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EDUCATIONAL MANAGEMENT

"Checkmate": Power and Politics among the Educational Leaders and Managers of Real, Infanta, and General Nakar in Quezon Province

Franzen Taniegra, Department of Education-Quezon

Abstract

INTRODUCTION

This study attempts to unveil the relationship between power and politics as central concepts in the academic milieu of the three main schools in the municipalities of Real, Infanta, and General Nakar in the Division of Quezon Province.

METHODS

The study employed a descriptive-quantitative design where all the school heads, department heads, coordinators, and other staff with management-related functions responded to a questionnaire regarding power and politics in these schools. The questionnaire was designed with extensive consideration of research-based variables.

RESULTS

The findings revealed that educational actors are reluctant in discussing politics; that a significant number of them recognize power as adverse and politics, unprincipled. For them, school politics has long been a source of stress that further brings negative work perceptions, job tension, and resistance to task. This study initially focused on how power and politics is perceived; concrete causes behind the collected perceptions were not explored yet. Numerous studies have provided generous ideas on what power and politics are and how organizational actors must deal with these; many researchers attempted to uncover a common understanding towards these behavioral tendencies. However, despite prior efforts, this study found out that they remain among the least grasped and negatively perceived concepts among educational leaders and managers.

DISCUSSIONS

The prevalent fallacy on organizational politics evidently calls for human resource development programs which would ultimately aim to abate the flawed politics and renew its core concept and intent. A responsive relational leadership combined with efficacious use of power among educational managers can truly foster mutually positive organizational politics.

KEYWORDS: educational politics, organizational behavior, politics, power

SUBMISSION ID: R04A-QUEZON-0014

Curriculum Review for Accounting and Finance Subjects of ABM Students”: Basis for Plan of Action

Denise Mendoza, Department of Education Batangas

Abstract

INTRODUCTION

Possessing accounting skills is one of the competitive advantages of an ABM student. Teachers in accounting and finance subjects give their best in making learning materials which can be easily understood by their students. Knowing that most of the ABM students have no background in accounting, they find it hard to comprehend the lessons. The researcher encountered problems in implementing accounting and finance curriculum. Some of these were the short time allotment on competency that required analyzation of transactions, adjustments of entry, and balancing the accounting equation. In this study, the researcher assessed the curriculum, identified the topics student find difficult, and assessed the teaching strategies applied in different lessons.

METHODS

The researcher used the descriptive method to identify the areas where ABM students have difficulties in analyzing accounting transactions and preparing financial statements. It also aimed to assess the curriculum used in the subjects of accounting and finance. This study was conducted among eighty (80) ABM students of Alupay National High School, District of Rosario East and five (5) teachers of ABM strand in Rosario District. Two sets of questionnaires were used. For the students, they will assess the topics that they find difficult to comprehend while for the teachers, the teaching strategies applied and assessment of the curriculum.

RESULTS

Based from the results, it was found out that unfamiliarity in accounting terms and difficulty in analyzing business transactions were the factors that lead to the students' confusion on getting the correct amount of balances at the end of the period. Accounting and finance were new subjects that required critical thinking and analyzation. Most of ABM teachers used collaborative approach such as the jigsaw method where learners work in small group and allows interaction among the learners and think - pair- share where learners will get a partner and partakes knowledge and learnings about the subject.

DISCUSSIONS

Accounting and finance subject require the learner to understand the step by step procedure to achieve the right answer. Each step requires analyzation and understanding the procedure. Providing the learners with critical learning exercises helps them to develop their cognitive skills. Improved module designed for ABM students will be of great help for them to acquire accounting skills necessary to be competitive. More number of hours should be given on the competency that requires analyzation and critical thinking analysis.

KEYWORDS: Curriculum Review for Accounting and Finance: Plan of Action

SUBMISSION ID: R04A-BATANP-0331

Factors Considered in Choosing Track in Preparation for Senior High School of Grade 10 Students" in the District of Pagsanjan Division of Laguna

David Titan Jr, School Principal II

Abstract

INTRODUCTION

Senior High School (SHS) is the last two years of the K to 12 program that includes Grades 11 and 12. Before the passage of RA 10533, the K to 12 law, the Philippines was the last country in Asia and one of only three countries in the world with a 10-year basic education. In response to the global standard which is 12-year basic education, K to 12 program was passed into law which led to the implementation of 12 years of basic education. Senior High School is free in public schools and implements a voucher program to those students who choose to enroll in a private institution. This means that the educational expenses for the additional two years of schooling need not to be completely shouldered by parents. After graduating from SHS, learners are expected to be equipped with skills that will prepare them for the future whether in employment, in entrepreneurship, or in pursuing college education. SHS students do have choices from among the different disciplines. Grade 10 students pick a track of his/her choice after completing grade 10. There are four (4) tracks in the SHS namely: 1. Academic; 2. Sports; 3. Arts and Design and; 4. Technical-Vocational. Under each track are called strands. Academic Strand consists of: 1. General Academic Strands (GAS); 2. Science, Technology, Engineering and Mathematics (STEM); 3. Humanities and Social Sciences (HUMMS); 4. Accountancy and Business Management (ABM) Sports strand consists of three strands namely: 1. Athlete development; 2. Coaching and officiating; 3. Fitness training. Arts and Design consists of: 1. Theater; 2. Music; 3. Dance; 4. Creative writing; 5. Visual Arts and; 6. The Media Arts Technical-Vocational Strand consists of: 1. Agriculture and Fishery Arts (AFA); 2. Home Economics (HE); 3. Information and Communication Technology (ICT); 4. Industrial Arts (IA). The Department of Education (Department of Education) through Department of Education Order No. 41 s2015 issued guidelines on the Senior High School (SHS) Career Guidance Program (CGP) and Early Registration which aims to guide Grade 10 students/SHS entrants in making informed decisions regarding their choice of SHS track. This consists of modules which will be answered by Grade 10 completing students in order to promote awareness in the importance of choosing the right career track that matches their interests and skills. However, the researcher feels that there are still other factors involve that Grade 10 completers consider in choosing career track to enroll in SHS. This action research aims to determine those other factors so that the results of this study may guide Grade 10 completers and their parents in arriving the right decisions regarding their career choice.

METHODS

The researcher resorted to Stratified Random Sampling in selecting the respondents for this study. The researcher targeted the 20% grade 10 enrolment from each school in the District of Pagsanjan during the school year 2018- 2019. A total of 142 grade 10 students were the respondents to this study. To answer the research questions, the researcher formulated a research instrument called structured questionnaires. Respondents were given a set of items about the different factors in choosing a Senior High School track. Then, respondents ranked each item ordinaly with rank number 1 as their first priority and the highest number as their last priority. The researcher used the descriptive statistics in analyzing gathered data specifically the frequency of scores and the weighted ranking of scores. After treating statistically, the gathered data, the researcher arrived at the following conclusions.

RESULTS

Here is the rank list of the factors considered by Grade 10 students in choosing Senior High School Track:
Available Senior High School Track that the school offers that I like;
Parents recommendation and advise;
Competence of teachers (refers to the expertise, caring and nurturing attitude of the school personnel);
Scholarships, grants, financial aid that the school offers;
Physical facilities of the school (refers to covered court, library, computer room, attractive and beautiful school buildings, playground);
Cost in attending to school (refers to the transportation fare, tuition, fee, fund raising activities and the like)

SUBMISSION ID: R04A-LAGUNA-0298

“I Read Correct” Reading Program for Grade Six Struggling Readers

Rufina Samonte

Abstract

INTRODUCTION

As school head of Wawa Elementary School, the proponent knows that reading skills is an essential part of learning. However, the results of Oral Reading Pretest administered at the beginning of school year 2018-2019 revealed twenty-four (24) struggling readers among Grade Six pupils of Wawa Elementary School. The teachers conducted a meeting last June 25, to address the situation. In the said meeting, the eight (8) teachers of Grade-VI agreed to allot 15 hours of teaching and supervising the struggling readers. A letter informing the parents of the struggling readers was forwarded. All the struggling readers in each section were combined in one classroom and two assigned teachers handled the class. The material used was called IReadCorrect™. This study aimed to investigate the factors underlying the problems of struggling readers in the Grade Six level at Wawa Elementary School and determine the acceptability of the IReadCorrect™ reading program for Grade Six struggling readers among Grade Six pupils.

METHODS

Six (6) Master Teachers of Wawa Elementary School were asked to assess the IReadCorrect™ reading program. Eight (8) Grade Six teachers were also asked to answer a questionnaire. Using the quasi-experimental design, the proponent developed the material taking into consideration the errors committed by these struggling readers in oral reading. The twenty-four (24) struggling readers underwent the oral reading assessment. Further research enabled the proponent to come up with a step by step reading program and designed the contents to suit the needs of the struggling readers.

RESULTS

Technical factors such as wrong perception of sounds and the inability to combine them as well as listening malpractices that led to sound recognition problems were the underlying factors in the existence of the twenty-four (24) struggling readers among Grade Six pupils of Wawa Elementary School. The master teachers of Wawa Elementary School assessed positively the contents, usability, presentation and strategies used of the IReadCorrect™ Reading Program.

DISCUSSIONS

Wrong perception of sound of vowels and consonants as well as inability to combine the sounds resulted in struggling readers. Although listening malpractices played a crucial role, attitude and misbehavior of these pupils also count, especially absenteeism.

KEYWORDS: oral reading, struggling readers, Corrective reading program

SUBMISSION ID: R04A-BATANP-1383

"Teachers' Assessment Capability: Its Effect to Pupils' Achievement of San Miguel I District, Division of Surigao Del Sur"

Nestor Geringin, Department of Education

Abstract

INTRODUCTION

This study ascertains the teachers' assessment capability and its effect on pupils' achievement of San Miguel I District in the Division of Surigao del Sur. This is anchored on Vygotsky's Theory of Zone of Proximal Development. It depicts the difference between a child's actual development level determined by independent problem solving and level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers. This theory has become basis of reforms in the K to12 Basic Education Program of the Department of Education.

METHODS

This is a quantitative-qualitative descriptive survey design conducted at San Miguel I District. The respondents are the 81 elementary teachers and 9 school heads of the district. It utilized a researcher-made survey questionnaire. After considering the problems, statistical Weighted mean, T-test, and Stepwise Regression was used to treat the data. Then, the result was tested at .05 level of significance. It utilized a researcher-made survey questionnaire in gathering data on teachers' assessment capability.

RESULTS

Results showed that teachers frequently formulate TOS with a weighted mean of 4.48. Construct test questions, has a weighted mean of 4.54. Making scoring rubrics weighted mean is 4.19. Communicate test results has a weighted mean of 4.35. With regards to pupils' achievement in academics, the overall weighted mean is 1.56 which means that the highest achievements of pupils are only in the division and the district. As to significant difference of the teachers' assessment capability as perceived by the teachers and school heads, the respondents of the study are equally distributed with the results of Levene's Test having the p - value of .735. With regards to the significant effect of teachers' assessment capability to the pupils' achievement, there is a good linear model to predict the effect of the teachers' assessment capability to the students' achievement. The resulted p - value is .001. It is highly significant at .05 level.

DISCUSSIONS

The teachers always manifested high assessment capability as to the formulate TOS, making rubrics, and communicating test results. This means that teachers received training and capacity building in assessment. Achievement of pupils in contests is very low. Its average is only in the division level. This implies that teachers' assessment capability has no bearing on the pupils' achievement. There is no significant difference of teachers' assessment capability and pupils' achievement

KEYWORDS: Teachers' Assessment Capability

SUBMISSION ID: R013-SURSUR-0314

(Col - Tea) Collaboration of Teachers on Utilizing Philippine Professional Standards for Teachers Modules

Jane K. Perez, Jayson A. Quinto, & Maribel C. Perez

Abstract

INTRODUCTION

This study addresses among teachers the issues of Department of Education Order 42, s. 2017, a mechanism to gauge teachers' performance in relation to the Result-Based Performance Management System (RPMS). These issues indicate that teachers think this is an additional burden. But part of the institution aims to improve the quality and high standard of education so we need to understand, engage and embrace the process within. And so, teachers must solve the conflict and create ways to function properly and work towards the common good.

METHODS

Collaboration is done every quarter wherein teachers already selected the competency they are going to prepare for the rating day. The application of Modular Collaboration is every after-Classroom Observation making it four times application per teacher. In every after-Classroom Observation rating date, the Classroom Observation Tool Rating Sheet were collected as evidence of performance completing fourteen (14) Classroom Observation Tool Rating Sheet, compiling information of fifty - six (56) COT. The individual result of the fourteen (14) teachers was grouped into 3 categories; developing practicing and mastery. The group of score will be divided to the total number of teachers to get the percentages result. This process continuous from the second up to the last Classroom Observation to be able to identify who is the teacher needed much attention. Using the t -test two sample assuming equal variance determines the effectiveness of Col - Tea as means to solve conflict in PPST.

RESULTS

It is evident that all teachers reached the Mastery Level which is the target level of the Modular Collaboration of Teachers. From 71% or 10 - Developing, 29% or 4 - Practicing of the first classroom observation to 100% - Mastery the target teacher practicing for fourth classroom observation as the implementation goes on.

DISCUSSIONS

Col - Tea achieved the targeted mastery level for all teachers. Based on the assessment result, after each collaboration of teachers' improvement in teaching technique took place in them and became part of their everyday teaching. Teachers were driven to practice PPST instruction and able to create their own corrections from mistake because they are already familiar with the common practice for improvement. from 0% out of 14 during the Pre implementation of PPST teachers in the last quarter of school year became 100% Masters

KEYWORDS: Modular Collaboration, Assessment, Classroom Observation tool, Teachers, Diversity, Experience, Philippine Standards, Rating Sheet, Evaluation, Average result

SUBMISSION ID: R04A-LAGUNA-0197

**(FCA) Family Centered Approach; Truancy Reduction of Tarusan
Integrated Secondary School**

Irene Gloven Tepan

Abstract

INTRODUCTION

This study is the main problem in Tarusan Integrated Secondary School. Students have this mind set of volition in prolonging the vacation and free will when the learners will come/go to school, in which the said behavior becomes rampant that passes through transition of level. The influence of senior student is effective that teachers' instruction and classroom norms had been bypassed. Teachers innovatively reach out students' reasons of truancy. The truancy has been inculcated to three terms the famous tallied truancy is the Absenteeism, cutting classes, and Tardiness. The problem should be given solution, thus, researcher keenly observe and put a linkage to reach out students and bring closer to school. Family Centered Approach is necessary to build a good rapport to family and teacher just to understand the children truancy and give proper intervention to prevent away of school.

METHODS

Simple description was used to identify the problem using the closely interviews and counting the reasons through FCA, truancy was computed with mean percentage. There are 12 students; 7 males and 5 females identified truant for the S.Y. 2018-2019.

RESULTS

It reveals that the highest truancy of male students is absenteeism next is cutting classes and tardiness. Upon, conducting FCA the most reasons of truancy are games; basketball, computer games/Facebook/internet; poor economic status; child labor. After conducting the FCA the cutting classes becomes zero and minimal absenteeism while tardiness was gone too.

DISCUSSIONS

As the second mother/parent of the children we are mingling for 8 hours a day the researcher has a big factor to motivate them in giving advises to put serious attention with regards to their education. The most saying had given was "worry not for today but for tomorrow". What will happen tomorrow will make your life to the utmost of hardship. Therefore, the reasons tallied motivate the teachers to exert more efforts on the extent of implementation and the retention of FCA is necessary to keep the students in school

KEYWORDS: Truancy, FCA (FAMILY CENTERED APPROACH)

SUBMISSION ID: R013-SURSUR-0296

(MCOT) Modular Collaboration of Teachers: Enhancing Philippine Professional Standards in Teaching

Maribel C. Perez, Jane K. Perez, & Jayson A. Quinto

Abstract

INTRODUCTION

Modular Collaboration is done every quarter wherein teachers already selected the competency they are going to prepare for the rating day. The application of Modular Collaboration is every after-Classroom Observation making it four times application per teacher. In every after-Classroom Observation rating date the Classroom Observation Tool Rating Sheet will be collected as evidence of performance completing fourteen (14) Classroom Observation Tool Rating Sheet from the first observation, from the second observation from the third observation and from the last observation completing the compiled information fifty - six (56) COT.

METHODS

The individual result of the fourteen (14) teachers will be group into 3 categories; developing practicing and mastery. The group of score will be divided to the total number of teachers to get the percentages result. This process continuous from the second up to the last Classroom Observation to be able to identify who is the teacher needed much attention.

RESULTS

Evident that all teachers reach the Mastery Level which is the target level of the Modular Collaboration of Teachers. From 71% or 10 - Developing, 29% or 4 - Practicing of the first classroom observation to 100% - Mastery the target teacher practicing for fourth classroom observation as the implementation goes on.

DISCUSSIONS

MCOT achieve the targeted mastery level for all teachers. Wherein definitely based on assess result after each collaboration of teacher's improvement in teaching technique took place in them and became part of their everyday teaching. Teachers were driven to practice PPST instruction and able to create their own corrections from mistake because they are already familiar with the common practice for improvement. from 0% out of 14 during the Pre implementation of PPST teachers in the last quarter of school year became 100% Masters.

KEYWORDS: Modular Collaboration, Assessment, Classroom Observation tool, Teachers, Diversity, Experience, Philippine Standards, Rating Sheet, Evaluation, Average result

SUBMISSION ID: R04A-LAGUNA-0288

Assessment of School Leavers Prevention Programs in Selected Public Secondary Schools in Carsigma: Basis for Enhancement Intervention Program

Joseph Butawan - Bulihan National High School Silang, Cavite

Abstract

INTRODUCTION

In the Philippines, the dropout problem is as serious as ever. As early as 1925 up to the present, the dropout problem has been considered as a priority concern. Oftentimes, parents are very reluctant to come to school if summoned, for their thoughts are preoccupied that surely, they are called because of their child's shortcomings. Since the schools are situated in a relocation area, most of the parents are from below-average income group and most of them are living as ambulant vendors or spend their weekends in the market to sell vegetables to gain money for their needs.

METHODS

The author made use of the descriptive survey method of research and utilizes purposive sampling to select the respondents. Descriptive research process goes beyond gathering and tabulation of data, to test the hypothesis or answer questions relevant to the study. Since descriptive research deals with the prevailing situations, gathering data became easy. The sources of materials have been very much available and accessible to the researcher.

RESULTS

The researcher compared the assessments of the three groups of respondents on efficiency, relevance, adequacy and responsiveness of the Alternative Learning System Program. Since the F-computed value of 2.094, 1.659, 1.531 and .978 for relevance, responsiveness, adequacy and efficiency respectively are less than the F-critical value of 2.99 at 5% level of significant, the decision is to accept the null hypothesis that there is no significant difference on the assessment of the three groups of respondents on the aforementioned variables of the Alternative Learning System.

DISCUSSIONS

The developed and enhancement intervention program entitled "Moving Forward Program", composed of four (4) programs for parents, teachers, and students at risks and out of school youth, was proposed. Objectives were set together with the key result areas. Target areas were identified to measure if the objectives were realized. After which, strategies were planned wherein, the activities, resources, program duration were identified. After completing the program, a develop and enhanced intervention program was made.

KEYWORDS: School Leavers, Intervention. Assessment, Prevention

SUBMISSION ID: R04A-CAVITP-0534

A Comparative Study on Single-Shift and Double-Shift Schedule of Classes in the Division of San Pablo City

Glen Welle Anne Suarez, Maria Theresa S. Parajas, & Loraine A. Bonilla-Febrer, Department of Education San Pablo

Abstract

INTRODUCTION

The increase in enrollment every year has posted a bigger demand for classrooms and other facilities. According to Benjie Valbuena, the national chairperson of the Alliance of Concerned Teachers-Philippines (ACT-Philippines), classroom shortage in the Philippines is at 113,995 as of the 2017 opening of classes. To address this, Department of Education through D.O. 62, s. 2004, and reiterated in D.O. 54, s. 2008, emphasized the need for all public schools suffering from shortage of classroom to strictly employ the double-shift policy. At present, six (6) out of fourteen (14) public secondary schools in the Division of San Pablo are implementing the double-shift policy while eight (8) follow the single shift policy. This study aims to compare the academic performance of students attending classes with single and double shifts and determine their perception on attending either single shift or double shift classes.

METHODS

Using two-stage random sampling, four hundred (400) students were equally selected from single and double shifting schools. Four (4) schools were selected from each domain. Fifty (50) students comprised each school with every 5th student selected as respondent. Twenty-five (25) respondents were selected from each session from the double-shift. This study used a descriptive research design. Validated researcher-made questionnaires were administered to determine the respondents' mean perception and general average for the first quarter were compared using t-test.

RESULTS

The results showed that the perception of respondents is the same on motivation, relationship with peers and study habits. They are amenable to changing or keeping their current class schedule. There is no significant difference between the academic performance of the respondents from the two domains.

DISCUSSIONS

Respondents from both single-shift and double-shift schools strongly agree that their class schedule motivates them to attend their classes every day. They also tend to have better study habits. Likewise, they have better relationships with their classmates in their current schedule. However, respondents from both single-shift and double-shift schools collectively responded "Fair" when asked if they want to keep their current schedule. Since the results of the study showed no significant difference between academic performance of students from single shifting and double shifting classes, schools should embrace the implementation of double shifting schedule of classes and educate the students about it being a viable solution to classroom shortage.

KEYWORDS: single-shift, double-shift

SUBMISSION ID: R04A-SANPAB-0087

A Correlational an Analysis on The Theory-Based Instructional Strategies and Academic Performance in English of Grade One Pupils in Lipa City East District: Basis for a Proposed Lesson Exemplar

Crizalyn D. Marco, Department of Education Lipa City

Abstract

INTRODUCTION

It is expected to develop basic competences in understanding, speaking, reading, and writing in English. It is unfortunate, however, that in spite of the serious attention accorded to teaching English, inadequacy remains as criticisms are still expressed by parents and educators. It is in the elementary level where the teaching of the most basic patterns, sounds and rhythm of the English language is deemed critical. In this study, the teaching of English in grade one was analyzed to see how learning occurs efficiently using the theory-based instructional strategies.

METHODS

This study employed the descriptive method of research since it aims to provide both quantitative and qualitative description. The study compares and associated different major research variables that include the application of theory-based instructional strategies in the teaching-learning process and its relationship with the pupils' grade point average during the third and fourth grading periods. Descriptive research focuses at the present condition, the purpose of which is to find new truth which is valuable in providing facts on which scientific judgments may be based.

RESULTS

The extent of teachers' utilization of learning theories in teaching English was assessed by getting the composite mean. Among the learning theories, Practice and Drill was the most effective way in teaching English in grade one. There is a repeated performance of a learning act until a desired level of skill to do the act correctly is attained. The level of academic performance of selected pupils in English was socialized based on the utilization of learning theories wherein using Role Playing/Dramatization was found needing improvement, since Grade One pupils cannot conduct themselves accordingly once they are confronted with particular kind of conflicts. The pupils' performance doesn't rely on their ability to make decisions.

DISCUSSIONS

The more frequent the strategies were used in teaching, the greater is the possibility to enhance and improve the pupils' test performance. These strategies facilitate the transfer of learning towards mastery. There is a significant relationship between the extent of teachers' utilization of theory-based instructional strategies and the pupil's academic performance. Educators may use theory-based instructional strategies and innovations further to strengthen the learners' enhancement of knowledge and skills.

KEYWORDS: strategy, utilization, learning theories, theory-based, instructional strategy, enhancement, variables

SUBMISSION ID: R04A-LIPAC1-0173

A Follow-up Study on the Graduates of Buhaynasapa National High School from School Year 1990-2005

Jeanelle C. Velasco, Buhaynasapa National High School
(Adviser: Jhimson Cabral)

Abstract

INTRODUCTION

Education serves as one of the engines of growth and is key to development in every society. In order to make these significant contributions, high quality education is required. One of its determinants is the competitiveness and efficiency of graduates produced by an educational institution. A follow-up study is needed to determine the competency of graduates, to improve the current teaching and learning process, and to assess the effectiveness of the curriculum. This study aimed to determine the profile of the respondents, their post-high school activities, employment characteristics, and their perceptions about the curricular and co-curricular activities provided by the school.

METHODS

A descriptive, graduate tracer method was used in this study with validated questionnaire as research instrument. The study selected 450 alumni of Buhaynasapa National High School from School Year 1990 to 2005, obtained through quota sampling. Before conducting the study, the researcher secured permits from authorities. Other questionnaires were distributed by electronic means due to the availability of the respondents.

RESULTS

As revealed in the study, 67% of the respondents are in age ranging from 31 and above, 64% are female, 68% are married, and finished their tertiary level in 2001 to 2009. In terms of employment, 46% were employed, working full-time in private sectors. However, 17% are still looking for a job. Other findings revealed that most of the graduates enrolled in normal and polytechnic universities that is why majority of the respondents are teachers and are aligned in liberal arts. In looking for jobs, most of them were walk-in applicants, hired within 2 to 5 months after college graduation. Majority are working outside San Juan, but within Batangas province. Their income level ranges from Php 11,000 and above. On the other hand, the alumni strongly agreed that they were also able to develop their communication, time management and leadership skills by participating in curricular and co-curricular activities imposed in school.

DISCUSSIONS

Majority of the respondents are aged 31 and above, female, and are married. Most them finished college education, employed, and working full-time in private sectors. The respondents revealed that their participation and involvement in curricular and co-curricular activities in school helped them in their career development and enhancement of life-skills.

KEYWORDS: graduate-tracer study, graduates, follow-up study

SUBMISSION ID: R04A-BATANP-1085

**A Hobby That Response to Emergency: Viewpoint in using HAM
Radio for Disaster Risk Reduction Management in Schools**

Ma. Cristina Calingasan, Sta. Ana Elementary School

Abstract

INTRODUCTION

When networks and electricity lines go down after calamities, is there still hope that people can communicate? The answer is yes. Communication without cellphones and internet after a disaster is possible through amateur radio enthusiasts. Although many messages are conversational through Ham Radio, the rest of them deliver important information during emergencies. As per compliance with the Department of Education Order No. 37, s. 2015 entitled "The Comprehensive Disaster Risk Reduction and Management (DRRM) In Education Framework" and Department of Education Order No. 21, s. 2015 entitled "Disaster Risk Reduction and Management Coordination and Information Management Protocol, the researcher studied the participants' viewpoint in using ham radio for disaster risk reduction management in schools that will definitely help the school administrator and stakeholders become more aware, and focus on the program of activities that will address the concerns raised by the stakeholders.

METHODS

A descriptive designed research where purposive sampling technique was used and survey questionnaire was the major instrument. Frequency and percentage were the statistical tools utilized to illustrate and describe the data while ANOVA is used to test for significant differences among the viewpoints of the participants on using HAM Radio for Disaster Risk Reduction Management in Schools.

RESULTS

All group participants strongly agreed with the use of HAM Radio for Disaster Risk Reduction Management in Schools in terms of relevance, objectives, and timeliness in providing communication despite power outages or other disaster related issues. These is the consolidated list of challenges:

- Hesitation
- Financial problem
- Fear of failing to get the amateur license
- Deep-seated anxieties of about the new duties expected of them

DISCUSSIONS

These are the findings of the study: 1) all group participants strongly agreed that the use of HAM Radio for Disaster Risk Reduction Management in Schools terms of relevance, objectives, and timeliness would provide communication despite power outages or other disaster related issues; 2) findings revealed that there are no significance differences among the assessments of the teachers, pupils, and parents regarding the use of HAM Radio for Disaster Risk Reduction Management in Schools; 3) a consolidated list of challenges was presented in the result of the study and lastly, 4) the researcher crafted and implemented an action plan for possible benchmarking.

KEYWORDS: ham radio, call sign, disaster, networks, viewpoint, education partners

SUBMISSION ID: R04A-SANPAB-0008

A Proposed School-Based Program Encouraging The Practice of School Environment Elements

Ofelia Poniente, Bucal National High School

Abstract

INTRODUCTION

Organizational culture and climate have been described as overlapping concepts (Miner 2012) that offer a distinction between climate and culture, with school or organizational climate being viewed from a psychological perspective and school culture viewed from an anthropological perspective. In this paper, the examination of these elements is the focus and the researcher offer practical suggestions to help the teachers awaken the learners in the classroom and the school. This study needs to determine the making of awakening atmosphere of BNHS Junior High teachers using the profile, elements, and programs.

METHOD

This study utilized the descriptive design because of its appropriateness to the study. Descriptive research seeks to describe the current status of an identified variable. It helps provides answers to the questions who, what, when, where, and how. It is associated with a particular problem. Descriptive research is used to obtain information concerning the current status of a phenomena and to describe "what exists" with respect to variables and conditions in a situation (Given, 2007). After gathering all the data, statistical treatment follows: frequency and percentage, Weighted Mean, and ANOVA.

RESULTS

This study hypothesizes that there are no significant differences on the elements used by teachers in encouraging growth. In addition, there is no significant relationship between the profile and the elements in encouraging growth in the classroom by the teacher- respondents. It also shows that despite the educational attainment of the majority, most of the teachers still belong to T1-T3 rank. This is true because science has different specializations and it has to be handled by a specialized teacher. The variable with the lowest weighted mean is Identity and this can be attributed to the fact that teacher-applicants came from different provinces.

DISCUSSIONS

The above findings and conclusions show that tenured school heads must encourage teachers to enroll in the Graduate school to gain professional growth. Since there is no significant difference in the teacher-respondents in promoting a positive school environment, the researcher recommends a program, wherein the activities are geared toward enhancing the school environment which includes culture, climate, safety, identity, and belonging.

KEYWORDS: School, Environment, Elements, Profile, Teachers, and School Heads.

SUBMISSION ID: R04A-CAVITP-1532

**A Reading Intervention Model for Fundacion Educacion Y Cooperacion
(Educo) Recipient Schools in Bicol Region**

Gerlie Belza

Abstract

INTRODUCTION

The Department of Education recognized the significance of reading proficiency as an important building block in learning. They placed it as one of its priority programs. A reading program reflects the continuing engagement of Fundacion Educacion Y Cooperacion or EDUCO partner communities in improving children's literacy. EDUCO is a global development NGO present in the region of Bicol since 2005. This reading program is carried out among the two hundred twenty-three (223) partner schools in Bicol Region from SY 2012-2013 to SY 2015-2016. Total number of beneficiaries include 85,838 pupils and 2,448 teachers in four partner Department of Education Divisions of Albay, Camarines Sur, Ligao City and Sorsogon. They are roughly 10% of the total pupil and teacher population in the Bicol Region.

METHODS

In this study, descriptive-evaluative method was employed in determining the best practices in reading among EDUCO recipient schools in the Division of Albay, Camarines Sur, Ligao City, and Sorsogon.

RESULTS

The study yielded the following salient findings: 1) on the best practices in reading among EDUCO recipient schools, Camarines Sur Division, Sorsogon and Albay has the highest rating with verbal interpretation of very much effective on their school-based and community-based implementation of Best Reading Practices while Ligao got much effective rating for their Reading Practices in school; 2) on the impact of the best reading practices to the reading proficiency level of the recipients based from the PHIL-IRI test results, there was a 1,187 decrease among the non-readers; a decrease of 2,073 from the frustration level, an increase of 1,213 in the instructional level and an increase of 2,047 pupils who became independent readers; 3) The Reading Intervention Model was developed based from the findings of the study called BRIDGES-Best Reading Interventions Designed for Growth of Every School.

DISCUSSIONS

There are wide variety of best practices in reading among EDUCO recipient schools in Camarines Sur Division, Sorsogon Province Division, and Division of Albay which can be adapted by other schools for improvement of the reading proficiency level of the pupils. The Reading Intervention Model contains a reading program plan and activities for the entire year using the best practices that will help schools to develop their own reading program and great reading innovations applicable in their school. The support of EDUCO enables recipient schools to create innovative activities in reading.

KEYWORDS: Reading Intervention Model, EDUCO, Recipient Schools

SUBMISSION ID: R005-CAMSUR-0066

A Review on Instructional Leadership of School Heads Based on the Teachers' Skills in Meeting the Performance Indicators at Padre Garcia District

Julita Ilaga, Lobo District

Abstract

INTRODUCTION

Instructional leaders, under RA 9155, are mandated to perform critical roles such as providing professional and instructional advice as well as support to the school heads and teachers. This study aims to allow school heads to flourish and grow, to develop and to generate self-belief and self-esteem. This study also aims to effectively coach, guide and provide technical assistance to school heads.

METHODS

The study used the descriptive method of research. To obtain the data and information needed, supervisory report and unstructured interview were utilized. From the consolidated data, an action plan was proposed to develop the instructional leadership performance of the school head.

RESULTS

Majority of the teachers are well versed with the content of the subject matter which may be associated with the training on content and pedagogy of the K-to-12 curriculum. The technical assistance provided by instructional leaders are the following: conducting post conferences to discuss teachers' strengths and weaknesses; providing comprehensive suggestions; discussing the importance of the respective components of instruction; and sharing of experiences that make instruction works.

DISCUSSIONS

The results demonstrated that that teachers' strengths are essential to create meaning in the delivery of instructions. Technical assistance was provided by the school heads to teachers. Instructional leaders make decisions to address the identified needs and an action plan was proposed in providing support as well as instructional advice to teachers and school heads.

KEYWORDS: instructional leaders, coaching and mentoring, technical assistance

SUBMISSION ID: R04A-BATANP-0837

A Study on the Motivational Strategies of Elementary Teachers of San Juan West District, Division of Batangas for Pupils' Achievements

Mylene Baez, Department of Education San Juan West

Abstract

INTRODUCTION

Pupils' achievement and persistence are linked strongly to pupils' motivation in classrooms. The manifestation of motivation is visible in the choices pupils make concerning activities, their behavior, the energy they put into activities, and the decision to persist in the face of difficulty. Pupils will not engage in any activity unless they have reasonable expectations of success. Therefore, this study is focused on the extent of motivational strategies of elementary teachers in selected public schools for pupils' achievement.

METHODS

A descriptive survey research was used in this study. It utilized a questionnaire as the tool for the gathering of pertinent data. The study is a descriptive one because it described the effect of motivation of teachers to pupils' achievement. Perceptions of the teachers were described using the statements in the questionnaire - checklist. Documentary analysis was also applied since the average grades of the pupils were obtained as basis of their academic achievement.

RESULTS

The respondents who participated in this study are mostly 20 - 24 years old, majority are female and are Teacher I. Though they are in the service for either 6 - 10 years or 21 years and above, only few have undergone graduate studies. Teachers often use motivational strategies in teaching elementary pupils. There is no significant difference on the perception of the respondents on the extent of motivational strategies to pupils' achievement with respect to extrinsic reinforcement in terms of their sex and seminars/training attended. Pupils from selected public elementary schools of San Juan West District are academically average. There is no significant relationship between the perception of the respondents on the extent of motivational strategies with respect to extrinsic reinforcement and intrinsic value and the level of the pupils' achievement. The problems encountered are mostly focused on classroom management and winning the interest of students to learning and education.

DISCUSSIONS

The findings showed that different motivational strategies may be given consideration by the school heads and teachers to further improve pupils' level of academic achievement. Teachers should continuously utilize motivational strategies in teaching to enhance pupils' performance.

KEYWORDS: achievement; motivation; strategies

SUBMISSION ID: R04A-BATANP-2177

A Tracer Study of Junior High School Completers: Basis for Additional Senior High School Strand

Edna Katigbak, Department of Education Lipa

Abstract

INTRODUCTION

Tracer study is an approach which is widely used in most organizations especially in educational institutions. The tracer study tracks and keep record of their students once they have graduated from the institution. Through the tracer study, an institution would be able to evaluate the quality of education given to their graduates. As a senior high school coordinator, the proponent understands the significance of enrolment rate to the successful operation of the school. During the first year of implementation of the SHS Curriculum, there were only one hundred nineteen (119) enrollees of this institution. Fortunately, the enrolment increased the following school year to tow hundred forty-nine (249). For the current SY (SY 2018-2019), only 183 students out of 629 completers enrolled in this institution. This is quite alarming since only 31% of the completers preferred to enroll in this school.

METHODS

This study used the snowball sampling procedure in which the completers were tracked down through referral from faculty members, friends and family of respondents, Facebook accounts and other social networking were also used to locate respondents. Proper dialogue was held with the persons concerned and approval was sought from the proper authorities before this action research was proposed.

RESULTS

Based on the results, the top three choices of Junior High School completers from IMINHS are STEM, GAS and HUMSS. The following are the feedbacks and suggestions of Grade 10 completers on improvement of the competitive edge of SHS department specially its track/strand offering:

Although the competencies acquired and competencies required seem relatively comparable as per findings, the latter exceeds all the time. That means, the school should upgrade the curricula in order to produce graduates that will entirely fit the labor market requirements.

The institution should revisit the best strategy of marketing its graduates. The recent symposium/recruitment seminars are not the best advertising medium for the completers.

DISCUSSIONS

Based from the results of the study, strands such as STEM and HUMSS must be offered as additional strands so that the objective of increasing the enrolment rate of the senior high school department will be attained. Students tend to transfer to private schools since these strands are not offered by this institution. Furthermore, career guidance program should also be intensified so that completers will be guided on the skills which will best suit their capabilities.

KEYWORDS: Senior HS, tracer study, JHS

SUBMISSION ID: R04A-LIPAC1-0057

**A Tracer Study of Master of Arts in Education Graduates of Dr.
Francisco L. Calingasan Memorial Colleges Foundation Inc. Nasugbu,
Batangas From 1998 to 2015 for a Proposed Institutional Plan to En**

Jerald Mendoza, National Organization For Professional Teachers, Inc. (Nofti)

Abstract

INTRODUCTION

The importance of education in national development is clearly stipulated in the Philippine Constitution which states that "The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human development."

The high court cited the revised manual in 1992 of the Department of Education (then Department of Education, Culture and Sports) requiring college faculty members to have a master's degree as a minimum educational qualification for acquiring regular status. The CHED, created in 1994 to supervise tertiary schools, implements this requirement. (Punay, 2013)

In Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. Nasugbu, Batangas there are seventy-three (73) graduates in three (3) major in the master's program since 1999 and the enrollees are continuously increasing. Master's programs should be evaluated periodically based on the current trends to produce highly qualified teachers that will improve quality education.

METHODS

This tracer study was done to determine the employability of the Master of Arts in Education graduates of Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc. from 1998 to 2015. The study utilized the descriptive method of research which made use of the questionnaire in gathering the necessary data.

RESULTS

Human relation skills, managerial and supervisory skills appeared to be the most effective among the competencies learned from the institution. Likewise, findings revealed that the most highly developed institutional program was relevance of the program to professional requirements while the least rated factors were library and laboratory. Moreover, the respondents were fully satisfied on the contribution of the graduate degree to their present position.

DISCUSSIONS

Due to the positive results revealed, it was strongly recommended that teachers should continue to pursue their post graduate schooling because of the vast opportunity, professional growth and promotional benefits associated with getting a graduate degree. Likewise, the study stressed the importance of institutionalizing the conduct of tracer study every other five years to monitor the relevance of curricular programs for the promotion of the Master of Arts graduates. Lastly, teachers should maintain excellence in academic, communication and research since these were found significant and useful to the employment of respondents.

KEYWORDS: Master of Art in Education, employability, Commission on Higher Education, competencies

SUBMISSION ID: R04A-BATANP-2048

Academic Competition: Impact on Pupils' Performance of Tabangao Elementary School

Jenny Vi Dimaano

Abstract

INTRODUCTION

Tabangao Elementary School participated in a variety of academic competitions in compliance with different Department of Education Memoranda. These competitions, open to students from private and public schools, were joined from different levels: school, district, area, division, regional and national. Principals and teacher-coaches supported the pupil-participants and contenders with constant practice, thorough trainings and important resources. The researcher explored the impact of conducting different academic competitions to the pupils' performance.

METHODS

The descriptive method of research was used to determine the impact of academic competitions to pupils' performance in Tabangao Elementary School. To secure data, the researcher used the qualitative approach. For this purpose, a survey questionnaire was used as the main instrument of the study

RESULTS

The level of achievement of Grade VI pupils was satisfactory as reflected on the average grade of the class in Report Card. There is no significant connection between the pupils' participation in academic competition with the over- all performance of all learners. Activities related to academic competitions wherein coaches struggled to balance coaching with their regular teaching duties did not affect the performance of the whole class. Overall, both coach and student respondents were very positive about their overall competition experience. Across all competitions, coaches indicated they would coach again and they would recommend coaching to their colleagues. Pupils said they enjoyed participating in the competition and would encourage their peers to participate too.

DISCUSSIONS

The results demonstrate the need for school head, teachers and coaches to have improvement in some areas since students depend heavily on their coaches for guidance. Improving communication and training could improve both coach participation and student performance at the competition. Secondly, the evaluator recommends either advocating for an academic competition school course or helping coaches brainstorm for ways to prepare students outside of their regular school day. Many coaches expressed difficulty in getting their students together for practice because of after-school conflicts and the inability to practice during the school day

KEYWORDS: academic, competition, impact on pupils' performance of tabangao elementary school

SUBMISSION ID: R04A-BATANC-0412

Academic Performance and Classroom Behavior of Grade 4 Pupils: An Intervention

Marisol M. Dela Pierre, Department of Education
(Adviser: Marisol Dela Pierre)

Abstract

INTRODUCTION

Classroom behavior problems are common among public school pupils, especially those who are in lower sections with low income bracket families. Management of these behavior problems during teaching and learning disrupt the smooth flow of class discussion and interaction because it requires extra time and effort of the teachers to deal and control it.

METHODS

The study utilized the descriptive research design which, according to the Shuttle Worth method, involves observing and describing the behavior of a subject without influencing it in any way.

RESULTS.

After the interpretation of the gathered data, the following summary was developed. First, the academic performance of Grade 4 pupils was satisfactory as evidenced by the general weighted average (GWA) of 81.56. Second, the overall behavior problems of Grade 4 pupils were sometimes observed with average weighted mean of 3.23. Third, there is a very strong relation between academic performance and behavior problems with computed E2 value of 0.99 for all the variables mentioned. Fourth, a proposed intervention program was developed to improve the behavior problems of the pupil respondents based on the extent of behavior problems and academic performance of Grade 4 pupils. Lastly, the proposed intervention program was rated as acceptable with overall weighted means of 4.13.

DISCUSSIONS

The following conclusion were drawn based on the summary of the findings.

The academic performance of Grade 4 pupils was satisfactory.

The extent of behavior problems of Grade 4 pupils was sometimes observed by the teachers.

There is a strong relationship between Academic performance and behavior problems.

A proposed intervention program was developed.

The proposed intervention program was acceptable. The following recommendation were developed for the intervention program:

Implement school policies and regulations and formulate then implement intervention Guidance and Remediation program.

Strengthen the capabilities of teachers in handling behavior problems and urge parents to get involved in the school's guidance program and activities.

The proposed intervention program should be promoted, disseminated to all concern, tested, and validated and recommended for adoption to other schools.

KEYWORDS: Thank You

SUBMISSION ID: R04A-CAVTP-0511

**Academic Performance of Filipino Students in United Arab Emirates
and Overseas Filipino Workers' Children in The Philippines: Its
Implication to Curriculum Development**

Elymar Pascual, Talangan Integrated National High School

Abstract

INTRODUCTION

This paper was intended to explore the significant difference of the academic performance of the Filipino students in the United Arab Emirates (UAE) and the overseas Filipino workers' (OFW's) children here in the Philippines. It delved on the four possible predictors of academic performance, namely, learning styles (LS), emotional intelligence (EI), multiple intelligences (MI), and cultural or situational adaptation.

METHODS

Student respondents came from two prominent schools in the United Arab Emirates, namely, The Philippine School (TPS) and New Filipino Private School (NFPS), and from the four private schools in Sta. Cruz, Laguna, namely, Laguna State Polytechnic University High School (LSPU H.S.), Southbay Montessori, United Evangelical Church School (UECS), and Union College School of Integrated Preparatory Studies (UCSIPS). A sum total of 532 students were part of this study. Researcher-made survey questionnaires were used to collect data.

RESULTS

Filipino students in UAE and OFW's children in the Philippines are mostly left-brain hemispheric. The EI of the students in the self-awareness, self-regulation, motivation, and social skills dimensions are moderately high, while in empathy, it is moderate. On the other hand, the MI of the students in the area of linguistic, naturalist and interpersonal is moderately high, while in bodily kinesthetic, intrapersonal, mathematical, musical, and visual/spatial, it is moderate. The cultural adaptation level of the Filipino students in UAE is low while the situational adaptation of OFW's children in the Philippines is moderately high. The academic performance of Filipino students in UAE and OFW's children in the Philippines is average. For TPS, none of the predictors showed influence to students' academic performance. For NFPS, the predictor is LS. For LSPU H.S., it is EI. For Southbay Montessori, it is MI. For UECS, it is situational adaptation. While for UCSIPS, none of the predictors showed influence.

DISCUSSIONS. Enduring understanding should be reiterated, enhanced or practiced with the equal use of cooperative learning style. There should be enough allotment of time for chapter readings, enhancing the skill of outlining, inclusion of phonics and decoding, sizeable number of worksheets, and more on verbal discussion of the topic for students to exercise social skill. Also, the concept of family unit should be strengthened as a distinct Filipino identity.

KEYWORDS: academic performance, learning styles, emotional intelligence, multiple intelligences, cultural/situational adaptation

SUBMISSION ID: R04A-LAGUNA-0005

**Academic Performance of Grades Five and Six Pupils of Gaudencio B.
Lontok Memorial School Whose Parents Work Abroad**

Alexander Simagala, San Guillermo Elementary School, Department of
Education Lipa City

Abstract

INTRODUCTION

The educational system of the Philippines has always adhered to the needs of the Filipino learners. This is manifested by the exercise of "Education for All" or EFA which promotes that the status of a learner must not hinder him to go to school. Along with this, parents strive for the best for their children in different manner. They find ways and means to afford the needs of their young specially giving great regards to education, for Filipinos believe that education is the key for one's success. With this belief, parents take risk even if this means a gap between them and their children. They even miss the opportunity of giving hands-on training for their sons and daughters.

METHODS

The descriptive research was used in this study. The Form 138 - E or report card was the main source of data in generating the needed information. The study tried to solve the problem of determining the relationship of the given information of the respondents in the profile to their academic performance and the difference between the academic performances of pupils whose parents are working abroad and pupils whose parents are working in the Philippines.

RESULTS

Grades five and six pupils acquired some of the competencies covered in the first and second grading periods but there were still competencies which needed reinforcement. The academic performance of the pupils was highly significantly related to their grade and section. The academic performance was also found to have a highly significant relationship to the place or work of their parents. This means that the place of work of the parents affect the academic performance of the pupils. The academic performance of pupils whose parents are working abroad showed significant difference with the academic performance of pupils whose parents are working in the Philippines. It can be concluded that pupils with parents working abroad showed lower academic performance than that of the pupils with parents working in the Philippines.

DISCUSSIONS

From the findings and conclusions, the researcher formulated an action plan that proposed a plan of action with objectives to be achieved. It also included various activities that could possibly enhance the performance of Grades five and six pupils. The researcher believed that teachers, pupils and parents would benefit much from such activities.

KEYWORDS: Academic performance, Pupils with parents abroad, grade 5, grade 6

SUBMISSION ID: R04A-LIPAC1-0045

**Accountability and Compliance of Schools Heads in Region 4a-
Calabarzonon Department of Education Targets**

Margie Lontoc

(Adviser: Ellaine Rose Nachon)

Abstract

INTRODUCTION

Accountability plays a positive role in understanding one's job roles and responsibility and further ensures that the tasks are performed in an effective manner. Compliance program requires accountability and that there should be ethics and compliance policies procedures. Apart from this, limited researches have been made about the significance of constructing, developing and maintaining accountability and compliance on Department of Education targets, which ensures better and improved performance of the school setting.

METHODS

Mixed method design was used in the study because of its appropriateness to the problems. The mixed method explanatory sequential, and this design is utilized in this study. The researcher collects and analyzes first the quantitative data followed by collecting and analyzing qualitative data for analysis and interpretation.

RESULTS

In terms of school heads' accountability to Department of Education targets in terms of instructional leadership, learning environment, school leadership, parents' involvement, school management and operation, human resource management, personal and professional, the data indicate that school heads, teachers, and parents assessed the extent that school heads are perfectly to moderately accountable. The prevalent problem is the economic status. In terms of the performance indicators of the respondent-schools the results show that L1 school has the highest dropout rate, L12 school has the highest rating in NAT, 3L schools have 100% promotion rate. Q1 school has the highest number of non-readers, L9 school is able to reach the SBM level 3 while majority of the schools are in level 1. All respondents' schools are able to report their MOOE and submit necessary documents and reports on time. Responses of the school heads resulted in the determination of the commonality of their solutions to the problem encountered that affect their compliance in meeting Department of Education targets.

DISCUSSIONS. Based on the results, School heads are encouraged to conduct LAC sessions that could assist teachers designated by the school heads. School heads may conduct assemblies and regular conduct of the parent-teacher conferences may be done to practice transparency and promote accountability among school heads, teachers, parents, community, and other stakeholders of the school. The Department of Education may continue to provide technical assistance to ensure quality education service that could elevate the performance of teachers, students and the school.

KEYWORDS: accountability, compliance, school heads, Department of Education targets

SUBMISSION ID: R04A-CABUYA-0056

Accuracy of Department of Education Albay Data in the Learners Information System

Nick Bio, Department of Education SDO Albay

Abstract

INTRODUCTION

Department of Education (Department of Education) has implemented the Learners Information System (LIS) to establish accurate and reliable registry of learners. To realize this, accurate data from schools is necessary. However, as experienced in the previous years, lots of issues associated with the updating of learners' profile reached the Schools Division Office of Albay. Even this school year, there are still one thousand six hundred forty-two (1,642) pending change requests and one hundred twenty-one (121) Learner Reference Number for approval due to the failure of the schools to provide documentary basis. Therefore, it is necessary to check how many of these learners in the entire Division are not accounted in the system and to identify the causes so that necessary actions may be implemented for their inclusion.

METHODS

Heads of all the public schools in the Division were considered as respondents. An online form was used in gathering data. Percent error was used to describe the accuracy of Learners Data. Recurring themes out of the responses were identified to determine the factors that affect the inaccuracy and were reported in terms of percentage. Likewise, recurring themes were recognized and categorized to present the recommendations of the respondents.

RESULTS

SDO Albay's data in the LIS is inaccurate by 1.23% in terms of Basic Profile and by 1.22% in terms of Number of Learners. The main reasons for the errors in the learners' profile were encoding errors on the part of the users (46%) and absence of documentary references (34%). Inaccuracy in terms of the number of learners was due to system blockers (34%), absence of documentary references (28%), transfer issues (25%) and neglect on the part of the user (13%). Respondents recommendations to achieve accurate learners' data that are system-related include establishing a user-friendly system with readily available facilities and guaranteeing a prompt response from the Help Desk. Establishing a monitoring and coordination mechanisms to address school to school issues and concerns came up as a policy-related recommendation. Accurate data encoding from a valid reference and conducting LIS Training for Teacher Advisers were recommendations that are user-related.

DISCUSSIONS

There is a need for SDO Albay to implement measures ensuring LIS data accuracy. The recommendations of the respondents must be considered in order to establish accurate and reliable basis for sound decisions that will affect the operations of schools and the Department of Education as a whole.

KEYWORDS: Accuracy Data Learners School System

SUBMISSION ID: R005-ALBAYP-0000

Addressing School Programs Coordinators' Difficulties through Localized Role Contents Manual

Karen Zambra, Madonna Sua, & Eden Grace Yungco

Abstract

INTRODUCTION

This study was conducted to assess the school programs coordinators' difficulties and to address this through localized role contents manual. The localized role contents manual is composed of the school program coordinator's role specification, list of skills required, school program objectives, school program monitoring, and scheme of using the manual. The respondents of the study were twenty (20) purposively selected school programs coordinators of school years 2017- 2019.

METHODS

This study utilized mixed-method research (qualitative and quantitative). The research questions focused on descriptive-survey research questions. To gather data on the difficulties encountered by the school programs coordinators, the researchers used the one-on-one interview. To evaluate the level of effectiveness of the localized role contents manual in achieving the school program objectives, the researchers used researchers' self-made survey questionnaire.

RESULTS

It was found out that the designated school programs coordinators encountered difficulties. The need to have role guidelines and role orientation were the findings during the one-on-one interview. Therefore, localized role contents manual was the intervention made to address these difficulties. It was also found out that the school program coordinators considered the localized role contents manual as effective in achieving the school programs objectives.

DISCUSSIONS

The result demonstrates the need to continue addressing the problems encountered by the school program coordinators. There is a need to enhance and update the Localized Role Contents Manual to fit the needs of the school and the program coordinators, and also to strengthen its use in order to achieve the school programs' objectives.

KEYWORDS: School Program Coordinators, Contextualized Role Contents Manual, Partnership Program

SUBMISSION ID: R012-SOUCOT-0023

Administrative Skills of Selected Public-School Heads in The Division of Cavite, Cavite Province: Basis for a Proposed Human Resource Management and Development Training Programs

Robert Vida, Department of Education, Tagaytay City National High School

Abstract

INTRODUCTION

The researcher conducted the study to determine the significant difference between the assessment of the school heads, teachers, and non-teaching employees with respect to the administrative skills. This covers the areas of administrative skills to include their communication skills, self-leadership, managing tasks effectively, managing people effectively, managing interpersonal relations, and solving problem skills. This study also further identifies their needs so that a Human Resource Management and Development Training Programs may be offered.

METHODS

The researcher employed the combination of descriptive and convenience procedure in the study. Data gathered on each of the variables were tested to help the researcher arrive at management decisions. This study is further delimited to three (3) groups of respondents: the school heads, teachers, and non-teaching employees. The researcher felt that it was necessary to develop a Human Resource Development and Training Program to help the school leadership practice towards improvement of school outcomes.

RESULTS

Much is to be desired in how the schools were managed considering the administrative skills required among the school heads. There is a significant difference among the assessment of the 17 institution school heads, 88 teachers, and 56 non-teaching respondents on the effectiveness of the administrative skills exhibited in the six (6) dimensions covered since the results of the application of F-test / ANOVA using the SPSS has computed F -values that exceeds the acceptable limit. These data suggest that there exists a magnitude of variance among the assessment of the groups of respondents considering the setting, priorities, policies and other factors these selected public schools in the Division of Cavite.

DISCUSSIONS

Distributed leadership may be made more sustainable through team structures or committees by giving it long term institutional form. There is a need to retool the managerial skills of the school heads and assess their administrative competency and confidence in managing people. There is a strong need to refocus by re-examining and rationalizing the training and development needs of the institution managers. There should be several options advocating a variety of training and development programs.

KEYWORDS: Administrative Skills, Human Resource Development

SUBMISSION ID: R04A-CAVITP-0851

Administrators' Emotional Quotient as Correlate to Conflict Handling Styles and Organizational Performance Toward Developing an Institutional Wellness Program

Germana C. Macalalad & Cleofe P. Bajar, Department of Education

Abstract

INTRODUCTION

This study was conducted to determine the outcome of the administrators' emotional quotient on their conflict handling styles and on their effective leadership. Emotional quotient was analyzed in terms of emotional literacy, competencies, values, and beliefs. Outcomes of the conflict handling styles among the school administrators in the different schools in Balayan East District was analyzed in terms of competing, collaborating, avoiding, accommodating, compromising the principals' organizational performance as perceived by the teachers and school principals themselves. There are significant differences between the ratings given by the teachers and the administrators in terms of organizational performance and the outcome of the administrators' emotional quotient on their conflict handling styles. Respondents were the public administrators and the teachers during the school year 2014-2015

METHODS

Descriptive method was utilized by the researchers to gather information about the present existing conditions.

RESULTS

Administrator respondents have high scores in the indicators of the emotional quotient such as emotional literacy, values and beliefs, competencies and outcomes. Majority of the administrators used compromising as their predominant conflict handling styles over collaborating, accommodating, competing, and avoiding. In terms of organizational performance these indicators scored high in the study: goal setting, communication, control, giving feedback, interaction influence, and innovation. In terms of decision-making and output these indicators had high scores as perceived by teachers: goal setting, decision-making, communication, control, feedback, interaction influence, innovation and output. There are no significant differences between the rating given by the teachers and administrators in terms of organizational performance and conflict handling styles. There is no significant effect of the administrators' emotional quotient to conflict handling styles but has a significant effect on their organizational performance.

DISCUSSIONS

The administrators' emotional quotient has no significant effect on their conflict handling styles; however, it has a significant effect on their organizational performance in terms of goal setting and decision making. A wellness program must be intended for enhancement that will utilize fitness standards to promote healthy minds and bodies to decrease conflict. A wellness program will also help encourage and develop lifelong habits in order to lead more productive lives.

KEYWORDS: Administrators' Emotional Quotient, Conflict Handling Styles, Organizational Performance, Wellness Program

SUBMISSION ID: R04A-BATANP-1911

**Administrators Performance, Teamwork, Attitude and Leadership
Practices Towards a Leadership Enhancement Teamwork Development
Program in The Division of Imus City**

Divina A. Narvaez, Department of Education Imus City

Abstract

INTRODUCTION

This study is aimed to find out the interrelationship of the performance, teamwork attitude, and leadership practices of school administrators in Department of Education Imus City. This study is significant to all school heads of the Division of Imus City for this study can give them insights in highlighting their needs via the recommended leadership enhancement program to help them evaluate and improve their performance.

METHODS

The researcher used the descriptive correlational method in this particular study to find out the relationship of performance, teamwork attitude, and leadership practices. The administrators' performance is based on the Office Performance Commitment and Review Form (OPCRF) of Administrators for School Year 2016-2017. The researcher used the Leadership Practices Inventory - Self Instrument developed by James M. Kouzes and Barry Z. Posner (2016) to find out how frequent the administrators applied the leadership practices. The Team STEPPS Teamwork Attitudes Questionnaire was used to answer questions on attitudes of administrators towards teamwork.

RESULTS

This study found out that four (4) out of fifty-one (51) administrators (7.84 %) obtained an outstanding performance, while forty-seven (47) administrators (92.16%) received very satisfactory scores. None of the teachers received the lowest scores. As assessed, both administrators and teachers have similar ratings on teamwork attitude. It shows that of the five (5) leadership practices, administrators' assessment of themselves modelling the way ranked fourth with a mean of 4.26 or very satisfactory; inspiring a vision ranked second with a mean of 4.28 or very satisfactory; challenging the process with a mean of 4.26 or very satisfactory ranked third; enabling others to act with a mean of 4.28 or very satisfactory ranked first and encouraging the heart with a mean of 4.24 or very satisfactory ranked fifth.

DISCUSSIONS

Based on the results, there are significant differences between the different leadership practices among the administrators. The researcher recommends that despite the fact that administrators are so engrossed with their work, they need to go beyond the routine of being mere administrators. Administrators needs to initiate more school programs to enhance leadership among teachers.

KEYWORDS: leadership practices, teamwork development program

SUBMISSION ID: R04A-IMUSC1-0015

**Administrator-Teacher Relationship Status of Professionalism as
Reflected in Values Observed By Themselves in Public Elementary
School: Basis for Professional Enhancement Program**

Renalyn B. Maala, Salik Tanaw Member
(Adviser: Renalyn Maala)

Abstract

INTRODUCTION

Teaching is a never-ending learning process and it can be enhanced by a quality relationship between school management and teachers. To achieve a quality relationship, they need to collaborate, interact, discuss, and respect each other. It is important to understand each other's perspective and then work together for the benefit of the students. In this study, administrators can have a harmonious relationship with the teachers by educating, and empowering them. Happy teachers mean happy students and better performance. Therefore, it is essential to have a healthy relationship between the pillars of the school – the teachers and the administrators.

METHODS

Data gathering was done by conducting a survey among the school administrators and teachers under study. Responses were collated and the mean was computed. Finally, the results of the initial test and the re-test conducted was compared and the level of significance was established. The significant relationship achieved meant that the devised instrument was valid.

RESULTS

Based on the findings, analysis, and interpretation made, the following results were drawn: (1) there is a significant difference between the perceptions of the school heads and teachers on the status of professionalism; (2) that the school heads as well as the teachers exhibited outstanding performance in their respective duties and functions; (3) that the teachers and school heads must exhibit not only outstanding academic performance but also observe values in the physical, intellectual, spiritual, social and economic dimensions.

DISCUSSIONS

The teachers need to be more aware of the significance of values under the different mentioned dimensions. This can be done by having seminars, conferences, and in-service training which will imbue values in the teacher's life. Both administrators and teachers also need to further enhance their status of professionalism so that a smooth relationship will prevail in their daily dealings with one another.

KEYWORDS: administrator, teacher, professionalism, harmonious relationship

SUBMISSION ID: R04A-TANAUA-0170

Adviser's Tool: Improving The Record Keeping of Teachers

Alfred Jan Naparan, President Roxas National High School

Abstract

INTRODUCTION

As an academic community, public secondary schools are not spared from challenges; may it be from refining its teaching- learning delivery to improving its record keeping capacity. In order to address the pressing concerns of the senior high school advisers, this action research introduced the SHS Adviser's Tool that aimed to improve the record keeping of senior high school teacher-advisers. This study also explored how the tool can be enhanced to further ease the burden of SHS teacher-advisers.

METHODS

The participants of this study were six (6) Grade 11 advisers of President Roxas National High School which were selected using complete enumeration. They were interviewed to gather valuable information for this study and they were also subjected to focus group discussion to validate their answers.

RESULTS

Results showed that using this tool reduced the advisers' repetitive tasks of encoding which reduced the risk of committing mistakes in inputting students' record. The use of the tool ensured that the encoded data are accurate. The tool is user-friendly, which also helped advisers in its record keeping of the grades of senior high school students.

DISCUSSIONS

It is suggested however, that the tool must be developed further so that it may be utilized by higher grade level advisers. The inclusion of password as an additional feature of the tool to protect the data and availability of sorting of names was also suggested by the participants. The results demonstrate that the Adviser's Tool helps in reducing the repetitive encoding of grades by teacher-advisers and clerical errors are reduced. With the use of this tool, teachers are spared from redundant and exhaustive tasks that rob them of their valuable time which could have been better used elsewhere, like preparing lessons or checking papers.

KEYWORDS: Senior High School, SHS, Adviser's Tool

SUBMISSION ID: R012-COTABP-0002

Classroom Visitations

Allan Lagus, Department of Education

Abstract

INTRODUCTION

In the educational field, classroom visitation is synonymous with helping, assisting, and guiding teachers to improve their instruction. Classroom visitations redound to the welfare of the students in terms of their total performance. As such, the pursuit of quality must be the top priority of educational authorities. With the increased demand in quality and relevance in education, there is a need for reforms and improvement in the educational system to achieve its goals of globalization and empowerment. With these concerns, proper attention must be given to educational supervision, which plays a vital role in evaluating teaching learning situations, and conditions that affect both teaching and learning. Division Memorandum No. 0624 s.2014 stipulated that instructional supervision is an inherent responsibility of every school heads as embodied in RA 9155.

METHODS

In this study the researcher used the descriptive method. This method of research entails gathering of data, analysis and interpretation to come up with valuable information for the people concerned with the topic being presented.

RESULTS

The respondents in this study are predominantly young, having ages ranging from 26-40 years old. Most of the teachers are Teacher I. Most of them have been teaching for 5 years and below. Teachers agree that the principal relationship is most effective when it is a partnership characterized by mutual cooperation. Classroom visitation / observation guide teachers to improve their instruction for the welfare of the students.

DISCUSSIONS

The research serves as reflective guide for future school heads or inspiring school leader to show a harmonious relationship and guide teachers to improve their instruction for the welfare of the students.

KEYWORDS: Teacher, School Head, Visitation and Observation

SUBMISSION ID: R04A-BATANP-0979

**Alternative Learning System Informal Education Skills Training
Program for Out-of-School Youth and Adults: Impact on Job
Opportunities for the 21st Century Lifelong Learners**

Alberto Canlas

Abstract

INTRODUCTION

This study determined alternative learning systems for informal education skills training program of out-of-school-youth and adults. The study also determined the impact of these alternative learning systems on job opportunities for the 21st century lifelong learners. It was conducted to help unemployed out-of-school youth and adults find jobs after attending the skills training program.

METHODS

Using a descriptive method of research, the study involved 100 out-of-school-youth and adults who attended the skills training program and answered the researcher made questionnaire which consisted of three parts.

RESULTS

The study revealed that out of 100 learners, most of them are youth who are male, single, high school graduates, belong to the low-income families and reside in Brgy. Sta. Lucia. The assessment of skills training program in terms of objectives, management, facilitators' efficiency, learning environment and training resource materials and learner's competency skills obtained "highly effective" interpretation. Most of the respondents are holders of national certificate (NC-II) Employment status of the respondents is low. Most of respondents' perception on job market opportunity are highly in demand. The employee and employer satisfaction got a "strongly satisfied" responses.

Test of the relationships between the respondents' job opportunities and their related profile and education reveals a significant relationship with the employee satisfaction. Objectives, facilitator's efficiency, learning environment and learner's output reveal significant relationships with employee satisfactions. In the same manner, facilitator's efficiency, learning environment and learner's output also reveal significant relationships with employer satisfaction.

DISCUSSIONS

It is encouraged to use the Alternative Learning System in developing knowledge, skills and attitudes among out-of-school youth and adults. Graduates can also try their best in looking for job opportunities that are related to their acquired competencies. Establishing partnerships with the industry would be of great help to increase employment status. Continuous support and assistance from the Local Government Unit in implementing skills training programs and building learning laboratories is also recommended. The

KEYWORDS: objectives, management, facilitator's efficiency, learning environment, learners' competency skills, job opportunities, employment status, employee satisfaction, employer satisfaction

SUBMISSION ID: R04A-QUEZON-0081

**An an alysis on The Competency-Based Performance Appraisal System
of Teachers Towards Its Impact in Teachers Performance**

Joel Mapa

Abstract

INTRODUCTION

School heads play an indispensable role in the performance of every school. They conduct teacher evaluation, determine hiring, professional development, and dismissal of teachers. They also contribute significantly to the school's climate and other factors that directly affect both teacher retention and school-wide success. In addition, they are increasingly expected to lead their schools within a framework of collaboration and shared decision making with teachers and other staff members as well as the community.

METHODS

The study aimed to determine the assessment of OPCRF on its effect on the performance of public secondary school heads from the Division of Rizal during the School Year 2017-2018. The Instrument was adopted from the competencies in the Department of Education-Results Based Management System (RPMS). Quantitative data were collected through a survey questionnaire which consisted of three parts namely: Profile of the Respondents; Assessment on Leadership Capabilities; and Performance Competencies. The statistical tools used in the study were frequency and percentage, weighted mean, analysis of variance and T-test. The study was limited on the assessment of OPCRF and its effect on the performance of secondary school heads as basis for action plan. The research used the descriptive research design.

RESULTS

It was revealed on the over-all assessment of the OPCRF of public secondary school heads is at a very satisfactory level. It further showed that there is a significant relationship pertaining to the level of satisfaction and effect of OPCRF on the performance of public secondary school heads in the Division of Rizal with respect to instructional leadership, learning environment, human resources management and development, parent's involvement and community partnership and school leadership management and operation.

DISCUSSIONS

The assessment suggested that public secondary school heads in the Division of Rizal should continuously improve their performance in all areas of the OPCRF. In addition, public secondary school heads should strengthen their linkages to stakeholders and/or parent's involvement in the school. Finally, public secondary teachers should see to it that all the documents needed in their IPCRF are kept intact to support office performance.

KEYWORDS: School Heads; OPCRF; Results Based Performance Management System;

SUBMISSION ID: R04A-ANTIPO-0025

An Appreciative Inquiry on Performing Secondary Schools in Region Iv-A Calabarzon

Neri Zara, Lucsuhin National High School

Abstract

INTRODUCTION

The full implementation of the Results-based Performance Management System (RPMS) in the Philippines created a strong controversy among Department of Education employees in terms of acquiring high quality performance for their respective schools. To help alleviate the burden of most public schools in achieving such objective, this study aimed to seek the most effective leadership styles and strategies through the told stories of performing secondary schools to create a model for school performance.

METHODS

The study used a narrative methodology framed with Appreciative Inquiry (AI) 4th D cycle on five performing public secondary schools in Region IV-A CALABARZON. Data was gathered through structured interview, FGD, documentary analysis and on-site observation. Coding and thematic analysis of data derived from the story telling of the participants during the AI process while on-site observation, field notes and documentary analysis were used for triangulation.

RESULTS

The findings showed that the schools' performance was best in terms of financial stewardship, process efficiency, leadership, learning and growth. The performance is due to the following aspects: Leadership Styles; High Point Experiences; and Alternative and Innovative Approaches. The schools' best practices had greatly contributed to the holistic growth of the learners to have a healthy mind and body. Furthermore, the use of AI learning activity proved as an effective avenue to explicitly underscore some factors, insights and leadership styles that facilitated the schools' exemplary performance.

DISCUSSIONS

Delivering the best practices in fulfilling school tasks would certainly create positive accomplishments. In the theory of Mintrom (2014), creating the cultures of excellence in all educational institution is a matter of practice or training among its people. Thus, it is important that a leader must create an ideal mind set for his constituents in order to bring everyone in the school organization into meaningful educational accomplishments.

KEYWORDS: Exemplary performance, effective strategies, best practices, AI approach

SUBMISSION ID: R04A-BATANP-2000

**An Assessment of Pantawid Pamilyang Pilipino Program (4'Ps) in
Dinahican Elementary School: Basis for Program Improvement**

Norma Gamboa - Author, Mary Joane C. Azagra - Author Cristina F. Singh -
Author

Abstract

INTRODUCTION

The Pantawid Pamilyang Pilipino Program (4Ps) is a conditional cash transfer (CCT) patterned after the success of different CCTs implemented in Latin American countries such as Bolsa Familia in Brazil and Oportunidades in Mexico. The 4Ps is a government program that provides conditional cash grants to the poorest of the poor families in the Philippines. It invests in the health and education of children aged 0-18 years old from eligible poor households. This program aims to break intergenerational poverty by investing in human capital. This study is significant because it inspires not only people but government leaders to continue helping the poor, and break the cycle of poverty by providing the two objective-social assistance and social development.

METHODS

Descriptive research is the process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, process trends, and cause and effect relationship and the making of adequate and accurate interpretation about such data with or without statistical data.

RESULTS

The result of the study revealed that 4Ps has a good impact to the beneficiaries regarding the health and education components based on the data gathered from the survey. But in regards to the conditionality set by the program, some parents do not strictly observe it. Results also show that there was an irregularity in the selection of the 4Ps beneficiaries.

DISCUSSIONS

4Ps has a good impact in terms of health status because majority of the beneficiaries (87%) undergo regular health check-ups and received deworming pills twice a year. This shows that parents meet the conditions set by the DSWD as the lead agency. Parallel to the study of Hill and Craft (2003) cited by Cabante, P.A (2014), this study revealed that parents involved in a child's education is consistently found to be positively associated with child academic performance. The children whose parents are more involved in their children education have higher levels of academic performance. When it comes to education there is a good impact because most of the grade six pupils' beneficiaries meet the required 85% monthly attendance with regards to their academic performance.

KEYWORDS: Basis for Program Improvement

SUBMISSION ID: R04A-LUCENA-0014

An Assessment Of Instructional Leadership Of Secondary School Principals In The City Of Santa Rosa: Basis For An Action Plan

Glenda Bautista, Department of Education Santa Rosa

Abstract

INTRODUCTION

The study is aimed to assess the instructional leadership of secondary principals in the city of Santa Rosa. There were three (3) groups of respondents namely, eight (8) secondary school principals, one hundred seventy-five (175) school teachers, and one (1) assistant schools division superintendent (ASDS).

METHODS

The descriptive method was used in the study. The following are the statistical analysis applied in the study: frequency counts and percent distributions were used in presenting the profile of the respondents, the median was used to check the validity of the assessment in terms of setting goals, allocating resources for instruction, managing curriculum, evaluating teachers and viable home school relations. These indicators are used to measure the instructional leadership of the secondary school heads. In testing the hypothesis of the independence of the instructional leadership on the principal's socio- demographic profile, the study used the chi-square test of independence.

RESULTS

Based on the findings of the study a proposed action plan for instructional leadership is necessary.

DISCUSSIONS

Results of the study revealed that majority of the secondary school principals belong to 41-50 years old, female, married with doctorate degree and having 6-10 years in service. The instructional leadership of the secondary school principals as assessed by their teachers and assistant school's division superintendent (ASDS) indicated that they were proficient, while their assessment revealed highly proficient. The principals' instructional leadership was not dependent on their socio- demographic profile and the factors affecting their instructional leadership in terms of school level, teachers' level and student level such as viable and guaranteed curriculum, safe and orderly environment, clear and focus vision, mission, opportunity to learn students time on task, frequently monitoring of student progress and home school relationship.

KEYWORDS: instructional leadership, secondary school principals, leadership,

SUBMISSION ID: R04A-STAROS-0037

An Assessment of The Extent of The Implementation of The Graduate Studies Standards of Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc., Nasugbu, Batangas: Basis for The Proposed Accredited

Edmund Evangelista, Department of Education

Abstract

INTRODUCTION

Higher education institutions (HEIs) play a vital role in preparing a country to be globally competitive through the skilled human capital resources it produces. The task is demanding as the institution has to constantly check itself against the standards in place and keep itself abreast of the latest demands of the labor market. This involves investing in a considerable amount of resources to develop its faculty, research, and facilities.

METHODS

This study used a descriptive -comparative study. The main instrument used in this research was a survey questionnaire. To process the data, the researcher used the SPSS Software. Data analysis involved the computation of frequencies and percentages for nominal in the profile of the respondents. Weighted mean and ranking were used to perceive the assessment of respondents on the extent of the implementation of standards in higher education of DFLCMCFI. One-Way Analysis of Variance (ANOVA) and Post Hoc Tukey's Honestly Significant Difference (HSD) Test were used to determine the significant differences of the assessment of the respondents and to determine the agreement between the significant differences among respondents. Pearson r was used to determine the significant correlation in the assessment of the respondents when they were grouped based on their profile variables

RESULTS

Results of the study showed that all seven standards: Research, Library, Physical Plant and Facilities, Faculty, Curriculum and Instructions, Admission Requirement and Administration were implemented to a great extent (GE). However, library, research and physical plant and facilities must be given focus by the administrators

DISCUSSIONS

All of the seven (7) standards set by the CHED were implemented to a great extent (GE) by DFLCMCFI. Administration standard as suggested by its grand mean of 4.42, ranked first. This implied that the effectiveness of the administration in fulfilling its mission for the graduate students was evident. Likewise, DFLCMCFI implemented to a great extent (GE) its library standard but with a lowest rank of seven (7) with a grand mean of 3.59. This implied that the institution had a library for staff and student used but the said facility must be accessible at all times to support independent learning.

KEYWORDS: extent, implementation, graduate studies, standards,

SUBMISSION ID: R04A-BATANP-1832

An Assessment of The Teacher's Professional Competencies in Mataas Na Pulo Elementary School: Basis for The Implementation of an Action Plan

Agnes Paciona, Department of Education Batangas

Abstract

INTRODUCTION

Education is the most important tool in promoting the economic growth of developing countries like the Philippines. Today, innovations continue to exist in society, thus, one must be globally competent in one's chosen field, equipped with the necessary skills, and know how to adapt to an innovative environment. There is a need to increase the demand of competitive individuals to address the needs of the country and be a partner of the nation's progress. With a goal as important as this, the researcher found it very important to come up with a study on the teachers' professional competency in Mataas na Pulo Elementary School. This study would help to determine whether these observations and perceptions are true. This would assess how competent the teachers are, would discover the competency they less practice and hopefully, provide a course of action on how to remediate the identified problems.

METHODS

The study covers the competencies of teachers in terms of personal qualities and teaching skills. Respondents were limited only to teachers of Mataas na Pulo Elementary School, Nasugbu Batangas and the grade six (6) students from the schools. The descriptive method of research was used by the researcher to describe the present conditions regarding the competency of elementary teachers of Mataas na Pulo. The researcher administered questionnaires for teachers and students to gather the data.

RESULTS

As assessed by the teachers, the highest score for personal quality that was ranked was teachers observed proper grooming and had a pleasing personality. In the competency of teachers in terms of teaching skills, mastery of the subject matter ranked first. This means that they gave time and effort to be capable of analyzing and sequencing activities regarding the subject matter to be able to master the lesson and be ready. In terms of the competency of teachers' management skills, the first in the rank is that management skill which described those teachers prepares well for the day. It means that teachers prepared even ahead of time.

DISCUSSIONS

Teachers and students assessed that teachers have a very satisfactory competency. Teachers should be encouraged to attend seminars and enroll in graduate school as this will expose them to advanced instructional methods for professional development

KEYWORDS: Competency, management skills, personal qualities, teaching skills

SUBMISSION ID: R04A-BATANP-0250

An Assessment of the Transparency, Ethical, and Accountable Governance (TEA) Practices among Elementary School Administrators in Nasugbu East District: Basis for an Enhancement of Leadership Skills

Ma. Rita Luz De Padua, Batangas Researchers Association For Value-Driven Education

Abstract

INTRODUCTION

Leadership is a process wherein an individual influence a group of individuals to achieve a common goal. Without effective leadership, an organization cannot achieve its vision, mission, and objectives.

METHODS

This descriptive research was conducted to assess and the governance practices of elementary school administrators in Nasugbu East District through Transparent, Ethical, and Accountable (TEA) Governance Practices. Eighteen (18) elementary school administrators in Nasugbu East District were purposively chosen as participants. Questionnaires, were used as the main data gathering instrument.

RESULTS

Results show that respondents' leadership skills were revealed to be practiced always. Particularly, school administrators always render regular and accurate financial reports on MOOE and other funds generated from other sources as this indicator ranked first. Results of the study also showed the positive impacts of TEA governance practices as perceived by the respondents. It was also found out that there was no significant relationship between the respondents' assessment of their TEA governance practices when grouped according to profile variables. The impact of TEA governance practices was revealed to be positive; thus, this may be applied by school administrators in their leadership practice. The proposed action plan had identified the areas of concern based on the self-assessment of the respondents. It was designed to enhance their leadership skills through TEA governance practices.

DISCUSSIONS

Based on the findings cited, it is concluded that through consistent practice of TEA Governance Practices leadership skills can be improved. The action plan may be adapted and implemented to enhance leadership skills.

KEYWORDS: leadership skills, elementary school administrators, T.E.A. governance practices

SUBMISSION ID: R04A-BATANP-0401

An Assessment on Teachers' Practices in Managing Classroom Behavior and Teaching Techniques in Pansin Elementary School

Estela De Grano, Amare Fay Eunice Digma - Amare

Abstract

INTRODUCTION

In managing classroom behavior, the most important rule is to be consistent in how you deal with your pupils. Praise and reward good behavior and refuse to tolerate troublemakers. If your class can see that you're firm in your discipline, they're less likely to challenge your rules inside the classroom. The purpose of this study is to find out the teacher's practices in managing classroom behavior as well as their teaching techniques in order to address the problems in school.

METHODS

The study used a descriptive research design because of the nature of the variables that were all at hand to produce data required for quantitative and qualitative analysis. This research design also allows for simultaneous description of views, perceptions, and beliefs at any single point of time. (Digma, 2015) Basic statistical treatment like getting the weighted mean and averaging were used to come up with the results.

RESULTS

The research analyzed and measured the teacher's practices in managing classroom behavior as well as their teaching strategies. A total of 30 teachers from Pansin Elementary School participated in the study. With varying Positions in the Institution, Highest Educational Attainment and Length of Employment, majority of the respondents had been working for over 2 years in the schools studied. This implies that teachers were already acquainted with their practices in managing classroom behavior as well as their teaching strategies. The researchers assessed if these factors are evident or not in the daily teaching routine of the teachers in Pansin Elementary School. In terms of managing classroom behavior, the results showed that teachers in the said institution were confident that they were managing the behavior of their pupils well with the weighted mean of 5.70. On the other hand, their specific teaching techniques in terms of dealing with their pupils show that they often coach positive social behavior by giving incentives and praising positive behavior based on the weighted mean of 4.91.

DISCUSSIONS

This study showed that though teachers are confident in managing the behavioral problems in classroom and that they have the ability to promote pupils with emotional, social and problem-solving skills they still commit lapses with the specific teaching techniques that will help them in managing their pupil's behavior like 1. Using problem solving strategy 2. Using anger management strategy for themselves and 3. Using emotional coaching.

KEYWORDS: assessment, classroom management, teaching strategy

SUBMISSION ID: R04A-CAVITP-1524

An Evaluation on The Implementation of Mother Tongue-Based Multilingual Education in Relation to Teachers' Profile and Pupils' Academic Achievement in Mathematics: Basis for Lesson Exemplar

Jayvee Nuestro

Abstract

INTRODUCTION

Language and education are intertwined concepts such that no education related practices and activities can take place without the former. The prohibition and the use of mother tongue have come and gone throughout history. However, Cook (2001) points out that most teaching methods since the 1880s have categorically avoided the integration of the first language in schooling.

METHODS

This study utilized the descriptive survey design method. A survey design is used when "investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population" (Creswell, 2012, p. 376).

RESULTS

There are significant differences in the extent of the implementation of Mother Tongue -Based Multilingual Education as assessed by the teacher respondents and their profile in terms of age, years of teaching experience and educational background. There is no significant difference in the extent of the implementation of Mother Tongue- Based Multilingual Education as assessed by the teacher respondents and their profile in terms of ethnicity. There is a significant difference in the extent of implementation of Mother Tongue - Based Multilingual Education as assessed by the teacher respondents and the level of academic achievement of pupils in Mathematics.

DISCUSSIONS

The administration should consider sending younger generation of teachers to seminars for them to be updated of various Department of Education orders in relation to subject teachings as incorporated in the K- 12 Curriculum. Experienced teachers teaching Mathematics are encouraged to coach new teachers in Mathematics teaching in terms of the update in the preparation of lesson plan and syllabi in Mathematics. The head of the school should always encourage college graduate teachers to look into the importance of upgrading their profession to a higher level for them to be more effective in the implementation of the Mother Tongue - Based Multi-Lingual Education in Math Teaching.

KEYWORDS: nuestro06

SUBMISSION ID: R04A-CAVITP-1166

**An Inquiry into Continuing Professional Development of Teachers of a
Public Secondary School in Kawit, Cavite: A Basis for Planning and
Conducting Future CPD Activities**

Cyril Marie Datan, Department of Education

Abstract

INTRODUCTION

The K-12 program changed the landscape of Philippine education and its implementation requires teachers to improve. One way is by engaging in continuing professional development (CPD) activities. Participation in CPD is important to retain a high-quality teacher workforce with professional skills and abilities. This study assesses the continuing professional development needs of teachers which can serve as a basis for planning and preparing future CPD activities for teachers.

METHODS

Quantitative and qualitative methods were used in this study. The respondents were teachers of a public secondary school in Kawit, Cavite. A set of questionnaires were sent to all fifty-six (56) teaching personnel, asking them a range of questions about CPD activities they have participated in for the past 18 months. From these respondents, ten (10) teachers were selected as part of a focus group. Interviews were carried out for each participant from the focus group. A set of questions were asked to each participant, recorded and later open coded.

RESULTS

Results showed that female teachers spend more time participating in CPD compared to male teachers. Younger teachers participate more compared to their older colleagues. The top CPD activities that teachers participated were Department of Education-sponsored trainings and seminars. Most teachers attend CPD for professional growth and development. Financial difficulties hinder most teachers to participate in CPD. The top area of teacher development that teachers would like to engage to in the future is Content and Performance Standards.

DISCUSSIONS

One of the important findings of this study was that teachers would want to engage in more CPD activities but some of them did not recognize the importance and usefulness of it. The implications of this study to educational leadership is anchored in the belief that teachers are the heart and soul of education. The achievement and promotion of learners are not the only ones that should be put as a top priority but also the development of teachers professionally and personally. The need for CPD, not just for the sake of earning CPD points for license renewal, is something that school administrators and authorities must take with utmost consideration. Understanding teachers' needs and views regarding CPD may be helpful to facilitate and improve the CPD processes for teachers.

KEYWORDS: Continuing professional development, teacher development, educational management

SUBMISSION ID: R04A-CAVITP-1256

**Analysis of Performance and Level of Job Satisfaction of Teachers as
Basis of Plan of Action in Improving School Governance**

Ricardo De Guzman, Department of Education

Abstract

INTRODUCTION

Teachers play an indispensable role in developing a literate and functional society. As individuals, teachers are just like ordinary workers that always deal with their clients, the students and their superior, the principal. Their satisfaction is affected by different factors such as their own personality, their teaching climate and even their compensation. In return, their satisfaction affects their performance. This is the reason why the conditions, sentiments, satisfaction, and general well-being of teachers must always be considered in planning. The researcher believes that teachers' job satisfaction must be rated in order to overcome any possible negative elements that may affect their performance to improve school governance.

METHODS

Descriptive method was employed using questionnaires administered to twenty-six (26) teachers to determine their level of job satisfaction. Documentary analysis of their IPCRF was done to identify their level of job performance. Interviews were conducted to substantiate the data. Data were treated using weighted mean, t-test and ANOVA.

RESULTS

Based from the IPCRF of the teachers, the performance of the teachers is very satisfactory. As to the level of job satisfaction, the teachers are highly satisfied with job security and are satisfied with the interpersonal relationships with colleagues, potential for professional growth and interpersonal relationships with students. Interviews revealed they feel very secured with their employment status as regular permanent in the Department of Education. They were also satisfied with the opportunity to pursue post graduate studies and with the seminars and trainings provided to them for free. On the other hand, teachers were not satisfied with the security and safety of the working place and are slightly satisfied on the supervision by school head, transparency, and canteen services. Moreover, teachers are also slightly satisfied with the availability of privileges, benefits and deductions, teacher's teaching evaluation, teaching-learning materials, facilities, school/division policies and sense of accountability.

DISCUSSIONS

The results revealed that even the teachers are not satisfied and slightly satisfied in some areas but they are still performing very satisfactorily. No significant difference established between the level of satisfaction and the respondents identified profile. A plan of action was proposed.

KEYWORDS: Performance, Job satisfaction, Plan of action, Governance

SUBMISSION ID: R04A-QUEZON-0125

Application Project: WE CARE: Wellness of Every Child by Assuring Responsive Environment

Mhelody Andal, Department of Education Lipa City

Abstract

INTRODUCTION

Child friendly school is based on the fact that various children bring diverse learning experiences from their homes and communities. Similarly, child friendly school harmonizes challenges children normally face at home and in the community, which make it difficult for them to enroll, regularly attend school and perform well in the school. With this application project it aimed to address the identified factors that influence the implementation of Child-Friendly School in Bulaklakan Elementary School, Division of Lipa City. It also intended to give proper intervention in order to meet the targeted percentage of indicators in becoming CFS. Further, this application project also anticipated that internal and external stakeholders were mobilized to fully realize the implementation of Child-Friendly School

METHODS

The researcher utilized the descriptive research with the use of survey questionnaires, focus group discussion and interviews. The study adopted the systems theory by Ludwig Von Bertalanffy where in the questionnaires were administered to seventy (70) parents, thirty (30) students and seven (7) teachers of Bulaklakan Elementary School, Division of Lipa City. The data gathered were interpreted upon applying statistical treatment such as frequency, percentage and weighted mean.

RESULTS

After the application of intervention plan for CFS, the school garnered a rating of 83.87% or 52 out of 62 indicators in the post- assessment compared to 44% or 27 out of 62 in the pre-assessment of CFS. This surpassed the target expected output rating of 80% of action item of becoming a Child-Friendly School in the Division of Lipa.

DISCUSSIONS

Based from the application project, program interventions were effectively utilized in order to address the identified factors that influence the implementation of Child-Friendly school. Internal and external stakeholders were mobilized in the implementation of Child-Friendly School. Other school may benchmark the utilized intervention program in order to assure the wellness of every child and assure responsive environment to fully implement the Child-Friendly School.

KEYWORDS: Child-Friendly School, intervention, stakeholders

SUBMISSION ID: R04A-LIPAC1-0177

Approaches to Improve of Grade I Pupils of Banaba Center Elementary School

Erlinda Delgado

Abstract

INTRODUCTION

Reading is the key that unlocks the world of enlightenment and enjoyment and the basic tool for learning in the content field. It is the primary avenue to knowledge and a tool for seeking information, ideas and even hope for the future. It is a subtle but a complex process that involves different stages, sensation, perception, comprehension application and integration.

METHODS

The researcher used the descriptive method of research in education. The survey questionnaire was the main tool in data gathering. The study had a population of two hundred fourteen (214) pupils including kindergarten pupils. Out of this population, only thirty-five (35) grade one pupils were selected as respondent. The teachers of grade one pupils were asked to prepare the pupils' profile and inventory. They prepared the reading inventory result.

RESULTS

After the investigation, it was found out that majority of the grade one pupils fall on instructional level and need to be enhanced in reading skills. It was also found out that grade one pupils perform better in posttest than on pretest; The most effective and common methods used by the teacher in reading at Banaba Center Elementary School are Guided Reading Approach, book flooding, basic sight words and tutorial.

DISCUSSIONS

Based from the result of the Post -test given to the pupils, it was found out that there was an improvement in the reading ability of the Grade I and II pupils. There were six (6) or (26 %) belong to the Independent Level, thirteen (13) or (37 %) belonged to Instructional level and four (4) or (11%) belonged to Frustration Level in Grade I class.

In Grade II class there were seven (7) pupils also tested in reading skills and it was found out that based on the result of the Post -test there was also change. There were four (4) or (15 %) of the pupils who belonged to instructional level and three (3) or 11 % were in the independent level.

KEYWORDS: Reading Approaches, reading level, reading intervention.

SUBMISSION ID: R04A-BATANC-0086

**Assertive Discipline: A Classroom Management Scheme for
Transforming Pubescent Behavior**

Jannete T. Vidal, Department of Education Imus City

Abstract

INTRODUCTION

This study determined the effects of assertive discipline transforming pubescent behavior. Involved in this study were 50 grade VI section Sampaguita pupils of Buhay na Tubig Elementary School, Imus Cavite during the school year 2016 - 2017.

METHODS

The researcher adopted the qualitative and quantitative method with the observation checklist as the major instrument in gathering data. To further strengthen and validate the information found in the observation checklist, focus group interview and class observation were also used. The data gathered in the focused group interview were presented in a narrative form and interpreted using frequency, percentage, ranking, t-test and ANOVA.

RESULTS

The most disciplinary problem among students is irresponsibility. This involved missing assignments, not finishing one's work, and lack of cooperation with classmates in doing monitorial or group work.

During this age, the children reveal a "don't care or bahala na attitude". Furthermore, the second disciplinary problem is aggression which involved writing on desk / walls, shouting at the top of one's voice and teasing classmates in class. The third disciplinary problem is rudeness which is not listening when another is talking or explaining something, transferring from one place to another while class is going on, and passing notes as the lesson is going.

DISCUSSIONS

There were different types of behavior manifesting irresponsibility, aggression and rudeness after the experiment but they were not as frequently manifested as before the start of the experiment. There was a significant difference in the type of behavior manifested by the subjects before and after the experiment on irresponsibility, aggression and rudeness. Assertive discipline is very effective in transforming pubescent behavior.

KEYWORDS: Assertive Discipline, Classroom Management Scheme, Transforming Pubescent Behavior

SUBMISSION ID: R04A-IMUSC1-0016

Assessing Congruency of Competencies in Examinations in Science through Supervision (Access)

Redella Vista, Department of Education Laguna

Abstract

INTRODUCTION

This action research was aimed to improve the achievement levels in Science for both elementary and secondary levels which are priority programs of the school's division of Laguna. Learning Science should develop students as inquirers, help them become scientifically literate, and mold them as caring and responsible individuals who will think critically and creatively when solving problems and making decisions about aspects affecting themselves.

This 21st century purpose of science must be relevant to the interests of the students, providing them with opportunities to explore the connections between science and everyday life.

In order to address this concern, learning specialists and classroom teachers should find ways on how to make better delivery of instruction to their students. One way of checking whether learning is taking place is through assessment.

METHODS

This action research involves gathering 1st and 2nd quarter assessment results thru a link on-line, then assigning MPS to determine the seven-mastery level.

RESULTS

The 1st quarter assessment results show that 9,512 out of 36,517 of secondary learners (26%) are within the Absolutely No Mastery and Low Average Achievement Level. Root cause analysis revealed the following causes: Unclear instruction, poorly prepared or constructed test items, questions that do not guide learners to real life situations, and questions which were not congruent to the competencies.

The collected information about the nature and extent of learning outcomes was given priority during Learning Action Cell of selected secondary schools. Topics for LAC session were recommended for improvement by Revisiting of Budget of Work, Design of Assessment Tool and Remediation, Modify Table of Specification, and revisiting how to make test questions.

During the 2nd quarter assessment, 7,483 out of 38,001 of secondary learners (20%) are within the Absolutely No Mastery and Low Average Achievement Level which represents a decrease of 6% from the 1st quarter assessment result and increase in the mastery level in terms of MPS.

DISCUSSIONS

However small is the difference in the improvement of the MPS, the initiative to reach a much higher goal is at hand. The 2nd quarter effort to increase the MPS will be reinforced by the following: continuous assessment plan, revival of Evaluation of Learning Outcome Committee per school (ELOC), conduct of capacity-building and workshops on the use of assessment data to enhance practices and programs, and harmonization of content and learning resources

KEYWORDS: Assessment, Mean Percentage score, Mastery Level

SUBMISSION ID: R04A-LAGUNA-0027

**Assessing School-based Managed Programs 2018-2019 thru the Lens of
Parents: An Integral Part of Feedback Mechanism among School
Stakeholders**

Jocelyn Arquillo, Sico Emerson, & Ma. Alona

Abstract

INTRODUCTION

Every school community has its own share of problems that need to be addressed. One key response of the Department of Education is the implementation of School-Based Management (SBM). It was officially implemented as a governance framework of Department of Education with the passage of RA 9155. Through the SBM, the involvement of the family, community and other stakeholders in the holistic development of a student is valued by every school administration. As an integral part of the feedback mechanism among school stakeholders, the assessment of parents on SBM programs are vital as the school strives to develop life-long learners among its clientele.

METHODS

Mixed method was used in data gathering. The researchers made a survey questionnaire with close-ended questions and open-ended questions to determine the importance of the academic and extra-curricular school activities.

RESULTS

It was found out that in terms of importance in each area of focus, parents valued health-related programs the most, like the National Drug Education Program (NDEP), and Deworming with the Mean Percentage Score (MPS) of 91.00%. It was followed by the regular meetings between the internal and external stakeholders, with 90.50% MPS. The third ranked area of focus is values formation related programs like Model Student of the Month and Family Day, with 88.25% MPS. The researchers are surprised to know that academic programs ranked fifth of importance, with 85.25% MPS. Moreover, the involvement of the students in activities connected to arts ranked last, with 83.25% MPS.

In terms of the parents' level of awareness on the importance of their children's participation on school programs, academic- related activities ranked first with 89.75% MPS, compared to the extra-curricular activities with 88.75% MPS. Lastly, parents commented that existing academic and extra-curricular programs be continued, to come up with more school-based contests, to implement regulation minimizing students' exposure to mobile gadgets, and to provide computer-based activities which would enhance students' HE skills.

DISCUSSIONS

The results of the study show that school administration must take necessary actions like campaign drives, symposium and conferences to discuss the importance of each school activity, both in academic and extra-curricular and to serve as a channel to strengthen external stakeholders' involvement and engagement.

KEYWORDS: Feedback Mechanism, Parents, Stakeholders, SBM

SUBMISSION ID: R04A-BATANP-0478

Assessing The Status of Canteen Management in The Pagsanjan Public Elementary Schools Based on Standards

Marites Avila, Department of Education Laguna Pagsanjan District

Abstract

INTRODUCTION

Schools are directed to oversee the daily nutritional needs of its students and faculty through the service of school canteens. There is an undeniable occurrence of reported incidents of food poisoning among local school canteens over the years. These reported conditions were due to the lack of information and compliance on food service standards. In many Philippine schools, the standards on sanitation, safety, and food service remain unchecked. For this reason, the researcher finds it imperative to determine the status of the eleven (11) public elementary school in Pagsanjan District as prescribed in Department of Education Order No. 8, s. 2007 (Operation and Management of Canteen in Public Schools). The study is undertaken with great urgency in order to correct, improve and further develop the school canteen standards for the maximum benefit of its local communities.

METHODS

This study used the descriptive method of research utilizing questionnaires, interviews, and observation as the tool in data gathering. The respondents of this study were one hundred fifty-four (154) teachers and two hundred seventy-two (272) Grade VI elementary pupils of the eleven public elementary schools in the Pagsanjan District.

RESULTS

Based on the findings of the study, the status of canteen management in the eleven (11) public elementary schools in Pagsanjan District is in good quality. However, the canteen managers assigned are not graduates of HE/TLE degree programs. The income utilization is not allotted properly to what it was intended due to over expenditure of the school. Canteen building structure was not suitable due to limited space and lack of exit doors. Majority of school canteens had no sanitary permits but were still operating. Canteen personnel did not undergo trainings or seminars on food safety.

DISCUSSIONS

It is recommended that the eleven (11) elementary schools in Pagsanjan District should: (1) Seek sponsorship from local or private sector for the improvement of its canteen facilities; (2) Request the Public Health Officer to train canteen personnel in food safety; (3) Seek the help of an architect and the Municipal Engineer for the proposal of a separate budget for canteen facility based on the standard layout; (4) Propose a request to the principal coordinator on information and communications technology (ICT) to launch training for canteen managers on basic auditing and accounting with the use of MS Excel; (5.) Implement and adopt the suggested action plan to improve the status of canteen management in Pagsanjan District; (6) Provide Trainings for canteen managers pertaining to the operation and management of school canteen to enhance their skills in canteen supervision; and (7) Conduct similar studies to further improve canteen management.

KEYWORDS: Canteen Management, Food Safety

SUBMISSION ID: R04A-LAGUNA-0052

Assessment of Leadership and Professional Qualities of School Administrators in Tanauan City East District: Basis for a Training Program

Josefina D. Amante, Saliktanaw Member
(Adviser: Josefina Amante)

Abstract

INTRODUCTION

The school as an organization needs to carry out its functions effectively and efficiently. The consequences of what the school does is oftentimes attributed to school management and the moment school management enters into the picture of the school organization, the crucial person who is always being referred to is the school head. Furthermore, the challenges of 21st century global and technological advances have placed school leaders and teachers under more pressure than ever before.

METHODS

This study is a descriptive research. The principal aim in employing this method is to describe the nature of a situation as it exists at the time of the study by exploring administrative and supervisory behaviors. Data collections were conducted in order to test hypotheses or to answer questions concerning the current status of the subject of the study. This study was conducted in public schools in Tanauan City East District

RESULTS

Findings of the study showed that there is a significant relationship between the demographic profile and the leadership and professional qualities of the school heads and teachers. The school heads need learning about school management and administration; hence, a training program is needed where they can develop their skills as school heads.

DISCUSSIONS

School heads should conduct team building activities and acquire knowledge in organizing/setting programs for the school. They must conduct a program that will stimulate and simulate positive values among teachers. School administrators also need to motivate teachers on self-development. There is a need to work hard in order to demonstrate the school heads' leadership and professional skills. School administrators need to read more about the Department of Education order and memorandum so that they will be aware about school functions. A training program is also needed to assist school administrators to meet their full potential as school leaders

KEYWORDS: school management, functions, organization

SUBMISSION ID: R04A-TANAUA-0131

**Assessment of Office Performance Commitment and Review Form
(Opcrf) and Its Effect on The Performance of Public Secondary School
Heads in The Division of Rizal: Basis for an Action Plan**

Margie Mapa

Abstract

INTRODUCTION

Public concern about teachers has sparked a demand for stricter standards and more rigorous controls regarding quality students, teachers and administrators. Society has become global, and the expectations for our students and society are high because these school children will be forced to compete in a challenging and complex society. The public wants the best for their children, and they are concerned if the teachers and school administrators are capable enough of giving these children the best possible education.

METHODS

The study analyzes the competency-based performance appraisal system of teachers and its impact on teachers' performance. The instrument was adopted from the competencies in the Department of Education-Results Based Management System (RPMS). Quantitative data were collected through a survey questionnaire consisting of three parts namely: profile of the respondents, and job performance with subtopics focused on A. Teaching -Learning Outcome in Instructional Competence; B. Professional and Personal Growth, Punctuality and Attendance, and Plus Factor. The statistical tools used in the study were frequency and percentage, weighted mean and analysis of variance. The study was limited on the analysis on the competency-based performance appraisal system of teachers towards its impact in teacher's performance. The research utilized the descriptive research design.

RESULTS

After the study conducted, it was revealed that the over-all analysis on the competency-based performance appraisal system of teachers towards its impact on teachers' performance was at a very high level. Moreover, the number of years in service and educational attainment affected the performance of teachers, Finally, gender, civil status, monthly family income and number of trainings attended do not affect the performance of teachers in instructional competence, professional and personal growth, attendance and punctuality, and plus factor.

DISCUSSIONS

The assessment suggested that educators should be more conscious in strengthening programs and projects geared towards increasing productivity of teachers' performances. It was highlighted that incentives be provided to faculty members who performed well in their works. Integration of performance appraisal into a formal goal setting system should be strengthened

KEYWORDS: Performance Assessment; Public Secondary School Heads; OPCRF;

SUBMISSION ID: R04A-RIZALP-0414

**Assessment of Safety Needs and Social Support Mechanisms of
Students at TMCNHS: Basis for the Development of Guidelines for the
Code of Conduct under The Department of Education Child Protection
Policy**

Amelita Diloy, Trece Martires City Senior High School

Abstract

INTRODUCTION

A safe environment is recognized as an important factor in attaining the higher learning outcome or what we call as quality education. The importance of children's personal safety in the context of protection is deeply enshrined in the Philippines through its national laws and policy directions. This study was conducted to develop guidelines for the localization of the code of conduct through assessment of the safety needs and social support mechanisms of students.

METHODS

A descriptive-correlational design was employed in the presentation of the results. Single factor ANOVA was utilized to determine the difference between the respondents' perceptions of the extent of occurrence of violence in school and the perception on the extent of implementation of the different students' support mechanisms. The relationships between the respondents' perceptions and demographic profile was determined using Chi-square test of independence. Focused group discussion (FGD) and documentary analysis was also used to support the data gathered from the survey.

RESULTS

Results showed that the most common concerns of students on safety against violence in school were: bullying, corporal punishment, and verbal abuse. It was also revealed that there was a significant difference between the respondents' perceptions on the extent of occurrence of violence in school and the extent of the implementation of the students' support mechanism. It was disclosed in the FGD that the main concern was access to the student's support mechanisms. Students lacked awareness of programs in school against violence and that they should access these programs anytime with or without the threat of violence.

DISCUSSIONS

The results established the necessity to strengthen the implementation of the student's support mechanisms as a preventive measure against violence and as means of reporting occurrences of violence in school. A clear code of conduct anchored on the context of the school is also necessary to establish expected behavior among students, school personnel, and other stakeholders.

KEYWORDS: assessment, safety in school, child protection, code of conduct

SUBMISSION ID: R04A-CAVITP-0171

Assessment of School-Based Management Level of Practice and The School's Initiatives Effectiveness

Rufina M. Malabanan & Vanessa Lusuegro, Latian Elementary School

Abstract

INTRODUCTION

School-Based Management (SBM) practices in the country is a manifestation of participative decision making. It is also the decentralization of the decision-making authority in school. At the school level, school heads, teachers, and students work together with community leaders, and local government officials, and other stakeholders to improve school performance. It is essential that the school's initiatives must be aligned with the priorities indicated in the School Improvement Plan and implemented through SBM as a governance strategy of the public schools

METHODS

The study used a descriptive quantitative research. The respondents were chosen purposively by the researchers. Certain criteria were set in order to identify who best meets the aim of the study. Document analysis, survey questionnaire, and focus group discussions were done to gather the necessary data that will be interpreted in the study.

RESULTS

The significant findings of the study were the SBM level of practice and school initiatives' effectiveness signified alignment in terms of the four principles namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources with maturing SBM level of practices and registered "effective" school's initiatives.

DISCUSSIONS

Relative to the Department of Education Rationalization Program in which district leadership was redirected to primarily instructional leadership, elementary schools strongly felt the transfer of significant decision-making authority from district offices to schools. The present study presented the real scenario in terms of levels of practice and schools' effectiveness for further deliberation and planning. This will lead to effective management of the school which redounds to good governance and quality learning.

KEYWORDS: Reading, Comprehension, Intervention program

SUBMISSION ID: R04A-CALAMB-0369

Assessment of The Effects of School-Based Management in District Ii-E: Basis of Enhanced Sbm Plan

Esteban Casauay

Abstract

INTRODUCTION

School management has been a proceeding with challenge among all school administrators. The study was conducted in the Area of District II - E of the Schools Division of Antipolo City. The Division office is located in Barangay San Isidro which is considered as the essential issue of instructive advancement in the City the Schools Division of Antipolo office has officials from the Branch of Instruction that screens and administered all essential training organizations inside the city. This study attempted to determine the effect of the school-based management practices in relation to the performance of the school during school year 2018-2019.

METHODS

The study aimed to assess the effects of School-Based Management in school. The instrument was adopted in the SBM competencies. Quantitative data were collected through a survey questionnaire which consisted of three parts namely: Profile of the Respondents; The Effectiveness of the School-Based Management of District II - E as Assessed by the Administrators and Teachers in terms of Leadership and Governance; Curriculum and Instruction; Accountability and Continuous Improvement; Management of Resources; The Test of Significance of the Assessment of Administrators and Teacher Respondents on the Effectiveness of School-Based Management in the Performance Level of Schools in terms of Dropout Rate; Graduation Rate; Promotion Rate; and the Average School-Based Management Rating. The Significant Relationship between the School Performance level and School Based Management Rating. The research utilized the descriptive research design.

RESULTS

After the study conducted, it was revealed that the administrators assessed the effectiveness of school-based management as 4.26 with a verbal interpretation of strongly agree while the teacher assessed as 4.17 with a verbal interpretation of agree with an overall mean of 4.22 with a verbal interpretation of strongly agree. The computed p-values for the relationship between school performance with respect to the school-based performance rating are all greater than .05. This accepts the null hypothesis stating that there is no significant relationship between school performance with school-based management rating.

DISCUSSIONS

The assessment implied that success in school performance is not dependent on the school-based management rating; however, it showed that there is a weak relationship between the school performance and school-based management rating which means the dimension of school-based management could enhance to strengthen this relationship.

KEYWORDS: School Based Management; CIP; Action Plan

SUBMISSION ID: R04A-ANTIPO-0026

Assessment of The Management Practices of Secondary School Head Teachers Associated with The Performance of The Teachers in The Division of Rizal

Ma. Asuncion Sierra, Rizal Association of Public Secondary School Heads Inc.

Abstract

INTRODUCTION

This study assessed the management practices of secondary school head teachers associated with the performance of the teachers in the Division of Rizal. This study aimed to answer questions such as the demographic profile of the respondents, how do the teachers and the Head Teachers assess themselves in their management practices and what is the assessment of the respondents on the level of teachers' competencies.

METHODS

This study employed a descriptive method. It used a researcher-made questionnaire to generate data. It was used to gather relatively limited data from relatively large number cases. The purpose was to gather information about the variables under the study. Survey research generally served the purpose of describing prevailing conditions; characteristics of a group of people or objects; opinions, attitude and impressions of people. Data gathering was done in a purposive manner.

RESULTS

Based on the findings of the study, the respondents are mostly 35- 41 years of age. Majority of respondents have masteral units and have been in the service for 8-14 years. Most of the respondents' rank is Teacher I. The Head Teachers' self-assessment in managerial planning, organizing, leading, and controlling is very highly effective. Assessment of the teachers on the level of teachers' competence on the mastery of the subject matter, understanding the learner, applying principles and methods of teaching, understanding and taking pride of teaching, and general understanding of other branches and field of knowledge is always observed. The respondents have a very satisfactory rating.

DISCUSSIONS

School heads should integrate activities involving performance of the administrators' functions to increase the subordinates' awareness on the importance of management practices. They should also look deeply into their employees' welfare by effecting improvement along the areas where they manifested dissatisfaction. Teachers should be encouraged to pursue higher studies to help themselves progress, personally and professionally. They should be more enterprising and independent to know the ins and outs of the situation of teachers. Teachers' work motivation and job satisfaction should be enhanced because it is closely linked to the success of teachers in the task.

KEYWORDS: management, head teachers, practices

SUBMISSION ID: R04A-RIZALP-0488

**Assessment of The Organizational Climate among Public Elementary
Schools: Basis for an Enhancement Program**

Vilma Delizo, Department of Education

Abstract

INTRODUCTION

Schools, just like any other organization, create their own atmosphere. The atmosphere in the school affects the morale, productivity, and satisfaction of all the people involved in the school. The organizational climate in selected public elementary schools in CARSIGMA was used to be the basis for the development of an enhancement program.

METHODS

The descriptive type of research was used since the focus of this study is the existing organizational climate in some selected public elementary schools in CARSIGMA.

RESULTS

Faculty relations, student interaction, leadership and decision making, disciplined environment, learning environment, attitude and culture, and school community relations was perceived highly evident by both the teacher and principal respondents.

DISCUSSIONS

The School Organizational Enhancement Program (SOCE-Prog) is an acceptable, feasible, and applicable enhancement program. The SOCE-Prog impact varied between teachers and principals.

KEYWORDS: Soce-Program

SUBMISSION ID: R04A-CAVTP-0732

**Assessment of the Reading Comprehension Level of Grade Six Pupils at
Calantas Elementary School During the SY: 2017-2018: Basis for the
Development and Implementation of Action Plan**

Apple Jean Conti

Abstract

INTRODUCTION

Many pupils face huge problems regarding proficiency in reading. Reading problems arise when pupils fail to grasp the basic skills needed to develop further dimensions in comprehension. Therefore, the aim of this study was to determine the children's reading comprehension difficulties and causes of reading comprehension failure. The respondents of the study are Grade VI pupils of Calantas Elementary School, S.Y 2017-2018 who have difficulties in reading comprehension in English.

METHODS

The main instrument for data gathering is the survey questionnaire. Descriptive analysis of data gathered was used. Twenty-nine (29) pupils responded to a questionnaire that specifically measured their reading comprehension level. Data was analyzed using percentages.

RESULTS

Based on the findings, the following conclusions were made:

1. The different difficulties encountered in English reading comprehension of the Grade 6 pupils in Calantas Elementary School based on the questionnaire were difficulty in learning with others, unable to understand and use emotions and unable to engage in forming reading concepts
2. The reading ability of the grade 6 pupils of Calantas Elementary School is described in terms of:
 - a. word recognition was not mastered
 - b. comprehension was slow and
 - c. reading level was instructed.

DISCUSSIONS

Based on the analysis of the study conducted, pupils should have to spend ample time to read in order for them to improve their reading and comprehension level. Teachers should undergo more training and seminars to obtain different teaching strategies in order to sustain the interest of the pupils. They also need to add dedication and passionate commitment to their teaching profession. Teachers should also give more activities, exercises and interventions about reading to motivate the pupils to improve their reading comprehension.

KEYWORDS: reading comprehension

SUBMISSION ID: R04A-BATANP-1337

Assessment on The Capabilities of Selected Public High Schools in San Juan Batangas to Offer Senior High School Program

Rita Silang, Department of Education

Abstract

INTRODUCTION

The Department of Education announced the implementation of the Senior High School program starting school year 2016- 2017. The program offers the students a common core curriculum and the option to choose electives from four tracks, namely: academic, technical- vocational and livelihood, sports, and arts and design. The study aimed to assess the capabilities of the public secondary high schools in San Juan Batangas to offer the Senior High School program.

METHODS

The researcher used the descriptive method for this study. This was used, as it was deemed appropriate for this study, since this aimed to describe, analyze, and interpret the conditions that determine the schools' readiness in implementing the Senior High School program. The respondents of this study were two hundred four (204) teachers and ten (10) school heads from public secondary schools in San Juan Batangas, selected through random sampling.

The researcher used a questionnaire which is divided into two parts. The first part listed items on the management action in managing time: VGMO, curriculum and instructional climate. The second part included items on the respondents' perceived level of readiness in terms of human and physical resources in implementing the Senior High School program.

RESULTS

The collected data were analyzed and treated statistically through the use of qualitative description to assess the school administrators and teachers on the extent of readiness to implement senior high school program in terms of management actions, variables, and the level of readiness in terms of human resources and physical resources. Moreover, the collected data determined the relationship between the extent of readiness in terms of the Management Action Variables and the level of readiness in terms of human resources and physical resources.

DISCUSSIONS

From the findings, the following conclusions were drawn: The public secondary schools in San Juan Batangas are almost ready to offer senior high school program based from their management action variables. The human resources of the schools are prepared to cater the said program yet their physical resources are still unsure. There was also a strong association between the management action variables and readiness of schools in terms of physical and human resources. Variations on the perception of the respondents could be due to the nature of their functions, the school heads being centered at office works and teachers being the main implementers of the program.

KEYWORDS: senior high

SUBMISSION ID: R04A-BATANP-1699

Assessment on the Implementation of Brigada Eskwela in Buhaynasapa National High School

Jake Irish R. Manalo, Buhaynasapa National High School
(Adviser: Medelyn G. Baez)

Abstract

INTRODUCTION

Brigada Eskwela is a program launched initially in 2003 by Department of Education in an effort to ensure that public school students will continue to have conducive and safe classrooms ready for basic education. It seeks to encourage parents, teachers, and other stakeholders to invest material and non-material resources and services in schools. This study aimed to assess how this program was implemented in Buhaynasapa National High School, Year 2017-2018, with emphasis on preparations and problems encountered relative to its conduct.

METHODS

A qualitative-descriptive method was used in this study with validated questionnaire as research instrument. A supplemental semi- structured interview was also used to further elicit the experiences of the respondents. The study made use of the Supreme Student Government (SSG) and Parent-Teacher Association (PTA) officers, and members of the School Governing Council (SGC) as respondents, obtained through purposive sampling. Before conducting the study, the researcher secured permits to authorities.

RESULTS

As revealed in the study, the respondents are aware with the advantages of the conduct of Brigada Eskwela as evident on the obtained composite mean of 3.56 interpreted as strongly agree. With the opportunities it provides, stakeholders are given the chance to become active participants in education. The school is also very much prepared in establishing linkages with other institutions and organizations as shown in the generated composite mean of 3.62. Likewise, the school also ensures that activities and programs that will enhance the participation of the stakeholders, mobilizes the resources and market is to the public were also implemented. However, one of the problems identified during the conduct of the program is matching the volunteers' materials and non-material donations and services to the needs of the school. It is evident on the generated weighted mean of 3.63 interpreted as always encountered. Other identified problems are managing human resources, lack of available material resources, and consistency of the services provided by the volunteers.

DISCUSSIONS

The findings of the study indicate that the awareness on the advantages of Brigada Eskwela is significant to the way schools are preparing for it. In order to implement it successfully, schools must be able to elicit stakeholders' participation, ensure that resources will be mobilized effectively and make the public inform of its goals and objectives.

KEYWORDS: implementation, Brigada Eskwela, Buhaynasapa National High School

SUBMISSION ID: R04A-BATANP-1091

Attitude of Teachers Towards Instructional Supervision at Calaca District

Edilberta Manalo, Department of Education

Abstract

INTRODUCTION

Instructional supervision (IS) is a process of supporting and sustaining all teachers in their career-long growth and development, eventually resulting in quality instruction. The attitude of teachers towards instructional supervision depends on the kind of relationship existing between them and the IS provider as well as the supervisory approach being utilized based on their needs. In this study, the researcher determined the attitude of teachers towards instructional supervision as rated by 40 teachers under the supervision of head teachers and principals at Calaca District and solicited their suggestions to further improve the performance of Instructional Supervision providers in conducting instructional supervision.

METHODS

The study used the descriptive method of research with the questionnaire as the tool in gathering the needed data. The respondents' responses were tabulated, analyzed, and interpreted statistically using frequency, ranking and weighted mean.

RESULTS

The teachers rated positive perception on instructional supervision as highly agree with the overall weighted mean of 2.78. The respondents disclosed that instructional supervision guided them to become better teachers. It directed them to the formulation of appropriate teaching strategies, techniques, and instructional materials based on the competencies set for the day. In terms of negative perception, the respondents agreed that IS providers need to improve the way they collaborate with the teachers on the entire process of instructional supervision and to inform or set the schedule of observation ahead of time in order to avoid sleepless nights among teachers. The ability of the IS provider in making the teachers' cope up with their nervousness should also be addressed.

DISCUSSIONS

The result showed that IS providers should communicate the supervisory aim to the teachers as well as guide and direct the instructional supervision process in a more collaborative and collegial manner. They should inform and confirm with teachers of the scheduled IS at least one week before the actual observation in order for the teachers to become confident of having less mistakes and to avoid sleepless nights. They should also enhance the interpersonal relationship with the teachers. A development plan in enhancing the conduct of instructional supervision was formulated and communicated to IS providers in the district by the researcher.

KEYWORDS: Instructional Supervision providers, supervisory approach, collaborative, collegial

SUBMISSION ID: R04A-BATANP-1017

**Attitudes of School Heads, Teachers and Parents in The
Implementation of The Enhanced School Improvement Plan:
Determinants of School Development**

Mylene Pontanoza, Sto. Angel District Department of Education San Pablo
City

Abstract

INTRODUCTION

This study was conducted to determine the attitudes of school heads, teachers and parents regarding the implementation of Enhanced- School Improvement Plan (E-SIP) as determinants of school development in Sto. Angel District during school year 2017-2018.

METHODS

This study used descriptive survey as the main tool for data gathering. Frequency distribution, mean, and standard deviation were used to interpret the data on the profile of respondents and their perception on E-SIP. To obtain significant difference on perception of school heads, teachers and parents, one-way analysis of variance (ANOVA) was used. The subjects were ten (10) school heads, one hundred twenty-eight (128) teachers and one hundred twenty-eight (128) parents.

RESULTS

The first result is that school heads perceived that they were strongly satisfied, highly committed and highly involved in implementation of E-SIP while teachers and parents perceived they were satisfied, committed and involved in the implementation. Second, school heads perceived that priority improvement areas (PIAs) on access, quality and governance were implemented. Meanwhile, teachers and parents perceived that PIAs on access, quality and governance, Annual Implementation Plan (AIP), Monitoring and Evaluation were implemented in the E-SIP. Third, school heads perceived pupil development in terms of achievement rate; literacy level and nutritional status were effective. On the other hand, school heads, teachers and parents perceived seminars and mentoring were implemented to enhance staff development. Fourth, school heads, teachers, and parents perceived stakeholders always participate in school activities while teachers perceived stakeholders often participate in those activities. Fifth, school heads, teachers, and parents differ in their perceptions regarding their satisfaction in the implementation of E-SIP. The same difference in perceptions was observed in terms of PIAs on access. Lastly, there was a significant relationship between perceptions of respondents to their attitude in terms of satisfaction and commitment to the level of school development regarding physical facilities in the implementation of E-SIP.

DISCUSSIONS

Results of the study were important to determine attitudes of school heads, teachers, and parents towards the implementation of E- SIP. Collaborative efforts of school heads, teachers, and parents were shown and having such attitude in terms of satisfaction, commitment, and involvement in different projects and programs in the E-SIP may strengthen pupil development, staff development, stakeholder's participation, and improvement of physical facilities.

KEYWORDS: Annual Implementation Plan, Enhanced-School Improvement Plan, Priority Improvement Areas

SUBMISSION ID: R04A-SANPAB-0018

**Attitudes of Science, Technology and Engineering (STE) Students and
Science Teachers of LIS Toward Research**

Janice Lee, Looc Integrated School

Abstract

INTRODUCTION

In line with its thrust to strengthen science and mathematics education in the Philippines and in support to the 2010 Secondary Education, the Department of Education through the Bureau of Secondary Education (BSE), has officially implemented the Engineering and Science Education Program (ESEP) now officially known as Science, Technology, and Engineering (STE) Program in 197 public schools nationwide. This program offered advance subjects including research from Grades 7 to 10 to cater to the intellectually promising and research-inclined students. However, despite the increasing demand of knowledge in research, Papanastasiou (2005), found that students view research negatively. Thus, this study was conducted to determine the level of anxiety of the students and teachers toward research.

METHODS

A descriptive research design was utilized in this study using the Attitude Toward Research (ATR) Scale devised by Elena T. Papanastasiou in 2005. The instrument consisted of 5 items measured on a 7-Point Likert Scale. A value of one indicates a response of "Strongly Disagree", while a value of 7 corresponds to "Strongly Agree".

RESULTS

Based from the data gathered it was found out that both teachers and students viewed research as useful to their profession, with an average scale of 7 (Agree). In terms of their level of anxiety, the respondents viewed that they were slightly anxious with research with an average score of 5 (Agree Somewhat). Moreover, they have a positive attitude toward research with an average score of 6 (Agree), and it was found out that research is also relevant to their lives. As to the level of research difficulty, it was found out that they have difficulty in applying arithmetic in research and understanding the concept of research. Furthermore, it was found out that there is a relationship between the students' research anxiety, attitudes, and academic achievement in the subject. A significant relationship also was found between the teachers' research anxiety, attitudes, and preference in teaching the subject.

DISCUSSIONS

The result demonstrated that the attitudes of the students toward research affect their academic achievement, whereas the attitude of the teachers toward research affects their preference in teaching the subject. Thus, the researcher planned to develop a program for the SY 2019-2020 that will help address the issues about students' and teachers' attitudes towards research.

KEYWORDS: attitude, research, ATR, anxiety, usefulness, relevance, difficulty

SUBMISSION ID: R04A-CALAMB-0372

**Attributes of Principals of Top Performing Public Secondary Schools in
The Division of Cavite Province**

Edson Edrosolano, Department of Education

Abstract

INTRODUCTION

Most educators believe that school leadership is crucial to realizing the high expectations for student achievement that have been put in place in most school districts over the last several years. There is a growing consensus regarding the attributes of effective school leaders. However, many of these attributes are difficult to clearly define and more difficult to objectively measure. This study was undertaken to examine the common attributes of the principals of top performing public secondary schools in the Division of Cavite Province.

METHODS

This study used a qualitative descriptive research design utilizing in-depth interviews to discover and understand the attributes and career paths of principals of top performing public secondary schools in NAT in the Division of Cavite. The goal of a qualitative descriptive study is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

RESULTS

The major findings showed that principals of top performing public secondary school were older, usually between 45 to 55 years, married and had graduate degrees. They have served long years as classroom teachers, and worked as head teachers before assuming the principalship position. The study identified some attributes and leadership characteristics of the principals that supported school success. It was an advantage for the principal to have a graduate degree in educational management. With regards to leadership characteristics, successful high school principals of top performing public secondary schools in the Division of Cavite established relationships of trust, collaborated effectively with all stakeholders to develop a school vision with high expectations for all, positively shaped and sustained a warm school culture, selected and developed people to become leader within the organization, and reached out to all involved to make the most of the resources available to build academic achievement for students.

DISCUSSIONS

Data collected in this study identified some attributes and leadership characteristics of these Principals that supported school success. The personal and professional support obtained during the principals' career and quality of mentoring experiences are significant elements in their success. It is notable that these high school principals are visionary and keep the interests of their students as the central focus of their work.

KEYWORDS: Attributes, Top Performing, Educational Leaders, Principals

SUBMISSION ID: R04A-CAVITP-0463

Balance Leadership: Utilization of Campus MTV to Increase the Level of Holistic Development

Leilani Vizarra, Balian INHS

Abstract

INTRODUCTION

In the K to 12 programs, the Department of Education implemented the use of standard and competency-based grading system which focused only on academic performance, unlike before which accounted 70% of the grades from academic performance and 30% from extracurricular activities. As a result, most of the intelligent students are not joining in extracurricular activities, specifically in joining organizational leadership.

The purpose of this study is to increase the number of the student leaders coming from the Cream section, STE-P and STEM to join the in different organizations in Balian Integrated NHS using the Campus MTV (Mass, Trainings, Video). This program helped the student leaders to manage their academic performance and holistic development in various aspects in

METHODS

To address the problem of this study the researcher gathered a primary data from the advisers from the different organizations in S.Y 2017-2018, 2018-2019, to get the exact numbers of the student leaders who joined from the Cream sections STE-P and STEM. M stands for Mass and Ministry and it is celebrated every first Wednesday of the month. T stands for Training, and V is for Video were conducted every Wednesday and Thursday after class hour. The Descriptive Comparative designs was used to determine if there are significant differences in the numbers of the student leaders before and after the program "Campus MTV" was conducted.

RESULTS

As a result, (1) there are 55 student leaders joined in different organizations before the program was conducted, (2) there are 76 student leaders from Cream STE-P and STEM were joined in the different organizations after the Campus MTV was conducted, (3) the findings showed that there was statistically significant increase of numbers of student leaders who joined in the organization after the Campus MTV program. It was effective because it was increased by 38.18%, (4) The results showed that there is an implication with a 4.36 weighted mean. This reflected that the Campus MTV program had significant effects in increasing the level of holistic development of the student leaders in Balian INHS.

DISCUSSIONS

The results reflected that Holistic Development using the Campus MTV had a significant effects and relationship within a learning environment. Student leaders cultivate religious values as part of the life. They interact with other students and conduct real time workshop rather than imparting the bookish knowledge.

KEYWORDS: Campus MTV

SUBMISSION ID: R04A-LAGUNA-0014

Barkada Kontra Droga Activities: Implications to The Lifestyle of The High School Students in The Municipality of Sto. Niño

Bert Ceazar Castillo, Department of Education, South Cotabato Division

Abstract

INTRODUCTION

Barkada Kontra Droga is the flagship program of the Dangerous Drugs Board under the Board Regulation No. 5 series of 2007. It enjoins all sectors of the society to be part of special groups known as "barkadas" that advocate and serve as models to young people to live their lives in a productive and healthy way away from the evil effects of drugs. The Municipality of Sto. Niño actively responded to this aim by implementing the Barkada Kontra Droga among secondary schools. Students are the primary clientele of the said program. This study was conducted to determine the implications of the said program to the lifestyle of high school students in the above-mentioned municipality.

METHODS

This study used the descriptive type of research, following the scientific method of investigation and used the survey questionnaires formulated by the researchers to identify the activities offered by the secondary schools under the Barkada Kontra Droga Program. Researchers identified what were the activities joined by the five hundred high school students. The study also determined the extent of the implementation of the activities of Barkada Kontra Droga and its significant relationship to the lifestyles of the high school students in the Municipality of Sto. Niño.

RESULTS

Based on the activities being offered by the secondary schools in the Municipality of Sto. Niño, the top five most participated activities under Barkada Kontra Drogas are: dancing activities, creative writing activities, peer counselling activities, art activities and religious activities. The score of the high school students' lifestyle in terms of their physical, emotional, mental, social, intellectual and spiritual aspects is high. Overall, the Barkada Kontra Droga activities offered by secondary schools have a significant relationship to the lifestyle of high school students in the Municipality of Sto. Niño.

DISCUSSIONS

The result should be utilized in motivating all of the learners to be active in the BKD activities to help them avoid illegal drugs. There should be a strong advocacy not only inside the school campus but also outside to remind and encourage high school students. Furthermore, a strict monitoring and evaluation scheme should be conducted to ensure students' participation in the offered activities.

KEYWORDS: Barkada Kontra Droga, Physical Health, Emotional Health, Mental Health, Intellectual Health, Social Health, Spiritual Health, Lifestyle

SUBMISSION ID: R012-SOUCOT-0010

Behavior and Interest Level of Elementary Pupils in Mathematics and their Relationship to Academic Performance: Basis for Lesson Exemplar

Ernesto Diloy, Salaban Elementary School

Abstract

INTRODUCTION

The study investigated the attitude and interest level of intermediate pupils in mathematics and its relation to the academic performance of Carlos S. Batino Sr. Memorial Elementary School, Kaybagal Central, Tagaytay City for SY 2016-2017. Specifically, the study sought to answer the following questions:

1. What is the behavior of the pupils toward Mathematics?
2. What is the interest level of pupils?
3. What is the academic performance of pupils?
4. How significant are the relationships of the following?
 - 4.1. behavior of pupils in Mathematics and academic performance in Mathematics;
 - 4.2. Interest level in Mathematics and academic performance in Mathematics
5. What lesson can be proposed to improve the Mathematics performance of intermediate pupils?

METHODS

The researcher employed the descriptive method. The following are the questionnaires used:

1. Pupil's Behavior Questionnaire - It included the pupil's behavior towards Mathematics. The researcher requested the respondents to express in a five-point scale the extent of agreement or disagreement to each of the items.
2. Pupil's Interest Questionnaire – This questionnaire captured the pupils' interest in Math. There are the lists of items which tell the interest of pupils in Mathematics.
3. District Inventory/Achievement Test in Mathematics - This was made by the district key teachers in Mathematics. The 75-item test was based on the contents and objectives of Basic Education Curriculum. The following statistical tests were used in testing the research hypothesis: weighted mean, mean and standard deviation, and Pearson's r .

RESULTS

Majority of the pupils achieved satisfactory achievement in Mathematics. The higher number of pupil's achievement fall with more than one half of the respondents or 65 percent. Observation showed that Mathematics is doing quite good in this school, for the school year 2016 - 2017. The test of correlation between academic performance and attitude reveal that it has a moderately high correlation. The information that answers the problem cited is presented, the r - value of is .529. This is found significant at .05 level; hence, the null hypothesis is rejected; since the computed r - value is higher than its critical value at .05 level. The academic performance is low or slight correlation with the interest of pupils towards Mathematics with a computed - r of .278 and the null hypothesis is accepted.

DISCUSSIONS

Findings show that the behavior influenced the academic performance in Mathematics of grade V and VI pupils.

KEYWORDS: Behavior; Mathematics; Interest Level; Academic Performance

SUBMISSION ID: R04A-CAVITP-1004

Benefits of Digitized Classroom Video Observations (DCVO): A Case at Nurcia Integrated School

Benjamin Fallado

Abstract

INTRODUCTION

The researcher conducted this study about the benefits of Digitized Classroom Video Observations (DCVO). The purpose of this research is not to create a permanent record of the teachers' practice or to look for teachers' flaws. Instead, the researcher wants teachers to have the best possible tools to reflect on their own practice and to make decisions about what to share with their observers.

METHODS

The study used a mixed method combining quantitative and qualitative research designs. Quantitative design was used to identify the respondents' responses on the use of DCVO where indicators will be rated to "Strongly Very Agree", to "Strongly Disagree". On the other hand, qualitative design was applied in determining the benefits and problems faced in the implementation of the intervention through a focus group discussion.

RESULTS

Teachers of Nurcia IS and the school head agree that it is strongly recommended based on the survey questionnaire distributed to them. This supports the study published at a certain journal that research about video observations enable teachers to perceive the process as more fair, useful, and satisfactory compared to in-person observations. Respondents strongly agree on the following benefits of DCVO which are the following as adapted from a certain journal. "Watching your videos back will give you a good sense of your strong points and areas for growth. Video provides a record of your teaching, allowing for more constructive meetings with your observer. It is more reliable than written notes. Video provides you more flexibility on when you are observed, because you choose when to film and ultimately what is reviewed. Video allows you the option to share best performance with other teachers who may never be able to observe you live."

DISCUSSIONS

Studies furthermore highlight that videos also holds benefits for school administrators and the school as a whole: administrators can move in and out of classes more freely, making them more available to respond to students, teachers and other administrative works during the school day. Lessons can be appraised outside of instructional hours. Video captures a more authentic classroom environment than when an outside observer enters a room. Thus, teachers of Nurcia Integrated School who participated in this study found the DCVO fairer and more useful overall than in-person observations.

KEYWORDS: Digitized Classroom Video Observations;

SUBMISSION ID: R013-SURSUR-0049

**Best Practices of School Heads Towards Building a Leadership Model
for Aspiring School Heads**

Luningning Nagrampa, Department of Education Iriga City

Abstract

INTRODUCTION

Achieving the best for pupils' education depend on the principal or school head whose values, attributes, educational knowledge, expertise, and leadership skills are of extreme vitality. An aspiring school head needs to be well prepared and well equipped with the relevant knowledge, skills, and dispositions for the position.

METHODS

The researcher utilized the descriptive-evaluative-correlational method. The statistical tools used were frequency count, percentage technique, weighted mean, Mann-Whitney U Test and Chi-Square Test.

RESULTS

On the best practices of the school heads, personal integrity and interpersonal effectiveness, and creating a student-centered learning climate were rated as outstanding. On school leadership, instructional leadership, parent involvement and community partnership, school management and daily operations, and professional development and HR management were rated very satisfactory. There are significant differenced on the perceptions of the two groups of respondents along school leadership; professional development and HR Management; school management and daily operations and personal integrity and interpersonal effectiveness. There are no significant differences on instructional Leadership Creating a Student-Centered Learning Climate and, Parent Involvement and Community Partnership. The Leadership Model is intended for the preparation and development of aspiring school heads who can lead the school towards its goals.

DISCUSSIONS

The results demonstrate the need for aspiring school heads to continuously undertake academic training and professional development. Enrolling in the graduate and post graduate programs is necessary. School heads should continuously work on personal and professional developments and conduct individual reflections in the domains where school heads need improvement. They should continuously aspire to become role models for aspiring school heads. There is a need to continue this research regarding the relationship between the best practices of the school heads using other parameters that were not used in the present study. The school heads should aspire and work for continuous professional development because the academic preparation and trainings are significant positive indicators towards performance as school heads. The leadership model may be used as a guide, a tool, and framework for aspiring school heads.

KEYWORDS: Best Practices, Leadership Model, Aspiring School Heads

SUBMISSION ID: R005-IRIGAC-0008

Bridging the Gaps in Misaligned Teachers with Mismatched Teaching Loads through Project TOPS (Tethering and Optimizing Professional Skills)

Paulo Mangubos, Aplaya NHS-Annex

Abstract

INTRODUCTION

Over the years, the quality of teachers has become one of the most widely talked about issues in the field of education. The main problem that has caught the attention of educators is the misalignment of teachers and the subjects that they are teaching, specifically in high schools. This is in violation of the Department of Education policy, outlined in DO 13, s. 1994 - Guidelines for Matching Specialization in Teaching Preparation with Teaching Assignments for Public School Teachers. This study aimed to bridge the gaps being experienced by misaligned teachers who teach subjects out of their field of expertise through Project TOPS and its effects on the improvement of the performance of the teachers and students.

METHODS

The descriptive-survey method was employed in this study. The researcher conducted interviews through a standardized questionnaire. The results of the interviews with misaligned teachers identified the common problems being encountered by them in handling out of their field subjects or teaching loads. The result of the first periodical test was then compared with the result of the second periodical test, after making the respondents undergo technical assistance (TA) through Project TOPS.

RESULTS

The variable "Teachers think that their teaching strategy is not effective for the mismatched subjects" which yielded a mean of 3.87 interpreted is ranked number 1. The second ranked variable is "Teachers think that they are not capable to share their knowledge and expertise in the mismatched subjects". The third ranked variable is "Teachers do not find themselves effective in teaching the mismatched subjects." The last-ranked variable is "Teachers think that the mismatched subjects are more difficult than their major subject" with the mean score of 2.93.

DISCUSSIONS

The general weighted mean of 3.49 or sometimes shows that the misaligned teachers sometimes feel unlikely to be more effective than those who are experts on the particular subject areas. The researcher also took the results of the first and second quarterly tests of the students under the supervision of the misaligned teachers. It can be noticed that there is a remarkable increase in the MPS of the result from their periodical exams. Some improvements will then be considered in some areas where there was a decrease in the result of their tests, particularly in Filipino.

KEYWORDS: Misaligned Teachers, Mismatched Teaching Loads, Project TOPS

SUBMISSION ID: R04A-STAROS-0036

Building a Theory on Instructional Leadership Effectiveness of The School Heads

Nemeflor Gumobao, Department of Education

Abstract

INTRODUCTION

One of the most important issues facing our education system today is how to improve school performance and learning outcomes in our public schools. These days, educators, specifically school heads are expected to meet the increasing demands of society for higher achievement and are held accountable for meeting local and national standards. To meet this challenge, the school head must be an instructional leader who is both committed to academic achievement, and not be content with the status quo. The school head faces a particularly challenging situation in that they must create an environment in which academic achievement and learning standards are balanced with the unique developmental needs of students.

METHODS

This qualitative research employed the Grounded Theory method of analysis designed by Kathleen M. Eisenhardt. The process of gathering and analyzing data was anchored through multiple cases, leading the researcher to crafting the framework for effective instructional leadership from the point of view and perspective of the participants.

RESULTS

The final theoretical framework for instructional leadership effectiveness of school heads in this study are the following: cultivating shared leadership capacity, radiating positivity and flexibility, fostering collaboration and effective communication, establishing supervision standards with enhanced M&E mechanism, emphasizing professional development, strengthening vision for inclusive education, and embracing creative solutions.

DISCUSSIONS

The results call for a need to develop and strengthen skills for leadership that contribute to improving school outcomes. There is a need to treat leadership development as a continuum by fostering collaboration between national and local governments to define national programs and developing incentives to ensure participation of school leaders. There is also a need to ensure coherent provision across different institutions through trainings that can be provided by Department of Education or local governments or outsourced to specialized institutions. There is also a need to consider developing national institutions of school leadership to raise awareness. Administrators must ensure appropriate variety for effective training by considering curricular coherence, experience in real contexts, cohort grouping, mentoring, coaching and peer learning and structure for collaborative activity between the program and the schools when establishing the content, design and methods of programs.

KEYWORDS: Building A Theory On Instructional Leadership

SUBMISSION ID: R04A-LAGUNA-0173

**Bullying and Classroom Management Techniques in Silangan
Elementary School: Basis for an Intervention Plan**

Joan Dulnuan

Abstract

INTRODUCTION

Bullying is recognized as a major threat to the younger generation in almost every country in the world. It is conceptualized commonly as a form of aggression frequently directed towards individuals in which a power imbalance is created between the victim and the bully. Bullying comes in many forms - name calling, teasing, threats, shunning, social exclusion, spreading malicious gossip, and withdrawal of friendship. It is a pressing issue for schools today and there is a wide range of recommended practices for addressing this important problem.

METHODS

The descriptive method of research was used to describe the characteristics of the population or phenomenon being studied. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers past events as they relate to current conditions. The descriptive method is useful in the analysis of the answers of the respondents concerning bullying and classroom management techniques.

RESULTS

In terms of family status, sixty-six percent (66%) have complete parents, twenty-five percent (25%) are living with only one parent and nine percent (9%) of the respondents were abandoned by their parents. For parenting style, the authoritative style was ranked first. For the classroom discipline techniques as perceived by the teachers and pupils, the teachers perceived focusing as ranked as first with a weighted mean of 4.66. Physical bullying is interpreted as moderately negative correlation; verbal bullying is interpreted as moderately negative correlation too. Psychological bullying and cyber bullying were interpreted as low negative correlation.

DISCUSSIONS

The teachers ranked physical bullying as first, verbal bullying as second, psychological bullying as third and cyber bullying as fourth in terms of occurrence. The teachers always used focusing and direct instruction as their classroom discipline techniques. The difference in the perceptions of pupils regarding physical bullying and verbal bullying when grouped according to gender is significant. There is a moderately negative correlation between classroom discipline techniques of the teacher and physical and verbal bullying.

KEYWORDS: bullying, engagement

SUBMISSION ID: R04A-CAVITP-0357

**Bullying as it affects Classroom Discipline among Grade Four Pupils of
Aguado Elementary School-Annex**

Ariane Mae Buenaobra & Rhona Loreno, Department of Education
Cavite/Aguado Elementary School

Abstract

INTRODUCTION

Bullying is now a big problem in our society and what's alarming is that the breeding ground of this plague is our school. According to the Webster's Dictionary of the English Language, a bully is "someone who enjoys oppressing others weaker than himself". There are different factors that may affect a person's behavior: it may be caused by his/her environment, history and other related matters. Bullying degrades the self-esteem of a person.

METHODS

This study involves different methods and design to enumerate the behavior and scenarios that shows bullying and how it affects its peers. This study furthermore digs into the world of bullies and victim to know the factors that lead a bully to hurt someone.

RESULTS

This study directly explains the reasons and behaviors of bullied kids. Fifty (50) out of one hundred seventy-one (171) Grade four pupils experience bullying. After the series of interventions such as proper counselling with the involved pupils, parents, and class advisers, the victims and bully pupils were able to change attitude towards each other and the followed school regulations.

DISCUSSIONS

The proper implementation of school regulations and continuous intervention in bullying incidents need the proper involvement of the parents and concerned authority. Close monitoring and constant counselling with the parents and pupils with the help of school administration and teachers will prevent bullying from happening ins school.

KEYWORDS: Bullying, Intervention, Counselling, Society, Incidents, Implementation, Behavior, Scenarios, Issues, Peers

SUBMISSION ID: R04A-CAVITP-0849

Bullying as Related to Emotional Quotient: Basis for Intervention Program

Grace Favia, Department of Education Cavite

Abstract

INTRODUCTION

It is the policy of every school to provide a safe and nurturing educational environment to all of the students. Thus, they should protect students from bullying or aggressive behavior. This study was conducted primarily to assess the extent of bullying in schools and its relationship to the pupil's emotional quotient. The output is an intervention program to prevent bullying in school and to enhance behavior and emotional quotient of the pupils.

METHODS

This study employed the descriptive survey design to determine, describe, and analyze difference and relationship of the pupil's extent of being bullied or bullies and their emotional quotient. The respondents were selected randomly such that each member of a population had an equal chance of being included in this study. Data gathering was done with the use of a survey questionnaire.

RESULTS

Findings revealed that there is a significant difference on the emotional quotient between the bullies and bullied students. The emotional quotient with a weighted mean of 3.10 of the bullies is significantly higher than the emotional quotient (weighted mean of 2.26) of the bullies. The emotional quotient of the identified bullies is related to their extent of bullying practice along with verbal, indirect, and intimidation bullying. The bullies with lower emotional quotient practiced a higher extent of bullying and those with higher emotional quotient practiced a lower extent of bullying. It was also found out that there is a significant relationship between the emotional quotient of the identified bullies and their extent of verbal bullying, indirect bullying and social interaction, while the physical and cyber bullying are not related to their emotional quotient.

DISCUSSIONS

In view of the above findings and conclusions the following recommendations were offered. The school administrators need to report cases of bullying and activate school committees for child protection to supervise the pupils inside and outside of the school premises to prevent bullying. Pupils also need healthy outlets of emotion by providing them co-curricular and extra-curricular activities such as camping, clubbing and team buildings. There should also be opportunities by which teachers can explain and incorporate lessons and discussions that support social and emotional development and prevent consequences of bullying. Teachers have to be involved in the intervention programs on the appropriate way of dealing with bullying. There is also a need to design and create an outreach program to create awareness among parents and the community on bullying

KEYWORDS: Bullying as Related to Emotional Quotient

SUBMISSION ID: R04A-CAVITP-0391

Bullying Experience of Students in Bilaran National High School: Basis for Intervention Program

Jean Janna Perez, Dean Mitzih Camilon, Elizabeth Botobara, Joan Kirby Ermita, Mary Christel Diaz, & Mailene Salazar, Department of Education

Abstract

INTRODUCTION

Bullying is an aggressive behavior that is intentional and involves an imbalance of power or strength. Bullying can take many forms, such as hitting, kicking, threatening others, teasing, name-calling, excluding from a group, or sending mean notes or e-mails. A child who is being bullied has a hard time defending himself or herself. Often, children are bullied not just once or twice but over and over.

METHODS

The researchers administered questionnaires to the students who are victims of bullying in Bilaran National High School during the School Year 2018-2019. The respondents were asked to answer questions regarding their experiences in being bullied. The collected data were tallied, analyzed and stated as findings which became the basis of the researchers for their conclusions and recommendations.

RESULTS

Based on the presented findings and results, the following conclusions were drawn by the researcher: The student-victims are from 16-17 years of age, 83.33% females and 16.77% are males. The main factor that caused bullying as presented in findings is physical appearance. The most prevalent type of bullying in Bilaran NHS in social bullying are insults. Cyber bullying involves posting an embarrassing picture in the internet and physical bullying involves pushing. The consequences of bullying have highly affected student-victims in terms of emotional wounds. The best anti-bullying program which can help to solve the problem is the school policy.

DISCUSSIONS

Based on the findings and conclusions drawn from the study, the researcher would like to recommend the following: open communication between the teacher - adviser and the parents should be done so that every time the student experiences different problems, they can be solved immediately. Anti-bullying policy must be strictly implemented in school. Promoting a child-friendly school environment must be observed. Posting of a hotline number or contact number to report incidents of bullying must be done immediately. Promoting awareness should be done to the stakeholders about bullying. As stakeholders, it is very much important that they are aware of whatever programs and projects about anti-bullying that can be strengthened.

KEYWORDS: Bullying, Abuse, Victim and Child Protection

SUBMISSION ID: R04A-BATANP-1055

Capability Building Program for Potential School Administrators in Batangas Province

Michael Cacao, Saliktanaw Member

Abstract

INTRODUCTION

Principal preparation programs are vital to the new wave of school leaders. As high stakes accountability measures continue to impact public education, the role of the public-school principal continues to dramatically change. Thus, principals require a new preparation and should be guided by highly competent, professional, and ethical mentors. The researcher, being a potential school head, looks into this study as a very significant contribution in equipping potential school heads the qualities needed to be competent school leaders.

METHODS

The descriptive research design was used in this study. This method ascertains the conditions which prevails in the group and obtains the facts with regard to the existing conditions. The respondents were the school heads and potential school administrators in the Province of Batangas selected through stratified random sampling with proportional allocation using Slovin's Formula. Statistical tools used to analyze data gathered were frequency count, percentage, weighted mean and independent t-test.

RESULTS

Findings of the study showed that potential school administrators present highly evident positive personal qualities and reasonable professional qualities. The assessed skills of potential school administrators are manifested to a moderate extent, therefore there is a need to enhance these skills to the fullest. In terms of the differences between the responses of the two groups of respondents, there is a significant difference in the school heads and potential school administrator's responses on the management skills of the potential school administrators.

In terms of the issues and concerns met by respondents in administering the school, some issues and concerns may not be too evident which means that they are supervising their schools properly since few issues and concerns are arising.

DISCUSSIONS

Some suggestions for school heads and potential school administrators are categorized into of conducting training or schooling for the potential school administrators, making the potential school administrators read more about Department of Education Order and Memorandum so that they will have idea about the school functions, conducting small group discussions with other potential school administrators with a seasoned school head to exchange comprehensive thoughts and developing a book or work book for potential school administrators.

KEYWORDS: capability building, potential, school administrators

SUBMISSION ID: R04A-TANAUA-0125

Challenges Encountered By Public Secondary School Teachers in Utilizing Instructional Technologies: A Phenomelological Inquiry

Alson Rae Luna, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Today's educational system challenges teachers to be more adaptable, resourceful, and able to focus on the real needs of the learners and society. The needs of society are apparently shown in the ever-changing curriculum. Thus, in this 21st century, teachers need to deeply understand the need of the learners to be able to become productive individuals in the society. This is possible only when their environment provides quality learning though enhanced instructional technologies. These realities served as the basis in conducting a phenomenological inquiry on the challenges encountered by the teachers in utilizing instructional technologies despite of its scarcity.

METHODS

The study used qualitative research with phenomenology as an approach. The seven (7) respondents were chosen purposively following ethical considerations in conducting a qualitative study. A semi-structured interview was conducted for data gathering. Answers given were transcribed in verbatim and extracted to identify the themes based on the answers of the respondents.

RESULTS

Six themes emerged based on the lived experiences of public-school teachers of integrated schools in Calamba City in utilizing instructional technology. These are: schools support system is needed, problems/challenges are part of the process, instructional technologies are means for successful teaching, creativeness and innovativeness of teachers, strategies to handle students, sense of accomplishment and achievement, and sense of fulfillment.

DISCUSSIONS

Respondents are familiar with the challenges they encounter in using instructional technologies. They can enumerate them since they encounter these problems almost every day for ten months. They have mentioned more than ten challenges. They have accepted that this is the real scenario in the public school. Lack of budget, students' attitudes, environment, and resource availability are only some of the problems encountered. Though faced with so many challenges, they have also employed different strategies to address these challenges. Strategies are useful in order to allow the teachers to show their resourcefulness, creativity, and innovativeness.

KEYWORDS: instructional technologies, challenges, strategies

SUBMISSION ID: R04A-CALAMB-0223

Challenges Faced and Adopted Strategies By Newly Appointed School Leaders: Basis for Training Need Analysis

Marivi Camacho, Nagpayong High School

Abstract

INTRODUCTION

This study determined the challenges faced by newly hired or newly appointed senior high school principals and subject leaders in managing their schools in the Division of Pasig City. The primary focus was to identify the challenges they faced and the adopted strategies they employed as they fulfill their administrative duties.

METHODS

The researcher utilized a descriptive research design. An open-ended survey questionnaire which was adopted and modified from DEPARTMENT OF EDUCATION NCBSSH-TDNA Guide and Tools was used as the main instrument of the study. An in-depth interview to selected respondents was also conducted to validate the data gathered from the seven (7) school principals and twenty-five (25) subject leaders or coordinators as the population of the study. The data was analyzed using descriptive statistics with the aid of the Statistical Program for Social Sciences (SPSS) software.

RESULTS

The results revealed that newly appointed school principals and subject leaders faced significant challenges in terms of school leadership, school management and operation, teachers and students' management, parental involvement and community partnership, curriculum management, financial management and budgeting. The respondents have employed necessary strategies to address the challenges faced.

DISCUSSIONS

Department of Education officials should come up with interventions and strategies to address the challenges faced by newly appointed school leaders such as designing a pre-training seminar and courses relevant to leadership and governance issues. Thus, the results of this study are relevant for DEPARTMENT OF EDUCATION officials and newly appointed school leaders as this can provide them with the support, they need to become effective and competent school leaders.

KEYWORDS: School leadership, School Management, Governance

SUBMISSION ID: NCR1-PASIGC-0009

Challenges in Dissemination, Implementation and Outcomes of Educational Policies among Teachers: Basis for Adaptive Management Practices

Evelyn Fano, School Head

Abstract

INTRODUCTION

Implementation Of School Policies And Programs Is Commonly Sanctioned And Supported By The Higher Educational Authorities. Nevertheless, The Support Is Not Always Enough, Specifically In Terms Of Financing The Resources Required In The Implementation Of The Programs. Inadequate Resources Become A Common Threat To The Success Of The Implementation Of Programs. This Situation Poses A Great Challenge And Sometimes A Great Problem To The School Heads And To The Teachers.

METHODS

This study used the descriptive-correlational method of research since it aims to describe the current status of the challenges encountered by teachers in dissemination, implementation and outcomes of Department of Education policies in the public elementary schools in the Division of Tanauan City and how they manage these challenges.

RESULTS

In terms of Extent of challenges encountered by teachers in the implementation of Department of Education policies, the overall mean was interpreted as "Moderately Extent". The assessment on challenges in implementation of policies and reporting outcomes of educational policy is in "great extent". Extent of teachers' application on the following adaptive management strategies to neutralize the challenges, as a whole, the respondents acknowledged "great extent" to the assessment on decision making, path finding and problem solving, implementation, authority, and leadership were all interpreted as "great extent".

DISCUSSIONS

Dissemination, implementation and reporting of policy outcomes may be taken into consideration by Department of Education for which it may extend adequate support to enable the school heads and teachers to cope with these challenges. Adaptive management practices may be considered by school heads as reference for devising alternative courses of action to assist and extend support to the teachers in coping with the challenges in dissemination, implementation and evaluating policy outcomes.

KEYWORDS: challenges, dissemination, implementation

SUBMISSION ID: R04A-TANAUA-0105

Challenges in the Implementation of K to 12 Enhanced Basic Education Program in the Division of Santa Rosa City: Basis for a Proposed School-Based Senior High School Strategic Plan

Noel Natividad, Program Coordinator, Project Rmdc

Abstract

INTRODUCTION

This study aimed to determine the challenges experienced in the implementation of K to 12 Enhanced Basic Education Program in the City of Santa Rosa, Laguna. Specifically, this answered the following questions: (1) What are the challenges experienced by the respondents in the implementation of K to 12 Enhanced Basic Education programs? (2) What is the extent of implementation of K to 12 Enhanced Basic Education programs of Senior High Schools in terms of curriculum instruction, instructional materials, human resources, physical facilities and laboratories, partnerships, school management and fund allocation? (3) Is there a significant difference in the challenges experienced by the respondents? The research aims to serve as a basis for school-based strategic plan for Senior High School.

METHODS

The researcher used the descriptive-mixed method/type of research because it involves collection of data in order to answer questions concerning the current status of the subject of the study. Stratified Proportional Random Sampling and Purposive Sampling techniques was used to determine the actual number of samples.

RESULTS

1. Insufficient learning materials such as books and readers guides, more than one preparation for DLL's, and lack of laboratories and other teaching and learning facilities, difficulties in assessing Student-Transferee from other educational institution offering different subjects, more than one preparation for DLL's, teaching materials, visual aids and lack of established partnership with local industry, research institutions, local government units and NGO's was identified as challenge as experienced by the teachers of Integrated and Stand Alone Senior High Schools.

Very Great Extent was noted in Curriculum Instruction.

Moderate Extent was evident to Physical Facilities and Laboratories.

Significant Difference was noted on the challenges experienced in the implementation of K to 12 Enhanced Basic Education Program.

DISCUSSIONS

Teachers are encouraged to focus on how the utilization of the curriculum can be improved to meet the extent of implementation and assessment in all learning areas. Provision of learning materials per subject area was deemed necessary when it comes to instructional materials. Future researchers suggested to conduct further research about the topic in other public and private senior high schools to determine other issues relative to the implementation of the senior high school programs in their respective schools.

KEYWORDS: Challenges, K to 12 Program, Senior High School, Difficulties

SUBMISSION ID: R04A-STAROS-0031

Challenges of School Administrators on The Implementation of Senior High School Curriculum in Region III

Joenar Baluyut, Department of Education, Anastacio G. Yumul High School

Abstract

INTRODUCTION

School administrators lead the people in the educational sector and manage the operations to make the institution working and productive. They also face different challenges that test their limits and make them more analytical and critical. Principals all over the world usually face new challenges as they move into a new period of providing education to the young learners. These challenges are frequently modifications or indicators of previous and present problems. Traditionally, school heads employ the teachers, manage the finances, and answer public and parent issues. In the Philippines, Republic Act 10533 changed the 4-year secondary education to six years and separated it into junior high school and senior high school. The K to 12 Basic Education Program, a main policy of President Benigno Aquino III, is also one of the most provocative management advantages.

METHODS

This study utilized a descriptive design in identifying the challenges encountered by the school administrators in the implementation of the Senior High School, how the school heads addressed the challenges, the proposed strategic plan for the effective Senior High School implementation, and the implications of the study for educational management.

RESULTS

After a thorough analysis of the gathered data, it was found out that majority of the school administrators encountered challenges in terms of material and human resources, curriculum, students, and scheduling of subjects and instructional supervision. Thus, a strategic plan was proposed to implement effectively the Senior High School curriculum.

DISCUSSIONS

It is recommended that the school administrators should be proactive in developing and implementing a plan to ensure that all staff members develop culturally responsive practices needed to work with diverse students and their families. School heads must also be familiar with available resources that can support the diverse needs of students, families and staff. They should also know how to access additional support in order to ensure appropriate education for all students and support for teachers.

KEYWORDS: Challenges, School Administrator, Senior High School Curriculum, Implementation

SUBMISSION ID: R003-TARLAP-0000

Challenges of Senior High School Teachers: Basis for Personal and Administrative Intervention Program

Ma. Leonor Vertucio, Principal II

Abstract

INTRODUCTION

The full launch of the K to 12 Program in 2016 resulted in the opening of senior high schools in the country. With this, the Department of Education also opened its doors to aspiring teachers. Qualified applicants began their teaching career with the hope of fulfilling their dreams and making themselves part of the Philippine education sector. With the qualification standards set by the department, the accommodated senior high school teachers have varied backgrounds, motivations, experiences and preparation levels. They have high expectations for themselves and for their students. Those from the junior high school expected that they have more mature students.

METHODS

To gather the necessary data, the researchers used questionnaires, interviews and observation as the sources of information. Two hundred seven (207) SHS teachers in the province of Batangas during the school year 2017-2018 were selected as respondents in this study. The instrument used to gather data was adopted from the instrument developed and used by Samson (2007) on the problems and difficulties encountered by students during student teaching. It was customized to be suited for senior high school teachers where majority are non-education graduates and do not have any teaching experience.

RESULTS

Respondents identified the following challenges in their teaching profession: selecting activities to carry out the different parts of the lesson, identifying technique to be employed in pacing the activities properly, using a variety of materials, maintaining interest of students, making effective introduction and motivation, excessive stress in doing the tasks, lack of skills in directing appropriate questions to students of different abilities, some students benefit greatly from group activities and others do not, students' inability to perform/achieve to expected level, and students' lack of basic communication skills.

DISCUSSIONS

These challenges faced by senior high school teachers can be best addressed through the support of their school heads since they are the ones that are in closest contact to them. The school head may lead an intervention program that will focus on instructional delivery and diversity of learners since the study revealed that these are the aspects which the teachers find most challenging.

KEYWORDS: challenges, qualification standards, intervention, instructional delivery, diversity of learners

SUBMISSION ID: R04A-BATANP-0666

Characterizing The G10 Plans for Senior High School

Jamesliam Reponte

Abstract

INTRODUCTION

The number of senior high school learners (SHS) from Grade 11 in Calamba Bayside Integrated School (CBIS) is estimated at 30% to 55% of the Grade 10 enrollees only. This has been the case since the beginning of SHS at CBIS. Most of the G10 learners moved to the private schools for the SHS. The hypothesis for the low enrollees is the inadequate facilities of CBIS-SHS, the relatively new K-12 program of the Department of Education, choices of tracks/strands, cash or discount vouchers offered by government for the low-income family and the enticing new environment. This study aims to describe the actual data for this low enrollment status of CBIS-SHS despite its contrasting high potentials from the CBIS-JHS.

METHODS

A total of fifty-nine (59) selected Grade 10 learners from 2 sections in CBIS were given questionnaires to answer. Majority of the respondents (76%) were female and the rest (24%) were male. Respondents were a mixture of a pilot and regular sections. Purposive sampling was employed in this study.

RESULTS

The study shows that 98% of the respondents will proceed to SHS while 2% will find work. The first-choice tracks were Academics (78%), TechVoc (20%) and Sports (2%). The preferred strands were ABM (31%), STEM (25%), HUMSS (17%), HE (15%), GAS (5%) and the remaining for ICT and IA. Only 20% preferred TVL track. Private schools were the most preferred by the respondents (73%), followed by public schools (22%) and the rest are undecided (5%). Very few students (5% to 8%) chose CBIS as their SHS. The main reasons for moving to other schools were Vouchers (24%), new environment (22%) and the choices of tracks/strands (7%). Other minimal reasons were scholarship, accessibility, faculty and even the AC classrooms.

DISCUSSIONS

The study answered some fundamental questions on the preference track, strands, specializations, SHS and reasons for selecting or moving to that SHS. Indeed, the cash vouchers, the new environment and the availability of tracks/strands were the prevalent reasons for G10 to move to other SHS. As most of the respondents were academically inclined at 78%, it is highly recommended to conduct a further study to cover all the rest of the sections of grade 10 as the school is a Tech Voc school. This way the SHS could better prepare for the needs of their potential learners based on the preference track/strands of the G10 students.

KEYWORDS: JHS-Junior High School, IA, -Industrial Arts, HE-Home Economics,

SUBMISSION ID: R04A-CALAMB-0410

Classroom Discipline Awareness among Grade IV Pupils and Its Impact on Learning Outcomes

Minioneth Kampitan, LAESPA

Abstract

INTRODUCTION

Classroom discipline is an integral part of effective teaching-learning process. In order for a teacher to effectively conduct or deliver a lesson during class, proper behavior by the students must be observed. Classroom discipline has long been taught in the undergraduate course or during pre-service teacher education. It is incorporated in the courses which an aspiring teacher must successfully complete before graduation (CHED, 2004).

METHODS

All the 36 pupils of Grade 4 were observed during different classes. Their misbehaviors during these classes were recorded using a checklist. The data gathered were tabulated and presented using bar graphs. The frequency of each observed misbehavior is recorded beside the scores they obtained from the formative assessment. The two data were then compared.

RESULTS

This part presents the results of data gathering conducted. The first part includes the results from class observations undertaken while the second part showcases the results from surveys and interviews conducted with the respondents. Based on the data shown above, it can be said that behavior during Filipino class has an impact on the achievement of learners which can be measured through formative assessments. The achievement of learners however, cannot be directly predicted by the number of misbehaviors observed during the class. The scattered scores and observed misbehaviors signify that a learner, however misbehaving, may be also able to show learning.

DISCUSSIONS

To keep learners reminded of the disciplinary procedures inside the classroom, it would be helpful to use preliminary activities that would allow them to exercise discipline such as the flag ceremony. It would also help to use rewards but slowly remove it from the system so that learners would get used to obeying rules without any conditions.

KEYWORDS: DISCIPLINE, CLASSROOM POLICIES, LEARNING OUTCOMES

SUBMISSION ID: R04A-LAGUNA-0148

**Classroom Management Activities of The Grade 10 Teachers in
Improving Performance Level of Students in Wenceslao Trinidad
Memorial National High School**

Maria Antonieta Calinisan, Marvin Panaguiton, & Princess Gonzales

Abstract

INTRODUCTION

Classroom management and discipline are very important parts of teaching. Some effective classroom management techniques are engaging the students, having clear rules and consequences, and creating a conducive learning environment. Developing personal relationships with the students helps a teacher run a classroom effectively. This study will contribute in high school education by providing effective classroom management activities, strengthening the teacher's ability for the establishment of a wholesome classroom atmosphere, and maintaining a state of conduct and democratic living among pupils. It is in this light that the researcher, a high school teacher, found interest in this topic.

METHODS

The descriptive method of research was utilized and data was gathered through the use of the survey questionnaire. The researcher has used the total population of Grade 10 Teachers in Wenceslao Trinidad Memorial National High School. The tabulated data will be analyzed and interpreted through the use of percentage, weighted mean and Chi-square. The results were treated with utmost confidentiality.

RESULTS

The findings of this study revealed that: (1) the classroom management activities are all manifested by the Grade 10 teachers; (2) the academic performance of the junior high school pupils in Wenceslao Trinidad Memorial National High School showed mastery of the subject; (3) there is a significant relationship between the performance level of the students and their classroom management activities.

DISCUSSIONS

The present research determines the existing activities of public junior high classroom teachers in relation to management duties such as instructions, pupil management, discipline, and physical factors. It is therefore important to appraise the management activities of public high school classroom teachers so that improvements for effective administration and supervision could be attained. As a high school teacher, the researcher believes that the classroom management activities of the teachers are always an integral part of teaching-learning process as these activities are among the major responsibilities of the teacher.

KEYWORDS: Classroom management, classroom activities

SUBMISSION ID: R04A-BATANP-0727

Classroom Management Practices, Self-efficacy and Performance of Teachers in Selected Public Elementary Schools in Trece Martires City, Cavite

Gerlie Galutan, Southville Elementary School

Abstract

INTRODUCTION

The implementation of the K to 12 curriculum program brought various changes and challenges in all aspects of education. Every teacher has to be prepared in different areas of responsibilities in classroom management. They should build self-efficacy and have very satisfactory teaching performance. Thus, this study mainly focused on two hundred forty-eight (248) K-to-12 classroom teachers from kinder to grade five levels in selected public elementary schools in Trece Martires City, Cavite. This was conducted during the month of March - April year 2017.

METHODS

This study used a descriptive-correlation research design. Purposive sampling technique was used to identify the number of participants. The significant difference and relationship between the dependent and independent variables were obtained using Mann Whitney Statistics, Kruskal Wallis Statistics, Spearman Rank Correlation Coefficient and Chi Square Computed respectively.

RESULTS

The salient findings revealed that the participants obtained a very high level of self-efficacy in all categories and had a very satisfactory teaching performance. They were also observed to have frequent use of classroom management practices. However, there is no significant difference between the extent of use of classroom management practices and level of self-efficacy when grouped according to demographic profile except the age. Meanwhile, the extent of the use of classroom management practices and the level of self-efficacy had a significant relationship. On the other hand, teaching performance of the participants revealed no significant relationship on the extent of use of classroom management practices, as well as in the level of self-efficacy.

DISCUSSIONS

Based on the results, it is suggested to develop an experiential learning study and provide more trainings/seminars to sustain the effectiveness of the teachers towards work. This study may also be used as a basis for a better plan in the future to achieve high quality education for every current K-to-12 learners.

KEYWORDS: classroom management practices, self-efficacy, teaching performance, K to 12 curriculum

SUBMISSION ID: R04A-CAVITP-0417

Classroom Management Problems and Coping Strategies of Special Education Teachers and Administrators: Inputs for an Intervention Program

Suzette Damayo, Silangan Elementary School

Abstract

INTRODUCTION

Teachers who are handling pupils with special needs play a very delicate role in the realization of the Department of Education's concept. They have to bridge the gap between a life that is filled with tremendous trials and discrimination to one where learners with special educational needs (LSEN) are treated fairly and are given equal regard and opportunity in the educational field. The difficulty of teachers in handling these learners are inevitable. It cannot be denied that only few teachers in the districts of San Mateo I and II are trained in special education and only two (2) out of fourteen elementary schools have SpEd programs yet every school are obliged to cater to all pupils regardless of his/ her needs and abilities.

METHODS

This study utilized the descriptive method of research. The sources of data in this study were thirty (30) special education teachers/ regular teachers handling pupils with special learning needs and thirty (30) administrators from the public elementary schools in San Mateo I and San Mateo II. To determine the classroom management problems and coping strategies of special education teachers and administrators, weighted mean was utilized. To identify if there is a significant relationship between the perceptions of the respondents regarding classroom management problems and the coping strategies they employed, Pearson Product - Moment Correlation Coefficient was used.

RESULTS

The SPED teachers and administrators themselves Often (O) encountered the classroom management problems in terms of instructional and facility factors as seen in the overall weighted mean values of 2.92 and 3.15 respectively. The SPED teachers Often (O) employed coping strategies in the four (4) aspects of management while the administrator respondents Very Often (VO) employed coping strategies as seen in the weighted mean values of 3.37 and 3.35, respectively. There is a significant relationship between the classroom management problems encountered by the two groups of respondents and their coping strategies. An intervention program for Special Education in the District of San Mateo I and San Mateo II was proposed.

DISCUSSIONS

All special education classrooms must be equipped with technology to aid in the teaching-learning processes. A sufficient budget is one of the key aspects in the successful delivery of a quality special education program. School administrators should tap other agencies and higher authorities to achieve this goal. SpEd teachers, school administrators and stakeholders should work together to achieve special education goals.

KEYWORDS: Classroom Management Problems, Coping Strategies, Special Education,

SUBMISSION ID: R04A-RIZALP-0447

Classroom Management Styles among Teachers in Public Secondary Schools

Faisal Siega, Department of Education

Abstract

INTRODUCTION

This research study examined the classroom management styles employed by teachers and the level of effectiveness of classroom management that greatly influenced the positive learning environment of the students.

METHODS

This study made use of a numerical-descriptive design aimed to determine the relationship between an independent variable and dependent variable in a population. This study three (3) public secondary schools of the districts of Bayabas, Cagwait, and Marihatag of Surigao del Sur Division.

RESULTS

These are the salient findings of the study: most of the eighty-three (83) respondents belonged to the young adult age group and are mostly females. On the other hand, most of the teachers-respondents are novice teachers as seen by their rank and their years in service. The preferred classroom management styles employed were (1) authoritative, (2) business academic, and (3) indulgent style. On the level of effectiveness of classroom management, warm relationship between teachers and students was very much effective in maintaining a good learning environment. On the other hand, some teachers are not inclined in using incentives. Moreover, it was found out that the respondents' profile and the classroom management styles they used have no significant relationship except for years of service which revealed that the more experienced teachers honed their classroom management styles throughout the years. Classroom management styles and the level of effectiveness of classroom management are of equal importance in motivating and shaping the life of the students.

DISCUSSIONS

The study suggested that teachers should adopt an innovative classroom management model that will enhance their classroom management styles to address the needs of 21st century students. Teachers should be open to the changes in the modern classroom setting in order to be effective in maintaining a good classroom environment which will benefit the students.

KEYWORDS: Classroom Management Styles, Public Secondary Schools

SUBMISSION ID: R013-SURSUR-0027

**Classroom Observation and In-Service Trainings, Their Significance to
The Public Elementary School Teachers of The South District, Division
of Lipa City**

Noe Llanes, Department of Education - Lipa City

Abstract

INTRODUCTION

The quality of teaching depends on the effectiveness and efficiency of the teachers who are deemed the most indispensable manpower needs of all educational institutions. One of the key reasons to provide systematic observations of a classroom is to improve instruction of teachers. Feedback provided from an evaluation can help a teacher become more aware of her strengths and weaknesses based on an outside perspective. Classroom observation can make educators more aware of how they behave in the classroom and of the needs of students in their classroom. Classroom observations can also be a guide for teachers so they can reflect on their own teaching practices such that they can learn from other more successful educators about their methods. Classroom observations allow educators and administrators to improve not only classrooms, but schools as a whole.

METHODS

The data was validated and administered to one hundred forty-two (142) teachers of public elementary schools. The data gathered from the respondents were analyzed and interpreted through the use of simple percentage for their profile and weighted mean for their responses to the main research variables as stated in the research problem.

RESULTS

Classroom observation and in-service training are of great significance to the teachers' professional and personal growth and development. On professional growth based on the teachers' assessment, they stated that motivating teachers to use varied instructional materials make teaching more meaningful to learners. On personal growth, the teachers are aware of their strengths and weaknesses. They also stated that constructive comments and helpful advices help them gain self-confidence.

DISCUSSIONS

School heads should make themselves visible in the classrooms not only for instructional supervision purposes but also to establish a stronger spirit of unity, cooperation, camaraderie and harmonious relationship among all school constituents. The school head should encourage all teachers to attend not only in- service training programs, but also international level seminars and trainings. Both school heads and teachers must maintain mutual respect, courtesy and professionalism. They should also have a healthy sense of humor to ease the conduct of classroom observation.

KEYWORDS: classroom observation, in-service training, professional growth,

SUBMISSION ID: R04A-LIPAC1-0212

Clip and Flip Scrapbook Project: An Intervention to Poor Reading Habits of Grade VI Pupils in Manupal Elementary School Sy, 2017-2018

Randy Dimamay, Teacher

Abstract

INTRODUCTION

The Clip & Flip Scrapbook Project is an original concept created by the researcher based on his observations. It is an action research that aims to improve Grade VI pupils' poor reading. This research was conducted in Manupal Elementary School, Manupal, Matalam, Cotabato. This research intended to gauge the effectiveness of the said intervention with the help of the parents, teachers, and the pupils themselves. With this study, it is expected that pupils will learn to appreciate the benefits of reading and develop their interest in reading as well. This intervention was created and formulated to address the needs of these pupils, to entice and build their interest in reading, and address their skill deficiencies to improve the quality of education. The visual-spatial intelligence of the students will also be developed since they will be applying their artistic skills on it. During vacant periods and spare times pupils are expected to hold their scrapbooks and read because they are attracted to it.

METHODS

The researcher measured the reading habit improvement of the respondents depending on the frequency of reading with 60% weight while corresponding points were given to the number of clippings done with 40% weight using a self-made template. Two sets of questionnaires were given to test their reading ability and interest. Finally, an analysis was drawn out of the score with corresponding description. Descriptive statistics was used in the study to include frequency counts and mean percentages for summarizing quantitative data.

RESULTS

Results revealed that most of the Grade VI pupils had poor reading habits and spent more time playing different games especially computer and phone-based games. After the 20-day session it was clearly observed that their reading habits were improved because they were attracted to the scrapbooks they've created and personally crafted.

DISCUSSIONS

The respondents were the thirty (30) Grade VI pupils who underwent pre-assessment on their study habits. Results and data were gathered using different questionnaires, survey forms and observation forms. Descriptive statistics were used to include frequency counts, and percentages for summarizing quantitative data. To summarize, Clip & Flip Scrapbook Project significantly cultivated and revived the reading habits of the Grade VI pupils of Manupal Elementary School by developing their interest and love of reading.

KEYWORDS: Clipping, Flipping & Scrap-booking Activities Improve Reading Habits

SUBMISSION ID: R012-COTABP-0007

Collaborative Approaches in Teaching Reading to Enhance Language Proficiency among Grade 4 Pupils in English: Towards Best Practices

Jenniflor Ikug, Department of Education

Abstract

INTRODUCTION

Reading is said to be the training of the mind and the means to attain a deeper meaning of reality. The ability to read is one determinant of students' success or failure. They must form the habit of reading to perform well in all subjects. This study was conducted to: a) adhere poor performance in reading skill; and b) make struggling readers and non-readers read on the use of collaborative approaches in teaching reading in order to develop best practices.

METHODS

A descriptive survey method was used to obtain data from the respondents. The researcher used this method because a qualitative description of the collaborative approaches in enhancing the language proficiency level among pupils is appropriate. The descriptive method was used in this study to describe the pre-test and post-test score of the pupils based on the PHIL-IRI results.

RESULTS

Collaboration among the teachers, parents, and the pupils themselves was found useful in the enhancement of reading skills of the pupils. Findings revealed that there was a significant difference in the performance of the students before and after use of collaborative approaches in teaching reading. The scores were assessed in terms of phonological awareness, phonics, reading fluency, vocabulary, and comprehension. The performance of the pupils during the pre-test significantly increased in the post-test due to the collaborative approaches in teaching reading.

DISCUSSIONS

Best practices on collaborative approaches in teaching reading were designed to enhance the language proficiency level of the pupils. Based on the findings of the study, collaborative approaches were utilized in enhancing the language proficiency level among pupils in the elementary level.

KEYWORDS: Keywords: Best Practices, Collaborative Approaches, Language Proficiency

SUBMISSION ID: R04A-CALAMB-0136

Collaborative Efforts of School Head and Teachers Towards Enhancing Teaching and Learning Process

Alvin Jay Mendonis

Abstract

INTRODUCTION

This study determined the collaborative efforts of the school head and teachers of Talolong Elementary School (TES) to enhance the teaching and learning process. This study bridged the gap between the school head and teachers to further enhance the teaching and learning process.

METHODS

This study used the quantitative research design which the researcher deemed important so that the problems of the study can be explained well and can be understood. It was conducted at Talolong Elementary School, Lopez West District, Lopez, Quezon. This is a small sized school with (1) head teacher, (7) teachers, and (187) pupils.

RESULTS

Results showed that the leadership competencies of the school head got an overall weighted mean 4.23. Meanwhile, teaching and learning process got a 4.16 weighted mean. The null hypothesis was accepted with the P-value obtained 0.803647 which is greater than the set alpha 0.05.

DISCUSSIONS

The following programs were crafted: Principal and Teacher Collaborative Enrichment Program (PTCEP); Creating a Cooperative and Constructive Climate (4Cs) Program; and Group Intensive Activity (GIA).

Collaborative efforts of the school head and teachers of TES will serve as model for other schools to enhance teaching and learning process. This will also ensure the welfare of the workforce of the school.

KEYWORDS: collaborative effort, teaching and learning process, school head, teachers, Talolong, Lopez

SUBMISSION ID: R04A-LUCENA-0028

**Competence Level and Technological Management Practices of
Elementary School Heads: An Information Communication
Technology Based Plan**

Roseann Merano, Ph. D.

Abstract

INTRODUCTION

Information Technology or IT has emerged as an important tool in education particularly in teaching, learning and management. It has boundless capabilities in administrative and managerial tasks. This development of Information Communication Technology (ICT) creates an exciting and very challenging tasks when it comes to the competencies and management practices of school heads.

METHODS

The mixed method research design was used. Two hundred forty-eight (248) school heads and twenty (20) teachers from twenty (20) school districts from Region IV-A were selected as respondents of the study via the fishbowl technique. The data gathered were statistically analyzed using weighted mean, Spearman's and ANOVA for multiple comparisons. Also, open-ended self-devised questionnaires were also used. Weighted mean and Spearman rho were used for appropriate statistical measures.

RESULTS

There is an observable disparity in the level of ICT competence and technological management practices of school heads. Hence, it was shown that school heads in Cavite, Laguna and Rizal are in the proficient level whereas Batangas and Quezon are just in the developing level in terms of their ICT competence and technological management practices. Furthermore, the study confirms that ICT competence has a connection with the technological management practices done by the school heads. Thus, an ICT based plan was proposed and was revealed to be strongly acceptable in all its parameters.

DISCUSSIONS

The result commended that school heads practicing technological management may be sent for intensified trainings and seminars to improve themselves. There is a shift in the role of administrators from just acknowledging the importance of ICT towards a role that is more proactive in order to discharge their responsibility as leaders in the effective use of technology in schools.

KEYWORDS: Competence Level, Elementary School Heads, Information Communication Technology Based Plan, Technological Management Practices

SUBMISSION ID: R04A-QUEZON-0379

Competency Level of TLE Teachers and Students of Lipa City National High School Based on the National ICT Standards (NICS)

Alvin Sabido, Department of Education, Rizal National High School

Abstract

INTRODUCTION

As a valuable instrument for both teachers and students, computers play a critical role in improving the quality of education. Equipped with the suitable ICT competencies, teachers will be in the best position to intensify ICT awareness of their students for them to reap the benefits of the process. Therefore, teachers and students' competency in analyzing, designing, developing, educating, applying, evaluating and controlling ICT is highly significant in education.

METHODS

Descriptive questionnaire was used in the study. Majority of the items were taken from the National ICT Competency Standard (NICS) for teachers issued by the Commission on Information and Communications Technology. Concepts were reframed to suit the purpose of the study which is to assess TLE teachers and students' competency level based on NICS. The following dimensions were analyzed in the study: technology operations and concepts, social/ ethical, pedagogical and professional dimensions.

RESULTS

In terms of NICS level of competence in technology operation and concept dimensions, results showed that teachers and students are aware and able to use various ICT tools like computers and communication devices. In terms of level of competence in in the social/ethical dimension, both the TLE teachers and students were found to be competent to a great extent. Teachers and students' level of competence in the pedagogical dimension, showed that teachers and students are competent to a great extent.

DISCUSSIONS

The proposed intervention activities may be reviewed and modified before adoption to enrich the competency level of teachers and students in using ICT in the teaching-learning process. Teachers in TLE should attend more trainings and seminars to enhance their competency in using ICT. The objectives of the National Information and Communication Technology (ICT) Competency Standards should be followed to be able to enhance their competencies in the use of ICT in instruction. School-initiated activities designed to enhance ICT skills should be given among students and the research could be enhanced through follow-up studies of the competency level of TLE teachers and students in using ICT.

KEYWORDS: ICT, NICS, TLE Teachers, Students

SUBMISSION ID: R04A-LIPAC1-0148

Conflict Management Styles of School Principals: Input for Managing Conflicts

Ivy Angeles, Manggahan Elementary School

Abstract

INTRODUCTION

The principal, as the head of the school, has a great responsibility in ensuring that the mission and vision of the school is greatly achieved. But oftentimes, just like any other organization, conflicts in school are inevitable. Conflicts exist due to opposing views, interests, personalities, and expectations of all the stakeholders. This study focused in identifying the frequent intrapersonal, interpersonal, and intergroup conflict situations encountered by the principals in school and which among the five styles of conflict management is used to manage these kinds of conflict situations.

METHODS

Mixed method research design was used. In data gathering was accomplished using the following instruments: (1) Conflict Checklist (Mendoza, 2001), (2) Thomas - Kilmann Conflict Mode Instrument and (3) semi - structured interview. The Conflict Checklist is used to identify what type of conflict situations under intrapersonal, interpersonal and intergroup were frequently experienced by principals in running their schools. Meanwhile, the Thomas - Kilmann Conflict Mode Instrument gauged their most prevalent conflict management styles when dealing with various conflict situations. Responses taken from the semi - structured interviews were consolidated through thematic analysis and categorized themes were developed to support their claims. There were forty - nine (49) participants in this study which came from both government - owned and private - owned elementary schools.

RESULTS

Respondents claimed that intrapersonal, interpersonal, and intergroup conflict situations were seldom encountered in their schools. They commonly used the avoiding style (34.7%) in managing conflicts. Based on the ranking of Thomas - Kilmann percentile scores, principals also used other styles in conflict management such as Accommodating (24.5%), Competing (18.4%), Collaborating (12.2%), and Compromising (10.2%). The principals' perceptions in using avoiding style were explained into themes: (1) Make it First, (2) Pause for a while, (3) Cooling off period, (4) Conflict's potential matters and (5) Let them, Do it.

DISCUSSIONS

Conflicts in school vary. Based on the results, principals claimed that conflict situations were seldom encountered because they have contingency solutions to prevent them. The top conflict management style used is "avoiding" but this is not because they avoid the problem but instead, they want to understand it beforehand, identify its root cause before doing any resolution, and ensure that effective conflict management will come into place.

KEYWORDS: conflict, conflict management styles, conflict situations, percentile scores, thematic analysis

SUBMISSION ID: NCR1-PASIGC-0001

**Conflict Management: Crafting Conflict Resolution Strategies among
Secondary School Educators**

Anicia Indicio, RNHS

Abstract

INTRODUCTION

The dynamics of a diverse work force characterized by organizational change, competition, and complex communication are driving new ways of avoiding the costly and destructive outcomes of relationship dysfunctions. The study sought to establish the major sources of these conflicts and the conflict management behavior of secondary school educators. This study also identified conflict management behaviors of secondary school educators. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting. Properly managed conflict can improve group outcomes.

METHODS

The study utilized the descriptive research design. The study described the types of conflict experienced by secondary school educators and their corresponding conflict management behavior. The study further looks for the relationships of the types of conflict with their management behavior.

RESULTS

The study identified three types of conflict: relationship, task, and process. The study further identified the conflict management behavior of the educators, namely: competing, collaborating, compromising, avoiding, and accommodating. Finally, the study recommends conflict resolution strategies to effectively manage conflicts in the school. The study covered thirteen (13) secondary school teachers with a total of two hundred thirty-seven (237) teachers and thirteen (13) principals for a total of two hundred fifty (250) respondents assigned in the Division of Batangas, Municipality of Rosario for School Year 2016-2017. Most of the respondent had less than three years of length of service.

DISCUSSIONS

Since the school head and teachers have preferred different conflict management behavior, the supervisor should ensure that there is justice and fairness in resolving conflicts at the school. School authorities should ensure that their institutions address the issues and concerns of the teachers.

KEYWORDS: conflict management, conflict resolution

SUBMISSION ID: R04A-BATANP-0404

Context Clues as Strategy in Improving Reading Skills of Select Grade 7 Students in DGANHS

Jeazelle De Gala, Department of Education

Abstract

INTRODUCTION

Reading is getting meaning from a printed page. It requires a thorough understanding of the reading material, but there are instances wherein reading comprehension is compromised by the student's limited range of vocabulary knowledge. That's the reason why one of the goals of the teacher is to insert the hidden curricula which means that the teacher will try to supplement or to integrate a strategy that would help the students have a higher vocabulary proficiency level without the use of dictionary. This strategy is achieved with the use of context clues; this strategy would allow them to discover meaning on their own.

METHODS

The researcher made use of the descriptive method of research. The respondents of the study were selected Grade 7 students that were chosen through the purposive sampling method. The researcher created an examination to assess the contextual ability of the students and the examinations was guided in Blooms taxonomy. The self-made examinations also followed as well as item analysis. The researcher also pilot tested its validity. Afterwards, it was validated by the researcher's co-teachers. The data gathering instrument used in this study was a questionnaire. The questionnaire had three parts. The first part was the demographic profile of the student-respondents which included the age, and grade in contextual ability. Part two was composed of the test item questions that tested the contextual ability of the respondents and the last part was composed of checklists which used the Likert Scale.

RESULTS

Results showed that majority of the respondents were aged twelve (12) years old. It was also revealed that the respondents belonged to the grade bracket of 90-94. Results showed that context clues were effective in discovering the meaning of unknown words. The clues that are easily identified by the respondents, were example clue, definition clue, and restatement clue. The common problems encountered by the students in using the strategy were the following: (1) they found it hard to understand the meaning of the word when the context is not suggestive and supportive; (2) they can't understand the word that they just encountered once, and (3) students get confused analyzing comparison clue in the sentence.

DISCUSSIONS

Moreover, vocabulary enrichment activities will serve as the output of the study that any teachers could utilize in improving the reading skills of the students.

KEYWORDS: contextual clues, vocabulary enrichment

SUBMISSION ID: R04A-BATANP-0010

**Contextualized Instructional Materials in Teaching English for Grade
VII: An Enhancement**

Ma. Cristina Belo, Department of Education, GEANHS

Abstract

INTRODUCTION

Prior to the K-12 curriculum, education was projected to be relevant and useful for society. To stress the philosophy of the K-12 curriculum, classrooms are now expected to observe contextualized instruction. The researcher seeks to determine the effectiveness and acceptability of contextualized instructional materials as used in the 7th graders of Gen. Emilio Aguinaldo National High School. Through this study, teachers become motivated to explore better instruction options meeting K-12 standards. The instructional cycle follows a domino effect: from teachers' awareness to a modification of content and the execution of an implementation structure that provides contextualized learning. With this, the "what's-in-it-for-me" schema of the students could be satisfied and learning becomes meaningful as students see real-world applications for their classroom exercises.

METHODS

This study used both descriptive and experimental designs where the survey method was employed following a five-point Likert scale. Pretest and post-test group design was used to test the effectiveness of the instructional materials. Validated pretest assessment tool was first given to the students. Then, the intervention or the contextualized instruction took place. Afterwards, a post-test assessment tool was given to the same group of students.

RESULTS

Based on the findings of the study, the school administrators and teachers assessed the instructional materials as acceptable. Based on the assessment given to the students with contextualization observed, the pretest scores showed average performance while post-test scores showed the closely approximating mastery with a higher performance level. This implied that a positive effect can be observed on student learning. By performing further analysis between the pretest and post-test scores, the study showed that the contextualized materials indeed improved the student learning.

DISCUSSIONS

Based on the results it is recommended that the instructional materials in schools be contextualized and further enhancement is also encouraged to engage student learning. Aside from school administrators and teachers, analyzing the areas from the learners' perspective could also areas for future research. Future research should use research materials that are appropriate to the level of students' perception to further improve the contextualization of instructional materials.

KEYWORDS: contextualization, evaluation, instructional materials, usefulness

SUBMISSION ID: R04A-IMUSC1-0043

Contextualized Worldview of Conflict in Mindanao: Basis for Enhancing Peace Education Program

Genie Cubita, Department of Education - South Cotabato

Abstract

INTRODUCTION

This study revisits the historical nature, causes, and status of the Mindanao conflict. This study also explores a group contextualization of the prolonged arm struggle. The Mindanao problem is a type of ethnic conflict. As education managers, the situation calls for determining the possibilities of guiding the young boys trained as fighters in training camp instead of sending them to school. If the peace education program will not be enhanced, these children who grew-up hearing the sounds of guns will be possibly be worse than the terrorists.

METHODS

The descriptive method of research was used for this study. The researcher used Slovin's formula in selecting respondents from identified ethnic groups across SOCCSKSARGEN region Philippines in 2016. Average mean was employed to analyze the respondents' worldview of nature, causes, and status of conflict. ANOVA was used to determine the significant difference among the respondents' perception on the government's resolution strategies and their worldview of nature, causes, and status of conflict. Finally, Tukey-Kramer Multiple Comparison Test was utilized to carry out the process.

RESULTS

Christians and Lumads perceived that the nature of conflict as Rido-based. Meanwhile, Muslims perceived the conflict as sovereignty-based, claiming that Mindanao is a Bangsamoro homeland but is occupied by Christians. Respondents perceived that poor governance highly caused Mindanao conflict. Muslims and Lumads have similar views and related sentiments over the discrimination by the Christian-dominated government. Results reveal that the status of clan conflict is due to land disputes and political conflict. There are no significant differences on the perspectives of respondents on the government strategies in addressing conflict. There is a significant difference on their worldview of the nature, causes, and status of the Mindanao conflict.

DISCUSSIONS

There is a significant difference on respondents' view of conflict. Muslims and Lumads have similar views which is relatively higher than Christians. Moreover, promoting equal opportunities for all is the most recommended strategy for an enhanced peace education program. Finally, peace in Mindanao has a chance if local constituents are involved in the process.

KEYWORDS: Mindanao conflict, worldview, nature, causes, status of conflict, ethnic group,

SUBMISSION ID: R012-SOUCOT-0015

**Continuing in - Service Training for Primary Teachers of Bauan East
and West Districts, Division of Batangas**

Edna Medrano

Abstract

INTRODUCTION

This study aimed to assess the teachers and principals on their insights on the K-to-12 Mass Training Program. The researcher assessed the characteristics of the primary teachers in terms of their computer literacy, evaluation of students' learning, and preparation of instructional materials. The respondents were also assessed on their teaching strategies, instructional materials development and their assessment of students' learning discussed in the seminar. Activities/strategies for continuous in-service training were developed as an output to enhance their knowledge and skills and to keep up with the changing trends in education.

METHODS

The descriptive research design was used in the study. The questionnaire was the main data gathering instrument. A total of fifteen (15) principals and eighty-one (81) primary teachers from twenty-four (24) schools in Bauan East and West districts participated in this study. Majority of the respondents (81/ 90) completed the information needed in the questionnaires. The researcher constructed the questionnaire based on the related literature and studies. The statistical tools used to analyze and interpret the data gathered are frequency count, weighted mean, independent t-test and ranking.

RESULTS

Findings of this research revealed that both the teachers and the principals managed to do their task independently based to the goals of the department. These goals include: digitizing the classroom instruction, improving the assessment skills of the teachers, and providing the instructional materials needed in the classroom that can visualize learning and comprehension. The hypothesis testing revealed that there was a significant difference between the assessments of the teachers and the principals on the teaching strategies and approaches as well as the evaluation of students' learning.

DISCUSSIONS

Teachers need continuous in-service training in developing instructional materials using updated technology. They also need to strengthen teaching strategies and processes thorough knowledge on assessing the learning of the students. The proposed management plan was designed so that they may be used in daily classroom teaching and activities. It is recommended that the proposed cross learning activities be reviewed and validated by experts.

KEYWORDS: computer literacy, evaluation, assessment, strategies and approaches, teachers, principal

SUBMISSION ID: R04A-BATANC-0559

**Continuous Improvement Plan (CIP) "Make Reading a Habit" of
Silangan Elementary**

Dona Cadiente

Abstract

INTRODUCTION

This research study looked at the Continuous Improvement Plan (CIP) "Make Reading a Habit" of Silangan Elementary School. This study evaluated the effectiveness of "Make Reading a Habit" in improving the reading status of Grade II pupils whose reading skills belong to the frustration level and the non-readers of the school.

METHODS

The researcher used the descriptive research methodology because the study focused on gathering data that essentially describes accurately and objectively how the things are. The respondents of the study were the ninety-seven (97) grade II pupils of Silangan Elementary School for the school year 2016-2017 whose reading skills belong to the frustration level and non-readers. In this study, the descriptive method of research was used wherein the researcher is directed towards understanding the prevailing conditions (the facts that prevail in a group of cases chosen for the study). This method is essentially a technique of quantitative description of the general characteristics of the groups. Data can be useful in developing an approach to problem-solving as the study gathers facts relating to the existing conditions (Sevilla et, al. 2006)

RESULTS

The number of non-readers which was 25 during school year 2016-2017 was reduced to 5 for school year 2017-2018 and 0 for school year 2018-2019. The results of study are as follows 1) The pupil-respondents perceived that they were often exposed to Dolch Basic Sight Words (weighted mean of 3..92) ; 2) Schedule of daily reading session was given to them (weighted mean of 3.82); 3) were tutored by their peers who are fast learners (weighted mean of 3.74) and 4) the teachers used the Phono-visual techniques and blending sounds to form meaning words (weighted mean of 3.6).

DISCUSSIONS

The results revealed the number of the pupils who were identified are non-readers decreased at the end of two school years as there were no more pupils classified as non-readers. The results showed that "Make Reading a Habit" is an effective Continuous Improvement Plan.

KEYWORDS: Continuous, improvement, habit, reading

SUBMISSION ID: R04A-CAVITP-0321

Continuous Improvement Plan (CIP), Make Reading a Habit

Mercy Udde-E, ONE

Abstract

INTRODUCTION

This research study looked at the Continuous Improvement Plan (CIP) "Make Reading a Habit" of Silangan Elementary. This study aimed to evaluate how effective "Make Reading a Habit" is to improve the reading status of the Grade II pupils identified as reading in the frustration level and non-readers.

METHODS

A descriptive method was used where the researcher is directed towards ascertaining the prevailing conditions (the facts that prevail in a group of cases chosen for the study), and this method is essentially a technique of quantitative description of the general characteristics of the groups, thus, approach to problem-solving seeks to answer questions as to the real facts relating to the existing conditions.

RESULTS

In comparing the number of non-readers and readers reading at a frustration level the number on non-readers which was 25 during school year 2016-2017 was reduced to 5 for school year 2017-2018 and 0 for school year 2018-2019.

The perceptions of the pupils with regards to the activities that were part of "Make Reading a Habit". The pupils perceived that they were OFTEN exposed to Dolch Basic Sight Words with a weighted mean of 3.92, Schedule of daily reading session with a weighted mean of 3.82, were tutored by our peers who are fast learners with a weighted mean of 3.74 and The teachers used the Phono-visual techniques and blending sounds to form meaning words with a weighted mean of 3.6.

DISCUSSIONS

The results revealed the number of the pupils who were identified are non-readers decreased that at end of two school years there were no more pupils classified as non-readers. 1) The pupil-respondents perceived that they were often exposed to Dolch Basic Sight Words. a) Schedule of daily reading session was given to them, b) were tutored by their peers who are fast learners and c) the teachers used the Phono-visual techniques and blending sounds to form meaning words. 2). Make Reading a Habit is an effective Continuous Improvement Plan.

KEYWORDS: READING, HABIT

SUBMISSION ID: R04A-CAVITP-0312

Continuous Improvement Program (CIP) Initiatives in Reading among Grade Seven Students

Richelle Ambojia, Carmona National High School

Abstract

INTRODUCTION

In adherence to the Department of Education's Continuous Improvement Program for Curriculum and Instruction, the researcher initiated an intervention project addressed the development of reading and comprehension skills of the Grade 7 learners of Carmona National High School in Carmona, Cavite Division. With this intervention, the researcher ensured that learners were able to read and comprehend so that they will perform in academics as well as their peers in high school. Reading, after all, is an important gateway to other disciplines. It equips the person with varieties of knowledge which he can use in his daily life.

METHODS

This study used the mixed method of research which identified the reading difficulties of Grade 7 students as perceived by the teachers of Carmona National High School, Division of Cavite during the School Year 2017-2018.

This study used the following statistical tools for descriptive analysis: percent, the weighted mean and t-test.

RESULTS

In order to transition to communicating through reading and writing, students need a large meaning vocabulary and effective decoding skills. There is an abundance of research evidence to show that an effective decoding strategy allows students to not only to identify printed words accurately, but also to do so rapidly and automatically. Pupils need assistance in developing their comprehension skills particularly their literary level. This includes interpreting and critiquing the meaning of what they are reading, appreciating literature, and developing work study skills

DISCUSSIONS

Based on the findings and conclusions of the findings of the study, strengthening the intensive reading program of the school such as the Carmona National High School Continuous Improvement Plan (CIP) for literacy development is recommended. The difficulties experienced by the pupils in the different reading skills such as vocabulary skills, comprehension skills, literary appreciation skills, and work study skills should serve as a springboard to improve the implementation of the program.

KEYWORDS: CIP, intervention, literacy, literary appreciation, work study skills

SUBMISSION ID: R04A-CAVITP-0591

Cooperative-Based Programmed Instruction on Fractions: Its Utilization and Effectiveness

Alberto Hernandez

Abstract

INTRODUCTION

Pupils' performance in the National Achievement Test showed that aside from Science, English, Filipino and HEKASI, Mathematics continues to be the most difficult field of study in basic education. One of the main factors for this is the low system approach. The researcher believes that learning is most effective when learners are actively involved in sharing ideas and work cooperatively to complete academic tasks. To achieve this, the researcher developed programmed instructional materials on fractions.

METHODS

The experimental method of research was used in this study to determine the effectiveness of the Cooperative-Based Programmed Instructional Materials. This method relies on controlled methods, random assignment, and the manipulation of variables to test a hypothesis. The respondents were Grade 6 pupils of Sto Domingo Elementary School, Nabua West District, Division of Camarines Sur for the school year 2011-2012. The respondents were divided into two (2) groups that consisted of forty-five (45) pupils each from two classes. One group of students were tagged as the control group where the traditional method of instruction was used. Another group of students was tagged as the experimental group in which cooperative learning was applied. Both groups of students were administered with pre-test and post-test exams. This was done to determine the effectiveness of the Cooperative-Based Programmed Instructional Materials.

RESULTS

Based from the findings of the study, the mean score obtained by the experimental group during pre-test was slightly higher compared to the control group; meanwhile it was significantly higher during the post-test implying that Cooperative-Based Instruction in the group was very effective. A high statistically significant difference was obtained between the mean scores of the control group that used traditional instructional methods and the experimental group that used the cooperative learning approach. The Cooperative-Based Programmed Instructional Materials on fractions was developed based from the needs of the pupils to achieve critical thinking, higher order thinking skills, and improved problem-solving ability.

DISCUSSIONS

Cooperative learning is found to be an effective instructional approach; hence the programmed instructional materials were developed. This typically consisted of self-teaching aids that is structured in logical and empirically developed sequence that serve as a useful basis for instruction and enhancement of learning of the pupils. The materials can also facilitate the teaching task of the teacher.

KEYWORDS: Cooperative Learning, Programmed Instruction, Utilization and Effectiveness

SUBMISSION ID: R005-CAMSUR-0091

Coping with borders of primary public-school teachers of a district

Marites Agkis, MAPSTEA

Abstract

INTRODUCTION

Work and family are very essential to humans. But most of the time, work and family responsibilities overlap, compromising each other. This study was undertaken to describe how the primary teachers of a public-school cope with overlapping of the work and family life borders.

METHODS

Using the descriptive method of research, the researcher processed the data gathered from the responses of thirty-eight (38) teachers from Magallanes district. The main data gathering instrument was a self-made questionnaire. Statistical tests used include percentage, weighted mean, and Pearson's r coefficient.

RESULTS

In terms of the personal profile of the respondents, majority of them are female, married, are in their late 30s and are living alone with their family. In terms of their personal profile and work profile, majority of the respondents hold teacher 2 appointments, have been teaching for more than 7 years and majority of them traveled for not less than an hour. In terms of coping mechanism of border profile, majority of the respondents had little support from the school head and their colleagues. In terms of interference with personal life, minority of the respondents are stressed. In terms of personal life and its interference with work, the respondents' works were mostly affected by the family. In terms of satisfaction with work-life balance, majority of the respondents were moderately satisfied.

DISCUSSIONS

The study conclude that respondents had little support with regards with work. Work was also affected by family and vice versa. On the other hand, the respondents had work-life imbalance. Based on the results of the study, it is recommended that: 1) the school head must help and support the teachers; 2) teachers should finish their work in school and do not bring it at home; 3) there must be a continuous seminar in stress reduction and time management; 4) teachers should know how to balance work from personal life and 5) future studies on the same nature can be done to further re-assess the coping mechanism of the public school teachers.

KEYWORDS: luvs8106

SUBMISSION ID: R04A-CAVITP-1464

Correlates of In-Service Training and Classroom Management: Input to Instructional Capability of Public Secondary School Teachers in Cluster Iv Division of Quezon

Arlene Laylo, QUELTA

Abstract

INTRODUCTION

This study was undertaken to determine the effect of In-Service Training Programs to the instructional capability of public secondary school teachers in Cluster IV Division of Quezon.

METHODS

The descriptive method of research was applied in this study. Researcher-made questionnaires was the main instrument for gathering data.

RESULTS

Based on the findings, the following conclusions are drawn: 1) there is no significant relationship between instructional capability and the teachers' related factors as such, the hypothesis stating that there is no significant relationship is accepted; 2) the hypothesis stating that in-service training related factors such as objectives, topics, resource speakers and training materials/ handouts are marked significantly related to the teachers' instructional capability, is rejected.

DISCUSSIONS

The study revealed that In-Service Training Programs which include objectives, topic, resource speakers and training materials/ handouts were found significantly related in terms of commitment. The purpose for attending similar training which may be for requirement and professional development was also found significantly related to instructional capability in terms of commitment.

KEYWORDS: In-Service Training, Instructional Capability, Classroom Management

SUBMISSION ID: R04A-QUEZON-0341

**Correlating Teachers' Competencies with the Academic Performance of
Grade 9 High School Students in the Third Congressional District of
Quezon: Basis for Enhancement Program**

Ronald Domingo, Department of Education

Abstract

INTRODUCTION

The kind of teaching affects the kind of learning the students get inside the classroom. The performance of students reflects the kind of teacher they have. This could be the reason why in many cases, a teacher is blamed for many ills in society. This is the reason why the researcher wants to correlate the competencies of the teachers with the academic performance of the students.

METHODS

This study employed a descriptive-evaluative type of research. This method or research examines the current scenario which evaluates the current situation of the research study.

RESULTS

Based on the results, demographic profile showed that most of the respondents served their schools for 0-3 years, were teachers, with units in Master's Degree, married, and female dominated with an age range of 25-29 years old. Moreover, the teachers' competency level was very good. Regarding the variable "Social Regard for Learning", data showed that teachers show respect for other person's opinions and their ideas. This indicated that the teachers have a sense of respect for one another. On the variable "Learning Environment" the teachers recognize that every learner has their own strengths and weaknesses. This implied that the teachers take into account the strengths of the learners. Regarding the variable "Personal and Professional Development", the teachers manifest personal qualities such as enthusiasm, flexibility, and empathy. This implied that teachers applied their personal skills in the school. Majority of the respondents had grade point averages between 79-86%, followed by those grade point averages between 87-94%. There is no significant relationship between the teachers' competency level and the academic performance of the Grade 9 students.

The top problem encountered by the respondent in the school was insufficient funds needed to implement the program. This implied that the school lacked financial resources in the school. This was followed by the problem that the teachers lack instructional materials for teaching the students. These problems implied that there may be poor or mismanagement of the school resources in the school.

DISCUSSIONS

After the result, the enhancement program was developed and implemented.

KEYWORDS: National Competency-Based Teachers' Standards, Academic Performance, Enhancement Program, Self-Efficacy

SUBMISSION ID: R04A-QUEZON-0342

**Correlation between Instructional Supervision and Teaching
Performance of Teachers in Five (5) Selected Public Schools in
Calatagan, Batangas**

Reynalyn Mendoza, Dr. Francisco L. Calingasan Memorial Colleges
Foundation, Inc.

Abstract

INTRODUCTION

To complement reform initiatives to improve teacher quality, the Philippine Professional Standards for Teachers (PPST) was developed and validated. To ensure teacher quality, the Results-based Performance Management System (RPMS) aligned the performance targets and accomplishments with the PPST. For its implementation, the school heads are mandated to perform class observations. Therefore, instructional supervision is performed to assess different processes and developmental activities performed by teachers as they undergo through the RPMS cycle. Thus, this study is anchored in discerning the correlation between instructional supervision in the context of adapting the PPST and the results are used as basis in planning the enhancement of teachers' effectiveness.

METHODS

The study utilized the descriptive-correlational method in gathering the necessary data. The elements of this design included identification of the variables of interests, the group of subjects or respondents where the variables were applied, and the estimation procedure, to determine the extent of relationships. Fifty (50) teachers among five (5) selected elementary schools of Calatagan District answered the questionnaire which is composed of the profile of the respondents and the correlation between instructional supervision and teaching performance of teachers.

RESULTS

The respondents have positive remarks on the supervisory skills displayed by their school heads in terms of implementing programs for instructional improvement. Degrees of difficulties are also evident when pre-observation, observation and post-observation conferences are conducted. Results show that there is a significant correlation between instructional supervision and teaching performance. The findings signified that the perceived level of instructional supervision provided by the school heads in the present study affected teaching performance based on the Philippine Professional Standards for Teachers (PPST). The results suggest that there is a need to strengthen the current practices on instructional leadership to align it with the PPST-oriented teaching performance.

DISCUSSIONS

The respondents are satisfied with the displayed competencies of their school heads in implementing programs for instructional improvement and instructional supervision. The researcher recommends to intensify coaching and mentoring of teachers. In addition, the proposed action plan is highly recommended in enhancing the effectiveness of teachers in instruction.

KEYWORDS: Correlation, Teaching, Performance, Instructional Supervision

SUBMISSION ID: R04A-BATANP-1491

Cyberbullying Awareness among The Students of Amaya School of Home Industries: Basis for an Action Plan

Eden Papa

Abstract

INTRODUCTION

Cyberbullying is a misdemeanor that takes place over personal digital devices. Cyberbullying can happen through SMS, text, and applications. It can also happen online via social media, online forums, or gaming where people can view, contribute in, or share content. Cyberbullying is an important problem confronting the youth in the last decade.

METHODS

This study was conducted in Amaya School of Home Industries, Sahud-Ulan, Tanza, Cavite. It identified the level of awareness of the Grade 11 students. The researcher used the descriptive research design to collect data from two hundred twenty-six (226) respondents. The survey questionnaire was used as the main gathering instrument. Data were analyzed quantitatively using weighted mean, Pearson product moment correlation, standard deviation and Z-test.

RESULTS

Based on the findings, the most common electronic device used was the cell phone. On the frequency of the use of social media, respondents replied that they are engaged in social media every other day. The respondents moderately agreed on the level of cyberbullying awareness in personal statement, role of parents or guardians, and role of teachers and school. When accounting for gender, data showed that there is no connection in terms of engaging in cyberbullying. There is an influence to the students if the school will educate them about cyberbullying or will inform on how to be a good and responsible netizen.

DISCUSSIONS

The study recommends that the students should identify the do's and don'ts while using the internet. The parents or guardians should give advice to their sons/daughters on how to use the different social media websites to avoid cyberbullying. The school should create policies, develop an action plan, conduct a symposium, using social norms and involve the community in preventing cyberbullying to stop its possible effects.

KEYWORDS: cyberbullying, netizen, awareness, policies

SUBMISSION ID: R04A-CAVITP-0375

**Data Management Practices and Challenges in Gen. Emilio Aguinaldo
National High School: Basis for an Online School Data Storage and
Management System**

Lerma V. Peña & Marycon Carmela G. Mella, General Emilio Aguinaldo
National High School - Imus

Abstract

INTRODUCTION

This research examined the inadequacies involved in the manual method of filing documents in Gen. Emilio Aguinaldo National High School in order to develop a school-based online data management system. The online data management system will focus on administrative information for enabling data search and retrieval from a digital interface.

METHODS

To gather data for the study, a focus group discussion was conducted among the 14 participants of the study who are directly involved in the production and safekeeping of various administrative reports and documents. Since the study focused on individual experiences, beliefs, and perceptions of the participants towards data management, thematic data analysis was employed.

RESULTS

The analysis of participants' experiences led to an understanding of the existing process of data management in the school. Data management in the school involves the following processes: 1) data gathering and receiving of reports/ documents by E-BEIS and the Principal's Office; 2) filing and storage, and 3) retrieval of data. Participants recalled their experiences with the existing data management process as: a) time consuming and b) lacking organization. Upon hearing the concerns and suggestions of the participants, the Principal's Office initiated a project called GEARS (GEANHS' Electronic Archiving & Retrieval System). The project involved creating a Google Drive account for the school where all documents submitted to the office are scanned and stored. Links to these documents are placed on a Wix.com website in an organized manner so that these files could easily be retrieved. The implications of the new system were positive and were observed to be efficient, accessible, organized, and secure. The benefits are as follows: first, the project helped saved time and finances in data management; second, files can be easily accessed anytime and anywhere with internet connection; third, organizing files became easier, as compared to the manual filing and finally, data is more secure and protected by saving electronic formats in a cloud system.

DISCUSSIONS

Results show that data management should be incorporated into strategic planning initiatives. Therefore, it is imperative for the school to appoint a coordinator whose responsibilities will be compilation, maintenance, and utilization of the data bank and the documents filed within it. It is also necessary that administrators and key personnel are trained on data management, particularly on the use of the online data bank. This will ensure the sustainability of the project and will encourage future improvements to the system.

KEYWORDS: Data management, data bank, electronic archive, governance

SUBMISSION ID: R04A-IMUSC1-0029

Decision-Making Practices of School Heads in The Three Cities of Batangas: Basis for Strengthening Management Capabilities

Francia Silva, Department of Education

Abstract

INTRODUCTION

With the shift of authority emphasized in RA 9155, the school head becomes directly responsible and accountable for the performance of teachers and pupils. The study focused on the decision-making practices of school heads in the three cities of Batangas as basis for strengthening management capabilities. The study identifies the school heads' conceptual, technical, communications, and human relation skills; the decision-making practices of school heads in terms of planning, logistics, staffing and community-school relationship; and the extent of how the school heads utilized sound decision-making for instructional leadership.

METHODS

The descriptive method of research was used for this study. Data gathering instruments include the questionnaire, interview, and focus group discussion. There were one hundred thirty (130) school heads and three hundred fifty-five (355) teachers who were respondents of the study. This study applied weighted mean, ranking, Pearson (r) moment correlation, t-test, frequency, percentage and ranking.

RESULTS

From the data, respondents described that the school heads possessed conceptual, technical, communication and human relation skills. The school heads also performed their decision-making practices on planning, logistics, staffing and community-school relationship. The school heads also utilized sound decision-making for instructional leadership. The conceptual skills of school heads significantly relate to their decision-making practices on planning and staffing. Technical skills showed significant relationship to logistics, staffing, and community-school relationship. Communications skills relate to planning, staffing and community-school relationship. Human-relation skill showed significant relationship to logistics and community-school relationship. The common problems encountered by the school heads were: time constraint, cost, processing information and reluctance of members in the deciding committee. The proposed module was focused addressing the weakness of the decision-making practices on time management, team building, participatory decision-making, and data-based management.

DISCUSSIONS

The results showed that two groups of respondents described school heads possessed conceptual, technical, communication and human relation skills. School heads and teachers differed in their assessments in all three aspects; management skills, decision-making practices and on sound decision-making. They encountered problems like limited time, lack of information regarding a problem and being reluctant to express negative on contrary opinions.

KEYWORDS: decision-making, management capabilities, conceptual skill, communication skill, technical skill, human relation skill

SUBMISSION ID: R04A-LIPAC1-0074

**Decrease the Number of Non- Numerates among Grades I-III Pupils in
Paharang Elementary School**

Virginia Untalan, Department of Education Batangas City (Paharang ES)

Abstract

INTRODUCTION

Mathematics plays a very important role in our daily lives. It is a basic subject in school wherein pupils are given full opportunity to develop and learn numerically. Hence, effective mathematics introduction is an absolute necessity in all levels of education, particularly in the first three grade levels. It is in these grade levels where initial mathematics foundation and basic mathematical concepts are first developed.

METHODS

An experimental design was used since its main purpose was to identify the contributory factors that affect the numeracy skill of the students. Moreover, this study aimed to enlist the activities performed by the students to become more skilled in Math. Furthermore, it revealed activities of the teachers and parents to help the children in their mathematics study. Sixty-four (64) grades I-III Mathematics Teachers were selected as respondents, as well as selected grades I-III pupils and parents of Paharang Elementary School. A Likert scale survey was conducted for the data collection, with the questionnaire as the primary instrument in collecting data. The researcher used weighted mean/average as the statistical tool for study.

RESULTS

Pupils and parents were seldom aware of their role in learning (pupils) and guiding (parents) of the lesson. The pupils were hardly ready for numeracy lessons, classroom participation, and their learning acquisition. Parents on the other hand were less attentive to their children's need in terms of their numeracy development. Meanwhile, teachers did their best to teach numeracy lessons. Teachers seldom used educational games for more experiential learning. These may be one of the reasons why non-numerate pupils cannot catch up with the lesson than those who are numerate. Teachers not only need to have knowledge of a particular subject matter but they also need to have pedagogical knowledge and knowledge of their students. Parents should give their children closer attention on their children's numeracy progress in school.

DISCUSSIONS

Mathematics teacher should include educational games to make the discussion livelier and successful. It is revealed nowadays that students want experiential learning over traditional style of learning. Teachers must provide intervention materials and let non-numerate pupils undergo intervention activities for mathematics. Parents and teachers must provide meaningful numeracy activities to sustain the children's interest in learning.

KEYWORDS: numerate, non-numerate, contributory factors self-readiness, intervention activities/materials

SUBMISSION ID: R04A-BATANC-0276

Deep Thinking Questions Skills of Teachers and Deep-Thinking Skills of Pupils: An Assessment

Sarahlyn Tuplano

Abstract

INTRODUCTION

Based on the researcher's observations, when teachers are asked about how often they assess application, reasoning, and thinking skills of their pupils, teachers claim they assess these levels quite a bit. This study focused on how to properly assess pupils and share best practices with fellow teachers. Primary teachers should be more aware of the necessity of using deep thinking questions in class. Many of the pupils now understand the importance of the many different types of questions that can be asked.

METHODS

A descriptive research methodology was used. Descriptive studies report summary data such as measures of levels, correlations, deviance from the mean and comparison of variables. It is intended that through this method, the questions enumerated in the statement of the problem will be answered precisely and exactly.

RESULTS

The teachers always used the following elements of deep-thinking questions: causal reasoning, comprehension, deduction, evaluation, deep knowledge, analysis, induction, and creative thinking. The level of deep-thinking questions skills of teachers as perceived by themselves and their pupils has a total of fourteen (14) indicators. The general weighted mean given by the teachers to themselves is 4.32, which is interpreted as Excellent. The level of deep-thinking skills of Grade VI pupils showed that most pupils have average thinking skills with fifty-six percent (56%) of total pupil respondents.

DISCUSSIONS

The results demonstrate that the level of deep-thinking questions skills of teachers must form part of all assessments, oral and written, periodic examinations or even quizzes. This is to practice and develop the pupils' skills on deep thinking. The incorporation of high level of questioning on the lesson plans of the teachers is important regardless of grade level.

KEYWORDS: Deep thinking skills

SUBMISSION ID: R04A-CAVITP-0300

**Delivery of Science Instruction in The Public Senior High Schools in
First Congressional District of Batangas**

Vilma Calingasan, Department of Education, Lemery Senior High School

Abstract

INTRODUCTION

In light of the immense challenge in science education which is to address the needs of the students to become more scientifically literate, more equipped with scientific competencies important in real-life context and for the larger Philippine society to be influenced strongly by science and technology, the author conducted this study to discover the factors that might compromise the delivery of science instruction in public senior high schools in the with the start of the implementation of K-12 senior high school curriculum.

METHODS

The descriptive method of research was used with the questionnaire as the main data gathering instrument. The respondents were fifty-six (56) public senior high school science teachers across different teaching sites. The statistical tools used were average weighted mean, ranking and t-test.

RESULTS

Respondents who participated in this study identified that teachers possess professional qualities which made them attain the objectives in science teaching. Moreover, pedagogical approaches were perceived often-used in the delivery of science instruction. Significant problems in the availability of learning resources were detected. the delivery of science instruction in lecture and laboratory components was a success in the use of both traditional and authentic assessment tools. However, teacher-related factors were discovered to be important factors that will compromise science instruction in public senior high schools.

DISCUSSIONS

The results of this study revealed that: 1) the school administrators and science department heads of the schools should conduct regular class observations so as to pave the way of minimizing problems encountered in the delivery of science instruction; 2) school administrators and science department heads should review, consider, and implement the proposed enhancement program to ensure very satisfactory performance in science teaching; 3) master teachers should be retrained for them to better determine the skills and competencies needed by the teachers as adult education trainers; 4) science teachers are encouraged to attend seminars, trainings or workshops to enhance their competencies in the delivery of science instruction; 5) teachers' trainings on enhancement of skills on lecture and laboratory components should be given much emphasis to become more competent; and 6) similar studies may be conducted among other institutions to validate the findings of the study.

KEYWORDS: science instruction, pedagogical approaches, assessment tools, learning resources, teacher-related factors

SUBMISSION ID: R04A-BATANP-1231

Delivery System of Inclusive Education in The Province of Cavite: Basis for Intervention Program

Josie Erni, Tagaytay City Science National High School

Abstract

INTRODUCTION

The study focused on the Delivery System of Inclusive Education Program in the Province of Cavite: Basis for Intervention Program. Primarily, it intended to assess the implementation of the said program based on the perspectives of administrators, department heads and teachers in different public secondary schools in the Province of Cavite. The study explored the relationship of the inclusive education program to the students' academic performance for the last three years.

METHODS

The study utilized a survey research technique. The choice of the approach is based on the nature of the objective to be achieved in this study (Sekaran & Bougie, 2016). The use of surveys in educational fact-finding is important because they provide a great deal of accurate information. The relevance and appropriateness of the above method to this study involve the description, recording, and analysis of data on the prevailing perceptions of the selected respondents. The process used descriptive statistics, techniques, and numeric measurements.

RESULTS

Generally, the groups of respondents' assessments on the level of implementation in inclusive education program rated as Implemented, namely: school administrators with the grand mean of 3.66; teachers with the grand mean of 3.51; and department heads with the grand mean of 3.34. There is no significant difference on the level of implementation in inclusive education program as assessed by school administrators, department head and teachers.

The problems encountered in the implementation of the inclusive education program are rated as Not Encountered with overall weighted mean of 1.74. The proposed intervention program focused on the ten (10) key areas such as: budgeting support, monitoring and evaluation, leadership and governance, methodologies and strategies, facilities and equipment, curriculum and instruction, teachers' competence, and program and objectives.

DISCUSSIONS

In general, school administrators, department heads and teachers addressed the level of implementation of the inclusive education program on its program and objectives, teachers' competence, curriculum and instruction, facilities and equipment, methodologies and strategies and leadership and governance are found to be implemented while the monitoring and evaluation are found to be moderately implemented. The levels of implementation of the inclusive education program have no effects in the students' performance for the last three years and no problems are encountered.

KEYWORDS: Academic Performance, Teacher's Competence, Teaching Strategies, Level of Implementation, Demographic Profile

SUBMISSION ID: R04A-CAVITP-1397

Delivery System of Special Program in Arts Basis for Enhancement Plan

Lowiesito Erni, Tagaytay City Science National High School

Abstract

INTRODUCTION

The study assessed the status of the implementation of the Special Program in the Arts as to the following: program objectives, curriculum and instruction, facilities and equipment, teachers' competence, monitoring and evaluation, budgetary support, and leadership and governance. The study also identified the Filipino values developed in teachers and students. The total primary respondents of the study were the one hundred eighty-six (186) divided in two groups of respondents: one hundred twenty-five (125) students and sixty-one (61) teachers. The study proposed an enhancement program based on the careful analysis of the results of the study.

METHODS

A descriptive research design was used for this study which utilized survey questionnaires to get the assessment of the respondents on the extent of the implementation of the Special Program in the Arts. Purposive sampling technique was employed in obtaining the sample size for the beneficiaries and management respondents.

The distribution of the population and respondents are the Public Junior High School Special Program in the Arts teachers and students of four selected schools in the entire province of Cavite province namely: Amadeo National High School, Bulihan National High School, Tagaytay City Science National High School and Trece Martires City National High School. The results would be the basis for identifying the problems and to implement appropriate solutions to help improve the delivery system of the Special Program in the Arts.

RESULTS

The groups of respondents' assessments on Implementation of Special Program in the Arts are as follows: Students rated Implemented with overall weighted mean of 4.06; and Teachers rated as Implemented with overall weighted mean of 4.02. While, the Filipino values developed in the involvement in the Special Program in the Arts with the overall weighted mean of 3.46. Groups of respondents' assessments on Filipino values developed on the involvement in the Special Program in the Arts are as follows: Teachers rated Developed with overall weighted mean of 3.47; and Students rated as Developed with overall weighted mean of 3.45. An Enhanced Special Program in the Arts Education is suggested to be implemented by school administrators for the use of teachers, students, parents and other stakeholders. The overall acceptability of proposed enhancement plan is rated as Acceptable with the overall weighted mean of 4.10.

DISCUSSIONS

The status of the implementation of Special Program in the Arts as to facilities and equipment, curriculum and instruction, monitoring and evaluation, budgetary support, and leadership and governance were found to be implemented, except program objectives and teachers' competence which were found to be Highly Implemented.

Teachers and students have similar assessment on the status of the implementation of the Special Program in the Arts. Among the Filipino values developed, Cooperation was found to be Moderately Developed. Creativity, Self-Discipline, Thinking Skills and Flexibility found are found to be Developed. A proposed Enhancement Special Program in the Arts is encouraged to be adopted by the schools who are offering the same program.

KEYWORDS: Delivery System, Enhancement Plan, Budgetary Support, Curriculum and Instruction

SUBMISSION ID: R04A-CAVITP-1408

**Department of Education Quezon Classroom-Based Action Research
(Department of Education Quezon CARES): A Vehicle to Intensified
Instruction**

Juanito Merle, Department of Education, Schools Division of Quezon

Abstract

INTRODUCTION

One of the effective Professional Development (PD) strategies for teachers is conducting an action research that focuses on instruction (Jensen, 2012). This is also the belief of the former Schools Division Superintendent of Department of Education Quezon when he delivered a message to the participants of the 'Teacher-Researchers' Association of Department of Education Quezon (TRAQ) during the Department of Education sponsored Research Plenum 3.0 that happened on April 22-24, 2015 in Lucena City. The core of his message is that the "enhancement of instruction under the K-12 Curriculum will surely happen when every teacher especially the Master teacher conducts an action research with the intention of solving instructional problems." This study aimed to intensify instruction among the schools of Department of Education Quezon through classroom-based action research.

METHODS

This action research used quantitative and qualitative methods of research. It specifically used a quasi-experimental and descriptive qualitative method and was conducted in the Department of Education, Schools Division of Quezon. Respondents for this study are one hundred twenty-one (121) purposively chosen Master Teachers. Relevant data for this action research were gathered through a self-devised questionnaire by the researcher which was validated. Responses were treated statistically using weighted arithmetic mean and t-test for dependent samples.

RESULTS

The study disclosed that: (1) the level of competence in action research making in terms of knowledge, attitudes, and skills of the selected Master teachers of Department of Education Quezon improved from less competent to more competent; (2) the Seminar-Workshop on Action Research had a favorable effect on the respondents' level of competence in action research making; (3) there are twelve (12) specific action research competencies that should be given emphasis in the future training of Master teachers and lastly, (4) there is an adequate number of evidence that action researches conducted by the respondents helped intensify instruction.

DISCUSSIONS

This action research contributed to the intensification of instruction among the schools of Department of Education Quezon. The output of this study may be used as a useful material for teachers who are intending to make their own action research for intensified instruction.

KEYWORDS: Department of Education Quezon CARES, Vehicle, Intensified Instruction

SUBMISSION ID: R04A-QUEZON-0180

Development of Instructional Module in Edukasyong Pantahanan at Pangkabuhayan Grade IV: Its Acceptability

Editha Cruz, Emelyn Cordero, Marilyn Perez, & Mia Perez, Bagong Buhay Elementary School

Abstract

INTRODUCTION

Home economics is a component in Edukasyong Pantahanan at Pangkabuhayan (EPP) in the new curriculum. This subject gives emphasis in developing the skills and work habits of every pupil who are studying homemaking for first time. The subject is geared to the Filipino family life, its values and tradition. This will be their springboard to attain future work and occupation as they are exposed to what will help the pupils to develop a greater appreciation for their home and family. The pupils are stimulated towards acquiring knowledge, skills, and attitudes in homemaking activities. This study attempted to produce functional and effective modular instructional materials based on PELC as a means of enhancing effective teaching and learning basic skills in Home Economics IV.

METHODS

The study employed the descriptive research method the true meaning of the data collected should be reported from the point of view of the objectives and the basic assumption of the project. It is concerned with the relationship that exist, practices that prevail, processes that are going on, effects that are being felt, or trends that are developing (Calderon and Gonzales 2014). The respondents of this study were eighteen (18) School Heads and forty-four (44) Home Economics Teachers and two hundred six (206) pupils of Bagong Buhay Elementary school. The data gathered were, evaluated, and analyzed using percentage to analyze the extent of the use of instructional materials by the teachers teaching in TLE Home Economics.

RESULTS

In general, the respondents positively accepted the proposed modular instructional materials in terms of the following criteria: objective, content, language, and style, usefulness, clarity, presentation and evaluation.

DISCUSSIONS

The extent of the use of instructional materials by the teachers teaching Home Economics is of moderate extent. Based on the findings and conclusions, the following recommendations are suggested: teachers should be encouraged to use modular instructional materials in teaching TLE to upgrade their achievement level of teaching and the modular instructional materials should undergo further assessment by the EPP supervisor and the HE teachers for refinement and improvement.

KEYWORDS: Acceptability, Achievement Test, Evaluation, Language and style, Objectives

SUBMISSION ID: R04A-CAVITP-1361

Development of Monitoring Sheet in Minimizing the Number of Learners Who Are Inclined in Eating Unhealthy Foods

Eugenia B. Borillo, Merry Greetzel J. Macalalad, Natalia V. Depusoy, Quene Avegail Niña B. Briones, & Virginia V. Bulanlagui

Abstract

INTRODUCTION

This study was developed in response to the school's long-time problem regarding the prevalence of learners eating unhealthy food outside the school premise. Because of this matter, the researchers developed various interventions and approaches to help sustain the learners' healthy eating initiatives. These were not realized at once due to the growing number of factors that contributed to the failure of attempts done in the past. In this study, we developed better practices supported by a consistent and more effective tool like the use of monitoring sheets to minimize the number of learners who are fond of eating unhealthy foods.

METHODS

Various approaches were used to minimize the number of learners who were inclined in eating unhealthy food during recess time. Through the collaboration and efforts of the researchers, they created a data collection plan, with operational procedures and a well-developed monitoring sheet to indicate and analyze the root cause of the said issues. Through this method, they positively got a reliable, attainable, measurable, and consistent result to achieve a successful outcome that will be applied in the near future for holistic 21st Century learners.

RESULTS

The number of learners eating unhealthy foods decreased from 65% (190 out of 292) to 30% in Cepriana Ascue Memorial Elementary School for the school year 2018-2019. The researchers met the target and improved it from 65% to at least 30 % of the learners who patronized the school canteen. If 100 % of learners incorporate lifelong healthy habits like eating nutritious food from Kinder to Grade VI, they may be able to reduce and prevent cases of malnutrition.

DISCUSSIONS

The use of monitoring sheet is found to be an effective tool; therefore, it is recommended to be used for remaining learners who are not yet inclined in eating healthy food. Teamwork and cooperation of the school and stakeholders should be emphasized to ensure maximum participation for the continuous improvement of the learners' health condition. Health awareness of the parents will be a great help to make them responsible for their children's health. Monitoring and positive peer testing should be done through the influence of the learners who are eating healthy foods.

KEYWORDS: monitoring sheet, prevalence, collaboration, continuous improvement

SUBMISSION ID: R04A-BATANP-1650

Digital Classroom Observation: Its Effect to Teachers Competence and Students Learning Engagement at Aplaya National High School

Noel Natividad, Program Coordinator, Project RMDC

Abstract

INTRODUCTION

One of the things that helped Aplaya National High School teachers achieve quality of education is the ability in achieving new skills as far as digital technology is concerned. This study attempted to answer the following questions: (1) what are the advantages of digital classroom observations to JHS and SHS teachers? (2) what is the level of teachers' competence in using digital classroom observations? and (3) what is the level of students' learning engagement in the utilization of digital classroom observation? The school instructional supervision should provide technical assistance to teachers and provide feedback on how school heads, master teachers, and head teachers create innovative mentoring and coaching strategies and other programs that can help teachers in bringing the culture of excellence in teaching.

METHODS

This study used a descriptive type of research using questionnaire checklist and standardized interview questionnaires as the main instruments for data gathering. It is a descriptive- quantitative research since it would use statistical data using weighted mean in interpreting and analyzing the results of the study. The researcher used purposive sampling in selecting the respondents.

RESULTS

On the advantages of the utilization of digital classroom observation, results of the study show that all indicators were interpreted as Strongly Agree (o.w.m. 3.69). On the level of teachers' competence in the utilization of digital classroom observation, results show that this falls under the Proficient level (o.w.m. 3.56). All indicators to assess the level of student learning engagement were interpreted as Evident (o.w.m. 3.52). This explained that digital classroom observation has a big impact in the learning engagement of the students.

DISCUSSIONS

All indicators that determine the advantages in the utilization of digital classroom observation were interpreted as Strongly Agree. The level of teachers' competence in the utilization of digital classroom observation fall under the Proficient level. All indicators to assess the level of student learning engagement were interpreted as Evident. It is suggested to maximize the utilization of digital classroom observation to enhance teachers' capacity and ability to express their skills and talents in digital classroom. This will allow teachers to meet the standards in the new RMPS guidelines that stipulates that teachers reach the highly proficient level. Teachers should also develop innovative activities and programs during classroom discussions to sustain students' learning engagement and interest.

KEYWORDS: Digital Classroom Observation, teachers' competences, students' learning engagement

SUBMISSION ID: R04A-STAROS-0001

Digital Competence of Basic Education

Hilda Garbin

Abstract

INTRODUCTION

ICT integration is one of the most important tenets of 21st century education. As the government progresses in providing resources, the skillset of teachers must also increase. Therefore, as school administrators, there is a need to improve the skills and knowledge of their respective faculty in terms of ICT integration and application. In this study, we assessed the ICT skills and needs of elementary teachers in Rosario West District, Division of Batangas that can be used to formulate a needs-based capacity building.

METHODS

Descriptive analysis of data gathered using questionnaire and interviews were used. Using the School ICT Competence Profiling Framework in conjunction with the National ICT Competency Standard for Teachers (NICS), seventy (70) elementary teachers from Cluster 1 of Rosario West District responded to a questionnaire that specifically measured their competency level. Data was analyzed using percentages, weighted mean, and Chi-square test.

RESULTS

Based from the results of the elementary teachers' assessment, it was perceived that they have a basic level on ICT in all the domains of NICS such as technology operations and concepts, social and ethical domain, pedagogical and professional domain. Specifically, the teachers have the highest competency on the technology operations and concepts while the lowest were on the pedagogical domain. It was also discovered that there is a significant relationship between ICT competency level and some demographic factors such as age, highest educational attainment and ownership of technological tools such as laptop, smartphone and tablet. From the interviews, elementary teachers said that unfamiliarity to the technology provided, as well as the lack of time to plan and prepare materials are some of the problems, they face in integrating ICT in the teaching-learning process.

DISCUSSIONS

The results suggest that there is a need for more training and seminars for elementary teachers so that their ICT competency level can be increased. By considering the needs-based approach, the administrators can focus heavily on improving the points where the elementary teachers are less proficient such as the use of ICT in the pedagogical domain. Additional factors can be considered by future researchers so that there can be a more specific description of the ICT competency level of elementary teachers.

KEYWORDS: ICT competency, needs-based capacity building, NICS

SUBMISSION ID: R04A-BATANP-1334

Digital Observation: Its Effect to Teachers Competence and Academic Performance

Christine Dianne San Juan, Cristeta S. Uy, & Veronica Salamat Ril,
Department of Education - San Pablo

Abstract

INTRODUCTION

The researchers were challenged in introducing digital observation in their school, since this is helpful to meet the needs of the 21st century teachers and their learners. The creation of technical assistance is the primary concern of this research, and this includes technical knowledge through peer mentoring, post conference and coaching that may introduce best practices among stakeholders. Globalization towards the advancement in technology affects both teachers teaching strategies and pupil's participation inside their classroom.

METHODS

The researchers used the descriptive method in conducting the research. The statistical tools used to analyze the data were the mean, frequency and percentage. The study was conducted in Sto. Cristo Elementary School, San Pedro Elementary School and San Vicente National High School in the Division of San Pablo City of Laguna.

RESULTS

The results of the study showed that there is a great extent on the use of instructional materials and gadgets in attaining the proper supervision among teachers so that they become more effective in their teaching capacity as teachers. It could help the principal/administrator in observing their teachers for the welfare of their pupils.

DISCUSSIONS

For the administrators, the use of digital observation helped them record all the activities of their teachers on that day. This is very useful for administrators since the common function of the administrator is to observe, attend seminars and other important matters, related to his/her duties and administrative functions, being the head of the school such that even if they are out of their institution, they can still see what's happening in their institution. Technical assistance was used among digital migrants and peer mentoring through coaching was religiously followed to assess the improvements of their teachers.

On the part of the teachers, digital observation helped them to become more prepared. By the time they were informed by their superiors, they were prepared in the classroom observation through digital observation. This lessened their nervousness. This may serve also as a basis for them to figure out which suits best for the learner. Teachers become more equipped in using and choosing the appropriate instructional materials relative to information communication technology in their respective class.

KEYWORDS: Digital Observation, Teachers' Competence

SUBMISSION ID: R04A-SANPAB-0092

**Disaster Awareness and Safety Measures of Teachers and Pupils in
Silangan Elementary School**

Ruth Elliar

Abstract

INTRODUCTION

Schools are among the important vehicles for providing children with an effective educational opportunity and for supporting their growth and development. Educators therefore are charged not only with providing a sound education to students, but also with providing them a sound-learning environment. School safety, hence, is a vital factor in learning. Republic Act No. 10121 otherwise known as the Philippine Disaster Risk Reduction and Management Act of 2010 is an act strengthening the Philippine Disaster Risk Reduction and Management System, providing for the National Disaster Risk Reduction and Management Framework and institutionalizing the National Disaster Risk Reduction and Management Plan.

METHODS

Descriptive method of research was used to describe the characteristics of the population or phenomenon being studied. The descriptive method is useful in the analysis of the answers of the respondents concerning the level of awareness regarding natural disasters, safety and disaster - related measures conducted and safety and disaster-related skills needed by the teachers.

RESULTS

The level of awareness of the teachers and pupils regarding earthquakes and tsunamis as very much aware. The awareness regarding why earthquakes, flood and fires happen and its possible dangers showed as highly aware. The pupils were also moderately aware of when earthquakes and tsunamis happen. They said they were very much aware why floods and fires happen and its possible dangers. For the safety measures conducted, the teachers' interpretation was rated "often". For the safety and disaster-related skills needed by the teachers, it is revealed that the safety disaster-related skills such as first-aid, basic life support, basic electrical safety and emergency response skills were all rated highly important.

DISCUSSIONS

The results of the study show the need of an improved lesson plan where safety and disaster awareness can be incorporated. Afterwards, an assessment of pupils' safety and disaster knowledge should be given after the lesson. The SDRRMC (School Disaster Risk Reduction Management Council) should invite the LGU to assist and evaluate the safety and disaster practices of the school. The chairman and coordinator also need to organize a school-based training for teachers on safety and disaster-related skills. Resource speakers can either be from the LGU or a non-profit private organization.

KEYWORDS: Disaster Awareness and Safety Measures

SUBMISSION ID: R04A-CAVITP-0304

**Disquisition of Learners with No Documentary Requirements
Commenced Project I-AM (Iparehistro an g Mag-Aaral)**

Jodelyn A. Ilayat, Department of Education - Rizal

Abstract

INTRODUCTION

This action research is entitled "Disquisition of Learners with No Documentary Requirements Commenced Project I-A M (Iparehistro Ang Mag-aaral)". This was designed to initially start Project I-AM that aimed to: investigate the reasons why there are learners who have zero documentary requirements and/or why these learners could not have birth certificates or baptismal certificates.

METHODS

The study counted the number of learners with no documentary requirements using a checklist taken from the birth information filled up by the class advisers and parents. The class advisers checked the form 137 of the learners then they wrote it down on the birth information forms. The parents/guardians were interviewed by the teacher proponents. The proponents wrote down the answers of the parents who have been interviewed about the lack of their child's documentary requirements.

RESULTS

1. There are a total of one hundred ninety-eight 198 learners who do not have documentary requirements from kinder to grade 6. The following are the profiles of the learners: one hundred sixty (160) learners lived in Taytay and thirty-eight (38) lived in Cainta. One (1) learner was born before March 9, 2004, four (4) were born in Cainta, ninety-seven (97) were born in Taytay and seventy-five (75) were born outside Rizal. Most of them have four (4) siblings and above in the family. Most of them have parents who have no work. Almost all have parents are not married. Below are the simple reasons why there are one hundred eighty-eight (188) pupils who do not have documentary requirements: 1) Learners copy of birth certificates are missing; 2) Not registered by the midwife; 3) Some parents do not know how to register their children; 4) Some of the learners family transfer residences; 5) Some of the learners have a single parent; 6) Some came from a broken family; and 7) Some were abandoned and have guardians. There are a few learners who have dead parents since birth-to childhood and few learners who have parents in prison.

DISCUSSIONS

This action research has been a great benchmark in pursuing Project I-AM (Iparehistro Ang Mag-aaral) because the learners and parents who are indigents in general became close to the school for, they have found a place where they get sympathy and care for achieving entry to education. Generally, the learners who have no documentary requirements are really unfortunate, they need extra care from school, community, local governments and most especially from the teachers. If the school will not admit these learners due to lack of documentary requirements, where will they go?

KEYWORDS: PROJECT I-AM, LEARNERS' BIRTH REGISTRATION ARINDA ELEMENTARY SCHOOL, ILAYAT

SUBMISSION ID: R04A-RIZALP-0271

Educational Leadership Practices of The School Administrators and Performance in Basic Education: Basis for Enhancement Training

Gina Lejos

Abstract

INTRODUCTION

Leadership is vital for the effective operation of the school and school effectiveness is a spontaneous result of effective leadership. It is no wonder that an effective Principal is a necessary precondition for an effective school. In this study, the researcher decided to assess the Educational Leadership Practices of school administrators in the basic education program as they affect the performance of teachers and students in selected public schools.

METHODS

The study used the descriptive method of research that describes and interprets how the school heads articulate their leadership practices. Descriptive research involves description, recording, analysis and interpretation of the status and condition of the study. The data were statistically tested using statistical tools such as weighted mean, percentage, analysis of variance and Pearson's r .

RESULTS

School Administrators practices of educational leadership are significantly related with the pupils' performance results and likewise affect teachers' performance. There are top three problems encountered: a) inadequacy of staff (non-teaching) to do administrative jobs; b) negative attitudes of the students, parents and students' relative and teachers towards the school and school personnel and c) inadequacy of teachers. An Enhancement-Training Program through Seminar Workshop is needed to improve the educational leadership capabilities of the school heads. It is designed and developed to serve as template and guide by the administrators to improve educational leadership so that they can provide quality service at an affordable cost to the students and teachers. The proposed conduct of the Enhancement Training Program for school administrators gained positive responses from the respondents and they found it to be suitable, acceptable and feasible

DISCUSSIONS

Results of the study demonstrate the need to hold seminars for school heads as well as teachers to clear some conflicting perceptions on school administration and management and the extent to which the teachers can be involved in areas of financial management and supervision. The curriculum should involve courses such as decision making, financial management, supervision and personnel management as they are essential for good school administration and management.

KEYWORDS: Educational Leadership, Practices, Administrators, Basic Education, Performance, Enhancement Program

SUBMISSION ID: R04A-CAVITP-1479

**Edukasyon sa Pagpapakatao: as Tool in Nurturing Positive Behavior of
Grade V - St. Mary Pupils in Calubcub 1 Elementary School**

Melanie Perez, Department of Education

Abstract

INTRODUCTION

The purpose of this action research was to determine how Edukasyon sa Pagpapakatao can positively change the behavior of the pupils. It involved administering pre and post-test, pre and post-survey, and interviews with teachers and parents to determine their perceptions about the effects of this program. The findings of this study suggested that teaching extensive Edukasyon sa Pagpapakatao may have a positive effect on pupils' behavior. Findings led to recommendations that teachers play an important role on developing pupils' character.

METHODS

The data were gathered through the results of pre and post-test, pre and post-surveys, interviews, observations and feedbacks. The researcher collected all the information directly and individually. Results of the scores of the pupils from their pre and post-test were recorded, along with the pre-post surveys on the pupils for further interpretation and conclusion of data. Interviews of teachers and parents were audio-recorded and transcribed immediately after the interview. A summary sheet was used to review and summarize all the observations and feedbacks from the interviews

RESULTS

This test was undertaken to measure the pupils' learnings based on the lessons and discussion during EsP time. This test consisted of forty (40) questions which covered the values and traits of a person like fortitude, love of truth, perseverance, calmness, honesty, concern for others, compassion, charity and respect. A post-test was conducted and compared to the pre-test for to evaluate the program.

DISCUSSIONS

Upon review of pre-test and post-test scores, it was found out that the pupils of Grade V-St. Mary from Calubcub 1 Elementary School gained an improvement of 40% in their overall learnings during the presentation and discussion of lessons based on the curriculum. When looking at the test results, it can be concluded that as the pupils increased their scores based on their pre & post-test, the amount of knowledge gained increased. In summary, the administered pre-test and post-test about EsP based on the K-12 curriculum had a positive effect on pupils' outcomes. A 40% increase in the result evidently gives a big impact that lectures and activities during EsP time that really aided the pupils to attain more knowledge about values, manners and right conduct.

KEYWORDS: Nurturing, Behavior

SUBMISSION ID: R04A-BATANC-0530

Effective School Marketing Strategies for Asian Institute of Computer Studies, GMA, Cavite

Iranie Lyn D. Toquero, AICS GMA, Manolito E. Barbuco, Emilia Ambalada Pobleto NHS, & Jennilyn L. Macario, Staff Barangay Poblacion 5 GMA, Cavite

Abstract

INTRODUCTION

Online promotion in the form of websites plays a major role in advertising and marketing. It is one of the new and pursued strategies by various businesses. Consumers can easily connect to the World Wide Web. People tend to be smarter and practical as well that instead of visiting the actual place, they would make surveys and browse services and products of a certain store or company and get the ideas that they want and need before doing any transaction with the business. It would also help the business to leave a good impression to the customers.

METHODS

This study used the descriptive research design, which is also known as statistical research which describes data and characteristics of the study. It is also used to provide specific numbers or statistics of occurrences like averages or central tendencies. One of the best ways to describe a descriptive research is by the use of surveys. It involves the following procedures such as interview, observation and analysis, surveys, and assessment.

RESULTS

The results revealed that web pages being easily readable, clear and easy to understand is the top reason why AICS GMA, BRANCH website is effective with an average of 4.9%, followed by value proposition with 4.84%. As noted above, among all predictors, it is really obvious that readability is very important. It is important that the site is not too cluttered with text and images. The font size needs to be large enough to be readable and clashing colors need to be avoided. The next top predictor is trying to impart to us that it is extremely important that the user immediately realizes that the site is of potential use to them. Based on the output from the surveys, we can say that the current AICS GMA website is effective because information is clearly provided to the users and the unique selling point of the site is stated on the homepage having a total average of 4.4 %.

DISCUSSIONS

It can be concluded that AICS has an effective website that is very usable for the students, guests and all its users. With its current website, it serves the needs of its users. The authors recommend to future researchers to come up with a wider scope of study by including other predictors such as search engine optimization, design and contents of the website. Future researchers can improve the study by adding more details in relation to the technology used.

KEYWORDS: Marketing, Websites, Promotion, Online.

SUBMISSION ID: R04A-CAVITP-0808

Effectiveness of Management Related Factors in The Implementation of Alternative Learning System in Calauag District

Christine Manzanero, Secondary School Teacher III

Abstract

INTRODUCTION

This action research mainly focused on understanding the effectiveness of management related factors in the implementation of the Alternative Learning System in Calauag District. Calauag, Quezon. There are two districts covered in the study: Calauag East District in Brgy.5 headed by Mrs. Mehida Ortega as the ALS coordinator and Calauag West District headed by Ms. Chona Alpuerto in Brgy. Sabang Uno.

METHODS

The descriptive method of research was used with questionnaire as the main instrument in gathering the data. The data gathered were subjected to the following statistical treatment: percentage, weighted mean and ranking.

RESULTS

Based on the actual research result on the management system and related factors contributing to the effective implementation of ALS in their respective districts, an action plan and evaluation were formulated. There is a need to develop and strengthen] the existing Bureau of Alternative Learning System of Department of Education. The Literacy Coordinating Council should be mandated to serve as the government agency that guides the evolution of the country's alternative learning system. There is also a need to promote, improve, monitor and evaluate but not necessarily deliver alternative learning interventions for functional literacy of out-of-school youth and adults. This can also be done for ethnic minorities and other groups with special educational needs that cannot be met by schools, and for desired competencies that are part of lifelong learning. There is no clear public funding made for ALS programs. There is no clear advocacy program for ALS development in Calauag. The actual form and structure of the delivery system for alternative learning is not yet clear. Research and development work are also not prioritized and there are no available resources in the locale for adult literacy interventions outside schools.

DISCUSSIONS

The three serious problems encountered in the implementation of the Alternative Learning System in Calauag District " are: 1) a resolution or municipal law was not initiated for the development of ALS as a whole in Calauag District"; 2) "Classrooms are not conducive to learning for the enrollees of ALS A & E in Calauag District; and 3) The districts ALS A & E recruitment in the school year is ineffective".

KEYWORDS: MANAGEMENT RELATED FACTORS, ALTERNATIVE LEARNING SYSTEM, CALAUAG DISTRICT

SUBMISSION ID: R04A-QUEZON-0028

**Effectiveness of Differentiated Instruction in Teaching Araling
Panlipunan in Public Elementary Schools in Division of Batangas City:
Basis for Developing Guidelines**

Baby Lyn Dalisay, Department of Education - Batangas City (Paharang ES)

Abstract

INTRODUCTION

Araling Panlipunan (AP) is one of the major subjects under the K to 12 Basic Education Curriculum which started implementation in school year 2012-2013. K to 12 BEC is expected to contribute to the economic and social progress of our country by making the graduates of the new curriculum employable as the holistically - develop 21st century skills. The pupils under the said curriculum are expected to master the learning competencies expressed in content and performance standards through the spiral progression approach. It is also expected that our Filipino professionals will gain international recognition in various fields.

METHODS

The focus of the study was the extent of use and perceived effectiveness of differentiated instruction on the pupils' development of cognitive, affective and psychomotor skills. Since the extent and effectiveness of the said strategy were correlated with pupils' academic performance, it was appropriate to use a combination of the descriptive and correlation methods of research. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (what are the characteristics of the population or situation being studied). A correlational study determines whether or not two variables are correlated.

RESULTS

The teachers regularly utilized differentiated instruction in the teaching of AP with much focus on content, process, product and learning environment. There is a strong association between the extent of utilization of differentiated instruction in the teaching of AP and its effects on the development of pupils' skills and competencies in the cognitive, affective and psychomotor domains. The findings of the study imply that a continuous and consistent utilization of differentiated instruction in the teaching of AP will certainly be of great value and can contribute to the pupils' development of varied skills and competencies.

DISCUSSIONS

Improvement of the learning environment may be pursued by the teachers through setting a positive and warm classroom climate. The classroom can also be made as a prototype community to engage the pupils in varied activities that require the application of a constructivist approach in teaching and learning, especially those of problem solving and cognitive apprenticeship.

KEYWORDS: Differentiated instruction, Araling Panlipunan, multiple intelligences

SUBMISSION ID: R04A-BATANC-0273

Effectiveness of Guidance and Counseling Program in The Adaptation of Orphan Ethnic Muslim Students of Amanah Integrated School Inc.

Felbert Rosales, Department of Education

Abstract

INTRODUCTION

Guidance office has a big factor in the success of the school and its administration specially in making the educational institution effective in providing high quality education. The researcher strongly believe that the end of education is character, so it is very clear that every academic discipline has responsibilities in developing the character of each learner together with their mental faculty. It is very important to engage the commitment of future school heads not only to the academic excellence of the school but also the values and character of each learner. This research utilized and evaluated the Guidance and Counseling Program of Amanah Integrated School Inc. to help the orphans and students cope and move on from their experiences in Mindanao through the help of Guidance and Counseling Program that will prepare them for the life outside the orphanage.

METHODS

This study used the descriptive method of research. The descriptive survey method was used in this study because it made possible an observation and assessment of data that ascertained the nature and incidence of prevailing conditions and practices in a selected group. The research converged the Effectiveness of Guidance and Counseling Program in the Adaptation of Orphan Ethnic Muslim Students of Amanah Integrated School Inc.

RESULTS

According to the study, no significant relationship was noted between the Guidance and Counseling Program and Academics Competencies in terms of Individual Inventory ($p=0.591$), Information Services ($p=0.594$), Testing Services ($p=0.625$), Counseling Services ($p=0.651$), Placement Services ($p=0.812$), and Follow-Up Services ($p=0.591$) since the computed p values were greater than 0.05 level of significance. This means that the effectiveness of the Guidance Services does not affect the level of adaptation of Ethnic Muslim Students in terms of academics.

DISCUSSIONS

The Guidance Office should promote technical vocational courses to the junior high school students in order to promote skilled courses that will enhance students' skills and talents and help them find in demand skilled job locally and abroad. There should be a licensed guidance counselor/psychometrician that can conduct different examinations for different cases and be able to address through proper examination and testing.

KEYWORDS: guidance program, adaptation, orphan, ethnic, Muslim

SUBMISSION ID: R04A-STAROS-0067

**Effectiveness of Project We Care for Sardos in Reducing Dropout Rate
in Tipas National High School**

Hazel Manalo, Department of Education - Tipas National High School (Grade
7-12)

Abstract

INTRODUCTION

Re-engaging identified students who are at risk in academic, social, and co-curricular activities has been a major problem in our school. From SY 2014-2016, a lot of students dropped out from their classes. School data on the number of dropouts showed that there were 21 dropouts or 5.32% in SY 2013- 2014; 28 or 3.04% in SY 2014- 2015; and 48 or 3.80% in SY 2015- 2016. Interview with students and parents revealed that dropping out is caused by the following reasons: lack of interest, child labor, early marriage, family problem, illness, taking care of siblings, parents' attitude towards schooling, and poor academic performance. During the previous year (SY 2015-2016), 42 challenged students had been identified which can be another reason for increase in the number of SARDOS.

METHODS

This study is a descriptive action research focused on the effectiveness of intervention activities for students- at -risk under the Project WE CARE for SARDOS (We Empower Committed and Active Re-Engagement for Students At- Risk of Dropping Out from School). The study was conducted in Tipas National High School, Tipas, San Juan, Batangas with 96 identified at- risk students enrolled during the school year 2016-2017 as respondents.

RESULTS

After all the action steps were done relative to the implementation of Project, WE CARE for SARDOS, the 3.80% dropout rate or 48 students who dropped out in S.Y. 2015- 2016 was reduced to a great extent with 0.69% or only 9 students in S.Y. 2016-2017. Results of the study showed that the interventions and strategies used to solve the problem of the school on high percentage of SARDOS and the increasing number of dropouts had been very effective. The researcher was not only able to lessen the dropout rate, she achieved more than the target of 50% reduction.

DISCUSSIONS

The results reveal that the school head and the teachers should continue implementing the project not just for the purpose of achieving better results as reflected in the school's Key Performance Indicators (KPI) relative to the decrease in Dropout Rate but more so, for the sake of students' attainment of goals and desired competencies to make them fully equipped and functionally literate learners.

KEYWORDS: Students At- Risk of Dropping Out, Academic, Social, Co- Curricular

SUBMISSION ID: R04A-BATANP-0227

Effectiveness of School Heads' Supervisory Leadership Skills on The Development Of Teaching Competencies of Teachers in District of Talisay

Glenda Encarnacion, Department of Education - Batangas

Abstract

INTRODUCTION

This study analyzed the effectiveness of the supervisory skills of the school heads in developing teaching competencies. Specifically, this study sought to answer the following questions: How effective is the supervisory leadership skills of the school heads in the development of the teachers' competencies? Does the profile of the respondents relate significantly with the perceived effectiveness of the supervisory leadership skills of the school heads in developing the teachers' competencies? How competent are the teachers in terms of the different factors as perceived by the teachers and the school heads? Is there a significant difference between the perceptions of the two groups in terms of the aforementioned factors on teachers' competencies? What are the implications of this study for administration and supervision to develop the competencies of teachers?

METHODS

The descriptive method of research was used by the researcher. This method of study is a scientific investigation designed to ascertain and determine the general or typical characteristics of existing or current conditions of a population at a given time.

RESULTS

The supervisory leadership skills of the school heads in the development of teachers' competencies is perceived to be effective. The years of teaching is significantly related to the effectiveness of leadership skills except for evaluating teachers' performance and accomplishment. The teachers were perceived to be effective in their competence of lesson planning and delivery, technical assistance and school, home and community involvement. There is a significant difference between the perceptions of the two groups in terms of lesson planning and delivery. Teachers would be able to appreciate the leadership skills of their school heads when they could adapt some of the best practices and develop more enhancements.

DISCUSSIONS

School heads may continuously encourage and motivate the teachers for possible personal and professional growth to strengthen their technical knowledge in teaching various subjects. They should allow the teachers to attend leadership seminars and conferences. Teachers may practice the reward system inside the classroom with the full support of the school. Teachers may be encouraged to participate in the community. Related studies maybe conducted to confirm the results of this research.

KEYWORDS: glenda

SUBMISSION ID: R04A-BATANP-1519

Effectiveness of Teaching Styles Using Multimedia on Pupils

Mylon Callos, Yukos Elementary School, Annex

Abstract

INTRODUCTION

The use of multimedia in classroom instructions is very prevalent. One of the effective teaching techniques that help motivate learners to learn is by presenting them in multimedia format, where pupils are given the chance for interaction with diverse electronic gadgets. The use of multimedia in the teachers' teaching technique widens the possibility to improve the quality of teaching which will eventually give more opportunities to pupils to enjoy every learning session. The presence of multimedia in the classroom highly induces pupils to learn by way of improving their skills, especially in Science. This research study was conducted to assess the effect of using multimedia in Science class performance of Grade five pupils in Yukos Elementary School Annex, Nagcarlan, Laguna.

METHODS

This study used descriptive-normative survey instruments such as questionnaires, self-evaluation checklist, personal interviews and pupil output to gather the perception of the respondents. It is also designed to determine the degree of learning service attained by the respondents in learning science as a result of teaching styles that use multimedia in teaching.

RESULTS

The results of the study are the following: (1) Respondents "agree" on the extent of effectiveness of using multimedia (mean = 4.48); (2) respondents "strongly agree" on the effects of multimedia on the attitudes toward studies (mean = 4.61) and the accessibility of multimedia (mean = 4.65); (3) perception on the effects of multimedia to the learning performance of pupils reveal that the respondents "strongly agree" on the effect of multimedia to the performance of pupils with the mean = 4.67. Majority of the respondents (59.23%) belong to the bracket of 85-above 89 in terms of Mean Achievement of the respondents.

DISCUSSIONS

It was evident from the results of this action research that the teacher's multi-faceted styles, techniques and teaching strategies play a vital role and potent force in inducing pupils to learn and sustain their interest as they continually engage in any learning episodes in Science.

KEYWORDS: TEACHING STYLE, MULTIMEDIA, PUPIL, EFFECTIVENESS

SUBMISSION ID: R04A-LAGUNA-0270

Effects of Romantic Relationship to the Academic Performance of Senior High School Students

Aira Mai Briones, Researcher, RMDC
(Adviser: Noel Natividad)

Abstract

INTRODUCTION

Romantic relationships are intimate relationships wherein once can be ones' elf with someone they respect and are respected by in return. Romantic relationships do not automatically imply a sexual relationship. This study aimed to answer the following questions: (1) What are the advantages of having romantic relationship to academic performance of students; (2) How do they manage their relationship to improve their academic performance; and lastly, (3) How do their relationship influence their perspective in their studies? The researchers find this research study as a tool for awareness for the senior high school students so that they can balance their romantic relationships with their academic performance.

METHODS

The researchers employed a descriptive qualitative method in the research problem. The interview approach was used to obtain rich descriptions on the participants' experience and perceptions. Furthermore, the data were analyzed by reducing information into significant statements and then combining them into themes. The data were gathered through interviews with 3 selected pairs of senior high school students who are in a romantic relationship. ""

RESULTS

The researcher came up with 4 themes which were extracted from the conversations with the participants from the tabulated word-for-word transcription. Theme 1 focused on the condition or circumstance that puts one in a favorable or superior position as having a romantic relationship while studying can help some students to perform very well in class and enhances self-confidence. Theme 2 highlights the disadvantages of romantic relationship which leads to negative effects to academic performance. Theme 3 is about the limits in having romantic relationship to the point or level beyond which test the limits of the students. Theme 4, is concentrated in guiding how being in romantic relationships might help to improve the academic performance of students ""

DISCUSSIONS

This research results highlight both advantages and disadvantages for the students. The advantages of being in romantic relationships are: partners serve as their inspiration and help them pursue their dreams. The disadvantage is that being in a romantic relationship serves as a distraction and a hindrance in maintaining their academic performance especially when they have a misunderstanding

KEYWORDS: Romantic relationship, academic performance, effects, awareness

SUBMISSION ID: R04A-STAROS-0029

Efficient Use of Audio-Visual Equipment in Teaching and Learning: It's Implication to School Supervision

Elymar A. Pascual, Josefa U. Orijola, & Raquel B. Coronado, Talangan
Integrated National High School

Abstract

INTRODUCTION

This paper aimed at determining the possible effectiveness of the use of audio-visual equipment in English, Math and Science subjects to the academic performance of grade 8 learners in Talangan Integrated National High School. Three sections of grade 8 and their teachers in English, Math and Science became part of this action research. At the end of the study, implication to school supervision was lined-up to improve teaching strategy among teachers.

METHODS

The three sections of Grade 8 (Courteous, Caring and Charity), with a total number of 102 became part of the population for this study. This paper is a qualitative, experimental research which took note on the performance of the learners in three subjects - English, Science and Mathematics. Three quizzes were given on all subjects after each session without the use of audio-visual material. After that, audio-visual materials are used and another three quizzes were given after each session.

RESULTS

Without the use of audio-visual material, the mean level of learners for 10 item quizzes is 5.48, 6.91 and 4.27 in English, Mathematics and Science, respectively. On the other hand, the mean level of learners in a quiz with 10 items and using audio-visual material are 9.00, 8.48 and 4.45 in the said three subjects, respectively. Using t-test for paired sample mean, it was found out (with the p-values 0.01, 0.00 and 0.22 for English, Science and Mathematics, respectively) that the use of audio-visual materials significantly improved learners' performance in English and Science only.

DISCUSSIONS

Recommendations to teachers, school heads, district and division officials, and to future researchers were given at the end of the study. Implications for school supervision, especially on classroom observation, are also mentioned to guide school heads and master teachers in improving teaching strategy among teachers.

KEYWORDS: EFFICIENCY, TEACHING, LEARNING, AUDIO-VISUAL, EQUIPMENT, SCHOOL SUPERVISION

SUBMISSION ID: R04A-LAGUNA-0327

Emotional Intelligence and Leadership Performance of Public Secondary School Heads in Batangas Province

Maribel Lescano, Department of Education

Abstract

INTRODUCTION

The Department of Education continuously provides various trainings to school leaders to help them improve their leadership skills. Different learnings acquired from the programs have been applied in the workplace, yet, they are still ineffective. In this study, results showed that emotional intelligence is one of the important factors in the realm of educational leadership and it significantly influences the performance of a leader. Through the effective use of the training program design that was the output of this study, the school divisions can utilize them as an effective mechanism towards the improvement of the leadership skills of the school heads.

METHODS

The descriptive method of research was used for this study. A research-made questionnaire was the main data-gathering instrument used, complemented by interviews and a focus group discussion. Respondents for this study were one hundred eighteen (118) school administrators from different public schools in the four divisions of Batangas Province. Percentage, weighted mean, t-test for independent samples, Pearson Product Moment Correlation and Analysis of Variance (ANOVA) were utilized as statistical tools to treat the data gathered by the researcher.

RESULTS

Majority of the school heads are aged 41 - 50 years old, female, married, holders of master's degree and with master's units. Assessments were made on the self-appraisal of emotional intelligence. The significant differences on the level of emotional intelligence of the school administrators were evaluated and grouped according to their profile variables. It also determined the standard of the leadership performance of the school administrators. Likewise, the relationship between the level of emotional intelligence and leadership performance of the school administrators was identified. The results served as basis for the development of a training program designed to enhance the leadership competence of the school heads.

DISCUSSIONS

The school administrators exhibited self-awareness, self-management, social awareness and managing emotions often. Age, civil status, and educational attainment do not affect the emotional intelligence of the school administrators. The training program design serves as the end-product of the study and may be presented to the Schools Division Offices for review, prior to its implementation. The institution should create a course of action by integrating the findings of the study with the existing school heads leadership program. Similar studies may be conducted by individuals who are interested in this area.

KEYWORDS: emotional intelligence, leadership performance, program training design

SUBMISSION ID: R04A-LIPAC1-0163

English Language Proficiency in Secondary Schools: Its Contribution to Students' Academic Performance in English

Jonathan Ambel, Department of Education

Abstract

INTRODUCTION

There is a low performance in the English proficiency level among high school students enrolled in public schools in the Philippines. Most of them have low mastery level in English and have difficulties in using the language in oral and written communication (Ramirez of Department of Education.net). Hence, this study was conducted to assess the level of English language proficiency among teachers and students. The study also assessed the factors that contribute to the academic performance of students in English in the five (5) secondary schools of Cortes.

METHODS

This descriptive method of a correlation type was employed to two groups of respondents comprising one hundred seventy-five (175) students and thirteen (13) English teachers who were cross-examined using standardized test questionnaires adapted from Department of Education, Division of Surigao del Sur. Descriptive and inferential statistical tools such as mean, standard deviation, and Pearson Product Moment Correlation Coefficient were used to analyze the data.

RESULTS

Results revealed that the level of students' English language proficiency in the four macro skills provides evidence that students performed better in listening skill than speaking, reading and writing were classified as having "Developing" level. Majority of the teachers' level of English language proficiency belong to "Approaching Proficiency" level while two (2) teachers demonstrated developing the level of performance in two other language areas: Logical Organization of Ideas and Identification of Errors. Four (4) of the secondary schools in Cortes performed better in English with a "Nearing Mastery" level while one (1) school was rated in the "Below Mastery" level in English with a score of 46% MPS. Further results showed that teachers' proficiency in the English language was strongly related to the students' academic performance in English with computed r 0.211 and p - value of 0.005. Based on the results, the majority of the students belong to the same level of proficiency and have the same specific language needs. The insufficient knowledge and skills in speaking, reading, and writing are attributed to the poor performance in the teaching-learning process and have not been enhanced in an appropriate intervention program.

DISCUSSIONS

Based on the findings and conclusions, secondary English teachers of Cortes are highly recommended to undergo an enhancement training program on English language proficiency so that the students can also be benefit from the same program. This proposed three-day enhancement training program is suggested to be institutionalized in all of the secondary schools of Cortes.

KEYWORDS: English Language Proficiency, Academic Performance, Listening, Reading, Speaking, Writing

SUBMISSION ID: R013-SURSUR-0054

Enhanced School Improvement Plan

Glory Perez, Department of Education - Tanauan City

Abstract

INTRODUCTION

As Enhanced School Improvement Plan (ESIP) advocates, Cale Elementary School is expected to promote child friendly and gender equality study centers as tools to provide classrooms that are conducive for learning. Indicators driven from the performance review that were subject for improvement were included in the priority improvement areas. For Access and Quality for Kinder to Grade 6, focus on the improvement of numeracy and literacy include the following indicators: reading and comprehension of the learners, enrollment rate, nutritional status and awareness on child protection policy. Meanwhile for governance, the following were used as indicators: development of school facilities, enhancement of *Gulayan sa Paaralan* and strengthening partnership with stakeholders.

METHODS

Through the intensive implementation of transparent accountable and ethical (TEA) governance, the objectives stated for each PIAs became possible. For access and quality, the following activities were undertaken: child mapping, implementation of school-based feeding program, enactment of Child Protection Policy, execution of reading program for English and Filipino, crafting of intervention materials, conducting research and SLAC/INSET and localization of the curriculum. For Governance, two (2) projects were launched and executed. These projects focused on the improvement of physical facilities. Funds and resources such as MOOE, stakeholders' donation and PTA funds were allocated and liquidated properly.

RESULTS

The three (3) years of the implementation of the ESIP increased the SBM level of practice from level 1 to level 2. The best practices were continuously implemented and the programs and projects were accomplished to improve the school performance. For two (2) consecutive school years (2017-2018 and 2018-2019), the school was awarded as the top 1 Best SBM Implementer in the City Schools Division of Tanauan. It was also recognized as the Best School to School Partnership (SSP) implementer. The school also recognized as one of the best schools in the ranking for Performance Based Bonus (PBB).

DISCUSSIONS

The results of the implementation of the ESIP does not guarantee the continued implementation of the best practices of the school. Instead, these are challenges to teachers and administrators to work harder for the betterment of the learners and to sustain the good performance of the school. It is also a call to the administration and the staff to continuously work for improving the SBM level of practice, from level 2 to level 3.

KEYWORDS: Enhanced School Improvement Plan (ESIP), access, quality, governance, school-based management

SUBMISSION ID: R04A-TANAUA-0025

**Enhancement of Parents' Involvement in the Effective Implementation
of the School-Based Feeding Program at Banaybanay 1 Elementary
School**

Mila Mercado, Department of Education - San Jose District

Abstract

INTRODUCTION

As stated in Department of Education Order no. 51, series of 2016, a school-based feeding program aims to address short-term hunger of under-nourished public-school children. Parents of the recipients on the other hand, are indifferent about it. Parents did not participate in meetings and daily duties making it more difficult for the teacher. The purpose of this research was to evaluate the status of parents' involvement in the feeding program and to enhance their participation in the said program.

METHODS

The researcher used two (2) data gathering procedures namely: (1) focused group discussion and (2) the survey method. The scope of this research only focused on fifteen (15) parents/guardians. This research used both qualitative and quantitative approaches to interpret the data and analyze the results. These analysis and interpretation methods included data analysis tools that made used of frequency, percentage and ranking.

RESULTS

Results showed that most of the parents did not participate in the school-based feeding program from September 2016 to March 2017. It was also noted that lack of knowledge about the program was their main reason for not attending to their duties. Work, family and distance from school as well as the lack of cooking skills were also noted as factors that contributed to their refusal to participate. It was also revealed that rewards could enhance their participation. These rewards include recipe, cooking manuals, certificate and apron. Given the proper orientation, respondents mentioned that they were most likely to participate.

DISCUSSIONS

After the conduct of the research, a specific action plan was proposed that focused on enhancing parents' involvement in the effective implementation of the school-based feeding program. The plan covered orientation on the SBFP, training in time management, cooking training and daily equal distribution of stale food. It is recommended that the activities in the action plan be pilot-tested, used and revised for the enhancement of parents' participation on school-based feeding program.

KEYWORDS: School-Based Feeding Program, parents' involvement, enhancement

SUBMISSION ID: R04A-BATANP-2101

Enhancement Training in T. L. E. (Electrical Installation and Maintenance): Basis for Senior High School

Edgar Paloma, San Juan National High School

Abstract

INTRODUCTION

This research focused on finding the possible causes and solutions the problem of the lack of teacher's National Level Certificate in Electrical Installation and Maintenance (EIM) in San Juan National High School. The teacher must have adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. Certification is important to address the needs of the students and to prepare them for the incoming Senior High School curriculum.

METHODS

The descriptive-survey method was used in this study. Survey questionnaires were focused on identifying the interest and problems of teachers in attending TESDA trainings. Two rounds of surveys were conducted to identify the interest and problems of teachers. The researcher used the data to formulate remedial measures on factors that affect the hesitation of teachers to attend EIM training.

RESULTS

After the training program, an assessment was conducted as a standard operational procedure of TESDA which serve as tool or barometer to gauge the level of their learning. At the same time, this is part of preparation of teachers at San Juan National High School for the K-12 curriculum. An assessment for teachers was done last December 13, 2015 at JZGMSAT Biñan C, Laguna. With scholarship granted by TESDA, the teachers and utility staff from SJNHS has successfully passed the standard assessment procedure and received CAR (Competency Assessment Result). After a few days, they also received their COC (Certificate of Completion) and NCII (National Certificate II) under EIM.

DISCUSSIONS

Teachers must possess skills and knowledge for better teaching and learning processes for our students. Acquiring NCII in different areas of specialization will boost the morale of teachers. This will help them impart more information regarding specific lessons and uplift the confidence and trust of their students. The school administrator should find ways to support the teachers for their professional growth and encourage them with initiatives to attend short courses like TESDA trainings. Stakeholder partnership with private and different government agencies will be of great help to them.

KEYWORDS: EIM, TESDA, Enhancement Training, Kto12, Senior High School

SUBMISSION ID: R04A-LAGUNA-0032

Enhancing Collaborative Learning to Improve The Performance of Grade 5 Pupils of Maharlika Elementary School: Basis for Action Plan

Teresita Diloy, Maharlika Elementary School

Abstract

INTRODUCTION

The main purpose of this action research is to enhance the collaborative learning approach being used on the Grade V pupils at Maharlika Elementary School. This approach is used to further improve their curricular performances specifically on the field of Music, Arts, Physical Education and Health (MAPEH).

METHODS

This study used cluster samples as part of a quasi - experimental design. This design involved one group receiving the treatment (cooperative learning instructional method) and the other (controlled) group receiving more traditional lecture/discussion teaching method. With the use of random sampling selection by cluster, the researcher divided the entirety of the population into groups by which a random sample of such clusters were selected. This research used quantitative data analysis wherein the data in this study were collected, tabulated and analyzed with the application of the statistical procedure. For accurate computation on comparing the significant difference between the pre-test and posttest mean scores of the controlled and experimental group, the researcher used T-test for independent means and standard deviation was also applied.

RESULTS

The results of the study showed that despite the fact that there is no significant difference between the group's pre-test results, the experimental group exhibited better results in the posttest after the intervention was utilized as compared to the performance of the controlled group which was exposed to the traditional approach.

DISCUSSIONS

Cooperative learning is a convenient approach to track the progress in the student's pedagogical performances. Educators must be familiar with this approach.

The following conclusions were drawn:

1. The experimental and control groups had the same pre-test performances in MAPEH.
2. There is no significant difference between the academic performance in MAPEH of both control and experimental group in the pre-test.
3. The experimental group performed much better than the control group after the intervention was utilized.
4. There is a significant difference between the academic performance in MAPEH of both control and experimental groups in the posttest.
5. There is a significant difference between the pre-test and posttest of both control and experimental groups.

KEYWORDS: Cooperative learning, MAPEH Performance, Academic Performance, Grade V pupils (Maharlika Elementary School)

SUBMISSION ID: R04A-CAVITP-1012

Enhancing English Proficiency of Science Teachers at Balayan National High School Using English Refresher's Course for the SY 2017-2018: A Teacher Training Approach

Ma. Magdalena Carnero, Balayan National High School

Abstract

INTRODUCTION

Science in the junior high school level is being taught in English. Thus, there is a need for science teachers to be proficient in the use of English as the medium of instruction. Filipino Science teachers must have at least an advanced level of understanding on the five variables of English proficiency to fully understand the context of science topics and to effectively teach them to their students. However, results of the yearly administration of the English Proficiency Test (EPT) and Process Skills for Science and Math teachers showed very low performance of teachers especially those from Region IV-A. Thus, it is a big challenge for science teachers especially since they are not native English speakers.

METHODS

Twenty-four (24) Science teachers from Balayan National High School participated in this action research. Their scores in the pre-test and post-test were used as the basis for the effectiveness of the refresher's course in English grammar and usage in enhancing their English proficiency. A refresher's course in English grammar and correct usage was given by the researcher to the participants during their INSET in October 2017. The scores of both their pre-test and the post-test were taken and these data were coded, tallied, and treated with statistical analyses such as the mean, standard deviation, and t-test of significant difference.

RESULTS

Based from the results obtained from the study, a computed t value $(24) = 10.40$ was obtained which is greater than the t-critical for t test, $t_{crit} = 1.71$ and $p < 0.05$ which is $= 1.81 \text{ E-}10$ was obtained from a paired t t-test of the pre-test and post-test of the respondents. The average mean for the post-test and pre-test were 73.17 and 91.08 respectively. Based from the statistical analyses done, there was a significant difference in the pre-test and post-test scores of the respondents.

DISCUSSIONS

The respondents registered a 25% increase in their scores after the study. Thus, the refresher's course given is effective and is responsible for the differences in the performance of respondents. This study is deemed important in enhancing the English proficiency of the science teachers of Balayan National High School. Programs such as the refresher's course will enhance not only the English proficiency of science teachers but also their confidence and efficiency while inside the classroom.

KEYWORDS: English proficiency, science teachers

SUBMISSION ID: R04A-BATANP-0035

Enhancing Instructional Competencies of Public Secondary School Teachers in the Division of LIPA: Basis for an Action Plan

Liezel Villanueva, Department of Education

Abstract

INTRODUCTION

Improvement in teaching and learning has always been at the forefront of the educational agenda. Ensuring its effectiveness and improvement challenge our educational leaders, particularly in the area of instruction. Nowadays, school heads have observed problems in enhancing teachers' instructional competencies.

METHODS

The researcher employed a descriptive quantitative method to assess the level of teachers' instructional competence. The researcher used a questionnaire lifted from the Teacher Observation Guide for Instructional Competence through the Competency - Based Performance Appraisal for School Teachers (CB - PAST). The respondents of the study are fifteen (15) school heads and two hundred twenty-three (223) randomly selected teachers which comprise 30% of the total teachers' population in the Division of Lipa City.

RESULTS

Results revealed that respondents' age had an impact in the instructional performance of both school heads and teachers. Few of them have enrolled in postgraduate courses which affected their instructional competence in terms of giving professional assistance and of delivering classroom instructions. Both answered that it is very significant to treat the diversity of learners according to their specific needs and limitations. Both possessed level of instructional competence in terms of content and pedagogy. Teachers were proficient in their behavior in actual teaching. They also perceived themselves as possessing high proficiency in doing their respective tasks in planning, assessing and reporting learners' outcomes. School heads played a significant role in the teachers' effective delivery of instructional competence among the learners which meant that a competent school head produced competent teachers, which in turn molded competent and skilled learners. As a result, school heads influenced student learning by developing a clear mission that provides an instructional focus for teachers through undergoing instructional supervision.

DISCUSSIONS

Managerial posts in the Division of Lipa specifically in public secondary level were handled mostly by female school heads. The teaching profession is dominated by female teachers. School heads have a clear understanding on the importance of time management as teachers need to consider the best procedures on how instructional materials would become effective and relevant for the learners. The teachers further agreed that learners need to develop their critical thinking skills. The adoption of appropriate and suitable instructional approaches of the teachers can contribute a lot to its development. Application and utilization of technological instruments and gadgets in teaching led to immediate and fast delivery of the lessons. Both of them have encountered diverse learners and they understood and considered important indicators to treat them. Different group of respondents differed in perceptions which can be attributed to their different levels of concern and governance.

KEYWORDS: Instructional Competence, CB-PAST

SUBMISSION ID: R04A-LIPAC1-0008

Enhancing Parental Involvement in Pta Meetings of Talipan Elementary School through Zumba

Mildred De Romas

Abstract

INTRODUCTION

This action research dealt primarily with parental involvement in PTA meetings which is very necessary in the formation of the pupils. The locale of the study was Talipan Elementary School in Pagbilao, Quezon. The researcher used Zumba as the strategy to enhance the parental involvement in PTA meetings of the respondents, this was participated by both parents and teachers.

METHODS

This action research used a descriptive-comparative method of research since the number of parents before and after the implementation of Zumba was compared. A quantitative approach was utilized in this research since the researcher used numerical data. The locale of the study is Talipan Elementary School with a total number of one thousand two hundred twenty-seven (1,227) parents. There were seventy-two 72 parents who were purposively selected for this study.

RESULTS

The computed t-value of 5.48 and the critical t-value of 2.365 indicate that there is a significant difference in the number of parent- attendees in the PTA meetings before and after the implementation of Zumba.

DISCUSSIONS

Parental involvement creates ties and strengthens bonds with children and can boost confidence in parenting. This can also enhance any decision-making when it comes to child's education. Parental involvement leads to the building of stronger relationships within the school, leading to clearer communication between teachers, parents and children. This gives more confidence in the school's approach to education and learning. Schools that have high levels of engagement with parents tend to experience better community support and positive reputations. Also, when children see a unified approach to their education between their parents and the school, they are more likely to understand the importance of their studies.

KEYWORDS: enhancement, parental involvement, Zumba, PTA

SUBMISSION ID: R04A-QUEZON-0327

Enhancing Parents' Involvement in the Implementation of Brigada Eskwela at Bilogo Elementary School

Marifel Rabano, Department of Education - Taysan

Abstract

INTRODUCTION

The education of the youth is one of the main priorities of the Philippine government. As it is tasked to provide free and quality education for every child, the community in return plays an important role in realizing such goal. A successful private and public partnership is therefore vital to ensure that Filipino children learn in school. This poses a great challenge to educational stakeholders. As mores and norms change, the parents' participation in the Brigada Eskwela implementation in Bilogo Elementary School minimized. Their participation rate in the program has been decreasing. This the reason why the development of the parents' participation enhancement program is prioritized.

METHODS

This is a descriptive qualitative research which aims to identify the level of parents' participation in the Brigada Eskwela implementation. The respondents of this study are the parents who are identified based on the following criteria: a) they are parents or guardians of the pupils; b) they would like to continuously support Brigada Eskwela implementation; and c) they are willing to take part in the study. The researcher used the survey method to gather data. A survey questionnaire was prepared, validated, distributed, tallied and interpreted to identify the extent of the parents' attitude towards Brigada Eskwela, determining the reason of their non-participation. An interview followed after accomplishing the survey questionnaire in order to validate and confirm the responses given by the research participants.

RESULTS

Majority of the volunteers are parents which comprise 25% of the total number of volunteers in the Brigada Eskwela 2017 in Bilogo Elementary School. Though they are the greatest number of participants, they are just 52% of the two hundred forty-eight (248) total number of parents in the school. This shows that parents do not strongly participate in the Brigada Eskwela Implementation.

DISCUSSIONS

Parents are more than willing to participate Brigada Eskwela Implementation and that if they were informed, they will support the program. Interventions for working parents who are not able to participate in the program may be done. An action plan may be developed to address the reasons of their non-participation.

KEYWORDS: involvement, implementation, Brigada Eskwela

SUBMISSION ID: R04A-BATANP-0974

Enhancing Reading Basic on Set and Organizing Knowledge

Eduardo Esquillo, Department of Education - Calamba

Abstract

INTRODUCTION

Project Enhancing Reading thru Basic on Set and Organizing Knowledge (E-BOOK) is a reading intervention in English for Grade 3 pupils that focus on twenty-two (22) pupils who are tagged as belonging in the frustration level of reading comprehension. The aim is to improve the reading level of pupils to instructional level at the rate of 50%.

METHODS

The methods employed in Project E-Book are interview, data gathering procedures, observation, monitoring and evaluation. The team conducted an interview to the parents and twenty-two (22) pupils who underwent ten (10) weeks of reading intervention. In data gathering, the CIP team conducted a pre-reading test among the pupils to identify their reading level. Afterwards, a series of observation was conducted to get the results of reading intervention. Furthermore, the CIP team provided instructional materials suited to the learning level. The CIP team monitored and evaluated the results.

RESULTS

Majority of the pupils (12 out of 22) improved their reading level from frustration to instructional level after the implementation of Project E-Book. This means that the project was able to meet the 50% target.

DISCUSSIONS

Project E-BOOK demonstrated the effectiveness of the school program to develop the reading level of the pupils thru the use of innovative materials and served as a guide in conducting reading intervention.

KEYWORDS: Frustration Reading Level, Basic/Blend on Set and Organizing Knowledge, Phil IRI Oral Reading Test, Reading Comprehension and Fluency, Collaboration, Commitment

SUBMISSION ID: R04A-CALAMB-0335

Enhancing Research Engagement in Tagaytay City District: Sustaining Research Culture in Department of Education Schools in Tagaytay City

Rogelio O. Nerveza Jr, Department of Education

Abstract

INTRODUCTION

Nowadays, research skills are part of the competencies of higher education professionals. As stated in RA 9155, Department of Education teaching and non-teaching personnel are enjoined to conduct research in terms of doing priority improvement projects for future referrals and modifications in line with the mission and vision of the Department of Education.

METHODS

Descriptive evaluative research design was employed in this study as it involved certain processes and procedures in coming up with the research development programs intended for the public-school teachers. Three hundred twenty-two (322) teacher-respondents from elementary and secondary school in the District of Tagaytay responded to a descriptive Likert-style, modified-standardized questionnaire. Data analysis was done to identify the teachers' level of engagement in research, attitudes towards research, their skill competencies and the factors that affect their research engagement.

RESULTS

Findings revealed that most of the respondents have a low engagement on research activity which contradicts their positive attitudes towards research and their research competence. It is found out that time, funding, interest, and motivation have great impact on research engagement. Furthermore, findings show there is no significant relationship on the two groups of respondents' attitudes towards research, their competencies in research and their research engagement.

DISCUSSIONS

The results established a need for a deep capability building research program that is carefully analyzed and validated in accordance with the suitability, viability and adequacy. Further evaluation and continuous validation can be done to strengthen the research outcomes of the public-school teachers of Tagaytay.

KEYWORDS: Enhancing research engagement, Sustaining research culture, District of Tagaytay

SUBMISSION ID: R04A-CAVITP-0210

Enhancing Students' Discipline through Monitored Flag Ceremony and Its Impact on Their Academic Performance

Arthur Robert Limongco, Department of Education

Abstract

INTRODUCTION

Flag Raising is one of the most important routines in school as it opens the day for teaching and learning. Based on the Department of Education Order No. 50 s. 2015, it is also a time for the school to develop and strengthen students' discipline. Initial observation of the conduct of the flag ceremony in Masapang Integrated National High School reveals that there is a low attendance, takes long to conduct and the weakness of students' discipline is evident. The aim of this study is to increase the attendance, conduct a systematic flag raising ceremony by devising a monitoring form as guide, and enhance discipline among students which in return will affect the students' academic performance.

METHODS

The study made use of descriptive method as it sought to describe the behavior of the students who attend the flag ceremony. This research used a monitoring tool as an instrument data gathering. This monitoring tool comprised items on checking the percentage of attendance before the start of the ceremony and their performance which includes line formation, wearing of uniform, interfaith prayer, reciting of the pledges, singing and marching of the hymn and marches, exercise and food for thought. Advisers and subject teachers monitored each section. Weighted mean per activity was used to compare the data.

RESULTS

Based on the data gathered during the start of the third quarter, there is a significant increase in the attendance of the students attending the flag ceremony. Attendance increased by 34.75% after three months closed monitoring using the monitoring form. With regards to performance, there is a substantial increase from 3.28 to 4.45 weighted mean. The conduct of the routine was smoother because of the evident changes in the behavior of the students. Flag ceremony time was also reduced from 32 minutes to 16 minutes. The noteworthy impact is the increase in the Mean Percentage Score (MPS) from 63.09 during the second quarter to 73.75 at the third quarter.

DISCUSSIONS

The research proves that enhancing discipline through monitored flag ceremony affects the students' academic performance. Although the students involved in this research are only in Grade 7 and 8, future study needs to be conducted involving the Grades 9 and 10 students as well as the Senior High School students once the building in the school becomes operational. Modification of the monitoring tool should also be adopted in the future activities and guidelines in the conduct of the flag ceremony.

KEYWORDS: Students' Discipline, Flag Ceremony, Academic Performance

SUBMISSION ID: R04A-LAGUNA-0203

Enhancing the Academic Performance through Project: Mission for a Dream

Rumar Muan, SDO Tabaco City

Abstract

INTRODUCTION

One of the learning competencies in Science V, first rating period is "Differentiate physical change to chemical change" and this particular competency is one of the least mastered skills. The Grade Five pupils experienced the same dilemma. Out of the two hundred six (206) pupils, only fifty (50) pupils got the correct answer. This figure is alarming because this represents the number of pupils who got a passing performance level. There is a need to make an intervention on this particular competency to help pupils better understand the concept.

METHODS

The researcher identified the least mastered competency in Science grade five, first rating period. Based from the item analysis, differentiating physical and chemical change is one of the least mastered skills. Given the data, the writer chose a theme that would be very interesting to the learners who fall under the expected performance level.

RESULTS

Each section in Grade 5 has a computed t-value of -40.20, -21.44, -35.67, -20.31, -33.15 compared to the tabular t-value -2.35, -1.94, -2.13, -2.92, -2.92 at .05 level of significance. It shows that the use of the Strategic Intervention Material in Science V is effective in giving remediation on the learning competency with least mastered skill. The table also shows that there was an additional knowledge to the pupils in the study. We can observe that there is an additional 115 points when it comes to the post-test from pre-test which was 50 points only. This shows that this SIM is an effective instrument for intervention. If we were going to base the interpretation of the difference of the pre-test and post-test, if the null hypothesis is rejected it means that the SIM is effective but if the null hypothesis was accepted it means that the SIM is not effective.

DISCUSSIONS

Results show that the use of the Strategic Intervention Material in Science V is effective in giving remediation on the learning competency with least mastered skill. It also shows that there was an additional knowledge for pupils in the study. Results prove that SIM is an effective instrument for intervention. If we were going to base the interpretation of the difference of the pre-test and post-test, if the null hypothesis is rejected it means that the SIM is effective but if the null hypothesis was accepted it means that the SIM is not effective.

KEYWORDS: Enhancing academic performance through project: mission for a dream

SUBMISSION ID: R005-TABACO-0040

**Entry Level Skills and Competencies Requirements for Car Salesmen
Toward an Enhanced Curriculum in Marketing Management**

Mary Joyce Catudio, Tagaytay City Science National High School

Abstract

INTRODUCTION

One of the most relevant issues faced by tertiary education graduates is employment. The rapid acquisition skills and competencies is crucial to the success of professionals who must address the issues and conflicts that may arise in sales industry employment settings. Entry level skills and competencies requirements for car salesmen toward an enhanced curriculum in Marketing Management was studied to identify the gaps between what was learned in school and what was required by the job.

METHODS

This research involved descriptive, documentaries, and field surveys. The respondents were fifty-nine (59) car salesmen of various car companies in Cavite selected using the stratified sampling technique. The research instrument was divided into fourteen (14) groups. Multiple statistical tools were used such as frequency and percentage distribution, Paired T-Test, Pearson r, and ANOVA Test, and these were processed using the Statistical Package for Social Sciences (SPSS) software.

RESULTS

Most of the car salesmen are young and qualified to be effective sales representatives of the company. Car salesmen companies prefer young males, college graduates, and with experience in the same field. Car salesmen were able to attain the skills and competencies required by the employers. However, there are still areas that were not attained. The volume of sales is at the minimum range. The basis of the volume of sales do not comply with employers' entry skills and competencies requirements. Customer-service orientation and willingness to extend beyond regular hours have an effect on the volume of sales. Most of the skills and competencies expected by the car salesmen were exhibited significantly. Skills were effective; however, there were some skills that were not practiced. The profile of the car salesmen such as age, gender, educational attainment, and years of experiences has no effect on the volume of their sales.

DISCUSSIONS

The result show that an enhancement in the Marketing Management curriculum is needed to comply with the entry level skills and competencies requirements for car salesmen. The subjects in Marketing Management were appropriate for graduates working as car salesmen. However, the curriculum is insufficient and there were subjects that need to be enhanced to suit the entry level skills and competencies required by car sales companies for car salesmen.

KEYWORDS: skills and competencies requirements, curriculum enhancement, marketing management, car salesmen

SUBMISSION ID: R04A-CAVITP-0744

**Ethical Behavior and Social Responsibility of Teachers in Payapa
National High School**

Elena De Castro, Janice Asistin, & Maricar Barredo, Payapa National High
School

Abstract

INTRODUCTION

Organizations and society at large recognize that ethically and socially responsible behavior plays a crucial role in every institution. This study determined the ethical behavior and social responsibility of teachers at Payapa National High School which was used as the basis for proposing activities to enhance teachers' ethical and social responsibility.

METHODS

The researchers used the descriptive method of research and used questionnaires as the main data gathering instrument. The respondents are three hundred fourteen (314) parents whose children are currently enrolled in the school. Frequency, percentage, weighted mean and ranking were applied in the analysis of data.

RESULTS

Results showed that majority of the teachers are middle-aged and the female teachers outnumbered the male teachers. The study also showed that the respondents believed that the teachers know how to do what is right for the students and the community which ranked first and second, respectively. The teachers also supported the projects and activities in the school which obtained weighted means of 4.55 and 4.53 respectively. The composite means of 4.36 indicated that this practice was performed by the teachers to a very great extent. The study also revealed that the teachers were very much involved in their social responsibility as justified by the composite mean of 4.29. The average weighted mean of 4.65 which is ranked first, revealed that teachers were very much involved in attending community meetings and assemblies while the last ranked is teachers participated in social and cultural activities having a 4.00 weighted mean.

DISCUSSIONS

Based on the scores from the community, the teachers behaved ethically and in accordance with the ethical code of profession and ethics to a very great extent. The parents-respondents assessed the teachers' social responsibility as very much involved. The teachers considered this responsibility for the interest of the school and community. Based on the findings, activities were proposed to enhance teachers' ethical behavior and social responsibility. It is recommended that teachers and principals may be motivated to engage themselves more in social and community activities. The proposed activities should be carefully studied so that the modifications will be done before the implementation.

KEYWORDS: ETHICS, BEHAVIOR, SOCIAL, RESPONSIBILITY

SUBMISSION ID: R04A-BATANP-0774

Ethical vs. Unethical: Teachers' Perception on Grading

Kimberly Ann Gelvez & Raciél D. Bognot, Department of Education

Abstract

INTRODUCTION

To provide in-depth solution to the recurring complaints regarding teachers' grading practices, a study assessing teachers' stand on ethical grading, entitled "Ethical vs. Unethical: Teachers' Perception on Grading" was conducted.

METHODS

Framed by Oregon State University's ethical grading list, and Green's suggestion of ethical grading practices, the study focused on finding out which grading practices teachers deemed ethical, which practices they deemed unethical, and whether or not there is an agreement as to which is ethical and which is not.

RESULTS

After surveying the whole population of teachers at Pooc Elementary School, results showed that: 1) a high percentage considered manipulating grades to pass students to the next level as ethical; 2.) a high percentage considered using surprise quizzes and test items in determining grade as unethical; 3) fewer than half of the scenarios presented in this study reached a consensus of whether it is unethical or ethical.

DISCUSSIONS

These findings suggest that grading practices in Pooc Elementary School is currently an educational realm without professional consensus. A solution must be formulated to gauge the ethical principles of teachers in terms of grading which can be translated into the making of an ethical grading policy.

KEYWORDS: grading, ethical, unethical

SUBMISSION ID: R04A-CAVTP-0756

**Evaluation on the Status of Implementation of Gulayan sa Paaralan
Program at Benigna Dimatatac Memorial Elementary School**

Jenelyn D. Patilano, Department of Education - San Jose District

Abstract

INTRODUCTION

The school has been a basic foundation of skills and learning and is the ideal point for a project such as the Gulayan sa Paaralan, "for it will not only benefit the children regarding sustainability but will embed in their consciousness the realization of how important these vegetables, their nutrients and vitamins and the effect of healthy living. Gulayan sa Paaralan Program" when fully implemented and evaluated will not only benefit the school and its students but also the community because this project will serve as an inspiration for the community and awaken their consciousness on the effect of a green environment. It is a multi-beneficial project to the school, the students' population in terms of nutritional benefits not to mention the monetary consideration it will bring about by its surplus, but will be a community benefit for all, for it will not only touch on the physical attributes but also awaken the mental and psychological attributes of the community and thus, ensure self-sustainability.

METHODS

Multiple method designs were used. The study employed a qualitative approach using baseline data gathering and informal interviews. An ocular observation of the garden was conducted to validate the interviews made. A reflective interview guide was prepared, validated and interpreted to describe the extent of the status BEDIMES' GPP in this research.

RESULTS

With the status of GPP implementation, the respondents of this study assessed that garden productivity has given much priority than any other criteria. Based on the informal interviews, some of the challenges/difficulties in the evaluation of implementation of GPP at BEDIMES are lack of parents' support and cooperation, natural calamities, harmful pests, presence of numerous unwanted grasses and lack of good quality seeds. Moreover, an enhancement scheme is proposed for the betterment and success of GPP implementation.

DISCUSSIONS

Based on the analysis of the results of the study, continues monitoring of the status of BEDIMES' GPP implementation was ensured. GPP implementing guidelines issued by the Department of Education were strictly followed by the GPP coordinator and other persons concerned with GPP implementation. Problems met in the implementation of GPP were addressed rightly to achieve successful GPP implementation. The proposed Action Plan Scheme was used and followed strictly for better evaluation results.

KEYWORDS: sustainability, consciousness, ocular observation, enhancement scheme

SUBMISSION ID: R04A-BATANP-1880

Execution of Instructional Supervision Domains and Its Relationship to School Performance

William Arcenas, Assistant School Principal II

Abstract

INTRODUCTION

This study focused on the execution of instructional supervision domains of secondary school heads in Masbate Province Division and its correlation to school performance.

METHODS

A descriptive-correlational design that involved 27 secondary school heads was used wherein the independent variable is the instructional supervision domain and the dependent variables are the school National Achievement Test Mean Percentage Score (NAT MPS) and dropout rate. Qualitative data were used to determine the best practices employed and the challenges faced by school heads along instructional supervision. A survey-questionnaire, interview guide and performance indicators gathering tool were used to gather the data. Weighted mean, percentage and Pearson-Product Moment Correlation were employed to treat the data.

RESULTS

Data revealed that the level of execution of instructional supervision domains of the secondary school heads of Masbate Province Division was highly executed. It was also found out that there was a positive negligible correlation between the level of execution of instructional supervision domains and National Achievement Test Mean Percentage Score (NAT MPS). There was a negative moderate correlation between the level of execution of instructional supervision domains and dropout rate. School heads recognized challenges in areas like administrative, technical, and instructional materials. In terms of administrative challenge, teachers were assigned to teach subjects not their major. In terms of technical challenge, teachers have low or poor skills in applying the current pedagogies of teaching. In terms of instructional materials challenge, there was a lack or shortage of instructional materials and ICT facilities. Their best practices vary from preparation, process, giving of feedback and monitoring

DISCUSSIONS

The results indicate that school heads perform well in terms of instructional supervisory functions. This high execution significantly affects the schools' dropout rate, implying that school heads who perform well in instructional supervisory functions have low dropout rates. However, the execution of this function does not necessarily affect the school performance in terms of National Achievement Test results.

KEYWORDS: instructional supervision

SUBMISSION ID: R005-MASBAP-0020

Experiencing Blended Technology-Based Instruction in English: A Phenomenological Study

Anna Camposano, Department of Education, Division of Batangas,
Lumbangan National High School

Abstract

INTRODUCTION

In recent times, educational technology plays a crucial role in the educational system. Teaching-learning processes must not only happen via face-to-face-instruction but should also be blended with computer-mediated activities. This study sought to assess the effect of blended technology-based instruction on the learning achievement in English of Grade 8 from Lumbangan National High School.

METHODS

A mixed method of research design which combined quasi-experimental and phenomenological methods was used in this study. Specifically, it used pretest-posttest and survey questionnaires to assess the effect of technology-based instruction on the learning achievement of the forty (40) Grade 8 students. Prior to five (5) weeks instructional phase with blended technology-based instruction, a pretest was given to get their demographic profiles and initial weighted mean and MPS. Survey questionnaires and interviews were conducted to strengthen the qualitative result of the investigation.

RESULTS

The study revealed that the demographic profiles do not affect the academic performance of the learners. It was also found out that the technology-based instruction improved the learning outcomes of the students. It was supported by the increase in posttest mean and MPS over the pretest mean and MPS. Blended technology-based instruction also has a great impact on the learners' academic achievement. In terms of learning content/topic, time effectiveness, self-motivation and interest, utilization of technology and reading comprehension, this pedagogical strategy or approach has an influential impact.

DISCUSSIONS

The results showed and suggested that the teachers should keep themselves abreast with the latest trends and innovations in education, particularly in technology-based teaching approach, to enjoy the benefits of using technology in education. Additionally, the proposed localization and contextualization plan in English should be implemented to further enhance the learning achievement of the students.

KEYWORDS: Blended technology-based Instruction, Multimedia, Face-to-face Instruction, Localization

SUBMISSION ID: R04A-BATANP-0836

Extent of Implementation of Child Protection Policy and the Level of Participation of Teachers in Benigna Dimatatac Memorial Elementary School

Loveleen D. Balido, Department of Education San Jose District

Abstract

INTRODUCTION

The study was conducted by the researchers to assess the extent of the implementation of the Child Protection Policy in Benigna Dimatatac Elementary School. The study also assessed the level of participation of teachers so that they can come up with a localized policy guideline for Benigna Dimatatac Memorial Elementary School. This policy guideline will enable stakeholders such as teachers, students and parents, to have a deeper understanding of the said Child Protection Policy.

METHODS

A descriptive method of research was used in this study with twenty (20) teachers of Benigna Dimatatac Memorial Elementary School as respondents. It was designed to gather information about the present and existing condition on the perceived level of Child Protection Policy implementation scheme of the teachers in the school. The researchers used a questionnaire adopted with modification from Department of Education Order No. 40 series of 2012 regarding the extent of implementation and level of participation in the Child Protection Policy of Benigna Dimatatac Memorial Elementary School as perceived by school head and teachers.

RESULTS

As shown in table 1.1 to 1.4 of the Extent of Implementation in Terms of Setting Objectives, Delegating Human Resources, Conduct of Activities and Evaluating Activities in Managing Feedback; Child Protection Policy is perceived to be implemented to a very great extent. Meanwhile, on table 2.1 and 2.2 of the Level of Participation Based on Duties and Responsibilities of School Heads and Personnel, Child Protection Policy is perceived to be participated in to a very great extent by school head and school personnel.

DISCUSSIONS

Based on the findings of the study, a set of implementation guidelines for Benigna Dimatatac Memorial Elementary School was drafted for possible adoption. The researchers also formulated the following recommendations so that the school administration may consider the findings of the study in planning for policy and decision making. Teachers should instill the protection of child rights and safeguard the stake of the children entrusted under their care. The students should also be well-informed of their rights, but equally aware of responsibilities as learners and subordinates of their teachers. The parents should be active in their roles in home-school relationship to maximize the learning gains and well-rounded development of their children.

KEYWORDS: Child Protection Policy, Localized Policy Guidelines

SUBMISSION ID: R04A-BATANP-1874

Extent of Instructional Supervisory Practices of Public Elementary School Administrators and Teachers' Performance in Instructional Efficacy

Janice Federico, Department of Education

Abstract

INTRODUCTION

Supervision is a leadership instructional act which has the ultimate aim of improving classroom instruction. In the process of improving teachers' instructional efficacy, many educators realized that the quality of instruction depends not only on teachers but on principals as well. Lack of instructional supervision on teacher performance may result to pupils' low academic achievement. The researcher conducted this study to assess the instructional supervisory practices that are dominant and inherent for teacher instructional efficacy. This study can uplift teaching performance and finally develop an intervention program to improve instructional supervisory practices. The improvement of instructional supervisory practices will eventually help in empowering the school administrators.

METHODS

This is a descriptive study that evaluated the extent of the instructional supervisory practices of public elementary school administrators and teachers' performance in instructional efficacy. A research-made questionnaire was used to gather data on the variables pertaining to the instructional supervisory practices of school administrators. Instructional supervisory practices were evaluated in terms of autocratic, consultative, participative and clinical supervision indicators. The performance of teachers in terms of instructional efficacy as rated by the school administrators.

RESULTS

The study revealed that the most commonly practiced type of instructional supervision by school administrators was the participative supervision. In participative supervision, a good relationship between the teachers and supervisors built on mutual trust is developed. The freedom for the teachers and supervisors to express ideas and opinions about the methods of supervision is also enhanced. This type of instructional supervision must therefore be implemented to improve teaching. It was also revealed that the performance of teachers in terms of instructional efficacy was rated very well by the school administrators

DISCUSSIONS

Learning is central to the functions of the schools and it is important that instruction be the basic tool to promote learning by means of supervision. In the light of the findings, there are recommendations that the school administrators and teachers may promote participative supervision in the institution and the teacher may look for the improvement of their performance to become excellent. This study proposed an intervention to improve instructional supervision skills of school administrators.

KEYWORDS: Supervision, Participative Supervision

SUBMISSION ID: R04A-CAVITP-0419

**Extent of Partnership in Adopt-A-School Program as Perceived By The
Teachers and School Heads of Elementary Schools of Tanauan City
Division: Basis for Enhancement Program**

Ailyn Ocampo

Abstract

INTRODUCTION

Department of Education programs, like Adopt-A-School for one, aim at setting a balanced and harmonious organizational climate through administrative procedures that establish and promote the ideals of participative democracy within the ambit of the school and its community. Target beneficiaries include school head/s, teachers, pupils, parents and other stakeholders. The implementation of school programs is commonly sanctioned and supported by higher educational authorities. Nevertheless, the support is not always enough, specifically in terms of financing the resources required in the implementation of the said programs. Inadequate resources become a common problem that hinder the success of the implementation of programs. This situation poses a great challenge and sometimes, a great problem for school heads and teachers.

METHODS

This study used a descriptive method of research that made use of a quantitative approach since it surveyed the respondents' perceptions regarding the extent of partnership of stakeholders in the Adopt-A-School.

RESULTS

The study revealed that a strong partnership of school community with private sectors indicated a high performance to enhance the extent of partnership in Adopt-A-School Program. The involvement and participation of the private sector should be well-documented. An enhancement program is proposed and put forward to improve the extent of the partnership of stakeholders in the Adopt- A- School Program. There is a significant relationship in the perceived level of partnership in staff and faculty development, construction of facilities, upgrading of existing facilities, provision of instructional materials and modernization of instructional technologies when respondents are grouped according to profile.

DISCUSSIONS

The teacher and the school head should effectively implement the program and gain greater support from different sectors. The school must solicit support and participation from the Alumni Association and Parents Associations to established high extent partnership. The school should also maximize participation by all sectors of the institution and other stakeholders. It should also institutionalize and harmonize efforts of different sectors.

KEYWORDS: adopt-a-school, implementation, partnership

SUBMISSION ID: R04A-TANAUA-0174

Extent of the Implementation of 4Ps: Its Effect to the Academic Performance and Behavior of Its Beneficiaries in Public Schools

Laarni Nequinto, Laguna State Polytechnic University

Abstract

INTRODUCTION

Poverty is one of the main reasons a child cannot have a good education. Even if public schools are completely free, a child cannot concentrate on his/her lessons if his/her stomach is empty. To eradicate extreme poverty in the Philippines, the Pantawid Pamilyang Pilipino Program (4Ps) is implemented by the Department of Social Welfare and Development. It provides cash assistance to poor families to alleviate their immediate needs and aims to "break the intergenerational poverty cycle through investments in human capital". This study investigated the effects of 4Ps, the Philippine version of the conditional cash transfer program, on the academic performance and behavior of beneficiaries among public schools in Pila, Laguna.

METHODS

The respondents of the study were composed of one hundred twenty (120) Grade III beneficiaries of 4Ps from different public schools in Pila, their parents and twelve (12) 4Ps advisers. This research used the descriptive method with the questionnaire as the main tool in the data gathering procedure. The data gathered were treated using the frequency and percentage distribution, mean and standard deviation and T-test.

RESULTS

From the data gathered, it was concluded that attendance compliance has the only significant effect on the self- confidence. For socialization, all variables are not significant. The 4Ps has significant effect on the Academic Performance but not significant to child's behavior of the beneficiaries.

DISCUSSIONS

The 4Ps can give additional cash for those school or beneficiaries who can get highest result in NAT so that beneficiaries will be motivated. Since 4Ps Program has no effect on child's behavior, teachers and parents may attend seminars on the development of child's behavior.

KEYWORDS: 4Ps, Academic Performance, Behavior

SUBMISSION ID: R04A-LAGUNA-0303

**Extent of the Implementation of Alternative Learning System in
Selected Public Secondary Schools in the 5th District of Cavite: Basis for
a Development Plan**

Joseph Butawan, Bulihan National High School, Prescila T. Molinyawe, Don
Mercado Memorial College, & Rowena S. Brown, DLSU-Dasmarias

Abstract

INTRODUCTION

The Alternative Learning System (ALS) is one of the many forms of education that reaches out to individuals who are out of school. For school drop-outs, ALS is an option to them. ALS offers more flexible learning when it comes to time, module selection, sequence, place, content, and method of learning.

METHODS

The subject of the study were the selected mobile teachers in the Fifth District of Cavite that experienced teaching not only in the ALS Center but also in depressed areas such as in jail, the barangay, and the streets. The study used the descriptive qualitative research design

RESULTS

Findings reveal that in terms of efficiency, relevance, adequacy and responsiveness on the extent of the implementation of ALS in the Fifth District of Cavite, there are strengths and weaknesses based from the interview with the ALS coordinator and teachers. A development plan is formulated to address the needs of ALS and proposed to eliminate, but not totally eradicate, dropout rate in the country.

DISCUSSIONS

School development plan on ALS should be strengthened with the help of parent, teachers, stakeholders, and the school administrators to motivate students to stay in school.

KEYWORDS: Extent, implementation, plan, alternative education, and dropout

SUBMISSION ID: R04A-CAVITP-1139

**Factors Affecting Peer Pressure and Self- Awareness among Students of
Aplaya National High School: Basis for a Proposed Student- Parent
Guidance Program**

Kamille Ann Reyes, Researcher, Rmdc
(Adviser: Noel Natividad)

Abstract

INTRODUCTION

Teenagers face peer pressure due to the desire of being accepted. They tend to follow their peers by changing their attitudes, values or behavior to conform to those of the influencing group or individual. They lose their sense of self just to fit in a certain group. This research was conducted to study how peer pressure is a serious issue that parents are not aware of. This study aims to help parents understand the pressure their children might be suffering within their peer group. Thus, the result of the study will be used as a basis for a proposed Student-Parent Guidance Program.

METHODS

This research used the descriptive-quantitative approach that mainly focused on gathering numerical data and generalizing it across groups of people. This study used a self-made questionnaire checklist to determine the extent of peer pressure and level of self-awareness.

RESULTS

The extent of peer pressure depicted on behavior (w.m. 2.67) got the highest and the effect on decision-making (w.m. 2.46) got the lowest score. On level of self-awareness, results showed that compliance (w.m. 2.35) were descriptively interpreted as High while obedience (w.m. 2.05) got the lowest and was descriptively interpreted as Low. The R-computed value of 0.40 was noted to indicate a significant relationship between the extent of peer pressure and level of self-awareness and got a Positive Correlation.

DISCUSSIONS

In terms of the extent of peer pressure, the respondents were often influenced by their peers in their behavior. With regards to the level of self- awareness, the results showed that the respondents tend to comply with their peers. In terms of the extent of peer pressure and level of self-awareness among the students of Aplaya National High School, the respondents proved that they were affected by peer pressure. Thus, the extent of peer pressure and the level of self-awareness among the students of Aplaya National High School has a positive correlation and thereby assessed to have a significant correlation. The results show that there should be an appropriate action on how to address the peer pressure they are experiencing. Furthermore, this study proposed a Student-Parent Guidance Program that aimed to help both sides establish a good relationship and to educate proper guidance. It will also enlighten them on the significance of communication and openness.

KEYWORDS: peer pressure, self-awareness

SUBMISSION ID: R04A-STAROS-0006

**Factors Affecting Poor Study Habits and Academic Performance among
Grade VI Pupils in Putingkahoy Elementary School**

Emily Almero, Department of Education Batangas, Rosario East

Abstract

INTRODUCTION

Poor study habits are one of the major causes of current academic problems. Too many students do not know how to study efficiently and effectively. Every curriculum year, it is one of the problems that teachers have to contend with. It is not only the teachers who are concerned with this problem but the school administrators as well. This study basically described the causes of poor study habits among our Grade Six pupils in three aspects namely: 1) Child Related Causes; 2) School Related Causes and; 3) Home Related Causes.

METHODS

This study used the descriptive survey method. A questionnaire was used to determine the causes of poor study habits among pupils. Pupils rated each situation/ reason/cause presented. A questionnaire composed of twenty-one (21) items was used. It was written in English with a Filipino translation to facilitate better understanding and generate authentic responses. Fifty-three (53) grade VI pupils enrolled were selected as respondents and they answered the questionnaire. All of the data gathered from the respondents were organized, tallied, tabulated and presented in tables. Frequency, percentage weight values and weighted mean were used in the analysis and interpretation of data.

RESULTS

Based on the results revealed by the study, the following are the salient findings of this action research: In terms of child related causes, difficulty in comprehension and poor concentration got the highest mean; 2) In terms of school related causes, distractions like noise and lack of textbooks with percentage mean of ($X=3.13$ and $X= 2.98$) were the major problem; and 3) In terms of home related causes, distraction by other interest with percentage mean of ($X= 3.06$) and household chores (2.98) are the top problems confronted by pupils.

DISCUSSIONS

The results showed that we should emphasize to all the teachers that concentration, along with comprehension should be developed among the pupils because these skills tend to influence the study habits of the pupils. In school, it should be stressed by the teachers to the pupils that when they study, it is not enough that they learn how to decode the words in the text of what they study, but they also understand the main thought. School administrators should maintain a school environment that is conducive for studying. Classroom organization and noise reduction should also be given emphasis because these affect the study habits of the pupils. Parents should also be informed about the interests and hobbies of their children that can distract learning like using gadgets and other activities.

KEYWORDS: comprehension, performance, conducive

SUBMISSION ID: R04A-BATANP-2328

**Factors Affecting The Involvement of Parents on School Improvement
and Activities in The Central Schools in The Division of Lipa**

Arlene Grace Dimaala, Department of Education Lipa

Abstract

INTRODUCTION

The quality of parents and school partnership is manifested in the outcomes of school programs and activities. Regardless of the different changes that continuously take place in the Philippine basic education curriculum, one thing remains unchanged - the vital role that parents play to achieve the goals of the school programs and activities. The Department of Education acknowledges the participation of parents as an integral part in the continuous adherence of the Department to improve the quality of Philippine education. Thus, the involvement of parents in school programs and activities has to be improved at all times.

METHODS

The research design used in the study was the descriptive survey correlation. The level of involvement of parents to school programs specifically Brigada Eskwela and PTCA projects and the factors affecting parental involvement were the two variables analyzed. These variables were assessed by two groups of respondents: the teacher respondents and the parent respondents. The data gathered were analyzed and interpreted through the use of weighted mean, Mann-Whitney U test, Pearson Product Movement Coefficient of Correlation or Pearson r, and regression analysis.

RESULTS

The researcher found out that there was a continuous decrease of parental involvement in school programs. Parent involvement also decreased as their children proceed to a higher-grade level. Moreover, parents perceived that psycho social factors were the factors that greatly affect parental involvement, specifically the educational background of parents, followed by the parents' income level. Parents prioritized their children's physiological needs such as food, shelter and clothing instead of school needs. Teachers and parents shared the same perception regarding the parental involvement in school programs. However, they had different perceptions on the level of involvement of parents to school activities. Therefore, psycho social, cultural and school factors do predict the level of involvement of parent in school programs and activities.

DISCUSSIONS

From the results of the study, it is recommended to strictly follow the plan of action included in the suggested action plan to boost the level of participation of parents. School administrators should organize activities such as Parents' Day or parents' night which are designed for team building of parents. School administrators should also conduct a seminar-workshop about marriage and family. They can also plan a livelihood program designed for single parents and unemployed mother or father in partnership with the local government. Furthermore, school administrators should provide a suggestion box to give parents the opportunity to express their good plans/ intentions for the school.

KEYWORDS: Level of parental involvement, Factors affecting parental involvement

SUBMISSION ID: R04A-LIPAC1-0056

Factors That Led to Students' Low Performance in Class at Pedro A. Paterno National High School

Ana Marie Magpile

Abstract

INTRODUCTION

Individual differences play an important role in the academic achievement of students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining it. This research focused on addressing the real causes of this problem and attempted to understand and analyze these causes to find suitable solutions to reduce the phenomenon of the factors that lead to students' low performance.

METHODS

The researchers used the survey-questionnaire approach and an interview guide for data gathering. The data gathering instrument aimed to find answers about the factors that led to students' low performance in the classrooms of Pedro A. Paterno National High School.

RESULTS

Based on the researcher's experience as a teacher at the school, there are weaknesses in the students' academic achievement. This research identified some factors that affect students' low academic achievement such as the following: 1) the use of traditional methods instead of using modern teaching methods and 2) a poor relationship between the teachers and students that created a teaching environment that lacked respect. This latter factor led to the lack of students' acceptance of the learning process.

DISCUSSIONS

The researcher proposed some solutions for dealing with low academic achievement such as: 1) looking for the real reasons for failure; 2) developing clear plans and rules to achieve success and 3) not to ignore the learner's potentials. The researcher recommended that the parents should be aware of their children's problems and they should help their children pursue their academic achievement step by step. Some of the ways that parents can help their children are: increasing interest in the physical, mental and health of the student, providing a relaxing school environment, using attractive techniques and educational activities to motivate students learning.

KEYWORDS: failure low performance academic

SUBMISSION ID: R04A-BATANP-0425

Familiarization on Handling Science Apparatus (Project Fohsa)

Saturnina De Sagun, Sinturisan Elementary School

Abstract

INTRODUCTION

Teaching science involves introducing pupils to the ways of communicating, thinking and manipulating science tools. Practical exercises in using science equipment/apparatus is an essential factor for the learners to acquire the knowledge and skills. The results of periodical tests on the percentage of correct responses per learning competency revealed that 55% of the learners can manipulate the science apparatus and equipment. Based on the data, the researcher identified that the competency/skill needed to use science equipment/apparatus should be given emphasis. The purpose of this project is to gather information on how to familiarize the learners to effectively use the equipment.

METHODS

The descriptive method was used for this study. Thirty-nine (39) Grade V pupils during SY 17-18, and parents were randomly selected as respondents. In addition, their science teachers were also selected as respondents. Respondents answered questionnaires that focused on the manipulation of science apparatus. The following steps were followed: 1) Walk the process in the Current and Future SIPOC; 2) Root cause analysis; 3) Identified Priority Improvement Areas; 4) Developed Solutions; 4) Piloted the solution; 6) Rolled out the solution on prelaunch, launch and after launch and 7) Monitored and evaluated the process and the result.

RESULTS

Analysis of the results showed a 19% marked improvement in the performance level (from 55% to 74%) on the manipulation of science apparatus of Grade V pupils SY 2017-2018 during school year 2018-2019. The following process steps must be followed for the succeeding year's implementation of the project: 1) Preparation of Science apparatus for manipulation; 2) Hands- on of the prepared Science apparatus; 3) Evaluation of the pupils' manipulation, 4) Inventory of the Science Equipment and 5) Monitoring and evaluation of the process and achievement of the pupils. Strict implementation of this project will be very beneficial to our pupils' performance and achievement level. The pupils, science teachers, school property custodian and school head are the key personnel needed for the success of this project implementation.

DISCUSSIONS The results demonstrated the hands-on monitoring and evaluation of the process, implementation and the performance of achievement the pupils' performance level. The teacher plays a vital role in this There should be constant monitoring and evaluation to track students' performance. greatly affects the achievement level of the pupils.

KEYWORDS: hands-on manipulation, process, implementation, monitoring and evaluation

SUBMISSION ID: R04A-BATANP-1037

Filipino Values among Kindergarten Pupils of Public Elementary Schools in Division of Batangas City and It's Implication to Teacher-Parent Relationship

Jamaica Aclan, Department of Education Batangas City (Paharang Es)

Abstract

INTRODUCTION

Raising a family nowadays is challenging. There are various threat factors such as mass media, violent movies, pornographic film and literature, bad "barkada" and TV characters. The attachment of children to these factors both inside and outside of the home is gradually destroying the integrity of the family. The role of the parents is important so that family cohesion is maintained. There are four Filipino values that are so indispensable that the absence of one of them will result in our country not being able to become a socio-economically and morally progressive nation.

METHODS

The descriptive method was used to gather data and information on how teachers and parents developed kindergarten pupils to become Godly, Humane, Patriotic and Nature-Friendly. These are ideal parameters of what a good citizen is and should be. Qualitative and quantitative analysis of data were undertaken through a research triangulation of survey questionnaire, interview and observation.

RESULTS

The activities and practices employed by the teacher and parent- respondents in Filipino values in the context of developing Godly, Humane, Patriotic and Nature-Friendly pupils is moderately effective. Generally speaking, developing Humane and Patriotic pupils slightly surpassed developing Godly and Nature-Friendly students. The problems encountered by the two groups of respondents were very difficult in developing Humane pupils and difficult in developing Godly, Patriotic and Nature-Friendly pupils. Developing Patriotic pupils followed developing Humane pupils in terms of difficulty. The results may be attributed to the appropriateness of activities and practices that the groups of respondents used in promoting Filipino values. The study implied the further strengthening of parent-teacher relationship and home-school relationship.

DISCUSSIONS

There is a need for teachers and parents to further strengthen their relationship and work towards the developing children to become Godly, Humane, Patriotic and Nature-Friendly.

KEYWORDS: values, implications, humane, patriotic, godly, friendly

SUBMISSION ID: R04A-BATANC-0271

**Financial Management Practices and Coping Strategies of Teachers in
City Divisions of Bicol Region: Its Impact on Their Performance**

May Ampongan, Teacher III

Abstract

INTRODUCTION

To demonstrate the effects of the financial condition of teachers on institutions and their performance, effective financial management practices of teachers are necessary to enhance their competencies and improve their performance as educators for the welfare of the pupils.

METHODS

The descriptive-inferential-correlational method of research with documentary analysis was used in this study. The public elementary school teachers in the different city divisions of the Bicol Region accomplished the researcher-made rating scale.

RESULTS

The teachers in the different city divisions of the Bicol Region are practicing financial management practices in the different aspects. However, not all of them are practicing it efficiently and effectively. The expenditures of the teachers vary, depending upon its necessity. All these were allocated enough funds/budget to augment the needs of the respondents' family. The teachers had encountered serious financial problems. Some of these are: 1) the teachers do not have effective financial management; 2) there are so many dependents; 3) they spend money without limitations; 4) they do not have monthly spending budget; and 5) most of them do not have other sources of income.

The strategies employed to solve the problems encountered by teachers were necessary. They employed these strategies to avoid future financial constraints. The financial management practices of the teachers are considered effective in improving their performance.

DISCUSSIONS

Effective financial management practices should be considered to help address financial constraints of teachers and help improve their performance as teachers. Teachers should have good financial habits. This will ensure that they will become financially stable. Proper budgeting of monthly income is necessary. Their expenses must be based on their income. They must reduce the amount of money spent on unnecessary things; instead, they should prioritize the basic needs of their family. It is necessary for the teachers and their spouses to look for other sources of income to augment family needs. Teachers should have also extra savings and investments for their future needs. School administrators should encourage teachers to develop a long-term financial plan. Financial analysis on the income and financial status of public elementary and secondary teachers should be conducted.

KEYWORDS: Financial Management Practices, Coping Strategies

SUBMISSION ID: R005-IRIGAC-0001

Financial Management Role of Public Secondary School Managers in The Three Cities of Batangas Province

Carmelita Abag, Sdo Batangas City

Abstract

INTRODUCTION

Successful implementation of various educational programs and projects largely depends on proper utilization of funds and effective management of school finances. Managing the financial resources of the school is very crucial to educational management. This study looked into the description of public secondary school managers in terms of their qualities as administrators as well as their financial management roles. The study is very timely since it is significant to the present education setting.

METHODS

The study used the descriptive method with the questionnaire and focus group discussion as the main data gathering instruments. Respondents selected for this study were 75 school heads, 255 teachers and 250 PTA officials. Kuder-Richardson formula, Ranking, Weighted mean, Cronbach Alpha, Pearson Product Moment Correlation and F-test were the statistical tools utilized in the study.

RESULTS

The school managers complied with their financial management role to a very great extent in terms of budgetary allocation, disbursement, accounting and liquidation, book keeping and transparency. There was no significant difference established in the assessment of the three groups regarding the personal and professional qualities of public secondary school managers as well as their financial management role. The three groups of respondents did not differ in their assessments which led in the acceptance of the null hypothesis. A proposed management plan was conceptualized to enhance their financial management role which will guide the school managers and officials of the academe to achieving successful financial management.

DISCUSSIONS

The findings and conclusions of the study recommends that the school heads be trained in the field of financial management. They should also pursue graduate education to acquire updated knowledge and experiences in making budgetary allocation that will address the needs of the school. Under School-based Management, there are school funds which the school heads need to use responsibly. A similar study may be conducted to intensify the successful implementation of school-based management with transparent, ethical and accountable governance. This will lead to effective and efficient performance of school managers and better performance level of learners.

KEYWORDS: financial management role public secondary school managers three cities Batangas province

SUBMISSION ID: R04A-BATANC-0240

Financial Sustenance of Students' Physical, Social and Spiritual Development Programs in Line with The "No Collection Policy" (Do 41 S.2012)

Alejandro D. Tatlonghari & Ismael B. Penano Jr., Looc Integrated School

Abstract

INTRODUCTION

One of the many factors of a successful Teaching-Learning experience of the students is the status of the classroom. Chapter 4, item #3 of the Educational Facilities Manual of 2010 reiterates that "Every classroom shall be suitably structured and decorated to make the surroundings of pupils/students conducive to learning ... Likewise, its cleanliness and orderliness must be maintained". Another factor is to make sure that students are formed holistically; meaning, there is a balance in the academic, social, moral, and spiritual life. The least of these aspects is the spiritual side. To ensure that the above-mentioned factors are strictly followed, there should be rigorous monitoring and financial capability.

METHODS

This action research made use of the qualitative design since the researcher found this best to deal with this kind of study. Qualitative design is defined by the University of Missouri-St. Louis in their research forum as a systematic subjective approach used to describe life experiences and give them meaning. Moreover, its goals are to gain insight and to explore the depth, richness, and complexity inherent in a phenomenon.

RESULTS

The researcher assessed the class status based on the corporeal standing of the classroom and the students' physical, social and spiritual needs. The researcher also assessed the students' financial capability. The answers of the respondents were encoded, analyzed and interpreted under the light of the existing laws and school level policies.

DISCUSSIONS

The students are aware that one of the factors of learning is to have a classroom conducive for its purpose. They are also aware that their classroom are tools for their holistic development as responsible members of society. They recognize that aside from academics, they need to experience co-curricular activities that will complete them as a holistic person. They are fully aware about the importance of experiencing Ecumenical Spiritual Recollections/Retreats, Team Building Activities, Christmas Party, School-ender Party or Farewell Party and other non- academic activities.

KEYWORDS: Sustenance, Physical, Social, Spiritual, Development Programs

SUBMISSION ID: R04A-CALAMB-0282

Flat - Hierarchical - Consultative (FHC) Design in Creating Teaching Loads as an Intervention towards Teachers' Job Satisfaction

Jonah Salvan, Southville Iv National High School

Abstract

INTRODUCTION

Teachers play an important role in the education system of any country. They are shouldering huge responsibilities in molding the minds and heart of the youth. That is why giving importance to them is very essential. They should be satisfied with the benefits they receive from the government. Two of the main causes for job satisfaction are workload and working time. Workload and working time are very essential to the teachers so that they can function well in their stations (Velmurugan, 2016). Southville IV National High School strictly follow the order on the teachers' workload and schedules. This is being done through the innovated design by the researcher called FHC (Flat - Hierarchical Consultative) Design. This aims to provide appropriate schedules and workloads to the teachers to ensure efficiency and effectiveness on the teaching-learning process.

METHODS

This study, which is to determine the teachers' job satisfaction in implementing the FHC design in creating teaching loads, is a descriptive research. It was considered as a quantitative type of research since it used numerical data in interpreting and analyzing the results of the study. The researcher conducted the study in Southville IV National High School, in Santa Rosa, Laguna. The respondents are teachers hired from May 2008 - December 2018. The study used the survey questionnaire as the basis of the teachers' level of job satisfaction using the Teacher Job Satisfaction Questionnaire (TJSQ) developed by Paula E. Lester.

RESULTS

Most of the participants of the study were from English (16.7%) and Mathematics (16.7%) Department. There were 25 participants from Grade 9 level, followed by grade 8 with 21 participants, grade 7 (20 participants) and grade 10 level with 18 participants only. Seventy-six percent (76%) of the participants of the study are female and 24% are male teachers. Moreover, it was found out that there was no significant difference between the teachers' job satisfaction on FCH Design on their profile in terms of sex (p - value = 0.083), grade level (p - value = 0.575) and subject area (p - value = 0.74).

DISCUSSIONS

Based from the results, it was indicated that there was no significant difference on the teachers' job satisfaction and their profile. This only means that the teachers showed satisfaction on their job in terms of their teaching loads using the FHC Design. Teachers were also given considerations in their teaching loads and schedules that contributed to their job satisfaction as a teacher.

KEYWORDS: teaching loads, satisfaction, job, teacher, design

SUBMISSION ID: R04A-STAROS-0033

**Gawain Brigada: Proposed Activities in Maximizing Parents'
Attendance and Participation in Brigada Eskwela Implementation at
Benigna Dimatatac Memorial Elementary School**

Elenita Cuenca, Cherrelyn V. Atienza, & Dionally M. Dela Cruz, Department
of Education San Jose District

Abstract

INTRODUCTION

Every educational institution is tasked to provide a conducive, safe and child-friendly learning environment to its learners. One of the ways to fulfill this task is through the Brigada Eskwela or the National Schools Maintenance Week. Despite the Department of Education and every school's efforts to maximize parents' participation and attendance in the Brigada Eskwela implementation, records show that there is a low percentage of parents' participation and attendance in the program. At Benigna Dimatatac Memorial Elementary School, it is noticeable that more parents came only during the first day of Brigada Eskwela implementation. Moreover, the researchers also observed that there were some parents who just came to school for attendance. Realizing this scenario, the researchers aimed to find out the reasons for parents' non-attendance and non-participation in Brigada Eskwela implementation. The researchers also came up with proposed activities for maximizing parents' attendance and participation in the annual Brigada Eskwela implementation.

METHODS

This study employed a descriptive method of research which aimed to identify the reasons for parents' non-attendance and non-participation in the Brigada Eskwela implementation. The researchers used three (3) data gathering procedures namely: non-structured interview, focused group discussion and survey questionnaire. Baseline data were also gathered to support the study. One hundred four (104) parents responded to the survey questionnaire administered by the researchers.

RESULTS

There is a low percentage of parents' attendance and participation in Brigada Eskwela at Benigna Dimatatac Memorial Elementary School. The reasons for parents' non-attendance and non-participation in Brigada Eskwela implementation are the following: 1) their busy schedule; 2) the need to take care of their children; 3) plenty of household chores to be done; and 4) their negative attitudes towards the activity. Different activities were proposed in order to maximize parents attendance and participation in the Brigada Eskwela Implementation.

DISCUSSIONS

The results suggest that full implementation of the proposed activities in maximizing parents' attendance and participation in Brigada Eskwela needs to be conducted in order to increase the percentage of parents' attendance and participation. This is to make sure that the objectives of Brigada Eskwela are achieved and the daily planned activities during Brigada Eskwela implementation are carried out.

KEYWORDS: Brigada Eskwela, proposed activities, attendance and participation

SUBMISSION ID: R04A-BATANP-1808

The Impact of Co-Curricular Activities in Academic Achievement of Students and Its Associated Linkages to Personality Development

Gladys Toledo, GEAHNS-Imus

Abstract

INTRODUCTION

A co-curricular activity is defined as a program or out-of-class activity that is supervised and/or financed by the school. This provides curriculum-related learning and character-building experiences. Co-curricular activities enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence among school students. This paper explores the impact of co-curricular activities in academic achievement of students and its associated linkages to personality development of children in the secondary schools of General Emilio Aguinaldo National High School.

METHODS

This study utilizes the descriptive research. It is concerned with the condition or relationship that exist, opinions that are held, processes that are going on, affect that are evident or trends that are developing. This research tries to describe the students' evaluation of the co-curricular activities and to explore the possible co-curricular academic performance enhancement scheme.

RESULTS

Most of the student respondents are aged 14 -15 years old, majority of whom are female. The top three active co-curricular activities participated by the selected high school students of General Emilio Aguinaldo High School are the Supreme Student Government (SSG), Math Club, and Science YES-O club. The respondent's evaluation of co-curricular activities engagement on academic performance and leadership is identified as very great extent. There is a Slight Negative Correlation but small relationship between academic performance and leadership co-curricular activities of the students.

DISCUSSIONS

The students must participate co-curricular activities in the school that are valuable. The teachers and the students somehow collaboratively enjoy the active co-curricular activities General Emilio Aguinaldo High School such as Supreme Student Government (SSG), Math Club, and Science YES-O club. The continuous participation in co-curricular activities affect the students' performance. Hence, a proposed Academic Performance Enhancement Scheme is one way of upgrading the academic excellence of any institution.

KEYWORDS: co-curricular activities

SUBMISSION ID: R04A-CAVITP-1554

**Governance of Basic Education of Public Schools: A Basis for
Professional Training Program**

Gerime Decena

Abstract

INTRODUCTION

The study examined the extent of the implementation of authority, accountability and responsibility of public schools in their governance of basic education in the Division of Santa Rosa City, Laguna.

METHODS

A descriptive normative survey method was used. Data was collected from two groups of respondents. The selected respondents are twenty-six (26) school administrators and three hundred five (305) teachers.

RESULTS

Results reveal that variables that affect the performance of schools are: reluctance of teachers to accept new plans/schemes, lack of school administrators planning on managing physical and fiscal resources including professional staff development, and time of teachers to assist pupil's performance. The results of the study show how school administrators exercise their power that can be instrumental to improve performance.

DISCUSSIONS

Problems encountered by the respondents: On Authority: Reluctance of teachers to accept new plans/schemes as "Highly Serious" as manifested in the composite weighted mean of 4.14 followed by Lack of transparency to open presentation regarding the school's accountability on fiscal and material resources as well as school records as "Highly Serious" as to remuneration with a composite weighted mean of 4.01; on Accountability: Lack of planning on managing of the use of all human physical and fiscal resources including professional staff development as "Highly Serious" as manifested in the composite weighted mean of 4.12 followed by Lack of consultations to present to teachers a particular project of SDS as included in the Division Educational Development Plan as "Highly Serious" as manifested in the composite weighted mean of 3.96 the same with the Lack of further management of fiscal resources of school; on the Responsibility: Lack of time to assist pupil's performance as "Highly Serious" as to remuneration with a composite weighted mean of 4.16 followed by Difficulty on information dissemination due to negligence on the part of their children who deliver some as "Highly Serious" as manifested in the composite weighted mean of 4.06. In view of these findings, particularly the constraints/limitations identified a proposed professional training program school principals and teachers of public schools.

KEYWORDS: Authority, Accountability and Responsibility.

SUBMISSION ID: R04A-STAROS-0060

Grammar Awareness through PowerPoint Presentation among Grade Three Learners in Sovereign Shepherd School of Values and Learning

Leny Untiveros, Department of Education Bats City-Alangilan Central Es

Abstract

INTRODUCTION

In the Philippines, teaching grammar is one of the important components in English for students in school. This made clear proficiency in understanding grammar is directly related to academic success. The theories and methods of language teaching have developed various techniques that supported the success of language learning. The reality in the classroom shows that there are many English language learners who have difficulty in mastering grammar. Furthermore, the researcher believes that the skills in understanding grammar is considered as a fundamental factor, a must and a need which enabled each pupil to write their own phrases, sentences and paragraphs. In the context of the study, Power Point presentation provided an opportunity for students to understand grammar with pleasure and fruitfully broader outcomes

METHODS

This study used descriptive method which was used to gather the needed and relevant data information about grammar awareness in grade three level. The sample was selected from the total population of 30 learners in grade three levels. To know the grammar skill level of the learners, a pretest was given. After the result, construction of lesson plan was made, teachers' guide was considered focusing on teaching grammar usage in three parts of speech noun, verb and adjective. The first step was to apply the lesson plan written for the day by applying Power Point Presentation and find out how it works.

RESULTS

After the data and information gathered and compiled the researcher came up that using Power Point Presentation the learners enjoyed and learned grammar in terms of three parts of speech such as noun, verb and adjective. It shows that performance during posttest was higher than the pre-test. Power Point Presentation is an effective approach to improve grammar skills of the learners.

DISCUSSIONS

The results imply that using Power Point Presentation and is an effective tool in teaching grammar skills in English. This study made learning very meaningful and the learners more focused and attentive. It helps the teachers relieve of much task and discussion in the coverage of teaching. Likewise using Power Point Presentation makes pupils feel proud as they are in high-tech age of learning.

KEYWORDS: Grammar Awareness

SUBMISSION ID: R04A-BATANC-0299

**Harnessing The 21st Century Skills of Elementary Pupils in Selected
Barangay Schools through Differentiated Instruction: Designing
Exemplars for Adaptation**

Crizel Penaflor, Maharlika Elementary School

Abstract

INTRODUCTION

Differentiated Instruction is an innovative way of thinking about teaching and learning. Teachers today struggle to meet the needs of many students who have individual needs. The purpose of this study is to give some strategies/techniques that the teachers can use to enhance the skills of the pupils.

METHODS

A quantitative, descriptive correlational method were used in this study. A total of eighty-seven (87) students were taken from three (3) public elementary schools in Tagaytay City.

RESULTS

Every 21st century skill has a positive significant relationship to other 21st century skills. There is a very strong positive significant relationship between communication thinking skills and creativity thinking skills. Moreover, there is a strong positive significant relationship between critical to collaborative, communications and creativity thinking skills. Lastly, collaborative thinking skills have a strong positive significant relationship to communications and creativity thinking skills.

DISCUSSIONS

If one of the 21st century skills developed and the level increases among elementary pupils, other 21st century skills will be developed and improved as well.

KEYWORDS: 21st century skills, learning outcomes, differentiated instruction

SUBMISSION ID: R04A-CAVITP-0885

**Home Visitation Program For Improved Performance Of Grade V Pupils
At Calantas Elemntary School Year 2017-208**

Melody Magnaye & Karen P. Marasigan, Department of Education

Abstract

INTRODUCTION

Strong teacher-parent partnerships are important to effectively support their students in their learning behaviors and performance in school. Nowadays, a home visit has become a very common practice in most schools all over the country. The home visit is an opportunity for the child's teacher to visit him or her in his own home prior to the start of school. In this study, the researcher focused on the impact of home visitation on improved academic performance of Grade V students in Calantas Elementary School.

METHODS

This study used a descriptive method of research, and applied the quantitative method in data analysis. The researcher selected thirty (30) teachers from Rosario West District Elementary School. The data gathering instrument used is the questionnaire.

RESULTS

Based from the answers of the elementary teachers, it was perceived that everyone has their own home visitation program being implemented in school. The results of the questionnaire show that home visitation programs should be done quarterly to monitor the improvement of the pupil's academic performance. Programs that are designed and implemented with greater rigor provide better results. Home visitation programs also appear to offer greater benefits to certain subgroups of families, such as low-income, single, and teen mothers.

DISCUSSIONS

The findings of this research study can be generalized to all urban elementary classrooms. It is recommended that research on the value of home visitation programs should be expanded and conducted on more diverse populations of districts, schools, and teacher classrooms. Further studies should be conducted to focus on parental beliefs and attitudes regarding home visitation programs. There should also be a further defined investigation of teacher practice.

KEYWORDS: Home Visitation, Academic Performance

SUBMISSION ID: R04A-BATANP-1480

Home-School Collaboration Practices of Public Elementary Schools

Carol Dapiton, Department of Education

Abstract

INTRODUCTION

Home-school collaboration is a two-way process involving shared responsibilities of both parents and school. Yet parents give all of the responsibilities of care and education of the children to the school. It is observed that there are parents who are not actively involved in assisting their children in doing their homework and projects at home. They also do not attend to their PTA obligations. As a result, some pupils are affected with the negligence of their parents towards their schooling. This study determined the benefits of home-school collaboration to the pupils' academic achievement and behavior.

METHODS

The study used the descriptive research - survey method. Data were gathered through a researcher-made survey questionnaire that will determine the home-school collaboration practices of the elementary schools in Bayabas district.

RESULTS

The study found out that administrators in Bayabas district are qualified in handling and managing schools in terms of educational qualifications and experiences. Most teachers are eager to work since they are young in the service. Thus, they need constant supervision of the administrators. Parent respondents are mostly young with 1-3 children. Fathers are self-employed and mothers are unemployed and are high school graduates. This implies that mothers have time in checking their children in school since they don't leave home for work and they don't have many children to take care of. The most existing home-school collaboration practices are attending and participating during PTA meeting, reminding children to listen to the teacher and behave well in class, guiding them in doing homework and school projects and paying PTA fees and other authorized contributions. There is a significant relationship between existing home-school collaboration practices and the extent of home-school collaboration among schools in fostering positive classroom behavior, increasing academic achievement, and engaging parents in planning, initiating and evaluating school programs and improvements.

DISCUSSIONS

Results reveal that attending and participating during PTA meetings is a good means of communication since parents and teachers can have conversation about the behavior and performance of children. Responsible parenthood may eventually enhance when there is good communication. The stronger the home-school collaboration, the higher is the possibility of children to attain higher academic performance and lower dropout rates in school.

KEYWORDS: home-school collaboration, academic performance, behavior

SUBMISSION ID: R013-SURSUR-0121

HOPE (Help Obtain Proper Education)

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Department of Education Tanauan City

Abstract

INTRODUCTION

A better learning environment among learners and teachers must be prioritized to achieve a better school performance. In terms of managing the curriculum, it is important to be updated on the different policies and orders to be an effective resource provider for the teachers. To become successful in the implementation of the project, the principal has to take the role of both instructional leader and a manager. Determination and skills are needed to surmount whatever challenges that may arise from this project. To address this, the principal has to make a thorough survey of the learning environment. A significantly high percentage of drop-out rate was noted in the past years. Around 2.70 % or 19 out of 704 learners drop out of school by the end of school year 2015-2016. The high percentage of drop-out rate of learners last school year 2015-2016 was monitored through EBEIS data. The percentage of drop-out rate was seen on the data of grade 7 and grade 8 learners. The school performance level was highly affected due to the increase of the dropout rate.

METHODS

The success of the project can be achieved and verified through unbiased means; Increased Completion rate, Increased Cohort- survival rate, Decreased Drop-out rate. This data can be verified through the E-BEIS and LIS. Milestones are significant changes achieved; and/ or major steps taken towards achieving the desired improvement in the school. The following actions steps were undertaken to achieved desired results. Conduct rigid monitoring of attendance of each class and keep functional record of daily attendance to be monitored by adviser and subject teacher. Strengthen referral system, home visitation, anecdotal records, and close monitoring of parental follow-up. Give rewards and recognition to the students and teachers with perfect attendance during quarterly assembly. Capacitate teachers in implementing CPP and positive discipline in classroom management. Make a progress report on the implementation of positive discipline in classroom management.

RESULTS

The End of the School Year data on EBEIS showed that from 2.70 % drop out rate in SY 2015-2016, there was a notable decrease of 1.5 % in SY 2016-2017.

DISCUSSIONS

All projects are exposed to risk. Risks are unpredictable events that hamper project objectives. Therefore, it is important to know what to do when risk happens. Failure to conduct consistent monitoring of attendance due to different activities of the teachers and training schedules of the teachers are the most likely risks.

KEYWORDS: referral, Child Protection Policy, classroom management, cohort survival rate, drop-out rate, completion rate

SUBMISSION ID: R04A-TANAUA-0030

Illuminating The Duties and Responsibilities of Master Teachers in Department of Education Quezon

Juanito Merle, Department of Education, Schools Division of Quezon

Abstract

INTRODUCTION

The productivity of any organization begins with a clear delineation of the functions of people comprising the organization. Thus, duties and responsibilities of employees must be well defined for they provide direction in the fulfilment of organizational goals. In the Department of Education (Department of Education), people are appointed based on their defined functions. Personnel are made aware of their roles in the institution. However, there are instances when the clarity of roles seems to be forgotten for there are people in the workplaces who are burdened with so many duties and responsibilities and most of them are considered ancillary functions. These situations are very true for Master Teachers of Department of Education Quezon.

METHODS

A descriptive-comparative method of research was used in completing this study. It involved 593 Master Teachers of Department of Education Quezon. Google survey was conducted by the researchers using a validated self-devised questionnaire. Simple percentage, average, t-test for independent samples, and One-Way ANOVA were used in the statistical treatment of data. Through a Division Memo signed by the SDS, the respondents answered the Google survey form online.

RESULTS

This research revealed that out of seven defined functions of Master Teachers, only three of them were always performed by the respondents and conducting action research got the lowest assessment rating. Comparing the frequency of performance of the MT's duties and responsibilities, it revealed no significant difference among the MT's in the four Congressional Districts of Quezon and between the MT - I and MT - II. It is also disclosed in this research that 37.61%, 30.02%, and 25.13% Master Teachers in Department of Education Quezon are not engaged in research making, introduction of curriculum innovation, and initiation of training programs respectively. Concerning the Master Teachers involvement in research presentation, an average of 93.43% of them did not have any research presentation. Non-performance of other MT's defined functions can be attributed to the respondents' performance of the other 11 tasks which are identified in this research.

DISCUSSIONS

This research provided baseline data for the preparation of a policy for clarifying the duties and responsibilities of the Master Teachers in Department of Education Quezon. The crafted policy was examined by the Top Management of Department of Education Quezon and was implemented in the entire school's division.

KEYWORDS: duties and responsibilities, illumination, master teachers

SUBMISSION ID: R04A-QUEZON-0179

Impact of Implementation of The Individual Plan for Professional Development (Ippd) on Teacher Competencies in The Public Secondary School of Cavite: Basis for a Faculty Development Program

Joel Rosario

Abstract

INTRODUCTION

According to William Glasser, "No human being will work hard at anything unless he believes that he is working for competence." This quotation may be related to the situation of the teachers. Generally speaking, teachers try to constantly improve themselves and to be updated on the new trends in the educational system.

METHODS

The researcher used a combination of quantitative and qualitative methods of research for the triangulation of the numeric and textual data on the impact of the implementation of IPPD on teacher competencies. The descriptive- correlational method of research was used for the quantitative part. This method was used in this study since it answered the inquiry on the current topic though the use of a questionnaire administered to the administrators and teachers to collect data objectively the way they are. Statistical tools were also used to test hypotheses to arrive at a generalization.

RESULTS

This study determined the impact of the implementation of the Individual Plan for Professional Development (IPPD) on the teachers' competencies and classroom practices along the seven domains of NCBS, as well as the benefits derived from it, during School Year 2014- 2015. One thousand six hundred forty-three (1,643) teachers and one hundred nine (109) school administrators from the Province of Cavite's seven (7) congressional districts accomplished the questionnaire, while five (5) teachers and eleven (11) school administrators participated in the focus group discussions.

DISCUSSIONS

Based on the findings, the following conclusions are drawn. Majority of the teacher-respondents are bachelor's degree holders, with Teacher I items, with teaching experience ranging from 1-5 years, and have attended in-service training in the division level. As assessed by the teacher-respondents, the implementation of IPPD has a very great impact on the teachers' competencies and classroom practices along the following domains: social regard for learning, curriculum, learning environment, personal growth and development, planning, assessing, and reporting, and diversity of learners. Meanwhile, it rated great extent in terms of community linkages.

KEYWORDS: Education Is Life, Its A Continues Process Dealing People And Touching Life Of Others.

SUBMISSION ID: R04A-IMUSC1-0083

Impact of Job Placement Services among Grade 12 Students of Aplaya National High School

Princess Mae Cavaneyro, Researcher, RMDC
(Adviser: Noel Natividad)

Abstract

INTRODUCTION

One of the reasons of having a Job Placement Service is to hire and help graduating students who have the ability and skills to work in companies. The researchers conducted this study to find out the perceptions of work readiness among Grade 12 students. Specifically, the study focused to answer the following questions: (1) What is the profile of the respondents in terms of gender and career choice? (2) What is the level of preference of the Grade 12 students in terms of recruitment, screening and benefits and compensation? And (3) Is there a significant relationship between the profile of the respondents and the level of preference of the Grade 12 students?

METHODS

This research used the descriptive-quantitative approach wherein it is explained by collecting numerical data that are analyzed using mathematically based methods. Likewise, the statistical tools used in this study are frequency and percentage, weighted mean and Pearson R correlation. Data was analyzed and tabulated.

RESULTS

Equal distribution of respondents in terms of gender was noted. In terms of career choice, Information and Communications Technology (ICT) acquired the highest frequency, while Dressmaking got the lowest. On the level of preference of Grade 12 students in terms of recruitment (w.m.3.25), screening (w.m. 3.15), benefits and compensation (w.m. 3.00) were interpreted as Agree. The r-value of 0.012 states that the significant correlation between the profile of the respondents and the impact of Job Placement Service has a slight, positive correlation.

DISCUSSIONS

The results showed that the Job Placement Service could help Grade 12 students earn money if the students can't afford the daily struggles of being a college student. It is also their opportunity and experience to develop their skill. It can also give them a chance to realize and eventually have an intact decision whether they're going to pursue College or seek employment. It can also make them realize what track they would enter.

KEYWORDS: impact, job placement, services, Grade 12

SUBMISSION ID: R04A-STAROS-0005

**Impact of The Implementation of School-Based Management Program
among Public Elementary Schools in Cavite: Basis for a Proposed
School Improvement Plan**

Haidee Lyn Malimban, Department of Education-Cavite

Abstract

INTRODUCTION

This study aimed to develop a school improvement plan (SIP) based on the impact of the implementation of the School-Based Management (SBM) Program among public elementary schools in Cavite. The study was conducted to find out if the implementation of the SBM program had an impact on the educational outcomes of every schools, roles and competencies of school heads and teachers, and pupils' performances, and outcomes in schools. Problems encountered in the implementation of SBM program were looked into as well.

METHODS

The researcher used a combination of qualitative and quantitative research methods. A descriptive method employing survey, interview, and documentary analysis on the impact of the implementation of SBM program was used for the study. The problems encountered in its implementation were gathered with the interview (structured). It was used to get the opinions of the respondents and to verify the validity of the gathered data for the development and enhancement of the school improvement plan (SIP).

RESULTS

After the implementation of the SBM program in the public elementary schools of Cavite, the educational outcomes of schools- variable resulted to better performance of pupils and the school itself; roles and competencies of school heads were improved, developed, and greatly performed; competencies of teachers were enhanced, improved, and developed; involvement of parents, community, and other stakeholders resulted to strong collaboration, active participation, and involvement and outcomes of pupils resulted to well-developed and actively performing learners applying language literacies (both in oral and written languages) in English and Filipino. Moreover, the respondents moderately agreed (MA) that there were problems encountered in the implemented SBM program.

DISCUSSIONS

Results suggest that the implementation of the SBM program established unity among school heads, teachers, parents, and other stakeholders that created a positive impact on ideas, concepts, and policy undertakings of the school. This greatly influenced the school improvement plan. The proposed SIP is recommended for the adoption by public elementary schools in Cavite to determine its effectiveness or weaknesses so that improvements can be made and could be adjusted to the needs and context of different schools.

KEYWORDS: impact of SBM, public elementary schools, School Improvement Plan

SUBMISSION ID: R04A-CAVITP-0746

**Implementation of "Pantawid Pamilyang Pilipino Program (4Ps)":
Input to Enhanced Parent-Teacher Relationship**

Marilou Contreras

Abstract

INTRODUCTION

Poverty is one of the intervening factors that hinder the active participation of parents in school, weakening the parent-teacher relationship. The "Pantawid Pamilyang Pilipino Program (4Ps) Act of 2010 was implemented to address the problem of poverty. Studies show that 4Ps has a large impact in the improvements of the health and education of every poor Filipino family but the its impact on Parent-Teacher Relationship remains unexamined. This study analyzes the effectiveness of the implementation of 4Ps towards the Enhancement of Parent- Teacher Relationships.

METHODS

The proponent of this study used the survey method. In this method, the data were gathered through questionnaires given to the respondents. Respondents came from five (5) selected public elementary schools in Pila, Laguna. Statistical tools were employed for data analysis.

RESULTS

In terms of Pupils' Performance, Behavior and Attitude, Parents' Involvement and Participation and Teacher's Social Responsibility the overall average rating of 3.83 showed that it is "Effective". In terms of Communication, Coordination and Cooperation between Parents and Teachers the overall average rating of 3.90 indicated that it is "Often". In terms of relationship between Effectiveness of Implementation of 4Ps and its Facilitation of Parent-Teacher relationship the overall average rating of 3.93 shows that it is "High". Moreover, the relationship is found to be significant.

DISCUSSIONS

The findings showed that the implementation of 4Ps contributes a lot in the communication, coordination and cooperation between parents and teachers thus leading to the enhancement of Parent-Teacher Relationships.

KEYWORDS: pupil's performance, parent's participation, teachers' social responsibility, communication, coordination, cooperation

SUBMISSION ID: R04A-LAGUNA-0304

Implementation of Gender Responsive Basic Education Policy in Taal Senior High School

Ruby Ann Dimaandal, Taal Senior High School

Abstract

INTRODUCTION

The Department of Education (Department of Education) issued the Gender Responsive Basic Education Policy or GRBP (DO. 32, s 2017) in line with its Gender and Development (GAD) mandate. Through this policy, the Department of Education (Department of Education) commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights in the provision and governance of basic education. The Gender Responsive Basic Education Policy seeks to enable the Department of Education to undertake gender-mainstreaming in education to address both enduring and emerging gender and sexuality related issues in basic education. The policy also aims to promote gender equality in the workplace. As such, the study aimed to ascertain the extent of the implementation of Gender Responsive Basic Education Policy (GRBP) in the workplace at Taal Senior High School.

METHODS

The descriptive research was used to gather facts related to the implementation of Gender Responsive Basic Education Policy in the workplace. Thirty-three (33) faculty members and three (3) non-teaching staff participated in the study. A researcher-made questionnaire was crafted to get respondents' perceptions and impressions. Frequency with mean and ranking scheme was used to analyze the data.

RESULTS

The first objective of the study was to determine what are the Gender Responsive Basic Education Policies being implemented by school with regards to gender equality in the workplace. Full implementation of the policies is not achieved as shown in the result of the responses. Another concern of the study was to determine the extent of implementation of Gender Responsive Basic Education Policy in the workplace. The findings revealed its implementation is moderately extent and generally suggests that the respondents have the impression that the programs and benefits intended for its employees' welfare must be provided and sustained. The mechanisms that have been in place may not have been widely disseminated to the school community, thus contributing to the low-level extent of its implementation.

DISCUSSIONS

Faculty members and staff of Taal Senior High School, Taal Batangas are aware of the policies with regards to gender equality in the workplace. While they responded with moderate extent on its implementation, it showed that it was attributed to the insufficiency of various capacity development or training programs of the institution.

KEYWORDS: Gender, Education, Policy

SUBMISSION ID: R04A-BATANP-1658

**Implementation of Inclusive Special Education (ISPED) Program of
Pag-asa National High School**

Nelly C. Bien & Jeremy A. Cruz
(Adviser: Nelly Bien)

Abstract

INTRODUCTION

The implementation of ISPED Program is a process that provides all students of the appropriate educational programs fitted to their capabilities and needs. It provides support and assistance for both students and teachers. An individualized education program (IEP) for students was also created. This study evaluated the implementation of Inclusive Special Education Program (ISPED) of Pag-asa National High School.

METHODS

This descriptive-quantitative research was used for this study. After thorough planning and review of ISPED implementing rules and guidelines, the researcher purposively selected ISPED teacher/advisers, receiving teachers and ISPED coordinator as respondents. They were provided with the structured questionnaires which were administered face to face. In order to provide conclusive results, descriptive statistics were used.

RESULTS

In general, the ISPED Program implementation practices to ensure effective program implementation was substantially implemented. It also showed that some of the implementation practices were not fully implemented due to the lack of facility, teachers' training and other factors involving other stakeholders. Results revealed that the general class participation skills of the mainstreamed students are Less Evident. However, among the eight (8) class participation skills indicators, the performance of seatwork is moderately evident. Consequently, a Less Evident result was revealed in the following indicators: preparation of homework, the performance of individualized activities, class discussion participation, output development and independent way of answering test questions. On the other hand, social skills are Moderately Evident. In the same manner, among the social skills indicators, the mainstreamed students greet teachers and classmates by name. Concerning the academic performance of mainstreamed students, the majority acquired a general average of 75-84.

DISCUSSIONS

The results demonstrated that few of the implementation practices must be strengthened and necessary intervention was not totally provided to cater the special academic needs of mainstreamed students. This can be deduced from the lack of facility, instructional materials, insufficient time given to finish their task and other factors related to their physical disabilities.

KEYWORDS: educational programs, mainstreamed students, individualized education program

SUBMISSION ID: R005-LEGAZP-0007

Implementation of Intensified Instructional Supervision to Improve Teachers Performance

Gerry Llimit

Abstract

INTRODUCTION

Improving academic performance is the primary goal of the Department of Education. However, the realization of this goal depends largely on the effectiveness of the school managers. This study attempted to find the relationship between the implementation of intensified instructional supervision and the performance of the teachers.

METHODS

A descriptive-correlational research design was used. Thirty-six (36) teachers were given an intensified instructional supervision for the whole year. At the end of the school year, the performance rating of teachers reflected in their Individual Performance Commitment and Review Form (IPCR) and the School MPS were used as the basis for data gathering and analysis.

RESULTS

Results showed that teachers who have undergone intensified supervision performed well because of the technical assistance they received from the principal. The School Mean Percentage Score (MPS) was also high which indicated that teachers were implementing the best practices.

DISCUSSIONS

The results indicated that the implementation of intensified instructional supervision is effective in enhancing the performance of the teachers as well as students' academic performance.

KEYWORDS: Intensified Instructional Supervision, Teachers Performance, IPCR.

SUBMISSION ID: R013-SURSUR-0253

Implementation of Ra 9155: Basis for Educational Planning

Alfonso D. Alimboyong, School Head
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

This study identified the problems encountered in the operation of the School Governing Councils among elementary schools in San Miguel District II, San Miguel, Surigao del Sur. The researcher was motivated to conduct this study so that findings derived from this study would serve as basis for the improvement of educational planning.

METHODS

The study used the descriptive-normative-evaluative method of research. It is descriptive because the data obtained in the investigation will accurately and meaningfully describe the councils under review. It is evaluative because it will use the performance of the existing councils as the phenomenon for investigation. It is normative because it will adopt a methodology within standards of a qualitative research investigation.

RESULTS

Based on the relevant data gathered for this purpose and employing the appropriate statistical techniques, the researcher found out that: (a) among the twelve (12) elementary schools in San Miguel District II, Pedro Miranda Oribe Memorial Elementary School (PMOMES) obtained the highest level of performance as to roles and responsibilities with the overall mean score of 4.23; (b) though the school heads had exerted much efforts to make the School Governing Councils very much functional, however the respondents claimed that they lack awareness of their roles and responsibilities in the council; and (c) the level of performance of the different elementary schools is relatively the same.

DISCUSSIONS

The school heads should conduct orientation-briefing to the SGC officers and members regarding their roles and responsibilities; establish strong rapport, mutual understanding and amity with the officers, members and stakeholders; establish strong relationship and foundation for all school-family-community partnership; and involve the SGC officers in the implementation of the school improvement plan and in decision-making. The School Governing Councils and the staff should have mutual trust, faith, confidence, respect and share responsibilities for the continuous improvement of learners' performance for all school-family-community partnership; make strong representation with the local government units and other stakeholders to get the resources needed in the implementation of the school improvement plan; and the council should elect officers who have the zeal and capability in leadership.

KEYWORDS: Implementation, RA 9155, Educational planning

SUBMISSION ID: R013-SURSUR-0198

Implementation of School Policies

Marilou Belarmino & Jocelyn Capistrano, Pililla National High School

Abstract

INTRODUCTION

The teaching profession entails a lot of deep concern, patience, kindness, understanding, creativity, artistry, devotion, and commitment. It is concerned with character building, solving problems, mental development, social and cultural values, emotional and psychological stability that focuses on human development. School policies play a vital role in human development. It serves as guidelines, codes or disciplinary standards that give students a sense of direction to become righteous. The researchers opted to conduct this study because in their observations as being classroom teachers for two decades, some violations committed by the students were not properly solved due to the absence of students' manual on the rules and regulation.

METHODS

The descriptive method was used in this study. The researchers used questionnaire-checklist that was composed of three parts; attendance and punctuality, discipline and serious offenses, and wearing of proper school uniform. The questionnaire aimed to determine the extent of implementation of school policies. The researchers gathered data and analyzed, classified, and tabulated data about the present and prevailing conditions, processes, and trends and took accurate interpretation of the data.

RESULTS

The school policies are very much implemented in Pililla National High School as perceived by the teacher and student-respondents. There is no significant difference in the implementation of the school policies as perceived by the teacher and student-respondents in Pililla National High School. Likewise, the biggest problem encountered by the teachers in the implementation of the school policies was parents who do not accept that their child committed mistakes in this school.

DISCUSSIONS

The flaw of this study is that there is a contrasting policy regarding the wearing of proper uniform. The Department of Education ordered that the students should not be required to wear proper uniform. However, in the entire Philippines, all public students are wearing school uniforms.

KEYWORDS: Implementation, school, policies

SUBMISSION ID: R04A-RIZALP-0408

Implementation of School-Based Feeding in Selected Elementary Schools in The Division of Lipa City: Basis for Action Plan

Roselyn Llanes, Department of Education Lipa City

Abstract

INTRODUCTION

Before making conclusions about a program's effectiveness, there is a need of better and deeper understanding on how the program is conducted. There is a difference between what is planned at the national level and what actually happens at the school level. The school principals have the authority, accountability and responsibility to offer educational programs which provided equitable opportunities for all pupils in the school. Thus, they know the implementation process of the Department of Education programs. However, there seems to be a need to evaluate the actions and strategies that the school principals and teachers initiated to assess the level of effectiveness of the Department of Education programs.

METHODS

The study was conducted in a public elementary school located at the Division of Lipa City. The study started on February 2018 and ended last June 2018. The researcher employed the descriptive method to achieve the objectives of the study. The researcher used the survey questionnaire as the main tool for data gathering. Questionnaires were used based on the following reasons: it ensured a high response rate as the questionnaires were distributed to the respondents to complete and were collected personally by the researcher; it required less time and energy to administer; there is less opportunity for bias as they were presented in a consistent manner; and most of the items in the questionnaires were closed, which made it easier to compare the responses to each item.

RESULTS

Lack of standard weighing protocols and/or weighing equipment among implementing schools resulted in inaccurate weight and height measurements. This led to misclassified nutrition status of the children both in the pre-feeding and post-feeding stages. Furthermore, data on the number of severely wasted children for the past school year rather than current data were used for budget allocation purposes. This may lead to serious underestimation of required resources for feeding the beneficiaries.

DISCUSSIONS

Monitoring and follow up of the programs implemented is the best way of seeing how the programs actually happened. If the school principals regularly follow up on the status of the program, the teachers will continue the step by step procedures on how to implement the program well. Regular conferences between the teachers and also to the pupils should be conducted to see what will be the strengths and weaknesses of the program and identify what interventions should be done.

KEYWORDS: School-based feeding program, implementation, teachers, school head

SUBMISSION ID: R04A-LIPAC1-0040

Implementation of Schools of Living Traditions Curriculum

Alicia S. Llega, Principal III
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

Indigenous traditional knowledge is endangered by the range of the problems within our environment and communities today. With this, the Department of Education established the curriculum of schools of living tradition to ensure the preservation of culture and traditions of the indigenous people in the Philippines. However, the protection and preservation of the indigenous culture and traditions remain a great challenge due to change and modernization. This study was conducted to evaluate the implementation of the Schools of Living Traditions curriculum in the District of San Miguel, Surigao del Sur, Philippines.

METHODS

This study used the descriptive-evaluative design. The participants of the study are the implementers of the IPEd schools in San Miguel 1 and 2 Districts namely: the school heads, teachers, pupils/learners, tribal chieftains/datu religious leaders/Babaylan. Researcher-made survey questionnaire was used to gather the relevant data of the study. Data were analyzed using weighted mean and Pearson-r moment correlation.

RESULTS

The most distinguished indicators which garnered an adjectival rating of very much implemented are the following: the stakeholders are well aware of their roles as implementers of the program; teachers employed are among the local people who speak the same language; buildings or structure are culture-sensitive; the curriculum has enough Department of Education hired teachers; Indigenous Peoples (IP) leaders were given a chance to teach the Indigenous Knowledge Systems and Practices (IKSP); the curriculum meets the specific local needs of the Indigenous Peoples (IP) learners; It mirrors the community situation; it offers quality culture-based and responsive education

DISCUSSIONS

The establishment of the schools of living tradition curriculum is aligned with several statutes that protect the basic rights of indigenous peoples. Internal and external stakeholders' roles have been clearly determined and all have been actively contributing and doing their part as implementers of the program. The employment of teachers who speak their tongue, the design and architecture of building which provides a local setting and the enough number of teachers assigned to these areas have so far been the very well implemented indicators in terms of emancipation. In terms of determining the curriculum whether it is rooted in day to day reality, the data showed that the curriculum has meet the local needs of the IPs and that it mirrors the community situation.

KEYWORDS: Implementation, Schools of Living Traditions Curriculum, San Miguel, Surigao del Sur, Philippines

SUBMISSION ID: R013-SURSUR-0172

Implementation of Strengthened Technical-Vocational Education Program

Ariel Paler

Abstract

INTRODUCTION

The Strengthened Technical Vocational Education Program is an effective scheme to properly address the recurrent problem of poverty. It is designed to provide the utmost development of the individual as a total person armed with technical-vocational and academic competencies that will make the person economically established, responsible, law-abiding, productive and competitive in the world of work (Rimando, 2012). This researcher evaluated of the implementation of STVEP in Barobo National High School since there are no formal studies conducted by the school to substantiate the delivery of the program. This work is of great help in managing, operationalizing and designing a quality and responsive program to better serve its stakeholders.

METHODS

The study used the descriptive-evaluation study, which recorded the perceptions of the respondents. The data gathered in the study were obtained from the graduates, parents and the tech-voc teachers of Barobo National High School using a researcher-made instrument that was tested in validity and reliability. Stratified random sampling with substitution using the Slovin's formula was used in the selection of graduates and parents and complete enumeration in the selection of the teachers. Statistical tools used by the researcher in the interpretations of the data gathered were weighted mean, Pearson-r, and One-Way Analysis of Variance (ANOVA).

RESULTS

STVEP was implemented to a greater extent with the total mean score of 3.92. Faculty received the highest mean score of 3.94 (Greater Extent), followed by curriculum and facilities which have the same mean score of 3.91 (Greater Extent). There is no significant difference in the overall evaluation of curriculum and facilities as perceived by the respondents. However, the test of significant difference on faculty suggests that there is a significant difference in the evaluation of the respondents because teachers know more about themselves and know how they implemented religiously the TVE subjects compared to graduates and parents.

DISCUSSIONS

The findings led to the conclusion that choosing the right specialization, school-industry partnership, adequacy of tools and equipment and timely and constructive feedback are the weak areas in the implementation of STVEP. Therefore, an enhancement program was designed to improve the implementation of these areas to better serve the school's stakeholders.

KEYWORDS: Stvep, Curriculum, Facilities, Faculty

SUBMISSION ID: R013-SURSUR-0112

Implementation of Teachers' Individual Plan for Professional Development: Input to Performance Management Initiatives in The Division of Antipolo City

Erwin Aragoza

Abstract

INTRODUCTION

The study assessed the implementation of the teachers' Individual Plan for Professional Development in the Division of Antipolo City for school year 2016-2017. The assessment included different aspects such as, School Goals, District Standards and Assessments, Core Content, Teaching Strategies, Collaborative and Support. Research and development of IPPD such as Teachers' Performance, Reclassification of Teachers, Scholarship Program for University Professional Development, Action Research Conducted by Teachers themselves and Overall NAT Results were also used as basis.

METHODS

To determine the status of implementation of Teachers' IPPD, the descriptive survey method and documentary analysis were used for the study. A total of three hundred twenty (320) teachers from selected secondary schools in the Division of Antipolo City were chosen as respondents of the study through the random sampling technique. The researcher developed validated checklist questionnaires and collected the consolidated division wide reports on the implementation for comparison.

RESULTS

Through Individual assessment of the respondents, the implementation of IPPD with respect to School Goals, District Standards and Assessment, Core Content and Teaching Strategies for the Content Active Learning of New Teaching Strategies, Collaborative and Support was assessed. Follow-up and Continuous Feedback and Research and Development was rated as Highly Implemented. Both selected schools in District I and II in the Division of Antipolo City were able to apply the IPPD. There were problems on how the implementation should be done due to inadequacy of resources, time constraint and inability for teachers to collaborate with one another based on their schedule.

DISCUSSIONS

The success of the implementation of IPPD lies on the commitment of the school administrators to assess the needs of the teachers for professional growth. The goal is developing them on what is necessary to meet the quality education or to uplift the standard through effort and support of the Department of Education. Administrators of each school may assess the existing policies in the selection and execution of a needs-based intervention program of teachers. Programs for teacher collaboration at the school level should be intensified through proper consolidation of the teachers' schedule to free time for teachers to develop professionally.

KEYWORDS: Implementation, Teachers', Individual Plan, Professional Development, Performance, Management, Initiatives

SUBMISSION ID: R04A-RIZALP-0086

**Implication of Action Research and Individual Performance
Commitment Review Form (IPCRF) on the Performance Rating of
Public Elementary and Secondary School Teachers in the Division of
Laguna**

Vivian M. Lagrisola, Teacher
(Adviser: Vivian Lagrisola)

Abstract

INTRODUCTION

Individual performance is fueled mainly by the kind of motivation that a worker usually experiences. In the world of teaching, several factors greatly affect the kind of output that a teacher shows. These can be divided into internal and external factors. Internal factors include the following: 1) the kind of management that a school head implements in order to guide the teacher towards the attainment of their goals; 2) the relationship that teachers have with each other; 3) the attitude and response of students or learners towards their action or delivery of their tasks and 4) the quality of training that a teacher has gone through changing time of education. External factors are attributed mainly to family profile and lifestyle. In most cases, a good family background accentuates the virtuous performance of a teacher. The Department of Education used Individual Performance Commitment Rating Form (IPCRF) to empower the teachers in the use of their skills in performing the teaching learning process in public elementary and secondary Schools. The goal of the Department of Education in the use of this system is to adequately measure the output of each teacher using the documented proof of evidences compiled as individual portfolio.

METHODS

The researcher used the descriptive type of research to determine the Implication of Action Research and Individual Performance Commitment Form of Elementary and Secondary School Teachers in the Division of Laguna. The main goal of this type of research is to describe the data and characteristics about what is being studied. The idea behind this type of research is to study frequencies, averages, and other statistical calculations.

RESULTS

Based on the results Implication of Action Research and Individual Performance Commitment Review Form (IPCRF) on the Performance Rating of Public Elementary and Secondary School Teachers in the Division of Laguna is very important. Teachers are very aware of the supporting documents in order to reach the Very Satisfactory score.

DISCUSSIONS

The effectiveness of Implication of Action Research and Individual Performance Commitment Review Form (IPCRF) on the Performance Rating of Public Elementary and Secondary School Teachers in the Division of Laguna is very necessary. Teachers do their best to meet the Very Satisfactory rating. They attended seminars and trainings to get VS rating.

KEYWORDS: Implication of Action Research and the Implication of IPCRF

SUBMISSION ID: R04A-LAGUNA-0356

Improving Academic Performance in Science through Cooperative Learning among Grade Six Pupils of Tejeros Convention Elementary School

Lerma Arosa

Abstract

INTRODUCTION

Through this research I wanted to use some cooperative learning strategies to help my students improve their academic performance in Science. Globalization, the opening up of the economy and scientific and technological process are factors which have influenced the education system and society in general. Nowadays, it is necessary to improve student academic performance to prepare them as workers that will face future labor challenges. One of those challenges in the development of academic performance is addressed through cooperative learning, to be able to interact on equal footing with the rest of the world.

METHODS

This school is co-educational, with a total number of 1,523 students and in each level, there are 36 students on average. Considering all those aspects, our school is a special context for working on the project with our students.

RESULTS

All the students at the end of the implementation showed different attitudes towards group work and the skill of speaking. At the beginning of the process students did not like to work in groups and felt uncomfortable speaking English.

DISCUSSIONS

Based on the results gathered, I can say that there are five factors necessary to facilitate cooperative learning in the classroom: 1) small groups are required; 2) different levels of learning ability need to be considered; 3) it is good practice to establish the group's rules according to each activity; 4) it is important to work on one skill for each stage, and finally, 5) it is important to evaluate student performance.

KEYWORDS: Academic, Performance, Learning

SUBMISSION ID: R04A-CAVITP-0486

Improving Canteen Reports Using The Computerized Canteen Sales Reporting System

Rona Peralta, Department of Education Laguna

Abstract

INTRODUCTION

During the end of every school day, reporting and accounting of the profit from the operation of a school canteen is made by authorized personnel or parties to ensure transparency and accountability. Regularly, it takes a great amount of time for these documents to be prepared with efficiency and accuracy - from sales report to the profit distribution (Department of Education Order 8, S. 2007). In this study, the researcher created an innovation that will help the canteen managers in preparing such documents by developing a Computerized Canteen Sales Reporting (CCSR) system using MS Excel.

METHODS

After thorough evaluation and validation from IT experts, the district canteen coordinator, and education supervisors, CCSR was initially used in Tubuan Elementary School from July to September 2018. Daily canteen reports have been recorded right after the scheduled time of recording which is usually at 3:00PM every day. Reports from CCSR were collected and documented. On November 2018, CCSR was implemented in three (3) selected schools in Pila, Laguna. The program ran on the selected schools from November 2018 to January 2019. Monitoring and evaluation, together with the data collected through quantitative analysis of use of the innovation at selected school sites were collected at the end of the month.

RESULTS

Based on the results gathered, CCSR was proven to provide faster preparation of reports. From less than 2 hours of preparation, participating canteen managers reported that they can now complete it within 30-45minutes (more or less 75% faster). With this, canteen managers can utilize the remaining hours to other tasks such as canteen management, cleanliness, and others. Moreover, the distribution of canteen's daily profit for the school's utilization is more accurate than reports being done manually due to its automatic computation. Regarding the use of the CCSR, canteen managers were satisfied with the innovation.

DISCUSSIONS

The results demonstrate that issues regarding the time consumed in preparation and accuracy of the canteen reports to be accomplished daily have been solved effectively with the CCSR. This suggests that other school related tasks can be innovated with the use of available technology in schools. Innovation is the key to make the work easier, making education systems more efficient. This will have a significant impact in the development of the learners.

KEYWORDS: canteen, report, computerized, automated, automatic, excel, canteen report, system

SUBMISSION ID: R04A-LAGUNA-0053

Improving Participation Rate of Grade VI -Sun Girls in All Subjects through Scouting

Gracelyn Ronquillo, Department of Education

Abstract

INTRODUCTION

Girl scouts have been around for several decades. Sometimes we do not give importance of what all this thing is about. Maybe you don't think about Girl Scouts until you see those booths and camps up in October. Camping and other outdoor activities are absolutely good reasons to join, but there's so much more than that. Girl Scouts movement help build a girl's courage, confidence and character. All skills that can benefit a girl as she grows into adulthood can be nurtured in scouting.

METHODS

This research is focused on the improvement of the participation rate of grade VI-Sun Girls through scouting. Respondents of this study are twenty (20) girls with low participation rate in all subjects in grade VI. For the entire year, the researcher observed the 20 registered girls in and out of the school during their scouting activities. Their attendance in all activities was closely monitored by the adult leaders. Their final ratings in grade IV, V, VI and 3rd rating period was the basis for the analysis of the result. Research used the observational and descriptive method. Data collection was based on survey and observation of 20 registered girls in Grade VI-Sun S.Y. 2016-2017. Observation was done when a girl is registered from Grade III until Grade VI. Final rating for grade IV, V and 3rd rating for grade VI was the basis of their performance for the analysis of the results.

RESULTS

Participation of girls in scouting increased pupil's ratings. To interpret findings and develop actionable insights from this study, I worked closely as an adult leader. 20 out of 21 girls were registered. 18 out of 20 gained self-esteem after joining the activity. 19 out of 20 always take actions to protect the environment like recycling. 18 out of 20 girls help the community in different ways. 15 out of 20 girls revealed that their final grades increased after joining scouting. 17 out of 20 girls are now serving God as collectors during mass. 15 out of 20 girls increase their ratings. Results showed that girls engaged in scouting improved its ratings in subjects.

DISCUSSIONS

Scouting program should incorporate fun, adventure and challenges where girls working alone or in small groups live the Girl Scout Promise and Law in a democratic framework. Scouting activities develop self-reliance, self-esteem and service to God and prepare girls for responsibilities at the home, for the nation and the world community.

KEYWORDS: scouting

SUBMISSION ID: R013-SURSUR-0025

Improving School Learning Action Cell Management through Intensive Monitoring

Julie Sarmiento, Department of Education Laguna

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" is aimed to improve the teaching-learning process and enable teachers to support each other by improving their knowledge, skills, and attitudes; This also fosters professional collaborative spirit among the school heads, teachers, and the community (D.O. Order No. 35, s.2016). In Mabitac, Laguna, only two out of eight elementary schools occasionally conducted LAC sessions. Intensive monitoring can be done to help school heads conduct LAC and therefore, help teachers work collaboratively in solving shared challenges encountered in the school.

METHODS

Capability building workshop in conducting School LAC was conducted for seven (7) elementary school heads and three (3) secondary school heads, five (5) master teachers and ICT coordinators of each school. Participants made their Annual LAC Plan. They also formed and identified their LAC team which is composed of the following: Leaders, LAC Facilitators and LAC Documenter. They also identified the needed materials and resources for each LAC sessions. Intensive monitoring using the monitoring tool was done to ensure that they conducted their School LAC as planned

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% both in 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 helped 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: Improving SLAC Management Through Intensive Monitoring

SUBMISSION ID: R04A-LAGUNA-0346

Improving the Level of Reading Comprehension of Grade Four Pupils in Calantas Elementary School

Roxan Dalisay, Roxan F. Dalisay, Angeli D. Untalan, & Melanie R. Bathan

Abstract

INTRODUCTION

Comprehension is one of the requirements in teaching elementary grades. Successful communication takes place only when the receiver comprehends the exact ideas that the sender intended to send. It is important for pupils to have the capability of reading with comprehension. Therefore, the researchers opted to conduct this study with the desire to assess the improvement of the pupils' reading comprehension which is necessary in order to ensure the success of learning of Grade Four pupils of Calantas Elementary School.

METHODS

The descriptive qualitative technique was used. To obtain data, observation and tests were used on twenty-six (26) Grade four pupils of Calantas Elementary School. Data was analyzed using percentages and weighted mean. The pre-design stage is where the pupils answered the pretest which consisted of twenty (20) items to be answered in a span of an hour and a half. The answers were validated, distributed, tallied and interpreted in order to identify their level of comprehension. The results were analyzed by the researcher afterwards.

RESULTS

Upon the pre-test observation, it was noted that most pupils were having difficulties in concentrating and understanding the context. It was manifested that pupils had a hard time answering the test. This test was scored below average. Certain interventions were made to answer the post-test with ease. It was perceived that the result of the post-test increased to average. During the pretest, the pupils obtained 224 as their total raw score with class means of at least nine and mean percentage score of at least forty percent. The results showed that there was a gradual improvement in their performance. During the post-test however, the pupils obtained 392 as their total raw score, the class mean of at least fifteen and mean percentage score of at least seventy-five percent.

DISCUSSIONS

The results suggest that there is a need to increase the time of implementation for each strategy to get the best results. Teachers should add ICL (Independent/Cooperative Learning) in each session and try to use different upgraded strategies that will benefit the students in improving the reading comprehension

KEYWORDS: Independent Cooperative Learning, ICL

SUBMISSION ID: R04A-BATANP-1485

Improving the Performance Level of English 7 Students Through "Sali Ako sa Groupie N'yo" Program

Lelia Llimit

Abstract

INTRODUCTION

One of the greatest challenge's educators face today is determining the most effective teaching strategies for their students. Understanding and assessing student involvement in learning can help teachers design and employ effective strategies to improve students' academic performance. Studies have shown that students learn best if they are involved in the activity and can interact with others. Johnsen (2009) said that cooperative learning is an effective strategy which often occurs through an individual's interaction with his or her environment. Salvacion National High School encountered issues about poor students' involvement to classroom activities resulting to low academic performance. Teacher handling English 7 deemed to find effective strategies that will address the problem of students who less likely participate in classroom activities with low level of performance.

METHODS

This action research used the experimental method to determine the significant difference between the level of performance of the students before and after the intervention. The researcher made use of the purposive sampling technique. One (1) English class in one (1) public high school in San Agustin District served as the study site where fourteen (14) identified students who were less likely participate in classroom activities were purposely given a chance to engage in classroom activities. To treat the variables statistically, the researcher used the following techniques: percentage and rank, frequency and t-test.

RESULTS

Some Grade 7 students have poor performance levels in English because of their less participation level. This is attributed to timidity & shyness. But with the intervention given, "SALI AKO, SA GROUPIE N'YO", they were given a chance to engage in classroom activities and their performance level in English really increased. In other words, the respondents really benefited so much with the intervention given to them. Therefore, the intervention is very effective.

DISCUSSIONS

Several studies have revealed that effective teaching strategies like cooperative learning affect students' academic performance. Group work and team-based learning increases students' cognition, concentration and retention. It boosts self-esteem, stimulates students' interest and develops critical thinking.

KEYWORDS: Performance, Participation, Intervention

SUBMISSION ID: R013-SURSUR-0247

**Improving the Reading Comprehension Levels of the Select Grade 7
Students of Dagatan National High School Dolores Quezon through the
Use of Localized Reading Materials for SY 2017 - 2018**

Nenette Gallano, Department of Education Quezon

Abstract

INTRODUCTION

The reading comprehension of every student is one of the most important skills that must be developed by every student. Language teachers have been using some reading innovations to improve the skills of the students. In this study the researcher used localized reading materials. These materials were taken from the school publication written by staffers and advisers. After editing and proofreading, the researcher constructed questions about the articles and gave it to her students during the reading activities. Topics, theme, and persons known to readers were utilized to test if this strategy will yield results that may be adopted by other language teachers that can be of help in developing comprehension skills of the students.

METHODS

The study used the descriptive -comparative method of research. It engaged in the intensive data collection of participants' reading comprehension level and reading speed results from post and pre-test. The participants of the study were select 199 students of Grade 7 in Dagatan National High School.

RESULTS

There is a significant increase in the reading comprehension level of the respondents who engaged in reading intervention program every Friday. The reading intervention program enticed students to read and develop their comprehension as well. The effect of using localized materials paved the way to develop the love for reading, not only for understanding but also for enjoyment. It was also found out that the intervention increased the reading comprehension level of the students.

DISCUSSIONS

The results of the research showed that the reading intervention program increased the reading comprehension level of the students. Using localized reading materials was an effective way of enticing students' interest in reading. Familiarity with the topics, subjects or theme and persons in the reading selection helped students in understanding and comprehending the selections. It also proved that constant reading strengthened their comprehension skills. However, there are some challenges that the researcher encountered during the conduct of the study. These are: 1) the difficulty of editing and proofreading reading materials made by student-writer and 2) the construction of comprehension questions that would develop the reading skills of the students. Further studies must also be conducted to assess the effectiveness of the localized materials in different settings.

KEYWORDS: Marren, Gem, Jewel

SUBMISSION ID: R04A-QUEZON-0221

Improving The Teaching Competencies of Malitam Elementary School Teachers in Teaching Reading through Coaching and Mentoring Approach

Leoncia Espina, Malitam Elementary School

Abstract

INTRODUCTION

Teaching reading skills is one of the big challenges among elementary teachers. Most of the pupils nowadays have poor reading skills. Teachers do not know the appropriate strategies to use and how to use such strategies. Some of them even do not even have reading strategies. These are the reasons why the school head search for interventions to improve the reading techniques of teachers who are teaching English subject. This study aims to develop teachers' teaching reading strategies that would eventually improve their pupils' reading ability.

METHODS

The researcher used the descriptive method of research in education. A questionnaire was used as the main data gathering instrument which was composed of three parts. The first part asked about the profile of twenty-three (23) teachers teaching English Reading. The second part is about the performance of teachers in terms of Diversity of Learners, Curriculum Content and Pedagogy, Planning, Assessing, Reporting Learners' Outcomes. The last is about reading skills which need to be mentored and coached to improve the skills of teachers who are teaching reading.

RESULTS

It was found out that majority of the teachers in Malitam Elementary School who are teaching Reading have a proficient level. This means that they are open for changes and are adaptive to innovation in this changing world. The reading skills need to be given emphasis in teaching Reading to improve teachers' knowledge, skills and competencies specifically in Critical Incident Analysis and Note Taking. On the matter of coaching and mentoring, all teachers need to be mentored, but specific mentoring and coaching skills of school head could focus on the basics and beginners. A highly proficient teacher could be given tasks for mentoring co-teachers to train them for the future leadership.

DISCUSSIONS

As mentoring remains a viable policy option in education, a prerequisite is the acceptance of its complexity in carrying out the mentoring function. This implies careful planning. Teachers are valuable resources in education, and high-quality performance in teaching is an essential ingredient of educational improvement or reform. To assist beginning teachers, it is necessary to support their performance in the classroom from the very beginning of their teaching careers. Support in the form of well-designed mentoring programs can be pivotal in inducting new teachers into the profession and keeping them in education.

KEYWORDS: mentoring, coaching, reading strategies, performance, competence

SUBMISSION ID: R04A-BATANC-0355

Improving Waste Segregation through Sagip Lahat, Salat sa Kalat (S2KL) Project

Rhona Alcansare, Cherlyn Barrios, & Ma. Teresa Montealegre, Batangas
Researchers Association For Value-Driven

Abstract

INTRODUCTION

Proper waste segregation is a responsibility of every individual to ensure the sustainability of our environment for the future. It is also one of the key areas in Brigada Eskwela. However, waste segregation is a huge problem of Cogonan Elementary School. Despite the effort exerted by the school, the problem on garbage was not totally resolved. The school is determined to level up its efforts to strictly enforce the project SAGIP LAHAT, SALAT SA KALAT (S2KL).

METHODS

The research design used was a descriptive method wherein the subject and the setting of the study focused on three hundred ten (310) pupils of Cogonan Elementary School. The following data gathering instruments were used: questionnaire, interviews, and observations.

RESULTS

The researchers drew the following conclusions: 1) In Cogonan Elementary School, it was found out that only 29.41% of the Grade-VI pupils practiced proper waste segregation. The school administration along with the school organization like Youth Environment School Organization (YES - O) tried to address this problem; 2) Segregating of wastes among the pupils has been improved through the S2KL Project.

DISCUSSIONS

Based on the findings, the researchers deemed it necessary to continuously apply S2KL Project as one way of segregating waste. Moreover, the study may serve as a guide to other schools that have the same problem.

KEYWORDS: S2KL Project, descriptive, segregation, questionnaires, sustainability

SUBMISSION ID: R04A-BATANP-0424

Indices of Quality Education in Public Elementary Schools

Tomasito D. Siman, Department of Education

Abstract

INTRODUCTION

The quality of Philippine education in public schools has declined a few years ago based on the poor results of entrance tests. High dropout rates and number of repeaters, low passing grades, lack of particular language skills, overcrowded classrooms, and poor teacher performances affected the quality of Philippine education (Education and Skills, 2012). Thus, this study examined the present practices of schools suggests ways to improve the quality of education.

METHODS

A survey questionnaire was administered to the respondent-schools to investigate the level of quality education and its relationship to teachers' profile, school infrastructure, instructional practices, and materials available. Data from the National Achievement Tests (NAT), grading tests' Mean Percentage Scores (MPS), contest performance, and the schools' best practices were collected via documentary data gathering and interviews. The findings from the survey, NAT and MPS results, contest performance, and best practices were analyzed to find out their relationship to the indices of quality education of the school that were studied.

RESULTS

Most schools have excellent class size and teacher-pupil ratio, working conditions for teachers along with their professional development, teaching learning process, school management, methods to evaluate and assess learning outcomes, and school curricula and pedagogical materials. They also possessed very satisfactory school infrastructure and teacher qualification. All educational elements mentioned above are sufficient factors that can provide quality education for all if utilized judiciously.

DISCUSSIONS

The indices of quality education of the schools under study were not affected by the age, experience, and educational qualification of the respondents. Even if the schools have enough manpower, adequate resources, and steady infrastructure the level of educational quality delivered by them were not significantly raised to their most efficient level. Their best practices suggest exemplary quality, yet their effects were not evident in their achievements. Teachers' dedication, commitment, and expertise still have tremendous impact to the school's performance.

KEYWORDS: quality education, indices, elementary schools, public

SUBMISSION ID: R013-SURSUR-0129

Indigenous Knowledge, Systems and Practices (IKSP) Integration in Teaching MAPEH

Von Lloyd Loren, Department of Education

Abstract

INTRODUCTION

The purpose of this study is to investigate if the indigenous knowledge, system, and practices (IKSP) of the Manobo tribe in Lianga, Surigao del Sur still exist, particularly those that relate to health practices and traditional herbal medicine. Moreover, it also aimed to find out if IKSP integration has an impact in teaching MAPEH to Grade 10 IP students' performance by comparing the pre-test and post-test results.

METHODS

The selected participants of the study were the three (3) IP elders and fifty-six (56) Grade 10 IP students who are enrolled in Lianga National Comprehensive High School, St Christine National High School and Davisol National High School during S.Y. 2017 - 2018. The respondents were selected via purposive sampling. Frequency, mean, standard deviation, t-test, and one-way ANOVA were used as the statistical tools in analyzing the data.

RESULTS

It was found out that IP elders and IP students are still practicing their IKSP. However, some responses from IP elders and IP students about the parts and preparation of the plants differ, suggesting that IP students do not have concrete knowledge about their IKSP in traditional medicines. The integration of IKSP in the three (3) studied schools is found to be less prevalent. After the conduct of IKSP integration in teaching MAPEH, IP students' performance improved to an excellent level. As a result, IP students agreed in integrating their IKSP in teaching MAPEH.

DISCUSSIONS

Findings show that integrating IKSP of Manobo tribe among health practices for teaching MAPEH is beneficial. A significant difference is seen after the integration as shown in the comparison of post-test and pre-test results. The researcher proposed interventions such as a sample lesson plan about IKSP integration in teaching the traditional herbal medicines of Manobo tribe and sample Strategic Intervention Materials (SIM) about the traditional herbal medicines of Manobo tribe.

KEYWORDS: Indigenous Knowledge, System and Practices, Manobo Tribe, Strategic Intervention Materials (SIM)

SUBMISSION ID: R013-SURSUR-0005

**Individual Performance Rating of Selected School Heads in The
Division of Lipa City: Basis for Proposed Intervention Plan**

Ines Andal, Department of Education lipa city

Abstract

INTRODUCTION

It has long been evident to many educators and parents that education, in addition to its immediate benefits, is also a form of investment, building people's capacity to be more productive, earn more and enjoy a higher quality of life. Education is one of the best investments outstripping the returns from many investments in physical capital. While human capital ideas focus on links among education, productivity and economic growth; other disciplines have emphasized additional reasons why education is important. They note that education transmits values, beliefs and traditions. It shapes attitudes and aspirations and the skills it develops include crucial inter- and intra-personal capabilities.

It frees them to learn and think for themselves. It has benefits for health and environment. The more rapidly the world changes and the more complex it becomes, the more important are the skills that a good quality education can provide.

METHODS

It determined the profile of the elementary school heads in terms of age, educational attainment, current position, length of experience as school head and professional advancement trainings/ seminars attended for the last three years. It also sought to know the performance rating of school heads in the Key Result Areas (KRAs) which includes instructional leadership, learning environment, human resource, parents' involvement, school leadership and management and research. Further, it investigated on the extent of school heads' managerial skills' manifestation in communication, technical, conceptual and human relation and interpersonal management. It also analyzed the relationship between the performance rating of school heads and their profile variables.

RESULTS

The findings of the study showed that school heads have very satisfactory performance in instructional leadership, creating a conducive learning environment, human resource, parents' involvement, school leadership and management and in research. The managerial skill of school heads in terms of communication technical aspect and conceptual aspect were found to be on a moderate extent while interpersonal aspect found to be a great extent.

DISCUSSIONS

Elementary school heads are equipped with managerial skills that carry out to a moderate extent their responsibilities. They are capacitated to manage schools and their performance is not always related to their profile variables. They may be advised to engage in research, technical management and in educational pursuit in higher level.

KEYWORDS: performance, school heads, intervention, key result areas, managerial skills

SUBMISSION ID: R04A-LIPAC1-0194

Innovative Clinical Supervision for Excellence in Pedagogy: An Outcome-Based Project in Improving the Attributes and Performance Level of K to 12 Teachers

Francis Ryan Año, Department of Education, Schools Division of Camarines Sur

Abstract

INTRODUCTION

The K to 12 basic education program brought about significant reforms in the Philippine educational system by aligning 21st-century education with the standards of the ASEAN and the international community. Teachers have negative perceptions on classroom observation as their attributes and teaching performance level did not improve and were not appropriate to deal with 21st-century learners. They rated themselves at the developing level in some attributes or qualities while they rated themselves in other indicators as approaching proficiency. This was the reason why Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) project was introduced and implemented in the school level through the Basic Education Research Fund (BERF) of the Department of Education - Regional Office V and the Schools Division of Camarines Sur.

METHODS

The descriptive-evaluative correlational research design was used to answer the main problem and sub-problems of the investigation. A researcher-made questionnaire was used for data gathering. Purposive sampling was used to select the seventeen (17) teacher-respondents involved in this inquiry from the two (2) elementary schools of Department of Education Ragay District.

RESULTS

Results showed that the teachers attained proficient level in terms of K to 12 attributes or qualities and their over-all teaching performance rating was at the advanced level. It was further revealed that generally, the level of effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) Project in improving attributes and teaching performance level of K to 12 teachers was highly effective. The significant correlations of the K to 12 attributes of teachers and the teaching performance level was also shown. There was a significant difference between the pre- and post-survey results on the K to 12 attributes of the teachers and their pre- and post-clinical observation results on the teaching performance of the K to 12 teachers.

DISCUSSIONS

Results implied the positive correlation and impact of ICSEP project on the improvement of the attributes and teaching performance level of the teachers. The researcher recommends that clinical supervision approach should be totally adopted for the growth and development of teachers in the public elementary schools. The instructional leadership training program should also be provided to school heads or principals for continuous professional advancement.

KEYWORDS: clinical supervision, excellence in pedagogy, outcome-based project, attributes, teaching performance level, teachers

SUBMISSION ID: R005-CAMSUR-0043

Inputs for the Development of Proactive Activities for Learners

Liezl Raymundo, Bucana Elementary School

Abstract

INTRODUCTION

The scope of outdoor education should not be limited to environmental education but should also include courses such as mathematics and even political sciences. Achieving the said objectives of outdoor education depends on the teachers. Therefore, this study aimed to determine the input for the development of proactive activities for learners and to find out the capabilities of teachers engaging in dealing with students' relationship to acquire the skills necessary for attaining and maintaining personal well-being in a positive response. Furthermore, the researcher aims to promote outdoor education amongst the said teachers considering that the concept of outdoor education is very new in the Philippines and thus, the related resources are very limited.

METHODS

The study used the descriptive comparative method and established a formal procedure to compare and evaluate cases. In this study, this research design was utilized to determine the students' learning of the different aspects of development. The instrument used in gathering data was the teacher-made survey questionnaire. Observation and interview were also used to verify the accuracy of the data. The data gathered from the respondents were treated statistically using weighted average and ANOVA.

RESULTS

The researcher believes that the result of this study will be of great use in assessing the inputs for the development of proactive activities for learners. The proposed guidelines of the research served on the learners focus on performing proactive activities.

DISCUSSIONS

The result argued that teachers should come up with the appropriate inputs for the development of proactive activities for learners' physical development. The teachers should be encouraged to take educational advancement and attend trainings/seminars. Moreover, the teachers should follow the principle of cognitive domain when they plan their lessons. The proposed policy for the adoption of experiential learning can be adopted as a guide for the improvement of the teachers.

KEYWORDS: Proactive

SUBMISSION ID: R04A-CAVITP-1184

Institutionalizing 2C2IIR in the City of Tagaytay: Leveraging Sustainability Model

Anthony Literal, Department of Education

Abstract

INTRODUCTION

2C2IIR Pedagogical Approaches is truly enforced in the City of Tagaytay, but some limitations were encountered during the assessment and application phase. Based on this, the researcher felt the need to come up with an enhanced monitoring tool. The researcher conducted a study to evaluate the consistency of the implementation of 2C2IIR in Tagaytay City.

METHODS

The quantitative descriptive correlational research design was used in this study as this concentrates on the practice of the 2C2IIR as a pedagogical approach. The research intended to propose a monitoring tool that helps evaluators as well as teachers to ensure that this 2C2IIR practice consistently manifests in planning the daily lessons of a teacher. It also utilized a stratified random sampling in selecting samples which involved 322 teachers in Tagaytay City.

RESULTS

Findings showed that 2C2IIR is strongly enforced in the City of Tagaytay. Respondents in both school levels identified factors like teaching strategies and methodology as well as ICT as teaching aid as concerning factors that need time because it matters in the implementation of 2C2IIR. The relationship and difference of the extent of implementation of 2C2IIR and identified factors in both school level are the same. It is recommended to utilize the designed enhance monitoring tool by the school heads, head teachers, and even teachers who intend to monitor the consistency of the implementation of 2C2IIR.

DISCUSSIONS

The results demonstrate the need to capacitate teachers in utilizing 2C2IIR pedagogical approaches to help them in its implementation. Furthermore, teaching strategies and methodologies must be enhanced as these have a great effect on the teaching-learning process. Hence, 2C2IIR must always be reflected in planning daily lesson to guide teachers in the implementation

KEYWORDS: 2C2IIR Pedagogical Approach, implementation, monitoring tool

SUBMISSION ID: R04A-CAVTP-0150

Instructional Leadership Characteristics of a School Leader and Their Effects on Teachers' Teaching Pedagogies

Evelyn P. Navia, Plaridel Integrated NHS

Abstract

INTRODUCTION

The present educational showground requires a learning leader to increase students' performance revealing the mastery of the curriculum objectives or the required learning competencies. This study is aligned with determining the varied instructional leadership characteristics of a school leader and their effects to the teaching pedagogies being employed by the teachers at Plaridel Integrated National High School which, consequently, may increase the school's academic performance.

METHODS

The study used descriptive-correlation research. Ten (10) Junior High School Grade 10 teachers and 100 Grade 10 students whose names appeared in the Learners Information System (LIS) were the respondents of the study. They were chosen through convenient sampling. Likewise, these students are the ones taking the National Achievement Test (NAT). The data were statistically treated using mixed method applying a survey questionnaire, a Department of Education STAR observation form and a teaching pedagogy checklist-driven form Regional Memorandum No. 233 s. 2015. Descriptive evaluative, normative methods, and documentary analysis were considered in the development of the study.

RESULTS

Based on the analyses and interpretations of data gathered, the findings revealed that (1) Teacher and learner-respondents' understanding about instructional leadership characteristics and teaching pedagogies were inconsistent with their performance when discussing a lesson or are inconsistent as revealed by their responses using the research instruments. (2) Both of the respondents were giving the school head's instructional leadership characteristics so much recognition because of the identified very strong responses. (3) The teachers were valuing both the school head's instructional leadership characteristics and the required teaching pedagogies but giving teaching pedagogies more weight or importance.

DISCUSSIONS

Research findings were used as bases for justifying an action plan to improve instructional leadership which is expected to enhance teaching pedagogies, a recommended mechanism to improve school academic performance.

KEYWORDS: instructional leadership characteristics, teaching pedagogies, school leader, action plan

SUBMISSION ID: R04A-LAGUNA-0233

**Instructional Leadership Competencies of Master Teachers in The
Division of Cavite : Basis for a Proposed Mentoring and Coaching
Model**

Leonida Reyes

Abstract

INTRODUCTION

Leadership requires a complete self-identification with the group that is engaged or involved in the tasks. The three most important instructional leadership competencies are coaching and mentoring, facilitating, collaborative relationship, and community awareness engagement and advocacy. The output of this study is the coaching/mentoring model that will be of help in the performance of duties and in relation to the role that a master teacher has to perform. This study attempted to assess the Instructional Leadership Competencies and Leadership Style of Master Teachers as a basis for a proposed mentoring and coaching model.

METHODS

The study used the descriptive correlational method of research. It is otherwise known as normative survey which is a factfinding study used to collect demographic data about people's practices, beliefs, intentions, opinions, attitudes, interests, perceptions, and the like after which data were analyzed, organized and interpreted (Calderon, 2003). A correlational study, on the other hand, was used to determine the relationship between the instructional leadership competencies of master teachers and the leadership's style. The statistical tools used in the study are the percentage, ranking, weighted mean, t-test, person r, and analysis of variance.

RESULTS

An outstanding assessment of the selected groups of respondents on the leadership competencies of master teachers in terms of curriculum development, instructional development, instructional supervision, and staff development. The master teachers and teacher share common perception in the instructional leadership competencies in terms of curriculum development, instructional development, instructional supervision, and staff development. A Strongly agree assessment of the selected master teachers and teacher respondents in the leadership style. The professional training program serves as a template and guide by the school heads to develop instructional leadership competencies of the school heads and teachers. The training program on instructional leadership competence is very acceptable to the respondents.

DISCUSSIONS

Instructional leaders must possess specific traits and behaviors, such as charisma, which can be applied in different situations and environments. Schools exist in the heart of each community and school-community links are a mutually beneficial relationship in which the principal can play a leading role.

KEYWORDS: INSTRUCTIONAL LEADERSHIP COMPETENCIES MENTORING COACHING

SUBMISSION ID: R04A-CAVITP-1539

Instructional Leadership Styles and Managerial Skills of Public Secondary Administrators: Bases for Development Plan

Tessie Gener, Lumampong National High School-Indang Annex

Abstract

INTRODUCTION

School leadership is the most crucial initial step in educational reform and school improvement. School administrators need to play a more dynamic role and handle challenging responsibilities in all instructional activities. The primary goal of K to 12 education is centered on student learning and achievement. The school administrator is expected to carry out vital roles and tasks of providing the leadership for the school and its community. In many ways, the school administrator is the most important and influential individual in school.

METHODS

This research study used a descriptive research methodology. It is used to gather information in order to determine the instructional leadership styles and management skills of school administrators and teachers in SY 2018-2019. The methods involved the description, recording, analysis, and interpretation of conditions that exist in this research study. Description of facts and Random sampling was utilized in the selection of fifty (50) secondary teachers and fifty (50) school administrators. It is designed to help school administrators obtain performance feedback in order to promote professional growth.

RESULTS

Using Chi-square to measure the association of respondents perceived instructional leadership and managerial skills to their demographic profile showed no significant association.

Using Mann-whitney U test, significant differences ($p < .05$) were found on subscales which include setting instructional directions ($p=.000$); teamwork ($p=.036$); sensitivity ($p=.000$); judgment ($p=.001$); result orientation ($p=.000$); organizational ability ($p=.000$); written communication ($p=.000$) and development of others ($p=.016$).

The difference in subscales of oral communication and understanding of oneself are not statistically different (p

$> .05$). Oral communication of teachers is not left out since most schools use and encourage fluency on both mother and second language.

DISCUSSIONS

Position does not necessarily translate to having higher instructional leadership and managerial skills. Instructional leadership is given to teachers who have the opportunity to directly teach students. Teachers are expected to have good instructional leadership and managerial skills. The administration should promote more opportunities for professional growth in this area. Moreover, those in higher positions should continually improve both their instructional leadership and managerial skills.

KEYWORDS: instructional leadership, management skills, administrator, teacher

SUBMISSION ID: R04A-CAVITP-0806

Instructional Supervision Towards Teachers' Performance

Charity Magadia, Department of Education

Abstract

INTRODUCTION

Instructional supervision is one of the duties of the school heads. The performance of pupils lies on the kind and type of supervision being applied by the school head in dealing with the teachers' methods, strategies, and techniques on how they teach. Teachers' performance affects student-learning process as they act as facilitators of learning.

METHODS

The descriptive survey research design was employed in this study in order to investigate teachers' perception of instructional supervision and its perceived relationship with professional development. The performance of teachers Performance Appraisal System (PAST) was analyzed. The respondents of the study were the 16 teachers teaching from Kinder to Grade Six. The teachers were asked to answer the questionnaires wherein the questions to be answered are based on their situation.

RESULTS

It was evident that there are male and female teachers in the school performing their duties as classroom managers and mentors. It was also evident that 9 teachers fall on salary grade 13. Out of 17 respondents, 11 belong to salary grade 11 and 12, respectively. Salary grade of teachers can be a contributing factor in the performance of teachers. Based on the data gathered, all teachers are female. From the result presented, teachers perform their tasks regardless of gender.

DISCUSSIONS

The teachers perceived instructional supervision as a means to encourage teachers to discuss ways of solving any problem with the school curriculum. They also perceived instructional supervision as the way for them to give opportunities to use suitable teaching techniques/ methods for their pupils. It is recommended to include best practices in the school improvement plan to give its full implementation. Develop instructional leaders by assigning key teachers to be the facilitators of learning for their colleagues.

KEYWORDS: instructional supervision, key teachers, technical assistance, instructional leaders, best practices

SUBMISSION ID: R04A-BATANC-0400/R04A-BATANP-1920

**Integration of Values Education in Teaching Araling Panlipunan among
Public Junior High School Teachers in the Division of Lipa City**

Amor Loisaga, SDO - Lipa City

Abstract

INTRODUCTION

The idea of integration of values education to Araling Panlipunan subjects has never been more significant than in today's world of global competition. As households become busy for survival and doing other things, students' value formation is left to school. Given this very monumental task, this research is conducted to examine the integration of Values Education in teaching Araling Panlipunan among the public junior high school teachers of the Division of Lipa City.

METHODS

The researcher used the descriptive type of research with the questionnaire as the main instrument for gathering data. The researcher used the 55 respondent teachers weighted mean, percentage, and rank were computed to describe the extent by which values education is integrated in the learning competencies of Araling Panlipunan in all grade levels of junior high school and frequency was used to compute the number of times teachers integrate values education in their teaching approaches, strategies, activities, and evaluation of instruction. Chi-square, on the other hand, was used to determine the relationship between the personal profiles of the teachers and the integration of values education among the learning competencies of Araling Panlipunan.

RESULTS

The study revealed that in the public junior high schools of the Division of Lipa City, integration of values education in the learning competencies of Araling Panlipunan is done to a Great Extent, and the frequency of values education integration in teaching approaches, strategies, activities, and evaluation of instruction is Often. Based on the findings, an action plan was recommended to enhance the integration of values education in teaching Araling Panlipunan.

DISCUSSIONS

From the preceding findings and conclusions, teachers should engage themselves in continuing professional development through further studies, seminars and training, and in-depth personal and professional advancement by using a wide variety of approaches, methods, strategies, activities, and assessment methods to better teach the very diverse millennial students of today. The principals, department heads, and master teachers should do benchmarking and survey to identify and share among each other the best practices in integrating values education in teaching the competencies of Araling Panlipunan.

KEYWORDS: Integration, Values Education,

SUBMISSION ID: R04A-LIPAC1-0093

Intelligence, Emotional and Adversity Quotients: Determinants for Teachers' Performance

Leizel Castano, Ph.D.

Abstract

INTRODUCTION

Teachers play a great role in molding the minds of the young from generations to generations. It takes an optimum intelligence for a teacher for "we cannot give what we don't have". A teacher should also be emotionally stable for them to impart values and be a role model for every learner. There are adversities that they need to face caught between the call of duties and needs of their families

METHODS

The research design employed both qualitative and quantitative method to seek out the teachers' perception on intelligence, emotions manifested in the workplace as well as the adversities that they meet in life. Data were collected through the use of adopted tests. Structured interviews and documentary analysis were undertaken to generate additional data. One Way ANOVA was employed to measure the significant difference in the level of intelligence quotient (IQ), emotional quotient (EQ) and Adversity Quotient (AQ) of the respondents. Pearson Product Correlation Coefficient was employed to determine the relationships among intelligence quotient (IQ), emotional quotient (EQ) and Adversity Quotient (AQ) to the performance of teachers.

RESULTS

Results of the study showed that most of the participants have a "Very Satisfactory" performance. It shows that teachers perform very satisfactorily in teaching their respective students. Teachers have an "average" intelligent quotient (IQ), enough to impart the needed knowledge for the students and have an "Average EQ" , enough to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Teachers have an "average" adversity quotient (AQ) that implies that teachers can manage and overcome easily the challenges in life. There is a significant relationship between teachers' performance and intelligence and adversity quotients. However, no significant relationship exists in terms of teachers' performance and emotional quotient.

DISCUSSIONS

Based on the results of the study, teachers should enhance their intelligence, emotional, and adversity quotients to help their students have a better performance in school and to improve their total personality as a teacher. Further study should be undertaken in a wider scope for a bigger and clearer picture as to how performance and personality can be improved.

KEYWORDS: Intelligence Quotient, Emotional Quotients, Adversity Quotients, Teachers' Performance Philippines, Asia

SUBMISSION ID: R012-TACURO-0002

**Interactive Reading Techniques in Grade Two in Wiz Winner Learning
Institute Inc.**

Christine Balite, Sta. Rita Elementary School

Abstract

INTRODUCTION

The importance of education is undeniable for every single person. It goes without saying that it has a positive effect on human life. All people need to study to gain knowledge and expand their view of the world. It plays such a rudimentary role in our society that we cannot even imagine a life without it.

METHODS

The descriptive method of research was used in this study. A questionnaire was used as the main data gathering instrument.

RESULTS

TABLE 1

Performance of Pupils in Comprehension

The table shows that 9 pupils or 41 percent of pupils have a high performance which ranked first. It was followed by 6 pupils having 27 percent who got the average performance and ranked second. The third-ranked is 4 pupils or 18 percent out of 22 students have a high-level performance. Only 3 pupils got below average performance and have the lowest score of 3.

The performance of pupils on reading skills using IRT are discussed in this study. Table 2 presents the performance of pupils with its corresponding frequency, percentage, and rank.

TABLE 2

Performance of Pupils in Reading Skills

As a result in table 2, it shows that the pupils perform very high ranked as first with a frequency of 13 out of 22 pupils and has a percentage of

59. It is followed by high performance got by 5 pupils with a percentage of 23. Third-ranked are the 3 pupils which has a percentage of 14 under average performance. Only 5 percent of the pupils or 1 pupil out of 22 got in the below average performance.

Moreover, the performance of students in a lesson on vocabulary is represented in Table 3. This table shows the frequency, percentage and rank of pupil's performance.

TABLE 3

Performance of Pupils in Vocabulary

Ten out of 22 pupils with an average of 45 have a very high performance in vocabulary which ranked first. Followed by high performance with 32 percent; 7 out of 22 got it. Third in the rank performs average with 3 as a frequency and has a percentage of 4. Lowest in the rank are 2 students who got the below average performance with a percentage of 9.

DISCUSSIONS

This study presents the findings, conclusions, and recommendations regarding the level of pupil's performance in the different lessons in English III using a variety of interactive reading techniques.

KEYWORDS: INTERACTIVE READING TECHNIQUES IN GRADE TWO IN WIZ WINNER LEARNING INSTITUTE INC.

SUBMISSION ID: R04A-BATANC-0396

Internal Stakeholder's Participation in School-Based Management

Shyreene Legisma, SDO - Cabuyao

Abstract

INTRODUCTION

School-Based Management (SBM) is a major reform of the Department of Education. It concerns with the decentralization of Philippine education at the grassroots level. At the school level, school heads, teachers, students, and parents work together with local government officials, and other stakeholders to improve school performance. These internal stakeholders collaborate to achieve the vision of SBM which entails empowered schools, innovative teachers, engage community stakeholders, and improved student performance. In this light, the researcher would want to explore the internal stakeholders' participation in SBM and how it is related to student performance in Southville 1 Integrated National High School.

METHODS

Descriptive-correlation research design was used to determine the relationship between the internal stakeholders' participation in School-Based Management and students performance based on NAT results. The respondents are 150 students selected from Junior High School, 30 junior high teachers, and 10 parents from the General PTA Officers. The level of internal stakeholders' participation in SBM was determined using a researcher-made questionnaire, namely: roles and responsibilities, SBM practices, School Improvement Plan, Fiscal Management, human resource management and development, curriculum development, infrastructure improvement, and monitoring and evaluation of teacher performance, and students learning outcomes. Weighted mean, Pearson Product Moment of Correlation (Pearson r), and Analysis of Variance (ANOVA) were used for data analysis and interpretation.

RESULTS

The internal stakeholders of Southville 1 Integrated National High School performed satisfactorily in terms of roles and responsibilities, SBM practices, school improvement plan, and fiscal management, but they performed moderately satisfactorily in terms of human resource management and development, and monitoring and evaluation of teacher performance, and students learning outcomes. The students have a low level of performance in their national achievement test. Hence, the level of internal stakeholders' participation in SBM does not have a significant relationship with the students' performance in the National Achievement Test.

DISCUSSIONS

Results imply that internal stakeholders' participation in School-Based Management does not affect the performance of the students in National Achievement Test. The student's level of performance is low and should be improved through peer teaching, intervention program, and research.

KEYWORDS: School-Based Management, Students' Performance, Internal Stakeholders, National Achievement Test

SUBMISSION ID: R04A-CABUYA-0082

Intrinsic and Extrinsic Motivation of Teachers in Pansin Elementary School as Related to Job Satisfaction towards a Policy Direction

Fay Eunice Digma, Alfonso Municipal Association of Research Educators

Abstract

INTRODUCTION

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners so this study focused on three major purposes (1) to determine the teachers' intrinsic and extrinsic motivation, (2) to find out the relationship of their intrinsic and extrinsic motivation levels and their job satisfaction, (3) to propose a policy direction that would enhance teachers' motivation and job satisfaction.

METHODS

The study used a descriptive research design because of the nature of variables that were all at hand to produce data required for quantitative and qualitative analysis and allow a simultaneous description of views at any single point of time. Chi-square was used to find out the relationship between the intrinsic and extrinsic motivation of teachers to their job satisfaction.

RESULTS

This study examined the Intrinsic and Extrinsic Motivation of teachers as related to their Job Satisfaction. A total of 26 teachers from Pansin Elementary School participated in the study. With varying Positions, Highest Educational Attainment, and Length of Employment, the majority of the respondents have been working for over 2 years in the school studied. This implies that teachers were already acquainted with the motivators and were therefore expected to assess how such motivators had affected their job satisfaction. Consequently, some of the study findings agree with the conceptual framework that was developed to guide the study. The study found that motivation both intrinsic and extrinsic were necessary for the high level of job satisfaction of teachers. It was due to the obtained Chi-square of 5.43 that was higher than the critical value of 3.84 at 0.01 level of significance when intrinsic motivation and job satisfaction was computed. As well as the obtained Chi-square of 17.16 which was greater than the critical value of 9.49 at 0.05 level of significance when extrinsic motivation and job satisfaction was calculated.

DISCUSSIONS

The results confirmed that teachers have Satisfactory Intrinsic Motivation which suggests that their inducement from within adequately affects their behavior, performance, and well-being while a Moderate Extrinsic Motivation which recommends that their external encouragement reasonably affects them. This suggests that motivation whether intrinsic or extrinsic can greatly affect the level of job satisfaction so they must get involved in self-improvement activities as well as effective and efficient management of income.

KEYWORDS: intrinsic motivation, extrinsic motivation, job satisfaction, policy direction

SUBMISSION ID: R04A-CAVITP-1015

Involvement of External Stakeholders in the Implementation of School-Based Management

Ivan Joy Perez, Ascenders Asia International Researchers Club

Abstract

INTRODUCTION

Parents and other external stakeholders play a significant role in the improvement of the schools. School and community are two important aspects that help build the future of our children. School-Based Management (SBM) is implemented so that the school will improve their performance as well as students' achievement. School-Based Management is composed of different dimensions specifically School Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, Management of Resources. This research focuses on the perception of the respondents based on their observation of how stakeholders' involvement affects the school's performance.

METHODS

The researcher utilized qualitative research with phenomenology as an approach. The researcher made use of purposeful random sampling. In gathering pertinent information, the researcher used a semi-structured interview with the respondents. After gathering all the data coming from the interviews conducted, the researcher transcribed the interviews verbatim with her respondents.

RESULTS

Based on the interview, the school's external holder's lack of involvement in the different activities and programs of the school affects the overall performance of the activities such as Brigada Eskwela, Family Day, Recognition Day, and etc. The respondents also mentioned that parents are the partners of the teachers in activities and program especially when it comes to the physical and financial aspects. Lack of time and lack of involvement and communication with external stakeholders are some of the reasons cited why they are not involved in the school.

DISCUSSIONS

This issue is very relevant nowadays because, through the good implementation of School-Based Management (SBM), the school's performance will improve as well as the learners' skills and abilities. It will be possible through the work collaboration of the internal and external stakeholders of the school. As a result, there will be a conducive and safe learning place for our learners, and the goal to provide a quality education will be achieved.

KEYWORDS: Involvement, External Stakeholders, School-Based Management

SUBMISSION ID: R04A-LAGUNA-0237

Involvement of Parents to The Learning Activities of Primary Pupils in Sapiro Elementary School

Baby Hazel Castillo & Eufrosina S. Maulion, Paaralang Elementarya Ng Sapiro

Abstract

INTRODUCTION

The study focused on assessing the level of parental involvement towards the learning activities of primary pupils in Sapiro Elementary School, School Year 2018-2019. Specifically, this study covers the profile of the parent-respondents, the involvement provided by parents toward their children's learning activities, and the significant relationship of their support when grouped according to profile. The subject of the study were the 67 parents of Grades 1 to 3 pupils enrolled in the said research locale. The respondents were obtained through purposive sampling. This study has utilized the descriptive-survey design in gathering data and information. The questionnaire was used as the major instrument for gathering data. The results of this study were interpreted with the use of frequency, ranking, weighted mean, composite mean, and Pearson Chi-square.

METHODS

This study utilized the descriptive-survey design in gathering data with the questionnaire as the main tool in the data gathering.

RESULTS

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

1. Majority of the parent-respondents are at the age ranging from 40 to 49 and are females. More than half of their population are unemployed and are high school graduates.
2. The parent-respondents are often involved with their children's learning activities in terms of the development of study habits, co-curricular, extracurricular activities, and assignments.
3. Age, sex, and employment status are significant to the involvement of parents towards the learning activities of their children.
4. The suggested in-school activities to further enhance the level of parental involvement are intensified parent-teacher assemblies and conferences, systematic planning, and reporting of the learners' progress, standardized teacher parent communication, and annual parent-child talent contest, and quarterly home visitation.

DISCUSSIONS

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

1. Majority of the parent-respondents are at the age ranging from 40 to 49 and are females. More than half of their population are unemployed and are high school graduates.
2. The parent-respondents are often involved with their children's learning activities in terms of the development of study habits, co-curricular, extracurricular activities, and assignments.
3. Age, sex, and employment status are significant to the involvement of parents towards the learning activities of their children.
4. The suggested in-school activities to further enhance the level of parental involvement are intensified parent-teacher assemblies and conferences, systematic planning, and reporting of the learners' progress, standardized teacher-parent communication, and annual parent-child talent contest, and quarterly home visitation.

KEYWORDS: Parental involvement, learning activities

SUBMISSION ID: R04A-BATANP-2159

iSUBMIT: Improving School Forms Submission Process

Elizabeth Villanueva, Department of Education

Abstract

INTRODUCTION

Class advisers in the public schools are required to submit SF2 every 5th day of the month. However, records showed that not all advisers are able to submit the forms on time which affects the school's compliance rate on SF4 submission. To address this problem, the researcher created the iSUBMIT project. The study aimed to increase the submission rate to 100%.

METHODS

The participants of the study involved class advisers, curriculum chairs, guidance teachers, and the EBEIS. Surveys and focused group discussions were done to determine the root causes underlying the problem.

RESULTS

Based on the analysis of the responses, limited medium for information dissemination, lack of standard operating procedure, and standard template are the causes of low SF2 compliance rate. With those underlying problems, proposed improvements and interventions were planned. A pilot test of the proposed improvement was done on Grade 8 level and resulted in 100% compliance. The project was again fully implemented in the Grade 7 - 10 levels.

DISCUSSIONS

This study is focused on the submission of SF2 only. However, the interventions applied may be also used in improving related processes within the school.

KEYWORDS: school forms, submission process

SUBMISSION ID: R04A-IMUSC1-0064

JHS Teachers' Self-Evaluation Determined By Standard Teaching Competencies: Basis for Lac Session Program

Julius Arguelle, Balete Integrated School

Abstract

INTRODUCTION

Teaching competencies have always been an integral part of education. They are always specified and refined to ensure that teachers give quality education the students need to acquire. Meaning, it is not only the students who need to improve their knowledge and skills, the teachers also need to enhance and explore their teaching practices. Teaching competencies are crucial in the educational process. They are vital to an educator's pursuit of excellence. Teaching requires a variety of competencies. The role of the teachers must be given emphasis to ensure quality education. Thus, the development of teachers' skills is imperative.

METHODS

The researcher used the descriptive research design with the questionnaire as the main instrument in data gathering. Percentage, ranking, and weighted mean were the statistical tools used in the study. Respondents were 28 Junior High School teachers of Balete Integrated School. The data were gathered, analyzed, tabulated and statistically treated.

RESULTS

Findings showed that teachers can be trusted with students' records and that they follow procedures like following the prescribed grading system, preparing instructional materials, and utilizing ICT in teaching. However, the findings showed that they need to commit to tutoring, utilizing research and various techniques in teaching. The findings paved the way for the development of LAC session program that may improve the quality of education that the school offers.

DISCUSSIONS

Professional enhancement/enrichment among the teacher respondents can be done through faculty development, training programs, and LAC sessions. Also, teachers may engage themselves in scholarly work such as action research and encourage them to always use research in teaching their students. Moreover, teachers should attend training on teaching pedagogy which can enhance their skills in using various styles in teaching. Appropriate programs on developing teaching competencies to improve the delivery of quality education to students may also be developed.

KEYWORDS: Teaching competencies, JHS teachers, Learning Action Cell, Instruction, Knowledge, Skills, Attitudes

SUBMISSION ID: R04A-BATANC-0272

Joefel S. Horca

Joefel Horca, Department of Education - Cavite Province, Aguado Elementary School

Abstract

INTRODUCTION

This study was conducted in the Division of Cavite Province for this school year 2017-2018. The researchers were motivated to develop the best practices of canteen management and operations for the purposes of delivering quality service to the clientele, with improved operations of the canteen in the entire Division of Cavite. Furthermore, it is a desire of the researchers to engage more in effective operations to provide more income that would give profits back to the programs and projects of the school.

METHODS

This employed descriptive type of research. A survey questionnaire was distributed to the participants and unstructured interview was also conducted. The data were interpreted using Pearson correlation of coefficient. Weighted mean, percentage, and ranking were also used in the study.

RESULTS

It was found out that School Canteen in the Department of Education Cavite Province strongly adheres to the best practices in the following dimensions: objectives, equipment and facilities, food management, personnel management, hygiene, sanitation and safety management, Financial management, supplementary feeding program, school clinic funds, faculty and development funds, H.E. instructional funds, school operation funds and revolving capital.

DISCUSSIONS

It was concluded that the canteen management and operations in selected schools of Cavite are implemented properly to gain profit out of it. There are no significant differences on assessments of the respondents on the canteen for they share similar views and perceptions. The perceptions of the groups of respondents with regard to the utilization of canteen funds in selected schools of Cavite are rated as very much implemented. There are significant relationships between hindering and facilitating factors in Canteen Management and Operations as perceived by the respondents. The strategic plan is useful and doable as a template to enhance the operations and management of the canteen.

KEYWORDS: Canteen, Management, Operation, Best Practices

SUBMISSION ID: R04A-CAVITP-0655

**K To12 Curriculum Features in Technology and Livelihood Education
among Public Secondary Schools in Area 1, Division of Batangas**

Ma. Andrea Enriquez, Department of Education, Taal National High School

Abstract

INTRODUCTION

This study was undertaken to determine the extent to which the K- 12 Program has been implemented through Curriculum Instruction Features in Technology and Livelihood Education among Public Secondary School Teachers in Area 1, Division of Batangas.

METHODS

The descriptive method of research was employed by the researcher, and the questionnaire was utilized in gathering the data needed in the study. There were 20 principals and 75 TLE teachers involved in the study as respondents. The weighted mean, composite mean, and t-test were applied in the treatment of the data.

RESULTS

The skills of the TLE teachers were utilized to a great extent in attaining the K - 12 curriculum instruction features. There was no significant difference between the assessments of the two groups of respondents on the utilization of the K -12 curriculum instruction features in Technology and Livelihood Education. The features of the K - 12 program were attained to a great extent as assessed by the two groups of respondents. There was no significant difference between the assessments of teachers and principal-respondents on the attainment of the features of the K - 12 program. An action plan was proposed to enhance the attainment of the features of the K - 12 program.

DISCUSSIONS

The principals should be furnished with the results of this study to improve and enhance positive points and thereby help in the implementation of the program to a success. The TLE teachers should be encouraged to enhance the utilization of their skills to attain K - 12 Curriculum Instruction Features to a higher level. The principals should conduct classroom observation to assist the teachers in developing the skills among the students for the attainment of the features of the K - 12 program. The proposed action plan needs to be studied by the principals and teachers to determine its suitability for implementation.

KEYWORDS: K to12, CURRICULUM FEATURES, TECHNOLOGY AND LIVELIHOOD EDUCATION

SUBMISSION ID: R04A-BATANP-0062

**Kaugnayan ng Pangkatang Gawain sa Pagkatuto ng Mga Mag-Aaral sa
Baitang IV-VI sa Asignaturang Filipino sa Mababang Paaralan ng
Bagbag I**

Evelyn Dela Cruz

Abstract

INTRODUCTION

Ang guro ay dapat na magsaliksik o tumuklas ng mga paraan upang higit na matutunan ng kanyang mga mag-aaral ang itinuturo sapagkat ang mga mag-aaral ang sentro ng proseso para sa pagtuturo at pagkatuto. Makatutulong ang pag - aaral na ito upang maging epektibo ang pagtuturo ng mga guro at maging produktibo ang mga mag-aaral gamit ang pangkatang gawain. Para sa mga mag-aaral na silang sentro ng pag-aaral na ito, ang pagsasaliksik na ito ay higit na makatutulong upang maging produktibo ang mga mag-aaral at mabigyan sila ng pagkakataong lumahok at mapalakas ang kani- lang kasanayan upang matuto sa tulong ng pangkatang gawain.

METHODS

Ang modelong ginamit sa pananaliksik ay aksiyong pananaliksik sapagkat ito ang paraan para sa pagkilos ng mananaliksik upang makabuo ng agarang solusyon sa nakitang suliranin sa pagtuturo sa asignaturang Filipino. Gumamit ng assessment tool, frequency counts, at pagkuha ng bahagdan ang mananaliksik.

RESULTS

Ang mga nakalap na datos ay sinuri at inilagay sa akmaing talahanayan ng mananaliksik upang mabigyang linaw ang interpretasyon. Ang paggamit ng frequency at pagkuha ng bahagdan ay kinakailangan. Batay sa mga nakalap na datos, nakuha ang sumusunod na resulta :

Sa 100% na mag-aaral, 74% ang lubos na sumasang-ayon na ang pangkatang gawain ay nakatutulong sa pagbuo at pag-iisip ng bawat mag- aaral. 15% naman ang sumasang-ayon sa salik na ito. Samantalang ang 8% mag-aaral ay may pag-aalinlangan, at 3% naman ang hindi sumasang-ayon. 40% ng mag-aaral ay lubos na sumasang-ayon na sa pamamagitan ng pangkatang gawain, nailahad nila ang sariling ideya at pangangatwiran. Mas nakakatulong ito sa kanila dahil nailalabas nila at nasasabi ang kanilang iba't ibang pananaw ukol sa paksang kanilang pinag-uusapan.

DISCUSSIONS

Ang mga nakalap na datos ay sinuri at inilagay sa akmaing talahanayan ng mananaliksik upang mabigyang linaw ang interpretasyon. Ang paggamit ng frequency at pagkuha ng bahagdan ay kinakailangan. Batay sa mga nakalap na datos, nakuha ang sumusunod na resulta : batay sa pananaliksik, lumabas na may kaugnayan ang pagkatuto ng mag-aaral sa paggamit ng istratohiyang pangkatang gawain. Ang istratohiya o pamamaraan ng pagtuturo upang matuto ang mga mag-aaral ay nakasalalay pa rin sa guro.

KEYWORDS: ASSESSMENT TOOL, BAHAGDAN, ESTRATEHIYA

SUBMISSION ID: R04A-CAVITP-0380

**Knowledge and Attitude of Administrators and Teachers of Paaralang
Elementarya ng Lucban Towards Mainstreaming of Children
with Special Needs: Basis for The Development of Primer on Inclusive
Education**

Desideria Zafranco, Department of Education - Lucban

Abstract

INTRODUCTION

As more CSN are being mainstreamed into the general education settings nowadays, there is a need for teachers to be more educated in the SPED field. Their attitude toward the admission of CSN in regular classrooms is considered one of the most important factors in its successful implementation. A few of them do not believe that CSN can be taught in the classroom while simultaneously teaching a large group of developing regular students. Attitudes are essential in the success of educating students with disabilities in regular education classrooms. It does not only refer to the attitudes of the classroom instructor, but also to the entire school including administrators and other stakeholders. As an administrator actively supporting equal education among children with special needs, the researcher investigated to what extent the knowledge variable relates with the attitude variable, as well as to create solution to address possible gaps.

METHODS

The study employed descriptive-evaluative method of research to determine the knowledge and attitude of PEL administrators and teachers towards mainstreaming of CSN. Descriptive-correlation method was used to determine if there is significant relationship between the knowledge and attitude of PEL administrators and teachers towards mainstreaming of CSN. Purposive sampling technique was utilized to identify the respondents of the study which include the administrators and teachers of PEL.

RESULTS

The results revealed that there is significant relationship noted between the knowledge and attitude of PEL administrators and teachers towards the mainstreaming of CSN which is an influencing factor in inclusive education. PEL administrators and teachers are less knowledgeable and have higher negative attitude towards the mainstreaming of CSN.

DISCUSSIONS

As administrators, they must remediate the problems met by the teachers towards mainstreaming of CSN to ensure that programs in inclusive education are accomplished. Being regular classroom teachers, they must support the administrators in their steps in providing relevant trainings and education that would help them in enhancing their knowledge about inclusive education. For future researchers, it is recommended that they further study the knowledge of PEL towards mainstreaming CSN in regular classroom and its impact on the academic performance of the CSN and regular students.

KEYWORDS: CSN, Children with Special Needs, Inclusive Education, Mainstreaming, Knowledge, Attitude

SUBMISSION ID: R04A-QUEZON-0121

Knowledge Management Practices of Public Secondary English Teachers in The Division of Batangas Province

Jaren Aimee Pablo, Department of Education, Taal National High School

Abstract

INTRODUCTION

Even at the presence of modern means to organize information, English teachers find it hard to come up with a system of organizing data. This inability to keep structured data may lead to loss of information and knowledge. It is deemed necessary by the researcher to assess the level to which English teachers understand the benefits of identifying, organizing, and sharing information and data through a management system. This study determined Knowledge Management (KM) techniques of English teachers in the Division of Batangas Province.

METHODS

The descriptive method of research was adapted with the questionnaire, interview, and FGD as data gathering instruments. The respondents were 238 English teachers.

RESULTS

It was highly evident that majority of the respondents did not attend trainings of various nature. There was inadequate exposure to seminars and relevant reading materials. They also did not pursue any research endeavor. The capacities of English teachers relative to discovery and detection, organization, and assessment were to a moderate extent only. KM practices were evident in leadership and support, technology and infrastructure, creation and acquisition, dissemination, transfer, and sharing, application and exploitation, and people competency.

There were significant differences in English teachers' capacity and knowledge discovery and detection, knowledge organization, and knowledge assessment when they were grouped according to sex, educational attainment, length of service, designation or position, active participation in trainings or seminars, membership to professional organization, exposure to reading materials and research outputs.

DISCUSSIONS

The research showed a need for a knowledge management program for public secondary English teachers. With this, English teachers and school administration should have a goal oriented action in attaining proficiency through integrative and collaborative activities from a knowledge management program. Also, English teachers and school administration should inclusively create equal opportunities for everyone to tap their knowledge bases and sources. KM Activities may be tried out to test the usefulness of its implementation and similar researches in other learning areas may be done to further validate and strengthen the findings of this study.

KEYWORDS: knowledge management, knowledge, English teachers, KM, management

SUBMISSION ID: R04A-BATANP-0051

**Knowledge, Commitment, and Readiness of PSTMIS to SLAC: Basis for
Proposed School Academic Cross Pollination Roadmap**

Jerick F. Ramos, Janice G. Claveria, & Kenh Mae M. Almarez

Abstract

INTRODUCTION

Academic cross pollination is pivotal to elevate the productivity of the teachers as they share knowledge and expertise in pedagogical strategies with colleagues to energize the teaching-learning process. It is therefore imperative for school stakeholders, predominantly the teachers and school heads, to partake on an immersive involvement with the definitive goals and rigorous practice of academic cross-pollination through School Learning Action Cell sessions or SLAC. The paper aimed to explore the level of knowledge, commitment and readiness of the faculty and school heads of Pedro S. Tolentino Memorial Integrated School to SLAC.

METHODS

The study was quantitative in nature and made use of descriptive design. The respondents were the teachers and school head of PSTMIS.

RESULTS

Results showed that the faculty and school heads need to enhance teacher's knowledge on the program's process as well as the roles and responsibilities of the process owners. PSTMIS SLAC members and leaders showed possession of commitment to SLAC program with reservations on their professional development. Respondents agreed that PSTMIS has the readiness and capability on the implementation and continuing practice of the SLAC program.

DISCUSSIONS

With these, it was perceived that though SLAC stakeholders have a considerable knowledge of the program's goals and policies, it was difficult for them to identify the key process owner who would work on the process. More so, though they were committed and capable to continue the program, the stakeholders were not convinced that these will contribute to their development as professionals.

(ACTION PLAN)

Thus, an academic cross-pollination roadmap to improve the SLAC program and address the needs, improve the practice, and maintain the positive attitude of the stakeholders toward the program has been drafted.

KEYWORDS: Commitment, SLAC, Roadmap

SUBMISSION ID: R04A-BATANC-0053

Leadership and Management Competencies of School Heads: Basis for the Design of a Training Program

Evangeline Escabel, Inosloban Marawoy Integrated National High School

Abstract

INTRODUCTION

The study aimed to identify the leadership and management competencies of the elementary and secondary school heads in the Division of Lipa City and design a training proposal that will enhance their skills as leaders and managers.

METHODS

The participants of the study are the elementary and secondary school heads of the Division of Lipa City. There are 66 elementary school heads coming from the four districts, the North District, South District, West District, and East Districts and 15 from the secondary school heads. The main instrument used in this study is the National Competency-Based Standard for School Heads (NCBSSH) E-Tool. This study employed a mixed method of descriptive research, capitalizing on the strengths of quantitative and qualitative methods to provide more specific answers to the research problems.

RESULTS

Based on the findings of the study, it was concluded that leadership and management competencies of school heads have an indirect effect not only on the performance of the school but also on the general well-being of the learning community. The relationships among the principal's leadership, student achievement, and school effectiveness are secondary, both in this study and in the literature. Moreover, the school heads do not affect individual students directly as teachers do through classroom instruction, but that activities of the school heads directed at school-level performance have trickle-down effects on teachers and students. Although the school head is the one who leads and manages the school, he or she is not in full control of how the teachers perform during the teaching and learning process. This reason holds true to the result of the national achievement test and the rest of indicators because if there are more incompetent teachers than competent ones, it is hard for the school head to manage it fully. However, through skillful strategizing the school head can do so but it would really take time.

DISCUSSIONS

In the light of the findings of this study, it is apparent that it is necessary to train school heads in specific leadership and managerial competencies. Efficiency in management competencies will ultimately lead to successful and efficient task accomplishment. The right knowledge, skills, and abilities (linked to the required management competence) can contribute to the achievement of most of the school heads' essential tasks and responsibilities.

KEYWORDS: leadership and management competencies

SUBMISSION ID: R04A-LIPAC1-0030

Leadership Behaviors of The School Administrators and Their Impact on Handling Critical Leadership Positions

Normita Bautista, Ph.D

Abstract

INTRODUCTION

School Administrators are critical to students' success. It is necessary that school administrators demonstrate role model behaviors so they should always be ready to handle critical positions. Once they carry the distinctive role, they can ensure quality instruction in every classroom. According to Wallace (2013) rather than investing money in campus overhaul of professional development, the investment into building and maintaining a quality school administrator can be a cost-effective path of school reform. There are problems of continuity of projects once the transition occurs. Transitions are always critical events that a school leader should be able to handle.

METHODS

The methodology used was descriptive survey type of research design. The researcher described the leadership behaviors of the school administrators and their impact in handling critical positions. The researcher used the purposive type of sampling technique which is also called judgmental since it determines the argent population or those involved in the study.

RESULTS

The teachers, principals, and the administrators assessed that the leadership behavior of the school administrators was effective in terms of coaching people, building trust, inspiring others, rewarding achievements, energizing innovative teacher, and integrity. The teachers, principals, and the administrators assessed that the administrators are ready in handling critical leadership position in terms of leadership practices, interpersonal skills, developmental orientations, demonstration of result, and support of frequency values. Significant difference exists among the assessment of the principals, teachers and staff on the leadership behavior of the school administrators in terms of coaching people, rewarding achievement, energizing innovative teacher, and integrity but no significant difference in terms of building trust and inspiring others

DISCUSSIONS

The researcher described the leadership behaviors of the school administrators in terms of coaching people, building trust, acting with integrity, inspiring others, rewarding achievement, and encouraging innovative thinking. The researcher also described the readiness of the school administrators in handling critical positions in terms of leadership promise, interpersonal skills, developmental orientation, demonstrations of results and support agency values.

KEYWORDS: LEADERSHIP, BEHAVIORS, SCHOOL ADMINISTRATORS, IMPACT IN HANDLING, CRITICAL LEADERSHIP POSITIONS

SUBMISSION ID: R04A-CAVITP-1268

Leadership in the Modern Academe: Knowledge Management and Curriculum Delivery in Multigenerational Professional Learning Communities

Jennymer Paner, Department of Education

Abstract

INTRODUCTION

Schools nowadays consist of different teachers from different generations who also have different perceptions and beliefs with one another and different working styles that reflect the generations they belong. This has prompted the researcher to identify the differences and relationship of the assessment of multigenerational professional learning communities as regards to knowledge management and curriculum delivery among their school leaders to come up with the best practices that can be used by the school heads.

METHODS

The researcher utilized the mixed method research with sequential explanatory as approach. She made use of purposeful random sampling of teachers from different generations such as Baby Boomers, Generation X and Millennials. Six teachers from different generations was selected for an in-depth interview. Afterwards, she extracted the similar responses of the multigenerational teachers, categorized them by themes and cluster.

RESULTS

The school leaders as assessed by multigenerational professional learning communities have a very strong, clear vision and set of values for their schools and established a clear sense of direction and purpose for the school through achieving the department's goals, mission and vision. They collaborate with one another as part of the team. Also, teachers from multigenerational professional learning communities have the same perceptions as to how they assess their school heads as regards knowledge management in terms of leadership, organization, technology and learning. Themes emerged were: (1) Principals' Own Knowledge Management Strategies, (2) Principals' Personal Curriculum Delivery Initiatives, (3) Principals' Capitalizing on Strengths Workforce, (4) Generational Edge as to Experience, Technology, Discipline, Flexibility, Willingness to Learn and Exposure, and lastly, (5) Positive Reaction to Principals' Leadership.

DISCUSSIONS

The perception of the co-researchers on the extent of knowledge management and curriculum delivery and their edge to other generations do not merely depend on what generations they belong. Mostly believe in the capabilities of their school heads when it comes to leading the organization and setting as an example. Those reactions are proofs that school leaders are doing their best in managing multigenerational professional learning communities. Broad yet related themes emerged from their experiences in assessing their school leaders. These are anchored on the co-researchers' testimonies and varied experiences.

KEYWORDS: multigenerational, professional learning communities, knowledge management, curriculum delivery

SUBMISSION ID: R04A-CALAMB-0390

**Leadership Practices of Nasugbu East District School Heads: Basis for
a Proposed Program Development Plan for School Heads**

Rina Rosales

Abstract

INTRODUCTION

Many studies conducted in different schools of several districts and divisions showed that leadership styles definitely affect teachers' morale and school's academic achievement. Hence, this research was conceptualized on Leadership Practices of Nasugbu East District School Heads: Basis for A Proposed Program Development Plan for School Heads.

METHODS

This study used the descriptive method to determine the leadership practices of public elementary school heads in terms of management skills and functions to be assessed by the principal themselves and their teachers, percentage, frequency, weighted mean and standard deviation were used. The results will be used as basis for the proposed development plan for the school heads.

RESULTS

The school heads rated themselves as outstanding in all aspects of leadership practices. They were rated highest in leadership and got lowest in staff development. Generally, the teachers rated the school heads' leadership practices as very satisfactory; highest in Record Keeping and Physical Plant and Facilities Management and obtained lowest in instructional improvement. The school heads considered themselves as strong in all the indicators for leadership practices being highest in providing pleasant school atmosphere; respecting the dignity of the teachers and welcomes their suggestions and opinions in the process of decision making; showing genuine respect for human personalities; handling conflict among teachers and gives judgment after giving each one a chance to speak in a healthy atmosphere; and working and participating as a peer in the leadership task and points the fact that democracy group leadership is best to use. According to the teachers, the top most weaknesses of the school heads on leadership practices were: conducting intra- visitation; making thorough study of the factors which affect the relationship between teachers and pupils; observing classes regularly; encouraging teachers to try out new methods and techniques in teaching; providing pleasant school atmosphere; and stimulating teachers to solve their problems.

DISCUSSIONS

The school heads have been performing their duties and responsibilities as school managers, but they can still improve in some dimensions of leadership. The school heads and the teachers do not share the same views on how the school heads perform their leadership practices as the null hypothesis on difference in assessments was accepted.

KEYWORDS: leadership, leadership practices, school heads

SUBMISSION ID: R04A-BATANP-0406

Leadership Style and Conflict Management Practices of Secondary School Head, Zone 1, Division of Catanduanes

Elaine Sorreda, Professional Teacher

Abstract

INTRODUCTION

School administrators perform their duties in school by discharging responsibilities in accordance with the philosophy, goals, and objectives of education. They are accountable for the effective and efficient administration and management of the school. They oversee the development and maintenance of a healthy school atmosphere conducive to the promotion and preservation effective teaching and learning. The harmonious school-personnel relationship must be ensured so that conflict would not arise. Conflicts cannot totally be eliminated and the causes are varied, ranging from individual differences to problems of management incompetence, inadequate facilities, and communication. Section 7 of the Code of Ethics for Professional Teachers states that every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.

METHODS

Using a descriptive method of research, utilizing questionnaire as the main tool in the data collection, and covered 204 respondents, the study describes the leadership style and conflict management practices of secondary school heads as perceive by the respondents and by the teachers. Survey technique was used because the study involved a big population from different schools in Zone 1, Division of Catanduanes.

RESULTS

Generally, school heads perceive themselves to be more of participative leaders while teachers perceive them to be delegative leaders. Along conflict management practices employed by the school heads, avoiding is the most frequently true and teachers signified to be frequently true the practice of school heads to avoid useless tensions and unpleasantness for themselves. There is a significant relationship between leadership style and conflict management practices.

DISCUSSIONS

There is a significant relationship between leadership style and conflict management practices. Considering the findings that teachers perceive that the most frequently used leadership style is delegative while school heads claim it to be participative. It is recommended that school heads reflect on this to remove the teachers' perception that tasks are being delegated to them by their school heads for convenience.

KEYWORDS: Leadership Style and Conflict Management Practices of Secondary School Heads

SUBMISSION ID: R005-CATAND-0003

Leadership Style and Management Competencies of School Heads: Impact on Teachers' Job Performance

Rosalinda Viriña, Department of Education - Calamba

Abstract

INTRODUCTION

Effective leadership is essential for improving the educational system. Research indicates that leadership and commitment of the teachers are influential factors in school organization and school effectiveness. Thus, school leadership is considered to be highly significant in influencing teachers' level of commitment and engagement with new initiatives and reforms. School heads are given several training, workshops on how to inspire teachers for a higher level of commitment and advocacy for students' learning development. In our present situation, we witnessed how the school leaders affect the teachers' level of commitment and satisfaction in the pursuit of productivity, quality education, and excellence.

METHODS

The descriptive method of research was used in this study to determine the current conditions regarding school heads' leadership style and management competencies and their relation to teachers' job performance. Weighted mean and standard deviation were used to assess the perceptions on variables related to the study. Pearson Product -Moment Correlation Coefficient was also used to determine the relationship between school heads leadership style and management competencies to the teachers' job performance.

RESULTS

The study found out that the principal's leadership styles and management competencies directly affect teachers' job performance. The respondents of this study perceived that the leadership style of the school heads as autocratic, participative, democratic, transactional, and transformational showed highly evident; management competencies of the school heads as to staff development, instructional development, and student development showed highly evident. With regard to the level of teachers' job performance as to motivation, working environment, job commitment, responsibility, adoption of goals and values, showed very highly satisfied.

DISCUSSIONS

The results indicate that the relationship between respondents perceived leadership style of the school heads and management competencies are significantly related to teachers' job performance. This implies that there is still a need for a continuous training and workshops geared towards the improvement of leadership style and management competencies of school leaders and enhance leadership style that would fit the school environment. School heads are encouraged to design programs that will enhance the welfare of the teachers and students and provide financial assistance to teachers for further professional development.

KEYWORDS: leadership, management, job performance, respondents' perceptions

SUBMISSION ID: R04A-CALAMB-0214

Leadership Styles and Level of Competence in The Supervision of Instruction of School Heads and Their Relationship to Performance of Teachers in The Public Secondary Schools in The Division of Quezon

Fernando Seno, Department of Education

Abstract

INTRODUCTION

The school heads as stated RA No. 9155 Sec 1.2.2 must be competent in the supervision of instruction. They could influence the teacher's achievement of the educational goal because through their leadership and competence in the supervision of instruction, the teachers may grow resulting in new standards, methods, and professional development towards quality teaching and learning.

METHODS

The researcher utilized a descriptive survey, descriptive-evaluative, and descriptive-correlational methods of research. They are the specific methods of descriptive research which are found appropriate for the completion of this study. The statistical treatment of the data includes the percentage distribution, weighted mean, and Pearson Chi-Square.

RESULTS

The Secondary School Heads personal profiles in the Division of Quezon make them fit and competent for the position. The school heads' leadership styles were mostly "frequently true" on participative and delegative styles while occasionally true on Authoritarian leadership. It is perceived by Teachers Respondents that their school heads are highly competent on all the level competence in instruction. Majority of respondents have performance rating of very satisfactory rating on their Individual Performance Commitment Review Form for SY 2015-2016; Except on the civil status and number of relevant training attended by the school heads, the leadership have no influence the secondary school heads. The age and other personal profile of the school heads have no influence on the other level of competence in the supervision of instruction. There is no sufficient evidence that the school head's leadership style influences the teacher's performance. Except for Ethical Teaching and Diversity of Teachers and Learners, all aspects of the level of competence in the supervision of instruction have no influence on the teachers' performance

DISCUSSIONS

There should be regular monitoring and evaluation of school heads' competence in the supervision of instruction through the Education Program Supervisors of the Curriculum and Implementation Division (CID) using the instrument of Instructional supervision: Standards, Procedures, and Tools (BESRA). The School Governance Operations Division (SGOD) may assist the CID to get feedback from the school community on the authentic performance of the school heads. Include comprehensive approaches and strategies ensuring good working relationship and skills on leadership

KEYWORDS: Leadership Style, Supervision of Instruction, Level of Competence, Performance

SUBMISSION ID: R04A-QUEZON-0173

**Leadership Styles and Organizational Commitment of School Heads of
Public Elementary Schools: Bases for Intervention Program**

Restituto Hernandez, QUEDSA

Abstract

INTRODUCTION

Leadership can be defined as the process of directing and influencing the task-related activities of group members. In line with this, six leadership styles were explored in this study: coercive, authoritative, affiliative, democratic, pacesetter, and coaching. In today's picture of management as performed by school heads, it is true that one of the reasons that decreased organizational trust reduces organizational effectiveness and productivity to low level of organizational commitment.

METHODS

A descriptive method was used with the questionnaire checklist as the main tool for the collection of data. The questionnaire seeks to pinpoint the preferred leadership style and gauge the organizational commitment of 129 public elementary school heads in the Third Congressional District of Quezon which were chosen through stratified random sampling technique. In interpreting the data, the researcher utilized the frequency count, percentage, weighted mean score, t-test, and Pearson product moment of correlations using the Statistical Package for Social Sciences.

RESULTS

The study shows that school heads of public elementary school prefer a democratic style of leadership. There is no significant difference between the overall leadership style of principals and head teachers. The research also shows that the school heads possess organizational commitment, and it shows no significant difference between the two distinct positions among the school heads. Although there is a significant relationship among all the leadership styles and the organizational commitment of the school heads, the T-test reveals that there is no significant difference between the organizational commitment and coercive and authoritative leadership style while such difference exists between their commitment and affiliative, democratic, pacesetter, and coaching leadership styles. It implies that the latter set of leadership styles are effective in enhancing the organizational commitment of the school heads.

DISCUSSIONS

The results suggested the need to craft an intervention program that will address multi-faceted dimensions of commitment, leadership, involvement, and management among elementary school heads for better delivery of public service. Thus, it is very timely that school heads nowadays should have the avenue to rekindle their commitment to the organizations they belong to effectively articulate a vision of the future for the school.

KEYWORDS: Leadership styles, organization, commitment, intervention, management

SUBMISSION ID: R04A-QUEZON-0012

Leadership Styles of Administrators in Public Secondary Schools of Cavite in Relation to Teachers' Morale: Implication towards Effective Implementation of the K to 12 Education Program

Kristin Love Layague, Department of Education, GEANHHS

Abstract

INTRODUCTION

Educating a nation remains the most vital strategy for the development of the society throughout the developing world (Nsubuga, 2008). In this extremely dynamic field of education, the role of the principal is no longer focused on simply managing the school and the teachers. Building a positive and harmonious relationship between administrators and teachers goes a long way in building positive culture in the school (Escuadro, 2014). Leadership comportment undoubtedly influences the self-esteem of the teachers. Indisputably, a positive, harmonious relationship could bring about positive result. Thus, improving teachers' morale and encouraging teachers' empowerment are important. This study was undertaken to describe and assess the leadership styles of administrators in public secondary schools in the Schools Division of Cavite and correlate them with teachers' morale. Specifically, the study focused on the three leadership styles which are Autocratic or authoritarian, participative or democratic, and laissez-faire or delegative which also served as the basis in identifying the level of teachers' morale.

METHODS

A descriptive-correlational method was used to determine the significant relationship between the two variables based on the perceptions of the respondents.

RESULTS

The study revealed that there is a significant relationship between principals' leadership style and teachers' morale as rated by the teacher respondents.

DISCUSSIONS

The researcher recommends to enhance and strengthen the principals' leadership styles and teachers' morale through strategic planning seminars and workshops or an organizational development program should be undertaken. Whereby, principals should pave the way and exert effort in elevating the teachers' morale.

KEYWORDS: Teachers' Morale, Leadership Styles

SUBMISSION ID: R04A-IMUSC1-0058

**Leadership Training Project for Supreme Student Government (Ssg)
Advisers in The Division of Batangas City**

Marc Elmer Perez

Abstract

INTRODUCTION

Effective and responsive leadership is the core of the SSG. These duties set the bar high for officers and advisers of the organization leaving a picture of an ideal organization composed of people who are driven, proactive, and goal-oriented. Commonly, many new teachers without experience in handling SSG are appointed as adviser of the organization. Without adequate know-how of running the organization, it would be difficult for the adviser to help the officers turn into genuine leaders and fulfill their responsibilities. This research will suit the varied needs of SSG Advisers along with leadership training project that will intensify their potentials.

METHODS

The descriptive method of research was used in this study. This study involved 18 public secondary schools in the Department of Education - Division of Batangas City. Purposive sampling technique was used in this study. Two groups of respondents were utilized; the first group are the SSG Advisers while the second group are the SSG Officers. A total of 72 respondents were utilized in this study. The retrieval rate is 100%. In order to gather the information needed in this study, the researcher-made leadership style survey questionnaire, focused-group discussion (FGD), and interview were utilized. The statistical treatment used in this study were frequency, percentage, ranking, t-test, and weighted mean.

RESULTS

1. Most SSG Advisers are 20-25 years old, females, single, with Master's units, and from large schools. Furthermore, most SSG Officers, are 15 to 16 age bracket, females, Grade 11, from large schools and mostly Vice Presidents.
2. Transformational, transactional and transcendental as assessed by the respondents were practiced to a great extent.
3. From these results, it can be inferred that both groups have seen and observed differently how the SSG officers had performed their tasks as assigned to them, especially in the implementation of the VMG of the Department of Education in the course of their governance in their respective schools.

DISCUSSIONS

Transformational, transactional, and transcendental as assessed by the respondents were practiced to a great extent. The respondents have highly significant difference assessment when it comes to transformational and transcendental leadership styles while no significant difference when it comes to transactional leadership style. The proposed leadership training project PROJECT ELMER will intensify the leadership styles practiced by SSG Advisers.

KEYWORDS: leadership, transactional, transformational, transcendental, SSG

SUBMISSION ID: R04A-BATANC-0081

Lesson Study and the Learners' Understanding on the Derivation of Distance Formula of Grade 10 Mathematics of Diffun National High School

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Abstract

INTRODUCTION

Lesson Study, a Japanese model for continuing professional development for teachers which is school-based and teacher-led approach. This study was undertaken to determine the effect of Lesson Study to the understanding of learners on Derivation of Distance Formula and document the experience of the teacher-participants. Specifically, it sought to determine the impact of LS to teachers and student-participants.

METHODS

It employed the qualitative-descriptive methods using Narratology, Focus groups, and key informant interviews. The informants are Mathematics teachers who attended the Professional Development Training in LS and members of a Mathematics group that implemented Research Lesson. In collecting data, the Lesson Study group made use of the two Lesson plans, observation forms, post-lesson conferences, reflections and interviews. To validate and substantiate data gathered on the learning and behavior of the learners during the implementation, LS focus group discussions, reflections and impressions, as well as videos and pictures, were also utilized.

RESULTS

The LS group follows the process: setting long-term goals, planning the lesson together, first implementation of the lesson, post- lesson reflection and discussion, revision of the lesson, then, second implementation of the revised lesson, post-lesson reflection and second revision of the lesson. The lesson study paved for the improvement of the content and strategies aspects of the research lesson plan through the LS Focus Group Discussion. The study revealed that there was a significant increase on the learners' understanding on the derivation of Distance Formula using problem-based approach as an after shoot of Lesson Study.

DISCUSSIONS

Thematic analysis revealed three themes on the experiences of the teachers-participants in implementing the Lesson Study: Built synergy among community of teachers as they build on each other's comments and ideas, improved skills along content and pedagogy and increased feeling of confidence in the delivery of the lesson. Students-participants revealed that LS gave way for more meaningful and interesting learning activities, more active involvement, and better means of learning the lesson. It is, therefore, suggested that Lesson Study be implemented by all teachers across all subject-areas in the Division.

KEYWORDS: Problem-based Approach, Lesson Study, Post Lesson Reflection and Discussion, Knowledgeable Others, Distance Formula

SUBMISSION ID: R002-QUIRIN-0113

Let's Do the Trump

Erlinda Rapirap, Department of Education

Abstract

INTRODUCTION

Educational research continuously offers timely and results-based strategies to improve pupils' mastery of the multiplication facts. These strategies have been practiced but eventually result in unsatisfactory results. Our program offers a simpler yet engaging approach to tackling problems in solving multiplication problems, therefore providing more areas for student success. In this study, we identified the problems as we trace the different strategies students used to solve multiplication equations with great emphasis on accuracy and speed and provided them with interventions to improve their performance.

METHODS

A combination of qualitative and quantitative methods design was used. Using inductive approach, we conducted analysis of responses among our pilot groups belonging to four classes of grade six pupils in Rizal Elementary School for school year 2017-2018. Pupils were given diagnostic test in multiplication and answered a questionnaire. Proctors observed and documented non-verbal responses of pupils to multiplication problems. Qualitative and quantitative data were correlated and interpreted. Data were used to devise strategies to integrate games during math drills.

RESULTS

Majority of those who participated in the study showed negative non-verbal reactions while solving multiplication equations. This is in congruent with the quantitative and qualitative results of the diagnostic test and questionnaire. In particular, 1.) pupils cannot multiply with precision and speed expected of their grade level, 2.) they expressed anxiety when solving multiplication problems. After six months of exposing these pupils to math games during drills, their scores have improved and they manifested positive attitude towards solving multiplication problems. The most successful result is the use of team games. On the other hand, pen and paper game drills gained the lowest interest-response among participants.

DISCUSSIONS

The results showed the importance of consistency in the use of various engaging activities to hook both pupil's interest and intellect in learning math skills. Accuracy and speed in solving multiplication problems require intrinsic and extrinsic motivation. Extrinsic motivation comes from the activities provided by the teacher which in turn ignites the intrinsic motivation of the pupil to acquire the skill.

KEYWORDS: Multiplication, motivation, math strategies

SUBMISSION ID: R04A-LAGUNA-0311

**Level of Action Research Competence of Elementary School Teachers
in The Second Congressional District of Quezon: Basis for
Enhancement Program**

Crystal Marzo

Abstract

INTRODUCTION

Teachers are the best catalyst of change. A teacher cannot be a good teacher unless she or he is a good researcher. Action Research is an essential tool in the improvement of teaching-learning process because it promotes innovation among teachers. In this study the researcher investigated the factors that hindered the teachers in conducting Action Research and assessed their Level of Action Research Competence. Developing a research culture among the teachers will be a good solution to problems encountered in the school because a new kind of teaching - learning environment will be established. This also helps teachers for their professional growth.

METHODS

This study made use of descriptive method where questionnaire was the primary data gathering instrument. Two hundred ninety-five (295) teachers from central schools in the Second Congressional District of Quezon contributed in the study. Percentage and weighted mean were used in the statistical analysis of data.

RESULTS

The study revealed that most of the respondents were female and had units in MA, had no Action Research regardless of designation and sex description, less competent in terms of Planning and Result but competent in Acting. Respondents agreed that knowledge, skills, attitudes, lack of financial resources and trainings hinder them in conducting Action Research. The researcher proposed an enhancement program to improve the level of Action Research competence of teachers. The acceptability of the enhancement program was Highly Acceptable. The training matrix set a program for a workshop or seminar type that will help teachers to fabricate and conduct Action Research.

DISCUSSIONS

The results show that intensifying the utilization of Action Research writing will continuously improve the level of competence of teachers. Have coordination with the District Supervisor and principals to strengthen the Action Research project. Provide additional trainings not only to the key teachers of Action Research but involve all teachers that focus on Action Research competencies. Recommend teachers to use Department of Education Quezon CAREs: A Guide for Action Research Writers in making their own Action Research for intensified instruction. Integrate the use of the enhancement program during In-Service Training/Seminar Workshop or Learning Action Cell in their respective schools before each school year to empower teachers.

KEYWORDS: Competence, Action Research, Innovation, Professional Growth, Enhancement Program

SUBMISSION ID: R04A-QUEZON-0151

**Level of Awareness and Involvement of Lutucan Central School (Lcs)
Parents in Pta Activities**

Dawn Jeriemagne Flores, Department of Education

Abstract

INTRODUCTION

This study aimed to determine the level of awareness and involvement of Lutucan Central School (LCS) parents in PTA Activities. The study considered the demographic profile of the parents in terms of sex, age, civil status, educational attainment, and monthly income. The level of awareness and involvement in PTA Activities of the respondents were also identified. The significant difference on their level of awareness and involvement in the PTA Activities when they are grouped according to their demographic profile were also determined.

METHODS

The study employed descriptive-evaluative and descriptive-comparative research method. The samples were 288 parents; the instrument was a self-devised survey questionnaire; and the statistical tools used were frequency percentage, weighted arithmetic mean, t-test for independent samples and ANOVA.

RESULTS

The majority of the respondents are female ranging from 22 to 44 years old, married, and are high school graduates with a monthly income of P 5000.00 and below. The results revealed that parents are mostly aware of the PTA Activities; however, they are not fully involved. It revealed that in terms of their involvement in Brigada Eskwela, they are least involved in reconstructing and painting, cleaning and renovation of bathrooms, fixing water facilities, electrical connections and the vicinity of the school. Meanwhile in terms of their involvement in School-Based Feeding Program, it was revealed that they are least involved in the preparation of dishes to be cooked for the young beneficiaries of the program. On the other hand, in terms of their involvement in Gulayan sa Paaralan, it was revealed that parents are least involved in planting vegetables that aims to address the problem of child nutrition. There is a significant difference on the level of awareness and involvement of the respondents when grouped according to their demographic profile.

DISCUSSIONS

Based on the findings, the researcher developed the Parent-School Partnership Program that may provide assistance on the different PTA Activities and serve as a guide in the school activities for the parents' active participation. Thus, it is recommended to pilot test the utilization of the program on the part of the administrators to provide them assistance on the different PTA Activities. In addition, it is recommended that pupils and other stakeholders will also participate actively in PTA Activities. This program is also recommended to the future researchers as basis in their study.

KEYWORDS: Awareness on PTA Activities, Involvement on PTA Activities, Parent-School Partnership Program

SUBMISSION ID: R04A-QUEZON-0129

Level of Compliance with the 10 Principles of Organizational Justice in a Public Secondary School in Cavite

Josephine Briones, CARE

Abstract

INTRODUCTION

Organizational justice gives concern about fairness in the workplace. Concerns about distribution of resources have to do with distributive justice, concerns about fairness of decision-making procedures have to do with procedural justice, and concerns regarding interpersonal treatment have to do with interactional justice. Organizational justice concerns the way employees perceive decisions and practices of managers (Witt, 1993) and their organizational justice perceptions or their job-related attitudes and behaviors (Eskew, 1993). Greenberg (1996) defined organizational justice as a term which expresses employees' perceptions about how equally they are treated in the organization and the way such perceptions affect results.

METHODS

Data were collected from the scheduled faculty meetings. The researcher explained the general purpose of the study, assured the confidentiality of all responses, and asked teachers to complete the questionnaires. Because this project was part of a larger study of organizational properties and because the unit of analysis was the school, two random groups of teachers responded to different surveys. One set of teachers responded to a climate index that included measures of collegial leadership of the principal and professional teacher behavior, and the second random group of teachers described other school properties, including trust and justice. The unit analysis was the school; hence, all data were aggregated to the school level. No attempt was made to gather data from faculty who were not present at the meeting, but virtually all teachers returned usable questionnaires.

RESULTS

Thirty-one of the respondents have or are taking up a doctorate degree. Thirteen have or are taking up a master's degree in different schools. Many of the respondents do not have a graduate study unit. Based on length of service, twenty-one have been teaching for more than thirty-six years, twenty-three are teaching for more than twenty-six years, twenty-six are teaching for more than twenty-five years, thirty-four have been teaching for more than sixteen years, eighteen have been teaching for more than eleven years, forty-one are teaching for six to ten years.

DISCUSSIONS

Faculty trust in the principal was significantly related to organizational justice controlling for trust in colleagues, and faculty trust in colleagues was significantly related to organizational trust controlling for trust in the principal. Moreover, as expected, professional teacher behavior was significantly related to trust in colleagues controlling for collegial leadership, and collegial leader behavior was significantly related to trust in the principal controlling for professional teacher behavior. Faculty trust in colleagues and trust in the principal shows the organizational justice variance.

KEYWORDS: organizational justice, collegial leadership

SUBMISSION ID: R04A-CAVITP-1456

**Level of Financial Management Capability of Public Secondary School
Administrators in Area 1, Division of Batangas**

Donato Magboo, Department of Education Calaca, Batangas

Abstract

INTRODUCTION

"Money makes the world go round" and the cloud of doubt is always looming in every corner of the school when money is involved and no proper liquidation is administered. The school administrators are the financial managers who are doing the planning, accounting, budgeting, decision -making and action. Out of these duties are probably the roles and responsibilities in doing these tasks comprehensively.

METHODS

The descriptive method of research will be utilized in this study with a self-made questionnaire as data-gathering instrument. The respondents of the study will be the public secondary school administrators in Area I, Division of Batangas. Frequency, percentage, ranking, weighted mean, Pearson r and t - test will be used in treating the gathered data. Specifically, two-way t - test will be used to test the significant difference between the assessments of the two groups of respondents on the extent of financial management capabilities of secondary school administrators while Pearson r will be utilized to test the significant relationship of the profile of the secondary school administrators and the extent of their financial management capabilities in Area 1, Division of Batangas.

RESULTS

This study revealed that the school administrators performed their financial management capabilities to a great extent, and the problems encountered by the school administrators which affect their financial management capabilities is to a moderate extent. There should be an action plan to sustain the financial management capabilities regarding the maintenance and other operating expenses of the secondary school administrators in Area 1, Division of Batangas was proposed.

DISCUSSIONS

In order to attain a "very great extent" level of the financial management capabilities, secondary school administrators of Area 1, Division of Batangas must be transparent in all financial transactions and must be able to find ways to continuously sustain the huge allocation of financial resources to the needs of the teachers and students. The secondary school administrators should continuously search for financial revenues so as to augment the resources for the utilization to other programs and projects in the schools. The secondary school administrators should find ways and means to seek financial assistance from other stakeholders in order to lessen the problems they encountered regarding financial management.

KEYWORDS: school administrators, financial literacy, financial management

SUBMISSION ID: R04A-BATANP-2234

**Level of Implementation of Barkada Kontra Droga (BKD) Program in
Maltana National High School: Basis for a Multi-Sectoral Approach**

Jayson Servin & Mark Gil Labrador, Maltana National High School

Abstract

INTRODUCTION

In Calendar year 2013-2014, Soccsksargen Crime rate (violent crimes) listed 21.6 % which includes murder (5.4%), homicide (15.8%), physical injuries (26%), rape (19.9%), robbery (25.7%), theft (4.3%), carnapping (8.6%), cattle rustling (33.6%). It shows that they are still crimes present in the region (PNP-12, 2014). Considering the facts presented, the researchers feel the importance of conducting a thorough investigation and data gathering to determine the level of implementation of Barkada Kontra Droga (BKD) Programs in PNP XII basis for a multi sectoral approach.

METHODS

This study used descriptive-correlative design to evaluate the level of implementation of BKD programs in Region XII and become the basis of a proposed multi-sectoral approach for Department of Education, PNP, LGU, and Community. To determine the level of implementation and problems encountered, weighted mean and percentage was used. To determine the significant relationship between the level of implementation and problems encountered, Pearson "r" correlation was used. To determine the significant difference in the evaluation on the implementation of DARE program of the students, DARE police officers, Department of Education teacher, school administrator, parents and LGU representative, Anova was used.

RESULTS

Based on the data gathered the following are the findings of the study: The extent of the implementation of Barkada Kontra Droga (BKD) Program in Maltana National High School is extremely implemented with a grand mean of 4.50. There is no significant difference in the assessment of the respondents on the extent of implementation of BKD program, objectives and purpose. The problems encountered during the implementation of BKD Program in Maltana National High School are less serious since the grand weighted mean was 2.52. There is no significant relationship between the extent implementation of BKD Program towards BKD program, objectives and purpose and the problems encountered.

DISCUSSIONS

Since the school was evaluated as Extremely Implementing the BKD Programs should continue the advocacy and strongly support the implementation of BKD programs, objectives and its purposes, review and identify the gaps and formulate plans that complement the PNP in the Implementation of BKD Program.

KEYWORDS: Level of Implementation, Barkada Kontra Droga, Multi-Sectoral Approach

SUBMISSION ID: R012-SOUCOT-0016/ R012-SOUCOT-0006

Level of Implementation of the Child Protection Policy Program and Problems Encountered in Maltana National High School

Christine Joy B. Dardo, Marlyn T. Vistal, & Maltana National High School
(Adviser: Mark Gil Labrador)

Abstract

INTRODUCTION

Every child has the right to be protected, not just in their homes but most especially in the places where they will spend a lot of time in. School is one of the public places children attend to and considered as an essential social institution. Although the school is their second home, the children's safety there is not one hundred percent guaranteed. Children will not only experience physical and emotional violence in their homes but also in their schools. They could be hurt by their classmates, schoolmates, and even teachers using various types of violence. The child protection policy program is a big help in the school to help teachers and students be aware of their actions and behavior, that teachers may be doing something that would hurt their students whether physical or emotional or anything that is against the law.

METHODS

This study used the descriptive correlative research design. Respondents were determined using Slovin's Formula. A survey questionnaire was used as an instrument to gather data from the respondents. Pearson R Correlation, weighted mean, and percentage were the statistical tools used to answer the problem.

RESULTS

Most of the respondents answered that they are aware of the said program and strongly agreed that the child protection policy program was implemented in school because of the conduct of seminars and lectures that promote child protection to students. Although most students have known about it. Some of the respondents only know partially about the program, and so they have perceived that the school lacks time and preparation to make the students fully aware about the child protection policy program, and one of the reasons was because of the curricular activities piling up to be done by the school.

DISCUSSIONS

The results raise awareness to the administrator of the school because it is their role to make the students know about their rights and responsibilities that the students hold in the school. Also, the teachers must be fully informed of the said program in order to implement it in the school and most especially, in their homerooms. In order to make all of the students knowledgeable of this program, the researchers suggest that the school should conduct symposiums regularly so that the program will be inculcated in the minds of the students.

KEYWORDS: Level of Implementation, Child Protection Policy, Problems Encountered

SUBMISSION ID: R012-SOUCOT-0030

Level of Instructional Competence of Elementary Grade Teachers in Tabaco City Division

Joy Jarlego, Department of Education

Abstract

INTRODUCTION

This study aimed to determine the level of instructional competence of elementary grade teachers in Tabaco City Division, school year 2015-2016. Specifically, it sought to answer the following sub-problems: 1.) What is the level of instructional competence of elementary grade teachers along a.) Teaching and Learning Process; b.) Pupils Outcome c.) Community Involvement, and d.) Professional Growth and Development? 2.) Is there a significant difference in the instructional competence of elementary grade teachers in the four (4) districts along the four (4) key result areas? 3.) What factors affect the instructional competence of elementary grade teachers? and 4.) What action plan may be proposed to improve the instructional competence of elementary grade teachers in Tabaco City Division?

METHODS

The present study is a descriptive-documentary analysis type of research. The main sources of the data came from the Individual Commitment Review Form (IPCRF) of the respondents and the responses in the researcher made questionnaire. The respondents were composed of 10% of the total number of elementary grade teachers per school of the entire public elementary schools of Tabaco City Division. The data collected were computed, analyzed, and transformed into tables for analysis and interpretation.

RESULTS

Based from the aforementioned findings, the elementary grade teachers in Tabaco City Division have very satisfactory instructional competence along teaching learning process, pupil's outcome and community involvement while satisfactory instructional competence along professional development as reflected in the Individual Performance Commitment Review Form (IPCRF). There is also a significant difference on the Instructional Competence of the elementary grade teachers in the four (4) districts along the four (4) Key Result Areas (KRAs).

DISCUSSIONS

In the light of the findings of the study, the following recommendations are presented; aside from the Individual Performance Commitment Review Form (IPCRF), there should be other bases in evaluating the instructional competence of elementary grade teachers, the factors affecting the level of instructional competence of elementary grade teachers in Tabaco City Division be properly addressed to enhance their teaching competence and the proposed action plan be implemented in all schools of Tabaco City Division to enhance the level of instructional competence of the elementary grade teachers.

KEYWORDS: Instructional competence

SUBMISSION ID: R005-TABACO-0074

**Level of Management Competencies of School Head in Mataasnakahoy
District: Basis for an Action Plan**

Elenita Dimayuga, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

The management is the key and vital factor that propels accelerated growth and development in educational organizations. It maintains an environment which enables different individuals to work together in groups so as to accomplish organizational objectives. It revolves around many areas of school operations. Management Competencies includes Strategic Planning, Records Management, Strategic Decision Making, Instructional Supervision, Human Resource Management, Professional Growth and Development, Management of Conflict and Partnership with Stakeholders.

METHODS

It presents the various components of research methodology and research design, research participant, venue, instrument, and data gathering procedures and statistical treatment of data by using questionnaire. Questionnaire was used as the primary data gathering in this study.

RESULTS

Finding the extent of the School Heads' Application of Management Competencies in terms of Strategic Planning, Records Planning, Professional Growth and Development, Partnership with Stakeholders was moderate. And Strategic Decision Making, Instructional Supervision, Human Resource Management, Management of Conflict was great extent.

Variables of Management Competencies of Significant Differences varies extent based on School Heads Assessment and Teachers Assessment.

DISCUSSIONS

The relationship between School Heads Management Competencies and School Performance are highly significant. There is a strong linkage between application of management competencies and school performance. Differences in school experiences, position, and function in the organization tend to have varying effects on judgment and perception of school heads and teachers vice versa.

KEYWORDS: MANAGEMENT COMPETENCIES, SCHOOL HEAD

SUBMISSION ID: R04A-BATANP-0593

Level of Practice of School-Based Management in Fourteen Public Elementary Schools in Balayan East District Balayan, Batangas: Basis for The Proposed Implementation Plan

Apolinaria Arellano, Department of Education - Batangas

Abstract

INTRODUCTION

While it is true that the main business of SBM in every school is the escalation of its performance, there are still mediocre schools that just exist but never excel and perform. It is an indication that SBM is not working well in the school, that the vital practices in mobilizing the school and community are not optimally practiced and put into limelight. This is a reality that is happening in the school organization that requires attention.

METHODS

The study used the descriptive method for it aims to describe the level of practices of SBM in Balayan East District. The respondents of the study were one hundred (100) teachers in Balayan East District which were randomly selected through fish bowl method. For statistical treatment of data, frequency counts, and percentage were used to determine the profile of teachers. Weighted mean and ranking were used to perceive the level of SBM practices. And Pearson r was used to determine the relationship of the responses of the respondents on the level of SBM practices when they are grouped based on profile variables.

RESULTS

The study revealed that (1) The level of school-based management practices in terms of the four principles was rated “moderately agree” by the respondents. (3) There was no significant relationship in SBM practices and profile variables of the respondents. (4) The implementation plan may be employed to strengthen the level of practice of SBM program.

DISCUSSIONS

The general results of SBM Level of Practice of fourteen schools are as follows: Balayan East Central School has a score of

2.10 which describes as Level III or the school is ready for accreditation and ensures the production of intended outputs/outcomes and meets all standards of a system and fully integrated in the local community. Likewise, the remaining 13 schools have been described as Level II, categorize as Developing Level that the schools introduce and sustain continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes. The researcher offered the following recommendations such as empowerment of stakeholders' awareness be continuously done for total participation of internal and external members of SBM. Programs be periodically reviewed and updated for monitoring and evaluation. (3) Total Quality Management (TQM) both the school and stakeholders be integrated in school-based management plans.

KEYWORDS: Level of Practice, School Based Management (SBM), Teachers, Stakeholders, Principle

SUBMISSION ID: R04A-BATANP-1256

**Level of Self-Esteem and Grammatical Competence in English among
Fatima National High School Senior High School Students**

Amirah D. Konday, Genesis Mert G. Fernandez, Norkim T. Pawa, & Rexie
Faye U. Mayo, Fatima National High School
(Adviser: Ella Mae Natividad)

Abstract

INTRODUCTION

Students nowadays are frequently exposed to different opportunities to write and speak for different purposes. With this, failure to meet one of the many expectations of the audience which includes grammatical competence may affect their self-esteem. Grammatical competence is an important aspect of English language proficiency since it can let students write, read, and speak with greater confidence. On the other hand, high self-esteem is important to students since it motivates them to achieve their goals and better cope with different circumstances while low self-esteem leads to further isolation. Problems in self-esteem is one of the psychological concerns in all students. With this, the researchers would like to evaluate the grammatical competence of the students of Fatima National High School and find out the possible link to their self-esteem.

METHODS

Descriptive-correlation method was used in the study. A total of 304 students in the academic track were identified as the respondents through simple random sampling. Questionnaires used were adapted from Rubino (2016) for the evaluation of self-esteem and evaluation of grammatical competence was developed and validated to test the grammatical competence. Weighted arithmetic mean and frequency distribution was used to test the variables. To measure the degree of correlation, r and p values were obtained

RESULTS

A total of 173 respondents participated in the study. It was perceived in the evaluation of the level of self-esteem that the students sometimes (WM: 3.67) have high and healthy self-esteem as assessed. On the other hand, grammatical competence was tested where it was shown that the majority of the students are on the fair skill level (61.85%).

The mean of the individual variables was correlated and it was shown that there is a high negative correlation ($r=0.023$) and insignificant relationship ($p=0.76$) between grammatical competence and level of self-esteem.

DISCUSSIONS

It has been depicted that the grammatical competence does not affect the self-esteem ($p=0.76$). This may be because self-esteem is mainly the product of the different personalities and has no link to grammatical competence. It is also suggested that further study is conducted where verbal communication skills will be assessed aside from the paper-and-pencil test for determining grammatical competence.

KEYWORDS: Grammatical Competence, English, Self Esteem, Senior High School, Fatima National High School

SUBMISSION ID: R012-GENSAN-0000

**Level of Teaching Performance Based on the Key Result Areas with the
Use of Results- Based Performance Management System (RPMS) in
Calabanga District**

Aiza Sumpay, Department of Education

Abstract

INTRODUCTION

Performance evaluation has become a foremost focus of reform at the highest levels of education policy making. And just as there is a rational connection between school improvement and employee performance, there is a necessary and rational connection between performance improvement and performance evaluation. This study was conducted to determine the Level of Teaching Performance Based on the Key Result Areas with the Use of the Results Based Performance Management System (RPMS) in Calabanga District.

METHODS

This study used the explanatory sequential mixed method of research. The descriptive method was employed to find out the level of teaching performance based on the key result areas with the use of the Results- Based Performance Management System (RPMS) in Calabanga District. Comparative method was used to find out the significant differences in the level of teaching performance in terms of the 5 key result areas. Qualitative data were collated through Focus Group Discussion to identify the challenges met by teachers in the use of the Results- Based Performance Management System (RPMS).

RESULTS

Results show that the overall rating on the level of teaching performance among the 8 Schools in Calabanga District based on the Key Result Areas is Very Satisfactory. Also, there is a significant difference in the level of teaching performance along the various KRAs. Specifically, Community Involvement and Plus Factor, and between Professional Growth and Development and Plus Factor. Furthermore, there is unanimity in the challenges encountered by the respondents from the 8 Schools.

DISCUSSIONS

It is evident that among the themes of the responses, encountered difficulties are mostly anchored on the stipulated mechanisms, criteria and processes for the performance target setting, monitoring, evaluation and development planning as indicated in the Guidelines on the Establishment and Implementation of the RPMS which were not clearly disseminated, defined and explained among teachers. Accordingly, the researcher designed a proposed management plan to enhance the teaching performance through the use of the Results- Based Performance Management System where suggestions from the informants of the focus group discussion were taken into consideration.

KEYWORDS: Teaching Performance, Key Result Areas, Results- Based Performance Management System (RPMS)

SUBMISSION ID: R005-CAMSUR-0016

Level of Technical Assistance Provided by the PSDS to the School Heads in the Performance of their Key Result Areas

Agrifina Dirain, Department of Education - Agoncillo

Abstract

INTRODUCTION

The adoption of the Result-based Performance Management System (RPMS) in Department of Education strengthens the culture of performance and accountability in the agency. This is the reason why the researcher being a Public School District Supervisor (PSDS) must spearhead outcome-based plans that will help the school heads under her jurisdiction to enhance their competencies. Thus, this study aimed to help the school heads to assess the level of technical assistance provided by the PSDS and the problems they encountered in the performance of their Key Result Areas (KRAs).

METHODS

This study utilized the descriptive qualitative research which aimed to assess the level of technical assistance provided by the PSDS to school heads in the performance of their KRAs. The respondents were the thirteen (13) elementary school heads of Agoncillo District who were the direct implementers of Department of Education programs and projects in their respective schools. A survey questionnaire served as a tool in data gathering. Weighted mean, frequency, and percentage were the statistical treatment used in interpreting the data gathered.

RESULTS

The findings of the study showed that the PSDS provided very satisfactory technical assistance to the school heads in the performance of their KRAs. There were three problems per KRA identified by the school head-respondents in the performance of their functions. Among the few who were accomplishing the supervisory plans due to conflict of schedule of activities, construction, and repair of facilities, engaging stakeholders for effective school reforms and bureaucracy (excessive paper works) took much of their time. Since the PSDS has provided very satisfactory technical assistance to the school heads, the researcher suggested the action plan made for the sustainability of her performance to better serve the school leaders.

DISCUSSIONS

To further enhance the school heads' competencies in performing their roles and responsibilities as specified in their KRAs and to achieve better teaching-learning outcomes, Department of Education officials must continue to provide training programs on professional development for school leaders. PSDS should also take initiative in uplifting herself in providing technical assistance by attending seminars. In addressing the problems encountered by the school heads, close monitoring and evaluation should be done by the PSDS to ensure quality outputs. Effective and constructive professional support must be given to improve their performance.

KEYWORDS: technical assistance, performance, Key Result Areas, monitoring and evaluation

SUBMISSION ID: R04A-BATANP-1261

LGU's Support in School Operation and Its Employees in Laguna

Doris Herbosa, Gulod Elementary School

Abstract

INTRODUCTION

This study aimed to determine LGUs support towards school operation and Department of Education employees in Laguna. The included dependent variables are school operation through school safety, sustainability, and programs and projects, while on Department of Education employees, the dependent variables are living status, working condition, and outstanding accomplishment. Construction and repair of school building, facilities and equipment, sports development, financial assistance, and professional development are considered independent variables.

METHODS

Descriptive statistics, T test, and Person R Test of Relationship were used in this study. The respondents were the twenty-seven (27) elementary school heads and two hundred twenty-three (223) elementary teachers in Laguna. Random sampling technique was used in this study. This study was limited to the assessment of relationship on LGUs support to school operation and Department of Education employee's. Student factors like welfare and performance were not included due to wide coverage of the population.

RESULTS

It was found out that LGUs support in Laguna is abundantly reinforced. School operation in terms of school safety, sustainability and programs and projects are found out to be Supported to a High Extent. Likewise, Department of Education employees in terms of living status, working condition, and outstanding accomplishment were interpreted as Supported to a High Extent.

DISCUSSIONS

The results show a significant difference on school heads and teachers' evaluation on LGUs support, school operation, and Department of Education employees in Laguna as to given indicators except on program and projects. Furthermore, there was a significant relationship on the evaluation of respondents between LGU's support and all indicators under school operation and Department of Education employees.

KEYWORDS: LGUs Support, School Operation. and Department of Education Employees

SUBMISSION ID: R04A-CABUYA-0008

Lived Experiences of Principals and Teachers in Building Teacher Leadership Capacity: Basis for a Compendium of Best Practices

Mario Dueños Jr, Department of Education

Abstract

INTRODUCTION

In today's climate of heightened accountability and limited resources, effective leadership is critical to improving teaching and learning and turning around low-performing schools. Along with the new and greater challenges, the role of the school leaders has changed from building managers to instructional leaders. In the light of the abovementioned facts, the researcher is encouraged to draw a phenomenological inquiry from the different lived experiences of principals and teachers that will single out the facets on how to attain effectual school leadership in their learning community.

METHODS

The study utilized the qualitative research with phenomenology as approach. Through purposive random sampling, the researcher selected the top three (3) principals and three (3) teachers of high performing public elementary schools in Calamba City. In gathering pertinent information, the researcher used (7) guide questions which used as interview questions for principals and eleven (11) guide questions for teachers.

RESULTS

The following themes that emerged from the study were school leader as a multi-attribute necessity, applying leadership, providing opportunities for teacher input, developing professional learning communities, empowering staff and a satisfying work environment. For instance, leader enhances confidence among other people and moves them to action. Leaders intend to bring about tremendous changes that through their influential power they are able to produce various effectual outcomes in leading a school and set a positive example that indicates a genuine concern for the other person as opposed to a manipulative quality that reflects a personal agenda for managing their subordinates. Moreover, faculty development through trainings and workshops can help the teachers to boost their teaching and leadership skills. The result of a team that works together are high productivity, integrity and responsibility.

DISCUSSIONS

Their consolidated responses were justifications that embody real-life manifestations of school leaders for them to attain a productive learning outcome in making their ultimate goals achievable in the context of school management. Likewise, establishing an open communication, recognizing achievements, and providing constructive feedback are essentially needed to further strengthen and develop one's effectuality in both learning and working environment.

KEYWORDS: lived experiences, teacher capacities, learning opportunities

SUBMISSION ID: R04A-CALAMB-0391

**Long Distance Parenting of Overseas Filipino Workers (OFWs) and Its
Impact to the Academic Performance of Pupils in Bayabasan
Elementary School Nasugbu, Batangas: Input to an Action Plan**

Ronald Ramos, BRAVE

Abstract

INTRODUCTION

The Overseas Filipino Workers (OFWs) are known to be the new heroes of this generation. One of the problems encountered by this group of people, which made them decide to work abroad, is the unstable economic status of the country. OFWs are Filipino workers who work abroad to earn a living in order to sustain their families here in the Philippines. A child usually seeks for the attention of the parents. In a typical household, the parents are the ones in-charge to take care of the child. But having an OFW parent/s affects the academic performance of the child.

METHODS

The study includes the description of the respondents, research instruments, construction of the instrument, data gathering procedure, and statistical treatment of data. The study has of five parts namely: research design, respondents of the study, data gathering procedure, research instrument, data analysis and statistical treatment.

RESULTS

Most of the respondents have low performance in their academic grades due to lack of guidance from their OFW parent. There is significant relationship between parental involvement and academic performance of the pupil-respondents during the migration of the OFW parent. There is significant relationship between responses of respondents regarding long distance parenting and profile variables.

DISCUSSIONS

There is significant relationship between impact of Long Distance parenting and profile variables of the respondents. The computed significant value of 5.16, 5.64 and 5.70 were all greater tom the t- tabular value of 2.31 with 8 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis was rejected. This implied that pupils who were far away from their parents developed a behavior, which might affect their school performance and their discipline.

KEYWORDS: Long distance parenting, OFW

SUBMISSION ID: R04A-BATANP-0260

Management of Shifting Classes in the Division of Antipolo

Shielamarie Gaviola

Abstract

INTRODUCTION

Effective management is the essential creation of the learner environment. Teacher has excellent rapport inside the classroom. Effective classroom management is a very important tool in achieving positive educational outcomes. It is alarming that there are still issues in basic facilities such as inadequate number of classroom or learning facilities in the school. Consequently, poor accommodation was observed in schools due to the increased number of learners per class. The scenario implies negative impact on the implementation of quality education to the learners.

METHODS

Descriptive-evaluative method of research was employed in the study. This method of research finds facts about existing circumstances which are helpful in identifying immediate actions and solutions for identified conflicts or issues. Content analysis provides avenue to thoroughly analyze the data gathered to identify the existing situation in respective settings. In the study, documents of the schools in terms of the aforementioned variables were obtained to identify the status of the schools with three shifting of classes.

RESULTS

Based on the results and analysis: 1) the public elementary school with three shifting of classes in the division of Antipolo was identified to be code red signifying that the school had severe classroom and seat shortage and the teachers; 2) the management of three shifting of classes in the public elementary school as perceived by the principal and teacher Result implied that the status of management of such school was inconsistent, fairly implemented, and inappropriate to the needs of the learners. Moreover, shifting of classes was employed to cater to the increasing number of learners annually.

DISCUSSIONS

The study was conducted in the public elementary school with increasing number of non-numerates from grades 1-6. This is significantly alarming that the teaching force and administrators exerted more effort to improve low performance of the pupils.

KEYWORDS: Management, shifting classes, division of Antipolo

SUBMISSION ID: R011-TAGUMC-0000

Management Competencies and Work Performance of Grade Leaders in Binangonan Elementary School

Rhea Anne Mercado, Department of Education - Rizal

Abstract

INTRODUCTION

Governance of basic education shall begin at the national level. It is at the regions, divisions, schools where policy and principle for the governance of basic education shall be translated into programs, projects, and services developed, adapted and offered to fit local needs. Elementary schools are typically headed by a Principal. Grade leader is an essential position or assignment to any school for it provides effective implementation of school's programs. However, there is no existing selection criteria in appointing/designating a teacher to become a grade leader; thus, this action research was conducted in order to determine the management competencies and work performance of grade leaders in Binangonan Elementary School.

METHODS

The correlational survey research design was employed in the study. This is based on the description of the relationship between management competencies and grade leader's performance. The descriptive method of research was used in this study to gather information about the present existing condition.

RESULTS

All the aspects are verbally interpreted as Competent except on information technology. On the other hand, teachers ranked all the aspects high which is interpreted as Competent. From the findings, it can be deduced that there is a similarity in the perceptions of the two groups of respondents; however, the teachers gave the highest scores. The performance of teachers is all very satisfactory. The null hypothesis stating that no significant relationship on the management competencies of the grade leaders and their work performance is accepted. This may induce an insight that the performance of the grade leaders as revealed in their Performance Report is not an indicator of the level of their management competencies or vice versa.

DISCUSSIONS

The perception of the teachers on the level of management competencies of grade leaders with respect to interpersonal skills and information technology skills is significantly higher than the grade leaders themselves. Their perceptions do not differ with respect to leadership Skills, Interpersonal Skills, Personal Management Skills, and Problem Solving Skills. The level of management competencies of grade leaders does not significantly affect the level of their work performance.

KEYWORDS: management competencies, work performance, grade leaders, management strategy, Department of Education

SUBMISSION ID: R04A-RIZALP-0448

Management Effectiveness of Public Secondary Schools

Resa V. Elizalde, Secondary School Principal
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

In secondary schools, the increasing pressure for higher quality administrators plays a vital role in creating an effective school environment and making a difference to the success of schools. Furthermore, it becomes the focal characteristic of a school manager to ensure clear vision, goals, and objectives and to advocate priority programs through the proper flow of communication to establish harmonious relationship among teachers in the workplace. To sustain management effectiveness, administrators must employ varied management style with commitment and dedication to protect teaching and learning in schools. It is on this premise that the study opted to find out about management effectiveness of Public Secondary Schools in doing their duties and responsibilities in the implementation of Department of Education policies and guidelines.

METHODS

The study utilized the descriptive-evaluative design which provided the method used by carefully appraising and evaluating the level of management effectiveness of school heads in performing their functions. One set of questionnaire checklist for administrators and teachers particularly, with emphasis on each item's numerical value were based on Likert's scale. Data were subjected to statistical analysis such as weighted mean and Pearson Product Moment of Correlation.

RESULTS

The competence level of administrators as perceived by both respondents is highly competent. Administrators and teachers agreed that the exemplary management style is dominant. The administrator and teacher respondents agree that the limited/insufficient funding in the school's MOOE for school purchases is the major factor that hinders their full implementation of the different programs and projects of the school.

DISCUSSIONS

Administrators and teachers rated the competence level of administrators as highly competent. This implies that the administrators have almost the same perception on instructional leadership having an over-all rating of highly competent. Results also revealed that the variables were significantly correlated, and that there is a significantly very high correlation between the management style employed by the administrators and the level of management effectiveness in school. This finding shows that the level of management effectiveness of administrators in school will greatly depend on the management style employed by administrators.

KEYWORDS: Management Effectiveness, Management Style, Public Secondary Schools

SUBMISSION ID: R013-SURSUR-0161

Management Initiatives for Quality Implementation of the K to 12 Program

Jonnalyn Dimailig, Department of Education, Ananias C. Hernandez National High School

Abstract

INTRODUCTION

Education is the most powerful weapon to change the world. It is one of the fundamental factors of development, and it plays a very crucial role both in economic and social progress. Education promotes technological advances, raises and improves the quality of people's lives. In order to enhance the quality education in the Philippines, the K to 12 Program was implemented during the Aquino Administration. Thus, student's performance, issues, and prospects of K to 12 Program implementation and the managerial skills and competencies were all assessed with the end view of proposing management initiatives plan to ensure the quality of the program's implementation.

METHODS

The descriptive method of research was applied in the study with the use of a researcher's constructed questionnaire as the main data gathering instrument. To substantiate the obtained data, focus group discussion with the K to 12 teachers of core subjects and unstructured interview with some principals were also conducted. A total of 336 respondents, comprised of 30 principals and 306 K to 12 Teachers of the 5 core subjects served as the respondents of the study. Stratified random sampling was utilized in selecting the respondents. The statistical tools used in the study were weighted mean and T-test.

RESULTS

The Grade 10 students were revealed to have a very satisfactory performance in some core subjects of the K to 12 Program. In addition, teachers agreed while administrators/ school principals moderately agreed with the issues of K to 12 Program implementation. Both of them agreed with its positive prospects. More so, teachers assessed that it is evident that their administrators manifest skills on human relation, technical and communication. On the other hand, administrators themselves assessed those skills as highly evident among them. With regard to the prospects in the implementation of the program, a significant difference was found on the assessments of the two groups of respondents and also in the assessments of the teachers and administrators in the human relation, technical, and communication aspects.

DISCUSSIONS

The results demonstrated the need for management initiatives to enhance the skills among administrators for the quality implementation of the K to 12 Program. Since these are considered as the factors in becoming the said program effective in providing high quality education. They are also the ones who empower teachers, plan, implement and monitor the result of the implementation to reach the goals of education.

KEYWORDS: Management, initiatives, quality, K to 12 Program

SUBMISSION ID: R04A-BATANP-1199/ R04A-BATANP-1899

**Management of Intervention and Support Program for Students-at-Risk
of Secondary Schools in the Division of Imus City**

Joseph Carreon, Department of Education

Abstract

INTRODUCTION

Inclusive education ensures access to quality education while ensuring also that no student will be left behind. Most often, students considered at-risk show persistent patterns of underachievement that leads to their failure to finish high school. To eradicate the causes of being at-risk and prevent students from dropping out, different components of the levels of intervention are implemented: youth development program, values formation program, health and nutrition program, guidance and counselling, peer counselling, home visitation, after-school program, home study program, alternative learning system, accreditation, and equivalency. This research endeavored to assess the management of intervention and support program for students-at-risk of public secondary schools.

METHODS

The descriptive correlational research design supported with documentary analysis was employed in which the primary gathering instruments were developed researcher-made questionnaire validated by experts. It involved 16 school heads, 12 guidance personnel, 186 teachers, and 143 students-at-risk. Frequency count, percentage, mean, and Pearson Moment Correlation were used to analyze and interpret the data.

RESULTS

The different components of the primary, secondary, and tertiary interventions were highly implemented in schools. The primary level of interventions promotes social fairness and equal opportunity which tackle the perceived root causes of being at-risk and engaged youth in proactive and constructive activities geared towards building strengths and character. The secondary level of interventions is preventive and protective in nature and needs-specific and age-appropriate that requires the active involvement of the family including the community. The tertiary level of interventions is an alternative that restores learners' well-being and ensures that education is provided and available through various learning schemes. The extent of commitment, capacity building, and instructional delivery of the school personnel were highly consistent. In general, the respondents were satisfied with the implementation of the intervention program. It was also yielded that there was no significant relationship on the extent of fidelity on intervention and the level of implementation and the level of satisfaction on the different intervention, prevention and support program practices.

DISCUSSIONS

The drivers of the management of intervention and support program for students-at-risk requires a deliberate, intentional, and well-planned efforts on the part of school personnel at the school level to serve students in need of academic and behavioral support. Fidelity on interventions needs to systematically assess because it remains the best concern to determine the implementation of the program proceeds as intended by policymakers towards continuous improvement across the levels of interventions. It is recommended to strengthen family engagement, explicit provision of training, adequate essential resources, and empowered multi-disciplinary teams that will manage the implementation of the different Interventions and support programs with profound fidelity.

KEYWORDS: Students-at-Risk, Intervention and Support Program, Implementation, Fidelity, Satisfaction

SUBMISSION ID: R04A-IMUSC1-0024

Management of Physical Facilities of Selected Barangay Day Care Centers in Los Baños, Laguna, Philippines

Christopher Aaron De Leon, Dayap National High School

Abstract

INTRODUCTION

The physical environment can affect young children's learning and development. All young children appreciate environments that are organized, neat, stimulating, and attractive. According to Republic Act 6972, also known as An Act of Establishing a Day Care Center in Every Barangay, Filipino children up to six years of age deserve the best care and attention at the family and community levels. However, physical facilities of the day care centers in our country, specifically the classrooms, space for outdoor activities, comfort rooms, and others, need special attention from the local government units who are responsible for them.

METHODS

This study was conducted to determine the management of physical facilities of selected barangay day care centers in Los Baños, Laguna. Data was gathered through a self-developed questionnaire complements by key informant interviews, personal observation, and photo documentation of the facility. Three barangay day care centers from the Municipality of Los Baños, Laguna were selected.

RESULTS

It was revealed that the barangay day care centers do not have an operational/work plan. Moreover, the barangay day care centers were dependent on the national government and the local government units for improvement of their physical facilities. Classroom space and location were identified to be the major concerns in putting up a barangay day care centers due to rapid increase in the number of children in the community. It was also observed that all learning materials from the three barangay day care centers were developmentally-appropriate for children. Lastly, according to the day care workers, an ideal classroom should have a big space in able to accommodate more students.

DISCUSSIONS

Management functions should be given importance by the local government units and day care workers in able to manage properly and improve their physical facilities. Without any plan, it will be very difficult to justify requests for replacement or ask for support from private companies, individuals, and group. The physical facilities of the barangay day care centers were observed to be in good and workable condition. However, additional big classrooms, new tables and chairs, learning materials, and toys should be prioritized due to rapid increase of number of children. The local government officials and day care workers should widen their network to seek partnership and support.

KEYWORDS: management functions, physical facilities, barangay day care centers

SUBMISSION ID: R04A-LAGUNA-0170

Management of Principals on Zero Dropout Rates in Three Selected National High Schools in Nasugbu, Batangas: Input to a Proposed Action Plan

Zany Gargullo, Department of Education, Banilad National High School

Abstract

INTRODUCTION

One of the responsibilities of school leaders is to create a positive change in educational policy and processes. One of which is ensuring that students continuously stay in school until they complete their education. The problem in increasing dropout rates cannot be singled out in just one school. The researcher conducted this study to assess the extent of the implementation of the management of principals on zero dropout rates in three selected national High Schools in Nasugbu, Batangas. Several risk factors are considered as probable causes of dropping out and among them, the three most common risk factors are: (1) Parent Engagement; (2) Academic Performance; and (3) Family Economic Needs. This pressing issue still persists that triggers designing of strategic intervention adaptable to present time.

METHODS

This study used a descriptive-comparative study wherein the main instrument was a survey questionnaire. The researcher used weighted mean and ranking to perceive the assessment of respondents on the extent of the implementation methods of management of principals on zero dropout rates in three selected national high schools in Nasugbu, Batangas. Pearson r and T-Test were used to determine the significant differences of the assessment of the respondents and to determine the agreement between the significant differences among respondents.

RESULTS

In the light of the major findings of the study, the respondents in three National High Schools have developed a clear picture of what it will take to prevent dropouts in terms of the different methods of management such as: (1) comprehensive school improvement (2) increasing students' sense of belonging in schools, frequently called "school membership"; and (3) increasing student engagement through meaningful curriculum and effective instruction. There are visible impacts on implementing different forms of management techniques, as well as unobservable effect in some of them.

DISCUSSIONS

How the school leaders will be able to decrease the dropout rate depends on how consistent their efforts are in ensuring the quality of their methods of management on zero dropout rates. Though sharing of information among schools is also a vulnerable factor which may effectively intervene in the reduction of dropouts, the school system as a whole should conduct an on-going and careful review and analysis of their students. Additional studies are encouraged to enable and update each school in the attainment of its goal of zero dropouts.

KEYWORDS: Zero Dropout Rates, Methods of Management of Principals, Educational Programming, Risk Factors

SUBMISSION ID: R04A-BATANP-1586

Management of Strategic Intervention Materials (SIM) in Public Elementary Schools of Surigao del Sur

Ressil Tersona, Department of Education

Abstract

INTRODUCTION

The study evaluated the Management of Strategic Intervention Materials (SIMs) in Public Elementary Schools in the three (3) Divisions, Province of Surigao del Sur. The need for this study was motivated by the circumstances on the problems of remediation in the classroom setting. The teaching and learning process in primary education system in the use of these materials found important towards achieving the needed competencies in achieving the school objectives.

METHODS

With purposive sampling, the chosen participants of the study were the three (3) IP elders and 56 Grade 10 IP students who are enrolled in Lianga National Comprehensive High School, St Christine National High School and Davisol National High School in S.Y. 2017 - 2018. Frequency, mean, standard deviation, t-test, and one-way ANOVA were used as statistical tools. The descriptive-evaluative method of research was employed in this study through a survey instrument. Descriptive statistics used were the weighted mean and percentage, while inferential statistics employed analysis for variance set at 0.05 level of significance.

RESULTS

Results of the findings indicated that implementation of Strategic Intervention Materials (SIM) is effective but needs full support. Furthermore, extent of the management was achieved; teachers' implementation encouraged as support to the learners towards meeting the desired learning outcomes. Thus, good management that aligns teaching method and assessment to the learning activities is needed. In the level of significance, the results gained a p-value of 0.76 which indicates that there is a greater value of 0.05 level of significance which failed to reject the null hypothesis. Thus, there is no significant difference on the extent of management of Strategic Intervention Materials (SIM) among the four (4) groups of respondents. Result implies that management of intervention materials can fail if teachers' implementation is inappropriate to encourage and support the learners towards meeting the desired learning outcomes.

DISCUSSIONS

The study recommends the conduct of more seminars and workshops on the principles of Strategic Intervention Materials (SIM) construction. This may be done through the conduct of School Learning Action Cell (SLAC) sessions of the schools as part of the Continuing Professional Development Program (CPD) of the Department of Education as part of the PPST in Strand 1 under the content and pedagogy and also on the IMs construction.

KEYWORDS: Management of SIM, Development of SIM, Implementation of SIM, Intervention Materials and SIM Utilization

SUBMISSION ID: R013-SURSUR-0004

Management Plan in Campus Journalism for Secondary Schools

Jeffrey Florendo, Bilogo National High School

Abstract

INTRODUCTION

Campus journalism is an essential part of every educational institution as it provides an avenue for the journalistic training of the students, creates links with the community, and informs the students and other readers of significant happenings in the school. Despite its advantages, campus journalism seems to be neglected in schools and its aims are hardly obtained. This research focused on the implementation of campus journalism covering three major areas: structure, logistical support, and staff development in three divisions in Region IV-A CALABARZON: Cavite, Batangas, and Laguna. It also surveyed the profile of the school publication advisers and the student journalists from secondary schools in the aforementioned divisions, the respondents of the study. In the same manner, issues and challenges as to the implementation of campus journalism were also determined in this study.

METHODS

This study made use of descriptive quantitative-qualitative method of research. A researcher-made questionnaire was the main instrument used in data gathering. This was supplemented by interview and focus group discussion to substantiate the findings of the study. Respondents of the study were 158 school publication advisers and 335 student journalists in the mentioned divisions.

RESULTS

It was found that campus journalism program was not fully implemented. Also, the profile of the student-journalists and school paper advisers had an impact on the implementation of campus journalism program in the region. The respondents agreed that there was a need for more training in campus journalism. Likewise, there were also issues on funding and censorship. Based on the findings, the researcher developed a plan which could be utilized by schools in their implementation of campus journalism program. In the plan, specific strategies which could address the issues and challenges in the implementation of campus journalism were suggested.

DISCUSSIONS

From the gathered data, it was found that there is need for the enhancement of the implementation of campus journalism program in the region in general. There were some areas such as the logistics support and staff development which need to be enhanced.

KEYWORDS: campus journalism, management plan

SUBMISSION ID: R04A-BATANP-1533

**Management Practices of School Heads and Teachers in the
Implementation of Youth for Environment in Schools Organization (YES- O) in the Three School Districts of Alabat Island**

Joven Orijuela, Quezon Elementary School

Abstract

INTRODUCTION

The study is about the management practices of school heads and teachers and problems encountered in the implementation of YES-O. The significant difference on the responses on the perception of the school heads and teachers on the level of implementation of YES O program was also tackled in this study.

METHODS

The study used a descriptive research utilizing quantitative procedures to assess the implementation of YES-O programs as perceived by the elementary school teachers and heads. A questionnaire was prepared for the respondents in the form of survey checklist.

RESULTS

Based on the findings, the teacher perceived that the management practices in terms of management of the organization, programs, projects, and activities, addressing immediate needs of the organization, and collaborating with stakeholders and other organizations were highly practiced while school heads believed that they were very highly practiced. Both of them identified minimal problems on the documentation, risk reduction, executing programs, projects, and activities, and approaches in dealing with other organizations. It is recommended that collaboration with stakeholders and other organizations as well as among teachers and school heads be strengthened to implement stronger solutions on the said problems. Standard guidelines on managing the YES-O Program should also be devised.

DISCUSSIONS

The study sought to analyze the management practices on the implementation of YES-O programs in terms of (1) management of the organization; (2) management of programs, projects, and activities; (3) addressing immediate needs of the organization; and (4) collaborating with stakeholders and other organizations. Also, the problems encountered in implementing YES-O programs in terms of documentation, risk reduction, executing programs, projects and activities, and approaches in dealing with other organizations were identified. The research produced an Annual Implementation/Improvement Plan on the effective implementation of YES-O programs in the district level. Based on the objectives presented, the study is expected to improve the management practices of school heads and teachers in the implementation of YES-O programs. It is assumed that through the activities implemented through the YES-O, students and the community would be more aware of the environment and more informed about their role in the society. Eventually, the preservation and protection of nature and environment could ensure a better place for future generations.

KEYWORDS: Management, Implementation of Youth for Environment in Schools Organization (YES-O)

SUBMISSION ID: R04A-QUEZON-0087

Management Skills of School Heads in Relation to The Teachers Performance Towards The Implementation of K to 12 Curriculum

Angelica Alvarez, Department of Education

Abstract

INTRODUCTION

Effective leaders have good quality management skills. Education further enhances the application of management towards the improvement of the school. In every known great school, there are great leaders crafting the educational management and advancement. The school heads are the primary providers of school total quality development through management skills that being observed of all its major function upon to play. Management skills include the following facets: decision making skills, communication skills, collaboration skills, critical thinking skills, financial skills, project management skills, and organizing skills. These ample skills are the responsibilities which bound in the proper application of functions and duties. Looking at the results would enable the educational leaders to lead in giving emphasis in management.

METHODS

The descriptive evaluative inferential correlational method with documentary analysis was used to gain information and gather data relevant to the management skills and teachers' performance in Atimonan District. The respondents of this study were composed of twenty school heads and two hundred teachers. The statistical tools used were weighted mean, performance level, rank order, Wilcoxon Mann Whitney U Test, Kruskal Wallis One way Anova, Kendall Coefficient of Concordance W, and Spearman Rho Correlation Coefficient. The significance level was set at 0.05.

RESULTS

There is a significant relationship between the management skills and teachers' performance. Management abilities of school leaders are really correlated with functions as to produce, provide, order through process such as planning, budgeting, organizing, staffing, and problem solving. Great leaders understand that some of the best management skills and qualities entail listening to others with undivided attention, recognizing the achievements of teachers, praising effective teaching practices, and encouraging the development of quality teaching, providing constructive feedback to individual teachers, and assisting teachers in identifying their potentials and areas and ways for improvements.

DISCUSSIONS

The results demonstrate that management skills are related to the effectiveness of school performance. The school leaders must be prepared in fast changing trends of management skills. This would bring significant influence to the whole institution in dealing all aspects of leadership.

KEYWORDS: Management Skills, Teachers' Performance, K - 12 Curriculum

SUBMISSION ID: R04A-QUEZON-0326

**Managerial Competencies of Teachers of Gulod Senior High School:
Basis for Professional Enhancement Plan**

Eleneth Escalona, Gulod Senior High School

Abstract

INTRODUCTION

Managerial competence of teachers brings to fore the emergence of excellent learners who have demonstrated conceptual skills. The capacity of the teacher to provide the managerial expertise in directing the class is a crucial factor for the successful achievement of all of the school's academic and non-academic projects and for its teaching-learning process. One determinant of excellence in public schooling is the managerial competence of individual teachers. They are considered of vital importance in the school's success. This study was pursued by the researcher to determine the level of the managerial competence of teachers. The results will be used as basis to recommend a professional enhancement plan for teachers that they may use to devise plans of actions on how they can improve the quality of education through their managerial leadership.

METHODS

The descriptive method of research was used in this study with the questionnaire as the main instrument used in gathering the needed data. This study involved 36 teachers assigned in Gulod Senior High School, Division of Batangas City as respondents. The data gathered were tallied, tabulated, and interpreted using frequency, percentage distribution, and weighted mean.

RESULTS

The study showed that the respondents have satisfactory assessment on their managerial competence in areas of leadership, planning and organizing, community relations, and conflict resolution. For age and number of years in present position, the hypothesis was rejected while the educational attainment is considered the hypothesis was accepted. A Professional Enhancement Plan is proposed to help enhance the managerial capacities of school heads.

DISCUSSIONS

From the results, it can be deduced that age and number of years in the present position are factors to gaining competence among the teachers. The older the person gets and the longer he/she spends in the position he/she is, the better she/he becomes in the performance of his/her job. From the responses of teachers in relation to their managerial competence, a proposed professional enhancement plan was proposed. This output aimed to involve teachers in activities that will enhance their capacities as school leaders with regard to their management of the institution. Moreover, specific weak areas are the focus of this management program.

KEYWORDS: managerial, competence, professional, enhancement plan

SUBMISSION ID: R04A-BATANC-0358

**Managerial Practices and Skills of Public Elementary School Principals
of Balayan East and West Districts in Relation to The Pupils' Academic
Performance**

Teresita Valdez

Abstract

INTRODUCTION

For decades, principals have been recognized as important contributors to the effectiveness of schools. In an era of shared decision-making and management in schools and leadership matters, principals constitute the core of the leadership team in schools. This study was conducted to determine the assessment of school heads and teachers regarding "Managerial Practices and Functions of School Principals of Balayan East and West Districts in Relation to the Pupils' Academic Performance" as measured by the National Achievement Test. The information gathered from this research would help the school managers and administrators to understand their performance of their managerial practices and management functions and decide what needs to be strengthened in order to motivate teachers to develop to advanced level of school academic performance.

METHODS

This study used the descriptive analysis method to determine the performance of public elementary school principals in 14 public elementary schools in Balayan East District and 13 public elementary schools in Balayan West District in terms of their managerial practices and functions in relation to their teachers' morale and the pupils' academic performance measured by the National Achievement Test.

RESULTS

The respondents rated all items under managerial practices as to leadership, work structure, record keeping/reports/ communication, plant and facilities management, staff development, classroom observation, instructional improvement, research and development, human public relations/community involvemen as "outstanding." Under management functions as planning, organizing, staffing, directing and controlling, school heads were assessed very high by the respondents. The schools in Balayan East District showed very satisfactory performance with regard to National Achievement Test ranging from 79-96.75 mean possible scores with descriptive level of developing to advance, with the average means score of 91.54 and standard deviation of 5.65 showed that the performance of schools were in the advanced level. The schools in Balayan West District also performed well academically as to National Achievement Test is concerned. This was shown by the results of Achievement Test ranging from 79-96.75 which indicated developing to advanced level of academic performance with the average mean score of 87.02, and the standard deviation of 6.75 indicated good dispersion in the scores of the schools.

The responses of the respondents, teachers, and school heads did not differ significantly. The computed t-value of 0.17 which was lesser to the t- tabular value of 2.06 with 25 degrees of freedom at 0.05 level of significance, this therefore signified that the hypothesis is accepted

DISCUSSIONS

The result of the study showed that the outstanding performances of the public elementary school principals and school heads contributed significantly to the pupils' academic performance measured by the National Achievement Test. All public elementary school principals and school heads are recommended to continue their outstanding performance in terms of their managerial practices and management functions.

KEYWORDS: contributor, core, assessment, managerial, academic, achievement

SUBMISSION ID: R04A-BATANP-1720

**Managerial Skills of Intermediate Teachers in Relation to Their Pupils'
Academic Performance in Balatan District**

Gemmalou Calunod

Abstract

INTRODUCTION

This study determined the managerial skills of intermediate classroom teachers in relation to their pupils' academic performance in Balatan District, Division of Camarines Sur. It drew out the profile of the pupils' academic performance in the different learning areas. It assessed the intermediate teachers' managerial skills in terms of: Planning, Organizing, Leading, Controlling, Budgeting, Coordinating, Evaluating, and Innovating. Likewise, it tested the significant relationship of the teachers' managerial skills and the pupils' academic performance.

METHODS

This study used the descriptive-inferential-correlational method of research with documentary analysis. The intermediate teachers in the three types of schools (small schools, medium schools, and big schools) in Balatan District, Division of Camarines Sur had accomplished the researcher-made rating scale to assess their managerial skills in relation to pupils' academic performance for School Year 2016-2017.

RESULTS

The findings derived from this study are as follows: On the Intermediate Teachers' Assessment on their Managerial Skills, the following managerial skills were rated Very Satisfactory in descending order: Organizing; Evaluating; Leading; Planning; Coordinating; Controlling; Innovating; and Budgeting. On the Test of Significant Relationship of the Teachers' Managerial Skills to the Pupils' Academic Performance, the computed r and computed t resulted to: Small Schools, Medium Schools and Big Schools. On the Test of Significant Agreement on the Rank Orders of Intermediate Teachers' Assessment on their Managerial Skills, the Coefficient of Concordance W and chi square arrived at: Planning, Organizing, Leading, Controlling, Budgeting, Coordinating, Evaluating, and Innovating. 5. On the Proposed Training Design, the respondents proposed a training design to Improve the Managerial Skills of the Intermediate Teachers and the Pupils' Academic Performance

DISCUSSIONS

The profile of the pupils' academic performance in the different learning areas showed that pupils are performing satisfactory performance. The intermediate teachers have shown Very Satisfactory managerial skills based on the assessment of the respondents. They are performing well in their respective tasks as facilitators of learning. They are dedicated/committed in their profession. There is a highly significant relationship between intermediate teachers' managerial skills and pupils' academic performance.

KEYWORDS: Managerial Skills, Intermediate Pupils, Academic Performance

SUBMISSION ID: R005-CAMSUR-0152

Managerial Skills of School Managers and Teachers in Public Secondary Schools in Balayan, Batangas as Perceived by Themselves: Basis for a Proposed Action Plan

Eleazar Magsino, Department of Education

Abstract

INTRODUCTION

The fast changing face of educational practice in today's world demands multiple roles from school managers such as taking many perspectives and dimensions in redesigning and leading the schools and in creating some mechanisms and strategies in making decisions to pursue the mission, vision and goals of the school in the future. This study aimed to perceive the managerial skills of school managers and teachers in public secondary schools in Balayan, Batangas.

METHODS

Three (3) school heads and fifty (50) teachers were used as respondents in this study. Phase 1 of the study dealt with the profiling of the respondents. Phase 2 covered the managerial skills of school managers. The study utilized the descriptive method of research to perceive the managerial skills of school managers and teachers in public secondary schools in Balayan, Batangas. This study used questionnaire in gathering the necessary data for the variables to be investigated.

RESULTS

Analysis of the data gathered was guided by the personal assessment of the school managers and teachers regarding the managerial skills of school managers. The study revealed that the perception of both school managers and teachers regarding planning, organizing, directing, staffing, decision-making, communicating, budgeting, controlling, and evaluating as part of managerial skills of school managers obtained an excellent and very good ratings.

DISCUSSIONS

There was a significant difference between the responses of the school managers and teachers regarding the managerial skills of school managers. In the final phase, proposed action plan was designed by the researcher to enhance the managerial skills of the researchers. Implementation of the proposed action plan is highly recommended to maintain the managerial skills of the school managers.

KEYWORDS: managerial skills, school managers, teachers, public secondary schools, action plan

SUBMISSION ID: R04A-BATANP-2085

**Managerial Skills of Selected Elementary Head Teachers in Area III,
Division of Batangas: Basis for School Head Enhancement Program**

Belinda Manigbas, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

School leaders play multifaceted roles in the educational system. Some say that effective school leaders are born with the skills to lead while others believe that leading effectively can be developed through training and practice. In the field of education, no one could deny the very significant role that the school administrator plays in the entire system. Their tendency and potential to join the force and lead the body would be good channel so that quality of education would be achieved. I being an administrator believes that a skillful leader is a must in every school. It is the light of the foregoing information that the teacher was motivated to conduct their study.

METHODS

The descriptive method of research was used in this study. Data were gathered with the use of questionnaire designed to determine the respondents' profile and to assess the managerial skills of head teachers. Observations and interviews were also conducted to support the responses of the respondents in the questionnaire. The respondents of the study were three hundred seven (307) elementary grade teachers and thirty-one (31) head teachers assigned in Area III Division of Batangas during the school year 2017-2018.

RESULTS

Most of the teachers were younger than the head teacher. There are more female respondents than male. The civil status of the respondents varies, some were single, others married and widower. All respondents were educationally qualified, civil service eligible, and have long years of experience in their respective positions. The managerial skills were very satisfactory as assessed by the teacher-respondents. The head teacher assessed themselves outstanding on the first 3 skills and very satisfactory on last 2 skills.

DISCUSSIONS

Rigid trainings on school administration and supervision should be conducted by the supervisors to enrich the competencies of their work. The higher school officials should provide more concern, understanding and support immediately to the head teachers so that they will be more inspired to work. That performance of pupil's achievement be upgraded to attain the high level of performance of the school administrator. That the structure of the office of the administration be given to satisfy the needs and desires to enrich transparency in the area.

KEYWORDS: Managerial Skills, Head Teachers, School Head Enhancement Program

SUBMISSION ID: R04A-BATANP-0589

Managing Stand-alone Senior High School: Challenges and Issues

Zenaida M. Delos Santos, Department of Education - Batangas

Abstract

INTRODUCTION

The Department of Education (Department of Education) seeks to improve basic education outcomes for Filipino children through the K to 12 Basic Education Program. This includes the introduction of two (2) additional years of secondary education (Grades 11 to 12) marked with multiple pathways and elective subjects supported by a comprehensive career guidance program. Although many were doubtful of its implementation, it was implemented in 2016.

METHODS

The qualitative and quantitative method of research was used in this study. There were 28 principals of stand-alone SHS in the Division of Batangas who were interviewed by the researcher. The data gathered are about the challenges they have encountered in the management of Stand-alone Senior High School in terms of curriculum implementation, human resources, community involvement/support, students, and physical facilities. The interview guide was given in advance to the principals to facilitate the smooth gathering of data.

RESULTS

The participants, who are mostly females are mature enough to handle senior high school. Majority pursued graduate studies. The number of years in the position and the training they had attended made them acquired knowledge, skills, and experiences in managing a school. The School Heads encountered similar challenges like insufficiency of instructional materials, number of teachers and the delay of distribution of those teachers that affect instruction. Only a few encountered limited community involvement and support, since in most areas, they have gained the full support of the local government units, the parents and other stakeholders. Students' absenteeism, tardiness, truancy, early pregnancy were common problems of students. Inadequate physical facilities, tools and equipment were also encountered. Insufficient funds and delay in MOOE distribution has been the number one problem of school heads. In spite of these challenges, they were able to manage the first year operation of the program.

DISCUSSIONS

The School Heads initiated an in-house training for newly hired teachers to enable them to improve their pedagogy and methodologies. Department of Education officials need to consider prompt distribution of sufficient instructional materials. They also need to monitor and evaluate the completion of school buildings and adequacy of laboratory equipment, chairs, tables and black boards. Different strategies on students' engagement will motivate them to avoid absenteeism, tardiness, truancy and early pregnancy.

KEYWORDS: managing standalone SH

SUBMISSION ID: R04A-BATANP-0011

**Managing the Work Environment Towards Higher Performance of
Public Elementary School Heads in the Province of Batangas**

Luisito Cantos, San Nicolas District

Abstract

INTRODUCTION

The study was undertaken to determine how public elementary school heads manage their work environment towards achieving higher performance in the four divisions of Batangas Province.

METHODS

The researcher used the descriptive type of research to obtain information concerning the current status of the phenomena to describe what exists with respect to number of variables employed. In gathering the data needed in the study, the researcher used survey questionnaire, interview, and focus group discussion. The study involved two groups of respondents who are the school heads and teachers. The actual number of respondents was determined through stratified proportional sampling using the Slovin's formula at five percent margin of error.

RESULTS

Based on the findings of the study, the positive attitude and behavior, interest, emotional adjustment, and creativity of the school heads were very evident among the respondents. The respondents described the work environment of school heads in terms of internal, physical, and human work environment as highly proficient. Meanwhile, as revealed by the responses of the respondents, they described the management of their work environment as proficient. Results also revealed that there is a significant difference in the respondents' assessment on the internal work environment while there are no significant differences noted in their responses on external, human, and physical work environment. Satisfactory level of performance of school managers in terms of planning, organizing, staffing, coordinating, and budgeting were often manifested in the respondents.

DISCUSSIONS

The study's output was an environment plan which when properly implemented may greatly help in the attainment of higher performance among teachers and school heads. Based on the findings of study, the researcher recommended that conducting an enhancement program for the school heads may be done to maintain the positive and high performance of teachers and school heads. Formal trainings to update the school heads' existing knowledge on planning, organizing, staffing, coordinating, and budgeting may also be organized.

KEYWORDS: Managing, Work Environment, Higher Performance, School Heads

SUBMISSION ID: R04A-BATANP-0977

Minimizing behavioral problems in over aged Grade Six-B Pupils at San Roque Elementary School Bauan, Batangas

Maricel Garcia, Department of Education

Abstract

INTRODUCTION

This action research focuses on finding ways to minimize behavioral problems of overaged Grade Six-B pupils in San Roque Elementary School, school year 2015-2016. The study is primarily concerned with the identification of behavioral problems that become obstacles in the learning process of pupils. All the 15 overaged grade Six- B pupils were used as the respondents in this study. Ten of which are male and five are female.

METHODS

The researcher used descriptive method of research to identify the behavioral problems of overaged Grade Six- B pupils. The findings were used as basis to determine ways on how to reduce the behavior problems of overaged Grade Six- B pupils. A researcher-made questionnaire was utilized in collecting data. The questionnaire has three parts needed to complete the study. The first part dealt with the behavior of the respondents towards their classmates and teachers. The second part tackled the respondents' attitude towards class activities. And the last part was concerned with the compliance of respondents to verbal and non-verbal request from their teachers. The final copy of the questionnaire was reproduced and distributed for gathering the needed data.

RESULTS

The behavioral problem commonly committed by the overaged Grade Six-B pupils in San Roque Elementary School as revealed in this study was talking to their seatmate during class hours. They do not pay much attention in the lesson being presented by their teacher. This is in consonance to Robarts (2011), her study revealed that the behavior that received the most selections for being disruptive were talking in class with 80% of respondents agreeing with this. The teacher should always conduct close monitoring and supervision to build their self- confidence. Integrate the value of respect in the daily lessons.

DISCUSSIONS

Based on the significant findings and conclusions of the study, the researcher offered the following recommendations:

1. Use technologies like Day Light Projector, Computers, and White Boards in presenting the lessons to eradicate boredom on the part of the pupils.
2. Give the overaged pupils major roles in the class to develop their sense of responsibility.
3. Encourage the pupils to make reading as one of their habits. Start from the basic. Explain the importance of reading to their life.
4. Recognize their work. Even the simplest task completed needs to be recognized. It will boost their self-confidence. Research shows that rewards such as approval, praise, recognition, special privileges, points, or other rein forcers built into the classroom management plan are most effective in encouraging students' appropriate behavior when teachers follow simple guidelines . Epstein, et. al. (2008)

KEYWORDS: Behavioral Problems, Over aged, Grade Six

SUBMISSION ID: R04A-BATANP-1622

Misbehavior among Public Elementary Pupils and Disciplinary Practices of Teachers in Selected Schools of Tanauan City Division: Basis for an Action Plan

John Patrick Gonzales, Teacher 1
(Adviser: Maylene C. Camiso)

Abstract

INTRODUCTION

Positive Discipline is a discipline model used by schools and in parenting that focuses on the positive points of behavior. It is based on the idea that there are no bad children, just good, and bad behaviors. Good behavior can be taught and reinforced while weaning the bad behaviors without hurting the child verbally or physically. Rather, they are actively involved in helping their child learn how to handle situations more appropriately while remaining calm and respectful to the children themselves. Positive discipline includes a number of different techniques that can lead to a more effective way for parents to manage their kids' behavior or for teachers to manage groups of students.

METHODS

The researcher has studied relevant literature on classroom management and positive discipline and has designed a series of interview questions. Elementary educators and the school principal were contacted in October 2017, and an interview date and time were scheduled for January 2018 with those willing to participate. The researchers recruited 200 elementary educators and principal. The one-time interview was conducted at a local elementary school located in a sub-urban setting. During the interview, each teacher participant was provided a copy of the questions and the researcher typed notes and quotes. The interview consisted of questions asking personal opinions on effective classroom management and use of positive discipline in their classroom.

RESULTS

After examining, effective classroom management, there were many similarities between the responses. Setting clear expectations and rules at the beginning of the school year, having consistency with the rules and expectations, as well as having good parent communication are all pieces that were commonly mentioned. Four out of the five teachers mentioned all three in their responses, while only one teacher mentioned setting clear expectations and rules at the beginning of the school year

DISCUSSIONS

When students misbehave, they should have the opportunity to explain themselves and for an adult to teach them why the behavior was wrong. These are great teaching moments. Instead of focusing on the rewards or consequences of misbehavior, they focused on the teaching moments that can happen when a child misbehaves. These teaching moments are a major component of positive discipline and can help children learn and grow from their mistakes. It also helps students learn to make better choices in the future.

KEYWORDS: Positive discipline, Misbehavior, Classroom Management

SUBMISSION ID: R04A-TANAUA-0185

Modified Science Learners' Material: Its Effects to The Learning Outcomes of Grade 7-Burgundy at Linga National High School Year 2018-2019

Dyna Trilles, Department of Education

Abstract

INTRODUCTION

The purpose of this action research is to determine the effect of Modified science learners' materials to the learning outcomes of grade 7-Burgundy at Linga National High School for school year 2018-2019. The said modified module is the learning materials of grade 7 students which has Tagalog translation of procedures and questions. The idea of having Tagalog translation of Science Learners' Material has basis from the provision of Article XIV Section 7 of the 1987 Constitution which states that: "For purposes of communication and instruction, the official language of the Philippines is Filipino, and until otherwise provided by law, English. The researcher believes that instruction can be followed easily by grade 7 learners if learning materials are written in their mother tongue.

METHODS

This research used descriptive research design. The researcher looked into the relationship between the use of Science Learners Materials and Modified Science Learners Materials in the performance of grade 7 students. Data were gathered using questionnaire and recent results of assessments in Science. Data were analyzed using appropriate statistical tools.

RESULTS

The action research revealed the following findings: 1) Students' Learning Outcomes- based on the data gathered, the MPS result of second periodical test has difference of 11. 22 as compared to the first periodical test. 2) For the significant effect- The P-value 6.20832E-08 is found to be higher than the tabular critical value which is 1.990847069. The findings therefore conclude that the null hypothesis is rejected meaning there is really a significant difference in then use of Modified Science Learners' Materials. 3) For the impact of modified science learners materials- based on the weighted mean, the modified science learners material has a big impact to the performance of the students because their answers always fall on the criteria MALIMIT/Often.

DISCUSSIONS

Based on the findings of the study, the following discussions are made:

1. The Modified Science Learners material has significant effect on the learning outcomes of the students as shown in the table 2.
2. The researcher found it to have big impact to the students, either in group working activity or individual activity.

KEYWORDS: mother tongue, modified materials, minimum supervision, learning outcomes, students' performance

SUBMISSION ID: R04A-LAGUNA-0091

Modular On-line Learning Development (MOLD): A Blended Learning Approach for Students-At-Risk-Of-Dropping-Out (SARDO)

Donny Aris Malvar, Dolores NHS

Abstract

INTRODUCTION

The Dolores National High School is one of established schools in the Division of San Pablo City. Founded on 1995, the school has accomplished academic excellence in every subject area. However, our learners are embattled by issues like teenage pregnancy, seasonal-permanent labor, and prolonged sickness. This resulted to minimal regress of the drop-out rate despite efforts of reaching out with our students. The drop-out rate of Dolores National High School is from 11.22%, 9.44% and 8.44% over the last three school years (2013-14, 2014-15 & 2015-16) thus, hampered the school's performance.

METHODS

SARDO's FB accounts were enrolled in FB MOLD page with the agreement signed by their parents. Modules were customized and uploaded in the FB MOLD page every Thursday and checked every week. The PTCA helped in disseminating information. For SARDO with no mobile device, the Barangay Dolores-Education Committee made their office as Learning Centers with the provision of internet connectivity jointly funded by the school. The community with internet access (CWIA) is tapped through a Memorandum of Understanding making their internet shops as learning cells. For those SARDO that are far from computer shops, a Parent Partnership with Internet Access Point (PPIAP) is made by providing pocket WIFI. The target date for final evaluation is on the second week of March for SARDO deliberation and assessment.

RESULTS

The SARDOs registered were eleven (11) in Grade 7, six (6) in Grade 8, ten (10) in Grade 9 and five (5) in Grade 10. The total number of SARDO is thirty-two (32). Among the thirty-two SARDOs, only thirty (30) or 93.75% complied by correctly answering the modules given in the FB MOLD page. The two (2) Grade 7 SARDOs, transferred to other place to work. They were not able to answer the modules which resulted to failure. This is attributed to limited information given by the said SARDOs. On the positive note, the Dolores National High School Drop-Out Rate is 0% and improved the Promotion Rate with a remarkable increase from 96.7% to 99.59%.

DISCUSSIONS

The program marks as an Alternative Delivery Mode of the school. There is a need to streamline the FB MOLD page and a comprehensive profiling of the students must be in place. Differentiated instruction can be made by upgrading the teachers' ICT skills through the use of Google forms, Google Docs, and video format lectures that can solicit more in-depth engagement at the same time enjoyable for SARDO.

KEYWORDS: blended learning

SUBMISSION ID: R04A-SANPAB-0069

Morale and Interpersonal Relationship: Inputs to Teacher Performance

Sonnie Jimenez, Department of Education - Quezon

Abstract

INTRODUCTION

Education plays an important role in all aspects of life. The teachers are the most essential element in the education system. They impart knowledge, values, attitudes, and aspirations that will produce a genuinely educated person. In this study, teachers' morale and interpersonal relationships towards superior, peers, students, and profession are relative and vital for the entire educational system. Teachers then, being the prime molders of the mind of the youth must project behavior and character that would further dignify the teaching profession. It is a common knowledge that teaching is an esteemed profession and educators are the key to transforming the educational system.

METHODS

The quantitative- correlational research method was used. The study utilized random sampling conducted among teachers in Cluster V, Division of Quezon. The survey questionnaire was distributed to the respondents as a tool in collecting essential data for the completion of the study. Several statistical tools were utilized to present, analyze, and interpret the data obtained.

RESULTS

Majority of the teacher-respondents are above 31 years old, female, married, are 1-10 years in service, Teacher I, and mostly had finished bachelor's degree with MA units. Meanwhile, the perceived teachers' morale was rated high in terms of motivation and needs satisfaction. The perceived teachers' interpersonal relationship was observed as to a great extent. While the teachers' performance was generally very high in most parameters of teachers' work. Generally, there is a significant relationship in the perceived teachers' morale and interpersonal relationship to their performance.

DISCUSSIONS

The result implies that attitude of teachers towards their work largely depends on their deep involvement and commitment on their job and profession as they interact to one person. The result may be forwarded to Department of Education to serve as reference in order to promote teachers' high morale and strong interpersonal relationship in the school.

KEYWORDS: teachers' morale, interpersonal relationship, teachers performance

SUBMISSION ID: R04A-QUEZON-0064

**Motivation and Administrative Competence That Influence the Shifting
of Public Elementary Master Teachers to The Administrative Position:
Guide for Career Pathing**

Boyet Aluan, Department of Education, Sariaya West San Roque ES

Abstract

INTRODUCTION

Successful leadership is not the result of simply obtaining position, but rather possessing knowledge and deep understanding of the duties and functions along with personal motivation and adherence to efficiently and effectively deliver excellent service. This study was conducted to determine the motivation and administrative competence of public elementary master teachers shifting to administrative position in second congressional district with an end view of developing guide for career pathing.

METHODS

This institutional research used quantitative methods of research. It specifically utilized descriptive method in completing this study and was conducted in Second Congressional District of Quezon involving 121 purposively chosen Master Teachers. Relevant data for this research were gathered through a validated research tool used by De Villa (2010) on her study of employee motivation and the National Competency Based Standard for School Heads as questionnaire for their administrative competence. Responses were treated statistically using weighted mean and Spearman Rho moment of correlation.

RESULTS

It was found that Master Teachers possess strong level of motivation and administrative competence. Results also suggested that significant relationship existed between their motivation and administrative competency at 0.01 level (2-tailed) using spearman rho.

DISCUSSIONS

The results demonstrate that respondents of this study were highly competent administratively which motivates them to shift from teaching to administrative line. Since there is significant relationship between their administrative competence and motivational factors, the level of motivation elevates when administrative competence increases. Based on the given results, researcher suggested to provide additional trainings to those who are qualified and potential leaders that focus on standard competency-based as identified in this study helping them to become effective and efficient and restructure some policy and administration, salary and benefits, recognition, career pathing, interpersonal relationship and empowerment to help retain master teacher as specialist in their area in order to achieve quality education without degrading their status and some other factors that trigger them to change career path.

KEYWORDS: motivation, administrative competence, school head, master teacher

SUBMISSION ID: R04A-QUEZON-0105

Motivational Factors and Work Commitment of Public Elementary School Teachers in Talisay District: Its Implications to Educational Administration and Supervision

Liza Almendras, Department of Education - Batangas Province

Abstract

INTRODUCTION

This study aimed to analyze the work motivation and commitment of elementary school teachers in Talisay District and its implications to administration and supervision.

METHODS

This study employed the descriptive correlation method of research. Descriptive method was used in the present study to be able to find the new truth about the demographic profile of the teacher-respondents.

RESULTS

Majority of the teachers were female and only few were males and young in the service. As perceived by elementary teachers, the following motivational factors are deemed important: training and retraining opportunities for teachers to be free from anxiety in the security aspect, salaries. The teachers learned to believe in the value of loyalty to the school organization.

DISCUSSIONS

Based on the results, the following are recommended 1) Strong encouragement and support to the continuation of the graduate study programs of the teachers should be done to raise their level of performance; 2) The results of this study could be a basis for the enhancement program relative to raising the motivation and commitment of the teachers along with the school administration.

KEYWORDS: Motivational Factors and Work Commitment

SUBMISSION ID: R04A-BATANP-1490

Motivational Strategies Used by Grade 1 Teachers in Tagaytay City District and Their Implication to Learners' Academic Performance

Melanie Ira Calinisan, Department of Education - Tagaytay

Abstract

INTRODUCTION

Motivation is one of the determining factors for academic performance of the students especially in the primary grades. With the beginning of kindergarten, students shift from full time dependence on family members to independent learners in the classroom. Therefore, it is important to encourage students to be independent thinkers, learners, and ultimately students. The issues of motivating students in education and its impact in the academic performance are considered as an important aspect in effective learning.

METHODS

The descriptive method was used to define the motivational strategies. It concentrates on 5 macro strategies. A questionnaire checklist and the academic performance of the learners were used for data collection. Twenty-nine teachers across sixteen different teaching sites responded to a set of questionnaire with the data collected through quantitative analysis of the effect of motivational strategies of individual teaching site.

RESULTS

The respondents' rating for motivational strategies in terms of proper teacher behavior; recognizing teaching efforts; creating pleasant classroom climate; make learning tasks stimulating and promote group cohesiveness and group norms were interpreted as very great extent while the performance of the learners for the first and second rating period achieved satisfactory. There was a significant effect between teachers' motivational strategies and the learners' academic performance.

DISCUSSIONS

The results demonstrate the need for the teachers to not limit their motivational strategies to what they are used to. They must keep them relevant to the learners' learning styles. They must integrate more hands-on activities to apply creative twist to traditional course content and engage learners' deeper level.

KEYWORDS: motivation, motivational strategies, academic performance

SUBMISSION ID: R04A-CAVTP-1402

Multigrade Teaching in Public Elementary Schools in Batangas Province

Celerina Sintones

Abstract

INTRODUCTION

This study aimed to propose performance-based learning tasks for multi-grade teaching in public elementary schools in Batangas Province based on assessments of the status of the teaching-learning situation in multi-grade classes in the area.

METHODS

The descriptive method of research was utilized in this study.

RESULTS

Results revealed that the MG classes followed scheduling in classes, utilized varied strategies in the teaching-learning process, the learning outcomes through varied forms of measuring instruments and implemented classroom management and discipline and MG pupils have acquired the competencies expected of their grade level.

DISCUSSIONS

The MG teachers manifested adequate instructional and behavioral management competencies. These differences in assessments were results from different experiences, functions, position and personal knowledge and observation. Difficulties in the implementation of MG classes were found to arise from inadequate human, material, financial and technological resources.

KEYWORDS: multi-grade, performance-based learning task

SUBMISSION ID: R04A-BATANP-0083

Multimedia-Based Instructional Materials in Teaching Food and Beverage Services (FBS) for Grade XI Technical Vocational Livelihood (TVL) Students: It's Acceptability

Irene Sarmiento, SHS Teacher

Abstract

INTRODUCTION

Teaching TVL to Senior High School students is not an easy job. These group of students had gone past acquiring theories in the earlier years of junior high school. There is a need for a set of new and stimulating instructional materials to teach them skills and competencies which they have already acquired and which need to be reinforced. In the hands of an able teacher, these skills and knowledge acquisition can truly be a success. This study aimed to develop and propose a multimedia-based instructional materials in teaching Food and Beverages Services for Grade XI Technical Vocational Livelihood (TVL) Senior High School (SHS) students.

METHODS

The Acceptability checklist was administered to eight (8) master teachers and eleven (11) head teachers to find out the acceptability of the proposed multimedia instructional material in teaching Food and Beverage Services in TVL SHS students. The researcher used the developmental method of research in developing and proposing a multimedia- based instructional materials in teaching FOOD and BEVERAGE SERVICES for Grade XI Technical Vocational Livelihood (TVL) Senior High School (SHS) students.

RESULTS

Results generated from study were as follows: the performance level in Food and Beverage Services of Grade XI Technical Vocational Livelihood (TVL) Senior High School (SHS) students for school year 2015-2016 was found moderate to average. Based on the results, a multimedia-based instructional material was proposed by the researcher.

DISCUSSIONS

The results demonstrate the need for additional multimedia-based instructional materials dealing with all topics in Food and Beverage Services have to be developed to become an additional learning materials for students. Further research to support the claim for this study may also be done. Teachers have to be able to observe the needs of their students to be able to develop an instructional material.

KEYWORDS: multimedia, food and beverage services, instructional materials

SUBMISSION ID: R04A-CAVITP-0431

**Needs Assessment of Teachers and their Teaching Performance: Basis
for Professional Development**

Marife Reyes, Alfonso Municipal Association of Research Educators
(AMARE)

Abstract

INTRODUCTION

This study attempted to assess the actual needs of teachers in the District of Alfonso based on the NCBTS indicators and the actual observation done by the school principal and EPS during the Division Oplan Pagmamaisid, which served as a basis for Professional Development Plan.

METHODS

A descriptive research design in the form of correlational research was adapted where a total sample of 150 respondents from eighteen elementary schools of the District of Alfonso participated in the study. The researcher made use of purposive sampling technique to select teacher- respondents. The instruments used in the study were the NCBTS to get the self-assessment of the teacher respondents and the IS CB-PAST used by the superiors to get the level of performance of the respondents. To determine significant relationship between the result of NCBTS as rated by the teacher and the IS CB - PAST rated by the EPS when grouped as to profile domain, Pearson r was used.

RESULTS

The profile variables of the teachers in the District of Alfonso vary in different ways in which these could be the causes of differences in their strengths and weaknesses. The teachers perceived themselves as proficient in the four domains. They have attained a proficiency level in all four domains based on the IS CB-PAST rated by their superiors. The level of performance of teachers based on the IS CB-PAST indicates that teacher performance often exceeds expectations. Teachers display a high level of competency related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas. There is also a significant difference between the result of NCBTS as rated by the Teacher and the IS CB-PAST rated by the EPS based on the four domains. The teachers perceived themselves as proficient on the four domains but they are rated by their superiors higher when it comes to grades as to proficiency.

DISCUSSIONS

The results confirmed that a high quality professional development is essential to increase educators' knowledge, skills, attitudes and beliefs so that they may enable all students to learn better. Professional development that is most effective in improving educator practice is result-oriented, data driven, constructivist in nature, and job embedded. Regular review of the Professional Development Plan be undertaken to upgrade teaching-learning competencies of teachers.

KEYWORDS: Needs assessment, teacher, professional development, teaching performance,

SUBMISSION ID: R04A-CAVTP-1023

Newsletter Distribution in Looc Integrated School: Practice and Tradition

Agnes, Maria L., Alejandro Tatlonghari, & Pedronan, Maria Cristina B., Looc Integrated School

Abstract

INTRODUCTION

This research aimed to provide the school necessary data relevant to newsletter. Specifically, this study sought the respondents' level of understanding on the importance of newsletter. Moreover, this study discovered the glitches and appropriate solutions in the proper dissemination of the school's newsletter.

METHODS

This qualitative research made use of the descriptive survey design. The respondents of this study were the selected parents, students and community partners. Student-respondents came from the readers and the staff of the newsletter. To determine the number of respondents, the researchers made use of the purposive sampling technique. The researchers, after seeking the approval of the principal, discussed with the PTCA officers and the SBO on the availability of the respondents. Researcher-made guide questions were developed by the researchers. Focus group discussion and interview were completed. The gathered data were transcribed verbatim and were treated using thematic analysis.

RESULTS

The researchers found out that all respondents knew the importance of newsletter but were silent as to its distribution. One of the glitches that prevail is the lack of budget for reproduction. One of the solutions that prevail is fund raising project. For student-respondents, they suggested film showing every Friday after class, Signature campaign among the students, and, bingo social every quarter after the periodical exams. For parent-respondents, they suggested partnership to NGOs and local government officials. Moreover, they suggested "Zumba for a cause" to be officiated by the PTA officers.

DISCUSSIONS

MOA's with the NGOs and Local Government officials will be developed at the implementation phase of the project proposals mentioned. This research not only increased the writing skills of the students, but also awaken the minds of the parents and other partner institutions on their role as support group to the school.

KEYWORDS: Newsletter, stakeholders, partnership, role, support group

SUBMISSION ID: R04A-CALAMB-0384

Observable Common Misbehavior of Grade Four Pupils in Paaralang Elementarya ng Palahanan

Marx Andrew Alcantara, Department of Education

Abstract

INTRODUCTION

The study determines the observable common misbehavior of Grade Four pupils of Paaralang Elementarya ng Palahanan. Since goal of teaching is learning, all problems that hinder the teaching and learning processed must be addressed. Even minor problems have effect in the most cases lead to major problems. With this, pupil's misbehavior in the classroom is tough and avoidable task to the teachers and it takes up teachers' considerable time to deal with. The importance of their participation in the process must be cleared up for the learning to become possible. This possibility starts with this endeavor of knowing the common misbehavior of pupils inside and outside the classroom.

METHODS

The descriptive methods of research are employed with the use of questionnaire in gathering data. Fifty - two (52) Grade Four - Sunflower pupils during the school year 2015 - 2016 are involved as respondents of this study. The frequency, ranking and weighted mean are the statistical measures used to analyze the data.

RESULTS

The study revealed the following results: (1) the most common causes of misbehavior in the classroom can be traced back to three main source such as children, the teachers and the society; (2) negative observations on the extent of observable common misbehavior of pupils were all less evident; (3) majority of the respondents believed that a teacher whose discipline was weak was the major causes that provoke pupils' misbehavior in the classroom; and (4) intervention activities are useful to alleviate the observable common misbehavior of pupils in the classroom.

DISCUSSIONS

The results paved way to recommend the proposed intervention activities might have tried out to alleviate the common misbehavior of pupils in the classroom. Teachers should know the different strategies and style to facilitate good learning condition among pupils. Other researchers may conduct further researches to validate and strengthen the findings of this study.

KEYWORDS: misbehavior, discipline, intervention, society

SUBMISSION ID: R04A-BATANP-1128

**Observance of Social Norms and Its Relations to The Performances
among The Public School Teachers of Calamba West 2: A Basis for a
Team Building Program**

Marie Cris Camarines, Banlic Elementary School

Abstract

INTRODUCTION

This study aimed to assess the social norms among the public elementary teachers of West and their principals based on the behavior towards superiors, co-teachers and subordinates, students and behavior towards parents and community. Finding the difference in the assessments of the two sets of respondents on the teacher's observance of social norms among themselves. The Performance Appraisal System for Teachers (PAST) was used to discover the performance ratings of the public school teacher respondents. Looking for the significant relationship between the observance of social norms and the performance of teachers is one of the main concerns of the study. The researcher proposed a team building program to explore ways and means on how teacher's observance of social norms could be improving more.

METHODS

This paper used of the descriptive method of research. This involves the collection of data in the attempt to test the hypotheses and so with the question posted with regards to the status of the subjects under study. This study described the assessments of the two sets of respondents on the teachers' observance of social norms among themselves and the extent of the observance of social norms among the public elementary school as related to their working relationship. The respondents of this study were the teachers and principals in Calamba West 2 in the Division of Calamba City. The principal respondents were all taken through total enumeration which means that all public elementary school principal were to be utilized in this study.

RESULTS

It can be concluded that most respondents manifest professionalism in every aspect of life such as the way they act, the way they speak and the way they treat others even if they are already angry they can still control their emotions/feelings. It can also be noted that the respondents know where to place themselves and know how to mingle with different people regardless of their level or status in life or even in the workplace. Fair and transparent in treating their students without biases is very important for them. Parents and the community, must be accommodated.

DISCUSSIONS

The recommendations are hereby deduced: there should be another set of respondents like the stakeholders and the like to assess the observance of social norms among the public elementary school teachers in Calamba West District and a working committee to monitor through evaluation every two months so that teachers and principals will be aware.

KEYWORDS: Code of Ethics, Ethical Behavior, Norms, Observation, Performance

SUBMISSION ID: R04A-CALAMB-0166

Preparedness and Initiatives of Educational Institutions in Addressing The Challenges of ASEAN Integration

Rustum Ysrael Punongbayan, Department of Education

Abstract

INTRODUCTION

The aim of this study is to determine the level of preparedness and initiatives of educational institutions in addressing the challenges of ASEAN Integration.

METHODS

The researcher used descriptive method. Furthermore, a qualitative research was also used. The respondents of this study were Department of Education, CHED and TESDA of Region IV-A. Specifically, it includes five SUC Institutions, five Department of Education pilot Senior High Schools and two TESDA Institutions

RESULTS

CHED's institution has the highest mean level of preparedness classified with high level of preparation. However, an opposing result was found in Department of Education's and TESDA institutions which attained an average remarks. Moreover, TESDA institutions had the lowest mean level of preparedness. CHED's institution still has the highest level of initiative as they did in preparedness. Department of Education schools again found to be in the average level of initiatives as well as TESDA institutions who found to have the lowest mean level for initiatives.

TESDA and Department of Education schools who conducted benchmarking activities are in the average level of preparedness while those CHED's Institutions who did not conduct benchmarking were the one classifies as very high and highly prepared. In addition, educational institution who offered scholarships to their faculty members such as Department of Education and TESDA also placed in average remarks while CHED institutions who also offered scholarship attained very high and high remarks of preparedness.

In terms of scholarships, the same institutions such as Department of Education schools and TESDA institution who offered scholarships were classified as low to average level of initiatives while CHED who did the same thing were classified as high to very high level of initiatives. Stakeholders and external constituents have significant effect to the institutions' level of preparedness and initiatives.

DISCUSSIONS

All institutions must strengthen its partnership and linkages to stakeholders and external constituents. In addition, they should be more aggressive in upgrading the level of quality assurance. It is prudent to recommend to all institutions to further strive for a much higher level of quality assurance. In order to request and realign budget for trainings, the curriculum must be reconstructed first specially those curricula that were aligned to the mandates of the Philippine Qualification Framework to each educational institution. All educational institutions should also increase the benchmarking activities based from their level of qualifications mandates.

KEYWORDS: ASEAN, K12, Asean Integration, PQF

SUBMISSION ID: R04A-LAGUNA-0279

**Oral Reading Proficiency Test (ORPT) Result and Its Relation to The
Grade Seven Students' Academic Performance in English: Basis for
Intervention**

Beatriz A. Torio, Department of Education

Abstract

INTRODUCTION

Oral Reading Proficiency Test is a vital yardstick for academic performance. It is conducted annually to test the reading level of students at the end of the school year. In Lanuza District, the researcher has observed that the majority of the students have problems in reading due to limited vocabulary and poor reading ability. Lanuza District's result regarding performance in the consolidated ORPT Post-test for SY 2017- 2018 showed that of the 273 students from grades VII, 17.04% of the learners fell under the frustration for both word recognition and comprehension level.

Thus, this study aimed to investigate the relationship between reading difficulties and academic performance of Grade Seven students of Lanuza District in English as well as the difference on their reading profile and MPS Results for the past five (5) years.

METHODS

One hundred fifty-three learners of Lanuza District were tapped as respondents of this study. ORPT and MPS results for the past five (5) years were utilized in this study. Quantitative descriptive method of research was also used in this investigation.

RESULTS

The reading profile of the students is not positively stable regarding word recognition and word comprehension because students are not persistently performing when tested in these areas. Further, it denotes that students manifest problems that affect their level of reading the profile. Students do not show a consistent result regarding their academic performance because of varying reasons that impede their educational outcome. There is no significant relationship established in the results on the academic performance of the students when categorized according to independent, instructional and frustration level both in word recognition and comprehension. On the significant difference in the reading profile, the result shows that students do not display the same interest as others do regarding reading largely because of the limited resources available in the schools.

DISCUSSIONS

The different factors identified in this study affect the reading profile of the students, hence, they should be given appropriate attention to resolve problems on reading comprehension. This further explains that teachers play a significant role in helping their students explore their skills in the classroom.

KEYWORDS: ORAL READING PROFICIENCY TEST, ACADEMIC PERFORMANCE, INTERVENTION

SUBMISSION ID: R013-SURSUR-0134

**Organizational Climate and Its Relation to Employees' Job
Performance: Basis for a Wellness Program**

Cecilia Alagon, Department of Education

Abstract

INTRODUCTION

Conflicts are inevitable in an organization, since the goals of each department needs to be worked out together for the common good. It is an unpleasant fact in any organization as long as people compete for jobs, security, power, and recognition. People who seek power therefore struggle with others for position or status within the group.

The researcher has encountered instances of these two variables in the school where she has been teaching for five years that prompted her to make and come-up with this kind of study to find out and give solution to the problem.

METHODS

The researcher used the Likert scale in order to determine the respondents' perception on conflict in terms of relationship, task & process conflict, and on job performance in terms of quality, quantity, job knowledge, adaptability, initiative, and reliability. Pearson r was used to determine if there is significant relationship between Organizational Climate and Job Performance.

RESULTS

Generally, the school employees have a moderate degree of interpersonal relationships and there is moderate level of hostilities among individuals. It has a moderate negative impact on the individuals working in a group and also leads to delayed projects and poor outcomes if not treated well. It is shown that conflict is cause of damage to individual and group performance, and the probability a group will work together in the future.

DISCUSSIONS

There is significant relationship between organizational climate according to process conflict and job performance of school employees. There might be disagreements about who should do the work, disagreements about resource allocation in the work, delegations of tasks and how to complete a work task although sometimes only, it is in relation to the moderate performance of the employees.

KEYWORDS: Climate/Conflict, Job Performance, Relationship, Task and Process Conflict

SUBMISSION ID: R04A-CAVITP-0331

**Organizational Climate and Teachers' Job Satisfaction in Selected
Public Secondary Schools in The Division of Lipa City**

Richard Mendoza, Bolbok Integrated National High School

Abstract

INTRODUCTION

An organization is effective to the degree to which it achieves its goals but in most organizational setting problems emanate from varying professional self- concept as it affects the employees' performance of functions, work values and interpersonal relationship within the work place. From the researcher observation and experiences in the field, there were many situations of the occurrence of personal and professional jealousies even among teachers". This situation prompted the researcher to pursue his plan of determining whether the status of organizational climate in the public secondary schools are similar or different and to what extent its effects are on the teachers' job satisfaction.

METHODS

One of the method the researcher used is the descriptive method of research with the questionnaire as the primary data gathering instrument which was validated and administered to 122 teachers of public secondary schools in the division of Lipa City.

RESULTS

The schools' manifestation of a pleasant organizational climate is attributed to the good status of their physical environment, the collaborative and interactive work values of the personnel, the harmonious interpersonal relationship among the constituents, and the effective leadership of the school heads. The teachers' promotion system; third, from the impartial implementation of school policies' fourth, from the fringe benefits the teachers receive; and lastly, from the teachers' salary. Organizational climate is a strong predictor of job satisfaction and maintaining teachers' level of job satisfaction to maximum height is possible.

DISCUSSIONS

Teachers should maintain a higher level the status of the organizational climate that exists in their respective schools through demonstrating a genuine sense of camaraderie in their performance of the varied school activities the whole year around. School head and the teachers should exert innovativeness in securing assistance from government and non-government organizations for the much needed provision of books and other reference materials in their libraries which are deemed essential in the educational arena. School heads may conduct socialization activities to strengthen the harmonious relationship among teachers towards a positive climate. A system of recognition and incentives should be regularly implemented as a policy in the school system to enhance the school personnel's performance after their designated functions.

KEYWORDS: ORGANIZATIONAL CLIMATE, JOB SATISFACTION, TEACHERS

SUBMISSION ID: R04A-LIPAC1-0106

**Organizational Culture: Basis for Sta Clara Elementary School's
Teaching Performance**

Aurea Ocon, Department of Education - Batangas City

Abstract

INTRODUCTION

In contemporary times, some of the main aspects that boost productivity of employees are the working environments and harmonious relationship towards their colleagues. The relationship between work performance and job satisfaction is noteworthy. Likewise, different level of organization culture, different background, ethics and racial differences impact upon work performance. The similar organization culture with different backgrounds has common sets of values and beliefs have strong affect upon performance and sustainability (Stewart 2010). The attention of the researcher was enthralled to work on this given topic due to its pertinent and favorable connection to the researcher's vocation, at the same time to know working conditions of teachers, their relationships towards their colleagues and their effectiveness in their inculcation to teacher- student mutual enrichment.

METHODS

This proposed study is an assessment of work performance in relation to organizational culture in employees' relationship among their co-workers among the teachers within Sta. Clara Elementary School. The researcher aimed to explore how work-performance was affected by interpersonal relationship towards their colleagues. In order to learn about these important issues entrenched within this specified issue, the researcher proposed to use a descriptive design using a non-random sampling.

RESULTS

The present study was an attempt to know about relationship between the employees' work performance with regards to the level of employees' relationship among their co-workers. As stated in the previous chapter, the researcher selected a sample of 30 respondents in Sta. Clara Elementary School. On this representative sample, a survey was carried out to find out about relationship between the employees' work performance with regards to the organizational culture in. A written questionnaire was used to collect data for the study.

DISCUSSIONS

The results indicated that the deep roots of a personnel's attitude make it hard to change. Findings showed that someone's attitude is the product of her upbringing, including patterns of thought and ways of looking at the world that he/she has learned over many years from colleagues, superiors and workers.

KEYWORDS: organizational culture, teaching performance, discipline

SUBMISSION ID: R04A-BATANP-1657

Outcomes-Based Education Implementation and Teachers Efficiency

May Basbas, Department of Education

Abstract

INTRODUCTION

The changes brought about by globalization is an opportunity and a challenge in the development of educational programs. For many years, the growing participation in every education reform highlights positive trends. Several researches and surveys were done by education experts on the improving and lengthening of basic education in the Philippines. This led to the gearing of K-12 basic education curriculum. To be equipped with knowledge, skills and attributes of a 21st century leader through understanding the level of implementation of outcomes-based education is what this study sought for.

METHODS

This study used a descriptive-correlational method of research wherein the quantitative data were gathered to determine the extent of outcomes-based education in Junior High Schools. Eighteen (18) school heads and one-hundred forty-five (145) teachers of 8 secondary schools were randomly selected based on the accessibility, availability of data, and adherence to the specified characteristics of population. Questionnaire checklist is used as the primary instrument. Two sets of questionnaire were used for the respondents designed for school heads and for teachers.

RESULTS

The implementation of outcomes-based education standards in the participating schools generally manifested a high extent of implementation. Development of vision and vision statements reflects commitment for the success of all students and ensuring that goals and objectives are clearly defined. School staff have a common understanding of OBE practices and approaches which supports the K to 12 curriculum in producing holistically developed learners. Teachers' professional growth and development yielded an unsatisfactory result. However, in general, level of efficiency based on the individual performance in terms of students' outcome, teaching-learning process, and community involvement indicated an overall very satisfactory rating.

DISCUSSIONS

School heads and teachers are highly committed in developing mission and vision statements but the commitment to pursue such mission is less enacted. There is a need to bring education to a higher level of implementation of outcomes-based education through adapting more innovative trends, improving instructional deliveries with high standards of approaches in preparing teachers for the 21st century schools and revitalized programs and projects for personal and professional growth of teachers. The utilization of same instrument with qualitative method for future practice is recommended.

KEYWORDS: education, outcomes, performance, approaches

SUBMISSION ID: R04A-STAROS-0068

Out-Of-Field Teaching: Context, Processes and Experiences in Cavite Public Secondary Schools

Mary Ann Gatpandan

Abstract

INTRODUCTION

Assigning teachers to handle subjects outside their specialization is an educational concern which can impact the personal and professional lives of teachers and also the overall quality of basic education. This reality of out-of-field teaching (OOFT) is not uncommon among secondary schools. This paper presents how evident is OOFT in Cavite and the existing processes and support systems relative to out-of-field teachers (OOFT) in five schools' division offices in the province. It describes the personal, professional and institutional experiences of OOFTs and come up with recommendations in addressing identified issues as well as the development of teachers who are into teaching out-of-field.

METHODS

A combination of quantitative and qualitative or mixed method was used. 274 teacher-respondents from 866 recorded OOFT cases in public secondary schools in five schools' divisions answered the questionnaire. 21 teacher-participants participated in the focus group discussions and interviews and 4 principal-participants served as key informants. Statistical treatments such as frequency, percentage and weighted mean were used. Also, Lichtman's 3Cs of analysis was used to analyze qualitative data and describe the experiences of the out-of-field teachers.

RESULTS

The findings revealed that while school heads are doing their best to strictly follow the Department of Education's Orders on hiring processes in secondary schools, the misalignment of teaching loads remains an unavoidable situation and most likely to happen to novice teachers. Data gathered revealed that there are 19.37% cases of OOFT in the province with the highest incidence recorded in Division of Cavite Province. It was also revealed that more than half of OOFTs are novice or teachers who are in the service for less than 5 years with most of them teaching MAPEH, Filipino, Values Education, and Araling Panlipunan subjects. To respond to this situation, 82.85% of OOFTs attend seminars and trainings related to the non-specialized subject with 74.08% of these seminars and trainings sponsored by the Department of Education.

DISCUSSIONS

This concludes that OOFT is a continuous practice in public secondary schools partly due to an imbalance of teachers' supply majoring in specific subjects. Range of solutions can be made to help the OOFTs. This study provides valuable recommendations for teachers' pre-service and induction program, school processes in assigning loads and teachers' professional development which can be a basis for further exploration of school leaders and policy makers.

KEYWORDS: out-of-field, non-specialized, non-major, misalignment, public secondary schools

SUBMISSION ID: R04A-CAVITP-0007

Pahiram ng Tainga: A Descriptive Study on the Barriers to Academic Listening in the Classroom of PGNHS-SHS Philosophy Students

Narciso Ilustre, Padre Garcia National High School, Batangas Province

Abstract

INTRODUCTION

The study is undertaken with the objective to analyze the barriers in the poor classroom communication during learning sessions. The researcher had observed that the students taking the Philosophy subject are not paying attention in the lectures and are causing distractions in the effective delivery of instruction. Moreover, the entire communication process in the classroom has been affected by the students' behavior when it comes to listening to the instructions.

METHODS

The data were gathered through survey questionnaires to incoming Grade 11, Philosophy students. They will be the participants and sources of other data and information, to achieve the frequency and mean.

RESULTS

The overcrowded number of students inside the classroom, poor ventilations, noise outside the classroom, are the commonly identified barriers for effective communication inside the classroom.

There is a significant relationship when it comes to the profile of the respondents and the level of barriers.

DISCUSSIONS

The researcher, after the process has finished, had come up on the suggestions of AIRCONDITIONED CLASSROOMS to improve the classroom environment. This is to address the poor development on academic comprehension of Grade 11 Philosophy students of PGNHS-SHS due to the barriers to academic listening in the classroom.

KEYWORDS: Classroom Environment, Airconditioned , Barriers

SUBMISSION ID: R04A-BATANP-0234

Parallelism between Program Outcomes with Management and Leadership Competencies among Catholic Teacher Education Administrators

Maria Theresa C. Landoy, Gen. Pantaleon Garcia Senior High School
(Adviser: Dr. Editha L. Padama)

Abstract

INTRODUCTION

The Catholic Education Institutions particularly the member of South Manila Educational Consortium (SMEC) that are offering Teacher Education Program are facing difficulties in terms of program outcomes such as enrollment rate, graduation rate and LET performance. This study determined the parallelism between program outcomes with management and leadership competencies of the Catholic Teacher Education Administrators.

METHODS

This study employed quantitative-correlational design. It utilized standardized instruments in assessing the parallelism between program outcomes with management and leadership competencies of Catholic Teacher Education Administrators of South Manila Educational Consortium (SMEC).

All 33 Teacher Education Administrators and Teacher Education faculty from three Catholic member schools of South Manila Educational Consortium (SMEC) were taken as participants of this study. The researcher did not utilize any sampling procedure because of limited respondents. The data were interpreted using frequency, percentage, weighted mean and ANOVA.

RESULTS

There is no significant relationship between the graduation rate and LET performance of the three participating schools and the management and leadership competencies of the Teacher Education Administrators hence the null hypothesis is accepted. However, enrollment was found to be significantly related with the administrators' management and leadership competencies hence the null hypothesis is rejected.

There is a significant relationship between management and leadership competencies of the Teacher Education Administrators hence the null hypothesis is rejected. Based on the result of the study, an operational plan focused on the development and improvement of the program outcomes was prepared.

DISCUSSIONS

The Catholic Teacher Education Administrators are competent both in management and leadership competencies. The management and leadership competencies of the Catholic Teacher Education administrators affect enrollment rate but they do not have an impact on the graduation rate and LET performance of the institution. And lastly, the management and leadership competencies of the Catholic Teacher Education Administrators are interrelated.

It is recommended that Catholic Teacher Education Institutions should prepare a marketing plan which should be implemented vigorously to increase the rate of enrollment in the Catholic Teacher Education Institution. It is also recommended that the institution create in house review classes in order to prepare the graduates for the licensure examination.

The administrators are also recommended to continuously update themselves on the latest trends and issues in education in order to improve and enhance their management and leadership competencies. Since it was found in the study that the administrators have not demonstrated very good skills on relationships, it is recommended that they should attend seminars on how to build these skills for them to develop camaraderie among the faculty in their own departments. In addition, it is recommended that the Teacher Education Administrators adopt the proposed Administrative Development Plan and have it implemented vigorously in their own institutions.

KEYWORDS: PARALLELISM PROGRAM OUTCOMES MANAGEMENT LEADERSHIP COMPETENCIES CATHOLIC TEACHER EDUCATION ADMINISTRATORS

SUBMISSION ID: R04A-IMUSC1-0062

**Parent- Teacher Association (PTA) Participation in School
Development in The District of San Luis, Division of Batangas**

Maria Melissa Ariola, Department of Education, San Luis Central School

Abstract

INTRODUCTION

Effective Parent-Teacher Association (PTA) participation is a pivotal linchpin in the enormously complex Philippine educational system towards school development. The paper aimed to find out the extent of participation of the PTA in the development of academic performance of pupils, co-curricular activities of the school, physical facilities of the school, and parent-teacher conferences of the different schools in the District of San Luis, Division of Batangas.

METHODS

This study employed the descriptive method using research triangulation involving questionnaire, interview, and focused-group discussion with 19 school administrators, 70 teachers, and 133 PTA officers through random sampling served as respondents.

RESULTS

Statistical analysis of data through Statistical Package for Social Science Ver 10.0 (SPSS) revealed the following: the PTA officers had little involvement in the academic performance of the pupils, co-curricular activities of the school, physical improvement of the school, and in the parent-teacher conferences. There were significant differences that existed in the assessment of the respondents on the participation of PTA officers in the development of the academic performance of the pupils and in the parent-teacher conferences. However, there were no significant differences in the assessment of the respondents on the participation of PTA officers in the development of the co-curricular activities of the school and in the physical improvement of the school. Most of the problems encountered by the PTA members in their participation in school development were limited funds and inadequate resources. Proper understanding of the roles of PTA members and holding assemblies where recognition of meaningful participation is undertaken are among the measures recommended by the three groups.

DISCUSSIONS

The recommended measures through consultative processes with all school stakeholders will ultimately provide support in massive implementation of government thrusts that will contribute to school development.

KEYWORDS: Academic Performance, Ancillary Services, Classroom Facilities, Cleanliness and Beautification, Co-curricular Activities, Extent of Participation, Parent-Teacher Association

SUBMISSION ID: R04A-BATANP-2266

Parental Involvement and Its Impact to The Behaviour and Academic Performance of Grade 10 Junior High School Students: Basis for Project SAGIP (Studying Augmented with Guidance and Involvement of Parents)

Esmeraldo Tayam, Tanay West National High School

Abstract

INTRODUCTION

Parents involvement and interest in the child's education is considered by educators, school managers as well as politicians to be a key factor to success in school, and perhaps no topic about school is more professed to be important for students' improvement as parental participation. Much research exists about the importance of parent involvement in education. The research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall. Numerous researches on parent involvement have identified a generally positive association between parents' engagement in their children's education and students' outcomes. Similarly, school intervention studies show that efforts to improve student outcomes can be more effective when the family is involved (McCormick et al. 2013).

METHODS

The study utilized a purposive sampling in filtering students that participated in this action research. The study considered the one hundred percent (100%) or the twenty-five (25) Grade 10 junior high school students of Tanay West National High School who have record of misbehavior. This was done by requesting the assistance of Guidance Office record.

RESULTS

The findings showed that majority of grade 10 students with record of misbehavior were male, belongs to the family with monthly income of $\pm 25,000$ and above, with parents who were either college graduate or college level, and living with father alone. They perceived the impact of parental involvement on their behavior and academic performance as "Having Very Much Impact". No significant difference found on their perceptions on the impact of parental involvement on their behavior and academic performance when they were grouped according to their profile. There was a positive correlation between the academic performance and the perceptions of the respondents on the impact of parental involvement on their behavior, however, this correlation was not significant in probability value of 0.05.

DISCUSSIONS

Parents have a big role in the development of every child both in behavior and academic aspect. The research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall.

KEYWORDS: Parental Involvement and Its Impact to the students' development

SUBMISSION ID: R04A-RIZALP-0445

Parental Involvement in School Ground and Facilities Improvement

Bernard Eslabon, Bucal National High School- Sta. Mercedes Annex

Abstract

INTRODUCTION

Parents should be actively involved in their children's education at all times. Schools benefit significantly through the effect of successful parental involvement and engagement. In general, parental involvement is regarded as the interaction and assistance which parents provide to their children and to their children's school in order to somewhat enhance on benefit their children's success in the classroom. It is supported by Epstein (1992) when he suggested that parental involvement encompasses six forms and one of these is pertaining to such activities as parents' volunteer work at school. In the Philippine educational system, there is a struggle in having active parental involvement in school. This is because of misconceptions of parents regarding parental involvement in school. This research aimed to describe parents' participation in improving the school facilities and infrastructure which are necessary in the achievement of learning process. As one of the school's stakeholders, parents are expected to be on hands in ensuring the quality of education their children are receiving at school.

In this study, it is aimed to determine the contribution of the parents in improving the school facilities and ground.

METHODS

The data collection was done by using in-depth interview, observation, and documentation of the school activities which parents are involved. The interview gathered information about the parents' insights on their participation to school activities. The observation captured the activities and tasks that parents had accomplished. And, the documentation showed the photos of the improvements and the structures built for the improvement of the school ground and facilities, and the attendance sheets of the parent-participants

RESULTS

The parental involvement on the school improvement accomplished the rehabilitation of canteen (March 2018); painting of walls (June 2018); construction of school gate and development of school garden (November 2018); benches (December 2018); and construction of gate and student's pathways and improvement of administration office (January 2019). Parents' involvement in the development of the learning environment of the students has been based on their understanding that parents should be actively participated in providing facilities to support the school. However, only 25% of the parents were actively participating in school development

DISCUSSIONS

The results of this study have agreed to the findings of some researches that parents should provide supporting equipment and efforts to support students' learning activities. It denied the parents' misconception that school is just for students only and that they are not accountable to any school-related activities, which in particular is the development of learning environment

KEYWORDS: Parental Involvement School Ground and Facilities School Improvement

SUBMISSION ID: R04A-CAVITP-1170

Parents Educational Attainment: Its Influence on School-Based Management Practices

Eriel Napila, Department of Education

Abstract

INTRODUCTION

The parents and stakeholders play an important role in the success of the projects and programs that will be beneficial for the institution. One of the greatest challenges facing all organizations is the need for organizational standards that influences the practices of the school-based management.

METHODS

This research utilized descriptive- correlational research. It involved the total population of the school. The researchers used questionnaire which is adopted from the School Based Management Manual and conducted an interview to answer the different questions. The statistical tool used were mean and Friedman's Two-Way ANOVA by Rank.

RESULTS

It was found out that the Parents Educational Attainment had a great influence on School-Based Management practices of James Alfred Strong Integrated School.

DISCUSSIONS

School Based Management nowadays is one of the programs of the Department of Education that needs to be implemented in every school. The school personnel together with the stakeholder, community and learners are the main bearers of the said program that showcases the practices in every schools.

KEYWORDS: School Based Management, Educational attainment of parents.

SUBMISSION ID: R012-SARANG-0059

Parents' Involvement in On-The-Spot Checking of Their Children's Exposures to The Highest Head of State Nasty Mal Speaking Behavior: Input to a More Viable E.S.P. Program in Suba Elementary School

Alfred Nortez

Abstract

INTRODUCTION

Millennial educators are on the common front line in their directive mandate for the school and the home to assume their role as the only social institutions in providing safety for young children in their search for theoretical knowledge and acquisition of practical skills geared toward refinement of their behavior as strong foundation of values and virtues for quality standard of living in their respective communities and thus provide scaffolding for multifarious activities as vital feature of human experience in order to complete their social being ready to take responsibility for their active share in building a strong nation to match with its counterpart affluent countries in the rapidly changing global village.

METHODS

Descriptive method of research was used by means of systematic sampling technique as basis for distribution and retrieval of locally constructed questionnaire with five-scale checklist to and from one-hundred (100) parents in Suba Elementary School in order to answer the foregoing problem areas of investigation.

RESULTS

The following findings were reached: school children in Suba Elementary were always exposed to the highest head of state nasty mal speaking behavior via television; parents "always" made daily on-the-spot checking of their children prior and after their exposures to the highest head of state nasty mal speaking behavior whenever he made speaking engagement before the presence of the honorable guests and dignitaries on the local and global venues; and the more exposed are the pupils in the foregoing public elementary schools to the highest head of state nasty mal speaking behavior whenever he made speaking engagement before the presence of the honorable guests and dignitaries on the local and global venues via television, radio, and mobile phones; the more quick are the parents in their on-the-spot checking of their children's exposures to the same as done hourly, daily, weekly, and monthly basis; and thus liberate them from influences of the kind of nasty mal speaking behavior as displayed by the highest head of the State in the country so to speak.

DISCUSSIONS

An analysis of the above rejection of the null, tends to come into a working hypothetical conjecture that more extensive is on-the spot checking by parents of their children's exposures to the foregoing favorite phrase by the President of the Republic as the former had done it hourly, daily, weekly and monthly; the more viable is the Edukasyon sa Pagpapakatao program for Suba Elementary School.

KEYWORDS: strict, parental, guidance, on-the-spot, correction, behavior, television, radio, mobile phone

SUBMISSION ID: R04A-LAGUNA-0241

Parents Participation During Ptca Meetings at Calatagan National High School: An analysis

Jorge Bautista, Department of Education, Calatagan NHS

Abstract

INTRODUCTION

As stated in the Department of Education Mission, the department should protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

However, in Calatagan National High School, the percentage of Parents participation through PTCA attendance has an average of 45-50% from the school target of 95-100 %. Based on the data, the mandate of Department of Education should be address in order to have a share responsibility and therefore creating life-long learners. Thus, the time has come to put a weight to emphasizing how these Parents and Teacher's effort can be maximized to effect positive change to the school environment.

METHODS

The study utilized the descriptive method of research. A researcher-made interview questionnaire was used as the main data- gathering instrument. The respondents of the study were 1500 Parents/Guardians determined using purposive random sampling. The researchers accumulated and consolidated the responses of the participants. The statistical tools used were mean, percentage and rank.

RESULTS

The study revealed that the main reasons why there was a low level of Parents participation/Involvement during PTCA Meetings are as follows: Financial Matter, Information Dissemination, Parent's Busy Schedule, and Parents Perception for PTA meetings, and Distance from the School. The researchers came up with a proposed management system towards enhancing Parent's participation.

DISCUSSIONS

The main problem nowadays as far as school management is concerned is the low parent's participation during the PTCA meetings in every Grading Period. In Calatagan National High School there are just 50 % of parent's involvement from Grade 7 to grade 10 based on the First and Second Grading Period of PTCA Conference. Based on this problem, the researcher utilized different strategies in enhancing the parent's participation such as wide information dissemination through a personal letter to the parents, giving certificates as tokens for the parents, and a raffle program for all the parents who attended the PTCA meetings. These parents' involvements are important to the school to help us finding remedies in school concern and problems which in turn will have a great impact on the performance of students and teachers.

KEYWORDS: Parent's participation, Management System, PTCA Conference

SUBMISSION ID: R04A-BATANP-1958

Path Goal Leadership of School Principals: Input for Enhanced Teacher Development Program

Onelia Villanueva, Department of Education - Cavite

Abstract

INTRODUCTION

This study assessed the path-goal leadership of school principals and its relation to teaching performance and stakeholders support with an output of Enhanced School Development Program. Specifically, it aimed to determine: path-goal leadership style of school principals, difference in the assessment of path-goal leadership among the three groups of respondents, level of teaching performance in terms of teaching-learning process, student outcomes, community involvement and professional growth and development, relationship between the path-goal leadership style of principals to the level of teaching performance, stakeholders' support provided by EBEIS, and relationship between the path-goal leadership style of the school principal and the level of stakeholders' support.

METHODS

The research was conducted at Cavite East unit, comprising of three big schools lead by Principal IV. To determine the Path-Goal leadership of principals and stakeholders' support, two survey questionnaires was developed. The path-goal leadership was utilized based on House and Mitchell's (1974) Path-Goal leadership while the stakeholders' support utilized a survey questionnaire based on the information from EBEIS. The level of teaching performance is by the use of IPCRF. The instrument was subjected to Cronbach Alpha using SPSS version 20.0. Frequency, percentage, mean, sd. Pearson correlation and ANOVA were used in the data analysis.

RESULTS

The study revealed that principals practiced the varied path-goal leadership styles most of the time, teaching performance is very satisfactory, there is no significant relationship between the path-goal leadership of principals to the level of teaching performance for some reasons that directions, communications, and information were done through channel, no significant difference was seen among the three types of respondents, teachers, parents and LGU representative on how they regard the leadership style of the principals, the level of stakeholders' support was more on attendance and volunteerism on different programs and projects of the school, there were no significant relationship seen between the path-goal leadership of principals and stakeholders' support.

DISCUSSIONS

It can be inferred that teachers and stakeholders were not affected by the path-goal leadership practiced by the school principals to such factors that directives, communication and information was done through channel. The study recommended for the adoption of the proposed school development program.

KEYWORDS: leadership style, teaching performance, stakeholders' support, student outcomes, directive, participative, supportive, achievement oriented, school operation, volunteerism

SUBMISSION ID: R04A-CAVITP-1126

Perception of Skills and Capabilities of Tailoring Students Towards Industrial Work

Bj Pie Montialto, Researcher, RMDC
(Adviser: Noel Natividad)

Abstract

INTRODUCTION

Technical-vocational education and training was commonly known to prepare its connection with the working environment for relevance and to meet various demands of the industry. The researchers conducted the study about understanding the perception of skills and capabilities of tailoring students towards industrial work. This study will be able to analyze and determine the different factors and possible quality of life waiting for them in the near future. This will also serve as a guide in fulfilling their next step after Senior High School throughout the succeeding years. It will also determine the credibility of the students, their validity in the industry, the improvement skills needed to adapt in real life situation and most of all the standards that the industry is looking for. Specifically, it answers the following questions: (1) What are the skills needed by the tailoring students towards industrial work? (1.1) in what aspect does the teacher equip the students to work in the industry; (1.2) How important is ensuring that the tailoring students are equipped with skills before working in the industry? (2) How does the skill affect the performance in working in the industry.?

METHODS

The researcher employed a descriptive qualitative method in the research problem of this study which focused on the opinion of Grade 12 tailoring students about the skills and capabilities towards industrial work. The interview approach enabled to obtain the participants experiences, opinions and perspectives.

RESULTS

Four emerging themes were identified in this study based on the results of verbatim transcription. Theme 1 is about the attitude towards work discussed on the importance of attitude and discipline in working environment and to be successful in their career. Theme 2 is for the self-enhancement for employment highlights their strength and weakness for self-evaluation and assessment of their own skills and capabilities. Lastly, Theme 3 focuses on the weakness on the skills needed enumerated the part of the subject which they had difficulty.

DISCUSSIONS

The researcher realized that working in the industry, the person must be equipped by the skills they learn in the school to be able to cope up with the tons of different task in the company as well as they should be prepared themselves physically, emotionally and mentally in the working environment. Right attitude and perseverance aided them to get hired. The school must also have equipped the students to the skills needed and it must be based in the standards of the industry.

KEYWORDS: tailoring, skills, capabilities, industrial work.

SUBMISSION ID: R04A-STAROS-0040

**Perception of Teachers on The Instructional Supervisory Practices in
Bambang Elementary School at Calaca District**

Jenevieve De Leus, Bambang Elementary School

Abstract

INTRODUCTION

For about ten years, the field of instructional supervision has been suffering from unfriendly and unstable relations between teachers and supervisors. At school level, how supervisors should professionally support while working with teachers was the discussion about the field of instructional supervision and was a main derive for developing the different supervision models. The aim was to increase for the best method by which supervisors could best improve the teachers' performance, provide them with the needed assistance, for the total school improvement and providing quality education for the learners.

METHODS

The descriptive method of research which aimed to determine the supervisory practices usually employed by the school head. The respondents of the study were the seven (7) female teachers of Bambang Elementary School. The frequency, ranking and weighted mean were the statistical treatment used to interpret the data. The researcher utilized survey method as data gathering procedure. Survey questionnaire served as the data gathering tool. The preferences of teachers and their perceptions with regards to the instructional supervisory practices were noted. In the process, the responses of the teachers were assessed, tallied, interpreted and analyzed. As an output, the recommendations/ suggestions derived from the respondents to improve teachers' instructional competence towards quality education of the children. It mentioned that the main focus of instructional supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching.

RESULTS

As school leader, the school head was able to employ the supervisory practices listed to a very great extent which implied that the school head effectively performed the duties of instructional supervisor. The teachers preferred the supervisory practices of school heads with regards to the proper and effective communication with teachers during post observation such as rating their performance fairly and giving valuable suggestions after observation. All teachers perceived that instructional supervisory practices employed by the school head enhanced the delivery of their instructions as they learned to realize their strengths and weaknesses and performed as facilitators of learning to the children.

DISCUSSIONS

Results of the study emphasizes that the preferences of teachers on instructional supervisory practices must be given attention by the school leaders.

KEYWORDS: Perception, instructional supervision, supervisory practices, instructional competence, performance

SUBMISSION ID: R04A-BATANP-0319

**Perception on Career Development among Elementary School Teachers
of East District 1, Division of Batangas City**

Lourdes Gayeta, Department of Education - Batangas City

Abstract

INTRODUCTION

Teaching is a specialized skill that involves not only the expertise of the teachers in their respective academic fields but also their ability to create for the learners an environment where they can get optimal learning gain. The study is premised on the concept of teachers' perceptions towards career development encompassing the principle of teaching competently and skillfully which is one of the key sources of an educational institution's goal for providing excellent quality education through its teaching force to enhance and maximize their creative potentials.

METHODS

The descriptive method of research was utilized in this study to determine the attitudes of teachers in East, District I towards their career development. To achieve this purpose, the researcher used the documentary analysis. The researcher has chosen the said school to set limitations and concentrate more in dealing with the attitude of teachers towards their career development. This study may also help in finding or discovering the teachers' attitudes and perceptions in pursuing activities that will help them grow professionally and in studying to aid them for better understanding and collecting information and knowledge.

RESULTS

Teachers of District I EAST are basically in their prime age and have been in the teaching profession for a number of years already. However, despite of the years in service, they have not ventured much in furthering their professional growth. They are not able to meet the standard in regards to their performance as teachers in relation to their productive teaching techniques, organized, structured class management, and employee responsibilities and have shown a positive attitude towards their career development to a great extent. The proposed activities when tried and implemented may help sustain and motivate more teachers to participate in various professional development with positive attitudes.

DISCUSSIONS

The results proposed activities with refine content and should be tried out for implementation. Schools should tap into its teachers' pool of expertise and form collaborations between teachers and external experts to provide a specially tailored professional development for their teachers. Proper planning may be done for professional development training to encourage and motivate teachers to participate and incentives and rewards may be given for good jobs. Also, a similar study should be conducted in other schools for comparable results.

KEYWORDS: Teaching, perceptions, professional development, career development

SUBMISSION ID: R04A-BATANC-0158

Perceptions of Aglipay District Elementary Teachers Towards Instructional Supervision

Daisy Julian, Department of Education - Quirino

Abstract

INTRODUCTION

Instructional supervision is said to be the most important function of a school head. As it is stipulated in Department of Education Order 14, s. 2013, regular monitoring and supervision by the school head is a must to assure proper implementation of instructional programs and to ensure that the pupils are able to meet the standards set and the competencies expected of them in the K to 12 Basic Education Program. However, with my experience as school head of different schools in Aglipay District, teachers tend to resist instructional supervision despite of prior announcements as indicated in my monthly supervisory plan. Thus, this study was conducted to examine the perceptions of teachers towards instructional supervision and to make innovative plans for professional development and for its better implementation.

METHODS

This study used the Descriptive - Survey Method to assess the perceptions of the 175 teachers of the 25 complete elementary schools of Aglipay District towards instructional supervision. Also, qualitative data was used to gather suggestions of respondents regarding areas of instructional supervision that should be improved. The data that were gathered through the data collection instrument were coded, categorized and analyzed using SPSS. Frequency counts, Percent, Means, Standard deviation, One-way ANOVA and Independent T-Test were used to describe the perceptions of teachers towards instructional supervision.

RESULTS

The participants believed that instructional supervision improved them professionally and helps build their morale. Further, they agreed that preparation for instructional supervision is just a normal part of the teaching-learning process. The respondents' age, sex, position and years in service do not influence their perceptions towards instructional supervision.

DISCUSSIONS

The results of the study suggested that these should be disseminated to the school heads particularly to Aglipay District school heads to be aware of, so that they could help in the proper implementation of instructional supervision in a more improve and effective approach, which implies that they should also be trained along this area. On the other hand, teachers should also be constantly capacitated through a well- planned and well-implemented District/School Learning Action Cell to enhance and improve them along their strengths and weaknesses.

KEYWORDS: perceptions, instructional supervision, elementary

SUBMISSION ID: R002-QUIRIN-0116

**Perceptions of Senior High School Teachers Towards K to 12
Implementation and Its Implication to the Learning Outcomes#of the
Students: An Input in Crafting#an Instructional Development Plan**

Judie Dela Cruz

Abstract

INTRODUCTION

This study aimed to determine the relationship of the perception of the Senior High School teachers on the K to 12 implementations in terms of instructional materials, monitoring of the implementation, learning capacity of the students, and instructional facilities towards the learning outcomes of the students. Furthermore, this study developed an instructional development plan which would develop a scheme in formulating instructional materials and teachers' guide for the improvement of the K to 12 implementations in Senior High School program.

METHODS

Descriptive-correlation method employing survey questionnaire was used. Secondary sources were students' learning outcomes for school year 2017-2018. Frequency, Percentage, Mean, and Pearson r were used as statistical tools to analyze and interpret the data gathered.

RESULTS

Generally, in this term, teachers' perception towards K to 12 implementation was favorable. In terms of Instructional materials, teacher should go with the trend of teaching using multi-media presentation. Furthermore, this study clearly shows that the degree of relationship between teachers' perceptions toward the implementation of the K to 12 program and its implications to the students' learning outcomes has strong positive relationship. This means that students' learning outcome is strongly affected by how teachers perceived the implementation of the K to 12 program.

DISCUSSIONS

Teachers are not aided with instructional materials that should be provided and available for use. The subject matter, the objective and the activities are not supported with Teachers Guide and Learners' Manual. The K to 12 program is well monitored. Monitoring program enhances positive attitude among the teachers but this also caused stress to them. Students' interest and participation are being develop despite that they have hard time to cope with the lesson. Using multimedia and equipment for skilled subjects in the lesson presentation make an easy and effective way of delivering the lesson. This encouraged more interest and understanding from the learners. Learning outcomes are satisfactory despite that they have hard time to cope with the lesson. Those who took the National Competency II Assessment had passed. The Teachers' guide that was developed helped a lot in strengthening the implementation of the K to 12 program.

KEYWORDS: perceptions, implementation

SUBMISSION ID: R012-SOUCOT-0033

Perceptions Regarding The Use of Graduation Program Evaluation Tool

Gregoria Gutierrez, Department of Education Nagcarlan-Rizal

Abstract

INTRODUCTION

This study focused on the effectiveness of an evaluation tool to assess the level of performance regarding the District graduation ceremonies. The evaluation of the activity served as a reflective tool in order for the schools to do better in the future graduation rites. The researcher applied the evaluation to thirty-one (31) different schools in the District of Nagcarlan-Rizal to find out the effectiveness and efficiency of the evaluation tool.

METHODS

The thirty-one (31) different schools in the District of Nagcarlan-Rizal were the subject of the study and they underwent an evaluation regarding the graduation ceremonies. A questionnaire was administered to the forty (40) respondents. The guest principals, teachers and parents served as the respondents and they evaluated the graduation according to four (4) areas namely physical facilities; conduct of the graduation exercises; involvement; and decision-making/interpersonal relationship. Comments were considered as another source of information as regards to the improvement of a graduation performance.

RESULTS

It was stated that Category A, Physical Facilities had the score of 31.9. It was considered the lowest maybe because five (5) or more schools had their graduation programs done in venues other than their own schools. Category B was considered by the researcher as technical in nature. It was noticed that the observance of the prescribed parts given in Memorandum No. 99, series of 2016 result was the next in rank being the lowest. This maybe because of RA 9155 wherein the school heads are Empowered to move or adjust some parts of the program as need arises. Concerning Category C "Involvement", attendance varied among teachers, graduates, personnel and guests, teachers and principals/school heads. When it comes to Category D "Decision Making", school heads as to the observance of the guest principal respondents. The result showed that all schools were having uniform performance as to decision making.

DISCUSSIONS

The level of performance of the schools during the graduation ceremonies was manifested outstanding. There was no significant difference between the result of the evaluation tool and the feedback mechanism used by the researcher because of the similarities of answer given or the relationship of those answers. They were both positive and outstanding in nature. There was a significant effect concerning the use of the evaluation tool and feedback mechanism particularly with the school heads decision making skills.

KEYWORDS: GRADUATION, PROGRAM, EVALUATION, TOOL, PERCEPTION

SUBMISSION ID: R04A-LAGUNA-0271

Perceptions, Challenges, and Opportunities in Utilizing Electronic Design Interactive Instructional Materials of Elementary School Teachers of Mauban North District

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(Adviser: Marry Ann Mandrique)

Abstract

INTRODUCTION

Educational management is a comprehensive effort intended to achieve some specific educational objectives. One aspect of educational management is management of curriculum. Curriculum management is the process through which educators and administrators collaborate on the creation, development and refinement of learning content to achieve desired student outcomes. Hence, it is imperative that there is a need to conduct a study regarding the perceptions, challenges and opportunities of teachers in utilizing Electronic Design Interactive Instructional Materials.

METHODS

The study used descriptive-survey and descriptive comparative methods of research. Statistical used in the completion of this study was; percentage distribution, weighted arithmetic mean, t-test for independent samples and ANOVA/F-test/Schiff's tests. To gather the necessary data for this study, the researcher used a self-devised questionnaire. These items were answered by the respondents guided by a four-point Likert Scale. Training program for teachers in utilizing EDIIM is the output in the study.

RESULTS

Majority of the respondents have no ICT training having 112 out of 141 of the respondents while 29 of the respondents have ICT training. On the perception of the respondents in utilizing EDIIM in terms of objective, a WAM of 3.55 "Strongly Agree". Difficulty in using computer particularly in multimedia (WAM=3.52) and graphics, concepts (WAM=3.50) was listed as the most problem encountered by the respondents. An average of 3.69 indicated that the respondents strongly agree that there are available facilities provided by the DCP and a WAM of 3.63 showed that there are lot of electronic instructional material in LRMS that be downloaded and used in teaching was also interpreted as strongly agree.

DISCUSSIONS

As perceived by the respondents, EDIIM helps to raise the ICT literacy of the pupils. The respondents have a positive perception in utilizing EDIIM. Most of the respondents have difficulty in using computer. The study revealed that the respondents have a difficulty or challenges in utilizing EDIIM because there is no proper training on ICT offered by the district. The identified difficulties were an indication that there is a need to develop a training program for teachers for enhances utilization of EDIIM. Having available provided by the Department of Education Computerization Program and having a lot of electronic instructional material that can be downloaded was the respondents' perceived opportunities in utilizing EDIIM.

KEYWORDS: Electronic Design Interactive Instructional Material (EDIIM), Challenges, Opportunities, Perceptions

SUBMISSION ID: R04A-QUEZON-0361

Performance in The National Achievement Test of Quirino General High School for School Year 2017-2018 : Basis for Strategic Intervention for Better Learning Outcomes

Annie M. Mauyao, Nimfa F. Yarcia, & Rosa Nona P. Dayawon, Department of Education, Quirino General High School

Abstract

INTRODUCTION

Every school year the Department of Education administers National Achievement Test (NAT) for Grade III and VI. It aims to assess the pupils' performance and it will evaluate the performance of the school. The NAT is an examination that assesses the competency of both public and private school pupils. A different set of test is given to Grade 6 pupils where each of the following 5 subjects is assigned 40 items: (Filipino, English, Math, Science, and HEKASI).

METHODS

The researchers used descriptive-correlational design utilizing qualitative-quantitative method which was directed on determining and describing the performance in the NAT and the significant correlations between variables. For the qualitative aspect, Focus Group Discussion was conducted to ascertain the issues and problems along 21st century skills.

RESULTS

The results revealed that the performance in NAT was below the mastery level of 75 percent. Among the five (5) core areas, Filipino has the highest mean of 64.00 described as Nearly Proficient, while Science was described as Low Proficient with 39.06. Along Problem Solving, Information Literacy, and Critical Thinking, the performance was generally described as Nearly Proficient and these skills are significantly related to each other as they entailed a p value lesser than .05. Specifically, Information Literacy and Critical Thinking skills were both interpreted as Low Proficient. Furthermore, external factors like student's view of family, environment to include technology and extracurricular activities, media, poor study habits, difficulty in making decisions for what is right and wrong were the issues and concerns encountered which might have contributed to a low performance.

DISCUSSIONS

From the results, the researchers came up with an intervention called National Achievement Test Assessment and Impact Review (NAT AIR) to improve and increase the academic performance of the students. Different programs in each subject area will be implemented under NAT AIR.

KEYWORDS: performance in NAT, strategic intervention, 21st century skills

SUBMISSION ID: R002-QUIRIN-0121

Performance Management System as Assessed by School Officials and Teachers, and Teacher's Job Satisfaction in the Division of Imus City Towards Higher Level of Teacher's Job Satisfaction

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Abstract

INTRODUCTION

This study answered five queries on the Performance Management System (PMS) of Department of Education Imus City as perceived by the principal and teacher; how significant is the difference between the principal and teacher perceptions on PMS; the level of job satisfaction of teachers; the extent of relationships between the perceptions of the PMS and the job satisfaction of the teachers and based on the findings, what policies may be proposed to enhance the PMS of the schools.

METHODS

Descriptive correlational survey method and inferential measures were used in the treatment of the data including mean, ranking, SD, t-Test and Pearson-with the use of Performance Management System and Job satisfaction questionnaire. A total of 102 elementary school teachers and 28 principals participated in this study by purposive method.

RESULTS

The overall WM in PMS for principal's level showed more Very High Extent while for teachers showed all High Extent. As the alternative hypothesis there is a significant difference between principals' and teachers' perception of the PMS. Teachers have satisfied level of job satisfaction. All seven components of PMS were correlated with job satisfaction thus saying there is a significant relationship between PMS and job satisfaction of teachers. Three policies were proposed— Division Heads need to visit schools to talk to teachers on how to improve once a month; the Division performance needs to include teacher feedback and evaluation as part performance assessment and the Division needs to have consultation from outside organizational experts to provide objective feedback on specific areas for improvement.

DISCUSSIONS

The principal needs to provide clarity on his or her delivery of policies, programs and directions to ensure that the SATISFIED level of job satisfaction of teachers would increase both the division office and principals need to provide sufficient motivating factors. Since the division office has a strong influence both on the morale and working atmosphere of teachers in its jurisdiction it needs personnel in each school to practice humanistic counselling techniques in dealing with teachers so that teachers' relational need for job satisfaction are well established and consistently provided for teachers' benefit.

KEYWORDS: Performance Management System, Teacher's Job Satisfaction

SUBMISSION ID: R04A-IMUSC1-0017

Performance-Based Management of Public Elementary Schools in Caraga Region

Lily-Ann R. Mendero
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

Performance-based management is a management approach that maximizes the performance of teaching personnel. The performance is relative with targets when these are carefully set based on the Individual Performance Commitment Review (IPCR) and the Office Performance Commitment Review (OPCR) of the Department of Education Major Final Outputs (MFOs). With the existence of a high competition scenario in the world of education, it attracts the researcher to conduct such study in lined with her nature of work she is handling in order to provide interventions and necessary actions to not just only develop but as well as to uplift teachers' performance at their best.

METHODS

A descriptive-normative research design using the survey questionnaire was utilized in gathering the data. Public elementary schools of CARAGA region served as the research locale which comprised with ten (10) divisions with a total of three hundred fifty (350) respondents of which fifty are school heads and three hundred (300) are teacher respondents.

RESULTS

The pupils' survival rate per school size varies drop-out rates throughout the region is insignificant. The NAT performance is high and performance of teachers is very satisfactory. The Performance-based Management Index of Teachers and school heads in Public Elementary Schools of CARAGA Region is outstanding. The school profile which are the Enrollment, Cohort Survival Rates, NAT Performance and the Performance Rating of Teachers have significant relationship to the Performance-based Management Index based on the Major Final Outputs (MFOs). There is a significant difference between the Performance of big schools and small schools along the implementation of the PBM in CARAGA Region.

DISCUSSIONS

It is beneficial that the Performance Management Team (PMT) may customize PBM mechanisms that will cater the type of the school according to its size. The school heads may set parameters in the MFOs which are realistic in school organization without neglecting the capacity of the school personnel. The resource of the school may be readily being available in support to the thrusts and directions of the school based from its school's vision and goal. It is recommended that the PMT and school heads may revisit the implementation of PBM components. In a progressive style of management, bench marking is recognized as mechanism that would enable the school personnel to draw best practices of PBM for replication and innovation.

KEYWORDS: Performance-Based Management, Public Elementary Schools, Caraga Region

SUBMISSION ID: R013-SURSUR-0196

**Personal Dimension of Empowered School heads in Selected Senior
High School in Batangas City**

Herman Catapang, Department of Education

Abstract

INTRODUCTION

This study looked into the personal value systems of the 13 senior high schools offering TVL track in the exercise of their leadership.

METHODS

Research design was descriptive with a researcher-constructed questionnaire as data gathering instrument. Statistical tool used to gather data was weighted mean.

RESULTS

Results of the study revealed that the value systems of school heads in the exercise of their leadership were assessed as highly evident while the professional qualities were assessed as moderately evident.

DISCUSSIONS

Leadership of school heads as managers involves influencing others to engage in the behavior necessary to reach emotional goals.

KEYWORDS: values-based management, empowered school heads, personal dimensions of school heads

SUBMISSION ID: R04A-BATANC-0121

Phonic Approach: Improving the Word Recognition Levels of Struggling Reader of Grade Four Pupils at Namuco Elementary School

Aiza E. Mendoza, Analyn C. Bico, & Mylene D. Anuran, Department of Education

Abstract

INTRODUCTION

Reading is the key to skillful learning and better living. On the other side, reading is one of the various problems that a teacher encountered as she teaches. Since, the reading ability of struggling readers of grade four is the major problem in Namuco Elementary School. This research aims to improve their reading ability through phonics approach and remedial reading will help pupils in achieving better reading skills and comprehension.

METHODS

The study employed descriptive method of research. It aimed to determine the effectiveness of Phonic Approach in improving the word recognition level of struggling readers of grade four pupils. The researchers gathered data by utilizing Phil-Iri, focus group discussion, survey questioners and retrospective interview.

RESULTS

Upon the implementation of Phonic Approach, the struggling readers from grade four pupils improved their word recognition level. As proved, the six slow readers in pre- test of Phil-Iri went to the next higher level of recognition and one syllable reader became slow readers while one readers- at risk became syllable readers.

Continuous evaluation of pupil's performance enabled teachers apply varied remediation techniques to help pupils improve their ability especially in reading. It is recommended that reading intervention program using Phonic Approach done by the researchers will used by other teachers to evaluate the effectiveness of intervention in all grade level.

DISCUSSIONS

The results of implementing the intervention program using phonic approach diminished the number of struggling readers in grade four. The program helped not only the grade four pupils in Namuco Elementary School but also the other grade level. It seems that the teachers agreed in the use of phonic approach in reading.

KEYWORDS: Word Recognition, Struggling Reader, Phonic Approach

SUBMISSION ID: R04A-BATANP-1558

**Phonics Instructional Materials in Filipino: Input for Managing
Instructions for Improved Reading Competencies**

Rhea Dizon, Department of Education/SDO Cabuyao

Abstract

INTRODUCTION

Majority of Kindergarten classrooms in the public schools lack materials for effective reading programs in Filipino. Instructional materials in Filipino will provide teachers in Kindergarten ready tools to assist and empower them to teach in an enjoyable, dynamic, and productive manner that ensure mastery of the skills necessary for success in learning to read. This study investigated whether phonics instructional materials in Filipino would be an effective input for managing instructions for improved reading competency among Kindergarten.

METHODS

This quasi-experimental study verified the impact of an explicit or systematic phonics instruction on reading readiness scores using researcher-made phonics Filipino flashcards (Fili-flashcards) when compared to pupils receiving phonics through non-systematic instruction. Sixty pupils completed the treatment and control group; data analysis was run in the form of t-tests to determine if the mean between the two groups were significantly different. The treatment group worked ten minutes a day, five days a week, for eight weeks completing all sixty lessons from the program.

RESULTS

The study confirmed that after the conduct of instructions or program using the FiliFlashcards, there has been significant improvement in the pupils' letter name knowledge, letter sound knowledge, initial sound identification, and familiar word reading skills in Filipino. Results revealed that the use of explicit/systematic phonics instruction improved the Filipino reading readiness scores of the pupils as compared to the pupils subjected in the non-systematic instruction. Moreover, teacher-respondents perceived the phonics instructional materials or the FiliFlashcards as very satisfactory and effective.

DISCUSSIONS

The results agreed with much of other researches that teaching phonics directly and explicitly is important to Kindergarten reading readiness and helped improve reading competency compared to non-systematic or no phonics instruction. Study recommends incorporating ten-minute systematic phonics instruction, utilizing FiliFlashcards in every lesson, and delivering comprehensive teacher training on Systematic Phonics Instruction.

KEYWORDS: phonics instruction, reading competency, instructional materials

SUBMISSION ID: R04A-CABUYA-0029

**Poverty Alleviation Programs of Public Secondary Schools in Legazpi
City Division**

Jeremy A. Cruz

Abstract

INTRODUCTION

Zero dropouts, 100% promotion and high academic performance of students are primary goals of school administrators. Despite the measures and efforts done to realize these goals, it is inevitable that the drop rate can be part of the schools' numerous challenges linked to poverty. To address such problem, interventions like poverty reduction and poverty eradication are set forth. This study looked into the previous and present programs related to poverty alleviation aimed to facilitate learning and improve the academic performance of students.

METHODS

This descriptive research utilized Slovin's formula to determine the number of teacher and learner-respondents per school. Purposive sampling was applied to principals and School-Based Management (SBM) coordinators and the validated questionnaire was distributed face-to-face in one venue, explained in Filipino or Mother Tongue to ensure valid answers, answered questionnaire was collected right away. Descriptive statistics were utilized to analyze the gathered data.

RESULTS

Findings revealed that most of the schools are located in the urban area consisting of 16-138 teachers with a population ranging from 430-3202 students and that their poverty alleviation programs are highly implemented. Only a small percentage of respondents were able to observe the problems enumerated that can be attributed to the idea that the respondents, particularly the learners, are receivers of the support and that they are not concerned about problems in the program implementation. The school administrators on the other hand whose utmost concern is connecting with stakeholders, who can finance intervention measures, are the ones who go through the challenges in sustaining the implementation. The impact of the poverty alleviation program was evident in all the areas covered by the study. The respondents suggested several activities to improve the implementation in order to minimize problems that may be encountered and achieve highly evident impact

DISCUSSIONS

The results of the study revealed that such intervention activities advance school performance; there is still the loud call for a more intensified partnership with educational stakeholders in the implementation of the programs to achieve the goals of school administrators for zero dropout rate, 100% promotion, and high academic performance.

KEYWORDS: poverty alleviation, intervention, partnership, stakeholders

SUBMISSION ID: R005-LEGAZP-0004

Power and Politics in Organization: A Theoretical Paper

Franzen Taniegra, Department of Education - Quezon

Abstract

INTRODUCTION

This theoretical paper unveils the place of power and politics as central concepts in the study of organizational behavior in the academic milieu. Numerous studies have provided generous ideas on what power and politics are. In fact, many researchers attempted to uncover common understanding towards these behavioral tendencies. However, despite the efforts, they remain two among the least grasped concepts among educational leaders.

METHODS

Thorough review of literature and studies was employed, giving focus on exploring possible parameters of educational leadership and management vis-à-vis power and politics, being the chief variables of this study. This would help other and future researchers to further strengthen the research's ability to become more focused on the essentials and expand the awareness and sensitivity toward an uncommon milieu and less-noted dimensions of human behavior and organizational culture.

RESULTS

Power takes varied forms and occurs under scores of conditions while politics - which is the acquisition, exercise, and development of power - differs with reference to position, gender, and orientation. It is of conclusion that power and politics are defined by circumstances. Any academic organization cannot survive without power and politics. They cover concrete connections between and among educational actors. These are interrelated approaches that call for effective use and management to harmonize underlying differences and further achieve individual and organizational solidity. This paper concluded in addition that the educational arena finds reluctance in touching discussions on these; most educational people recognize power as adverse and politics, unprincipled. Eluding from these realities only gives birth to power abuse that can influence people's behavior, change the course of action, and elevates resistance.

DISCUSSIONS

This discussion thus asserts that educational management is basically tied with power; and that educational leaders must learn how to effectively manage with and amplify it to set directions to a collective undertaking. A responsive relational leadership combined with efficacious use of power among educational managers can truly foster mutually positive organizational politics.

KEYWORDS: power, politics, organizational politics, organizational culture, educational leadership and management

SUBMISSION ID: R04A-QUEZON-0134

**Predictors of Performance of Administrators in Public Schools in the
Division of Cavite**

Felinda Cruz, Lumampong National High School-Indang Annex

Abstract

INTRODUCTION

The government thrust is to produce globally competitive learners, efficient teachers, competent school heads, supportive community and effective schools and community learning centers. The inclusion of competent school heads as one of its purposes recognizes the role they have to play for the achievement of national goal for quality education. as the challenges increase and change, there is also a need for the school heads to change (Luistro, 2012).

METHODS

The study followed a descriptive-correlation approach. The social demographic characteristics of the participants were described along with their personality type, leadership style, leadership competency level, and performance level as school administrators. As for correlation research, which was also termed as association research, Fraenkel and Wallen (2003) described it as more than simply describing situations and events but rather knowing differences in variables relating to other variables and by investigating on possible relationships, while the researchers thus understand phenomena more completely. Thus, the possible relationships and causation were explored with performance level as school administrator as the dependent or criterion variable while social demographic characteristics, personality type, leadership style, and leadership competency level as the independent or predictor variables.

RESULTS

Results revealed that majority of the participants were middle-aged, female, married with master's degree and with doctoral units, less experienced and have principal ranks. Most of the participants have personality type of agreeableness. Majority of the participant were participative in their leadership style. The participants were highly effective in their leadership competency level. Also, the participants in general have outstanding performance level as school administrators. The significant relationship with performance level of public high school administrators were participants' age, civil status, administrative experience, administrative rank, personality type, leadership style and leadership competency level. However, not all aspects or indicators were significantly related.

DISCUSSIONS

There is a need to strengthen the monitoring and supervision of the school administrators to ensure the maintenance of their leadership capability and competence as well as their effective performance. Hence, the need for the training in order to enhance their conscientiousness and extra-version was recommended.

KEYWORDS: predictors, socio-demographic characteristics, personality type, leadership style, leadership competency level

SUBMISSION ID: R04A-CAVITP-0797

Preparedness and Initiatives of Educational Institutions in Addressing the Challenges of ASEAN Integration

Rustum Ysrael Punongbayan, PhD., Department of Education

Abstract

INTRODUCTION

The aim of this study is to determine the level of preparedness and initiatives of educational institutions in addressing the challenges of ASEAN Integration.

METHODS

The researcher used descriptive method. Furthermore, a qualitative research was also used. The respondents of this study were Department of Education, CHED and TESDA of Region IV-A. Specifically, it includes five SUC Institutions, five Department of Education pilot Senior High Schools and two TESDA Institutions

RESULTS

CHED's institution has the highest mean level of preparedness classified with high level of preparation. However, an opposing result was found in Department of Education's and TESDA institutions which attained an average remarks. Moreover, TESDA institutions had the record of lowest mean for the level of preparedness. CHED's institution still has the highest level of initiative as they did in preparedness. Department of Education schools again found to be in the average level of initiatives as well as TESDA institutions who found to have the lowest mean level for initiatives.

TESDA and Department of Education schools who conducted benchmarking activities are in the average level of preparedness while those CHED's Institutions who did not conduct benchmarking were the one classifies as very high and highly prepared. In addition, educational institution who offered scholarships to their faculty members such as Department of Education and TESDA also placed in average remarks while CHED institutions who also offered scholarship attained very high and high remarks of preparedness.

In terms of scholarships, the same institutions such as Department of Education schools and TESDA institution who offered scholarships were classified as low to average level of initiatives while CHED who did the same thing were classified as high to very high level of initiatives. Stakeholders and external constituents have significant effect to the institutions' level of preparedness and initiatives.

DISCUSSIONS

All institutions must strengthen its partnership and linkages to stakeholders and external constituents. In addition, they should be more aggressive in upgrading the level of quality assurance. It is prudent to recommend to all institutions to further strive for a much higher level of quality assurance. In order to request and realign budget for trainings, the curriculum must be reconstructed first specially those curricula that were aligned to the mandates of the Philippine Qualification Framework. All educational institutions should also increase the benchmarking activities based from their level of qualifications mandates.

KEYWORDS: ASEAN, K12, Asean Integration, PQF

SUBMISSION ID: R04A-LAGUNA-0280

Preparedness of Public Elementary Schools in The Implementation of K to 12 Program: Basis for a Proposed Localized Instructional Supervisory Plan

Heidilyn Tolentino, Department of Education - San Pablo City

Abstract

INTRODUCTION

This study determined the preparedness of public elementary schools in the implementation of K to 12 program among all the 64 schools in the Division of San Pablo City for the School Year 2016 - 2017 as basis for a proposed instructional supervisory plan.

METHODS

This study used descriptive method and survey questionnaire to 306 community stakeholders, 690 Grades I - V teachers and 64 school heads. This investigation utilized the following statistical tools for analyses and interpretations of data: Frequency count, weighted mean and standard deviation were used to determine the variables. Analysis of variance was employed to test the relationship among variables. T-test of difference was used to test the significant difference between perceptions of community stakeholders, teachers and school heads. The hypotheses were tested at 0.05 probability level.

RESULTS

The study revealed the following findings: the level of preparedness of public elementary schools in terms of school head's managerial functions and teachers' competence were "Very Evident" (4.22, 4.24), while role of stakeholders was "Evident" (4.05).

The implementation of K to 12 program in terms of curriculum and instruction was observed as "Very Highly Implemented" (4.21), while school capacity and adaptation to change were found to be "Highly Implemented" (3.98, 3.86).

The results revealed significance in the regression analyses of the K to 12 program implementation in terms of curriculum and instruction, school capacity and community needs on the preparedness of public elementary schools' variables. There is a positive strong relationship of the K to 12 program implementation on preparedness of public elementary schools.

Assessments made by the three group of respondents: community stakeholders, teachers and school heads were significantly different in all the indicators presented in the preparedness of public elementary schools and the implementation of K to 12 program.

DISCUSSIONS

On the bases of the findings and conclusions, it is hereby recommended that since K to 12 program implementation has significant effect on preparedness of public elementary schools, school heads, teachers and community stakeholders may always work hand in hand in order to have an effective and successful implementation of the recent trend in the field of education.

KEYWORDS: Preparedness, Public Elementary Schools, K to 12 Program, Instructional Supervisory Plan

SUBMISSION ID: R04A-SANPAB-0072

Principals' Efficiency and Effectiveness as Indicators of School Performance in the District of Nasugbu East

Grace Dela Vega, Department of Education

Abstract

INTRODUCTION

Leadership is one of the elusive attributes that separate effective principals from less effective ones. In a school setting, it is a process by which a principal influences and coordinates the activities of all stake holders for the achievement of school goals. Consequently, a leader in an educational setting is expected to demonstrate administrative effectiveness and efficiency. These roles are very necessary to the performance of supervisory functions as the head of a school.

Good principals have the ability to influence others in attaining the organization's goals. They are as precious as gold and precious stone. They are selfless for they are willing to give what they have and willing to devote their time without asking for anything in response. It is also their marks that they are also dedicated (Wallace Foundation, 2013).

METHODS

Mathematical formulas and statistical treatments were used to answer the problems of the study such as percentage distribution, mean and coefficient of correlation. Descriptive-correlational design was used in this study. This method was used in providing facts for the completion of the study. The respondents were elementary school principals in the District of Nasugbu East.

RESULTS

The findings revealed that the principals from the District of Nasugbu East have outstanding level of efficiency and very satisfactory level of effectiveness are indicators of school performance but to a limited extent.

DISCUSSIONS

Principals professional and personal characteristics is outstanding; they are also outstanding in terms of their attendance which is also a must. In terms of their linkage management as basis of their efficiency, they are at the outstanding level. It is important for principals to develop the ability of lasting and meaningful partnership since these organizations can contribute in the realization of the organizational goals.

In terms of their effectiveness they are at the satisfactory level, it includes Resource Management, Staff Development and others. It is important that they continuously evaluate themselves and have a clear picture of their own strength and weaknesses so that they can improve in areas where they are weak and further so that they can improve in areas where they are weak and further enhance their strength. These actions may help them to succeed in their jobs and become effective school heads for a better school performance.

KEYWORDS: MANAGEMENT, EFFICIENCY, EFFECTIVENESS

SUBMISSION ID: R04A-BATANP-1981

Principals' Supervisory and Administrative Practices: Its Impact to School Performance of Jose Lopez Manzano Tuy National High School

Ireneo Sacdalan

Abstract

INTRODUCTION

Over the years there are numerous studies in leadership around the world in different fields of interest, citing its importance in their operation, performance and success in their respective fields. Virtually all types of organizations, firms, teams, institution and department are structured with hierarchy directed by certain type of leader. Many aspects of leadership affected the performance of the group and defined the failure or success of their organization. Included in this aspect is leadership style, which is one of the proven factors that tells the outcome of a certain institution.

METHODS

The descriptive research was used to seek and establish data regarding the performance of the school that correlates with the principals supervisory and administrative practices in Jose Lopez Manzano Tuy National High School. The period of time during the three (3) specific terms of principal for the last (8) years which was the input to a proposed work plan. Thirty-seven (37) teachers and fifty (50) stakeholders were the respondents of the study

RESULTS

There is no significant difference between the Principals' supervisory and administrative practices to the school performance. Community and all concerned individual must have a collective mindset on improving the school performance through empowering themselves on ensuring a high quality leadership for their locale school.

DISCUSSIONS

The School Administrator must continuously enhance, evolve and adapt their supervisory and administrative practices to the rapidly changing educational environment to further increase the school performance and achieve education excellence.

KEYWORDS: Leadership, School Performance, School Administrator, Supervisory and Administrative Practices

SUBMISSION ID: R04A-BATANP-0685

**Problem Assessment of Learners At-Risk of Dropping Out (LARDO):
Basis for School Dropout Reduction Program for Quezon National
High School**

Anabel Sollano, Quezon NHS Division of Quezon

Abstract

INTRODUCTION

Education is one of the necessities of modern society's access to wealth as well as social well-being. It is no secret that a good education has the power to change a life. However, the problem on chronic absenteeism which results in dropping out has risen over a long period of time nationally and internationally. Thus, school administrators, together with the teachers, parents, and community, can ameliorate the dropout problem if they can mobilize the necessary resolve.

METHODS

The researcher used the mixed-method sequential explanatory design. This study involved two groups of respondents. The first group was composed of 60 respondents who had been habitual absentees. The second group for the focus group discussion was composed of two repeaters, two "balik-aral", and two dropouts. This study utilized a descriptive survey questionnaire to identify the demographic profile and problems of the learners at-risk of dropping out. The researcher analyzed the data gathered and conducted interviews through focus group discussion which provide insights into the richness of this research.

RESULTS

The most prevalent problem encountered by the respondent is individual-related factor in which most of them agreed that they pay more interest to earn rather than to learn. In family-related factor, it was also concluded that disputes within family greatly affect their interest to continue schooling. High unemployment was also found as one of the primary reasons why students dropout from school. The study also revealed that most of the learners at-risk of dropping out experienced lack of encouragement to continue schooling. Thus, family, school, and community play vital role in shaping the attitude of the learners towards education. The school, as one of the causal elements on learners' development, is indicative to perform essential measures that have direct influence on learners' decision on continuing their education.

DISCUSSIONS

The results demonstrated the need of a functional intervention program that will address the problems of the students and definitely alleviate the increasing rate of student dropout. The program will facilitate better understanding of oneself toward self-direction; provide deeper insights on various aspects in life and develop students' potentialities; and work closely with school administrators, teachers, parents, and other stakeholders in order to get a wide picture of students' problems, difficulties, and concerns for proper interventions.

KEYWORDS: dropout problem, absenteeism, intervention program, education

SUBMISSION ID: R04A-QUEZON-0293

**Professional Advancement Project for National Qualifying Examination
for School Heads (NQESH) Takers**

Nevard Glenn A. Orsos Orsos, Dr.

Abstract

INTRODUCTION

The development of a professional advancement project for National Qualifying Examination for School Heads (NQESH) takers was the main focus of this study. In particular, the study surveyed the profile of NQESH takers and their performance viz a viz NQESH domains.

Furthermore, the significant relationship between the profile of NQESH takers and their performance was determined. It was also relevant for this study to ascertain the extent of the respondents' managerial skills relative to communication, technical, conceptual and human relation and interpersonal management along with the problems they met inherent to their role functions. At the end, the findings of the study were utilized in preparing the proposed professional advancement project for NQESH takers in Batangas Province.

METHODS

This study employed descriptive research design involving 261 NQESH takers of 2015 from the four schools' division offices in Batangas Province such as Batangas Province, Batangas City, Lipa City and Tanauan City. Relevant data were collected with the use of researcher-made questionnaire, documentary analysis and interview. Frequency count, percentage, weighted mean and chi square were the statistical tools used to treat data.

RESULTS

The findings revealed that majority of NQESH takers belonged to the 41 to 50 age group, had completed their master's degree, with Head Teacher position, with at most five years of administrative experience and very actively participated in trainings and seminars. Considering their performance, NQESH takers passed the domains in instructional leadership; creating a student-centered learning climate; human resource management and professional development; parent involvement and community partnership; and personal and professional attributes and interpersonal effectiveness. However, they failed in terms of school leadership; and school management and operations.

DISCUSSIONS

In light of these findings, the study recommended that the professional advancement project for NQESH takers which was designed based from the findings be reviewed by the concerned schools' divisions for suggestions and enhancement measures before possible adoption to help their NQESH takers. NQESH takers may also be encouraged to continue their educational advancement through post graduate studies and participate more on professional advancement trainings/ seminars that will help them enhance their leadership and supervisory skills.

KEYWORDS: Principal's Test, Professional Advancement Project

SUBMISSION ID: R04A-LIPAC1-0049

**Professional and Managerial Skills of Public Secondary School
Principals in Region V: Basis for Capability Development Program**

Elvin Monroy, Department of Education - Naga City

Abstract

INTRODUCTION

With the continuous demand for effective leadership in the present education system in the country, a capability development program was designed for public secondary school principals in Region V to specifically address the identified domains where they need further enhancement of their leadership prowess and grow continually in the profession and keep abreast in the constant changes and challenges in this 21st century education. The training program for the school principals is necessary to keep their organizations' growing and adopt changes for the better.

METHODS

Convergent method consisted of descriptive, test of relations, and analytical-developmental research designs were used. Self- Assessment Questionnaire, which was developed based on the NCBSSH and SBM tools used by Department of Education in assessing the professional and managerial skills of the school principals, was responded by a total of 218 (31.7%) full-fledged public secondary school principals in the six provinces and seven cities in Bicol region. They were purposively sampled through stratified proportionate random sampling. The statistical tools used were frequency and percentage technique to describe the school principal-respondents' personal, professional managerial profile, weighted mean and ranking to determine the level of professional and managerial skills of school principals along the eight domains, and Chi Square to determine the relationship between the personal profile and managerial skills of school principals.

RESULTS

The respondents' professional skills showed that they need to have intensive trainings while they are still young and at the beginning career stage in the service. On the other hand, the weakest domain on the level of managerial skills was Instructional Leadership. Though the results showed that there was no significant relationship between the school principals' professional and managerial profiles and professional and managerial skills, an intervention program was developed based on the identified weakest points of each professional and managerial skills domain of the public secondary school principal that fall under Need Enhancement Training (NET).

DISCUSSIONS

The results clearly demonstrated the need for the development of training program to acquire more leadership experience as it is contingent upon quality management. The School principals need to actively embrace a continuing effort and nurture the culture of hard work, commitment and dedication to attain proficiency in managing an educational institution. They are typically expected to impart vast knowledge and expertise in handling people and running an institution. The training innovation will be useful for those who are newly promoted in the principal position for effective operations and smooth flow of organizations.

KEYWORDS: professional skills, managerial skills, capability development program

SUBMISSION ID: R005-NAGA1-0000

**Professional Competence of Elementary Teachers in the North District
of Division of Lipa Basis for Professional Development Program**

May Ann Joy Lucido

Abstract

INTRODUCTION

Facing the 21st century learning, educational technology, significant changes in the curriculum and the varying nature of diversity of learners do call for a challenge on the role of teachers. Then, innovations in terms of teacher development practices are deemed necessary to facilitate maximum growth of teachers, personally and professionally.

METHODS

The study used a researcher-made questionnaire as main data gathering instrument. It was divided into three parts, the first of which focused on the professional developmental practices of teachers as to teaching strategies employed, motivation techniques applied, evaluation process used, and participation in workshops/training and classroom observation. The second part is on the effects of professional developmental practices to the teachers' personal and professional growth. Finally, the third and last part was on the challenges to the pursuit of personal and professional growth encountered by the teachers.

RESULTS

This is the belief that teachers must be transformed into more efficient and more effective educators because the department always aims for quality and excellence. The output of this study, Innovative Practices towards Teachers' Personal and Professional Growth, outlines a program that honors differences among teachers, encourages positive change, and provides concrete support for improving personal qualities and professional competencies. Innovative Practices towards Teachers' Personal and Professional Growth Action Plan was proposed to scaffold teachers' growth in practice by involving them in identifying their personal and professional growth needs and by providing specific, useful feedback on their performance.

DISCUSSIONS

Teachers manifest commendable professional competence in terms of using teaching strategies, motivation techniques and evaluation process. Professional competence helps much in the teachers' pursuit of personal and professional growth. Comparison of the assessment of the school heads and of the teachers tends to arrive at some point of difference in some variables, but similar in others. Hectic work schedule in school and conflict with family responsibilities to attend to are the challenges teachers usually encounter in their pursuit of personal and professional growth. The proposed innovative practices which will aid teachers' pursuit of personal and professional growth represent the final output of the study.

KEYWORDS: Professional Competence

SUBMISSION ID: R04A-LIPAC1-0193

**Professional Ethics of General Emilio Aguinaldo National High School
Teachers: Basis for Personality Development Program**

Michelle Maulit, Department of Education

Abstract

INTRODUCTION

Teachers play a vital role in the society. Ethics is something that is done every day, but it also about people (Hendricks, 2008). One factor of declining the Philippine education is brought about the lack of personal and professional development to the teaching profession (Inocian, 2015). This study aims to determine the following— (1) differences and extent of professional ethics practiced by the General Emilio Aguinaldo Teachers in the following variables: attendance, teamwork, mentoring, productivity, cooperation and respect for others as assessed by administrators, teachers and GPTA officers; (2) problems encountered by the teachers in terms of practicing the professional ethics; (3) and a personality development program in order to enhance the professional ethics of the high school teachers.

METHODS

This study employed descriptive research which involved description, recording, analysis and interpretation of the present nature. The focus was on prevailing conditions on how a person or group behaves or functions in the present. The researcher used Slovin's formula to get the sample size of the population. The following statistical tools were utilized in the treatment of the data T-test, ANOVA, ranking and weighted mean.

RESULTS

The assessment of the respondents on the professional ethics as practiced by the teachers shows great extent in terms of attendance, teamwork, mentoring, productivity cooperation and respect for others. On the other hand, teamwork, mentoring, cooperation and respect for others have significant differences. It is also evident that there is a problem about the cordial relationship of teachers and parents. If this problem will not be resolved it will give a continuous conflict between the parents and the teachers.

DISCUSSIONS

The results shown that in order to enhance teachers' knowledge and perception of the professional ethics, administrators may conduct regular evaluation. This should be the bases for refresher programs through which the teachers are re-educated on the value of behaving professionally. Administrators should constantly remind, inspire and nurture the sense of professionalism in articulating duties to the teachers. There should also be a constant conference or communication every grading period or monthly between teachers and parents so that there will be a cordial relationship between them. A personality development program could be initiated every year with corresponding evaluation to determine the impact on the part of the teachers.

KEYWORDS: professional ethics, personality development, teachers

SUBMISSION ID: R04A-IMUSC1-0039

Profile and Performance Level of Core Behavioral Competencies and Skills of Dipintin High School Teachers

Elizabeth Soriano, Dipintin High School

Abstract

INTRODUCTION

Teacher competence is one of the most important factors in influencing students' performance. With the introduction of the RPMS-PPST, teachers must be equipped with the Core Behavioural Competencies and Skills needed in the attainment of the objectives in the Key Result Areas in order to become highly proficient. This study focused on the profile and the performance level of core behavioural competencies and skills of Dipintin High School teachers.

METHODS

The descriptive survey design was used. The questionnaire was consisting of 2 parts: the profile and the list of behavioral competencies and skills enumerated in the RPMS. All teachers were asked. To determine the relationship of the profile and performance level, the data was quantitatively analyzed using descriptive and inferential statistics. The level of performance in each indicator used the scale 1-5: 5-Role model, 4-consistently demonstrate, 3-most of the time demonstrate, 2-sometimes demonstrate, 1-rarely demonstrate.

RESULTS

From the 13 respondents, 4 have 1-5 years, 3 has 6-10 years, 3 has 11-15 years and the rest has 16 years and above teaching experience. As to age, 3 teachers under the age bracket 21-25, 3 for 26-30, and the rest, above 40. There are 3 teachers with no masters' unit, 6 with 36 units and below, 2 finished academic requirement, while 2 are masters graduate. The Core Behavioral Competencies evaluated are Self-Management, Professionalism and Ethics, Result Focus, Teamwork, Service Orientation and Innovation, while in the Core Skills: Written Communication, Oral Communication and Computer/ ICT Skills. Competencies and Skills have 5 indicators each. The mean performance level of the respondents ranges from 3.07 to 3.99 described as Most of the Time Demonstrate. The indicator which knows the different written business communication formats used in Department of Education got a mean of 2.99.

DISCUSSIONS

There is a positive relationship between the age and years of experience of the respondents in Self-Management and Professionalism and Ethics. The younger the teacher with less experience, manifest greater need on the enhancement of Self- Management and Professionalism and Ethics. The performance level in the core behavioral competencies and skills did not affect the rating in the RPMS-PPST, but are factors in the attainment of the objectives in the Key Result Areas. Teachers should be role models in the performance of the core behavioral competencies and skills in order for them to become Highly Proficient.

KEYWORDS: RPMS, PPST, Core Behavioral Competencies, Core Skills

SUBMISSION ID: R002-QUIRIN-0010

Program Readiness and Social Acceptability of K to 12 Senior High School: Basis for Program Implementation and Enhancement

Apolonio Villanueva, Department of Education

Abstract

INTRODUCTION

Based on the foregoing presentation of strands and track, K to 12 seems almost complete in itself. Nevertheless, inquiries regarding its acceptability remain intact due to variations on the economic, social and political status of different communities. Moreover, it cannot be denied that it has affected partly the tertiary level curriculum along those strands since it is unfair for stakeholders and students to repeat in college level the subjects they have taken in senior high school. Finally, it is of vital significance to evaluate and determine the readiness and social acceptability of the program.

METHODS

The respondents of this study were 469 teachers, 41 school heads and 470 students from Department of Education Division of Batangas. The questionnaire was used as the main data-gathering instrument. This study utilized the descriptive method of research since it aims to determine the program readiness and social acceptability of K to 12 senior high school in the public secondary schools of the Division of Batangas.

RESULTS

The perceived level of school head managerial functions is interpreted as "highly skillful and competent". The level of perception on social acceptability of senior high school program are all interpreted as "highly acceptable". The overall respondents' assertion on the level of implementation of K to 12 senior high school program are interpreted as "highly acceptable". On the other hand, program readiness related factors as to school heads' managerial functions and faculty skills and competence predicts the social acceptability of K to 12 Senior High School Program as to entrepreneurship. Lastly, skills development is predicted by school head managerial functions, technology orientation and media exposure.

DISCUSSIONS

Program Readiness Related Factors to the program implementation and enhancement as to attainability of objectives is predicted by faculty skills and competence, media exposure and technology orientation. Monitoring and evaluation is predicted by faculty skills and competence, quality of teachers and controlling. Media exposure, directing, and organizing, predicts the full implementation. Lastly, holistic development of learners is predicted by faculty skills and competence, professional skills, media exposure, planning and controlling.

The output of this study aims to enhance teachers' instructional competencies, strengthen the standard procedures for the implementation of classroom observation and improve physical plant and facilities.

KEYWORDS: program readiness, social acceptability, implementation, enhancement

SUBMISSION ID: R04A-BATANP-2283

Project "GLFR" Genuine Love for Reading of Banyaga National High School

Ellen Toldanes, Department of Education

Abstract

INTRODUCTION

Reading is considered the art of articulating any words in any kind of print media that serves as a medium in communication and learning development. Lack of knowledge and understanding in this skill will have a big influence on students learning development. There are different kinds of reading materials in developing the goals of making the students put on high interest and capabilities to love reading. But still, great amount of funds must be spent for modern reading materials this is the main problem of the teachers in the teaching-learning process (Alfasi 2004).

METHODS

The researcher used the descriptive method in this study. The data gathering process was done through survey form. The information obtained in this study was carefully ranked and analyzed. The data were obtained through interviews and survey analysis.

Selected students coming from 7th grade and 8th grade were chosen in a purposive process as respondents based on the result of the PHIL-IRI and Speed reading test. The first class belongs in the heterogeneous group and the other class was in the medium level group.

RESULTS

After conducting the descriptive research process in this study it was found out that reading in the macro-skills level must be improved and develop. It must be given high importance and attention not only by the students but also to the teachers as molders of learning. First, in the rank as students' preference in reading was literature for kids particularly story books and big books, next in the rank was comic books and last in the rank was magazines and other references. Current issues and events, as well as popular trends in the industry were set to be the basis in choosing magazines. With this result, it was very important that the teacher imposed creativity and resourcefulness as well as patience in making the students improved.

DISCUSSIONS

Differentiated reading materials with catchy graphic and presentations must be applied in the different facets of learning. Ensuring that all children have access to high-quality primary and early childhood education is also important, since the learning that occurs in these early years is likely to influence track placement later. If the reading gap by parental education can be significantly narrowed before students are sorted into tracks, the regrettable correlation between parental education and track placement could be lessened, making tracking more tolerable to the equity-minded reformer hence the reading process will be fully equipped.

KEYWORDS: PHIL-IRI, genuine, love, reading, books, comprehensive, interest, instructional, learning, learners

SUBMISSION ID: R04A-BATANP-0412

**Project (SEB): Sagip Estudyante ng Bulihan- an Intervention Program
to Reduce Dropout Rate in Bulihan National High School**

Joseph Butawan, Bulihan National High School Silang, Cavite, Ria Christine N.
Egenias, Emiliano Tria Tirona Memorial Senior High School, & Maricel S.
Lacasa, Trece Martires City National High School- Annex

Abstract

INTRODUCTION

Poverty is a driving force to both parents and their children to dropout from school. They want education but they lack the motivating force to support their children to pursue their studies. The primary purpose of this research was to develop an intervention program that will eradicate dropout rate and will help students at risk not to leave school while studying.

METHODS

The study used descriptive design. The readily available document from the guidance office submitted by the teachers with advisory the number of students who leave the school with their reasons.

RESULTS

The top 3 causes of dropouts are financial family problems, lack of interest and employment. An intervention program entitled "Moving Forward" for students at high risk of dropout and out-of-school youth to continue to study. It composes of six (6) intervention programs for parents, teachers, and students at risk to stay school and to reduce from dropout. It was concluded that the family is the key factor why learners' success into their chosen career and they are also the one who turn the life of their child into miserable situation. Instead of studying, they choose to work in benefit to bring food at home and to help their parent in their household chores.

DISCUSSIONS

The proponents recommended an intervention programs on potential school leavers should be strengthened to motivate students to stay in school with the help of their parent or guardian.

KEYWORDS: Intervention, Dropout, Reduce, Program.

SUBMISSION ID: R04A-CAVITP-0577

Project 555: A Strategic Intervention Program to Increase the National Achievement Test Performance of Grade VI

Lolita C. Romen

Abstract

INTRODUCTION

National Achievement Test measured the level of mastery of the five learning areas namely English, Filipino, Mathematics, Science and Araling Panlipunan in Grade VI. Based on the results some Grade VI Learners belong to low mastery level. Through the intensive implementation of project 555, there was a significant change in the performance of the Grade VI learners' mastery of the competencies were evident. In this study both the teachers and the learners benefited much in which the teacher was given the opportunity carefully plan his daily classroom instruction and choose appropriate assessment tool to evaluate the learning of his pupils. On the learners' part, they were given the differentiated activities to maximize their learning process. The construction of the five-item test, for 5 days in these 5 subject areas can bridge the gap as far as NAT performance is concern. This project solidified the mission and vision of the Department of Education to make the learners competitive.

METHODS

Using the Customary approach, the researchers conducted groupings with their Grade VI respondents, seventy-eight respondents across 2 different sections answered to a set of questions. With the data collected through quantitative analysis the use of project 555 at individual performance in the five learning areas included in NAT (National Achievement Test).

RESULTS

Many poor-performing learner in Grade VI who participated in our project perceive problems such as Mastery of mathematical process, Limited vocabulary, Lack of comprehension skills, Lack of scientific and analytical thinking skills and Study habit. Assessments were given during the pre-and the post test. Results were gathered, collected, analyzed, interpreted and compared. Difference in the test result during the pre and the post test was evident. After quantitative analysis of data, there was an improvement in the performance of the learners in the 5 subject areas. The Project 555 is of great help for making our learners perform well in NAT (National Achievement Test).

DISCUSSIONS

The results demonstrated the impact of Project 555 towards the attainment of its objective. Students' achievements were improved when an intervention was taken into considerations and the need to address the problem was carefully studied and immediate actions took effect.

KEYWORDS: INTERVENTION, NATIONAL ACHIEVEMENT TEST

SUBMISSION ID: R04A-CAVITP-0505

**Project Accelerread: Intensive Reading Activities for Struggling Grade
One Readers of Edilberto L. Mendoza Memorial Elementary School ,
Lipa City Division**

Dina Montoya, Department of Education

Abstract

INTRODUCTION

Reading ability has increasingly become a very important tool to access information and knowledge through variety of media, such as internet and newspapers. Literacy is also strongly associated with the development of a country. A high rate of literacy often becomes one of the most significant indicators of a country development in general. Literacy has in addition becomes an important form of communication skill that may locate someone in the market place, a place where life chances are determined (Weber 2006), and social mobility is enabled (Mitch 2005). It is furthermore a manifestation of the developmental and egalitarian function of education (Levin, 2010) in democratic society.

METHODS

The researcher utilized the descriptive type of research. The researcher used quantitative approaches to obtain data from the respondents. According to Aquino (2011) a descriptive type of research involves a description, recording, analysis and, interpretation of the present nature, composition, process or phenomenon. This study fit the use of descriptive research since the researcher determined the difficulties of the grade one learners in reading so as to use Accelerread strategy to improve their reading ability.

RESULTS

1. The Grade 1 learners performed fair based on their reading achievements on phonological awareness, vocabulary development, and comprehension.

There were reading gaps identified in the skills of Grade 1 learners' terms of phonics, phonological awareness, vocabulary development, and comprehension.

The challenges encountered by the learners in reading included guessed, mispronounced or skipped words while reading, forgot words even right after being helped, cannot spell, difficulty to recognize letter sounds when trying to sound out words, resisted reading, reading was behind compared to other subjects, cannot read for long periods, and does not enjoy reading.

DISCUSSIONS

Project Accelerread's Reading Fair and My Reading Buddy activities could be employed to address the challenges encountered by the students in reading in areas of guesses, mispronounces or skips words while reading, forgets words even right after being helped, cannot spell, difficulty to recognize letter sounds when trying to sound out words, resists reading, reading is behind compared to other subjects, cannot read for long periods, and does not enjoy reading.

KEYWORDS: Project Accelerread , Reading Gaps , Challenges

SUBMISSION ID: R04A-LIPAC1-0118

**School Pillars' Functions and Innovative Processes in the Public
Elementary Schools in the Division of City Schools Cabuyao, Laguna:
Basis for Strengthened Leadership**

Jovy Murcia, Cabuyao Integrated National High School

Abstract

INTRODUCTION

Educational systems around the globe facilitate social transformation toward peaceful, inclusive, and sustainable world. To endure the challenges of this modern world, individuals need to be informed, engaged, and empathetic citizens. Education equips individuals with knowledge, skills, attitudes, and behaviors needed to function effectively in the society. Innovative school principals perform leadership functions, understand the behavior needed to perform the job, and master the skills involved in performing their roles. They show exemplary leadership in initiation, organization, motivation, and direction of the actions in the school. They manage school affairs and resources, exercise good governance, promote social cohesion, and ensure the well-being of the school's stakeholders.

METHODS

The descriptive research design was used in this study in determining the school pillars' profile, as well as the leadership functions and governance. The innovative processes were also examined using the survey instrument. The predictive statistical treatment using the multiple regression analysis was employed in looking into the influence of the school pillars' profile, as well as the leadership functions and governance on the extent of implementation of the innovative processes in the public elementary schools.

RESULTS

The school pillar respondents are mostly female and neophytes in the field of teaching. In terms of management functions as to leadership and governance, the school pillar respondents were assessed to be evident and highly practiced in all the variables which include: initiation leadership, organizational leadership, motivation leadership, direction leadership, transparency governance, ethical governance and accountable governance. On the extent of implementation of innovative processes, the school pillar respondents were perceived to be evident/ highly practiced in terms of transformative pedagogy, instructional supervision, administrative practices, implementation and evaluation of school programs, school-community partnership, and management of resources.

DISCUSSIONS

When leadership and governance performance is high, the school pillars' performance in the different innovative processes such as transformative pedagogy, instructional supervision, administrative practices, implementation and evaluation of school programs, school- community partnership, and management of resources is also high.

KEYWORDS: School Pillars, Innovative Processes, Transformative pedagogy, Instructional supervision, Administrative Practices, Leadership, Governance, Management of Resource, School- Community Partnership, Evaluation of school Programs

SUBMISSION ID: R04A-CABUYA-0073

**School Principals Profile and Public Elementary Schools Performance in
The Schools Division Office of Imus City**

Gregorio Jr. Co, Jenielyn Sadang, & Matea-Alvyn H. Trinidad, Department of
Education - Imus City

Abstract

INTRODUCTION

The widely quoted biblical verse "By their fruits, ye shall know them" aptly relates to school leadership. The quality of education delivered to students is dependent on how learning process is managed in the schools. A systematic review conducted by Osborne- Lampkin, Folsom, and Herrington (2015) that examined 52 empirical studies published between 2001 and 2012 on the relationships between principal characteristics and student achievement in the United States showed some interesting results. One of which was in general, principal precursors (such as principals' experience and educational attainment) and student achievement had positive relationship. They claimed, however, that principal preparation programs, also a precursor, provided mixed results. This study sought to establish if the school principals' demographic profile has a relationship on schools' performance in the Schools Division Office of Imus City.

METHODS

This study is a descriptive study. The study employed documentary analysis and interview as method of gathering data. Relevant records filed at the Office of the Planning and Research Section of the Schools Division Office of Imus City were requested and analyzed. Permission was obtained from the Schools Division Superintendent to access these records.

RESULTS

Results revealed that majority of the school principals are female (78.57%), had bachelor degree with units in MA (71.43%) and had been promoted as principal prior to the administration of the National Qualifying Examination for School Heads (NQESH) (50%). Twelve (85.71%) schools recorded a decrease of dropout rate from SY 2013-2014 and SY 2014-2015 and all of the 14 schools studied were way below the national standard of 75% Mean Percentage Score in the National Achievement Test (NAT). The school principals' demographic profile namely sex, educational attainment and qualification, were not related to school performance in terms of dropout rate and result of the NAT.

DISCUSSIONS

The results demonstrated the need that reclassification for new school principals may not be determined solely by passing of the NQESH. Other forms of assessing competence may be instituted on top of this examination. Promotion of school principals to the next rank may also include achievement of set standards as criteria. Lesser weight may be given to criterion such as educational attainment. Future studies may be conducted such as principal's organizational management for instructional improvement that can influence schools' performance.

KEYWORDS: School Principal, Demographic Profile, Performance, Dropout, Achievement

SUBMISSION ID: R04A-IMUSC1-0068

School Safety Hazards Preparedness in Division of Calamba East District

Jomar Llarena

Abstract

INTRODUCTION

Schools are among the most important factors which serve as stepping stones for leading the children to an efficient and effective educational opportunity where they can enjoy their rights and eventually be trained to be productive citizens of the states. School safety, thus, is an important factor in supporting children in this vital quest of excellence. This stimulates the fact that a school exerted its efforts for the past academic years to enhance or impede the attainment of satisfaction and productivity of every member of the learning community through the implementation of safety guides.

METHODS

The descriptive method was utilized in this study. The respondents of the study were teachers, principals, PTA officers and barangay officials.

The statistical tools used in the study were weighted mean, t-test and Pearson r. A researcher-made survey questionnaire was used to answer the formulated research questions to assess the preparedness of the schools in relation to school safety hazards: General safety measures, earthquake, fire/short circuit, and flood.

RESULTS

In general safety hazard measures, Fire/Short Circuit, Earthquake, Flood were prepared. There is a significant difference among the assessments of the safety hazards preparedness in terms of Earthquake at 0.05 level of significance. General safety measures, Fire/Short Circuit and Flood did not manifest significant difference; the problems encountered in school safety hazard preparedness has a general assessment of 2.40 which is interpreted as Less Evident; there is no significant relationship between the level of school safety hazards preparedness and the problems encountered in terms of fire, earthquake and floods. On the other hand, the level of school safety hazards preparedness and the problems encountered in terms of general safety has significant relationship; an action plan was proposed to improve the school safety hazard practices among schools for the general welfare of all stakeholders primarily the safety net of the pupils.

DISCUSSIONS

The schools in the Division of Calamba East district are prepared in case hazards occur; the PTA officers, as representative of the parents, observe that there are some problems which still have to be addressed by the schools when it comes to preparedness on schools' safety hazards. PTA officers are involved in the management process as regards to safety hazards preparedness; the higher the level of preparedness, the lesser will be the problems encountered.

KEYWORDS: SCHOOL SAFETY HAZARDS PREPAREDNESS

SUBMISSION ID: R04A-CALAMB-0243

School-based Career Guidance Program and the Preparedness of Students in Senior High School

Marcelo M. Pelayo, Jr., Buhaynasapa National High School
(Adviser: Jennifer P. Dimaandal, MAED)

Abstract

INTRODUCTION

A good Career Guidance Program (CGP) tries to teach students to plan and make their own decisions about work and learning. CGP helps learners manage their career skills as well as their career development. Given the fact that the Department of Education is on its third year of implementing the Senior High School (SHS) curriculum, it is therefore imperative to determine how CGP is instrumental to the preparedness of students in taking SHS. This study covered the perception of the student-respondents about school-based CGP, its support for their preparation in SHS, and the effects to their career-related decisions.

METHODS

A descriptive method was used in this study with validated questionnaire as research instrument. The study made use of 248 Grade 10 students of Buhaynasapa National High School, School Year 2017-2018. It was obtained through random sampling using Slovin's Formula with 5% margin of error.

RESULTS

The respondents perceived CGP as a tool that enhances learning by assisting students to acquire skills critical to student development evident on the obtained weighted mean of 3.72 interpreted as strongly agree. Likewise, the respondents also strongly agreed that CGP focuses on student development of 21st century skills such as critical thinking, creativity, self-direction and leadership as it generated a weighted mean of 3.61. In terms of the support provided by CGP in preparing for SHS, the respondents believed at very great extent that it motivates them to life and skills dynamics having 3.71 weighted mean. On the other hand, students have the chance to carefully evaluate and analyze their decisions relative to career competencies and goal setting. However, track and strand preferences must be given consideration in implementing CGP since it obtained the lowest composite mean of 3.48 interpreted as agree.

DISCUSSIONS

Majority of the respondents viewed CGP as one of the tools that enhances learning by assisting them to acquire critical skills in academic, career, personal, social aspects of student development. It also enlightens their mind, nurture their skills, add knowledge, and boost confidence resulting to right decisions relative to track and strand to take and career goals and competencies to consider. Therefore, contextualizing and localizing school-based CGP will help learners to realize further its advantages and value.

KEYWORDS: school-based career guidance program, preparedness, senior high school

SUBMISSION ID: R04A-BATANP-1112

**School-Community Involvement in Development Activities in the
Division of Batangas City**

Melvin Enriquez, Dumantay Elementary School

Abstract

INTRODUCTION

Truly, community development activities are important components if educational institutions aim to produce holistically developed learners. Unfortunately, teachers from public elementary schools, parents and LGUs, have experienced limited opportunities to be involved in community development activities. The involvement of public elementary teachers in community development activities in Batangas City significantly affects their personal life and professional life. As educators, public elementary school teachers should manifest their willingness and passion to be part of community development activities. Unfortunately, most of them find it very hard to be involved.

METHODS

The researcher utilized the descriptive method of research with the questionnaire as main instrument to gather data complemented by focus group discussion and interview. By employing this method, the researcher was able to determine the effects of community development activities on the personal and professional life of teachers. The respondents in this study were composed of 290 teachers from public elementary schools, 50 parents and 50 local government units (LGUs) in the Division of Batangas City. The number of teachers was identified through stratified random sampling while parents and LGUs were identified through purposive sampling.

RESULTS

Respondents assessed their involvement in community development activities to be much involved. The assessment of respondents about environmental conservation and protection, as well as to health and sanitation had no significant differences. There was a significant difference in their assessment of respondents in terms of literacy campaign. The constraints in the implementation of CDAs get less number of participants during the implementation stage, that implementation of CDA is often placed in the least of their priorities and done for compliance and documentation purposes.

DISCUSSIONS

Respondents assessed their involvement in CDAs regarding environmental conservation and protection, health and sanitation, and literacy campaign to be much involved; there is a significant difference in the assessment of respondents in terms of literacy campaign; teachers strongly agreed on the proposed ways to strengthen their involvement in CDAs; issues and challenges encountered by teachers affected their involvement in CDAs; and the proposed comprehensive projects focus on school-community involvement in development activities and to develop strong school-community relationship.

KEYWORDS: School-Community, Involvement, Strengthening, Development, Activities, Parents, LGUs, Teachers, Projects

SUBMISSION ID: R04A-BATANC-0067

Schools Clique: A Tour De Force on The School to School Partnerships

Rhoda Manual, Department of Education - Laguna, Mario Z. Lanuza
Elementary School

Abstract

INTRODUCTION

The primary purpose of this action research is to determine the implication of school to school partnerships between Mario Z. Lanuza Elementary School as partner school and the leader school Sampaloc Elementary School for SY 2017-2018 on reading performance of the pupils. Specifically, it aims to improve the reading performance level of the pupils. Also, this is to ensure that Leader School shall be provided with various incentives to enable and encourage them to assist and support their Partner School.

METHODS

The researcher conducted the action research July to November SY 2017- 2018 and used quota sampling and independent of population characteristics. The respondents were 152 pupils from Grade 2-6. Statistical Treatment used were Weighted Mean, Mean Percentage Score, and Standard Deviation.

RESULTS

As the result, there is an increased on the Mean, MPS, and SD. The use of Project PREPARE as an intervention in the School to School Partnership helped to improve the Reading performance of the partner school. with the support and assistance of the leader school.

Reading Assessment Results for SY 2017-2018 during the School to School Partnerships No.

Indicators	January-March	September-November
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Based on the table, it shows that there is an increased on the Mean, MPS, and SD. The big leap on pupils' reading performance is a manifestation that an appropriate reading intervention and great focus and ardent interest of teachers and school head to carry the learners towards better reading performance is through Partnerships.

DISCUSSIONS

Based on the presented findings of the study, the Project PREPARE is the intervention utilized to improve the reading performance level of the pupil-respondents in the School to School Partnership that brings out positive implication on the said program of Department of Education, camaraderie and collaboration of leader and partner schools to achieve one goal, and sharing of best practices or provision of technical assistance as well as coaching and mentoring supported by the Leader School to its Partner School. The project of leader school equipped the partner school in developing the reading skills. The pupils of partner school benefited from it and should be sustain.

KEYWORDS: school, partnerships, Project PREPARE, reading, performance, pupils, sustainability, support, collaboration

SUBMISSION ID: R04A-LAGUNA-0049

Science Teachers' Perceived Effectiveness of and Readiness for Spiral Progression: The Case of Lusacan National High School

Joy Anne Esguerra, Secondary School Teacher III

Abstract

INTRODUCTION

Spiral progression approach is just newly implemented in which studies on this topic in the Philippines is in scarcity, if not existent. Since curriculum is a dynamic process, change is inevitable. To produce positive changes, development should be purposeful, planned and progressive. Evaluation of the spiral progression approach is a must to determine if the approach is effective and attuned to the needs of the learners and the society or, if like in other countries, in which this approach was abolished from their educational system after a certain period of time.

METHODS

This study utilized the descriptive method of research. The study used purposive sampling design to select the 11 respondent teachers from Lusacan National High School. The researcher-made questionnaire is used to determine teachers' perception on the effectiveness of and level of readiness on spiral progression in teaching the science subjects.

RESULTS

The result showed that spiral progression is effective in teaching both Biology and Earth Science and thus, ineffective in teaching Chemistry and Physics. Teachers claimed that school facilities and administrative support are in place to make them ready for the spiral progression. However, slight readiness was seen on the areas of teaching competencies and instructional materials. Statistical test showed that there is a significant and moderate positive correlation between the perceived effectiveness of and teachers' readiness for spiral progression.

DISCUSSIONS

In all the four Science subjects, the respondents agreed that the approach increase the use of technology for the purpose of enhancing the effectiveness and efficiency of teaching. The respondents agreed that teachers are aware in the computation of grades with the new curriculum. The transition to the use of spiral progression approach was recognized to be difficult not only to students but also to teachers. It was evident that chemistry and physics teachers were more passionate in sharing their difficulties in teaching concepts in the discipline with so short span allotted. The teachers claim that they are ready to teach science using the spiral progression approach. There is a significant and moderate positive correlation between the perceived effectiveness and readiness for teaching science using spiral progression approach. Intensification of pre-service training for teachers which focuses on the understanding of the spiral progression approach and how to go about it is needed to address this concern.

KEYWORDS: action research, spiral progression, science education

SUBMISSION ID: R04A-QUEZON-0054

**SDRRM Workshop Module as a Means to Increase The Knowledge
Level of Grade V Pupils of Talipan Elementary School in Disaster Risk
Reduction and Management**

Allan Acesor

Abstract

INTRODUCTION

This study investigated the effectiveness of SDRRM workshop module as a means to increase the knowledge level of Grade V pupils of Talipan Elementary School in disaster risk reduction and management.

METHODS

The study employed quasi-experimental method of research involving Grade V pupils of Talipan Elementary School who were purposively selected. The data were gathered through self-devised survey questionnaires validated by experts. In the organization and interpretation of data, Weighted Arithmetic Mean and t-test for dependent samples were used as the statistical treatment of data.

RESULTS

The results of the study revealed that Grade V pupils of Talipan Elementary School are less knowledgeable in disaster risk reduction and management in terms of earthquake and fire safety actions before the utilization of SDRRM workshop module. Meanwhile, there is a marked increase in their knowledge after the utilization of SDRRM workshop module. The study further showed that SDRRM workshop module is effective in increasing the knowledge level of the pupils in disaster risk reduction and management as to earthquake and fire safety actions as supported by the significant difference results.

DISCUSSIONS

The utilization of SDRRM workshop module is a valuable means that promotes pupils' preparedness in disaster risk reduction and management through significant increase in their knowledge on earthquake and fire safety actions.

KEYWORDS: SDRRM workshop module; knowledge level; disaster risk reduction and management

SUBMISSION ID: R04A-QUEZON-0325

Secondary School Linkages and Networking among External Stakeholders

Cecilia Alcantara, Department of Education - Batangas

Abstract

INTRODUCTION

This study aimed to assess the implementation and practices in the public secondary school linkages and networking activities among external stakeholders in the CALABARZON Region relative to curriculum, instruction, faculty and staff development, physical facilities development, and special projects. The strengths were determined on how evident the extent of school linkages and networking among stakeholders in programs, projects, and activities sponsored by Department of Education, school, and community.

METHODS

The descriptive method was used with the questionnaire, interview and focus group discussion. There were a purposive sample of 112 external stakeholders composed of alumni, local government unit, parent of alumni, religious and non - government organization. They came from different public secondary schools in CALABARZON which won in the BrigadaEskwela from School Year 2013 - 2015 categorized as small, big, and exceptional in size. The statistical processes and procedures included weighted mean and rank.

RESULTS

Findings of the study showed that the school linkages and networking activities related to curriculum, instruction, faculty and staff development, physical facilities development, and special projects concern were rated as highly evident by the external stakeholders. Moreover, involvement in school linkages and networking among stakeholders were highly evident in Department of Education, school and community - sponsored programs, projects, and activities.

DISCUSSIONS

The strengths identified in school linkages and networking were in faculty and staff development and Department of Education sponsored activities; while the weaknesses were on special projects and community - sponsored programs, projects and activities. Moreover, the issues and challenges confronting administrators in fostering school linkages were availability of resources, accountability measures for concerned stakeholders and involvement and commitment of participants.

A proposed management program to enhance the school linkages and networking activities among external stakeholders was designed as an output of this study.

KEYWORDS: Secondary School Linkages and Networking, External Stakeholders, School Linkages, School Networking, Stakeholders

SUBMISSION ID: R04A-BATANP-0055

**Secondary Schools Administrators Leadership Capability and
Performance Competency: Basis for Leadership Capability Policy
Guidelines**

Cherry Sumabat

Abstract

INTRODUCTION

Leadership and management of school leaders' matters in the school system as well as developing people to be positioned in the middle management like having department heads in different subject areas. People management skills should be possessed by these heads for the unity and success of the department.

METHODS

The study aimed to determine the assessment of selected Junior High School teachers as regard the leadership capabilities of their administrators from the Division of Antipolo City during the School Year 2017 - 2018. The Instrument was adopted from the competencies in Department of Education-Results Based Management System (RPMS). Quantitative data were collected through a survey questionnaire consisted of three parts namely: Profile of the Respondents; Assessment on Leadership Capabilities; and Performance Competencies. The statistical tools used in the study were frequency and percentage, weighted mean, and Pearson r for correlation. The study was limited in finding the relationship between Leadership Capability of secondary school administrators and their Performance Competencies. The research used holistic approach.

RESULTS

The over-all assessment on the leadership capabilities in terms of leadership competencies, it was revealed that the assessment of selected junior high school teachers as regard the leadership capabilities of their administrators particularly leading people, people performance management and people development are at very satisfactory level. It further showed that all the variables pertaining to leadership competencies were assessed as very satisfactory.

DISCUSSIONS

The assessment of selected Junior High School teachers as regard the Leadership Capabilities and Performance Competencies of their administrators were Very Satisfactory. It was found out that there is significant relationship between Leadership Capabilities and Leadership Performance competencies except for some competencies. It implied that the administrators from the Division of Antipolo City were very competent leaders. However, there were some issues in the aspects of people development that need to be address to the higher-ups.

KEYWORDS: Leadership Capability; Performance Competency; RPMS

SUBMISSION ID: R04A-ANTIPO-0013

**Secondary Schools' Student Services Management and Operations in
Calabarzon: An Enhanced Continuous Improvement Program**

Evangeline C. Rubio, Department of Education, Lutucan Integrated National
High School

Abstract

INTRODUCTION

This study was conducted to find out the level of implementation and practices in the operation of student services among secondary schools. The importance of continuous assessment, maintenance and monitoring student services programs. The study aimed of designing management intervention tools and mechanisms which will channel adequate, efficient and cost-effective delivery of student services.

METHODS

To meet the objectives of this study, 146 key personnel of the student services served as respondents. The mixed method of research was utilized where research questionnaires with open-ended questions were explored together with interviews and observations. Statistical treatments used were analysis of variance, (ANOVA), Pearson r Correlation and weighted mean.

RESULTS

Findings revealed that management and operations of student services were implemented in the basic services provided by the Guidance and Counselling Office, Library Services, School Publications, Supreme Student Government (SSG), Canteen Operations and Gender Awareness and Development (GAD) among the secondary schools in CALABARZON. Also, there is a high correlation between management and operations of student services. Financial Management received lower average weighted mean of 3.32, interpreted as Strongly Agree, GAD posted an average weighted mean of 3.41, interpreted as Strongly Agree. It showed the absence of GAD office in most of the responding schools. Internal Process registered the lowest positive result of 3.31 average weighted mean (AWM), interpreted as Strongly Agree. Observations and interviews showed that there are no organizational charts, manual of operations and office workflow in most respondents' schools. Resourcefulness showed that Parents' Teachers Association (PTA) participation help regulate student services.

DISCUSSIONS

The result revealed that there is a smooth utilization of various student services in secondary schools in CALABARZON. The policies, guidelines and mandates of the Department of Education on the delivery of student services were also observed in schools. However, study showed that challenges and problems arise due to the notable evidences of like absence of feedback mechanisms, inadequate financial literacy program and meager dissemination of Child Protection Policy. Thus, an enhanced continuous improvement program with specific parts such as objectives, strategies, programs and budgetary requirement, was developed as student services delivery guide.

KEYWORDS: continuous improvement program, management, operations, secondary schools, student services

SUBMISSION ID: R04A-QUEZON-0192

Self-paced and Modular Approach in Integrated Sciences in the District of Tagaytay

Merlyn Javier - Estrada & Rachelyn Hernandez

Abstract

INTRODUCTION

This study aimed to discover self-paced and modular approach in Integrated Sciences in District of Tagaytay of Grade-7 to Grade-10 learners Basic Education Curriculum. Results of this were used to recommend or propose learners progress plan which goals are to create a flexible, actual and resourceful transfer of learning from the teachers/facilitators to the learners. As the learners plan and manage their learning with a high extent of personal control and independence; learning by doing within learners paced and intrinsic motivation.

METHODS

This paper employed the descriptive design of research. Data were gathered through the use of a validated adopted questionnaire. The study involved the three hundred eighty-one (381) Grade-7 to Grade-10 learners of the District of Tagaytay, in applied the Slovin's Formula, Percentage, T-test (T-value) and Anova (F-value). The statistical tool used was the mean.

RESULTS

This study was anticipated to be beneficial to the Department of Education, to the School Administrators, Principal, Head-teachers, teachers, parents, learners, and researcher who may work on the same and related topic.

DISCUSSIONS

It was revealed in this study that the respondents' achievements in line with Self-Paced Approach in the Curriculum revealed the experiences by Grade 7 to Grade 10 learners in Integrated Sciences classes were maximizing the use of learning materials while in modular approach were the clarification regarding the subject matter. The results of self-paced and modular approach in integrated sciences in the District of Tagaytay gained commendable results based on observations and experiences of Batang Tagaytay learners.

KEYWORDS: Self-paced Approach, Modular Approach, K-12 Curriculum, Basic Education Curriculum and Integrated Sciences

SUBMISSION ID: R04A-CAVTP-1130

Senior High School Preference on School Activities

Ricky Realingo, Alangilan Senior High School

Abstract

INTRODUCTION

The research assesses senior high school student preference on school activities. It is hoped to enlighten the mind of school leaders on the preference of the student as they advance from the junior high school to the senior high school to determine their preparedness to engage in the university studies.

METHODS

The research conducted a survey and developed a questionnaire to identify the preferred school activities of the senior high school and determine the reason for such. An informal interview and group discussion were also conducted to validate the responses on the survey.

RESULTS

The senior high school activities preferred by the students are ranked as follows: Intramurals, Strand Days, Teacher's Day Celebration, Buwan ng Wika Celebration, Science Camp, and Nutrition Month.

DISCUSSIONS

Reason for the students' choice were: meeting the activity objectives, opportunity for learning, program scheduling, organization of the activity, duration of the activity and venue. Students' preference is a manifestation of growing maturity they are preparing for the university activities. Proposed enhancement includes better planning and facilities, increased budget allocation and funding, and improved organizing committee involving student leaders.

KEYWORDS: Senior high school, Senior High School Activities, School activities,

SUBMISSION ID: R04A-BATANC-0369

Senior High School Academic Performance Improvement: An Input to Sustainability of Project Solar in Utilizing School Resources

Ambrocio Ano, School Head

Abstract

INTRODUCTION

This study aimed to determine the sustainability the Project SOLAR (Savings On Lights And Resources) in utilizing school resources while improving the academic performance of the senior high school students.

METHODS

Descriptive Method

RESULTS

The findings implied that the Project SOLAR made an impact on the monthly electric consumption and the full utilization of school resources such as ICT and other electronic devices helps teachers and students in teaching-learning process.

DISCUSSIONS

It was also concluded that there is significant difference in academic performance of senior high school students after launching the Project SOLAR.

KEYWORDS: Resources, Utilization, Performance

SUBMISSION ID: R04A-RIZALP-0493

Sign Ko, Sound Mo: Strategy in Teaching Beginning Reading among Manobo Adult Learners

Menerba M. Dapar, School Principal

Abstract

INTRODUCTION

Reading has not only a tremendous power when it comes to fueling the development of all aspects of language ability but it is important to the entirety of human life. Thus, the inability to read particularly to adults may become a source of frustration, anger, and fear. In San Miguel I District, illiteracy has been an issue for quite long years now particularly in Indigenous People (IP) communities. The prevailing situation challenged the learning facilitator of the Alternative Learning System to take necessary action and make strategic intervention to mitigate the alarming number of literacy challenged individuals. Thus, teaching beginning reading among adult learners was deemed necessary in implementing the program. Anchored in the district's target to eradicate illiteracy, the researcher was able to design a "Sign Ko, Sound Mo" strategy which focuses on the development of phonemic awareness of learners, a necessary prerequisite to reading.

METHODS

This study employed a quantitative method of research and the purposive sampling technique. It provides data on basic literacy levels of adult Manobo learners based on the pre-test and post-test results of an Assessment for Basic Literacy (ABL) in reading. The participants of the study were the 32 adult Manobo learners. In determining the basic literacy level of learners, the scale of scores 0-10 for non literate, 11-15 for neo-literate, and 16-20 for post-literate was the basis.

RESULTS

The pre-test results of the Assessment for the Basic Literacy revealed that the 32 adult Manobo learners under study had no ability to recognize letters and decode written symbols. There being non-literates greatly affected their academic performance. During post-test, 14 learners became post-literates, another 14 belong to neo-literate level and 4 were non-literates with improved scores.

DISCUSSIONS

A remarkable increase in reading performance among adult Manobo learners is duly attributed to the effective implementation of "Sign Ko, Sound Mo" teaching strategy. Thus, teachers shall attend more in-service training on Andragogy to improve their knowledge, skills, and competence in teaching beginning reading among adult learners.

KEYWORDS: teaching, beginning reading, indigenous people, adult learner

SUBMISSION ID: R013-SURSUR-0276

Single Parent: An analysis of Students Behavior

Julie Anne Mendoza, Department of Education, Siniloan Integrated National High School

Abstract

INTRODUCTION

Parenting is great factor in nurturing children holistically. However, despite of the much care exerted, still unexpected behaviors have been observed in some students in school. One of the teachers' resorts is to eagerly seek parent's attention in cases of repeated misbehavior. Thus, the researcher is trying to uncover if the problem in students' misbehavior in school has something to do with parent status being a single parent.

METHODS

Descriptive method was used in the study to analyze the relationship of having a single parent to student's behavior in school, steered in the Cluster 1- Division of Laguna among respondents who were purposively selected from the existing records of the guidance office of each school. The researcher provided a self-made questionnaire, to collect the data for profile, extent of having a single parent and level of student's behavior. The data gathered were treated through chi-square.

RESULTS

Findings showed that majority of the respondents were first-born female and mostly has three or more siblings in the family. Single parents are usually laborers and their being single parent, were caused mainly by unexpected pregnancies, broken-homes and death of spouse. It was revealed that parents disciplined their children when committed mistakes. Also, parents' attention is diverted to jobs for needs sustenance. The level of student-respondents' classroom behavior appeared as often being responsible - attending class regularly, arriving at school on time and following school's rules and regulations. They were never involved in cheating and physical fight. The extent of having a single parent has a significant relationship to the student-respondents' behavior. The kind of parenting given to the children was good. Consequently, the children behave well. They were mindful of what is wrong and right, as well as what could be the consequences of their actions.

DISCUSSIONS

Responsible parenting leads to influencing the children to act in a decent manner during their school days. Obviously, the extent of parenting they apply affects the kind of behavior that the student-respondents manifest. This proved that parenting is a great factor in nurturing children's behavior. For future researchers they shall conduct follow-up studies on the benefits provided to the single parents, to spread awareness and enlightenment.

KEYWORDS: Single Parent, Behavior, Parenting, Students Behavior

SUBMISSION ID: R04A-LAGUNA-0115

**Socio-Economic Problems of Selected Elementary School Teachers in
Calatagan District, Division of Batangas: An Assessment**

Ma. Cristina Bota, Department of Education

Abstract

INTRODUCTION

The living conditions and the socio-economic status of teachers and in its concern about the well-being of workers in general are one of the issues facing in education nowadays. Socioeconomic status (SES) incorporates income as well as educational attainment, financial security, and subjective view of social status and social classes can envelop personal satisfaction characteristics and additionally the open doors and benefits stood to individuals inside society.

METHODS

The researcher employed the descriptive method of research. This research study aimed to find out the Socio-Economic Problems of Elementary School Teachers in Calatagan District, Division of Batangas. The choice was made in consideration for what Palar-Calmorin and Calmorin (2008) stressed that in descriptive design, the study focuses at the present condition and that the purpose is to find new truth. In view of this, the researcher deemed that this method is the most appropriate for the study.

RESULTS

The teacher-respondents strongly, slightly, and disagreed that they encountered socio-economic problems in the performance of their job: strongly agreed in working environment ($\bar{x}l...=4.59$); agreed in job satisfaction ($\bar{x}l...=4.41$) and in pay structure ($\bar{x}l...=3.82$); and disagreed in their relation with superior ($\bar{x}l...=1.71$) and in rewards and promotion system ($\bar{x}l...=1.61$), respectively.

As a whole, the composite mean of $\bar{x}l...=3.26$ indicated that these teachers only slightly agreed that they were faced with socio-economic problems in the course of their teaching assignment.

DISCUSSIONS

Socio-economic status (SES) affects the delivery of quality education and the ability of the teachers to instruct their students to learn. Low SES areas are focused on basics of life to improve education, along with basics of human relations and basics of instruction.

In the parlance of education, the concept is measured as a combination of education, income, and occupation. It also associates to social standing, class and privileges, and power. It is in this line of thought that the researcher conducts a study on the socio-economic problems of selected elementary school teachers in Calatagan District, Division of Batangas with the end view of proposing an Intervention Program to Improve the Socio-economic Status (SES) of Teachers, promote Service Quality and Increase Teacher Performance.

KEYWORDS: socio-economic status, working conditions, performance

SUBMISSION ID: R04A-BATANP-2254

**Stakeholders' Acceptability of Innovative Learning Paradigms in
Department of Education Camarines Sur**

Lehai Beloro, Department of Education

Abstract

INTRODUCTION

One of the awe-inspiring quests of Department of Education was the implementation of Learning Resource Management and Development System (LRMDS) which was used by more than two hundred (200) secondary schools in Department of Education Camarines Sur in lieu with D.O No. 76 s. 2011 pursuant to R.A No. 9155. However, secondary schools differ in the acceptability and implementation of Innovative Learning Paradigms (ILPs) found in the LRMDS portal, so as there was no concrete parameters to measure and compare the extent of acceptability and implementation of the portal in each school. Thus, it was the gap that was bridged by this research. It measured the teachers' acceptability of ILPs and identified the factors affecting their acceptability level. Moreover, it crafted concrete parameters to measure teachers' acceptability level and devised instructional innovations such as "'Guide Book' and "'Portal-in-a-Box' to ensure its implementation.

METHODS

A descriptive and inferential statistical research designs were used. Documentation and survey methods were used in gathering the needed data and information. The four-part survey questionnaire was administered among the fifteen (15) purposely selected public secondary schools in Department of Education Division of Camarines Sur. There were 392 teacher respondents in all.

RESULTS

It was perceived that the acceptability of LRMDS by teachers highly depends on their ICT ability, followed by their awareness of the portal, then implementation of the program, and lastly school location. It also appeared that the availability of ICT equipment in school was the greatest factor that affects their acceptability and implementation of the LRMDS portal followed by school principal factor, teacher factor, and lastly parent factor. Furthermore, it was found out that there was no significant difference in the level of acceptability of teachers on the use of ILPs among districts. Data implied that the implementation of ILPs among the different districts was with the same level of teachers' acceptability. But on the other hand, there was a significant difference in the level of teachers' acceptability of ILPs among aspects.

DISCUSSIONS

The results reflected the need for Department of Education to re-orient teachers on LRMDS concerns and a wide distribution of "'Putting Innovative Learning Paradigms into Practice' a Guide Book for the recurrent implementation of the program accompanied by a "'Portal-in-a-Box' to bring the e-world of teaching among teachers in Department of Education Division of Camarines Sur.

KEYWORDS: stakeholder, acceptability, innovative learning paradigms

SUBMISSION ID: R005-CAMSUR-0112

Stakeholders' Extent of Involvement in Schools' Activities

Marilou Bañal, Department of Education

Abstract

INTRODUCTION

The main purpose of the study is to determine the level of stakeholder's involvement in school's activities, thus this study is attempting to develop a stakeholder's guide program which is necessary to guide them in practicing their responsibilities in school particularly in educational setting.

METHODS

The descriptive - evaluative design was used in the study to evaluate the extent of internal and external stakeholder's involvement in school activities of the students. Statistical treatment such as Percentage rating and Mean formula were employed to determine the extent of involvement of the internal and external stakeholders.

RESULTS

The result revealed that internal and external stakeholders should have a program guide to enhance and extend their involvement in school's activities that may help them and teachers to promote great education of learners which is the center of the educative process and for the achievement of the school's vision and mission.

DISCUSSIONS

This study had seen value of utilizing the internal and external stakeholder's guide in school's activities to cater the needs and develop the camaraderie among the school's administration and its community. Hence, this research study recommends that the teachers in the district of Atimonan West to utilize the same program as part of their institutional tasks.

KEYWORDS: Keywords: Internal and External Stakeholder's Involvement

SUBMISSION ID: R04A-LIPAC1-0266

Stakeholders' Perspectives on The Implementation of Senior High School Program in Department of Education Quezon

Elizabeth De Villa & Juanito Merle, Department of Education, Schools Division of Quezon

Abstract

INTRODUCTION

The school year 2016 - 2017 marked the first year of implementation of Senior High School Program (SHSP) in the Philippines particularly in 166 high schools in the Schools Division of Quezon. Since this is a new thing in the province of Quezon, there were varying perspectives about the program that need to be well examined for more effective implementation of the SHSP through policy formulation. The main concern of this study is to know the stakeholders' perspectives on SHSP implementation in Department of Education (Department of Education) Quezon. It specifically aimed to (1) qualify the implementation of SHSP in Department of Education Quezon as described by the stakeholders; (2) find the perspectives of the participants on the SHSP implementation in Department of Education Quezon; and (3) formulate policy recommendations for the enhancement of SHSP implementation.

METHODS

A descriptive-qualitative method of research was employed in the completion of this research using focus group discussion (FGD) as the method of data collection. Separate FGDs were conducted involving purposively selected eight school heads, eight SHS Coordinators, eight teachers, and eight students. Thematic presentation of qualitative data was used aided with affinity diagram.

RESULTS

This study revealed the following: (1) The implementation of the SHS Program in Department of Education Quezon is considered successful in spite of a number of issues and challenges faced by the stakeholders; (2) Despite the challenges encountered by the stakeholders of Department of Education Quezon, they remain hopeful that the program will become very successful because of the actions taken by the school officials with the leadership of the school heads; and (3) based on the study's findings, the policy recommendations were formulated to address the challenges encountered by Department of Education Quezon schools in the implementation of SHSP.

DISCUSSIONS

To ensure more effective implementation of the SHS Program in Department of Education Quezon, there is a need to implement a local research-based policy that would address the following concerns: inadequate school facilities and equipment, low level of awareness about the SHS Program, management of students' attendance, distribution of teaching loads and other assignments, schedule of classes, supervision of instruction, and management of co-curricular activities. The researchers' policy recommendations for the enhancement of the SHSP may be discussed with the Schools Division Superintendent for her comments, recommendations and approval. Effective dissemination of the formulated policy should be considered to ensure that 166 school heads fully understand the crafted policy. Report on the implementation of the newly implemented policy should be required to all public schools offering SHSP in Department of Education Quezon.

KEYWORDS: implementation, perspectives, senior high school program, stakeholders

SUBMISSION ID: R04A-QUEZON-0017

**Stakeholders' Perspectives on The Implementation of an
Organizational Vision, Mission, Goals and Objectives (VMGO) in a
Rural Educational Setting: Inputs to Enhanced Vmgo Communication**

Gina Ada, Department of Education

Abstract

INTRODUCTION

In achieving in-depth learning, schools are likely to be successful when leaders work with the staff and community to build a collective vision that is clear, compelling and connected to teaching and learning yet there is a low level of awareness of the Vision, Mission, Goals and Objectives (VMGO) among the members of the school and community in some basic educational institutions in a rural setting.

In this study, the researchers explored the development of VMGO performance framework that can help leaders reach a common understanding to succeed. The school-community involvement recognizes the significance of this framework as a common-direction of growth

METHODS

The descriptive method of research using a modified questionnaire was employed in this investigation. The participants of this study were the stakeholders of the institutions which include the teachers, students, and parents/ PTA officers. With the use of statistical tools such as the mean, the t-test and the one-way anova, findings revealed that respondents' are very much aware of Department of Education vision and mission statements.

RESULTS

There is a full implementation of VMGO on aims, features: culture mission, and stakeholders' orientation. When grouped according to types of respondents, significant differences among participants were observed in the way they perceived the level of awareness of the VMGOs to the needs of the community. Significant differences were also noted in terms of the status of the implementation of VMGO's.

DISCUSSIONS

As an offshoot of the findings, an enhancement program in VMGO was developed. Effort must be intensified in disseminating the VMGOs to rural education institutions and stakeholders especially the students, and the members of the community. Varied relevant school and community-based activities must be strengthened to fully achieve the vision, mission, goals and objectives of the Department of Education. Future studies will focus VMGO's other strategic concerns like intent and capabilities, core values, behavioural standards and impact to stakeholders.

KEYWORDS: stakeholders, perspectives, implementation, vision, mission, goals, objectives, rural, setting, communication

SUBMISSION ID: R04A-CAVITP-0728

**Status of Parent-Teacher Association in The District of Binangonan Ii,
Division of Rizal**

Sheryl Tirados, Department of Education

Abstract

INTRODUCTION

The school exists because of the needs of the community. The big task of this is on the hands of the two agents in the society, the school and the parents. The Parent-Teacher Association is a volunteer group that works to improve the health and welfare of children and youth in local communities. Members encouraged close cooperation between home and school to give pupils all possible advantages in mental, physical, and social education. When parents are kept abreast of the school information, they are more competent and willing to cooperate with the school on its projects.

METHODS

The study utilized the Input Process model. Fifty percent of the total population of the teachers were included while the General PTA officers in the different schools were considered as parents-respondents. A research-made questionnaire checklist was used as main instructional instruments in gathering the data needed on the status of Parent-Teacher Association with respect to the personal profile of the two respondents: parents and teachers, programs/projects, parent involvement, and parent-teacher relations.

RESULTS

The status of the Parent-Teacher Association as assessed by the teacher and parents-respondents with respect to programs and projects, parent involvement and parent-teacher relation is found to be Very Good. There is no significant difference in the assessment of the two groups of respondents on the status of PTA with respect to projects and programs, parent involvement, parent-teacher relation, and in the assessment of personal profile.

DISCUSSIONS

The study recommended that parents' involvement should be encouraged to include home environment that supports learning communication on classroom performance, active attendance at school activities, and participation in school-based decision making such as school communities. Parents and school should work together in order to better understand how to build reciprocal relationship to improve involvement and open the door to the true collaboration between parents, teachers, and students.

KEYWORDS: Parent-teacher Association, Parent-Teacher Relation, Collaboration

SUBMISSION ID: R04A-RIZALP-0263

Status of School-Based Management Program in Public Secondary Schools in The Division of Cavite: Basis for a Proposed Total Quality Management Template

Rina Romilla, Escuela Secundaria Senor De Salinas

Abstract

INTRODUCTION

In every education institution there are problems that need to be addressed. Some issues besetting the school system especially the public school include high dropout rate, quality educational service, high repetition rate and limited holding capacity of the schools. Over the past decades, many initiatives and reform efforts have been implemented to arrest these problems. One key response of the national government is the adoption and implementation of School-Based Management. It is a structural reform intervention used to improve quality education as well as to produce functionally literate Filipinos. The challenge is the continuous improvement in the implementation of the program as well as the performance outcome of the students. In this study, it determines the present status of School-Based Management program in the Division as basis for initiating Total Quality Management Template for the improvement of the implementation of SBM for better performance of the learners.

METHODS

The study used the descriptive correlational survey research design. The survey questionnaires were given to sixty-three school heads and three hundred eleven teachers who are member of the School-Based Management team. After the survey questionnaires were retrieved the data gathered were organized and presented to the school heads and teachers concerned for validation. Then the analysis and interpretation of data were done.

RESULTS

Most of the secondary public high schools in the division fall under the "Developing" level in the implementation of School-Based Management. The respondents were also identified the facilitating factors in the implementation of SBM. These are the following (1) Clear statement of mission and goal; (2) Goal setting at the school level; (3) Financial planning and control; and (4) Intensification of work with minimal supervision. They also agreed on the hindering factors encountered namely: (1) Attitude of stakeholders towards SBM; (2) Administrative inflexibility; (3) Preference of the school head; and (4) Different perceptions of the member of the school organization.

DISCUSSIONS

The results showed that school heads and teachers agreed that there are facilitating and hindering factors on the implementation of School-Based Management program. It also demonstrated the need for Total Quality Management (TQM) template to improve the implementation of School-Based Management program in public secondary schools.

KEYWORDS: School-Based Management Program , Total Quality

SUBMISSION ID: R04A-CAVITP-1246

Status of School-Based Management: An Input to a Medium Term Development Plan

Flora Bhel Manalo, Department of Education

Abstract

INTRODUCTION

This study was limited to the evaluation of the performance of the school using SBM-APAT tool. It aimed to find out the hindrances for the attainment of quality education.

Furthermore, this was conducted with the aim of formulating a developmental framework so as to address the current issues and problems in all areas of development that will lead to level up the level of SBM from level 2 to level 3.

METHODS

The researcher employed the descriptive method of research. This method is appropriate in this study, since the study aimed to describe and evaluate the present condition of the school considering aspects that are deemed vital in the realization of the goals of the schools.

RESULTS

The school got a total score of 2.1. It means the school belongs to Level 2 which is in the developing level. The findings served as the bases on the formulation of Medium Term Development Plan.

DISCUSSIONS

The primary purpose of this action research is to improve the performance of the school in all aspects of School - Based Management. The researcher formulated Medium Term Development Plan considering the weaknesses and strengths of the school based on the result of SBM-APAT assessment tool that serves as a road map for the school towards achievement of quality education. It is holistic research.

KEYWORDS: SBM-APAT, Performance, Medium Term Development Plan

SUBMISSION ID: R04A-LAGUNA-0261

**Status of The Implementation of Tle in The K to 12 Curriculum: Basis
for Management Enhancement Plan**

Ana May Naputo, Bulihan NHS

Abstract

INTRODUCTION

Massive expansion in knowledge is now taking place across all fields of study and significantly in Technology and Livelihood Education (TLE) as part of the enhancement of K to 12 curriculum. Most reinforcements are present in sustaining the needs of TLE particularly in the secondary school nevertheless this study attempted to formally present an account on the status of its implementation. Furthermore, it would like to contribute to the improvement of the department by proposing a management enhancement plan.

METHODS

A descriptive mixed method was utilized. Data were collected through questionnaires, interviews and reflective conversations. Stratified, purposive and random sampling were used to identify 375 respondents. Quantitative data were analyzed using descriptive statistics while qualitative analysis involved transcriptions of interviews and notes which were coded, categorized and themes identified.

RESULTS

This study established that the implementation efforts of school administrators and teachers are constrained by multitude challenges such as gaps in lessons from exploratory to specialization courses (Grade 7 to 10), insufficient number of TESDA certified TLE teachers, lack of technology integration and assessment tools.

DISCUSSIONS

The study recommends strengthening the TLE orientation to parents and students, encourage more teachers to take TESDA trainings and assessments, deepening of content knowledge, conduct intensive seminars on pedagogical approaches and refresher workshops for assessment skills development. It is also recommended to establish a stronger teamwork between TLE department, TLE students' club, community stakeholders and other potential sponsors in the nearby industry.

KEYWORDS: TLE subject, K to 12 Curriculum, implementation, status, management enhancement plan

SUBMISSION ID: R04A-CAVTP-1413

**Status, Issues, and Challenges of Field Technical Assistance Program
among Secondary Teachers in a Department of Education School
Division**

Rowena Oblea, Department of Education

Abstract

INTRODUCTION

Technical assistance is deemed necessary to ensure effective programs implementation and eventually achievement of higher or better learning outcomes. With this, the researcher came up with the idea of determining the status, issues and challenges of field technical assistance provided to secondary school teachers of the Division of Quezon that will serve as basis for designing an action program for greater accessibility of the Technical Assistance Program within the schools in the Division of Quezon.

METHODS

The researcher utilized mixed method research design since both quantitative and qualitative approaches were needed to answer the sub-problems of this study. Data were obtained also by employing a researcher-made survey questionnaire. For the qualitative part of the study, the researcher employed narrative approach since the researcher in gathering data used an in-depth interview using an interview protocol.

RESULTS

There were issues of concerns when it came to management expectations particularly on the level of awareness of the external stakeholders' rights and responsibilities on school-based management practices. There were also issues in motivation and incentive factors and capacity of the technical assistance coordinator to make linkages, show knowledge in fiscal management and prepare school procurement and budget. Lastly, for environment support, there was a need for functional support of the external stakeholders and closer relationship to local government officials. The challenges experienced by the implementer and recipients of the field technical assistance were: failure to provide inputs to improve the overall management and operations, lack of initiative to create programs/projects towards the increase and improvement of the school-based management practices, need enhancement of school practices and operations, proper designation for training delivery and accessibility of the program to all school teachers. Though there is the attainment of the majority of objectives of the Field Technical Assistance, still there were barriers that hindered the effective implementation of the said program.

DISCUSSIONS

There is a need to develop standards and indicators that will measure the progress and impact of the field technical assistance. Design an action plan that will address issues concerning management expectations, motivation and incentive factors, building capacity, resources needed, policy and environment support.

KEYWORDS: Keywords: challenges, issues, status, technical assistance

SUBMISSION ID: R04A-QUEZON-0363

Strategic Instructional Materials Intervention to Increase Pupils' Performance in Science VI

Mirachel Batolena, Department of Education - Calamba City

Abstract

INTRODUCTION

Science is fun and interesting yet a challenging subject. To gain optimum learning experience, pupils must develop not just their knowledge, but as well as their process skills and attitudes towards Science. Thus, various teaching strategies and techniques are highly needed for the students to learn all the competencies in Science VI. However, despite using different teaching strategies and methods, still, the pupils encounter difficulties in terms of understanding and learning Science, especially those pupils in Grade Six. Therefore, the researchers created a module in addressing the problem by implementing the "STRATEGIC INSTRUCTIONAL MATERIALS" (SIM) as an intervention to increase pupils' performance in Science VI. The SIM is made localized and contextualized to ensure that it is suitable and appropriate to the learners' needs.

METHODS

The study was guided with the procedures of a quasi-experimental approach which allows the use of pre-test and post-test assessment and interpret variations between data. Students that were having a low grade and problem in Science have been selected. They had their 1-hour remedial teaching with the used of Science SIM Module made by the researcher. After the remedial teaching, the students were evaluated by the used of researcher's SIM module.

RESULTS

The performance of the participants of the increased at great level, from below average performance to upper average performance, based on the given pre-test and post-test assessment. There is a manifestation of learning development during the intervention. There is a significant increase in participants' learning in Science Grade VI lessons.

DISCUSSIONS

The individual performance of shows exceedingly high after the utilization of strategic instructional materials. It shows that the use of SIM became effective to achieve learning. The pre-test results show that the pupils are low performing while after the use of SIM, 20 pupils became average performers and 10 of them achieved high performance. All the results of formative tests reveal that the participants reached and remains in the average level to upper average level of performance. The highest MPS of 100% was gained by the participants in Formative Test 6. On the other hand, the lowest MPS of 78.667% was obtained from formative test 5.

KEYWORDS: SIM Module, intervention, instructional materials, effective, remedial

SUBMISSION ID: R04A-CALAMB-0019

Strategic Intervention Materials (SIMs) for Selected Topics in the Junior High School Science Curriculum: An Administrator's Concern

Loreta Salvador, Valenzuela City School of Mathematics And Science

Abstract

INTRODUCTION

The importance of instructional materials in enhancing the student's learning in science cannot be ignored. It is for this reason why different kinds of instructional materials are being continuously developed. This study aimed to develop, test the validity and effectiveness of Strategic Intervention Materials (SIMs) for selected topics in the junior high school science curriculum and identify the role of the administrators in making science teaching more responsive to the learning needs of the learners.

METHODS

The study used mixed methods type of research which comprises philosophical assumptions as well as methods of inquiry. The researcher used quantitative type of research, survey questionnaire using Likert scale for 100 teacher respondents and 100 student respondents and one-group experimental research in which a single group of subjects is given pretest, receives some treatment and then answers posttest measure. The qualitative type of research was utilized through a semi-structured interview which was used to determine the administrator's role in making science teaching more responsive to the learning needs of the students.

RESULTS

Based on the findings there are no significant differences between the perception of the teacher and students on the validity of the SIMs. Furthermore, there is a significant difference between the performance of the students before and after using the SIMs, based on the comparison between the t-computed value (17.188) and the critical value (1.984) from the non-directional t-test at 5% level of significance. Teachers and students both agreed that the material is very valid and the student-respondents performed better after using the constructed strategic intervention materials. Qualitative findings from interviews revealed five themes on the role of administrators that make science teaching more responsive to the learning needs of the learners. These are dealing with low performance in science, teacher's innovation, funding of learning resources and materials, improvement of students' performance and administrators' support.

DISCUSSIONS

The results demonstrated that the selection and utilization of teaching and learning materials is an integral part of curriculum planning and delivery in schools and to ensure the smooth flow of school's program and all its undertakings administrators should give importance to all the aspects of education with all its learning areas and one of which is the science subject.

KEYWORDS: Science, instructional materials, mixed method research, administrators

SUBMISSION ID: NCR1-VALENZ-0010

Strategic Relational Engagement with Stakeholders: Inputs to Effective School-Based Management in Tanauan City Division

Mary Concepcion Calapati

Abstract

INTRODUCTION

Strategic relational engagement with stakeholders should be addressed and strengthen for this will be a great help in uplifting the quality of education, support the learners as well as the schools in the SBM performance. It is important to determine how partnership with stakeholders improve and elevate the performance of school in School-based Management. It was also a great help for the inputs of an effective SBM. It also served as basis on how to create and sustain strategic relational engagement with stakeholders.

METHODS

The descriptive method of research was used in conducting this study since this is an investigation of the strategic relational engagement with stakeholders and its impact to the school's performance particularly in SBM.

RESULTS

The teacher-respondents are already experienced and well-oriented in terms of SBM. They are also considered as seasoned teachers and expert in the field of engaging partnership among stakeholders. The teachers are well-found and skilled in establishing and sustaining strategic relational engagement with stakeholders and there is a significant relationship between the Profile of the Teachers and Strategic Relational Engagement with Stakeholders. Therefore, profile of teachers is substantial in strengthening the strategic relational engagement with stakeholders. The stakeholders' commitment and participation in school projects and activities is essential to increase the schools' progress. Strong partnership of school with stakeholders indicates high performance in SBM, hence, their involvement and participation should be well-documented to achieve advance level and plus factor rating.

DISCUSSIONS

It appeared that the teachers may further continue their graduate studies to be updated on the current trends which enable them to upgrade their skills in strengthening productive partnership within the community, attend seminars and extend their community service to sustain or improve their abilities and techniques in Strategic Relational Engagement with Stakeholders. The stakeholders' commitment and involvement in school projects and activities should be well-documented to achieve the advance rating in School-based Management. Their efforts should also be recognized to encourage more contributors in school advancement. Another further study parallel to this area may be conducted to determine whether similar or different techniques and practices occur in their schools.

KEYWORDS: Strategic Relational Engagement, School-Based Management

SUBMISSION ID: R04A-TANAUA-0161

Strategies and Challenges of Classroom Teachers in Managing Pupils' Behavior

Fritzie Capi

Abstract

INTRODUCTION

This study looked into the strategies and challenges of classroom teachers in managing pupils' behavior in public elementary schools of Tabaco West District, Tabaco City Division. It sought answers to the following sub-problems: 1. What is the level of effectiveness of the strategies employed in managing pupils' behavior along routine and structure; classroom behavior; consequences; and redirection? 2. Is there a significant difference between the level of effectiveness of the strategies employed of the two districts? 3. What are the challenges met by the classroom teachers in terms of pupils' behavior management? 4. What intervention program may be proposed to improve strategies in managing pupils' behavior?

METHODS

This study employed the descriptive method of research. The primary source of data came from the responses of the one hundred forty-six (146) teachers of fourteen (14) schools of Tabaco West District from Kinder to Grade 6. Frequency counts, weighted mean, t-test and ranking were utilized to analyze and interpret the data gathered.

RESULTS

Based on the findings of the study, it can be concluded that the level of effectiveness of the strategies employed in managing pupils' behavior along routine and structure, classroom behavior and redirection are Very Effective; and on consequences is Moderately Effective. On the significant difference of the level of effectiveness in managing pupils' behavior in two districts, findings show that there is no significant difference on the level of effectiveness of the strategies employed by the two districts along classroom behavior, consequences, and redirection but they differ significantly on routine and structure. There were challenges encountered in managing pupils' behavior along routine and structure, classroom behavior, consequences and redirection.

DISCUSSIONS

Based from the findings and conclusions of the study, the following recommendations are offered: strategies in managing pupils' behavior inside the classroom be improved and sustained to reach a highly effective level; classroom teachers be efficient and creative so that strategies in managing pupils' behavior be highly effective to improved classroom behavior and in which learning can take place; challenges met by the classroom teachers in terms of pupils' behavior management be addressed; and the proposed intervention programs be adopted and implemented to improve the strategies in managing pupils' behavior.

KEYWORDS: Behavior management

SUBMISSION ID: R005-TABACO-0072

Strategies and Interventions Employed By Alabat Island National High School Administrators to Comply with The Requirements of Senior High School Program Under K-12 Curriculum

Rodolfo Pauli Asia, Jr, Alabat Island National High School

Abstract

INTRODUCTION

Alabat Island National High School by the mandate given for its operation has been at the forefront in seeking a culture of excellence and quality education. It is the only institution in the municipality, which offers senior high school program, aside from being the lone public high school in the area located at the heart of the island which makes it accessible to its constituents, especially the school students. Same with other educational institutions it faces problems and challenges, a situation which demands some sort of "reengineering" to address the problem specifically the readiness of the school in offering SHS Program. This situation bolsters the researcher desire to determine the strategies and interventions employed by AINHS School administrators to comply with the requirements of Senior High School Program under K-12 Curriculum.

METHODS

The data were taken from primary sources through administration of questionnaire. Strategies and interventions of school administrators of Alabat Island National High School were assessed by their teachers, based on the questionnaire given to the teacher- respondents. These data were collated and statistically analyzed using descriptive statistics and analysis of variance.

RESULTS

Findings of the study showed that among the six variables used, three were compliant: administrator qualification, curriculum offering and stakeholder involvement and three were non-compliant--personnel and their qualification, physical facilities, tools and equipment and instructional materials in the requirements of senior high school program. The strategies and interventions employed by the school administrators to comply with the requirements of senior high school program were highly employed and as a proof, there were some stakeholders who donated tools and equipment, and solutions to some problems have been addressed as stated in the updates on the strategies and interventions vis a vis compliance to the requirements of senior high school program employed by Alabat Island National High School administrators.

DISCUSSIONS

The school head and the department heads are responsible for the change management to avoid issues and concerns in senior high schools.

KEYWORDS: strategies, interventions, administrators, instructional materials, tools and equipment, Senior High School

SUBMISSION ID: R04A-QUEZON-0004

Strategies in Improving The Problem Solving Skills in Mathematics for The Grade III Pupils in Baao District

Whilma Barrameda

Abstract

INTRODUCTION

This study determined the strategies in improving the problem solving skills in Mathematics of the Grade III pupils in Baao District, Division of Camarines Sur. It drew out the profile of the problem solving skills in Mathematics of the Grade III pupils in the different sectors of Baao District. It determined the significance of variance of the problem solving skills of the pupils among the different sectors in the district. It also assessed the pupils' strengths and weaknesses in problem solving. Likewise, it determined the significant agreement on the rank orders of the pupils' strengths and weaknesses among the different sectors of the district.

METHODS

This study utilized the descriptive-inferential-correlational methods of research with documentary analysis. The Grade III Mathematics teachers accomplished the researcher-made rating scale to determine the strategies in improving the problem solving skills in Mathematics for the Grade III pupils in Baao District, Division of Camarines Sur.

RESULTS

The items with a rating of "Very Effective" were: Determines where pupils are having trouble by asking them to identify the specific concepts or principles associated with the problem (3.98); Models the problem solving process rather than just giving students the answer (3.72); not fear group work, Pupils can frequently help each other, and talking about a problem helps them think more critically about the steps needed to solve the problem. Group work helps pupils realize that problems often have multiple solution strategies, some that might be more effective than others (3.72); and Allows pupils identify specific problems, difficulties, or confusions (3.63).

DISCUSSIONS

The mathematics teachers should consider the results of the assessment to address the problems. They should make some teaching innovations, use varied approaches, and enhance their capabilities / competencies to develop the skills of the pupils in problem solving and improve their performance level. One of the most important factors that facilitate the transfer of learning is the teachers' strategies in teaching. The poor performance of pupils in problem solving will be addressed if teachers will be using effective teaching strategies which simplify difficult mathematical problems. These will encourage or motivate the pupils to study hard and improve their mathematical vocabularies and eventually enhance their problem solving skills in Mathematics.

KEYWORDS: Strategies, Improving the Problem Solving skills, Mathematics

SUBMISSION ID: R005-CAMSUR-0139

**Strategies in The Promotion of Gender and Development (Gad): A
School Intervention Towards Gender Equality**

Jeanette Mesalucha, Department of Education

Abstract

INTRODUCTION

The embodiment of country's education has done effort in adhering to the call of the government in societal concerns for gender equality awareness. It is vital and at stake for an educator to pursue the effectiveness of the strategies through designing a training program on GAD (Gender and Development) to address conflicts on gender equality in the core progress of every nation.

METHODS

Descriptive-inferential-correlational method and a teacher-made survey-questionnaire was endeavored to assess, identify, and analyze the strategies and practices among intermediate teachers in the promotion of GAD awareness and its integration in improving teaching- learning situations as a school intervention towards gender equality.

RESULTS

The enduring educational concerns of quality, gender equity, and efficiency must be adhered to and be redefined within the context of the emerging needs of teachers to effectively raise awareness on gender and development issues affecting the children's experiences and strategically counteract such stereotypes. Teachers who were exposed to gender equity professional development training sessions were more likely to exhibit gender equitable teaching behaviors. Both teachers and administrators have great roles to play in making the school a child- friendly, a zone of peace, conducive, and equitable place for learning where children have rights: the right to be healthy, to be loved, to be treated with respect, the right to be protected from violence and abuse (including physical or mental punishment), and the right to express his or her opinion, and to be supported in education irrespective of learning needs. Thus, perceptions and strategies on GAD were interrelated.

DISCUSSIONS

Teachers must pursue and continue their graduate studies, attend trainings and workshops to keep them upgrade and update their professional knowledge and skills. Monitoring teaching strategy and styles of teachers promoting gender and development awareness can aid gender biases and inequities in schools. Organize a training course on gender equality for teachers, because more than they think, teachers subconsciously interact with pupils based on gender stereotypes. Concerted efforts among the community, government and non-government stakeholders, as well as the teaching force and the parents are solicited to support the needs of the school. The training program from the study can be codified for use in the formulation of policies relative to the organization and operation of the schools.

KEYWORDS: gender and development, strategies, training program, intermediate teachers, administrators, elementary pupils, school intervention, gender equality

SUBMISSION ID: R005-CAMSUR-0081

Strengthening The Empowerment of Secondary Principals through Management Theories

Elma Manalo, Bilaran National High School

Abstract

INTRODUCTION

The study assessed the empowerment practices of Secondary school principals in management theories and models such as Lewin's autocratic and Laissez-faire styles, Vroom-Yetton, Jago decision model leadership style, Fayol's principles of management, Mc Gregor's theory X and theory Y, transformational leadership and path-goal theory result-oriented. It also determined the extent of evidence of principals' empowerment practices in organizing, staffing, controlling and budgeting functions. It covered strengths and weaknesses of principals in carrying out their roles.

METHODS

Descriptive method was applied in this study. A total of 583 respondents were from secondary schools in CALABARZON. The statistical tools used to treat the data were frequency, weighted mean and ranking.

RESULTS

Results revealed that the respondents very strongly agreed that the practices were guided by Vroom-Yetton-Jago decision model and transformational leadership theory, strongly agreed on Fayol's principles of management, Path-goal theory result-oriented and Mc Gregor's theory Y and moderately agreed on Lewin's autocratic style, laissez-faire style and Mc Gregor's theory X. There was significant difference between the assessments of the two groups of respondents. Principal empowerment practices were assessed as very highly evident in organizing, staffing and directing functions while moderately evident in the planning, controlling and budgeting.

DISCUSSIONS

Highest among the principals' strengths in carrying out empowerment roles were the principals' traits of being friendly and approachable while top weakness of the principals in carrying out empowerment roles was reprimanding the subordinates in front of others. Based from the findings and conclusions, the researcher proposed an empowerment training guide which when properly implemented will ensure the effective management of empowered school principals.

KEYWORDS: Management Theories, Empowerment, Secondary Principals, Training Guide, Lewin's Autocratic, Laissez-faire Styles, Vroom- Yetton, Jago Decision Model, Fayol's Principles of Management, Mc Gregor's theory X and theory Y

SUBMISSION ID: R04A-BATANP-0665

**Strengthening Direction and Strategy in The Full Implementation of
The Department of Education Curricular Programs, Projects and
Activities Towards School-Performance**

Janelle Jocson, Department of Education - Cavite

Abstract

INTRODUCTION

Having good direction and strategy in the implementation of a certain program is very important. With this direction and strategy, the program will run smoothly and success will be achieved. On choosing direction and strategy people concerning the program should work together.

To choose a direction, a leader must first have developed a mental image of a possible and desirable future state for the organization. This image, which we call a vision, may be as vague as a dream or as precise as a goal or mission statement. The critical point is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists. Bennis and Nanus, 2012

METHODS

A multiple method was used here as research design: (a) Descriptive Design, (b) Comparative Design, and (c) Correlational Design. The data gathered through answering a survey questionnaire were treated through Frequency, Weighted mean, and ANOVA.

RESULTS

Selected pupils, teachers and parents answered the survey and results were drawn based on the data gathered. The results gathered presented how important the pupils, teachers and parents to strengthen the implementation of programs, projects, and activities of a school. The involvement of the respondents in the programs, projects, and activities is felt by each other and with that they will pursue to help each other with help of the school head. Each and every one will benefit on the strategy .to be developed.

DISCUSSIONS

The result presented the need of an effective strategy on the implementation of the programs, projects, and activities in the school concern. With the result the pupils, teachers and parents should attend every activity that will involve them. Also, attendance is a must in every school programs, projects, and activities. These will be the practice of the school with these it will help the school to strengthen the implementation of programs, projects, and activities. The key to smooth sailing activities in every school is the cooperation of one another.

KEYWORDS: RESEARCH123

SUBMISSION ID: R04A-CAVITP-0643

**Strengthening Instructional Guidance Towards the Attainment in the
Submission of Instructional Supervisory Plan and Monthly
Accomplishment Report to Improve Grade 1 Reading Performance in
MTB-MLE**

Wilmer Gahite, Department of Education Laguna - Cavinti District

Abstract

INTRODUCTION

The declaration and promulgation of Department of Education's Vision and Mission as the guiding principles toward the effective delivery of the various programs and projects. It provides clear direction, focus and ways on how to realize the department's ultimate goal.

Adherent to those principles, the District of Cavinti is committed to produce life-long learners who are holistically developed despite of its limited resources through the collaborative effort of teachers, school heads and parents.

It is fervently hoped that this research will bring positive impact on the existing challenges of the district.

METHODS

This research used the descriptive method. The statistical treatments utilized were Percentage and Averaging. Submission of IS Plan and Accomplishment report were categorized as before due date, on time, late, none. Reading Performance of Pupils were based on sound and letter recognition, reading of syllables and words.

RESULTS

Based on the instructional plan submitted by the 7 school heads and 4 principals from June 2017-March 2018, there was an average of 3 out of 11 learning leaders who targeted Instructional Supervision in MTB-MLE in Grade 1. This was one of the reasons why do some grade 1 pupils were struggling readers.

It was also observed that 6 out of 11 school heads submitted their Instructional Supervisory (IS) Plan and Accomplishment Reports late.

With the implementation of the Project SIGASIG MTB-MLE, out of the 11 school learning leaders there were 3 submitted before due date, 6 submitted on time and only 2 were late. With regards on the submission of Monthly IS Accomplishment Report from June to December 2018, 5 of them submitted before due date, 4 on time and 2 were late.

It was also found out that among the 445 Grade 1 Pupils who were also the beneficiaries of this project, an average of 423 can recognized sounds, 398 can recognized letters, 380 can read syllables and 351 can read words in the Mother Tongue.

DISCUSSIONS

The implementation of Project SIGASIG MTB-MLE has really great impact in strengthening the supervision and monitoring of the reading activities of Grade 1 in MTB-MLE. School Heads were able to track the reading performance of the 445 pupils at Cavinti District. An additional of 20-minute instructional supervision after class in the afternoon were done to monitor the reading progress of the grade 1 pupils in the Mother Tongue. Submission of Instructional Supervisory Plan and Accomplishment Report were also positively observe highlighted and positive improved.

KEYWORDS: Instructional supervision, Mother Tongue, learners, school heads, school, reading progress

SUBMISSION ID: R04A-LAGUNA-0176

**Strengthening Parents- Involvement in Boot Elementary School through
Project ALAMIN (Ating Linangin ,Aralin at Matuto , Para sa
Ikauunlad Natin)**

Menalyn Vargas, Salik Tanaw Member

Abstract

INTRODUCTION

Parents' involvement means more than parent-teacher conferences and PTA meetings. When schools and families work together, children could do better. All kids deserve to learn and succeed regardless of their background. This is our moral imperative. Learning happens everywhere, so we should look out beyond the margins of formal schooling and we should explore our learning in all its possible where everyone is a learner and a leader.

METHODS

In gathering the necessary data, the researcher conducted different methods employed by the teachers to enhance the comprehension skills of the parents to help the kindergarten pupils of Boot Elementary School. Parents were gathered by the teachers after every session to give the information about the lessons that have been discussed and open communication through chatting using messenger or text using cellphones are also employed to send the information for parents who are working

RESULTS

And the result based on the intervention employed to the parents and to the learners is very evident, strong partnership to build learning community has been made, parents were empowered to take their place alongside teachers as educators of their own children, and they made every possible way to give enough time and effort to nurture our own children. So that, pupils have actually developed their motor activities, numeracy, language and reading skills.

DISCUSSIONS

The Kindergarten teachers as well as the parents need to be more aware on the status of every domain of their children. This can be done first at home, which is the first school of every child and having parents' involvement when they are enter in formal schooling. Learning can be done and can be more enjoyable in every way for teacher, pupils as well as the parents, if there is a strong partnership and support between the school and the community. When our parents are engaged in the learning of their kids, that is a big part on how learning sticks.

KEYWORDS: pupils, learning, teacher, parents' involvement

SUBMISSION ID: R04A-TANAUA-0209

**Strengthening Student - researchers Output of Grade 12 Nurcia
Integrated School through Project RES-Q**

Marry Grace P. Alapan, Teacher

Abstract

INTRODUCTION

For the past year, it has been evident that students really find it hard to produce quality output, aside from the fact that internet connection is a problem in the area, electricity as well is considered as one great factor that the students so with the subject teacher could not meet the deadline and expected target of presentation of paper hence hard to gather output from the student - researchers. Project RES - Q (Research Enhancement Tool for Students Quality Output) is a kind of intervention initiated to answer problems encountered by the learners in producing quality output in their research subject.

METHODS

A descriptive quantitative research design was used to quantify varying results from the respondents. 18 participating students of Grade 12 set as the respondents of the study, 6 conceptualized titles were developed and presented during the title hearing and research proposal that covers varied focus of study. Data were differentiated the time when no intervention given and the moment when project RES - Q was sustained in the group. Data collected and analyzed through simple average mean and determining the difference of the result gathered.

RESULTS

Among the 18 participants of the study, 6 titles were conceptualized but only 3 crafted their output. It was then found out some of the varying factors that hinders the crafting of research paper by the remaining group, after the implementation of the intervention whereby sustaining pamphlets, sample outputs, format of the research, remediation and even availability of the computer to be used, all the groups have completed their outputs thereby showing highest level of accomplishment. Quality of outputs were evident, component data were shown and thus, research output of Grade - 12 Krems were strengthened.

DISCUSSIONS

Result conveyed that after the implementation of Project RES - Q, the 6 conceptualized titles of student-researchers were done on time, successfully crafted following the format given, samples provided in the intervention and thus, develop output with sustained quality of research paper.

KEYWORDS: Project RES - Q, Research output, Strengthen, student - researchers

SUBMISSION ID: R013-SURSUR-0087

**Strengthening the Quality of Service of Public School Heads/Principals
through the Implementation of Strategic Instructional Supervisory
Operation**

Renia Banez, Victoria District Action Research Association

Abstract

INTRODUCTION

The significant role of school heads in the educational system are clarified and defined upon the passage of R.A. 9155 in 2001 otherwise known as Governance of Basic Education Act of 2001. This includes among others the role of the school head to oversee that high standards are maintained and that the schools run in accordance with the laid down purpose. It has been found that quality in terms of supervision is never an accident; it has always been the result of sincere efforts and skillful implementation (Ogakuwu, 2010). This resulted the conceptualization of Strategic Instructional Supervisory Operation, an intervention that will help the School Head carry out their functions in a systematic manner. It is a process approach delivery of supervisory functions requiring that all processes be documented. With a well-developed strategy, one can ensure of having a pool of meaningful information that will serve as bases for making decisions and improving educational outcomes.

METHODS

Respondents of the Study

The respondents of the study were ten (10) master teachers of Victoria District. The random sampling technique was used to identify the respondents of the study.

Data Gathering Procedure

The qualitative method was used in this research. The respondents were interviewed by the researcher to gather information that was needed in the research.

RESULTS

The primary purpose of this action research was to implement Strategic Instructional Supervisory Operations, as an intervention to improve quality of service of Public School Head in the conduct of instructional supervision. Based on the interview among the master teachers, they have said that technical assistance is very important in managing or supervising schools. Moreover, the intervention of Strategic Instructional Supervisory Operations resulted to improvement of the school heads' quality of service as well as the school's performance.

DISCUSSIONS

After analysing the information, classification of the identified needs of the teachers was done. The needs of the school teachers were determined based on their identified weaknesses shown in the supervisory reports of the school heads. The urgent needs of the teachers are the priority in the provision of technical assistance. The school head will provide Technical Assistance in the form of monitoring and giving feedbacks to the teachers. In lieu, report on the effectiveness will follow after comparing the results obtained from the consolidated progress report.

KEYWORDS: Quality of service, School Heads/Principals, Instructional Supervisory

SUBMISSION ID: R04A-LAGUNA-0070

Strengthening the SBM Level of practice of Don Leon Martinez Memorial Elementary School through Stakeholders Participation

Anna Mariel A. Hernandez, Lailani C. Dela Vega, & Lennie Cabasis,
Department of Education Balayan East- Don Leon Martinez MES

Abstract

INTRODUCTION

The basic framework of a quality education system is one that succeeds in meeting the individual school desired goals and outcomes. This is relevant to the needs of pupils, communities and societies and another is the ability of pupils to acquire knowledge and skills.

School-Based Management has been in existence in our educational system for quite number of years and it has been proven effective in the realization of the desired goals and outcomes. Several policies were formulated in which it helps in the realization of the ultimate aim of SBM which is centered on the learners. Several programs and projects were implemented that also support the success of SBM. But in spite of these, still there is a need to strengthen the level of practice through the participation of stakeholders.

The purpose of this study is to strengthen the SBM level of practice of Don Leon Martinez Memorial Elementary School through stakeholders' participation.

METHODS

This research was conducted to the stakeholders of Don Leon Martinez Memorial Elementary School. This employed the descriptive correlation survey research design.

RESULTS

The result of this study was supported by the findings of the researchers that School-Based Management can promote improvements in pupil learning by building relationship between schools and diverse community entities. Building partnerships that link school, family and community is intimately connected to pupil achievements because linking schools and community resources leads to providing services and support that address various needs of the pupils. The researchers strongly believe that community and parental attachment in support to School Based Management program can improve school and the quality of education that the children achieved as well as the academic achievements of pupils.

DISCUSSIONS

The results demonstrated the need to strengthen the SBM level of practice of Don Leon Martinez Memorial Elementary School through stakeholders' participation in order for our institutional leaders be in a new light with their positions becoming much more influential, powerful and responsible.

KEYWORDS: Strengthening the SBM Level

SUBMISSION ID: R04A-BATANP-2029

**Strengths, Weaknesses, Opportunities & Threats (SWOT) of The
Enhance School Improvement Program (ESIP) of Bulihan National
High School: Basis for Total Quality Management**

Julie Ann M. Tolentino, Bulihan National High School, Department of
Education

Abstract

INTRODUCTION

The development of a school improvement plan (SIP) has become an integral part of many school reform efforts. However, there are almost no studies that empirically examine the effectiveness of School Improvement Programs (SIPs). The few studies examining the planning activities of organizations have generally focused on the private sector and have not provided clear or consistent evidence that such planning is effective.

METHODS

This study used descriptive design. It is descriptive because it involves collection of quantitative information and designed to investigate a present existing condition or situation and describing present situation. The researcher utilizes purposive sampling and survey- questionnaire.

RESULTS

Since every educational institution has their own share of strengths and weaknesses, threats and opportunities based on study, Hence, (1) it requires a specific stratagem to address problem which necessitates careful thought on providing solution. The identified findings on S-W-O-T could be improved through strategic development plan as every institution needs a concrete plan of action to be taken. A Proposed Five Year Strategic Development Plan will (2) serve as a road map for EARIST Cavite Campus and can be used to define the priorities and vision of the institute in the next five years, and (3) it will assist the administrator to evaluate the performance of the institute.

DISCUSSIONS

The strengths of ECC are: Curriculum; Vision, Mission, Goals and Objectives (VGMO,); Administrative Policies and Practices; Faculty Development and Student Services; Research and Library. This should to be sustained and enhanced. The strength, weakness, opportunities and threats articulated by the focus group on the study can be utilized by ECC to maximize / capitalize its potential to achieve the objectives of the Institute.

KEYWORDS: STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS.

SUBMISSION ID: R04A-CAVITP-1201

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

Carina Palicpic, Department of Education
(Adviser: Carina Palicpic)

Abstract

INTRODUCTION

Stress is expected in our daily life. Most people are unmindful of the damage that these may detriment or influence since teaching is measured as an extremely stressful profession especially today where competitiveness is a demand of the career. Increased accountabilities and targets are expected among teachers. The study aims to determine the stress profile of selected public elementary teachers in areas II and III in Batangas Province, and determined the level of stress of the teachers and proposed a stress management intervention program.

METHODS

A descriptive-analytical model of a cross-sectional study was carried out in four (4) elementary schools in selected public elementary schools in areas 2 and 3 in Batangas Province. The respondents of the study were 50 selected public elementary teachers (total population). A survey questionnaire was used as the main data gathering instrument in this study. The Statistical Package for the Social Science (SPSS) was used for data description and Analysis of Variance (ANOVA) test was used to test differences in relation to the different demographic profile and the level of stress of the respondents.

RESULTS

The result revealed that teachers are experiencing medium and high level of stress in accordance to different indicators such as physical, sleep, behavioural, emotional and personal. It was also found out the there is nothing to do with the respondents' profile variables which means neither of these variables affect the stress profile of the respondents. Then, it is recommended that the selected Areas II and II in Batangas Province will adapt the proposed stress management intervention program to minimize, if not eliminated the stress experienced by the public elementary school teachers. The program is an action plan type in a form of matrix focusing on how to manage stress of the teachers. Corresponding to these areas of concerns are the strategies on specific objectives, time frame, persons involved, budgetary requirements and source of fund and success indicators or outputs

DISCUSSIONS

The results determined that there were no significant differences on the level of stress of the respondents when grouped according to their profile variables. Still, it is then recommended that a stress management intervention program to be established in school to minimize stress if not totally eliminated.

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

SUBMISSION ID: R04A-BATANP-1677

Stressors and Stress Management Practices Relative to the Teaching Performance among Teachers of Binulasan Integrated School: Basis for an Intervention Program

Mary Jesseca Mandani-Peñamora, Northern Quezon College Inc.

Abstract

INTRODUCTION

This research investigation identified and analyzed the stressors and stress management practices among the permanent elementary school teachers of Binulasan Integrated School for the School Year 2017-2018.

METHODS

The descriptive-correlational method of research was employed. Data gathered were statistically treated using Cronbach alpha, percentage, weighted mean and the Pearson product moment correlation.

RESULTS

The results revealed that the overall weighted mean of the level of teachers' stress at Binulasan Integrated School was 3.29 with a verbal interpretation of "Moderately Stressful". The teachers' stress management practices yielded a verbal interpretation of "Often" with an overall weighted mean of 3.51 which discloses that the teachers often engage in stress management practices. As revealed by the overall rating of the Office Performance Commitment and Review Form of the teachers for the School Year 2017-2018, their teaching performance was "Very Satisfactory" with an overall weighted mean of 4.17. The computed coefficient of correlation or r-value of teachers' stressors to teaching performance and teachers' stress management practices when correlated with teaching performance was 1.00 which denotes a perfect positive correlation.

DISCUSSIONS

Therefore, the findings concluded that the top-three causes of stress among the teachers at Binulasan Integrated School were classroom environment, pupils' misbehavior, and the school environment. The teachers were very resourceful, creative and consistent in employing varied stress management practices most especially coping strategies which helped them overcome their stress at work. The teachers' level of teaching performance was very satisfactory. The teachers' stressors as well as their stress management practices were very significantly related with their teaching performance. This implies that teachers may adopt the proposed intervention program which was designed to address the teachers' stressors to further enhance their teaching performance.

KEYWORDS: Stressors, Stress Management Practices, Teaching Performance

SUBMISSION ID: R04A-LUCENA-0015

**Strict Monitoring of Attendance to Develop Discipline and Punctuality
among Grade I-III Pupils of SBES**

Precie Calaguan, San Benito Elementary School

Abstract

INTRODUCTION

This study focused on how to reduce absenteeism of pupils from Grade I-III and the factors contributing to pupils' absenteeism in San Benito ES. This research Strict Monitoring of Attendance to Develop Discipline and Punctuality Among Grade I-III Pupils of San Benito ES identify the causes of absenteeism in our school from Grades I to III.

This research utilized a descriptive survey design which used a questionnaire to collect data from pupils. The study consisted of five pupils from Grade I-III. In this action research, 5 out of 132 pupils from Grade I-III were asked to complete a questionnaire. They rated various situations, reasons and causes for being absent from school.

The findings presented that health is the primary reason why pupils are absent from their classes and classroom atmosphere, personal attitude and home related reasons follow in that order. The study recommended that in order to reduce or limit absenteeism the schools should educate the pupils on how to take care of their overall well-being, inform parents about the benefits of keeping their children in school, give extra attentions to those who are left behind in the lessons and ensure that classroom atmosphere is conducive to learning.

METHODS

This action research utilized descriptive method of research and at the same time an output based in order to solve current issues, and concern on the pupils' performance.

RESULTS

Based on the result of research, the following conclusions were drawn. Among all the causes presented, health is the primary reason why pupils are absent from their classes. Classroom atmosphere, personal attitude, home related reasons follow in that order.

DISCUSSIONS

The findings presented that health is the primary reason why pupils are absent from their classes and classroom atmosphere, personal attitude and home related reasons follow in that order. The study recommended that in order to reduce or limit absenteeism the schools should educate the pupils on how to take care of their overall well-being, inform parents about the benefits of keeping their children in school, give extra attentions to those who are left behind in the lessons and ensure that classroom atmosphere is conducive to learning

KEYWORDS: Monitor

SUBMISSION ID: R04A-LAGUNA-0218

**Students Involvement of Emilio Aguinaldo National High School in
Extracurricular Activities: Basis for Proposed Policy Guidelines**

Sienna Pomasin, Department of Education

Abstract

INTRODUCTION

Holistic Development is basically the development of everyone's intellectual, emotional, social, physical, artistic, creative, religious values and feelings. The all-round development or holistic development of an individual is only possible through balanced development of scholastic or academic as well as non - scholastic or non-academic aspects in the formal, in-formal and non-formal educational setting in the society. In such cases, individual's involvement in the co-curricular activities become more significant because these activities stop various types of anxieties and stress to come near the individual. Thus, the study aims to assess students' involvement in extracurricular activities as basis for proposed policy guidelines.

METHODS

A descriptive research design utilizing a quantitative method shall be used in this study. According to Creswell (2012), a descriptive study is consisting of a set of gathered data or information, which were analyzed, summarized and interpreted along certain lines of thought for the pursuit of a specific purpose or study. In this study, this design was chosen as it would provide data on the assessment of the students and advisers in the involvement of extra-curricular activities in terms of character and moral development, academic achievement, developmental interest and motivation to learn and leadership.

RESULTS

The active extra-curricular activities participated by the selected high school students of General Emilio Aguinaldo High School are Supreme Student Government (SSG), Math Club, Science YES-O club, KABAYANI, TLE Club, MAPEH, EsP and English SEO. The involvement of the students in extra-curricular activities are all very great extent in terms of character and moral development, as to academic achievement, as to developmental interest and motivation to learn and leadership qualities. There is no significant difference to the assessment of the group of respondents as to character and moral development, academic achievement, developmental interest and motivation to learn and leadership qualities.

DISCUSSIONS

The most problems encountered by the students and advisers in the involvement in extra-curricular activities pertains to confusion on what to prioritize, time management, and low grades. The proposed implementing plan determine the capability building of the educational and scholastic engagement of the students in more competent way through the mechanisms of a quality education that are responsive to developmental stages of the students.

KEYWORDS: holistic development, academic achievement, descriptive research design, extra -curricular, implementing plan

SUBMISSION ID: R04A-IMUSC1-0088

Students' Perceptions on The Teaching of Values Education in Lumbangan National High School

Flordeliza Dela Cruzü, Department of Education- Division of Batangas,
Lumbangan National High School

Abstract

INTRODUCTION

The Philippine Education System offers Academic Subjects namely: Filipino, English, Mathematics, Science, T.L.E., Araling Panlipunan, MAPEH and Values Education. Among these subjects, Values Education is thought of as the least important since it is taught twice a week only. Values is an integral part of human foundation. Teachers offer a big part to the molding of these values to modern students. In the Basic Education Curriculum, it is evident that the government is trying to refresh the values of Filipino children amidst the character crisis that we experience today.

METHODS

This study utilized the descriptive method of research in order to achieve the purpose of this study which was to determine the perceptions of grade 10 students about the teaching of Values Education in Lumbangan National High School. It is descriptive in a sense that the data to be obtained would be analyzed and described.

RESULTS

Results showed that students are the main recipients of learning in the classroom and they are aware of the way their teachers use teaching strategies and the materials being used to make the lesson more effective. The students need more time to learn values in school therefore, it was recommended that this subject should be taught as well in different subjects using the integration approach otherwise, adjustment with regards to time allotment is advised. The teacher as the benefactor of knowledge and of moral values as well must display personal set of moral values and must teach with conviction. Enthusiastic teachers can positively influence the learners throughout the learning process. Efficiency and effectivity of the teacher are key ingredients to foster positive learning environment.

DISCUSSIONS

Students should be encouraged to put into their hearts the value of learning the Values Education as an important subject in the curriculum so students will have continuous learning in values from home to school and they can apply in their daily endeavor. Moreover, students should be engaged in different learning activities in the subject to raise their interest more to learn the lessons and apply the learning they learned in their lives. Teachers should incorporate the teaching of values education not only in the subject in particular but in all subject areas to help the students apply the concept of Values Education.

KEYWORDS: Attitude, Values Integration, Students, Influence, Moral Values

SUBMISSION ID: R04A-BATANP-0859

Students' Phenotypic Prevalence and Learning Styles: Basis in Classifying Learners

Michael Rivera Maglaque, Teacher II, Schools Division of Tarlac Province, San Roque National High School SHS

Abstract

INTRODUCTION

The researcher aims to quantify genetic physical traits or phenotypic traits among the grade 10 students of San Roque National High School. It describes the phenotypic prevalence and gene frequencies of the grade 10 students to identify their commonalities through phenotypic inventory analysis. Hence, suggesting possible recommendations for the development of career guidance program to the students' learning styles. The researcher pursued the study even if there are no existing studies indeed, the researcher set the foundation and basic assumptions in the application of genetics in the field of education.

METHODS

The respondents of this study were all the 80 grade 10 students of San Roque National High School. The researcher used the stratified random sampling in getting samples in the population then followed by the collection of data through survey. The phenotypic traits of the said students were carefully presented using the tables to show the frequency. After that, the students were interviewed to secure the reliability and validity of the said results.

RESULTS

The results showed that the assessed traits of the students manifested variations, thus, implying student's diversity in learning styles that requires different modes career guidance programs. Indeed, the NCAE results that was taken by the students can be checked also if it's really consistent in helping the students in their career choice. The phenotypic prevalence also showed that NCAE (National Career Assessment Examination) results were supported. Subsequently, the researcher presented basic assumptions that phenotypic traits can be used also in classifying learners and help them to choose the right track and strand in the Senior High School.

DISCUSSIONS

The researcher believed as well that this research will lead all the teacher to become more aware of the physical characteristics of the students that can probably affect their career choice. This research can help all the teachers in understanding all the types of learners in the class and what possible curriculum innovations can be done in addressing the learning needs of the secondary students.

This study serves as nucleus for future studies relevance to this research output. This research serves as reference in classifying learners in consonance to their phenotypic traits and learning styles.

KEYWORDS: Phenotypic, Prevalence, and Learning Styles

SUBMISSION ID: R003-TARLAP-0003

Study Habits and Skills: Factors of Performance and Aspirations among Grade Six Pupils

Imee Ladanga, Department of Education - Calamba City

Abstract

INTRODUCTION

People say "Education is a greatest treasure that can achieve." Education is all around us. Education is everywhere. It is not just about the lesson that can get in schools and textbooks; it is also the lessons of life. It gives us knowledge and changes us into something better. It builds the character of a person. In short, excellent education leads to the success in life.

METHODS

The study employed descriptive method, which describes pupil's attributes with emphasis on age, gender and parent's occupation, pupil's aspiration and performance, study habits, study skills. The researcher utilized the questionnaire as the major tool in gathering data from Grade Six pupils of Crossing Elementary School, Calamba City.

RESULTS

The findings indicated that pupils developed and molded by their parents or guardians to have good attitude and interest. The respondents perceived study skill in terms of time management and environmental awareness is "often practiced." The perceived level of study skills in terms of preparation and reading skill the findings indicated "sometimes practiced". While in note-taking, writing, numeracy, and computer literacy is indicated by the verbal interpretation of "often practiced". The mean level of performance of the respondents reflects that the pupils are "fair" in their academic performance. The mean level of pupils' aspiration in terms of values formation the verbal interpretation indicated "often aspired for " and the mean level of aspiration in terms of socio - economic development and physical development indicated the responses to be "always aspired for". In the test of correlation between person-related factors and pupils' aspiration, it showed that under personal qualities it has a significant relationship to Science, Math and Filipino. Significant between aspiration and study habits and study skills-related factors, between pupil's performance and study skill only mathematics is established with significant relationship, in study habits - related factor only science has significant relationship.

DISCUSSIONS

It is necessary for a pupil to develop study habits and skills. As a teacher, we have to engage the pupils in different activities that will help them develop their study skills and habits even constantly. The teacher and parents may coordinate with one another for the follow up activities that will be given to their child. In the form of homework or community services.

KEYWORDS: Study habits, study skills, aspiration, performance

SUBMISSION ID: R04A-CALAMB-0204

Supplementary Activity Sheets for Grade-11 ABM Students in SHS in Lian

Abegail Mendoza

Abstract

INTRODUCTION

Senior High School (SHS) in Lian always do the best in delivering quality education to the native students of the municipality of Lian and its nearby places. One of the program being offered by the school is the ABM strand. Based on the academic performance of the ABM students, there are some problems encountered in taking accounting subject that needs to be solved immediately. Aside from the basic mathematical operations, accounting subjects needs the use of analytical and logical thinking that makes the subject difficult. With this action research, the researcher wants to determine the causes of low academic achievement in accounting subject of Grade 11- ABM students along with proposing an action plan and strategies to address the problem in academic achievement of the student in accounting

METHODS

The subject of the study was the Grade-11 ABM students whereas the researcher was their adviser. The questionnaire was the main tool or instrument used in data gathering data and information needed in the study. The result of the retrieved instrument was tallied and tabulated accordance with the frequency counts for the given options. The data were analyzed and interpreted, the instrument went through the validation of the expert in the field of action research writing

RESULTS

The study reveals that the understanding and interpretation of the problem by the students and none prescribed learning materials for the subject are the factors that affect the academic performance of the students. In teacher competence, it is evident that the teacher has academic and technical competency as needed in the subject. The most prevalent among the causes of unsatisfactory academic performance is the learning materials availability. With the help of supplementary activity sheets, students had a better understanding for the subject and able to practice their analytical and logical thinking skills

DISCUSSIONS

Based on the result of the research conducted, the researcher finds out that availability of learners' material is the most prevalent cause of unsatisfactory performance of students. Students were able to practice their analytical and logical thinking with the help of activity sheets. Also, to cope up this problem, the school management should be aware in the present difficulties being encountered by the learners in accounting subject. Teacher concerned should also find more ways to produce learning materials that could be useful and relevant to the topics that was aligned to the curriculum guide of the subject

KEYWORDS: Accounting, Activity Sheets

SUBMISSION ID: R04A-BATANP-1574

**Sustainability of Adopt-A-School Project at San Carlos Elementary
School: An Assessment**

Jhoan Verguela & Ruby Riza Mercado, Department of Education

Abstract

INTRODUCTION

The Adopt-a-School Program Law (RA 8525) is a project of the Department of Education responsible for generating projects that would allow participation of the private sector and that such projects would be instrumental in addressing the resource needs of the schools, in providing students quality learning environment and instruction, and in making quality learning experience accessible to the widest extent. Furthermore, the office is responsible for pursuing projects that would benefit not only the public schools but also reward adopting private entities, through recognition and tax incentive entitlement.

METHODS

This descriptive qualitative research was aimed at identifying potential stakeholders and their concerns towards sustaining the Adopt A-School Program at San Carlos Elementary School. The respondents of the study consisted of 15 local private companies operating in the municipality of Rosario, Batangas who were identified as unregistered supporter of the school programs and were considered potential Adopt-A-School Program stakeholders, all from the municipality of Rosario, Batangas, all capable of answering the survey questionnaire.

RESULTS

Based from the table of the attitudes towards in San Carlos Elementary School in Adopt-A-School Program most of the Educational Development Program got 40%, the Health and Sanitation Program got 33.33% and the Sports Development Program got 26.66%.

In the level of concern of the private sectors in the Adopt-A-School Program implementation at the school both Educational Development Program and Health and Sanitation Program got 40% and the Sports Development Program got 20%.

In order for the Adopt-A-School Program to obtain the stakeholders support, and obtain their interest in all the project implementations of SCES the researchers highly recommend different activities.

DISCUSSIONS

As shown in the table of attitudes, majority of the potential stakeholders selected "Educational Development Program" verbally interpreted as "Not Apprehensive"; and the least number of the potential stakeholders elected "Sports Development Program", verbally interpreted as "Apprehensive".

In the table of level of concern majority of the private sectors selected both "Educational Development Program" and Health and Sanitation Program; verbally interpreted as "Not Apprehensive" ; and the least number of the private sectors elected "Sports Development Program", verbally interpreted as "Slightly Apprehensive".

KEYWORDS: SAN CARLOS ES ADOPT-A-SCHOOL PROGRAM

SUBMISSION ID: R04A-BATANP-1102

Sustainability of the Implementation of Brigada Eskwela Plus Via School-Community Partnership

Mary Grace Llantos, Department of Education - Laguna

Abstract

INTRODUCTION

School improvement does not end on the last day of the Brigada Eskwela week. It is a year-round undertaking to guarantee the school children of an environment conducive to learning. There might be certain uncompleted tasks in the BE work plan or other school needs that may come up during the school year with which you will need the help of stakeholders (Brigada Eskwela Manual for School Heads). The school, particularly the newly established Stand-Alone SHS is challenged with many perennial needs that must be addressed through the sustained implementation of Brigada Eskwela Plus via school-community partnership.

METHODS

The descriptive-correlational method of research was utilized in this study. The participants were the students, teachers and the school-community partners. Data were gathered through the report on uncompleted project in the Brigada Eskwela Work Plan, accomplished Brigada Eskwela Forms, accomplishment report and surveys.

RESULTS

The results showed that the contributing factors for the failure to complete the Brigada Eskwela project and to address the perennial needs of the school can be attributed to the following: 1) failure to prepare effective plan for pre-implementation; 2) failure to prepare effective plan for implementation; 3) failure to prepare effective plan for post implementation; 4) failure to conduct effective strategies to address the perennial needs of the school; and 5) financial constraint. Furthermore, the effective strategies that can be utilized to complete the Brigada Eskwela projects and other perennial needs of the school was the sustainability of the implementation of Brigada Eskwela Plus via school- community partnership in terms of pre-implementation, implementation, and post implementation stage.

DISCUSSIONS

The study revealed the need for the following interventions: 1) based on the report of uncompleted projects and other perennial needs of the school, find means to complete the project and to address these perennial needs through Focus Group Discussions and thorough planning for pre-implementation, implementation and post implementation stage; 2) strengthen school-community partnership; and 3) sustain the implementation of Brigada Eskwela Plus by means of school maintenance activities throughout the school year.

KEYWORDS: brigada eskwela plus, school-community partnership, school maintenance

SUBMISSION ID: R04A-LAGUNA-0350

Sustaining The Implementation and Functions of School to School Partnership: A Basis for a Sustainability Framework

Joyce Rabor, Banlic Elementary School

Abstract

INTRODUCTION

The Department of Education believes that high-performing schools can be an instrument for reform. Through school to school partnership, high performing schools can share their best practices on how they improve their school performance. In line with that, this study attempted to assess the implementation and functions of the school to school partnership in all Public Elementary School, Calamba East District. Specifically, it covered the following sub-topics: 1. Status of School to School Partnership, 2. Challenges encountered during partnership activities, 3. Recommended actions to address the challenges and 4. Sustainability framework that can be proposed.

METHODS

The study used the mixed method of research also known as "Triangulation Method." It is a combination of qualitative and quantitative approaches that provides more comprehensive data, increased validity and enhanced understanding of research problems. Respondents were categorized into 26 principals and SSP focal person of both leader and partner schools.

RESULTS

The schools involved in the partnership program adhere to the guidelines of the School-to-School Partnership. This implies that all partnership activities were well-planned and have definite goals that were attainable. Principals' responses imply that, "Unaware of the objectives and policy" and "inadequate resources such as materials, technical and human resources that the school needs during proposed partnership activities were the top ranked challenges encountered. On the other hand, teacher's responses revealed that "lack of training, coaching and technical assistance to the schools pertaining to partnership planning, joint problem solving, and resource mobilization" was the top ranked challenges they encountered during the program.

DISCUSSIONS

The School to School Partnership Program in Calamba East District promotes positive outcomes thus, SSP should be sustained and maintained by the school administrators with the support of staff and stakeholders. The principals and focal person should focus on proper orientation and training, planning, coaching and provide technical assistance to the schools' joint problem solving and resource mobilization and should seek for linkages to sustain resources such as materials, technical and human resources. Schools can use the proposed Sustainability Framework to produce holistic partnership activities that will be useful to uplift school's performance and to deliver quality education.

KEYWORDS: partnership, leader school, partner school, assessment, sustainability framework

SUBMISSION ID: R04A-CALAMB-0156

**Taxonomy of Golemans' Six Emotional Leadership Styles among
School Administrators: Mapping Out Organizational Outcomes**

Miriam Pia, Department of Education

Abstract

INTRODUCTION

The question of a leader's effectiveness has become a central issue in organizational research. The identification and study of a leader's prevalent personal style is an important, central element in the development of leadership. It is important to distinguish between leadership style and behavior, where style refers to something that characterizes a specific person throughout different situations, and this is what many researchers in the 21st century espouse and try to prove.

School organizational leadership is usually expressed in the effect on teachers' motivation to perform tasks over time, while maximizing the means of motivation and with minimal use of coercive measures. Leadership style is the manner in which the principal undertakes the process of convincing and motivating teachers for specific objectives and retaining them throughout all of the tasks until the objectives are attained.

There are many ways to describe leadership styles, and the variety increases with every book or paper published on leadership.

METHODS

This study used the descriptive type of research method. According to Aquino (2012), descriptive research describes and interprets "What it is". It is concerned with condition of relationship that exist practices that prevail, belief, processes that we going on, effects that are being felt and/or trends that are developing. The descriptive correlation research was also used to correlate the school administrators' leadership styles, and school outcomes. It further gives meaning to the quality of facts that is ongoing such as information about group of persons, a set of conditions and a class or events.

RESULTS

The taxonomy of Golemans' six leadership styles are often practiced by the school administrators as to visionary, coaching, affiliative, democratic, pace setting, and commanding. The school outcomes are measured in terms of teachers' performance, pupils' performance, and teachers' level of motivation. Significant relationship exists between the school administrators' leadership styles, and teachers' performance, and teachers' level of motivation, but no significant relationship exists in students' performance.

DISCUSSIONS

Encourage the school administrators to practice the taxonomy of Golemans' six leadership styles as to visionary, coaching, affiliative, democratic, pacesetting, and commanding. Continuously monitor to measure the school outcomes in terms of teachers' performance, pupils' performance, and teachers' level of motivation.

KEYWORDS: Taxonomy, Leadership style, Organizational Outcomes

SUBMISSION ID: R04A-TANAUA-0133

Teacher Leadership in Public High Schools of Tanauan City North District and Its Relation to School Heads' Effectiveness: Basis for an Enhancement Program

Maria Miraña, Tanauan City Integrated High School

Abstract

INTRODUCTION

The emergence of teachers who taught well and demonstrated leadership capabilities at the same time has led to the concept of teacher leadership as a critical factor in sustaining changes in schools. Meanwhile, as the government is taking serious steps in practicing what is provided for in R.A. 9155 on shared governance, school governance is no longer left to the hands of the school head alone, but rather, shared to teachers and other stakeholders. It is then significant that teachers are equipped with leadership capabilities. However, not all teachers are given the opportunity to actualize leadership potentials. This consideration prompted the researcher to identify what teachers already have in terms of leadership and how such can be maximized and improved through the guidance of their school heads.

METHODS

The descriptive method of research was employed in this study with a total of 72 teacher-respondents. The main data-gathering instruments of the study were semi self-constructed Teacher Leadership Inventory and School Heads' Effectiveness Survey Questionnaire.

RESULTS

The study revealed that majority of teachers are female, promising young adults, who are still pursuing post-graduate studies. Moreover, the seven dimensions of teacher leadership are oftentimes present within the organization. Furthermore, teacher leadership does not vary among gender, position and educational attainment of teachers while in terms of age, it does vary. Meanwhile, school heads generate ways to improve the teaching-learning process inside the classroom as they have high level of effectiveness. Finally, higher degree of teacher leadership entails higher level of school heads' effectiveness.

DISCUSSIONS

The school head, Master teachers and coordinators should develop a mechanism through which teachers are given equal opportunity to unleash their potentials for teacher leadership and perform teacher leadership roles. Moreover, an effective mechanism to evaluate and reward teacher-leaders even those who are practicing informal teacher leadership should be established to encourage them to share their expertise, mentor new teachers, volunteer for new projects and bring new ideas to schools. Finally, Department of Education Tanauan City officials should conduct trainings on effective school leadership particularly on distributed leadership so as to promote school heads' support for teacher leadership.

KEYWORDS: teacher leadership, shared governance, distributed leadership, school-based management

SUBMISSION ID: R04A-TANAUA-0202

**Teacher's and Stakeholders Improvement Initiatives of Cristo Rey
Elementary School: An Assessment**

Analyn Cuadra

Abstract

INTRODUCTION

This study looked into the teachers and stakeholders' initiative on school improvement in selected elementary schools of Lupi District, Division of Camarines Sur for school year 2011-2012. The teachers and stakeholders' initiative to transform the school by enhancing learning achievement and development along, curriculum and instruction, assessment and evaluation, teachers' quality and professional development, pupils' and family support, stakeholders' engagement, teaching and learning, and learning environment.

METHODS

Everyone in the system is responsible for ensuring that all students access to rigorous content and instruction. Evaluated student knowledge and skills, plan for future educational programs. They incorporate the multiple communication strategies that were culturally and linguistically appropriate and supported the two-way communications. Teachers had strong focus on quality teaching in every classroom and commitment to professional learning. Parent subscribe additional reading materials such work books for every learning area. There are several causes of low performance of the pupil; poverty is the number one, absenteeism, drop-out etc. The achievement is 53.72%, the promotion rate is lower than 100% the drop-out rate is 5%.

RESULTS

Teachers and school heads should implement the continuous progress monitoring through both formal and informal assessments. Teachers utilize varied and effective pedagogy of teaching. Ensure that all students can access and participate fully in the school's learning programs and promote the involvement of students in the life of the school. Educators and stakeholders should identify activities that are mutually meaningful and valuable to the school, students, parents, families, and community members. Remedial instruction should be conducted. There should have a close monitoring supervision among the instructions. Encourage the parents to send their children to school. Look for sponsoring agency to support the needs of the school children.

DISCUSSIONS

The level of participation of stakeholders on school improvement. The ways to foster collaboration with community stakeholder to support student learning and improvement of physical facilities system wide strategies, school system leadership, classroom design, the suggested program towards school improvement to be undertaken by other stakeholders in term, enrichment activities, tutors, mentors technical experts and measurable out-puts of stakeholders. The descriptive method of research is use.

KEYWORDS: Teachers, Stakeholders Initiative, School Improvement Plans

SUBMISSION ID: R005-CAMSUR-0096

Teachers' Classroom Management Style and Students' Academic Performance

Flordeliza Bacat, Department of Education

Abstract

INTRODUCTION

Classroom management style is often called classroom discipline; it has been the priority for teachers. It is important to ask how classroom management is affected by the disposition of the teacher. Good classroom management is not an isolated component of an effective teaching performance. In its totality, teaching methodologies, classroom management styles or approaches and practices together set the environment for quality teaching-learning creating a positive impact on students' achievement. Having these observations, the researcher is motivated to find the relationship between teachers' classroom management style and students' academic performance.

METHODS

The descriptive survey was used in the study and questionnaire in gathering the data to determine the significant difference of the teachers' classroom management style to the academic performance of second year high school students in Bunawan National High School. The researchers asked permission from the principal of the said school before administering a survey questionnaire as a major tool in gathering data. There were twenty (20) teachers and 100 students at Bunawan National High School. The teachers were asked to answer the given sheet of paper for the questionnaire individually and the five teacher advisers were asked for the average grade of the 20 students in every section (5) in Bunawan National High School.

RESULTS

The results revealed that the respondents used authoritative style in teaching and it really influenced the academic performance of the students. It was found out that the Authoritative Classroom Management Style was appealing to the students based on the average grade. The academic performance of the second year high school students is 84.55 which mean most of the students passed. The recommendation of the study is identifying teachers who used authoritative in their teaching field as well as the other teacher who used authoritarian, indulgent and permissive and teachers should encourage using other style of teaching that suits to the students.

DISCUSSIONS

The study shows that authoritative style has great impact on the performance of the students. It maintained a disciplined learning environment of the students. A well-managed classroom provides an environment in which teaching and learning can flourish. However, learners nowadays have different learning styles that may even more boost their interest toward studying. Future studies on more effective learning styles of the students may be further studied.

KEYWORDS: Classroom Management, Effective, Authoritarian

SUBMISSION ID: R013-SURSUR-0282

Teachers' Classroom Victory as Correlates to Positive School Heads' Instructional Assistance

Hiyas Mendoza, Department of Education - San Jose

Abstract

INTRODUCTION

Teachers' instructional competencies in terms of lesson planning, delivering the lesson, assessment and classroom management bring great impact to the learning of the pupils. Furthermore, those instructional competencies could be better through the instructional leadership skills of a school head. The researcher would like to highlight the positive instructional assistance of school heads as correlates of instructional competencies of teachers.

METHODS

The research design used in the study was the descriptive survey process. As cited by Sevilla (2003) in the study of Punzalan (2014), this research procedure was designed to gather data and information regarding the existing conditions that will serve as bases for the evaluation procedure. After that, the researcher with the help of her school head distributed and retrieved the questionnaires tabulation and computation of the gathered data from the school heads and teachers as respondents of the study was followed.

RESULTS

The perception of school heads on their instructional leadership skills and instructional competence of teachers exceeds that of the teachers. Hence, highly significant variations occur on the comparison of their perceptions.

DISCUSSIONS

School heads should continuously strive to possess knowledge of the curriculum and good instructional practices and, subsequently, focus their attention in their schools on curriculum and instruction while, teachers must view classroom observations as a vehicle for improvement and professional growth. An instructional leadership power-up training matrix was proposed.

KEYWORDS: instruction, competence, leadership, skills

SUBMISSION ID: R04A-BATANP-1947

Teachers' Levels of Moral Reasoning as a Determinant of their Job Performance

Cherrylen T. Villadiego & Rowena P. Pascua, Department of Education

Abstract

INTRODUCTION

Teaching has been depicted as a moral endeavor. Consequently, teachers ought to compose excellent moral reasoning, glance further than their own self-interest and seize a wider view of morality. Therefore, teachers are moral agents, and education as a whole and classroom interaction in particular, is fundamentally and inevitably moral in nature. Thus, Lawrence Kohlberg had proposed levels of moral reasoning which goes well further than Piaget's preliminary formulations.

METHODS

The researchers utilized quantitative research. The population of the study is comprised of selected teachers from Balibago Integrated High School. There were 102 respondents. This study used two instruments to assess the levels of moral reasoning of the respondents. The first instrument used is the researcher-made questionnaire that assesses and evaluates the levels of moral thinking of teachers. The second instrument is the Individual Performance Commitment and Review Form (IPCRF), it is a form that shall reflect the individual commitments and performance.

RESULTS

As a result of this study, it was found out that there is no significant relationship between the teachers' level of moral reasoning and the teachers' performance rating. Although it appears that moral reasoning is not a factor that affects the job performance of teachers, it is still essential that teachers should uplift their moral reasoning; they are the ones that mold the learners to become a productive and morally upright individual in our society.

DISCUSSIONS

The data gathered by the researcher entails that there is no significant relationship between the teachers' level of moral reasoning and the teachers' performance rating. The performance rating of the selected teachers of Balibago Integrated High School ranges from 3.50 - 4.16 or Very Satisfactory in descriptive rating. The over-all rating of the selected respondents is 3.64 or Very Satisfactory despite that there are many teachers who fall under the lower level of moral reasoning. The levels of moral reasoning of the respondents on such characters as integrity, kindness, determination, respect and citizenship are classified in various levels or stages. This study divulges the fact that the job performance rating of teachers did not varies based on the level of their moral reasoning. Hence, teachers with lowest level of moral reasoning can still get a similar grade as of those teachers who classify with a highest level of moral reasoning and vice versa.

KEYWORDS: Levels of Moral Reasoning, Job Performance, Individual Performance Commitment and Review Form Rating

SUBMISSION ID: R04A-STAROS-0085

Teachers' Participation in Decision Making, Job Satisfaction and Organizational Citizenship Behavior

Josephine Rosales, Department of Education, Laiya National High School

Abstract

INTRODUCTION

Teachers are found in the front lines in providing quality education to their students. However, as the years pass by, changes in the world continue to increase the difficulty of the challenges that are being faced by educators. This, in turn, may have affected the way teachers feel about work and the way they teach their students which may have an impact on the way their students learn.

METHODS

This study used the descriptive method of research in data utilizing questionnaire, and interview as sources of information. The participants of the study were the secondary school heads and teachers in the District of San Juan, Division of Batangas during the school year 2017-2018. Total sampling was used in choosing the sample. The researcher adopted the instrument designed by Olorunsola and Olayemi (2012); Bantang, et. al (2013); and Yurcu, Ã¶lako-Yun and Atay (2015). Data were analysed using percentage distribution, weighted mean, and Spearman Rank Correlation.

RESULTS

Based on the results of the study, it was found that the teachers are responsible enough to do their duties and be part of the organizing team of their school. Both the teachers and principals were given the opportunities to participate and contribute in the decision making of the school. The teachers and the principals are one in saying that their job gave them the opportunity to learn and grow, and the feeling of accomplishment and pride. The teachers are somewhat unhappy with their pay, but the principals are satisfied with their salaries and benefits received. The teachers and principals are both altruists. The factors are correlated. The participation of the teachers in the decision making of the school made them feel important and become part of the organization, thus, it adds to their job satisfaction.

DISCUSSIONS

The teachers should continue pursuing higher education, master's degree or doctorate to improve their craft and for their own professional growth. They need to equip themselves through attending trainings and seminars. The school administrator should give the teachers opportunities to grow professionally by sending them to trainings and seminars or by awarding scholarships to them. The principals should attend seminars on self-esteem or trainings on how to value their work to increase their job satisfaction. The teachers should intensify their organizational citizenship behavior to improve their involvement in decision making and have job satisfaction.

KEYWORDS: teachers' participation, decision making, job satisfaction, organizational citizenship behavior

SUBMISSION ID: R04A-BATANP-1284

**Teachers Perception on Classroom Visitation and Observation in
Bilaran National High School**

Allan Lagus, Department of Education

Abstract

INTRODUCTION

In the educational field, classroom visitation is synonymous with helping, assisting, and guiding teachers to improve their instruction that will redound to the welfare of the students in terms of their total performance. As such, the pursuit of quality must be the top priority of educational authorities. With the increased demand quality and relevance in education, there is the need for reforms and improvement in the educational system to achieve its goals of globalization and empowerment. With these concerns, proper attention must be given to educational supervision, which plays a vital role in evaluating teaching learning situations, and conditions that affect both teaching. Division Memorandum No. 0624 s.2014, an instructional supervision, is an inherent responsibility of every School Heads as embodied in RA 9155. This is to ensure delivery of basic quality education. Corollary to this is the expectation that relevant programs and projects are effectively and efficiently implemented and that each teacher in all grade / year level creates a learner-centered classroom where the vision, mission and core values are ultimately carried out and learned.

METHODS

In this study the researcher used the descriptive method. This method of research entails gathering of data, analysis and interpretation to come up with valuable of information as a tool for the people concerned with the topic being presented.

RESULTS

The respondents in this study were predominantly young, having ages ranging from 26-40 years old and Teacher I. Most of them have been in teaching profession 5 years below. Teachers have agreed that the principal relationship is the most effective for it is characterized by mutual cooperation and classroom visitation / observation guide teachers to improve their instruction for the welfare of the students.

DISCUSSIONS

The research served as reflective guide for the future school heads or inspiring school leader to show the harmonious relationship and to guide teachers to improve their instruction for the welfare of the students.

KEYWORDS: Teacher, School Head, Visitation and Observation

SUBMISSION ID: R04A-BATANP-0985

Teachers' Professional Characteristics, School Climate, and Pupils' Academic Achievement in English: Basis for a Training Program

Eugenia Tanio, Department of Education

Abstract

INTRODUCTION

The main concern of teachers is to inform the learners about how to express the language and to develop in them the ability to use and manipulate the language for a variety of communication competence. In doing so, the development of the needed skills specially for oral communication is achieved. Various factors such as size of the class, classroom setting, arrangement of students, time allotment for teaching the language, the course content, and the evaluation. As English teachers, we have to familiarize ourselves with the main element of English Language teaching, the learning materials that are usually available, the classroom management, and the type of methods and strategies that we must use.

METHODS

This study utilized the descriptive method of research because of its appropriateness to the problem. It permits qualitative description of current status. The process of descriptive research goes beyond tabulation of data, hence, description is usually combined with comparison and contrast involving measurements, classification, interpretation and evaluations.

RESULTS

Majority of English teachers are graduates of Master of Arts in Education. In terms of In-service training attended, greater number of teachers preferred to attend continuous improvement plan for their personal growth. Generally, only three English teachers have been in the service longer than the remaining and younger teachers. Majority of English teachers are within the high proficiency level. In terms of planning, assessing and reporting as teachers were able to keep track of their professional characteristics proficiently. In terms of diversity of learners, teachers proficiently use varied activities to meet expected learning goals of learners. She places the students learning in the center of her practice and have the students' active knowledge construction in focus when planning and conducting a course.

DISCUSSIONS

Teachers should be encouraged to upgrade their profession while teaching. The school heads should consider motivating other teachers who are just contented to be just a college graduate but themselves being English teachers to reach high proficiency level. All English teachers should consider the use of varied activities to meet expected learning goals of learners and place the students learning in the center of her practice and have the students' active knowledge construction in focus when planning and conducting a course. In terms of personal growth and professional development teachers should consider manifestation of values at a higher level to uphold the dignity of teaching, manifest openness to recent developments in education hence, they have to get involve in professional organizations and other agencies that improve teaching practice, make self- assessment of her teaching competencies, and actively seek feedback from a range of people to improve her teaching performance.

SUBMISSION ID: R04A-TANAUA-0154

Teachers' Professional Qualification, Job Stress Level, Coping Mechanism and Performance in Buck Estate National High School

Jessica Diloy, Buck Estate National High School

Abstract

INTRODUCTION

Teachers play a significant and a valuable role as they influence the lives of children who are the future of tomorrow but teaching can be a stressful profession and with such stress can come teacher turnover, low teacher satisfaction, and high teacher burnout, along with negative physical and psychological health outcomes. Professionals, including teachers, are often left with little education or training in how to recognize and deal with stress (Harris, 2011).

It is a very common fact that when a teacher is stressed his/her performance suffers; therefore, it is very important that he/she must know how to manage his/her stress well. Thus, the teacher must need to know his/her level of stress and try to manage it to the great advantage of the learners (The Modern Teacher Journal, 2011).

In the Philippines, the number of teachers committing suicide is slowly rising and it is suspected that this is due to the stress they had from work.

This research aims to determine the impact of teachers' job stress level, coping mechanism and professional qualification on the pupils' academic performance in Buck Estate National High School.

METHODS

This study utilized the descriptive-correlation design. The respondents of the study were the 12 junior high school teachers from BENHS during the School Year 2017- 2018. In gathering the data, questionnaire was utilized. The following statistical tools were utilized in the analysis and interpretation of the data: Frequency and Percentage, Weighted Mean, Chi-square

RESULTS

Majority of the teachers falls under highly qualified educational attainment with highly adequate in-service training and are teaching for average of 5 years above. The majority experiences high level of work stress and coped with by "considering problems as part of life", pupils obtained rank of "Fair Academic Performance"

DISCUSSIONS

The result shows that the higher the educational attainment is, the lower the job stress level while there is no significant relationship between the respondents coping mechanisms against job-related stress and their educational attainment, this study proves that there is a significant relationship between the respondents' educational attainment and the students' academic performance. There is a significant relationship between the respondents' job stress level and their coping mechanisms but job stress level of the respondents is not significantly related to the academic performance.

KEYWORDS: PROFESSIONAL QUALIFICATION, JOB STRESS LEVEL, COPING MECHANISM

SUBMISSION ID: R04A-CAVITP-1006

Teachers' Professional Status: It's Relation to Pupils' Performance in National Achievement Test (NAT)

Ernesto Mojica, TMCSSHS

Abstract

INTRODUCTION

Teacher's professional status means the inputs given to teachers such as: position or rank, educational attainment, trainings attended and length of service. Furthermore, it seeks to establish whether the inputs given to teachers are translated into pupils' performance.

Documents about teacher's professional status and the NAT results for the year 2014 - 2015 were analyzed. It used statistics about correlation to measure the relationship between the variables and determine which among the teacher's professional status variables are good predictors of pupils' performance in NAT.

METHODS

Descriptive design was appropriate in describing the level of educational attainment, seminars attended, position and length of service of the participants. The correlational design was used to determine the significant relationship of the mentioned participants' professional status and the NAT result.

RESULTS

1. Teachers' training, educational attainment and length of service were related to NAT performance of pupils

Among the professional status variables, teachers training and seminars attended were significantly related to NAT performance.

Good predictors of NAT performance were training, educational attainment and teacher's length of service.

DISCUSSIONS

The professional status of the teachers in the municipality of Noveleta were as follows: majority of the teachers around 49% were Teacher I, 13% were Teacher II, 31% were Teacher III and 6% were Master Teachers and Head Teachers. Educational attainment of teachers is mostly bachelor's degree, barely 3% have master's degree and others are presently enrolled in the masteral program. It was noted that teachers in Noveleta have basic educational attainment.

Most of the teachers were trained and have attended more than 7 times training. The level of training is high. Thirty three percent (33%) do have 1 to 3 years of teaching experience while 29% do have more than 10 years of teaching experience.

Although three of the teachers' professional status were related to pupils' NAT performance, training was noted to be significantly related and found to be a good predictor of the NAT performance.

KEYWORDS: NAT Performance, Teachers' professional status, Correlational study,

SUBMISSION ID: R04A-CAVITP-0194

Teacher's Readiness in The 21st Century Instruction

Josephine Quimpan, Department of Education

Abstract

INTRODUCTION

The objective of this study is to determine the readiness of the teachers in 21st-century instruction of the 3 clusters of the Division of Surigao del Sur particularly in Cortes, Cagwait and Hinatuan Districts. Respondents of this research were the teachers from kindergarten to grade IV teachers under the K to 12 curricula. This used the quantity-quality method of research design. Problems encountered in implementing 21st-century instruction are serious. There is a significant difference on the level of readiness of 21st-century teachers among the 3 clusters. The researcher proposed an intervention program on the enhancement of SIM (Strategic Intervention Material) and CAIM (Computer-Aided Instruction) utilization based on the findings of the study. Future researchers may conduct further research on the pupils' performance in the 21st-century instruction.

METHODS

The study revealed that majority of the respondents has units in Master's Degree who have been in the service for 19-27 years and mostly have attended the division initiated training about 21st-century instruction. The objective of this study is to determine the readiness of the teachers in 21st-century instruction of the 3 clusters of the Division of Surigao del Sur particularly in Cortes, Cagwait and Hinatuan Districts. Respondents of this research were the teachers from kindergarten to grade IV teachers under the K to 12 curricula. This used the quantity- quality method of research design.

RESULTS

The result of teacher's readiness in the 21st-century instruction under study uncovered that they were much ready in classroom management. Among the six 21st-century skills, it is found out that communication skill is the very competent skill regarding the level of 21st-century teaching. This implies that they are good communicators because they have attended English proficiency training conducted by the Division.

DISCUSSIONS

Problems encountered in implementing 21st-century instruction are serious. There is a significant difference on the level of readiness of 21st-century teachers among the 3 clusters. The researcher proposed an intervention program on the enhancement of SIM (Strategic Intervention Material) and CAIM (Computer-Aided Instruction) utilization based on the findings of the study. Future researchers may conduct further research on the pupils' performance in the 21st-century instruction.

KEYWORDS: Teachers' Readiness, Level of Readiness, 21st-century skills

SUBMISSION ID: R013-SURSUR-0057

**Teachers' instructional Practices and Teaching Styles :Basis for a
Proposed Action Plan**

Raymond Jocson, Teacher III

Abstract

INTRODUCTION

The quality of teachers is measured not only by their academic and professional training but also their motivation and dedication.

METHODS

The descriptive method was used in the study. This technique gathers information on the prevailing or existing condition in the environment. It also explores the cause of a particular phenomenon using a set of survey questionnaires to generate the data to answer questions from the study.

RESULTS

Instructional Practices

Therefore, the null hypothesis that there is no significant difference between the assessment of the school administrators and the teachers on instructional practices of teachers as to them seven variables must be accepted.

Teaching Styles

Therefore, the null hypothesis that there are no significant differences between the assessment of the school administrators and the teachers on the teaching styles of teachers as to teaching methods, evaluation, classroom environment and management and instructional materials and resources were accepted.

The Acceptability of the Proposed Action Plan

The two groups of respondents have expressed their concurrence in the acceptability of the proposed action plan.

DISCUSSIONS

The teachers have performed as highly evident during their practice of instruction. Teachers highly observed the ideal teaching styles as to teaching methods.

The proposed action plan is acceptable and could be used in the Municipality of Naic.

KEYWORDS: teaching style teaching practices

SUBMISSION ID: R04A-CAVITP-1213

Teaching Competencies of Elementary Teachers and Performance of Grade 2 Learners in English: Basis for a Proposed Training Plan

Irene Carungay

Abstract

INTRODUCTION

Teachers are the key elements of maximizing the quality of education, improving schools and successfully implementing curricula. In addition, teachers are the people who raise individuals that shape the future of a country. Therefore, there are qualities that teachers need. It is therefore thought that more studies are needed on the necessity, implementation and improvement of the general competencies of the teaching profession. A proposed teachers' training programs are necessary in order to upgrade teachers' skills, knowledge and performance, to enable them to be more effective.

METHODS

Descriptive method was used in this study since it attempted to describe the teaching competencies of teachers through the assessment of the different variables related to competencies of the respondents. It also identified the problems encountered by the respondents, which served as basis for the proposed professional training program. The following statistical tools were used in the treatment of the data gathered in the study: frequency, ranking, weighted mean, and chi-square test.

RESULTS

The level of competencies of elementary teachers-respondents rated as competent. The performance of learners in English is fairly satisfactory. This means that there is significant relationship between the level of competencies of elementary teachers and performance of pupils in English hence, the hypothesis is rejected. And a proposed training program for elementary English teachers for Grade 2 learners is designed to upgrade and improve the performance of the learners.

DISCUSSIONS

Based on the findings of the study, the following conclusions were derived: the level of competencies of elementary teachers teaching English for Grade 2 learners are competent; the performance of learners in English for the last three years is fairly satisfactory; there is a significant relationship between the level of competencies of elementary teachers and performance of learners; and the respondents assess always on problems encountered as to teacher, parent and learning materials. A training program is proposed to guide the elementary English teachers on their teaching methods, strategies and approaches in teaching.

KEYWORDS: MAED-EM

SUBMISSION ID: R04A-CAVITP-1455

Teaching Competencies of Grade III English Teachers in Public Elementary Schools in The Division of Cavite: Basis for Training Program

Nena De Guzman

Abstract

INTRODUCTION

Teaching effectiveness primarily depends upon the teacher who serves as a guide and director of teaching learning process. The skillful teacher knows how to apply the laws of knowledge, skills and attitudes. To have quality education, there should be quality teachers.

The basic aim of teaching English is to enable the learner to develop the skills of listening, speaking, reading and writing English. It is while speaking and writing that the problem of intelligibility and acceptability arises. Correctness based on internationally accepted standards cannot be ignored by us.

To meet today's need, English has been introduced and included the areas of development focused on listening, speaking, reading, writing, grammar, vocabulary and language. The objectives of teaching English at the elementary level are: to understand simple statements when spoken, and to understand questions asked, short talks and short passages when read out.

METHODS

This study used the descriptive method of research; The data regarding the teachers' professional profile and teaching competencies were gathered, organized and analyzed.

RESULTS

Based from the study, the detailed data showed that English teachers should level up the average competencies to high competencies by means of evaluation of their student performance every now and then. Considering the results of the assessment of Teachers' competencies and the frequency of the issues and concerns encountered, the Training Program for English teachers was developed and proposed.

DISCUSSIONS

Based on the findings of the study, the following discussion were drawn:

The younger teachers and the old timer need to enhance their instructional teaching competencies to raise their educational growth by attending several training so as upgrade their own self and to enhance their profession.

The implication stated that the teachers evaluated every now and then their student performance, and that they have sincere effort to correct weaknesses. There is a need for teachers to carry on regular evaluation on the student performance for this would help him in determining the strength and weaknesses of his students and teachers as well.

3. There is a need for a training program to further update teachers and enhance their teaching competencies in English which will eventually raise the level of performance of pupils in learning English in the classroom.

KEYWORDS: TEACHING COMPETENCIES OF ENGLISH TEACHERS: BASIS FOR TRAINING PROGRAM

SUBMISSION ID: R04A-CAVITP-0938

Teaching Competencies of Public Senior High School Teachers : Basis for Staff Development Plan

Nancy Flor, Bulihan National High School, Senior High School, Department of Education

Abstract

INTRODUCTION

As there was negativity for everyone that SHS will not pushed through, more teachers were hesitant to apply for teaching positions, yet the demand was very high. With the start of SHS last June 2016, there was a massive hiring of teachers. There was a tough screening for the teacher applicants based on the criteria memo from Department of Education. Some hired teachers were from HEI (higher education institution), JHS (junior high school), some from other companies, and other sectors. Some hired teachers had teaching experiences, others had industrial experience or non-teaching experience only, others had both.

METHODS

Descriptive method of research was used in this study. The research was conducted in all senior public high school in the 5th district of Cavite (CARSIGMA) and delimited to thirty-one school administrators and two-hundred senior high school teachers. Self-made survey questionnaires were utilized in the study. To analyze the data, the following statistical methods were employed: frequency count and percentage, mean, and chi test.

RESULTS

Generally, the school administrators and teachers had the same assessment on the lack of laboratory rooms, libraries, instructional materials such as books, projectors, TV etc.; paces lessons inappropriate to the needs and difficulties of learners; provides inappropriate intervention activities to learners at risk; overcrowding of students in the classroom as the hindering factors in the teaching competencies of public senior high school teachers.

DISCUSSIONS

The school principal needs to focus on the teachers' professional development by motivating teachers to pursue graduate studies and by designing a school-based comprehensive training and seminars. The school principal should motivate unlicensed teachers to take licensure examinations the soonest to enhance their professionalism and confidence. The senior high school teachers need to enrich their personal and professional skills of being effective teachers by equipping themselves with the contemporary and innovative approaches in teaching.

KEYWORDS: Competencies, Development, Staff, and Teaching

SUBMISSION ID: R04A-CAVITP-1567

Teaching Performance of Mathematics Teachers in Public Secondary Schools: Basis for Capability Enhancement Program

Gina Alcancia, Department of Education, Taal National High School

Abstract

INTRODUCTION

This study aimed to determine the level of performance of mathematics teachers in selected public secondary schools in Area I, Division of Batangas as assessed by the teachers.

METHODS

The descriptive method of research was used in this study. The involvement of 70 Mathematics teachers was sought in this research.

RESULTS

All registered strengths of mathematics teachers were exhibited to a great extent. They showed remarkable strengths in terms of analysis of data, driving for results, influencing for results and measuring, reporting and improving. The teachers exercised their roles and responsibilities in teaching Mathematics and were able to exhibit and demonstrate their teaching performance to a great extent. The teaching performance of mathematics teachers was not influenced by their registered strengths as shown by the little mean difference. Capability program for the enhancement of mathematics instruction was proposed.

DISCUSSIONS

Although the teachers showed remarkable registered strengths, they should still be encouraged to improve to a higher level. Inasmuch as the mathematics teachers exercised their roles and responsibilities and performed the teaching competencies to a great extent, the school heads should further encourage the teachers to avail of the continuing professional education and undergo different trainings in mathematics to enhance mathematics instruction to a very great extent. The school heads should be furnished with the copy of the proposed action plan for careful study so that the plan would serve as their basis for planning intervention activities to improve the teaching competencies of mathematics teachers. A similar study should be conducted with the inclusion of the school heads and students as respondents.

KEYWORDS: TEACHING PERFORMANCE, MATHEMATICS TEACHERS, CAPABILITY ENHANCEMENT PROGRAM

SUBMISSION ID: R04A-BATANP-0053

**Teaching Strategies Applied By The Teachers of General Emilio
Aguinaldo National High School for Grade 10 Students: Basis for an
Intervention**

Soledad Yumang, Department of Education

Abstract

INTRODUCTION

As educators, it is crucial that strategies be administered that will guide and improve the learner's reading comprehension because in the absence of reading comprehension skills definitely affect the student's success in school. Academic progress depends on understanding, analyzing and applying the information gathered through reading. Developing strong reading comprehension skills are essential for a rich academic, professional and personal life. Being able to derive meaning from the written words also enable students to develop intellectually, socially and emotionally - something that all teachers and parents want for a child.

With that in mind, a study assessing the various teaching strategies that develop and enhances the reading comprehension of the Grade 10 students in General Emilio Aguinaldo is conducted.

METHODS

This research utilized a descriptive research. A pre-test for reading was given to the 200 Grade 10 students of General Emilio Aguinaldo National High School before giving the teaching strategies for reading comprehension and a post-test after the actual use of strategies. The study utilized a questionnaire as one of the instruments to gather the needed data. 30 teachers responded to assess the identifiable teaching strategies frequently used by the teachers in reading comprehension. Percentage, ranking, weighted mean and correlation ratio are statistical tools used for the interpretation of the data gathered.

RESULTS

The most effective strategies applied by the teachers in reading comprehension as assessed by the teachers and students are answering comprehension questions, discussing the text and summarizing. According to the study, there is no significant relationship and slight negative correlation, almost negligible relationship between assessment of the students and teachers on the teaching strategies in reading. Furthermore, it also found out that the most common problems encountered by the teachers on applying different strategies in reading are the lack of reading materials to facilitate learning, followed by parents are not supportive in the school reading program and students are not attending summer reading camp.

DISCUSSIONS

In the torch of the findings and conclusions, the teachers will enable to apply the most effective strategies in reading comprehension like answering comprehension questions, discussing the text and summarizing. Both teachers and students will continue to perceive the importance of these teaching strategies to enhance the learners' reading capability. Moreover, it is vital that the school will find ways to sustain a lack of reading materials. Parents should be encouraged to become supportive in the different reading program. Students should be motivated by the teachers in attending summer camp. The proposed enhancement measures in reading comprehension are subjective and objective through a change in a more logical and analytical manner through an educational upgrade of the students' reading comprehension.

KEYWORDS: teaching strategies, reading comprehension

SUBMISSION ID: R04A-IMUSC1-0040

Teaching Style and Performance in Reading of Intermediate Pupils: Basis for an Intervention

Agnes Doria, Department of Education - Cavite

Abstract

INTRODUCTION

Teaching styles then should be anchored on the context of the learners. In this case, teacher's awareness on students learning style is a primary consideration, so as to make their teaching relevant to learning needs of the learners. Because students learn in many different ways, it is a fact that, no two teachers will teach in the same way, just as no two students learn something in the same way. In the District of General Emilio Aguinaldo similar case also exist wherein only few Elementary Schools have conducted studies that determine the effect of learning style with reading performance. Since reading is an integral part of academic performance, the researcher was interested to pursue a study regarding teaching style and performance.

METHODS

The study focused on the teaching styles of intermediate teachers in the District of General Emilio Aguinaldo for the School Year 2017-2018. The teaching style inventory of Dunn and Dunn was considered in order to determine the teaching styles of the teachers. Phil-IRI results was also used to determine the reading performance of intermediate pupils. The study aimed to find out a significant relationship between teaching style and reading performance. The study considered the descriptive methods of research.

RESULTS

The findings of the study are as follows— (1) As to the teaching style of the respondents, the teaching style of the teachers in all of the categories for determining their teaching style were somewhat individualized; (2) On the significant relationship between teaching style and reading performance of pupils, there is significant relationship between instructional planning and reading performance level; and (3) on what intervention plan can be developed, an intervention plan in reading was develop to address problems regarding the improvement of pupil reading performance level.

DISCUSSIONS

Teaching style such as instructional planning, teaching methods, student's groupings, teaching environment, teaching characteristics and educational philosophy is related to the reading performance level of the intermediate pupils except room design and evaluation techniques. The problems identified in teaching reading were frequently encountered by intermediate teachers. Though majority of the pupils were at the instructional level, there is still a need to address this result by developing intervention reading program so as to make all the pupils reach the independent reading level and illuminate the number of non-readers.

KEYWORDS: learning style, performance, comprehension

SUBMISSION ID: R04A-CAVITP-0119

Teaching Styles and Academic Performance in English of Junior High School Students in The Division of Cavite

Jeramie Buensuceso, Gen. Juan Castañeda Senior High School

Abstract

INTRODUCTION

It is vital to engage the students in the learning process. Selecting a style that addresses the needs of diverse students at different learning levels begins with a personal inventory, a self-evaluation of the teacher's strengths and weaknesses. As they develop their teaching styles and integrate them with effective classroom management skills, teachers will learn what works best for their personalities and curriculum, (Jill, 2013).

Thus, teachers should consider various teaching techniques, strategies and styles in order to help learners understand the subject matter being taught to them.

This study aimed to determine the teaching style (expert style, authority style, demonstrator style, facilitator style and delegator style) of the English Teachers in the Division of Cavite Province and the Academic Performance of Students in English.

METHODS

The study used the descriptive correlational method, Sloven's formula, a 40 - item likert scale survey questionnaire and adopted and revised the instrument of Anthony Grasha Ph.D (2002) Teaching Styles Inventory Version 3.0 (TSI3) which assessed teachers' teaching styles.

RESULTS

The teaching style of most English Teachers in the Division of Cavite Province is the Eclectic Style.

Based on the study, out of 127 teacher-respondents, 75% got students whose average grades ranged from 80-84 or Satisfactory; 37 or 29.13% have students' grades average within 75-79 range or Fairly Satisfactory; 13 or 10.24% have students' average ranging from 85-89 or Very Satisfactory, and one or 0.79% percent has a student whose average grade was Outstanding or ranging from 90-100.

Based on the chi-square test, there was no significant relationship between the academic performance of the students and the teaching style of the English Teachers since the computed p-value is 0.665 which is greater than the level of significance which is 0.05. The academic performance of students does not depend on the teaching styles employed by the teachers in the teaching and learning process.

DISCUSSIONS

Based on the findings of the study, the following conclusions were formulated:

The eclectic teaching style appeared to be the most common teaching style used by the English Teachers in the Division of Cavite.

Most of the students' respondents in the first grading period have a grade of satisfactory or a ranging from 80-84.

There was no significant relationship between the teaching style and the performance of the students based on the computed p-value

KEYWORDS: expert, authority, demonstrator, facilitator, delegator

SUBMISSION ID: R04A-IMUSC1-0076

**Teaching Styles of Selected Elementary Teachers in Batangas City: Basis
for Enhancing The Cognitive Skills of Grade 6 Students**

Raquel Custodio, Department of Education

Abstract

INTRODUCTION

Today, education is facing great challenges due to the recent change in the Philippine Educational System - K to 12 Basic Education Program, which was signed into law in 2013 for immediate implementation by President Benigno S. Aquino III. Its immediacy is an urgent response to be at par with international standards. This initiative is hoped to realize the country's commitment to achieving the goals of Education for All (EFA), which is a UNESCO declaration.

METHODS

The researcher employed the descriptive method of research. This research study aimed to find out the teaching styles of selected elementary schools in Batangas. The choice was made in consideration for what Paler-Calmorin and Calmorin (2008), stressed that in descriptive design, the study focus at the present condition. The purpose is to find new truth. In view of this, the researcher deemed that this method is the most appropriate for her study. The researcher believed that he must have a vivid understanding about the problem she was working on.

RESULTS

The teacher-respondents assessed the extent of the utilization of their teaching styles to great extent in rehearsal strategy ($X=3.84$), but only to moderate extent the application of elaboration strategy ($X=3.40$), analysis strategy ($X=3.30$), and 72 organization strategy ($X=3.18$) which results to a composite mean of $X=3.41$, still on moderate extent.

DISCUSSIONS

More than the majority of 68 teacher respondents were female (57 or 91.94 percent), while the male was much lesser in number (5 or 8.06 percent) and have been in the teaching profession for the past 11-15 years of dedicated service on the average. The teacher-respondents are dominated by female teachers, who in the prime of their lives, need to pursue their professional career so they can enjoy the fruit of their academic enrichment and successfully stay in the teaching profession. The teaching styles of the elementary teachers were only moderately utilized in the five (5) elementary schools in Batangas as proof of the composite mean of $X=3.41$. The teacher respondents were also on agreement that their teaching styles were moderately utilized in enhancing the cognitive skills of their students as shown in the $X= 3.21$ composite mean.

KEYWORDS: organization, proficiency, rehearsal

SUBMISSION ID: R04A-BATANP-2257

Teachnology: Drop-Out Prevention By Increasing Parents' Involvement through Text Messaging

Mary Ann Bajar, Polomolok National High School Affiliation

Abstract

INTRODUCTION

High drop-out rate, along with low student achievement, is the most serious problem that the Philippine Education is facing (Department of Education Enhanced Dorp Handbook, 2013). One of the most important keys to keep students in school is to have a better communication between parents and the school. Learners with parents who are engaged in their lives by monitoring and regulating their activities, talking with them about their problems and being more involved in the school - are less likely to drop out. In consideration of the above, an action research is pursued by the present study which aimed at devising a teacher - initiated intervention.

The researcher dwelt on the idea of imploring the perks of modern technology to increase parent involvement and thus eventually prevent students from dropping out. Information Communication Technologies (ICT) provides a great potential in such pursuit. This study investigated how technology can improve the educational conditions on what the author call as "TEACHNOLOGY".

METHODS

Dialectic Action Research Spiral was used in this study where the researcher spirals back into the process repeatedly to achieve an action plan which will fit appropriately with the issue being addressed. Mean and simple frequency and percentage count were used to meaningfully interpret the data. Two - tailed t- test was employed statistically describe the effectiveness of the intervention program. Differences in percentage were determined using the computation provided by Burt Gertsman (2016).

RESULTS

Results showed that there was a significant difference in the number of absences before ($M=18.4$, $SD = 3.95$) and after ($M=11.3$, $SD = 3.30$) the intervention; $t(6) = 9.23$, $p=0.00$. This difference is equivalent to 38.6 percent. These results suggest that increasing parents' involvement through text messaging will prevent the student from dropping out.

DISCUSSIONS

The results showed satisfactory response to the intervention. Changes in the first two months were highly noticeable. It was however in the last remaining months that absences dramatically declined in four to five fold times. This study supports the studies of Robinson, Lee, Dearing and Rogers (2017) and Rogers & Feller (2017). It is indeed essential that we involve parents in the pursuit of educational success. We shall adopt with the change of times and be able to grapple the perks of modern technology and work with it for our advantage thus streamlining along with technology -----TEACHNOLOGY.

KEYWORDS: Teachnology, drop-out prevention, text messaging

SUBMISSION ID: R012-SOUCOT-0035

**Technical assistance Development Plan for Secondary Schools in
Batangas Province**

Herman Catapang, Department of Education

Abstract

INTRODUCTION

This study aimed to determine the characteristics and functions as managers of the secondary school heads in Batangas City in relation to their personal characteristics, interpersonal values, and work ethics.

METHODS

The study utilized the descriptive design of research with researcher-constructed questionnaire as main data gathering instrument.

RESULTS

Results showed that there was significant relationship between the respondents' profile variables and extent of manifestation of human resource management and instructional leadership.

DISCUSSIONS

As managers of TLE instruction, the school heads were assessed to perform to a great extent to their functions relative to their human resource management.

KEYWORDS: technical assistance, personal characteristic, technical vocational and livelihood, development plan

SUBMISSION ID: R04A-BATANC-0123

Technological Capabilities and Level of Performance of Teachers at Pili District-Sector 2, Pili Camarines Sur

Procesa Joygonzales San Pablo- Palacio, Department of Education - Cam Sur

Abstract

INTRODUCTION

Technological capabilities of educators and other employees is now an inevitable component of 21st century society, there is a critical need for educators to make use of their capabilities, skills and knowledge with the students as a cognitive tool for creating the knowledge workers who can think critically, analyze, and synthesis information to solve problems in variety of context and work effectively.

METHODS

The study used the descriptive- correlational method of research. The descriptive approach was used to identify the personal profile data of the respondents and their technological capabilities.

RESULTS

The respondents were good and adequate for most tasks in Communication and Internet, General Computer Operations, Graphics, Word Processing, Spreadsheets, Database, and Presentation Software. Regular Computer literacy program in the school must be implemented

Extent of the Technological Capabilities and Level of Performance of the Teachers

Variables	t	sig	Remarks
Communication and Internet			
Using e-mail	.347		
	.729		
Not a significant predictor			
Using internet	-.141	.888	Not a significant predictor
General Computer Operations			
Perform Elementary Tasks	1.099	.273	Not a significant predictor
Manipulate Files			
Use keyboard for data and Program Entry		.448	
2.360	.655		Not a significant predictor
.019			Significant Predictor
Graphics	-.696	.487	Not a significant predictor
Word Processing Spreadsheet			
Database	.724		
	.639		
.835	.470		Not a significant predictor
.405			Not a significant predictor
.524			Not a significant predictor
Presentation Software (Level of significance= .05		-.019	
Adjusted RÂ²)	.985		Not a significant predictor
The Pili District Sector 2, Pili Camarines Sur has a very satisfactory level of performance.			

DISCUSSIONS

Teachers are not fully equipped when regards to their technological capabilities. The Proposed Intervention Plan is entitled Training Program on Enhancing Technological Capabilities of Teachers.

KEYWORDS: Technological Capabilities and Level of Performance of Teachers

SUBMISSION ID: R005-CAMSUR-0062

The Effective Classroom Management Practices and Academic Performance of Selected Grade III Pupils in Public Elementary Schools of Calatagan, Batangas

Raquel Bautista, Department of Education

Abstract

INTRODUCTION

Teachers are in need of an effective classroom environment practices that would help them bring order and productive learning. In fact, most classroom management practices can be informed to be an attempt to create order in some form the findings of one studies show that some attempts contribute to the low achievement and poor climate in many schools. Moreover, classroom practices that do produce reliably high levels of achievement are predictable and explainable.

METHODS

The researcher utilized both the descriptive and inferential statistics to interpret data. Percentage was used to get the frequency and percentage distribution of the demographic profile of the respondents. Three Principals, four School Heads, twenty-three teachers and selected 260 Pupils from Public Elementary Schools in Calatagan, Batangas responded to a set of semi-structured questions to determine the difference of their perceptions of classroom management practices. The weighted mean was selected as the best measure of central tendency and Chi-Square was used whether there is significant relationship between stress factors and teaching proficiency of a teacher.

RESULTS

Majority of the teacher-respondents were young, female, married, bachelor's degree holders, with teacher position, five years and below length of service. Teachers' perception on classroom management practices is interpreted as outstanding. The academic performance of Grade III pupils is found to be "approaching proficiency level". There are no significant differences between principal and teachers' perception of classroom management practices.

DISCUSSIONS

The results demonstrated that teachers should give more focus on classroom management practices for not only maintaining the outstanding rating but rather achieve the excellent rating. Many of Grade III teacher-respondents who are bachelor degree holders only and with teacher I position should be encouraged to continue upgrading themselves by lacking up degree program and attending seminar workshop to upgrade their pupils' performance. Parents are also encouraged corporate for the improvement of pupils' academic performance apparently, for the purpose of achieving "proficiency" rating. It is highly recommended to maintain the significant relationship of principals and teachers' perception in classroom management practices likewise, the pupils will be well benefited.

KEYWORDS: classroom environment, classroom management practices, keeping of school records, principals, pupils academic performance, pupil management, standard, teachers, utilization of instructional materials

SUBMISSION ID: R04A-BATANP-2255

The 21st Century Functional Skills Qualification of Public Elementary School Teachers: Basis for Skills Enhancement Program

Emilio Herrera, Jr, Department of Education - Cavite

Abstract

INTRODUCTION

This study focused on the 21st Century Functional Skills of teachers. It sought to ascertain the functional skills used by public elementary school teachers from Naic, Cavite.

METHODS

This study used mixed methodology as its research design.

RESULTS

The test of difference yielded that there is a significant difference between the identified and ranked 21st Functional skills of the teacher respondents.

DISCUSSIONS

The recommended skills enhancement program was indicated.

KEYWORDS: 21st Century Functional Skills, Skills Enhancement, Skills Qualification

SUBMISSION ID: R04A-CAVITP-1215

**The Achievement Motivation and Empowerment among Public
Secondary Administrators and their Schools' Performance**

Julius Ceasar Javier & Noelito Ramilo Opena, Department of Education - San
Jose NHS

Abstract

INTRODUCTION

In the different crises that have arisen in our country, the poor quality of education has found the vice of criticism and it can be attributed to the problem on school performance. In our study, the researchers investigated on how school administrators exercise school empowerment to be more effective and efficient in the delivery of quality basic education as head of the educational institution to attain excellent school performance.

METHODS

Different methods and statistical treatment of data were used. Using the Slovin's formula, the researchers determined the total number of respondents used in this study with 5% level of significance. Two hundred twenty-four respondents in some schools answered different sets structured questions. Necessary data were gathered through quantitative analysis to answer the problem posted and to verify the truth about the hypotheses.

RESULTS

The responses were used to determine their perceptions on how the school administrators improve their school's performance. The findings revealed that the school administrators and teachers-respondents have significant difference on the achievement motivation and empowerment acts. The data showed that the school administrators have moderate empowerment and the teachers were strongly agreed on how their school administrators wielded the power and ability to influence others to improve the school's performance. In addition, there was no significant relationship between the school's performance and empowerment acts by the school administrators in some variables. The effectiveness of a school performance is largely dependent on the type of leadership the school administrator provides.

DISCUSSIONS

The results show that there is no significant relationship between the achievement motivation and empowerment acts by the school administrators. Based on the findings of the study, the school administrators need to improve teaching and learning process indirectly and most powerfully through their influences on staff motivation, commitment and work condition to have better results on school performance. Professional development opportunities outside the schools including conferences and workshops can enhance their strengths in motivating their teachers to do their tasks more effectively. The achievement motivation and empowerment acts by the school administrators were the determining factors to improve the school's performance. Future researchers may explore and include other variables to strengthen the validity of this study.

KEYWORDS: Empowerment, Achievement Motivation, Performance

SUBMISSION ID: R04A-BATANP-0803

The Alternative Learning System Implementation on the First Congressional District of Batangas : Basis for Enhancement Plan

Aris U. Dimaano & Rosemarie Encarnacion, Schools Division Office - Batangas

Abstract

INTRODUCTION

Alternative Learning System is given emphasis in the Division of Batangas. Findings will be beneficial to the entire Division for this will serve as baseline data in planning and implementing future programs and projects. The research will also serve as an eye opener to implementers and stakeholders to adapt effective strategies for improvement in carrying out the ALS programs and projects in the Division.

METHODS

This study was undertaken to ascertain the extent of manifestation of the Alternative Learning System (ALS) program in the First Congressional District of Batangas during the calendar year 2017 as assessed by the ALS implementers and school and district administrators. The descriptive survey method was employed and used a researcher-constructed questionnaire as instrument in gathering data. No sampling was done because all concerned in the implementation of the program were involved as respondents.

RESULTS

The following conclusions were drawn an action plan was proposed to enhance the implementation of the ALS program.

DISCUSSIONS

From the findings of the study, the following recommendations were offered: (1) the ALS implementers should be encouraged to maintain and sustain the implementation of the three ALS Programs. Monitoring and evaluation of their performance must be done religiously; (2) they should be encouraged to enhance their instructional performance by providing them information regarding the details of the program/s to be implemented in every district; (3) ALS Education Program Specialists should go together with the ALS implementers to monitor actual implementation of the ALS program and provide necessary Technical Assistance for improvement; problems encountered by the ALS implementers should be given attention by the Division ALS Focal Person, the proposed action plan needs to be studied by authorities before its implementation to improve the program; and (4) a tracer study on the ALS graduates may be conducted.

KEYWORDS: alternative learning system, Batangas

SUBMISSION ID: R04A-BATANP-2171

**The Assessment of the Implementation of School-Based Learning
Action Cell (SLAC) in the 19 Elementary Schools of Nasugbu East
District, Batangas Province: Basis for Plan of Action**

Gregorio Meneses, Batangas Research Association of Value Driven Education

Abstract

INTRODUCTION

In line with the implementation of RA No. 10533, or the Enhanced Basic Education Act of 2013, the Department of Education issues the policy on the Learning Action Cell (LAC) as a K-12 Basic Education Program, School-Based Continuing Professional Development strategy for the improvement of Teaching and Learning. As an Institution of learning, the Department of Education (Department of Education) works to protect and promote the right of Filipinos to qualify basic education that is equitable, culture-based, complete and allows them to realize their potential and contribute meaning fully to building the nation.

METHODS

The study utilized the descriptive method of research which made use of the questionnaire in gathering the necessary data to identify the assessment of the school based Learning Action Cell implementation in the 19 Elementary Schools of Nasugbu East District, Batangas Province for the school year 2017-2018 to decide on the direction and to make the continuing process.

RESULTS

It was found of the respondents favored that the foster a professional collaborative spirit affects the teacher teaching performance; the emerging issues and concern affect teaching and learning; the collaborative planning interventions can help to enhance the SLAC; and the content and pedagogy into the 21st century skills benefited the students in the school-based learning action cell.

DISCUSSIONS

Based on the results, there is a need for the enhancement of the SLAC implementation, then assess the teaching performance. Revisit the emerging issues and concern, then assess the training needs, plan for it and implement as soon as possible. Strengthen the teaching-learning process, focusing on content and pedagogy because learning is unlimited.

KEYWORDS: Learning action cell, foster, pedagogy, emerging issues.

SUBMISSION ID: R04A-BATANP-0202

The Challenges in Technology and Livelihood Education in Balayan National High School: Basis for an Enhancement Plan

Ma. Angelica Lainez, Batangas State University, Balayan National High School

Abstract

INTRODUCTION

Many educators believe that Computer Systems Servicing is one of the course in K-12 curriculum which plays an important role in molding students in this field. A student of C.S.S. is expected to understand the basic knowledge in computer instruction, to perform simple computer operations and even to install, to set up and to configure computer systems. However, behind the competencies of the teacher and the high learning outcomes of the students, there are some problems which may arise. It may hinder to produce skilled students in this field and a challenge to the teachers in giving solutions in these problems.

METHODS

This action research aims to propose an enhancement plan which can be used to address the challenges met in C.S.S. at Balayan National High School in the school year of 2018 - 2019. To achieve the objectives of this study, the researcher conducted an action research. The participants of the study were 22 T.L.E. teachers of Balayan National High School. In conducting this research, researcher administered survey-questionnaires and conducted an interview to the participants.

RESULTS

The results of the analysis showed that there are significant correlation between the teacher's competence and the students' learning outcomes. The main factor to which this can be attributed shows when the teacher has sufficient knowledge, skills and competency in teaching C.S.S., it has a positive result to students which reflects on their high learning outcomes.

In additional, it was also found in the study that there are some challenges that need to be addressed like excessive number of enrollees in a class, the accessibility and availability of computers and functionality of computer rooms, computer and student ratio, as well as increasing the ICT competence of the teachers. In line with these, an enhancement plan was proposed which can be used to address the challenges met in C.S.S. at Balayan National High School in the school year of 2018 - 2019.

DISCUSSIONS

The plan is composed of activities that will help the teachers to address the challenges they had met during their class in C.S.S. Through addressing the challenges upon putting action on the enhancement plan, the students will be able to be more knowledgeable and skilled in this course. Therefore, teachers should know the possible strategies or actions to find out an effective way to address the challenges met.

KEYWORDS: challenges, competencies, computers, enhancement plan

SUBMISSION ID: R04A-BATANP-0122

The Contemporary Rules of Work of a Head Teacher of a Public Elementary School as Evaluated By The School Community

Verna Avilla, Associate Member

Abstract

INTRODUCTION

Engaging School Heads inspire and gain commitment from stakeholders in which the school belongs. School community involvement in school programs is essential to effect transformational change in the school's culture. The study offered in-depth evaluation of the school head by school community, in terms of contemporary rules of work- manifestations in school, characteristics, strength and action logic to help school head improve her school management.

METHODS

Descriptive-comparative research was used. Fifty- eight school community members i.e teachers, pupils and parents responded to a set of survey questionnaire. An unstructured interview was also conducted. The tool was gathered, tallied and subjected to statistical treatment. Weighted mean was used in the statement of problem. One-way Analysis of Variance (One-way ANOVA) was used in finding the difference on the evaluation of the school community.

RESULTS

Teacher-respondents expressed the highest evaluation of the head teacher's role in terms of manifestations in school described as "often observed". Pupils and parents rated the school head's role in terms of upholding the consensus of the school community with the highest weighted mean "always observed". In terms of evaluation of the head teacher's strength, the three groups were almost similar in describing it "always observed". The last indicator "good at leading school community wide transformation" was rated the least by all three groups, but still with "often observed" interpretation.

DISCUSSIONS

The results show similarity on the verbal descriptions of the three groups of respondents. This shows consistency with how they evaluated the school head's manifestation in school and strength as competent being evidently observed. Development programs, boot camp and other empowerment programs will better equip the head teacher in leading a remarkable or highly observable community wide transformation.

KEYWORDS: RULES OF WORK, HEAD TEACHER, SCHOOL COMMUNITY, TRANSFORMATIONAL, CULTURE, STAKEHOLDERS

SUBMISSION ID: R04A-CAVITP-0440

The Correlation of Double-Shifting Classes to the Study Behavior of Humanities and Social Sciences (HUMSS) Students

Anne Marielle R. Del Mundo, TMCSHS

Abstract

INTRODUCTION

Academic success is the primary concern of educational institutes. Numerous researches have already investigated a variety of factors that influences study behaviors such as family status, financial status, social support, abilities and habits, but there is another factor that may influence the learners which has been largely overlooked in the research literature, the effect of time of class or class schedule. While research has focused on the marginal impacts of these well-known inputs, no one has questioned whether the time that learning occurs affects achievement.

METHODS

A survey questionnaire with a close-ended question was used. In addition, the questionnaire followed the Likert scale where the questionnaire contained descriptions of which are related to the said topic and was answered by the respondents, with the agreements: strongly agree, agree, disagree and strongly disagree. A probability sampling, specifically, the systematic sampling was used in the study wherein the chosen respondents are chosen for every unit on a given interval. Masterlist of students was requested from the different advisers of each section and the respondents were chosen with an interval of three. The total number of respondents taken from 297 students are 99 from Humanities and Social Sciences strand in Trece Martires City Senior High School.

RESULTS

The data shows that there is a positive correlation between the double-shifting classes and the study behaviors of HUMSS students. Furthermore, the results showed a clear preference time table of the respondents in the morning- afternoon schedule. The results showed 70% of the students opted for the morning shift and the remaining 30% opted for the afternoon shift.

DISCUSSIONS

Generally, the study indicated that most of the students preferred a morning shift schedule rather than the afternoon shift schedule. It also states that aside from the schedule, age, gender, primary language, distance to school, household income and family partakes impacts on their study behavior. Moreover, research confirms that having double-shift schedules affects the performance and productivity of students.

KEYWORDS: double-shifting classes, study behavior, student productivity, correlation

SUBMISSION ID: R04A-CAVITP-0250

**The Early Implementation of Senior High School Under The
Strengthened Technical Vocational Education Program in The Selected
Schools of Quezon Province: Basis for Stve Program Enhancement**

Joy Barrago, SWA Elementary School

Abstract

INTRODUCTION

In May 2014, the Central Office granted permission to implement Senior High School two years prior to its mandatory nationwide implementation in SY 2016-2017. Consequently, the researcher conducted this study and 1) determined the pre-implementation considerations and actual implementation needs and processes under the SHS Early Implementation; 2) identified strengths and innovations of the selected SHS early implementing schools; 3) ascertained challenges and potentials for improvement; and 4) proposed an STVE Program based on the lessons learned by the selected SHS early implementing schools.

METHODS

The study aimed to assess the Early Implementation of the Senior High School Program under the Strengthened Technical Vocational Education Program in the selected Schools of Quezon Province. Data were gathered through questionnaires and key informant interview (KII). To identify the pre-implementation considerations and needs under the Senior High School Early Implementation in terms of rationale, linkages, curriculum development, capacity building, and certifications a questionnaire to gather quantitative data was used coupled with interview questions for the qualitative data to validate responses.

RESULTS

Significant findings include the following: (1) The fundamental reason for piloting the Senior High School implementation in the Tech- Voc schools is to provide opportunity for the Senior High School graduates to acquire necessary competencies and qualifications to enable them to pursue college education, venture into entrepreneurship, or be directly absorbed in the world of work; (2) There is a need for assistance from private entities to pursue the Senior High School program; (3) A technical working group to draft and finalize the curriculum did not transpire prior to the implementation of the Senior High School Program; (4) No action research was conducted during the conduct of the early implementation of the Senior High School program; and (5) OJT certification was not awarded to some graduates.

DISCUSSIONS

As a research output, it was also suggested that an Enhanced Senior High School Program for TVL strand be implemented to address gaps on the process of creating linkages with stakeholders, provision of facilities, materials, and equipment, work immersion challenges, tracking of graduates, conduct of action research and other related issues and problems pertaining to the implementation of the Senior High School program.

KEYWORDS: STVEP, SHS Early Implementation

SUBMISSION ID: R04A-QUEZON-0275

The Effect of Code Switching Technique in The Academic Performance of Grade Six Pupils in Science

Maria Jennalyn Anore, Member DEAR Team

Abstract

INTRODUCTION

The purpose of this study is to investigate whether code-switching affects the academic performance of Grade Six pupils in Science at Lunsad Elementary School. As teachers we are always frustrated whenever we check the papers of our students and finding out that they fail our subject. This action research is to help the school and its stake holders to improve the teaching and learning process, thus, help in improving their academic performance.

METHODS

Sixty (60) pupils in Lunsad Elementary School were selected into experimental and control groups. Experimental research design employing the Pre-Test Posttest Control Group Design was used. The pupils were taught science concepts pertaining to stars, constellations and astronomical instruments using the code switching technique and using English only. Teacher-made summative test was administered to measure the differences in the performance of the pupils exposed to code switching technique and those exposed to classroom instruction using English language only.

RESULTS

An analysis of the gathered data showed that English and Filipino code switching could beneficially influence the academic performance of Grade Six pupils as evidenced by the result of the multiple choice tests administered to them. The result of the comparisons showed a statistically significant difference between the two groups, in favour of the group that was taught using English/Filipino code switching on the performance in the posttest.

DISCUSSIONS

Overall, the results of this study can benefit the teachers, school administrators and policy makers in addressing the issue of low achievement level in Science by looking into code switching as one of the techniques in classroom instruction.

KEYWORDS: CODE SWITCHING TECHNIQUE

SUBMISSION ID: R04A-RIZALP-0226

The Effect of Video, Audio, Caption (VAC) Tools on Grade V Pupils Language Development

Maria Celina Rosellon

Abstract

INTRODUCTION

The interest of some of her pupils to read fluently and understand the words as they read it is observed. They tried to discuss their ideas and interests in reading and learning vocabularies with their classmates with advanced language proficiency. Their conversation reached the ears of the researcher. There, she noticed that some pupils lost their words leading them to leave the conversation or tried dual- language (taglish). The pupils' test scores also manifested low performance in vocabulary words and in reading comprehension. This prompted the researcher to utilize an input method to help her pupils in vocabulary development.

METHODS

The study determined the effect of input method like video, audio, and captions (VAC) tool on Grade 5 pupils' language skills development. This quasi-experimental study involved 35 selected Grade 5 pupils in Calamba Elementary School. A pre-test/post-test assessment tool was the main instrument of the study. This was done in Calamba Elementary School on the 2nd semester of school year 2016- 2017 using Grade 5 pupils as the subject of the study. Since the objective of the use of VAC tool is to enhance comprehension, vocabulary, and word knowledge the participants of the study were the pupils at the frustration level of comprehension. The tools' impact on pupils' language development was determined through comparative analysis of the results of the pre-test and post-test, 2nd periodical tests and the 1st and 2nd grading performance ratings.

RESULTS

The pre-test yields an MPS of 68.14 marks pupils low performance while, the post-test yields an MPS of 77.29 which shows increased in performance. The formative tests yield a mean score of 43.49 and MPS of 86.97. The comparative analysis reveals significant difference between the results of the pre and posttest ($t_{computed} = -2.923$; $t_{table} = 1.995$; $p\text{-value} = 0.005$) which implies that the use of VAC tool has significant effect on pupils' language development.

DISCUSSIONS

The results manifest improved on pupils' language skills after utilizing VAC in their English Subject. Master teachers and language teachers' formulation of the validated materials were proven effective. Likewise, evaluation tools that can yield accurate measure of pupils' language development along with the application of VAC Tools can still be modified to localized VAC tool materials to speed-up pupils understanding of its objectives and content. A framework is crafted to enhance its utilization to maximize pupils' language skills development.

KEYWORDS: Video, Audio, Captions (VAC) Tool, Language Skills Development

SUBMISSION ID: NCR1-MAKATI-0005

**The Effectiveness and Efficiency of 10-Day Program Scheme in
MAPEH of Muzon National High School for School Year 2017-2018**

Jayson Antazo, Muzon NHS

Abstract

INTRODUCTION

MAPEH is one of the subjects in the Junior High School that seems to the most challenging yet interesting subject which is composed of four components. Many of our educators today who handle the subject, experience hardship in terms of studying and preparing different teaching strategies and materials and burden in terms of their preparation and computation of grades at the end of every quarter. This paper examined the effectiveness and efficiency of the 10-day program scheme in MAPEH which highlights scheduling model that optimize learning and instructions based on its required competencies in each grade level.

METHODS

This study used the researcher-made questionnaire checklist to establish descriptive research and used the random sampling technique utilizing fish-bowl method in determining the respondents. The respondents of the study are eight (8) teachers handling MAPEH subjects and 30 selected grade 8 students of Muzon National High School. The respondents were given the questionnaire - checklist about the level of effectiveness and efficiency upon implementation of 10-Day Program Scheme in MAPEH. The aspects considered are the program objectives, design and delivery.

RESULTS

As evaluated by the students, they are able to focus in a particular component in MAPEH. They easily understand and able to engage different topics presented to them. Teachers submit their computed grades on time and lessons are presented in a manner which competencies are meant to realize within the designated time allocation and learners could concentrate on a particular discipline.

DISCUSSIONS

This implementation can really help the current situation dealing MAPEH eliminating the burden part of the teachers, and most significantly for the learners as we looked forward that innovating the process handling the subject both for the teachers and learners became realistic and attainable while observing the learners as this program promoted the continuity of the lessons in a sense complying the professional responsibilities on the part of the teachers being prompt in submitting the grades on time despite the fact of the exhausting number of components only in one grading period.

KEYWORDS: Components. Learning areas in MAPEH consists of Music, Arts, Physical Education and Health per quarter in the the K to 12 curriculum. MAPEH. Consists of Music, Arts, Physical Education and Health. Program. A designed plan purposely used to achieve an

SUBMISSION ID: R04A-RIZALP-0392

The Effectiveness of In-Service Training Program to Instructional and Administrative Competence:An Assessment

Shienalyn Luces

Abstract

INTRODUCTION

The main goal of the system is education. Likewise, the school which is the main stream of education the youth has the same significant goal. The principal who is the key person and has the sole responsibility in managing and supervising the school should be in active agent in the process to be always abreast in the latest development and trends in education. For teachers and school officials in the Philippines School System, they state that all schools' officials and teachers should strive to broaden their cultural outlook and deepen their professional interest.

METHODS

The summary method of research is employed in this study focused on descriptive of research. The subject population of the study were public elementary school teachers and principal of selected elementary school in Naic district. There were nineteen (19) principal-respondents and thirty (30) teacher-respondents.

RESULTS

The overall data shows that the overall data weighted mean was outstanding obtained by school administrator respondents. Lending support to this are based on the findings on the following indicators: showing evidence of professional cultural growth maintaining good support with subordinates, encouraging oneself and has subordinate to pursue graduate studies

DISCUSSIONS

The respondents assessed the effectivity of service training as very good in terms of instructional competencies and outstanding in terms of administrative competencies. There is a significant relationship in the effectiveness of service training in terms of instructional competencies and administrative competencies based on the assessment made by the respondents.

KEYWORDS: assessment effectiveness instructional administrative

SUBMISSION ID: R04A-CAVITP-0487

The Effectiveness of School Improvement Planning (SIP) Based on the Data in Education Management Information System (EMIS)

Ernie D. Dapar, School Principal

Abstract

INTRODUCTION

School Improvement Planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. It needs data of which activities and interventions to be undertaken is based. Thus, data stored in the Education Management Information System (EMIS) are of help in crafting a feasible School Improvement Plan of which, the ultimate objective of the process is to improve student achievement level by enhancing the way curriculum is delivered, by creating positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in their home.

METHODS

This study employed the descriptive-normative survey method. It is descriptive since the solicited facts were accurately treated, interpreted and described. It is normative because the questionnaire administered to the population of teachers, school planning officers and school heads in the district presented the extent of effectiveness of the Educational Management Information System.

RESULTS

School Improvement Planning was very much effective evident by its grand mean of 4.92. The result further shows the overall mean of 4.17 which clearly emphasized that accurate data in an Education Management Information System is much related to the successful crafting of the School Improvement Plan.

DISCUSSIONS

Based on the results of the test of significance, there is a significant relationship between the accurateness of data in an Education Management Information System and the effectiveness of School Improvement Planning. For the school to have functional Education Management Information System thus, ensuring effective collection, storage, and utilization of records by module, school heads should set policy that must be adhered to by the teachers, planning officer and everybody in the school community.

KEYWORDS: implementation, School Improvement Plan, Education Management Information System

SUBMISSION ID: R013-SURSUR-0323

The Effectiveness of Tle Teachers' Weekly Photo Album as an Alternative Observation Strategy

Violeta Villanueva, Department of Education - Liliw National High School

Abstract

INTRODUCTION

A picture tells a thousand words. It is a great tool used to convey messages without the need of reading a full text to understand it. Filipinos love to take pictures. In fact, Oppo Philippines conducted an online survey last 2016 wherein they found out that 48 percent of over 6000 Filipinos take two to five selfies a day. Education also needs to cultivate and nourish this trait of taking photos to the next level, especially today where almost every teacher has smart phone and at least one social media account.

Technology and Livelihood Education (TLE) is an essential subject that has a direct impact on daily living. It covers the "ways-and- hows" about cooking, baking, sewing gardening, baby sitting and horticulture. For a student to effectively absorb the lessons about this subject, it requires hands-on application and experience. Taking pictures will help the teachers capture the learning moments of his/her students. It is better than explaining and writing every detail that most are unessential and can be explained by a single shot.

METHODS

This study is a descriptive research utilizing a quantitative approach to gather data. Teachers were requesting to submit 3 to 4 pictures "in action" every day showing the actual classroom situations by sending the pictures in our group chat with their corresponding captions containing the topic/lesson for the day and the section of the students involved in the photos. The respondents were the Grade 7 ,8 ,9 and 10 students.

RESULTS

Based on the results, seasoned teachers are submitting a very few output compared to the new generation of teachers. They can promote the new techniques in teaching using multimedia and so on. It was also observed that students interest in learning can have great impact to their scholastic performance.

DISCUSSIONS

The Effectiveness of TLE Weekly Photo Album as an Alternative Observation Strategies can be a useful strategy to help the learners in discovering new approach of teachers in teaching while monitoring of the teachers' ways of using new methods of teaching needs to be an evidence to their daily activities and so on. However, teachers need to develop facilitative skills and uses of visual aids needs to enhance further. The students are more interested to learn if they see that their teachers are very eager to transfer learning on their own way. Actual observation would lessen if pictures are sent already.

KEYWORDS: Effectiveness of Photo Album

SUBMISSION ID: R04A-LAGUNA-0230

**The Effects of Leadership Styles to the Level of Faculty Morale in
Selected Elementary Public Schools in the Division of Cavite**

Minette Bayona, Department of Education

Abstract

INTRODUCTION

When problems and crises arise in any organization, having a leader is important because it is through the leader that decisions are made and problems are solved, that is, depending upon the school administrator's leadership style. The researcher wants to determine the leadership style of each principal and would try to examine if it can affect the faculty morale. This study would also be a great help to determine which leadership styles can greatly help to uplift the morale of the faculty members, and to develop a program in uplifting faculty morale.

METHODS

Ten (10) school administrators and at three hundred twenty-four (324) faculty members in selected elementary public schools in the Division of Cavite were the subjects of the study. This study used the descriptive study applying quantitative data, and survey questionnaire formulated by the researcher. The data were tabulated and the mean, ranking, Spearman Ranked Correlation Coefficient and Chi-square Statistics were the statistical tools used to have a valid and reliable interpretation of the data gathered.

RESULTS

There is high significant effect of leadership style to faculty morale. It can be concluded that Authoritarian, Participative and Strategic leadership style have the strong positive effect to high faculty morale in terms of attitude toward school works. While strategic and laissez faire have strong positive effect on having high faculty morale in terms of relationship with administrators, and relationship with co teachers. Inspirational type of leadership has lower level of faculty morale in terms of public relation. Democratic type of leadership has also the negative effect to faculty morale. authoritative type of leadership is needed to be employed in some schools if the faculty members are not performing well especially in doing school works, and there are also instances that democratic type of leadership be avoided because it has negative effects to faculty morale.

DISCUSSIONS

A development program is being proposed to boost the morale faculty members and help them to achieve the highest level of their performance, to have a better relationship inside the school, and to encourage them to have a positive attitude towards school works. With regards to significant relationship of leadership style to faculty morale, it shows that the concept of Meador (2016) is true. According to him, it will take more than one approach to teacher morale successfully. A strategy that works well at one school may not work well for another.

KEYWORDS: The effects of leadership style to faculty morale

SUBMISSION ID: R04A-CAVITP-0702

**The Effects of Motivational Techniques on The Students of Saint
Bridget Colleges High School Department**

Nancy Maranan, Junior High School Teacher

Abstract

INTRODUCTION

Everything the students do is underlined by some sort of motivation. Motivation is the determining factor in learning, since students who do not want to learn will not learn regardless of the caliber of the teacher, and the students who do want to learn will. When students are motivated, learning would easily take place. However, 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.

METHODS

This research was conducted at Saint Bridget College High School Department and intended to determine the effectiveness of student's rewards in promoting external motivation. Also, it is concerned on the motivational techniques used by the teachers which help develop students' interest to learn and factors that influenced students' motivations like teaching strategies, evaluation procedure and teacher's characteristics.

There were 30 respondents selected by purposive sampling. To gather the data, a researcher-made questionnaire was utilized. The study was limited to the responses provided by the respondents and further delimited to high school of the school under study.

RESULTS

Result showed that tests or quizzes are teachers' main motivational tool to make students learn/ study. Teaching strategies, evaluation procedures, and teachers' characteristics were factors that influence and affects student's motivation.

DISCUSSIONS

It is recommended that the teachers should be skillful in determining which motivational technique is best suited for a given subject area to make sure that they capture student's interest to learn.

KEYWORDS: Motivation, Technique, Learning

SUBMISSION ID: R04A-BATANC-0056

**The Effects of Questioning Technique on the Reading Comprehension
in Araling Panlipunan of Grace Five Pupils of Tejeros Convention
Elementary School**

Arsenia Mallorca

Abstract

INTRODUCTION

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis.

METHODS

The focus of this study was the Grade 5 pupils of Tejeros Convention Elementary School taking up Araling Panlipunan subject under Mrs. Arsenia L. Mallorca. The group was composed of children from varied socio-economic backgrounds, age, and gender. The locale of the research is located at Rosario, a semi-urban municipality in the province of Cavite.

RESULTS

The data collected were analyzed every week to attain a weekly result. Weekly achievements of the pupils were interpreted whether there is a significant effect on the reading comprehension of the pupils when using the questioning technique. Significant increase on score achievements in topics was noted to pinpoint the interest of the pupils. This study measured the literacy rate of the pupils in the Araling Panlipunan classes relative to the topics, interests, strategies, techniques and active discussion and participation presented by the teacher.

DISCUSSIONS

Results of the study aims to benefit the teachers, school administrators and other people in the academe to further understand the rate of cognitive development and comprehension of the pupils. Through this, the teaching faculty and staff will accumulate the necessary data in order to individually design learning activities that will be suited to each group of pupils with the same rate of comprehension development.

KEYWORDS: effects, questioning, comprehension

SUBMISSION ID: R04A-CAVITP-0503

The Effects of Teacher's Perpetuation on Gender Stereotype in Mathematics among Pupils in Tabangao Elementary School From Grade 1-6

Bieta Aranez, Teacher III

Abstract

INTRODUCTION

Promoting gender equality is seen as an encouragement to greater economic prosperity, therefore, it is also encouraged to apply in education. To do so, gender biases and stereotyping inside classroom is prohibited. Teachers, as the main influence in the lives of a child when it comes on providing education, unconsciously exercise gender bias. In this study, the researchers intended to determine and assess the effects of gender stereotype in teaching Mathematics inside the classroom.

METHODS

The descriptive method of research was used to determine the effects of teacher's perpetuation of gender stereotype among pupils of Tabangao Elementary School from grade 1- 6. In order to secure the required data, quantitative approach was used through questionnaires.

RESULTS

Majority of the respondents (10 teachers of Tabangao Elementary School) strongly agreed that teachers' perpetuation of gender stereotype among pupils in Mathematics have good and bad effects. From that result, the respondents also realized that there are some ways to eliminate gender stereotyping in Mathematics which has something to do with their administration and supervision, teaching strategies they used to employ and their classroom management.

DISCUSSIONS

The results demonstrated the need for school administrators, school heads and teachers to have a vision about gender stereotyping and put that into mission to advocate the elimination or eradication of the said issue. Moreover, Department of Education officials are also challenged to encourage initiation of trainings and seminars about gender stereotyping for teachers to keep them abreast with its causes and effects and ways to get rid of it.

KEYWORDS: EFFECTS, TEACHERS' PERPETUATION, GENDER, STEREOTYPE, PUPILS

SUBMISSION ID: R04A-BATANC-0410

The Experiences of Unemployed Licensed Teachers in Ifugao, Philippines

Dennis Liglig

Abstract

INTRODUCTION

After graduation, the next thing a professional would do is to land a promising job but what if the job aimed is nowhere else to be found? What if the thousand dreams turned tart? Unemployment is a vast problem to every nation especially on the teaching profession. In every country, rich or poor, the situation is the same. The developed world fills its vacancies by tempting teachers from other countries, while developing countries were unable to compete with better compensation, better professional development and the lure of excitement elsewhere (Wachayna, 2015).

METHODS

The researcher used a qualitative research method for this study to gather detailed information about the complex phenomena of the experiences of licensed teachers and to identify themes and theoretical structures which describe this process.

RESULTS

From the notable statements given by the respondents, five cluster themes were identified. These are types of unemployment, emotional experiences, reasons of unemployment, coping with unemployment and interventions to alleviate unemployment.

DISCUSSIONS

The first theme is about the types of unemployment. The second theme deals with emotional experiences. Theme three is the reasons of unemployment. It includes inadequate teaching experiences, too many teacher applicants, nepotism or the backer system. The fourth theme is coping with unemployment. Finally, the fifth theme is the intervention to mitigate unemployment.

KEYWORDS: unemployment, teachers, education

SUBMISSION ID: R04A-CAVTP-0404

**The Extent of Implementation of The Brigada Eskwela Program: A
Function of The Social Intelligence and Negotiation Skills of School
Administrators**

Nora Alcedo, Department of Education - Cavite

Abstract

INTRODUCTION

Brigada Eskwela is a school maintenance program that engages education stakeholders both in the government and the private sector to contribute their time, resources, and effort to spruce up public schools. It encourages and fosters among its pupils the value of civic action and social responsibility gearing towards a levelling-up of the quality of the basic education system in the country. This program has been organized and implemented, one, for the purpose of advancing professional, administrative, and leadership skills of teachers and administrators given both the chance and the opportunity to deal, negotiate and communicate with people of various walks of life. A socially intelligent, persuasive, and equipped with skills in decision-making, and has an ability to negotiate to prospective stakeholders or donors who are willing to share their resources requires social intelligence with a high sense of interpersonal and communication skills to win the negotiations

METHODS

The descriptive survey methods of research were used in this study to determine the extent of implementation Brigada Eskwela and its relationships to social intelligence and negotiation skills. The respondents of the study were the elementary administrators with a total of sixty-two (62) respondents. All the administrators were purposively asked to answer the social intelligence and negotiation skills questionnaires.

RESULTS

The result of the study revealed that social intelligence level of school administrators' was high and negotiation skills of administrators' were very high. The extent of implementation of Brigada Eskwela program is significantly related to social intelligence and negotiation skills. There is significant relationship between social intelligence and negotiation skills.

DISCUSSIONS

A comprehensive plan of actions is substantial in extending linkages and connections to LGU, NGO, private companies & other stakeholders for more source of fund. School administrators should know the level of their social intelligence and negotiation skills so that they can improve their skills particularly in dealing with other people and maintain their skills for those who had been identified as socially intelligent. Topics about social intelligence and negotiation skills can be included in SLAC to enhance the skills of all school administrators and teachers as well.

KEYWORDS: BRIGADA ESKWELA PROGRAM, SOCIAL INTELLIGENCE, NEGOTIATION SKILLS

SUBMISSION ID: R04A-CAVITP-1153

The Extent of the Implementation of Special Science Curriculum: The Case of Maddela Comprehensive High School

Catherine V. Atchuela, Ph.D., Department of Education

Abstract

INTRODUCTION

Science and Technology is seen by the government as important vehicle that can support the thrust to achieve a Philippine economy that is globally competitive and collaborative. Revisiting the implementation of special science curriculum is timely and relevant in light of these developments. This research was conducted to analyze the current level of the extent of implementation of the special science curriculum program of Maddela Comprehensive High School.

METHODS

This study made use of descriptive-quantitative research method. The purposive sampling technique was utilized in selecting the participants. They are the forty-two teachers in the Special Science for SY 2014-2017. A researcher-made survey questionnaire was utilized as the data gathering tool. The questionnaire had two parts: Part I was focused on the profile of the teacher-participants and Part II on the extent of the implementation of the Special Science Curriculum in terms of general objectives, teaching methods, strategies and techniques, instructional materials, facilities and equipment and assessment tools. The answers of the teacher-participants were treated with utmost confidentiality.

RESULTS

The teacher-participants were dominated by female belonging to the age level 31-40, mostly married and have masteral units. Most of them were teaching for 1 to 5 years in the Science Curriculum and with Outstanding Performance Ratings. Four areas of the implementation namely general objectives, teaching methods, instructional materials and assessment tools were assessed as fully implemented while facilities and equipment were evaluated as partially implemented. It was found out that only number of years teaching in the science curriculum had significant effect on the extent of implementation in terms of facilities and equipment.

DISCUSSIONS

The results manifested that the Science facilities and equipment should be improved by the acquisition of needed facilities and equipment. The school should also conduct teachers' training-workshop on manipulation of these facilities and equipment. Lastly, the teachers should continuously upgrade their level of professional growth by continuing their graduate studies; attending relevant trainings and developmental activities.

KEYWORDS: extent of implementation, special science curriculum

SUBMISSION ID: R002-QUIRIN-0095

The Impact of the Reading Program to the Learners' Academic Performance in Nabua West District

Nanette Beredico

Abstract

INTRODUCTION

This study determined the impact of Nabua West District Reading Program to the Learners' Academic Performance from Grade Two to Six for School Years 2014-2015, 2015-2016 and 2016-2017 which led to the formulation of enhanced district reading program for quality education.

Furthermore, it drew out the profile of the Grade 2 to 6 learners' reading performance in reading, the Grade 2 to 6 reading teachers' best practices demonstrated, the support accorded by the school heads and master teachers and the improvement of academic performance. It also analyzed the significance agreement on the rank orders of the practices performed by the teachers reading and the significance of agreement and of support accorded by the school heads and master teachers.

METHODS

The researcher utilized the descriptive evaluative correlational method of research utilizing a Researcher-made questionnaire. Purposive sampling was used to avail in the choice of the locale of the study, the seventeen schools within the Nabua West District, School Year 2016-2017 while no sampling was used in the choice of the respondents since there was a total enumeration of all the Grade 2 to 6 reading teachers, school heads and master teachers in the Nabua West District, Division of Camarines Sur.

RESULTS

The test of significant difference between the pre-test and post-test Phil IRI results of Grade 2 to 6 Pupils of the different type of schools in the district. The computed KW of Increase in the Independent and Instructional Level of Phil IRI Pre-test and Post-test Results was

30.56 and Decrease in the Non-Readers and Frustration Level of Phil IRI Pre-test and Post-test Results KW was 23.68. There is significant difference from the pre-test and post-test Phil IRI Results of Grade 2 to 6 Pupils of the different types of schools in the district. The results indicated that for school year 2016-2017 the reading literacy of the pupils was Very Literate because the Independent and Instructional Levels got the rating of 88.39% and the Frustration Level and Non-Readers has the rating of 11.61%.

DISCUSSIONS

The best practices in reading adopted and implemented by the Grade 2 to 6 Teachers improved the reading performance of grade 2 to 6 pupils in the Nabua West district were: Reading Teaching and Learning Process; Assessment for Reading Performance Outcomes; Professional Growth and Development; Reading Environment and Community and Stakeholders' Linkages. These reading best practices were rated "Very Effective".

KEYWORDS: Impact, Reading Program, Academic Performance

SUBMISSION ID: R005-CAMSUR-0134

The Impact of the Search for

Janeth Perez, Department of Education

Abstract

INTRODUCTION

Republic Act 9003 is an act providing an ecological solid waste management program for any institution requiring an effective and efficient mechanism in handling solid wastes generated in an area. However, this act is often taken for granted and violated though proper waste disposal was strictly implemented. Many people are still unaware of the protocol. In an institution, maintenance of orderliness and solid waste management are among the hardest concerns. Strict implementation is required and a valuable program should be implemented to materialize and abide this law. This study utilized the Search for the Greenest and Cleanest Classroom Program to support the Solid Waste Management Act.

METHODS

This study was conducted at Calubcub 1.0 National High School, Calubcub, San Juan, Batangas. A total of 50 fifty (50) purposively selected students and teachers were chosen as respondents. The data were gathered using questionnaires and treated statistically using weighted mean, frequency distribution, ranking and Likert scale. The researcher used descriptive, both qualitative and quantitative research design since, it will try to dwell on particular situation about present condition.

RESULTS

This study shows that the respondents agreed on the impact of the Search for the Cleanest and Greenest Classroom Program on solid waste management. The researchers found that proper storage and collection of solid wastes were highly evident but less evident in proper disposal. Furthermore, the cleanliness and orderliness of the school was maintained. Search for the Greenest and Cleanest Classroom Program should be sustained and linkages to the different stakeholders should be strengthened for better implementation. The procedure of this study uplifted the awareness of both students and teachers. The criteria used were basis on the maintenance of proper solid waste management.

DISCUSSIONS

The results showed that the search for the Greenest and Cleanest Classroom Program greatly affects the solid waste management strategy at CNHS. However, disposal procedures should be improved for optimum development. Evaluation should be strengthened and implementation should be sustained. Conservation could be more practiced if the recyclable wastes could be converted into a useful material as project in TLE or science. This is addition to the previous practice of selling bottles after collection as an income generating activity of the club.

KEYWORDS: Solid Waste Management, Search for the Greenest and Cleanest Classroom, Continuous Improvement Program

SUBMISSION ID: R04A-BATANP-1521

Project CEETC (Collaborative Engagement to Enhance Teachers' Competence)

Vilma Bautista, Department of Education

Abstract

INTRODUCTION

Quality education requires competent teachers, thus, they need to undergo rigid trainings to become one. Thirteen (13) out of twenty (20) teachers in Calubcob Primary School are all newly hired. Based on their Self-Assessment Tool (SAT) and Individual Performance Commitment Review Form (IPCRF), they all need the training on different teaching strategies specifically on the utilization of 2C2IR pedagogical approaches. Out of the three major problems, the last one which is the Teachers' Competence for the very obvious reason that the first two problems are beyond our control and we cannot do it on our own without the provision of the office concern.

METHODS

Project CEET (Collaborative Engagement to Enhance Teachers' Competence) would be a great help not only to the newly hired ones but also to all the teachers because it will also serve as a refresher course to them.

The said training would capacitate the teachers to become well verse in terms of applying the 2C2IR pedagogical approaches to make everyday teaching and learning more effective and meaningful.

- * Meeting with newly hired teachers from Kinder to Grade 6, consultation and planning
- * Preparing the necessary slide decks of pedagogical approaches to be presented and learned during INSET/SLAC
- * Introducing the project to the newly hired teachers
- * Conducting INSET/LAC sessions
- * Conducting regular supervisory monitoring and evaluation through:
 - Checking of daily lesson plan and instructional materials
 - Classroom Observation
 - Monitoring/Coaching and Mentoring

RESULTS

- Enhance teachers' competence and skills on different pedagogical approaches- 2C2IR
- Capacitated teachers' teaching strategies align with the K to 12 curriculum

DISCUSSIONS

The results of the INSET/LAC session equipped all teachers to become well-versed in terms of utilizing the 2C2IR pedagogical approaches. Constant application of different pedagogical approaches/strategies will enable them to be an effective facilitator of learning.

KEYWORDS: Collaborative, Engagement, Enhance, Competence

SUBMISSION ID: R04A-CAVTP-0438

Project G.R.A.D. (Guided Reflection as Aid in Completing Daily Lesson Logs)

May Anne Joy D. Romanes, Department of Education, Division of Cavite

Abstract

INTRODUCTION

Unrelenting reflections about the teaching-learning practices in the classroom produce empowered teachers and learners. After every lesson, public school teachers were mandated to reflect on their teaching and write their reflections in their Daily Lesson Logs (DLLs). However, the monthly and quarterly instructional supervision reports of a public school district in the Division of Cavite from June 2017 to January 2018 showed recurring findings of incomplete DLLs, specifically in the part where teachers must write their reflections. An online survey among 218 public elementary school teachers in the said district revealed that only 9.6 % of them are able to complete the reflection part in their DLLs regularly.

METHODS

This study used qualitative research design using action research approach. The Guided Reflection tool was created based on existing Department of Education (Department of Education) memoranda and advisories. It was made available in English and Filipino. The respondents were 10 teachers in a small public elementary school. After class hours, the teachers were asked to fill out an online form to indicate the subjects that they were able to update their reflections in their DLLs. Two master teachers were assigned to check on the DLL reflections on a daily basis. Interviews were done to get the perceptions of the respondents on use of the tool.

RESULTS

In a span of 4 weeks (Quarter 4, Weeks 7 to 10, S.Y. 2017-2018), the Guided Reflection tool increased the percentage of timely DLL reflection updates to 89.02%. Most of the reasons given by the respondents on why 100% timely update was not achieved were time constraints, heavy workload, and absenteeism.

DISCUSSIONS

Based on the results of the study, the Guided Reflection tool was able to help teachers in completing their DLL reflections. Despite facing the same problems in writing the daily reflections, the tool used had increased the percentage of timely update of DLLs. Hence, it is suggested to continuously use this tool, disseminate it among public school teachers in the Division of Cavite, and conduct researches on how this tool can be further improved.

KEYWORDS: Teacher reflection, Daily Lesson Logs, Lesson plan, Instructional supervision

SUBMISSION ID: R04A-CAVITP-0101

Project GO - EC (Graphic Organizer Enhance Comprehension): An Intervention Program to Increase the Level of Grade 5 Reading Comprehension Skill

Florgeline Loto, Sarah Jane Castronuevo, & Jovelyn Mendoza, Department of Education Cavite

Abstract

INTRODUCTION

Reading Comprehension Skills is one of the areas that the educators must pay much attention to improve academic performance of every learner. This realization leads to develop pupils' abilities, attitudes and skills for them to function effectively in a rapidly changing environment. This action research revealed how effective story maps as graphic organizers for Grade Five pupils in Kabulusan Elementary School, General Emilio Aguinaldo, Cavite. It provides the appropriate activities to enhance pupils reading comprehension skills. Hence, Project GO - EC was implemented.

METHODS

This study used experimental and descriptive-experimental design of research with two groups of respondents: the experimental group and the control group. 22 pupil respondents from Grade 5 level were assessed pre and post in reading comprehension using story maps. 11 respondents for the experimental group and the rest 11 respondents for the control group. T-test was used to test the effectiveness of the study to the learners.

RESULTS

The following were the findings of this action research.

1. In the pretest, experimental group increased 30% than the control group while in posttest, the experimental group also increased 12% the mean percentage score in pretest. For the control group, it was 42% while in experimental group, it was 45%. For the posttest, the mean percentage score of control test was 56% while in experimental test, it was 68%. Therefore, it showed that the performance level increased.
2. The P-value for T-test were 0.49 and 0.13 respectively. The value showed that it was greater than the cut off significance of 0.05 that the means there is no significant difference exists and the hypothesis was accepted.
3. The intervention program was acceptable and the extending of this work was applicable to the learners' problem on reading comprehension.

DISCUSSIONS

Based on the findings, the following were the conclusions.

1. The performance level of the test in the reading comprehension during posttest were greater than the pretest, it means the methods used were effective.
2. There is no significant difference in the mean change of reading comprehension level of the control group and experimental group thereby accepting the hypothesis.
3. The intervention program will serve as an input in improving teaching-learning process for the teachers to adopt.

KEYWORDS: comprehension skills, academic performance, story maps, intervention program

SUBMISSION ID: R04A-CAVITP-0780

Project Hots (Hearts on Treatment of Students)

Janet De Luna, Department of Education-Laguna

Abstract

INTRODUCTION

Mabitac Integrated National High School was alarmed for the continuous high dropout rate among students. It has 5.95% dropout rate for SY 2015-2016 against the Schools Division Office of Laguna target which is 0 drop-out. With this, the researcher came up to study and address this problem entitled Project HOTS (Hearts On Treatment of Students).

This study aims to lessen the number of the students at risk of dropping out from their classes, at least 1% decrease from 5.95% for SY 2015- 2016 to 4.95 % for the SY 2016-2017. The duration of this project started December 2016 to April 2017.

METHODS

The following interventions have been implemented through the project: (1) learning action cell has been done to strengthen Dropped Out Reduction Program in which teachers were reoriented about it; (2) teachers conducted several home visitations as follow up, counseling and constant monitoring of attendance; (3) home visitation and consultation with parents; (4) school programs and projects propelled to ensure students and parents involvement; (5) Alternative Delivery Mode was applied to some SARDO's; (6) external stakeholders were tapped to provide financial assistance to pursue their studies; and (7) intensifying the implementation of positive discipline inside every classrooms were observed.

RESULTS

The project found out that: (1) there is a decrease in the dropped out rate of 1.61% from 5.95% to 4.34% based on the BEIS of the Department of Education from SY 2015-2016- SY 2016-2017; (2) the objective to decrease at least 1% has been achieved; (3) through this project we were able to intensify the practice of shared governance that leads to maximize the participation of the parents and external stakeholders for the betterment of our learners. Increase in Promotion Rate and Completion Rate become possible as well.

DISCUSSIONS

Due to the effectiveness of this project, it should be implemented and intensified every school year. More programs should be added depending upon the identified reasons of SARDO's.

As of now, the research is indeed continuing its effectiveness. A decrease of 1.65% from 4.34% dropout rate for the SY 2016-2017, lessened to 2.69% for the SY 2017-2018, and hoping to achieve a 0 dropout rate for the succeeding school years.

KEYWORDS: PROJECT HOTS (Hearts On Treatment of Students)

SUBMISSION ID: R04A-LAGUNA-0269

Project I Read with TLC (Intensive Reading with Teacher, Loving Parents and Classmates): A Reading Intervention for Grade III Pupils of Pansin Elementary School S.Y. 2018-2019

Marife E. Reyes, AMARE
(Adviser: Marife Reyes)

Abstract

INTRODUCTION

As part of the CID Programs and Projects, under Project SPARK, Project I Read with TLC aims to lessen the non-reader in Grade III and help each Grade III pupil to become more independent and lessen their struggles and difficulties in reading. It also aims to develop a strong teamwork among Grade III teachers and parents with their children in achieving a common goal which is developing and building a nation where no one is left behind especially in reading that will contribute to a quality education.

METHODS

This is an action research wherein a total of 45 Grade III pupils of Pansin Elementary School was the focused of the study. The researcher made use of Phil-Iri materials to assess the reading level of pupils. The pretest result of Phil-Iri became the basis of the researcher and pupils who falls on the frustration level served as the participants to the Project I Read with TLC. Pretest and Post Test were given to determine if the Project I Read with TLC is effective and successful.

RESULTS

Project I Read with TLC started first week of August 2018. It started with fifteen (15) Grade III non-readers, twenty-two (22) pupils who can only read syllables and eight (8) pupils who had difficulty in reading words and phrases. A total of forty-five (45) out one hundred forty-one (141) Grade III pupils of Pansin Elementary School undergo the reading program as a result of the Phil-Iri Pretest. From fifteen (15) Grade III non-reader pupils, there are now zero Grade III non-reader. They all improved into syllable reader, some are in the level of reading words and phrases, and some are now a good reader and are helping their other classmates struggling in reading.

DISCUSSIONS

Project I Read with TLC was evidently helped Grade III students to conquer their reading struggles and difficulties. It helps the pupils boost their confidence in classroom discussion since they can now read without struggling and difficulty. Some of them are now raising their hands to participate in the discussion. Scores in written examinations are also increased. It is indeed that reading develops one's brain, provides a window into the world around each learner and help learner to do better in all school subjects.

KEYWORDS: Reading intervention, reading level, assessment

SUBMISSION ID: R04A-CAVTP-1525

Project IT AIMS (Improve Teacher-Made Tests to Achieve Increased Mastery in Science)

Jennifer Balitaan, Department of Education Lipa City

Abstract

INTRODUCTION

Assessments play a very important role in the education system as they were used as tool for evaluation and measurement purposes. At present, San Salvador Elementary School uses teacher-made tests in assessing learners' progress. This teacher-made tests were developed according to the teacher's design, which aims to customized test that matches the learning goals and content of the class. Teachers have the ability to control the format and go beyond the different types of assessments used in standardized test. Teachers can also modify their test questions on a more regular basis as needed, yet results were not that satisfying especially in Science.

In this study, root-cause factors were determined and given innovations that were embedded with evidences and theories.

METHODS

The study used the descriptive survey design. The population comprises of three (3) female teachers from Grades 4-6 of San Salvador Elementary School. Information were collected through a questionnaire, which had both close-ended and open-ended questions. Descriptive statistical analysis was used to interpret the data.

RESULTS

Respondents gave teacher-made test monthly and quarterly for recording purposes to know learners' strengths and weaknesses from the Learning Competencies taught. Respondents faced different challenges in their attempt to construct and give teacher-made test to learners due to lack of technical expertise on the proper construction and test administration.

Since they belong to a small school, their timetable was congested from teaching and non-teaching duties. Respondents were not able to test the validity and reliability of the test before the administration. Alignment of the teacher-made test to CG and TG was not given ample time and adequate attention and therefore their last resort is downloading of test materials to sites, which are found not suitable to learners' needs.

DISCUSSIONS

Classroom assessments is one of the big responsibility held on the hands of educators. A well-constructed teacher-made test is salient in the teaching-learning process.

KEYWORDS: Classroom assessment, achievement, Science, mastery, teacher-made tests

SUBMISSION ID: R04A-LIPAC1-0156

Paints: Parents Active Involvement in Nurturing Teamwork and Support

Paul John Angel, Erlinda Dala, Erlene Mendoza, Editha Ilao, & Maricel Celis,
Department of Education

Abstract

INTRODUCTION

The PAINTS on GPP was developed to strengthen the objectives of School-Based Feeding Program. Through Gulayan sa Paaralan Program, Laiya Elementary School will have a sustainable source of nutritious food that will help the realization of decreasing the rate of malnutrition among pupils.

Based on the recent school report entitled “School Consolidated Parents' Attendance on GPP SY 2017-2018”, 17.42% or 46 out of 264 parents attended during the entire duration of GPP which is below the 75% expectation. This project aims to get at least 50% or 92 parents increase in the total number of attendees to participate on the Gulayan sa Paaralan Program for the SY 2018-2019.

METHODS

This project used different research methodologies to analyze data. Using survey forms and questionnaires, the researchers collected data as to why there is a low rate of parents' participation in different school programs which is more apparent in the Gulayan sa Paaralan Program (GPP). The collected results were then analyzed to determine the severity of the problem.

RESULTS

The results showed that most of the reasons as to why parents attend less to different school programs are mainly of 1) too much workload at home, 2) with younger offspring to attend to, 3) less follow-up from the school, 4) too old (age), 5) reside too far from the school. 2 out of 5 causes were identified as controllable and can be mitigated by identifying and providing them necessary adjustments.

The study revealed that there is a dramatical increase of parents' participation after conducting the pilot testing of the program, following the response strategy of the project. The academe recorded a 54.17% difference in the total number of parents attended GPP in SY 2017-2018 and SY 2018-2019.

DISCUSSIONS

Parents' active participation is very important in every school endeavor. Every academe should always take into consideration that there should be a good medium of communication among stakeholders.

In this project, Laiya Elementary School (LES) has found out that the PROCESS being used to disseminate information for the implementation of every program needed to be modified. Modifying the Current SIPOC can help improve parents' active involvement in the school. Likewise, identifying the needs and wants of stakeholders is a great help to make that happen.

KEYWORDS: stakeholders

SUBMISSION ID: R04A-BATANP-0581

**Project Partner: Intervention Towards Decreasing Truancy Rate among
Grade Seven Section Earth Students of Lodlod Integrated National
High School**

Diana Camacho, Lodlod INHS

Abstract

INTRODUCTION

Among the 39 Grade 7 Earth students, only an average of 35 students attended classes every day, which is very alarming on the part of the teachers for the following reasons: (1) it leads to dropping out of classes; (2) the possibility of getting failing grades; and (3) poor performance of the school in the National Standardized Test. It proves that absenteeism is a vital factor that hinders the achievement of the school's goals and objectives.

METHODS

This study used both quantitative and qualitative data to assess the result of the interventions addressing the problem on high truancy rate among Grade Seven section Earth students of Lodlod Integrated National High School. The data was based on the interview with the parents and students. More so, it used the data from the submitted School Form 2 of the aforementioned section.

RESULTS

It was found out that most reasons for committing frequent absences in class fall under lack of discipline. They sleep late at night because of watching TV and using cellular phones which caused them to feel lazy to go to school the next day. More so, no one claimed that they have problems in school and in academics that cause them to be absent. Meanwhile, lack of discipline, which is attributed to having attitudinal problem, is caused by the lack of support from the parents. Given the root cause of the problem, the researchers conducted series of parenting seminar which led to the decrease of 2.10% in the sections absenteeism rate. From 10.89% absenteeism rate before the conduct of conferences, it lowered to 8.79% after.

DISCUSSIONS

After the implemented intervention, there is still a need to help students to decrease truancy rate. Reporting of the Completion of the Action Research to the school body may clarify the importance of conducting a Monthly Parenting Seminar to parents of students who will commit five or more absences in a month in the school's student manual. There will also be a strict compliance on the heightened students' attendance through monitoring the daily attendance notebook.

KEYWORDS: truancy, intervention, attitudinal problem, support from parents

SUBMISSION ID: R04A-LIPAC1-0078

Project Presto (Promotion Road of Employees Strengthened and Organized)

Audrey Joy R. Panganiban, Randie L. Salonga, Bernardita H. Bencito, &
Charlene Lei O. Esguerra, Department of Education

Abstract

INTRODUCTION

The promotion system in the City Schools Division of Cavite is faithful to the merit and fitness, objectivity and uniformity in evaluation, stated in the policies of the Civil Service Commission and Department of Education. Despite having the system in place, gaps were present in the completion of the process. The promotion process took 135 days (with 4 loss of documents) according to applicants from 2014-16, and 99 days based on the walkthrough done. A gap of 74% was identified as opposed to the 30 day-processing preferred by the customers. The customers expressed dissatisfaction with a mean of 2.6 out of 5.

METHODS

The Continuous Improvement Methodology was used.

ASSESS. The problem was identified based on available data. Focused-group discussions and interviews were done to gather the customers' needs regarding the service/process. The process was then thoroughly observed to identify storm clouds. A priority improvement area was then identified.

ANALYZE. Root cause analysis and validation was done. Solutions were then developed based on the results. An improvement plan was crafted.

ACT. Solutions were piloted to a smaller population, then implemented and institutionalized within the whole division.

RESULTS

After the implementation of the solutions developed, the division promotion process was significantly decreased from 135 days to 26 days (80.74% shorter). The CI methodology yielded several solutions. As result of process simplification, several steps were removed and several were merged. A docu-tracer (document-tracer) was also developed to resolve the issue of lost documents and to give applicants and personnel access to track submitted documents. A Division Promotion Toolkit was also crafted and circulated to serve as a guide to applicants for promotion and the division personnel involved in the process. After the roll-out, the customers were surveyed and they expressed their satisfaction as very satisfied with a mean of 4.6 out of 5.

DISCUSSIONS

The most difficult part in the implementation of the project is change management. However, with the commitment of the CI Champion, our SDS, change management had been easy to deal with. The project only focused on the promotion process of teaching personnel. A project on the promotion process of non-teaching personnel is highly recommended.

KEYWORDS: promotion process, Continuous Improvement Methodology

SUBMISSION ID: R04A-CAVITC-0095

Project P-Ter Phonemes/Phonics through Effective Reading

Romarie Punongbayan, Department of Education

Abstract

INTRODUCTION

The main purpose of this action research is to improve the reading ability of Grade I pupils at risk in reading difficulties with little or no phonological awareness to help pupils to become comfortable and confident readers. The researcher produces materials, videos and songs in reading intervention for Grade One pupils closely monitored by principal of Francisco S. Brosas Memorial Elementary School during 2016-2017. Specifically, it aims to improve the reading performance level and fluency of the pupils and provides exercises and enhancement activities, poem and songs to equip students to overcome reading struggles.

METHODS

The researcher conducted the action research October to March SY 2016- 2017 and used quota sampling; independent of population characteristics. The pupil respondents were consisting of 28 from Grade One. Statistical Treatment used are T-Test and Mean Percentage Score.

RESULTS

Using Project P-TER, from 3 or 10.71%, increased in reading fluency of the students to 25 or 89%. It shows in the report that the implementing the project has a great impact in reading proficiency.

The use of Project P-TER as an intervention in the School helped improve the Reading performance of the pupils in grade 1. With the support and assistance of the principal, parents, teachers and the said project; it increased the number of readers and almost eradicate non-reader pupils in grade 1.

DISCUSSIONS

It is evident that the findings of the researcher conform with Adler's strategy (2001) that what good readers employ when comprehending a text is visualization. Visualization requires the reader to construct an image of what is read. Also, it is important to teach the strategies by naming the strategy and how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy (Duke & Pearson, 2005).

Though the study showed positive result, loopholes in terms of the different level of pupils in reading, religiously practice are to be considered. However, the researcher concluded the following: (1) Project PTER is good for grade one and kindergarten who is starting to familiarize sound, letters and words; (2) it is useful for remedial instruction to be fluent in reading by any grade; and (3) create modular-typed enhancement activity and workbooks and intervention which is jive for the project.

KEYWORDS: non-reader, struggling readers, phonemes, phonics

SUBMISSION ID: R04A-LAGUNA-0275

Project Sm: Stakeholders Mobilization

Arbin Sarmiento, Department of Education Laguna

Abstract

INTRODUCTION

The school environment is crucial to child's learning. Pupils will be more inspired to go to school if the school is conducive to learning. Maintaining the school environment as well as improving its facilities needs a lot of funds. School maintenance and operating expenses is not sufficient for the maintenance and improvement of school facilities. We need the support of our external stakeholders to do this job. However, as indicated in our School's Improvement Plan (SIP), participation of stakeholders' in Angela Ong Javier Memorial Elementary School is a problem that needs to be addressed. Involvement and participation of the external stake holders is very low in school activities. Out stakeholders play a vital role in helping the school generate funds for the improvement of our school facilities.

METHODS

The school organized its School Governing Council (SGC). Series of meetings were conducted on how they could work together to improve the school's physical environment. Grand Alumni Homecoming and Organizing Alumni Association was also made with the help of the SGC. Fund raising such as Fun Run and solicitation of funds lead by the PTA was made. Creation of the school's official Facebook Page and regular posting of school needs, publication and reporting of projects and donations of private individuals & NGO's, were done. Recognition of Stakeholders was also done.

RESULTS

In June - September, only 8% of the total school funding came from donations of stakeholder's. While School Donations from October- January comprises 50% of the total school funding source. Donations received by the school rose from 8% to 50%. External stakeholder's support / donations received increased by 42%. This shows that activities implemented under Project SM (Stakeholders Mobilization) were effective. Due to the increased external stakeholders support and donations a remarkable improvement in school facilities was achieved.

DISCUSSIONS

Organizing the schools, internal and external stakeholders is very important. SGC, GPTA, Alumni Association & Teachers plays an important role in achieving the school's goals and objectives. As the saying goes "It takes a village to raise a child", the school alone cannot produce holistic individual, the school needs the support of external stakeholders. If the school can maximize stakeholders' participation, it is not only the physical facilities that will be improved, but drop-out crises and deteriorating academic performance can also be addressed.

KEYWORDS: Project SM: Stakeholders Mobilization

SUBMISSION ID: R04A-LAGUNA-0348

**Project T.E.A.C.H. (Technical Teaching Assistance Commonly Given
By School Heads to Teachers) an Instructional Support to The
Teachers of Trece Martires City District: Input for Rpms-Ppst
Profession**

Anna Marie Aranzanzo & Helen Aure, District of Trece Martires

Abstract

INTRODUCTION

This study aimed to provide measure the technical assistance given by the school to teachers and the technical assistance received by the teachers from their school heads. This study adheres to one of the 7 Programs, Project and Activities of Curriculum Implementation Division of the Division of Cavite Province the Hi-Teach Program.

METHODS

The study employed descriptive statistics, participants are the selected teachers of Trece Martires City District who served 1 year in the service and above and all Elementary and Secondary school heads.

RESULTS

It was found out that most of the teachers received technical assistance on assessment and reporting with 4.61 weighted mean followed by curriculum and planning with 4.60, learning environment and Diversity of learners with 4.59 and Content Knowledge and Pedagogy having 4.56 weighted mean. School heads responded on Content Knowledge and Pedagogy with 4.60 weight mean, Learning Environment and Diversity of Learners 4.61, Curriculum and Planning 4.60 and Assessment and reporting 4.62. A training proposal was designed to help the teacher for their professional Development.

DISCUSSIONS

This study adheres to one of the 7 CID projects of the Division of Cavite Province the HI-TEACH which aims to strengthen the Instructional Support of School Heads and Educational Supervisors to teachers to strengthen their teaching skills for the 21st century learners.

KEYWORDS: Technical Assistance, Instructional Support, RPMS-PPST, Professional Development

SUBMISSION ID: R04A-CAVITP-1063

**Project Test (The Exciting Spelling Time): An Engagement Activity on
Spelling in Bagong Silang Elementary School**

Manilyn Manalo, Department of Education

Abstract

INTRODUCTION

Spelling serves as an essential literary skill, whereas spelling and reading are linked so it follows that learning to spell enhances the reading ability of students because they show the proper sequencing of the letters that form a word. It continues to be an important literacy skill needed for writing and reading development and more attention needs to be given to spelling instruction, strategies and teaching methods.

METHODS

As observed in the classroom, the learners had difficulty in spelling and the learners cannot grasp with the words easily. For these reasons, the researcher conducted a study among Grade 1 pupils of Bagong Silang Elementary School to test their spelling skills.

RESULTS

As a result, develop appropriate spelling references are likewise determined. As extensively accepted, the descriptive method of research was employed in the study and serves as a fact-finding of accurate interpretations. The teacher researcher designed a project test called SPELL which means Strengthening Pupils Engagement and Love for Letters through Elkonin Boxes for the Grade One pupils.

DISCUSSIONS

Fortunately, most of the pupils achieved a Very High performance in the activities. The teacher - researcher recommends the integration of physical models in teaching and learning to maximize understanding and participation. Lastly, every pupil must be given positive responses and atmosphere to actively participate with the topics in spelling.

KEYWORDS: project test (the exciting spelling time): an engagement activity on spelling

SUBMISSION ID: R04A-BATANC-0137

Project Train (Tutelage and Revitalizing on Arts of Questioning for Improvement and Nurturance)

Aireen Ambat, Isidro Cuadra Elementary School

Abstract

INTRODUCTION

The teacher's questions can be considered as the most powerful device to lead, extend and control communication in the classroom. The style of interaction between teacher and students can be seen as a recycling process: "teacher's question- students' responses- feedback" (Dillon, 1990; Westgate & Hughes, 1997; Yang, 2002). This illustrates the dominant role the teacher's questions play in classroom interaction. It is the aim of this study to determine the art of questioning of the faculty of the Isidro Cuadra Elementary School for School Year 2018-2019.

METHODS

This study made use of the descriptive correlation design and a total of 8 faculty served as respondents. It describes the level of the teachers' art of questioning along the quality of questions, technique of questioning, handling student answers and questions. Data gathering instrument used a 45-item questionnaire prepared by the researcher based on readings. Ten items deal with the quality of questions, fifteen items on the techniques of questioning, ten items on handling students' answer and ten items on handling the students' questions.

RESULTS

This study run from June to November 2018 has uncovered that training, mentoring and LAC sessions about the Art of Questioning greatly affects the performance of teachers in the discussion, elaboration, application and evaluation of lesson. Through comprehensive workshops by expert speakers, brainstorming and sharing of ideas, huge impact on the performance of teachers was observable during the latter part of the School Year. During the monitoring in June 2018, 8 out of 8 teachers received low score in the Indicator No. 33 (Applies a range of teaching strategies to develop critical thinking, as well as higher-order thinking skills) of COT-RPMS Rating Sheet. After six months of training and monitoring, the number of teachers went down from 8 to 0, a clear indication of 100% improvement among the teachers.

DISCUSSIONS

The results of the study revealed that the teachers always asked interesting, thought provoking, and challenging questions; used varied techniques in questioning; gave positive and encouraging remarks; and welcomed students' questions graciously. Therefore, it is highly recommended that teachers master a great art of questioning to further encourage the students to answer questions and participate actively during class discussions; further enhancement of the art of questioning and varied techniques and dynamics in questioning should be developed; and an enhancement program should be provided to the teachers such as: seminars and training- workshops; respectively.

KEYWORDS: descriptive correlational, LAC session, art of questioning

SUBMISSION ID: R04A-CAVTP-1559

Project Ulat for Hots: Its Implication to The Learning Outcomes of Grade Iii Pupils in Araling Panlipunan at Nabua West Central School for School Year 2018-2019

Myla Vita Verango, Mary Anne Jacob, & Ellaine Marie Regalado

Abstract

INTRODUCTION

The project considers the three components of Summative Assessment such as Written Work, (WW), Performance Task (PT) and the Quarterly Assessment (QA). Performance of the learners in the past grade in this three components was also computed and accounted. In Written Work, the pupils' performance was 69.32%, in Performance Task was 70.67% and 71.74% in the Quarterly Assessment. The First Quarter Grades were also computed with the following results, Written Work with 56.75%, Performance Task with 81.15% and 74 % for Quarterly Assessment.

METHODS

Multiple methods and innovations in the assessment process were honed and utilized based from the analysis crafted from the Voice of the Costumer (VOC), questionnaires and data gathering.

RESULTS

The following are the findings of this study: 1] Written works got the lowest performance level among the three components of summative test; 2] Remembering Level of the Cognitive Domain has the most number of test items in the teacher-made test for first and second quarters; 3] "Nag Level Up Na" ranked first in the innovations and interventions implemented; and 4] The Project has the very high impact in the academic performance of the learners in Araling Panlipunan.

DISCUSSIONS

The results manifested that conducting innovations and interventions were necessary for the learners to achieve more and develop their thinking abilities. There is a need to introduce more techniques and strategies in assessing the learners' academic performance. The following are the interventions made to address the identified problems in this study. "Nag level-up na!" (Contextualized written assessment tools) was an assessment tool (summative/unit tests) written in Nabuanon which were upgraded or enriched into higher order thinking skills. The pupils understood clearly the test questions, since it was written in their own dialect at the same time the classroom instruction in this subject is Mother Tongue-based. Another was the "Our Masterpiece" (Portfolio) which is a compilation of the learners' best works in their Performance Task Assessment. And lastly was the "A Teacher" | A Learner" this was the training for teachers in order to have in- depth information and necessary training in test construction to gain knowledge and information

KEYWORDS: Upgrade, assessment tools, cognitive domain, higher order thinking skills

SUBMISSION ID: R005-CAMSUR-0099

Project: Artt Action Research Training Workshop for Teachers

Socorro Fundivilla, San Juan National High School

Abstract

INTRODUCTION

Project: ARTT- Action Research Training Workshop for Teachers is based on Division Order No. 43 s. 2015 also known as Revised Guidelines in Basic Education Research, and with the Department of Education's continuing initiative towards strengthening evidence- based policy development, and the decision-making on the provision of research funds to eligible proponents from the national, regional, and division offices to the public elementary and secondary schools nationwide.

METHODS

This action research used descriptive normative survey and at the same time an output based in order to solve current problems, and concerns of teachers on their Individual Performance Commitment Review Form (IPCRF).

RESULTS

Low rating on Individual Performance Commitment Review Form in terms of action research is one of the problems encountered by the teachers at San Juan National High School, Kalayaan, Laguna. Based on the gathered data, difficulties in the action research process arises because of the following reasons: (1) Disinterest in action research, (2) Time constraint, and (3) Lack of knowledge about action research. Most of the teachers think that it is a big deal and very much complicated.

DISCUSSIONS

Data analysis indicated that conducting action research projects have a positive professional impact on teachers and an even greater influence on their teaching strategies. Immediate benefits for students were perceived by almost all of the teachers, indicating that action research has the potential to effect positive changes in the classroom, particularly when teachers implement research-based strategies to improve not only students' achievement but as well as community relationship. Action research provides a time consuming yet structured and focused approach in looking into teaching and learning process. As teachers get engage deeper into the field they increase their knowledge and awareness about the teaching-learning scenario. Educators can use action research to uncover answers to questions about the best way to improve their own teaching practices. This study provided evidences showing reflection as a key element of teacher's development. Critical- reflective thinking can be a vehicle that helps teachers progress from a level where they are largely guided by intuition to a level where their actions are guided by reflection and self-inquiry.

KEYWORDS: Action Research, Training-Workshop, Teachers IPCRF

SUBMISSION ID: R04A-LAGUNA-0033

Proposed Observation Guide for Teachers

Jesusa D. Perez, Department of Education

Abstract

INTRODUCTION

This study aimed to describe the existing teacher observation tool used by public instructional leaders of Department of Education Batangas Province and also determined its effectiveness in evaluating the teaching competence of the elementary teachers. The problems met in the use of the existing observation tool were likewise explored with the end view of developing a teacher observation guide

METHODS

The study utilized the descriptive research design with researcher-constructed questionnaire as main data gathering instrument complemented by focus group discussion and interviews. Respondents were 236 master teachers, 156 principals, and 44 supervisors from 37 districts in the Division of Batangas Province selected through random sampling. The statistical tools used were frequency, weighted mean, F- test, and Scheffe test.

RESULTS

The findings revealed that the respondents concurred the existing observation tool used to evaluate the teaching performance of elementary teachers provided the necessary objectives, content, style and organization; reliability and relevance; and rating scale and verbal interpretation. They strongly agreed that the existing observation tool was effective as its capacity to evaluate creative and critical thinking skills, developed higher order or cognitive skills and related competencies of teachers.

DISCUSSIONS

The results demonstrated the need for an observation guide for teachers to direct both the teachers and instructional leaders in the expected outcomes relevant to the increased performance of the learners in all learning disciplines.

KEYWORDS: instruction observation guide

SUBMISSION ID: R04A-BATANP-2245

Proyektong Basa Pa (Bata Ay Sanayin sa Pagbasa): Tugon sa Pagtaas ng antas ng Pagbasa ng Mga Mag-Aaral sa Sangay ng Lungsod ng Lipa

Fernando Enriquez, Department of Education-Lipa City

Abstract

INTRODUCTION

Ang pagbasa ay ang interaksyon ng mambabasa at ng nakalimbag na wika na kung saan ang mambabasa ay nagtatangkang bumuong muli ng mensahe mula sa pagkakaunawa sa mensahe ng manunulat. Kung kaya't sa limang makrong kasanayan, ang pagbasa ay bihirang isagawa ng mga mag-aaral sapagkat ito ay nangangailangan ng panahon at kakayahang pangkaisipan.

Sa kasalukuyan, ang Kagawaran ng Edukasyon ay nagpapatupad ng mga programang nauukol sa pagpapataas ng kalidad ng edukasyon sa bansa. Kabilang na rito ay ang may kaugnayan sa pagtuturo ng asignaturang Filipino partikular na sa pagbasa.

Gayon na lamang ang paghahangad ng mananaliksik na bumuo ng isang programa sa pagbasa para sa Sangay ng Lungsod ng Lipa upang matulungan ang bawat batang Lipeño na maging bihasa sa pagbasa.

METHODS

Ang resulta ng Panimulang Pagtatasa (PHIL-IRI) ang naging batayan upang matukoy ang antas ng kakayahan sa pabigkas na pagbasa at ang antas o libel ng pag-unawa sa pagbasa. Ito ay mula sa report na ipinasa ng mga paaralan.

Ang istatistikal tritment sa mga datos gaya ng frequency at distribusyon ng iskor, at percentage ang ginamit para sa pagbibigay ng interpretasyon sa magiging resulta ng pag-aaral.

Ang pananaliksik na ito ay gumamit ng kwantiteytib na disenyo, pagkuha ng mga datos at pag-aanalisa ng naging resulta ng pag-aaral.

RESULTS

Ang pag-aaral na ito ay magiging kapaki-pakinabang sa mga guro na nagtuturo ng Filipino sa elementarya upang malaman nila ang mga akmang stratehiya sa pagtuturo ng pagbasa at maunawaan ang mga sagabal sa mabuting pagkatuto ng mga mag-aaral. Sa pamamagitan ng pagdaraos ng mga pagpupulong ng mga guro ng Filipino, koordineytor at mga punong guro ay mapagtutibay kung paano mapauunlad ang libel ng pagkatuto ng mga mag-aaral at makabubuo ng mga angkop na stratehiya at interbensyon at mga programa para mapauunlad ang kakayahan sa pagtuturo. Ang pagbibigay ng teknikal na paggabay sa mga guro sa mga obserbasyon sa klase at ang pagbibigay ng rekomendasyon ay magiging kapaki-pakinabang sa kanila.

DISCUSSIONS

Napatunayan na malaking tulong ang pag-oobserba o pagmamasid sa klase sapagkat nakapagbibigay ang punong guro at tagamasid ng mga kinakailangang rekomendasyon sa lalo pang ikauunlad ng pagtuturo. Nahahasa ang kasanayan ng mga guro sa paggamit ng iba't ibang stratehiya at dulog sa pagtuturo ng asignaturang Filipino. Napagtanto ng mga guro na ang mga mag-aaral ay iba-iba ang kakayahan, libel ng pagkatuto at interes na nakaaapekto sa perormans nila sa loob ng silid-aralan. Nagkaroon ng ideya ang mga punong guro sa kung anong magandang programa sa pagbasa ang angkop na kani-kanilang paaralan.

KEYWORDS: Pagbasa Pag-aaral Kurikulum

SUBMISSION ID: R04A-LIPAC1-0123

Public Elementary School Principals' Leadership and Personal Attributes in Calamba East District

Conrad Arañez, Banlic Elementary School

Abstract

INTRODUCTION

Effective and seasoned teachers with good interpersonal attributes and responsible in their field of specialization easily secures a principal post in the East District Division of Calamba City. Department of Education Order 42 S. of 2007 is a revised guideline in the selection process of principals required a qualifying examination. Qualified applicants who are able to meet the required guidelines can have the position as principal. This research determined the leadership and personal attributes of the new generation of principals, and how their leadership impacts their personal attributes as a leader. This study created a leadership mentoring program for principals to strengthen and improve the principals' competence in the East District of Calamba.

METHODS

The descriptive method of research employing impact analysis using multiple linear regression was considered by the researcher. A standardized questionnaire was used. The first part is the respondents' profile and the second part is the unit competence, elements of competence and performance criteria based on the "Principal Competency Profile" in line with Education Department of Tasmania. The questionnaire was in the form of a checklist using the 4-point Likert scale, as well as an Arbitrary Scale for the leadership and personal attributes of principals.

RESULTS

The study showed that on the extent of leadership and personal attributes as perceived by teachers and principals themselves revealed an overall assessment with an interpretation of Agree for almost all units of competence except for one-unit competence under leadership attributes which is educational leadership, with an assessment interpretation of Strongly Agree. These findings imply that the principals of Calamba East District display and recognize the leadership and personal attributes expected of a leader. This implies that principals and teachers have different perceptions in their assessments on the leadership attributes in terms of educational and cultural leadership.

DISCUSSIONS

The study revealed that there is a need to further improve the leadership and personal attributes of the principals. A proposed leadership mentoring program was crafted to further improve the leadership and personal attributes of principals in Calamba East district. In the upcoming reorganization of roles in the supervisory and administrative aspect in the years to come, it is inevitable to calibrate and improve the leadership and personal attributes that a principal must manifest with the changing time.

KEYWORDS: leadership attributes, personal attributes, leadership, mentoring program

SUBMISSION ID: R04A-CALAMB-0169

**Pupils Mathematical Readiness and Mathematics Teachers'
Preparedness at The Public Elementary Schools in The Municipality of
Rosario, Cavite**

Glory Joyce Ponchinlan

Abstract

INTRODUCTION

Mathematics is an important part of people's daily lives and that nobody can do away with it. People need Mathematics in counting, computing sales, gains and measuring areas and volume, and many more (Mariano, 2008). The need to enhance pupils' mathematical skills and at the same time develop in them a positive attitude towards the subject is a dire academic need (Salandanan, 2009, Kurucz, 2014; Mariwat, 2005).

METHODS

In this study, the descriptive method of research was used where the research is directed towards ascertaining the prevailing conditions and this method is essentially a technique of quantitative description of the general characteristics of the groups, thus, approach to problem-solving seeks to answer questions as to the real facts relating to the existing conditions.

RESULTS

The level of Mathematical readiness of pupils as perceived by the themselves and their teacher in terms of mastery of operational techniques in Mathematics were interpreted by both teachers and pupils as OCCASIONALLY.

Teacher-Pupil reaction and Pupil-pupil reaction were interpreted both by teachers and pupils as OFTEN.

DISCUSSIONS

The result revealed that teachers perceived the level of Mathematical readiness of the pupils in the area of mastery of Operational Techniques in Mathematics and Teacher Discipline as SATISFACTORY.

The teachers perceived their level of preparedness in the areas of Mastery in Teaching Mathematics, teacher- pupil interaction, pupil discipline and adequacy of Mathematics Material as VERY SATISFACTORY.

KEYWORDS: READINESS, MATHEMATICS, INTERACTION, MASTERY

SUBMISSION ID: R04A-CAVITP-0358

**Pupils Mathematical Readiness and Mathematics Teachers'
Preparedness at The Public Elementary Schools in The Municipality of
Rosario, Cavite**

Glory Joyce Ponchinlan

Abstract

INTRODUCTION

Mathematics is an important part of people's daily lives and that nobody can do away with it. People need Mathematics in counting, computing sales, gains and measuring areas and volume, and many more (Mariano, 2008). The need to enhance pupils' mathematical skills and at the same time develop in them a positive attitude towards the subject is a dire academic need (Salandanan, 2009, Kurucz, 2014; Mariwat, 2005).

METHODS

In this study, the descriptive method of research was used where the research is directed towards ascertaining the prevailing conditions and this method is essentially a technique of quantitative description of the general characteristics of the groups, thus, approach to problem-solving seeks to answer questions as to the real facts relating to the existing conditions.

RESULTS

The level of Mathematical readiness of pupils as perceived by the themselves and their teacher in terms of: mastery of operational techniques in Mathematics were interpreted by both teachers and pupils as OCCASIONALLY.

Teacher-Pupil reaction and Pupil-pupil reaction were interpreted both by teachers and pupils as OFTEN. Teacher discipline was interpreted by teachers as OCCASIONALLY with general weighted mean of 3.37 and pupils interpreted it OFTEN with general weighted mean of 3.82.

The preparedness of Mathematics teachers' as perceived by themselves and their pupils on the following areas: For Mastery in teaching Mathematics, Teacher- pupil interaction, and Pupil discipline, teachers and pupils interpreted it as OFTEN. Adequacy of Mathematics material was interpreted by teachers as OFTEN with a general weighted mean of 3.88 and pupils also interpreted it OCCASIONALLY with a general weighted mean of 3.39.

DISCUSSIONS

The result revealed that teachers perceived the level of Mathematical readiness of the pupils in the area of Mastery of Operational Techniques in Mathematics and Teacher Discipline as SATISFACTORY.

The teachers perceived their level of preparedness in the areas of Mastery in Teaching Mathematics, teacher- pupil interaction, pupil discipline and adequacy of Mathematics Material as VERY SATISFACTORY.

There is NO SIGNIFICANT difference on the Mathematics teachers' preparedness when grouped according to gender in the areas of Mastery in teaching Mathematics, teacher- pupil interaction and pupil discipline.

KEYWORDS: READINESS, MATHEMATICS, INTERACTION, MASTERY

SUBMISSION ID: R04A-CAVITP-0437

**Qualification and Preparedness of Technology and Livelihood
Education Teachers in Carsigma: Basis for Professional Development
Plan**

Jocelle Turalba

Abstract

INTRODUCTION

The more qualified and prepared a teacher is, the more the students can achieve. This study intended to examine the qualification and preparedness of Technology and Livelihood Education (T.L.E) teachers in Carmona, Silang, General Mariano Alvarez (CARSIGMA) Cavite which would eventually be the basis for the Professional Development Plan that could help in enhancing T.L.E teachers' performance.

METHODS

The descriptive method was used in this study as it sought to provide information about the qualification and preparedness of Technology and Livelihood Education (T.L.E) teachers in Carmona, Silang and General Mariano Alvarez (CARSIGMA) Cavite in terms of Educational Qualification, Teaching Experience, Seminars and Trainings, Teaching Competencies, Classroom Management, Professional Development and Community Involvement.

RESULTS

T.L.E teachers are well prepared in terms of teaching competencies and community involvement; they are very well prepared in terms of classroom management and professional development. Results also showed that the level of preparedness of the T.L.E teachers has significant relationship to their professional profile.

DISCUSSIONS

The results showed that T.L.E teachers in CARSIGMA are pursuing their graduate studies, however they lack seminars and training attended. They still need to be improved in some areas like localizing teaching materials, undertaking research project and initiating

T.L.E programs and projects in the community. As the T.L.E teachers become more qualified, experienced and exposed to seminars and training, they become more prepared to deliver their lessons.

KEYWORDS: professional development, qualification, seminars, teaching competencies, teaching preparedness, training

SUBMISSION ID: R04A-CAVITP-0095

**Qualities of Third Year High School Homeroom Advisers in Relation to
Their Students' Promotion Rate in Public Secondary Schools in The
District of Cabuyao: A Basis for an Enhancement Program**

Lyell Fruelda, Sdo Cabuyao

Abstract

INTRODUCTION

Teaching has always been thought of as one of the noblest profession and a teacher likewise, one of the noblest human beings. It is believed that an individual possessed with a noble heart, will be willing to assume a great responsibility to society, the heart and the soul of the youth, the love of hearty, goodness and truth. Teacher, then, is anticipated both personal and professional qualities projecting him as a role model. Hence, the teacher as a person cannot be detached from the teacher as professional. But before one becomes a professional, it is a must for a teacher to possess and develop characteristics attuned to the teaching profession. A good teacher is a humane person, looked up to and highly regarded by others. Likewise, role of homeroom advisers is very crucial

METHODS

The study employed descriptive-evaluative research method in the gathering, evaluating and analyzing the data. This method was employed to assess the relationship of the professional and personal qualities of third year national high school homeroom advisers, within the District of Cabuyao, in relation with their students' promotion as assessed by the teachers themselves and validated by their principals' assessment. The respondents of the study are five principals, one teacher leader, and forty-six homeroom advisers in the public secondary schools in the District of Cabuyao. The data were statistically treated with the use of Likert Scale, Simple Mean, and Spearman-Rank Correlation.

RESULTS

The findings of the study showed that both professional and personal qualities of the teachers' assessment for themselves were highly manifested that implied that all teacher respondents know and act professionally and possess the qualities a teacher should manifest and the truthfulness for their self-assessment was validated by their principals' evaluation of their qualities; personal and professional as also highly manifested. Results revealed that, there is no significant difference of the assessments between the two sets of respondents. Furthermore, qualities of teachers have a small positive correlation with students' promotion rate.

DISCUSSIONS

Results implied that teachers' qualities although small, may also affect students' performance and there are other factors that can affect such as class size, kind of subject, teachers' load and different personalities and qualities of subject teachers that can largely influence such performance.

KEYWORDS: : Performance, Teachers' Qualities, Students' Performance

SUBMISSION ID: R04A-CABUYA-0083

**Quality Management in Education: Building Excellence and Equity in
School Performance of Secondary Schools in Calauag Quezon**

Christine Manzanero, Department of Education Quezon, 4th Congressional
District Research Committee

Abstract

INTRODUCTION

The aim of this study is to look into the "Quality Management in Education: Building Excellence and Equity in School Performance of Secondary Schools in Calauag, Division of Quezon and School Year 2014-2015." Most, specifically, it sought to answer the following questions: what is the role of the school heads, teachers and stakeholders on planning and programming using the guiding principles of school-based management on Program and structures, plan based on institutional structure, developed plan that translates into tangible improvement, and plan for financing mechanism; and how do the school heads provide technical assistance with other stakeholders.

METHODS

This study made use of the descriptive-analytical method of research. A survey of the school head, teachers and stakeholders on the school planning and programming towards the realization of goals on quality services was done to the clientele. A valuable data was gathered through personal interview/survey using the validated research instruments.

RESULTS

The data showed that all of the indicators evaluated by the respondents on the relevance of the guiding principles for implementing the school-based management were strongly agreed. As to the extent of rendering instructional assistance with the teachers, all the data fall under great extent. The performance levels of the principal in instructional management fall under excellent and the data on pupils' participations for school development on passion for education was on moderately visible, while the data on the instructional competence of teachers was very satisfactory.

DISCUSSIONS

The school heads provided technical assistance with other stakeholders on planning, adjusting the plans, translate the plan into implementation, established mechanism of the plan and accountability for resource authority. Most of the technical provider had performed his/ her jobs to mentors the school personnel and other stakeholder who are in need of technical assistance. Based on the collaborative work and participation of all stakeholders in school planning, programming and proper monitoring there was a good result because the result of the National Achievement Test and enrolment were increased and the dropout rate was decreased. As to the resourcing and out-sourcing project of the school, external stakeholders were encouraged to support the existing programs and projects of each school.

KEYWORDS: Quality management, excellence and equity

SUBMISSION ID: R04A-QUEZON-0025

**Rapid Appraisal of The Implementation of The K to 12 Curriculum:
Input to Policy Formulation**

Rea Peñano, Department of Education

Abstract

INTRODUCTION

The main purpose of this study was to determine the status of the implementation of the K to 12 curriculum as perceived by the public junior high school teachers and administrators in terms of curriculum design, learning resources, learning competencies, assessment and rating of learning outcomes, support for teachers and for students and identify some input to policy formulation that can be offered based on the findings of the study.

METHODS

The study utilized the descriptive and rapid appraisal method in gathering data through the use of survey questionnaire and unstructured interview questionnaire.

RESULTS

Results showed that the implementation of the K to 12 curriculum design, assessment, and rating of learning outcomes was rated very satisfactory, while learning competencies, learning resources, support for teachers, and support for students were rated satisfactory. Despite this rating, most of the items under each category were considered weaknesses, hence, indicating the need for improvement. No significant differences were noted between the observation of teachers and administrators in the implementation of the K to curriculum.

DISCUSSIONS

The results of the study served as a basis in recommending policies for the improvement of each curricular category evaluated. It is therefore recommended to conduct further research on these policies, especially on the implementation and evaluation of their effectiveness in addressing the weak areas of the K-12 curriculum.

KEYWORDS: K to 12 Enhanced Basic Education Curriculum, Rapid Appraisal, Curriculum Evaluation, Learning Competencies, Curriculum Design, Learning Resources

SUBMISSION ID: R04A-CAVTP-0779

Reading Difficulties in English of The Elementary Pupils of Silangan Elementary School as Perceived By The Teachers and Pupils: Input to a Reading Development Plan

Nida Dalo

Abstract

INTRODUCTION

Reading is important because it develops the mind. Understanding the written word is one way the mind grows in its ability. Reading helps children (and adults) focus on what someone else is communicating. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age that overflows with information, but reading is the main way to take advantage of it. Reading is important because words - spoken and written - are the building blocks of life. You are, right now, the result of words that you have heard or read and believed about yourself. What you become in the future will depend on the words you believe about yourself now. People, families, relationships, and even nations are built from words.

METHODS

In this study the descriptive method of research was used where the research is directed towards ascertaining the prevailing conditions and this method is essentially a technique of quantitative description of the general characteristics of the groups, thus, approach to problem-solving seeks to answer questions as to the real facts relating to the existing conditions.

The descriptive method is useful in the analysis of the answers of the respondents concerning the Reading Difficulties in English of the Elementary Pupils, probable causes of the Reading difficulties and the reading development plan measures needed to remedy the Reading difficulties of the pupils.

RESULTS

For the pupils' related causes of the Reading Difficulties as Perceived by the Teachers and the Pupils were both interpreted OCCASIONALLY. For the Pupils' Home and Surroundings Related Causes of the Reading Difficulties as perceived by the Teachers and Pupils were both interpreted OCCASIONALLY by teachers and pupils.

For the data regarding School Programs and Practices Causes of the Reading Difficulties as perceived by the Teachers and Pupils were interpreted as OCCASIONALLY by the teachers and pupils. The remediation activities needed by the pupils in relation to listening activities was interpreted as MUCH NEEDED.

DISCUSSIONS

The results shown the Lack of comprehension to meet details was the silent reading difficulty always shown by the pupils as perceived by the teachers. This was also mentioned by the pupils. The teachers perceived lack of interest in reading as a pupil related cause of reading difficulty while the pupils said irregular attendance in school a pupil related cause. There is a significant difference in the perceptions of the teacher and pupils regarding the silent reading difficulties.

KEYWORDS: reading, communicating, understanding, difficulties, information

SUBMISSION ID: R04A-CAVTP-0301

Reading Ability of Grade 1 Pupils in Tabangao Elementary School

Gemma Esteves, Teacher III

Abstract

INTRODUCTION

Educators always find ways on how to resolve the poor reading performances and other reading difficulties of each learner. Often, various activities, remediation and interventions are implemented, yet failed. In our field, we witness different learner's struggles in reading difficulties. In this study we focus on evaluating the reading ability performance of the learners to address their needs and weaknesses.

METHODS

The descriptive method of research was used to determine the reading ability of selected grade one pupils of Tabangao Elementary School. For data gathering, the researcher made use of numerical data such as Phil-IRI and school oral reading results.

RESULTS

Grade 1 pupils are slow readers and poor in comprehension. At the same time, their phonemic awareness test result is definitely poor. The reading ability of the pupils in English during the pre-test oral reading test is in the frustration level and result in Mother-tongue oral reading pre-test is in the instructional level. Generally, pupils reading ability is in the frustration level during the pre-test but it is improved during the post-test and after giving series of interventions. Reading program on pupils reading ability had a positive impact on pupils' comprehension and attitudes toward reading.

DISCUSSIONS

Pupils should make it a habit to do a lot of readings; teachers should give more activities, exercises and interventions about reading; school should provide modern teaching gadgets to facilitate easy learning and sustained interest especially in reading, furthermore parents should encourage their children to do a lot of reading activities at home.

KEYWORDS: reading, ability, performances, interventions, difficulties, grade 1 pupils tabangao elementary school

SUBMISSION ID: R04A-BATANC-0406

**Reading Comprehension and Auditory Retention among Grade Four
Pupils of Pipindan Elementary School, District of Binangonan Ii,
Division of Rizal**

Rubeneva Nunez, Department of Education

Abstract

INTRODUCTION

Education has been regarded in all societies and throughout human history both as an end in itself and as a mean for the individual and the society to grow. its recognition as a human right derived from the indispensability of education to the preservation and enhancement of the inherent dignity of the human person.

METHODS

Experimental Research Design

RESULTS

The study revealed that there were an equal number of male and female respondents. Most of them belong to low income families and most of them are first and second child in the family. The experimental and control group obtained fair performance in the pretest in all tested skills while in the post test, the experimental obtained very good performance in all skills after exposure to auditory/listening. On the other hand, the pupils who read by themselves obtained good performance. There is significant difference on the auditory retention skills of the experimental group as revealed in the pretest and posttest. Similarly, significant difference exists on the reading performance of the control group as revealed in the pretest and post test results. Reading performance and auditory retention skills of the two groups of respondents as revealed in the post test results differ significantly. Sex is not significant on the reading performance and auditory retention skills of pupils while monthly family income and sibling position are significant.

DISCUSSIONS

The study concluded that the reading performance and auditory retention skills of grade four pupils differ significantly as revealed in the pretest and posttest. Grade four pupils have better auditory retention skills as revealed in the post test results. Reading performance and auditory retention skills of pupils differ significantly when they are grouped according to monthly family income and sibling position.

The study recommended that pupils should be exposed to more auditory learning activities and reading activities to enhance their reading comprehension skills. Teachers should employ varied approaches and strategies to improve the pupil's reading comprehension skills. The proposed action plan is recommended for implementation. Similar studies may be conducted considering other variables.

KEYWORDS: reading and auditory

SUBMISSION ID: R04A-RIZALP-0385

**Reading Comprehension Skills of Grade V Pupils at San Roque
Elementary School**

Baby Abanes, Department of Education

Abstract

INTRODUCTION

Reading comprehension is an essential skill for learners of English. It has something to do with thinking, learning and expanding a reader's knowledge, horizons, past knowledge and mastering new information. Comprehension itself is the essence of reading. For most learners, it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning.

METHODS

The descriptive method of research was used and a questionnaire served as the main data gathering instrument. Thirty (30) Grade V English teachers were the respondents and were selected through purposive sampling.

RESULTS

Result of the study showed that the students have difficulty in reading comprehension. It also revealed that regardless of kind of problem they met, the difficulty in different competencies and the constraints along the different competencies, their assessment do not vary.

DISCUSSIONS

It was recommended that the teachers should use innovative strategies and activities that will develop their higher comprehension skills. They should also choose the strategies and good books most appropriate for achieving their own teaching objectives. These innovative teaching strategies may be presented to the administrator of the school for further suggestions. This may be utilized to achieve greater success in the implementation of the program.

KEYWORDS: reading comprehension, innovative strategies, competencies

SUBMISSION ID: R04A-BATANP-1633

Reading Comprehensions of Grade One Pupils of Public Elementary Schools District I East, Division of Batangas City: Basis for an Action Plan

Leah Gupit, Department of Education Batangas City (Paharang Es)

Abstract

INTRODUCTION

The country's standards of literacy are not the highest in the world. The schools' reading programs affect the development of the nation, they determine the literacy and a literacy of a people. There are factors affecting the comprehension of the Filipino pupils in reading texts whether in Filipino, which is the native language of the pupils, or in English, which is considered the second language of the pupils. Among these factors are mother's educational attainment, pupils' attitude towards reading, and perception of the pupils towards their teachers' competency in teaching reading.

METHODS

The study made use of the descriptive survey research which involved the collection and analysis of data in order to test the hypotheses and answer the questions concerning the study. With these concepts in mind, the researcher decided that something significant about finding out the factors affecting the reading comprehension of primary pupils in public elementary schools could be determined by this method of research.

RESULTS

The study involved a total of 101 primary pupils from different public elementary schools which: 1) Majority of the respondents are nine-years old, male, has a low family income, has textbooks as the material read, and are able to read twice a week.;2)The respondents have an average level of reading comprehension; 3)The factors that affect the reading comprehension level of the pupils to a moderate level are personal, family and teacher factors; and 4)The profile of the pupils' affect to some degree both similarities and differences in their reading comprehension level. Distribution and retrieval of the questionnaire was on one-one basis since went directly to each of the section of the primary. This was done in one week.

DISCUSSIONS

There is a significant association that effect the reading comprehension level of the pupils and the factors that affect their reading comprehension. The proposed action plan is the final output of this study. Implementation of reading comprehension enhancement programs could be made more effective, meaningful, interesting and enjoyable through conducting district o division wide reading contests with prizes to motivate both teacher- trainers/ coaches and the pupil- contestants.

KEYWORDS: reading comprehension, literacy, perception

SUBMISSION ID: R04A-BATANC-0274

Reading Profile of The Grade V Pupils of Balatan District: Basis for a Reading Remediation Module

Meden Cangayo

Abstract

INTRODUCTION

The recent Phil-IRI results indicated that the percentage of non-readers in Grades I - III based from Balatan District on the post test was alarming considering that out of 8,393 pupils, 1,692 or 20 percent were considered non-readers. The results implied that there is a need to improve the level of performance both in the teaching and learning process. This information culled from the assessment shall serve as one of the basis in making decisions for planning an appropriate school-based teaching and learning instruction as well as a reading program to improve the performance of the pupils. The assessment results shall also be considered in the preparation of the school improvement plan.

METHODS

This study availed of the descriptive-evaluative method of research with documentary analysis. Pupils' reading ability was analyzed through descriptive method. The use of descriptive survey helps obtain the descriptive information that answers the queries set in the problem being posed. The descriptive method was designed to gather information about the present existing conditions. The principal aims to describe the nature of a situation, as it exists at the time of study and to explore the cases of particular phenomena.

RESULTS

From the statistical treatment of the data with the corresponding analysis and interpretation thereto, the following findings have surfaced: (1) on pre-test results, there are 49 or 4.9 percent who are non-readers, 293 or 29.3 percent belonged to frustration level, 323 or 32.3 percent belonged to independent level, and 335 or 33.5 percent belonged to instructional level; while on the post-test results, there are 10 or 1 percent who are non-readers, 216 or 21.6 percent belonged to frustration level, 288 or 28.8 percent belonged to instructional level, and 486 or

32.3 percent belonged to independent level; (2) there is significant difference existed between the pre-test and post-test PHIL-IRI results since the Paired t test computed value of 5.846 was greater than the t-critical value of 2.064 at 0.05 level of significance; (3) the Reading Remediation Module was prepared based from the findings of the study; and (4) The Reading Remediation Module is curricularly valid.

DISCUSSIONS

In the light of the findings, the following conclusions were drawn: (1) more number of the Grade V pupils in Balatan District during the pretest belonged to the instructional level, followed by those with pupils who belonged to independent level, frustration level, and non-readers; while the post-test, the pupils' reading level was dominated by those who belonged to independent level. There was a reduction to the number of pupils belonging to frustration level and non-readers; and those with instructional level increased; (2) there is significant difference existed between the pre-test and post-test PHIL-IRI results; (3) The Reading Remediation Module can aid teachers to make learners become fluent and proficient readers; and (4) The Reading Remediation Module is curricularly valid.

KEYWORDS: Reading profile, Grade V pupils, Reading Remediation Module

SUBMISSION ID: R005-CAMSUR-0144

Reducing Student Absenteeism through Strategic Reward and Penalty System among Senior High Students of Dagatan National High School

Mike Beralde, Dagatan Nhs Carlo Erba Pacinos - Dagatan Nhs

Abstract

INTRODUCTION

Absenteeism of the students is one of the very crucial problems of the school which could give many bad effects to the students. It can also affect the parents as well as the school. There are many reasons why students become absenteeism which needs appropriate intervention in order to pursue to go to school like lack of financial, family problems, long distance of the school from the home etc. Strategic reward and penalty system are some ways done by the researchers which could reduce student absenteeism in Dagatan NHS.

METHODS

The researchers used quasi-experimental and triangulation method. It also used purposive sampling which there were twenty-five (25) students-absentees qualified for the intervention. Furthermore, the percentage and a weighted arithmetic mean were the statistical tools to identify the result of the study. Later, twelve (12) weeks or three (3) months (January - March 2018) intervention was planned for the identified students and rewards were attached for them for the perfect attendance. After the weeks of intervention, the post-observation through school form 2 and school form 4 was carried out to determine the frequency of absenteeism among senior high school students.

RESULTS

Results revealed that the level of performance in the class of the students-absentees is almost poor according to the computed grades by the teachers. It means that there was a great effect of being absenteeism in the class to the performance of the students because there are some lessons, activities, written etc. that were not undertaken by the respondents due to their absences in the class.

DISCUSSIONS

Findings of the study are the following: the level of performance of the students-absentees during pre-test observation was low level based on the documents came from the teachers and advisers. After intervention, there was a greater change in reducing students' absenteeism. It means that the intervention made by the researchers were efficient and effective. Furthermore, in the level of awareness of the consequences of students-absentees, the result was the present lesson could not understand very well because they need to understand first the previous lessons taught by the subject teachers; that the most problems of the students' absentees were lack of financial, family problems, and far distance of the school from their house.

KEYWORDS: student absenteeism, strategic reward, penalty sytem

SUBMISSION ID: R04A-QUEZON-0035

**Reducing the Dropout Rate of Canda National High School through
Project SAGIP(School Advocacy in Guiding Individual Problems)**

Maricar Tagara, Department of Education Canda National High School

Abstract

INTRODUCTION

Project SAGIP (School Advocacy in Guiding Individual Problems) implemented in Canda National High School as an intervention for reducing dropout rate. The dropout rate in Canda National High School for three consecutive school years are 2.24% for 2012- 2013, 3.11% for 2013-2014, and 5.58% for 2014-2015. The issue on dropout is very alarming. Thus, this research determined the impact of Project SAGIP as intervention for student's at risk of dropping out, identify the factors that contribute to the successful implementation of Project SAGIP and design a proposed school-based implementing guidelines for Project SAGIP.

METHODS

The quasi-experimental and descriptive survey method of research were used in this research. This research applied the purposive sampling where the researcher assessed the programs of Project SAGIP in Canda National High School. The respondents of the study were the specific saved students at-risk of dropping out from Canda National High School.

RESULTS

The factors that contributed to its successful implementation are as follows: social status; good educational leadership; monitoring and evaluation; staff involvement and participation; parental involvement; availability of instructional materials; teacher's training and expertise; community involvement; friendly relationship among teachers and students; priority of the school in the development of academic performance; availability of school facilities; support resources for the needy students; and good implementation of policies and practices.

DISCUSSIONS

The results demonstrated the need to implement an enhanced Project SAGIP to attain 0% dropout rate. There is a need to encourage full support of internal and external stakeholders to achieve this goal.

KEYWORDS: Open High School Program, Dropout , Project Sagip ,Home Visitation, Intervention

SUBMISSION ID: R04A-QUEZON-0244

Research Attitudes of Pamantasan ng Cabuyao Faculty: Basis for The Development and Sustainability of The University Towards Excellence

Jeonilo Dayo, Gulod Elementary School

Abstract

INTRODUCTION

This research involved the faculty members of Pamantasan ng Cabuyao (PNC) both part-time and full-time by considering their profile. The respondents answered the research attitudes considering the following aspects: research activities; research rudimentary tasks; research efficacy; research usefulness; and research involvement. This study was being conducted due to its timely impact to the researcher and the organization itself.

METHODS

The respondents were assessed on the status of university research development and sustainability towards excellence in terms of instructional quality, research and publication, institutional qualification, and extension and linkages aside for their research attitudes. It determined the significant difference in the attitudes of the respondents towards research when grouped according to profile variables. Is there a significant difference on the respondents' assessment on the status of the university research development and sustainability towards excellence when grouped according to profile variables? Is there a significant relationship between the respondent attitudes towards research and their assessment in the university status towards research?

RESULTS

A total weighted mean score of 3.46 revealed that respondents strongly agree and have had highly positive attitudes towards research. Rank first was research activities, followed by research rudimentary task, research usefulness, research involvement and research efficacy. A total weighted mean score of 3.01 showed that respondents have assessed the university status in research development as "evident". Rank 1, research and publication then followed by instructional quality, institutional qualification and extension and linkages. This result shows that there is no significant difference on the respondents' attitudes towards research.

DISCUSSIONS

The study shows also that there was no significant difference on the respondents' assessment on the status of the university in research development and that there is no significant relationship between respondents' attitude towards research and their assessment on the status of the university research development. The strong part of the study relies on how to sustain the research sustainability program and the weakest point a proposed research and sustainability plan. The study however notes that other contributory factors not controlled for by the study, maybe due to the factors such as workloads, habits, compensations and environment.

KEYWORDS: Tenured and non-tenured faculty members, Research Attitudes, Research Development

SUBMISSION ID: R04A-CABUYA-0009

**Resource Management Practices of Public Secondary School Heads of
Their Schools Performance in The Division of Calamba City**

Mary Ann Opulencia

Abstract

INTRODUCTION

To provide quality education to all learners is the most important mission of every educational institution, however reality tells us that its delivery is hindered because of the multifarious problems facing the public schools worldwide.

METHODS

The descriptive correlational design was used to describe the level of performance of resource management practices of public secondary school heads in the Division of Calamba City and its relationship to school academic performance during the school year 2012-2015 and school-based management level carrying out the survey by means of questionnaire patterned from the book of Toma and Schilling (2013). Nineteen school heads and one hundred forty teachers were the respondents of the study from nineteen public secondary schools of Calamba City. The data were statistically treated with the use of the four-point Likert Scale, simple mean, t-test and the Goodman and Kruskal's Gamma Correlation.

RESULTS

Based on the findings of the study, the researcher concluded that the school heads are aware of their duties and tasks as school managers. The school heads give importance to developing the learners academically and providing different programs to improve their skills. In addition, the school heads mark different strategies in managing schools, they manifest their school's strength, needs and priorities.

DISCUSSIONS

The study necessitates a training program that could further improve the observance of Resource Management Practices of the Public Secondary School Heads in Calamba City.

KEYWORDS: school-based management, school performance, curriculum, auxiliary services, NAT

SUBMISSION ID: R04A-CALAMB-0122

Revisiting Domains for Effective K - 12 Basic Education Program

Caroline Hinay, Department of Education, Danao City Division

Abstract

INTRODUCTION

Curriculum guides educators in achieving their goals such as providing basic quality education and laying the foundation for lifelong learning and self-actualization needed for effective citizenship at the local, national and global milieu. When the Philippine basic education curriculum adapted the K-12, it created confusion among educators. This study assessed the knowledge, attitude and instructional competencies of the elementary teachers in order to determine as to what intervention programs could enhance the fullest implementation of K to 12.

METHODS

The study utilized the quantitative-correlation design of research in which Pearson's Chi-Square Test and Kendall Tau were used to determine the degree of relationship between the dependent and independent variables. The study employed the survey method using a researcher-made questionnaire in getting the necessary data from 113 public elementary teachers from Danao City North District. The data were presented through tabular and descriptive forms.

RESULTS

It was revealed that the levels of knowledge, attitude and instructional competency of teachers towards K to 12 basic Education Curriculum fell under the "Average" category. Correlation results revealed that knowledge of teachers on K to 12 had a significant relationship with grade level handled and attendance to seminars/training/workshops. Attitude of teachers towards the benefits of K to 12 had significant relationship with their gender and attendance to seminars/training/workshops. Teachers' instructional competency has significant relationship with grade level handled. It was found out that the most prevalent issues and concerns in K to 12 curriculum were lack/absence of instructional guides; lack/absence of textbooks; lack/shortage of classrooms; and lack of trainings for teachers.

DISCUSSIONS

A general implication could be drawn from the study that there is a need for a comprehensive program that would continually improve the capacity of the public elementary school teachers in the implementation of K-12 curriculum. The study recommends to adapt its output which is a three (3) years development plan on the identified domains of the K-12 basic education curriculum.

KEYWORDS: Keywords: K-12 Basic Education Curriculum, Teacher's Instructional Competency, Quantitative-Correlation Study

School - Based Management (SBM) Implementation of Selected Public Elementary Schools in The North District, Division of Lipa City : Basis for Sbm Plan Model

Angelica Enriquez, Plaridel ES, Schools Division of Lipa City

Abstract

INTRODUCTION

One of the management tools in the management of schools is the School-Based Management reform known as SBM which has only two layers with the Department of Education as the Central Office and the school for which all intermediary layers of management are entrusted. With this concept and ideas presented, decentralization of power and authority is directly cascaded to the school level. Responsibility and decision-making on school operations is being transferred to the school heads. The school level actors are to conform or operate within a set of centrally determined policies and standards. Power given to the school such as decision-making will be made by all those who are closely involved with resolving the challenges of the individual schools so that specific needs of the students will be served more effectively.

It is in this premise that this study analyzes the implementations of the school-based management programs anchored on RA 7160 and RA 9155 respectively of selected public elementary schools in the North District, Division of Lipa City to know how public elementary schools are managed so that an SBM intervention plan may be offered.

METHODS

A combination of descriptive-normative type of research was used in this study. This method involved collecting numerical data to test the hypothesis or answer questions concerning current status which is then conducted either through self-report collected through questionnaire, interviews and observations, using the survey questionnaire checklist on the extent of implementation of the school-based management practices and problems encountered by the school administrators, teachers, and parents.

RESULTS

A Proposed Enhanced School-Based Management (SBM) Plan Model was prepared in accordance with the findings of the study and with the projected areas for improvement for the schools to better understand how quality high performing school should manage their financial, human, physical and material resources to effect quality learning outcomes.

DISCUSSIONS

The results showed that there is a strong need to adopt the Proposed Enhanced School-Based Management (SBM) Plan Model to continuously improve and actively participate towards attaining quality teaching-learning outputs.

KEYWORDS: School-Based Management (SBM), Governance, Leadership

SUBMISSION ID: R04A-LIPAC1-0055

**School Based Feeding Program Relates to Academic Performance of
Julugan Elementary School: Basis for a Plan of Action**

Editha Libag

Abstract

INTRODUCTION

The School Based Feeding Program (SBFP) is an essential aspect in child's growth and holistic development for Severely Wasted and Wasted pupils among schools. To ensure its sustainability, participation of each stakeholder is necessary to enhance academic performance of their children. Academic achievement of pupils occurs within the construct of proper nutrition, living condition of parents, their support to children and their interests as well. Hence, the Department of Education strongly implements this program to improve the academic performance among pupils.

METHODS

The descriptive correlation method has been utilized in this study to determine whether or not, there are relationships between the status of the School Based Feeding Program and the academic performance of pupils.

RESULTS

Among the 250 severely wasted and wasted pupils, their academic performance had increased and interpreted as closely approximating mastery with a higher level after the implementation of the School Based Feeding Program.

DISCUSSIONS

The finding reveals the importance of SBFP implementation in every school since it has a great impact among the performance of learners as shown in the result of the study. After the implementation of the program, relationship among stakeholders was also strengthened. The school was able to identify and implement programs to improve the performance of pupils through canteen income.

KEYWORDS: pacific

SUBMISSION ID: R04A-CAVITP-1458

School Based Feeding Program: It's Impact on The Academic Performance of Severely Wasted and Wasted Pupils of Boot Elementary School

Ronalyn B. Sta. Rita, Salik Tanaw
(Adviser: Ronalyn Sta.Rita)

Abstract

INTRODUCTION

Education is considered as the tool of the country to improve its economy, but how the government can produce quality education if the students are suffering from malnutrition and nutrient deficiency. Health problems are no longer new in the Philippines especially among children in elementary and secondary schools in public.

Both government and non-government organizations launched several feeding programs that can help reduce the malnutrition and nutrient deficiency among students.

According to Gavilan (2014), Senator Grace Poe proposed a Senate Bill 79 also known as Sustansya Para sa Batang Pilipino Act that promotes the School Based Feeding Program in all public schools. Hence, the government launched feeding program to all public schools in the country, they called it School Based Feeding program also known as SBFP.

METHODS

The respondents of the study were given a noticed of meeting with the school principal and the school feeding coordinator. They were oriented on the process of the feeding program as well as the research. The school head and the school feeding coordinator, together with class advisers, explained the advantages and disadvantages of result of the study.

The researcher utilized the Pearson product moment correlation coefficient to compare the two performances of the pupils before and after the feeding program and the t-test to determine the significant difference of two performances.

RESULTS

After 120 days of implementing of the School Based Feeding Program, this study proved that the SBFP has an impact on the academic performance of all severely wasted and wasted pupils of Boot Elementary pupils.

DISCUSSIONS

The results demonstrated that School Based Feeding program should be continuously implemented every school year with sufficient funding from the government. Likewise, we should encourage the parents to serve the nutritious meal at home.

KEYWORDS: academic performance, feeding program, wasted, severely wasted

SUBMISSION ID: R04A-TANAUA-0129

School Based-Management Practices Towards Enhancing Stakeholders Participation in a Child-And Community-Centered Education System

Reinnard Christian Merano, Ph. D.

Abstract

INTRODUCTION

The aim of Department of Education is to improve quality education through the school. Community partnership provides opportunities for community members to support the improvement of student learning. One such strategy is to decentralize education decision - making by increasing parent and community involvement in schools - which is popularly known as School - Based Management (SBM). Moreover, they institutionalized ACCESs - A Child - and Community - Centered education system to empower participation of the community. However, there seem to have a very few support still to the many positive views showered on SBM as some issues and problems were said to be observed during its implementation. Thus, it is really a timely move to investigate how is SBM being implemented in the school setting.

METHODS

The mixed method of research was used in the study. The respondents of the employed among the 56 school principals, 168 teachers, 112 parents and 112 barangay officials in selected public elementary schools in Region IV - A that fell in the developing level and maturing level in which they were chosen by means of fish bowl sampling technique. An open-ended self-devised questionnaire and a semi- structured interview was constructed. Percentage weighted mean, Spearman Rho and ANOVA were used as statistical treatment.

RESULTS

The result showed that there is significant relationship in the implementation of the best practices of ACCESs and the stakeholders' participation and there is a significant difference in the implementation, problems encountered and stakeholders' participation according to provinces. Thus, a "strongly acceptable" restructured model has been proposed in which the it manifests very helpful, responsive, authenticity and ethical management of the school.

DISCUSSIONS

The result determined that parents and barangay officials are both in "practiced" level on the implementation of ACCESs. Also, the stakeholders must have a rapport and support system for the benefit of the learners. It is recommended that School heads, teachers, parents and barangay officials may continuously work hand in hand and be trained to improve the school with regards to the school based management.

KEYWORDS: Child - and Community - Centered Education, School Based - Management (SBM), SBM Practices, Stakeholders' Participation etc.

SUBMISSION ID: R04A-QUEZON-0376

School Climate and Parental Involvement in School Activities

Regelio Sabandal & Regelio B. Sabandal

Abstract

INTRODUCTION

The educational system in the Philippines, in spite of some efforts such as established by Parents-Teachers Association (PTA) to increase parental involvement at school has not yet reached to a high level as expected. The researcher had observed the less participation of parents in any school activities in most of the schools of Tago 2 District that caused low academic achievements of their pupils. In this study, the researcher provides intervention programs to address the aforementioned gaps.

METHODS

Lottery Method and Stratified Proportional Random Sampling was used in identifying the respondents. There were eleven teachers and Two hundred two parents across 6 indicators of school climate and 10 indicators for Parental Involvement to set a standardized survey questionnaire. Data in the quantitative description was analyzed quantitatively.

RESULTS

The results of the study found out that most of the teacher-respondents are middle-aged, all females who completed their college education. They are in the entry level position in teaching serving for five years the most and have obtained seminars and training on parental involvement. For the parent-respondents, they belonged to the middle-adult age-bracket. They are mostly males obtaining a high school degree. Their mode of income is through farming earning 5,000 a month. On the extent of the respondents' rating on school climate, both teachers and parents exhibit a very satisfactory rating on all six dimensions of school climate. On the significant relationship between the profile of the respondents and the school climate, only the position of the teacher-respondents obtained a significant relationship. On the level of parental involvement as perceived by the two groups of respondents, the overall rating for all benchmark statements is very satisfactory. On the significant relationship between the school climate and parental involvement, both groups perceived it to be highly significant.

DISCUSSIONS

The results demonstrated the need of active participation of parents in any school activities of their children. There is a need to adopt the intervention program suggested in this study and also enhance the parental involvement and the school climate as a whole. Implementation of "Engaging Parents in Schools: Building Parent-School Partnership: A Three-Year Intervention Program" was a constant factor in the success of the innovation.

KEYWORDS: School Climate, Parental Involvement

SUBMISSION ID: R013-SURSUR-0160

School Climate Perceptions among Different Stakeholders

May Anne Joy Romanes, Department of Education - Division of Cavite

Abstract

INTRODUCTION

School climate is a widely-researched topic. However, most researches available have been limited to the perceptions of just the teachers and students. Since school climate covers the perceptions of different stakeholders, wider scope, especially in terms of the respondents, should be addressed in order to get a more accurate and clearer view of the climate in a given school. In addition, most of the researches about school climate were done abroad, very few have been conducted in the Philippines, where we, in fact, pride ourselves in supporting the United Nations Decade of Education for Sustainable Development since 2005-2014 and the ASEAN Environmental Education Action Plan in 2014-2018.

METHODS

This study used quantitative research design using case study approach. The study was conducted in a small public elementary school in the Division of Cavite from January to May 2016 among the following respondents namely: (1) teachers, (2) pupils, (3) parents, (4) school principal, and (5) non-teaching personnel. The questionnaire included the 3 dimensions of school climate namely physical, social and academic dimensions. One-way Analysis of Variance and Tukey-Kramer Multiple Comparison Test were used to determine if there is any significant difference between and among means.

RESULTS

Results showed that the school principal and the teachers had the highest perceptions of the school physical climate, while the non-teaching personnel got the lowest. The parents and pupils obtained similar perceptions. In terms of the social and academic climates, as well as the over-all school climate perceptions, the school principal obtained the highest mean score, while the non-teaching personnel got the lowest. The mean scores obtained from the school principal and the non-teaching personnel in these areas were significantly different from the mean scores obtained from the teachers, pupils, and parents.

DISCUSSIONS

This study suggested that there might be differences among the perceptions of school stakeholders, particularly among the (1) principal, (2) non-teaching personnel, and the (3) teachers, pupils, and parents. Although differences in perceptions were part of the diversity in organizations, the study proposed that the stakeholders must open with these differences, discuss them formally, and use them in improving the overall climate “physical, social, and academic dimensions” of the school.

KEYWORDS: School climate, School stakeholders, Physical Climate, Social climate, Academic Climate

SUBMISSION ID: R04A-CAVITP-0102

School Climate, Administrators' Leadership Behavior and Teachers' Emotional Intelligence: Determinants of Teacher's Job Satisfaction and Internal Efficiency of Public Secondary Schools

Editha Robillos, Makiling Integrated School

Abstract

INTRODUCTION

The demand of the twenty first century is to challenge institutions with quality of excellence. In these times of heightened concern for student learning, school leaders are being held accountable for how well learning leaders teach and how much they respond to complex environment and serve all students. Since the keystone in the educational edifice is doubtless, the teacher, the quality of his effectiveness is considered to be associated with his satisfaction towards the profession. Improving any one of these influences will lead in the direction of job satisfaction. Making less satisfactory in any one of these influences will lead in the direction of job dissatisfaction. This is why it is very important that these needs be addressed and answered at once to boost the country's quality education of the organization and grease the wheels of its machinery.

METHODS

A total of 369 public secondary high school teachers of 41 National Secondary Schools in the Division of Sta. Rosa, San Pablo and Calamba City, categorized as big, medium and small school served as the respondents of the study. The descriptive type of research was used and applied an adapted and modified questionnaire as the main tool in gathering the needed information. The following statistical tools were employed to treat the data gathered, which include frequency, percent, mean, standard deviation, Pearson product moment correlation coefficient, and regression analysis

RESULTS

The tests of correlations among variables being used in the study yield results that school climate, school administrators' leadership behavior, and teachers' emotional intelligence significantly relate with teachers' job satisfaction across the three school types. The regression analyses of variables reveal that input variables: school climate leadership behavior of school administrators and emotional intelligence of teachers significantly predict and relate the teachers' job satisfaction.

DISCUSSIONS

The result demonstrated that organizational behavior lies in the hands of the school administrator, he is in the position to maximize their school to produce teachers' quality performance. It is important as it may awaken satisfied teachers to conduct periodic self- assessment for the improvement of their teaching performances. This study may have implications for leader selection, training, evaluation, employee retention, and succession strategies. To validate further the findings, a parallel study may be conducted both public and private institutions

KEYWORDS: school climate, administrators' leadership and job satisfaction

SUBMISSION ID: R04A-CALAMB-0180

**School- Community Partnership in Governance and School
Development of Nuevo Paraiso Elementary School**

Aurelia Gutierrez & Michelle Ann C. Luzon

Abstract

INTRODUCTION

School -Community Partnership is any relationship between and among educators, students, families and the community at large work together in bringing about better and improve school performance. It provides opportunities for community members to support the improvement of student learning. (Department of Education, 2012)

Nuevo Paraiso Elementary School experience less stakeholders' participation based on attendance during programs and activities of the school. Based on SRC 2017, 75% or 24 out of 32 parents are participative, no other community stakeholders support school activities and projects. The school has only Parent-Teacher Association as working body and partner of the school towards progress.

METHODS

The researchers utilized purposive and descriptive research design. Descriptive research aims to gather data that describes event and then organizes, tabulates, represents and describes the data collection. It uses visual aids such as graphs and charts to show the distribution. (Key 1997). It is used to determine the contribution of School-Community Partnership to the development of learner's performance and school development. It is purposive because researchers used researcher-restructured and researcher-made questionnaires with two parts to be answered by selective respondents.

RESULTS

Based on the survey on socio-economic background of the stakeholders on educational level, 30% of them were high school graduate, college undergraduate and high school undergraduate is 20% and only 5% is college graduate. 90% were self-employed and 70% of them earned less than 5,000.00 a month. Stakeholders highly participate in assisting school community in sourcing out funds for pupils' development and school improvement, willingly took part in school's maintenance by extending some of the needed resources and participate actively in the different activities initiated by the schools. The rest initiated activities interpret as moderate participation.

DISCUSSIONS

Based on the results of the study, the school's performance improved because of stakeholders' support. School garnered awards in the district and even in the regional level. Though some of the stakeholders were struggling money for their daily needs but they find ways to support their children in school and for the improvement of the school. Financial and physical support of the stakeholders were very important for the progress of the school.

KEYWORDS: School, community, Partnership, performance, Stakeholders

SUBMISSION ID: R013-SURSUR-0167

**School Cultural Values: Its Correlation to Teachers' Performance among
Public Elementary Schools in Calabarzon**

Nilda San Miguel, Masapang Elementary School

Abstract

INTRODUCTION

Educational leaders and teachers greatly contribute in acquiring quality education. On the other hand, positive school cultural values can produce competent teachers having high performance rate. This study was conducted to explore on the possible correlation of school cultural values and the teachers' performance in public elementary schools in CALABARZON.

METHODS

This paper made use of a descriptive design in research. Teachers were asked to answer survey questionnaire that inquired of their age, sex, position, educational attainment and length of service in public elementary school. Also, they rated their own school in different school cultural values - power distance, masculinity/femininity, uncertainty avoidance, and collectivism/individualism. Teachers were also asked to provide data of their performance in terms of instructional competence, learning environment, personal growth and professional development. Fifteen (15) schools were randomly chosen for each of the groups of high performing, medium performing, and challenged schools based on average NAT results for three (3) consecutive years. In each school, five (5) teachers were randomly selected to serve as respondents of the study, making a total of 225.

RESULTS

None among the variables of teacher's profile, both for high performing and low performing schools, showed significant relationship with teacher's performance. For medium performing schools, age and position significantly relate to personal growth, professional developments and instructional competence. The null hypothesis that there is no significant relationship between teacher's profile and teacher's performance is partly sustained. For correlation between teacher's performance and school cultural values, personal growth and professional development are significantly related to high power distance for high performing schools. For medium and low performing schools, none among the variables of teachers' performance significantly relate to school cultural values. The null hypothesis that there is no significant relationship between teacher's performance and school cultural values is partly sustained.

DISCUSSIONS

Teacher's performance varies unpredictably with school culture. But it was noticed that as the level of femininity increases, the level of school, home and community linkages also increase. Factors suggested to be affecting teacher's performance are style of leadership, type of community where the school is, and support of local government to the school.

KEYWORDS: School culture, power distance, collectivism, individualism, masculinity, femininity, teacher's performance

SUBMISSION ID: R04A-LAGUNA-0006

Culture and Climate: Inputs to Schools' Best Practices and Improved School-Based Results

Mylene Laylo, Department of Education

Abstract

INTRODUCTION

The culture of the Filipinos mirrors a pure blend of different cultures inherited from the foreign forefathers. The idea that the Philippines had been under the influence of foreign countries which contributed a lot to the educational system in the Philippines and left an imprint on the culture existing in schools up to this present generation makes the researcher interested with how the school culture of today predicts the best practices and performance of the school.

METHODS

This study employed the use of descriptive research design. A researcher-made questionnaire was designed to draw out information from 78 school heads and 1262 teachers in public elementary schools in the second congressional district in the Division of Quezon with regards to how they perceive school culture and climate of their school. In evaluating the significant difference in the assessment of the school heads and teachers regarding school culture and climate of the school, Analysis of Variance (ANOVA) was used. In determining the predictability of the school culture and climate on schools' best practices and school performance, Multiple Regression Analysis was utilized.

RESULTS

There is a significant relationship that exists between variables of school culture schools' best practices with the exception to toxic culture and curriculum and instruction. Furthermore, a significant relationship is found between school culture and performance. Moreover, all the variables under school are significantly related to the best practices of the school while all the variables under school climate and school performance are significantly correlated.

DISCUSSIONS

Since the findings revealed that school culture are found to have significant effect on the best practices and school performance, the school heads and teachers may strengthen collaborative, collegial and mentoring culture on their school to minimize the existence of toxic culture which significantly affects the performance of the school in terms of internal efficiency, teacher performance and pupils' achievement. Moreover, assessment significantly affects the performance and best practices of the school so adequate and regular assessment on the performance of the pupils and teachers and the school heads' management of the resources and their accountability to continuously improve the school may be conducted to consistently monitor if there's already progress and it may serve as a reflection of the performance of the school and make necessary improvements.

KEYWORDS: culture, climate, performance, best practices

SUBMISSION ID: R04A-QUEZON-0137

**School Governance and Management Practices of Secondary School
Heads in The Schools Division Office (Sdo) of Camarines Sur**

Sueno Luzada, Jr., Department of Education

Abstract

INTRODUCTION

The researcher considered both the school governance and management practices of school heads in the Schools Division Office (SDO) of Camarines Sur in order to identify the weaknesses of school heads that need reinforcement and the strengths that need to be sustained.

This action research was funded under Basic Education Research Fund (BERF) through the facilitation of the PPRD Region V.

METHODS

Descriptive method was employed in discussing the responses to the research questions on the school governance and management practices. To clarify some items without answers in the questionnaire, interview was conducted.

RESULTS

This study arrived with the following findings: (1) the school heads and teacher-respondents have the same perceptions in the governance and management practices of school heads as resource provider, communicator, and visible leader—are excellent; (2) school heads and teachers have the same perceptions on management practices level of efficiency along planning, organizing, controlling and leading of school heads; (3) school heads and teachers have different insights on school heads leadership practices terms of position; (4) school heads and teachers have the same insights on school heads leadership practices terms of permission, production, people development, and pinnacle; (5) there is a significant relationship between the perception of teachers and school heads in governance and management practices in the different levels of leadership of school heads; and (6) an operational plan and/or a training design can be formulated in order to enhance the managerial capabilities or governance and management competences of the secondary school heads.

DISCUSSIONS

Based from the assessment made, the researcher conceptualized an operational plan in order to enhance the school governance and management practices of the secondary school heads in SDO Camarines Sur to assist the stakeholders. The plan, may guide SDO Camarines Sur particularly the School Governance and Operations Division (SGOD) for a beneficial, sustainable and ultimate expectation for future generations school heads and will eventually be able to maintain and improve society. The researcher is confident that the output of this research will help strengthen the abilities and capabilities of school heads in governing and managing their respective schools and enhance their professional endeavor.

KEYWORDS: school governance, management practices

SUBMISSION ID: R005-CAMSUR-0050

School Heads' Level of Proficiency and Teachers' Performance Basis for Professional Development Program

Salvador Espineli, Department of Education

Abstract

INTRODUCTION

This study was conducted to assess the proficiency of school heads and teachers' performance in the Division of Cavite as basis for proposed professional development program of the school heads. Specifically, the study determined the level of school heads' proficiency, teachers' performance and the relationship that exist between the school heads' level of proficiency and level of performance of teachers in the Division of Cavite Province and proposed professional development plan in order to enhance the school heads' proficiency level.

METHODS

Descriptive - correlational research design was utilized in this study. Participants in this study were twenty - four school heads, 12 district supervisors and one hundred eighty-four teachers that came from the twelve central and twelve no - central schools which were randomly selected in the Division of Cavite. A structured survey questionnaire was used to gather the information from the respondents.

In order to assess the proficiency level of the school heads, the Department of Education's (2012) or the National Competency - Based Standards for School Heads (NCBSSH) was utilized.

RESULTS

The seven domains of the school heads' level of proficiency were assessed by the three respondents with the general mean average of 3.85 by the school heads, 3.80 by the district supervisors and 3.75 by the teachers to a very high extent.

The level of proficiency of school heads were found out to be at a very high extent with the general mean average value above 4.50 in the seven domains, the district supervisors and the teachers. The teachers' level of performance was high as manifested by the high percentage mean results.

There are no significant differences in the assessment of the three groups of respondents as to the level of proficiency of school heads which implies that they agree on the seven domains being practiced by the school heads in their respective school area.

Finally, there is a significant relationship between the level of proficiency of school heads and the level of performance of teachers which was manifested by very high correlation coefficient between them.

DISCUSSIONS

In as much as the group of respondents do not differ on the level of proficiency of the school heads, it is a manifestation that there was a deeper and serious sense of responsibilities on their part and it is just proper to support their ideas in terms of school projects and programs for the benefit of the school and the learners.

KEYWORDS: Proficiency, Performance, Professional Development Program

SUBMISSION ID: R04A-CAVITP-1136

School Heads' Management of Change and Implementation of School Innovations: Bases of Improving School Performance

Josephine Ofrin, School Head

Abstract

INTRODUCTION

Schools nationwide are grappling with serious problems ranging from outbreak of violence and crumbling facilities to staff shortfalls and chronically low academic expectations for students. There is no doubt that the schools need good leaders who are accountable and responsive. There is a need to re-focus school heads' function toward that of active control over variables and factors that affect success.

METHODS

The questionnaire was used as the main data-gathering instrument which has four parts, the first of which focused on the profile of the respondents in terms of age, gender, highest educational attainment and length of service. The second part encompasses the description of school heads as managers in terms of human rights advocacy, decision making, instructional leadership, resource management and conflict resolution. The third part are the factors that influence the school heads' management of change which include organizational culture, educational values, motivation and school philosophy. Finally, the last part dwells on the implementation of innovations of school heads to cope with changes in terms of school administration and school supervision.

RESULTS

On the data gathered, the following important results were summarized as follows: School heads described as managers "highly evident" in the implementation of management of change in terms of human rights advocacy, the respondents saw that school heads promote human rights, decision making, instructional leadership, resource management, and conflict management. The extent of influence factors to the management of change of school heads' in coping changes is described to a "very great extent" as to organizational culture, educational values, motivation, and school philosophy. Perception on the effects of management of change to the implementation of innovations by school heads in terms of school administration, and school supervision were both interpreted with "great extent".

DISCUSSIONS

The results showed that the school head may provide opportunities, since teachers are accepting leadership roles. They serve as the steering wheel to get into the right direction and that is the achievement of the greater and lawful good for the school and the learners. Teachers may participate to learn new skills to increase student learning. Pupils may be open for change and be able to adapt with the innovations since they are the end-beneficiaries of the learning institution.

KEYWORDS: MANAGEMENT

SUBMISSION ID: R04A-TANAUA-0104

School Learning Action Cell (Slac) Sessions and Teachers' Professional Development in Buhaynasapa National High School

Jhimson V. Cabral & Mariz R. Millando, Buhaynasapa National High School

Abstract

INTRODUCTION

As stated in Department of Education Order No. 35, s. 2016, Learning Action Cell (LAC) is a session conducted by group of teachers who engage in collaborative learning sessions to solve shared challenges such as learners' diversity, content and pedagogy, assessment and reporting, and ICT integration. These LAC Sessions served as school-based continuing professional development strategy for the improvement of teaching and learning. As such, this study aimed to assess the perceptions of teachers about the conduct of LAC sessions, its effects on their professional development, and the problems encountered in participating to it.

METHODS

The study used descriptive method with validated questionnaire as research instrument. The respondents were the 67 teachers of BNHS, School Year 2018-2019, obtained through purposive sampling. The researchers sought the approval of the authorities before personally administering the research instrument used.

RESULTS

As revealed in the study, 56.7% of the teachers' population are in age ranging from 22 to 34, 79.1% are female, and 53.7% are married. In addition, 47.8% are Teacher I, 49.3% are in the service for not more than 5 years, and 43.3% are with units leading to a Master's Degree. On the other hand, the respondents strongly agreed that LAC sessions in BNHS helped them in modifying and enhancing their teaching practices with a weighted mean of 3.64. However, they disagreed that these sessions were able to provide a clear statement on the positive impact to student learning. LAC sessions also contribute much in developing ethics and professionalism among teachers; however, research and innovation is the weakest area with 1.98 composite mean. In addition, the respondents strongly agreed that they always encounter problems in identifying the relevance of LAC sessions to their teaching profession. Using paired sample t-Test, this study revealed that there are significant differences on the effects of LAC sessions to teachers' professional development when group according their profile based on the obtained p- values lower than 0.05 level of significance.

DISCUSSIONS

The findings clearly indicated that the conducted LAC sessions contribute much to teachers' professional development. However, there is a need to provide clearer objectives about its intent and significance to teaching and learning. Sessions about research and innovation must also be strengthened. The diverse profile attribute of teachers must also be considered in designing sessions for professional development.

KEYWORDS: LAC, learning action cell, teachers, professional development

SUBMISSION ID: R04A-BATANP-1358

The Impact of The Search for The Greenest and Cleanest Classroom Program on Solid Waste Management: Basis for Continuous Improvement Program (Cip)

Janeth Perez, Department of Education Calubcub 1.0 National High School

Abstract

INTRODUCTION

Republic Act 9003 is an act providing an ecological solid waste management program for any institution requiring an effective and efficient mechanism in handling solid wastes generated in an area. However, this act is often taken for granted and violated even though proper waste disposal was strictly implemented. Many people are still unaware of the protocol. In an institution, maintenance of orderliness and solid waste management are among the hardest concerns. Strict implementation is required, and a valuable program should be implemented to materialize and abide this law. This study utilized the Search for the Greenest and Cleanest Classroom Program to support the Solid Waste Management Act.

METHODS

This study was conducted at Calubcub 1.0 National High School, Calubcub 1.0, San Juan, Batangas. A total of fifty (50) purposively selected students and teachers were chosen as respondents. The data were gathered using questionnaires and treated statistically using weighted mean, frequency distribution, ranking and Likert scale. The researcher used descriptive, both qualitative and quantitative research design since, it will try to dwell on a particular situation about present condition.

RESULTS

This study shows that the respondents agreed on the impact of the Search for the Cleanest and Greenest Classroom Program on solid waste management. The researcher found that this program impacted the storage and collection of solid wastes to great extent and somewhat affect the amount of disposal. Furthermore, the cleanliness and orderliness of the school was somewhat maintained during the implementation of the program. Search for the Greenest and Cleanest Classroom Program should be sustained and linkages to the different stakeholders should be strengthened for better implementation. The procedure of this study increased the awareness of both students and teachers. The criteria used became the basis on the maintenance of proper solid waste management.

DISCUSSIONS

The results show that the Search for the Greenest and Cleanest Classroom Program greatly affects the solid waste management strategy at CNHS. However, disposal procedures should be improved for optimal development. Evaluation should be strengthened, and implementation should be sustained. Conservation could be more practiced if the recyclable wastes can be converted into a useful material as project in TLE or science. This is in addition to the previous practice of selling bottles after collection as an income generating activity of the club.

KEYWORDS: Solid Waste Management, Search for the Greenest and Cleanest Classroom, Continuous Improvement Program

SUBMISSION ID: R04A-BATANP-1540

**onlineThe Implementation of Accreditation and Equivalency Program
of Alternative Learning System in San Miguel II District, San Miguel,
Surigao Del Sur**

Vebian M. Mission, Teacher
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

Seeing those out-of-school youth and adults and the less fortunate people deprived by the opportunity to attend schools and failed to finish their studies for some reason made the whole research meaningful and substantial. It sought to find solutions to the existing problem specifically on the implementation of Accreditation and Equivalency Program (A&E) of the Alternative Learning System to the identified locale of the study. It served as an eye-opener to the whole community and to the respondents concerned on how to address the needs of those dropout learners who still wished to complete their basic education and still aspire for their better and brighter future.

METHODS

A total of one hundred thirty-nine (139) responded to the questionnaire across twelve (12) barangays in the 2nd district of San Miguel, Surigao del Sur. This study utilizes descriptive-evaluation method. This survey method collected data through questionnaire survey and interviews. It was descriptive since the solicited facts were accurately treated, interpreted and described.

RESULTS

To mainstream A & E passers to formal education is the top priority of the program, as well as to equip learners with skills based on the A & E program. In the secondary level, there is an impressive and remarkable success in the number of takers in the said examination with the frequency of 10 out of 10 which implies 100% success rate from one of the community learning centers. There was also constant support coming from the local government/stakeholders. It was also revealed that the respondents experienced minimal problems during the implementation of Accreditation and Equivalency Program of ALS. The respondents rated insufficient physical facilities required for effective delivery of A & E program as the first rank with the highest weighted mean of 3.91.

DISCUSSIONS

In order to provide a system for assessing levels of literacy and other non-formal learning achievement covering basic and functional education skills and competencies designed, the Government and Dep-Ed Personnel is to provide sufficient financial assistance for the acquisition of effective facilities and materials needed by the learners in order for them to be fully equipped and that there is a need to conduct a seminar workshop for updates and intensified teaching strategy through updated instructional materials

KEYWORDS: Effectiveness, Accreditation and Equivalency Program, community learning center

SUBMISSION ID: R013-SURSUR-0195

The Implementation of Alternative Learning System in Surigao del Sur Division

Menerba M. Dapar

Abstract

INTRODUCTION

The traditional view of delivering education is through the school system. But there is now a parallel and equivalent learning system that is an alternative to the school-based system of learning, the Alternative Learning System (ALS) consists of both the non-formal and informal education. Both of which are based on the competencies of the Alternative Learning System curriculum of the Department of Education, which in turn, is parallel to the formal education curriculum where both curricula address the Education For All (EFA), a goal of basic and functional literacy for all. It is in this light that the formal education and the Alternative Learning System (ALS) are said to be parallel and comparable.

METHODS

This study made use of the descriptive evaluation research method. Mean and standard deviation was used to determine the manifestation of the system factors in terms of administrative support, LGU support and commitment of ALS implementers. Pearson's r was employed to determine the relationship between the system factors and the level of implementation of ALS programs.

RESULTS

The Basic Literacy Program is on a high level of implementation. The support of the system factors: Administrative Support, Local Government Unit Support and Commitment of ALS Implementers is significantly related to the level of implementation of ALS Programs; Committed implementers were the prime factor in the effective implementation of Alternative Learning System programs.

DISCUSSIONS

The inadequate support from the Local Government Units was indicative of no strong partnership between ALS and LGU. There should be a Capability Building for the Local Government Units to increase their awareness and support to the programs, projects, and activities of the Alternative Learning System.

KEYWORDS: implementation, Alternative Learning System, program

SUBMISSION ID: R013-SURSUR-0273

The Imposition of Administrative Sanctions; Its Effect on the Performance of the Administrative Personnel of Department of Education Camarines Sur

Maria Divina Calleja, Department of Education

Abstract

INTRODUCTION

Among the goals of every organization is eliciting the best from its personnel in terms of performance in order to keep the organization's support base intact and fully contributory in the achievement of its goals.

The power to discipline is an inherent right and duty in every organization. Without it, the very aims and purpose for which it was organized cannot be achieved. Discipline must be present in any organization to ensure that subordinates carry out the instruction of their superiors and abide by the established rules of conduct in the organization. It shall be the result of constructive, positive leadership, exercised within the framework of a clear, consistent disciplinary policy.

The researcher aims to explore the effects of implementing administrative sanction on the performance of Administrative Personnel of the Division of Camarines Sur and thereafter to possibly present an "evidence-based" assessment on their performance based on the data gathered.

METHODS

The gathered data came from the actual observations made on the Administrative Personnel who was around four (4) females and the rest are males. Some are from the Municipality of Pili, Camarines Sur while others are from the other municipalities of Camarines Sur. As to their present jobs, there are drivers, utility personnel, administrative assistants, administrative aides and even administrative officers (permanent and casual). The age bracket ranges from twenty-one (21) years old to fifty-eight (58) years old.

RESULTS

Only the lowest Administrative sanctions on erring Division Office Personnel was imposed, e.g.; non-disciplinary action such as AWOL and the issuance of Memorandum or stern warning. Some administrative complaints against Division Office Personnel just became dormant.

DISCUSSIONS

The imposition of Negative Discipline or Administrative Sanction on erring Division Office personnel was never given priority because of the many concerns surrounding the functions of Administrators of the Division but instead, Positive Discipline was always applied.

KEYWORDS: Punitive Actions, Administrative Sanctions, Administrative Personnel, Performance

SUBMISSION ID: R005-CAMSUR-0104

The Influence of School Heads' Competencies in Enhancing The School Performance in The Division of Camarines Sur

Maro Bardonado, Lourdes Elementary School, University of Northeastern Philippines

Abstract

INTRODUCTION

This study determined the influence of school heads' competencies in enhancing the school performance in the Division of Camarines Sur.

METHODS

The researcher utilized the descriptive-evaluative-inferential method. The data pertinent to the present study were gathered using questionnaire, documentary analysis and interview. The statistical tools used in the treatment of data were mean, frequency count, weighted mean, percentage, ranks, t-test for paired samples, and Wilcoxon Signed Rank Test.

RESULTS

In the study, it is revealed that the performance indicators changed minimally for 2013-2014 and 2014-2015. There is no significant difference between the performance indicators of the public elementary school in the Division of Camarines Sur for 2013-2014 and 2014-2015. Mostly, the school heads rated themselves as outstanding along the different domains for school leadership and management behavior indicators and very satisfactory in some other areas. Also, there is no significant difference on the rank orders of the level of school heads competencies between central and non-central school. Furthermore, the level of influence of the school heads' competencies in enhancing school performance, along self-management, professionalism and ethics, result focus, teamwork, service orientation, innovation, leading people, and people development is considered "Very High" on the school's Graduation Rate, Failure Rate, Drop-out Rate, Participation Rate, Enrolment Rate, Survival Rate, Retention Rate, and Completion Rate; with "High" influence on Transition Rate, Promotion Rate, and Repetition Rate.

DISCUSSIONS

The result of the research demonstrates the need to enhance more the competencies of the school heads for the increase in school performance. As recommended by the researcher herself school heads should be provided further trainings, successfully fulfill his/her role by delivering exceptional performance, they need to have a good vision to share ideas on how to better promote teaching and learning and to prioritize the implementation of many projects, improve the school performance indicators significantly by being fully competent through continuous training and development that is manageable, customer-focus, result-oriented, professional and meaningful, be reflective practitioners and lifelong learners so as to keep abreast of the times and continue to grow and excel. Also, to pursue continuing education, share experiences and collaborate in leading innovative management strategies.

KEYWORDS: Influence, School Heads' Competencies, Enhancing School Performance

SUBMISSION ID: R005-REGOFF-0000

**The Instructional Approaches and Methods By Mathematics Teachers
of The Public Elementary School in The District of Rosario, Cavite**

Richard Pinto

Abstract

INTRODUCTION

The ultimate success of classroom instruction mainly depends on what happened in the classroom. The teachers' creativeness in teaching will spell the difference between success and failure in her teaching. This study was conducted to examine the instructional strategies preferred and used by Mathematics teachers and the impact of those strategies in their teaching performance and pupils' academic achievement in Mathematics.

METHODS

The study used the descriptive method of research whose main purpose is to gather information and to describe the nature of existing situation. This is used by the researcher to determine the approaches and methods used in teaching Mathematics and the difficulties encountered in Mathematics by the pupils.

RESULTS

As perceived by the pupils, the following weighted means and interpretations were obtained: Lecture Method 4.53, Collaborative Approach 4.51 and Puzzle Solving Method/Jigsaw with a weighted means of 4.41 are all interpreted of ALWAYS. The Highly Effective instructional approaches and methods in increasing interest in Mathematics are Localized Video / Multimedia Presentation with the weighted mean of 4.42. The Highly Effective Instructional Approaches and Teaching Methods in helping pupils in their learning difficulties in Mathematics are Localized Video / Multimedia Presentation with the weighted mean of 4.34. The Highly Effective Instructional Approaches and Methods in improving their grades in Mathematics are Localized Video / Multimedia Presentation with a weighted mean of 4.37.

DISCUSSIONS

The teachers said that they always used lecture methods, puzzle solving method/jigsaw, localized video/multimedia presentation. There is a significant difference between the perceptions of the teachers and their pupils with regards to the Collaborative Approach while there is no significant difference for Constructivist Approach, Integrative Approach, Inquiry-Based Approach, Reflective Approach, Lecture Method, Discovery Method, Puzzle Solving Method/Jigsaw, Peer Teaching and Localized Video/Multimedia Presentation. There is no significant difference in the perceptions of the teachers and pupils regarding the difficulties in Mathematics encountered; Solving Word Problem, Computations Involving Fraction, Area, Surface Area and Volume, Language Comprehension Impairment, Counting Speed is Slower than in Other Learners, Memory Problems and Omission of Digits and Numerals.

KEYWORDS: INSTRUCTIONAL APPROACHES AND METHODS

SUBMISSION ID: R04A-CAVITP-0306

The Integration of The Use of Technology in The Classroom: Basis for Effective Instruction

Ruby Custodio, Department of Education

Abstract

INTRODUCTION

It is believed that computers can improve the quality and quantity of teaching and student learning. Basically, the general public demands that technology becomes part of the educational process. This demand needs educational efficiencies forcing technology deep into the academy (Warren, Wilson) 2007. Like sophisticated interactive video, it is imperative to see technology as a means to improve learning. It is on this context that the researcher is motivated to conduct an investigation to evaluate teachers and students on the use of technology in the classroom.

METHODS

The study used the descriptive research design, using survey method. This is the most appropriate design to be used in this particular study since the proponent wanted to determine the perception of teachers and students on the use and the ability to integrate technology in the classroom. The proposed study used two sets of instruments. Part I of the instrument was designed to draw information on the demographic profile of the teacher's respondents in terms of: age, sex, civil status, educational attainment, rank/designation, number of years in service. Part II of the instrument pertains to the respondents' perception on the use of technology in the classroom. This instrument was validated using test-retest method.

RESULTS

Based on the findings of the study the following results were made: 1. The female were the dominant gender of the respondents, educationally qualified and experienced teachers; 2. The teachers strongly agree that students today are digital natives and that; Computers help them to learn in a meaningful way. Technology is a motivating and useful tool but should not be overly relied upon. They must use this tool to create desktop publishing, digital videos, digital cameras, scanners or graphics and make use of technology in evaluating the output of students such as electronic portfolios. 3. That students "strongly agree" that they enjoy working with a computer, use of computers to improve the quality of my work; make use of technology in creating output. 4. There is a significant relationship in the teachers' and pupils' perception in the use of technology in the classroom.

DISCUSSIONS

The teachers' perception/experiences on the use of technology in the classroom indicates that they strongly agree on the following : Students today are digital natives; we need our classrooms to embrace a 21st century curriculum; technology creates an environment of greater student collaboration; computer helps me to learn the material in a meaningful way; technology is a new and exciting way of communicating with and motivating and useful for my subject area; technology is a motivating and useful tool, but should not be overly relied upon; use the internet to communicate with my students such as email, mailing lists, conferencing, social sites (e.g. Facebook, Twitter); use technology to create desktop publishing, digital videos, digital cameras, scanners or graphics and make use of technology in evaluating the output of students such as electronic portfolios.

KEYWORDS: computer, computer literacy, educational technology, integration, learning environment, technology

SUBMISSION ID: R04A-BATANP-2252

**The Leadership Behaviors of The Public Elementary School Principals
in The District of Cabuyao Cluster II and Its Relations to Their
Teachers Performance**

Grace Cardoza, Mamatid Elementary School

Abstract

INTRODUCTION

Leadership can be defined as a process by which one individual influence others towards the attainment of group and organizational goals. The study aimed to investigate the leadership behaviors of school principals and its relationship to the teachers' performance. It focused primarily on the following problems: How are the leadership behaviors of Public Elementary School Principals in the District of Cabuyao Cluster II as assessed by themselves and by their teachers in terms of their leadership behaviors and how are they related to their teachers' performance.

METHODS

This descriptive study investigated 233 teachers and five school principals from five schools in Cabuyao District Cluster II. Their perception of the school principals' leadership behavior was measured by the twelve subscales of the survey questionnaire such as Integration, Representation, Consideration, Initiating Structure, Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Superior Orientation, Tolerance of Freedom, Tolerance of Uncertainty, and Role Assumption. A demographic profile is also asked to further determine the respondents' school status.

RESULTS

Results obtained from the survey questionnaire were displayed in tables with the twelve leadership behaviors as dependent variables with means of teachers and school principals' perceptions of the school principals' leadership behavior. The frequency and percent distributions were used in presenting the profile of the respondents; while concerning the manifestation of leadership behaviors of school administrators, the five-point Likert Scale and the simple mean were used; and to establish the relationship between leadership behaviors and teachers' performance based on CB-PAST, the Pearson product-moment correlation was used.

DISCUSSIONS

In all perceptions of twelve leadership behaviors tested, school principals tended to rate themselves higher than the teachers. All areas were rated differently, for school principals the twelve leadership behaviors were highly manifested whereas for teachers they were just manifested.

Recommendations for more school principals and teachers' awareness seminar for them to totally understand their works and behaviors. It is also suggested to have further study using a larger population sample and different instruments to assess the areas in which principals and teachers to further prove the difference in their perceptions of school principals' leadership behaviors and so specific actions in these will be utilized.

KEYWORDS: Leadership Behavior, Teacher's Performance

SUBMISSION ID: R04A-CABUYA-0036

The level of Administrators' Leadership Behavior and Its Relation to the Teachers' Performance in the Public Elementary School in Tagaytay City District

Ma. Fenina Caguitla, Department of Education - Tagaytay

Abstract

INTRODUCTION

Schools are usually administered by principals often known as school administrators. A school Administrator is a leader of an educational program and community development responsible for school undertakings.

The principal has many general responsibilities which they must carry out on a daily basis. These responsibilities of the administrator will not be done successfully, and the vision, mission, goals and objectives of the school could hardly be attained without the help of the teachers. They are responsible in delivering education to the students and their performances depend upon the kind of leader they will have.

METHODS

The study will employ the descriptive-survey method, which describes the leadership behavior of administrators, with the teachers as respondents. In this study, leadership behavior will be categorized as; Directive, Supportive, Participative and Achievement Oriented Leadership. The research instrument will be modified based on how it was used in the present study. The sources will take from the research of Sangalang 2005 and Ankamo 2009.

It included statements on leadership behavior classified into; (a) Directive, (b) Supportive, (c) Participative and (d) Achievement-Oriented Leadership Behavior.

RESULTS

The process begins with the assessment of respondents on the leadership behavior of school administrators such as directive, supportive, participative and achievement-oriented. On the other hand, the teachers' performance will be assessed using the Individual Performance Commitment and Review Form during the School Year 2016-2017

Meanwhile, the leadership behavior of school administrators and teachers' performance based on the IPCRF during the school year 2016-2017 indicates the objective of the study which is to determine whether the two variables are significantly related or not.

Finally, the output which is a proposed plan of action that will improve what the school heads and teachers already have, in relation to the leadership behavior and performance for their respective schools.

DISCUSSIONS

In terms of leadership behavior, teacher-respondents "Agree" that their administrators are Directive, Participative and Achievement- oriented Leader. But they "Strongly Agree" that their Administrators possess the behavior of a supportive leader.

The level of teachers' performance based on Individual Performance Commitment Review Form (IPCRF), School Year 2016-2017 was Very Satisfactory.

KEYWORDS: leadership behavior, administrator, directive, supportive, participative

SUBMISSION ID: R04A-CAVITP-1406

The Level of Implementation of School-Based Management and Academic Performance of Secondary Schools in The Third Congressional District of Camarines Sur

Marilyn Gomez, Department of Education

Abstract

INTRODUCTION

Education is the best investment of a government to develop its citizen especially the youth. It is not the concern solely of educators but of everyone. The school as the key provider of education should continuously improve to provide an upgraded quality education. The department has formulated enabling policies and mechanisms to ensure that the school and its community are equipped and empowered to make decisions on what is best for their learners. Programs and projects are being implemented to produce the best results for the basic education sector but still significant increase in the achievement rates of schools is not attained.

The ultimate goal of the study is to determine the level of implementation of school-based management and academic performance of secondary schools in the Third Congressional District of Camarines Sur.

METHODS

210 respondents were utilized during the conduct of the study that involved secondary school heads, faculty club president, supreme student government president, parent-teachers association president, barangay councilor chairman of the committee on education, member of the barangay disaster risk reduction management council and member of the school child protection. A standardized questionnaire which is The Revised School-Based Management Assessment Tool was employed in the data gathering. This study applied a descriptive-comparative correlational method of research and the statistical measures used were average weighted mean, analysis of Variance (ANOVA) and regression analysis.

RESULTS

The result of the study revealed that the level of implementation of school-based management along the four core principles such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources is in developing level. The performance of secondary schools in the third congressional district of Camarines Sur is far from the standard set by the Department of Education.

DISCUSSIONS

The level of implementation of school-based management is not predictive of the academic performance of the schools in the third congressional district of Camarines Sur.

Based on the findings, the researcher proposed an intervention plan that will enhance the level of implementation of school-based management thereby improve the academic performance of the secondary schools in the third congressional district of Camarines Sur.

KEYWORDS: School-Based Management, Academic Performance

SUBMISSION ID: R005-CAMSUR-0095

**The Level of Implementation of The National Greening Program (Ngp)
in The Division of Cabuyao, Calamba, and Laguna; an Input for School
Improvement Plan**

Ronnie Trballo, Mamatid Elementary School

Abstract

INTRODUCTION

Philippines face different environmental issues and problems; it includes pollution, illegal mining and logging, deforestation, dynamite fishing, landslide, coastal erosion, wildlife extinction, global warming and climate change. Philippine government established the National Greening Program (NGP) by the virtue of Executive Order No. 26. Department of Education issued Memo. no. 58, s. 2011 entitled Creating the Task Force on NGP. Issuance of the Implementing Guidelines on the Integration to Gulayan sa Paaralan, ESWM and Tree Planting under the NGP.

The school plays an important role to help the government lessen environmental problem and attain the goal and objective of the NGP. The program envisioned the learner in different learning aspect. Educating children on the different modern educational methods may offer prospective solution to the environmental issues.

METHODS

A descriptive-evaluative study was conducted to assess the extent of implementation of the NGP. The respondents are teachers, NGP Coordinators, and CENRO Personnel in the research locale. The validated research-made instrument highlighted the components and areas for evaluation of NGP which include Gulayan sa Paaralan, ESWM, Tree Growing and Caring. Mean, Standard Deviation, One-Way Analysis of Variance (ANOVA), and t-test were used as statistical tools in treating the data.

RESULTS

The analysis revealed that the teachers, NGP coordinators, and CENRO personnel have comparable mean assessment in all components of NGP. No significant difference was found between the mean assessment of NGP coordinators and CENRO personnel in the level of implementation of the NGP.

The null hypothesis stating that there is no significant difference in the level of implementation of the NGP in three areas was accepted. NGP coordinators and CENRO personnel comparably assessed that NGP was appropriately implemented in all its areas for evaluation.

DISCUSSIONS

The administration, school head and NGP coordinators need to sustain the implementing guidelines of the NGP in the school. Build up resources and mobilized the implementation of the program and request for the support of the community to the school. It must encourage private sectors, LGU's, NGO's, industries and other stakeholders to participate and provide their assistance in every school activity under the NGP. All public schools must include NGP program components in the formulation of enhanced School Improvement Plan (SIP) to strengthen the implementation and sustainability of the program.

KEYWORDS: National Greening Program (NGP), Monitoring and Evaluation, School Improvement Plan (SIP)

SUBMISSION ID: R04A-CABUYA-0065

The Pantawid Pamilyang Pilipino Program (4Ps) and its Impact on Pupil-Beneficiaries: An Assessment

Maria Lielani Rusiana

Abstract

INTRODUCTION

The reduction, as widely agreed, is best done through transformation changes in the economy to ensure sustainability. The objective of the program is to immediately ease poor families' pain of deprivation and simultaneously enable and motivate them to raise the education, health and nutrition status of their children. In the District of Rosario, the 4Ps beneficiaries are parents as well as children who belong to the poverty-stricken group of the town. Notably, these families who have availed of the program had been continually receiving their cash grants every month where they spent it for the education of their children.

METHODS

This study used the descriptive-correlational design. It described the profile of the respondents, the extent of 4Ps assistance to the beneficiaries, academic performance of pupils, and recommendations to improve the program. It also used correlational method to determine the significant relationship between the extent of 4Ps assistance and academic performance of the pupils.

RESULTS

The level of support provided by the 4Ps provide to its pupil-beneficiaries in their Educational Needs is very much with a weighted mean of 4.43. Level of support provided by the 4Ps provide to its pupil-beneficiaries in their Health Needs with a weighted mean of 3.37 to some extent. Level of support provided by the 4Ps to its pupil-beneficiaries in their Financial Needs is much with 4.15 weighted mean. Five or three percent (3%) of the respondents have grade range between 91-93 interpreted as EXCELLENT. The relationship between the Academic Performance and the level of support of the 4Ps with regards to Educational Needs Support posted an r of 0.56 interpreted as Moderate Positive Correlation. Health Needs Support posted an r of 0.48 interpreted as Low Positive Correlation and Financial Needs Support posted an r of 0.52 interpreted as Moderate Positive Correlation.

DISCUSSIONS

The results reveal majority of the pupil-beneficiaries are between 11-12 years old, females whose monthly income of parents is below Php5,000. The 4Ps provided a lot of support to the financial needs of the pupil-beneficiaries. Majority of the 4Ps pupil-beneficiaries have GOOD academic performance. There is a moderate positive correlation between academic performance and educational needs support and financial needs support.

KEYWORDS: Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries

SUBMISSION ID: R04A-CAVITP-0360

The Perceived Effectiveness of the K to 12 Trainings on the Teaching Strategies of Teachers in Araling Panlipunan of Selected Schools in Tanza and Trece Martirez City

Lolita Austria, TNTS

Abstract

INTRODUCTION

The K to 12 Basic Education is the flagship program of the Department of Education in its desire to offer a curriculum which is attuned to the 21st century. The Department of Education is trying its best to equip the School Heads, Head Teachers and most especially teachers to the said new curriculum. Mass training are held all over the country just to be sure that everyone in the department would be equipped by the innovation brought by the innovative approach. However, the question still lies whether the said trainings are enough to equip the teachers from the different schools and levels.

METHODS

A Descriptive Research Design was used. It is the design that is appropriate for studies which aim to find out what prevails in the present condition, its accomplishments; It further evaluates whether they are satisfactory or not, held opinions and beliefs, processes and effects, and developing trends with the end in view of making improvements. Forty-three (43) Secondary Social Studies teachers from Tanza and Trece Martirez City responded to a set of questionnaires that was used to gather data for this study.

RESULTS

For the summary ratings of the perceptions of the teachers in Araling Panlipunan regarding the effectiveness of the K to 12 training on the following; Teaching Strategies of the teachers which got the rating of 3.96; Classroom Teaching Activities got the rating of 3.93 and use of innovation of Differentiated Instruction of 3.77 as a rating which were all interpreted as effective.

DISCUSSIONS

The result shows that the teachers who have the K to 12 trainings have perceived and manifested the effectiveness of the said trainings in their teaching strategies, classroom activities as well as the use of innovation in differentiated instructions. It is recommended that teachers who have attended seminars/trainings in the K to 12 conduct echo-seminars, so that other teachers will benefit since mass trainings are not conducted. Some teachers are deprived of the relevant trainings. More in depth studies are also recommended along other areas which may cover the same or different variables used in the present study.

KEYWORDS: teaching strategies, training, demographic profile, K to 12, differentiated instruction, classroom activities

SUBMISSION ID: R04A-CAVITP-0120

**The Perceived Organizational Support as Related to Job Involvement
and Work Effort of Public Elementary Teachers in Calamba East
District III**

Rochelle Arañez, Banlic Elementary School

Abstract

INTRODUCTION

In order for an organization to be progressive, its members must be motivated and committed. Perceived organizational support is expected to increase as the member have the expectation of getting rewarded by accomplishing organizational goals, and consequently, this expectancy may increase their job involvement and efforts in service to meet the organizational goals. The study aims to contribute knowledge, data and insights to better understand the importance of perceived organizational support in as much as its observance in a school setting would impact on the level of commitment and dedication of the teachers. An action plan was created to promote the observance of organizational support in the District III.

METHODS

The descriptive method of research was used. It determined the level of perceived organizational support, job involvement and work effort of the teachers in the public elementary schools in Calamba East District III. The inquiry also contained correlation study in as much as the perceived organizational support and the teachers' job involvement and work effort are correlated.

RESULTS

The public elementary school teachers of Calamba East District III, as a whole, highly perceive that they get support from their schools as can be deduced from an overall assessment rating of 3.67. The job involvement of public elementary school teachers is assessed high as can be gleaned from an overall assessment rating of 3.79. On Work Effort of the Teachers, a rating of 3.59, the overall level of work effort of the teachers is high. This implies that there is significant relationship between perceived organizational support, job involvement and work effort of the teachers.

DISCUSSIONS

The school administrators show adequate consideration of the teachers' goals, values, interests, requests and well-being, and appreciate and recognize their accomplishments and contributions to the welfare of the school. However, the teachers' feel that some complaints are not given ample attention by the school authorities. The teachers feel personal attachment to their chosen profession and the obligation to fully immerse themselves to their work with a sense of self-fulfillment, thus, heavily involving themselves in the accomplishment of their jobs. Teacher- respondents have shown above average effort with intense fervor in attending their works. The perceived organizational support elicits adequate job involvement and noteworthy work effort among teachers of Calamba East District III.

KEYWORDS: Organizational support, Job Involvement, Work Effort, Work Intensity

SUBMISSION ID: R04A-CALAMB-0266

**The Preparation Made By The Professional Education Course Takers of
a Private College in Becoming a Teacher Towards Getting Ready to
Teach**

Rhea Cuzon

Abstract

INTRODUCTION

Teaching is one of the most challenging careers a person can pursue. Expect to work long hours in what can be a highly stressful environment. However, teachers hold the power to influence their students' lives very deeply, which can be very rewarding. To secure our future, we need to ensure that our students feel empowered and inspired. To make this happen, we need educators who are prepared to go above and beyond in order to challenge and be innovative within the broad field of education.

METHODS

Teaching is one of the most challenging careers a person can pursue. Expect to work long hours in what can be a highly stressful environment. However, teachers hold the power to influence their students' lives very deeply, which can be very rewarding. To secure our future, we need to ensure that our students feel empowered and inspired. To make this happen, we need educators who are prepared to go above and beyond in order to challenge and be innovative within the broad field of education.

RESULTS

All the areas of measure to assess the preparations made by the takers received a weighted mean 3.67 within the verbal interpretation of Highly Prepared. In terms of the level of understanding of the takers, they have reached a high regard especially in possessing the appropriate comprehension and appreciation of the roles and needed preparation for the teacher profession. This result of the comparison implies that the respondents do not vary on how they assessed or perceived themselves with regards to their preparations made in the teaching career.

DISCUSSIONS

Although the level of the preparation and understanding of the respondents were obviously high or excellent, there is still a need to further orient and develop their conduct for the teaching profession in terms of the teacher induction or orientation program. The researcher would encourage the utilization of the information to strengthen their teaching career preparation. The preparation of the respondents will make them aware on areas they lack knowledge, understanding or preparation and will further equip them with competencies as well as dispose them on the overall teaching environment.

KEYWORDS: preparations, teaching professions, perceptions

SUBMISSION ID: R04A-CAVITP-0569

**The Principals' Accomplishment of Administrative Functions and
Teachers' Performance in The Public Elementary Schools in Cluster 5
Division of Calamba**

Pearlie Salaber, Department of Education - Calamba City

Abstract

INTRODUCTION

Principals combine and coordinate various kinds of resources by carrying out four basic leadership functions: planning, organizing, leading and monitoring. They play a very vital role in school and solely responsible for all the school's operations. The success of the Department of Education in attaining its vision and mission of providing quality education to Filipinos is largely affected by how the principals accomplish their functions. Thus, the main thrust of the study was to assess the accomplishment level of school administrative functions of principals in relation to teachers' performance of public elementary schools Cluster 5, Division of Calamba City during the school year 2014- 2015.

METHODS

The researcher employed descriptive method. A total of six principals and 183 teachers of Cluster 5 in the Division of Calamba City participated in the investigation. Statistical treatments used to measure the data are frequency and percent distribution, the five-point Likert Scale, and the Pearson product-moment correlation.

RESULTS

The results of the study are as follows: the public elementary school principals in Cluster 5 of the Division of Calamba City are assessed as very satisfactory in the four areas of School Administration namely: student development, staff development, curriculum development, and physical development; there is no significant difference in the assessments of the two groups of respondents on the principals' accomplishment of school administrative functions; the level of teachers' performance relative to the key result areas specifically; teaching & learning process, pupils' outcomes, community involvement, and professional growth are evaluated as very satisfactory; and there is a significant relationship between principals' accomplishment of school's administrative functions and teacher performance. The researcher recommends that principals must enhance the accomplishment of their administrative functions and the teachers must continue to improve both personally and professionally to provide better quality education to its stakeholders.

DISCUSSIONS

The findings of the study necessitate the proposal of enhancement program for principals to help them improve/ upgrade their skills in accomplishing their administrative functions specifically on student development, staff development, curriculum development and physical development to successfully attain excellence to ensure competent and well-equipped teachers and learners as the end product of the educational system.

KEYWORDS: accomplishment, administration, administrative functions, leadership, performance, principal

SUBMISSION ID: R04A-CALAMB-0205

The Quality of Instructional Leadership of School Administrators in The Public Junior High Schools of The Fourth Congressional District of Quezon

Rochelle Aurellana, Department of Education

Abstract

INTRODUCTION

The study aimed to assess the quality of instructional leadership of school administrators in the Public Junior High Schools of the Fourth Congressional District of Quezon. Respondents were 58 school administrators, 296 teachers and 395 students who were randomly selected. Through this assessment, the researcher was able to make a sustainability program proposal to maintain and enhance the performance of school administrators in terms of instructional leadership.

METHODS

The researcher used the descriptive survey method wherein Descriptive Survey Questionnaire was utilized to gather data. The study was conducted with the permission of the following: the district supervisor and school division superintendent of the Division of Quezon, the institution of the respondents, the principals, teachers and students who served as the respondents.

RESULTS

Based on the findings, it has been concluded that the respondents comprised mainly of females, ages 46-50 years old, serving the school mostly for 21 - 25 years and with bachelor's degree with master's Units, majority designated as Teachers-In-Charge. Based on the consolidated findings, the quality of instructional leadership of school administrators in terms of the four aspects were all very satisfactory. Both teachers and students agreed that instructional leadership of the school administrators has impact to their performance.

DISCUSSIONS

It has been recommended that, on the part of the school administrators, they should be given opportunities to pursue professional activities that would improve their instructional leadership skills such as continuing higher education and promotion. While on the part of the teachers, they should be provided with necessary activities such as conferences and seminar regarding introduction and orientation of curriculum initiatives in order to provide wider knowledge and application of those in the school setting, awareness on the programs and activities of the Department of Education and of the school which are aligned in the goals of the curriculum being implemented so that teaching and learning are well - directed, well - designed and well - implemented, and the deliberation of curriculum should be based on local needs to provide realistic learning output. Lastly, on students' part, they should be encouraged to participate in classroom and learning management to maintain discipline while using different learning styles.

KEYWORDS: Leadership, Quality, Impact, Assessment, Program, Instruction

SUBMISSION ID: R04A-LIPAC1-0265

**The Quality of Work Life and Organizational Commitment among
Female Public Elementary School Teachers in Select Schools in Bauan
District, Division of Batangas Province**

Rianita Pasigpasigan, San Roque ES

Abstract

INTRODUCTION

Quality of work life refers to the level of happiness or dissatisfaction with one's career. Those who enjoy their careers are said to have a high quality of work life, while those who are unhappy or whose needs are otherwise unfilled are said to have a low quality of work life. This study aimed to assess the quality of work life and organizational commitment among female public elementary school teachers in select schools in Bauan Batangas Province and explore as to what scale the teachers are committed to their organization based on their quality of work life.

METHODS

A descriptive research design was used and carried out on 80 public elementary school teachers from selected schools in Bauan District. The following statistical tools were used in confirming the research questions: frequency, percentage, weighted mean, and Linear Regression.

RESULTS

The findings of the study indicated that the respondents' quality of work life had a significant positive effect on organizational commitment in terms of safety and health working conditions, immediate opportunity to use and develop human capacities and future opportunity for continued growth and security. There is no significant difference in the quality of work life of the respondents in terms of age and salary grade but significant in terms of length of service and civil status except for future opportunity for continued growth and security.

DISCUSSIONS

The results revealed the need for school manager to design and implement appropriate initiatives to improve quality of work life as the key to attract and retain qualified and motivated employees and can possibly lead to enhanced quality of services in the organization. Schools should provide all teachers with self-assessment tools for them to be aware and understand the effect of organizational commitment to quality of work life. School Heads/Principals should include in the Priority Improvement Areas (PIA's) related trainings on the enhancement of organizational commitment and quality of work life in the School Improvement Plan (SIP).

KEYWORDS: quality of work life, organizational commitment, public elementary school teacher, Bauan

SUBMISSION ID: R04A-BATANP-1581

The Relationship among Instructional Supervision, Professional Development, and Performance of Public Secondary School Administrators in The Five Selected City School Divisions in Calabarzon Region

Aries Magnaye, Department of Education - Calamba City Senior High School

Abstract

INTRODUCTION

The effectiveness of supervision in facilitating instruction of school administrators can reinforce and enhance teaching practices that will contribute to the improvement of student learning. This connotes that providing instructional supervision is an important role of school administrators.

This paper sought to determine the relationship among instructional supervision, professional development, and performance of public secondary school administrators in the five city school divisions in CALABARZON Region

METHODS

The descriptive method of research was employed in conducting this study which involved the gathering of essential data and information which tested the hypotheses and answered the questions concerning the present study. Purposive sampling was used in the selection of the respondents, 814 school administrators and teachers were utilized. The data were analyzed using descriptive statistics, correlation and regression analysis.

RESULTS

The findings showed that the school administrators are performing outstandingly in terms of their occupational competence, professional and personal characteristics. With regards to instructional supervision and professional development, the study found out that there was a significant relationship between and among school administrator's performance, instructional supervision and professional development with an obtained computed ($r=0.792^{**}$, $p<0.000$), which is less than alpha 0.05 level of significance. Likewise, instructional supervision adopted by school heads was perceived as the strongest predictor of professional development and performance.

DISCUSSIONS

Findings revealed that the respondents strongly agreed that the public secondary administrators are performing their task and duties as indicated in instructional supervision and professional development. This means that school administrators are observing demographic supervision, collegiality and collaboration, ethical teaching, inquiry and reflective, diversity of teachers and learners, formative teacher evaluation and curriculum supervision. This study concludes that to sustain the instructional supervision, professional development and performance of the school administrators they should not stop finding ways in enhancing their good qualities of leadership in governance to improve the teachers' productivity and students' academic performance.

KEYWORDS: Instructional Supervision, Professional Development, Academic Performance.

SUBMISSION ID: R04A-CALAMB-0338

**The School Heads; Teachers and Parents Involvement in the
Implementation of School-Based Management (SBM); an Assessment**

Arvy Recio, Department of Education - Lipa

Abstract

INTRODUCTION

The achievement of quality education is the ultimate objective of the Department of Education. This entails countless endeavors among the authorities in the department. Some areas of considerations are physical facilities improvement, staff development, student development and curriculum development. To address these concerns effectively, Department of Education needs to decentralize. Thus, School-Based Management is conceptualized and implemented in the system. This means that the authority for significant decision is transferred from state and district offices to individual schools. Consequently, these schools must tap the community to provide the necessities. It is in this juncture that the researcher decided to conduct a study to assess the extent of involvement of school heads, teachers and parents in the implementation of School-Based Management based on their perceptions and find out if this involvement has significant relationship with the status of the school.

METHODS

To answer the posited questions, the researcher used the documentary analysis and descriptive research design. Descriptive research is a purposive process of gathering, analyzing, classifying, and tabulating data about the prevailing conditions, practices, beliefs, processes, trends, and cause and effect relationships and then making adequate and accurate interpretation about such data. Sampling, weighted mean, analysis of variance, regression analysis and Pearson Product Moment Correlation Coefficient were used in the analysis and interpretation of data.

RESULTS

The school heads, teachers and parents have varying views on the extent of their involvement in staff development, but they have similar perception on their involvement in curriculum development, student development and physical facilities improvement. The school heads perceived that the extent of involvement of teachers and parents in staff and student development has significant impact on the status of the school's implementation of SBM. The teachers believe that their involvement in all categories of school development has significant bearing on the status of the schools' implementation of SBM.

DISCUSSIONS

The school heads, teachers, and parents believed that there is a significant relationship between the status of schools and their involvement in the SBM implementation. Therefore, partnership among the schools' stakeholders must be strengthened.

KEYWORDS: School-Based Management, stakeholders, involvement, school's status

SUBMISSION ID: R04A-LIPAC1-0182

**The Senior High School Work Immersion Program (SHS WIP)
Implementation: Basis in the Formulation of a Harmonized Work
Immersion Manual**

Ricardo Jr Gamurot, Department of Education

Abstract

INTRODUCTION

Senior High School (SHS) immersion teachers are struggling in the implementation of the Work Immersion Program (WIP). Despite the WI guidelines issued by Department of Education through DO No. 32, s. 2017, teachers find it very elusive to cope with the curriculum standards, since program offerings are multiple and similar and immersion partners providing experiences related to program offerings are very limited. In this study, the researcher aims to streamline the issues that hold the implementation of the program short of the standards prescribed. Its main purpose is to help immersion practitioners create programs and activities that will address the learning competencies stipulated in the WI curriculum guide.

METHODS

A descriptive-evaluative-exploratory method was employed. The study utilized inferential and correlation statistics for quantitative analysis. The questionnaire is the main tool in generating data. The interview validates the initial findings. However, questions were augmented by exploratory inquiries to deepen understanding while content analysis was used to corroborate results. This constitute a triangulated outcome which forms the qualitative component of the study.

RESULTS

The effectiveness of compliance is very strong in curriculum implementation, delivery process, assessment of students' progress, and supervision but not in administrative support. Several strategies were initiated to complement the learning competencies, but emerging needs are not appropriately addressed. Discrepancies in the survey and interview results are noted; while the survey registers effective compliance, the interview articulates the other way. Schools are experiencing mismatch due to insufficiency of partners that can provide meaningful experiences related to program offerings and the career choice and interest of the learners. The most pressing problems includes: Unavailability of partner with solid program for immersion; Absence of a joint committee; Absence of a work plan; Absence of immersion modules; Lack of program to address the monetary issues; and Lack of standardized tool for assessing students' progress.

DISCUSSIONS

Teachers must be equipped with knowledge and skills in managing immersion programs. A technical panel must be organized to create a work plan applicable to program offerings of all implementing units. The work plan must contain programs and activities to fully equip learners with the competencies necessary for their post-secondary education, for work, or for life.

KEYWORDS: Senior High School Implementation, Work Immersion Program, Work Immersion Manual

SUBMISSION ID: R005-IRIGAC-0012

**The Use of Individualized Schedule Program for Irregular Student of
Gov. Juanito Reyes Remulla Shs, Basis for Standardized Admission
Process of Irregular Students in The Division of Imus City**

Leonida Baarde, Anabu II Elementary School

Abstract

INTRODUCTION

Gov Juanito Reyes Remulla Senior High School (GJRRSHS) is one of the four stand-alone Senior High Schools in the Division of Imus City and currently on its 2nd year of operation. The increase of enrollment is evident from 331 students to 552 students. Also, there was an increase of transferees from other schools. Subjects offered by one Senior High School is different to the other because of the different tracks they had. This has resulted to having irregular students due to difficulties and difference in subject offerings.

METHODS

Quantitative and Qualitative approach were utilized to analyze the gathered data. The researcher conducted an Action research; it is applied to programs or educational techniques that are experiencing problems, the researcher simply wants to learn more about it and try to find ways to improve it. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, and programs. Data collection was done through distribution of questionnaire. The researcher assigned individual class schedule and conducted personal interview with the participants.

RESULTS

Results have shown that the Individualized Schedule Plan of the irregular students was a great help in their time management. It is also evident that they encountered miscommunication between teachers. In addition, irregular students were given many projects resulting to low quality of outputs and grades. Because of the administrative assistance, the irregular students were able to graduate.

DISCUSSIONS

Having irregular students is new in a high school setting; on the 2nd semester of the first year of K to 12 SHS implementation, problems increased. It is necessary to have a program that will address this situation. Conducting Career Orientation is a must for Grade 10 learners, strengthening the awareness on subject offering and tracks in SHS will lessen the possibility of students shifting to different tracks. It is also recommended to utilize the National Career Assessment Examination (NCAE) Result of G10 student as a basis for choosing the student's track before enrolling in SHS. Therefore, it is recommended that Schools Division of Imus City should prepare a standardized procedure for the admission of irregular students so as to have a uniform set of guidelines implemented by the four stand-alone Senior High Schools.

KEYWORDS: Senior High School, Irregular students, schedule, K to 12, Administration

SUBMISSION ID: R04A-IMUSC1-0048

**Three-Way Teaching Technique in Exploratory Courses: Its
Observance Level and Academic Performance of Grade Eight Students
at Punta Integrated School**

Vicky Espiritu, Department of Education - Calamba City

Abstract

INTRODUCTION

Instruction is one of the major concerns of academic institutions on how to excellently deliver and be more responsive to students' needs, keeping them abreast with the latest innovations and pedagogies in teaching, focused to learner- centered approach. Teaching serves as an important vehicle in enhancing students' knowledge and learning and engaging them in the learning community to respond with the needs of industry partners with high regards in the competencies of graduates.

METHODS

The study employed the descriptive-correlational research design. The sample of 228 respondents were selected from the population of 530 Grade 8 students of Punta Integrated School for AY 2017-2018 using random sampling.

RESULTS

The study revealed that there was no significant difference in the level of observance of the three-way teaching technique in Exploratory courses as assessed by the students when grouped according to profile variables. Most of the Grade 8 students have a "very satisfactory" performance in Exploratory courses. Regardless of the profile of the respondents, the Grade 8 students have the same assessment of the level of observance of the three-way teaching technique in Exploratory courses which is "highly observed". The higher the teacher's level of observance of the three-way teaching technique along with the use of audio-visual multimedia the higher is the performance of the Grade 8 students in Commercial Cooking and Bread and Pastry which was both very satisfactory. However, the performance of the students in Handicraft was not dependent on cooperative learning and use of audio-visual multimedia as teaching technique. Furthermore, the performance of the students in Commercial Cooking, Bread and Pastry and Handicraft was not dependent on the integration of Entrepreneurship.

DISCUSSIONS

Teachers are encouraged to apply the three-way teaching technique in Exploratory Courses in order to enhance students' learning and to provide latest innovations and pedagogies in teaching focused to learner-centered approach. Students are encouraged to participate actively in utilizing the three-way teaching technique in Exploratory courses for better academic performance and to hone their individual interest through listening, analyzing and sharing of ideas as an aid in developing their full potential. Parents are encouraged to attend TESDA courses/ attend livelihood programs to support the educational needs of the students.

KEYWORDS: three- way teaching technique, level of observance, academic performance

SUBMISSION ID: R04A-CALAMB-0143

**Time Management and Administrative Functions of Education
Managers for Productivity of Elementary Schools in The Division of
Lipa City**

Edita T. Olan, Department of Education - Lipa

Abstract

INTRODUCTION

Affirming the principals' effect on school achievement and their need to strategically meet management tasks and responsibilities the researcher became interested to find the different time management practices and administrative functions of school heads in different schools. The description of educational leaders' behaviors and the connection between their time management and performance that affect school productivity were key motivators to conduct this study.

METHODS

In the analysis of the data of the study, the researcher employed the Frequency and Percentage. The questionnaire is recognized as a reliable tool for data gathering purposes. Hence, the main source of data in this study was the questionnaire considering the need for information to structure its indicators. The study used a researcher-made questionnaire as main instrument complemented by documentary analysis and focus group discussion.

RESULTS

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

Given the various roles of school principals, they must make decisions about how to allocate their time among competing job demands. Time used for decisions are important for effective leadership and the productivity level of their school which reflects the impact of these practices.

DISCUSSIONS

The teachers assess the school managers carry out their functions to a very great extent while both school heads and parents affirm that the school managers perform their role functions to a great extent. Major activities relative to instructional supervision, community building and research and extension are carried out to a very great extent by school managers.

Strategic interventions on time management per school-related tasks such as instructional supervision, community building, research and extension and other allied tasks may be provided to school managers so that they may responsively work on their functions and responsibilities

KEYWORDS: Administration, Instructional Supervision, Productivity, School Managers, Time Management)

SUBMISSION ID: R04A-LIPAC1-0015

**Time Management Practices of Teachers in Public Junior High Schools
at Division of Batangas: Basis for Faculty Development Plan**

Jane Siman

Abstract

INTRODUCTION

Working as a teacher requires excellent time management skills. The said time management practices, if properly used by the teachers will directly reduce stress and make them more productive. Aside from that, effective time management boosts an individual's morale and makes him confident. As a result, individuals accomplish tasks within the stipulated time frame, making their life improved and balance not only in their organization as well as amongst their peers and family.

METHODS

The researcher utilized the mixed method research design through the self-constructed questionnaire and interview to gather the needed information. The research believed that by mixing both quantitative and qualitative research and data, she could be able to gain in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself.

RESULTS

In the light of the important findings revealed in this study, the following conclusions were drawn: Majority of the respondents were 29-35 years old, female, married, and stayed in the service for 6-10 years. Further, they have not yet attended seminars or trainings regarding time management; The respondents practiced scheduling, goal setting, prioritizing task, managing paperwork, and managing interruptions to manage their time; A significant relationship exists between the respondents' profile and their assessed time management practices; Excessive paperwork and reports is a challenge met by the teachers in managing their time; and lastly, the designed training development plan to enhance the time management of the respondents must be fully executed for efficient delivery of service.

DISCUSSIONS

Faculty may be encouraged to use the findings of this work to improve their time management specifically scheduling, goal setting, prioritizing, managing paperwork and interruptions. Being time conscious in doing difficult activities is suggested. Further, teachers may be encouraged to prepare schedule or plans and provide list of things to do to develop the habit of managing time.

KEYWORDS: Time Management

SUBMISSION ID: R04A-BATANP-1725

**Tools to Be Used to Correct The Unbecoming Behavior of The Grade
Six Pupils in Bolbok Elementary School**

Purísima Mantuano, Department of Education

Abstract

INTRODUCTION

This study aims to determine the tools to be used to correct the unbecoming behavior of the pupils

METHODS

This research utilized the descriptive survey type. This study employed questionnaires survey method to gather information about the existing techniques used by teachers in their classroom to manage students' behavior.

RESULTS

The teachers manifest pleasant behavior worthy of emulation; maintain the cleanliness, orderliness, convenience and attractiveness of classroom facilities; implement teaching-learning activities effectively; and tolerate open lines of communication and sharing of ideas.

DISCUSSIONS

The teachers, employ in maintaining a positive classroom ambiance, try further innovations to improve and enhance further the said practices.

KEYWORDS: UNBECOMING BEHAVIOR, FACILITY MAINTENANCE, COMMUNICATION LINE

SUBMISSION ID: R04A-LIPAC1-0028

Total Quality Management in School Setting and Professional Development of Public Elementary School Teachers: Basis for Designing a Total Quality Management Guidelines in School Setting

Elaine Medina, Department of Education

Abstract

INTRODUCTION

The school's organizational framework is anchored on management systems that rely on good academic outcomes. Managerial settings often geared towards the school's implementation of curriculum, setting aside important factors like human resource. Apparently, there is a need for effective implementation of managerial strategies. According to Kenton (2018), Total Quality Management is a continual process of detecting and reducing or eliminating errors in manufacturing, streamlining supply chain management, and improving customer experience. The study applied the concept of TQM in educational settings. The study aimed to determine the relationship of TQM in School Setting and Professional Development of Teachers.

METHODS

The study attempted to determine the Correlation of TQM in School Setting and Professional Development of Public Elementary School Teachers among elementary teachers in Sto Angel District, School Year 2015-2016. The study utilized descriptive design with researcher-made survey questionnaire consisting of three parts: Personal Data of Respondents, the TQM in School Setting and the Professional Development of the Respondents.

RESULTS

Majority of the respondents were satisfied with TQM in School Setting and for their Professional Development the level of perception was "Often". The results revealed that the TQM in School Setting is significantly related to the Professional Development of Public Elementary School Teachers. As revealed in the findings of the study, the hypothesis that there is no significant relationship between the TQM and Professional Development of Public Elementary School Teachers in Sto Angel District was not supported.

DISCUSSIONS

In the light of the findings and conclusions arrived at in the study the following recommendations are hereby offered: School administrators may consider adapting the principles of TQM to further enhance the satisfaction of teachers, pupils, community, stakeholders and the school. The administrators can consider adapting the principles of Total Quality Management and professional guidelines as a basis of continuous growth. TQM in School Setting is significant to Professional Development of teachers; Human resource management may provide training and seminars to promote and implement the adaptation of Total Quality Management in School Setting and formulate TQM Guidelines that will help teachers to continually grow professionally in different aspects.

KEYWORDS: Total Quality Management, School, Development

SUBMISSION ID: R04A-SANPAB-0116

Towards a Model of Preventing School Leaving in The Context of Lipa City Public Elementary Schools

Jenny Bautista, Brion-Silva Elementary School

Abstract

INTRODUCTION

Educational leadership always accentuates how every learner can develop competencies through the collaborative effort of all stakeholders. However, the school needs to continuously assess why a 100% completion rate cannot be achieved despite of all the exerted efforts. Thus, this study was formulated out of the researcher's eagerness to analyze school leaving in the context of Lipa City public elementary schools. One of its highlights centers on the proposed model on school leaving that can aid any educational leader in upholding the right of all learners to quality education.

METHODS

Through a descriptive method, views and observations of 180 respondents from school heads and teachers were analyzed. The questionnaire consisted of four distinct factors of pupils leaving the school system coined as underpinnings of school leavings being experienced in the locality. These comprised related factors in the family, school, and community contexts together with personal factors. Moreover, 20 school leavers randomly selected were interviewed to capture their personal views on the matter. Data collected through the instrument were statistically tested using Weighted Mean, T-test Differences and Friedman's Analysis of Variance.

RESULTS

Considering identified causes of school leaving, family-related factors appeared to have the highest impact on school leaving as compared to personal, school, and community-related factors. The indicators highlighted the following factors as primary reasons why pupils left the system: 1) lack of a stable family environment; 2) parents are less involved in their children's education and upbringing; 3) pupils tend to adapt specific attitudes that might defer poor habits including laziness and loss of motivation; 4) pupils lose enthusiasm to attend classes due to lack of support; and 5) lack of resources and low socio-economic status lead to inability to afford tutoring or other resources to help improve academic performance. In addition, two of the primary experiences pupils display were school performance and their engagement with school. When they lose their interest on their studies, they tend to have poor academic performance especially when they receive no support from their immediate families.

DISCUSSIONS

The results reveal that schools are geared towards providing optimal developing activities for pupils to acquire the high academic performance, hence, school head and teachers take on their best roles to uplift the level of academic performance pupils portray every year. Though it appeared that family-related factors seemed to get the highest impact on school leaving, the school has its capacity to mediate between the reasons and the interventions that can be carried out to prevent such scenarios. Other researchers had maximized the data by exposing readers to more detailed activities that schools can implement to avoid pupils from leaving the school system. Thus, another research that will highlight the step-by-step process every teacher can follow once a pupil exhibit any of the inhibiting factors must be prioritized.

KEYWORDS: development, school leaving, academic performance

SUBMISSION ID: R04A-LIPAC1-0022

**Training Needs Assessment of Junior High School Teachers at
Tagaytay City Science National High School: Basis for a Training
Program in Science or Technical Assistance**

Mary Grace Brizuela, Teacher I

Abstract

INTRODUCTION

Training Needs Assessment is the process in which an organization like Department of Education identifies training and development needs of its employees so that they can do their job effectively. It involves a complete analysis of training needs required at various levels of organization.

To ensure teacher quality, the researcher decided to adapt the RPMS tool to determine the training needs of the faculty of the Science Department in Tagaytay City Science National High School.

METHODS

The research used a descriptive research design with primary and secondary data. Primary data was gathered through the use of Self-Assessment tool in RPMS. It is used to clarify performance expectations and determines which competencies to focus on. Secondary data, on other hand, was secured from files of the Science Department of Tagaytay City Science National High School.

Descriptive analyses were used to describe the characteristics of the participants, the level of performance and the needs of the participants.

RESULTS

They believed that they have an adequate capability on using a range of teaching strategies that enhance learner achievement in literacy and numerical skills.

On the other hand, seventeen (17) out of (17) or 100% with a mean of 2.3 has a description of moderate in objective number three. They are in the middle on level of capability in applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

DISCUSSIONS

Teachers have a moderate priority for development of applying knowledge of content within and across curriculum teaching areas, using a range of teaching strategies that enhance learner achievement in literacy and numerical skills and applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. Teachers have a high level of capability on managing classroom structure to engage learners individually or in groups, in meaningful explorations, discovery and hands-on activities within a range of physical learning environments, managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment and using differentiated developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

KEYWORDS: Area of Specialization, Level of Capa

SUBMISSION ID: R04A-CAVITP-0896

Transparency, Ethical & Accountable (TEA) Governance of School Administrators in Public Schools in the Division of Batangas Province & Teacher's Efficiency: Basis for a Proposed Sustainable Development Plan

Noime Mercadal, Department of Education - Division of Batangas Province

Abstract

INTRODUCTION

An abstract idea of transparency, ethical, and accountability have been identified by the UN countries, collectively and individually, as part of the founding principles of public administration. Poor performance of teachers results from systemic failure and indication of "weak governance". Poor performance in achieving goals is caused by governance weaknesses and unrealistic expectations which may affect the efficiency of teachers. With these, the researcher as a public-school administrator conducted this study to assess the TEA governance in her school and for other school administrators to have a deep realization that good governance has an impact on teachers' efficiency which is considered as a great help in achieving effective delivery of education services.

METHODS

This study utilized the descriptive research method. The descriptive method is essential due to its flexibility; this method can either use qualitative or quantitative data or both, giving the researcher better options in selecting the instruments for data gathering. This study also used survey questionnaire to assess the TEA governance of school administrators and teachers' efficiency in public schools in the Division of Batangas Province. The researcher chose to use this research method by taking into consideration the purpose of getting the first-hand data from the respondents.

RESULTS

The assessment of the TEA governance of public-school administrators were rated as Implemented, such as Transparent with a composite weighted mean of 3.98 as rank 1; and both Ethical and Accountable governance with composite weighted means of 3.88 as rank 2.5. Generally, the three groups of respondents assessed the transparent, ethical and accountable governance of public-school administrators as Implemented with an overall weighted mean of 3.91.

DISCUSSIONS

This implies that school administrators always adhere to the TEA standards as officials of academic institutions. There is no significant relationship between the implementation of TEA governance and teachers' efficiency and the Proposed Sustainable Development Plan may be adapted in order to improve the TEA governance of school administrators. A parallel study may be conducted with the same variables but different groups of respondents and setting to validate the reliability of the findings.

KEYWORDS: transparency, ethical, accountable governance, teacher's efficiency

SUBMISSION ID: R04A-BATANP-1297

Transparent, Ethical, and Accountable (Tea) Governance to Successful School Management in Selected Elementary Public Schools in Region Iv- Calabarzon

Marjorie Lubuguin, Department of Education

Abstract

INTRODUCTION

School is a very important element of the society. Governing bodies implemented Transparent, Ethical, and Accountable (TEA) Governance that manifested commitment for educational administrators to provide good governance and management practices yet still cited complaints and administrative cases from the component divisions. This study will be a great help to provide effective ways of nurturing personal and professional challenging role of the school heads to succeed in their school management.

METHODS

Quantitative and qualitative kind of survey research method were used. In the theories of Agency Stewardship and on Managerial Homogeny, three group of respondents composed of 15 school heads, 289 teachers, and 15 parents who are members of Parent-Teacher Association answered a set of survey questionnaire in the determination of the extent of TEA Governance practices and selected fifteen school heads across different divisions in Region IV-CALABARZON participated in an open-ended interview.

RESULTS

The degree of agreement made by the three group of respondents on the extent of TEA Governance implementation of practices perceive as Extremely Implemented with the exception of the following: strong merit system, collaborative partnership, uphold work professional ethics, and regular financial reports. The coded responses made by the school heads reflects the facilitating and debilitating factors on the following common themes: accountability, involvement, transparent relationship among stakeholders, time, inconsistency, attitude of teachers, awareness and collaboration of best practices.

DISCUSSIONS

The result yielded that advocacy of TEA Governance must be given focus of governing bodies in the Department of Education. The need for continuous professional development programs for the group of internal and external stakeholders in the use of operational manual for adequate information dissemination in the active practice of good governance utilizing transparent, ethical, accountable leadership in achieving successful school management.

KEYWORDS: transparent, ethical, accountable governance, school management, operational manual

SUBMISSION ID: R04A-LAGUNA-0011

Unravelling the Juvenile Delinquency Cases in Bula National High School

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Abstract

INTRODUCTION

Criminal offenses are not only specifically committed by an adult, some students at their young age can violate the prescribed laws (rules and regulations) implemented by their school which result to discipline and performance malfunction. It is deemed imperative that schools address the necessity of unravelling the juvenile delinquency cases. This study focused on transgressing factors and activities committed by the students in Bula National High School due to its increasing percentage of cases of juvenile delinquency in the school.

METHODS

This study used qualitative and quantitative approach to realize the importance of this study. Four hundred seventy (470) cases were examined through systematic documentation and survey questionnaire was used to assess the factors that lead students to juvenile delinquency during the year 2016-2018. Purposive sampling was used in determining the respondents needed for the study with the help of the guidance counselors and prefect of disciplines available in the school.

RESULTS

Based on the findings, the oldest juvenile delinquents are aged from twelve to nineteen and the most violated acts committed by the juvenile delinquents are cutting classes and tardiness. Financial, motivational and family problems were the identified factors that lead students to commit violations against the mandated rules and regulations implemented by the school authorities.

DISCUSSIONS

The study imposes the need to improve the holding power of the school regarding the malignant cases of violations committed by the students. Programs and activities related to juvenile delinquency awareness must be done at school and teacher-parent relationship must be strengthened to address the problems encountered by the school.

KEYWORDS: Unravelling, Juvenile Delinquency Cases

SUBMISSION ID: R005-CAMSUR-0086

**Utilizing the MFAT Results for Better Service Delivery at Sto. Nino ES,
Division of Batangas City**

Joseph Emmanuel De Guzman, Department of Education - Batangas City

Abstract

INTRODUCTION

The study sought to determine the effect of the Multifactor Assessment Tool and the possible impact it may have on the delivery of individualized instruction of pupils in the school.

METHODS

The researcher used a descriptive method of research that utilized a qualitative-quantitative approach. Documentary analysis was used as well as interaction between and among the research proponent and the pupils identified in the MFAT.

RESULTS

The results show that there were 11 identified pupils who need further assessment and would undergo intervention. They are suspected cases of exceptionalities that are not formally assessed yet but are manifesting currently in the classroom setting.

DISCUSSIONS

The results show that there is a need to take a more active stand in the individualization of instruction among the pupils in the first grade. While there is only a limit to what we can do in the classroom, intervention activities designed to keep the pupils interested and engaged would definitely help open up new horizons for them.

KEYWORDS: inclusive education, MFAT, intervention

SUBMISSION ID: NCR1-QUEZON-0000

**Values Education Program and Work Attitude of The Teaching
Personnel in Selected Secondary Schools of The City Schools Division of
Tacurong**

Martin I. Diaz, Asst. School Principal

Abstract

INTRODUCTION

The study is about the assessment of teachers' work attitude in relation to the Values Education Program of Department of Education in the City Schools Division of Tacurong. It also involves the values recovery program of the government officials and how teachers adhere to the Department of Education program or functions as a model and propagators of values for a better Philippines. Furthermore, the study clarifies the administrator's preferences on hiring teachers who suits the interest of pupils as a contributory factor to their achievement especially in value formation.

METHODS

The study is a descriptive type and utilizes samples to determine specific findings. It follows a specific method of inquiry which serves as a guide in the research process. The respondents are freshmen students from selected secondary schools in the division. To gather data, survey questionnaires related to teachers' work attitude and Values Formation and Integration Program were used.

RESULTS

The teachers are practicing and implementing the Department of Education Values Education Program as reflected by the respondent's observation ratings on teachers' observable traits relative to seven core values. The teachers' extent of observable behavior oftentimes on love, health, spirituality, nationalism and social responsibility; seldom on economic efficiency particularly on savings and conservation. The teachers' extent of observable behavior along their work attribute oftentimes on belief and philosophy, personal characteristic traits and instructional design. The Department of Education Values Education Program is a contributing factor to the implementation of the Department of Education Moral Recovery Program as evidenced by a moderate degree of relationship between seven core values and teachers' work attitude.

DISCUSSIONS

The seven core values of the Department of Education Values Education Program are being implemented by the teachers of the division. Economic efficiency, particularly on savings and formation affects students' values formation and development. There is a strong observance and adherence of the program by teachers as reflected in their work attitude and as internalized in the performance of their duties and functions across teachers' belief and philosophy, personal traits, instructional design and moral recovery program. In order to sustain teachers' adherence, there should be a program to recognize outstanding and model teacher who reflects the seven core values in each district. National government should do something to lessen the teachers burden particularly on the economic aspect.

KEYWORDS: VALUES EDUCATION PROGRAM, WORK ATTITUDE

SUBMISSION ID: R012-TACURO-0031

**Website: Effective School Marketing Strategies for Asian Institute of
Computer Studies, GMA, Cavite**

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Poblacion 5, GMA, Cavite

Abstract

INTRODUCTION

Online promotion in the form of websites plays a major role in advertising and marketing. It is one of the new and pursued strategies by various businesses. People tend to be smarter and practical as well that instead of visiting the actual place, they would make surveys and browse services and products of a certain store or company and get the ideas that they want and need before doing any transaction with the business. It would also help the business to leave a good impression to the customers.

METHODS

This study utilizes the descriptive approach which describes data and characteristics of the study. It is also used to provide specific numbers or statistics of occurrences like averages or central tendencies. The best way to describe a descriptive research is by using surveys. It involves the following procedures: Interview, Observation and Analysis, Surveys, and Assessment.

RESULTS

The results revealed/indicated that the web pages being easily readable, clear and easy to understand is the top reason why AICS GMA BRANCH website is effective with average of 4.9%, followed by value proposition with 4.84%. As noted above, among all predictors, it is obvious that readability is very important. It is imperative that the site is not too cluttered with text and images. The font size needs to be large enough to be readable and clashing colors need to be avoided. It's essential that the user immediately realizes that the site is of potential use to them. In conclusion, based on the output from the surveys, we can say that the current AICS GMA website is effective because information is clearly provided to the users and the unique selling point of the site is stated on the homepage having a total average of 4.4 %.

DISCUSSIONS

It can be concluded that AICS has an effective website that is very functional for the students, guests and all its users. With its current website, it meets the needs of its users. The authors recommend to the future researchers to come up with a wider scope of study by including other predictors such as search engine optimization, design and contents of the website. Future researchers can improve the study by adding more details in relation to the technology.

KEYWORDS: Marketing, Websites, Promotion, Online.

SUBMISSION ID: R04A-CAVITP-1175

**Women and The Volatility, Uncertainty, Complexity and Ambiguity
(Vuca) in The Department of Education - Region Xii: Leadership
Competence and Work- Life Balance**

Leizel Castano, Ph.D.

Abstract

INTRODUCTION

The present society is described by prominent authorities as Volatile, Uncertain, Complex and Ambiguous. In the world that is constantly changing, the gradual rise of women in corporate ranks during the recent years cannot be ignored. Myriad possibilities must be considered and education, takes its lead. Women have come a long way. Yet, more women are rising to the leadership challenge even in some of the most male-dominated industries. Noting the increasing number of women in the top leadership and management positions in the Department of Education, it is interesting to feature women leaders in the area where they excel most.

METHODS

This study presents how women leaders by their nature of work as elementary and secondary school heads, division and regional chiefs of offices are able to overcome VUCA challenges in the workplace and in their homes. This was participated by 247 women leaders in the Department of Education -Region XII and is further substantiated by the 426 teachers and support staff under their direct supervision. Descriptive correlational survey design was employed to provide appropriate analysis, interpretation and implication of results.

RESULTS

Findings revealed that the VUCA situation in Department of Education -Region XII occur "sometimes" and leaders are "highly competent" based on Direct, Understandable, Reliable and Trustworthy (DURT), Liberal, Exuberant, Agility and Partnership (LEAP) and Vision, Understanding, Clarity and Agility (VUCA Prime) criteria. However, they faced obstacles in their work-life balance, specifically, with "stress", "leisure", "technology" and "self-management". It also reveals significant relationship between leadership competence and the number of trainings/seminars attended relative to administrative roles. ANOVA showed that the VUCA challenges significantly differed between those of school administrators and those of the regional and division personnel.

DISCUSSIONS

The Department of Education -Region XII has empowered women leaders who are highly competent in countering the VUCA situations and maintain a balance between professional work and personal life. To better prepare the next generation of empowered leaders to succeed in the increasingly VUCA world, the researcher recommends that similar study should be undertaken involving the male leaders and would be leaders and include VUCA concept in the curriculum for them to be adept with this global context of leadership.

KEYWORDS: women, volatility, uncertainty, complexity, ambiguity, leadership competence, work-life balance

SUBMISSION ID: R012-TACURO-0001

Work Engagement of Teachers and Managing Change in Public Elementary Schools in the Province of Batangas

Zharra Pariñas

Abstract

INTRODUCTION

The Code of Ethics for Professional Teachers emphasized that teachers shall uphold the highest possible standards of quality education, shall make the best preparations for the teachers' career and shall be at their best at all times and in the practice of his profession. Thus, teachers are expected to be highly-engaged in his teaching profession and be able to cope up in managing change in a fast-changing environment to produce effective outcomes.

METHODS

This study determined the work engagement of teachers and how they cope up in managing change. It employed the descriptive type of research using a questionnaire as the main instrument in gathering data. Interview, observation and focus group discussion were other modes applied to supplement and substantiate data from the questionnaire. Statistical tools were weighted mean, ranking, two-tailed test of independence (t-test) and step-wise multiple regression analysis.

RESULTS

The findings signified that both administrators and teachers described teachers' work engagement as to attitudes and behavior, values and commitment was evident. They also worked within the framework of the system to promote pupils' education, welfare and protection and were willing to learn with the new trends in teaching-learning of the 21st century teachers. It was noted also that teachers accepted innovative and challenging tasks and enjoyed their work with their clientele. Teachers were also loyal to the school's mission, vision and goals and worked hard for the success of the institution

DISCUSSIONS

The results demonstrated that teachers can cope and manage the changes in organizational culture, goals and policies, and communication but finds it hard to cope and manage changes in technology. Proposed management program was geared to strengthen the work engagement of teachers and managing change and it was recommended that the teachers in public schools should participate in trainings relevant to technology-based teaching. Moreover, the system should strengthen the use of ICT in teaching-learning process and a technology specialist per school may be hired.

KEYWORDS: managing change, work engagement

SUBMISSION ID: R04A-TANAUA-0097

**Work Immersion Performance of Shs Gas Students of Urdaneta City
National High School: Basis for Policy Formulation**

Kathy Benavente, Decee Precy Bambalan, & Department of Education

Abstract

INTRODUCTION

The work immersion of senior high school students is implemented on its first year in the school year 2017-2018. The researchers looked into the performance of the work immersion students under the General Academic Strand in various partner agencies. Since this is the first batch, problems in communication, work ethics and practical skills may arise. Thus, the researchers were interested to identify whether or not the work immersion implementation is successful.

METHODS

The researcher used a quantitative research design. A total 160 GAS students were appraised along three areas namely communications and relations, work habits, attitudes, appreciation and respect for work and practical skills within two appraisal periods namely initial and final assessment.

RESULTS

As a result, during the initial appraisal period, the students rated themselves as "outstanding" in the area of work habits, attitudes, appreciation and respect for work, and "very satisfactory" in communication and practical skills. During the final appraisal, the self- rating of the students showed that all three areas are rated as "outstanding". The rating of the work immersion teacher during the initial and final appraisal revealed a "very satisfactory" performance. The partner institutions perceived the students as having an "outstanding" level of performance in their work immersion during the initial and final appraisal period. During the final assessment, the rating of the students did not differ significantly from the assessment of the partner institution. However, the self- rating of the students and the work immersion teacher differed significantly. Significant difference also exists between the assessments of the work immersion teacher and partner institution.

There were 15 identified problems encountered by the respondents which includes problems on absences, tardiness, poor customer satisfaction, unable to properly execute assigned task, discourtesy and violation of company's rules and regulations. The degree of seriousness of these problems encountered were considered as "not serious" and "slightly serious".

DISCUSSIONS

Thus, there is a need to intensify the pre-deployment seminar of the work immersion; culminating programs should also be done to give due recognition to performing students and a work immersion handbook should be developed containing the guidelines for work immersion.

KEYWORDS: work immersion, senior high school, work immersion performance

SUBMISSION ID: R001-URDANE-0040

Working Relationship among Teaching and Non-Teaching Personnel: A Reality Check

Luzviminda Escuredo, Department of Education - Division of Calamba

Abstract

INTRODUCTION

Teaching and non-teaching personnel employed in a school plays an important role in achieving the goals of the Department of Education. Several non-teaching personnel are employed in schools to meet the students' needs and complement teachers' professional roles and responsibilities. Working relationships between teachers and these personnel may take different form depending upon individuals' roles and students' specific needs.

I chose this research to determine how the teaching and non-teaching personnel relate with each other and what live experiences do teach and non-teaching personnel share about their working relationship. It is timely because a lot of issues concerning school personnel are at hand and sometimes it is tough to determine the course of action to take to resolve it. This study recommends courses of action to address the issue.

METHODS

Qualitative method was used for this study since it is appropriate when investigating a shared experience among group of individuals worthy of examination and exploration.

RESULTS

Based on the interview and observation, the following findings were revealed: When the non-teaching personnel are not armed with enough knowledge or information needed to satisfy the inquiry of the teaching personnel it causes conflict. Also, when non-teaching personnel are inconsiderate of the needs of the teaching personnel aligned with teaching-learning situations it causes conflict.

Conflict among the teaching and non-teaching staff developed because of miscommunication and the need to clarify roles and responsibilities, ethical issues and other aspects of working relationship.

DISCUSSIONS

Employees are the biggest asset of an organization and managing people is really a tedious and challenging task. In a school setting, teaching and non-teaching personnel are both significant members of the school. They play a vital role in the organization and they have the same goal and commitment: to meet students' diverse needs to the fullest extent possible, given the purposes of the education system, the functions and structure of the school, and the resources available. Building rapport among the teaching and non-teaching personnel and a good and healthy communication among them will ensure that conflict, misunderstanding and other related problems will be avoided.

KEYWORDS:

SUBMISSION ID: R04A-CALAMB-0439

Work-Related Stressors and Stress Management Factors: Inputs to Job Satisfaction and Teachers Performance

Julieta Apin

Abstraloct

INTRODUCTION

Teachers, the most numbered government employees are faced with various challenges, stressors and high expectancies when it comes to professional task and performance. The study opted to evaluate, interpret and determine how teachers manage work-related stress and how it affects their performance and job satisfaction.

METHODS

A descriptive design was used in determining the different work-related stressors and various ways in managing stress and its impact to their performance and job satisfaction.

RESULTS

Based on the results of the study, there are some indicators on work-related stressors and stress management factors that have lesser effect on teacher's performance and job satisfaction, thus, the hypothesis stating that work-related stressors and stress management factors are not significantly related to teachers' performance is partially sustained, however, person-related information is significantly related to teachers' performance and job satisfaction.

DISCUSSIONS

Since teachers are bothered with so many stressors, necessarily, these must be identified at the early stage of occurrence to have a clear view on how to manage it. Stress management activities must be crafted and developed to lessen their tensions and pressure on the job.

KEYWORDS: work-related stressors, stress management, job satisfaction, teachers, performance

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