.

METHODS

The methods used in this study is through Quasi-Experimental Approach. The respondents of this study were fifteen grade five pupils of Daliao Elementary School who are officially enrolled in the school year 2017-2018, which are engaged in absenteeism and affected by the congested class. To gather the needed data, Pre-Test questionnaire was distributed from the start of the class and after 10 months a Post Test questionnaire of MIMOSA-ADM was also given.

RESULTS

Based on the gathered data of this study were analyzed and interpreted using frequency, mean, and mean percentage.

DISCUSSIONS

The results of the study imply that the use of Alternative Delivery Mode- Modified In-School Off-School Approach (ADM- MISOSA) modules are an effective solution to address the congested classes and learners who need remedial classes and living far away from school. There is a need to strengthen the ADM program as an alternative solution to the existing problem in the school to promote quality, inclusive and accessible education for all.

KEYWORDS: alternative modules

SUBMISSION ID: R012-SARANG-0153

E-Learning through Mind Map: Its Effect to Students' Proficiency in Science

Dominic Berenguel & Rose T. Fuentes

Abstract

INTRODUCTION

This action research was primarily focused on the effect of a mind map as an e-learning strategy to the learning proficiency in the science of the Grade 10 students in JBT Caing Sr. Memorial Integrated School, Tambalil, Kiamba, Sarangani Province school year 2017-2018.

METHODS

It employed a quasi-experimental design. The subjects of the study were 80 grade 10 students who were selected randomly to form two groups, the control group (n=40) and the experimental group (n=40). The researcher utilized the traditional method of lecture to the control group and e-learning through mind mapping strategy to the experimental group.

RESULTS

Results of the t-test showed that there is a significant difference between the mean gain scores of the experimental and the control groups in science. The use of mind map as e-learning strategy has improved the science proficiency level of the students. This strategy is effective and can facilitate the learning of the students, thus increasing their proficiency level.

DISCUSSIONS

Mind map as e-learning strategy is more effective in increasing the science proficiency level of the students than the conventional or traditional method of teaching science. Hence, to improve teaching effectiveness and increase the proficiency of students in science, teachers may consider e-learning teaching strategies that encourage greater engagement among students of different learning styles.

KEYWORDS: E-learning, mind map, influence, proficiency, Science

SUBMISSION ID: R012-SARANG-0186

**Enhanced Reading Skills of Grade - Three Guava Pupils Frustrated
Readers: Using Strategrical Classroom Based Tutorial Program**

Klaudinely D. Camarista

Abstract

INTRODUCTION

From the teacher - made pre-test conducted, there were 10 pupils who were found to be very slow readers. The researcher found that those pupils who were identified to be very poor readers belong to a poor family with uneducated parents and can hardly afford to sustain financially. Through an interview conducted to those very slow readers, the following factors might be considered to be related to their performance in school: no breakfast before going to school, unstable financial expenses in school for food, lack of interest due to no participation due to weak condition, lack of parents' monitoring and follow - up at home.

METHODS

The respondents of this study were (10) ten Grade Three - Guava pupils of who belong to Frustration Readers, Maasim Central Elementary School who were officially enrolled in the school year 2016- 2017. There were six (6) males and four (4) females. In gaining the referential and their reliable outcome the researcher come up with the following procedure on the conduct of the study. Hence, the researcher developed a teacher - made test based on the Tutorial Activity tool. The test includes items which tested their word recognition skills, word analysis skills, sentence comprehension skills, and word familiarization skills. Using Robert Ebel's Criterion of Mastery, it was found that 10 frustration readers have very low performance. Those 10 (ten) very low performing pupils, undergone Strategrical Classroom-based Tutorial Program the whole - year round. After the tutorial activities have been completed a made post-test was administered to the respondents. Data gathered were treated, analyzed and interpreted using frequency-weighted mean.

RESULTS

The different activities and techniques used by the teacher helped pupils gain full interest and attention, and actively participate with the use of different activities conducted by the researcher. Techniques of the teacher are a great helper to gain full interest and attention of a learner to actively participate in the different activities conducted by the researcher.

DISCUSSIONS

The increase in the pupils reading performance shows that it is very effective to teach reading using the tutoring activities tool because it helps the pupils understand more the text they've read. With the impressive result in the reading performance of pupils, the researcher could conclude that the use of strategies and techniques used in their study may also be applied to other grade levels particularly to the pupils with a reading problem.

KEYWORDS: reading performance, tutorial program, slow readers

SUBMISSION ID: R012-SARANG-0138

**Enhancing Alphabet Recognition of Kindergarten- Elsa through Ict for S.Y.
2018-2019**

Vidal, Cristel, Bagumbayan Elementary School

Abstract

INTRODUCTION

Toddlers pick up the familiar tune of the "ABC Song" sometime around age 2 or 3. They hear it often from their parents, their older siblings, and at daycare. Even though they can sing the song, they probably don't understand that those letters make certain sounds and correlate to the written letters. Around age 3 or 4, kids start to make connections between letters and sounds. Some might start to recognize some letters and figure out which sounds go with them. When kids reach age 5 or kindergarten age, they usually recognize some letters or sometimes even all the letters and understand the corresponding sounds (Frost, 2017). Students learn in different ways - by seeing and hearing; reflecting and acting; reasoning logically and intuitively. In other words, they have a mix of learning styles. Some of them are visual learners (spatial), through pictures and images and others are aural learners (auditory-musical), through sound and music. Teaching methods, therefore, may diversify. Teachers have to use different teaching methods in order to teach students effectively. Various teaching methods can be used for the class, and one of an effective way of teaching is through the use of ICT. Information and Communication technology awareness and technology competence are essential to the educational leader to promote meaningful development of plans and operate effectively to the highest level of their function. They must reflect quality standards and ensure teachers commitment to school policies and visions to produce quality outputs. The human resource is the best representation of a nation's quality of progress and achievements. The growth and development depend on its workforce, and one of the essential roles of education is to provide quality graduates equipped with skills and knowledge (Diaz 2008). The researcher believed that the children learn at a different pace, some may hit the ABC milestone early but some may hit it a little later, but through the EARKIT (Enhancing Alphabet Recognition of Kindergarten- Elsa through ICT) research, it will of great help.

METHODS

The twenty-six (26) participants from Kindergarten - Elsa were the subject of the study. Students who have the least knowledge in the alphabet were given priority.

RESULTS

Kindergarten Elsa found to have a low level of alphabet recognition. There has been a lack of necessary materials and activities that will equip the students. A series of information dissemination and activities were done to enhance their alphabet recognition. These were conducted during the second quarter up to the fourth quarter of School Year 2018 - 2019. After the conduct of these activities, a post-test was given to the students to check their learning. After the administration of the intended activities and treatment, the following results were realized: Information and Communication technology enhanced Kindergarten students' alphabet recognition skills. All students made progress in increasing alphabet recognition skills. Data supports that using ICT in the Kindergarten classroom is an engaging and motivating way to teach letter recognition. The pre and post-test scores showed an increase in student upper and lower case letter recognition skills. The results of the study support that ICT may help Kindergarten students alphabet recognition skills.

DISCUSSIONS

Out of the series of treatments administered by the researcher, findings revealed that out of the actual participants, all of them were able to enhance their alphabet recognition. This connotes positive inference which speaks of the successful attainment of the target of this research which is to enhance the alphabet recognition of Kindergarten students. Recorded observation and data pointed out the convincing outcome of the activities and exercises given to the students. In light of these findings, the following recommendations were made: (1) Students must bear in mind the importance of learning and recognizing alphabet to make connections between letters and sounds. (2) Kindergarten teachers must take extra effort in teaching students and parents the importance of learning the alphabet through the use of multimedia/ ICT. (3) Parents/ guardian should monitor their child while watching educational videos or playing educational games using their gadgets. (4). Website made for alphabet recognition or youtube educational videos should be promoted to the students with parents guidance.

KEYWORDS: ENHANCING ALPHABET RECOGNITION, ICT

SUBMISSION ID: R04A-LAGUNA-0401

Enhancing Reading Level of Grade I-Maalalahanin through the use of Marungko Approach

Alano, Rosally, Bagumbayan Elementary School

Abstract

INTRODUCTION

When a pupil enters school, it is the teacher's obligation and responsibility to provide and teach an effective reading program that will enable the pupil to become a skillful reader. In the early days of the school year, teachers should be aware of the learner's reading level from non-reader, slow reader, frustration, instructional and independent. This will make it easier for the teachers to determine and distinguish which pupils need thorough attention during the reading lessons. However, due to the limited resources, there are no available reading materials that can be used by the pupils which cause slow progress in the children's learning ability. It is a good thing that Marungko Approach was introduced. The Marungko Approach is designed for beginners in reading to improve their basic reading abilities. This approach provides materials for effective reading instruction and to the success in teaching how to read. It starts with the letter sounds rather than the name. Instead of the usual order of letters in the alphabet, it starts with m, s, a, l, o and so on which is like the sequence letters in MTB-MLE of the K to 12 Curriculum for Grade One. This approach is to be used in this research to determine its effectiveness especially for the Grade One - Maalalahanin pupils during their reading lesson.

METHODS

The study will focus on the use of Marungko Approach to ensure the efficiency and effectivity of the approach in teaching how to read for the pupils in Grade One- Maalalahanin. It will start in the review of the sounds in the alphabet and let pupils master the sound. Followed by the blending of the two-letter sound to form a syllable to begin formal reading. Combining syllables together to form a word to ensure word reading activity. Afterward, phrases will be made from the created words. With these phrases, sentences can be formed and then eventually, we can make a short story out of these words, phrases, and sentences.

RESULTS

This Action Research proved that pupils can learn more in a comprehensive and repetitive way of teaching rather than by giving them a lesson today and another lesson on the next day. Based on the result of the reading test conducted by the researcher it was found that extensive reading activity using Marungko Approach and with the aid of the reading materials made by the teacher can be of great help to improve the reading performance of the pupils.

DISCUSSIONS

As a Grade One teacher holding and molding of the young ones I should always remember and refer all my actions to this study. Each one is unique and needs special attention for them to be able to learn and be prepared for the next step in their life. Let us always remember that no one should be left behind, what one can learn must also be learned by the others. Maybe not on the same process but in the end one can join the others waving goodbye and saying hello for a new level of learning and can always compete in terms of reading with at peace in mind that you've done your best.

KEYWORDS: Enhancing Reading Level, Marungko Approach

SUBMISSION ID: R04A-LAGUNA-0415

**Enhancing the Fine Motor Skills of Kindergarten Pupils through Project
K.A.M.A.Y. (K-nitting, A-cquired, Manipulative Ability among the Youth**

Jeanette A. Yee, Santa Cruz Elementary School
(Adviser: Cabrales, Armin)

Abstract

INTRODUCTION

Children who are in their first year as a learner find difficulties in writing letters, cutting materials, and coloring pictures. Fine motor is an action involving small muscles of the hands as in handwriting, sewing, and knitting. Omnibus Policy of Kindergarten Program (2016) aims to develop the standard and competency of kindergarten. Fine motor is one of the seven (7) domains in this curriculum. The researcher found that some of their pupils have difficulties in fine motor skills by conducting research. This study is conducted at Santa Cruz Elementary School, Santa Cruz, Laguna.

METHODS

The researcher utilized the Teacher- Made Checklist based on the competencies of the kindergarten program in conducting the pre- and post assessment checklist used in school and home. The researcher utilized a descriptive method to identify the objectives of Enhancing the Fine Motor Development of Kindergarten of Santa Cruz Elementary School through Project K.A.M.A.Y. The researcher used the table for the frequency, percentage and rank distribution of profile of the respondents and interpretations such as 4- expert, 3- accomplished, 2- capable and 1- beginner. The researcher also utilized T-test for the relationship or effects of project K.A.M.A.Y to the fine motor of the respondents.

RESULTS

Project K.A.M.A.Y. has a significant effect in enhancing the fine motors of the students.

DISCUSSIONS

Majority of the respondents who have difficulties in fine motor skills are 4years old, male pupils, youngest born and has an average in life in socio-economic status. The fine motor skills pre-assessment of the respondents has an interpretation of beginner, this implies that the respondents had difficulties in the fine motor. With the assistance of the said intervention project K.A.M.A.Y. in school and home shows that the fine motor skills acquired an interpretation of accomplished and expert, this implies that the intervention had positive effects to the fine motor of the respondents. Intervention Project K.A.M.A.Y. which is 15 minutes of additional structured activities for 6 weeks. This is supported by Morrow (2015) the creation of six-week intervention will help to ensure the student strengthen their fine motor abilities. The pre-assessment in school and at home regarding the fine motor skills of the respondents got 1.225 while the post-test in school and at home got 2.964. The pre-assessment score has the variance and with the difference of 0.122 and the post-test score has the variance with the difference of 0.0282. The two scores have the degree of freedom of twenty- two (22) with a level of significance of 0.05 this infers that there is an ample difference in between pre-assessment to the post-assessment. The t-stat value is 15.547 which is higher than the critical value of 2.074. The extent of the intervention of project K.A.M.A.Y in school and at home infers that it has a significant effect in enhancing the fine motor skills of the students.

KEYWORDS: FINE MOTOR

SUBMISSION ID: R04A-LAGUNA-0376

Enhancing the Reading Skills of Grade Iv-Chico through Rhymes and Songs During Remedial Teaching

Elca, Aiko, Bagumbayan Elementary School

Abstract

INTRODUCTION

Teaching English especially in elementary schools aims to motivate and encourage students to be more confident in studying English. For elementary students, teaching English is presenting vocabulary in addition to pronunciation that they learn for the first time. At Bagumbayan Elementary School, the researcher notices that the reading level of Grade four Chico has low proficiency, especially in English. Several causes have been identified with regard to the poor reading problem. These include a lack of reading materials to be used by the pupils and a lack of parental support. For this, teachers have an important role. They should keep students interested, motivated, and engaged in learning a foreign language and attain the lesson objectives. Teachers are to help students in overcoming the difficulties that they may face while learning and acquiring a foreign language. Most children enjoy singing songs, so for us(teacher), using songs in the classroom can also be a nice break from following a routine reading or writing work. Authentic materials increase the children's level of involvement and concentration. This is the main accurate reason why rhymes and songs are the chief models of teaching the basic lessons to a child in the early years of life. Songs can play an important role in the development of language in young children learning a second language. One advantage of using songs in the young learner classroom is their flexibility

METHODS

The researcher used a frequency distribution technique, wherein a tabulation of data shows in the appropriate group. The criteria include: (1) pre-assessment (2) post-assessment (3) has a consent letter from the parents allowing them to join the study.

RESULTS

Teacher shows difficulty in the reading of some of the pupils that may be because of some unfamiliar words that they encounter every day, lack of support of their parents, and lack of reading materials available in the classroom. And it has a big impact on their reading comprehension/skills.

DISCUSSIONS

By singing songs, students can understand difficult words easily. Students can remember the new words by singing and doing the action of the song. Songs help students understand new words without asking another person or looking them up in the dictionary. Songs also make vocabulary learning enjoyable, fun and interesting. Songs, in addition, are having positive effects most children enjoy singing songs and they can often be a welcome change from the routine of learning second or third language adding that rhymes and songs are basic elements of each human society. For us(teacher), using songs in the classroom can also be a nice break from following a routine reading or writing work.

KEYWORDS: ENHANCING READING SKILLS, RHYMES, AND SONGS, REMEDIAL TEACHING

SUBMISSION ID: R04A-LAGUNA-0394

Development and Evaluation of Work-Text Reviewer: Grammar Focus for Nat English VI

Samaniego, Cecilia D., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The Department of Education has been implementing a system-based assessment which was specifically designed to gauge learning outcomes across target levels in identified period of basic education. Yearly, all the grade six teachers in every school is prompted to do some techniques that will improve or raise the performance of the sixth graders in the National Achievement Test. The proponent, being one of the teacher-advisers in grade six delves deeper into developing instructional learning material particularly in English that focuses mainly on grammar lessons of the least learned mastered competencies

METHODS

The study made use of descriptive method of research. A total of 67 public elementary teacher-respondents comprise of 50 grade six English teachers/Master teachers/English critics and 17 principals/school heads from Santa Cruz District, Division of Laguna were involved.

Purposive sampling was utilized in the selection of evaluators and made use of questionnaires as main tool to gather necessary data about the developed work-text reviewer as to their structures and features.

RESULTS

The overall weighted means of 4.45, 4.47, 4.43, 4.55, 4.52, 4.56, and 4.63 of the teacher-evaluators implies that the structures, objectives, discussions, activities, features, usability, suitability, consistency and creativity of the work-text reviewer were evaluated as “extremely acceptable”. The overall weighted means of 4.57, 4.49, 4.48, 4.45, 4.46, 4.69 and 4.85 of the principal-evaluators implies that the structures: objectives, discussions, activities, features, usability, suitability, consistency and creativity of the work-text reviewer were evaluated as “extremely acceptable”.

DISCUSSIONS

From the data gathered and analyzed, conclusion was derived that there is no significant difference in their evaluation of the developed work-text. This indicates that the work-text reviewer is partially acceptable to both groups and therefore can be used as a supplementary learning material in teaching English VI. Validation of the developed through an experimental method must be done to find out its true effectiveness. Future researchers may produce more comprehensive instructional materials to sustain not only the grammar or language usage needs of pupils but also the other aspects of English subject itself.

KEYWORDS: Work-text reviewer, grammar, NAT, objectives, discussions, activities, usability, suitability, consistency and creativity

SUBMISSION ID: R04A-LAGUNA-0436

Development and Usability of Alternative Learning System (ALS) Building for Learning of Out of School Youth Community Individuals of Maitum

Fe N. Mercurio, Department of Education - Sarangani

Abstract

INTRODUCTION

Every Filipino has the right to basic education. But many Filipinos fail to avail of it, for various reasons. In attending to this issue, the Department of Education has set up the Alternative Learning System to provide all Filipinos the chance to gain access to basic education in a mode that fits their distinct situation and needs. ALS is a free education program implemented by the Department of Education under the Bureau of Alternative Learning System, the 3rd Bureau of the Department which benefits those who cannot afford formal schooling and follows whatever is their available schedule. The program provides a viable alternative to the existing formal education instruction, encompassing both the non-formal and informal sources of knowledge and skills. Alternative Learning System implements three major programs namely: (1) Basic Literacy Program, (2) Continuing Education Program, and (3) the Sustainability & Lifelong Program. All three programs are modular and flexible. Each one can take place anytime and anyplace, depending on the convenience and availability of the learners. Learning sessions are usually held in waiting sheds, churches, house of learners, under the trees, or any place that can be utilize to conduct learning sessions, following a schedule agreed upon by the learners and the facilitator. This study aims to develop and determine the usability of Alternative Learning System Building with computer facilities for various unschooled individuals of the municipality of Maitum. This includes the strategies to be implemented in catering the clientele and proposed solutions to the problems of dropped outs and out of school children, youth and adult individuals, the sustainability of the goods and services offered to the clientele.

METHODS

The gathering procedure used by the researcher were as follows: asked permission from the District Head to conduct study, got the number of out-of-school youth in every barangay through the mapping data in Municipal Planning & Development Office, identified the number of out-of-school youth in every barangay, and to find out the interest of out-of-school youth going back to school, a survey was conducted through survey questionnaire whether the respondents are interested or not.

RESULTS

After having seen the needs of the out-of-school children, youth & adults and some illiterates who were found to be interested in going back to school, it has been found that there should be a learning center for them which will serve as the area where they could display their latent potentialities. There must be enough space and the area should be conducive for learning. There shall be computer facilities and internet connection so that learning will be more likely to happen especially that we are now in the computer age.

DISCUSSIONS

Looking at the census in general, there is a number of illiterates and unschooled children. There is really a need to help the people of Maitum to be freed from ignorance. Most of them are living in far flung areas. The Education for All (EFA) advocacy of the Department of Education is just but very appropriate in response to this vital need of every unschooled and drop out individual in certain household in barangays. As a response, the District Alternative Learning System Coordinator of Department of Education Maitum has linked to different National Government Offices and Government Offices to put up Alternative Learning System Building with certain computer units for the learning of these individuals that would most likely to be of help to them as they conquer unawareness and poverty.

KEYWORDS: Basic Education, Alternative learning system, free education program,

SUBMISSION ID: R012-SARANG-0106

**Development and Validation of Instructional Video Materials in Improving
the Viewing Comprehension Skills of Grade VII Students of Kiamba
National High School**

Megan Gaile A. Labao

Abstract

INTRODUCTION

This research aimed to develop and validate instructional video materials to improve the viewing comprehension skills of Grade VII students of Kiamba National High School (KNHS), West District, Kiamba, Sarangani. This served as the basis for compilation of the multimedia resources in teaching English.

METHODS

This study utilized the Research and Development (R and D) design. The respondents were the 100 randomly selected Grade VII students and selected language teachers of KNHS.

RESULTS

Results showed that the Grade VII students can comprehend fairly well, at the literal level, but not at the inferential nor critical level; they are having difficulties in all the three levels of comprehension; the utilization of instructional video materials improved the viewing comprehension of the Grade 7 students; and, the teachers described the instructional video materials as very highly acceptable in terms of content, presentation and appropriateness.

DISCUSSIONS

It is recommended that the instructional video materials can be used regularly in teaching reading to improve their viewing comprehension skills. A compilation of instructional video materials was utilized by the Language Teachers in improving the viewing comprehension of Grade VII learners.

KEYWORDS: Instructional video materials, viewing comprehension

SUBMISSION ID: R012-SARANG-0157

Development of Comics Based on the Perception towards Social Media and Academic Performance among Grade Eleven students of Lutay Integrated School

Freda Osoteo, Rechel Ann Ansino, & Jean Oringo

Abstract

INTRODUCTION

Social media is extremely important to the lives of people especially for the students. Nowadays, students most of the times were occupied by social media and this result in non-ethical and inappropriate activities and accordingly, their performance in school were affected. They waste their time in updating their profile status while using social media. In this perspective, the researchers were motivated to develop comics based on the perception towards social media and academic performance among grade eleven students to guide them on the proper use of social media in an entertaining and informative approach.

METHODS

This study used descriptive-correlative research design. The statistical tools used were frequency count, percentage and Pearson r correlation. Using an adopted questionnaire, we conducted survey and focus groups with 30 grade eleven students, 14 male and 16 were female. Report cards were also used as basis for students' academic performance.

RESULTS

All grade eleven students of Lutay Integrated School are engaged in using social media, and Facebook is the most commonly used by them. Students perceived that the advantage of social media is to socialize and make new friends as well as collaborate with fellow students and study. On the other hand, it can reduce focus on studies. The more the students engage in social media, the less they perform in academic, is the disadvantage of social media. The level of the academic performance of the students belongs to satisfactory level (80-84). It shows that students still need to improve their academic performance to attain the very satisfactory level. Consequently, there is a strong positive relationship on the perception of the students on social media and their academic performance. The more time spent in social media, the lower the performance of the student in academic.

DISCUSSIONS

Based on the results of the study, the researchers developed comics as an intervention tool to disseminate and widen the ideas of the students about proper use of social media which affect their academic performance. Comics is developed to deal the predicament issues of using social media, the objective of this tool is to educate the learners through teaching them in maintaining proper online etiquette, and to provide them the advantage and disadvantage of excessive use of social media.

KEYWORDS: Social media, comics, academic performance, Lutay Integrated School

SUBMISSION ID: R012-SARANG-0108

Development of Contextualized Instructional Materials among the Elementary Non-Readers of Lutay Integrated

Karen Tuanzon & Algae Gwyne Love Altajeros

Abstract

INTRODUCTION

The Department of Education strongly emphasizes that all Filipino children should be a reader at an early stage of their lives. It was supported by the full implementation of K-12 Basic Education to strengthen the implementation of every child reader. However, despite the support of the government and the effort of teachers to eradicate non-readers, still, the performance of Lutay Integrated School learners is critically low. In this perspective, the researchers are motivated to develop contextualized instructional reading materials among the elementary non-readers of Lutay Integrated School.

METHODS

This study employed a descriptive research and development method. Primarily, this research dealt with the development of the School -Based Guided Reading Program to address the reading problem of the grades three to six pupils of Lutay Integrated School. The information was gathered from the e PHI L I R I p r e - t e s t r e s u l t . Th e r e s u l t w a s v a l i d a t e d b y t h e c l a s s a d v i s e r s t h e r o u g h a n i n t e r v i e w . B e f o r e t h e d a t a w e r e c o l l e c t e d , t h e r e s e a r c h e r a s k e d f i r s t p e r m i s s i o n f r o m t h e D i s t r i c t P r i n c i p a l I n - C h a r g e a n d S c h o o l H e a d t h e r o u g h s e n d i n g o f L e t t e r o f P e r m i s s i o n t o c o n d u c t a s t u d y

RESULTS

The result shows that out of 162 pupils from grades three to six who undergo testing in reading, 25 or 15.43 % were independent level, 51 or 31.48 % were in the instructional level, 49 or 30.25% were in the frustration level and 37 or 22.84 % were identified as Non-readers. The study implies that pupils who cannot read are those who belong to families under economic crisis. Based on the study of Dr. Burns (2017), she found out that there is a 32-million-word gap in students who come from homes of poverty. They simply do not get as much language exposure as peers from homes of higher income levels. This affects development of oral language at early ages, so that by the time these children enter our classroom there is a large significant difference in how they are able to understand, respond, and be ready to learn.

DISCUSSIONS

Based on the results of the study, the researchers developed contextualized reading materials to monitor and assist the learners to develop their reading abilities. A contextualized reading material was developed to help both pupils and teachers achieve the improvement in their reading performance.

KEYWORDS: Reading, reading the material, reading program

SUBMISSION ID: R012-SARANG-0136

**Development of Research Manual on the Difficulties Encountered in
Conducting Research and its Effects towards the Grade 12 Students of
Tamban National High School**

Glazarie Coloma, Rhona Faith Alforque, & Charlene Delos Santos, Tamban NHS
(Adviser: Harjolan Salutan)

Abstract

INTRODUCTION

Research is an exciting adventure that develops students' critical thinking and problem-solving skill. However, young researchers encountered problems in carrying out their research project. Moreover, this study aims to identify the difficulties encountered in conducting research and its effects on the Grade 12 students of Tamban National High School. Lastly, along with this is the development of a research manual on the effects and difficulty encountered in conducting research.

METHODS

The researchers made use descriptive survey form adopted from the research entitled "Difficulties Encountered by the Student-Researchers and the Effects on their Research Output" by Anna Bocar to gather the needed data intended for the difficulties in conducting research. And at the same time, another survey form was adopted from the study entitled "Research Writing-Related Problems of Selected Graduating Students in a University" by Erwin Lacanlale to collate the required data. Forty -eight Grade 12 students responded to the survey and focused group discussion. Lastly, guide questions were utilized during the focused group discussion to strengthen the results gathered from the survey forms.

RESULTS

The students who participated in the said study claimed that while making research they have encountered the following difficulties: (1) construction of research title, (2) stress management and cooperation of research partners, and (3) construction of interpretations, analysis, findings, conclusions and recommendations while only a few encountered conflicting interpretations between the student-researcher and teacher- adviser. Effects on making research were also encountered they (1) became exhausted and tired, (2) became frustrated and inability to enjoy leisure, lastly (3) had frequent headaches only some earned low grades in other subjects. These research findings were well supported by the answers of the respondents during the focused group discussion. Learners often complain about the mentioned difficulties and especially on the effects of conducting research towards their mental, physical and financial aspect.

DISCUSSIONS

The result demonstrated the difficulties encountered by the students in making research and its effect. It was found that students considered research as a hassle task on which, the subject itself is the problem. Determining the researchable topic is stressful and making research consumes a lot of time. They even used the times that are not allotted for making research. They don't see its application in the future since some of them don't have plans in proceeding to college. Negative effects were encountered mostly. As a result of this, the researchers developed a research manual to cope up with the difficulties and effects that were encountered by the students. The research manual addresses the concerns of the learners both physical and mental aspect and then shall cover these negative encounters into positive.

KEYWORDS: Development of Research Manual, Difficulties in conducting research, effects of research to grade 12 students

SUBMISSION ID: R012-SARANG-0200

Development of Research Manual on the Difficulties Encountered in Conducting Research and its Effects towards the Grade-12 Students of Tamban National High School"

Glazarie Coloma & Rhona Faith Alfor, Department of Education - Sarangani

Abstract

INTRODUCTION

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RESULTS

The students who participated in the said study claimed that while making the research they have encountered the following difficulties;

1) construction of research title, 2) stress management and cooperation of research partners, and 3) construction of interpretations, analysis, findings, conclusions, and recommendations while only a few encountered conflicting interpretations between the student-researcher and teacher- adviser. Effects on making research were also encountered they 1) became exhausted and tired, 2) became frustrated and inability to enjoy leisure, lastly 3) had frequent headaches only some earned low grades in other subjects. These research findings were well supported by the answers of the respondents during the focused group discussion. Learners often complain about the mentioned difficulties and especially on the effects of conducting research towards their mental, physical and financial aspect.

DISCUSSIONS

The result demonstrated the difficulties encountered by the students in making research and its effect. It was found that students considered research as a hassle task on which, the subject itself is the problem. Determining the researchable topic is stressful and making research consumes a lot of time. They even used the times that are not allotted for making research. They don't see its application in the future since some of them don't have plans in proceeding to college. Negative effects were encountered mostly. As a result of this, the researchers developed a research manual to cope up with the difficulties and effects that were encountered by the students. The research manual addresses the concerns of the learners both physical and mental aspect and then shall cover these negative encounters into positive.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0114

**Developmental Needs of Pupils Forwarded to Inclusive Education Assessed
By Teachers in Bagumbayan Elementary School**

Presidente, Mariel Celeste, Bagumbayan Elementary School

Abstract

INTRODUCTION

We all know that everyone is special in their own way. It just happens that some children need special attention and extra care in teaching for their social, emotional, behavioral, also thinking and communication skills. Teachers are willing to take a big part in their lives to help the parents and some health care professional discover the children's full potential despite having some disability. Special care and attention are being rendered for them to feel the sense of belongingness even though sometimes they feel different. By simply placing children in a regular classroom and together with other children with a basic education curriculum they will feel a sense of belongingness in a regular class setting. There is no difference between a regular teacher and a special education teacher, but there is a lack of knowledge of the regular teachers on how to handle children with special needs. There is a need to improve in understanding the development of the learning of a child, giving a hands-on learning, education resources and initiatives is be given if a teacher has a proper knowledge and training about the Children with Special Needs and it will be a great impact for them the fact that they do not only teach children but also touching lives and pushing to improve the strength of the child despite their disabilities. To answer all the questions in their mind, the researcher pursues this study.

METHODS

The researchers used a simple random sampling technique, wherein the screening test was conducted. This is to find out who are the students qualified for the study. Criteria include: (1) Pupils that receive inclusive education; (2) Able to follow physical movement instruction; (3) Teachers who have children with special needs pupils; and (4) Received consent from the parents allowing them to join the study.

RESULTS

Teachers show difficulty in sending their pupils because of the parents who do not accept the fact about the disabilities of their child. Due to the different phases that a regular teacher is facing the fact that they need to send the suspected children with special needs (CSN) to inclusive education because of inadequate inputs and limited in-service training, lack of knowledge on how to deal with them. It has a big impact that affects the effectiveness of the full implementation of inclusive education.

DISCUSSIONS

Awareness is the key factor that really helps the regular teachers on dealing with CSN. In this, s connection we suggest to have a lot of training must be given to teachers for them to learn and have a right way in dealing with the CSN and also the parents must undergo counseling to learn and have acceptance about their child.

KEYWORDS: DEVELOPMENTAL NEEDS OF PUPILS, INCLUSIVE EDUCATION ASSESSED

SUBMISSION ID: R04A-LAGUNA-0408

Developmental Program for the Behavioral and Skills Competencies of Teachers

Eunice Jeanen P. Dalimbang, Department of Education - Sarangani

Abstract

INTRODUCTION

The roles of teachers and schools are changing, and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in schools (OECD, 2009). So, teaching personnel nowadays also need the competencies to constantly innovate and adapt; this includes having critical, evidence-based attitudes, enabling them to respond to students' outcomes, new evidence from inside and outside the classroom, and professional dialogue, in order to adapt their own practices. This study was conducted to develop a developmental program for teachers based on the low level of practice in both behavioral and skills competencies.

METHODS

This study utilized the research and development method. It developed a Professional Development Plan for Teachers. The respondents of the study were the four (4) permanent Teachers of Lamlangil Elementary School, Tamban, Malungon, Sarangani Province. The research instrument used is a questionnaire about the level of core behavioral and skills competencies of teachers. The items included on the questionnaire were raised using a five-point scale. This study used the purposive sampling and the statistical treatment used was through getting the mean score of each competency. Data collected were organized for analysis and finally developed the Professional Development Plan for Teachers of Lamlangil Elementary School.

RESULTS

The results of the study show that there were numbers of teachers who were in the low level of behavioral practice. Among the skills competencies, there are numbers which are considered as low level of practice. Teachers should be able to develop these skills for them to become fully-skilled and be ready in the different challenges in providing quality education to learners. And, among the low level of practices in both behavioral and skills competencies, different activities must be conducted through a professional development plan for teachers as part of providing technical or supervisory assistance by school head to them.

DISCUSSIONS

This implies that to develop behavioral competencies among teachers, they should be monitored and be given supervision with the different demands of the Department of Education. Their professionalism, ethics, outputs, self-management, and innovations should be given attention. SLAC Sessions and other daily activities in the school should involve the development of such competencies. To uplift the level of practice in their skills competencies, school head must provide capacity building through training or workshops. And, the Professional Development Plan for Teachers in which was based from the low level of practice in both behavioral and skills competencies should be used by the school head as a guide in developing his/her teachers to become fully equipped professionally.

KEYWORDS: developmental program, behavioral skills, and competencies of teacher

SUBMISSION ID: R012-SARANG-0104

Differentiated Instruction Approach Using Triarchic Teaching: Students' Learning Assessment in Science

Annielyn A. Progella & Ninche D. Penuela

Abstract

INTRODUCTION

It is clear from the several studies conducted over the past decades that teachers encounter difficulties in accommodating student's individual differences. One of the greatest challenges is how to maximize learning for all the students in the same classroom. Thus, the education system continues its dynamic evolution in the contemporary society of knowledge and differentiated instruction is introduced in teaching and it is incorporated with Gardner's Multiple Intelligences Theory. However, other proponents advocate against such usage, considering learning styles to be fundamentally different from abilities or intelligence. In this manner, Robert Stenberg's Triarchic Theory of Human Intelligences has been considered and specifically highlighted recently as one appropriate basis for planning the differentiated instruction.

METHODS

The researchers utilized the quasi-experimental design in this study, the pre-test, and post-test, non-equivalent control group design to find out the effect of Differentiated Instruction Approach in Science on Students' Learning Outcomes. Two groups were formed: experimental using the Differentiated Instruction Approach and control group using conventional/traditional teaching. Participants were randomly assigned to these groups. The data were collected using the pre-test and post-test scores to determine their learning levels before and after the conduct of the study. The researchers used Ebel's Criteria and t-test for dependent and independent samples.

RESULTS

The results showed that the application of Differentiated Instruction Approach using Triarchic teaching is effective and increases the learning outcomes of the students in Science. As evidence to this is the increase of the group with Differentiated Instruction Approach that improved from low learning outcomes to high learning outcomes. Results of the t-tests showed that there was a significant difference between the mean gain scores of the experimental and the control groups. This could only mean that if the teachers will employ Differentiated Instruction Approach using Triarchic teaching, it could bring a greater positive impact on the student's learning outcomes.

DISCUSSIONS

The increase in the learning outcomes greatly noticeable primarily because of the distinct characteristics of the Triarchic teaching that focused on structuring a wide range of activities that have a chance to try different patterns of abilities, discover strongest abilities, and master as much as they can or all of them. The application of Triarchic teaching in classrooms thus helps to improve analytic, creative and practical abilities in students thereby enabling students to succeed both in academic and real life. Thus, the administration can conduct training-workshop for the application of the Differentiated Instruction Approach using Triarchic teaching.

KEYWORDS: Differentiated Instruction Approach, Triarchic teaching, Learning Assessment, Science

SUBMISSION ID: R012-SARANG-0169

Diversifying Your Shelves: A Modular Instructional Material in Literature for Grade 10

Talabis, John Louise G., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The Governance Act of Basic Education by Secretary Edilberto De Jesus (R.A. 9155) stated that a school being the backbone of learning has the obligation to produce new and innovative methods of instruction to achieve a higher level of learning outcome. The study aimed to determine the effectiveness of Diversify Your Shelves: A Modular Instructional Material in Literature for Grade 10 on academic performance of grade 10 students of Gov. Felicisimo T. San Luis Memorial Integrated Senior High School Year 2017-2018. The modular instructional material was validated by 30 English teachers in terms of design, relevance, usability, and sequence. It was also accepted in terms of objective, content, development, and evaluation.

METHODS

The researcher made use of weighted mean and standard deviation to determine the level of performance of Grade 10 students in terms of pre-test and post-test and to determine the significant difference between the pre-test and post-test of the groups. The independent sample t-test was utilized.

RESULTS

The usability of the module satisfied the needs of the learners. It can also be used by all types of learners. It is relevant, time-bounded and appealing enough to the learners to capture their interest. The sequence of activities was arranged according to the degree of difficulty. The pre-test of the control group and experimental group had shown that both groups had the same knowledge prior to the experiment and was found not statistically significant. The academic performance of the control group in terms of post-test showed improvement even when the students were not using modular instructional material. While the experimental group indicates a much-improved performance after using the modular instructional material and it was found statistically significant. The post-test of the control and experimental groups showed that the level of performance of the students was greater when they utilized the Diversify Your Shelves: A Modular Instructional Material in Literature for Grade 10 in the learning process.

DISCUSSIONS

Diversify Your Shelves: A Modular Instructional Material in Literature for English encourages high-quality responses to the important topics. The students' performance significantly improved after the modular instructional material than those who did not. Thus, from the gathered data the null hypotheses, there is no significant difference between the control group and experimental group in terms of their pre-test, had shown no significant difference between the pre-test and post-test of the control group, there is no significant difference between the pre-test and post-test of the experimental group, there is no significant difference between the control group and the experimental group in terms of their post-test are all accepted while the hypothesis, there is no significant difference between the control group and the experimental group in terms of their pre-test is rejected.

KEYWORDS: Modular Instructional material, Learners material, Academic Performance

SUBMISSION ID: R04A-LAGUNA-0446

**Division Reading Enhancement and Advocacy for Maximum Understanding
and Performance (DREAM-UP) Reading Program Intensification as an
Avenue to Develop Learners' Reading Comprehension**

Laforeza L. Maguate, Department of Education - Sarangani

Abstract

INTRODUCTION

Student Learning is essential to the function of the school and effective instructional supervision is one of the critical aspects in the school system in order to reinforce and enhance the teaching process that will lead to efficient student learning. This study describes the level of performance of teachers in the Municipality of Malungon using the new classroom observation tool crafted by the Department of Education Region XII in terms of the five domains, namely, (1) content knowledge and pedagogy, (2) learning environment, (3) diversity of learner, (4) curriculum and planning and (5) assessment and reporting which provides appropriate intervention, training and assistance to teachers thus enhancing their teaching-learning skills.

METHODS

This study used descriptive quantitative research design in analyzing and interpreting the data. Classroom observation was conducted during instructional supervision to thirty-four (34) teachers in Malungon District using the classroom observation tool.

RESULTS

Findings showed that teachers got low results in domain 3 or in the aspect of learner's diversity with a percentile rank of 6.92%. This led to the formulation of the capacity building program to uplift the result into integrating level from consolidating level. Furthermore, among the four districts of Malungon, East Malungon District got the lowest average rate with 7.22%. Thus, teachers, schools and supervisors of the said district are recommended to attend training to further enhance their knowledge on the aspect of the diversity of learners.

DISCUSSIONS

It was found that among the five domains, domain emerge to be the weakest point of the teachers in Malungon District as this domain encapsulates the use of Information and Communication Technology (ICT) in class and contextualization and localization of teaching materials depending on the differences and needs of the learners thus the respondents needs further capacity building training on teaching strategies and developing instructional materials suited in addressing the gaps on handling diversified learners. In this study, it is hereby recommended that teachers shall make innovations on their teaching strategies, enhance ICT skills and cope with the latest trends and styles of teaching to achieve current learning standards for diverse learners.

KEYWORDS: instructional supervision; efficient student learning

SUBMISSION ID: R012-SARANG-0142

**Developing the HandWriting Skills of Kindergarten Cinderella through
Name Tracing Activities S.Y 2018 - 2019**

Bawit, Analyn, Bagumbayan Elementary School

Abstract

INTRODUCTION

Handwriting is one of the fine motor skills that are important to develop at early childhood education. This action research is about the problem encountered by the researcher to her Kindergarten Cinderella wherein most of the pupil's struggle in writing their names and correct letter formation. Several pupils write in reversing letters or writing backward.

The kindergarten teacher has a responsibility to develop the writing skills of their pupils. Teachers must identify the factors why pupils have difficulty in writing letters and their names. Lots of factors might be considered like some pupils did not attend any schooling prior to kindergarten. Others attend the pre-kindergarten schooling but still wasn't able to write even their names. The hand muscles which help with fine motor skills may be weak due to lack of experience at home and in school. Another possible reason would be a learning disorder. Due to this, it was hard for a teacher to easily identify the work of their pupils.

This action study, in which pupils in Kindergarten - Cinderella at Bagumbayan Elementary School will participate, aims to develop the writing skills of the twenty-eight pupils.

METHODS

The twenty-eight pupils from Kindergarten Cinderella were the subject of this study. This study was conducted during the second quarter of School Year 2018 - 2019. Pupils were assessed (pre-assessment) based on their output of letter tracing activities. Then the researcher reassessed the student based on their output without tracing. Outputs were compared to monitor the improvement of handwriting. The result of study shows that daily handwriting activities can enhance the kindergarten handwriting skills.

RESULTS

The researcher found that the handwriting skills of Kindergarten Cinderella pupils are poor. Series of tracing activities were done to enhance the handwriting skills of the pupils. Throughout the study the targeted 28 pupils who have undergone this method or approach will be able to write their name though some are not completely developed but still the improvement happened in a short period of time. This proves that continuing writing enhancement activities for pupils will improve the handwriting skills of the pupils.

DISCUSSIONS

The purpose of this study is to examine if the methods of tracing the letters and allowing them to copy the letters continuously without tracing is the solution to the problem encountered during the first quarter of the school year. Through this study, the findings concluded that engaging the pupils in writing activities everyday will increase the possibility of learning. As children gain greater exposure to and experience of writing the letters of their names the more, they become familiar to the letter. Hence, the development of the handwriting skills of the pupils in kindergarten is possible.

KEYWORDS: DEVELOP HANDWRITING SKILLS, NAME TRACING ACTIVITIES

SUBMISSION ID: R04A-LAGUNA-0395

Cooperative Learning Strategy: A Basis for Creating Cooperative and Interactive Science Worksheets

Melanie B. Bagalangit, Loraine F. Diestro, & Michelle I. Ortega, Department of Education - Sarangani

Abstract

INTRODUCTION

This study investigated the effectiveness of cooperative learning strategy as a basis for creating cooperative and interactive science worksheets. It has become apparent that teaching science subject is very challenging since it is considered as the least learned subject taught among many schools. Therefore, there is a need to search for effective teaching strategies to address these needs. In this way, the researchers developed a cooperative learning strategy which uses an interactive science worksheet that promote interest and increased the level of students' performance. Cooperative learning strategy involves a situation in which students work together cooperatively and interdependently in small groups towards a group goal.

METHODS. A quasi-experimental design was used by the researchers to carry out the study. The treatments were at two levels of traditional lecture method (control group) and cooperative learning strategy (experimental group). The respondents were the 86 Grade Eight students of Policarpo H. Millona Central Integrated School. Fishbowl sampling method was used in selecting the students to be in their respective group. Pre-test and a post-test questionnaire were the main instrument used to collect data from the respondents. The data collected from the administration of the instrument were analyzed using descriptive statistics, which involved the computation of the pre-test and post-test mean scores and standard deviation. Analysis of t-Test was computed for the two instructional groups.

RESULTS

The pre-test result of this study showed that there was no significant difference between the control and experimental group. The variance results of the two group are not that big which signifies that both classes are heterogeneous. The result suggests that the two sections included in the study are almost the same, this means that the students' groupings are mix as to their abilities. Post-test scores revealed that students from the experimental group got a higher score compared to students from the control group. This means that the performance of the students from the experimental group is remarkably better as compared to the control group. It further revealed that there was a significant difference between the two groups.

DISCUSSIONS

Further results showed the positive response of students about implementing cooperative learning activities in the teaching learning process using science worksheets as a teaching tool. This only shows that implementers should use cooperative learning activities because students are more interested in doing collaborative work thus increased their level of performance. According to Johnson and Johnson (1999), cooperative learning experience promotes a more positive attitude towards the instructional experience than competitive or individualistic method. Many studies suggest that well-designed worksheets have had positive impacts on students learning achievements (Sasma-Oren & Ormanci, 2012). Based on the findings of the study, teachers in science is recommended to further develop cooperative and interactive science worksheets in order to increase the level of students' performance.

KEYWORDS: science worksheets; cooperative learning strategy

SUBMISSION ID: R012-SARANG-0158

Counteracting Malnutrition Problem Via School-Based Feeding Program Management

Nacionales, Leslie Ann C., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

School feeding programs are popular interventions designed to support the education of children living in poverty and food insecurity. School feeding programs can help get children into school and help keep them there, to improve children's health and prevent malnutrition causing absences in school, poor retention of lessons, diseases, and school drop-out rate. It is a common knowledge that a child cannot be the best he is capable of being unless he is in a state of a physical, mental and social being. Thus, the promotion and maintenance of the well-being of every child have become the primary objective of the school feeding program. This study aimed to determine the effect of the school-based feeding program management and program implementation to the nutritional status, academic performance and socio-emotional stability of the malnourished pupils in selected Elementary Schools in Santa Cruz District, School Year 2013-2014.

METHODS

The study used a combination of quantitative and qualitative data as a basis of interpretation and analysis. Survey questionnaires and checklists are tools used in the conduct of gathering information or data for the research.

RESULTS

The results show that frequency of feeding, food preparation, and safety, budget appropriation, planning and monitoring have "significant effect" to the nutritional status of the pupils while organizing and coordinating have "no significant" effect. Frequency of feeding, food preparation and safety, coordinating and monitoring have a significant effect on the academic performance of the pupils while budget appropriation, planning, and organizing have no significant effect. In the status of the school-based feeding program management, only the frequency of feeding has a significant effect on the socio-emotional stability of the pupils while food preparation, safety, and budget appropriation have no significant effect. In program implementation, planning and organizing have no significant effect to the socio-emotional stability of the pupils however coordinating and monitoring have a significant effect be highly implemented in all elementary schools as well as to maximize its usefulness to the pupils in terms of improving their health status.

DISCUSSIONS

Based on the findings, the school administrator is encouraged to enhance their gulayan sa paaralan and teach the pupils how to plant vegetables that can also be part of nutritious menu in the school-based feeding program. Regularly monitor the students' nutritional status, academic performance, and socio-emotional stability, and change the program such that focuses more on nutrition, performance and socio-emotional stability of the learners. In as much as the findings revealed, there is an increase in the nutritional status, academic performance and socio-emotional stability of the pupils, it is necessary that the school-based feeding program is sustained and improved.

KEYWORDS: School-based feeding program, Socio-emotional Stability

SUBMISSION ID: R04A-LAGUNA-0444

**Coaching and Mentoring Skills of School Heads in Santa Cruz, District:
Input to Proposed Teacher Transformational Program**

Villanueva, Soledad, Bagumbayan Elementary School

Abstract

INTRODUCTION

All schools need great school heads, who will serve as the pillar of the learning institution. The success of the school lies on their leadership abilities and competencies which really matter more today. Public school administrators are now expected to be managers, coaches, legal experts, and, simultaneously, instructional leaders. One major emphasis in the educational arena in the early 21st century has been the continuing demand for greater accountability to increase student performance. School heads play an important role focusing on how to improve the student performance through their instructional leadership by means of coaching and mentoring the teachers to further improve the teachers' competencies in teaching. This study aimed to find out the coaching and mentoring skills of schools' heads in Santa Cruz, District: Input to Proposed Teacher Transformation Program. The study aims to gather the following information: the profile of the school head respondents as to educational qualification; years in service as school head; and seminars attended on school heads development program. And, to answer the questions: What is the competency level of school heads as to their coaching and mentoring skills? What is the teacher's transformation in terms of the following aspects: knowledge; psycho-social; and emotional? What is the level of the school transformation as measured by awards received, number of teachers promoted, and NAT result?

METHODS

The study would focus on the coaching and mentoring skills of school heads in Santa Cruz, District, and input to the proposed teacher transformational program. The respondents are nine (9) public elementary school heads and one hundred twenty-four (124) teachers in the District of Santa Cruz, Division of Laguna S.Y. 2017-2019. A descriptive method was used as the research method and the questionnaire was used as the key instrument. Descriptive statistics like frequency count, percentage, ranking, and weighted mean were used in addressing the general characteristics of the sample.

RESULTS

The study established that most of the school heads hold a master's degree, with 4 to 6 years in service as a school principal, and attended seminars at the regional level. The competency level of the school heads in terms of coaching skills is on the very high level the same also on their mentoring skills. There was a high level of teacher's transformation as to knowledge, psycho-social and emotional aspects. The level of school transformation as measured by the awards received was more on Best Brigada Eskwela Implementer for the last three consecutive years, more teachers promoted from the position of T2 to T3 and the NAT result from the year 2014 to 2016 were on the average mastery in all the subject areas.

DISCUSSIONS

The result of this study will help them to see what other aspects they need to further improve, at the same time, realize what are those things that are still needing consideration particularly in their classroom observation and in giving technical assistance to teachers. And, this may give further information on how to improve and make modifications on their teaching strategies and techniques in bringing the pupils successfully in the teaching and learning process.

KEYWORDS: COACHING AND MENTORING SKILLS, INPUT TO PROPOSED TEACHER TRANSFORMATIONAL PROGRAM

SUBMISSION ID: R04A-LAGUNA-0419

Cognitively Guided Instruction (CGI) in Increasing Learners' Conceptual Understanding of Geometry

Lacsa, Ricardo C., Laguna Senior High School

Abstract

INTRODUCTION

Cognitive skills are what separate the good learners from mentally challenged learners. Without developed cognitive skills, children fall behind because they are not able to integrate new information as they are taught it. The sad truth is that most students move on to the next grade before they have mastered the basic academic skills like reading, writing, and math because they have not developed cognitive skills.

METHODS

The descriptive one-group design was used. The learners were divided into four groups according to their learning styles; visual, aural, read/write, and kinesthetic. They were given pre-test to assess their prior knowledge before the researcher use the Cognitively Guided Instruction (CGI) approach and module which was validated by 20 mathematics teachers for several days. Then, the learners were given post-test.

RESULTS

The instructional material was found to be highly acceptable in terms of activity, consistency, contents, evaluation, objectives, and usability; it showed that the visual learners excelled more in pre-test while the aural learners garnered the highest mean in their post-test; the use of CGI was able to have a great improvement to the learners' performance regardless of their learning styles but had more impact on the performance of the aural learners.

DISCUSSIONS

This study reveals the differences between the scores of the learners in the post-test and pre-test were calculated for each type of learner. These scores were deemed as the increase in scores between the pre-test and post-test. The higher the increases in scores for a specific type of learner, the greater the benefits of CGI for that learner. ANOVA was performed on the increase in scores. It is recommended that Mathematics teachers should assess first their students regarding their learning styles. Then, group them according to their learning styles and subject them to CGI in order to increase their conceptual understanding of Geometry.

KEYWORDS: COGNITIVELY GUIDED INSTRUCTION (CGI)

SUBMISSION ID: R04A-LAGUNA-0430

**Collaborative Management of Parents and Teachers to School Development
in Santa Cruz District**

Gonzaga, Kim Rie P., Santo Angel Central Elementary School
(Adviser: Aileen M. Daran)

Abstract

INTRODUCTION

The main purpose of this study is to determine the relationship between collaborative management of parents and teachers in five (5) public elementary schools in Santa Cruz Laguna for S.Y. 2016-2017 on school development. Specifically, it aims to determine the relation of learning, facility and nutrition programs also the economic, health improvement of pupils to school performance.

METHODS

The researcher conducted the study June 2016-April 2017 and used the stratified random technique: Bagumbayan Elementary School, Santo Angel Central Elementary School, Santa Cruz Elementary School, Santo Angel Sur Elementary School, and Santisima Elementary School. The respondents consist of twenty-five (25) parents, twenty-five (25) teachers, and five (5) school heads. The statistical treatment used is weighted mean, standard deviation, and Pearson r.

RESULTS

As a result, there is a significant relationship on the collaborative management of parents and teachers to school development in the Santa Cruz District. The collaboration of parents, teachers and school heads in learning the program, facility development and nutrition programs such as feeding program and Gulayan sa Paaralan have good effects on the performance on economic development, health, and school performance, such as National Achievement Test, drop-out rates, and the awards received.

DISCUSSIONS

The result shows that when there is a unity between the teachers, parents and school heads, the total performance of the school is good. Fundraising projects can improve economic development. Children will be motivated to attend classes regularly through free food from the feeding program and Gulayan sa Paaralan can help them by teaching them to eat vegetables. Performance of pupils in National Achievement Test will be improved. Dropped out rates will be less and some awards will be given to the school. All of these performances will be the result of supporting the academic development, complete facilities in school and nutrition program for children.

KEYWORDS: Collaborative Management, School Development, Parents, Teachers

SUBMISSION ID: R04A-LAGUNA-0370

Common Reading Difficulties of Grades 3 and 4 Learners in West Maasim District: Basis for Functional School Reading Program

Fredgie P. Pasco, Department of Education - Sarangani

Abstract

INTRODUCTION

"Reading is the "mother of learning." The ability to read is recognized generally as one of the most important skills that a person can have. Reading is a tool used for acquiring mental development and it is a vehicle to obtain ideas that cannot be transmitted verbally. The individual who reads has at his command a means for widening his mental horizon and for multiplying his opportunities. Reading is a crucial factor that affects intellectual and emotional growth. Good reading by an individual requires knowledge of word meanings and concepts. The reader must equip himself with the necessary skills in order to take anything from the printed pages. So far, as schooling is concerned, reading is the most important study tool. The ability to read and comprehend the printed language is a prerequisite to academic success.

METHODS

This study followed a descriptive research design. It covered the thirteen (13) schools in West Maasim District, Division of Sarangani. This study identified the common reading difficulties of Grade III and IV pupils in the seventeen public elementary schools. Frequency count, weighted mean and t-Test were employed to determine the extent of the effectiveness of the School Reading Program, the commonly observed reading difficulties and the planned reading remedial activities

RESULTS

The study elicited the following: The pupils' comprehension level was Moderately Satisfactory; The auditory sensitivity of the pupils was found to be within a desirable level; The pupils' muscular coordination was Moderately Satisfactory; The pupils' vocal projection was Moderately Satisfactory; The pupils manifested pronunciation, incorrect phrasing, basic sight words, not known, ignorance of punctuation marks, word omission and repetition of words; and the remedial activities were done by the teachers to improve the reading performance of pupils.

DISCUSSIONS

Based on the result of the study, functional reading intervention program should be set and focused on areas of difficulty met by the pupils. Proper diagnosis of pupils' reading difficulties should be made and results should be incorporated in planning the reading program so with the SIP for funding. Monthly reading performance evaluation of pupils should be considered to map out desirable and immediate remediation program. The school administrators should consider the acquisition of sufficient reading materials to enhance the program. The reading coordinators should be identified in every school to facilitate better reading program administration and ensure continuous program monitoring, implementation, and evaluation. Regular meeting with parents should be done to ensure involvement from the parents or guardians. The school should establish linkages with an optometrist to conduct eye-check up on identified non-readers.

KEYWORDS: Reading difficulties, reading program, West Maasim District, Sarangani

SUBMISSION ID: R012-SARANG-0213

Community Support and the Academic Achievement Level of Cabales-Enarbia Srs. Integrated School

Helen P. Rojas & Evangeline B. Aguinaldo

Abstract

INTRODUCTION

The research determined the community support and the academic achievement level of Cabales-Enarbia Srs. Integrated School Year 2017 - 2018.

METHODS

A descriptive correlational method was employed. Mean, ANOVA and Pearson product-moment correlation coefficient was used in achieving valid results. The study used a set of survey questionnaire which was adopted from Department of Education Order No. 83, s. 2012, with 40 parents, 10 from the local government unit, four from a national government organization, two school heads and 40 teachers as respondents.

RESULTS

Based on the results of the study the following findings were drawn; the community showed High support in curriculum and instruction; accountability and management of resources. The NAT mean percentage score result of Cabales-Enarbia Srs. Integrated School in Filipino, Mathematics, English, Science, and HEKASI showed above average MPS. The ANOVA results showed no significant difference in community support in the areas of curriculum and instruction, accountability, and management of resources. The correlation results showed a significant relationship between the academic achievement of school and its community support.

DISCUSSIONS

With these results, the following was recommended: members of the community should participate actively in the academic programs of the school and the implementation of feeding programs for young children; and lastly, parents should be regularly invited during school meetings and conferences.

KEYWORDS: Community support, Academic achievement, Cabales-Enarbia Srs. Integrated School

SUBMISSION ID: R012-SARANG-0122

**Content Validity and Effectiveness in Teaching Conductors and Insulators
Using Educational Video Clips in Science for Grade Pupils: Basis for
Designing Ict-Based Instructional Video Clips for Teachers.**

Ariel A. Dejito & Milannie S. Fantin, Department of Education - Sarangani

Abstract

INTRODUCTION

This research was conducted to showcase and determine content validity and effectiveness of conductors and insulators educational video for Grade V pupils which will be the basis for programs on designing video clips for teachers in Department of Education in the Elementary Curriculum.

METHODS

The methods used in the research design of the study is quasi-experimental analysis using purposive sampling method. The respondents were the 70 officially enrolled Grade, Five pupils of Malandag Central Elementary School SPED Center school, the year 2018-2019. Teaching without video clips and teaching using the personalized video clips with the pre-test, post-test, session plans, t-test for dependent and independent samples and frequency distribution were used for data analysis.

RESULTS

The result shows that there is a valid significant difference between the pre-test and the post-test of the of Grade Five experimental group pupils in Science with the t-value of -3.134 and the p-value of 0.002 and there is no significant difference in the control group pupils in Science, with the t-value of -0.722 and the p-value of 0.472 since $p > 0.05$ in T-test of dependent samples were used as basis in determining its significance.

DISCUSSIONS

Based on the results of the study, the percentage of pupils in control group shows unsatisfactory performance, this implies that lower scores are attributed to the usual and habitual instructional materials used by the teacher in the digital age pupils. In contrary, high scores in the experimental group show satisfactory performance, implies that it is attributed to the utilization of personalized video clip in teaching a topic in science as instructional material in teaching. Findings show that with the integration of ICT or video clips in teaching digital age pupils, specifically with the use of personalized video clip in teaching conductors and insulators in Science, contributes to the high performance of pupils. For recommendations, the researcher recommends that designing an action plan on crafting video clips in Department of Education Elementary Curriculum is highly required.

KEYWORDS: instructional video clips; teaching conductors and insulators

SUBMISSION ID: R012-SARANG-0075

Action Research in Education: A Primer for Teachers as Researchers Based on the SWOT Analysis of Their Reflections in Doing Action

John Jerson P. Constantino, Department of Education - Sarangani Rio V.
Recoperto

Abstract

INTRODUCTION

It has been always the campaign of the Department of Education in the Philippines that teachers nowadays should engage in action research. In fact, on the Department of Education Order No. 16, series of 2017, published last March 20, 2017, it clearly shows the policy and guidelines on the Research Management System in Education. This simply implies the continuous campaign on the promotion and strengthening the culture of research in basic education. It is undeniable that action research plays a vital role in the lives of teachers in terms of developing not just teaching-learning processes but to the totality of the basic education's development. With all of these in mind, the researcher comes up with the study to design a primer for teachers as researchers based on the analysis of their considered strengths, weaknesses, opportunities and threats in doing action research.

METHODS

This study used the quantitative and qualitative method of research design. Using the purposive sampling, this research involves eight (8) teachers in Kalbangan and Lamlangil Elementary School, Tamban, East Malungon District, Sarangani Province for S.Y. 2017-2018. The research instrument used in this study were the guide questions for the one-on-one interview. The other source of data was the documentary analysis on the results of the profiling and SWOT Analysis in doing action research for the development of primer for teachers as researchers.

RESULTS

The results show as to the profiling of teachers that mostly were new in the service and has no experience at all in doing Action Research. In the SWOT Analysis on the teachers' reflection in doing action research, teachers' have the knowledge and at the same time somehow started embracing the culture of research. However, due to some different factors, they were not able to do or finish it. Lastly, teachers as researchers should always be guided in terms of the policies and management system of research in education.

DISCUSSIONS

This study implies that school heads should empower themselves to give appropriate technical assistance to their teachers in doing action research. They should motivate and at the same time bear in mind that research of their teachers will be a great help in improving school's access, quality and governance. This also implies that part of the monitoring and evaluation of teachers is their action research output every school year. This should be monitored not to require but to help them be motivated to start, finish and be guided about it. Lastly, teachers should be provided with a primer or a reference for research in education. Lastly, the use of primer hopes to help teachers start and finish their research output which will be a great help in providing quality education at school.

KEYWORDS: research culture; action research

SUBMISSION ID: R012-SARANG-0134

Benchmarking on School-Based Management

Lipit, Jemma O., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The achievement of the organization's goals and objectives are based upon different variables that a leader incorporates into his actions. These factors are classified as internal and external factors. Internal factors refer to those inherent traits that comprise his/her personality. On the other hand, external factors refer to those things which are widely observed and adopted from his environment. Such factors as communication skills, visualization skills, teaching skills/experiences, and managerial expertise are considered as internal variables while such factors as influence from others, training experiences, and peer pressure are considered as external factors. This study focused on the Benchmarking on School-Based Management practices in Division of Laguna during the School Year 2017-2018. This study sought to determine the status of benchmarking on School-Based Management of Secondary School Heads in Laguna Division during the School Year 2017- 2018.

METHODS

The researcher used the questionnaire as the main data gathering instrument. Frequency counts, percentages and weighted mean were used for the descriptive analysis. The t-test for the independent sample was used to find the difference among the perceptions of the school heads, teachers, and stakeholders on the School-Based Management. Majority of the school heads are middle-aged, married, females, with doctoral units, within the adequate number of experiences as school heads, have school-based management training and are members of local professional organizations.

RESULTS

The school heads, teachers and stakeholders have comparable insights as to how the school heads have effectively observed and implemented various practices on the different aspects of the school-based management system. Despite the very high rating provided by stakeholders, they consistently have the lowest level of evaluation towards the school heads' performance which might mean a need for further transparency of schemes and encouragement of active participation of every member of the school community towards the improvement of the institution.

DISCUSSIONS

The researcher recommends that school heads undergo comprehensive school-based management training so as to enable them to efficiently utilize their administrative skills in operating and enhancing the entire school system. They must be encouraged to pursue and finish their post-graduate courses for them to attain supplementary learning necessary to manage their respective educational institutions. They must inspire and communicate with their subordinates, faculty, staffs, students, parents and another member of the school community to actively participate and commit themselves to various programs designed to effectively implement the policies consequently improving schools' performances.

KEYWORDS: Benchmark, School-Based, Management, Stakeholders, School-Heads

SUBMISSION ID: R04A-LAGUNA-0434

Campus Friends Session Kit: An Innovation to Address Verbal Bullying Incidents and Boost the Level of Self-Esteem among Junior High School Students

Edgar O. Fernandez, Department of Education - Sarangani

Abstract

INTRODUCTION

Verbal bullying in schools is just one of the major challenges faced by our institutions today. This study aimed to find out the level of verbal bullying experiences, the implications of verbal bullying to the students' relationship to others, feelings toward oneself and their performance in the class and the level of self-esteem among the Junior High School students of Consolacion Integrated School which will be the basis in developing an innovative Campus Friends Session Kit.

METHODS

The method employed in the study was the multi-method approach specifically quantitative-qualitative method of research to know the level of experiences on verbal bullying and to come up with an intervention program. The respondents of the study were the 50 Junior High School students in Consolacion Integrated School. The researchers used a survey questionnaire and focused group discussions to gather data while frequency count and weighted mean were used for statistical analysis.

RESULTS

Findings revealed the students sometimes experienced verbal bullying and it affects their social, emotional and mental aspects and it has been found also that the students only have high self-esteem sometimes. It has turned out that verbal bullying affects the students' emotional, social and mental aspects.

DISCUSSIONS

Based on the results, it has been found that verbal bullying exists in the school. In fact, according to recent reports, 25% to 30% of school-age children are being bullied at school (National Center for Education Statistics and Bureau of Justice Statistics, 2010). Students were experiencing verbal bullying sometimes and it affects their mental, emotional and social aspects. It has also been found that the students have high self-esteem sometimes. And, with the problem found, Campus Friends Session Kit was crafted as an innovation.

KEYWORDS: verbal bullying; Campus Friends Session Kit

SUBMISSION ID: R012-SARANG-0091

**Career Preferences and Employment Interests of Grade 10 for School Year
2018-2019 of Malalag Cogon National High School: Basis for Additional
Senior High School Strands**

Haidee A. Samontina, Fely S. Buenavista, & Laudy Grace E. Baguio, Department
of Education - Sarangani

Abstract

INTRODUCTION

The Philippine educational system had an overhaul through the K-12 program which added two years to its basic education- the Senior High School (SHS). As anticipated, the program has its fair share of challenges. As for Malalag Cogon National High School (MCNHS)—a medium-sized secondary school in Malungon, Sarangani Province—the institution encountered two problems after the graduation of the first batch of Senior High School students. First, some K-12 graduates of MCNHS were not able to enroll in their preferred tertiary courses due to the track they graduated from. Second, there has been an increasing rate of MCNHS grade 10 completers transferring out to enroll in their preferred senior high school track. Thus, to avoid the above-mentioned problems, the researchers sought to find out the career preferences and employment interests of the School Year 2018-2019 Grade 10 students and see if there is a mismatch to the school's present offering of Senior High School tracks which are Technical-Vocational-Livelihood-NC II Organic Agriculture, Academic-Accounting and Business Management (ABM) and Sports Track.

METHODS

The study used a descriptive method of research. Kuder Preference Record and the adopted Employment or Occupational Interest questionnaire were distributed to find out the career preferences and employment interests of the respondents. Researchers treated data with frequency count, weighted mean and chi-square (χ^2) test.

RESULTS

Findings revealed that most grade 10 students prefer to enroll in four-year degree courses. Their employment interests vary but most of them have a preference for jobs which require investigative skills. Additionally, there is a significant relationship between the career preferences and employment interests of the respondents.

DISCUSSIONS

Based on the results of the study, it is highly recommended that the school provide intensive career guidance to junior high school students to help them choose the right strand to take in Senior High School that match their career preference. This will provide students relevant labor market information and proper guidance in choosing their career path which will offer them better opportunities to be gainfully employed. Finally, it is strongly recommended that the school provide additional strands specifically Science and Technology, Engineering, Mathematics (STEM) and Humanities and Social Sciences (HUMMS) in order to fit the career preferences among Grade 10 students.

KEYWORDS: occupational interest; career preference

SUBMISSION ID: R012-SARANG-0118

**Challenges and Experiences of School Administrators on Learning
Resource Management: Basis for Technical Assistance Development Plan**

Elizabeth G. Torres, Department of Education - Sarangani

Abstract

INTRODUCTION

The researchers conducted to craft a Technical Assistance Development Plan for School Administrators of Sarangani Division based on their challenges and experiences as Learning Resources Managers.

METHODS

This study used the descriptive design to gather data on the technical assistance needed by School Administrators on LR Management in the division of Sarangani. Its purpose is to craft a Technical Assistance Development Plan which is designed to fit the context of the stakeholders it serves.

RESULTS

The study found that among the challenges encountered, insufficient or lack of books and learners' materials rank first. This implies that the teaching-learning process in the school cannot be fully actualized if LMs and TGs which are specific needs cannot be adequately met. For experiences encountered, delayed delivery of books/learning resources came out first. This implies that learners and teachers cannot wait. There is a need to bring resources including funds within the control of schools to support the delivery of quality educational services.

DISCUSSIONS

Based on the results of the study, empowerment of school administrators with regards to the provision of teaching/learning resources to teachers and students in schools cannot be underestimated. It is stipulated in the SBM objective that they take the lead in a continuous improvement process which usher higher learning outcome of learners. It was also noted in the study that the challenges and experiences are iterative that the Technical Assistance Development Plan be used so Administrators will be helped in their effort to upgrade and operationalize their School Learning Resource Centers/Libraries.

KEYWORDS: Challenges and Experiences of school administrators, resource management, technical assistance development plan

SUBMISSION ID: R012-SARANG-0094

Skills and K-12 Spiral Approach in the Achievement in Science of Grade VI Pupils in Duhat Elementary School SY 2017-2018

Roman, Rico Pili, Duhat Elementary School
(Adviser: Nino M. Arellano)

Abstract

INTRODUCTION

Science Education has become an integral part of the school. So, the quality of Science teaching is to develop considerably so as to achieve its purpose and objectives. A man without contact with the value of learning what science is and its manifestation will be a complete misfit in this modern society, considering that everything is run by scientific discoveries and inventions. In the classroom, the need today is actually to achieve large-scale teaching of science through continuous updating of oneself in terms of methods, strategies as well as current issues fitted to the fast-changing world. A science teacher must be energetic, dedicated and committed to the teaching profession. Improved instruction depends upon educators who can move every hand to connect with each other, making things happen by volition with blends of love and dedication. It really calls for the teachers to have a wide repertoire or means of assisting everyone who is interested to go with the challenging world and achieving optimal learning. This school-based action research addressed to current practice/trends in teaching science in today's setting using the combination of Science process skills and K-12 spiral approach.

METHODS

The study used a quasi-experimental design comparing two variables. This is to determine the relationship of instructions in terms of science process skills and a spiral approach in the achievement of pupils in science.

RESULTS

The study revealed that the pupils' performance in Science was greatly affected by the use of differentiated instruction. Using Science Process Skills and Spiral Approach, both the control group and the experimental group has almost the same level of performance in terms of activity, assessment, and enrichment. On the other hand, the experimental group performed better than the control group when they were exposed to guided instruction using the activity materials with the used of science process skills and K-12 spiral approach. Under the guided instruction, the most effective strategy done by the teacher among the experimental group was the use of observation and experimentation. This shows that experimentation and observation or among pupils in the performance of activity using science process skills and spiral approach give a desirable/ good impact to the teaching of science and to improve learners' skills in the subject, with remarks of significant, which shows significant results.

DISCUSSIONS

The table shows the difference between the pre-test scores of the control and experimental groups. The pre-test means a score of 18.07 for the control group and 19.37 for the experimental group with a difference of 1.30 got a computed p-value of 4.82 with a remark of not significant. It shows that both groups control and experimental have almost the same level of knowledge. The table for post-test mean score of 19.37 for the control group is 21.27 with a difference of 1.90 with a computed t-value of 2.956 and a p-value of 0.003 with a remark of significant. The data implies that the experimental group had a higher mean score in the post-test.

KEYWORDS: guided instruction, activity, observation and experimentation, process skills, spiral approach, assessment and enrichment experimental, control.

SUBMISSION ID: R04A-LAGUNA-0392

**Reading Level of Grade VII Students of Tamban National High School:
Basis for a Proposed Reading Support Program**

Kristina Pearl A. Makalwa

Abstract

INTRODUCTION

Reading is a basic skill. It is the primary means for independent learning. Reading is the primary avenue of knowledge. To advance in knowledge, one must learn more and reason more. As one goes up in the ladder of education, he has to learn to read extensively in order to improve his level of achievement. This gives a better chance to one who reads well to succeed in school work, over one who cannot. A student who has developed the basic skills in reading loves to read well. He is independent, well-informed, and eventually become a better citizen. Success in reading is a success in one's future life.

This study aimed to find out the reading level of grade seven students of Tamban National High School enrolled in the school year 2015-2016 the basis for a proposed reading support program

METHODS

The respondents of the study were the entire population of the grade seven students of Tamban National High School, Tamban, Malungon, Sarangani Province. The researcher used a descriptive survey method to collect data. In this stud, the researcher determined first the reading level of the respondents using the standardized Dolch Reading Passage. Then the result was made the basis for the proposed reading support program.

RESULTS

The study found that the respondents were at Instructional reading level. Hence, an intervention program is needed to help the frustration level readers and non-readers. This program will serve as a guide in the implementation of the intervention. The Reading Support Program is not just only reading the letters, words, phrases, sentences and paragraphs or stories, but also to develop proper pronunciation, stress, pace and speed in reading and become a proficient reader. It is a program where anyone can help and support a student on his reading and speaking development. Classmates, teachers, principals, parents and other stakeholders can support the students' progress in reading.

DISCUSSIONS

The results manifested the need for the reading support program, specifically to the frustration level readers and non-readers. The support may be in the form of time, in kinds, effort, a reading venue that is conducive to learning and reading materials such as books, audio-visual aids, workbook, etc. Implementation of the intervention program may help eliminate the frustration level readers and non-readers in class.

KEYWORDS: Reading Level as the basis for Reading Support Program; Reading Support Program as Intervention

SUBMISSION ID: R012-SARANG-0140

The Status and Challenges in the Implementation of Wash Program of DepEd Sarangani: the Case of Lun Padidu Central Elementary School

Maryrose Wenna D. Ea

Abstract

INTRODUCTION

Water, Sanitation, and Hygiene are essential to achieve optimum health. Schools are considered as the second home of children and yet schools in poor communities in the Philippines are the least served wherein more than 7,000 primary schools have no steady water source and more than 90,000 school toilets need to be constructed to meet the basic standard. Thus, in 2016 the Department of Education implemented the WASH in Schools Program by virtue of Department of Education Order No. 10 Series of 2016 to address the gaps in implementing the WASH program in Alabel, Sarangani Province.

METHODS

This study used a mixed method design in analyzing and interpreting the data using survey questionnaires and focus group discussion. The study used a stratified random sampling technique in selecting the respondents.

RESULTS

Findings showed that in Lun Padidu Central Elementary School, the status of implementation of Water, Sanitation, and Hygiene is highly implemented with a score of 3.88. However, it has been agreed and found that the school has encountered challenges in terms of four areas including political, economic, socio-cultural and environmental aspect with a score of 3.69.

DISCUSSIONS

In the case of Lun Padidu Central Elementary School, it has been found that the school highly implemented the Water, Sanitation and Hygiene Program of the Department of Education specifically the six pillars of the program namely (1) Accessibility and Availability of Water Supply, (2) Quality and Safety, (3) Toilet Facilities, (4) Solid Waste Management, (5) Personal Hygiene and Sanitation and (6) Hygiene Education. But, despite its implementation, the learners, teachers, parents and school nurse agreed that they have experienced challenges in sustaining the program. Among the four aspects of challenges, political got a score of 3.29 and environmental aspect got a score of 3.37. The least and the socio-cultural aspect got the highest score of 4.37. The results showed that behavior played a crucial role in adopting the program for it is difficult for an individual to change what one believed and practiced over the years.

KEYWORDS: WASH program, Lun Padidu Elementary School

SUBMISSION ID: R012-SARANG-0154

"Improving Students' Awareness on Local Heroes of Laguna"

Pasco, Asher H., Laguna Senior High School

Abstract

INTRODUCTION

The purpose of this study is to improve the level of student's awareness of local heroes of Laguna. Knowledge about the past is a great guide to our present and our future. Having a little knowledge of our past may give our students problems in the future. Likewise, nationalism among them may also suffer if this problem will not be given solutions. The researcher believes that Grade 8 students who have a low level of awareness on local history may face different challenges to understand Asian studies, world history and other topics related to Social sciences.

METHODS

T-test was used to assess whether there is a statistically significant difference between the participants' pre-score mean and post-score mean. This is to check if there is a significant improvement on the awareness of the respondents on the local heroes of Laguna after the alternative solutions have been done.

RESULTS

Written materials were given, multi-media activities were also done and a website that will serve as a portal of information on local heroes of Laguna was relayed to students for them to visit and explore. The results of the pre-test showed that 24% or 8 of the student respondents got the score of 0-3 with the corresponding description of "Not aware". However, from the post-test scores, twenty-three (23) or 70% of the student-respondents got the score of 13-15 equaled to "Very Highly aware". The results show that the student-respondents frequency and percentage in their pre-test signify that they have a low level of awareness on the local heroes of Laguna. While their scores in the post-test imply their improvement on the level of awareness on the local heroes of Laguna. Comparing the results of their post-test and pre-test, a percent of increase revealed a remarkable 71.47%. The result was beyond the expected increase of 50%. The computed t-test (-44.89) compared to its critical value (1.697) also showed that the post-test score and the pre-test score were significantly different.

DISCUSSIONS

After the findings, it was recommended that the students must bear in mind the heroism advocated by the local heroes of Laguna; the importance of their struggles, sacrifices in gallantly fighting foreign colonizers in the attainment of the much esteemed independence by studying and emulating the values of patriotism and nationalism put forth by the local heroes of Laguna and others. Social Studies teachers must also take extra effort in instilling to their students the importance of history, explaining to them why there is a holiday (e.g. National Heroes Day, Rizal Day, etc.) and its consequence on their citizenry so as to reevaluate their sense of civic responsibility.

KEYWORDS: Awareness about Laguna's Local Heroes

SUBMISSION ID: R04A-LAGUNA-0421

21st Century Social Science Teacher Performance: An Assessment

Iquiña, Joseph H., Gov. Felicísimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

Those who are out of the loop should not be left behind and there will be a chance to be able to develop our present status in education, through proper evaluation in the type of educational system we have. We really need to be updated in the global system of awareness to improve our education (Briones, 2017). And the answer is the K to 12 systems. In this system, all teacher should need to be prepared for the new curriculum and era of education, especially the enhancement of their career as a 21st-century teacher. This study primarily aimed to determine the 21st-century skills and performance of social science teachers in Sta. Cruz, Laguna.

METHODS

The researcher discussed the purpose of the study, instruction, and a significance to the respondents for clarification. The survey papers were distributed personally to the respondents and retrieved the copy of the accomplished questionnaires for evaluation.

RESULTS

There are significant relationships between the 21st-century skills to the performance of the social science teachers in Santa Cruz, Laguna. In further analysis of the Pearson r coefficient, it was found that there is a significant relationship between the two variables. Thus, the null hypothesis stating that there is no significant relationship between the teachers' skills and performance is rejected at 0.05 level of significance. This means that as the performance of the social science teacher goes higher, they utilize the skills of being a 21st-century teacher well.

DISCUSSIONS

The social science teachers may aim for a more innovative and resourceful way of teaching for them to be called as real 21st century teachers. Social science teachers may possess an open-minded skill that will fit them the new trends of teaching. The future social science teachers may give more attention to selecting the most effective and modern strategies and technique in teaching to be able to attain the 21st-century skills and performance. Future researchers may conduct and have a follow-up study taking into consideration other variables that are not included in this study which may be of contribution.

KEYWORDS: 21st Century Teachers and Learners, Social Science, Teaching Strategy

SUBMISSION ID: R04A-LAGUNA-0461

**A Case Study on Pupils with Special Educational Needs in a Non-Sped
Class: Basis for Crafting Learning Activity Modules**

Eugine Erick L. Dinopol

Abstract

INTRODUCTION

Every child is unique and special. No two individuals are exactly similar and each and every child has equal potential to gain knowledge and to become somebody they wish to become. Special Educational Needs extends to a broad range of children with varying forms of difficulty in learning completely different to the majority of the peers of similar age (Child, 1995).

METHODS

This action research was conducted to find out the case study on a pupil with Special Educational Needs (SEN) of Grade Two-Ruby of Malbang Elementary School in the school year 2017-2018. This is qualitative research that utilized an interview to find out how the pupil with SEN behaves in a class. It employs also an observation on the outputs of the respondent to highlight the learning activities of the pupil with SEN prefers to. In American research, 18.5% of children in the United States under 18 are special needs children. They have specific challenges that a normal student would not experience. This group of children is also smart, talented or capable.

RESULTS

It was found that chanting songs repeatedly and roaming around the class used to disrupt his classmates from doing things. Pretending and playing are the usual things that the pupil with SEN did. The respondent inclined in the following learning activities: coloring, naming pictures, sounding, identifying, following verbal directions, and tutoring.

DISCUSSIONS

Based on the results, a module can be crafted out following the learning activities whom the respondent prefers could enhance his capability in learning the lessons.

KEYWORDS: Special Education Needs, SEN, learning module

SUBMISSION ID: R012-SARANG-0103

**A Collaboration Model to Sustain Professional Learning Communities
Using the Quality Education for Sarangani Today (Quest) Project in West
Maasim District**

Rohayda Y. Ubpon, Department of Education - Sarangani

Abstract

INTRODUCTION

The study investigated the perceived effects of the implementation of the Quality Education for Sarangani Today (QUEST) project in West Maasim District specifically, from Hilltop Elementary School, Kablacan Elementary School, Daliao Elementary School, Datu Molod Integrated School, Nomoh Integrated School, Kanalo Elementary School, Maasim Central Elementary School, Pananag Elementary School and Ireneo E. Lopez Elementary School.

METHODS

The survey questionnaire gathered the responses from the implementers, particular 54 parents, 38 teachers, and 9 school heads, about the Quality Education for Sarangani Today (QUEST) project, were analyzed and considered a priority for reforms proposed in the collaboration model designed by the researcher. Responses revealed that there is a high perceived effect of the implementation of the five dimensions of a professional learning community (PLC) such as Shared and Supportive Leadership, Shared Personal Practice, Supportive Conditions-Relationships; and Supportive Conditions-Structures. The perceived level of effectiveness of the implementation of the Quality Education for Sarangani Today (QUEST) project considering the dimensions of the Professional Learning Communities is high. Supportive conditions considering relationships and structures were found to be the barriers in sustaining the effective implementation of the Quality Education for Sarangani Today (QUEST). Collaboration model designed to enhance implementation of the Quality Education for Sarangani Today (QUEST) project is intended for student achievement.

RESULTS

The following recommendations were drawn from the summary of findings and the conclusions: Supportive conditions considering relationships and structures should be the priority in terms of adopting reforms to sustain the effective implementation of the Quality Education for Sarangani Today (QUEST) project be tried out among the elementary schools in West Maasim District.

DISCUSSIONS

Research to investigate the relationship between the implementation of the PLCs for the QUEST program and the academic achievement of the students is encouraged, as follow up to this study. Research mapping supportive conditions in the forms of relationships and structure are recommended to address the needs mentioned as priority barriers in the study.

KEYWORDS: Professional learning, Quality education, collaboration model

SUBMISSION ID: R012-SARANG-0181

**A Link Between Academic Achievement and Sports Performance among
Special Program for Sports (SPS) Students of Gov. Felicisimo T. San Luis
Integrated Senior High School**

Virador, Gerry P., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

The Department of Education (Department of Education) Order 25, series 2015, Implementing Guidelines on the Special Program for Sports (SPS) this program aims to address the needs of talented students in different sports discipline by providing SPS program in regular high school which has the capacity to implement and to sustain the program in terms of trained teachers, facilities and equipment. In the same way, Republic Act No.10676 known as the Student-Athletes Protection Act recognizes the rights of student-athletes to further hone their skills and abilities in their respective fields of amateur sports without neglecting their education and general well-being. It also recognizes the right of student-athletes. Hence, the objective of the study is to determine the link between academic achievement and sports performance among SPS students of GFTSISHS.

METHODS

The researcher made a list of all that the questionnaire that was meant to measure and check the items on the questionnaire against this list. For reliability, the researcher used the test re-test reliability where he conducted the questionnaire to athletes who were not his. In determining the level of academic achievement and sports performance of the SPS students the researcher used mean and the standard deviation. To determine the significant relationship between academic achievements and sports performance among SPS student-athletes of GFTSISHS the researcher used statistical regression.

RESULTS

It is clear that students' profile in terms of age, gender, grade level monthly family income, years in sports and sports involvement have a significant relationship with the academic achievements in terms of academic awards. While gender grade level, monthly family income, number of years in sports, and sports involvement have a significant relationship to the sports achievement of the students. It means the mentioned profile of the respondents is very important to consider in sports achievements.

DISCUSSIONS

Since SPS students' profile is significantly related to academic achievements and sports performance of the students, it is recommended that the school must strengthen the policies regarding the program so that the school will be able to train students effectively. SPS support system is significantly related to academic achievement and aspects of sports performance. The school must strengthen the partnership to the different stakeholders for the students and school as well receive more support from them. The school as the second home of the students must create a harmonious relationship with the community. The school administration and the teachers as well must be considerate enough in giving incentives and considerations to the athletes. The school heads and the teacher may talk about the budget regarding the improvements and purchase of sports equipment necessary during training and competition.

KEYWORDS: Academic Achievement, Sports Performance, Special Program for Sports

SUBMISSION ID: R04A-LAGUNA-0449

Assessment of Kablacan Integrated School Teachers in Individual Plan for Professional Development: Basis for Enhanced Activities for Teachers

Ronel Batis-laon, Department of Education - Sarangani

Abstract

INTRODUCTION

Workplace-immersion program for Grade 12 in the Senior High School Program of Malapatan National High School started last SY 2017-2018 with the aim of providing senior high school students an avenue to explore their future workplaces, wherein they will have to learn actual work and experience actual workplace environment. Although the program continues to become part of the curriculum of the Grade 12, still there are students that need to be reinforced with different remediation in order to level up their skills and even their behavior towards work based on the result of the Internship Performance Review. 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 in order to become more acquainted and adjusted with the real workplace environment.

METHODS

This study utilized an action research approach wherein quantitative data are based on the result of the students' workplace-immersion performance evaluation duly evaluated by their immersion supervisors. Fifty-two (52) Humanities and Social Sciences students' performance review were consolidated. There were 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. The intervention program was designed with accompanying reinforcements in order to address areas where students scored the least.

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 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). Although not failing scores, still, areas with lower scores are considered essential in the workplace pertaining to attributes which are needed in order to support customers or clientele's needs when transacting to offices where the students are assigned. Focusing the attention on the areas with fewer scores, the researchers were 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. Significantly, this intervention Program Plan will assist them before exiting from the senior high school.

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 which 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:

SUBMISSION ID: R012-SARANG-0228

Assessment of Kablacan Integrated School Teachers in Individual Plan for Professional Development: Basis for Enhanced Activities for Teachers

Jenevev A. Ambil, Mikaela Caryl T. Tañedo, & Diana K.

Abstract

INTRODUCTION

Department of Education Order 32, series of 2009 mandated the National Adaptation and Implementation of NCBTS-TSNA and IPPD for all teachers. Individual Plan for Professional Development is a tool that serves as a guide for teachers' continuous learning and development within a calendar year. It is a structured way that every professional teacher, where they regularly and individually prepare, implement, monitor and update the plan. Developing a structured Individual Plan for Professional Development allows the teachers to practice individual accountability for professional growth and shared responsibility for the entire organization's development. It defines the desired practice of effective teaching. It also sets performance indicators classified in appropriate domains and strands that guide teacher professional development. Hence, processes and tools are continuously developed to support the teachers' enhancing for their competencies and professional development. The NCBTS-Teacher's Strengths and Training Need Assessment (TSNA) Tool is a self-assessment tool that enables teachers to identify their professional strengths and developmental needs. It is a formative process that encourages teachers to take personal responsibility for their own growth and professional advancement with the goal of promoting student learning.

METHODS

Data Gathering Method used in research, it utilized the result of the 2017-2018 IPCRF data specifically the Core Behavioral Competencies and Core Skills Competencies Rating of the 27 teachers, nine (9) junior high school teachers and fifteen (15) elementary teachers including the Master teacher, Headteacher and the School head from Kablacan Integrated School, West Maasim District, Division of Sarangani. It was consolidated to compute the general average of each competency. A letter was sent to the school head to affirm the conduct of the study.

RESULTS

According to the results depicted, core behavioral competencies with high average rate are Self-Management, Professionalism, and Ethics, Teamwork, Service Orientation, Innovation. On the other hand, the Core Skills competencies such as Oral Communication, Written Communication, and Computer/ICT Skills result shows that Computer/ICT Skills is the competency needed to be strengthened.

DISCUSSIONS

Kablacan Integrated School teachers IPPD results show that out of 9 Core Competencies, ICT skills demonstrates low average rate. It shows each teacher's priority needs that may be considered for the school-based capacity building activities, like mentoring, coaching, LAC sessions, and training among others. (DO. 32. S. 2019). With this, researchers suggested that teachers should undergo in enhanced activities that will cater teacher's need such as Computer Literary Camp "Guru Ako, Sa Makabagong Mundo", in order teachers to embrace the demands of the 21st century learners and making teaching-learning process successful and interesting for students and the SEAMEO INNOTECH or Southeast Asian Ministers of Education Organization Innovation and Technology Programs which provides innovative and technology-oriented learning services for an emerging world. It was proven helpful in countries like Brunei and Thailand (http://thailand.prd.go.th/ewt_news.php.nid=2185&filename=index).

KEYWORDS: Kablacan Integrated School, Professional development, Core behavioral competencies

SUBMISSION ID:

Assessment of School-Based Feeding Program of Kablacan Integrated School: Basis for Program Sustainability

Erwin F. Deguiñon & Renante S. Carido, Department of Education - Sarangani

Abstract

INTRODUCTION

School-based feeding programs are implemented to improve the nutritional status, health and educational outcomes of the Wasted and Severely Wasted pupils enlisted in the school. The research foremost objective was to assess the SBFP implementation at Kablacan Integrated School for program sustainability through the Body Mass Index of the respondents.

METHODS

This research employed a descriptive research design in determining and analyzing the data. Descriptive method was induced to describe the results. Questionnaires were distributed to the respondents. The data gathered were tallied and consolidated which were the basis of the reflection and conclusion. Frequency Count and Percentage Count were applied after the frequency was determined.

RESULTS

As per findings, it was revealed that there was an increase in the Body Mass Index (BMI) of the respondents (as it was the goal of this study). It was found that out of the 71 wasted and severely wasted pupils, only 11.27% were promoted to the normal level. This result reflects that there is a slight significance increase in the Body Mass Index of the respondents.

DISCUSSIONS

It was revealed that the BMI of <10.00 has four recorded pupils at the end of SY 2015-2016 and none were recorded at the end of SY 2016-2017. For BMI 10.01-12.49, 21.13% of the respondents were included at the end of SY 2015-2016 and had a decrease of 11.27% at the end of 2016-2017. There are 63.38% of the respondents having a BMI of 12.50 to 14.49 has a decrease of 30.99% of the population at the end of SY 2016-2017. The total of 4.23% of the respondents having the BMI of 14.50-16.49 had increased at 23.94% at the end of SY 2016-2017. An increase can be noticed with the BMI of 16.50-18.49 where it was only 5.63% at the end of SY 2015-2016 which became 22.54% at the end of SY 2016-2017. There are eight pupils or 11.27% of the total respondents were promoted to Normal Level at the end of SY 2016-2017.

King and Burgess (1995) stated that insufficient intake of nutrients required for normal and sustaining bodily function leads to malnutrition. They further discussed the reasons why people suffer from malnutrition. They stated lack of knowledge regarding proper diet can lead a person to actually eat enough food, but not the right foods and therefore lack the required nutrients. Also, they mentioned the poor absorption power of the body can also be a reason for malnutrition. Poverty is among the most common reasons for malnutrition and is an especially difficult problem for economically under-developed countries to counter-act. Lack of proper nutrition does not only affect one's body, but it can reduce the intelligence levels of a person. For recommendation, the researchers suggested that the SBFP has to be sustained for the continuous progress of the pupils. The researchers also recommended that a study regarding the causes of malnutrition be conducted to address the problem.

KEYWORDS: School-based feeding program, nutritional status, health, and educational outcomes

SUBMISSION ID: R012-SARANG-0101

Awareness of Guidance Services among the Learners of Kablacan Integrated School: Basis for Crafting Guidance Services Handbook

Analyn C. Serentas, Eden A. Ubongen, & Honey Mae I. Portabes

Abstract

INTRODUCTION

An integral component of the educational mission of the school is the guidance and counseling of learners. This study aims to determine the awareness of guidance services among the learners of Kablacan Integrated School who were reported and not reported to the guidance office. The analysis revealed that the school needs to improve the guidance services offered to every learner. This study then serves as the basis to make an intervention program pertaining to the improvement of existing guidance services of Kablacan Integrated School.

METHODS

This study used the descriptive correlational design to determine if there is a significant relationship between the guidance services and the level of awareness of these guidance services among the learners. Questionnaires with the corresponding checklist were used to answer the study. The study utilized a quantitative approach in data collection using a questionnaire with the corresponding checklist to answer the research problem. The stratified random sampling method was used to identify the respondents among the Junior high school learners of Kablacan Integrated School in the school year 2017-2018 and a total of 80 learner respondents composed the sample of the study.

RESULTS

The result shows that there is a significant relationship between the guidance services such as counseling service (correlation coefficient= 0.75), follow-up service (correlation coefficient=.63), psychological testing service (correlation coefficient=0.97) and information service (correlation coefficient =.74) and the level of awareness among the learners. The services and programs of guidance and counseling promote the career and educational development, personal and social aspects of all learners. Learners who have counseling programs reported being more positive, and having a greater feeling of belonging, emotionally stable and safe in their schools (Gysbers, 2012). For this reason, it is important to determine these services that promote the personal and social aspects of the learners and help lessen behavioral problems.

DISCUSSIONS

This simply implied that the guidance services of the school need plans for some innovations to enhance and improve the guidance services rendered. The services and programs of guidance and counseling promote the career and educational development, personal and social aspects of all learners. Through the result of this study, crafting the handbook of guidance services as guidelines in implementing the program will be realized and be used for the benefit and welfare of every learner who may encounter problems and with that, cases reported at the guidance office may be lessened. With the school guidance services handbook, school personnel will be guided accordingly in helping the learners to a more positive and emotionally stable state.

KEYWORDS: Guidance services, counseling, descriptive-correlation, Kablacan Integrated School,

SUBMISSION ID: R012-SARANG-0065

Writing with PIG

Aira May Musa, Teacher I

Abstract

INTRODUCTION

Teaching cursive writing should be learned and taught in the primary level, specifically in grade II. I found out that my pupils have difficulty in cursive writing, and it was quite problematic especially when checking their seat works and quizzes. Managing this matter, I provided cursive writing exercises that may help my pupils to learn how to improve their skills. I personally encourage my pupils to practice writing diligently in cursive form in school and even at home. In fact, cursive writing became a part of our morning routine activity. Cursive writing was also included in their academic activities; reward system regarding cursive writing was also practiced. Pupils who have excelled in writing were recognized every quarter.

This study was conducted to validate the efficiency of Peer, Individual, and Games (PIG) as a strategy in improving cursive writing skills of the Grade II pupils at Mariano C. Anacay Memorial Elementary School.

METHODS

This study utilized pre-test and post- test design method to compare the result of the strategy in improving cursive handwriting of the pupils. A letter formation checklist was used as a research instrument of the study. Pre-test and post-test scores were tabulated and analyzed using the mean and standard deviation to further prove the effectiveness of this strategy. The study used the descriptive comparative research design.

RESULTS

Peer, individual, and games or the PIG strategy is more effective than the traditional way of improving the skills of the pupils in cursive handwriting. The efficiency of this strategy became evident in the observations as it triggered pupil's interest to learn and improve their cursive writing skills through engaging pupils into various games and activities.

DISCUSSIONS

The study showed that PIG strategy averagely improved the skills of the pupils in learning the cursive writing than the traditional strategy. The implementation of the utilization of this strategy was recommendable for the primary level only.

PIG: Peer Individual and Games;

Peer Tutoring: the average pupils will help the struggling pupils in doing the activity;

Individual Approach: the teacher monitors the pupils individually;

Games "Show Me Board": the teacher dictates the word then the pupils will write the word in the illustration board and they will show it.

The PIG is recommended to be adopted by the teachers in the primary level of Mariano C. Anacay Memorial Elementary School.

KEYWORDS: Peer tutoring, Individual Approach, Games

SUBMISSION ID: R04A-CAVITP-1197

Vital Role of School Heads in School Reading Program on the Pupils' Reading Performance

Ma. Rona Aguja, Department Of Education - Laguna-Pangil-Pakil District

Abstract

INTRODUCTION

Based on 427 pupils of Grade 1 enrolment of Pangil District, the PHIL-IRI results in Filipino conducted last SY 2017-2018, there were one hundred thirty-eight pupils (138) or 32% under frustration level and thirty pupils (30) or 7% non-readers. The results were very alarming considering that almost 2/5 of the enrolment need to have reading intervention in order to cope with the different learning areas.

METHODS

This AR utilized the descriptive-quantitative method. The data was gathered using the monitoring instrument, observation report of the SHs and the progress report of reading performance as recorded by the reading teachers. POA forms were used to assess the process and procedure of the SHs in dealing with conducted observation and supervision of the reading program.

RESULTS

After the implementation of the reading intervention, there were still 72 pupils or 17% under the struggling level and 15 pupils or 3% are non-readers. The results showed a positive impact of the reading intervention since there was 15% or 66 pupils were removed under frustration level while 15 students out of 30 non-readers became readers.

100% of the school head-respondents found out that as Instructional Leaders with the eagerness that no one will be left behind, volunteerism/involvement and positivity on the part of the teachers and school heads are significant factors that affect the true success of the reading program.

Revision and make a well-planned reading program were agreed upon by both the proponent and school heads. Regular involvement of the school head was also noted as factor to be considered.

DISCUSSIONS

After all the activities have been applied and the program was monitored and evaluated, an enhanced competency on processes and procedures in handling observation and supervisory visit, giving feedback, progress recording, and reporting system were identified outcomes of the study.

This AR also served as an eye opener for members of the CID to regularly monitor the direct support, time management, and involvement of school heads in the implementation of the program

KEYWORDS: Vital, Intervention, Implementation. Positivity, Volunteerism

SUBMISSION ID: R04A-LAGUNA-0290

Vocabulary Building Instruction: Answer to Improve Solving Word-Problem in Mathematics of Grade V Pupils in Ibayo Elementary School

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Abstract

INTRODUCTION

The Republic Act 9155 is also known as the Governance of Basic Education Act of 2001. It is along this line that Ibayo Elementary School continues to support the different program and projects of the Department of Education, through the efforts of the competent teachers and administrators with supportive stakeholders who help improve the learner's performance towards quality basic education.

A grade five teacher in Ibayo Elementary School noted that most of her pupils got low scores in a problem-solving test she gave. Only five (5) of the 35 pupils or 14% of the class solved five of the problem in the test. Review program and approaches were employed to check this problem; however, insignificant gains happened. Low achievement in Mathematics need to be discussed. Thus, this triggered the researcher to study the causes of the pupils' difficulty in solving word problems in Mathematics to formulate actions and help pupils gain confidence and master the skill of solving the word problem in Mathematics.

METHODS

This study utilized a mixed method of research design, a convergence of qualitative and quantitative wherein data gathered through observation and interview. The stratified random sampling of respondents from Grade V pupils were considered in the study. The researcher collected the data through a written test involving a word problem in Mathematics. The instrument used were written test on word problems and interview record sheet. To ensure valid, reliable, and scientific presentation analysis and interpretation of data, the following statistical measures were applied: frequency counts, simple percentage, mean, and standard deviation.

RESULTS

Based on the results of the pupils' pre-test and post-test, mean scores were computed. The post-test results using vocabulary instruction were initially compared. The computed mean score was 3.34 with 1.22 SD during pre-test while 7.34 with 2.06 SD on the post-test. The data shows that respondents improved in the ability to solve word problems in Mathematics. Only Five (5) or only 14% of the respondents found difficulty in solving word-problem.

DISCUSSIONS

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

KEYWORDS: Vocabulary building instruction, Improve solving word problem in Mathematics,

SUBMISSION ID: R04A-CAVITP-1360

**Utilizing BEginning REading DIversity COmmand Kit (BEREDICO Kit) in
Attaining Zero Non-reader in Sta. Lucia Elementary School**

Joy Beredico, For Publication

Abstract

INTRODUCTION

This study examined the effectiveness of Utilizing Beginning Reading Diversity Command KIT (BEREDICO KIT) in Attaining Zero Non-Reader in Sta. Lucia Elementary School. It drew out the percentage level of the non-readers in Sta. Lucia Elementary School based from the Pre-Reading Assessment. It assessed the proficiency level of the pupils based from the reading areas such as Alphabet Reader, Syllable Reader, Word Reader, Phrases Reader, Sentence Reader, and Paragraph Reader.

METHODS

It determined the significant difference in the Reading Assessment Results before and after the remediation. It designed a reading material BEginning REading DIversity COmmand Kit (BEREDICO Kit), which is an effective tool in promoting zero non-readers in Sta. Lucia Elementary School. Remedial Instruction was designed to cater to the needs of pupils who are unable to progress with the class in a normal classroom. These pupils typically function and perform at a lower than average level because of learning or learning related problems. Thus, the major objective of remedial teaching is to ensure that low achievers can attain learning competencies according to their capabilities and characteristics.

RESULTS

The researcher utilized Percentage Technique to determine the data needed under the present investigation. Data pertinent to the research study were gathered using reading tools to assess the proficiency level of the pupils. The findings derived from this study are as follows: The percentage level of the non-readers in grade one to six based from the pre-reading assessment and remedial instruction strategies used to enhance the reading skills of the pupils.

DISCUSSIONS

In the light of the findings, the following conclusions were drawn: all the non readers during the pre-test became readers during the post-test, highly significant difference on the reading levels of the non-readers during pre-test and post-test existed, the activities related to the remedial instructions in reading were generally implemented in Sta. Lucia Elementary School, and that the researcher designed a strategies to cater the needs of the pupils with regards to the effects of utilizing BEginning REading DIversity COmmand Kit (BEREDICO Kit).

KEYWORDS: BEREDICO

SUBMISSION ID: R005-CAMSUR-0080

Utilizing the Daily Time Record in Reducing Absenteeism and Improving Academic Performance

Ava Septi T. Espina, Journalism & Richard A. Espina, Singing
(Adviser: Hadji Luna)

Abstract

INTRODUCTION

Absenteeism has been a problem in public education. There are many forms of absenteeism, and many efforts have been utilized to promote active learning, but still schools are being challenged by this seemingly unstoppable occurrence. In fact, Barcelona National High School is not an exemption to this.

METHODS

The universal sampling was used in the study since all students of Grade 10 - Taurus were the participants or the whole enumeration method was employed. This study adapted the Daily Time Record; however, the teacher made few revisions to suit the students' preference. Before the conduct of the study, the students were fully informed on how to use the DTR and their parents were also informed through the monthly HRPTA meeting, which in their own accord, agreed on its conduct.

RESULTS

The result shows that the total percentage of the Grade-10 Taurus in the first quarter is 55%; however, it was reduced to 16% in the second quarter. After using the intervention, the performance of the Grade 10 -Taurus students increased to 82.24. This only shows that the intervention used was very effective.

DISCUSSIONS

This study is significant to students for they will be more aware that their attendance will be monitored, hence, they attend classes regularly. It also enables the educators to regularly evaluate students' attendance and intervene before the student becomes chronically absent. It is likewise highly recommended that administrators should implement preventive measures for students whose attendance does not improve or fails to improve.

KEYWORDS: Absenteeism

SUBMISSION ID: R013-SURSUR-0264

Viewing Habits of Korean Drama Fanatics in Concepcion National High School

Ara Larra Tablatin

Abstract

INTRODUCTION

The rise of Korean drama globally is marked on the system of every Filipino. Some students of Concepcion National High School are addicted to Korean drama. They usually spend most of their time watching K-Drama. In today's generation, whatever is currently "trending" will always be captivating in people's heart and mind. Korean world shapes the Filipino system in terms of their values and traditions that are quite similar among many Filipinos. Romantic excitement is one of the factor why K-Drama is truly fascinating, making Filipino especially CNHS students very significant factors in the research as they portray the levels of addiction in watching Korean drama.

METHODS

This study is descriptive in nature. It focused on the viewing habits of Korean drama fanatics among the CNHS students. It delved on personal profile of the respondents and their viewing habits.

RESULTS

- Majority (88%) of the respondents are 13-15 years' old who are female.
- 8 out of 10 respondents are female who are watching Korean drama.
- 100% of the respondents confirm themselves as K-Drama fanatics.
- Most of the respondents are influenced by friends with 50%, followed by 35% that are influenced by others, 11% influenced by family, and few respondents are influenced by teachers (4%) to watch K-Drama.
- 88% of the respondents are having family members who also watch K-Drama.
- 59% of the respondents are watching K-Drama in the evening, followed by both 6% of the respondents who are watching in noontime and midnight, lastly 6% of the respondents are watching in the morning, and 3% of the respondents are watching in the afternoon.
- 42% of the respondents know 6-10 Korean personalities, followed by 27% of the respondents knowing 11-20 Korean personalities, 19% of the respondents know 1-5 Korean personalities and 12% of the respondents knew many Korean personalities.

DISCUSSIONS

The results showed that the respondents are mostly 13-15 years of age with 88%. 8 out of 10 respondents are female. Most of the respondents are influenced by friends with 50%. 88% of the respondents have family members who also watch Korean drama. 59% of the respondents preferred to watch K-drama in the evening. 42% of the respondents knew 1-10 Korean personalities. 73% of the respondents have learned 1-10 Korean language. 47.3% of the respondents are using cellular phone to watch Korean drama. Majority (58%) of the respondents are watching 1-5 times in a week, and 42.3% of the respondents are spending time 3-4 hours in watching Korean drama.

KEYWORDS: Korean Drama, addiction,

SUBMISSION ID: R012-KORONA-0005

**Utilization of E-Worksheet in Home Economics for Grade Six Learners of Virgilio
B. Melendres Memorial Elementary School**

Evangeline Aquino & Shiela Marie Rosas, Author

Abstract

INTRODUCTION

Evaluate the level of a performance of the Grade Six learners through E-Worksheets of VBMMES Grade 6 learners

METHODS

Answer the E- worksheets through the link or URL that will send to the learners' e-group. Using the pre- test and post= test to compare the performance of the learners. Descriptive Method was use.

RESULTS

Very Satisfactory

DISCUSSIONS

There is a significant difference (please complete the sentence).

KEYWORDS: E-Worksheets, Google Drive, Evaluate, Utilized Technology and Livelihood Education: Home Economics, Elementary, Information Communication and Technology

SUBMISSION ID: R04A-RIZALP-0088/ R04A-RIZALP-0101

**Utilization of E-Worksheets in Home Economics for Grade Six Learners of
Virgilio B. Melendres Memorial Elementary School**

Rizza Galino, Lead Proponent

Abstract

INTRODUCTION

Evaluate the level of a performance of the Grade Six learners of VBMMES in Home Economics

METHODS

Descriptive Method

RESULTS

Very Satisfactory

DISCUSSIONS

There is a significant difference (please complete the sentence).

KEYWORDS: E-Worksheets, Google Drive, Evaluate, Utilized Technology and Livelihood Education: Home Economics, Elementary, Information Communication and Technology

SUBMISSION ID: R04A-RIZALP-0089

Utilization of Animated Film in Educational Purposes

Janvic Esbieto, SHS Student

Abstract

INTRODUCTION

Animations are now found so widely that many people believe it can assist learners in understanding some complex ideas more easily. Utilization of animated film in educational purposes can offer a creative and interesting way of learning new concept or skills among the students. However, there should be an evidence to explain whether these undertakings are achieved. The study investigated the use of animated educational film in learning specific topic in Science.

METHODS

Descriptive research design was employed in this study. The researchers developed a self-made animated audio video presentation which was utilized as an instructional support to the lesson. The participants of the study were thirty-seven (37) Grade 11-TVL students of Alfonso National High School. An adapted survey questionnaire was used in determining the operability and appearance of animated film as well as understanding a explicit portion of the animated video.

RESULTS

The findings showed that the utilization of animated film in educational purposes were effective in students' understanding of specific topic and helpful in attaining its objective. Likewise, animated film together with the teacher's method and strategy can help the learners come to understand complex ideas more easily. The use of animated film was efficient in determining the operability and appearance. Also, the findings showed that the participants agreed that they understood an explicit portion of the animated film. The study revealed that animation was effective in assisting students with unconventional approach in teaching the subject.

DISCUSSIONS

The study provided a creative and alternative integration of using animated film in teaching a subject. Students became more interested in learning the lesson as shown from the result of the survey. There was a positive impact on students' interest to learn a new lesson using educational film. However, further study should be made to assess the effectivity of educational film based from competency levels of the students.

KEYWORDS: Educational purposes, Animated Film, Learning Process

SUBMISSION ID: R04A-CAVITP-0112

The Utilization of Structured Instructional Materials of Public Elementary School Teachers Under K to 12 Curriculum: Basis for Enhancement Program

Maricel Espina, Author

Abstract

INTRODUCTION

The K to 12 curriculum is utilized in our present educational system. It seeks to introduce relevant skills development courses and special interest subjects that will suit the personality, strengths and career direction of each learner. With the participation of the Commission on Higher Education and the Technical Education Skills Development Authority, the program has the capability of offering entrepreneurship, and applied math and sciences.

METHODS

The summary method of research is employed in this study focused on descriptive method of research.

RESULTS

Majority of the respondents are female, married, within the age bracket of 26-30 and 31-35; baccalaureate with MA units and teacher III in position and head teacher I for school administrator. Structure the bulletin board in the classroom to help pupils understand more clearly the lessons they are studying. The administrators' perception on the use of instructional materials is presented takes a logical and systematic approach for each activity using SIMs in teaching-learning process. There is a significant relationship on the utilization of instructional materials between the perception of teachers and administrators.

DISCUSSIONS

The teacher "Agree" on the following five statements: Uses the appropriate instructional materials in teaching-learning processes with 3.78; Makes use of reference materials to provide more information of the lesson with 3.67; Provide low-cost teaching aids and devices in facilitating the learning of the pupils with 4.07; Provides and utilize materials and equipment that are not readily available with 3.78; Supervises every group while doing an activity of utilizing appropriate SIMs with 3.98.

The administrator "Agree" on the following five statements: Uses powerpoint, television, internet and incorporate it into classroom instruction with 3.98; Provides and utilize materials and equipment that are not readily available with 3.78; Supervises every group while doing an activity of utilizing appropriate SIMs with 3.79; Reminds and monitor the pupils about safety and precautionary measures in utilizing SIMs during an activity with 3.54.

KEYWORDS: enhance

SUBMISSION ID: R04A-BATANC-0439

**Thematic Approach in Teaching 21st Century Literature Among Grade 12 Students
at Palahanan National High School**

Rubylyn Rivera, Teacher II

Abstract

INTRODUCTION

Teaching literature to this young generation is quite challenging specially to the group of learners who are very exposed to social media. Few of the learners nowadays are fond of reading and interested to read. As a language teacher, to teach the students to be fond of reading and interested to engage in literature is quite challenging. Based from their experiences, the researcher tempted to use thematic approach in teaching literature to make the learners become interested in learning literature. The aim of this study is to determine the impact and effectiveness of the use of thematic approach in testing 21st century literature among students.

METHODS

The descriptive research design was used in the study with the researchers-made-test as the main data gathering tool. A sample respondents of 52 Grade 12 students from Palahanan National High School participated in this study. The thematic approaches were applied in the leaning plan of the teacher in order to develop the interest and understanding of the students in literary text. Furthermore, researcher attempted to determine the effectiveness of using Thematic Approaches in teaching 21st Century Literature from the Philippines and the World in Palahanan National High school, San Juan Batangas.

RESULTS

Teaching and enrichment activities under thematic approach would be a great help in order to prepared students in dealing with 21st century literature tests. The enrichment activity may be utilized in testing literature to senior high school students. The findings revealed that the use of thematic approaches in teaching literature can give the learners attention to literary text. The performance and understanding of the learners in analyzing text are increase.

DISCUSSIONS

Findings of this research revealed that the use of thematic approach in teaching 21st Century Literature can help the teacher to develop the interest of the learners in understanding the literature. The result of the formative assessment shows the increase of performance of the students in understanding the literary text in the subject 21st century literature from the philippines and the world. In the view of the findings, it was recommended in the study that the use of intervention material using thematic approaches may help the students develop the understanding of literature.

KEYWORDS: thematic approach, intervention, enrichment activities

SUBMISSION ID: R04A-BATANP-0318

Timetable Ticks & Tocks: Analyzing the Perceived Effects of the School Schedule Variables to Colegio De San Juan De Letran-Bataan Grade 10 Students

Allyssa Sophia Badillo, Audrey Marie Marcelo, Carl Joeffer De Leon, & Patricia Ann Dela Cruz, Colegio De San Juan De Letran-Bataan
(Adviser: Angelina Mae Eugenio)

Abstract

INTRODUCTION

Time partakes a significant role in everybody's lives and while human beings do have a limitless capacity to learn, it is sometimes hindered by time (Oredein, 2016). This pertains that timetables are integral towards the attainment of academic excellence and general well-being. In a micro-scale, the researchers found out that in Colegio de San Juan de Letran-Bataan, 98% of the students are negatively impacted in their well-being and academic performance due to their assigned schedule and the whole school calendar per se. This study pivoted in thoroughly analyzing the variables in a school calendar and schedule as well as its corresponding perceived effects.

METHODS

Qualitative research approach was of used in the formulation of this study and case study was employed as it is utilized in examining contemporary real-life situations (Zainal, 2007) through in-depth interviews among the respondents with questions in a semi- structured format. Also, the samples were chosen through purposive sampling. The respondents encompassed for this qualitative research were six Colegio de San Juan de Letran-Bataan (CSJL-Bataan) Grade 10 students.

RESULTS

This study's findings unfold that the general school schedule itself and its encompassed variables can protrude impacts to the academic performance of the CSJL-Bataan Grade 10 students. To give emphasis, all student-respondents claimed that they are having a hard time with the current schedule imposed by the school. In line with this, all six of the student-respondents also said that it is hard to adapt to the school schedules and its variables. Lastly, every respondent validated that their academic performance and health depended on their school schedule and its variables yet agreed that it also relies on their ability to manage their own time.

DISCUSSIONS

The findings of this study imply that remarkably the school schedule and its variables are one of the foundations that institute and amplify the factors that influence a student yet the school schedule and the calendar implemented by the school brings about minor and major ramifications not only to a student's academic performance but also to their overall well-being. With this, it is recommended for the future researchers to conduct a similar study but with the utilization of another school stakeholder's perspective such as the teachers or the admins. To conclude, this study can be a highly significant baseline in making revisions in a school schedule and calendar for an educational institution.

KEYWORDS: School policies, schedule, academic calendar, timetable, well-being, academic performance

SUBMISSION ID: R003-BATAAN-0006

**The Perspective of Grade 11 Students of Recto Memorial National High School
About Online Research Consultation as an Alternative Delivery Mode**

Carmilo F. Flores & Lester Tañada, Recto Memorial National High School

Abstract

INTRODUCTION

The dominance of the Filipinos in the adaptability of technology is now in the brink of continuous clamoring for development. The Internet will definitely give us a great deal of anonymity while we are doing searches. We must say that there is always something available to everyone. Even the children at a young age are also exposed to this feature on Earth. Moreover, the researchers are still very positive on the availability of this function as we believe everything has its purpose.

METHODS

The methods used to collect data were online survey questionnaires which gathered students' perceptions online research consultations as an alternative delivery mode. The researchers used non probability sampling specifically purposive sampling technique in the study. Also, they have created the Facebook group, Practical Research I Files-LT and the Facebook Page, RECTO (Research Enthusiasts' Consultation through Online) at the start of the study.

RESULTS

The findings of this study suggested that the online research consultation is an accessible, useful, convenient, and effective platform for raising their concerns about their research. It is a great providing sample or patterns, even remarks and suggestions that guide the students in their research. The online research consultations help the students in the preparation of the research. It serves as an effective assistance; their queries were immediately responded by their teacher that leads to immediate corrections that eventually resulted to the improvement of the study. The online page also serves as the alternative medium for submission of their research output. Therefore, the online research consultation is an effective alternative delivery mode.

DISCUSSIONS

In light of findings and conclusions of this study, teachers should remember the features of the Internet technology that may serve as an effective alternative delivery mode. They also need to reflect on their assumptions about the design and delivery of the curriculum and the formal and informal engagement students can have with it. This should also be considered as a contingency plan whenever they attend seminars, training, and workshops that fall on regular school days.

KEYWORDS: online research consultation, alternative delivery mode, Practical Research 1

SUBMISSION ID: R04A-QUEZON-0301

The Relationship Between Mathematical Skills and Reading Level of Grade VI Pupils of Quilo-Quilo North Elementary School

Eliza Silva & Leny Tacoy, Quilo-Quilo North Elementary School

Abstract

INTRODUCTION

The researcher believes that learning mathematics has its relation to reading levels. In order to understand the concept of Math lessons, a pupil should also be able to comprehend what he reads such that if a pupil cannot read or do not know what he read, he cannot easily understand the mathematical concepts and cannot even solve routine and non-routine word problems.

This research aims to find out if there is a significant relation between the respondents' mathematical skills and reading level of 31 male and 20 female with a total of 51 grade VI pupils of Quilo-Quilo North Elementary School, SY 2018-2019.

METHODS

The descriptive method of research was used in this study. The data gathered from the questionnaire were classified, statistically treated, analyzed and interpreted. To determine the answers to the problems, the following statistical tools were used; percentage and chi-square.

RESULTS

1. Most of the respondents have average mathematical and reading achievement,
2. Most of the respondents have average level of performance in mathematics aptitude test.
3. The mathematical skills and reading level of the grade VI pupils of QQNES SY 2018-2019 were significantly related to their mathematics achievement and sex. Respondents' sex and mathematics achievement affect the mathematical skills and reading level of the students.
4. The reading level of the Grade VI pupils was significantly related to their mathematics skills. Reading level affects the mathematical achievements of the respondents.

DISCUSSIONS

Strong foundations in reading should be built upon the pupils at their early stages in school so that they will be well prepared when entering the intermediate level, thus enabling him to understand lessons taught in English mediums like mathematics.

KEYWORDS: mathematical skills, reading level

SUBMISSION ID: R04A-BATANP-0175/ R04A-BATANP-0178

**The Teaching of Junior and Senior High School Mathematics in the Division of
Quezon: Basis for In-Service Training**

Arzel John Ruedas, SST-III

Abstract

INTRODUCTION

TPACK stands for Technological Pedagogical and Content Knowledge. These four variables all collaborate with another in order to establish a productive and effective technology-incorporated classroom. There are a huge variety of pedagogical strategies and technology available for instructors to use and, of course, there is an immense amount of possible content objectives that can be addressed. The study determined the significant relationship among CK of K to 12 Mathematics and PK, TK, PCK, TCK, TPK in Third Congressional District of Quezon.

METHODS

It utilized descriptive survey method to provide a general picture of the teaching of the K to 12 Mathematics in secondary schools in the Third Congressional District. The survey questionnaire served as major data gathering for the study.

RESULTS

On CK by Grade level, Mathematics teachers handling Grades, 7, 9 and 10 indicated that they have a very good grasp or knowledge of the content subject. PK, TK, PCK, TCK, TPK and TPACK of the Mathematics teachers, it is usually true that they have PK in teaching the subject together in blending used various technologies CK in Mathematics of Grade 7 to Grade 10 significantly related to each other. On the other hand, CK of Grade 11 is not significantly related in any of the previous grade level. CK in Mathematics of Grade 7 to Grade 10 significantly related with TPACK. While Grade 11 Content Knowledge in Mathematics is not significantly related to any content part of TPACK.

DISCUSSIONS

This study concluded that the teacher-respondents typically in-line to their area of specialization, some of teachers in small schools however force themselves to teach other leaning areas. Mathematics teachers handling Grades, 7, 9 and 10 have a very good grasp in Content Knowledge. The teacher-respondents with regards to PK, TK, PCK, TCK, TPK and TPACK have smooth relationships. Mathematics teachers have a good to very good grasp pertains toward the subject.

However, there is a decreasing progression across grade levels. Grade 11 CK in Mathematics is not significantly related to any content part of TPACK. The study recommends that prepare a guideline in giving teaching loads to the teachers for the purpose of mastering the content areas. Provide examination to certify Mathematics teachers only in particular grade levels to develop mastery of the content areas. Review the content areas of Mathematics curriculum from Grades 7 to 11 to align the content and to have continuous spiraling of the subject.

KEYWORDS: K to 12 Mathematics, Curriculum, Teaching, TPACK, In-service training.

SUBMISSION ID: R04A-QUEZON-0052

The Teaching of Vocabulary Using Semantic Field Theory

Rubylyn Rivera, Teacher II

Abstract

INTRODUCTION

The second language learner's vocabulary directly affects the development of one's linguistic competence. Therefore, the primary task of vocabulary instruction is to enlarge learner's vocabulary. This study aims to determine the effectiveness of Semantic Field Theory in teaching vocabulary in English subjects. In this study, the researcher identify the effectiveness of Semantic Field Theory as integrated in English subject to enhance the vocabulary skills of the students. The level of performance of the students in vocabulary test in terms of antonymy; hyponymy and synonym are being measured. Least mastered competencies are also identified by the researchers as basis on which areas in the subject will give focus to enhance.

METHODS

The descriptive method of research was applied in the study with the Researcher-made-test as the main data gathering instrument. The formative assessment is also used in this study to identify the least mastered competencies in the subject. Selected Grade 12 students in Palahanan National High School served as the respondents of this study. The statistical tool used were frequency, percentage rank and the item analysis.

RESULTS

The important step of the application of the semantic field theory in vocabulary instruction is the building up of semantic fields. In order for second language learners learn it, new information must be integrated with and be built upon what learners already know. In general, semantic field theory is useful and effective in teaching vocabulary to second language learners. Among the three sense relation, it is the Hyponymy which is the most effective and most useful in teaching vocabulary to the second language learners. The least of them is the use of Synonymy.

DISCUSSIONS

The result of the study revealed that the used of semantic field can enhance the vocabulary skills of the students. The mastery of the students in vocabulary skills enhance and has a great response. It is recommended in the study that the proposed intervention activities may enhance English for Academic and Processional Purposes teaching and help teachers resolve difficulties encountered in the teaching of the subject.

KEYWORDS: semantic field theory, antonymy; hyponymy and synonym

SUBMISSION ID: R04A-BATANP-0315

**The Impact of Philosophy for Children (P4C) Approach in CENTEX Students
Performance in Science 4**

Maria Lourdes V. Maalihan, Teacher III & Alma R. Venzon, Master Teacher I

Abstract

INTRODUCTION

Becoming a model public school learning environment will necessitate the utilization of best teaching practices to suit different learning styles. If strictly implemented, these practices are believed to nurture not only the holistic development of the learners which focus not only on mental capacity but also on the well-being of oneself and others. This study gives us a an overview on how a teaching strategy, Philosophy for Children (P4C), which stems to that of Inquiry Based and Reflective Approaches, can fit as an approach in different subject matter, more significantly in Science subject to induce logic or reasoning and critical thinking.

METHODS

This study is a descriptive qualitative research, which aims to identify the best teaching practices utilized by the teacher in Science Four to improve the least mastered skills in Science of the Grade Four Students. There were two groups of respondents, composed of 79 Grade Four pupils and 6 teachers teaching Science from Grade One to Six.

RESULTS

The analysis of results will be composed of the (a) Results of the students' periodic test for four consecutive years, and (b) Item analysis results to see if the implementation of P4C has influence on the academic performance of students and (c) Analysis of teacher respondents on survey about the best practices used in teaching Science.

Based on the results, incorporating the Philosophy for Children (P4C) Approach in teaching Science helps improve the performance in Science 4, yet generally the teachers already incorporated several best practices in the classroom in the previous years.

DISCUSSIONS

The results demonstrate that one of the most popular interventions to improve the students' performance in Science is the use of Philosophy for Children (P4C) Approach. It has great impact to students' cognitive abilities, developing general thinking and reasoning skills to higher levels of attainment across the curriculum. Apart from the improvements in academic performance, P4C has also shown notable non- cognitive impacts to children such as improved communications skills, teamwork and resilience, and empathy. However the correlation seen between incorporation of the Philosophy for Children and improvement in academic performance does not signify exclusive connection as there are other factors that would collectively influence the performance of the students in school.

KEYWORDS: reflective, induce, cognitive, best practices, philosophy, methodologies, collaborative, philosophical questions

SUBMISSION ID: R04A-BATANP-1288

The Impact of Project RAC EN' ROL (Read and Comprehend, Ensure Readiness on Learning) in Improving the Reading Comprehension Skill of Grade Seven Struggling Readers at Anselmo A. Sandoval Memorial

Josephine G. Agdan, Lourdes S. Marasigan, & Shirlyn V. Moreno, Department of Education, AASMNHS

Abstract

INTRODUCTION

Reading comprehension is a never-ending issue across the educational curriculum. It has become very much evident that a number of students display poor reading comprehension skills resulting to low grades not only in some academic subjects. This study targets to determine the basic impact of the six major approaches under the reading program, RAC EN' ROL in improving the reading comprehension skill of Grade Seven struggling readers.

METHODS

This descriptive research relied mainly on the results of the survey questionnaire distributed to the respondents. The extreme/ deviant case purposive sampling was used to identify the impact of the six approaches under project RAC EN' ROL to the reading comprehension of the struggling readers. A total of fifty (50) respondents consisting of forty-seven (47) grade seven students and three (3) English teachers answered the survey questionnaire. In order to determine the impact of the project, the mean percentage score of pre and post comprehension tests results were used as main data for analysis and interpretation.

RESULTS

This study pointed out that different approaches of Project RAC EN' ROL created a significant impact on the comprehension level and academic grades of struggling readers. This research showed that the two most influential approaches used were guided collaborative reading and one teacher-one struggling reader reading tutorials.

DISCUSSIONS

To address the problem on struggling reading comprehension among grade seven students, language teachers initiated the founding and implementing of a reading program called RAC EN' ROL from where the six approaches were utilized such as providing localized reading texts, utilizing improved classroom reading comprehension processing, conducting one-hour period for guided-collaborative reading, incorporating the use of functional reading corner, orienting students about the importance of reading comprehension through symposium and remediating the struggling reading comprehension through one teacher one struggling reader sessions.

KEYWORDS: reading comprehension, struggling reading

SUBMISSION ID: R04A-BATANP-1446

The Journey of Young Creative Fiction Writers

Kassandra Chezea Banalan, Department Of Education - Calamba City

Abstract

INTRODUCTION

The generation nowadays is revolving on the peak of trial, discovery, and creativity. Creativity is said to be innate in people. Based on the K-12 Grade Seven (7) issued module by the Department of Education (Department of Education) for the subject on Edukasyon sa Pagpapakatao (EsP), creativity is one of the part of the primary hobbies of humans. People who have fascination in the artistic hobbies, especially writing, tends to be more conscious with their imagination and inquisitive on expressing it.

Creative fiction writing is the classification for any story or setting that is derived from imagination in other words, not based strictly on history or fact and is aiming to express thoughts and ideas into words. Creative fiction writing, its ability to develop an individual's creativity and personalities, are given emphasis in this study.

METHODS

This study is a phenomenological research on three young creative fiction writers and their creative fiction writing journey. The participants engaged in three separate interviews with the researcher to assess their journey as regards to becoming creative fiction writers. The participants in this study shared their lived experiences of how they began in the field of creative fiction writing and the contributing factors that led them to becoming successful.

RESULTS

The results of this study suggest that creative fiction writers begin with the aim of raising awareness about different social issues as well as conveying essential insights and messages to a larger audience. It also becomes a therapeutic activity for the writers from different stresses in their lives and provides opportunity to showcase their imagination and creativity.

DISCUSSIONS

The writers were really passionate about what they are doing. It was their passion in writing and eagerness in sharing their stories that brought them to success. To conclude, there is no really a definite standard to become a creative fiction writer. An individual must only have a wide imagination, the ability to tell stories and the heart in writing to be able to become one. And these characteristics were found in them. These writers embraced the field of fictional writing passionately and creatively.

KEYWORDS: Creative Writing, Literature, Creativity, Short Stories, Poetry, Publishing, Literary Awards, Authors, Books, Phenomenological Inquiry

SUBMISSION ID: R04A-CALAMB-0415

The Effects of Mother Tongue in the Mathematics Performance in Grade One Pupils in Bolbok Elementary School Tuy, Batangas

Maria Jemelyn Digno, Department Of Education

Abstract

INTRODUCTION

Many Filipino learners face various barriers in education, and one of these barriers is that our learners begin their schooling in a language where they do not comprehend. They do not understand the language of education being used as a medium of instruction in the classroom. As a country adopts the mother tongue based instruction, the researcher wants to know the effectiveness of mother tongue instruction in mathematics.

METHODS

This study employed a descriptive analytical research design. Like other research of this kind, it focused attention on the effects of Mother Tongue in the Mathematics Performance of pupils in Grade I it used the descriptive methods research. The researcher focused mainly on the mother tongue instruction and learning of pupils.

RESULTS

Based on the result of the interaction and discussion and the pupils response, when the pupils are exposed to mother tongue-based instruction, their level of achievement in the pretest, posttest and retention test improved more than the achievement of the pupils in the English instruction. Though the scores obtained by the pupils in the mother tongue- based instruction are not that high but still outperforms the scores obtained by the pupils in the English instruction. There is a significant difference in the achievement of the pupils in mathematics when taught using the mother tongue as medium of instruction compared to those pupils who are taught in English as medium of instruction.

DISCUSSIONS

In this modern era of improving our educational system in the Philippines, the educators are challenged to face the curriculum implemented and mandated by the Department of Education to secure the trends, enhance and develop the curriculum locally for a better-quality education. Mother Tongue as a language in mathematics was a powerful tool in teaching and learning of pupils. It help the young learners to understand the concept of the lesson and can express their ideas clearly. It makes every learner learns easily.

KEYWORDS: assessment, performance, effects, mother tongue, curriculum

SUBMISSION ID: R04A-BATANP-1700

The Effects of Positive Discipline Among Grade 10 Students of Tinurik National High School on Their Classroom and Quarterly Performance

Celia Narvacan, Department Of Education

Abstract

INTRODUCTION

Discipline is one of the most effective factors in learning process. In the modern educational plans, the main purpose of discipline is to create the educational environment and opportunities for learning process. Indeed, discipline is an instrument for realizing the high educational goals that leads to the students' growth and progress in every dimension. The positive discipline approach can play a key role in creating safer schools, where children's rights and dignity are respected and they are equipped to achieve their full potential. It focuses instead on guiding children's behavior, rather than enforcing good behavior through fear, the educator plays the role of mentor and guide, and the school makes long- term investment in a child's development.

Discipline is very important in educative process since we cannot have achieved high performance rate of students if they are not well disciplined, therefore it proves that providing positive discipline style in the classroom and schools can help the students to increase their belonging sense and self-acceptance through reinforcing their self-confidence.

METHODS

The descriptive-survey method was used in this study, and descriptive means that surveys are made in order to discover some effects of applying positive discipline to the Grade-10 students of Tinurik National High School on their classroom behavior and quarterly performance. The researcher use questionnaire, observation and interviews to collect answers regarding to the said study. Forty (40) students and ten (10) faculty members, with a total of fifty (50) respondents were asked to answer the given survey questionnaire through random selection method.

RESULTS

Using positive discipline techniques helps teachers maintain a positive atmosphere and supports an inclusive learning environment. In fact, when addressing specific child, it is important for teachers to work closely with the student to develop a positive discipline plan that works. One of the most critical parts of positive discipline is to help students learn the new behaviors that meet expectations in the classroom, home and elsewhere.

DISCUSSIONS

The results establish that through applying positive discipline, students tend to make their selves involved in doing group works which makes their social-interaction skills improved. Furthermore, they become more concern about learning and getting good education which lead them to discover their academic capabilities and having a good academic performance.

KEYWORDS: discipline, classroom, behavior, performance, self-acceptance, self-control. Self-confidence

SUBMISSION ID: R04A-TANAUA-0193

The Effects of Social Media on the Academic Performance of Senior High School Students

Kris Ira May Lozada, Mother Of Mercy Academy

Abstract

INTRODUCTION

In today's situation, social media have been a major break in the minds of students and the world at large thereby initiating a lot of radical measure by students, teachers, and even educational administrators at large. Students at all levels of learning now have divided attention to studies as a result of available opportunities to be yoked from social media. Whether these opportunities promote studies is a question that needs to be answered. Thus, this study investigates the influence of social media on the academic performance of the Senior High School students of Mother of Mercy Academy.

METHODS

The instrument used to collect data is a questionnaire and descriptive-survey method, prepared by researchers. Simple Random Sampling is used to identify the respective respondents. The respondents were the Senior High School students of Mother of Mercy Academy.

RESULTS

The findings of this study showed that social media created a negative effect on teenagers such as lack of privacy, taking most of their productive time, disturbing students from their academic work, and the likes. However, they were also benefitted if these social media were used appropriately. For instance, students formed online communities such as Facebook, Twitter, Instagram, and used the Messenger as a way to keep in contact when a student who has been absent needed to be updated on current academic information through group chats.

DISCUSSIONS

The results showed that students needed to be educated on the impact of social media on their academic performance. Also, the students should make a balance between chatting and academic activities. It is highly emphasized also that ample attention should be focused to research and be monitored by teachers and parents on how they will use these sites. Social media must be used for academic purposes rather than use it on negative activities.

KEYWORDS: effects, social media, academic performance, students

SUBMISSION ID: R013-SURSUR-0023/ R013-TANDAG-0000

The Efficacy of Audio Visual Materials in Teaching Consonant Sounds

Brenda Mendoza, Department Of Education

Abstract

INTRODUCTION

Reading is taught daily with large blocks of uninterrupted time devoted to reading instruction. A wide variety of reading materials provides access for all students to increase reading comprehension skills, including recalling, sequencing, summarizing, making inferences, predicting, and drawing conclusions. Differentiated instruction, multiple opportunities for reading, and integrating reading across the curricula are all important strategies for teaching reading. Teacher quality, considered of utmost importance, is enhanced through professional development opportunities that emphasize research-based reading instruction.

Audio-visual aids in form of pictures and video as technology in teaching can help students understand the context in language use itself; it also makes students happy to learn language. The using of technology in classroom to teach consonant sounds is very effective to enhance students' pronunciation.

METHODS

This action research focused on the improvement of the reading skills of Grade Two struggling readers of Mainaga-San Francisco Elementary School, Mainaga, Mabini, Batangas, through the utilization of audio-visual material in teaching consonant sound.

The Phil- IRI tool was utilized as instrument to determine the significant difference in the oral reading proficiency of Grade Two struggling readers in English, and t-test was used to compare the result of oral reading test from pre-test to post test for making this part of the study inferential.

RESULTS

Results revealed that many pupils struggle to read. A total of 50 pupils out of 90 were classified as struggling readers in which the consonant sounds are not fully developed. Phonological and phonemic awareness are not enough for students to develop their phonological decoding skills. The result determined that there is a significant difference in the oral reading from pre-test to post-test after the application of the reading intervention

DISCUSSIONS

Utilization of audio-visual materials in teaching consonant sound in oral reading is significant to attract learners' reading interests. Levelling of giving remedial reading instructions should be done to address different cases of struggling readers using modules. More reading materials for reading, including audio - visual games that would make learners participate, activities that would encourage them to read more should also be needed.

KEYWORDS: reading, technology, struggling readers

SUBMISSION ID: R04A-BATANP-1206

**The Extent of Effectiveness of Parent-Teachers Partnership in Basic Reading Skills
of Grade One in Central and Non-Central Schools**

Emenilda Mesoga, Department Of Education

Abstract

INTRODUCTION

This study determined the extent of effectiveness of the Parent-Teacher's Partnership in relation to the Basic Reading Skills of pupils in Grade 1 in Central and Non-Central Schools. Further, it determined the profile of the pupils basic reading skills, the different activities that the parent-teacher's did in order to improve the basic reading skills of the Grade 1 pupils, the significance of agreement on the activities performed by the parents and teachers, the problems met by the teachers, and the solutions offered by them and the significance of agreement on the rank order of the parents and teachers activities.

METHODS

The descriptive, analytical correlational method with analysis utilizing the researcher-made test, questionnaire, and the rating scale as well as the pupils record filed in the district office were availed of. Frequency count, rank, mean, and percentage were utilized to draw out the results of the test in reading.

RESULTS

This study revealed that the average basic reading skills of pupils was satisfactory in Phonic but needs improvement in Phonic Awareness, Vocabulary Development, Comprehension Skills, and that of the whole test. The teachers perceived their partnership with the parents to be "Always" in valuing reading and creating literacy environment but "Almost Always" in active classroom participation and in developing good study habits. There is a significant agreement on the extent of effectiveness between parents and teachers in developing the pupils' basic reading skills. The problems considered to be very serious is lack of study habit. The serious problems are late issuance of textbooks, irregularity of school attendance due to poverty. As to the solutions recommended, workbooks must be supplied to pupils on time. Orient the parents regarding home tutorial of their children, inform parents about their obligation to provide pupils needs.

DISCUSSIONS

Based from the findings and solutions, here are the following recommendations: Concentrate and focus the activities on the four basic reading skills. Provide much attention particularly on Vocabulary Development, Comprehension Skills and Phonemic Awareness Skill. Then, parents and teachers must be partners in all activities for the improvement of basic reading skills of pupils. There must be significant agreement on the activities performed by both parents and teachers for the development of pupils. All the problems encountered must be given attention by parents and teachers

KEYWORDS: Parent Teacher Partnership, Basic Reading Skills

SUBMISSION ID: R005-CAMSUR-0121

The Generic Qualities and Functional Leadership Skills of Elementary Public School Principals in CALABARZON

Renato Dapiaoen, Department Of Education - Calamba City

Abstract

INTRODUCTION

Principals have a multi-faceted task as the instructional leader of the school - an administrator, manager, diplomat, teacher, and curriculum leader. Thus, R.A. No 9155, states that a school head responsible for the administrative and instructional supervision, as such, possesses the educational leadership, people leadership and strategic leadership. In the article by Great Schools Staff (April 2, 2015) entitled "What makes a great principal." includes; taking responsibility for school success, leading teaching and learning, hiring, developing and retaining excellent teachers and building a strong school community.

Lastly, the researcher undertook the investigation to give a modest contribution to the success of teaching-learning process being himself a member of a school community.

METHODS

Descriptive-correlational research was employed because it is deemed appropriate for this study because the focus of this study is to determine the generic qualities and functional leadership skills of elementary school principals in CALABARZON.

RESULTS

The teacher assessed all the indicators on the level of generic qualities of the elementary school principal/teachers in terms of enthusiasm, integrity, toughness, warmth and humanity, and humility as Very Satisfactory interpreted as High Level of their corresponding general mean scores 4.15, 4.17, 4.06, 4.13, 4.10 and general standard deviations of 0.55, 0.56, 0.61, 0.62 and 0.62. Meanwhile, the principal assessed all the indicators as Outstanding with mean scores of 4.47, 4.44, 4.49, 4.44, 4.43 and standard deviations of 0.48, 0.53, 0.56, 0.47 and 0.55 as interpreted as Very High Level.

The teacher assessed the indicators on the functional leadership skills with the average mean which yields from following 4.12, 4.19, 4.15, 4.20, 4.28, 4.13 interpreted as High Level.

The principal assessed on the functional leadership skills as Outstanding and Very High Level based on the combined average of 4.56, 4.60, 4.72, 4.56, 4.66 and 4.47.

DISCUSSIONS

The generic qualities like enthusiasm, integrity, toughness, warmth and humanity and humility have a big difference to the functional leadership skill of elementary school principals in CALABARZON in terms of initiative, perseverance, integrity, humor, tact and compassion. This was affirmed by the p-values and interpreted by their linear regression relationships as high, moderate and Very High Level. This means that it has a no significant relationship each indicators.

KEYWORDS: generic qualities, functional leadership skills

SUBMISSION ID: R04A-CALAMB-0178

The Effects of Bullying Among Senior High School Students of Mother of Mercy Academy

Kiethel Queen Merlin, Mother Of Mercy Academy

Abstract

INTRODUCTION

The World Health Organization defines bullying as a threat or physical use of force, aiming at the individual, another person, a specific community or group which can result in injury, death, physical damage, some development disorders or deficiency. Despite bullying being a normal part of childhood which starts from teasing and teasing and end up in a cold war, it has to be stopped for it is not good for the children to fight. Researchers increasingly find out that bullying is a problem and is a notorious habit for the children. In this study, we explored to find out the effects of bullying to the students of Mother of Mercy Academy.

METHODS

The researcher used descriptive analytical method of evaluating the effects of bullying among students and its implication to behavior. The respondents were the Grade 11 and 12 students of Mother of Mercy Academy and were chosen through simple random sampling.

RESULTS

The respondents answered the questionnaire-checklist bases on their ability to response, 1) cause of bullying, 2) effects of bullying. Majority of our respondents answered how bullying negatively affects them from social, physical, emotional, and psychological. Furthermore, the respondents who were victims of bullying have more negative effects in their emotional and social life. On the other hand, the respondents who were identified as bullies reasoned their lack of parents' guidance and discipline towards them.

DISCUSSIONS

The results shows how bullying affects the students. It should not be taken lightly as it can cause serious problems for all the children involved. Make contact with the bully's parents especially when they're unaware of their child's behavior at school. School administration must foster positive values among the students to avoid bullying.

KEYWORDS: bullying, respondents' perceptions, anti-bullying

SUBMISSION ID: R013-SURSUR-0022

The Effects of Five- Finger Retelling in Teaching Reading Comprehension of Grade Four Pupils

Leah Javier, Department Of Education

Abstract

INTRODUCTION

Autonomy or the capacity to take charge of one's learning is seen not only as a favorite topic but also as a crucial needs in language learning. This research aimed to capture the practice of learner autonomy. Five- Finger Retelling strategy, which has planning, monitoring, and evaluating process are necessary for learners' autonomy to boost the students' reading comprehension. In this study I learned other technique to improve the reading comprehension of children, that was aground in evidence and theory.

METHODS

The descriptive-experimental design was used. Each group composes of 21 pupils with a total of 42. There was a total of 303 identified frustrated readers, I used the Slovin's formula to get the number of respondents. To determine the level of reading comprehension of the control and experimental group before and after exposure to five finger retell technique in terms of 5 elements of story, mean, and standard deviation was used. Independent t-test was utilized to determine if there is significant difference on the level of reading comprehension of the two groups.

RESULTS

It was found out that the experimental group had an increased result in mean percentage as compare to the control group. The respondents gained more knowledge and skills in reading comprehension with the intervention applied even though the focus groups went through minor problems with assessment, innovation, and strategy which head primarily from 1) The experimental group of respondents obtained a high performance in the post test with the use of Five-Finger Retell Reading Technique. 2) There is significant difference on the performance of control and experimental group of respondents in reading comprehension in the pretest and post-test in terms of the variables in the Technique. 3) This technique is one of the effective tools to achieve reading comprehension skills acquisition among the identified frustrated readers.

DISCUSSIONS

After being exposed to Five-Finger Retell Reading Technique many participants in our focus group became aware of the elements of the stories. This could mean that the respondents in the experimental group gained more knowledge in reading comprehension and has an increased effect on their performance with the applied intervention rather than those who underwent traditional remediation sessions. Formulation of an action plan is necessary to have organized step by step plans of actions and activities to be conducted to achieve the desired goal.

KEYWORDS: Autonomy, Assessment, Innovations

SUBMISSION ID: R04A-RIZALP-0416

**Study Habits and Academic Performance of Grade 11 General Academic Strand at
Naic National High School**

Hanna Marie Panganiban, Naic NHS
(Adviser: Jeffrey Santos)

Abstract

INTRODUCTION

During the past few years, students who maintain good study habits are becoming fewer and fewer because social activities become more important rather than staying at home and study. In this study, we observed that many of the students are having a hard time to maintain and develop good and effective study habits. According to Rabia (2017) in her study entitled "A Study on Study Habits and Academic Performance of Students" study habits contribute significantly in the development of knowledge and perceptual capacities. Therefore, it is assumed that there is a significant relationship between study habits and academic performance of the students.

METHODS

METHODS

Descriptive survey correlational research design was used in the study. Seventy-seven Grade 11 General Academic Strand students from Naic National High School responded to the study habits and academic performance scale that was revised from the study of Yoganda reddy Indla and Dr. Yamini Devulaply. The data collected from the scale undergo quantitative analysis to obtain the results.

RESULTS

Most of the General Academic Strand students perceived a very satisfactory level of study habits. Also, the study reveals that as the level of study habits of a student decreases, it also affects his/ her mean academic performance and vice versa. In addition, our study shows that there is a significant difference existing between study habits and academic performance when respondents are grouped according to their study habits. The findings of this study also showed that practicing an effective study habits is very crucial in the academic life of the students.

DISCUSSIONS

The results demonstrate the crucial importance of study habits in the academic life of every student. It also implies that having an effective and well-developed study habits is a must in order for the students to have a high academic performance.

KEYWORDS: STUDY HABITS, ACADEMIC PERFORMANCE OF STUDENTS, GENERAL ACADEMIC STRAND

SUBMISSION ID: R04A-CAVITP-0049

Talent Identification Through Taekwondo Training Program and Its Relation to Biomechanical Performance of Taekwondo Athletes: Basis for Enhanced Training Program

Seigfred Neil Uy, Department Of Education - Tanauan City, Batangas, Tanauan School Of Fisheries

Abstract

INTRODUCTION

Athletes' performance is the basis of training program's effectiveness. To have an effective training plan, trainers and coaches should look for the talents of their athletes. By identifying the skills of potential athletes, one can find the suitable sports for them. In discovering the talents of potential athletes, Talent Identification Program in Sports is used. Talent Identification was utilized to detect the weakness and strength of the athletes. It is one of the factors to be considered in designing the best training plan for the athletes.

METHODS

The study utilized the descriptive correlation design and qualitative method of research to describe the existing status of the taekwondo athletes of the Tanauan City Division through the measurements of their biomechanical parameter and its relation to taekwondo training program related variables. The researcher chose the 32 secondary taekwondo athletes, who represented Tanauan City in the Regional Sports Competition as the respondents of this study. The researcher used a modified questionnaire adopted by similar study validated by research and taekwondo experts as the main instrument in data gathering.

RESULTS

44% of the respondents are 14 - 15 years old; 53% have normal BMI; 50% has less than 1 year playing experience; 37% are of fin weight; and 75% came from the public schools. The respondents "strongly agreed" that the training program objectives, training schedule, competencies of coaches and trainers, and psychological attributes have effects on their taekwondo skills. They "agreed" that facilities and equipment, incentives and awards, and parents support are contributive to their performance. They "moderately agreed" that funding and budget allocation have relationship to their skills development. They rated "excellent" in leg power, "very satisfactory" in reaction time, and "satisfactory" in flexibility, agility, speed and cardiovascular endurance.

DISCUSSIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Coaches, trainers, and athletes may continue their training practices and focus on the low level of athletes' performance.
2. Coaches, trainers, and sports administrators may consider the training program related variables in designing and conducting taekwondo training for the athletes.
3. Coaches, trainers, and athletes may use the training program crafted on this study for their skills and performance development.

KEYWORDS: agility, biomechanical performance, body mass index, cardiovascular endurance, flexibility, leg power or strength, reaction time, speed, taekwondo, talent identification, training program

SUBMISSION ID: R04A-TANAUA-0031

Teaching and Learning in Mathematics in Public Secondary School in the Division of Cavite: Input to Training Program

Marian Atas, Lumampong NHS - Indang Annex

Abstract

INTRODUCTION

A simple way of appreciating education is that it is a tool or a necessary weapon for every human being to acquire for the purpose of navigating this complex world without which the individual may get lost in it or live in darkness without being blind. 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. Professional development for teachers in the Philippines were usually done through a school or division level in-service trainings and seminars.

METHODS

This study utilizes a descriptive research design and employs a survey research methodology to examine the relationship between the professional profile and the factors affecting delivery in teaching mathematics and difference between the assessment of the school administrator and teachers.

Statistical treatment includes relative frequency, weighted mean, t-Test and Pearson R. The computed t value at r value were interpreted.

RESULTS

It found out that there is no significant difference between the assessment of school administrators and teachers on the factors affecting delivery in teaching mathematics such as class size, materials and resources, information and communication technology, language and teachers' profile. While there is a significant difference between the assessment of school administrators and teachers on the factors affecting delivery in teaching mathematics such as contact time, continuing professional development and support, classroom management, learning space/environment and lesson planning.

From the findings of the study, the proposed instructional supervision is designed as teachers capability building through training program for continuing professional development and support entitled "Power It Up in Teaching Mathematics."

DISCUSSIONS

It can be concluded that higher teacher qualifications are related to improvements in supporting children's development, including supporting language-reasoning experience, supervision and the scheduling of activities, organization and arrangement of the room, providing varied social experiences for children, and creating a warm and friendly environment for interactions.

It can be concluded that opportunities for teachers to engage in professional learning and development can have a substantial impact on student learning. Teachers' professional development programs enhance teachers' quality of teaching in their learning areas.

KEYWORDS: Teaching, Learning, Style, Attitude, Training, Development, Qualifications, Experience

SUBMISSION ID: R04A-CAVITP-0940

Teaching Behavior and Academic Performance of Grade 12 - General Academic Strand Students

Harvey Lloyd Belandres, Jonel Capaya, Mark Joshua Butial, & Raymond Gaitan, Munting Ilog NHS
(Adviser: Harvey Belandres)

Abstract

INTRODUCTION

Many researches have underscored the importance of teaching behavior to the academic performance of students. However, it is not clear if there is a relationship between teachers' teaching behavior and learners' academic performance. In response to this, this research tried to explore the relationship between teaching behavior and academic performance of Grade-12 GAS students.

METHODS

The study was conducted in Munting Ilog National High School. The study employed descriptive-correlation design to describe the teaching behavior and academic performance using total population sampling technique. The data were collected through survey method using the teaching behavior assessment scale which is a five-point scale. The questionnaire served as primary source of data of the study. The answers were tallied to determine the mean of teaching behavior and academic performance. Pearson r was used to correlate and determine the relationship between the two variables.

RESULTS

The study revealed that there is a significant moderate correlation between teaching behavior of Grade-12 GAS teachers as perceived by students and academic performance of Grade 12- GAS students. Almost all the General Academic Strand sections obtained very satisfactory rating (3.50-4.49) and their academic performance was interpreted as satisfactory (80-84).

DISCUSSIONS

The results demonstrate that teachers of Grade 12- General academic strand students need to embrace and further improve their teaching behavior towards better learning and strengthening the potential required for better academic performance.

KEYWORDS: teaching behavior, academic performance

SUBMISSION ID: R04A-CAVITP-0426

Teaching Strategies and Performance of Non-readers in Remediation

Rowena Escuyos, Department Of Education, Carmen Central Elementary School

Abstract

INTRODUCTION

The study investigated the teaching strategies used by the teachers in handling the identified non-readers based on the result of Philippine Informal Reading Inventory (PHIL-IRI) English oral and Early Grade Reading Assessment (EGRA) conducted last June 2017. To measure the effectiveness of the teaching strategy, a questionnaire was developed to assess the performance of the respondents.

METHODS

The study utilized a quantitative research design using the PHIL-IRI and EGRA result as the bases for identifying non-reader respondents in Antao Elementary School during the School Year 2017-2018. Out of one hundred thirty-eight (138) enrollment from Grades I-6, one hundred eleven (111) were identified to be at the frustration level. To determine the strategies employed the weighted mean was used; while the Pearson-Product moment correlation was used to test the difference between the pre-test and post-test result.

RESULTS

The results showed that the number of non-readers decreased after the conduct of remediation, which means that the teaching strategies employed by the teachers have positive effects on the part of the pupils. Regarding teaching strategy, individualized instruction gained the highest mean with 4.64 weighted mean, while reading aloud attain the lowest with 4.31 weighted mean. The independent and instructional level of pupils has significant effect on the teaching strategies employed by the teachers.

DISCUSSIONS

Hence, the need to resort to other system through seminar/workshop is beneficial to teachers in the conduct of remediation to non-reader pupils using the standardized EGRA and PHIL-IRI instrument prescribed by the department of education in the elementary department.

KEYWORDS: Teaching Strategies and Performance

SUBMISSION ID: R013-SURSUR-0036

Teaching Styles of the Classroom Managers: Its Implications to Learning Instructions in Palakpak Elementary School

Ivy Evangelista, Palakpak Elementary School

Abstract

INTRODUCTION

Quality education is the best way to achieve the development that everyone is looking for in the near future. A teacher's teaching style affects pupils experience in school. It can provoke functional or non-functional perceptions of learning, self-efficacy, and school work, thus an appropriate teaching style can help prevent early school leaving. This study shall mention numerous teaching style which pupils and teachers may find most effective in terms of providing the best styles for easy learning.

METHODS

A descriptive method was used through a survey using researcher-made questionnaire and administration of questionnaire. The subjects of the study are composed of 8 female teachers from Palakpak Elementary School to assess their learning in teaching style of the classroom managers. The study conducted through data analysis. To analyze and interpret the data gathered, the researcher used the weighted mean, percentage and frequency distribution as statistical tool.

RESULTS

The results showed that the formal authority is the effective teaching styles with 3.84 composite mean, verbally interpreted as extremely agree and ranked first in the distribution on the ranks. Meaning, through formal authority, the students learned better. Expert teaching style ranked second with the composite mean of 3.70 interpreted as extremely agree. This means that expert teaching style is extremely effective in the leaning instructions. Meanwhile, results showed that the facilitator gained a composite mean of 3.62 or ranked third and verbally interpreted as extremely agree. On the other hand, the delegator which gained a composite mean of 3.60 or ranked fourth with verbally interpreted as extremely agree was not significantly effective teaching style. Personal model, ranked fifth with a composite mean of 3.59 interpreted as extremely agree. This means that personal model has no significantly effective in teaching style. The result had shown that effective teaching styles was the formal authority. Thus, quality learning depend on this teaching style.

DISCUSSIONS

The results shows that though expert style prevail among the five preferential teaching style, learners were still diverse on what kind of teaching style they would be comfortable with based on the mean gains scores they posted. Learners were become engaging and dynamic in their respective classes. Their behavioral and academic performance improved significantly based on quarter examination and behavioral monitoring notebook.

KEYWORDS: Teaching styles, formal authority, learning, pupils, self-efficacy

SUBMISSION ID: R04A-BATANP-0858

The Alignment of STEM Students Subject in Senior High School to the Subjects of their Top Chosen College Courses

Baby Suzette Arded, San Juan Senior High School
(Adviser: Galileo Juangco)

Abstract

INTRODUCTION

The primary purpose of this study was to determine the level of alignment of the subjects taken by the students on STEM strand in Senior High School to the subjects of their top chosen college courses. Students who have recently graduated from high school are identified as underprepared and are required to enroll in specialized courses intended to provide the foundational skills for college level courses. There is much to be treated and studied in the area of the alignment of subjects in each strand to the courses offered in college; thus, this research is intended to bridge this gap.

METHODS

A content analysis design was utilized in this study. Convenience sampling was used in choosing a college university that will be part of the study since the researchers considered the nearest location among the top 3 universities chosen by the students.

RESULTS

Students' perception regarding the alignment of their subjects is advantageous because it will give every student the advantage of having an alignment of subjects in terms of student's duration of schooling. The study focused on finding the advantages the alignment of the subjects to college courses has on the student's education. It discussed the importance of K-12 career for STEM students, the STEM student's top chosen universities, career or course for college, and the significance of alignment of subjects in terms of student's duration of schooling. These problem areas were treated through narrative report with contextual description. Based on the student's perceptions in the interview that was conducted, the significance of the alignment of their subjects at present to the subjects of their top chosen college courses relies on the time that will not be wasted on studying a specific area of knowledge that will not be a tool for their college course success. The said alignment allows the students to adapt in college world much easier since they already have a background and it would lessen the number of subjects they will be taking.

DISCUSSIONS

The findings from this study have strong implications that the subjects the students are taking at present is well aligned to the subjects of their top chosen college courses, aiming for reducing the need of developmental education in college, and for improving college readiness for high school students. The importance of this alignment can be traced through observation about the way it helps the students perform better in college.

KEYWORDS: Subject alignment, STEM, college course, top universities, K12 Career

SUBMISSION ID: R04A-BATANP-0880

The Consequences of Late Students in Mother of Mercy Academy

Angelyn Rasona, Student

Abstract

INTRODUCTION

It is a fact of life that every student is required to be at school in a specific time. Late comers are noticeable every morning in many schools. It is common to see many of these students in front of their school gate or by the side of their school walls. Some of the late comers, who have made it their habit, might jump over the wall or might not go to school to escape the punishment meted out by the school authorities.

METHODS

The materials and instruments to be used for gathering data are the questionnaire-checklist and the interview. Using a sample sampling random, we conduct latecomer's students through looking at the list of the students in the log book.

RESULTS

Base on the finding of the study it was found out that some of the respondents who came late had difficulty in coping with first subject in the morning, and as a result their grades on the first hour-subject declined. Another finding was their coping the distance of their home from school. Their main problem was not only on the distance but the mode of transportation where public vehicles are hard to come by. Results also demonstrated a few more reasons include the student's vehicle breakdowns, household chores, and lack of responsibility are some reason why students arrive late to class.

DISCUSSIONS

The researchers suggest that further studies will be done to the other school to find out what are the causes of latecomers among the students and to help the school to improve their academic performances.

KEYWORDS: Latecomers, Effects, Assessment

SUBMISSION ID: R013-SURSUR-0048

**Students' Achievement, Teachers' Instructional Strategies and Mode of Assessment
Within a Competency-Based Curriculum in Mathematics**

Margarita Delen, Department Of Education

Abstract

INTRODUCTION

Mathematics is one of the major subjects included in the curriculum through which the development of the competent citizenry could realize. It requires much attention to improve and upgrade the status of Mathematics particularly in the secondary school. Through observation, the researcher noticed that students foster least skills in mathematics subject.

METHODS

The researcher used the descriptive method of research with correlation method. In this method, the extent of utilization of each teaching strategy and mode of assessment was identified in relation to students' achievement in the teaching of Mathematics Grade 7 in all public high schools in San Juan District, Division of Batangas Province. The data gathered were the periodic test results and grades in the first grading and second grading periods.

RESULTS

The study revealed that there is no significant relationship established between the students achievement and teaching strategies as revealed by the computed r of which did not surpassed the critical value of .632 at .01 level of significance. Likewise no significant relationship was established between the students' achievement and the teacher's utilization of modes of assessment.

DISCUSSIONS

Majority of the Grade 7 students belong to the "Developing stage" according to their level of achievements in Mathematics because they found difficult to cope up with the competencies in the Curriculum Guide in First and Second Quarter. There is no significant relationship between the teachers' use of teaching strategies and utilization of modes of assessment.

KEYWORDS: instructional strategies, mode of assessment, students' achievement

SUBMISSION ID: R04A-BATANC-0440

**Status of Kindergarten Program in Island Schools of the District of Binangonan Ii
Division of Rizal**

Shierly Discutido

Abstract

INTRODUCTION

75

METHODS

150

RESULTS

92

DISCUSSIONS

67

KEYWORDS: 109388pip

SUBMISSION ID: R04A-RIZALP-0259

Strategies and Adequacies of Resources in Teaching Physical Education in Balayan National High School Balayan, Batangas: Input to a Proposed Action Plan

Jeannette De Jesus, Department Of Education - Balayan

Abstract

INTRODUCTION

Physical Education has always been an integral part of the school curricula. For this reason, education officials always urge school heads and administrators to give the Physical Education program as much attention as they do with other subjects in the curricula. (Anderson, 2008)

This study is anchored on the Cognitive Theory of Gestalt (2009) that focused on the individuality of the people. It states that an individual learns tasks as a meaningful whole rather than as a series of related part.

There is a gap of 70% mean possible scores in the periodic test of the students in Physical Education.

METHODS

The researcher used the descriptive method of research. The researcher's study was focused on respondents with regards to the strategies and adequacies of the resources in the teaching of Physical Education.

RESULTS

The respondents rated great extent in lesson presentation, communication skills and evaluative measure they rated moderate extent in routine work. As to adequacy students rated moderate extent in the adequacy of the resources in the teaching of Physical Education.

DISCUSSIONS

The research investigation described how the students perceived the strategies and adequacies of resources in teaching Physical Education in Balayan National High School. The participants of this study were recruited from grade seven to grade 10 students in Balayan National High School in Balayan, Batangas. Data were gathered through questionnaire containing the indicators regarding the teaching of Physical Education.

KEYWORDS: Physical Education, students, strategies, adequacies, action plan

SUBMISSION ID: R04A-BATANP-2280

**Strategies for Involving Parents in Reading Enhancement of Doña Pepeng
Elementary School (DPES) 3-St. Claire**

Edmund Domanais, Department OF Education

Abstract

INTRODUCTION

Parents are among the most important people in the lives of young children. From birth, children learn and rely on mothers and fathers, as well as other caregivers acting in the parenting role, to protect and care for them and to chart a trajectory that promotes their overall well-being (Karoly et al., 2005 Lee et al., 2015) (D.O. #18, s. 2017).

METHODS

With the use of Probability Sampling of Simple Random (SRS), the researcher choose his advisory class Grade - 3 St. Claire among the three third grader for the purpose of quick and constant access and follow through of the research and its implementations.

RESULTS

Based on the tabulated report under frustration level, the repetition in pronouncing words were reduced, mispronunciation were minimized, and reading comprehension was improved. As these two factors became their agony in reading. While the two non-readers were slowly developed in recognition of letters and syllabifying two to three letter words was deliberately improving.

There is a significant impact of the strategies involving parents in reading enhancement in DPES Grade - 3, St. Claire. Though there are difficulties in encouraging the parents' involvement at the start of the project, parents involved were inspired and their desire drove them to care for the children and love reading itself. Social media bridges communication and reverse its use into constructive ideals.

DISCUSSIONS

1. PTA meetings
2. One-on-one
3. Letter received and signed by parents
4. Social network FB

KEYWORDS: Parents involvement in reading

SUBMISSION ID: R04A-RIZALP-0409

**Strategies to Enhance the Multiplication Facts of Select Grade IV Pupils in Martin
Esperanza Elementary School**

Julian Gamo

Abstract

INTRODUCTION

Mathematics is one of the subjects in the school curriculum. It is a tool in almost all disciplines and an effective key to manpower development. It is also an integrated idea that includes social and computational aspects involving principles and processes as well as social concepts.

The effective mathematics instruction has become an absolute necessity in all levels of education particularly in the elementary level for it is here where initial mathematics foundation is laid and basic mathematical concept are first developed. Salazar explained that quality mathematics foundation in the elementary level is solid and strong.

METHODS

The selected Grade IV pupils at Martin Esperanza Elementary School, which is comprised of 30% or 15 pupils of the total population were the respondents. The answering of the questionnaire will be done in Martin Esperanza Elementary School. Answered questionnaire then, will be gather, responses coded and I'll be subject to the appropriate statistical computation for reliability. This study utilized the descriptive method of research. It involved the collection of data in the attempt to test the hypothesis and so with the different questions formulated with regard to the status of the subjects under study.

RESULTS

After applying the solutions made by the researchers, the pupils participated actively in class discussion. They have also developed interest to their study. The following improvement in pupils skills were gathered from extensive analysis of pupils outputs as they were exposed to the intervention.

Implementing different strategies to the pupils to increase the memorization. Motivate the pupils in terms of memorization of multiplication facts. Through the use of different interventions, close supervision and giving additional activities related to the topic the pupil have become more organized and logical in dealing with multiplication facts. As observed, pupils become more analytical and logical in their thinking skills as they were exposed constantly and continuously to multiplication facts.

DISCUSSIONS

The results identify that the pupil's respondents had difficulties in memorizations of multiplication facts. The levels of memorization of pupils are average. The solutions made by the teachers such as using different strategies in multiplication facts and close supervision. There is good effect of teachers' intervention to academic performance of the pupils.

KEYWORDS: strategies to enhance, multiplication facts

SUBMISSION ID: R04A-BATANP-1820

Strengthen Vocabulary Words in Mathematics Among Grade VI Pupils: an Intervention to Improve the Comprehension skills in Solving Word Problems

Ana Marie D. Reyes & Rizalyn A. Hernandez, Department Of Education

Abstract

INTRODUCTION

The action research aims to improve problem solving by improving comprehension skills. The learning will take place if we address some wrong habits in facilitating activities to ensure learners progress.

One such activity is being able to reduce abstract concepts to concrete level for better understanding of the principle involved (Ibe, 2002). The teacher's job is lift the pupils to attain the level of understanding in applying concept learned in solving word problems. This understanding is not meant to remain at concrete level.

METHODS

After conducting a preliminary data gathering using quantitative research wherein researchers used tools such as questionnaires/ test, the principal conferred with concern teachers and mathematics key teacher with regards to her findings. Based upon observations and readings, they agreed that the ability to solve word problems may be affected by (a) mental ability, (b) lack of mastery of the four fundamental processes, (c) lack of understanding of the problem. A test in problem solving involving four fundamental operations was given and result showed that only few pupils could compute and arrive at the correct answer. To determine whether language was the hindrance to use correct processes in solving problem, the same test in problem solving translated into Filipino was given.

RESULTS

It can be concluded that the teaching of Mathematics vocabulary and the steps in problem solving to the particular class in the study can enhance pupils' ability in solving word problems. The strategies used by the teachers, which were found most helpful, might be tried on similar groups that the teacher will teach in the future in the same school.

DISCUSSIONS

By conducting data gathering to determine the specific causes of pupil's difficulty in solving word problems in Mathematics, the principal observed that mental malfunction could not be the extreme reason why they cannot cope up with the lessons. To determine whether language was the hindrance to use correct processes in solving problem, the same test in problem solving translated into Filipino was given. This lead to a slightly higher result; however, this did not seem to be significant. A tally of errors in the test written in English showed that the pupils failed to use the correct processes in seven out of ten problems given. Based on the result of the study as for recommendations teaching of Mathematics vocabulary should be given emphasis in order to improve pupils' problem solving skills.

KEYWORDS: quantitative, hindrance, vocabulary

SUBMISSION ID: R04A-CAVITP-0519

Social Media Addiction Among Senior High School Students in Mother of Mercy Academy

Jhonisa Nuer, Student

Abstract

INTRODUCTION

People use social networking as a means to stay connected in a relationship with other. According to (Walker,2011), social media addiction is a term used to describe a situation where a user spends too much time on social media (e.g. Facebook, Twitter, instagram) such that it negatively affects other aspects of his or her daily life like school, work or relationship with others. Addiction as described by the American Psychological Association refers to a compulsive behavior that leads to negative effects.

METHODS

The study employed the quantitative methodology of research under which a descriptive survey was used to investigate the phenomenon of social media addiction among students in Mother of Mercy Academy. Probability sampling was used for this study and under this method; the stratified sampling technique was used to divide students into strata after which the simple random sampling was used to select participants in the survey.

RESULTS

Many students participated in our survey in terms of answering the given questionnaire. One of the questions asked as part of the items which were used to Test for Addiction. The findings revealed that the most popular social media platform used by students in Mother of Mercy Academy is Facebook with almost all respondents subscribing to it and using it on a regular basis. The study confirmed the existence of addiction to social media among students is in shocking rate.

DISCUSSIONS

The results of this study demonstrate that the social media addiction is very alarming in Mother of Mercy Academy. In order to minimize this case, parents and school admin should take an action regarding the situation, and the school must strictly implement a Gadget Limitation Policy to discipline the student and lessen, if not eliminate, the addiction cases.

KEYWORDS: Social Media Addiction, Respondents perceptions

SUBMISSION ID: R013-SURSUR-0047

Social Media and the Study Habits of Grade VI - Pupils at Bulihan Elementary School

Rowena Bagsic

Abstract

INTRODUCTION

The main objective of the study is to determine the effects of using social media on the study habits among selected grade VI pupils at Bulihan Elementary School. The current enrolment of grade VI Pupils at Bulihan Elementary School is 86. Most of the pupils are having problems in their academic performance because of poor study habits. Most of them have accounts in different social media platforms.

METHODS

Using the descriptive approach of research, respondents of the study were the selected grade VI pupils enrolled at Bulihan Elementary School. There are 60 respondents, 28 males and 32 females drawn from the total population of 86.

RESULTS

The findings revealed that the highest percentage of social media users among selected grade VI pupils are in age of 11 years old. Females are more active than males in using social media, and they are eventually connected to the internet during nighttime. Facebook is the most common social media being used by the pupils. The results revealed that using social media has a great impact on the study habits of pupils, so the study suggests the application of different programs to lessen the use of social media at a young age since it is considered as distractive to pupils in their studies. However, the research serves as contemplative reference among parents, pupils, and teachers regarding the responsible use of social media.

DISCUSSIONS

The results demonstrate that even though logging in into different social media accounts requires legal age, youngsters are still able to create their accounts. They should be strictly monitored by elders. Due to availability and easy access to internet today, they enjoy using social media and it tends to weaken their study habits. Parents/guardians are the rule makers so they should strictly guide their children at home specifically with the use of social media. Pupils must lessen the use of gadgets. Furthermore, recommend the use of different program to educate parents, teachers, and pupils in the responsible use of social media.

KEYWORDS: social media, study habits

SUBMISSION ID: R04A-BATANC-0344

Social Media Usage and Its Perceived Degree of Effect on the Academic Performance of Students

Aila Marie Velasco, Grade 12 - TVL ICT
(Adviser: Aires Rio Chavez)

Abstract

INTRODUCTION

The innovation of social media has changed the online world over a decade. We can now easily interact with each other by exchanging ideas, feelings, personal opinions, picture, and videos online (Oberst, 2010). It has been published by Camus (2017) that the Philippines has been leading in the global world when it comes to the average time spent on social media. He also cited a publication entitled "Digital in 2017," where it was reported that Filipinos spend an average of 4 hours and 17 minutes per day on social media sites such as Facebook, twitter and SnapChat. Unfortunately, Owusu-Acheaw and Larson (2015) cited San Miguel's findings in 2009, which states that there is a relationship between the time spent on Facebook and the academic performance of students.

METHODS

Descriptive survey design was utilized. Using descriptive approach, the proponent was able to determine the social media usage and respondents' perceived degree of effect on the academic performance of students. Forty-four grade 11 students across different strand were the respondents of the study who answered a validated self-made questionnaire. With the data gathered interpreted through quantitative analysis the social media usage and its perceived effect on the academic performance were determined.

RESULTS

The results explained that Facebook is the most popular social media site used by the student-respondents, intended for communication purposes. Among the social media sites identified, the Messenger was found out as the most frequently used by the students with 1 to 2 hours per day. Among the indicators, social media usage was perceived to have a high to a very high effect to the indicator gained more vocabulary. It has also been revealed that the student-respondents perceived that social media usage has a moderate effect to higher academic performance and a slight effect to lower academic performance. Lastly, the respondents' perceived that social media usage has no effect in terms of the indicator (please supply missing word/s).

DISCUSSIONS

This study is strongly recommended to gather data from larger sample size and measure the relationship between the said variables rather than determining the perceived degree of effect alone. This is to directly assess its effect on the academic performance of students. This paper further encourages the students to either use social media sites that can positively contribute to their academic work and research rather than by chatting all the time.

KEYWORDS: SOCIAL MEDIA USAGE, EFFECT OF SOCIAL MEDIA, ACADEMIC PERFORMANCE

SUBMISSION ID: R04A-CAVITP-1199

**SPELL IT OUT: Improving the Spelling Ability of Slow Readers of Grade Three
Pupils at Natunuan South Elementary School, School Year 2017-2018**

Ruth Helen Manalo, Department of Education

Abstract

INTRODUCTION

The researcher is aware of the problems involving the spelling abilities of grade three pupils in Natunuan South Elementary School. Pupils face difficulties in spelling common words within their level correctly. From the observations and experiences, the researcher was prompted to make an action research why spelling difficulties encounter in the early age of studies.

METHODS

Different methods and strategies were used. Using the Word Attack Skills, Phonetic Spelling Strategies, Visual Spelling, and Day to Day Spelling Test, with some data collected through descriptive qualitative analysis of various tests given to Grade Three pupils.

RESULTS

By providing the necessary remedial measures to correct and improve the level of spelling skills of children. Grade Three pupils could identify the correct word spelling from group of words; with guide pictures and word guides. Improvement was seen and pupils' mastery in spelling words were visible.

DISCUSSIONS

The results demonstrate that through different strategies used and provided, the ability of Grade Three pupils to spell words correctly were significantly improved. The success of teaching spelling depends upon the appropriate strategies and methods that the teacher use. Constant practice and follow-up during everyday lessons in English is advised.

KEYWORDS: SPELL IT OUT

SUBMISSION ID: R04A-BATANP-2277

Science Videos - Tool for Effective Learning: a Best Practice in Science for Grade Three Students of Palakpak Elementary School

Aiza Frago, Palakpak Elementary School

Abstract

INTRODUCTION

The verity that science is one of the most vital subjects in the school curriculum is unarguable. Teachers should have advanced learning about the subject so that they can teach their learners those important concepts for their grade level. This adds up to the teachers' burden in preparing instructional materials for the subject. This is the reason why teachers look for alternatives to make teaching science easier and one of which is utilizing science videos.

METHODS

The descriptive mode of research was used to secure the needed information. Survey questionnaire was used by the proponent to solicit the response of the pupils and to assess science videos as tools for effective learning. The proponent selected the 21 Grade Three pupils as participants for the study since this class was the proponent's advising class, hence, it was easy for the proponent to conduct the survey.

RESULTS

According to the 21 Grade Three pupils who served as respondents, they strongly agreed that science videos 1) are exciting to watch with a percentage of 52.38%, 2) make them think of science concepts, and 3) explain with examples with a percentage of 38.10% respectively. Next was that they agreed that Science videos 1) are concise and straight to the point with a percentage of 28.57%, and 2) make them enthusiastic with a percentage of 33.33%. The respondents also assessed the effectiveness of science videos. They strongly agreed that Science videos 1) help them understand the topic with a percentage of 66.67%, and 2) make them interact with their classmates with 42.86%. The respondents moderately agreed that science videos encouraged critical thinking with a percentage of 33.33%.

DISCUSSIONS

Results showed that majority of the respondents agreed to those characteristics of science videos in the sense that they were exciting to watch and made the viewers think of science concepts and were able to explain with examples. Results also showed that science videos were effective when it helped pupils to understand the topic and made the pupils interact with their classmates. With these, the proponent recommends to continue the utilization of science videos in class and use other similar instructional materials such as realia or localized materials to boost up pupils' critical thinking.

KEYWORDS: Science videos, tool, characteristics, effectiveness, learning

SUBMISSION ID: R04A-BATANP-0856

Significance of Incorporating Video Clips in Teaching Mathematics

Evangeline Sandoval, Department Of Education

Abstract

INTRODUCTION

Children today are always "plugged in" to television and media, which is why when teachers use technology in the classroom it piques pupils' interest. Using video clips in teaching is a simple way to incorporate technology into the classroom. This begins to remedy the problem of low mathematics motivation, performance, and achievement among children once aware in the use of video clips in teaching. Our school has a problem on the uninterested and low-motivated learners during math lessons, despite the utilization of the prepared instructional materials, deck slides, and varied activities thus resulting to low performance and low learning outcome.

METHODS

The researcher used the descriptive method to present the information regarding the significance of incorporating video clips in teaching Mathematics. This was conducted in Mainaga-San Francisco Elementary School, Mainaga, Mabini, Batangas, where respondents are forty-five (45) pupils enrolled in Grade V-Blueberry. The data to be gathered from the test questions were statistically treated, analyzed, and interpreted through weighted mean and mean percentage score. The respondents completed the 1st summative test for the 1st quarter of the current school year; this was the baseline of the study.

RESULTS

The significance of incorporating video clips in teaching math supported with (1) using video clips as an introduction followed up with more detailed examples and reinforcement (2) viewing videos independently in tutorial setting (3) adopting video clips in the classroom as facet of instruction together with the other instructional materials prepared by teacher. In view of the revealed findings, the researcher arrived at the conclusion that integration of video clips is recommended in teaching not only in Mathematics but across all subjects. Further study on practices and usages of integration across the school, district, and division could be conducted

DISCUSSIONS

When preparing a lesson that will include video clips, there are a few steps to consider. First, figure out what specific topic or concept is and consider the teaching learning goals for the lesson. Then, decide what types of activities will go with this video clips to help pupils understand and expand their knowledge. Next, view an informative or enlightening crafted video clips and use a KWL chart. It serves as great tool for supporting the goals of differentiated instruction. And lastly, remember to plan the activities ahead of time.

KEYWORDS: significance, incorporate, video clips, performance, achievement

SUBMISSION ID: R04A-BATANP-1115

Scaffolding Pupils' Vocabulary Development at Mainaga-San Francisco Elementary School

Antonia Manalo, Department Of Education

Abstract

INTRODUCTION

Vocabulary is how learning is articulated. In both writing and discussion, the ability to use vocabulary accurately and incisively is a marker of one's command of the topic. At Mainaga-San Francisco Elementary School, the grade one pupils lack understanding of the text because they cannot understand the words. The researcher therefore listed activities that will enhance pupils' vocabulary skills through supplementary activities which may sooner affect their comprehension skills positively. This situation fronted the research to conduct the study on scaffolding pupils' vocabulary at Mainaga-San Francisco Elementary School and also to devise some suggestions that will enhance the comprehension level of pupils.

METHODS

The participants of the study are the thirty-nine (39) grade one pupils of section Rose from Mainaga-San Francisco Elementary School. The researcher conducted vocabulary level checklist, a teacher made checklist was utilized. The select words from the reading text were utilized as word list intended for rating. Also, the PhilIRI results on comprehension level were utilized. Also, unstructured observations were made to gather data on the difficulties in word learning encountered by pupils.

RESULTS

Vocabulary skills of pupils is with the composite mean of 3.47 with satisfactory verbal interpretation. The different problems encountered by pupils in vocabulary development. It tells that the first and foremost problem encountered is primarily reading books below their grade level from with the weighted mean of 3.63.

DISCUSSIONS

Data reveals that pupils do not really understand the word meaning yet they confirm that they have seen the words. This means that pupils just saw the word without understanding their meanings. Given this situation pupils are merely barking at prints and cannot comprehend what they read because of vocabulary insufficiency.

KEYWORDS: articulated, comprehension level, checklist, encountered

SUBMISSION ID: R04A-BATANP-1211

Scaffolding Strategies in Improving the Reading Comprehension of Grade Four Pupils of Bukal Sur Elementary: Basis for a Remedial Program

Niña Madel Bando, SST-II

Abstract

INTRODUCTION

Reading is the most important accomplishment that a child can achieve during his/her formal school because it is the means to understand and experience his/her usefulness in life. The main concern of this study determined the effectiveness of instructional strategy to improve the reading proficiency of grade four pupils in English in Bukal Sur Elementary School in the municipality of Candelaria.

METHODS

The research design is experimental because it tested the effectiveness of scaffolding technique on the reading proficiency of the three types of readers. The type of experimental design is one group pretest-posttest design. All forty-three grade four pupils in the class, composed of instructional and frustration readers, were involved in the study. The data were collected through sets of researchers- constructed questionnaires on the reading engagement and on the extent use of the scaffolding strategies.

RESULTS

Most grade four pupils are males and most of the pupil respondents belong to middle class. It was found out that the teacher used the scaffolding strategies in teaching reading in English at a great extent and the pupil engagement at a great extent. Regardless of sex and index of social position, respondents do not significantly differ in pretest and posttest and do not significantly vary in silent reading, silent reading level in reading comprehension. Female and male do not significantly vary in reading level. Sex and index of social position significantly moderate the relationship between scaffolding and miscues. Sex does not significantly moderate the relationship between scaffolding and oral reading comprehension. On the contrary, ISP significantly moderates the relationship between scaffolding and oral reading comprehension.

DISCUSSIONS

The results concluded that: 1) the differences in reading proficiency test scores are not significantly related to scaffolding is accepted and 2) the hypothesis stating that the relationship between differences in reading proficiency scores and scaffolding are not significantly moderated by sex and index of social position is partly accepted. The study recommends that teachers may use a variety of scaffolding strategies to accommodate different levels of knowledge and learning styles of students particularly in reading and principals may consider scaffolding as alternative teaching strategy as an area of concern in reading program of the school.

KEYWORDS: SCAFFOLDING STRATEGIES, READING COMPREHENSION, REMEDIAL PROGRAM

SUBMISSION ID: R04A-QUEZON-0053

Reducing Absenteeism in Wawa Elementary School through MUBa Linkages

Maria Estelita Tabion

Abstract

INTRODUCTION

"Reducing Absenteeism in Wawa Elementary School through MUBA Linkages", is a team-up program with the Municipal (MU) through MSWD and Barangay (BA) to reduce absenteeism by intensifying the school's Home Visitation Program under a memorandum of understanding. MUBA is a program from the school's previous project, Project ELEM (Ensuring Learner's Enrolment and Monitoring) adopted from Project SAGIP of Tanay National High School. The program's main focus was to address problems of the learners concerning absenteeism.

METHODS

The descriptive method of research was used. The researchers used the June-July and August-September School Form 2 (SF 2 and SF 4) to identify the respondents and to get the baseline and result of the study. Home visitation is always conducted with a barangay population worker from Monday to Friday at 4 o'clock onwards and Saturday at 9 o'clock onwards. To determine the frequency of absences of the respondents before and after the Project MUBA, frequency and percentage distribution was used. To identify the significant difference on the frequency of absences of the respondents before and after the Project MUBA, t-test was used at $p < 0.05$.

RESULTS

Based from the data gathered, out of 22 respondents, it was found out that 9 pupils or 41% improved on their attendance since they decreased in the number of absences after Project MUBA. While 9 pupils or 41% decreased in their attendance since they accumulated more absences after Project MUBA. Based from the table, 2 pupils or 9% has the same number of absences and 2 pupils or 9% already dropped out due to family issues.

DISCUSSIONS

The data presented showed that from the result of the month-long implementation, the impact of the program can only be magnified in a prolonged period of time because variables such as poverty, pupils' and parents' attitude towards the value of education as identified in the program implementation can only be answered through a well-monitored and maintained MUBA Linkages.

On the basis of the data gathered and findings presented, the researchers concluded that to have the expected outcome (which is to reduce absenteeism), the MUBA Linkages Program will need ample time to be conducted and carried out. And based from the data gathered, factors behind the absenteeism of the pupils were taken into consideration by the school, where referrals tapped the concerned stakeholders to extend help and support for the learners.

KEYWORDS: absenteeism, homevisitation, barangay, school, teachers, attendance, community

SUBMISSION ID: R04A-RIZALP-0429

**Relationship Between Time Management and Academic Performance as Perceived
By Senior High School Students**

Maria Jessica Gonzales
(Adviser: Teodora Capulong)

Abstract

INTRODUCTION

Time management is essential in the improvement of academic performance of the students. As such, there is a necessity of determining how the performance of the students is affected by various factors in relation to time management. Emphasizing time elements helps develop cost-effective educational policies by the authorities especially with the higher education levels. This study aimed to determine the relationship of time management with the academic performance of the selected senior high school students of Makiling Integrated School.

METHODS

The data was statistically interpreted employing descriptive method. A total of 50 selected senior high school students served as respondents in this study. This utilized a survey questionnaire that manifested the relationship between time management and the academic performance as perceived by the student-respondents. In correlating the relationship of the time management with the academic performance, the student's grades were collated. Pearson r was used to determine the correlation of the two variables. Likert scale and weighted mean were also used.

RESULTS

The study revealed that in terms of procrastination and prioritization, there is a negligible correlation between time management and academic performance. It has a small relation in terms of prioritization and procrastination. The data also revealed that socialization has low correlation with time management; still, maintaining good relationship with classmates, teachers, and tutor should be exercised.

DISCUSSIONS

The result showed that the students still need to take into consideration the importance and value of prioritizing to ensure accomplishment of task and the improvement of their academic performance. Efforts should still be considered to lessen, if not eliminate, the case of procrastination because it delays the accomplishment of tasks and responsibilities of both students and teachers. Training and seminars related to time management can be done. Since prioritization and procrastination, among all the variables, have an impact in academic performance of students, teachers are encouraged to integrate the importance and application of time management to improve students' academic performance.

KEYWORDS: Time Management, Academic Performance, Socialization, Prioritization And Procrastination

SUBMISSION ID: R04A-CALAMB-0068

Reshaping Classroom Practices: Impact on the Performance of the Grade 7 Students

Eric Hernandez, Teacher II

Abstract

INTRODUCTION

The researcher came up with this study as she observed some Grade 7 students who failed to participate in different classroom activities, sometimes disengaged, sleepy, inattentive, and were not able to finish their assigned written work. As a result, they gained low scores in their quizzes and examination, which led to an overall performance that was not satisfactory.

Teachers must therefore never stop thinking of new strategies and activities that may help students earn good grades. This enduring act calls for their extra time and effort to employ remedial and/or tutorial sessions during free time or after classes. From this idea came the researcher's motivation to study the impact of reshaping classroom practices for Grade 7 students to introduce new classroom setup and practices that will lead to satisfying teaching - learning process.

METHODS

This study used descriptive method of research to determine the impact of reshaping classroom practices on the Grade 7 students' performance, which involves the description, recording, analysis and interpretation of the present nature, composition or processes of phenomena (Manuel and Medel, June 2014). The findings were then used as basis for introducing new classroom setup/practices for more effective teaching-learning process. For this purpose, a questionnaire was designed according to the specific questions in the study and analyze statistically with appropriate tools.

RESULTS

Most students claim that there is a problem in the existing classroom practices in terms of their behavior, academic performance, social aspect, and assessment of the student. And majority of them encountered or met constraints in reshaping classroom practices.

DISCUSSIONS

The results show that through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. As a partner in learning, the teacher is challenged to go with the flow and reshape classroom practices. Reshaping classroom practices puts the focus on what teachers can do in order to reflect their new way in teaching. They tend to change the habits and practices in teaching to be able to work with a new perspective.

KEYWORDS: classroom practices, assessment, strategy

SUBMISSION ID: R04A-BATANP-0309

Ps 2k sa Filipino 9 (Pinaigting na Pagsagawa ng Remedial Class gamit ang Kontekstwalisadong Kagamitan sa Filipino 9): Tugon sa Pagpapababa ng Failure Rate sa Seksyon Calvin sa Ika-apat na Markahan

Rochelle Dalago, Gamut NHS-Tago

Abstract

INTRODUCTION

Isa sa layunin ng Departamento ng Edukasyon ay ang pagkakaroon ng zero failure rate sa anumang lebel kaya nagpatupad ng isang memorandum hinggil sa pagsasagawa ng remedial classes (Department of Education Order No. 8, 2015). Kaya layunin ng pag-aaral na ito ay mabigyang katuparan ang nasabing hangarin.

Sa ikatlong markahan sa seksyon Calvin sa kasalukuyang taon, mabilis ang pagtaas o pagdami ng bilang ng mga mag-aaral na nakakuha ng mababang marka at nanganganib na bumagsak sa nasabing asignatura. Umabot ng 15 mag-aaral o 25% ang itinaas sa ikatlong markahan.

Ang pag-aaral na ito ay nakatuon sa pagtuklas sa kabisaan ng Pina-igting na Pagsagawa ng Remedial Class gamit ang Kontekstwalisadong Kagamitan sa Filipino 9 o P's2k bilang tugon sa pagpapababa ng failure rate at pagpapaunlad ng lebel ng pagganap sa 15 mag-aaral ng Calvin sa ika-apat na markahan ng Gamut National High School, S.Y 2017-2018.

METHODS

Ang mananaliksik ay gumamit ng P's2k upang matugunan ang suliranin sa failure rate sa Filipino 9. Bumuo ang mananaliksik ng kontekstwalisadong kagamitan mula sa mga tukoy na kompetensi na siyang ginamit sa pagsagawa ng remedial class sa 15 mag-aaral. Sinimulan ng mananaliksik ang pag-aaral sa pamamagitan ng pagsuri sa mga iskor na nakuha ng mga mag-aaral sa Written Works at Performance Tasks. Mula sa talaan, natukoy niya ang mga mag-aaral na may mahinang lebel ng pagganap sa Filipino 9 at nanganganib na lumagpak sa nasabing asignatura. Ang pagsasagawa ng remedial class ay nakabatay sa Unified Remediation Schedule na binuo ng nasabing paaralan.

RESULTS

Sa pagtatapos ng pag-aaral, natuklasan ng mananaliksik ang pagbaba o pagkawala ng bilang ng mga mag-aaral na nakakuha ng marka na 70-74 at ang pagtaas ng bilang ng mga mag-aaral na umunlad ang lebel ng performans. Mula sa 15 mag-aaral o 25% ay naging 0 bilang o 0% ang may mahinang lebel ng performans na mga mag-aaral ng seksyon Calvin sa ika-apat na markahan.

DISCUSSIONS

Napag-alaman ng mananaliksik na mabisa ang paggamit ng P's2K upang mapadali ang pagtuturo at pagkatuto ng mga mag-aaral sa Filipino 9. Kadalasang nahihirapan ang mga mag-aaral na unawain ang paksa sa Filipino 9 dulot ng mahahabang babasahin at komplikadong gawain na nakasulat sa modyul kaya naman kadalasang nauuwi sa mababang iskor o kaya walang iskor na makuha lalo na ang mga mag-aaral na nasa mababang lebel ng performans. Mahalagang mabigyan ng tugon ang pangangailangan ng mga mag-aaral para sa makabuluhan at epektibong pagkatuto sa bawat asignatura.

KEYWORDS: remedial class, kontekstwalisado

SUBMISSION ID: R013-SURSUR-0286

Project PRISM on School Heads Supervisory Competence

Melba Real, Department Of Education - Laguna-Santa Maria District

Abstract

INTRODUCTION

Our learners mirror the kind of instruction they receive from their teachers which are reflected on the supervisory competence of the school heads and principals.

This is the guiding principle of the District of Santa Maria in advocacy to improve school heads' and principals' instructional supervision competence. A chain reaction that will develop not only teaching practices of teachers but also learning development of our learners.

METHODS

For Process Observation Analysis, a standardized monitoring tool intended for instructional leader was used to assess the principals' competence in conducting process observation. The tool used was designed to gather quantitative results.

It is procedural for it follows the procedure in instructional monitoring of school heads: Pre-Observation, Observation, and Post-Observation.

RESULTS

After the implementation of Project PRISM, 100% improvement in very low and low level of competence were attained, 67% in average, 89% in high, and 67% in very high level. This means that principals and school heads are now competent in the conduct of process observation which will improve teaching practices of teachers and later improve learners' academic achievement.

DISCUSSIONS

The above statement shows the significant effect of Project PRISM. It denotes that principals and school Hheads are adaptive to the process observation analysis and are capable of performing with a high level of competency. Therefore, the continuous implementation of the project is recommended.

KEYWORDS: Advocacy, Competence, Adaptive, Standardized

SUBMISSION ID: R04A-LAGUNA-0299

Project REACH (Revitalizing and Elevating Achievements to Compete Holistically) and the Academic Performance

Flora Rondilla, Department Of Education - Laguna-Magdalena-Majayjay District

Abstract

INTRODUCTION

The Department of Education calls for effective and competent prime movers to help attain quality education as one of the most important needs of the country. It is a very big challenge on the part of Educator Sector to address problems arising for the attainment of improved and quality education system. It is on this principle that Project REACH was conceptualized.

METHODS

As part of the Project REACH to be implemented in the school, the Supervisor will give technical assistance to the teachers being an instructional leader by suggesting to embrace the Activity Based Method of teaching. In this method, diverse learners could participate thoroughly and bring about proficient learning experiences.

RESULTS

90% of all the schools in Magdalena District Categorized with "Average" Performance demonstrate improvement in the performance level at the end of project implementation.

DISCUSSIONS

80% of the learners with a low and average performance, according to individual MPS Performance Report, demonstrate sustainable High Performance at the end of project implementation.

KEYWORDS: Revitalizing, Elevating, Prime Mover, Conceptualized

SUBMISSION ID: R04A-LAGUNA-0330

**Project ReACT (Read and Comprehend Together): the School to School
Partnership of Parents and Teachers to Enhance Reading Comprehension of Grade
Four Pupils in Sulsugin Elementary School**

Analyn R. Silvan, Remilin R. Salazar, & Vilma Baybay, Department Of Education

Abstract

INTRODUCTION

This study was conducted to assess the reading performance of the pupils in English as well as their comprehension. Specifically, the study aims to determine the level of performance in reading after the implementation of the Project ReACT (Read and Comprehend Together), a program of Sulsugin Elementary School that will help in finding the solution to the problem particularly to the fourth graders. In this project, pupils are accompanied by someone and learn to read with comprehension on their own special way, utilizing the localized instructional materials created by the teacher. This reading intervention is very timely since their previous medium of instruction to almost all learning areas was Filipino, so bridging the gap is necessary.

METHODS

Descriptive-correlational research design was utilized in this study. Twenty-three grade four pupils of Sulsugin Elementary School for the SY 2017-2018 were assessed by the teacher under frustration level upon the administration of Philippine Individual Reading Inventory. We asked the support of the Parents-Teachers Association to help increase the reading level of the said pupils. The reading program was implemented with the involvement of the parents as they followed the schedule set by the teacher and the school head.

To assess the reading performance and comprehension, same story with the same set of questions were given twice to the pupils. As their pre-test, the pupils were instructed to read the story and answer the questions on their own. Afterwards, they were tasked to read with a partner and to answer the questions with guidance.

RESULTS

The reading level and comprehension of the respondents were assessed by finding the general mean average of the two chances of answering questions. Frequency counts, percentage weight values, and weighted mean were used in the analysis and interpretation of data. Results were compared and findings revealed that reading with guidance was more effective than without.

The reading level of guided pupils found out to be at a very high extent.

DISCUSSIONS

Empowering parents as reading tutors for the improvement of pupils' performance is highly recommended. As a result of this research, there was a deeper and serious sense of responsibilities on their part in terms of reading comprehension for the benefit of the learners. Teachers should provide sets of reading materials suited to the pupils and do other interventions on how their learners comprehend the given texts to be a competent readers.

KEYWORDS: abstract reseach

SUBMISSION ID: R04A-CAVITP-0796

Project READ (Reading Enhancement and Development) and Its Impact to Academic Performance in English of Grade 7 Non-Readers

Celia Tolentino, Educator

Abstract

INTRODUCTION

The most important academic goal of reading is comprehension. Without comprehension, reading would be empty and meaningless. Comprehension is the active process of constructing meaning from text. It involves understanding vocabulary and concepts, making inferences, and linking key ideas. Knowledge of vocabulary is very important for reading comprehension. As students learn to decode text of increasing difficulty, they are more likely to encounter words that are not part of their oral language, especially when they are exposed to expository texts. Despite the complexity of the nature of reading - comprehending and gaining vocabulary, the researcher believes that a continuous diagnosis and assessment on the reading skills of the learners should be in place. Widespread interests in improving students' reading skills have been the major concern of schools nowadays. Assessment in reading has been required in order to address students' specific needs. It is in this premise that the researcher undertook this study.

METHODS

The study used a descriptive design to assess PROJECT READ in improving the academic performance in English of Grade 7 non-readers of Lumampong National High School-Indang Annex during the school year 2017-2018. From five hundred eighty (580) Grade 7 students who got the pre reading test, twenty of them fell under frustration level. They are identified as non-readers. These non-readers were set as respondents of the study. They were given different intervention activities for seven months. A homogeneous purposive sampling was applied in the study since all the respondents have shared characteristics.

RESULTS

The computed test value, which is 28.88, is greater than the critical value that is 2.015 at 0.05 level of significance, so it can be concluded that there is a significant difference between the test scores before and after the reading remediation. This points out that the students' scores in the pretest and post test are very different. The students scored higher in the post. This means that they tend to improve their performance in the post test and that they learned something and improve their reading comprehension when provided with varied reading materials. Based on the computed general average in English of the respondents which is 79.04 during elementary and 79.20 during the Grade 7, it showed that reading remediation enhanced or improved the non-readers' performance in English.

DISCUSSIONS

There is still chance for the students to improve their reading comprehension abilities if appropriate reading materials will be provided to them and teachers will use more effective teaching techniques.

SUBMISSION ID: R04A-CAVITP-0701

Project REAP-OF

Elna Hernandez, Erma Costelo, Irene Mojica, Marilou Zabala, & Veronica Marges,
Proponents

Abstract

INTRODUCTION

Reading enhancement is an essential part to the development of every pupil. Increasing fluency is a key way of increasing students' comprehension skills. Teachers can use a variety of methods to increase reading fluency.

METHODS

Project REAP - OF aims to improve the oral fluency of 14 pupils out of 28 Grade-Two pupils who were identified reading ability in FRUSTRATION level based on the Phil - IRI result administered by the end of June 2016 to Independent level by the end of April 2017.

RESULTS

Result showed that there are 5 pupils that received the awards as best/independent readers in word recognition or oral fluency, 7pupils fall under Instructional level and 2 under frustration level. It indicates that the program is successful based on the result of the Phil - IRI Posttest conducted after the intervention.

DISCUSSIONS

Most children do not begin formal reading instructions until they are 5 or 6 years old. But reading is not learned in a vacuum. A great deal of ground work must be laid before the first primer is placed in the hand of the young students.

KEYWORDS: Oral Fluency

SUBMISSION ID: R04A-CAVITP-1282

**Project IRAL: a Reading Intervention for Pupils Under Frustration Level of
Pantihan II Elementary School**

Janeth Marjes, Jay-Arvin Peji, & Myla Enitorio, Department Of Education - Maragondon

Abstract

INTRODUCTION

Reading is one of the macro skills to be learned by pupils. To be a reader, one must understand what they read. The reader must know how to communicate and share information and ideas. It aims to find out the impact of the Project IRAL (Improving the Reading Ability of Learners) towards Grade 4-6 pupils of Pantihan II Elementary School who belong to the frustration level.

METHODS

PHIL-IRI tools were used in measuring the reading ability. In the Group Screening Test (Silent reading test), pupils read sets of short stories. They answered the 20-item test. Pupils with scores of 14 and below were required to take the oral test. The level of stories they read depends on their scores. In the oral test, the teacher recorded the time they spent reading. After computing, the teacher identified the reading level as independent, instructional, and frustration. Pupils with a low reading level were given remedial reading and peer reading.

RESULTS

The researchers found out that many pupils from grade 4 to grade 6 belonged to the frustration level. Based on the pre-test, 41 out of 95 pupils were considered in the frustration level, 32 were in the instructional level and 27 in the independent level. On the other hand, based on the post-test result, there were 19 pupils who were still in the frustration level, 37 in the instructional level, and 36 in the independent level.

DISCUSSIONS

It shows that teachers need to intensify the reading program since it is known that no one will be able graduate from grade six if they do not read properly.

KEYWORDS: Project IRAL: A Reading Intervention for Pupils Under Frustration Level

SUBMISSION ID: R04A-CAVITP-1333

**Project IRATPa (Improving Reading Abilities Through Phonics Approach) in
Grade IV of Carlos S. Batino Sr. Elementary for S.Y. 2016-2017**

Maria Victoria Romano, Department Of Education

Abstract

INTRODUCTION

Reading is a complex cognitive process of decoding symbols to derive meanings from is and considered as a form of language processing. It is why reading is considered as an important skill in language. It is the key to skillful learning and better living. The learners who read well develop a better understanding and effective adjustment towards life's situations. Like all languages, it is a complex interaction between the text and the reader. It is shaped by prior knowledge, experiences, attitude, and the language community, which is culturally and socially situated. When the learners understand what they read, they could identify, classify, build, organize, synthesize, and make adjustments and proper decisions.

Reading, therefore, is considered as one of the vital areas wherein learners must be placed under appropriate program designs that will address and assure the learners to learn effectively the basic skills in reading.

METHODS

The sample of the study was composed of 112 pupils who were the slow readers and readers-at-risk in Grade IV of Carlos S. Batino Sr. Elementary for S.Y. 2016-2017 and the sample was chosen using Purposive Sampling Technique in which the researcher selects a particular group or category from the population to constitute the sample because this category is considered to mirror the whole with reference to the characteristic in question (Kumari, 2008).

RESULTS

There are two phonics methods used in this study - the synthetic and the analytical method depending upon the identified reading difficulties of the pupils. Using the synthetic method the sounds are taught in isolation, they learn that the letter represents a certain sound, e.g. b = buh, and must then learn to blend the sounds to form words or, in other words, synthesize. The analytical method, on the other hand, teaches the sound as part of a word, e.g. b as in bat. The learners learn new words as the phonic elements are introduced to them. Using this approach, pupils were able to read independently.

DISCUSSIONS

The following were the findings revealed in the implementation of the action research: One-hundred-twelve (112) pupils in Grade IV belonging to the frustration level of recognition were covered in the study. The research revealed that from one-hundred-twelve pupils (112) that are under frustration level, 84.82% from these moved to the instructional level, and 7.14% moved to the independent level, while 8.04 % stayed in the frustration level.

KEYWORDS: IRATPa, frustration, independent

SUBMISSION ID: R04A-CAVITP-0274

Project IREAD (Intensified Reading Enrichment for Academic Development)

Marilyn Isles

Abstract

INTRODUCTION

Makiling Elementary School is one of the educational institutions which aims to produce pupils who are equipped with the knowledge and skills they can use to face the next level of challenges they may encounter in their future endeavors. And this program is just an initial step towards attaining this goal.

Grade II pupils are the main customers of the school CI project based on the three consecutive results of the school Phil-IRI from S.Y. 2013 to 2016. Particularly in Oral Reading English, Grade II has the highest number of non-readers among all other grade levels and in fact, they have zero independent reader during the Pre-Oral Test in Reading this S.Y. 2016-2017.

The aim of this study is to increase the number of independent readers and decrease the number of non-readers and instructional readers which will be a great help in increasing the school performance and producing globally competitive individuals in the near future.

METHODS

The CI Team of Makiling Elementary School followed the CI process. First, we identified the non-readers and their grade level through the result of the Phil-IRI for three (3) consecutive years. Then we conducted orientation to the teachers involved and an interview with the pupils particularly the non-readers. We also conducted a survey for the teachers and the pupils to find out the root cause of the problem. As we identify the root cause of the problem, we gave different remedies and strategies to solve the problem such as providing the non-readers reading materials that they can use in their reading activities. There was also close monitoring and supervision of the teaching-reading activities and instructions for a better result.

RESULTS

Based on the result of the Phil-IRI Post Test, there was an enormous decrease of non-readers in Grade II. From 59 pupils, 57 were moved from the non-readers level. Only two (2) pupils still considered as non-readers. This implied that problems in reading can be solved by identifying the root cause and finding the best remedy to solve it through this project.

DISCUSSIONS

The results of the research can serve as our basis for us to continue or implement the project/program to other grade level and eventually to the entire school. Project IREAD is one of the best interventions we can give to our learners especially the non-readers to make Makiling Elementary School a "Non-Reader Zone". Because we believe that intervention empower teachers to ignite the reading skills of struggling pupils.

KEYWORDS: IREAD, Intensified, Enrichment, Development, Non-Readers

SUBMISSION ID: R04A-CALAMB-0247

Project Kaagapay: Interventions to Combat the Many Facets of Poor Study Habits of Students

Cristina M. Austria, Ermelina P. Asunsion, Mariane D. Bautista, & Shella B. Javier,
Department Of Education

Abstract

INTRODUCTION

Project KAAGAPAY was meant to understand the possible causal factors affecting student's study habits, specifically socio-cultural factors, in order to employ ways of addressing these possible problems and would help in improving the study habits of students, as well as improving their academic performance too. The presentation and analysis of data that has been revealed in the study will help in strengthening developmental programs helping build efficient and effective study habits.

METHODS

Qualitative and quantitative research methods were employed in this research. The study used fifty samples out of the total population, 13 students for Grade 7 and 8 and 12 for Grade 9 and 10. With the use of the descriptive-survey method, the surveys were made in order to discover factors that affect the study habits of students and the word survey denotes an investigation of a field to ascertain a typical condition. The researchers used questionnaires, observations, interviews, students' grades, and other student outputs for this study.

RESULTS

The study revealed that parents play an important role in the academic performance of students. The findings from this study support the conceptual underpinning that students tend to be more successful in school when they have parents who are involved in their education.

DISCUSSIONS

Therefore, students with more supportive parents will have high levels of academic achievement. This affirms the efforts of teachers in conducting home visitations, parent-teacher conferences, monthly meetings, phone calls or text messages, parent-teacher seminars, parents as partners, and the practices of the Parent-Teacher association because they allow for greater parent involvement.

KEYWORDS: study habit, parental involvement

SUBMISSION ID: R04A-CAVITP-0471

Project GMES (Gain Meaningful and Essential Sessions) in Reading

Maria Edmilyn Ocampo, Principal

Abstract

INTRODUCTION

Among all the grade levels in GuyamMunti Elementary School, it was in the Grade VI that had 95% of the pupils included in the Frustration Level in the Administered Pre-Test in Phil-IRI (English-Oral Reading Test). As part of the school's intervention program, the school is in the process of conceptualizing to conduct a CI project to address the number of Grade-VI pupils included in the Frustration Level in the Phil-IRI Pre-Test in English-Oral Reading.

METHODS

The descriptive method was utilized in the application project. Purposive sampling was employed wherein the nineteen (19) pupils were the target respondent of the reading level and included in the Instructional Level in the Phil-IRI Post-Test in English-Oral Reading Test. By having the said program, the language literacy and reading comprehension were addressed among learners.

RESULTS

After the implementation of the project, 15 or 79% of 19 Grade VI Pupils who fall under Frustration Level became Instructional Readers by March 2017. This project brought strong partnership among the teachers, parents, and other stakeholders and became co-owner of the project. They worked together in the progress of the pupils and possessed one major goal, to achieve better learning outcome. As a result of this project, the teachers and the school, as a whole, learned how important it is to become process-oriented, prepare the accurate data, have evidenced-based results, and most importantly, make children the center of education.

DISCUSSIONS

It has been revealed in this project that a better performance in the Different ICT Assisted Reading Sessions was highly evident from the high class performance in the reading test results. There were also improved reading levels in the Administered Post-Test Phil-IRI (English - Oral Reading) that manifested in the increased number of pupils under the Instructional Level. The results also showed more assertive Grade VI Pupils in understanding passages as part of their reading classes.

KEYWORDS: Reading Sessions

SUBMISSION ID: R04A-CAVITP-1212

**Project GSV (Games, Stories, and Videos) for Effective Instructions in Araling
Panlipunan IV of Tagpolo Elementary School**

Jhusan Magabo, Department Of Education

Abstract

INTRODUCTION

The influence of Localized Instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. Learning can be reinforced with different localized instructional materials because they stimulate and motivate learners' attention during instructional process.

METHODS

A descriptive-analysis method was used through the utilization of survey questionnaires. The participants were the twentyfour (24) Grade IV - pupils of Tagpolo Elementary School, Bato, Camarines Sur for school year 2018-2019. Other sources of information were the pupils' performance level during the pre-assessment. The data gathering methods varies from one research question or objective to another.

RESULTS

Localized materials were prepared, constructed, and used as the instructional devices in the multi-media instruction. Results of this research are as follows: 1) based on the school MPS in all learning areas for school year 2017-2018, Araling Panlipunan got 58.28% which is below the standard of 75% by 16.72%; 2) school environment with 2.47 weighted mean, and community environment 1.73 weighted mean are factors that greatly affects the mastery level of the pupils' respondents; 3) localized videos (4.64), board games (4.61), and the localized books (4.53) topped the rank of interventions implemented with a very high interpretation; 4) the significant improvement after using the localized materials is very high, the highest was the use of localized video with 85 % rating. Based on the findings, the use of localized materials improved the performance level of Grade IV pupils in Tagpolo Elementary School from 58.28 to 80 % mean performance score.

DISCUSSIONS

The utilization of Localized Instructional Materials in improving the academic performance for school year 2018-2019 has positive results on the improvement of Mean Performance Score. Using games, videos, and localized stories in classroom instruction, it provides a variety of interests for the lesson. It increases and widens the minds of the pupils to respond rightly. These interventions contribute to the academic performance of students and holistic improvement of the school for the development of the student's full potential so that eventually they will become asset of themselves, their family, their Alma Mater, and the community and the nation as a whole.

KEYWORDS: localized games, stories, and videos, localized materials, effectiveness

SUBMISSION ID: R005-CAMSUR-0132

PROJECT 555: Its Implication on the School Performance of Grade 6 Learners in ENSCIMA FILAP

Maribeth Sotomayor, Department of Education - Laguna-Calauan Central ES

Abstract

INTRODUCTION

Republic Act No. 9155 AN ACT INSTITUTING A FRAMEWORK OF GOVERNANCE FOR BASIC EDUCATION, ESTABLISHING AUTHORITY AND ACCOUNTABILITY, RENAMING THE DEPARTMENT OF EDUCATION, CULTURE AND SPORTS AS THE DEPARTMENT OF EDUCATION, AND FOR OTHER PURPOSES Chapter 1 Governance of Basic Education, Section 7 E. 6 states that school heads shall have authority, accountability, and responsibility in introducing new and innovative modes of instruction to achieve higher learning outcomes. This is one of the reasons why all educational leaders are continuously implementing programs and projects aiming to increase the students' achievement which defines the success of the school.

METHODS

The study used the descriptive-quantitative research design since it aims to measure the quantity or amount of performance of the students with the use of test results during the implementation of Project 555. The researcher opted to use purposive homogeneous sampling techniques since all the six sections in Grade 6 implement Project 555. The sections with common least mastered skills in each subject area based on the diagnostic test given before the implementation of the project will be used as the samples.

RESULTS

The result of the tests gives data that can be very informative in stating the current status of the learners with regards to the mastery of specific skills. The result will help learning facilitators/teachers ponder better ways to help increase and/or sustain performance of the learners. An increased MPS in the comparative results of the Average MPS in the Post Test over the Pre-Test denotes that the implementation of Project 555 significantly affects the performance of Grade VI students in English, Science, Mathematics, Filipino and Araling Panlipunan.

DISCUSSIONS

The impact of the implementation of Project 555 is different from any other studies because based on the testimonies of the parents, teachers and students, the results of the tests revealed that the students are motivated to do their tasks positively and developed their skills in reading, analyzing, and asking, as well as to enhance their decision making skills.

Through this research, bountiful insights from related literature and studies, feedback from the teachers and learners, and the results of the tests inspired and motivated the researcher to do more for the school and share this humble piece of work to help teachers to continuously implement Project 555 which may contribute in increasing their learners' performance and the school as a whole.

KEYWORDS: Governance, Accountability, Performance, Testimonies, Standardized

SUBMISSION ID: R04A-LAGUNA-0268

Project Akbay (Ang Kabataang Bulalo Arugain at Yakapin) an Intervention Program to Improve Reading Comprehension of Selected Grade VI Pupils

Ederlyn Santos, Department Of Education – Cavite, Bulalo Elementary School

Abstract

INTRODUCTION

Reading is one of the Basic Skills of English. It is categorized as an input skill. It means when people read something, they will get information from it. As a skill, reading can be trained and developed. In reading, readers combine the information from the text and the information from their existing background knowledge. Mastering how to read is very important for pupils to be able to master other skills in English. For example, pupils who wants to be a good writer, he/she needs to be a good reader. This is one of the problems that the Grade VI teacher and learners face in the teaching-learning process in Bulalo Elementary School. The primary purpose of this research is to improve the student's reading comprehension to improve the quality of teaching and learning process of reading through extensive reading activity and to describe the students' response in learning how to read.

METHODS

This action research aimed to improve the reading comprehension of thirty (30) selected grade six pupils at Bulalo Elementary Shool Tagaytay District, Division of Cavite for the school year 2016-2017. The respondents of the study were selected with the use of purposive sampling technique. The data was collected by doing observation, distributing questionnaire, and giving reading test (pre-test and post-test). The researchers used the descriptive method in the study to find the reading performance of the pupils. The Phil-Iri standardized test was used as the assessment tool in measuring the reading comprehension of the respondents. The data gathered was tabulated, evaluated, and analyzed using percentage to identify the reading comprehension of the pupils. Frequency count and weighted mean were used statistically to present a graphical representation of the results.

RESULTS

This action research used the Project AKBAY to improve the reading comprehension level of Grade VI pupils of Bulalo Elementary School. After the administration of the Phil-Iri pre-test content and construction had been checked, it was administered to the participants. The mean score of the pretest was taken and recorded. The reading intervention was done sixteen weeks prior to the administration of the Phil Iri post-test. The results of the study showed that there was a significant improvement in the reading comprehension of selected grade VI pupils and using Extensive Reading Activity was able to improve the quality of the teaching and learning process of reading in the research setting.

DISCUSSIONS

The sample of the study was composed of 30 Grade Six pupils of Bulalo Elementary School for S.Y. 2016-2017 and the sample was chosen using the purposive sampling technique in which the researcher selects a particular group or category from the population that is based on the PHIL-IRI result. This study implied that Project AKBAY is an effective intervention in developing the reading comprehension of the selected grade six pupils. The researchers recommend that the reading intervention Project AKBAY should be implemented to other grade levels.

KEYWORDS: Project AKBAY, Extensive Reading Activity, Grade VI, Bulalo Elementary School

SUBMISSION ID: R04A-CAVITP-0457

**Positive Discipline as a Behavior Intervention Program for Grade Five Pupils of
Bolbok Elementary School School Year 2018-2019**

Remedios Samaniego, Department Of Education

Abstract

INTRODUCTION

Teachers deal with misbehavior among pupils on a daily basis. Minor offenses like noisiness, fighting, littering, talking while the teacher is discussing and major offenses like absenteeism and cutting classes, gallivanting, cheating and physically hurting each other. Disobedience is also observed in pupils who would not follow the teacher's directions, who would not write or take a test or join the group work. Left unchecked, these minor offenses may escalate into a bigger issue. This study will concertize her aim of finding a missing link which will promote good behavior among her pupils

METHODS

This study used the quasi-experimental approach, a quantitative approach involving both descriptive design and experimental. A descriptive research involves describing, analyzing, and interpreting certain conditions which is existing at the time that a study is conducted.

RESULTS

According to them, misbehavior affects their academic performance as it creates noise that could hurt them. Similarly, misbehavior affects their performance in class since it is a problem in school as well as a nuisance. This misbehavior also causes disruption of classes and some enemies as well as disengage pupils in their lesson. The study also revealed that classmates perceive misbehavior negatively and that the effects on their learning and academic performance was disastrous.

DISCUSSIONS

Among the manifested results after the behavior intervention program was implemented, was to minimize noise, reduce quarelling, and disruptive behavior; more studious pupils and minimized reduce stress of teachers as well.

KEYWORDS: discipline, behavior, disobedience, intervention

SUBMISSION ID: R04A-BATANP-1814

Positive Discipline: a Behavior Intervention Strategy

Araceli Manalo, Department Of Education - Tanauan City

Abstract

INTRODUCTION

The heart of the Mission and Vision of the Department of Education is to develop the learner's potential holistics to be globally competitive and a responsible citizen of this country. Programs, projects, and interventions are implemented including the Child protection Policy (CPP) to protect the rights and welfare of our learners from any kind of abuse. Despite of the effort of the department, the rising trend of misbehavior is a dilemma. The school tried a behavior intervention strategy in response to the advocacy of the department of eradicating cases of misbehavior through positive discipline

METHODS

Four (4) learners were identified as respondents of the intervention. They were misbehaved especially when the teacher is out. The school helped the learners changed their behavior through positive discipline. For a month, these learners attended a fifteen minute lecture facilitated by the school guidance coordinator. A verse from the Holy Scripture was discussed. Life sharing, reflections, and journals were completed. To monitor the progress, the class adviser recorded the behavior and class performance of these learners using a checklist. Anecdotal records were accomplished. The parents were also oriented about the intervention.

RESULTS

The journals, reflection, life sharing, and the progress report were evaluated at the end of the intervention. A sort of interview to parents, classmates, and teachers was conducted. Certain changes on the behavior of the respondents were observed. They became responsible in doing things required to them, they were more respectful, they showed kindness and concern to their classmates, and tried to participate in class discussion.

DISCUSSIONS

Sustainability of the intervention was instructed to continuously help the learners. An action research was also recommended. Recollection of pupils and parents, focus group discussion, school learning action cell on dealing with misbehaved learners and parenting seminar were also suggested to strengthen the implementation of positive discipline.

KEYWORDS: misbehave learners, positive discipline, behavior intervention strategy

SUBMISSION ID: R04A-TANAUA-0204

Preparedness of Tanza National Trade School Senior High School Students on Work Immersion: Input to the Manual for Senior High School Work Immersion

Crescencia Canubas, Department Of Education – Cavite, TNTS

Abstract

INTRODUCTION

The study entitled "Preparedness of Tanza National Trade School Senior High School Students on Work Immersion: Input To The Manual For Senior High School Work Immersion" aims to develop a Manual the TNTS SHS Work Immersion. Specifically, this study will answer the following questions: 1. What is the profile of the students involved in the study?; 2. What is the status of the skills provided by TNTS to the SHS students in the TVL and Academic courses in terms of the following: 1.1 Administrative Support 1.2 Student preparation; Knowledge; Skills; and Attitudes? 3. What Work Immersion Manual could be prepared for the TNTS? 4. What are the problems encountered in the preparation of the SHS students of TNTS for the work immersion.

METHODS

The study uses descriptive design using survey method to determine the readiness of the students in the different fields of specialization. The results or findings of the study are used as bases in the development of the work immersion manual.

RESULTS

The overall perception of students towards work immersion is that, they are moderately ready as perceived by 61.92% of the respondents. Findings on the attitudes and values readiness indicate that the value of patience ranked first, followed by the attitude of having good common sense, third is good listening skills, fourth is the attitude of passion for improvement and fifth is the attitude of having the desire to continue learning. Relative to the skill preparation, majority of the students indicated that the school have prepared them for the work immersion having competent teachers to teach them on the different skills needed in the industry. The schools' preparation for Immersion integrated on classroom instruction contributes to the creation of better systems for skills development. The school also provides progressive discipline plans by creating safe educational environment that stimulates learning and enhance decision-making process for the SHS students.

DISCUSSIONS

Based on the findings, the following recommendations are suggested: 1. The school must intensify preparation of the different skills by hiring competent teachers and sending them to intense industry trainings; 2. Skills training on ABM, Animation, Automotive Servicing, Computer Programming, EPAS, and SMAW must be improved; 3. The school must provide additional budget on the growth, development, and training of different skills.

Manual was developed as guide for teachers and students for SHS Work Immersion.

KEYWORDS: cognitive, learning outcomes, skill based, status, technical-vocational education, work immersion

SUBMISSION ID: R04A-CAVITC-0009

**Problems and Coping Strategies of Teacher-Parent of Children with Special Needs:
Basis for a Proposed Coping Mechanism Program**

Veralyn Mendoza, Department Of Education Cavite, Tagaytay City Central School

Abstract

INTRODUCTION

Teaching is one of the most challenging works, especially the teacher-parent of children with special needs; it takes a lot of time, energy, patience, passion, and dedication to execute the teacher's task well enough on a daily basis. Through the numerous numbers of teacher-parents of children with special needs, study and research was done to create awareness, find a possible solution, know the extent of the problems, and design an intervention program which focused on early building and strengthening the natural support system for the teacher-parent.

METHODS

Descriptive method of research was used and chosen by the researcher because it is the appropriate method in generating data to achieve the objectives of the study. The study made use of the quantitative approach, as it involved the gathering of survey primary data that included a demographic profile of the respondents and their perceived extents of problems encountered and coping mechanisms applied through the use of researcher-made questionnaire.

RESULTS

Physiological, psychological, and social problems are encountered to a relatively low extent. Psychological coping mechanisms were utilized to a high extent while physiological and social coping mechanisms were utilized to a moderate extent. Extent of physiological problems is significantly different between permanent and contractual teachers. Extent of psychological problems is significantly different when respondents were grouped according to number of children and ordinal number of child with special need. There is a significant difference in the extent of social problems encountered when respondents are grouped according ordinal position of their child with special needs. The extent of coping mechanism used was found to be significantly dependent on the profile that pertains to the ordinal position of the child.

DISCUSSIONS

Parents of disabled children experience some psychological problems in daily life. The parents of non-disabled children undertake some new responsibilities. Therefore, it is quite normal that the parents of disabled children experience some special problems regardless of the type of disability that their children have. Cognizant of the research gap because of the dearth of studies that segment the perspective of teacher-parents as regards to the problems encountered and coping mechanisms utilized in light of children with special needs.

KEYWORDS: Physiological, psychological, social problems, teacher-parent, child with special needs, coping

SUBMISSION ID: R04A-CAVITP-0386

Problems in Reading Comprehension in English

Janeth Holgado
(Adviser: Teodora Capulong)

Abstract

INTRODUCTION

The foundation of all academic learning is often associated with the reading capability of students (Luistro, 2012). The ability to read is one of the greatest achievements for every individual. Acquiring and discovering new knowledge cannot be fully obtained without the development of reading comprehension skills. This study aimed to determine the problems encountered in reading comprehension as perceived by the Grade 11 students of Makiling Integrated School.

METHODS

Utilizing the quantitative approach, a total of 30 out of 240 Grade 11 students in Makiling Integrated School were used as respondents in this study. Standard survey form was used and distributed to the Grade 11 students of Makiling Integrated School to gather the needed data. An explanatory and non - experimental method was used. It was conducted using descriptive research which involved the collection, classification, summarization, and presentation of data.

RESULTS

The researchers found out that the problems encountered that greatly affect the reading comprehension is the inability to extract the main idea of the text, unfamiliarity of the terms, lack of knowledge with the functions of the words, and the appropriate knowledge to use them.

DISCUSSIONS

The result reveals that the problem lies primarily on the language used. The students lack familiarity with the functions of words and lack knowledge on how to use them. The students find difficulty in comprehending the text because they cannot decode the meaning of the text. Furthermore, because of poor vocabulary development, students were unable to get the meaning of the text in spite of the context clues used followed by the poor background knowledge in the English language.

KEYWORDS: Vocabulary, Reading Comprehension, Language, Knowledge

SUBMISSION ID: R04A-CALAMB-0071

**Personal Factors Affecting the Performance of Grade 8 MAPEH Students at Sico
1.0 National High School**

Anatoly Sabelita, Teacher

Abstract

INTRODUCTION

Education is one of the best ways to become a successful citizen in the society. It provides knowledge and improves different skills. Personal factors have an intimate link and impact to the performance of an individual. This study aimed to determine the personal factors affecting the performance of Grade - 8 MAPEH Students at Sico 1.0 National High School in San Juan District. This investigation included the personal characteristics of the student-respondents in terms of age, sex, number of siblings, and nutritional status. The difference between the profile variable and the respondent responses were also determined in this study.

METHODS

This study used descriptive method of research to determine the personal factors affecting the MAPEH student's performance. This involved 25 students from Grade - 8 in Sico 1.0 National High School (Grade 7-12). The statistical tools used in the study were the weighted mean, composite mean, percentage, and rank.

RESULTS

The profile of the students was according to their age, sex, number of siblings, and nutritional status. In terms of age, ages 14 - 15 have 18, 12 - 13 have 6, and 16 above have one. In terms of sex, male respondents are 15 and female respondents are 10. In terms of number of siblings, 10 have 5 or more siblings, 8 have 3 - 4 siblings, 6 have 1 - 2 siblings, and 1 respondent has no sibling. In terms of nutritional status, 24 are normal in status and 1 is wasted. The results showed that family was the factor that mostly affected the students' performance, allowance is next, and health was found to be the last factor that affects student's performance.

DISCUSSIONS

The proposed measures of activities to further enhance the student's performance was designed to attain the goal to enhance the student's performance. This measure of activities was carefully considered by the researcher to ensure its effective implementations.

KEYWORDS: MAPEH, Personal Factors, Sico 1.0 National High School

SUBMISSION ID: R04A-BATANP-2251

Performance of the Supreme Pupil Government in the District of Pililla: Basis for the Development of Leadership Manual for Governance

Luningning A. Gregorio, Pitsberg B. De Rosas, & Shierley Aliwalas, Department Of Education - Pililla

Abstract

INTRODUCTION

The Supreme Pupil Government (SPG) is a learner-school partnership in the delivery of educational services. It serves as a venue for elementary pupils to develop their leadership and social abilities. It provides opportunities for pupils to become a good leader and a better member of society with the ideals and principles of participative democracy. Supreme pupil government is a school association and its purpose is to train pupils to become better citizens in the future and to develop the pupils' skills and capabilities in achieving quality education and academic excellence through cooperation among themselves.

METHODS

A descriptive method of research was utilized in the research. The main instrument was a questionnaire-checklist which consists of programs and projects, training activities, resource generation, and community involvement. The researchers developed a leadership manual for governance based on the result of the study.

RESULTS

It was found out that the two groups of respondents have the same perception about programs and projects and training activities since both aspects were in second and last rank and have different perception with respect to resource generation and community involvement. On the other hand, it was also found that there is a significant difference on the performance of the Supreme Pupil Government as perceived by the pupil and teacher-respondents in terms of different aspects.

DISCUSSIONS

The result implies that individual differences of the two groups of respondents measure the degree of their interest and involvement to the organization. This further implies that the two groups of respondents have an accountability to the pupil organizational performance. Based on the qualitative responses, the supreme pupil government affects the social skills, social networks, and academic achievement. It also acquires good benefits of the involvement in school organization system. It was also noted that participation in school organizations and activities may influence the mental well-being of young people by reducing stress, keeping fit, and feeling overall better about their appearances.

KEYWORDS: Performance, Programs and Projects, Training Activities, Resource Generation, Community Involvement, Leadership Manual for Governance

SUBMISSION ID: R04A-RIZALP-0050

**Penmanship Writing of Grade Five Pupils at San Marcelino Elementary School,
Basis for Developing Cursive Writing Worksheets**

Helen A. Perez, Maribel Africa, & Milagros B. Gabay, Department Of Education -
Batangas Taysan District

Abstract

INTRODUCTION

Hand writing, or penmanship, is a way of writing using the hand and an instrument. Cursive is a style of penmanship that uses a flowing style to make writing faster. Cursive writing is always looped and connected. The teaching of handwriting involves training, tracing, copying, and practicing. It is essential that pupils watch the teacher demonstrating how to write and then try it for themselves.

METHODS

This is a descriptive research which aims to improve the cursive penmanship writing skills, identify the common miscues committed by the pupils, and acquire the activities that will enhance pupils' writing difficulties . The respondents of the study are the grade five pupils of San Marcelino Elementary School. The researcher will use four data gathering procedures namely: focus group discussion, rubrics, checklist, and worksheet which were used to attain the objectives of this study.

RESULTS

From the results of the study, it was determined that majority of the pupils were poor in terms of cursive writing lower case, upper case, and words. Based on the findings, the researcher recommended educators to add other activities that can improve the cursive writing skills of the pupils.

DISCUSSIONS

The results of the study demonstrate the need of a researcher to propose some activities that could enhance the cursive writing skills of the pupils. The common errors committed by the pupils in cursive writing are the strokes, misalignment, slanting letters, spacing issues, letter connects, font sharpness, and capitalization.

KEYWORDS: cursive writing, penmanship, worksheets

SUBMISSION ID: R04A-BATANP-0931

Perceived Contribution of Student-Teacher Relationship in Students' Learning

April Ann Rafer, Celine Rancio, Cyver Jay Salinas, & Grethel Villarin, Munting Ilog NHS
(Adviser: Noel Anciado)

Abstract

INTRODUCTION

One of the goals of Department of Education is to create a child-friendly place for the learners. Therefore, education should entail warm and supportive relationship between teachers and students for continuous attainment of quality education. Thus, this study explored the quality of a student-teacher relationship and how it affects the students' learning.

METHODS

Qualitative descriptive design using grounded theory approach was utilized in this study. Data was gathered using interview. Interview sessions were transcribed in verbatim to answer the research questions. The transcripts of interview were coded, categorized, and conceptualized to determine the benefits and challenges in developing rapport in the classroom. A total number of 20 participants were used in the study, (15) senior high school students and five (5) senior high school teachers. Coding was done through the help of two Senior High School Teachers as prescribed by inter-coding reliability principle. Simple statistics used such as frequency and percentage put the paper in the boundary of qualitative research.

RESULTS

The study reveals that establishment of rapport in the classroom between teachers and students is beneficial in improving the totality of the students. Good rapport increases motivation, especially in classroom discussions. It also creates a productive and engaging set-up. Confidence, independence, and cooperation are also developed because of the trust given to them especially in trying new things.

DISCUSSIONS

The findings presented helpfulness of creating friendly atmosphere among teachers and students. As the results reveal, students who have created positive relationship with their teachers have positive attitude in learning as well. This motivates them to study harder, to be more productive in doing their task, to have greater confidence inside the classroom, and to socialize with one another.

KEYWORDS: relationship, learning, perceived

SUBMISSION ID: R04A-CAVITP-0442

Parents Involvement in Academic Performance of Pupils in San Jose Elementary School

Eleanor Banta, Teacher

Abstract

INTRODUCTION

This study was undertaken to develop a plan of action which involve the parents' participation to increase the academic performance of the pupils in San Jose Elementary School. To achieve the purpose of the study, study likewise covered how parents' involvement influence the performance of pupils and the extent of parents' involvement in educational activities of school influenced the academic performance of the pupils.

METHODS

The study utilized the descriptive research design with researcher constructed questionnaires as the main data gathering instrument. The respondents of the study were 38 parents of the pupils in San Jose Elementary School. The responses were tabulated, analyzed, and interpreted in the context of the statement of the problem. The statistical tools used were frequency, percentage, and weighted mean.

RESULTS

Based on findings, the parents' involvement in their children's academic performance is believed to optimize their academic results. The parental role in education involves educating children both at home and in school, in addition to fostering a wide range of cognitive and effective activities.

DISCUSSIONS

It was recommended that teachers and parents' relationship can further be developed through activities that would create harmonious relationship towards successful academic performance of pupils. Consultations with parents must be further enhanced to involve them in the development of positive academic performance among pupils. Similar studies may be conducted in other schools to determine the effectiveness of parents' involvement to students' academic achievement.

KEYWORDS: Parents' involvement, Academic Performance

SUBMISSION ID: R04A-BATANP-0840

Monthly Tutorials of Teacher to Parents: an Intervention to Improve the Reading Literacy of Kindergarten Pupils

Arlyn A. Villamater, Journalism & Rowena M. Pedraverde, Singing
(Adviser: Hadji Luna)

Abstract

INTRODUCTION

Parents should be eager to engage their children in school in order for them to learn and grow academically. They mold their children to become good citizens before they let them go to the school to learn more. As the old saying goes, teachers impart knowledge to the learners since day one from the very first level of education which is the kindergarten in the Department of Education. The child's attitude depends on how the parents raise them.

METHODS

The universal sampling was used in this research since all of the Kindergarten pupils were respondents of the study or the whole enumeration method was employed. This study also adopted the technical assistance method applied by the teacher as a mentor to another teacher as a mentee. The concept was then given to the parents as a mentee while the Kindergarten teacher as a mentor.

RESULTS

After the implementation of this monthly tutorial reading session to parents, pupils learned the correct names and sounds of the letters and can read syllables through connecting letter sounds. Out of 22 pupils tested during the district Reading evaluation last February 2017 all of them gave the letter names, 21 produce sounds, 8 failed to read the syllables and 9 failed to read CVC. When having the post conference of these three (3) pupils and they were asked why they got the high score in syllables but failed to read the CVC words, they answered that they were nervous when the evaluator called their names and 1 of these pupils answered "I am already tired".

DISCUSSIONS

The average percentage of Kindergarten pupils' reading readiness during the pre-assessment per month without the use of the intervention falls under the Needs Improvement level and the average percentage of Kindergarten pupils' reading readiness during the post assessment per month with the use of the intervention falls under the Advance level. Therefore, there was a significant difference between the pre- assessment and post assessment of Reading readiness of Kindergarten pupils with the use of an intervention which is the Monthly Tutorials of Teacher to Parents.

This study is beneficial to the following:

PUPILS. The pupils' reading readiness will improve while they are still in the Kindergarten level.

PARENTS. The parents have the opportunity to learn the basics of reading which helps boosts their confidence in bringing the knowledge to their children.

TEACHERS. This enables the Kindergarten teacher to achieve the competencies of of their daily lesson and the zero non-reader during post reading evaluation.

KEYWORDS: Reading Literacy

SUBMISSION ID: R013-SURSUR-0255

Motivating Strategy for Diverse Learners

Maricel Abanilla, Department Of Education

Abstract

INTRODUCTION

A token economy is a form of behavior modification designed to increase desirable behavior and decrease undesirable behavior with the use of tokens. Most of the grade six pupils in Mainaga San Francisco Elementary school show feel excited and stay motivated to do better. Individuals receive tokens immediately after displaying desirable behavior. The tokens are collected and later exchanged for a meaningful object or privilege.

METHODS

The descriptive method of research was utilized in gathering data. The respondents of the study were 42 grade six Cattleya pupils in Mainaga-San Francisco Elementary School. The purposive sampling of respondents was employed. The responses were tabulated, analyzed, and interpreted in the context of the statement of the problem. The statistical used were weighted mean, rank, and verbal interpretation.

RESULTS

Based on findings, individuals will use the skills learned in a token economy in their everyday surroundings. They will display the undesirable behavior less frequently or not at all. They will also engage in positive, adaptive behaviors more often. If the token economy was ineffective, or time spent in the token economy was limited, individuals may show no changes or increases in the undesirable behavior.

DISCUSSIONS

Token is anything that is visible and countable. Tokens should preferably be attractive, easy to carry and dispense, and difficult to counterfeit. Commonly used items include poker chips, stickers, point tallies, or play money. When an individual displays desirable behavior, he or she is immediately given a designated number of tokens. Tokens have no value of their own. They are collected and later exchanged for meaningful objects, privileges, or activities. Individuals can also lose tokens (response cost) for displaying undesirable behavior.

KEYWORDS: daily stage, progressive stages, response cost provisions, token economy

SUBMISSION ID: R04A-BATANP-1191

Motivational Factors of Students in Choosing STEM strand in Agoncillo Senior High School SY: 2018-2019

Liezl L. Mayuga, Department Of Education
(Adviser: Mariel Austria)

Abstract

INTRODUCTION

In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in Science, Technology, Engineering, and Mathematics (STEM). In this study, I determined the factors of students in choosing STEM strand that have the potential to engage students in shaping their skills in line with their chosen course.

METHODS

A qualitative research and narrative inquiry design was used. Using a random sampling technique, the participants were selected. Ten students from grade 11 STEM responded to a set of semi-structured questions through a face-to-face interview, disregarding their personality, gender and classroom standing.

RESULTS

Most of the students who participated in my study chose the STEM strand for a variety of reasons. It was categorized into three themes 1) Career, wherein the student says that it is related to the course they will take in college and to the job they want to in the future. 2) Interest, wherein some students say that they want to challenge themselves in Mathematics and Science to improve their understandings and skills. 3) Uncontrolled Circumstances, wherein they have no other choice because of their parent's decision to take this strand. Students supposed that STEM strand is the right choice for them. The specialized subject such as Mathematics and Science in this strand is very significant to those students who need mastery in their tertiary degree.

DISCUSSIONS

The findings determine the Motivational Factors of Student in Choosing STEM Strand was classified into three categories: Career, Interest, and Uncontrolled Circumstances. Heilbronner 2011 claimed that the greater number of the students manifested to proceed to STEM courses in college. This is brought about with the quality, adequacy of preparations, and scholastic experiences of the students. The results demonstrate the need for a particular seminar about the K-12 Curriculum in every school in order for them to understand all aspects of this program. STEM Exhibit is also significant to showcase to all students what the STEM strand really is. This will lead them to appreciate all matters within this strand.

KEYWORDS: curriculum, globalization, innovation, technological society

SUBMISSION ID: R04A-BATANP-0114

**Motivational Techniques of Teachers in Virgilio B. Melendres Memorial
Elementary School: an Analysis**

Cristina Cruz Juangco, Myra Paz, & Romina Paz Espiritu

Abstract

INTRODUCTION

The study determined the extent of motivational techniques of teachers.

METHODS

Qualitative Descriptive

RESULTS

Respondents utilized different motivational techniques.

DISCUSSIONS

Techniques used are performance- task activities, simulation games, and role-playing with used of ICT.

KEYWORDS: Motivational Techniques, Utilization, ICT integration, Multimedia

SUBMISSION ID: R04A-RIZALP-0097

Multimedia-Based Instructional Materials in Teaching Edukasyong Pantahanan at Pangkabuhayan-Industrial Arts (EPP-IA) for Grade 5 Pupils: It's Acceptability

Rodel R. III, Department Of Education

Abstract

INTRODUCTION

The subject Sining Pangindustriya (Industrial Arts or IA) for Grade 5 pupils is one of the component subjects of Edukasyong Pantahanan at Pangkabuhayan (EPP-IA). IA teachers should not stick to a typical approach but instead to a more dynamic and novel way of presenting a lesson that considers pupils' multiple intelligences, interests, and learning styles. Methodologies that will enhance both the visual, sounds, and physical skills of the learners. Teachers usually utilize the most commonly used IMs which focus only on the available materials supplied by the schools. It challenged the researcher to develop and utilized a multimedia-based IMs in teaching EPP-IA for Grade 5 pupils, considering its positive impact on pupil's motivation, interests, and academic achievement.

METHODS

The present study employs descriptive research design. As cited in Castillo (2007), descriptive research describes the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. It is an activity involving the collection of data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study. The principal aim of this study is to find out the acceptability of the developed multimedia instructional materials by means of a survey questionnaire to be evaluated by groups of respondents and to test whether their assessment have a significant difference.

RESULTS

Based on the results, the developed multimedia-based instructional materials was rated as acceptable by the respondents. The assessment of the respondents on the acceptability of the developed multimedia-based IMs does not differ. The achievement level of Grade 5 pupils in EPP-IA had increased after the utilization of the developed multimedia-based IMs. There is significant difference between the pre-test and the post test of Grade 5 pupils. The developed multimedia-based IMs was effective in the improvement of the achievement level in EPP-IA of Grade 5 pupils.

DISCUSSIONS

Require teachers to developed multimedia IMS at all subject area and grade levels considering its benefits to teaching and learning. Enhance and improve the developed multimedia-based IMs in EPP-IA and proposed its utilization to all the schools in the district. Conduct parallel research regarding the effectiveness of multimedia IMS and include other fields of concern. Reproduce the multimedia-based instructional materials so that it can used by EPP-IA teachers from other schools.

KEYWORDS: Multimedia, Instrutlional Materials, Intelligence

SUBMISSION ID: R04A-CAVITP-1417

Multiple Intelligences and Academic Achievement of Grade 12 General Academic Strand Students at Naic National High School

Trisha Novelo, Naic NHS
(Adviser: Jeffrey Santos)

Abstract

INTRODUCTION

Intelligence has been defined in different ways to include the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, and problem solving. We observed that some students were having a hard time in different areas, therefore, we identified the Multiple Intelligence of Grade 12 General Academic Strand students. In this study, we examined the various intelligences that every student acquired.

METHODS

A descriptive survey correlational research design was used in this study. It summarizes the characteristics of the population or group of respondents. It also describes the behavior and capabilities of the respondents. In addition, a descriptive-correlation method was used in this study in order to determine the performance of every Grade 12 General Academic Strand student according to their multiple intelligences.

RESULTS

Most respondents who participated the study perceived Existential Intelligence. Furthermore, we discovered that some students do not perceive only one intelligence but have two or more intelligence types. We also found that Logical-Mathematical has the least frequency that the students acquired. In terms of their academic achievement, the result explained that the level of academic performance of G12 GAS students is not that high to meet the category of outstanding. Meanwhile, there is significant difference with regards to the academic performance when the students are grouped according to their multiple intelligence.

DISCUSSIONS

The result demonstrates the need for more engaging programs to boost the intelligence of every students in every area. Learners are suggested to participate in school activities and be more aware on what skills they possess. Implementation of activities and programs are necessary to increase the extent of intelligence where students are slack.

KEYWORDS: MULTIPLE INTELLIGENCE, ACADEMIC ACHIEVEMENT, GENERAL ACADEMIC STRAND

SUBMISSION ID: R04A-CAVITP-0048

Maritime Simulator in Every Pre-Baccalaureate Maritime Students in Anselmo A. Sandoval Memorial National High School

Jan Hyacinth Gonda, Anselmo A. Sandoval Memorial National High School

Abstract

INTRODUCTION

Maritime simulators are one of the most widely used maritime tools which every maritime school must have. In order for you to be job ready, you must know how to use it. There is a very big difference between the normal lives your living and the life you will encounter on board. There are so many unpredictable situations that can happen on board and in order for you to overcome such situations, the best training equipment that will fit is the Maritime Simulator Room.

METHODS

This research is quantitative in nature. This study also uses non-probability sampling specifically purposive sampling which focuses only on Pre-Baccalaureate Maritime students. To obtain data information, survey questionnaires are used with 30 respondents coming from Grade 12 students of Anselmo A. Sandoval Memorial National High School who experienced the beauty of the Maritime Simulator.

RESULTS

The results show that the 30 respondents are moderately aware when it comes to the awareness of what is Maritime Simulator. It also shows that the 30 respondents strongly agree about the importance of the maritime simulator to the students, as well as to the entire maritime industry. Furthermore, this study also determines the relationship of the level of agreement of the importance of the marine simulator to the students, as well as the level of awareness of maritime simulator. It found out that it yields a $p\text{-value} = 0.009 < 0.05$. This implies that there is a relationship between the respondent's level of awareness of maritime simulator and the respondents' level of agreement of the importance of the maritime simulator. The computed correlation coefficient is $r = 0.5$ which further implies that the two variables are moderately correlated with each other. Hence, as the respondents give a high rate in the level of awareness about maritime simulator the respondents also will give a high rate in the level of agreement about its importance to the students as well as to the entire maritime industry.

DISCUSSIONS

The results demonstrate that every PBM students who are aware of the purpose of maritime simulator room comes very connected to the way they approach its importance. On the other hand, the school that offers Pre-Baccalaureate Maritime Strand maybe uses maritime simulator to enhance the academic performance of the students and will very aware on handling situations at sea.

KEYWORDS: PBM (Pre-Baccalaureate Maritime), Maritime Simulator

SUBMISSION ID: R04A-BATANP-1369

Maritime Training to Improve the Skills and Knowledge of the Pre-Baccalaureate Maritime Students in Anselmo A. Sandoval Memorial national High School

Danly Decatoria, Anselmo A. Sandoval Memorial National High School

Abstract

INTRODUCTION

Maritime education researchers are developing excellent and evidence-based innovations that will hasten the skills and sharpen the knowledge of a good and effective maritime graduates. In this study, the researcher is searching for the importance of maritime training as an innovative way to address the problem. The researcher also wants to determine if having maritime training will greatly affect the academic performance of the Pre-Baccalaureate Maritime (PBM) Students in terms of their skills and knowledge. If this is the case, this will be the first innovation in maritime education of Anselmo A. Sandoval Memorial National High School (AASMNHS) if it will be implemented.

METHODS

This study is a quantitative in nature. It uses a purposive sampling that focuses only on the Pre-Baccalaureate Maritime Students of Anselmo A. Sandoval Memorial National High School. Moreover, it is descriptive in nature such as data sets are tallied and analyze through weighted means. On the other hand, it is also uses inferential statistics in which it uses correlational test to determine if there is a significant relationship between the level of agreement about the importance of having maritime training and the academic performance of the students.

RESULTS

The researcher found out that the training needed for the maritime students are: Advance Training in Fire Fighting, Basic Safety Training, Cargo handling and Cargo Care, Medical first Aid, Ship Simulator and Bridge Teamwork. Furthermore, it has a p-value of 0.045 which is less than 0.05, which means that the level of agreement of the importance of maritime training and the academic performance (skills and knowledge) of the respondents are related with each other. Thus, the result shows that having maritime training will improve the academic performance of the students. On the other hand, the Pearson correlation coefficient $r = 0.53$ which implies that the respondents level of agreement about the importance of maritime training and their academic performance is moderately correlated. Hence, if the student will rate high in the level of agreement of the importance of maritime training their corresponding academic performance also will be high.

DISCUSSIONS

The result demonstrates that it is definitely a need of maritime training to the PBM students involved in maritime education of AASMNHS in order to develop their skills and knowledge in facing the Maritime Industry.

KEYWORDS: PBM (Pre-Baccalaureate Maritime), Maritime Training

SUBMISSION ID: R04A-BATANP-1321

**Master Teachers Perceptions of Effective Discipline Practices in Dacanlao G.
Agoncillo National High School**

Teresita Digno, Department Of Education Calaca, Batangas

Abstract

INTRODUCTION

Student discipline is still one of the major challenges that most of the teachers face during the teaching and learning process in which a teacher is considered to be a good facilitator of learning. He/She is able to manage the class effectively, especially the students who show disruptive behavior. That is the reason why the researcher was motivated to conduct this study to be able to find out how to cope with strategies in classroom management as perceived by master teachers in Dacanlao G. Agoncillo National High School.

METHODS

The qualitative method was used by the researcher to be able to determine the participants' perceptions. The researcher used purposive sampling in gathering data using the self-devised instrument for interview. The participants were the five (5) master teachers of Dacanlao Gregorio Agoncillo National High School.

RESULTS

This part presents, analyzes, and interprets all the data gathered from the respondents of Dacanlao Gregorio Agoncillo National High School about student-disciplined practices. The researcher used the qualitative method that categorizes the responses of the participants. It was revealed that in terms of view regarding current discipline practices, the frequent answer is "Students listened when they are disciplined by their teachers". In terms of current disciplinary action implemented by the school, it was revealed that the most appropriate is the "Implementation of Project MTs in reducing waste inside the school. It was supported by the response of MT5, "Students still accept advice from their teachers". Consequently, when it comes to the effectiveness of disciplinary actions, there must be "The appropriateness of applying disciplinary actions among the learners". On the other hand, in terms of barriers to effective discipline practices, the recurrent theme is "Poor parents' involvement in disciplining their child". It was revealed that the first violator of the rule is "Students with problems at home" and the best way to address the issue in implementing disciplinary actions is through "Discuss that during parents-teacher assembly".

DISCUSSIONS

MT2 suggested that the administration should address the issue when the school has the PTA meeting. The school rules and regulations should be printed to be given to the parents and to ask them to affix their signature as an approval and proof that they are aware of the rules and regulations that the school will implement.

KEYWORDS: perceptions, strategies

SUBMISSION ID: R04A-BATANP-1751

**Menu Planning: a Basis of Reaching Normal Body Mass Index of the Grade 12
Cookery Students in Palahanan National High School**

Marnel Hermoso, Student
(Adviser: Eric Hernandez)

Abstract

INTRODUCTION

Menu planning is a proper and good way to help and teach an individual to follow the proper meal pattern every day. The researchers used menu planning to solve an existing problem which is helping students reach proper body mass index of the Grade 12 Cookery students in Palahanan National High School.

METHODS

In this study, the descriptive method was applied by the researchers who gathered information from the respondents which were also used by the researchers to prove the study. A statistical tool was used in the study to determine the weighted mean and the rank on the test given. The respondents of the study were TVL Grade 12 Cookery students with the ages 16 - 18 years old, male and female.

RESULTS

To reach the proper body mass index, menu planning gave a lot of benefits to our health, lifestyle and the community. Menu planning is a way to make balanced eating and make your meals properly. Menu planning helps you avoid illness and make our life healthy. Menu planning helps the community to be free in any health problems.

DISCUSSIONS

Having a proper body mass index (BMI) can help the students be mentally active at school, to avoid being absent, to avoid any kind of illness, and to have a healthy body life. Implementing an activity such as menu planning is a way to reach proper body mass index.

KEYWORDS: menu planning, body mass index, meal pattern

SUBMISSION ID: R04A-BATANC-0136

Malevolent Deeds as Captured in Eric Gamalinda's "Empire of Memory"

Kathlyn Lim, Fernando Air Base Integrated National High School

Abstract

INTRODUCTION

Throughout history, philosophers and social thinkers have been preoccupied with investigating the complex manifestations of human conduct and behavior. Man was viewed in terms of the elements that constitute him: his origin, nature and development, and his attributes which distinguish him from other creations. Various perspectives and assumptions regarding the nature of man arose and discussions about the innate goodness of man were noticeable. The conditions and circumstances which make man become vulnerable to evil is another interesting area. Zulueta (2006) emphasizes the doctrine that the first man and woman, Adam and Eve, have sinned. This resulted to the view that man's nature is essentially tainted with evil. Because of this, every man has the tendency to be sinful since he inherited this despicable act. If we are to consider literature's probing function, Eric Gamalinda's novel "Empire of Memory" is a repository of man's tendency to be sinful. This study identified the characters' malevolent deeds and determined the causes and effects of these malevolent deeds.

METHODS

This qualitative research made use of content analysis through psychological and sociological approaches to literary criticism.

RESULTS

Egotism, bribery, deception, infidelity, and murder are the malevolent deeds in the novel.

Egotism is shown when the offended Marcos hired a mob against the Beatles, who declined to pay a courtesy call to the first family. Bribery is shown when Jun bribed the room boy to let him bring snacks to the Beatles. When two friends are hired by Marcos to rewrite Philippine history by fabricating facts and documents just to emphasize that Marcos was destined to rule the country in perpetuity clearly depicts deception.

Infidelity and betrayal appear through Consuelo who, with Joaquin, cheated on his husband, Elias. How the Makapili group betrayed their countrymen who were then carted off to Japanese camps where they would be tortured and killed shows treachery. When the trapped workers under the collapsed cultural center were buried alive just to beat the deadline shows inhumanity due to the absence of warmth and geniality. These malevolent deeds rooted from selfishness, arrogance, excessive desires resulted to threat, conspiracy, misunderstanding, loss of trust, death, anger, rivalry, and war.

DISCUSSIONS

The paper is recommended as reference for researchers doing an investigation about human conduct and behavior. Other angles may further strengthen the result.

KEYWORDS: malevolent deeds, human nature, literature

SUBMISSION ID: R04A-LIPAC1-0192

Management Approaches for Pupils with Behavioral Problems in Public Elementary Schools in the District of Pililla Division of Rizal

Julieta Bias, Author

Abstract

INTRODUCTION

The study aimed to determine the management approaches employed by teachers for pupils with behavioral problems in the public elementary schools, during the School Year 2012-2013. The respondents of the study were the one hundred percent of the intermediate teachers of the nine (9) schools which consists of 65 teachers. They were described in terms of sex, age, length of service, and educational attainment. A questionnaire-checklist was used to gather the needed data on the behavioral problems of pupils and management approaches employed by teachers with respect to disciplinary techniques, rewards and punishment.

METHODS

This study used the descriptive method to determine the Management Approaches for Pupils with Behavioral Problems in Public Schools in Elementary.

RESULTS

The study found out that the teacher-respondents were mostly females, ages 41 years old and above, have been teaching for more than 10 years, and majority of them still undergoing their graduate studies. As for behavioral problems, the pupils are sometime observed to have manifested aggressive and withdrawn behavior. As to disciplinary techniques, the teachers often employed various management approaches. Disciplinary techniques and rewards are often employed and punishment is seldom employed. The null hypothesis is accepted in terms of respondent's profile.

DISCUSSIONS

The study concluded that there is no significant difference in the management approaches employed by teachers for pupils with behavioral problems in terms of sex, age, length of service, and educational attainment.

It is recommended that teachers should continuously monitor pupils who are oftentimes manifest behavioral problems and should employ different approaches to help pupils with behavioral problems, by utilizing the proposed action plan.

KEYWORDS: BEHAVIOR, MANAGEMENT, DISCIPLINARY ACTION, REWARDS, PUNISHMENT

SUBMISSION ID: R04A-RIZALP-0077

**Manuelians Undertake Chabacano Classes Hints Academic Subject
(MUCHACHAS)**

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Education - Cavite City
(Adviser: Georgina Tisbe)

Abstract

INTRODUCTION

Integrating Chabacano in teaching Filipino 5 is a great help to impart knowledge to learners in reading and speaking mother tongue in Cavite City. For many years, learners are commonly use Tagalog in reading and speaking but the Chabacano languages slowly dies. Many 21st century pupils did not understand languages that some Caviteños use at home. Teaching Filipino 5 with a twist of Chabacano is applicable to save our languages.

This technique will help learners understand and can be used in their daily life, especially at home. Aside from that, we will be able to get the attention of the learners by using it in communication. You can also help them to boost their talent by using this languages in songs, prayers, poems, and short story telling. The Division of Cavite City is looking forward to the integration of Chabacano in Filipino subject to preserve it from generation to generation.

METHODS

The simple experimental research is designed to test the validity of fluency in speaking basic Chabacano. To testify the effectiveness of this research, the researchers used an index of mastery as a tool in analyzing the data.

During the data collection with the learners, we asked the permission of the school principal in order to conduct the research. Upon approval, we explained to the Grade five learners to cooperate in order to make the researched a successful one.

After having all the approval needed, we can now proceed to perform the experiment. The research study is given during the Filipino class.

RESULTS

The scores of the respondents in the Pre Test and Post Test show the leveling of the performance integrating Basic Chabacano in Filipino subject.

The index of mastery of respondents in Pre Test got 37% out of 100%, meaning they did not hit the passing percentage for at least 75%.

The index of mastery of respondents in Post TEST got 84.16% out of 100%, meaning they hit the passing percentage for at least 75.

DISCUSSIONS

The results demonstrate the effectiveness of integrating Basic Chabacano in Reading and Speaking Skills in Filipino 5. If they continue using Basic Chabacano in school and at home, perhaps many of our learners will show success in speaking and in writing the basic Chavacano in preserving the language from generation to generation.

KEYWORDS: Basic Chabacano, Caviteños

SUBMISSION ID: R04A-CAVITC-0133

Level of Learners' Satisfaction of Video-Based Instructional Materials (VIM) for Teaching Practical Skills (NC2) on Senior High School Welders

Jaymar Milanbilin Rublico, Senior High Student
(Adviser: Alvin Barron Ansay)

Abstract

INTRODUCTION

Video based materials boost students' creativity and cooperation. Access to videos can help motivate students and create a distinctive contest for their learning experience. This study will open opportunities for teachers and students to use multimedia presentations, especially with the use of video based materials to create stronger memory. This is an effective action of the teacher to increase skills and knowledge of the students in teaching welding.

METHODS

The study utilized quantitative approach of research and employed descriptive survey method. The respondents of the study are 39 Grade 12 Senior High Students. The study conducted in Dr. Arsenio C. Nicolas National High School Brgy. Pandanan, Calauag, Quezon. The said senior high is one of the few school that offers TVL with specialization in Shielded Metal Arc Welding (SMAW). The instrument employed is an adaptation from those used by the Canarie Learning Program (2004) in evaluating Virtual Veterinary Medicine Learning Community E-learning module.

RESULTS

The researchers determined that the respondents, based from the findings of the study, the female respondents have a very high satisfactory level with the mean 3.76. While male respondents got the mean of 3.72 with very satisfactory rating. The students found out that the video lessons were enjoyable and that contributed greatly to my acquisition of relevant skills in SMAW NC2 Competency. The video lessons were effective in meeting the learning objectives. The students also describe the video lessons as being highly interesting. I would recommend the use of video lessons to my colleagues. That the video lessons make me spend more time studying to acquired practical skills. The students were satisfied with their learnings from VBIMs.

DISCUSSIONS

It is encouraging to see that the learners in the present study found the video lessons as "an enjoyable learning scenario and a necessity to an effective instruction" (Ghee & Heng, 2008, p.686). It is equally encouraging that the learners found the materials to be relevant and effective. Thus, materials being utilized in the study would enable students to acquire specific skills, knowledge, and attitudes (Dick & Reiser, 1989, as cited in Ghee & Heng 2008). It is recommend that future studies should combine the use of both objective and subjective approaches to measure actual usage.

KEYWORDS: video-based instructional materials, learners' satisfaction, shielded metal arc welding

SUBMISSION ID: R04A-QUEZON-0069

Kirkpatrick's Four-Level-Training Evaluation Model: M & E Design for Learning and Development Interventions

Myline Solomon, Department of Education, Region IV-A CALABARZON-SDO Laguna

Abstract

INTRODUCTION

The Kirkpatrick Model is probably the best known model for analyzing and evaluating the results of training and educational programs. It takes into account any style of training, both informal and formal, to determine aptitude based on four levels criteria. Level 1 Reaction measures how participants react to the training. Level 2 Learning analyzes if they truly understood the training. Level 3 Behavior looks as if they are utilizing what they learned at work, and Level 4 Results determines if the material had a positive impact on the organization.

METHODS

This research was conducted using the qualitative method. Direct interview from respondents in the field and the use of focus group discussion gave value to this study to authenticate the data being collected using the 5-point Likert Scale. To test the pilot implementation in employing the Kirkpatrick Four-Level-Training Evaluation Model, the researcher conducted interviews with the 15 newly-installed school heads which included 2016 and 2017 NQESH passers, school heads with 0-3 years in the service, and designated as Teacher-in-Charge or Head Teacher I-III.

RESULTS

The favorable result-utilizing sample questionnaire exhibited a mean score of 4.60 where nine out of 15 respondents positively wanted to use the M & E design as a measuring tool of outcome evaluation in Learning Action Cell (LAC) sessions.

The data collected by the researcher revealed that trainings were evaluated only on people's perceptions to feel how training is valuable.

DISCUSSIONS

Though the L & D System is part of the Key Result Area (KRA) of the Human Resource and Development (HRD) Section in the School Governance and Operations Division (SGOD), this is a harmonized activity between the School Management M and E Section (SMME), i.e. to quality assure (QA), monitor and evaluate (ME) a training design and possibly gave technical assistance (TA). This is how Kirkpatrick's Four-Level-Training Evaluation Model, manage to patch the gap of visualizing the outcome of a training program.

This M & E design is adopted by the Public Schools District Supervisor, designated as Division SBM Coordinator to let the school heads realize the value of visualizing the impact of Learning Action Cells for the improvement of SBM level of practice and as part of her technical assistance in school management.

Kirkpatrick's Four-Level-Training Evaluation is under the M & E plan in the L & D package used as a measuring tool to realize application of learning by training participants.

KEYWORDS: Learning, Development, System, monitoring, evaluation, School-Based, technical assistance, quality assurance

SUBMISSION ID: R04A-LAGUNA-0247

Laro Ko: Natututo Ako: an Intervention to Develop Spelling Ability of Grade IV-VI Pupils

Janneth Dumaguio, Dancing
(Adviser: Hadji Luna)

Abstract

INTRODUCTION

The study stressed on developing ability of Grade IV-VI pupils through Laro Ko: Natututo Ako Program. This program aims to reduce the number of pupils who have spelling difficulties. Children's creativeness, uniqueness, and bright ideas would come out once you let them play and discover the things around them. Learning by Doing of John Dewey is the best experience could learners have, because it is not easily forgotten if pupils have direct experience on the things around them, greater learning will take place.

METHODS

Teachers, as a facilitator in learning, provides captivating instructional materials to arouse the interest of the children and initiate fun activity in order to develop their spelling ability. Using varied materials and activities with differentiated instruction in applying everyday lesson has most impact to the pupils and it will lead to ignite their learning interest and assure their learning experience is meaningful and significance. Assessments like spelling bees, games, fill the letter to complete word, scrabble, and puzzles were given to them to gather and interpret data. The materials used in this activities are spelling booklet, metacards and tag board.

RESULTS

Spelling and reading problems originate from language learning weaknesses. There are also spelling reversals of easily confused letters such as b, l, e and d, l, e sequence letters. In addition, a child who is a poor speller may have problems "seeing" a word written correctly in their mind. ADHD can make it hard to commit words and spelling rules to memory. Also, attention issues can make it harder for the brain to organize and retrieve it whom needed.

DISCUSSIONS

Laro Ko: Natututo Ako Program is important to learners because it brings a huge impact that they may apply in every situation. Above all, through playing they may feel stress free while they learn from it. Likewise, this study is beneficial to the teachers and school administrator. Furthermore, it is also recommended to be adapted by the teacher of Salvacion Primary School since it is an effective strategy and unique in teaching learning process.

KEYWORDS: spelling ability

SUBMISSION ID: R013-SURSUR-0185

**Instructional Media and Its Impact to Grade 6 Pupils of BOLBOK Elementary
School in Learning Mathematics**

Joselyn Orence, Department Of Education

Abstract

INTRODUCTION

Mathematics is often viewed as one of the most promising content areas which include varied strategies and techniques that truly respond to the needs of learners, help students of diverse background interests and readiness levels and encourage differentiation through a wide range of content and management strategies. This study aims to know the effect of instructional media on the learning performance of the pupils in Mathematics.

METHODS

The experimental method was used. There is only one group of grade six pupils involved in the study. The data gathered was statistically treated using the mean of the results of the scores in the pretest and posttest. The results were compared in order to achieve the goal of this study.

RESULTS

From the 20 pupils' respondent, the Pre-Test resulted a mean of 10.3 wherein the highest score was 16 while the post test resulted a mean of 17.2 with a highest score of 20 and a difference of 6.9. This result revealed that using the Instructional Media Approach really help teachers in increasing productivity and retention in the memory of the children.

DISCUSSIONS

Mathematics teachers utilize the use of instructional media in teaching by providing student problems related to reality or real life situations. Using Video clips in presenting lessons through gadgets such as laptop, projectors, led T.V, and other media devices to let 21st century learners develop their ability to the fullest.

KEYWORDS: competitive, instructional media, traditional, technology

SUBMISSION ID: R04A-BATANP-1792

Improve the Science Process Skills Using the 5-Stage Learning Cycle in Grade-VI Pupils in Daniw Elem. School

Julieta Banaag, School Head

Abstract

INTRODUCTION

Instructional approaches in science nurtures this natural curiosity by sending our pupils on a journey of discovering and experimenting with the mystery and wonder of science.

Different approaches in learning experiences in science motivate pupils to understand the world differently and ponder why things are the way they are. Pupils learn much more easily when there is excitement in the subject or topics. This does not mean that they make the science curriculum less challenging, but rather they learn to focus on deep learning. It means they realize that science is, more than anything, about questions and amazement.

METHODS

The NAT result will be the basis of the study. A checklist in the form of questionnaire utilized to get the difficult part in Science subject. Pre-test and post assessment was used to measure the effectiveness of the project upon execution.

RESULTS

The result of the post test showed the performance scores of the pupils increased. This connotes that the remediation program or the tool nor the strategy utilized by the teacher to improve the performance of the pupils in developing the Science process skills have improved. It was supported by Panasan and Nuangchalerm the organization of science learning activities was necessary to rely on various methods of organization of learning and appropriate to learners. Organization of project-based learning activities and inquiry-based learning activities were teaching methods and strategy which helped pupils understand scientific knowledge. It was more efficient. Used of varied tools and strategy in teaching is of great help to improve pupils' performance. It makes learning interesting and fun for the pupils.

DISCUSSIONS

Improving the pupils' performance in the different process skills in Science requires critical thinking for the pupils which they can further improve through constant practice in a natural classroom setting. Provide a lot of activities to make learning is fun for the pupils so that they will not be able to feel that learning Science is not difficult but rather would help them to explore their potentials as learners.

KEYWORDS: discovering, experimenting, project-based, inquiry-based

SUBMISSION ID: R04A-LAGUNA-0095

Improvement of Communication Skills in English (an Action Research for Grade four Pupils)

Rosa Quilao

Abstract

INTRODUCTION

Classroom discussion, whether it is teacher-pupil interaction or pupil-pupil interaction, has a vital role in day to day teaching. It encourages interacting with one another and developing the communication skills of every pupil most especially in English.

As a teacher, it is my duty to help them develop their communication skills and make them confident in their way of speaking English.

This action research believes that a series of group activities, and with the use of a broadcasting style, will enable them develop their communication skills. The project "English Makes Me Genius" or EMMG is born.

METHODS

The researcher used observational method to identify their weaknesses. Such method was very useful since it enabled her to identify that pupils were:

1. Having vocabulary problems;
2. Problem in the use of simple grammar;
3. Construction of simple sentences were very hard

The researcher also encourages the pupils to use English as a language inside the classroom every morning, and maximize vocabulary words by requiring pupils to have word diary.

RESULTS

As it becomes the everyday scenario in English subject, 30 out of 39 pupils participate well in the discussion. For the broadcasting, they were able to make simple news and adopt the simple style in radio broadcasting.

DISCUSSIONS

The EMMP project was implemented exclusively in the grade four pupils only. This project aims to develop their English skills at the same time promotes the radio broadcasting since they are encourage to participate in the press conference.

To prolong the implementation of this project, grade five and six pupils are encourage to adopt the said EMMP.

KEYWORDS: pupil-pupil interaction, pupil-teacher interaction, broadcasting

SUBMISSION ID: R04A-TANAUA-0186

Improvement of School Learning Action Cell Management Through Intensive Monitoring

Julie Sarmiento, Department Of Education - Laguna-Famy-Mabitac District

Abstract

INTRODUCTION

"Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning" aimed to improve the teaching-learning process and enable teachers to support each other in improving their knowledge, skills, and attitudes, as well as foster a professional collaborative spirit among school heads, teachers, and the community (D.O. Order No. 35, s.2016).

METHODS

"Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning" aimed to improve the teaching-learning process and enable teachers to support each other improve their knowledge, skills, and attitudes; and foster professional collaborative spirit among school heads, teachers, and the community (D.O. Order No. 35, s.2016).

In Mabitac, Laguna, 2 out of 8 elementary schools occasionally conducted LAC sessions. Intensive monitoring can be done to help school heads conduct LAC and therefore help teachers worked collaboratively in solving shared challenges encountered in the school.

RESULTS

The average percentage of SLAC sessions conducted by elementary schools in 2017 is only 22.5% and 66.6% in the secondary. In 2018, the SLACs conducted from August to November rose to 84.38% in elementary and 100% in secondary.

The average percentage of schools with LAC Plan in 2017 is only 37.5% in the elementary level and 66.67% in secondary. In 2018, the average percentage of schools with LAC Plan is 100% in both the elementary and secondary level.

The average percentage of schools which has identified resources for LAC implementation in 2017 is only 37.5% in the elementary level and 33.33% in secondary. In 2018, 100% of schools has identified resources for LAC implementation both in elementary and secondary level.

The average percentage of LAC session guides crafted in 2017 was 0% in the elementary level and 33.33% in the secondary. In 2018, only 28.13% were prepared in the elementary level and 50% in secondary.

DISCUSSIONS

Intensive monitoring of SLAC should be continued because it is vital in observation and recording the activities taking place in SLAC sessions. It also helps check the progress and helps improve the conduct of SLAC. Session Guides should be checked or quality assured before the conduct of SLAC because most of the SLACs were conducted even without session guides. Another training workshop on writing session guides should also be conducted for LAC facilitators.

KEYWORDS: Collaborative, Intensive, Vital, Monitoring, Continuing

SUBMISSION ID: R04A-LAGUNA-0344

Improving the Addition Skills of Grade Two Learners through "Ate-Kuya Ko, Mentor Ko."

Ma. Lawrence Lovely S. Fortuna, Dancing
(Adviser: Hadji Luna)

Abstract

INTRODUCTION

Learning the basic skills in Math is very important in the elementary level. "Basic Skills" are necessary to advance in Math. It predicts adult earning and serves equity (Tom Loveless 2014). A survey done by The Organization for Economic Co-operation and Development, published in March 2013, states that "Math proficiency is a strong predictor of positive outcomes for young adults".

METHODS

Purposive sampling is used in the study. The study was conducted in the Mahogany Integrated School located at Sitio Mahogany, Tagpoporan, Lingig, Surigao del Sur. It started from the month of July 1st week to August 3rd week (1st quarter period) of S.Y. 2018-2019. The recipients are the ten (10) Grade two pupils section Masunurin.

RESULTS

This action research improves the addition skills of grade two learners of Mahogany Integrated School through "Ate at Kuya Ko, Mentor Ko". This gives an opportunity to slow learners in grade two to improve and learn a lot with "Ate" and "Kuya" (child mentors from higher grade level) in acquiring Addition skills. The child mentors used flashcards for mental addition, counters for visualization, tag board, and chalk, pictures etc. for representation, addition work sheets, paper and pencil in adding 2 digit numbers without regrouping, and adding 2 to 3 digit numbers with regrouping. This is a two-way intervention since the child mentor learns to take his/her own responsibility at an early stage and the mentee learns to respect their elders as "Ate and Kuya" while learning addition skills.

DISCUSSIONS

Through the aid of "Ate-Kuya Ko, Mentor Ko", the addition skills of identified slow learners in grade two was improved. The intervention also provided them the opportunity to experience fun-learning activities to help them understand more the concepts of mental addition, visualizing, representing and two-digit numbers without regrouping and two-digit to three-digit numbers with regrouping through child mentors from grades four, five and six pupils who are above average pupils. Thus, teacher plays a significant role in providing instructional materials in every session such as addition flashcards, counters such as abacus, blocks etc., worksheets, tag boards, paper and pencil.

KEYWORDS: basic skill

SUBMISSION ID: R013-SURSUR-0181

**Improving the Competencies in Subtracting 3 to 4 Digit Numbers with Regrouping
of Select Grade - III Pupils at Martin Esperanza Elementary School**

Esperanza Yamit

Abstract

INTRODUCTION

In school, all subjects have different levels of way to deal with, but most of the students have found Mathematics a subject that requires more skill to solve any problems. This is due to the fact that studying the said subject requires more patience from both pupils and teachers and needs a sensitive mind. On the part of the students, sensitivity should be placed on the ability not only to recognize numbers and fundamental operation but also to use this knowledge in problems applicable both in classroom and everyday life. Many students have difficulties when attempting to solve 3 to 4 digit numbers with regrouping.

METHODS

The Selected Grade-III pupils of Martin Esperanza Elementary School, which is comprised of 30% or 12 pupils of the total population, will be the sample size of the study. The answering of the questionnaire was done in Martin Esperanza Elementary School. Answered questionnaire has been gathered, responses coded, and will be subject to the appropriate statistical computation for reliability. Data gathering was done in two stages, first of which was concentrated on determining students' strengths and weaknesses in doing analysis. For a week, the pupils were observed while they performed the usual activities provided to them during instruction.

RESULTS

After identifying the strengths and weaknesses of the targeted pupils in both the performance in quizzes, seatwork board work, and recitations to the day instructions and solving activities in their daily lessons the following activities were done to improve the competencies in subtracting 3 to 4 digit numbers. In recognizing numbers, pupils will be asked to name the numbers and they will show a thing or draw things that is equivalent to the numbers they ask to name. Flash cards: flashing of cards with numbers and they name the numbers. In Writing and Reading, they have game in pairs between students, they were given numbers and they will tell what number it is and they will write on the board the name of the numbers. In subtracting 3 to 4 digits with regrouping, the pupils were given 5 sets of numbers to be subtract every day to be solved individually.

DISCUSSIONS

The results show that the pupil's respondents had to improve the competencies in subtracting 3 to 4 digit numbers with regrouping. The solutions were made by the teacher, namely: naming numbers, flashcards, game, and close supervision and giving additional activities related to the topic are effective. There is a good effect to academic performance of the students.

KEYWORDS: regrouping, competencies

SUBMISSION ID: R04A-BATANP-1833

Improving the Grade 10 Araling Panlipunan Students' Academic Performance in Contemporary Issues: Disaster Risk Reduction Management

Niña Kuizon, Department Of Education - Tanauan City

Abstract

INTRODUCTION

This paper aims to determine the Grade 10 Araling Panlipunan students' academic performance in contemporary issues: disaster risk reduction management using computer aided instruction, specifically self-directed localized learning materials because the school is located near the lakeshore and Taal volcano and is prone to flood and volcanic eruption. Based on the result of the item analysis and least mastered skills in Araling Panlipunan 10, school year 2017-2018, shows that there was a very low mastery level in DRRM competencies.

METHODS

This study used the quantitative non-experimental method to determine the difference between pairs of observation from a single group. It was held in Wawa National High School of Tanauan City division. The respondents were Grade 10 students of Araling Panlipunan, composed of 32 learners. Student respondents were taught DRRM lessons using Computer Aided Instruction. A teacher-made test was constructed based on the competencies in the K to 12 Curriculum Guide, May 2016. The test was composed of 30 items covering different calamities, environmental problems, climate change and different steps in preparedness. School checking committee and Education Program Supervisor of Araling Panlipunan validated the test questions.

RESULTS

Based on the students' responses, before the implementation of Computer Aided Instruction, only 7 out of 32 respondents passed the test. Obviously, Grade 10 students have very low disaster risk perception. After the implementation of Computer Aided Instruction, the result of the test was 28 out of 32. The students' Academic Performance about DRRM lesson improved. There was a significant difference between pre- test and post-test scores based on the computed z coefficient of 4.58 which is greater than the tabular value of 1.96 using 95% confidence level.

DISCUSSIONS

Based on the results using Computer Aided Instruction increased the Academic Performance of Grade 10 Araling Panlipunan students of Wawa National High School.

KEYWORDS: computer aided instruction, academic performance, DRRM

SUBMISSION ID: R04A-TANAUA-0163

Increasing the Students' Motivation in Practical Research 2 Through the Use of Scripture

Sabas Agra, Department Of Education

Abstract

INTRODUCTION

Teachers are considered the light in the classroom. They are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. It is very necessary for teachers to understand the need to be motivated in doing their work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place.

However, motivating students to learn requires a very challenging role on the part of the teachers. 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 instructors or teachers to inspire, challenge or stimulate them.

The main thrust of the study was to increase the students' motivation in Practical Research 2 through the Scripture.

METHODS

The descriptive-survey method was used in this study, and descriptive means that surveys are made in order to discover some aspects of the Scripture and the word survey denotes an investigation of a field to ascertain the typical condition is obtaining. The researcher used questionnaires, and the grade during the First Quarter as outputs for this study. The questionnaires were administered before and after the Scripture were applied. Several categories affecting motivation were being presented in the questionnaire.

RESULTS

More than half of the respondents agreed that they are always excited to attend classes this school year. 75% of the students believed that Practical Research 2 is fun and interesting. Similarly, 80% of the respondents agreed that Practical Research 2 is important for them and 60% said that they love Practical Research 2.

DISCUSSIONS

For student motivation-participation, it showed that more than half of the respondents affirm that they are always prepared in their Practical Research 2 classes. 75% of the students participated in Practical Research 2 activities; 50% did their Practical Research 2 assignments consistently.

For student motivation-homework, it could be noted that 60% of the students completed their homework on time and 50% found homework useful and important. 85% of the students said that they got enough support to do homework at home and 90% said that the teachers checked their homework.

For student motivation-grades, 65% got good grades in Practical Research 2.

KEYWORDS: Use of Scripture, Students' Motivation, Practical Research 2

SUBMISSION ID: R04A-RIZALP-0011

Impact of Parent-Teacher Partnership to the Academic Performance of Primary Grade Pupils

Jelly Hayagan, Department Of Education, Carmen Central Elementary School

Abstract

INTRODUCTION

The main purpose of the study is to evaluate the impact of the parents' and teachers' partnership towards the academic performance of primary grade pupils. Parents and teachers are equally important in a child's academic success. Parents are experts in rearing children; teachers are experts on the curriculum. Teachers are not only involved in educating children, but they are also involved in working with parents to improve educational outcomes in school.

METHODS

This study utilized the quantitative research design particularly descriptive to answer the problems of the study. This was conducted at Carmen Central Elementary School - Poblacion Carmen, Surigao del Sur. The stratified random sampling method was used to identify the respondents of the study. A total of one hundred forty two (142) pupils and one hundred thirty five (135) parents and nine (9) teachers were the respondents. In order to facilitate the analysis and interpretation of data, the Frequency Counting, Weighted Mean and Pearson-Product-Moment Correlation were used.

RESULTS

The findings revealed that the demographic profile of the respondents were married females who were 35 years and above and their monthly income is 8,000 and beyond with 4 to 7 members in the family for both parents and teachers. Parents' highest educational attainments were high school and college graduate for teachers. Strategies employed by teachers to the academic performance of the child in school showed that "telephone skills/text message/phone calls" under teachers' communication is a way of providing assistance to parents. The findings showed the challenges met by the parents was indicator number 11 which states that "Ang homework sa akong anak dili sayon o lisud kaayo". Thus, there is a need to follow-up pupils' performance in school by consulting the teachers and work together as partners in molding the future of the school children.

DISCUSSIONS

However, there is a significant relationship between the monthly income, and parents' educational attainment to the strategies employed by the parents and teachers. This implies that monthly income and educational attainment of parents do not affect the academic performance of a child. Effective parent-teacher partnership can happen in every different ways.

KEYWORDS: parent- teacher partnership, primary grade pupils, academic performance

SUBMISSION ID: R013-SURSUR-0037

Impacts of Playing Music in Students' Reading Comprehension

Julyn Rose Pelina, Naic NHS
(Adviser: Gladys Encarnacion)

Abstract

INTRODUCTION

Impacts of playing music on reading comprehension of grade 11 student of Naic National High School-Satellite was conducted to (1) determine the reading comprehension of student when grouped according to section on the following experimental set-ups; no background music, with sound of nature background music and with classical background music and (2) determine if there is a significance differences in the reading comprehension level of students on the three set-ups. The study took place at the selected sections within the vicinity of Naic National High School-Satellite from September to October 2018.

This study is significant to the teachers and students. The findings of this research help the teachers to gain new strategy in conducting a reading test. The findings also help the student to choose the kind of music should play while reading. It could be useful also to review notes before examination.

METHODS

Three treatments with different background music were used in the study. Treatment A: no music, Treatment B: with sound of nature background music, and Treatment C: with classical background music. The study used experimental method using cross-over group design to determine the impacts of playing music on student reading comprehension. The reading comprehension assessment was used to determine the impacts of music on students reading comprehension using the three set-ups which is no music, with sound of nature, and classical music. The impacts of playing music in student's reading comprehension of Grade 11 students of Naic National High School - Satellite as presented in table 1.

RESULTS

The mean ratings for Set up 1 was 5.14, Set up 2 was 5.38, and Set up 3 was 6.10 which means that when the students read without music and read with sound of nature background music, their reading comprehension level is average, then when the students read with classical background music their reading comprehension level is good.

DISCUSSIONS

Remarks based on the conduct study showed that when the participants read while listening to classical music, they tend to have good rating in their reading comprehension level and the participants score increases.

KEYWORDS: MUSIC, READING COMPREHENSION

SUBMISSION ID: R04A-CAVITP-0043

Implementation of Child Protection Policy in Lingig II District Schools

Airah C. Balingan, Singing
(Adviser: Hadji)

Abstract

INTRODUCTION

Many students are experiencing physical and mental abuse not only in school but also in their home. Article 19 of the United Nation Convention on the Rights of the Child provides for the protection of children in and out of the home. In Lingig II District, the school has its Child Protection Policy to see to it that students are protected against any form of maltreatment. This study determines the implementation of child protection policy in public secondary schools of Lingig II District.

METHODS

The descriptive research design was used in the study. The design has emphasized on objective measurement through the use of survey questionnaire. The said design was adopted from UNICEF's (2012) because the study investigated on the implementation of the child protection policy. Furthermore, the weighted mean was also employed in the study.

RESULTS

The results show that the advocacy of Department of Education through Child Protection Program was a contributory factor to decrease incidence on child abuse. It was found also that Department of Education schools have organized committees which is responsible to implement the program regarding Child Protection Program (CPP). Furthermore, the CPP of the respondent was highly implemented particularly on the indicator "the learners and the institution". There was also a significant difference among the school's implementation of the Child Protection Program.

DISCUSSIONS

In this study, parents are not fully aware that the program exist. It can be noted also that public schools in Lingig II District have varied experiences and initiatives when it comes to the implementation of the Child Protection Program. It may be suggested that CPP implementers should give due attention to a balance implementation on the different indicators for effective implementation of the program. The respondent schools may also design a unified pattern in the implementation of the program.

KEYWORDS: implementation

SUBMISSION ID: R013-SURSUR-0143

Heart and Hand Extended for Learners' Progress (HELP) Program in Calamba Integrated School, Division of Calamba City: Implication to Dropout Rate and Students' Academic Performance

Teodocia Dungo, Guidance Counsellor III

Abstract

INTRODUCTION

This paper aimed to identify Students at Risk of Dropping Out (SARDOs), pinpoint factors why students leave school, and determine whether the Heart and Hand Extended for Learners' Progress (HELP) program can provide a viable way to prevent SARDOs.

METHODS

The study used Descriptive Method. There were 44 students and 11 advisers involved in the research. Self-made Questionnaire was used in order to find out the hindering factors in attending classes regularly such as domestic related factors, individual related factors, geographical/environmental related factors, school related factors, and financial related factors, meanwhile, the interventions were administered to save SARDOS.

RESULTS

Findings indicated that the main reason why students leave school is caused by the individual-related factor. Home visitations and conferences with parents are the interventions most administered by the teachers to save SARDOs. All learners who have undergone HELP program were promoted in their grade level based on SF5 and SF10.

DISCUSSIONS

Based on the result, the HELP program promoted widespread access to learning and provided valuable guidance for making students stay effectively in school. However, since the research used SARDOS only in the Calamba Integrated School, effectiveness of the HELP program may vary in other areas.

KEYWORDS: HELP, drop-out rate, academic performance

SUBMISSION ID: R04A-CALAMB-0127

Huwag Math-Takot: an Intervention to Develop the Retention Level of Multigrade Class in Four Fundamental Operations

Angelie June G. Antecristo, Dancing
(Adviser: Hadji Luna)

Abstract

INTRODUCTION

The study emphasizes on developing the retention level in four fundamental operations of multi-grade class (Grades I-III) of Guitamondok Elementary School through "Huwag Math-Takot Intervention". This refers in learning the four fundamental operations (addition, subtraction, multiplication, division) with ease while engaging in a different varied activities like wheel game, flash cards, counters, pick and guess, board games, solve me, play and grow and DAP ELLN activities. Learning with engaging activities will help motivate and develop learners love towards Mathematics especially in subtracting numbers.

METHODS

Pre and post assessment to the primary grades of section Antecristo were applied to gather data. Results show that there was a significant difference in the retention level of the participants before and after the implementation of "Huwag Math-Takot Intervention". In this case, there must be a regular follow-up and conduct of this activity to closely monitor the performance of the identified pupils to do better in school. A strong collaboration between the parents is encouraged to work hand in hand on the remediation of pupils to maintain their progress.

RESULTS

The result shows that the intervention is effective. It is shown in the research that there is an increase of pupils test results after the intervention. The result is conformed to the study of John Dewey, "Learning is a lifelong process. Learning is at best when you experience it." Thus, Constant Practice Makes Perfect.

DISCUSSIONS

There is an increase of pupils test results through the regular conduct of "Huwag Math Takot". Thus, Subtraction is one of the fundamental operations that should be mastered. Knowing how to subtract correctly is a key to solve tougher problems and competencies.

In this case, there must be a regular follow up and conduct of the "Huwag Math-Takot Intervention" to the identified pupils to help them perform better in school. A strong collaboration between parents is encouraged to work hand in hand on the remediation of the pupils to maintain their progress.

KEYWORDS: Retention

SUBMISSION ID: R013-SURSUR-0176

Guidelines and Policies on Regulating Pupils' Conduct: Inputs for Codification

Caren Salinillas, Department Of Education

Abstract

INTRODUCTION

Policies and procedures help every individual to familiarize themselves with the service's practices and give them information about what to expect from the service. Policies should be living documents that must be regularly reviewed to ensure that they meet all the needs of those working in the service: the pupils, teacher, administrators and parents.

METHODS

The study utilized the descriptive method of research. According to Bernardez (2011), the descriptive research is otherwise known as normative survey. This method is concerned with the prevailing or existing status of an event or problem. Under this method, the researcher employs the following data gathering procedures: questionnaire, interview and observation.

RESULTS

1. Managing pupils' transition, support system promoting positive discipline, regulating the conduct of pupils, objectives, and ensuring the pupils' academic performance, as well as the prevention of bullying found effective among public elementary schools in the Division of Lipa City.
2. School heads, teachers and PTA officers coherently agreed that the guidelines and policies on the student code of conduct will be implemented.
3. Maintain open communication among people and school organization. If all the parents will participate in the activities it will be highly constrained in the implementation of guidelines and policies on student code of conduct.
4. Pupils' support system has a positive effect, while prevention of bullying, ensuring the pupils' academic performance, pupils' support system, and managing the pupils' transition has a negative effect in the implementation of guidelines and policies.
5. The proposed codification student code of conduct will help promote positive student conduct and foster a climate of mutual respect for the rights of others, and teach students that they are responsible for conducting themselves in a manner appropriate to their age and level of maturity.

DISCUSSIONS

The result shows that teachers and administrators may actively promote and support appropriate and positive student behaviors that contribute to and sustain a safe, inclusive, and accepting learning and teaching environment in which students can reach his/her full potential. The efforts of the Division office of Lipa City for continuous provision on providing relevant trainings / INSET and capacitating all teachers deserve a high regards and commendations as it shows in the results of the study in the assessment on promoting positive discipline improve quality of implementation.

KEYWORDS: GUIDELINES AND POLICIES, INPUTS FOR CODIFICATION

SUBMISSION ID: R04A-LIPAC1-0183

Evaluation of the Implementation of the Pantawid Pamilyang Pilipino Program of Senior High School Students in Naic National High School-Satellite

Dorina I. Llano & Jocelyn I. Andaya, Department Of Education

Abstract

INTRODUCTION

The Pantawid Pamilyang Pilipino Program or 4Ps is a poverty reduction strategy which was launched in line with the government's goal to assist and uplift every Filipino household, most especially those under the lowest bracket of economy. It is a human development measure of the National Government that provides the conditional cash grants to the poorest of the poor to improve the health, nutrition, and education of the children. Moreover, with its vision to help, this program must be properly implemented and monitored. Thus, this study was conducted.

METHODS

This study aimed to show the satisfaction level of the beneficiaries on the implementation of Pantawid Pamilyang Pilipino Program. The research was conducted at Naic National High School-Satellite where Purposive Sampling was used. The total number of respondents was 65 parents of both Grade 11 and Grade 12 beneficiaries. Descriptive method was used in the study. The researchers used survey questionnaire to gather necessary data and information for the study. The questionnaire was validated by the Municipal Social Welfare Development. After gathering the data information, the researchers consulted a statistician for the analysis of the data.

RESULTS

The results showed that 21 (32.31%) out of the 65 respondents or beneficiaries are very satisfied, 42 (64.62%) are satisfied and 2 (3.08%) are somewhat satisfied. Hence, 96.93% of the beneficiaries of the program are satisfied in the implementation.

DISCUSSIONS

Most of 4P's beneficiaries are satisfied with the implementation of the program. The program is well-implemented.

KEYWORDS: 4P's, MWSD, Program Implementation Evaluation

SUBMISSION ID: R04A-CAVITP-0395

Extent of Integration of Personal Safety Lessons in AP and EsP and the Level of Pupils' Awareness and Sensitivity in Calauan District: Basis for Proposed Intervention Program for Safety of Children

Regina Ramirez, Department Of Education – Laguna, Santo Tomas Elementary School-Annex (Calauan)

Abstract

INTRODUCTION

The integration of the school and the home is a millennial mandate in providing safety for young children in their search for theoretical knowledge and practical skills as compounded by the unified and enduring package of refined behavior as a strong foundation for quality living and a civilized nation. In school scenario, the issuance of Department of Education Order No. 40, s. 2012, and the Convention on the Rights of the Child (CRC) aim to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. Supportive to the above Department of Education order, the researcher is greatly motivated to conduct a study on the extent of integration of personal safety lessons in Araling Panlipunan and Edukasyon sa Pagpapakatao and the level of pupils' awareness and sensitivity of their rights and protection in Santo Tomas Elementary School in Calauan District in Laguna.

METHODS

This study is descriptive in design by utilizing the systematic sampling technique as basis for issuance and retrieval of the three (3) sets of locally-constructed questionnaire with five-Likert scale checklist inquiries to and from a total of one hundred fifty-two (152) respondents. The study had been subjected to statistical computations through the weighted mean, standard deviation, and Pearson formulas as basis for empirical testing of the null hypotheses (H_0 1 - 5) at 5% level of significance.

RESULTS

The integration of personal safety lessons in Araling Panlipunan and Edukasyon sa Pagpapakatao served as good predictor for increasing pupils' awareness and sensitivity of their rights, assistance, and protection as basis for effective management of Santo Tomas Elementary School in Calauan District as yielded by the r value of 0.99 which rejected H_0 at 5% level of significance.

DISCUSSIONS

The most extensive are the sectorial participations for the integration of personal safety lessons, the higher one is the level of awareness and sensitivity of pupils of their rights for assistance protection. The integration of PSL in AP and EsP served as good predictor for increasing pupils' awareness and sensitivity of their rights, assistance and protection as basis for effective management of Santo Tomas Elementary School in Calauan District.

KEYWORDS: Integration, Millennial, Violence, Awareness, Sectorial

SUBMISSION ID: R04A-LAGUNA-0328

**Factors Affecting Senior High School Students' Choice to Veer Away from
Agricultural Courses in San Juan, Batangas**

Rapahel John E. Reyes, San Juan Senior High School
(Adviser: Galileo Juangco)

Abstract

INTRODUCTION

Some of the farmers inherit this kind of profession from their ancestors and so, being a farmer is believed to run into their bloods. In the year 2018, the employment rate was estimated at 94.7 percent. The labor force participation rate involves farmers at the age 15 years old and above but these people are not studying anymore. The average age of the Filipino farmers is 57 and the average educational attainment of a farmer is only Grade Five. They just take agriculture because it doesn't require any degree. The problem nowadays is the low interest of students in entering agricultural related courses. For this reason, the researchers will find out why there are still few students entering the field of agriculture.

METHODS

The researchers used phenomenological design to determine the impression of senior high school students on taking agricultural courses. Purposive sampling from non-probabilistic sampling was used depending on the context of the study.

RESULTS

The factors that affect their decision in choosing agricultural courses as their career is composed of family influence, personal influence, financial stability, employment and salary security, and the capability of doing work. The students' impression in terms of agriculture is that it is a difficult job, the income is low, and they lack knowledge in managing this kind of business. Agriculture is also easy to those people who are used in doing this job. They lose their confidence to do this kind of job because farming requires a lot of efforts. It can be easy if they are already done studying agricultural courses, so they can think of a good way on how to manage this kind of business. On average, most of the students didn't want this kind of career path. It is proven by this research because more students agreed that this kind of job is backbreaking.

DISCUSSIONS

Family has a large contribution in influencing their children in taking the courses related to agriculture. Some students refer to their personal choice, interest, and financial status. Students want assurance that they will be employed and will have a good salary in the future. They are also considering the capital that will be used in starting this career. There are lots of job that is easier than farming, so why would students make it harder for themselves? Through these results, the researchers recommend that the government should support the school to create and promote agricultural courses and encourage the youth to take it knowing the importance of agriculture in the country.

KEYWORDS: Agricultural Courses, Students' Choice, farmers, career path

SUBMISSION ID: R04A-BATANP-0879

**Factors Affecting the Preferences on Choosing School for Senior High as Perceived
By Selected Grade 10 Students**

Romel Jade Reyes
(Adviser: R-lou Garcia)

Abstract

INTRODUCTION

The present day world demands for globally competitive students and one of the ways of achieving this demand is the implementation of senior high school. The system is relatively new to Philippines and research is a way to familiarize to the system and better understand the issue. The research focuses on the factors that affect the preferences on choosing school for senior high school as well as the level of importance of these factors to the students.

METHODS

Descriptive method of quantitative research is used to prove study, identify problems, justify current issues, and obtain information regarding the issue. It was focused on the Grade 10 students of Makiling Integrated School. Simple random sampling method is used in order to choose the participants. The instrument used is modified based on the aims of the study and to formulate results, the researchers then used average percentage and weighted mean formula.

RESULTS

The study revealed that the most effective factor in influencing the students is family income and every perceived factor is important for the respondents as no factors had zero percentage of answers. Factors denoting high importance are related to interests, ability to be financially supported, and consumer demand and the factor that showed moderately high importance was social influence. This research then denoted that each of the perceived factors is important for students and the factors were considered with different levels of importance.

DISCUSSIONS

The study implied that the factors were really important for the students and the students need to consider these factors with varying level of importance. The research can help the student's decision making and can also be used as reference by the future researchers

KEYWORDS: Perceived Factors, Senior High School, Preferences, Decision Making

SUBMISSION ID: R04A-CALAMB-0063

**Enhancement of Skills: The Impact of High-Intensity Training of the Futsal
Players of Gifted to Their Performance in Various Competitions**

Heather S. Mac Govern
(Adviser: Roderick Tobias)

Abstract

INTRODUCTION

Training programs are designed to maintain the athlete's healthy and fitness state, but most importantly it prepares the athletes and players for the physical demands of competition. Governor Felicisimo T. San Luis Integrated SHS is one of the schools that implement High-intensity Interval Training for all sports events available, especially Futsal. As observed and determined by the researchers, the HIIT program is positively applied by the Futsal Team, however there is a need to determine if the HIIT Program has an actual impact to the overall performance of the Futsal Team in various competitions.

METHODS

The research study is a descriptive research design. The research study was conducted through a questionnaire. The respondents were only limited to students, specifically the Futsal Players; both male and female from the Junior High School and Senior High School department, including their respective trainers and coaches.

RESULTS

The summary output of the research shows that the Multiple Regression is positive 0.69, meaning that there is a significant positive impact of the three (3) independent variables which are: Training Program's Effectiveness, Coach / Trainer's Guidance and Athlete's Improvement, to the Futsal players' sports performance. Indicated by the Regression, $p < 0.05$, whereas the Null Hypothesis of the research will be rejected given that the final outcome of p is $0.034 < 0.05$.

The overall weighted means of 4.76, 4.79, 4.67, 4.90 and 4.71 were obtained from the results.

DISCUSSIONS

Since the first independent variable was derived with the mean of 4.76, it can be concluded that there is a "Very High" impact of the training program to the performance of the futsal players. The second independent variable derived with a mean of 4.52, it can be concluded that there is a "Very High" impact of the Coach / Trainer's guidance to the performance of the athletes. The third independent variable derived with the mean of 4.11, it can be concluded that there is a "High" impact of the athlete's improvement to their performance. The overall performance derived with a mean of 3.71 that concluded that there is a significant impact of the three independent variables to the performance of the Futsal Players.

Future researchers may apply this research, particularly the HIIT training program, for various sports events that need a higher rate of improvement and performance to their training routine in order to prepare for various sports competitions.

KEYWORDS: Training Intensity, Futsal, Competition, Training Programs, Athlete's Improvement

SUBMISSION ID: R04A-LAGUNA-0040

**Enhancement of Students Performance in TLE Exploratory Courses Using 3E's
Explore, Enjoy and Experience: an Output for the Intervention Program**

Lilibeth Lavin, Department Of Education

Abstract

INTRODUCTION

Helping the students to gain knowledge and skills with the everyday lessons are two of the primary concerns of every TLE teacher. The lesson must be crafted and well-planned based on the competencies given in the curriculum. In each competencies the teacher must design creative and enjoyable strategies of teaching suited for the capability of each learner. As these pedagogy in teaching are applied, most of the learners are engaged in activity-based lessons. In group activities, some of the learners, especially those who are in the top of the class, performs well but most of the students, especially those who are in low performing classes, do not perform well if they will be assessed individually. Teachers, being the facilitators of learning, should create a Strategic Intervention Material (SIM) in TLE that will simplify the complicated concepts in every lessons and highlight the major importance in the achievement of the necessary competencies in TLE.

METHODS

Descriptive normative survey was used in this research in gathering the needed data. Researcher made questionnaires were also used in order to find the answers to the problem.

RESULTS

Based on the analysis of the academic progress tracking of the respondent, the results show the difference on the MPS of the students, comparing the results on the Pre-Test and Post Test without intervention and the result of MPS on Post Test with 3E's SIM. It is noted from the data that the MPS during the Pre-test is significantly low with 32.72% while MPS on the Post-test without SIM registered 41.61%, Post Test with SIM shows positive results of 60.22% MPS on Post-Test with SIM had increased by 84.04 % over the Pre-test. Likewise, presenting the summary of the scores on the perception of the students on the Strategic Intervention Material (SIM) used in Action Research, students agree with 4.05 as an overall mean, that the activities selected are suited on their level, appropriate to meet the desired competency, instructions and directions are easy to understand and crafted activities are enjoyable for the students.

DISCUSSIONS

The results show that there is a need for giving intervention materials for low performing students to improve and enhance their mastery level in certain competencies. Giving 3E's SIM will unlock the difficulties and intelligent gaps among students.

KEYWORDS: enhance, explore, enjoy, experience, innovation, intervention

SUBMISSION ID: R04A-TANAUA-0192

Enhancing Grade VI Pupils' Performance in Science Using the Integration of Ict at Pansipit Elementary School

Agapito Canela, Department Of Education

Abstract

INTRODUCTION

Information and Communication Technology (ICT) includes computers, the internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today's education field. The main thrust of this study is to enhance pupils' performance in Science using the integration of ICT at Pansipit Elementary School. The researcher conducted this study to prove that quality instruction using ICT contributes favorable results on pupils' performance.

METHODS

The descriptive qualitative research was employed in this study wherein the respondents were the 30 Grade Six pupils of Pansipit Elementary School. The study is purely descriptive in nature and used a survey questionnaire as the research tool in data gathering procedure. The researcher collected the questionnaires after accomplishing them. The data were quantified through the use of Percentage Method.

RESULTS

The study found out that some facilities necessary in using ICT in teaching Science are not available. There is also a problem on the ability of teachers in using ICT in Science. The results revealed that using ICT in teaching Science is very effective that is why an action plan was proposed to address the problems found in the study. Unavailability of some ICT materials such as internet can be solved by requesting proper authorities. Teachers' ability in using ICT can be improved by attending trainings. Using ICT will enhance pupils' academic performance and the teaching performance of the Science teachers as well.

DISCUSSIONS

The results revealed that using ICT in Science is very effective. It will enhance pupils' academic performance and teaching performance of the Science teachers as well. In view of this, problems found in the study such as unavailability of ICT equipment and trainings for both pupils and Science teachers must be addressed to fully implement the use of ICT in Science. ICT can improve the quality of education and heighten teaching efficiency through pre-service training and programs that are relevant and responsive to the needs of the education system. This will allow teachers to have sufficient subject knowledge, a repertoire of teaching methodologies and strategies, professional development for lifelong learning.

KEYWORDS: ICT, education field, ICT equipment

SUBMISSION ID: R04A-BATANP-1110

Effectiveness of Pedagogical Approaches in Teaching Mathematics: Basis for Enhancement Plan

Ma. Dina Adarlo

Abstract

INTRODUCTION

This study was undertaken to determine the effectiveness of pedagogical approaches utilized in teaching Mathematics in public elementary schools in Mabini District, Division of Batangas during the school year 2017-2018 as assessed by the teachers themselves and the school heads. This further focused on the proposed action plan to enhance the utilization of pedagogical approaches.

METHODS

The study utilized the descriptive research design with researcher's constructed questionnaire as the main data gathering instrument. The respondents of the study were 16 school heads and 75 mathematics teachers in 17 public elementary schools. The responses were tabulated, analyzed, and interpreted in the context of the statement of the problem. The statistical tools used were percentage, frequency, ranking, weighted mean and t-test.

RESULTS

1. The teachers were able to utilize all pedagogical approaches effectively in enhancing the mathematics performance of the learners. Reflective approach was rank first while constructivism was the last.
2. There was a significant difference in the assessment of the school heads and the teachers in the utilization of collaborative, inquiry-based, integrative, and reflective approaches in teaching Mathematics. Otherwise, there was no significant difference that existed in the constructed approach.

DISCUSSIONS

The teachers effectively utilized the constructivism, collaborative, inquiry based, integrative, and reflective approaches in teaching Mathematics. The involvement of the learners in every activity for effective learning should be prioritized, making the learners understand and work hard in order to bring out their innate intelligence and should be open to challenges for improvement.

KEYWORDS: Pedagogical Approaches, Enhancement Plan

SUBMISSION ID: R04A-BATANP-1125

**Effectiveness of the Reading Intervention Program of Grade 8 Students in Batangas
National High School: Basis for an Action Plan**

Phrecy Noche, Teacher

Abstract

INTRODUCTION

Reading is a fundamental skill which transfers to other subject areas. Students at the middle level, grade six through eight who are behind in reading are not on a trajectory for success in terms of college and career readiness. The issue is further compounded when the teachers aren't motivated and equipped with the skills and training to meet the needs of these students. Consequently, the researcher has been motivated to conduct this study to be well prepared not only with the necessary knowledge and skills in English but also to be able to prepare and use the most appropriate guide for the successful implementation of the reading program.

METHODS

The study utilized descriptive method to gather information from the respondents that include thirty (30) English teachers which was chosen using non-probability purposive sampling and 200 selected grade 8 students, all from Batangas National High School. The questionnaire used is composed of three parts: Part I focuses on how the reading program developed, Part II focuses on the status of the reading program of teachers, and Part III focuses on the assessment of the teachers in the existing reading intervention program. After a thorough construction and modification, the questionnaire is validated and then distributed to the respondents.

RESULTS

Results of the study revealed that reading intervention is most commonly done verbally as oral reading intervention attained the highest rank with a weighted mean on 3.73 while the home reading report obtained the lowest with weighted mean of 3.08. The composite mean of 3.46, interpreted as often used, suggest that reading intervention programs should be intensified. The effectiveness of the reading intervention program in terms of objectives, principles and basic considerations in the implementation is greatly evident. There is no significant difference between the assessment of the teachers and student respondent on the effectiveness of the reading intervention program in terms of its objective and there is significant difference in terms of principles and basic considerations in the implementation.

DISCUSSIONS

Considering the results, the researcher recommends a devise a plan of action which aims not only to motivate students to love and enjoy reading but also to enhance their reading skills with comprehension.

KEYWORDS: READING INTERVENTION, PROGRAM, IMPLEMENTATION, ACTION PLAN

SUBMISSION ID: R04A-BATANC-0263

Effectiveness of Tundos Para Puntos to Increase Performance Level in Gardening Activities of Agricultural Crop Production Students

Nelfa Plaza, Participant

Abstract

INTRODUCTION

Gardening is fun and is a skill that, once acquired, can be a lifelong hobby. Spending time outside, exploring in the soil, watching seeds grow, and harvesting the bounty can be enjoyable and memorable ways for students to spend their time. Through gardening, students become responsible caretakers. (Kids Gardening. org, 2016).

In Carmen National Agricultural High School, one of the problems encountered in Agricultural Crop Production is the low performance of students in gardening activities based from the monitoring, observation, and attendance made by the researcher who herself is the subject teacher. Thus, the Tundos para Puntos gardening strategy will be used to improve performance level in gardening activities of Agricultural Crop Production students.

METHODS

This study employed descriptive method. Purposive sampling was used in this research since the identified 15 students in Grade 8 Agricultural High School with low performance in gardening were the respondents.

RESULTS

In the first quarter of school year 2018-2019, the researcher's assessment revealed that only 4 out of 15 students meet expectations high in the criteria of attendance, 4 out of 15 students meet high expectations in the criteria of number of hills of eggplant alive, and 4 out of 15 students meet expectations high in the work performance criteria. The findings revealed that there is an increase of the level of performance in gardening of Agricultural Crop Production students through the application of the "Tundos para Puntos" intervention.

DISCUSSIONS

The researcher faced challenges on how the students will be engaged and be motivated in the activity. To make gardening attractive and meaningful in school, the researcher used the "Tundos para Puntos" gardening strategy as extrinsic motivation to improve the performance level in gardening activities of Grade 8 students under Agricultural Crop Production.

KEYWORDS: Effectiveness, Tundos para Puntos, Performance level, Gardening Activities

SUBMISSION ID: R013-SURSUR-0328

Effectiveness of Using Strategic Intervention Materials in Improving the Respondents' Performance in Music and Physical Education Grade 10

Ruthsenett A. Magno, Department Of Education

Abstract

INTRODUCTION

In every school experience, there will be different problems in terms of the academic performance of the students and so, the primary goal of the teachers is to provide appropriate and effective instructional materials to students to meet the standards set by the Department of Education in implementing the K to 12 Basic Education Program. Helping students who are struggling in their subjects require teachers to choose an appropriate strategy and time for intervention, and without a systematic approach, this can be a challenge for teachers who have multiple students in need of help.

METHODS

This study used descriptive method of research. This study also utilized the strategic intervention material (SIM) as the main instrument to generate first hand data from the respondents. The data from the respondents were collected to determine the effectiveness of using strategic intervention material. The instrument was administered to the respondents by the researcher herself during her MAPEH Class. Each of the respondent was given an individual copy of the instruments. Directions in accomplishing the instruments were made clear and enough time was given to the respondents to ensure that the instrument is properly and correctly examined and answered as well.

RESULTS

The performance of the learners using Strategic Intervention Materials found out that the learning approach encourages learners to have creative and in depth understanding within the learning environment than traditional teaching. The study revealed that both controlled group and experimental group exposed to SIM achieved better. The use of the strategic intervention materials will be a big help to the students in order for them to find interest in every designed activity that teachers introduce to them.

DISCUSSIONS

The students who were taught with Strategic Intervention Materials had significantly better understanding of facts and concepts and were superior in applying this knowledge. The Strategic Intervention Materials contributed to better learning of the concepts among students. Furthermore, this material can give opportunity to explore various ideas and concepts that would enrich learner's understanding of varied subject matters that sharpen their competencies.

KEYWORDS: Strategic Intervention Materials, teaching strategy,

SUBMISSION ID: R04A-QUEZON-0196

Differentiated Instruction: Strategy in Teaching Literature

April Manallo, Department Of Education

Abstract

INTRODUCTION

Teachers are faced with various problems in terms of improving the performance level of the students. Despite the different strategies used in the teaching-learning process, the result of the National Achievement Test (NAT) is still very alarming.

Moreover the students have their own learning style which needs varied instruction in order to meet their needs. They can learn in different ways and demonstrate what they know in their own preferred style.

It was the aim of this study to determine the effectiveness of Differentiated Instruction in teaching literature in order to provide intervention that would increase the performance of the Grade 7 students in Filipino.

METHODS

This study aimed to determine the effectiveness of differentiated instruction in teaching literature in Grade 7. A quasi-experimental design was used in this study. The respondents of this study were the 70 students from Grade 7 of Rizal National High School. The researcher used the teacher-made test in gathering the data which was composed of 50 items.

RESULTS

(1) Based on the pretest, the level of performance of the controlled group is 40.63 while 42.17 for the experimental group which has a descriptive rating of Did Not Meet Expectation. (2) Based on the post-test, the performance level of the controlled group is 46.57 which means Did Not Meet Expectation while 78.51 for the experimental group which means fairly satisfactory. 3) The computed t-value of the experimental group was 22.916 which is higher to the critical value of 1.6918. The computed t-value of the controlled group is 5.236 which is also higher to the critical value of 1.66993. (4) There is a significant difference in the performance level of comprehension in the literature between the two groups. This shows that there is a problem in the performance of the students in literature. This means that the comprehension level needs to be improved.

DISCUSSIONS

The performance of Grade 7 students is very low. Both groups have a descriptive rating of Did Not Meet Expectation based on the pretest. After the posttest the level of performance of the experimental group increased. The teacher-researcher utilized differentiated instruction in teaching during the data gathering.

The suggested intervention may be employed to increase the level of performance of the students. Likewise, teachers may undergo training with regard to the strategies in teaching literature in order to cope up with the academic needs of the diverse learners.

KEYWORDS: Differentiated Instruction Level of Performance Literature Filipino

SUBMISSION ID: R005-SORSOP-0027

Difficulties Encountered by Grade 10 Students in Mathematics 10

Maureen Perez, Department Of Education

Abstract

INTRODUCTION

This research attempted to determine the difficulties encountered by the grade 10 students in Mathematics 10 in Tinurik National High School during the school year 2017- 2018. Specifically, this research sought to answer the following questions: 1.) What are the difficulties encountered by the grade 10 students in Mathematics 10 in Tiurk National High School in terms of the following as perceived by themselves and by the teacher: a. Sequences, b. Polynomials, c. Polynomial Equations, and d. Polynomial Functions; 2.) Is there a significant difference between the perceptions of the two sets of respondents? ; 3.)What is the degree of seriousness of the factors affecting the difficulties in Mathematics 10 as perceived by the grade 10 students and teachers in Tinurik National High School in terms of:1.1.Community-Related Factors
1.2. Teacher-Related factors, 1.3. Family- Related Factors; 4.) Is there a significant difference between the perceptions of the two groups of respondents to the degree of seriousness of the contributory factors to the difficulties in Mathematics 10? And 5.)What is the implication of this study to Mathematics instruction?

METHODS

The research employed the descriptive normative survey in gathering the data needed. Relatively, in order to find answers to the problem, framed questionnaires were used.

RESULTS

After the thorough analysis and interpretation of the gathered data, the research resulted in both the teachers and students perceiving Mathematics 10 as "moderately difficult" and there is no significant difference between the perceptions of the two groups. The results also revealed that both the teachers and the students perceived the teacher-related factors, by the mean of scores 22.75 and 99.25 for the teachers and the students respectively, as very serious issues affecting the students' difficulty in Mathematics 10. The second highest component based on the data is the family-related factors as perceived by both by the teachers and the students. As shown on the table, 85.25 is the students' mean of scores 19.75 is the teachers' mean of scores.

DISCUSSIONS

Based on the findings, the teachers and the students have the same perceptions on the students' difficulties in Mathematics 10. Both the students and the teachers perceived all the mentioned topics as "moderately difficult" except Polynomial function.

KEYWORDS: cooperative learning, difficulty, effective, problem solving

SUBMISSION ID: R04A-TANAUA-0195

Difficulty in Vocabulary Development in Grades III-VI Learners in Panay Elementary School

Janice Fronda, Roman Catholic

Abstract

INTRODUCTION

This study was undertaken to develop a plan of action to determine the levels of the learner's difficulty in vocabulary development in Panay Elementary School during the school year 2018-2019. To attain the purpose of the study, the level of vocabulary measured the learners' performance.

METHODS

This is a descriptive research which aims to identify the level of difficulty in vocabulary of Grades III and VI pupils. The respondents of the study are the pupils and the teachers of the said grade levels. The design of the research compendium followed three phases, namely: the pre-design stage, the design stage, and the post-design stage. The pre-design stage includes gathering of literature about action research writing, treatment of gathered data as well as identifying the respondents of the study. The design stage includes drafting of the research worksheets and preparation of the research. The responses were tabulated, analyzed, and interpreted in the context of the statement of the problem.

RESULTS

1. The researcher noticed that many of pupils were having difficulty in vocabulary. Sixty-seven and fifty-seven percent (67% and 57%) of learners experienced in the level of never having seen the term before.

2. In order to support pupils in the problem of vocabulary development, the teacher should use various sets of activities, when addressing vocabulary development problems.

3. Teachers can scaffold pupils as they build the types of activities to introduce new vocabulary. Some of them are pre-teaching words and phrases before starting a new topic, using flashcards with pictures and/or words or definitions in first language and games, e.g. snap, vocabulary bingo, freeze chanting, pairing games.

DISCUSSIONS

It is recommended that teachers use different vocabulary development strategies when assisting learners. When using the words, the teachers should highlight to the learner on a weekly basis which set of words is to be studied. The teacher should also emphasize the spelling and pronunciation of those words. Furthermore, conducting assessment after the sight words are taught in order to check whether they have been mastered. All stated activities must be further developed to involve them in the positive outcomes among pupils.

KEYWORDS: Vocabulary Development, Academic Performance

SUBMISSION ID: R04A-BATANP-1120

Development, Validation and Acceptability of Project Stream (Struggling Reader's Material) for Grade Five Pupils in Virgilio B. Melendres Memorial Elementary School

Cristina C. Juangco, Melissa Olaya, & Veronica B. Benameje

Abstract

INTRODUCTION

The study aimed to validate the acceptability of the developed Struggling Reader's Material.

METHODS

Descriptive-evaluative method

RESULTS

Very Highly Accepted

DISCUSSIONS

The developed module is effective in developing basic reading skills and comprehension among learners.

KEYWORDS: Development, Acceptability, Readers Material, Module, Validity English, Quality

SUBMISSION ID: R04A-RIZALP-0090/ R04A-RIZALP-0093/ R04A-RIZALP-0098

Developing Reading Fluency Among Grade Three Pupils

Thelma Iglesia, Department Of Education

Abstract

INTRODUCTION

The study aimed to identify the oral reading level of the grade three pupils of Mainaga-San Francisco Elementary School with the end view of developing oral reading scheme that will help develop fluent readers. Specifically, it sought to answer the level of the reading ability, the reading remediation activities utilized by the teacher in addressing the reading difficulties of the pupils and the reading enrichment activities that may be proposed to develop further reading fluency of pupils.

METHODS

The descriptive method was used to determine reading fluency among the respondents with the end view of developing reading fluency among pupils. The main instrument used to gather the data was the questionnaire given to seventeen (17) Reading teachers in the cited school.

RESULTS

Based on the results, there is a great improvement in the reading ability of non-readers. Results suggest that foremost reading remediation utilized by teachers is close reading, adapting a text, and read aloud. The researcher provided reading enrichment activities in order to help Grade 3 pupils improve reading fluency.

DISCUSSIONS

The results recommended that teachers need to prepare enhancement exercises in reading. Pupils may be encouraged through their parents to read materials found in their mini-library during free time, thus enhancing their interest in reading, and functional reading program that provides learning environment and development of skills in reading may be included in the action plan of teachers to develop the pupils' performance in reading.

KEYWORDS: fluency, reinforcement, enrichment

SUBMISSION ID: R04A-BATANP-1213

**Developing Reading Comprehension Skills Through Buddy System Reading
Technique of Grade V - Marangal of Dayap Elementary School - Annex**

Glecy C. Dorado

Abstract

INTRODUCTION

In a class of 40 pupils handled by the researcher, she discovered that 31 of them has difficulty in reading comprehension. In an attempt to help them, the researcher told pupils to stay after the class and spend time to practice how to read with the teacher. It was only to find out that it was not helping them because either the pupils were too nervous or too shy to practice and be corrected by the teacher. This triggers the researcher to ask the most able pupil and their class president to monitor the reading comprehension progress of their classmates, including them.

METHODS

The target respondents to this study are the 31 pupils from Grade V-Marangal School Year 2018-2019. To determine the performance of the pupils in the research, the researcher will be using a Comparative-Evaluation Result to find out if the reading ability and comprehension of the pupils improved after the intervention program. Their comprehension will be tested by giving them simple questions about the story/activity they have read.

RESULTS

The series of reading comprehension results for Grade V - Marangal showed that the Buddy System Reading Technique is effective. Pupils with notable word recognition had significantly improved. The same is true with the Reading Comprehension which was noticed that after 6 weeks of continuous monitoring, the pupils can now fully comprehend with what they have read. From 17.14% increase the mastery level to 80% after 6 weeks. As a whole, the results showed that it helped improve the reading skills of pupils of Grade V - Marangal at Dayap Elementary School - Annex.

DISCUSSIONS

The findings of this study suggest that using the potential of outstanding students to assist their teachers in administering special remedial sessions to pupils with special needs is of great help. It was also a very rewarding task as a whole since struggling pupils who had difficulty in understanding content were able to progress remarkably. It is, however, noteworthy that these pupils who showed improvements had very noticeable good attitude when it comes to attending remedial reading classes. Inquiry skills should be developed if we aim to increase the performance of our students.

KEYWORDS: reading comprehension

SUBMISSION ID: R04A-LAGUNA-0163

Development and Acceptability of HandWriting Module for Kindergarten in the District of Pililla

Jean Rose Cayanan, Lead Proponent, Jenelita H. Escalderon, & Teresita V. Masinsin

Abstract

INTRODUCTION

Assess the development and acceptability of handwriting module for Kindergarten,

METHODS

Descriptive Method

RESULTS

Very High

DISCUSSIONS

Accepted

KEYWORDS: Handwriting, module, acceptability, development, Kindergarten

SUBMISSION ID: R04A-RIZALP-0092

Cooperative Learning Activities on Theme Writing for Grade 4 Pupils in Mainaga-San Francisco Elementary School

Nancy Magboo, Department Of Education

Abstract

INTRODUCTION

This study aims to stimulate the cooperative learning activities on theme writing for grade 4 pupils in Mainaga-San Francisco Elementary School. Effective teachers are increasingly using a pupil-centered approach. Cooperative learning sparks engagement in classrooms by encouraging interaction among the pupils themselves. The teacher, rather than calling on one student at a time, allows children to discuss class materials with buddies or in groups, thus maximizing the level of participation.

METHODS

A purposive descriptive research design involving observations and describing the behavior of a subject will be utilized in this research. The result of the study showed that motivated manifestation is visible in uplifting the pupils' self-confidence and performance manifested in the academic enactment of understanding that upholds the enthusiastic ability of learners to incline and adapt themselves into the challenging spectacle of performance.

RESULTS

The result recommend teachers to practice the formal cooperative learning as the most effective. Projects such as presentations or even writing a paper over a week of lectures are best associated with formal cooperative learning. Results showed that the absence of cooperative learning strategies affirms that group effort, brainstorming, or exchange of ideas are lacking. However, there are some difficulties encountered in interacting through group processing that exist.

DISCUSSIONS

In my classroom situation wherein grade four (4) learners found difficulty in writing themes, prompted to study the necessity of cooperative learning strategy which would enhance development of their comprehension and ability in theme writing. There are many advantages to cooperative learning over individual learning based on the different dynamics that a cooperative learning group can offer. Cooperative learning has advantages over individual work, including: social interaction, transfer of ideas, and group leadership skills. Using cooperative learning is more advantageous than individual learning, if done correctly.

KEYWORDS: cooperative learning, theme writing, cooperative learning strategy,

SUBMISSION ID: R04A-BATANP-1208

Correlation between Self-Efficacy and Learning Motivation of Grade 12 GAS Students

Erica Cañebéral, Franchesca Marie Castro, & Trixie Mae Anahaw, Munting Ilog NHS
(Adviser: Trixie Mae Anahaw)

Abstract

INTRODUCTION

Many researchers have known the importance of having self-efficacy and motivation in everyday living. These two dictate and define the ability of the students to perform well inside the classroom. Their ability to do things by themselves and their eagerness to learn more are the driving forces for their success. In lieu with this, the study attempted to investigate the correlation between self-efficacy and learning motivation of Grade 12 Gas students.

METHODS

The study was conducted in Munting Ilog National High School. The study employed descriptive-correlation design in determining the relationship of self-efficacy and learning motivation of the learners. The respondents came from all Grade 12 Gas sections utilizing the total population sampling technique. The data were collected through survey method using adapted self-efficacy and motivation questionnaires, which are both five-point scale. The answers were tallied to determine the mean of self-efficacy and learning motivation of the students. Pearson r was used to correlate and determine the correlation between the two variables.

RESULTS

The study revealed that there is a significant moderate correlation between self-efficacy and learning motivation of Grade 12 Gas students. Almost all General Academic Strand students have higher level of self-efficacy tend to be more successful in their academics. And a high level of self-efficacy sustains motivation, which leads to an increased need to learn. Their self-efficacy falls under excellent (4.49-5.00) while learning motivation falls under very satisfactory (3.50-4.49).

DISCUSSIONS

As revealed by the result, the students need to have higher self-efficacy level for their continuous success in learning. And having a higher motivation level can increase the need to learn to have better academic performance. The higher level of self-efficacy may produce greater level of motivation in learning.

KEYWORDS: Self-Efficacy and Learning Motivation

SUBMISSION ID: R04A-CAVITP-0416

Comparative Analysis of Performance Levels in Different Topics of Radicals and Exponents of Grade 9 Boys and Girls of Makiling Integrated School S.Y. 2017-2018

Servillano Morales
(Adviser: R-lou Garcia)

Abstract

INTRODUCTION

Learning Mathematics is indeed necessary. It is the building block for everything in our daily lives including mobile devices, architecture, art, money, engineering, and even sports. Considering that mathematics has been around since the beginning of history, the need for Mathematics arose based on the complexity of the society. Moreover, Mathematics knowledge is important for life, culture, career, and as a personal source of satisfaction. Mathematics is used globally, the competition between the different countries are undoubtedly perceivable.

METHODS

Quantitative research design was used to have a concrete and unbiased result. It is a formal, objective, and systematic process in which numerical data was used to obtain information about the world (www.health.herts.ac.uk). Using simple random sampling, participants was taken from the list of certain section of Grade 9 students specifically 30 students and took examination consisting three different topics under Radicals and Exponents.

RESULTS

The aim of the study, which was to compare the performance level of Grade 9 boys and girls, was achieved. The study revealed that there is no significant difference in between from different topics under Radicals and Exponents which are: Zero, Negative and Rational Exponents, Radicals and Solving Radical Equations.

DISCUSSIONS

The study proved that in terms of gender both boys and girls failed in all topics in Radicals however in Exponents girls performed better. The study was opposite with Mutai's (2016) study that in terms of gender, boys always dominate girls. As revealed in the study, low performance in Rational Exponents was not affected by gender. The future researches may specify the cause of having low performance level of Grade 9 students. The study recommends that teachers may use more interacting teaching strategies that boost the interest to learn Radicals and Exponents.

KEYWORDS: Radicals, Exponents, Performance Level, Boys and Girls

SUBMISSION ID: R04A-CALAMB-0066

Comparative Effectiveness of Multimedia and Traditional Methods in Teaching Science on Selected Grade IV Pupils of Manuel Rojas Elementary School in the Division of Cavite City

Cherryl B. Losanoy, Machusueta B. Losanoy, & Myra S. Gabe, Department Of Education - Cavite City
(Adviser: Myra Gabe)

Abstract

INTRODUCTION

The main purpose of this study was to determine the relative effectiveness of the multimedia method and the traditional method in teaching science in selected Grade IV pupils of Manuel S. Rojas Elementary School during the 3rd quarter period of the school year 2018-2019. Two groups of pupils were organized, one exposed to multimedia and the other to the traditional approach of instruction.

Specifically, the researcher sought to answer the following questions: (1) how much knowledge do the experimental and the control groups about the lessons on the 3rd quarter as reflected in their performance in the pretest? (2) Is there a significant difference between the performances of the two groups? (3) Based on the result of the post-test by the two groups, which is more effective in teaching science in third quarter, multimedia or the traditional method?

METHODS

The research was true-experimental in nature because the equivalence of the control and experimental groups were provided by random of subjects to experimental and control treatments. Both groups have average score of 12 points in pre-test. This showed the equivalence of the control and experimental groups. The research design followed by the researcher is the pre-test - post-test Equivalent Groups Design.

RESULTS

The table shows the mean score of the pre-test and post-test of Rosal, the uncontrolled group are 13.59 and 24.29 respectively while the Cosmos section has the mean scores of 20.39 and 33.94 respectively. It is evident that the multimedia method was effective than the traditional method. Also there is a significant difference since the pretest and posttest value of r is .1326 and -.1312.

DISCUSSIONS

Based on the result of this study the researcher recommend that since multimedia method showed that there is a significant difference and it is more effective than the traditional method. The administrator must procure more computer units and a wi-fi connection for their school. Teacher should be given more seminars and training's particularly in the proper use of and applications of multimedia to update them, on the currents trends using the modern technology.

KEYWORDS: multimedia, currents trends

SUBMISSION ID: R04A-CAVITC-0132

**Build Outstanding Techniques from Teachers and Learners for the Environment
(BOTTLE) Project: Creating Feasible Waste Management Techniques for
GMATHS**

Lorenzo Inofre, Department Of Education, General Mariano Alvarez Technical High
School

Abstract

INTRODUCTION

Technical Vocational Education (TVE) Department in General Mariano Alvarez Technical High School (GMATHS) is the department that offers one of the learning areas of the Secondary Education Curriculum in whichever subject in high school. The department is also extended and reach out other things to build a better community, especially with regards to the environmental matter, which is a global concern.

METHODS

The project/study utilized qualitative methods, document review and key informant interview, to gather data from the school.

RESULTS

Waste production is a reflection of schools' modern utilization of resources. Economically as the school becomes more developed, it produces more and more waste. The nature of waste is also changing. The materials are synthetic and increasingly complex, resulting in pollution and health problems. Based on the review of documents and interview of key informants, waste is not being managed properly.

DISCUSSIONS

We, Technical Vocational Education (TVE) Department, introduce BOTTLE Project wherein school waste must be recycled and reuse of plastic waste materials as much as possible. In process, the empty plastic bottles will fill shredded plastic waste to make a strong block of plastic, and this will called Repurposed Plastic Bottle (RPB) Block. It will result to 2 (two) projects namely 5S and MRFy18.

This project study has two main objectives: (1) to build project in an environmental-friendly manner. (2) To respond to the need to protect our environment by reducing and recycling waste into useful material. Also, this project study will help globally in a local manner.

KEYWORDS: GMATHS Waste Management, Plastic Bottles, Environmental Management

SUBMISSION ID: R04A-CAVITP-0969

Building Vocabulary Through Animation

Jason Piolo Aranjuez, SHS Student
(Adviser: Elenita F. Hernando)

Abstract

INTRODUCTION

Enhancing vocabulary words through animation is perceived to make the learning process more interesting and exciting for students. However, there should be viable evidences to explain whether these expectations are met. The study investigated the use of animation in understanding specific vocabulary words to attract students' attention with enthusiasm while learning with fun.

METHODS

Descriptive research design was employed in this study. The participants watched an animated video and answered questions related to the video. The participants of the study were thirty-seven (37) grade 11-TVL students of Alfonso National High School. To assess the significant implications of animation as an educational tool, the researchers used an adapted and modified survey questionnaire in determining students understanding on the presented video about vocabulary words.

RESULTS

The findings showed that using animation in enhancing vocabulary words were effective in students' learning process. Based from our observation, the participants of the study were eager to watch the animated video prepared by our group. Also, it was noted that students showed relatively positive attitudes while performing their specific tasks. The study supported the idea that using animation in learning vocabulary words was effective not just an alternative technique but as an additional approach to contribute positively to the learning of the students.

DISCUSSIONS

The results revealed that students perceived animation as an alternative medium for teaching and learning vocabulary words. Animation was useful in enhancing students' interest since it addressed almost all five senses than in using paper-based texts. On the other hand, if teachers will adopt this kind of methodology in teaching, there should be emphasis on the proficiency level of the students and the content presentation.

KEYWORDS: enhancing vocabulary, animation, learning process, educational tool

SUBMISSION ID: R04A-CAVITP-0116

**Career Guidance Counseling at Dr. Juan A. Pastor Memorial National High School:
Its Impact to Grade 11 Student's Career Choice**

Anne Marie Magnaye, Bernadette Manalo, Cedrick Pulan, Chrizia Joy Amargo, & Jan
Aeron Dalino, Dr. Juan A. Pastor MNHS, Ibaan, Batangas
(Adviser: Precy Guerra)

Abstract

INTRODUCTION

This study aimed to determine the impact of Career Guidance Counseling offered by Dr. Juan A. Pastor Memorial National High School to Grade Eleven students' career choice. Specifically this answered the following questions: 1. What is the profile of the respondents in terms of age, sex, and strand?; 2. What is the respondents' assessment of the impact of career guidance counselling in terms of purpose, relevance, and application?; 3. How do the respondents choose their career paths?; 4. Is there any significant relationship between the respondents' assessment of the impact of career guidance counselling when grouped according to profile variables?; and 5. What action plan may be given based on the findings?

METHODS

Using the mixed method of research, the researchers gathered pertinent data to answer the questions raised.

RESULTS

Majority of the respondents surveyed were 16 years old, females, and under the Humanities and Social Sciences (HUMSS) strand; that in terms of purpose, relevance, application, and general outlook in life, most of them agreed and strongly agreed that career guidance offered to them in the Junior High school helped in choosing their career paths; that most of the respondents chose their career paths as a personal choice; and that there is a significant relationship between their level of assessment on career guidance and profiles.

DISCUSSIONS

The following plan of action was recommended: 1. setting up a seminar regarding the different professions available for the students of DJAPMNHS; 2. brochure-making which contains information about the different careers for distribution to student of DJAPMNHS; 3. providing video clips to distribute to every strand to ensure suitability of chosen career paths.

KEYWORDS: career guidance counselling, impact on career choice, Grade 11 students, career path, Dr. Juan A. Pastor Memorial National High School

SUBMISSION ID: R04A-BATANP-2129

Causes of Truancy in Attending Their Chosen Area of Specialization of Selected Grade 10 Students of Dacanlao G. Agoncillo National High School

Rowena Cabaces, Department Of Education - Calaca, Batangas

Abstract

INTRODUCTION

Teachers differentiated strategies and tailored the instructions to develop 21st century learning to inspire the learners in attending the class but it is said that truancy is still one of the major problems in school, a challenge to a teacher on how he/she can motivate the learners to learn without skipping classes. That's the reason why the researcher conducted this study on selected fifty (50) Grade 10 students of Dacanlao Gregorio Agoncillo National High School, to find out the causes of truancy in attending their chosen area of specialization in Technology and Livelihood Education subject, and to come up with the best intervention strategy to lessen and eradicate this problem.

METHODS

The researcher distributed questionnaires to the respondents in the classroom with the supervision of the class adviser and the school head. The researcher made use of the quantitative method of research which employs descriptive questionnaires in data-gathering which include frequency count and weighted mean to identify the causes of being absent from TLE classes without valid reason.

RESULTS

The researcher used figures and tables in the presentation of data. Based from the result of the study, it was found out that selected Grade 10 learners became truant because they valued most of their peers or their friends enrolled in other areas of specialization. As revealed by the weighted mean of 3.34, students wanted to be with their circle of friends who were not their classmates in their chosen area but also committed cutting class attending their TLE subject. It was demonstrated also that respondents find difficult to get along with new classmates with a weighted mean of 3.26. In this study, students strongly agreed that the best applied strategies by the teachers are the willingness to help students in performing well in the class by providing tools and materials that the students can use during class hours, extend classes for remedial teaching, and giving of awards and incentives to those students with good attendance as revealed by the weighted mean of 3.62 and 3.6, respectively. The researcher recommended that the school and teacher should create a friendly environment.

DISCUSSIONS

This study showed that a learner preferred to learn with the person they like and enjoy being with. This was also discussed in some researches that interactions among peers in the classroom is essential part of the learning process that influence the lifelong learning habits of students.

KEYWORDS: truancy, classroom-friendly environment, intervention strategy

SUBMISSION ID: R04A-BATANP-1752

Challenges and Coping Strategies of Student Mothers in a State University: a Phenomenological study

Kaye Barrot & Lara Angelika Garcia, Trece Martires City Senior High School

Abstract

INTRODUCTION

College education is expected to be much harder (Ries, 2016). Student mothers pursue college education because they want to provide for their child (Wilsey, 2013). However, past researchers looked into the time management and stress of student mothers. This study described the experiences of student mothers in terms of challenges and coping strategies. The study was conducted to contribute to the growing literature of this phenomenon situated in a premier higher institution.

METHODS

The study utilized qualitative, phenomenological design. Bracketing was done to finalize the questions in order to avoid bias perception of the phenomenon. Snow ball sampling technique was used in searching for student mothers who willingly participated in the study. Data were gathered through an in-depth interview among the eight student mothers who were currently enrolled in a state university. Interviews were transcribed. For validity, the interview transcripts checked and finalized by the participants. Coding was used and significant answers were thematically analyzed.

RESULTS

Student mothers experienced challenges such as (1) conflicting emotions gained through performing their dual roles; (2) they were obliged to have part-time works due to lack of financial support and (3) they suffer from lack of time management. Furthermore, they repented for sacrificing the role of being a mother and a student at the same time. Student mothers in their personal experiences revealed that as a coping strategy they need to cope with the conflicting emotion to sustain their roles. They also used to make a wise decision making by managing their time correctly and having positive perspective in life in molding their future with their child that serves as their motivation to deal with their current situation. Researchers found out that student mothers experienced challenges such as conflicting emotions, lack of financial support, and lack of time. Also, as their coping strategies they to cope with their conflicting emotions, wise decision making, and having positive perspective in life to finish college education.

DISCUSSIONS

Becoming a student mother is characterized by the presence of contradicting emotions, the need of both internal resources to face the situation and to identify oneself in the role. Results showed that they experienced a range of difficulties. The presence of wise time management is a big factor for student mothers to successfully perform their role as a student and a mother.

KEYWORDS: coping, challenges, student mothers, roles

SUBMISSION ID: R04A-CAVITP-1033

**Challenges in the Implementation of Mother-tongue-Based Education Instruction
in Mathematics and Teacher's Coping Mechanism**

Tito Maralli

Abstract

INTRODUCTION

Policy makers, educators, and even learners are searching for the most appropriate medium of instruction that will provide improved education for diverse learners especially for those who are deprived of education (Benson, 2008). Further, the implementation of Mother Tongue as medium of instruction in Math subject for Grades 1 to 3 pupils caused teachers and educators to strategize in order to comply with the mandate of MTBE. The study aimed to determine the challenges encountered by Math teachers in Grades 1 to 3 in the implementation of mother tongue-based instruction in Mathematics and identify the strategies adopted to cope with the challenges encountered.

METHODS

Adopting the phenomenology design of qualitative research, the study purposively selected four elementary schools in the District of Cabuyao, Laguna. Using an interview guide, 15 Math teachers from each school or a total of 60 representatives were interviewed to gather appropriate data used in answering the problems stated.

RESULTS

It was found out that there were a lot of problems encountered in the implementation of MTBE specifically in Math subject; first is the lack of preparation prior to its implementation particularly in terms of conducting relevant training and seminars for the teachers in developing localized instructional materials and vocabulary development; lack of instructional materials, and the inconsistencies between and among the curriculum guide, learning and instructional materials and the teaching guides were also considered challenges in the implementation of MTBE.

DISCUSSIONS

Mother-Tongue Based Education in Mathematics is fully implemented but lacks the needed preparation among teachers and pupils particularly in the conduct of relevant trainings and seminars; the consistency of curriculum design with the instructional materials, learning instruments and teaching guides; and the provision and availability of instructional materials, hence perceived by Math teachers to be very challenging; Math teachers are obliged to develop own strategies to cope with the challenges being encountered. Despite of difficulties being experienced, Math teachers still do their best to ensure that students learn what they need to learn. MTBE is argued to be inappropriate and not advisable to be used as medium of instruction in Mathematics because of many technical terms that are more understandable in English language than in Mother-tongue.

KEYWORDS: Mother Tongue-Based Education, Mathematics, Challenges, Implementation, Cope

SUBMISSION ID: R04A-CABUYA-0033

Classroom Physical Environment and Its Effect on Pupils' Performance in Mathematics of Grade Three - Saging of Villa Apolonia Elementary School for the School Year 2018 - 2019

Charry Q. Tejano

Abstract

INTRODUCTION

The purpose of this study is to determine how an elementary mathematics teacher can facilitate the construction of knowledge in her classroom. The researcher chose this topic because of her own personal and professional interest on how to best teach to all types of learners.

Planning the physical setting for teaching is a logical starting point for classroom management. It is a task all teachers face even before the school year starts. There are so many things to be considered in setting up physical environment.

METHODS

This study utilized the analytical survey method and the correlation research design. It is a survey on the classroom environment of the Grade Three - Saging teacher of Villa Apolonia Elementary School, the performance of the pupils in Mathematics Three, and the problems met in the course of the teaching-learning process. The components of classroom environmental were correlated with pupil's performance in Mathematics Three to arrive at possible implications to administration and supervision of schools.

RESULTS

For the analysis and interpretation of the data gathered, the following statistical tools were used:

1. Frequency distribution will be used to present the data; and
2. Weighted Mean will be used to determine the level of Performance in Mathematics of Grade Three - Saging pupils, along the different mathematical skills and content areas and the level of assessment of the school-related factors as to adequacy of facilities and equipment and classroom environment as perceived by the respondents.

DISCUSSIONS

Considering the rapid growth of huge classes both in urban and rural schools and the change in the pupils' behaviors, it is essential to address problems accompanied by these factors. It is very evident that classroom environment has become one of the top concerns of school administrators and teachers both in public and private sectors.

Therefore, this research study is a useful source of data and information for teachers in enhancing their role to improve classroom environment and create good conditions for learning in Mathematics Three.

KEYWORDS: CLASSROOM PHYSICAL ENVIRONMENT, PUPILS' PERFORMANCE IN MATHEMATICS, VILLA APOLONIA

SUBMISSION ID: R04A-CAVITP-0595

**Classroom-Based Information and Communication Technology Activities for
Increase Time-on-Task**

Rhea Sarmiento, Department Of Education

Abstract

INTRODUCTION

The study aimed to assess the attendance of the pupils and the factors affecting it with the end view of a propose-action plan utilizing classroom-based Information and Communication Technology (ICT) activities for increased time-on task for elementary pupils. Specifically, it sought answers to determine availability and effectiveness of information and communication technology resources the teachers use in the development of lessons and the propose-action plan that will increase the time-on-task of the pupils that is very important in attaining a successful and meaningful output.

METHODS

The descriptive method was utilized with the survey questionnaire as the main tool in gathering data. The descriptive method is also known as the "what is" method which highlights and emphasizes on what actually existed such as current conditions, practices, situations or any phenomena without any control or manipulation of the variables under scrutiny. The respondents of the study were the teachers in Mainaga-San Francisco Elementary School. There were seventeen (17) respondents.

RESULTS

Results indicated that laptop and television were very much available at teachers' participants and it is good to note that all the teachers have an available ICT resources that will make the planned intervention and activities to be possible. Further analysis also reveals that using laptop and television in teaching were described as Very Effective which means that teachers always used and experienced the easy and handy ICT resources in lessons development of the pupils.

DISCUSSIONS

The results determine the availability and effectiveness of Information and Communication Technology (ICT) in the classroom like laptop, television, projector, internet, video clips, and Wattpad application. Teachers uses Information and Communication Technology as process materials dependent on the competency to be developed and its effectiveness. Further review for enhancement of the proposed action plan for the utilization of classroom-based Information and Communication Technology may be subjected in the success of enhanced time-on- task.

KEYWORDS: parent-teacher communication, internet, absenteeism, time-on-task

SUBMISSION ID: R04A-BATANP-1180

Assessment of Employment Opportunities for Students with Intellectual Deficit Under Transition Program: Basis for Enhancement Program in SPED Center in Tagaytay District

Kristine Mae Casalme, Department Of Education – Cavite, Tagaytay City Central School

Abstract

INTRODUCTION

It is clear that the Department of Education would like to have effective delivery of service to students with exceptionalities that need special educational attention that's why the department offers Special Education curriculum in public schools. Part of the SPED curriculum which provides support services, vocational programs, work training, employment opportunities for efficient community participation, and independent living is the Transition Program. The primary reason for conducting this study was to assess the employment opportunities for students with special needs in Tagaytay City for the enhancement of SPED Transition Program in Tagaytay City SPED Center. This proposal will impact students with special needs or disabilities. The aim is to make children with disabilities as independent as possible through transition program and be ready for work or livelihood. If the study will be approved, the program will give them opportunity to learn skills needed in work and have work in the future.

METHODS

The qualitative method of research was used in the study to assess the employment opportunities for students. The primary research instrument used in the collection of data was focus group discussion questions and students' performances record. Data was gathered through focus group discussion and getting the records of students' performances.

RESULTS

The following were the findings revealed in the execution of the action research since the aim of this study was to assess the employment opportunities for students with intellectual deficit under transition program as a basis for enhancement program in SPED Center in Tagaytay District. Table shows that the common gender of students under transition program is male and their age is between 15 - 30 yrs. old. All the participants of the study were identified as having Intellectual disability. Results show that the students are competent in dealing with their classmates and other people and doing their task in everyday training that they have. It also shows that the students are almost competent in doing household chores and tasks that are related in their everyday life. But even though they are doing well in other learning areas, it seems that they still need supervision from other persons in order to do the tasks that they need to do in their class. Results also show that the only available work for disabled persons, most especially the students under the Transition program, is work in 'LGU', 'Food and Hotel Industry', and 'Cooperative Industry'. One of the key things for disabled persons to have job is to have skills training. Students under Transition program have skills training. But according to the participants of the focus group discussion, training that matches the available work would be a better one.

DISCUSSIONS

The result of the study revealed that there are different training that need to have in order to enhance the program. Training needed are related to food and hotel works. Food preparation/food handling and housekeeping are the training needed to learn by the students. Those training will help the students to be employed in the future. Furthermore, it will be helpful if the city if it will have training center in the city in order for the students to have appropriate training place and for other persons with disability to use.

KEYWORDS: TRANSITION, ENHANCEMENT PROGRAM, SPECIAL NEEDS,LIVELIHOOD,INTELLECTUAL DEFICIT,TAGAYTAY DISTRICT

SUBMISSION ID: R04A-CAVITP-0266

**Assessment of Reading Levels of Grade 7 Students in Anilao National High School:
Basis for "Project TLC (Teaching, Learning, Caring) for Globally Competitive
Readers**

Cecil Dela Rosa, Department Of Education

Abstract

INTRODUCTION

It is said that one's ability in reading has always been used as a barometer to determine how functionally literate a person is. Proficiency in reading leads to a better academic performance because it gives a clear venue to express oneself, understand things, and draw deeper implications. On the other hand, it is disappointing to note that this is not evident to all high school students including the Grade seven students of Anilao National High School. This concern calls for an attention not only for the language teachers themselves but for the whole school as well. Effective and appropriate strategies need to be determined to enrich the students' vocabulary & improve their comprehension skills. This can be realized through the collaborative effort of the English/ Filipino teachers, students, parents, homeroom teachers, community and other stakeholders, and the school head.

METHODS

The quantitative analysis of the reading assessment results conducted among 159 Grade 7 students was utilized in this study. Their accuracy in word recognition and reading comprehension skills were tested to determine their reading level. The administration of the questionnaire also served as a tool in gathering data.

RESULTS

The findings revealed that out of 159 Grade 7 students, 97 students were in Grade 4 reading level (19 Independent readers, 25 instructional readers, 53 frustration readers) and 62 students fell on Grade 5 reading level (3 Independent readers, 17 instructional readers, 42 frustration readers) using the English text while 106 students belonged to Grade 4 reading level (15 Independent readers, 30 instructional readers, 61 frustration readers) and 53 students were in grade 5 reading level only (18 Independent readers, 10 instructional readers, 25 frustration readers) using the PHIL IRI Filipino text. Results also showed that majority of the students found difficulties in word perception and in making judgment.

DISCUSSIONS

Students' difficulty in word perception and in making judgment interferes with their ability to comprehend the text. The findings also demonstrate that majority were identified as struggling readers. Thus, the results prompt the need to implement an intensive reading program which was structured as a school-based approach to strengthen students' English reading skills and comprehension. Likewise, it was designed to address teachers' strategies/ activities in improving students' English reading fluency and comprehension skills.

KEYWORDS: Assessment, Intensive, Reading Level, Reading Program

SUBMISSION ID: R04A-LIPAC1-0161

Assessment on the Tardiness of Junior High Students of Mother of Mercy Academy

Maria Sanchez, Student

Abstract

INTRODUCTION

Tardiness is occurring, arriving, acting or done after the scheduled, expected, or usual time (Free Dictionary). The time actually spent in the classroom is an important element of student's academic success. The study investigated the assessment on the tardiness of the grade 10 junior high students of Mother of Mercy Academy.

METHODS

Questionnaire and interview was used. We used purposive sampling method because it focuses on specific characteristics of a population. We selected the tardy students of the two sections of the Grade 10 students of Mother of Mercy Academy.

RESULTS

Students who take regular attendances has a tendency to get positive results and students who are late to class will also cause bad academic performance. The results indicated that sleeping late is the main reason and the causes of sleeping late is using social medias at night, home works, and also the distance of their house and the school. The learners responded in many ways.

DISCUSSIONS

The researchers recommend that more studies will be done to other schools to find out what are also the causes of tardiness among the students of their school. Students need to know that education is their responsibility but they also need support from the school and the parents together with the administration to have a beneficial impact on the students.

KEYWORDS: Tardiness, Impact, Assessment

SUBMISSION ID: R013-SURSUR-0028

Assessment Varied Learning Styles as Perceived By Abm Students

Marhaia Irish Angelica P. Hernando, SHS Student
(Adviser: Elenita F. Hernando)

Abstract

INTRODUCTION

Learning is an integrated, continuous process happening with the individual, enabling to meet the specific target, accomplish task and interact with others. Learning style was accounted to be vital on how students learn and process information. However, the diversity of learners in responding to varied learning styles was pivotal in this study. Moreover, understanding of individual's need to learn must be addressed accordingly.

METHODS

The researchers used descriptive research design in this study. The participants were ABM students who were currently enrolled during the school year 2017-2018. The researchers used an adapted survey questionnaire in assessing the respondents learning styles in terms of enhancing visual spatial, fostering auditory musical and engaging to bodily kinesthetic.

RESULTS

The findings showed that the participants agreed in all learning styles in terms of enhancing visual spatial, fostering auditory musical engaging to bodily kinesthetic.

However, based on the data presented, ABM students preferred visual spatial as the most effective learning style. This means that the participants liked to see or observe instructional materials including pictures, diagrams, handouts and others that sometimes responded to the participant's needs and interests. It was noted that the participant may also prefer one style of learning for one task and a combination of others for different task.

DISCUSSIONS

The study revealed that learning styles were perceived to affect students' performance, process information, interact with varied situations, and cope with the learning process.

Likewise, other assessment may further be done to determine the learners' awareness of the learning styles that will help maximize his potential in accumulating knowledge, skills and application to real life situations.

KEYWORDS: Learning Styles, Visual, Auditory, Kinesthetic

SUBMISSION ID: R04A-CAVITP-0115

Attitude and Performance of Grade 7 Students towards Electrical Installation and Maintenance Subject: Input to an Instructional Materials

Darwin Patolot, Batangas National High School

Abstract

INTRODUCTION

One of the most challenging subjects that a secondary school teacher instructs is Technology and Livelihood Education (TLE). Besides having four components, it really does focus on the holistic development of the students. From discovering future entrepreneurs, cooks, bakers, and designers, the teacher has to discover future artists and skilled workers. Hence, these teachers have to perform multifarious functions to bring out the best among the students.

METHODS

The researcher used the descriptive design and utilizes self-made questionnaire as the data gathering instrument. A questionnaire was a means of eliciting the feelings, beliefs, experiences perceptions, or attitudes of some sample individuals. The questionnaire was most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic.

RESULTS

Based on the findings, the following conclusions were drawn: The attitude and performance of the students towards electrical installation and maintenance as a subject in TLE poses positive outlook about the discipline since the subject itself does practical and skill-based subject. The students assessed the instruction of TLE teachers on electrical installation and maintenance as a subject in terms of teaching strategies, learning activity and facilities are significant in measuring the attitude and performance of the student towards the subject. The proposed instructional material may strengthen the electrical installation and maintenance instruction.

DISCUSSIONS

The conduct of this study was based on the observation of the researcher that grade 7 students and teachers in BNHS encounter difficulties in teaching and learning its content and application as part of the teaching, and learning process. They are also facing instructional challenges like lacking on instructional materials and equipment, school facilities and lack of teachers' competencies for better assessment of electrical installation and maintenance instruction. Most of the students easily feel the boredom in class as they are not interested to learn. As for the teacher's experience, the students' motivational capacity is the factor that finds difficulty to facilitate learning.

KEYWORDS: Students' Performance

SUBMISSION ID: R04A-BATANC-0088

Attitude of Pupils in Answering Test Questions: Basis for Proposed Intervention at Boboy Elementary School

Lucia Mendoza, Department Of Education - San Luis

Abstract

INTRODUCTION

Attitude is very important in building one's character. Behavior is one of the major target of every teacher to be instilled inside the classroom. Observance of a good attitude will ensure that success in every academic endeavor is achieved. One of the worst scenario inside the classroom is an inattentive focus or short attention span of pupils in answering the test. It's hard enough to keep a child's attention when they want to pay attention. It can be nearly impossible to keep a child's attention when they're completely uninterested in what you want them to focus on, or they find the task too challenging.

METHODS

A. Sampling

The subject respondents of this study are Grade Three Pupils who will answer a Periodical Test at Boboy Elementary School in the District of San Luis. In relation, simple-random sampling will be utilized to assess the level and ability of Grade Three Pupils.

B. Data Gathering

In order to resolve the attitude of pupils in answering test questions as basis for proposed intervention, the researcher will use the Teacher-Made- Test composed of 20 multiple choice item and interpret the frequency distribution, percentage of correct responses from each item numbers and mean percentile scores from the test in order to interpret the data will be gather. The Teacher-Made Test will be given again after the interventions were utilized.

C. Plan for Data Analysis

The researcher will ask the permission of the School Head and parents of Grade Three Pupils in order for them to be used as samples in the study. The pupils will take the Teacher-Made Test. The results of the test (frequency distribution, percentage distribution from each item numbers and mean percentile scores) shall be interpreted.

RESULTS

Carefully analyzed and interpreted, the results were indications that pupils of different grading period were of different level of intelligence. There were also type of tests which were found easy for the pupils to understand. Reasons why they preferred browse reading rather than analyzing the full content of the tests resulting to poor achievement level of the pupils.

DISCUSSIONS

Since attitude of pupils towards taking the test has been a problem in uplifting the quality of education, it is suggested to have interventions and monitoring throughout the whole duration of the study.

KEYWORDS: (ATTITUDE, INTERVENTION, MONITOR, EDUCATION, UPLIFT, TEACHER, PARENT, PROBLEM, QUALITY, DISCIPLINE)

SUBMISSION ID: R04A-BATANP-1401

Attitudes on Inclusive Education and Placement Decisions of School Heads and Master Teachers in Tagaytay City: Their Implications to Special Education (SPED)

Christian De Grano, Department Of Education – Cavite, Tagaytay City Central School

Abstract

INTRODUCTION

The main objective of the study is to examine the factors related to school based administrators' attitudes toward inclusive education and the relationship between these attitudes and the placement of students with disabilities. Inclusion has become a vital piece of the reform initiative to improve the delivery of services to students with disabilities by focusing on the placement of these students in the general education setting.

METHODS

The study employed the descriptive research design. Descriptive method is a fact-finding procedure that includes analysis and interpretation of data. It was adopted because the researcher believes it is applicable design in order to find out the attitudes and placement decisions of school heads and Master teachers in Tagaytay District. Survey is the method used to gather the quantitative data needed.

RESULTS

Most of the respondents agree that only teachers with extensive special education experience can be expected to deal with students with disabilities in a school setting. Findings revealed that respondents decided that children with specific learning ability, speech and language impairment, physical ability, multi-handicap, and other health impairment must be given either regular or full time education with support. And those with intellectual disabilities, emotional behavior disorder, visual impairment, hearing impairment, and autism spectrum disorder must be given special education services outside regular school. Special education presents one of the major challenges facing school leaders in this era of comprehensive school reform. Today, schools must provide students with disabilities appropriate access to the general curriculum and effective instructional support. The findings of the current study suggest that the principal's role is pivotal in the special education process; however, few school leaders are well prepared for this responsibility.

DISCUSSIONS

School administrators play a crucial role in the academic success of all students. This study was undertaken to examine the factors related to school based administrators' attitudes toward inclusive education and the relationship between these attitudes and the placement of students with disabilities. The study employed descriptive research design through a survey conducted. A questionnaire that was validated was administered to the total population of fifty (50) school heads and Master teachers in Tagaytay District.

KEYWORDS: Inclusion, Attitudes, Placement Decision, Special Education

SUBMISSION ID: R04A-CAVITP-0288

Attitudes Toward Understanding Factoring Perfect Square Trinomials of Grade Eight Yellowbell Students at Bauan Technical High School

Romana Bacsa, Bauan Technical High School

Abstract

INTRODUCTION

Motivating students to learn mathematics like factoring perfect square trinomial is crucial for raising their achievement level in school as well as improving their opportunities to pursue higher academic studies. Factorization is the inverse of multiplication, so if the student has a limited capacity to think and operate algebraically, factoring will find difficult. In this study, remediation to the existing problem is necessary. Attitudes are very significant in life. The success of the student in understanding Math problems depends upon their attitudes. Developing student's positive attitude towards learning factoring is a great challenge to every math teacher now a days. Getting them to love algebra and eventually learn it is a quite tough job. Getting them to solve problems or do simple computations is even tougher since students don't seems to be interested in Algebra .Students who have positive attitudes and self-confidence in mathematics usually achieve better results.

METHODS

The random sampling used was the 50 Grade 8-Yellowbell students. Survey was conducted to find out the attitudes of Grade 8-Yellowbell students in Bauan Technical High School towards understanding factoring perfect square trinomials and the extent to which different factors affect the students' attitudes towards the said competency. Tabulation and listing of the data were used. The design used in this study is descriptive correlation in nature method and count frequency percentage.

RESULTS

The Grade 8-Yellowbell of Bauan Technical High School dissatisfaction on their teachers, results of lack of self-confidence. Lack of the mastery in multiplication which was commonly used in factoring is one of the factor affect the attitude of the students. The dissatisfaction was a result of not being able to complete the tasks successfully or failure to understand Mathematics. These bad experiences contributed to the students' anxiety feelings of inadequacy and shame. They do not get out of their shells. They were so timid and shy thus resulting for a very low self-esteem contributing to a very low performance.

DISCUSSIONS

The students are looking for something innovative and different. This is the responsibility of the teacher to teach their students using different intervention strategies to be implemented to develop and sustain positive attitude towards understanding factoring perfect square trinomials, conference with students and parents use of cooperative learning, and use of practice drills and exercises will a great help for the students attitude towards understanding factoring perfect square trinomials. The attitudes of grade - 8 students towards understanding in factoring perfect square trinomials has been changed to more positive ones after the different methods, techniques and intervention strategies were implemented.

KEYWORDS: crucial, self-confidence, remediation, self-esteem, timid, shy, anxiety

SUBMISSION ID: R04A-REGOFF-0008

Behavioral Problems Among Pupils of Santol Elementary School

Jovelyn Luciap, Thesis

Abstract

INTRODUCTION

Children with behavioral problems are often difficult and disruptive, requiring the much of the teacher's attention. Helping them succeed academically and socially is a huge job. It is quite natural for the teacher to feel overwhelmed when a faced with an anguished child who, to protect or defend himself, wreaks havoc in the classroom. Hence, the study was conducted to find out the specific details of behavioral problems that may help teachers understand better the situation of the pupils in order to tailor disciplinary actions to address the appropriately issues of misbehavior in school.

METHODS

The study used a questionnaire- checklist as a primary tool in gathering data needed. The questionnaire checklist consist of the following: Part I dealt on how the personal information of the respondents, part II dealt on the extent of occurrences of behavioral problems among pupils and on the degree of the behavioral problems encountered by the teachers in the classroom, and part III dealt on effective strategies employed by teachers in handling behavioral problems.

RESULTS

The following are the major findings of the study: a. as perceived by the respondents, behavioral problems of the pupils were seldom experienced or encountered. A significant difference was noted in the perception of the respondents; b. As perceived by the respondents, behavioral problems of the pupils were slightly serious. A significant difference was noted in the perception of the respondents; c. There is a high relationship between the level of occurrence and the degree of seriousness of the behavioral problem among pupils; d. The most effective strategies employed by the teachers in handling behavioral problems of pupils are: inform parents about the problem, deal with the pupils in a friendly, democratic and courteous way, talk personally to the pupils about the problem, assist the pupil with their problems, and give encouraging pieces of advice.

DISCUSSIONS

Based on the findings and conclusions, the following are recommended: While the behavioral problems among the pupils were seldom observed by the respondents of the pupils are considered slightly serious, teachers should still look into the integration of values formation, particularly such as showing concern for the needs, problems, feelings of others because this is indicator was perceived moderately serious. Parents should also follow up their child's day to day activities in school. Teachers should continue the conduct of home visitation have closer with the pupil.

KEYWORDS: Behavioral Problem, Physical aggression, defiance, anxiety, extreme shyness

SUBMISSION ID: R04A-CAVITP-0809

Analyzing Implications Based on the Relational Analysis of Competencies and Personal Domains of School Administrators of South District, Lipa City Division

Nora Villavicencio, Department Of Education - Lipa City

Abstract

INTRODUCTION

This study is undertaken because the researcher would like to find out how significant is the relationship of the competencies of school administrators to their personal domains and be able to give the implications of the personal domains to their competencies in managing the educational system in their own schools.

METHODS

Descriptive-quantitative research method through the survey technique was the chosen research design utilized in the study because of its appropriateness to the nature of the problem. This study included a total of seventeen (17) public elementary school heads in the South District Lipa City Division. There was no sampling method used since the total population of the respondents participated in the study. Questionnaire was the main data gathering tool used in this study. The data gathered were treated using frequency, percentage, weighted mean, and Chi-Square Test.

RESULTS

What the profile of the school administrators is in terms of:

Age: Majority are in the age bracket of 33 to 43 years old.

Gender: Majority are female.

Civil Status: Majority are married.

Educational Attainment: Majority are master's degree graduate.

Length of Service as Administrator: Majority have served for one to five years.

The computation of Chi-Square (χ^2) value revealed the following findings about the relationship of the school administrators' personal domains and their competencies:

Age, Gender, Civil Status, Educational Attainment and Length of Service are significant to their competencies in terms of policy and direction, instruction and achievement, managing change and innovation, people and relationship, resources and operation, and personal effectiveness.

DISCUSSIONS

The study revealed that the personal dimensions of school administrators are significantly related to their competencies as school leaders. They strongly agree that their competencies are highly evident in the areas of school direction and policy, managing the resources and school operations, and personal effectiveness in their areas of instructional and managing change and innovations.

For School Administrators

They should consider the personal domains of the school administrators in terms of age, gender, civil status, educational attainment, and length of service.

For the Future Researchers

It is recommended that the future researchers find gaps in this present study and replicate this using their own respondents in their own locale in the future.

KEYWORDS: School administration, governance, leadership, management, personal domains, school head competencies

SUBMISSION ID: R04A-LIPAC1-0162

An Assessment on The Effects of School Based-Feeding Program on School Enrolment, Attendance and Academic Performance in Maria Paz Elementary School

Lani Socrates & Malou Marasigan

Abstract

INTRODUCTION

School-Based Feeding Program is essential in our country whether it is developed or developing. The primary assumption of SBFP is that education and learning depend on good nutrition and could increase school attendance. Furthermore, the Department of Education recommends comprehensive school based feeding program that include not only school feeding, but also systematic de-worming, micro nutrient supplementation, safe cooking facilities, clean drinking water from the faucets and improved sanitation. As of 2016, this program is executed, still there are number of recipients. In this study we discovered the reasons School Feeding Program has enhanced school enrolment, attendance and academic performance to SBFP beneficiaries in Maria Paz Elementary school.

METHODS

Several methods were used the descriptive and inferential methods. We also conducted a focus group discussion with parents' beneficiaries in which they are the participants. Fifty-one set of questionnaires in the same area have an open and closed questions to which respondents reacted. Then, administered the instruments starting with the head teacher, teachers and proceeded to the respective recipients and administered the instruments personally. The effects of School-based Feeding Program on pupil's academic performance was also recorded. The collected data was further tabulated.

RESULTS

For the case of pupils in focus group discussion revealed that they attended school regularly because they were encouraged by the food they received from school. During interview with parents, some mentioned that pupils were encouraged by the parents to attend school regularly because they were able to get food while studying but few parents said, "Helping in school feeding discouraged pupils from poor families to attend school regularly because of their work." Most weak pupils were able to go to school, when enough rations of food were delivered every day to avoid break in feeding that might cause absenteeism among pupils". Children were forced to walk long distances to located schools to receive education. This improvement was attributed to the presence of the school feeding.

DISCUSSIONS

The findings and results established the necessity for dynamic involvement School-Based Feeding Program in order to be more effective and enhance school enrolment, attendance and academic performance in selected malnourished pupils in Maria Paz Elementary School. Assessment of the effects of school based feeding program on school enrolment, attendance and academic performance, was a continuous component in pupils achievement.

KEYWORDS: assessment, school based feeding, enrolment, attendance, academic performance

SUBMISSION ID: R04A-TANAUA-0187

An Evaluation of the Factors that Affect the Learning Behaviors of Grade One Learners of Pansipit Elementary School

Cleofe Brotonel & Sherly Holgado, Department Of Education

Abstract

INTRODUCTION

Learning Behavior emphasizes the crucial link between the way children learn and their social knowledge and behavior. Behavior of pupils is triggered as much by their interaction with pupils and teachers in school as it is by factors internal to the child. Positive Behavior for Learning is a school approach for creating a positive, safe and supportive school climate in which pupils can learn and develop.

METHODS

The descriptive method of research will be employed in this study are using a questionnaire, survey method, and interview in gathering the needed data and information to evaluate the factors that affect the learning behaviors of grade one learners in Pansipit Elementary School. The participants were one Grade-1 teacher and twenty-one grade one learners.

RESULTS

Based on the results that were gathered, the researchers concluded that some of the factors that affect the pupils in learning are attitude of the learners; wherein there are learners who never enjoyed attending classes while there are some who enjoyed it, family economic stability, pressure from peers, classroom setting, and strategies proposed by the teacher in order to develop interest in learning.

DISCUSSIONS

The result of this investigation comes the importance of knowing the factors that affect the learning behaviors of grade one learners as well as the possible solution to the problem. You can manifest that they seldom excited, eager to learn new concepts each day and even made homework due to different factors they've got for their environment particularly from their peers, parents and teachers. The teachers must improve their teaching methods and techniques to arouse pupil's interest and consider the learners as unique individual having different interests, strength and weaknesses so that appropriate measures like persistent coaching can be applied to slow ones.

KEYWORDS: learning behavior, persistent coaching, triggered

SUBMISSION ID: R04A-BATANP-1168

**An Evaluation on Mastery Learning Approach in Teaching Addition of Fraction
Among Grade IV Pupils in New Danglayan Elementary School**

Arleen Araño & Clarete Erly, Department Of Education - Batangas

Abstract

INTRODUCTION

It is very important for pupils to learn and master the very basic concepts or lessons. This is reflected not only the willingness of the pupils to learn but also to the teacher's strategies in teaching. This provides good foundation for the young learners. In our experience, most of the students who did not master it the first time are able to achieve mastery on the second test. But the most important one is that all pupils can learn and grow, and no one is left behind. Every time we begin a new unit of instruction, they can feel confident that our pupils have mastered the concepts needed to embark on new learning.

METHODS

The descriptive qualitative research which aims to identify the pupil's performance. The respondents of the study are the Grade IV pupils School Year 2017-2018 that can perform a basic mathematical skill like Addition. The Researchers used different kinds of tests like quizzes and summative tests which involved Addition of Fractions.

RESULTS

Out of 29 pupils, twelve pupils scored 90-100. They are described as belonging to the advanced level. Fifteen pupils obtained scores ranging from 85 -89. This means that they are proficient in adding Proper Fractions. The mean percentage score of 88.59 showed that pupils are proficient in the learning unit. It implies that the pupils attained the mastery of the lesson. The researcher offers enrichment activities that will provide valuable, challenging, and rewarding learning experiences for learners who have mastered the material and do not need corrective instruction. These activities should enable successful learners to explore in greater depth a range of related topics that keenly interest them but lie beyond the established curriculum.

DISCUSSIONS

Mastery Learning Approach is applied in teaching Addition of Proper Fractions, following the usual steps in teaching which focused on individualized instruction after the formative test. The pupils showed advanced and proficient performance in the Summative Tests relative to Addition of Proper Fractions after the mastery learning approach was utilized. The enrichment activities proposed are expected to enable successful learners to explore in greater depth a range of related topics that keenly interest them inside the classroom. These activities are challenging academic games, Dynamic Duo Workshop, and Fraction Path Puzzles.

KEYWORDS: learning approach, enrichment activities, individualized instruction

SUBMISSION ID: R04A-BATANP-2161

**Analysis of Academic Performance of a Child with Mild Behavioral Problem in a
Special Science Elementary School Set-Up**

Evelyn Salem, Department Of Education Tanauan City, District Of Tanauan City East,
Balele Elementary School

Abstract

INTRODUCTION

An increasing number of children diagnosed with mild behavioral problem is recently recorded in the Philippines. In hand with the parents, the public school teachers are in the front line of detection of early age of special condition. Educating children with mild autism requires special effort since classroom set ups involve a high level of social interaction with the classmates, teachers, parents and other school personnel. To carry such, it is necessary to study different cases and familiarize with the proper treatment once the student needs one.

METHODS

The grades were monitored in every grading period. Data analysis is done using Microsoft Excel and Paleontological Statistics.

RESULTS

The child exhibited lowest mean grade in subjects with technical skills, while the subjects with high social skills requirement have the highest mean grade. Interestingly, subjects where lots of social interaction are needed has the highest average grade which proved that children with mild autism can also excel in those kinds of subjects, even in a public school set-up.

DISCUSSIONS

Although the child does well in academics, mild autism does not affect the academic skill of a child only when several syndromes were noticeable. This includes sudden aggression and lack of focus, among others. In a Special Science Elementary School set-up, the child may adapt academically, but other than that, the child's neurological lapses are recommended to be solved in a specialized institution. Constant medication after school, during weekends, or whatever a specialized psychiatrist recommends is the best way to help the child. In this case, other data on the behavior of the student was not part of the scope of the study.

KEYWORDS: autism, paleontological statistics, social skills, technical skills

SUBMISSION ID: R04A-TANAUA-0094

**Adopt-A-Pupil to Improve Reading Skills of Antonio D. Borda Sr. Memorial
Elementary School**

Eucencia Lupas, Department of Education, ABSMES

Abstract

INTRODUCTION

This study was conducted to find out the impact of Adopt-A-Pupil to improve reading skills among the Grade two pupils section Thrifty, 8 out of 25 pupils were identified in frustration level in word recognition.

METHODS

The implementer used Adopt-A-Pupil to improve reading skills. This is a collaborative effort between the teacher and the pupil which can be conducted on a one-on-one basis.

RESULTS

Findings showed that after the implementation the respondents are motivated to read independently, the reading skills improved and significantly there was an increase on the level of reading.

DISCUSSIONS

The researcher recommended that it is good that identified struggling readers should be given immediate and appropriate intervention.

KEYWORDS: Adopt a Pupil

SUBMISSION ID: R013-SURSUR-0038

A Qualitative Study of Grade 11 and 12 HUMSS Learners of Integrated School of Lawa on the Effectiveness of Guidance Counseling

Aldrin Deticio, Integrated School of Lawa

Abstract

INTRODUCTION

Guidance and counseling at school play major roles in the development of the learners, their adjustment of school programs and rules, and proper channeling of learners' interests and skills leading to their career mastery. Unfortunately, some learners find guidance and counseling obtrusive of their privacy. But whatever impressions learners may have about it, the researcher wanted to know if guidance and counseling were effective in the consideration of its functions at school.

METHODS

This qualitative study employed a case study approach that was aimed to understand why guidance and counseling was implemented in schools and how effective it was in developing the learners' achievement, helping the learners adjust to the school's learning environment, and in paving the way of the learners' interests and skills leading to their identification of career choices.

RESULTS

Based on the findings, there was an expectation that guidance and counseling at school will be effective in the implementation of its programs. However, it was found out that ISL was still experiencing disciplinary glitches such as cutting classes, occasional disturbances, cheating, and learners disrespectful to teachers. Furthermore, some learners refuse to seek guidance and counseling because of the fear that they will have a bad record and will be branded as problematic. Aside from that, the participants believed that a "teacher-counselor" will not be as effective as a real and professional counselor. They feel terribly shy to share their feelings to a teacher-either a former one or soon-to-be teacher in their grade level, thus, avoiding being involved in any case.

DISCUSSIONS

Consequently, there was a need for extreme privacy and a professional counselor. Learners who underwent guidance and counseling and their records should be made confidential so as to avoid being bullied by other students and teachers as well. The Guidance Office should also be open on its programs and functions so as not to have an image and reputation of just a place of problems and punishment.

KEYWORDS: guidance, counseling, professional, confidential, reputation

SUBMISSION ID: R04A-CALAMB-0091

A Revisit on Students' Classroom Discipline: a Guide to Proper Behavior Inside the Classroom and Its Effect on Their Academic Performance in EsP V

Lourdes Balita, Teacher

Abstract

INTRODUCTION

Teachers are entrusted to play an important role in the guidance program. This role creates a better rapport and generates a harmonious relationship between the students and the teachers in their daily classroom encounter. They are also expected to discuss student problems and other issues of relevance to produce a much better student-teacher interaction, sense of acceptance and belongingness. Homeroom sessions provide guidance on right conduct and good manner so that worthwhile attitude may be developed.

The earnest desire of the researcher is to support the commitment of Malimatoc Elementary School. She is deeply motivated to conduct this study with the aim of finding and formulating solutions to address behavioral problems in the school.

METHODS

This paper utilized descriptive qualitative research, which aimed to identify the existing problems of a teacher such as pupils' behavior inside the classroom. The respondents of the study were the thirty grade five pupils and their teacher-adviser in EsP class of Malimatoc Elementary School at Mabini District. Participants were purposively selected to gather comprehensive data of the pupils.

RESULTS

The data presented in Table 1 revealed the first academic performance of grade five pupils in EsP class. It is noted that 13 out of 30 pupils got 75-79 mark which ranked first, followed by 80-84 with the frequency of 9, then 70-74 ranked third, 85-89 ranked fourth, and 90 above ranked fifth.

The result of the study showed that out of 30 respondents 23.33% talked to their classmates when classes were ongoing; 16.67% did not listen to their teacher; 13.33% made unnecessary noise, 10% interrupted other pupils and dealt with other things not related to the lesson; 6.67% napped during class, arrived late for the lesson, getting out of the seat without permission; and 3.33% rested their heads on desk during lesson and asked irrelevant questions.

DISCUSSIONS

Based on the results of the findings, here are the suggested interventions and strategies to enhance and improve the classroom discipline guide to proper behavior:

- State classroom rules in positive terms.
- Give positive recognition to avoid strained relationships with pupils.
- Set model behavior.
- Pay attention to what pupils are saying, be an active listener.
- Respect pupils' feeling by showing interest when talking to them.
- Be fair in dealing with misbehaviors.
- Keep classrooms safe by restructuring them every now and then so as to avoid boredom and restlessness amongst pupils.
- Maintain open communication with parents, consider them allies when dealing with misbehavior.
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- Use effective body language to stop mild misbehavior without being costly in teaching time.
- Develop the ability to complement and appreciate others.

KEYWORDS: discipline, performance, behavior, strategies, interventions

SUBMISSION ID: R04A-BATANP-1587

A Stakeholder' Standpoint on the Program Implementation of the Senior High School at Taysan National High School: Basis for Proposed Action Plan

Angelita B. Mendoza, Carina M. Mendoza, & Tessie D. De Villa, Department of Education
- Taysan National High School

Abstract

INTRODUCTION

The main purpose of this action research study is to provide evidence of the dilemma regarding the present execution of the K to 12 Program of the Department of Education in Taysan National High School by means of interviews through survey questionnaires from Grade 11 teachers, learners, and parents. This action research project is also pertinent on the educational institution for which we work because it will lead teachers of the different departments to reflect on the importance of support on the learners aside from developing their thinking skills.

METHODS

Twenty (20) pupils from Grade 11 HUMSS, ten (10) from Grade 11 ABM and ten (10) from Grade 11 STEM, thirteen (13) Grade 11 teachers and forty (40) students' parents are randomly selected to pursue this study. A self-made questionnaire on four-point responses was employed to determine the students', teachers', and parents' observation and experience during the implementation of the K to 12 Program. The respondents were asked to fill the questionnaires and informed on the research. To facilitate the conduct of the research, the researchers asked permission from the school principal, guidance counselor and other teachers. This study applied the descriptive method in which a survey was conducted in which questionnaires were provided for the respondents chosen through random sampling among Grade 11 students and their parents and Grade 11 teachers. The weighted mean of each response was determined to measure and evaluate which among the given statements should be given priority.

RESULTS

The responses and observations of the teachers, Grade 11 learners and parents, the accessibility of ICT tools, gadgets and equipment, books, modules that the learners can use inside the classroom and the proper ventilation of each classroom, and classrooms are not enough to accommodate the students are the three primary problems of the learners. The accessibility of ICT tools and gadgets that the students can use in classroom activities should be the main priority.

DISCUSSIONS

The study shows that the ICT tools, gadgets, or equipment are not accessible in the classroom having the lowest weighted mean of 2.13 as perceived by the teachers. Having a weighted mean of 1.68, ranked tenth, the students never observed the accessibility of gadgets, equipment that the students can use in the activities assigned to them to perform outside the school as and with a weighted mean of 1.55, parents never observed that books, modules, and handouts were provided for the students.

KEYWORDS: stakeholders, standpoint, program implementation, senior high school

SUBMISSION ID: R04A-BATANP-0361/R04A-BATANP-0365

A Study of Effective Oral Reading Strategies for Grade Ii Pupils in San Isidro Elementary School

Mysel Cabill, Department of Education

Abstract

INTRODUCTION

One of the most important skills that learners can acquire is the ability to read. The ultimate goal of reading is to be able to understand written material, to evaluate it, and to use it for one's need. In this study, we aimed to determine the hindrances that lead to low performance in oral reading of Grade

II pupils in San Isidro Elementary School and to determine the strategies that will impose by the teachers in effective oral reading strategies

METHODS

This study employed the descriptive method of research using a checklist questionnaire as it is fitting to use for studies that necessitate the assessment of problems and the purpose to find a solution. The study used descriptive quantitative research that aims to identify the factors affecting reading skills in English of the respondents. This solution may increase new methods/strategies to enhance the capability of the teachers in handling different reading difficulties.

The validated questionnaire has two parts: the first part deals on the hindrances that lead to low performance in reading and the second part focuses on strategies to be used to remedy the problem. The design of the research followed three phases namely the pre-design stage, the design stage, and the post-design stage. It involves 40 Grade II pupils in San Isidro Elementary School.

RESULTS

This part of the study presents the responses to the research objectives heaved in the research: the data of reading an assessment of Grade II pupils in San Isidro Elementary School. The result implies that the majority of Grade II pupils in San Isidro Elementary School were struggling readers in English. It reveals that teachers have a great role to find a way on how to improve oral reading skills of pupils in English.

The result of the study reveals that reading habit at home is the main factor that affects oral reading skills in English of pupils with an average weighted mean of 3.91 and interpreted as to a very great extent. Indicator 1 which is levels of education of parents ranks 2 with an average weighted mean of 3.88 and with verbal interpretation as to a very great extent. Finally, indicator 2 which is child entry in school rank 6 with an average weighted mean of 3.44 and interpreted to as a great extent.

It can be gleaned from the data that the overall result of the study can be generalized as to a very great extent with a weighted mean of 3.69. Teachers need to seek out different strategies used to improve reading of Grade II pupils in San Isidro Elementary School and with this, there are suggested strategies that can be used to improve reading like model fluent reading, do repeated readings in class, promote phrased reading in class, enlist parents to help out, and try a reader's theater in class.

DISCUSSIONS

The results demonstrate the need for active participation of teachers and parents. With the factors that affect the child to be a nonreader, teachers and parents should work collaboratively.

The results of the study will be a reference for further research about more strategies to improve oral reading skills of pupils.

Influencing children to read is not the responsibility of a chosen few.

It is the responsibility of every teacher, every administrator, and the community.

KEYWORDS: assessment of problems, purpose to find a solution, work collaboratively,

SUBMISSION ID: R04A-BATANP-0690

A Study of High School Students' Attitudes and Behaviors Related to Recycling

Nenita Angcay, Teacher

Abstract

INTRODUCTION

There is an abundance of research on environmental attitudes and recycling; specifically, however, high school students are very under-represented. This population is one that is very important as these individuals will be the ones making decisions, privately and politically, with regards to recycling programs in their communities. By understanding their attitudes and behaviors in college, those designing recycling programs can develop and modify programs to suit their needs, and education programs can be prepared to better inform these individuals.

METHODS

The purpose of this study was to study the attitudes and behaviors of students related to recycling. To accomplish this, students from Tagaytay City Science National High School were administered an online survey. The survey was made available to all students for a period of 4 weeks with multiple participation reminders. At the conclusion of the four weeks, the data were tabulated and evaluated to address the principal question of what are the attitudes and behaviors of high school students relative to recycling.

RESULTS

Based on the results of this study, it would appear that the high school student attitudes and behaviors relative to recycling are positive. The data does give a clear indication of the respondents' attitudes and behaviors relative to recycling. This study is an excellent starting point for future studies of college student attitudes about recycling. It provides a framework on which more in-depth examinations of factors influencing positive behaviors and attitudes can build.

DISCUSSIONS

The high school student demographic remains an important subject of recycling behavior and attitude research. By expanding on this study to ensure better response rates as well as applying the study to other geographic regions, a clearer picture of high school student attitudes and behavior can be obtained and recycling programs and the associated educational components can be improved upon.

KEYWORDS: High School Students Behavior to Recycling

SUBMISSION ID: R04A-CAVITP-0979

"Improving Reading Comprehension of Grade VI Pupils in Walay Elementary School Through the Use of Project M.A.G. I.C."

Gilbert Cambarihan, Teacher I

Abstract

INTRODUCTION

Reading comprehension is a necessary skill throughout schooling and a vital component of the successful transition to adult responsibilities. It is the complex outcome of the process of constructing meaning from print. Students' success in comprehension is influenced by how interesting and relevant they find the text they are reading; their competencies in recognizing, decoding, and pronouncing words fluently and accurately; their awareness of the different purposes associated with reading and facility with comprehension monitoring strategies. The top-down model advocates reading instruction that emphasizes skills and focuses instead on a holistic approach to read.

METHODS

This research used the descriptive method of research to identify the level of reading comprehension in English of grade six pupils at Walay Elementary School.

RESULTS

I used PHIL IRI as a tool to determine the level of reading comprehension before and after. I also used a questionnaire to gather the weaknesses in reading comprehension.

DISCUSSIONS

Based on the table above, on the distribution of age, the pupils composed of 20 with 13 male and 7 females. The male included the age of 10 years old (0) with 0%. At the age of 11 were (12) males with 60% and the age of 12 we have (1) male with 5%. The female respondents at the age of 10 were (1) pupil with 5%. At the age of 11 were (6) pupils with 30% and the age of 12 was no respondents with 0%. Based on the table above, these are the results of the knowledge of the pupils in reading comprehension. Only item number 1 for strongly disagree, for items 2, 8 and 13 were undecided, and disagree for items 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, and 15.

Based on the table above, the computed value of 4.98 and the critical value of 2.101 rejects the hypothesis, but the total correlation got 0.76, which is interpreted as strongly agree. See the summary table of the result of a significant difference in the reading comprehension level in English of Grade IV pupils of WES before and after.

In the first test, some students got a high score and some low score. In item 1 got 12 correct, item 2 and 3 got 10 correct, item 4 got 8 correct, item 5 got 3 correct and the item 6 and 7 got 1 correct.

In the second test, in item 1 got 15 correct, item 2 got 10 correct, item got 7 correct, item 4 got 5 correct, item 5 got 6 correct and the item 6 got 2 correct and item 7 got 4 correct. Therefore, some of the students increased their score that affects the second result.

KEYWORDS: Improving, Reading, Appropriate, Guiding, Comprehension, Word Recognition

SUBMISSION ID: R04A-QUEZON-0362

"Utilizing Technology-Driven Learning Instruction in Enhancing Word Recognition"

Melmarie B. Paulino, Writing
(Adviser: Hadji Luna)

Abstract

INTRODUCTION

Reading is the most cognitively demanding tasks, which sometimes affect one's fluency in reading. In Rajah Cabunguan Integrated School with a population of more than 400, students encountered issues of poor word recognition levels resulting in cases of hesitation to read, low performance in class, and the likes. At the start of the school year, the English teacher of the school assessed student's English pupils reading capacity through PHIL-IRI and identified 28 pupils who were in Frustration Level.

METHODS

The universal sampling was used in the study. Out of 31 pupils, 28 were found to have poor word recognition level in English. As observed, these pupils have difficulty in reading and participated weakly in the teaching and learning activities conducted. Having the belief that poor word recognition affects the performance of pupils; an intervention was designed to improve the Word Recognition Level of Grade 4 pupils because helping them to recognize words is highly beneficial and would enhance their learning process.

RESULTS

The result shows that Mispronounced word is the most numbered errors of the Grade 4 pupils, which is a total of 100 became 40 after the intervention with an average of 70. In terms of omission skills, the total miscue is 48 and lowered to 30 after the intervention, then the average of 70. In terms of hesitation, from 72 it lowered to 25 with 48.5 average. For substitution, from 45, it lowered to 26 with an average of 35.5. Then the last one is an insertion, from 35 going down to 20, with an average of 27.5. In addition, the general average before the intervention was 57 and became 28 after the conduct of the intervention. It implies that the traditional way of teaching word recognition is not at all times effective for learners.

DISCUSSIONS

The research study is supported by the study of Sy (2000) that ordinary teaching would not help improve the pupil's word recognition capacity. In addition, pupils sometimes just memorize the word but when isolated to other words, they cannot read it anymore. In the study, the result shows the difference of the null hypothesis in word recognition skills of the students who were tested before and after the intervention that is zero. An alternative hypothesis shows the difference in word recognition skills of the pupils who were tested before and after the intervention is not equal to zero.

KEYWORDS: Technology

SUBMISSION ID: R013-SURSUR-0174

(DRAP-Approach) Developing Reading Abilities of Slow Readers and Readers-At-Risk in Grade IV Through Phonics Approach

Lilia Dimaano, Teacher III

Abstract

INTRODUCTION

Reading is the key to skillful learning and better living. The learners who read well develop a better understanding and effective adjustment towards life's situations. When the learners understand what they read, they could identify, classify, build, organize, synthesize, make adjustments, and arrive at proper decisions.

This research aimed to develop or to improve the reading abilities of slow readers and readers-at-risk in Grade IV of Mariano C. Anacay Memorial Elementary School through a phonics approach. This will provide the necessary remedial measures to correct and improve reading potentials of these pupils.

METHODS

This research relied on the results of the different oral reading tests (pre-test and post-test for recognition level) in Phil-IRI English. The descriptive method of research used in the study to find out the reading performance of the pupils. The respondents of the study are the Grade Four pupils who belong to slow readers and readers-at-risk of Mariano C. Anacay Memorial Elementary School.

RESULTS

The research implied that the pupils improved significantly in word recognition after using the intervention program in reading using the phonics approach

DISCUSSIONS

The proponent recommended phonics approach in reading, which was found effective in teaching reading; and therefore, teachers are encouraged to use this method in remedial reading instructions. Pupils should be grouped according to their abilities and level of difficulties to facilitate assessment and evaluation of pupils' reading abilities. The research focused on developing the reading abilities of the pupils and reducing the percentage of slow readers and readers-at-risk in Grade Four using the phonics approach.

KEYWORDS: Reading abilities, approach, phonics, word recognition, encourage, difficulties, intervention

SUBMISSION ID: R04A-CAVITP-1194

12 Principles of Animation in Learning 2d Animation

Rafael Lawrenze Legaspi, SENIOR High School Student
(Adviser: Elenita F. Hernando)

Abstract

INTRODUCTION

The 12 Basic Principles of Animation are the fundamental guidelines in learning basic animation. These principles may provide support in the solution of a problem but not at this time. With the fast pace in today's technology, digital devices, and moving interface, teaching became more challenging than before. In this study, the use of 2D animation was put together to determine the learners' perception in terms of drawing skills and techniques

METHODS

The researchers used a descriptive research design. The participants were the thirty-seven (37) TVL students of Alfonso National High School. They watched a video presentation about 12 basic principles as applied in 2D animation. An adapted survey questionnaire was utilized to determine the insights of the students regarding the application of principles for a smooth animation style and creative output.

RESULTS

Based on the data gathered by the researchers, it was evident that the respondents agreed that the 12 Basic Principles of animation can help the students learn new techniques in the application of skills. The findings showed that the application of 12 principles in animation can enhance drawing techniques and moving objects became realistic.

DISCUSSIONS

The results revealed that learning the 12 Basic Principles was an effective technique in producing smooth and creative 2D animation output. Moreover, feedbacking scheme among learners must be considered to further enhance its application.

KEYWORDS: 12 Basic Principles of Animation, 2D animation, animation style

SUBMISSION ID: R04A-CAVITP-0113

3 Ps (Poor Health, Passivity, and Physical Environment) Circumstances that Affect the Listening Ability of Grade Vi Pupils of Carlos S. Batino Sr. Elementary School

Rosalinda A. Sta. Ana, Department of Education

Abstract

INTRODUCTION

As early as September 2016, I noticed that some or most of my class advisory was not actively participating in our class discussion. After listening to a story read, I read them, I found out that there is something wrong with my class. It was in this premise that the researcher felt the need to conduct action research to remedy the existing problem in the listening ability of the pupils. 3Ps (Poor Health, Passivity and Physical Environment) Circumstances that affect the listening ability of the Grade Six pupils of Carlos S. Batino Sr. Memorial Elementary School with its proposed intervention program to improve the listening ability of the pupils was materialized.

METHODS

This study focused on the factors affecting the listening ability of Grade Six pupils of Carlos S. Batino Sr. Elementary School SY 2016-2017. This study utilized the Descriptive-Survey Method. All data gathered from the respondents through questionnaires were collated, interpreted, and recorded. Frequency counts, percentage weight values, and weighted mean were used in the analysis and interpretation of data.

RESULTS

There are many factors that affect the listening ability of the pupils. Some of them are physical environment, poor health, passivity/lack of interest to listen, and home-related factors. Among the factors presented, poor health, passivity or lack of interest to listen, and physical environment found out to have a strong effect on the listening ability of the pupils while the home related factors have a slight effect

DISCUSSIONS

The results of the study made us realize how some of these factors affected not only the learning ability but also their comprehensive competence. With these findings, the researcher conducted a proposed intervention program that will benefit the learners' progress. The school administrator, teachers, and parents should be united and maintain a vigilant stand in maintaining the good health of the pupils through functional school canteen and continuous feeding program partnership with the school garden or Gulayan sa Paaralan. Teachers must see to it that the pupils are comfortable and have no other concerns during the lesson and are focused on their lessons so their listening performance will be enhanced. The classroom should be conducive for learning like having the proper ventilation; these factors should be considered as this has an effect on the listening ability of the pupils.

KEYWORDS: Poor Health, Passivity, Physical Environment

SUBMISSION ID: R04A-CAVITP-0493

A Continuous Improvement Project on Improving the Level of Competency of Students, Parents, and Teachers on Wellness Massage Therapy NC II

Vilma Serrano, Department of Education – Camarines Sur

Abstract

INTRODUCTION

This action research was funded by the Basic Education Research Fund through SDO Cam Sur Research Committee and the Province of Camarines Sur. It aimed to provide the students, parents, and teachers the avenue of learning the skills of wellness massage and identify the effectiveness and strengths of the training-workshop and somehow inspire them to practice the skills of wellness massage as natural healing and source of their livelihood.

METHODS

This action research employed a descriptive research method in discussing responses of the four action research questions. Components of this part were the participants and other sources of data, data collection method and data analysis plan. Responses were tabulated using the mean and percentile rank.

RESULTS

It was found out that the majority of the participants or 20 respondents said that they were a beginner in terms of the skills of wellness massage therapy. The competencies and indicators were based on the Training Regulations of TESDA for Wellness Massage NC II. Majority of the learners were competent; 10 out of eleven students were competent; 2 out of 3 parents were competent, and 4 out of 6 teachers were competent in their performance level after the training workshop. The level of support from the Local Government Unit is very high; PHP 30,325.00, 55.82 %, and 24,000.00- 49.73 % from the Department of Education. Based on the result of the initial NC II Assessment conducted. The training -workshop was found effective since all of the students, parents, and teacher who took the exam passed the Assessment for a wellness massage.

DISCUSSIONS

The results prove that training workshops have a great effect on the learnings and development of skills and knowledge of the participants. It deepens the understanding and applications of strategies and techniques on a particular field of expertise. Supports from the stakeholders were also important in the realization of the program for the students, parents, and teachers. Continuous research on the effectiveness of training workshop on other field encouraged to further determine the effectiveness of it.

KEYWORDS: Wellness Massage Therapy, competency, continuous improvement.

SUBMISSION ID: R005-CAMSUR-0044

Vertical Alignment: Specializations And Current Status Of Grade 12 Graduates Of K To 12 In JBT Caing Sr. Memorial Integrated School

Gelyn L. Rivera & Rose T. Fuentes

Abstract

INTRODUCTION

This action research was primarily focused on the relationship between the specializations and status of the K to 12 graduates of JBT Caing Sr. Memorial Integrated School, Tambilil, Kiamba, Sarangani Province

METHODS

It employed descriptive research design. The subjects of the study were the pioneering 43 senior high school graduates of the school year 2017-2018. The researchers tracked the status of the respondents through an interview and a SHS tracker report of the school.

RESULTS

DISCUSSIONS

Hence, to align vertically students to prepare them for employment, entrepreneurship, higher education, or middle-level skills development, the school must provide an additional track other than TVL that will cater students' aptitude, skills, and interests.

KEYWORDS: Vertical Alignment, SHS Specialization, Current Status, Senior High School, TVL, Academic Track

SUBMISSION ID: R012-SARANG-0187

Visual Literacy Typology And Techniques In Teaching Science: Input To Grade 9 Students' Higher-Order Thinking Skills

Funtanilla, Regina C., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

Science education in the Philippines has experienced modification and further strengthening to adjust in the changing condition and to stay aware in the most recent advancement, as well as to develop scientific skills and literacy among Filipinos in the 21st century. Many innovations have been made through studies and researches about effective teaching and learning science. Despite these innovations, many students find it difficult to cope with the requirements of the subject. The purpose of this study was to determine the effectiveness of using visual literacy typology and techniques among the Grade Nine students of Gov. Felicisimo T. San Luis Integrated Senior High School, Sta. Cruz, Laguna for the School Year 2017 - 2018. It sought to determine the higher-order thinking skills of students in learning Grade 9 Earth and Space under K to 12 General Science Curriculum.

METHODS

This study focused on Visual Literacy Typology and Techniques in Teaching Science as Input to Grade 9 Students' Higher Order Thinking Skills. The study was limited to the Grade 9 students who were enrolled at Gov. Felicisimo T. San Luis Integrated Senior High School, Sta. Cruz, Laguna, during the school year 2017 - 2018. It involved five sections with one hundred eighty (180) students who were heterogeneously grouped and were almost of the same age and level in terms of prior knowledge. All sections utilized the five visual literacy techniques. Thirty (30) items each pre-test and post-test which considered in the least mastered competencies in the third quarter grading period were constructed and were administered before and after the duration of the study.

RESULTS

There is no significant relationship between the effectiveness of visual literacy techniques and students' higher-order thinking skills. There is a significant difference in the pretest scores and posttest scores of Grade 9 students in terms of critical, logical and creative higher-order thinking skills. There is no significant difference in the mean posttest scores of students in terms of critical, logical, and creative thinking skills when grouped as to visual typology.

DISCUSSIONS

Teachers may use visual literacy techniques for students to learn better and to improve the teaching - and - learning process. School administration may consider improving and adapting the curriculum as to science approaches and strategies suit the needs of the students. Teacher- mentors may provide a proper teaching model and a learner-centered model, which can improve teacher education preparation for the new breed of teachers. School-based researches using the visual literacy techniques in other subject areas may also be recommended to further evaluate the effectiveness of the visual literacy techniques for a longer period of implementation.

KEYWORDS: Visual Typology, Literacy Techniques, Higher- Order Thinking Skills

SUBMISSION ID: R04A-LAGUNA-0453

Vocabulary Strategies on the Improvement of Reading Comprehension Level of Grade Six Learners

Evangelista, Nenette S., Gatid Elementary School

Abstract

INTRODUCTION

Comprehension is the "essence of reading" . It is a complex thinking process that requires the reader to construct meaning from the text. The learners need clear instruction on reading comprehension. The role of the teacher is to help become aware of the variety of problem solving strategies that enable them to independently understand, discuss, and interpret text. In every situation, the reading program provides learning opportunities designed to help children who are considered at risk level. They will fall behind academically if they have difficulty matching the achievement of their peers. More pupils need additional instructional support in a particular subject. One specific area in which this responsibility is carried out in the development of our learners as readers. Because reading is the most educational tool, once a child can read with comprehension the world of knowledge is utmost fingertips. Their reading comprehension at present is at Frustration and Instructional level. Majority in the class demonstrate poor understanding of the subject resulting to low scores in their achievement tests and periodical tests. This situation identifies the need to look into possible ways and means on how the learners of Grade Six -Andres C. Bonifacio can acquire the vocabulary skills to cope in the reading comprehension test.

METHODS

This action research project described an implementation of vocabulary strategies designed to increase the reading comprehension of the learners. The researcher used the data gathered in the result of the Philippine Informal Reading Inventory (Phil. IRI) test. Pre and post- assessment as the basis of the project. The 40 learners of Grade Six, Andres C. Bonifacio were given a pre-test of oral reading passage which results, 29 out of 40 learners were under frustration and instructional reading level. The data revealed that these learners were lack of vocabulary knowledge, so the researcher decided to conduct the study to improve the reading level of the learners using the different vocabulary strategies such as phonics, structural analysis, contextual analysis, and think-pair-share and graphic organizer. In the end, another passage had been read as post-test in order to determine the effect of using vocabulary strategies on reading comprehension of the learners. The Descriptive Method was utilized to analyze and interprets the data gathered based from the guidelines stipulated in the Philippine Informal Reading Inventory Manual 2018.

RESULTS

The aim of this study is to determine the effect of the use of vocabulary strategies in the improvement of reading comprehension of 29 learners of Grade Six- Andres Bonifacio of Gatid Elementary School in the District of Santa Cruz. The following is a graph representing comparative results of learners in their pre and post-test reading test. The graph shows that there is an increased in the number of learners under the independent level from 0-5, instructional level from 11-20 and decrease under frustration level from 18 to 8 learners. It revealed that the use of vocabulary strategies improved the reading comprehension of the learners.

DISCUSSIONS

The study entitled "Vocabulary Strategies in the Improvement of Reading Comprehension Level of Grade Six Learners" was conducted at Gatid Elementary School in the District of Santa Cruz during the School Year 2018-2019. Twenty-nine (29) pupils of VI- Andres C. Bonifacio were used in this study. Other teachers, to inspire them and to improve quality education of the learners, can use the study.

KEYWORDS: Vocabulary Strategies, Reading Comprehension, Improvement

SUBMISSION ID: R04A-LAGUNA-0386

Word Recognition And Comprehension Levels Of Grade Three Learners In Remote Elementary Schools In Maasim East District

Robert C. Fernal

Abstract

INTRODUCTION

The learners in remote schools in the frustration and Instructional level as well as non-readers are still considerable in number based from Phil-IRI results and should be a cause for concern.

METHODS

This study aims to investigate the word recognition and comprehension levels of Grade 3 learners in remote elementary schools in Maasim East District. The researcher employed the descriptive- correlational method to describe the word recognition and comprehension levels and its significant relationship of the two variables. There were 30 learners chosen from four selected public schools, namely; Lamlabong, Blat, Kyumad Integrated School, and Arcal Elementary School. To draw out the data, a reading comprehension test and word recognition found in a passage was prepared by utilizing appropriate items from the previous Phil-Iris. The comprehension test consisted of questions in the four levels of comprehension: literal, inferential, critical, and applied levels.

RESULTS

The findings of the study revealed that in word recognition, majority of the Grade 3 learners (54.8%) is under Frustration level. In comprehension, a very high percentage of learners (90.3%) is under Frustration level. There is a significant relationship between the word recognition and comprehension level ($r = 0.357$, $p = 0.049$).

DISCUSSIONS

Therefore, learners who can recognize words well tend to understand or comprehend better what they are reading. A remediation program in reading is conducted to help Frustration readers to improve their word recognition skills and comprehension skills.

KEYWORDS: Word recognition, comprehension, remote schools

SUBMISSION ID: R012-SARANG-0179

Work Immersion Experiences: Basis for Improving NCII Training of Senior High School Students

Bremem Cotoner, Grestifanny Eve E. Recto, Merciditha Mangangcong, & Rogelio B. Lasconia Jr., Department of Education - Sarangani

Abstract

INTRODUCTION

The action research is focused on work immersion experiences of students before, during, and after work immersion. Work Immersion is one of the training grounds for every student in Senior High School to get National Certificate (NC). To acquire NC, student needs to be trained with service provider in their chosen field of specialization. These specializations vary from Senior High School offering throughout the country. The NC's served as vehicle in getting jobs after graduation and aligned students' skills and knowledge to the chosen colleges and universities. We want to find out the experiences of Agriculture students during work immersion as a basis of developing and improving systems of sending students to training centers and partner institutions. We sought to find the answer of the action research questions: What are the experiences of Agriculture students on work immersion? How do these experiences affect the students?

METHODS

We used Qualitative Phenomenological study which how people find their experiences meaningful particularly thematic analysis. With 23 Agriculture students who took the training, a purposive sampling is used to determine the participants and five (5) students, taken from 23 students, were actually participants to an informal interview. We secured consent to both parents and students for voluntary participation of the study. Then, the informal interview guide questions were conducted to the identified participants. The audios are transcribed and coded. Table of summarized data are presented and described. A contextual explanation, which is taken from interview of participant, is extracted to support the data.

RESULTS

We found out that students' experiences are challenged with preparation, distance of work immersion, financial problems, farm tools, and number of participants. The experiences affect the learners on how they performed their task; how they finished the work immersion; and the experiences contributed to the set of students' values, behaviour and beliefs in the whole duration of the work immersion.

DISCUSSIONS

Before going to work immersion, a checklist of things to bring, things to do and things to buy, design information materials to guide students, teachers and institution partners to be utilized before, during and after work immersion. It is also important to determine the cost of training and incidental expenses, to avoid congestion of students, additional work immersion teacher will be assigned; and similar action research to be conducted on experiences of teachers.

KEYWORDS: work immersion, field specialization, national certification

SUBMISSION ID: R012-SARANG-0117

Work Stress and Work Climate of Higher Education Institutions In General Santos City: The Case of Mindanao Polytechnic College

Monsour A. Pelmin

Abstract

INTRODUCTION

Stress is a biological point of view; stress may be a neutral, negative, or positive experience. We need to help people to become resilient in coping with environmental and job stresses. This research aims to determine the Work Stress and Work Climate of Mindanao Polytechnic College in General Santos City, more specifically the stresses experience, the level of work climate. Also, this study also aims to know the relation between work stress and work climate of Mindanao Polytechnic College Faculty in General Santos City.

METHODS

The study used a descriptive-quantitative research design statistical method and correlation method.

RESULTS

There was 89 faculties responded using total population sampling. The respondent has a moderate level of work stress with an overall mean of 2.25 and a low level of work climate with the overall mean of 1.74, work stress and work climate result shows that there is no significant relationship between the two variables.

DISCUSSIONS

The researchers recommend provision of additional learning materials could greatly help to lessen the stress level of the faculty, noise within the working environment must be kept at a minimal level. Students must be responsible enough to clean their clutter. Workloads should be lessened for a faculty to be more efficient. Teambuilding efforts like retreats and rest and recreation for the educators must be a priority to lighten everyone's burden this could be done after every semester. The result of this study serves as a basis for the future researcher in work stress and work climate.

KEYWORDS: HEI, work stress, work climate, General Santos City

SUBMISSION ID: R012-SARANG-0163

Working Conditions And Teachers' Morale In Gov. Felicisimo T. San Luis Integrated Senior High School; An Input To A Balanced Teacher Program Proposal

Celestino, John Paul R., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

In 2017, the Philippine Daily Inquirer recorded 190,530 schoolteachers in 50,000 public elementary and high schools all over the country catering 22.8 million students. This statistics is very crucial in the country whose mandate is providing free basic education to all Filipino children. In 2017, the teacher - student ratio is about 1:45 and 1:36 in the elementary and 1: 32 and 1:26 in high school. The study aimed to determine the respondents' working condition and the level of teachers' morale in Gov. Felicisimo T. San Luis Integrated Senior High School. The research material was validated by (50) teachers from Gov. Felicisimo T. San Luis Integrated Senior High School in terms of workload, preparation time, administrative support, recognition, and opportunities for advancement. It was also accepted in terms of consciousness, enthusiasm, discipline, optimism, self-esteem and sprit de corps.

METHODS

The researcher made use of weighted mean and standard deviation to determine the significant relationship of working condition and teachers' morale in Gov. Felicisimo T. San Luis Integrated Senior High School. The independent t-test was utilized.

RESULTS

It is clear, that teachers profile in terms of age, gender, position and length of service have significant relationship to the level of teachers' morale in GFTSISHS. Meanwhile, the workload, preparation time, administrative support, recognition, and opportunities have significant relationship to the working condition of teachers in GFTSISHS.

DISCUSSIONS

In the light of the findings and conclusions of the study, the following recommendations were drawn: (1) The administration should motivate the teachers to strengthen their strategies to improve working conditions of the teachers in terms of workload, preparation time, administrative support, recognition, and opportunities for advancement. (2) The school should also seek help from the stakeholders to provide feeding program for the pupils who belongs to the lowest socio economic status. (3) It is strongly recommended for the teachers to attend trainings that would help them increase their self-esteem and enthusiasm. (4) The results from this study would be a great help for the administrators to create strategic planning for the improvement of their management skills. (5) A follow-up study may be undertaken to verify the outcomes and conclusions from this research.

KEYWORDS: Working Condition, Morale

SUBMISSION ID: R04A-LAGUNA-0447

Workplace Immersion Program Individual Student Performance: Basis For Community-Assisted Teaching Program (CATCH)

Ramoncito A. Covacha, Department of Education - Sarangani

Abstract

INTRODUCTION

Mathematics education researchers continuously develop excellent, outcome-based learning innovations to address problem solving skills and beliefs towards Mathematics among learners. These innovations were implemented in the field however failed to level up achievements in Mathematics. We witnessed varying levels of success in assessing problem solving skills and beliefs towards Mathematics. In this study, we explored the mathematical-related beliefs in problem solving, its relationship, as well as reasons for varying levels of success towards academic performance most especially when grouped according to gender.

METHODS

A descriptive-correlational method design was used in determining the level of problem solving skills and mathematical-related beliefs among learners. We conducted focus groups among learners officially enrolled in high school. Thirty percent (30%) of the population across 3 different schools responded to 2 sets of semi-structured questionnaires. The data were collected and analyzed through quantitative analysis.

RESULTS

Learners agreed that word problems is important. A simple systematic procedure cannot be used in solving any form of word problems because it takes time to get accurate results. In addition, understanding concepts in Mathematics and exerting effort in solving word problems can increase mathematical abilities. Most of the learners had high regards on the different aspects of dealing and solving mathematical problems correctly. The male and female learners have different mathematical beliefs in solving word problems. Male learners do perform better than female learners in solving Mathematical word problems do. Poor computational skills cause the variation of academic achievements among learners.

DISCUSSIONS

The results demonstrates the need for teachers effort in giving importance to in-class activities and learning environment should be regulated so as to positively affect learner's beliefs towards problem-solving and learning mathematics. The learner's level of mathematical beliefs should be the basis for appropriate teaching learning strategies to improve further their problem-solving skills. Teachers should innovate constructive teaching strategies to improve better the mathematical solving skills of the learners. Moreover, the problem solving skills of learners must be enhanced through remedial during integrated cooperative learning sessions.

KEYWORDS: problem solving skills; outcome-based learning innovations

SUBMISSION ID: R012-SARANG-0229

The Impact of Zero Collection Policy of LGU-Alabel to the Performance Indicators of Alabel Central integrated SpEd Center S.Y. 2016- 2017: Basis for the Enhancement of the Program

Chipel B. Villarea, Eden B. Dela Cruz, & Shirley May F. Andico, Department of Education
- Sarangani

Abstract

INTRODUCTION

The Municipality of Alabel, Province of Sarangani through the effort of the Local Chief Executive and Sanggunian Bayan Members under Resolution No. 12-2017-332 "Resolution Authorizing the Municipal Mayor, Hon. Vic Paul Molina Salarda, MPA to enter and sign for the in behalf of the Municipality of Alabel under Memorandum of Agreement (MOA) for the grant of Two Hundred Pesos (200.00) subsidy per pupil/student". The program aimed to augment expenses in all monthly operating expenses and other school activities. Thus, Alabel Central Integrated SPED Center is one of the recipients of the said program. This study wanted to determine the impact of the Zero Collection Policy to the performance indicators of the school in the following thematic areas of the School Based Management (SBM) as the basis of its impact, access with the increase of enrollment, efficiency as dropout rate, completion rate and cohort survival and the Quality as the general average of the whole school.

METHODS

This study used a descriptive-comparative analysis of the performance indicators of the two consecutive school year 2016-2017 and school year 2017-2018 through graph and tabular presentation. Focused Group Discussion also was used to determine the feelings of the parents as recipients of the program and their awareness as to its implementation. Satisfaction of the parents to the subsidy of Php. 200.00 Each pupil was also determined.

RESULTS

The Zero Collection Policy of the LGU Alabel has a great impact into the performance indicators of Alabel Central Integrated SPED Center through a comparative analysis. The data revealed that in school year 2016-2017 the performance of the school increases in 53% based on the previous school year 2015-2016 where program was not yet implemented. The parents also as respondents manifested their feelings about the program where 56% of them are "very happy". However, 56% of them answered "not satisfied".

DISCUSSIONS

The program of the LGU- Alabel or Zero Collection Policy greatly helped the school to improve the Access, Quality, and Efficiency in delivering quality education to the learners. It also manifested its impact in the overall performance indicators of Alabel Central Integrated SPED Center. However, the researches recommended increasing the subsidy so that there will also a greater impact to the performance of the school. The LGU of Alabel should also compose a team that will evaluate and monitor the program. Lastly, the parents should properly be informed the purpose of the subsidy to the school, and they suggested that it should be increased into Php. 400.00.

KEYWORDS: zero collection efficiency, school subsidy

SUBMISSION ID: R012-SARANG-0084

**The Integration Of Anti-Bullying Advocacy On The Lesson Guide In Mapah 6
Based On The Bullying Experiences Of Grade 6 Learners**

Annalie B. Magallanes, Department Of Education -Sarangani

Abstract

INTRODUCTION

The phenomenon of bullying in schools has increasingly taken universal attention among researchers, the media, school authorities, and parents who are concerned about learners' well-being and safety (Moon, et al., 2008). Bullying in schools is also a worldwide problem that can have negative concerns for the general school atmosphere and for the rights of students to learn in a safe environment without fear. It is widespread, and perhaps the most underreported safety problems in schools. This study was conducted to integrate Anti-Bullying advocacy on the lessons in MAPEH 6 based on the experiences of pupils who were being bullied and the one who bully their classmates or others.

METHODS

Qualitative type of research was applied in this study. The two (2) groups with five (5) participants per group representing pupils who were bullied and bullies have undergone one on one interview to gather the needed data. Then, documentary analysis was used based on the results for the development of the said target output.

RESULTS

The result shows that slapping at face, throwing something, and holding one's neck tightly were the common physical forms of bullying experienced by the pupils who were bullied. While, teasing using harsh words were the common experienced of the pupils in terms of Verbal Bullying. The study further found out that indeed bullying has no good effects to pupils who bully and those who were being bullied. This affects their social relationship at the same time causes trouble among them. This study also shows that among to those who were being bullied, they lose their self-confidence, felt shy and develop hatred feelings as effects of bullying. While for those who were consistently bullying their classmates and others, losing their friends and feeling afraid by others towards them served as their consequences. To emphasize and apply anti-bullying campaign, the development of lesson plan in MAPEH integrating the values of appreciating anti-bullying was designed.

DISCUSSIONS

It is undeniable that bullying make every pupil change their behaviors specifically, the social aspects. With the effects of bullying towards the bullies and the one who is being bullied, it could be reflected that this affects good social relationship among the pupils. Thus, this would also affect their holistic development. With this, there is a need to remind every pupils reflect the need to understand the bad effects of bullying. With all of the findings, teachers should be able to innovate in advocating Anti-Bullying. Thus, designing and applying lesson guides integrating Anti Bullying is recommended. Specifically, this target will be applied in MAPEH 6 as the main subject being taught by the researcher. In teaching Music, Arts, Physical Education and Health, anti-bullying advocacy must be part of the lesson procedures.

KEYWORDS: Anti-bullying, well-being and safety, rights of students

SUBMISSION ID: R012-SARANG-0070

**The Level Of Implementation Of Cfss Program In Tuanadatu Elementary School:
Basis For Designing Teachers Development Plan**

Leonarda Katug

Abstract

INTRODUCTION

School should be places for children to feel loved and protected, cared and secured. This should be a home where they can freely express themselves, enhance their potentials, discover their talents, skills, multiple intelligences, experience mistakes and find their own way to correct it. On the other hand, Tuanadatu Elementary School is the farthest school in West Maitum District where the value and the usefulness of advance technology such as computer, cellphone, internet, and other electronic gadgets cannot be appreciated. The distance and difficulty of travel from the heart of the municipality wretched the living condition of the people in the community. The existence of poverty is undeniable that even children cannot escaped. Poor academic performance, non-attendance, health nutrition issues, child labor, early marriages, and armed-conflict are among those serious issues the school is facing. With this, the research proponent aimed to find out the level of implementation of the CFSS program in Tuanadatu Elementary School, which will be the basis in designing teachers development plan.

METHODS

Using a descriptive method, frequency distribution, weighted mean, and a Likert Five Point Scale, six teachers were surveyed through answering the seven parts checklist questionnaire that was adopted from the Department of Education Annex 2A A Child-Friendly School Survey.

RESULTS

It was found out that six out of the seven goals of the CFSS program, Tuanadatu Elementary School often implement it. These were encourage enrollment and completion among pupils, raise teachers morale and motivation, mobilize community support for education, ensure children's high academic achievement and success, encourage children's participation to school and community, and guarantee safe and protective spaces for children. However, children's health and wellbeing got the lowest weighted mean, which means the school find difficult and sometimes implement it. Further, the school has rarely steady supply of clean and safe drinking water sometimes holds annual dental examination of pupils, sometimes sells healthy and nutritious food in school premises, and cannot even provide complete set of textbooks for the pupils.

DISCUSSIONS

The results imply that the school should hold in-service training to enhance and enrich teachers' knowledge on Child Friendly School System. There is a need for the teachers to attend various seminars and workshop. The school needs the parents, Local Government Unit, and other stakeholders like the Department of Health, Non-Government Organization to be involved on addressing the problems.

KEYWORDS: Child Friendly School System (CFSS)

SUBMISSION ID: R012-SARANG-0144

**The Level Of Sbm Implementation In Relation To School Performance Indicators:
Basis For Effective Administrative Planning**

Fredgie P. Pasco

Abstract

INTRODUCTION

Governments around the world are introducing a range of strategies aimed at improving the educative stages into an eminent one. Hence, the Department of Education in our country is questing for bearable programs to be implemented in respective public institutions. At such, as partner of the vision, school heads must be good implementers. By doing so, it requires remarkable practice on dynamic supervision as well as systematic planning to contribute in alleviating the educational status.

METHODS

The method used in the study is one of the types of descriptive research, which is correlational survey. This is designed to determine the relationship of the two variables in the study, which are the level of implementation of School-based Management and School's performance Indicators whether their relationship is perfect, high, slight, or negligible. The independent variable was the level of implementation of School- Based Management and the dependent variable was School's Performance Indicator.

RESULTS

The overall assessment for Level 1 SY 2016-2017 was 69% (Moving Toward Stage) while for the SY 2017-2018 for level 3 was 86% (Accelerating Stage). As to the comparison of the different performance indicators: SY 2016-2017 had a dropout rate of 1.2%, participation rate of 87%, cohort-survival rate of 94%, and enrolment rate of 95% while in SY 2017-2018 has a dropout rate of 0.12%, participation rate 93%, cohort-survival rate 96% and enrolment rate of 98%. To determine whether the level of implementation of SBM significantly influence the school performance indicators, the T-Test was applied. The computed T at .05 alpha level with the df of 6 was 2.052 which is greater than the tabular value of 1.943. This implies that there is a significant difference.

DISCUSSIONS

The School-Based Management assessment for Level 1 SY 2016-2017 was assessed as Moving Toward Stage while the assessment for level 3 SY 2017-2018 was verified as Accelerating Stage. In giving distinction of the different performance indicators from SY 2016-2017 to 2017-2018, the dropout rate were observably diminished while the participation rate, cohort-survival rate and enrolment rate were highly increased. The levels of implementation of SBM practices significantly influence the school performance indicators. The two variables are affecting with one another.

KEYWORDS: SBM, administrative planning, school performance

SUBMISSION ID: R012-SARANG-0109

Professional Qualities and Internal Stakeholders' Participation as Relevant to the Performance of Guidance Counselors in the Public Elementary Schools Cluster 3, Division of Laguna

Valderama, Angeline Krizette, Bagumbayan Elementary School

Abstract

INTRODUCTION

The Department of Education (DEped) stated, "the schools have been the second home for all". It is the child's first sanctuary where he can explore and learn the basics of Reading, Writing and Arithmetic. It is also where pupils express their concerns and frustrations, explore their own identities and seek solutions to the challenges that faces them in their ever-expanding personal lives. The guidance counselor plays a vital role in the total development of the child. The major function of the school counselor is to develop all the students with growth in self-understanding, interpersonal skills, communication skills, problem-solving, and decision-making skills. They extend all efforts to upgrade the achievement level and competencies of guidance counselor through professional growth and development. The study aimed to assess the professional qualities and internal stakeholders' participation as relevant to the guidance counselor in the basic guidance services. 1. What are the professional qualities of the respondent in terms of the following, Training in Guidance & counseling on latest related legislations, Length of service as Guidance Counselor/Coordinator, Interpersonal Skills, Communication Skills, and Access to information technology (trend and issues on students' rights and discipline) 2. What roles do the internal stakeholders play in the implementation of Guidance Services in Students, Teachers and School Personnel and Principals? 3. What is the level of performance of the Guidance Counselors in the implementation of Guidance Services? 4. What are the professional qualities can be significantly improve the level of performance of guidance counselor in the implementation of guidance services? 5. What roles of the internal stakeholders can be significantly improved the level of performance of guidance counselor in the implementation of guidance services?

METHODS

The study would focus on the professional qualities and internal stakeholders' participation as relevant to the performance of the guidance counselor in the guidance services. The respondents are 50 public elementary guidance counselors/coordinators in cluster 3, Division of Laguna S.Y. 2017-2018. The research designed was descriptive in nature. Questionnaire-checklist was the main research tool. Purposive sampling was used as sampling technique. Weighted mean, and Person's r was utilized as statistical instruments.

RESULTS

Professional qualities that can significantly improve the level of performance of guidance counselor in the implementation of guidance services, On the Level of Performance of Guidance Counselor in the Implementation of Guidance Services, as shown by the result of the Pearson's r 0.01, the decision was to reject H_0 . Therefore, there are no professional qualities can be significantly improve the level of performance of guidance counselor in the implementation of guidance services. Internal stakeholders' roles that can significantly improve the level of performance of guidance counselor in the implementation of guidance services, On the Level of Performance of Guidance Counselor in the Implementation of Guidance Services, as shown by the result of the Pearson's r 0.01 hence, the decision was to reject H_0 . Therefore, there are no internal stakeholders roles can be significantly improve the level of performance of guidance counselors in the implementation of guidance services.

DISCUSSIONS

The result of the study could help the school to forge better school-community relations by empowering the community and other stakeholders in terms of planning, directing, and implementation of programs, projects, and activities of the school. Through this study, they would have a clearer concept of the effective guidance program and services in their respective schools. The teachers would be more enlightened on the need for collaborative efforts among them and with their school guidance counselor cared towards a good working relationship.

KEYWORDS: Professional Qualities, Internal Stakeholders' Participation, Performance of Guidance Counselors

SUBMISSION ID: R04A-LAGUNA-0398

Predictors of Leadership Effectiveness Among Public School Administrators

Christine May Dofiles-Bayod, Department Of Education - Sarangani

Abstract

INTRODUCTION

This study was conducted to determine the level of decision-making, emotional intelligence, spiritual intelligence and leadership effectiveness of public school administrators. Moreover, this was conducted to determine whether the predictors, decision-making, emotional intelligence and spiritual intelligence, correlate with leadership effectiveness and to determine what structural model among the predictor variables best explains the leadership effectiveness of public school administrators.

METHODS

The study, which was participated in by 44 public school administrators of the Sarangani Division, utilized descriptive and correlational methods. The four questionnaires used in this study have high validity and high reliability values.

RESULTS

Results showed that emotional intelligence and spiritual intelligence did correlate with leadership effectiveness. Among the predictor variables, indicators of emotional intelligence are highly fitted in the structural model that would best explain leadership effectiveness of public school administrators.

DISCUSSIONS

The study concluded that when school administrators have high level of emotional and spiritual intelligence, they are most likely effective in exercising their leadership functions and roles.

KEYWORDS: Leadership effectiveness, public school administrators, decision-making, emotional intelligence

SUBMISSION ID: R012-SARANG-0211

Pressures inside the Classroom: Factors Causing Stress Among Learners

Bremem O. Cotoner & Mercedita B. Magangcong, Department of Education - Sarangani

Abstract

INTRODUCTION

The action research is entitled "Pressures inside the Classroom: Factors Causing Stress among Learners". The objective of this study was to examine students' engagement in stress and to find out factors that cause stress among learners.

METHODS

To collect the data, researcher used Qualitative Methods Design usually used and how other people express their experiences significant and to understand the factors that cause stress among the learners.

RESULTS

The result showed that students did experience stress. In this study, the researcher found out that most of the students feel stress inside the classroom. This study was conducted because the researcher found out that many students experience stress in their studies that may lead to their habitual absenteeism. The researcher wanted to propose an activity or classroom program to manage their stress and to have CONTINUOUS IMPROVEMENT on this study.

DISCUSSIONS

According to (Wheeler 2007, 2), stress is physics word which refers to the amount of forced used of an object and it relates in real life as to how certain issues that carry force applied to human life. Examples of financial difficulties, health challenge issues, conflicts with friends, all carry force or pressure on the persons' body mind and spirit. Stress is really the effect of disruptive or upsetting situations, which cause in response to adverse external situation. As grade 11 students, they are more influenced of encountering involuntary situations or conflicts causing them to experience feeling like stress, and having fear of what they cannot control. Face academic demands, social involvement, and daily responsibilities in school and at home are the causes that are faced among Grade 11 students. There are more challenges to face and some of those challenges can be about the classroom pressure, teachers, difficulties with our schedule, academic and financial obstacles. At times it seems impossible to find balance between school and friends, family, part time job and relationships. The researcher identified on factors causing stress among learners in Grade 11 Rizal. The study is intended to help prevent stress wherein classroom is an important part of learner's experience, and part of the activities in which students are involved. The researcher found out that most of the students are experiencing stress inside the classroom due to some factors like financial problem, gadgets for research, ways of teacher in dealing the needs of students and school works. With classes, exams, jobs and co-curricular activities, students have greater chance of experiencing stress (Jacobs & Dodd, 2003). Sisk (1977) defined stress as a state of strain, tension or pressure and it is a normal reaction resulting from interaction between the individual and the environment. Strain means to make great demand on something; tension is a mental or emotional strain that makes natural relaxed behavior; and pressure is a powerful demand on some body's time, attention or energy.

This action research needs to identify the factors associated with the stress among students, the effects of stress that can be experienced and to recommend suitable and appropriate actions that can be taken the problem.

KEYWORDS: Classroom pressures, stress

SUBMISSION ID: R012-SARANG-0210

**Principal'S Managerial Roles and Teachers` Work Motivation in Selected
Secondary Schools in the 4th Congressional District, Division of Laguna: Basis for
Proposed Managerial Development Program for PR**

Valderama, Wilfred D.R., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

Being an administrator or school principal is every teacher's dream. Is it an enviable position that everyone should aspire? The glamour, distinction, and title encourage teachers in the rank-and-file to work as best as they can with a firm commitment to face challenges as they climb to the top. It is a fact that the school principals have many tasks to do. As a partner of Department of Education to improve the quality of education, they implemented its policies and programs, manage the school affairs, and look after the welfare of the teachers. They extend all efforts to upgrade the achievement level and competencies of teachers under them through professional growth and development. The study aimed to assess the performance of managerial roles of the secondary school principals in relation to teachers' work motivation in selected secondary schools in the 4th Congressional Districts, Division of Laguna. Specifically, it sought answers to the following questions: What is the rating made by the respondents on the managerial roles of principals? What is the perceived leadership attributes of the principals? What is the level of teachers' work motivation? Are there significant relationships between the manifested managerial roles and leadership attributes of principals and teachers' work motivation?

METHODS

The study focused on the managerial roles of secondary school principals and in teachers' work motivation. The respondents were 50 secondary school principals in the fourth Congressional Districts, Division of Laguna. The research design was descriptive in nature. Questionnaire-checklist was the main research tool. Purposive sampling was used as sampling technique. Weighted mean, and Person's r was utilized as statistical instruments.

RESULTS

Relationship between manifested managerial roles and leadership attributes of principals and teachers' work motivation, based on the results tabulated, indicate that there was high correlation between the managerial roles and leadership attributes of school principals and teachers' work motivation. This is shown by the result of the Pearson's r of 0.00, hence, the decision was to reject H_0 , and therefore, there was a significant relationship.

DISCUSSIONS

The result of the study would serve as an assessment on their administrative strengths and weakness, which shall serve as basis for their self-improvement as administrative leaders. In addition, they would have a clearer concept of the managerial functions of their superiors. The teachers would be more enlightened on the need for collaborative efforts among them and with their school principals cared towards a good working relationship. Moreover, any improvement in the managerial roles of the school principals and their working relationship with their teachers rebound to better teaching-learning process.

KEYWORDS: Managerial Development, Work Motivation, Development Program, Leadership Attributes

SUBMISSION ID: R04A-LAGUNA-0445

Principal's Cup: Its Effect on the School's Key Performance Indicators and Learning Attitudes of Students

Cristy A. Embat & Rosalie G. Anabo, Department of Education - Sarangani

Abstract

INTRODUCTION

This study aimed to investigate the effect of the existing sports program, the principal's cup, in the development of learning and attitude of the students towards school performance as to the number of students' participation and key performance indicator as to enrolment, promotion, completion, and dropout. The results of the study will be used in designing activities to enhance and enrich the existing one.

METHODS

Descriptive-evaluative was used in examining the effect using the performance indicator for the school year 2016-2017 and 2017-2018.

RESULTS

The result of the study revealed that the program has a favorable influence to students and to the school in general. The key performance indicators displayed notable improvement as to the enrolment, promotion, completion, and dropout rate. The increase of the enrolment showed that the school became the preferred school of the many because of the programs and activities of the school specifically the Principal's Cup that other schools do not have.

DISCUSSIONS

The remarkable improvement on the promotion, completion, and dropout rate indicated the positive effect of the program to the students. This simply demonstrated that the Principal's Cup boosts students' interest to stay in school and strive to perform well academically.

KEYWORDS:

SUBMISSION ID: R012-SARANG-0184

**Management Practices of Principals and the Classroom Performance of Teachers in
Pedro Acharon District**

Angelita U. Romaguera

Abstract

INTRODUCTION

This study focused on the management practices of principal and classroom performance of teachers in Pedro Acharon Sr. District.

METHODS

Through the use of the descriptive-correlation method of research, it determined the extent that the principals demonstrated management practices in the aspects of planning, implementing, monitoring, and evaluating. Also, it identified the level of the teachers' classroom performance based on classroom management, teaching-learning process, and classroom structuring. Furthermore, the significant relationship in the teachers' classroom performance and the management practices of principals was determined. There were one hundred seventy-seven teachers and four school heads served as the respondents whoever randomly selected,

RESULTS

The findings of this study revealed that the principals often practiced planning, implementing, monitoring, and evaluating on their leadership in the school. They also practiced monitoring the most often and practiced implementing the least often. Outstanding performance in classroom management and very satisfactory performance in the teaching-learning process and classroom structuring.

DISCUSSIONS

KEYWORDS: management practices, classroom performance, Pedro Acharon District, General Santos City, Philippines

SUBMISSION ID: R012-SARANG-0068

Level of External Stakeholders' Participation in the Implementation of School-Based Management (SBM) in Rogaya Bajunaid Integrated School: Basis for Sbm Enhancement Program

Anne C. Elga & May O. Mariposque, Department of Education - Sarangani

Abstract

INTRODUCTION

School-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children (Llego, 2016). Thus, public educational institutions implemented SMB practices to uphold the partnership among its external stakeholders for the betterment of the learners.

METHODS

The study employed descriptive quantitative-qualitative research. It got its data from the survey-interview of the respondents. The respondents were the employees of the industrial companies situated near the school and the parents. There were six respondents who were purposively selected for this study.

RESULTS

It came out that the level of external stakeholders' participation is low due to conflicts in schedule, prior commitments during the conduct of SBM evaluation, work demands, and late delivery of communications. It also reflected that the stakeholders were very active in extending financial support to the students during their activities while involving in volunteer works that enhance positive interaction among the youth sector.

In addition, the external stakeholders would like to be informed ahead of time for the incoming SBM activities to take part in it and giving recognition encourages them to be involved in the activities.

DISCUSSIONS

External stakeholders are partners of the schools in their different activities. Doing the partnership is an extension of their service to the community. However, there are times when they cannot attend to it due to their tasks in their workplace. The respondents gave their reasons for not joining the programs in school during the interview. The work schedule was the major factor that affects their presence in school activities. The level of indicators was ranked using the Likert Scale (Brown, 2010) which came out involving in volunteer works that enhance positive interaction among the youth stroke the lowest. Delayed communication, prior commitments, and work demands were the reasons among their absence in the school activities that arose during their interview. Results led to the making of a program which included the following parts: Advocacy, Invitation, School Milestone Presentation, SBM Updates, SBM Evaluation Participation and Stakeholders' Time. It focused on strengthening the connection of the stakeholders to the school and its activities

KEYWORDS: external stakeholders, SBM enhancement program, Rogaya Bajunaid Integrated School

SUBMISSION ID: R012-SARANG-0217

Level of Guidance Program Implementation in Daliao Elementary School: Basis for Strengthening Guidance Handbook

Cherryl L. Patlingrao & Corina J. Lauban, Department of Education - Sarangani

Abstract

INTRODUCTION

The handbook of Daliao Elementary School Guidance Program aims to help the school strengthen implement, and evaluate the pupils comprehensively and systematically. Schools who have counseling programs reported being more positive, and having a greater feeling of belonging, emotionally stable and safe in their schools (Gysbers,2012). The purpose of the program is to assure that guidance program efforts reach all pupils. That guidance is viewed as a program with specific content rather than an ancillary service, that is sequential and program accountability is achieved so pupil's developmental competencies are attained as a result of guidance program efforts.

METHODS

The methods used in this study is through checklist results. The June 2018 checklist will be used to identify the pupils who are not following the services catered by the guidance program. These are the pupils who got 8% out of 30 questions in the checklist. The checklist on the guidance program is based on the action plan and the need of the pupils in school.

RESULTS

Based on the findings of the study, the level of guidance program implemented among the pupils is fair because the half of the respondent answered yes and the half answered no, and there are some pupils who don't know what the question is all about that's why they cannot decide what to answer.

DISCUSSIONS

Based on the results of the study, the pupils understanding the guidance program and through this research, we can determine the pupil's abilities in terms of guidance activities. The result of the evaluation helped to establish the guidance handbook to served pupils as a guide to the future.

KEYWORDS: guidance handbook; guidance program

SUBMISSION ID: R012-SARANG-0088

Level of Job Satisfaction and Motivation of Junior High School Teachers of Malungon National High School: Basis for Teachers' Development Program

Agnes P. Abellon, Allen P. Abellon, & Cerlyn P. Abellon, Department of Education - Sarangani

Abstract

INTRODUCTION

Teachers play a significant role in the education of the students. However, their delivery of the knowledge and lesson depends on their skills, ability and other factors such as increase in demand on the job description, salary, colleagues, and others that deter or encourage their performance which also determines their job satisfaction and motivation. Thus, there is a significant need to determine the level of a teacher's job satisfaction and motivation to improve the teacher's teaching performance.

METHODS

In order to materialize the study, Random sampling was used to 70% of Junior High Teacher of Malungon National High School. The instrument used in the study was a questionnaire adopted and modified from the study conducted by Master of Education Faculty of University of Technology MARA Cawangan, Sarawak, Malaysia and validated by the English Major and Master Teachers of Malungon National National High School. The data were analyzed using quantitative analysis by utilizing a weighted mean.

RESULTS

It was found that Teachers who participated are satisfied with their job if they are well compensated. They are motivated and challenged at the same time to do other job-related tasks but are concerned about the efforts they have exerted which do not equal to their salary. In addition, Serious relationship problems with co-workers also affect the level of motivation the teachers put into their jobs.

DISCUSSIONS

Moreover, The results show the need for the orientation for financial literacy in handling budget and cost-cutting and review of the Magna Carta for Public Secondary Teachers to help them realize the benefits and worth of being a teacher. Also, colleague relationship should be strengthened through the conduct of team buildings twice in a school year in order to develop a friendlier and more reliable working environment.

KEYWORDS: job satisfaction; teachers' development

SUBMISSION ID: R012-SARANG-0081

Level of Knowledge of the Pantawid Pamilyang Pilipino Program Pupil Beneficiaries: Its Effects to the Pupil's Performance

Eva A. Villamor & Homerlice C. Yuson

Abstract

INTRODUCTION

Pantawid Pamilyang Pilipino Program was introduced in 2007 in the Philippines on selected pilot areas and implemented in the country in 2008. Cash assistance is given to recipient families for their immediate needs with the aim of breaking the intergenerational cycle of poverty through investing in human capital. In exchange for the cash transfer, beneficiaries were required to enroll their qualified children 0-14 years old and ensure their regular attendance to classes. Determining the level of knowledge of pupil beneficiaries of the Pantawid Pamilyang Pilipino Program and its effect to their academic performance is a tool to find out the effectiveness of the program and can be used as a reference in the program evaluation.

METHODS

Descriptive-Correlative method of research was used in this study. The descriptive method was used to determine the level of knowledge of the program by the 4Ps pupil beneficiaries of Datu Abdulbali Elementary School. The correlative method was used to determine the significant relationship between the beneficiaries' level of knowledge about the 4Ps program and their academic performance based on their general average. A questionnaire was used to determine the level of knowledge on the program among the 4Ps pupil beneficiaries. Their academic performance was based on their general average from the SF5 of the class where the beneficiaries were enrolled.

RESULTS

Program beneficiaries are informed about the conditional requirements for continuous inclusion in the program. An over-all mean of (M-3.86) indicated that the pupil beneficiaries "Agree" that they have knowledge of the 4ps program; they "Moderately Agree" that the program has specific conditions for recipient families to comply (M-4.09); parents informed them why they are eligible for the program (M-3.10); benefit they will receive (M-3.22); consequences if they fail to meet the conditions (M-3.38); and involvement in decision-making in the utilization of cash grrrants (M-.87) It showed that the beneficiaries have "fairly satisfactory" level of academic performance. Out of one hundred six (106) beneficiaries, only 94 got grades of 75-79, fairly satisfactory, 7 got grades of 80-84, 1 got 85-89 and one (1) got 90 and above. Correlation showed that the level of knowledge of 4Ps beneficiaries was significantly related to their academic performance with a correlation coefficient of $r=0.226$ and the p-value of .020 since $p<.05$.

DISCUSSIONS

Results showed that the over-all Pantawid Pamilyang Pilipino Program has an impact on the academic performance of the pupil beneficiaries. They tend to perform better in their academics when they were aware of the program's conditionalities and implementation. Conditionalities and requirements must include achievement, knowledge and, quality of education of the beneficiaries rather than mere enrolment and attendance in their classes.

KEYWORDS: 4-P's, beneficiaries

SUBMISSION ID: R012-SARANG-0105

Level of Readiness of Teachers in Sarangani on the Implementation of Inclusive Education: Basis for Teachers' Development Plan

Garelene Agnes Donaal, Department of Education - Sarangani

Abstract

INTRODUCTION

Inclusion is the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organization and provision. Inclusive education preferably takes place in a regular class, in the student's nearest regular school, as defined by The Handbook on Inclusive Education. It recognizes and responds to the diversity of children's needs and abilities, including differences in their ways and paces of learning. In the Division of Sarangani, there are two (2) primary schools, 200 complete elementary schools, and 84 integrated schools. From among this 286 schools, six (6) schools are recognized as SPED Centers which is just 2.1% of the total number of schools. 280 schools or 97.9% are regular schools that are knowingly or unknowingly catering Learners with Special Educational Needs (LSENs). Thus, conducting this action research entitled, Level of Readiness of Teachers in Sarangani on the Implementation of Inclusive Education: Basis for Teachers' Development Plan.

METHODS

The researcher used a combination of the quantitative and qualitative method of research by administering survey questionnaires to 95 teacher-respondents of the study coming from 7 central schools, 3 of which is recognized as SPED Center and 2 non-central schools of the Division of Sarangani. The researcher distributed the Survey questionnaires to the 9 sample schools of Sarangani. For the data analysis, the frequency count and percentage were used. Qualitative analysis was used to interpret the open-ended questions.

RESULTS

There were 95 respondents of the study. They were randomly selected from 9 Central and non-central schools of Sarangani Division. Based on the data analysis of the study, there is a pressing need for the teachers to be oriented and trained on Inclusive Education, especially on Special Education.

DISCUSSIONS

The result will be a baseline of the Division of Sarangani on the level of readiness of the teachers on the implementation of Inclusive Education and the basis for the conduct of Teachers' Development Program for the full implementation of inclusive education in the schools of Sarangani Division.

KEYWORDS: inclusive education; teacher-readiness

SUBMISSION ID: R012-SARANG-0110

Levels of Leadership Qualities and Performance of Public Elementary Teachers of Alabel Districts

Jessie Mark V. Balabat

Abstract

INTRODUCTION

Over the last decade, organizations and their leaders have experienced sweeping changes in the workplace, such as rapid technological advancements, increased globalization, shifting organizational structures, and dynamic career patterns. As the world of work continues to change at a rapid pace, organizations and their leaders must investigate alternative means of developing the knowledge, skills, and abilities needed by leaders to succeed in a dynamic environment. The real challenge facing most schools is no longer how to improve but more importantly, how to sustain improvement. Teachers play a very important role in molding and developing students into movers of society, they need to be aware of the relevance of their function as leaders in their teaching position and relate to areas that have a tremendous impact on the daily lives of student make a difference in the 21st century. This study looked into the relationship between the performance of teachers and the leadership qualities that they utilize. The researcher was intrinsically motivated to embark on this study since he is seeking ways to improve how his performance can become better.

METHODS

The explanatory Correlation research design was employed in this study since it would investigate the degree of association between two variables. The respondents of the study were the 170 teachers. Slovin's formula was used to get the final sample size of the respondents. The data gathering tools employed in this study were in the form of survey questionnaires. These were the questionnaire on the level of leadership qualities of teachers, and their level of performance based on their Individual Performance Commitment and Review rating. Weighted mean and Pearson's Product Moment Correlation Coefficient were the statistical tools employed to treat the data gathered.

RESULTS

1) The average mean on the level of leadership qualities of public elementary school teachers described as high which means that elementary public teachers have a high level of leadership qualities towards the discharge of their duties and responsibilities in their workplace and have high abilities to develop their leadership due to their behavior, actions, and skills. 2) The average mean on the level of performance of public elementary teachers based on their individual's performance commitment and review form described as very satisfactory which means that from one to five years of their teaching experience, their performances exceeded expectations and achieved all goals, objectives, and targets above establish standards. 3) The teacher with a high level of leadership qualities tends to have a better result in their individual's performance commitment and review rating. This means that a teacher should develop their utmost potentials based on their knowledge, skills, attitudes, and enhance their leadership qualities to perform better in the department towards achieving higher learning outcomes of their students.

DISCUSSIONS

The results demonstrate the need to propose advanced leadership training to improve more of their qualities of being the teachers. Encourage teachers to attend seminars, workshops, and team-building to capacitate his utmost potential and collaborate with their co-workers. Motivate teachers to pursue post graduate and graduate studies to level up their level of educational attainment and professional growth. Inspire teachers to participate in meetings and activities to be informed and oriented about the new rules and regulations of the department. Motivate teachers to capacitate their community involvement by active home visitations and active participation to the different community activities. The office/division/school should develop programs and interventions to address teachers who are in need of technical assistance like mentoring, coaching and integration of school-learning action cell (SLAC) every week. The department/division/school should monitor and evaluate the practice of using competency-based standards for assessing teacher performance, determining teacher development needs and priorities, selecting new teachers for hiring and promoting teachers.

KEYWORDS: Leadership qualities, public elementary teachers, Alabel District

SUBMISSION ID: R012-SARANG-0128

Leadership Engagement and the Commitment to the Teaching Profession Among the School Heads and Teachers in South Malungon District

Agnes Jean Cabunilas, Department Of Education Sarangani

Abstract

INTRODUCTION

Today's principals are motivated to become more active instructional leaders due to the standards and accountability movement, and they must have strong instructional skills and knowledge of teaching and learning (Goodwin, Cunningham, & Childress, 2003). With the change in responsibilities, many principals have discovered the exigency to devise more effective techniques in helping teachers as they worked to improve their instructional techniques. The researcher believes that there is a need to examine the school head's leadership engagement and the teacher's commitment to the teaching profession in South Malungon District in the delivery of educational services. The purpose of this study was to determine the level of school heads' leadership engagement and the teachers' commitment to the teaching profession in South Malungon District, Division of Sarangani.

METHODS

The study employed the descriptive-correlational method, with the five (5) school heads and eighty-eight (88) teachers as respondents. The statistical tool used were frequency count, mean, Analysis of Variance and Pearson r. The indicator of the school heads' leadership engagements was limited to organizational effectiveness, the teachers' professional growth and stakeholder relations. The indicators of the teachers' commitment to the teaching profession were limited to doing academic-related tasks, accomplishing non-academic assignments and in participating in community activities.

RESULTS

The results of this study show that as evaluated by the teachers, the school heads in South Malungon District demonstrated High level of leadership engagement. As evaluated by the school heads, the teachers in South Malungon District demonstrated High level of commitment to the teaching profession. The school head's engagement with organizational effectiveness and relationship with the stakeholders had no significant relationship with the teachers' commitment to teaching.

DISCUSSIONS

This study implies that the leadership of South Malungon District should take the lead in organizing team building seminars and training. The teachers should exert more effort in developing their affective commitment to their school head so that their affiliation with the Department of Education will be further strengthened. Meanwhile, the school heads should also endeavor to motivate their teachers to be more committed to the cause of learner development and efficiency in the teaching service. The roles of the school heads and teachers in South Malungon District should be objectively defined, for if these roles are not clearly defined, each may fail to actualize the essence of teamwork. As proven in the past, the level of commitment among the individual members of any organization is made even stronger when they are conditioned that they are an integral part of the team.

KEYWORDS: Leadership engagement, commitment to the teaching profession, school heads, teachers

SUBMISSION ID: R012-SARANG-0061

Governance Strategies and Performance Management of Sports in Secondary Schools in Region IV-A Calabarzon

Tobias, Roderick C., Gov. Felicisimo T. Sanluis Integrated Senior High School

Abstract

INTRODUCTION

In sports, governance can be perceived as the formation of a system through which each organization will be able to achieve its goals using direction, control, and adjustment of the different parts that form it. In general, there are three main approaches to sports governance; systemic, organizational and political (Beech and Chadwick, 2004). This study was conducted for the school year 2015- 2016 and focused mainly on the determination of governance strategies and performance management of schools sports program in selected secondary schools in the CALABARZON Region.

METHODS

The respondent-schools included are selected secondary schools with existing sports program from the provinces of Cavite, Laguna, Batangas, Rizal, and Quezon. The respondents of the study included the students, coaches, PESS coordinators, school heads, parents, members of the LGU and representatives of NGO. The descriptive method was used to determine the implications of governance strategy and performance management of school sports program in selected secondary schools to the physical, moral, emotional and spiritual development of student-athletes as well as to determine the respondents' demographic profile.

RESULTS

The findings in this study revealed that students do not differ in their observation on the governance strategies employed in their school sports program if based on their division schools, age and sex but may differ when it is based on their year level, competition and level of competition joined; coaches do not differ in their observation on the governance strategies employed in their school sports program but they may have experienced as a coach, trainer, coordinator or other position in the program that are different from one another and that PESS coordinator do not differ in their observation and experiences in terms of employing governance strategies to the sports program of their school. It was found that there is a significant difference in the performance management of the school sports program based on their division, competition and level of competition joined; that coaches differ in terms of their position in the school and in the sports program but no significant difference on the part of the PESS-coordinators.

DISCUSSIONS

Student-athletes firmly believed that their holistic development is affected by their involvement in sports and in their training inside the school sports program; that coaches may have different opinion in the holistic development of student-athletes if based on their age, plantilla position, years in service and position in the sports program and PESS coordinators may also differ in terms of their civil status when it comes to the intellectual development of the student. The performance management of school sports program is significantly related to the development of the student-athletes in terms of the physical, intellectual, emotional, spiritual and social aspects.

KEYWORDS: Sports Program, Governance Strategies, Performance Management, Holistic Development, Athletes

SUBMISSION ID: R04A-LAGUNA-0432

EDUCATIONAL MANAGEMENT

Wellness Campus Program of Itlугan Elementary School: Its Impact to School and Community

Belen Reyes, Department of Education - Batangas Province, Rosario West District, Itlугan Elementary School

Abstract

INTRODUCTION

In partnership with the Department of Education and Nestle Philippines Inc., Wellness Campus Program reaches another milestone with the implementation of the nutrition education modules in the Department of Education schools. All public elementary and secondary schools implement the modules and dance activities. This action research was conducted to determine the effectiveness of Wellness Campus Program of Itlугan Elementary School, Rosario West District, Batangas Province, and to determine its impact to school and community.

METHODS

The researcher used the descriptive type of research, where a validated questionnaire was the main data gathering instrument. The questionnaire consisted of three parts: the pupils' response about the nutrition modules, teacher implementation and integration of nutrition modules to different subject areas, and the parents' involvement and participation to the program. The random sampling method was used to identify the respondents of the study. To interpret the data, the researcher employed percentage, weighted mean, and frequency.

RESULTS

The result of the study revealed that the pupils perceived the Wellness Program as a way to maintain their normal body weight through regular exercise and eating nutritious food. Nutrition modules gave pupils knowledge on living a healthy life through proper rest, eating nutritious food, and exercising regularly. Pupils find enjoyment and contentment during the implementation of the program. For parents, it served as a way to meet and gain more friends not just only in school but in the community. The program gave the parent awareness on the importance of having a healthy life considering their ages and status in life. It awakened their mind on the value of being physically, mentally, emotionally, and socially healthy individual of the community. The program adds knowledge to teachers on having healthy habits and promote this to pupils and community.

DISCUSSIONS

The findings revealed that the implementation of the Wellness Campus Program developed the pupils' healthier habits through nutrition education and physical fitness and broadened the teachers' knowledge in implementing the program using the best practices and opportunity for the parents to maintain and improve their health and wellness habits at home. The mutual and healthy relationship between the school and community and benefits gained after the implementation was the greatest impact of the program. An action plan to sustain the Wellness Campus Program was developed and continuously implemented.

KEYWORDS: Wellness Campus Program, impact, showcase, implementation, stakeholders

SUBMISSION ID: R04A-BATANP-0466

**The Level of Community Participation in School-Based Management of
Department of Education Division of Laguna**

Catherine Laraño, Department of Education

Abstract

INTRODUCTION

The study was to assess the Level of Community Participation in School-Based Management of Department of Education-Division of Laguna. It sought answers to the following: What is the distribution of demographic profile of the SBM school grantees and the community?; What is the level of participation of community sectors involved in SBM implementation in terms of: planning, organizing, leadership, implementation, and evaluation?; What are the project preferences of the school leaders, and the involved communities in School-Based Management in terms of enhancing the teaching and learning processes, improving school management and administrative processes, and strengthening resiliency of disadvantaged school?; Is there a significant difference in the project preferences of school administrators and the community?

METHODS

Descriptive method was used to determine the profile of the 380 respondents from 95 grantee schools. It assessed the difference in project preferences of the school administrators and school community. Data gathered were tabulated, analyzed and interpreted using frequency, percentage distribution, weighted mean and standard deviation. Using t-test the significant difference in school administrators' project preferences and the involved communities' project preferences was determined.

RESULTS

Most of the respondents were aged 35 to 41 years old. Majority were female having master's degree. The school administrators were distributed across all designation or rank, mostly were in service for 11-20 years. The community sectors were significantly involved in the implementation of SBM. On the other hand, administrators strongly preferred the projects of school-based management. Similar findings were gathered from the schools' administrators and the involved community in SBM. It can now be told that the school community are ready to get involved on what they believed were needed to be given priorities on the implementation of SBM projects.

DISCUSSIONS

From the conclusions drawn, the administrator needs to create an empowered committee that will draw basic policies to guide the whole school community towards the attainment of a common goal of SBM; school administrators to stop using community leaders for documentation purposes only, but rather give way to community leaders to put their role into realization; there is a need for the administrator to enhance the teaching and learning practices through innovative teaching methods to broaden the students' thinking space.

KEYWORDS: School-Based Management, school administrator, community, project preference

SUBMISSION ID: R04A-LAGUNA-0210

The Effectiveness of Ecological Solid Waste Management Practices Towards the Attitude of Manggas-Tamak Elementary School Pupils SY 2017-2018

Ana Fe Lantin, Manggas-Tamak

Abstract

INTRODUCTION

The environment in which we live is very important and it directly affects our lives. It is said that man is the product of his environment. Environmental problem is a global concern. It has no boundary around the world efforts are being made to make people aware about environmental protections. The main objective of this investigation is to find out the effectiveness of the Ecological Solid Waste Management Practices towards the attitude of Manggas-Tamak Elementary School pupils. Moreover, this study sought to answer the extent of implementation of the said practices.

METHODS

The descriptive survey method is used in conducting the study with the questionnaire. The data gathered were treated using the frequency, mean, and rank. The result of the test was utilized as the basis for the effectiveness of Ecological Solid Waste Management practices of Manggas-Tamak Elementary School pupils.

RESULTS

The findings revealed that the pupils of Manggas-Tamak Elementary School are well aware of the practices, programs, policies, and activities of the school. In the implementation of R.A. 9003 MTES pupils practiced ecological solid waste management most of the time. They showed positive attitudes on environmental consciousness.

DISCUSSIONS

This implies that pupils of Manggas-Tamak Elementary School pupils practiced the implementation of R.A. 9003 Ecological Solid Waste Management most of the time. So it is recommended that the school will provide the necessary resources and guidelines to enable the pupils to practice waste collection and segregation, composting and recycling at all times. And continuous monitoring and evaluation should be conducted by the school Ecological Solid Waste Management Committee.

KEYWORDS: SOLID WASTE MANAGEMENT

SUBMISSION ID: R04A-BATANP-0438

The Effectiveness of Administrative and Supervisory Skills Training Programs for Principals

Mary Jane Espiritu, Department Of Education

Abstract

INTRODUCTION

The school head, as administrative and supervisory learning leader, has the pivotal roles within the school who affects the quality of individual teacher's instruction, the level of student achievement, and the degree of efficiency in school functioning. This study focused on the analysis of the strengths and weaknesses of the training programs conducted in the Division of Rizal. The school heads and the teachers both evaluated the effectiveness of each training programs according to their perceptions based from the performance of the school heads in their respective schools.

METHODS

Descriptive evaluative research design was used utilizing a validated researcher-made questionnaire-checklist in gathering the needed data. Documentary analysis was also employed for the list of training conducted in Department of Education Rizal. Focused group discussion was employed to identify the impact of the training on the performance of the school heads as he actually managed the school.

RESULTS

The study found out that majority of the demographic profile of the schools proved that the training programs conducted in the Division of Rizal do not really affect the students' academic performance. School principals moderately agree that the conducted training programs attained the objectives. School principals agree that the trainings conducted have weaknesses that need to be looked into. The study revealed that administrative and supervisory skills development programs with respect to occupational competencies, professional and personal characteristics and punctuality and attendance are much effective as it's reflected on the evaluation of the performance of the school heads. The study discovered the significant difference on the Division Achievement Test, Repetition Rate and Awards Received while National Achievement Test, Promotional Rate and Drop-out Rate has no significant difference on the effectiveness of the training programs.

DISCUSSIONS

The results commend that Division Heads should conduct more training programs and seminars for the improvement of administrative and supervisory skills of the school heads. Aside from Occupational Competencies, there should be more training programs and seminars under Professional and Personality Characteristics and on the Attendance and Punctuality. Close monitoring and evaluation mechanism of the on-the-job behavior of the participants after the conduct of the training must be installed to ensure the value and effectiveness of the seminars or training programs. School heads must have roll-out after attending the training programs and should be required to submit the

(a) Feedback Report, (b) Plan of Action, (c) Documentation and (d) Travel Report. The developed module can be utilized for the improvement of administrative and supervisory skills of the school heads. This may also serve as reference to the future school heads.

KEYWORDS: administrative, supervisory, training programs, strengths, weaknesses

SUBMISSION ID: R04A-RIZALP-0017

Students' Satisfaction on Products and Services of Makiling Integrated School Canteen

Maria Andrea Zaragoza
(Adviser: Merlin Remetio)

Abstract

INTRODUCTION

The food industry is the sphere of business which is rapidly growing nowadays. Customer satisfaction is a core of every business. The better the service is provided, the more profitable the business is. The service quality measures how well service meet customer's expectations. The service industry requires close employees and customers' interaction. The outcome of this interaction leads either to high or low service quality level. The high standard of service quality attracts more clients and allows building a significant and loyal customer based foundation. The quality of the service is determined by customers' perception of the service meaning customers' satisfaction or dissatisfaction.

METHODS

Using case study approach, the researchers conducted an open-ended question and recorded their answers. The researchers interviewed five (5) junior high school students and five (5) senior high school students of Makiling Integrated School.

RESULTS

Majority of the students who participated in this research were not satisfied in the product of school canteen. Some said that the products of school canteen were not nutritious but affordable for students. Most of the students said that the canteen staffs were not practicing standard protective equipment like wearing proper clothes or apron and the staff were not accommodating and friendly. Problem on hygienic practices were manifested in the canteen. Many of the students were not satisfied in the way that the school canteen staffs talk with the students. Majority of the students complained about the way the school canteen staffs treat the students not in proper way especially

DISCUSSIONS

The result showed that the school canteen staffs need to do some improvement, such as cleanliness of the work place and wearing of proper attire as canteen service providers, proper handling of the food served in the school canteen.

KEYWORDS: Satisfaction, Services, Products, Canteen

SUBMISSION ID: R04A-CALAMB-0079

**Strengthening Parents' Participation in School Conferences Through Project ICS
(Improved Communication Scheme)**

Antonino Cudiamat, Evelyn M. Avena, Leonides A. Matalog, & Maria Loida P. Igaya,
School Head

Abstract

INTRODUCTION

This research was conducted in order to solve the problem on the low number of parent -attendees during school conferences, which is the best time to discuss the school's concerns, academic progress, and any related topics among learners. Unfortunately, there is very few parent-attendees during the meeting. Most of the time, less than half of the parents are present. It is experienced by most schools, particularly Calan ES, Patugo ES, Pook ES and Putol ES. Family, community, and other stakeholders should be actively engaged and share responsibility for developing life-long learners. To do this, an effective communication scheme is an important element to consider, as it breaks the barrier between the school and the community to provide high quality learning to all students.

METHODS

For this study, quantitative, survey, data gathering, and interview were the methods used. Using a survey method, survey questionnaire was administered to all the respondents. The researchers designed an interview schedule as one of the data collection instrument of the study. The interview questions were aimed at eliciting relevant information concerning the reasons for the decreasing number of parent's participation in school's conferences. For the accurate analysis of the gathered data, experimental design under quantitative method was used to determine the effect of Project ICS.

RESULTS

After the implementation and utilization of an improved communication scheme or Project ICS, it was noted that the project was highly effective. It implies that optimum determination of school heads, teachers, and parents to carry out the project makes it a success. Since Project Improved Communication Scheme or Project ICS was found to be effective in increasing the number of parents attending the conference, it must be continuously implemented. Also, this will serve as a reference for future researches to be conducted on strengthening parents' participation in school conferences.

DISCUSSIONS

Based on the survey conducted, a lot of reasons for not attending the conferences were mentioned. This was the focus of discussion by the school staff in order to come up for a project that will solve the problem. PROJECT ICS was crafted to ensure that parents are well-informed resulting to an increased parents' attendance in quarterly conferences. Different types of communication were used: one on one, using of cell phone, sending letters with confirmation at least one week before the meeting.

KEYWORDS: strengthen, scheme, conference, optimum, crafted

SUBMISSION ID: R04A-BATANP-1220

**Strengthening Parents' Participation in School Conferences Through Project ICS
(Improved Communication Scheme)**

Antonino Cudiamat, Evelyn M. Avena, Maria Loida P. Igaya, & Leonides A. Matalog,
School Head

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DISCUSSIONS

Based on the survey conducted, a lot of reasons for not attending the conferences were mentioned. This was the focus of discussion by the school staff in order to come up for a project that will solve the problem. (2) PROJECT ICS was crafted to ensure that parents are well-informed resulting to an increased parents' attendance in quarterly conferences. Different types of communication were used: one on one, using of cell phone, sending letters with confirmation at least one week before the meeting.

KEYWORDS: strengthen, scheme, conference, optimum, crafted

SUBMISSION ID: R04A-BATANC-0224

**Stakeholders Participation in the Implementation of School-Based Management
Policy of Jose Zabarte Elementary School**

Arlene Marasigan, Exhibition

Abstract

INTRODUCTION

The stakeholders' involvement means working with people and using resources as they are and helping them to work together to realize agreed ends and goals. The school head works for ways in which the interest and ability of each individual can contribute to the good of the whole. This research attempted to establish the level of stakeholders' involvement and how it influences academic excellence in Jose Zabarte Elementary School.

METHODS

This study employed a survey research design which is a strategy that enables one to study naturally occurring phenomena as well as to answer questions about the distribution of a relationships among characters of people as they existing their natural setting. The data will be collected from at all part of the population as basis for assessing incidence, distribution and interrelations of phenomena and variables as they occur in the basis of people.

RESULTS

Improved schools, better learning and enhanced school effectiveness, organizational efficiency are the most commonly cited reason for implementing collaboration school practices such as school governing council, collegial institutional leadership, and parental-community involvement. This is achieved to help move the school closer to the community and listen to the voice of the costumer, which will create a synergy and interdependence that will promote a learning organization towards better decisions.

DISCUSSIONS

The result of this study supported by the findings the school-based management of Jose Zabarte Elementary School can promote improvements in students' learning by building relations between schools and diverse community members. Building partnerships that link school, family, and community is interrelatedly connected to student achievements that lead to providing services and support that addresses various needs of the students.

KEYWORDS: phenomenon, efficiency, collegial, synergy

SUBMISSION ID: R04A-BATANP-0976

School-based Management Practices of School Administrator: Input to Teaching Effectiveness and Community Involvement

Glory Perez, Department Of Education - Tanauan City

Abstract

INTRODUCTION

SBM is a viable structural reform intervention used to improve the quality of education in the public school so as to produce efficient and effective teachers. This study attempted to determine the effect of the School-Based Management (SBM) practices of school administrators on the teaching effectiveness and community involvement.

METHODS

The study utilized the descriptive method of research. It attempted to describe the data and have the correlational analysis of the different factors considered. It was conducted in the Division of Tanauan City encompassing fortyfour (44) public elementary schools. The subjects of the study were the forty-four (44) school administrators and four hundred forty (440) teacher and four hundred forty (440) parents. Purposive sampling techniques was used in selecting the teachers and the parents. The researcher used survey questionnaires in data gathering. Percent distribution, standard deviation, mean, One-way Analysis Of Variance (ANOVA) and multiple regression were used in the statistical treatment of data.

RESULTS

It was found out that there is no significance difference in the perception of the school administrators and the teachers in the assessment of school-based management practices and singly or in combination, school based management practices are not significantly related to community involvement; while, there is significance difference in the perceptions of the school administrators and the teachers on the assessment of teaching effectiveness. On the other hand, there is no significant difference in the perceptions on school administrators and the teachers in the assessment of community involvement and singly or in combination school-based management practices are not significantly related to teaching effectiveness.

DISCUSSIONS

The results demonstrated that the school leaders might continuously elevate the practice of school-based management. The teachers must never stop from learning. Collaborative efforts may be done where teachers and stakeholders take part in crafting goals and objectives for the school. Proper management of resources is very significant, and the school head is accountable in school improvement.

KEYWORDS: school-based management, community involvement, teaching effectiveness

SUBMISSION ID: R04A-TANAUA-0024

Project Power of Two P2 (Teacher and Parent Collaboration in Reading)-a Reading Intervention Using Marungko Approach for Grade One Pupils in Sulsugin Elementary School

Eden Mojica, Marieflor Hermoso, & Myra Manalo, Department Of Education

Abstract

INTRODUCTION

Teachers continually develop suitable and useful reading materials for intervention and remediation. These interventions and remediations are implemented but not all are applicable to the needs of the pupils. In this study, we used the marungko approach as an aid for pupils who are identified as slow and non-readers. The research questions guiding this study are: Are marungko materials effective in achieving a higher level of reading among grade one pupils? What were the pupils' level in reading before the implementation of the program? What were the pupils' level in reading after the implementation of the program? Did the pupils' level become higher after the implementation of the program?

METHODS

Frequency distribution and percentage was used. 12 out of 17 Grade-One pupils of Sulsugin Elementary School were assessed and remediated. The raw scores of selected pupils were assessed. The assessment tool classified readers into five categories: non-reader, slow reader, average reader, fast reader, and independent reader. Assessment is done before and after implementation. Reading materials were given to the parents for follow up reading at home.

RESULTS

Based on the assessment tool given, the reading level of the pupils increased after the implementation. One of the non-readers before the implementation became a slow reader. Two of the non-readers became average readers and two of the non-readers became fast readers after the implementation. In addition, four of the slow readers became fast readers while three of the slow readers became independent readers.

DISCUSSIONS

The results show that the material used is appropriate for Grade-One pupils. Reading can be achieved through appropriate material and approach. Marungko approach is effective way of remediating pupils.

KEYWORDS: ABSTRACT RESEARCH

SUBMISSION ID: R04A-CAVITP-0804

Project CORE (Collaboration of Research Enthusiast) and Research Competence of Teachers: a Mixed-Methods Study

Albert T. Saul, Maria Rosario Lissa Ticzon, & Nora M. Calabia, Department Of Education
- San Pablo

Abstract

INTRODUCTION

This study determined the effects of Project CORE (Collaboration of Research Enthusiasts) on the research competence of teachers in the division of San Pablo City. The results of the study will serve as a basis on how to improve and strengthen the project.

METHODS

This study utilized stratified sampling in the selection of 306 participants of the study. Mean and standard deviation were used to describe the data of the study. Paired sample t-test was also used to determine if a significant difference between the teachers' research competence levels before and after the implementation of Project CORE.

RESULTS

The implementation of Project CORE enhanced the research competence levels of teachers in the Division of San Pablo City from Beginning to Developing. There is a significant difference between the research competence of teachers before and after the implementation of Project CORE.

The participants' interests, enthusiasm, perspectives, and confidence about conducting research were improved through the implementation of Project CORE. The technical assistance provided by Project Proponents improved the knowledge and skills of teachers in conducting research. The responses of the participants in the interview validated the results of the survey on Teachers' Research Competence Levels conducted before and after the implementation of Project CORE.

The enhancement of research competence of teachers will enable them to address problems in their classrooms and schools by conducting research. The implementation of the project increased the number of researches presented in Research Conferences from 37 researches last year to 69 researches this year.

DISCUSSIONS

The continuous implementation of Project CORE is highly recommended. More trainings on crafting research instruments and statistical tools used in research may be conducted since these skills got the lowest mean after the implementation of the project. Collection of researches conducted may be displayed in the school libraries. Members of the Division and School Research Management Committee may be sent to the Regional, National, and International Research Seminars to continuously enhance their research competence.

KEYWORDS: Collaboration, Research Enthusiast, Research Competence

SUBMISSION ID: R04A-SANPAB-0103

**Project Drop: Dumi Resolbahin Sa Operasyong Pangkalinisan a CI Project of
Manuel S. Rojas Elementary School 2017-2018**

Consejo M. Remegio Jr, Gina M. Ros, & Myra S. Gabe, Department Of Education - Cavite
City
(Adviser: Myra Gabe)

Abstract

INTRODUCTION

Schools, like any other organization, need to consider a cost-effective and environmentally-sound waste management. These types of waste also have the potential to cause diseases. Solid waste management is a major responsibility of local government. It is a complex task which requires appropriate organizational capacity and cooperation between numerous stakeholders both in the private and public sectors. Even though it is essential to public health and environmental protection, solid waste management in most schools in the city in particular Manuel S. Rojas is highly unsatisfactory. This study aims to formulate a process in the school Manuel S. Rojas to have a proper and strict implementation of the garbage disposal system such as waste segregation.

METHODS

The simple experimental research is designed to test the pupils' knowledge on waste segregation and proper waste disposal. To testify the effectiveness of this research, the researchers used qualitative data gathered in every grade level. During the data collection, we asked the permission of the school principal in order to conduct the research. The CI Team interviewed the respondents using the questionnaires to be answered by each pupil and non-teaching representative and asked voluntary participation from these respondents with written consent. Data generated from the survey interviews was used to generate graphs and charts by analysis and interpretation.

RESULTS

The observed data showed that Manuel S. Rojas Elementary School has no concrete system in proper waste disposal. Strict implementation of proper waste disposal is not manifested. The best way to discover where we can reduce waste is to actually sort through our trash. The school should implement proper waste management system. The school should monitor the strict compliance of the implementation of the proper waste management system. The school personnel should have proper communication with the administrative aide in terms of collecting and transporting the waste collected from every grade level.

DISCUSSIONS

Manuel S. Rojas Elementary School has to formulate concrete system in waste disposal. Provide trash bins in school grounds. Coordinate with the GSO for the daily collection of garbage. Integration of proper waste disposal in the lesson once in every week can help the teacher in reminding the pupils about their responsibility in waste segregation.

KEYWORDS: environmental protection, solid waste management, waste disposal

SUBMISSION ID: R04A-CAVITC-0135

Intensified Parent's Level of Participation in the Implementation of Gulayan sa Paaralan Program

Maricel Magsombol, Department Of Education

Abstract

INTRODUCTION

Human population is continuously growing and the demand for food is rapidly increasing. The problem of malnutrition arises among school children. Gardening contributes to sustainable development. The Gulayan sa Paaralan serves as the main source of commodities to sustain supplementary feeding. But putting a garden is not an easy job. The school needs the support from different stakeholders. Parent's level of participation in the implementation of Gulayan sa Paaralan has great impact to the success of the GPP in our school. Without parents' support, school garden will not be productive. A coordination of parents was forced for the successful maintenance of the garden. The researchers focus on the parents' thorough and active level of participation GPP. This study when fully implemented will not only benefit the school and its students but also the community because this will serve as an inspiration for the community to awaken their consciousness on the effect of a green environment.

METHODS

This research employed descriptive approach to determine the extent of parent's participation. A survey questionnaire was prepared, validated, distributed, tallied, and interpreted. There were also parents from Kindergarten to Grade Six students who provide valuable information about GPP.

An ocular observation of the garden was conducted to validate the data gathered. Some of the common data collection method applied to questions within the realm of descriptive research includes surveys, interviews, and observations. Research involving the use of surveys procedures or interview procedures or observation of parents' participation in GPP for which subjects cannot be identified, or release of the information would not be harmful to the subjects.

RESULTS

From the study conducted, it was revealed that the level of parents' participation in GPP greatly increased. Through that, enough supply of vegetables needed in the feeding program was sustained. The school's advocacy of sharing and giving seeds and harvests to the parents and community was realized. Parents' rigid participation in the GPP enabled them to realize that they played an important role in great production and success of the program for the benefit of the pupil populace.

DISCUSSIONS

The result of the survey reveals that from 65% of parents' participation in the GPP increased to 86% from Kindergarten to Grade Six. Parents became fully aware of their responsibilities of helping the school for the attainment of the program.

KEYWORDS: Production, success, participation, advocacy

SUBMISSION ID: R04A-BATANP-1597

Inputs for the Development of Wellness Programs for Teachers Encountering Depersonalization, Emotional Exhaustion, and Lack of Personal Achievement

Baby Lyn Paraiso

Abstract

INTRODUCTION

Teachers are considered the heart of the school. No matter how excellent the school plants, facilities and equipment, they are useless if the teachers do not utilize these properly and efficiently in carrying out her/his tasks in the teaching-learning process. Some identified factors that makes teacher ineffective are depersonalization, emotional exhaustion, and lack of personal achievement. This study will help the students accept and understand their teachers better so that they will display proper attitudes towards their teachers. It will guide the teachers, school administrators, and the Department of Education in identifying their stress management strategies, and other negative feelings and their possible cause.

METHODS

A descriptive method was used, the study focuses at the present situation. Descriptive researches are valuable in providing facts in which scientific judgment may be based. Descriptive research, as in data gathering instruments, uses questionnaires. This paper used the descriptive comparative and establishes a formal procedure. This research design was utilized to determine perceptual depersonalization, emotional exhaustion and lack of personal achievement.

RESULTS

The Frequency Distribution of the Respondents' Profile in terms of Educational Attainment, Years in Service, and Rank and Grade Level Handled shows that the majority of the respondents have a Bachelor of Secondary Education degree, have been in service for 1-5 years, ranked as Teacher 1, and handled Grade 7. Overall, Lack of Personal Achievement got the highest mean of 2.89 with a verbal interpretation of Sometimes while Depersonalization got the lowest mean of 1.61 with a verbal interpretation of Once in a While. The overall mean is 2.12 with a verbal interpretation of Once in a While. The null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents on the depersonalization, emotional exhaustion, and lack of personal achievement of teachers as a public school when they are grouped according to educational attainment, years in service, according to rank, and grade level handled.

DISCUSSIONS

When grouped according to educational attainment, length of service, rank, and grade level handled, it is found that there is no significant difference in the assessment of teacher respondents on their depersonalization, emotional exhaustion, and lack of personal achievement. They all feel the feeling of lack of personal achievement, emotional exhaustion, and depersonalization.

KEYWORDS: INPUTS

SUBMISSION ID: R04A-CAVITP-0326

Effects of Classroom Management on the Students' Class Participation

Angelica Rose Reyno
(Adviser: Teodora Capulong)

Abstract

INTRODUCTION

Classroom Management is often seen as a very crucial variable in the class participation of the students for the facilitation of academic learning, social, and emotional growth. In preventing negative behavior among students nowadays, this research was undertaken to determine the effectiveness of classroom management on the student's participation in the class.

METHODS

Utilizing the descriptive research design, the researcher employed a quantitative approach in interpreting the data gathered to describe the effects of classroom management on the students' class participation. Stratified sampling was used. The 30 student- respondents were equally divided into six different strands such as Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), Accountancy and Business Management (ABM), Electronic and Products Assembly Servicing (EPAS), Electrical and Installation Maintenance (EIM) and Home Economics (HE) for a set of structured questions. After the survey, the data was tallied, analyzed, and interpreted.

RESULTS

The researcher identified that the most effective way of starting classroom management is establishing a classroom with teachers personal attachment to the students where free and open expressions of oneself are observed, followed by a classroom with well-defined and implemented set of rules and regulations and lastly the physical environment which consists of enough ventilation, enough space and good physical arrangement.

DISCUSSIONS

The result shows that the performance of the students in the class is greatly affected by the teachers' proper way of handling the student. A well-defined classroom policies, a well-ventilated, organized and space regulated classroom are all vital to influence students' class participation.

KEYWORDS: Classroom Management, Physical Environment, Class Performance, Effects, Emotional, Social Growth

SUBMISSION ID: R04A-CALAMB-0069

Effect of Gawad SIBOL on the Leadership and Management of School Heads in the District of Bay

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Abstract

INTRODUCTION

The Bay District Office started the Gawad SIBOL Awards in December 2018. SIBOL stands for SIGNIFICANT INDIVIDUALS BEYOND OBTAINING LEVELLED-UP Performance Awards. It is an opportunity for those who nurture the youth, the principals and teachers, to come together at the end of the school year, recognize those who showed exemplary service, celebrate what has been achieved by the entire District of Bay, and motivate more individuals to further do their best and gather potential nominees for higher award giving bodies such as Gawad Patnugot and Gawad Tanglaw.

METHODS

A quantitative-qualitative research design was implemented for this project. A survey was done for Bay District internal and external stakeholders which contains feedbacks and suggestions for the 2018 GAWAD SIBOL Awards. Purposive homogeneous sampling techniques were the techniques used in choosing the sample.

RESULTS

Gawad SIBOL is the first award-giving mechanism to recognize outstanding and exemplary contribution of teaching and non-teaching personnel and other stakeholders in the District of Bay that brought distinctive accomplishments and performance in their daily tasks. For self-efficacy, the median was 4.5 in a rating scale 1-5; with 1 being the lowest and 5 being the highest, which meant most participants strongly agreed that SIBOL Awards positively influenced their self-efficacy. The median was 3.90 for motivation which results to strongly agree that the SIBOL Awards had a positive impact on their motivation. Lastly, the median of their answers in behavior was 4.17 which meant that the respondents strongly agreed that SIBOL Awards positively influenced their behavior.

DISCUSSIONS

Majority of the school heads and stakeholders commented that their self-efficacy, motivation and behavior were positively influenced by the SIBOL Awards last December 2018. Recommendations were lifted from the summary which includes school heads needing to further improve their leadership skills, teachers will do their best to improve their performance, help school heads motivate teachers to work for the better, and teachers will be able to do their best in their performance, has helped encourage stakeholders to help out their alma mater and SIBOL Awards should be continued annually to commend and reward teachers and school heads who demonstrate excellent performances in various areas, particularly in the District of Bay.

KEYWORDS: Significant, Exemplary, Mechanism, Stakeholders, Distinctive

SUBMISSION ID: R04A-LAGUNA-0301

**Effect of the Principals Leadership Roles to the Teaching Performance of Teachers
and the Achievement of Pupils in Lingig II District Division of Surigao Del Sur**

Mirasol
(Adviser: Paciencia)

Abstract

INTRODUCTION

It is believed that principals can serve as instructional leader for an entire school with the substantial participation and support of other educator. Principals are under pressure to provide quality learning for all students and quality results on test scores. The main concern of this study is to assess the leadership behaviors of school heads to the performance of teachers and the achievement level of pupils in Lingig II District, Division of Surigao del Sur. It tackles on the professional preparation profile of teachers, the level of job dimension and instructional leadership roles of school heads, the achievement level of pupils, the significant difference of school heads job dimension and instructional leadership roles; and the relationship between the professional profile of school heads, their leadership behaviors, the performance of teachers and the achievement level of pupils.

METHODS

The whole enumeration method was used in this study with the questionnaire as the main tool. The secondary instrument were taken from module 1 and 3 of the District EMIS. Part 1 of the questionnaire centered on the job dimensions of school heads capabilities on instructional leadership. For the statistical treatment, the weighted mean, simple percentage scale, chi-square, the coefficient of contingency, and the t-test were employed.

RESULTS

The professional profile of school heads is in the prepared level. The school heads job dimensions are in the effective or satisfactory level. The school heads' visible presence gained much recognition having worked cooperatively to develop clear goals that relate to the school's mission. Their instructional leadership behavior pose an overwhelming circumstantial evidence for them to be strong leaders. The achievement level of grade six pupils in English, Math, Filipino, Science and Health is poor and the achievement level of pupils is affected by the school heads leadership roles and performance of teachers.

DISCUSSIONS

The results demonstrate that school heads should continue to update themselves and finish their masterly degree program. They should endeavor profit from the INSET they have intended and put them into use. They must take an active role and be accountable for competing their individual contribution and work in partnership, as well as recognize and embrace the difference in the group for a healthy and challenging environment in school.

KEYWORDS: leadership

SUBMISSION ID: R013-SURSUR-0141

**Determining Stressors of Bungahan Elementary School Teachers: Basis for
Crafting a Stress Management Program**

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Batangas

Abstract

INTRODUCTION

Lately news from the print media, broadcast media and social media had reported that teachers are committing suicide due to many workloads they need to perform. Stress had been affecting the performance of teachers in their day to day activities. In a small school with 7 teachers, wherein 6 are married and one still single, it is very evident that teachers' performance of duties and responsibilities are being put into risks due to the impact of stress to their personal, physical, psychological, and sociological aspect.

METHODS

Descriptive method was used in this study which focused on the 7 elementary public school teachers. The researchers asked them to give data and information which were used to support the observation and findings. After the proponents collected enough information, interview, documentary analysis and focus group discussion (FGD) were done to verify the data gathered.

RESULTS

After thorough examination of the data gathered, it was noted that the main causes of stress among the 7 teachers are: financial matters (debts and monthly dues), pupils discipline and performance, and other work related issues. Financial factor plays an important role in the lives of teachers wherein salary is only given once a month which lead teachers to get loans from different lending industries to augment the needs of the family. Pupils' discipline and performance is a gauge for teachers on how well they teach; if their pupils do not perform well in their classroom activities and failed, this reflects back them, same with the discipline. Other work related issues also affects or causes stress to teachers such as LIS, school forms, and other ancillary tasks which leads to having less time with family. With all these stressors, the performance of the teachers' duties in school are very much affected which is seen in lack of focus and most of the time emotionally disturbed.

DISCUSSIONS

Having a support group is a must for every institution especially for teachers. Stress is a major risk among the members of the teaching profession. Leaders must device ways on how to help teachers surpass or overcome such a silent killer in order for teachers to perform their tasks with attention and focus. If teachers are stress free, their lives as members of their own families and as second parents of learners in the schools will be very fruitful and meaningful.

KEYWORDS: Stressors, Craft, Management Program, Support Group

SUBMISSION ID: R04A-BATANP-1919

**Conflict Management Strategies and Practiced Pinoy Leadership Styles of
Elementary School Administrators in the District of Atimonan, Division of Quezon:
Implication to School Management**

Rosemarie Castillo, Department Of Education

Abstract

INTRODUCTION

An organization does not exist as smoothly as anyone would wish its operations to be because conflicts are inevitable. Conflicts seem to be a part of an organizational life and as such, a manager or administrator has to deal with it. Whether it is a conflict between subordinates or between supervisor and subordinates, somehow it has to be settled or resolved.

The school as an educational institution has people in its organizational structure that may experience conflicts and school administrators who are accountable for the quality of their educational delivery systems and among these are people who continually experience conflict. Hence, it is a school administrator's responsibility to handle an organizational conflict. In doing so, the school administrator tries to find an answer or solution to a conflict.

METHODS

Using descriptive and correlational method of research, particularly the survey method, questionnaires were designed to gather data and were administered to the respondents from the 27 schools in Atimonan, Quezon. The respondents for this study were chosen purposively and interviewed to check the gathered data through questionnaire. To interpret the data gathered, frequency, percentage, rank, and chi-square were used as statistical measures with significance level set at 0.5.

RESULTS

Findings of the study revealed that for management strategy, collaboration is the most commonly employed ranking in the first place. This was followed by compromise, competition and accommodation in this order. Pinoy leadership styles practiced are: "Kayod", "Libro", "Lusot", and "Ugnayan". The highest practiced style of the school administrators is leadership by "ugnayan" in rank 1. Ranked second to fourth in this order are leadership by "Libro", leadership "Kayod" and leadership by "Lusot".

DISCUSSIONS

It was deduced from the results that the leadership style is not independent from conflict management strategies which means that the school administrators regardless of their leadership style may utilize any of the conflict management strategy for the purpose. This also implies that the administrators must be reoriented on the use of the different management strategies in performing their management functions. An intervention has been proposed which may be adopted by other schools to strengthen collaboration as conflict management strategy and ugnayan as pinoy leadership style in other districts in the Division of Quezon.

KEYWORDS: Conflict Management Strategies, Leadership Style, implication, intervention, school management

SUBMISSION ID: R04A-QUEZON-0194

Contextualized Implementation of Department of Education Child Protection Policy and Pupil's Code of Conduct in Guyam Elementary School as Assessed By Pupils, Parent, and Teachers in Relation to Pupils' Behavior

Marilou Vidallon & Rianette Ydia, Proponent

Abstract

INTRODUCTION

The Department of Education (Department of Education) of the Philippines has issued Order No. 40, s. 2012, Entitles Department of Education Child Protection Policy in 2012. The order mandates concerned individuals about the policy and guidelines on the protection of school-children against abuse, violence, exploitation, discrimination, bullying, and other forms of abuse. It's good that parents and pupils are aware of their rights, but they overlook and get misconceptions of what's under the Child Protection Policy. Moreover, they neglect their duties and responsibilities in school. Unknowingly, the true roots and scenarios in school, pupils and parents complain in all acts of a teacher in classroom. Due to this kind of issues and concern, teachers are unable to perform well on their duties to mold and discipline pupils as fully developed individuals. This Action Research enlightened the pupils, parents, and teachers on the real context of child protection policy and pupils code of conduct, thus realizing their duties and responsibility with limitations in school.

METHODS

A descriptive method was used to determine the assessment of pupils, parents and teachers on pupil's behavior aligned with Child Protection Policy and Pupil's Code of Conduct. It utilized different interventions such as symposium, In-service training and contextualization of Pupils Handbook of the school.

RESULTS

The salient findings of level of behavior of pupils in Guyam Elementary School that was assessed by three (3) groups of respondents before and after the conduct of the study showed a difference of 1.21 weighted mean(WM), from fairly observe (2.61 WM) to observe behavior (3.83 WM). The action research provides a significant result in the improvement on pupils' behavior.

DISCUSSIONS

The conduct of symposium, In-service training and orientation of contextualized pupils' handbook aligned with Department of Education Child Protection Policy and Pupils Code of Conduct for Public and Private Basic Education in the Province of Cavite enlighten pupils, parents, and teachers on their roles, functions, and limitations in schools. Moreover, this enhances their duties and responsibilities that contributed to the improvement of pupils' behavior and harmonious relationship among pupils, parent, and teachers. It was suggested that continuous implementation of the study must be used so as to strengthen appropriate pupils behavior in school.

KEYWORDS: CONTEXTUALIZED IMPLEMENTATION OF CHILD PROTECTION POLICY AND CODE OF CONDUCT

SUBMISSION ID: R04A-CAVITP-0927

**Administrative Practices Among Public School Heads of Tanauan City Division:
Basis for a Training Program SY 2017-2018**

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Abstract

INTRODUCTION

The main purpose of the study is to determine the administrators' and teachers' perceptions on the administrative practices and managerial styles of public elementary school heads in the Division of Tanauan City with the end of ascertaining the proposed training program. The perceptions of public elementary school heads and teachers on the level of their administrative practices in terms of planning, organizing, and coordinating / implementing, controlling, and evaluating, the significant difference between the perceptions of the public elementary school heads and teachers in terms of the administrative practices, the significant relationship between the profile of the administrators and the level of their administrative practices as perceived by themselves and the teacher respondents and a possible training program of activities were identified in this study.

METHODS

The researcher used the questionnaire and descriptive methods to arrive with the needed analysis and interpretation of the data collected. The respondents were the teachers and school heads of public elementary schools of Tanauan City Division. This study was statistically tested using Weighted Mean, T - test of Difference between Independent Means and Regression.

RESULTS

The typical administrators were mature, married, educationally qualified, and experienced in administrative positions. The perceptions of public elementary school heads and teachers on the level of the administrative practices are excellent. There was no significant difference in perception between the two respondents regarding administrative practices. There is significant relationship between the profile of administrators and the level of administrative practices as perceived by themselves and teachers. Training program of Activities for Administrative Practices can be proposed.

DISCUSSIONS

The perceptions of school heads and teachers on the level of administrative practices are excellent. Among the indicators, planning may be very relevant. Meetings may be held recurrently so that the school heads and teachers can properly organize, coordinate, and evaluate concerns and issues. It may be feasible for the school heads to assess their performances periodically so that they can fully function as leaders of their schools. Programs for improvement may be proposed for the enhancement of administrative practices In terms of planning, organizing, coordination /implementation and controlling/evaluating.

KEYWORDS: administrators, training program, performance, administrative practices

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