



2ND INTERNATIONAL CONGRESS ON
ACTION RESEARCH, ACTION LEARNING
ARAL 2017 March 30 to April 1, 2017
De La Salle University, Manila

Book of Abstracts



2ND INTERNATIONAL CONGRESS ON
ACTION RESEARCH,
ACTION LEARNING
(ARAL 2017)

*Action Research:
Globalizing Reflective Practices*

March 30 to April 1, 2017

De La Salle University
Manila, the Philippines

Lasallian Institute for Development and Educational Research (LIDER)
Br. Andrew Gonzalez FSC College of Education
De La Salle University, Manila

ARAL 2017
Philippines

March 30 – April 1, 2017
De La Salle University
Manila, the Philippines

<https://www.araldsu.net/>

Hosted by:

Lasallian Institute for Development and Educational Research (LIDER)

In collaboration with:

Br. Andrew Gonzalez FSC College of Education (BAG-CED)
De La Salle University, Manila (Philippines)

BOOK OF
ABSTRACTS

About ARAL 2017

The Lasallian Institute for Development and Educational Research (LIDER), in collaboration with the Br. Andrew Gonzalez FSC College of Education (BAGCED) of De La Salle University, Manila, presents the **2nd International Congress on Action Research (ARAL 2017)**. With the theme, "Action Research: Globalizing Reflective Practices", this three-day congress is happening on March 30 to April 1, 2017 at De La Salle University, Taft Avenue, Manila, the Philippines.

It is inevitable that professionals working at different levels in an organization face a variety of problems in their day-to-day work. For effective practice, it is important to deal with these problems in systematic and scientific ways. Therefore, it is necessary for these professionals to empower themselves in identifying the causes of these difficulties and in finding solutions in order to improve their practices. This congress on action research will serve as a venue for such an empowerment as it hopes to address a range of critically important issues and themes relating to action research and action learning. Incidentally, the congress acronym ARAL is a Filipino term which means 'lesson'. **ARAL 2017** intends to provide the participants with lessons that will enable them to have:

1. a deeper appreciation of the need and importance of action research;
2. a thorough understanding of the different methodologies for conducting action research; and
3. a venue for discussing possible collaboration among other action researchers.

Past Conferences

2016:

1st International Congress on Action Research, Action Learning (ARAL 2016)

"Action Research and Innovation: Improving Educational Practices in the ASEAN Region."

March 3-5, 2016

De La Salle University, Manila, the Philippines

2015:

1st National Congress on Action Research, Action Learning (ARAL 2015)

"Improving Practices and Facilitating Change through Action Research"

February 27-28, 2015

De La Salle University, Manila, the Philippines

Table of Contents

About ARAL	i
Messages	1
DLSU President	1
DLSU Chancellor	2
DLSU VCRI	4
NRCP President	5
BAGCED Dean	6
LIDER Director	7
ARAL 2017 Chair	8
Program Overview	9
Plenary Speakers	11
Workshops	15
Paper Presentations (by strand)	18
Counseling & Educational Psychology	18
Economics and Business Education	20
Educational Leadership & Management	21
Health Sciences	34
Humanities and Social Sciences	37
K-12 Curriculum	43
Language Education	47
Mathematics Education	63
Physical Education	75
Science Education	76
Technology Education	88
Poster presentations	96
About BAGCED, LIDER	101
Organizing Committee	109
Sponsors	111

A Message from the President



Welcome!

Welcome to the 2nd Annual International Congress on Action Research and Action Learning!

In this three-day congress, I challenge you to learn as much as you can as you have answered the call to scientifically investigate the opportunities and problems that teachers and educational professionals face, particularly the ones that involve the teaching and learning processes.

It is my greatest hope that you will commit to analyze, study, and improve current practices that will transform the educational landscape of the Philippines while being a life-long learner. While most of you have already conducted research, I suggest that you continue to do so in pursuit of personal and professional development. After all, learning is not terminal; it is a never-ending journey.

Moreover, we belong to a larger network of action researchers - that of the ASEAN region. I am certain that during this congress, you will be networking with colleagues, institutions and organizations with whom you can continue to exchange ideas and practices. My hope for you is that you will forge and maintain those bonds with other researchers beyond national boundaries in line with our goal of an integrated ASEAN - an ASEAN that is committed to action research.

I congratulate you for taking the first step towards that. Our nation needs research and researchers but while these are important, educational change and innovation is more important. I hope that this gathering will be your catalyst in realizing both. Mabuhay!

Br. Raymundo B. Suplido, FSC

President, De La Salle University

A Message from the Chancellor



I extend my warm congratulatory wishes to the organizers, keynote and resource speakers and participants of the Action Research, Action Learning (ARAL) 2nd International Congress. This year's theme significantly recognizes the realities and challenges of living in a broader global physical and virtual environment. It addresses the evolving demands of 21st century learners and focuses on the imperatives confronting educational leaders and managers, educators and other professionals. It likewise acknowledges the importance of sharing valuable insights, experiences and best practices among educational leaders and managers, educators and other professionals within the national milieu and with their counterparts who are based in different parts of the world.

Experts generally describe reflective practice as a process by which an individual pauses to consider and analyze his/her actions, decisions, or judgments with the intention of refining and improving his/her ways of doing things. It principally entails an individual's conscious effort to critically analyze one's action and decision, and be open to process feedback, with the aim of surfacing new ideas and knowledge that would render him/her more efficient and effective in the performance of his/her tasks. Current realities have made it imperative for educational leaders and managers, educators and other professionals to reflect on and examine the processes they employ in the delivery of knowledge and the way they do things to facilitate learning; and to revisit their decisions and assess the outcomes of such decisions. These activities augur well for the individual as it enables him/her to gain more confidence on the tasks at hand, and broadens his/her perspective toward addressing the evolving demands of 21st century learners as well as other pressing issues that confront the institution or society. But reflective thinking and practice should be undertaken in a scientific manner, employing prescribed methods and techniques. This Congress will endeavor to acquaint participants with the different techniques of engaging in action research through reflective thinking and practice. It seeks to enable participants to have a deeper understanding of these methodologies, and provide avenues for possible collaborations among action researchers of different cultural backgrounds and fields of expertise.

Our distinguished and highly respected speakers will engage you in thought-inspiring discussions on action research and action learning and enable you to bring home fresh insights and develop broader perspectives from the carefully planned sessions and well thought out topics for this Congress.

Again, congratulations to the organizers and I wish everyone a lively discussion.

Dr. Gerardo C. Janairo

Chancellor, De La Salle University



A Message from the Vice Chancellor for Research and Innovation



It gives me great pleasure to welcome the delegates of the 2nd International Congress on Action Research, Action Learning (ARAL 2017). For the second year in a row, ARAL is being held as an international event, in terms of both diversity of participants and the scope of topics covered by paper presentations, which marks a significant step from the inaugural national conferences that ARAL was when it was held in 2015. This year's theme, "Action Research: Globalizing Reflective Practices," underscores the need to identify and share best practices in action research as it applies to education and

related domains. In particular, this event is expected to showcase how the action research paradigm can be a useful tool for simultaneous research, innovation and monitoring, especially in complex human systems where a strong human factor component prevents the application of tightly controlled experiments.

Once again, I want to extend my congratulations to my colleagues, particularly the ARAL 2017 conference chair, Dr. Maricar Prudente, LIDER Director, Dr. Shirley Dita, and BAGCED Dean, Dr. Voltaire Mistades, and lastly their support team, for once again working tirelessly to ensure the continued success and growth of this conference. I also want to welcome all the delegates to De La Salle University, and our foreign guests to the Philippines. I wish you all a stimulating and memorable conference ahead.

Raymond R. Tan, Ph.D.

Vice Chancellor for Research and Innovation

De La Salle University

A Message from the NRCP President



Warm greetings to the participants of Action Research, Action Learning (ARAL 2017), the 2nd International Congress on Action Research. I also extend my congratulations to the Lasallian Institute for Development and Educational Research (LIDER) and to the Br. Andrew Gonzalez FSC College of Education for organizing this important gathering of researchers.

The National Research Council of the Philippines (NRCP) lauds this conference as it provides a venue to promote and support research in the various fields in Education, where new knowledge and understanding are generated to further improve the quality of education in the country. NRCP hopes that through the conduct of action research, innovations in teaching and learning may be harnessed by the reflective teacher practitioners and education professionals. Thank you and Mabuhay!

Professor Edgardo D. Gomez, Ph.D.

National Scientist and Academician

President, National Research Council of the Philippines (NRCP)

A Message from the BAGCED Dean



My warmest welcome to the participants of the 2nd International Congress on Action Research, Action Learning (ARAL 2017). The conference theme, “Action Research: Globalizing Reflective Practices”, is very relevant to us researchers and educators. By bringing together experts, researchers, and educators to this three-day congress, the Br. Andrew Gonzalez FSC College of Education affirms the idea that by coming together, we enrich one another.

We are confident that through the plenary lectures, parallel and poster presentations, and workshops, you will gain insights on how action research and action learning can improve our classroom practices. As you connect with your fellow participants, we are confident that this will strengthen the network of educators who conduct action research.

I salute dedicated women and men of the Lasallian Institute for Development and Educational Research (LIDER) who made this gathering success.

We thank all the participants for your positive response to our invitation to be part of this congress.

Voltaire M. Mistades, Ph.D.

Dean

Br. Andrew Gonzalez FSC College of Education

A Message from the LIDER Director



On behalf of the Lasallian Institute for Development and Educational Research (LIDER), it is my pleasure to welcome everyone to the 2nd International Congress on Action Research, Action Learning (ARAL 2017) happening here at De La Salle University, Manila.

The overwhelming response of educators, scholars, and students to the call of ARAL 2017 seems to suggest that Educational Action Research (EAR) is one of the pressing issues in the field of education today. The ARAL International Congress is the only academic gathering in the country (that I know of) which specifically focuses on EAR – the whats and the hows and the whys. This year, we have also opened our doors to the undergraduates who are currently working on action research as part of their academic requirements. May this three-day event serve as a platform for productive interchange of insights and perspectives on EAR, among other things.

I would like to thank our esteemed plenary speakers and workshop facilitators, for their commitment to advance EAR in the country; the paper and poster presenters for their willingness to share the results of their studies; and the participants, for their enthusiasm to interact with and learn from all the presentations.

Likewise, my sincere gratitude goes to the BAGCED administrators, the working committee, especially the office secretaries, and Mr. Wilkinson Gonzales, for the genuine support, the tremendous commitment, and the hard work, all for the success of ARAL 2017!

In the meantime, listen, question, connect, explore, converse, and reflect! May you have a fulfilling ARAL 2017 experience!

Shirley N. Dita, Ph.D.

Director, LIDER

De La Salle University

A Message from the ARAL 2017 Chair



To all the participants and educational action researchers, it gives me great pleasure to welcome you to the 2nd International Congress on ACTION RESEARCH, ACTION LEARNING (ARAL 2017). This year, we have outstanding researchers who will inspire us to continue with our educational action research (EAR) journey for continuous transformation. We shall be deriving inspiration from the words of our National Scientist and Academician–Prof. Edgar D. Gomez. We will have the privilege of listening to the keynote lecture of a world-renowned action research guru, Prof. Mary Brydon-Miller, who will share with us her ideas on Action Research as Innovation. I am equally certain that the plenary talks of Dr. Bill Atweh on the boldness of understanding and changing practice in EAR and Dr. Safary Wa-Mbaleka's talk on how EAR is disseminated through scholarly publications, will be very useful for the ARAL 2017 participants. Moreover, this year's congress offers two sets of parallel workshops that will be facilitated by action research practitioners and enthusiasts. Finally, we will have the opportunity to listen to parallel paper presentations, grouped according to research strands involving 144 EAR accepted papers. There will also be poster presentations to showcase EAR works of emerging action researchers. We will end this 3-day congress by considering the challenges and prospects of EAR. Indeed, we are going to have a celebration of our Action Research endeavors. Welcome to the festivity!

Professor Maricar S. Prudente

Chair, ARAL 2017

PROGRAM OVERVIEW

Day 1: March 30, 2017

7:30 – 9:00	REGISTRATION
9:00 – 10:00	OPENING CEREMONY Venue: Henry Sy, Sr. Hall, 5 th Floor Multi-Purpose Room Prayer and National Anthem (DLSU Chorale) Br. Raymundo B. Suplido FSC, PhD (President, De La Salle University) Dr. Raymund Girard R. Tan (VCRI, DLSU) National Scientist Dr. Edgardo D. Gomez (President, NRCP) Dr. Voltaire M. Mistades (Dean, BAG-CED) Dr. Maricar S. Prudente (Congress Chair, ARAL 2017)
10:00 – 11:00	AM Snacks and Photo Ops
11:00 – 12:00	KEYNOTE LECTURE Professor Mary Brydon-Miller (University of Louisville, USA) <i>'Thinking Outside the Box: Action Research as Innovation'</i>
12:00 – 1:30	LUNCH
1:30 – 3:00	Parallel Workshops 1: (Y507 – 509) <ol style="list-style-type: none">1. Didactical Phenomena in Mathematics (Y507) <i>Facilitator: Dr. Levi Elipane</i> (De La Salle University)2. Mixed Methods Action Research (Y508) <i>Facilitator: Professor Auxencia Limjap</i> (Far Eastern University)3. Developing Instruments for Action Research (Y509) <i>Facilitator: Dr. Jerome Ouano</i> (De La Salle University)
3:00 – 3:30	PM Snacks
3:30 – 5:00	Parallel Workshops 2: (Y507 – 509) <ol style="list-style-type: none">1. Action Research PDSA Cycle (Room Y507) <i>Facilitator: Dr. Socorro Aguja</i> (De La Salle Araneta University)2. Analyzing Quantitative Evidence of Improvement (Y508) <i>Facilitator: Mr. Jovito Anito</i> (De La Salle University)3. Action Research as a Valuable Form of Inquiry for School Administrators (Y509) <i>Facilitator: Dr. Abdul Jhariel Osman</i> (De La Salle University)

Day 2: March 31, 2017

8:00 – 10:00	Parallel Sessions 1,2, 3, & 4(Y407-409; Y507-509)
10:00 – 10:30	AM Snacks
10:30 – 11:30	Plenary Lecture: Dr. Bill Atweh (Visiting Professor, Philippine Normal University) <i>“The Audacity of Understanding and Changing Practice”</i>
11:30 – 12:00	Poster Presentations (Lobby, 5 th floor, HSSH) Photo Op (Grounds of HSSH)
12:00 – 1:25	Lunch Break
1:25 – 2:25	Plenary Lecture Dr. Safary Wa-Mbaleka (Allias) <i>“Dissemination of Action Research through Scholarly Publication: A Practical Guide”</i>
2:30 – 3:30	Parallel Sessions 5 & 6 (Y407-409; Y507-509)
3:30 – 4:00	PM Snacks
4:00 – 6:00	Parallel Sessions 7,8, 9, & 10 (Y407-409; Y507-509)

Day 3: April 1, 2017

8:00 – 10:00	Parallel Sessions 11, 12, 13, & 14 (Y407-409; Y507-509)
10:00 – 10:30	AM Snacks
10:30 – 12:00	Parallel Sessions 15, 16, & 17 (Y407-409; Y507-509)
12:00 – 1:30	Lunch Break
1:30 – 3:00	Parallel Sessions 18, 19, & 20 (Y407-409; Y507-509)
3:00 – 3:30	PM Snacks
3:30 – 4:30	Plenary Lecture: Professor Maricar S. Prudente (De La Salle University) <i>“Educational Action Research in the Philippines: Challenges and Prospects”</i>
4:30 – 5:00	Awarding & Closing Ceremonies Dr. Lydia S. Roleda (Director, RAS) Dr. Voltaire M. Mistades (Dean, BAG-CED) Dr. Shirley N. Dita (Director, LIDER)
5:00 – 5:30	Distribution of certificates

Keynote Lecture

Thinking Outside the Box: Action Research as Innovation

Professor Mary Brydon-Miller

University of Louisville

What does it take to "think outside the box" as action researchers? The presentation focuses on innovators in action research, examining their inspirations and strategies for using participatory methods to bring about change in schools, organizations, and communities.

Mary Brydon-Miller, Ph.D. is formerly the director of the University of Cincinnati's Action Research Center and is Professor of Educational and Community-based Action Research in the Educational Studies Program in the College of Education, Criminal Justice, and Human Services. She is currently serving as Benjamin Meaker Visiting Professor at the University of Bristol in the UK. She is a participatory action researcher who conducts work in both school and community settings. She recently completed work on the SAGE Encyclopedia of Action Research with co-editor David Coghlan. Other recent publications focus on the development of new frameworks for understanding research ethics in educational and community settings including chapters in the SAGE Handbook of Social Research Ethics and the SAGE Handbook of Action Research. She is a member of the editorial board of Action Research and has co-edited Special Issues of the journal on Ethics and Action Research and Arts-Based Action Research. She is also an active contributor to the new social media site, Action Research Plus, which is developing internet based strategies for disseminating research and building networks.



Plenary Lectures

The Audacity of Understanding and Changing Practice

Dr. Bill Antweh

Philippine Normal University (Visiting Professor)

This presentation is based on a tradition which posits a dual nature of action research that aims to understand (read, research) what we do, why we do it and what we do, does. However, this understanding is not an abstract and decontextualised knowledge, but knowledge that, both, is based on our practices and their contexts (read, action) and aims to change them towards achieving more productive and just outcomes and lives of people involved in them. The main argument developed here is that a mere focus on action research as methodology and methods of data collection, analysis and reporting, in contrast to a focus on reflection on the complexity of our practice and theories developed from other scholarly activities, would lead to a superficial understanding of our practices and, hence, limits the possibility of transforming them in significant ways to meet our and our students' aspirations and be of benefit to others.

Bionote

Bill Atweh is a visiting professor at Philippines Normal University in Manila and adjunct professor at Curtin University and the Queensland University of Technology in Australia. After spending more than 25 years in higher education in Australia, he currently lives in the Philippines to work as an international education consultant in various developing countries.

Bill's main interest is in the overall area of sociocultural aspects of education including the effects of gender and socioeconomic backgrounds of students on participation and achievement in education. He has developed special interest in the use of action research as a professional development of teachers. He has conducted research on the role of internationalisation and globalisations and issues of social justice and ethics in international collaborations.

He is the co-editor of several books in education and hundreds of conference and journal articles and has supervised tens of students at master and doctoral levels. He is widely travelled around the world and has worked with several universities in South America, South Africa and Asia.



Dissemination of Action Research through Scholarly Publication: A Practical Guide

Dr. Safary Wa-Mbaleka

Adventist International Institute of Advanced Studies

Classroom-based issues are resolved better by utilizing classroom-based action research. As scholars embrace this new approach to addressing educational challenges, there is more and more need for scholarly dissemination of the research outputs. Many teachers, however, have somehow been blocked out of scholarly dissemination of the work they do in the classroom. Today, classroom-based research, by the teachers and for the teachers, is needed to understand better the intricacies that come with theoretical implementation. This presentation is meant to empower the audience in practical strategies that have been used to help educators at all levels publish their work in scholarly journals. They are based on the presenter's own book, *Publish or Perish: Fear No More*, a tool that has helped thousands of people in their publication journey around the world.

Bionote

Dr. Safary Wa-Mbaleka is an American scholar who is the founding president of AQRA (Asian Qualitative Research Association) based at the Adventist International Institute of Advanced Studies, an American university based in Silang, Cavite, Philippines, where he is an associate professor of education, applied linguistics, and research. He completed 2 doctorates and 2 master's degrees in the USA. He has published more than 30 articles over the past 5 years. He has also published 5 books and book chapters. He has taught and spoken in several different countries including the Philippines, Singapore, Indonesia, Myanmar, Thailand, Cambodia, UAE (Dubai), USA, Mexico, Puerto Rico, the Bahamas, Belize, Uganda, Congo, and Kenya. He is a very well-known international speaker.



Educational Action Research in the Philippines: Challenges and Prospects

Professor Maricar S. Prudente

De La Salle University, Manila

The talk will have two salient foci regarding the conduct of Action Research in the country: challenges and prospects. For the challenges, problems and difficulties encountered by action researchers will be discussed. Conversely, prospects and future directions for collaborative and participatory action research projects will be elucidated.

Bionote

Dr. Maricar S. Prudente is a Full Professor of the Science Education Department at De La Salle University. As an educator, Dr. Prudente has served as administrator at De La Salle University - as the former Academic Chair of the Science Education Department and as immediate past Director of the Lasallian Institute for Development and Educational Research (LIDER). Dr. Prudente has also served as a resource person, facilitator and coordinator in various seminars, workshops and training programs dealing with research, environmental issues, science education and action research. As a researcher, Dr. Prudente has been actively conducting researches on environmental monitoring of persistent toxic substances and to date has published 50 scientific research articles in high-impact peer-reviewed ISI journals. Her involvement in research was recognized in 2015 when she was awarded the Lasallian Pillar of Excellence in Research by De La Salle University. In the same year, 2015, Dr. Prudente received the National Achievement Award from the National Research Council of the Philippines (NRCP). In the field of science education, Dr. Prudente's research work is focused on the conduct of action research and the integration of technology and development of 21st century skills. Currently, Dr. Prudente is the Chair of Division 1: Governmental, Educational and International Policies of the National Research Council of the Philippines.



Parallel Workshops 1 (1:30-3:00 PM)

Workshop 1

Didactic Phenomena in Mathematics Education

Dr. Levi Elipane (De La Salle University, Manila)

This workshop will make explicit various didactical phenomena, which has been an effect of didactical contracts in mathematics classrooms – a complex set of obligations between teachers and students working on a milieu with a specific target mathematical knowledge. The discussion on didactic phenomena will be in the context of modeling teaching situations, wherein notions of contexts and culture are explained. Through this workshop, the participants are invited to look back into their own classroom practices, and put them into surveillance. In this way, they will be informed and guided on how they would design and analyze their lessons and their teaching practices

Workshop 2

Mixed Methods Action Research

Dr. Auxencia Limjap (Far Eastern University)

This workshop presents different models of mixed methods that can be used for action research. It describes the steps to collect, analyze, and integrate quantitative and qualitative data in a single study or series of studies. The discussion includes three major mixed methodologies namely, the convergent parallel mixed methods, the sequential design, and the concurrent design. The sequential design is further classified into explanatory sequential, exploratory sequential, and transformative sequential design. The concurrent design has different types depending upon which secondary data is embedded in the primary data. In the process, participants are expected to be able to identify the appropriate mixed methods design for certain given research objectives. Furthermore, they are expected to describe fully how they will collect, analyze, and integrate the different types of data.

Workshop 3

Developing Instruments for Action Research**Dr. Jerome Ouano (De La Salle University, Manila)**

This workshop focuses on the development of questionnaires and instruments to measure relevant teaching learning experiences that are useful in the conduct of action research in a learner-centered classroom environment. It will allow the participants to walk through the procedure in defining the measurement or assessment domain, generating or formulating the items, and validating the instrument. The workshop is designed for classroom teachers who engage in classroom action research and for school administrators who mentor the teachers in the conduct of action research.

Parallel Workshops 2 (3:00-4:30 PM)

Workshop 4

Action Research: PDSA Cycle**Dr. Socorro Aguja (De La Salle University, Manila)**

Action research is a model of professional development where educators study student learning related to their own teaching, a process that allows them to learn about their own instructional practices and to continue to monitor improved student learning. This workshop emphasizes the continuous nature of the action research process. Activities during the workshop aim to make every participant understand that conducting action research provides an opportunity to reflect on one's own practices and engage in self-directed learning, with the ultimate goal of improving student learning. Further, the workshop aims to make them realize that in order to reach optimal learning, teachers must continuously build upon their knowledge of student learning and intentionally study the instructional practices they are implementing in the classroom. These skills involve observing students closely, analyzing their needs, and adjusting the curriculum to fit the needs of all students. The understanding that action research is a process through which teachers collaborate in evaluating their practice, try out new strategies, and record their work in a form that is understandable by other teachers is likewise underscored.

Workshop 5

Analyzing Quantitative Evidence of Improvement

Jovito C. Anito, Jr. (De La Salle University, Manila)

Guided by the Continuous Improvement (CI) framework, this workshop shall discuss the various quantitative techniques in analyzing evidences of improvement as component of an action research. Specifically, this workshop intends to demonstrate how to perform descriptive and select inferential analyses using a statistical software. It also aims to provide the participants with practical guidelines in interpreting and reporting statistical results.

Workshop 6

Action Research as a Valuable Form of Inquiry for School Administrators

Dr. Abdul Jhariel M. Osman (De La Salle University, Manila)

School administrators regularly encounter issues and challenges as they manage the daily operation of the school to offer a healthy learning environment and as they offer instructional support to their teachers and make sure that every student learns in school. Being that, this workshop will help school administrators to reflect critically on educational challenges which require solutions. Specifically, this workshop will assist them to develop research questions that will inspire challenging conversations about instructional practices, organizational structures, and student learning. This workshop is an initial attempt to improve the professional practices of school administrators by engaging themselves and their colleagues to an action research project that answers particular educational issues and challenges. School administrators, classroom teachers, and other attendees will identify issues and participate in group exercises to help them to understand the importance of action research in leading and managing schools.

Counselling and Educational Psychology

Intensify student organizations and activities to address absenteeism

Aiza David Canlas

Division of City of San Fernando, Pampanga
aizaeduardo_0126@yahoo.com

This study dealt with the impact of intensifying Center for Students and Co-Curricular Affairs to address cases of habitual absenteeism among select Grade ten (10) students. School attendance has a great impact on students' academic performance. The absence of a child in class is tantamount to absence of learning. The ten (10) select grade 10 students who have been identified committing habitual absenteeism in the last two school years and are at risk of absenting their classes paired with the result of the unstructured interview showing that causes of absenteeism were personal preference, attitude and lack of eagerness to attend regular classes were the identified respondents. Advisers of different school organizations conducted various student activities as the intervention to encourage students to attend their classes. Data analysis of school forms such as form 137 and form 2 were used to gather data. Cases of absenteeism were treated using frequency and percentage. Percentage was used to find out if the students meet the required percent of school attendance as stated in the 2000 DECS Manual. Based on the data presented, all respondents met the required school attendance and through unstructured interview of which students were asked to give the reasons behind attending their classes; intensifying student organizations and school activities have positive impact in addressing habitual absenteeism.

Parent-Teacher Conference: Its impact to the academic performance of the students

Ma. Eva Malunes-Hilay

maevehilay@yahoo.com

This paper examines the reasons for the referral of Senior High School (SHS) students to a Parent-Teacher Conference (PTC), and the effects of PTC to the academic performance of the students. Using the teacher-made survey questionnaire, data were gathered from the submitted referrals of the 18 teachers of SHS and their accomplished Parent-Teacher Conference forms. Aside from the survey, a Focus Group Discussion was held among teachers to gather information about their experiences with the referred students and with the parents. The analysis of the data revealed that it was due to absenteeism that these students Missed Written Works (WW), Missed Performance Tasks (PT), had Low Exam Results (LER), and Failed to Submit Requirements (FSR). It was found out further that the initiative of holding a PTC resulted to the decrease in the number of students who were referred for

PTC in the second quarter. It can be deduced therefore that an academic intervention like Parent-Teacher Conference at an early quarter of the semester can help save the students from failing in certain subjects. In addition, the participation or involvement of parents to the academic activities of their children such as responding to the referral by coming to school signals that they are supportive parents and are interested for the welfare of their children.

Level of Awareness among grade seven students on Bullying

Ma. Guilma Angustura Pacifico

University of Southern Philippines Foundation

jpacifico1990@yahoo.com

The high school department of the University of Southern Philippines Foundation has observed a dramatic increase of students who were being bullied and who bullied. These can be justified by the counselor's reports and referrals from the teachers. In some cases there are some students who were bullied but they are afraid to seek for a help and tolerate the bullying act and it is an alarming scenario. This study assessed the level of awareness among grade seven students of University of Southern Philippines Foundation and with whatever results gathered will be used as bases for a program or school's program on Anti-bullying. Based on the researcher's findings among the one hundred eighty three respondents most of the grade seven students at University of Southern Philippines Foundation are thirteen years old which has fifty-nine point zero one and is dominated by the females which has fifty-three point zero three percentage of the population. The general weighted mean of the respondents based on the survey is three point zero three which are moderately aware. In terms of gender when respondents are grouped, males are more aware than females based on the level of awareness and in terms of type of elementary school they graduated. Respondents who came from private school have higher level of awareness in bullying than those respondents who came from public school. The results led the researcher to conclude that since females have lower level of awareness on bullying than males there is a tendency that bullying will happen to females. Based on the findings of the study it is recommended that Guidance Center and Students Affair Office should hold an orientation on Child Protection and Anti-bullying policy and will create activities that would increase the Level of awareness on bullying of the students.

Economics and Business Education

Action Research in Cash Management: Organizational Solution and Knowledge Contribution

Monica Therese L. Lao, Maria Victoria P. Tibon

De la Salle University

monica_therese_lao@dlsu.edu.ph

This study explains the process, relevance and legitimacy of Action Research in addressing organizational issues and at the same time, contributing to the body of knowledge. It outlines the Action Research cycle and shows how action research was applied to the understanding of business issues such as cash management in eBusiness Services, Inc. eBusiness Services, Inc., one of the largest Western Union agents in the Philippines, in anticipation of its customers' demand for cash, was maintaining high levels of cash, considered the company's inventory in its retail stores.

Theories, methods of inquiry, consultation methods and interventions among various individuals and units were applied throughout the action research cycles to provide a solution to the company's unfavorable situation. An adequate level of cash in its retail stores balances the opportunity cost of capital and the benefits of keeping excess cash inventory.

The objective of improving the cash levels in the retail stores came with the decision to centralize cash management with Treasury. The Company went through development stages adopted from the Asian Banker Research's Key Building Blocks of an Integrated Cash Supply Chain. Using Kotter's 8-Step Change Model as a guide, a centralized cash management system was designed. A forecasting method was likewise created to reach the adequate level of cash.

Educational Leadership & Management

Project Redirect: Research Engagement through Designed Interventions: A Way to Make Action Research Alive to Teachers

Airene Orion- Suan

Master Teacher I /School Research Coordinator, Kauswagan Central School

Region X, Division of Cagayan de Oro City

aireneorionsuan@gmail.com

This action research sought to determine the outcome of designed intervention strategies in constructivist approach to teachers who are not conducting action research and the quality of teachers' research outputs at Kauswagan Central School, Cagayan de Oro City and examine instructional situations that accelerated teachers' engagement to make research more responsive and engaging. Mixed methods of research were used; data were collected using the methodological triangulation technique: survey, observation and Focus Group Discussion (FGD). The findings of the pre-intervention showed that majority of the factors that contribute to the drawbacks of teachers' research culture were lack of thorough knowledge and skills in carrying out action research, limited time and resources during INSET training, less mentoring, time constraint in conducting action research, lackadaisical support and extrinsic rewards and absence of action research coordinator. Hence, integrated intervention strategies--practical inquiry and guided learning as implemented activities of PROJECT REDIRECT were introduced. The results of the study show that the intervention is effective and operative since there is an improvement in the research outputs and increased in the number of teachers conducting action research. Hence, an emulation of the integrated intervention strategies is recommended to improve the culture of research in other school.

'Rescue each abused and deprived youth': Anti – child labor program among Mandaya learners in Ulip National High School

Alrey E. Callao, Xylee C. Almedilla, & Cherry Mae D. Racho

DepEd Region XI, Division of Compostela Valley, Ulip National High School

comvalresearch@gmail.com

This quantitative – classic experimental design investigated the extent, reasons, and types of child labor engaged by the youth of Indigenous People (IP) through a researcher-made questionnaire and the effect of the RESCUE EACH ABUSED AND DEPRIVED YOUTH (READY) as an anti – child labor intervention program to IP - Mandaya learners in Ulip National High School, Upper Ulip, Monkayo, Compostela Valley. The findings of this research revealed that 11% of the Mandaya learners were involved in child labor, 95% of them did it to supplement family income and school expenses. These

child laborers were engaged in mining, rubber tapping, weeding, planting trees and 45% labored to transport logs and bananas from mountainous to plain area. The findings showed further that the learners in the experimental group improved significantly their mean percentage of attendance comparing a month before and a month after the intervention yielding the t-value of 4.22 and P-Value of 0.0022 at $\alpha = 0.05$. It also showed that after the READY program, the mean percentage of attendance of the experimental group was significantly higher than that of the control group yielding the t-value of 2.43 with P-Value of 0.0258 at $\alpha = 0.05$. Moreover, it revealed that the experimental group performed significantly better than the control group manifested in the mean percentage scores in written works yielding the t-value of 2.62, P-Value of 0.0174 and comparing their performance tasks manifested remarkable difference yielding the t-value of 2.78, P-Value of 0.0124 both in Mathematics, Science, English, Filipino, and Araling Panlipunan.

Utilizing cloud storage (Dropbox) to improve school data management

Eduardo Mandap Canlas Jr.

Head Teacher

eduardocanlas0126@gmail.com

The research dealt with the effectiveness of the Dropbox utilization in managing school data in terms of filing, sharing and ensuring accessibility. A true experimental research was utilized to gather data on the effectiveness of this application compared to the traditional way of using external storage devices. An experimental group and control group were assigned to see the significant difference on the response of the participants as they assess the usefulness of Dropbox in school data management. The researcher-made instrument was used to gather the needed data which was substantiate with an unstructured interview. The data were treated using weighted mean and frequency. To determine the significant difference, T-test was used. Based on the result of the study. The responses of the experimental group were summarized as exceedingly effective. Which means that the Dropbox as a cloud storage tool is useful in data management. On the other hand, the control group find the traditional way of filing, sharing and ensuring accessibility of data as somewhat effective. In such case, the use of cloud storage in a form of Dropbox was assessed as useful in managing school data.

Revisiting the duties and responsibilities of master teachers: Towards developing an assessment tool

Grace Lapinig Tomo

Segatic Norte ES/Penacio ES Division of Misamis Occidental

grazzylazze@yahoo.com

Master teachers are partners of the school administrators for the children's progress. The performance of master teachers is based on the duties and responsibilities in the field of teaching. This study developed a scale to measure the performance of master teachers in the Philippine schools. The scale was valid and reliable based on the Exploratory Factor Analysis (EFA), Principal Component Analysis (PCA) and were employed to 156 respondents. A four-factor scale was developed namely: Professional Responsibilities Function (factor 1), Instructional Leadership Function (factor 2), Curriculum Planning Function (factor 3) and Technical Function (factor 4). The study provides evidence that the Master Teacher Performance Assessment Tool developed herein possessed good reliability level and construct validity. The instrument is a useful tool in assessing the performance of master teachers. The study also revealed that master teachers were more engaged in professional responsibilities and curriculum planning than instructional leadership and only few master teachers were engaged in technical. It is recommended that Confirmatory Factor Analysis (CFA) be conducted to further validate the psychometric properties of the instrument.

Strong Partnership and Linkages: A Proactive Approach in Enhancing the Pupils' Academic Performance

Grover M. Asequia

School Head

groverasequia@gmail.com

The study sought to determine the importance of strong partnership and linkages in improving the pupils' academic performance in Balongkot Elementary School, Cagayan de Oro City; develop and implement school program that will improve the school's NAT performance and to determine the effectiveness of the program implemented by the school.

The respondents of the study are the Grade 3 and Grade 6 of Balongkot Elementary School. Continuous Improvement (CI)-based research methodology was employed in this study which follows three (3) stages such as assess, analyze and act.

Result of the National Achievement Test for school year 2014-2015, revealed that there was an increase of 10.82% in NAT Grade 6 and 34.08% in LAPG Grade 3. Therefore the intervention contributed to the increase of NAT MPS, the PHIL-IRI result indicated that the SPL program implies a decrease of pupils in the frustration level from 52.08% to 23.96%; an increase in instructional level

from 31.25% to 50% and increased number of independent readers from 15.63% to 26.04%. Interview results from the pupils and parents disclosed that strong partnership and linkages to stakeholders lead to positive effect towards enhanced academic performance among pupils.

Challenges faced by the beginning teachers rural school

Irene L. Penales

Balanlinao Elementary School, Division of Misamis Occidental

penales_irene@yahoo.com

Perceived problems of beginning teachers in their first years of teaching are reviewed. Studies from different countries are included. The study explored the professional, social and personal challenges faced by the beginning teachers. It involved thirteen (13) beginning teachers whose teaching experience were not more than five years in public elementary schools of Misamis Occidental Division. This study is descriptive phenomenological in nature using the methodological interpretations of Collaizzi. In depth interviews were conducted to gather the needed data. The interview transcripts were analyzed, interpreted and reported as themes. Twenty two (22) themes emerged from the participants' experiences which they considered as challenges during their teaching in the rural school were classified into professional, personal and social challenges. The Professional challenges of the teachers as professed by teachers were classroom behavior, teaching strategy, teaching style, multi-grade class, leadership style, pupils academic performance and unpreparedness. The personal challenges faced by the beginning teachers were family obligation, motor accident, school distance, delayed salary, isolation, road, healthcare and emotional problem while the social challenges were network signal, communication, cultural adjustment, adaptation, environmental impediments and insurgency. The results of the study presented new evidences which added to the recognize challenges of the beginning teachers. Finally beginning teachers illustrating the eagerness to teach despites of the challenges they were facing everyday.

A School-to-School Partnership Program Implementation: Contributing Factors and Impact on the Reading Ability of Pupils

**Ivan Brian L. Inductivo, Ma. Theresa E. Obrero,
Ma. Morena R. Nalunat, & Basilisa R. Digma**

Department of Education

ivainductivo@gmail.com

Through the synergetic effort of Aguado Elementary School (leader school) and Bagong Pook Elementary School (partner school), a consultative participatory needs assessment of the School-to-

School Partnership (SSP) team from both schools generated a list of Priority Improvement Areas (PIAs). The study focused on the reading ability (PIA) of the selected Grade Three pupils and the impact of its contributing factors such as: teaching strategies, learning materials, meal provision, and learning hub which were assessed by the stakeholders: pupil-respondents, parents, teacher implementer, and the SSP Team. Out of 213 Grade III pupils of Bagong Pook Elementary School SY 2016-2017 who were subjected under the Phil-IRI test, 46 of the pupils who fell under frustration level and non-reading level were purposively selected. This research utilized the mixed method type of research. Specifically, it involved a descriptive-comparative-developmental-qualitative research design. The outcome of the study portrayed a consensus on the contributory aspect of the program in improving the reading ability and effectiveness of the purpose of the strategies utilized. The null hypotheses were rejected which means that there exist a significant difference among the assessment of the stakeholders on the implementation of the program and a significant difference in the pre-test-post-test results of the participants. Therefore, the results confirmed the favorable effect of the implementation program on the literacy of the pupils. It is recommended to evaluate the areas where the program needs improvement and enhance the strategies from which it has covered. Sustainability of the program is the future direction of the study.

DLL Made Easy: A Simplified Lesson Planning Strategy to Reduce Actual Time Spent on Preparation of Daily Lesson Logs

**Jemuel M. Galay, Darlenie G. Tulang, Mitchel O. Deramas,
Carol O. Lorono, & Jerome G. Tulang**

*West City Central School, Region X, Cagayan de Oro City,
westcitycs@gmail.com*

This action research was conducted to determine if DLL Made Easy, a lesson planning strategy using a one-page format would promote early submission of lesson plans among teachers. The primary aim of the study was to reduce the actual time teachers spend on preparing daily lesson logs. In addition, the study aimed to improve teachers' perception of the current five-page daily lesson log by simplifying it into its one-page version. Baseline data was determined through monthly school reports of delayed submission. Research design involved collecting data from twenty-three (23) first-grade teachers in an urban public school through survey questionnaires, focus group discussion (FGD) and classroom observation, to measure teachers' needs and attitudes towards lesson planning. Implementation of the strategy was conducted in three separate stages: 1) designing of the one-page format, 2) grade level planning and preparation of the daily lesson log using the one-page format, and 3) weekly distribution of ready-made, one-page daily lesson logs to teachers. Post-intervention results showed a decrease in actual time spent on lesson planning and an increase of early or on-time submission of daily lesson logs. The conclusion of this research reveals that the lesson planning strategy was effective and teachers complied more efficiently if daily lesson logs are

made short and concise, done with a group instead of an individual effort, and submitted weekly instead of daily.

LAN-Based Automated Class Scheduling System using Naïve Bayes Algorithm

Josuah Allen R. Mercado, Jose A. Cachuela, & Regene G. Hernandez

Student Researcher and Research Adviser

allen_mercado02@yahoo.com

The automated class scheduling system was developed to automatically generate, and manage the generated conflict-free class schedules for every semester in the university. It is a stand-alone system that allows the administrator to manage the schedule of classes by dragging and dropping it in a timetable view; provides a content management system that stores the data of instructors, programs and rooms; and produce a printable excel file and html files containing the schedule of classes. Naive Bayes algorithm was used to maximize the usage of rooms and automate the creation of class schedules in the university. The software was developed using Java as programming language, Netbeans 8 IDE and MySQL for the database; Hypertext Markup Language (HTML) and Microsoft Excel for the generated output; and SceneBuilder 8.3 for the graphical user interface. The study used Modified Waterfall model and was evaluated according to ISO 9126 where it obtained an overall mean of 4.45 that corresponds to a very satisfactory rating.

Employment Status of Bicol College Criminology Graduates: A Tracer Study

Leah M. Marcellana, & Pedro M. Marcellana, Jr.

International Association of Multidisciplinary Research;

Philippine Association of Institutions for Research, Inc.; PAFTE & PAGE

marcellanajr.pedro@yahoo.com; marcellanajr.pedro@google.com

The study traced the Criminology graduates of Bicol College from Batches 2012 to 2014. A descriptive-evaluative method was utilized using a modified survey questionnaire involving 224 employed Criminology graduates. Findings show that majority of the graduates are young, did not pursue higher studies, employed in the PNP service and indicated that they are very satisfied with their job. They viewed faculty, instructions, laboratory, physical plant, facilities, and research areas as important factors in the total development of the Criminology students. It is recommended that Criminology graduates should continue further studies for their personal and professional development. Extensive review should be conducted to ensure that all graduates will pass the board

examination. The Guidance Office should comprehensively conduct the services so as to ensure that all graduates will be employed and be fit in their future job.

Qualitative standards of teaching: its concentration on pupils' mental development

Liezl L. Talip

Tiaman Elementary School, Division of Misamis Occidental

liezltalip@yahoo.com

Teaching basically deals with pupils. To get the effect of the academic performance from the pupils, effective and efficient teaching is needed. High quality of teaching should be given attention so that the pupils will be motivated to study their lessons efficiently. It is the essential objective of the teachers to have qualitative standards of teaching in order to improve and facilitate smoothly the teaching-learning process. There are times that the behavior of the capability and ability of the teachers could sometimes be the cause of having low academic performance of the pupils and this will hinder the success of effective teaching. That is why this study is conducted because the researcher believed that the result of the study would greatly help the teachers in achieving excellent learning in their class. This could also help the administrators in guiding their teachers to perform what is expected of them for better learning. This research utilized the descriptive survey method. Based on the data gathered, the findings states that Qualitative standards of teaching on Active Learning, Motivation, Lesson Planning, Remedial Teaching and Encouragement were always applied by the teachers and there is no significant difference on the responses of the teachers and school administrators. This study covered 12 school administrators and 74 out of 85 teachers who are currently assigned in Bonifacio West District and have served not less than three years. This study was delimited on the qualitative standards of teaching for excellent learning applied by the teachers in term of Active Learning; Motivation; Lesson Planning; Remedial Teaching; and Encouragement. The implication of the study would serve as guide to the teachers and administrators in performing their tasks in order to achieve excellent learning.

De La Salle Lipa Education graduates' LET performance

Maria Theresa B. Kalaw

Education Department, College of Education, Arts and Sciences

De La Salle Lipa

ma.theresa.kalaw@dlsl.edu.ph

Providing relevant 21st century education through program development is one of the core directions of our Brother President's innovation framework. In accordance with this goal, De La Salle Lipa (DLSL) intends to apply as a Center of Development (COD) in Teacher Education and eventually as a Center of Excellence (COE) in the future. To qualify for the selection of COD, DLSL's teacher education program should have passed the initial screening which includes Level II accreditation/international standing. To be considered a COD, the total score of the different parameters in the criteria set by CHED should be at least 65 points. Out of the maximum total points of 100, 45% constitutes instructional quality including the quality of performance of graduates (at least 65% passing percentage of first takers in the Licensure Examination for Teachers (LET)) bearing 15 points. The main purpose of this study is to examine the trend of performance of DLSL education graduates in the LET for the years 2011 to 2015. Quantitative trend analysis employed on the data collected from records officially released by PRC to DLSL revealed that the performance of both elementary and secondary education passers were significantly higher than the national passing rates. It also showed that there is a significant relationship between the graduates' English proficiency and their LET-General Education performance. When grouped according to their profile, there were significant differences in the performance of DLSL education graduates in terms of the year LET was taken, their GPA, their English Proficiency and results of Culture Fair Intelligence Test. No significant difference was found between the education graduates' field of specialization and their performance in the LET. Results of the study showed that DLSL is eligible to qualify as a Center of Development in Teacher Education in the area of instructional quality.

Understanding the family experiences of high achiever students

Marilou E. Pabatao

Clarín National High School, Division of Misamis Occidental

mpabatao@yahoo.com

A qualitative study using Charmaz's constructivist grounded theory approach was conducted to explore ways in answering the research grand tour questions: 1) What are the family experiences of the honor students of Clarín National High School across the curriculum? 2) How do these students understand the process in understanding themselves and others? Twenty - five formulated questions

were used as guide for the participants to disclose their experiences. There were 18 individual interviews conducted with students who top in Grade 9 and Grade 10 levels across the curricula namely: the Science and Technology Engineering and Mathematics (STEM), Technical Vocational Education Curriculum (TVEC), Regular Curriculum and the Special Program in the Arts (SPA). The gathered data were analyzed using Charmaz's (2006) model of grounded theory employing the method of data analysis of open/initial coding, selective coding and axial coding. The results revealed that sharing of life stories is a tool of the honor students to understand self and family experiences. Thus, it helps them attain high academic achievement. Indeed, the participants considered that the most relevant and important aspect in life is the family's existence which is the key aspect for their growth, happiness and success.

Effectiveness of school administrators' leadership and governance practices

Marycris H. Acuña

Gata Elementary School, Division of Misamis Occidental
rechie_acu@deped.gov.ph

This study attempted to establish a profile of the level of effectiveness of School-Based Management (SBM), Governance and Leadership among Central Schools in the Division of Misamis Occidental. Seventeen Central School Principals coming from the fifteen districts of the Division along with 17 teachers, 17 parents and 17 Barangay Councilors who served as Education Committee Council comprised the respondents. Data was collected by means of a questionnaire-checklist. The statistical treatment used the descriptive-predictive correlational method to gather the necessary data and information. Responses of SBM Leadership Practices were categorized according to the frequency that obtained using four-point scale for interpretation. The researcher uses Pearson Product Moment Correlation to determine the significant relationship between leadership practices as perceived by the administrator and some stakeholders and the Department of Education assessment of the level of effectiveness. Regression analysis was used to know the combination of SBM Governance and Leadership Practices as predictors of the level of effectiveness. It is recommended that sustainable training programs for all central schools and other elementary school principals/head teachers should be considered as a matter of urgency enabling them to effectively implement SBM in school setting to attain effective and efficient delivery of school governance.

DepEd Computerization Program: Venue for Improving Teachers Pedagogy

Nick Cainoy Pañares, & Arnold S. Langam

DepEd Division of Cagayan de Oro City

ncpanares@gmail.com

DepEd Computerization Program (DCP) provided the public schools with appropriate technologies that would enhance the teaching-learning process (DO 78, s. 2010). However, UNESCO Institute for Statistics (April 2014) on their study of Information and Communication Technology (ICT) in Education in Asia data revealed that the Philippines have no data yet for public school teachers teaching using ICT and only two (2) percent of the public school teachers were trained to use ICT. Thus, this study was conducted to determine the level of increase in the ICT integration in the lesson after the intervention was given. The study employed the Continuous Improvement (CI) Research Method that includes three (3) main stages: Assess, Analyze and Act. Descriptive statistics were used after the survey responses. Interview and focus group discussions among students and teachers were done to further validate results. A survey questionnaire was adapted from UNESCO ICT Inventory Questionnaire. The paired t-test was used to determine the significant differences between mean scores on ICT teachers' competence. The findings of the study revealed that through mentoring program conducted by the ICT Coordinator, teachers were introduced to various computer applications such as Basic Computer System, Google Drive applications, Graphic tablet and PHET Simulations. There was a total of two hundred fifty percent (250%) increase in the teachers integrating ICT in their classes. And after the first quarter of the school year there was a significant increase in the Teachers ICT Competence. It is then recommended that teachers should make use of the multimedia instruction in their respective schools so as to help students concretize abstract concepts and processes skills which may improve students' academic achievement.

Student Study Journal: Bridging the gap between Parents and the School

Paul S. Magbanua

John B. Lacson Colleges Foundation (Bacolod), Inc.

paul_mag16@yahoo.com

Parents' involvement plays a vital role in the educational experience of the students. This study was conducted generally to find out how the involvement of parents affects the academic and behavioral performance of the 22 Grade 7 students in S.Y. 2015-2016. A Student Study Journal was required to each student at the start of the school year which served as an avenue to establish a three-way channel of communication that connects school, family, and students. The utilization of the journal

was intensified in August 2015 after the First Quarter Exams, when grades were found below expectations. At the end of the school year, it was found out that there was a significant improvement in the academic and behavioral aspects of the students. It can be concluded that the active involvement of parents in the academic endeavor of their children can create a positive impact on their performance in school.

Overcoming Obstacles In Writing The Action Research Paper Among Elementary School Teachers In Pozorrubio

Roda D. Johnson

Villegas Elementary School, Pozorrubio, Pangasinan
rodajohnson78@gmail.com

Continuous improvement entails the search for materials, methodologies to promote the Vision, Mission and Core Values of the Department of Education. These improvements should be based on empirical results, one of which is through results from action researches. Hence, this study focused on providing interventions to capacitate teachers in preparing action researches by determining the obstacles or difficulties they encounter and later help them address these issues.

Through this research, it was found out that teacher respondents finds it very difficult to prepare Action Researches more specifically on organizing ideas and analyzing the gathered data. Also, before the interventions, the respondents showed Satisfactory performance in terms of Analyzing the Data in preparing action researches but became Very Satisfactory performance in terms of Analyzing the Data in preparing action researches after the intervention strategies. In fact, most of the respondents said they learned to use the Microsoft Excel and Statistical Package for Social Sciences (SPSS) in analyzing the sample data given to them. However, they expressed hesitations in presenting and interpreting the results derived from the gathered and processed data.

As the conclusions are presented, it is recommended that additional intervention strategies should be crafted and delivered to teachers to enable them to show confidence that they can really write about the problems in the classrooms which they have identified in the form of trainings in writing which are duly planned and well-suited for the teachers should be provided. Finally, a proper reward system should be given to encourage more researchers.

Disaster Risk Reduction Management of Schools: Programs, Experiences and Needs

Theresa O. Corcoro, & Adela Fiesta

Notre Dame University, Cotabato City

thresacorcoro@gmail.com

Calamities and disasters has risen dramatically. While there is a great loss in the economy during such occurrence, the loss of lives even on a small scale must not be taken for granted. The Philippines has experienced the aftermath of natural and manmade calamities several times so much so that people regard it as a top priority that must be urgently addressed not only by the government but the society in general. Cotabato City is not free from these circumstances.

This study determined the disaster risk reduction management of schools in Cotabato City specifically the school's programs for disaster risk reduction management in compliance with DepEd and CHED mandates or any city ordinance that may apply, disasters experienced by the school, measures/initiatives that the schools have done to mitigate the disasters, received from public and private institutions to their disaster experiences.

Schools that are located in disaster prone areas were selected for the study. Data was gathered through questionnaires that were administered to randomly selected NSTP students of colleges, grade six pupils of the elementary grades, high school students and teachers.

Data showed that most of the schools experienced flooding, earthquake and typhoon. They also experienced other disasters such as fire, bombing and other disasters. Schools did measures to mitigate disasters. These are: proper solid waste disposal, Tree and mangrove planting, Conduct of simulation drills and identification of evacuation sites. The schools received support from public and private organizations. Most of the private organizations offered trainings, seminars, information campaign, relief goods and housing materials. The schools prepared students for disasters by conducting earthquake drill, fire prevention seminar and drills.

Operative fiscal management mobility and its implications to school performance in Compostela Valley Division

Vilma B. Sangian

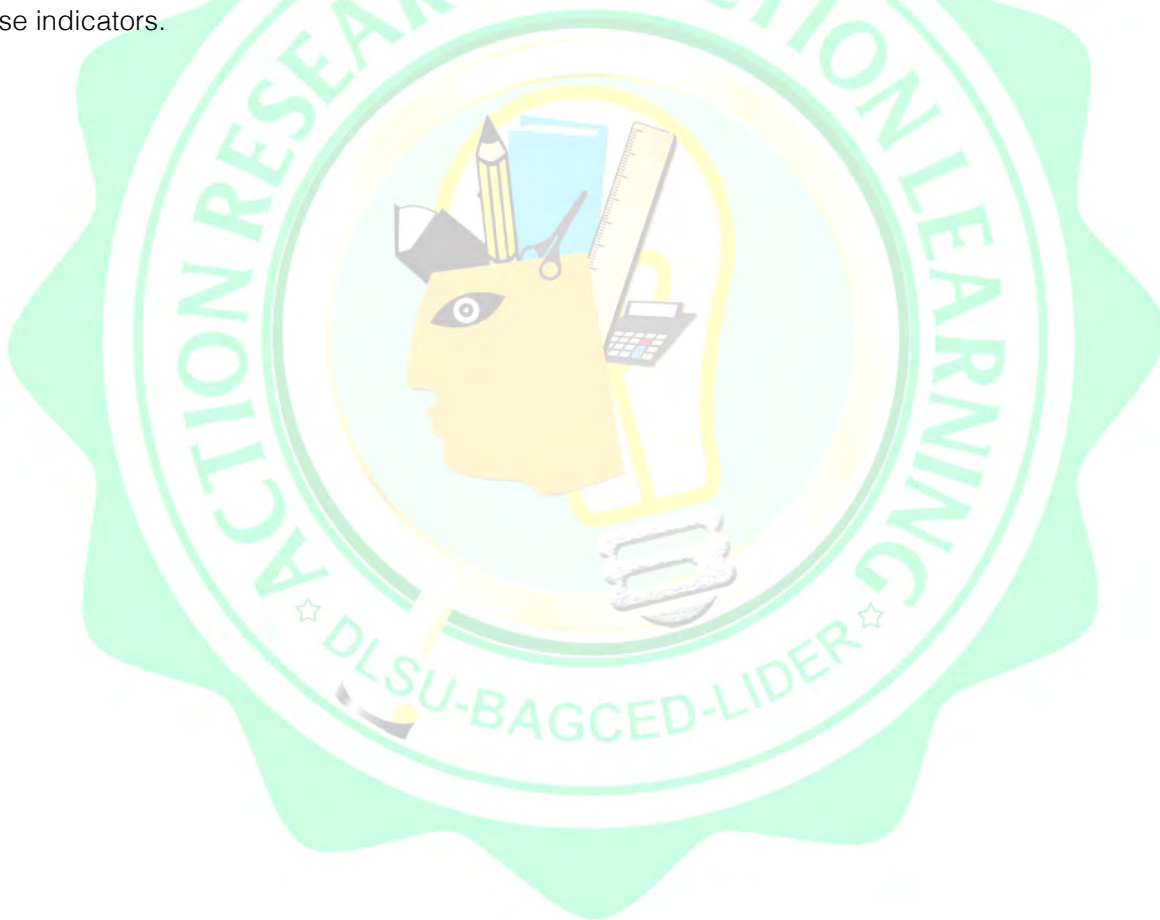
DepEd Region XI, Division of Compostela Valley, Tapia Elementary School

comvalresearch@gmail.com

The main purpose of the descriptive correlation study was to determine the significant relationship between the level of operative fiscal management and the level of school performance in Compostela Valley Division for School Year 2016-2017. Data were collected from the 43 school heads and 147 teachers both from elementary and secondary schools through a researcher-made questionnaire. The operative fiscal management was measured in terms of planning, procuring, controlling and

reporting, while the school performance indicators were drop-out rate, promotion rate and NAT mean percentage. Results revealed that the level of operative fiscal management in terms of planning, procuring, controlling and reporting was very high with a mean of 4.52.

Furthermore, there was a significant difference in the level of fiscal management when respondents were grouped according to length of service with a p-value of 0.002 and educational attainment with a p-value of 0.001. However, when respondents were grouped by gender and designation, it posted a p-value of 0.097 and 0.107 respectively, no difference in perception was noted. There was a significant relationship between the level of fiscal management and the level of school performance. That is, the fiscal management has a correlation to the performance of the school. It is therefore recommended that the school heads shall sustain their practices in managing their resources, for it greatly affects the performance of their schools. It is further suggested that in terms of school performance, the school shall strengthen their strategies in drop-out reduction program, in the promotion rate and also in enhancing their NAT reviews so to increase the rates of those indicators.



Health Sciences and Allied Fields

Medical Application for Respiratory Illnesses (MARI): An Android-based Prognosis and Symptom Checker Assistant

Harvey S. Amora, Carlo O. Añonuevo (Student Researcher)

Regene G. Hernandez (Research Adviser)

harveyamora28@gmail.com

The study aimed to develop an Android-Based Prognosis, and Symptom Checker Assistant that uses Naive Bayes algorithm in identifying the possible respiratory illness/es of the user based on his/her keyed-in symptoms.

A Modified Waterfall model was used as a guide in developing the application. It consists of six phases namely user requirements, system requirements, architectural design, component development, integration and verification, and installation and verification. A Windows operated laptop that is installed with various software such as Android Studio, Java, My Structured Query Language (MySQL), and SQLite database, Adobe Photoshop CS6 were then utilized as the Integrated Development Environment (IDE), programming language, external, and internal storage, and designing tool respectively. All medical data and information that were included as a content of the application was reviewed and genuinely checked by medical experts.

The application then undergone two evaluations before its implementation --- the unit testing, and system testing. For the unit testing, all the modules were successfully met after two cycles. For the system testing, an evaluation was conducted using an evaluation form adapted from the International Organization for Standardization (ISO) 9126. It was evaluated by a total of 30 respondents who were chosen using convenience sampling. As a result, the application obtained an outstanding mean of 4.51 having a standard deviation of 0.59. This result implies that the application complies the previously set objectives, and requirements.

School Based Feeding Program: Its Impact on the Academic Performance of Severely Wasted Pupils S.Y. 2015-2016

Joefel S. Horca & Arcely M. Lucero

Department of Education, Division of Cavite Province

joefel_horca@yahoo.com.ph

The purpose of this study is to determine the impact of the School Based Feeding Program for the severely wasted pupils of Southville Elementary school for the School Year 2015-2016. The respondents are all the 155 severely wasted pupils of SES from grade one to six. The researchers utilized the purposive research design since all the respondents are included in this study and at the same time, they employed the t-test to compare the two academic performances of the pupils before

and after the feeding program to determined if there is a significant impact on their academic performances. After the treatment of the data collected by the researchers. It was found out that there is an impact on the academic performance of the pupils having the computed t-value of 7.16 which means that there is a significant impact. The academic performance of pupils before the feeding program was 78.43 mean and 79.17 mean after the feeding program having the difference of .74 with 1.32 the standard deviation. The researchers would like to impart the value of the nutritional status of the learners has an effect on the academic performance of the pupils, Department of Education feeding program has a significant impact on the eradication of hunger around the country , continuous implementation of the Gulayan sa Paaralan Program and to continuous serving of nutritious food at home is also encourage.

Using prompts in teaching replacement behavior

Karol Pauliene B. Celino, Ella Jane Copes, & Klarisse Holigores

University of the Cordilleras College of Teacher Education

celinokarolp@gmail.com

Communication is one of the most important skills a child should develop. The child in the study is an eight-year old child with Autism. The child manifests whining when the child wants and dislikes something. This action research used the triangulation method. The researchers were able to validate all the data gathered in the observation during the intervention. The data were analyzed and compared through interviews with the parents and made use of event sampling as an observation tool from the pre-intervention and post intervention observations. This research had proven that using prompts in teaching replacement behavior is effective in decreasing the whining behavior of the child with Autism. The researchers concluded that the whining behavior of the child with Autism can be decreased with the use of prompts and the use of prompts is effective in teaching verbal expressions as replacement to the whining behavior of the child with Autism.

Infant and Young Child Feeding Practices of Mothers in Selected Barangays in Diffun 1 District, Quirino Province

Manilyn G. Rambac

Quirino State University, Cabarroguis Campus

lauroaspiras1831@yahoo.com

The research was conducted in order to shed light to the following objectives: 1) Assess the weight-for-age of the infants from the respondents; 2) Determine the profile of the mothers; 3) Assess the feeding practices of lactating mothers; 4) Determine the attendance of mothers to breastfeeding seminars/mother's class; 5) Determine the existence of significant differences on the weight of the infants and the feeding practices of lactating mothers. The research used a close ended questionnaire to gather the needed information. Interview was done personally by the researcher.

Data gathered were analyzed using the statistical Package for Social Sciences (SPSS). Tables generated by the program were interpreted which were the basis in coming up with the conclusions recommendations. The highlights of the study are as follows: 1) Majority of the infants have normal weight although there are infants who are underweight and overweight; 2) Mother are not all married. There are some of them who are single in status; 3) Attendance to seminar/mother's class on breastfeeding is not a guarantee for the infants to have normal weight; 4) The respondents are literate having gone to school; 5) The respondents who are single and attending school are Ilocano and they are college level; 6) The mother who served as respondents o the study have an average of 2 to 3 number o children. 7) The top 2 problems lactating mothers are the insufficiency of breast milk and the need or the mothers to work; 80 The weight of infants is dependent on the feeding practices, sufficiency o breast milk, highest educational attainment of the mothers and the number of children they have.

Common Traditional Healing Practices of the Ifugaos of Banaue

Susan G. Nanglihan

Quirino State University - Cabarroguis, Quirino

mvpagudpud@gmail.com

This study presents a comprehensive view of the common traditional healing practices among the Ifugaos of Banaue. These includes the munhiblot, munhapud (diagnostician), naliblipfayan, puchung, and tomyo. It likewise consider the general healing rites that are being practiced up to the present like pfong-ar, hongga and the use of healing herbs by herbalists.

Beliefs and practices on health care and healing practices is anchored on the belief of supernatural beings such as deities, ancestors and spirits. These supernatural beings cause illnesses whenever they are disappointed with what people do. And so the ecological system should be kept in balance for this is the abode of the supernatural beings. Some people are gifted with special powers to communicate and work with the supernatural beings to restore the order of the religious system.

Through time, indigenous beliefs and practices on health has been redirected to a system of modern health care. However, people did not continuously cease to practice their traditional healing practices as they subscribe to it simultaneously with the modern health care system.

Humanities & Social Sciences

The sense of nationalism and patriotism as basis for citizenship-based intervention

**Alexis Macapanpan, Maricel Lacap, Richard Tuando, Essam Kenji Gonzales,
Beatriz Gulinao, Nico Candelario, Michelle Moseros, Ronald Buñag,
Janina Bawit , & Diane Sarenas**

St. Paul College Pasig

dianesarenas@yahoo.com

Nationalism is a complex and continuously evolving concept of attitude, ideology and movement. It is the attitude which moves people to love the nation. This is also the feeling of pride that ignites within each one of us whenever a milestone is achieved in whatever profession or field one traverses. To many, it is the desire to do good for oneself and for others. The study is a descriptive and qualitative research that focuses on the expression of nationalism of Grade 7 students in order to propose a fitting citizenship-based intervention in the Social Science curriculum. The researchers designed a survey based on the various definitions of nationalism acquired from a number of scholarly materials. These definitions were then clustered into the four major categories targeted by the survey which are: a.) observance of habits and ceremonies; b.) perception on the nation and its local culture; c.) awareness and involvement in current events; and d.) knowledge on the history and provisions of the Philippine Constitution. Findings show that the Grade 7 students expression of nationalism is evident but limited due to age and exposure to the community. The sense of nationalism and patriotism is limited in the following areas: a.) understanding of diverse cultures and practices; b.) contentment in present life in the Philippines; c.) involvement in community activities; and d.) knowledge on the fundamental background of the 1987 Philippine Constitution. The results of the study led the researchers to then employ the principles of Kolb's Experiential Learning Theory that proposes four stages of learning cycle to develop nationalism and patriotism.

Citation analysis of the journals cited in the review of related literature and studies of pre-service undergraduate theses

Alia I. Pacasirang, Nadzmah R. Domaob, & Wardah D. Guimba

College of Education, Mindanao State University Main Campus,

Marawi City, Lanao del Sur

Pacasirang.alia3@gmail.com

Journals that are indexed by the Scopus database are known to have quality web sources (Singh, Sharma and Kaur, 2011). This citation analysis of Journals cited in the Chapter 2: Review of Related Literature and Studies of the Pre-service Theses submitted in year 2015 is the corpus used in this

study. Journals cited in the fifty-five (55) theses and their ranks in the SCImago Journal and Country Ranks provided by the Scopus database were examined. The results revealed that most of the Journals cited are not in the SCImago's list of nine-hundred fourteen (914) Journals. Moreover, majority of the cited Journals came from electronic sources; and that mathematics major has the highest number of Journal cited in Chapter 2. *Journal of Research in Science Teaching* ranks 1st in SCImago and this Journal were cited 4 times in all undergraduate theses submitted in the year 2015. Most of the Journals cited were published in year 2000-2014. Lastly, the oldest cited Journal was in 1953 and this Journal was not in the list of SCImago. These results could be a useful addition to the database section of the eLibrary of the college or university and could encourage more researchers to use quality Journals and web sources such as Scopus database.

Gender Role and Climate Change Mitigation Practices Among The Agta Tribe in Nagtipunan, Quirino

Christian N. Escario, Lauro S. Aspiras, & Emma D. Aspiras

Quirino State University, Cabarroguis Campus

lauroaspiras1831@yahoo.com

This study aimed to picture out gender role and climate change mitigation practices among the Agta tribe in Nagtipunan, Quirino. Both the Qualitative and Quantitative methods were used in this study. Qualitative methodologies used were personal interview, informal discussion (the use of Ilocano and Tagalog dialect), and direct observation. Percentage, quantitative methodology, was used in assessing socio-demographic characteristics of the respondents. Meanwhile, the purposive sampling was used in selecting the 25 respondents. All of which belong to the adults particularly married. Most of the women are left home doing household works and taking care of their children. The men, on the other hand, are responsible for food production. They till rolling lands and plant them with Cassava, corn, and beans of various sorts. Generally, they are dependent to the environment as the source of food and medicine. This then make them vulnerable to the effects of climate change. Mitigating the impact of such, and for the game of survival, the Agta men cram for their needs then women dip involvement in the practices. The women are forced to leave their houses and claim meager aids from philanthropists or join the men in quest for potable water, food and herbal medicines.

Extent of peace education integration in Ateneo de Zamboanga University High School

Espiridion D. Atilano, Jr.

Faculty, Ateneo de Zamboanga University High School

espieatilano@gmail.com

The implementation of peace education in schools is an important step towards building a culture of peace. This study sought to describe the peace education integration in the curriculum and instruction, co-curricular and extra-curricular activities of the Ateneo de Zamboanga University High School (ADZU-HS). Also, it sought to identify the best practices and challenges in the integration of peace education in the unit. The study utilized qualitative and quantitative designs. Pertinent data were obtained through Researcher-made Survey Questionnaire, Focus Group Discussion (FGD), Semi-Structured Key Informant Interview (SKII) and Classroom Observation Logs (COL). The students, faculty and staff of the high school served as the survey respondents. The participants of the FGD were the department chairpersons. Selected teachers were the subject for the classroom observation. Selected administrators were probed in the SKII. Results gathered from the survey questionnaires underscore a high level of awareness among students, faculty and staff on the peace education integration. In terms of classroom instruction, all subject areas introduced peace education during the processing and closure parts of the lesson. On the other hand, the integration of peace education in co-curricular and extra-curricular activities is evident in the conduct of department-sponsored contests, thematic fora and other community-based activities. Lastly, in terms of best practices and challenges, the results of the study suggest that the thematic approach in implementing peace education is commendable while the absence of a peace education program and the lack of monitoring in the execution of these activities are seen as challenges in the implementation of peace education. The peace education initiatives shown by ADZU-HS through its activities are honest efforts and necessary steps in the attainment of lasting peace which is essential for Zamboanga city and Mindanao as a whole.

Quality of Life and Motivation to Learn of University Student-Athletes: A Qualitative Approach

Jeremy Floyd L. Pedregosa, & Jayson F. Cruz

Far Eastern University Manila

jpedregosa@feu.edu.ph

Research on quality of life is very common yet research on quality of life of student-athletes has not yet explored in the past including in the Philippines and most of the researches about quality of life dealt with health-related conditions, regular students like medical students, and soon. Moreover, most of the researches were done quantitatively. This research utilized qualitative approach to

research particularly the phenomenology. It explored the quality of life and motivation to learn of student-athletes from one of the most prestigious universities in the Philippines. This is significant so that we can understand who student-athletes are, how they live, how they think, how their emotion is and soon, and how we can best assist them. A focus group discussions was used to collect data about student-athletes' live experiences. Four focused group discussions took place which involved a total of 23 male and female student-athletes enrolled in the teacher education program and were at junior and senior levels. The preliminary results of the research show that student-athletes possessed different coping mechanism strategies which help them in college. The conclusion can also be drawn that student-athletes' quality of life correlates to their condition as student-athletes as emerged from focused group discussion. Some recommendations were presented following an in-depth analysis of the data.

Gender and development program implementation in school: a public teachers' perspective

Michael S. Anoda

DepEd Region XI, Division of Compostela Valley ,Mambatang Elementary School
comvalresearch@gmail.com

This study aimed to explore the perspective of public school teachers in Gender and Development Implementation in Anitapan Elementary School.

This phenomenological qualitative study sought to determine the different perspective of teachers in terms of their views, existing programs and intensification of the program. The data were obtained through FGD from a total of 8 Public teachers from Anitapan Elementary School. The instrument was reviewed by a panel of experts either in the qualitative research or in the context of the study. Essential themes were generated out from their responses on the research questions. The first theme was about the views of teachers on the functions of gender and development which include additional paper works and lack In-service orientation. The second theme was on the existing programs/activities of Gender and Development in school, which include lack of training, absence of GAD activities in school and less prioritization. The third and last theme talks about the problems encountered by the teachers in implementing GAD which is the lack of knowledge. As recommendations, more intensive and extensive training and instruction of relevant knowledge and skills about Gender and Development have to be implemented. There is also a need to conduct close monitoring in terms of the implementation of the program to ensure that whatever the activities being introduced in our division will be escalated to the target clients.

Homoeroticism: Journey towards silent crisis in Education in Compostela Valley Province

Rosilyn P. Cajes

DepEd Region XI, Division of Compostela Valley, Montevista National High School

comvalresearch@gmail.com

The purpose of the study aimed to determine the journey towards silent crisis of homoerotic people that refers to lesbians, gays, bisexual and transgendered people in school and in the community. The study was guided with the following research questions: what are the experiences of LGBT in school and in the community; how do they cope with the challenges being LGBT in school and in the community; and what are the insights of LGBT to address issues in school and in the community. The study utilized the phenomenological approach, where in In-depth Interview and Focus Group Discussion were employed. Seventeen participants from different districts in Compostela Valley Province who participated in the investigation. The study will help the institution in assessing the climate in the school and in the community on LGBT students and teachers' access to, and success in and identifies some barriers they face.

Essential themes were generated out from their responses on the research questions. LGBT people experienced being humiliated with their sexual orientation, feel biases and being bullied, being discriminated and harassed, possess talents and skills, acceptance from others, being responsible, positive outlook in life, acceptance of one's self. To address issues, impose protection policy on LGBT, promote and strengthen awareness on gender equality, conduct programs, workshops and seminars on personality development, and gain respect and support.

Listen to the Cry from within: The Plight of the Agta Tribe at Nagtipunan, Quirino Province

Lauro S. Aspiras

Quirino State University, Cabarroguis Campus

lauroaspiras1831@yahoo.com

Indigenous Peoples (IPs) like Agtas are typically assimilated and absorbed in the mainstream culture, but their plight for survival seems forgotten and their culture seems trapped in the recesses of the rich historical past we typically romanticize. Using Ethnographic inquiry, this study aimed to provide a more eidetic portrait of the active involvement of the Agtas focusing on their aspirations and plights about their environment and the individuals they are in contact with. A total of 8 members of the tribe were purposively selected to take part in an individual semi-structured and in-depth interview. It was noted that various themes emerged, such as: racial discrimination, thirst for education, need for sustainable livelihood programs and crave for the Ancestral Land Title. It was also came out that their ignorance took advantage by some of the selfish group of individuals. Thus, as an initiative, the Quirino State University, Cabarroguis Campus initiated programs and activities to address their plights. Finally, the result of the inquiry could be a benchmark of the philanthropic organizations or agencies in coming up with a sustainable program on the poverty alleviation of the Agta Tribe.

K-12 Curriculum

Career Guidance Program on career choices of students

Lyna H. Basri

basri_lyna@yahoo.com

Career Guidance Program (CGP) is a tool and intervention which designed to connect students to the career choices and employment opportunities. Information on labor market is needed by the learners to match their interest with the demand in the market industry. The career-related theory on Learning Approach to Career Development espoused by John Krumboltz is used in this study to examine the influence of the Career Guidance Program in their Learning Experiences and other factors such as Genetic Endowment and Special Abilities, Environmental Conditions and Events, and Emotional Response to the career choices of the senior high school students in public secondary schools in Basilan Province. It also aims to determine the different services of CGP implemented and which among these services is most influential to their choices. The quantitative descriptive design was employed for the samples that were purposively and randomly selected to answer the respondents' demographic profiles and the checklist questionnaire. The 5-point rating scale was developed to measure the weighted mean and rank, while the t-test at alpha .05 level of significance was to determine the degree of influence. The findings show that the public secondary schools have five (5) common Career Guidance Program services, which are all much influential to the career choices of the senior high school students. Field Trips and Career Forum of the CGP services are much influential to students in urban public secondary schools. Moreover, all the given factors have influence to the students in rural and urban public secondary schools in Basilan Province. The main conclusions drawn were supported by the Career-related Theory, and that the Career Guidance Program is much influential to the career choices of the public senior high school students in Basilan Province.

Structured learning experience towards competence in the K to 12 Mathematics curricular trends

Lynard Bobby L. Asirit

DepEd ROXI Division of Compostela Valley

comvalresearch@gmail.com

This mixed – method sequential explanatory research design investigated the efficacy of the Structured Learning Experience (SLE) is a training methodology towards competence attainment in the K to 12 Mathematics curricular trends among the twenty – four (24) selected teachers in DepEd Tagum City North District. The Skills Inventory revealed that both the control and experimental groups that yielded results of $M = 1.31$ and 1.40 respectively scored very low during the pre-assessment. Throughout the post assessment, the experimental group that yielded result of $M = 4.57$

recorded a remarkable increase, while the control group that bared a result of $m = 1.31$ showed no improvement. The findings of this research that showed an ANCOVA result of $F(1, 2) = 1885.80$, $p < .000$ revealed that there was a significant difference in the pretest and posttest scores of the participants. This indicated that the SLE sessions were significantly effective. The experiences of the participants in the SLE, which was taken into consideration, disclosed four major themes, namely: (1) Salient Features of SLE; (2) Motivating Factor; (3) Personal and Career Advancement and (4) Enriched and Utilized SLE Trainings. These themes confirmed that the SLE sessions are effective as a method in facilitating trainings.

The influence of (CORI)to children's study habits

Margie G. Andrade

DepEd, Cagayan de Oro City

margieandrade211@yahoo.com

The study aimed to find out the influence of Concept-Oriented Reading Instruction (CORI) to the study habits of Grade VI pupils. Science and Araling Panlipunan are learning areas which are more on facts in which pupils should be provided with lots of information to be read and comprehended. Thus, the researcher was concerned on improving the study habit of the Grade VI pupils which is believed to be partnered with good reading skill. In this study, the researcher used Survey Method using Standardized Study Habit Questionnaire. She also utilized semi-experimental design without controlled group implementing Concept-Oriented Reading Instruction to one intact Grade VI class in teaching Science and Araling Panlipunan. At the end of the study, it was found out and concluded that the use of Concept-Oriented Reading Instruction influenced the Study Habit of the pupil respondents as manifested by the increasing scores from the pre-written interview to post-written interview using the Study habits Questionnaire. With these findings, the researcher recommends the Science and Araling Panlipunan teachers to use Concept-Oriented Reading instruction to develop the love for reading among pupils which is essential in enhancing their reading skill and that their academic performance particularly in Science and Araling Panlipunan will be uplifted. Eventually, pupils' study habit which in many studies proven as one of the determinants in pupils' academic performance, will t be developed. Specifically, the following are recommended: teachers should prepare materials ahead of time more importantly the books or video slides and other materials they use in teaching; they should tell to their pupils the concept to be learned and demonstrated by them.

Student at risk: Drop-out Reduction Program for SHS Students in Public Schools

Nelson C. del Mundo

De La Salle University, Manila

dmarkgiunelric@gmail.com

The additional two years in high school create misconceptions to many as the full implementation of K-12 curriculum was enforced and the first Grade-11 students entered different tracks to address their educational needs based on their level of competency in different subject areas. Agonies and complaints were heard and aired by parents, students, and other stakeholders saying that the additional two years will become a burden to their shoulders. As a result, many people are disagreeing to the abrupt implementation of Senior High School program to the education system. In spite of all the questions and disagreement the government implement the program as mandated by the law stating its full implementation through DepEd but then the big question here is how ready is ready as regard to the acceptance of students to K-12 program of the Department of Education. Another major consideration is why students are becoming at risk of dropping out and experienced tardiness to continue during the first semester and even on the second semester. What are the things that we can do in order to avoid such occurrence of multiple number of dropout in the program? As a public school teacher, saving students at risk from dropping out is a major concern and in fact a challenge that every teacher face. In order to address this problem, the researcher will implement an orientation program that will inform students the present status of the K-12 program and to remedy the problem by involving parents, teachers and non-governmental organisation enforcing a dropout reduction program also known as DORP to avoid the possible effect of the latter to our society and the educational system as a whole.

To collaborate or not? What the students' data tell us

Rygin March I. Navares

DepEd ROXI Division of Compostela Valley, New Bataan National High School

comvalresearch@gmail.com

This study determines if the use of collaborative learning approach can increase students' motivation and learning in Grade 10 Science of New Bataan National High School in the Division of Compostela Valley. The quasi-experimental design was used involving 57 students in the experimental group and 54 in the control group. The researcher-developed motivation questionnaire and science achievement test, which underwent pilot testing, were used to measure students' motivation level and achievement respectively before and after the treatment. Results show that the level of students' intrinsic motivation in terms of self-exploration and altruism are generally high and only their extrinsic motivation in the area of future career qualification has an average rating. It was also found out that female students are more socially pressured and have higher level of extrinsic motivation compared

to males because they are more likely influenced by external constraints. Furthermore, students whose fathers are college undergraduate have higher level of extrinsic motivation in terms of future career qualification and are socially pressured than those students whose fathers are secondary graduate, secondary undergraduate and elementary undergraduate. It was noted in this study that collaborative learning approach has no effect in increasing students' motivation. However, it has a direct effect in increasing students' achievement, with an effect size (d) equal to .70, which means that the collaborative learning approach has a very high effect in improving students' learning. This finding gives a new way of thinking on understanding the direct effect of collaborative learning approach towards increasing student learning rather than increasing students' motivation first and consequently increasing students' achievement.

Attitudes and Problems of Grade 1 to Grade 3 Teachers in Virac on the Implementation of the K to 12 Curriculum

Sarah Jane F. Gianan

Catanduanes State University

sarahjanegianan28@yahoo.com

The research aimed to determine the attitudes and problems of Grade 1 to Grade 3 teachers in Virac on the implementation of the K to 12 curriculum. It sought to answer the following: 1. What is the profile and attitude of the teachers towards the implementation of the K to 12 Curriculum? 2. What are the problems encountered by the teachers in the implementation of the K to 12 Curriculum? The study used a descriptive-survey method of research, utilizing questionnaire as the main instrument in gathering the data. With the use of total enumeration, it involved 181 teachers taken from the two districts in the municipality of Virac. Interview to teachers, school heads was done to formulate the questionnaire and carefully reviewed by advisers. Majority of the teachers handling K to 12 classes have earned a degree in the Master's level; Teachers were in Teacher 2 position with teaching experience of 1-12 years; have taught primary grades between 1-12 years and attended only 1 training related to the K to 12 Curriculum. Although there is a change in the curriculum, still teachers have favorable attitudes towards its implementation. Problems encountered by Grade 1 to Grade 3 teachers are moderate problems foremost of which are along assessment of learning or grading system. Among the solutions offered by the teachers are: Localized or contextualized materials should be reproduced and immediately distributed; The four core subjects should be given more time; and There must be clear guidelines on whether the 'No Read, No Pass' policy would be observed or how it shall be observed in the K to 12 Curriculum implementation.

Language Education

Learners' intervention program: Its effect on the academic performance of pupils in New Bataan District

Aileen S. Maghanoy, Jocelyn Q. Bestil, & Manuelita T. Tumampos

DepEd Region XI, Division of Compostela Valley ,

Camanlangan Elementary School

comvalresearch@gmail.com

This action research was conducted to emphasize the importance of reading as a major focus and its effect to the academic performance of pupils. The respondents were Grades 1 to 3 from the three big schools of New Bataan District. Namely; Bantacan Elementary School which composed of 70 Grade 1 pupils, 76 Grade 2 pupil- and 74 Grade 3 pupils; Cabinuangan Central Elementary School composed of 157 Grade 1 pupils, 146 Grade 2 pupils and 206 Grade 3 pupils; and Camanlangan Elementary School composed of 117 Grade 1 pupils, 121 Grade 2 pupils and 121 Grade 3 pupils. The researchers conducted reading evaluation and academic assessment based on Learners' Intervention Program (LIP) together with the District English Coordinator, Mrs. Esther U. Calicdan.

Random Sampling was employed in selecting pupils-respondents of the study. The weighted mean of reading performance was 16.86 and the obtained SD is at 7.84. The obtained mean of academic performance was 3.84 and the obtained SD is at 3.32. The r-value for the two variables is 0.901 and the p-value is 0.000 shows that the null hypothesis which states that there is no significant relationship between the reading performance and the academic performance is rejected. There is sufficient evidence that the claim of having association of two variables is valid. The sample data is substantial to validate the claim. Based from the result the researchers strongly recommended that Learners' Intervention Program (LIP) must be given consideration in teaching reading for at least half an hour every day for Grades 1-3.

Spelling and vocabulary skills and the reading comprehension

Elenita E. Dabon

Canibungan Daku Elementary School, Division of Misamis Occidental

elenita.dabon@gmail.com

In this exploratory study, the researcher examines the value of exposure to the spelling and pronunciation of word forms when introducing the meanings of new and difficult vocabulary words. This study endeavored to assess the spelling and vocabulary skills of Grade V Pupils of Clarin North District and wants to find out the relationship of spelling to vocabulary skills. The research will make use the descriptive-correlational design which measures the spelling and vocabulary skills of pupils.

The instrument used for spelling was a researcher-made questionnaire to assess their spelling through dictation of words by the teacher and vocabulary through context clues. These spelling words and vocabulary words come from the Grade V English book and were tested in Flesh-Kincaid Reading Ease Readability Test. Result showed that there is highly significant difference between spelling and vocabulary skills of pupils. The present study aimed to investigate the relationship of vocabulary skills to reading comprehension. Specifically, this study endeavored to explore the significant relationship of vocabulary to reading comprehension. The researcher-made questionnaire was used to assess their vocabulary skills through context clues and reading comprehension through questions from literal, interpretative and applied level. There were thirty item questions in literal, interpretative and applied level of questions with choices. Result shows that there is a highly significant relationship between spelling to vocabulary skills to reading comprehension of pupils. The result of the study may help future teacher researcher to conduct innovation and made a good action research on the spelling skills and reading comprehension of pupils to develop better spelling, vocabulary and reading comprehension.

Direct or indirect written corrective feedback in improving the writing ability of a junior high school class

Ericson P. Cabrera, & Jennifer P. Santillan

Angeles City National Trade School

ericsoncabrera@gmail.com

This quasi-experimental study examined the effects of two types of written corrective feedback (WCF) which are direct WCF and indirect WCF in improving the writing ability of the students. Using an experimental multi-level Creative Writing class, two groups were formed: direct WCF (9 students) and indirect WCF (10 students). During the four-week experimental study, the students accomplished three writing activities (pretest, immediate posttest, delayed posttest). Their outputs were provided with feedback by their teacher and were evaluated by three raters using the language use and mechanics components of the ESL Composition Profile for the three writing activities. Based on the results of the study, the direct WCF group obtained higher means compared to the indirect WCF. According to the paired T-test result, there was a significant difference between the pretest and posttest scores of the two groups. However, it was indirect WCF that had shown better significance in improving the writing ability of the students in a junior high school class who are also considered low-proficiency learners. The results of the study on the provision of the WCF in the improvement of the writing ability of the students led to the following implications: (1) training of teachers on the provision of written corrective feedback; (2) adapting a WCF typology that would best suit the learners preferences; and (3) teaching the students how to use feedback in improving their writing performance.

Correlates of word recognition and vocabulary

Gerly D. Isoler

Gata Elementary School, Division of Misamis Occidental

gerly.isoler@deped.gov.ph

The ability to recognize words and to identify their corresponding meanings is necessary in the development of pupils' reading comprehension skills. This study examined the level of word recognition skills, vocabulary skills and reading comprehension of fifty Grade 2 pupils of Gata Elementary School and Kinangay Norte Elementary School of the Municipality of Clarin, Misamis Occidental. The study used the descriptive-correlational research design in determining the relationship between the word recognition and vocabulary skills to the reading comprehension skills of the pupils. An action research design was used in the study, and researcher-made instruments such as word recognition checklist, vocabulary test and reading comprehension questionnaires were utilized in determining the profile, the word recognition skills, vocabulary skills and the reading comprehension of the pupils. Researcher-made materials were employed during the one-month intervention period. Results revealed that majority of the participants are females and generally seven years old. Gender had a significant relationship in the word recognition and vocabulary skills of the pupils in contrast to age which was not highly significant. There was a significant difference in the word recognition skills of the pupils which was at the frustration level during the pretest while at the instructional level during the post test. There was also a significant difference in the result of pupils' vocabulary skills during the pretest while very satisfactory during the post test. There was a highly significant relationship between the pupils' word recognition skills and reading comprehension skills, and a highly significant relationship between the pupils' vocabulary skills and reading comprehension skills. Thus, the levels of word recognition and vocabulary skills of pupils affect their reading comprehension skills.

Project REx' effects on students' reading proficiency levels

Glendale B. Lamiseria, Rex C. Briones, Mauricio Catan, & Jennifer Q. Pique

Cabacungan National High School, Division of Leyte,

Department of Education

belarminoglendale@gmail.com

Reading interventions are developed to address literacy problems. An intervention that is manageable to administer and makes reading activities fun to improve reading proficiency has been the design of Project Reading Sight Words Explicitly (REx). Determining the effects of Project REx on students' reading proficiency levels in English is the aim of this paper. This study was conducted at Cabacungan National High School last School Year 2015-2016. The Pre-Post Experimental Design was used with 30 Grade 7-Adelfa students as respondents chosen through stratified random sampling. Anchored on Constructivism theory, students were exposed to daily Dolch Words drill and

once-a-week Videoke Singing with reading activities carried out within nine weeks. With the use of the Philippine Informal Reading Inventory (PhilIRI) Oral Test Criteria, the post-test scores showed zero Non-Readers, decreased Frustration readers and increased number of Instructional as well as Independent Readers. Using t-test, a significant difference in the pre- and post-test scores, both in Word Recognition and Comprehension Levels, was determined implying the effectiveness of Project REx in the improvement of learners' reading proficiency level. This reading intervention was viewed by the students as enjoyable and essential in the development of their reading abilities. This paper limits only to the effects of Project REx to students' reading abilities and did not consider how the respondents' attendance affected their reading proficiency status. This research gave a new idea on how to enhance students' reading abilities through Project Rex that was designed originally to combine Dolch words, videoke singing and reading activities into one intervention.

Learning Outcomes in Filipino of Grade 7 Students: Implications for their Writing Capability

Grace Salcedo-Pimentel

Department of Education, Cagayan De Oro

gracsals1@gmail.com

The study determined the learning outcomes in Filipino of grade 7 students and Implications to their writing capability. It sought answers to the six problems that include student and teacher respondents' characteristics. Primarily, the study measured students' learning outcomes in Filipino in the first three levels of assessment and their writing capability in Filipino. Significant differences in their learning outcomes were tested when grouped according to the respondents' characteristics. It also looked into the implications of the learning outcomes to their writing capability. An in-depth interview and FDG were conducted to validate the results. Descriptive research design was used with 480 students and 16 teachers as respondents obtained through equal sample random sampling method. Major findings of the study revealed that overall mean scores of students' learning outcomes in Filipino is at a beginning level. All three levels of assessment were also at the beginning description. Their writing capability was at fair level and is true to all writing components: content, grammar rules and mechanics. Moreover, students' learning outcomes created significantly higher impact to their writing capability; that the higher their mean scores obtained in the learning outcomes, the higher is their writing capability. In like manner, positive attitude towards Filipino, extent of usage of technology and teachers' early years in teaching showed significantly higher differences in the students' learning outcomes. Sustaining and enhancing teachers' competencies through In-Service Training focused on teaching methodologies and strategies, development of teaching-learning resource materials, assessment and documentation ensuring quality education in all Filipino classes coupled with mentoring and drills are hereby recommended.

Re-engineering collaborative learning using multiple intelligences in improving English performance

Guadalupe C. De Jesus

Teacher-Researchers' Association of DepEd Quezon (TRAQ)

djguada20@gmail.com

Teaching 21st Century learners has often become a great subject for forums, researches and studies. Everyone is in search for a link to maximize learners' potentials. This study explored the use of Howard Gardner's Multiple Intelligences (MI) Theory in re-engineering Collaborative Learning. Moreover, this study attempted to deviate from the traditional measure of intelligence that often leads many students to come and go out of the classroom not discovering their full potentials. This study hypothesized that using Multiple Intelligences in re-engineering Collaborative Learning would have a significant correlation with outputs in five macro-skills of English Language Learning namely: listening, speaking, reading, writing and viewing. It employed an experimental research using a two-group design among 60 Gr. 10 students from four sections out of 160 heterogeneous students using a matched pairs sampling technique. To do away with traditional groupings which often leads to unequal distribution of talents and skills, a survey questionnaire containing 70 items with 10 indicators for each of the 7 Multiple Intelligences (MI) was used to determine talent distribution and lesson designs. The research revealed that using MI in re-engineering Collaborative Learning is an effective tool in improving English learning output. Moreover, it revealed maximum participation and interest among learners. This links to a student-centered possibility of unleashing the learners' hidden potentials. This also allows every teacher to make more informed decisions on WHO the students are, WHAT they are capable of and HOW to teach them effectively.

Using TENSE in improving students' performance in English

Herbert N. Doce, Jessie E. Quesea, & Mercedes R. Infante

DEPED-Quezon-Atimonan National Comprehensive High School

herbertnera.doce@gmail.com

The main objective of this study was to improve the performance in English of Grade 10 students of Malusak National High School using TENSE (Text Enhancing Skills in English). This study employed the quasi-experimental method of research. It was conducted in Malusak National High School and was limited to 40 Grade 10 students enrolled this School Year 2016-2017. The performance of Grade 10 students was assessed using pre-test and post-test of 50 items and t-test as statistical treatment. The researchers arrived at the following conclusions: (1) The performance in English of Grade 10 students of Malusak National High School yielded a Mean of 15.28 and MPS of 30.55 in the pre-test and a Mean of 25.03 and MPS of 50.05 in the post-test. (2) As the data revealed a remarkable

improvement on the post-test and the computed t-value exceeded the t-critical value, a significant difference on the students' performance was noted. (3) Using TENSE (Text Enhancing Skills in English) during students' free time and during the conduct of their ICL (independent cooperative learning) can definitely be contributory in the improvement of students' performance in English. In addition, the researchers conceptualized this study in pursuant to DepEd Order No. 44 s. 2016 (Guidelines on School-to-School Partnerships). Thus, this study was conducted to help students from the partner school improve their performance particularly in English and maximize the use of their free time and ICL classes.

The Use of SMART to Improve the Reading Skill of Selected Grade 8 Students

Jasper Balbiran Angeles

Sitero Francisco Memorial National High School

angelesjasperb@gmail.com

With the plummeting reading performance of Grade 8 students in Sitero Francisco Memorial National High School as supported by its quarterly reading assessment, it is timely to conduct a study on the use of a recognized reading strategy to improve the reading skill of students. According to Buehl (2001), reading success depends on the ability of the students to monitor themselves. Self-monitoring as key component of Self-monitoring Approach to Reading and Thinking (SMART) Strategy is therefore relevant for the current situation. Having this setting in mind, the researcher chose SMART as basis for the intervention joined by twenty Grade 8 students under the struggling reader category. A control group who attended regular classes was likewise determined.

The results showed that the use of SMART Strategy in teaching reading improved the reading skill of the experimental group. The study confirmed a significant difference in the pretest posttest of the experimental group after the intervention. On the other hand, the slight increase in the posttest mean score of the control group over its pretest was not statistically considered, hence there is no significant difference in the pretest posttest of the control group wherein traditional reading instruction was observed. Furthermore, the significant difference in the posttest scores of the control and experimental group only proves that indeed the use of SMART in reading instruction is better than its traditional counterparts.

By fostering self-monitoring through self-translation, linguistic troubleshooting, and fix-up strategies, the student-respondents became more confident and self-reliant in reading texts in English. Difficulties in reading such as difficult vocabulary, complex sentence structure, and lack of content knowledge began to be alleviated as they continue not only in monitoring themselves, but also in thinking of means to help themselves.

Translanguaging in the Mathematics classroom: On the ground language practices

Jennifer Monje

Pamantasan ng Lungsod ng Maynila

monjejd@hawaii.edu

This study documents translanguaging practices employed by bilingual freshman university students and their teachers at the Pamantasan ng Lungsod ng Maynila (University of the City of Manila) in to mediate Mathematics content, reduce anxiety in class, and promote linguistic justice in Philippine classrooms, among other things. I situate this research project within a broader postmodern/post-structural framework which re-thinks the notion of languages as “discrete” and “bounded,” and argue, instead, that when students and their teachers attempt to mediate the content of Mathematics subjects, they draw on their unique linguistic repertoire which goes beyond code-switching, and into a fluid crossing into, between, and within languages, thereby opening up a space for learning to occur in what Pennycook (2007) has termed a “linguistically real” rather than a “linguistically pure” environment (in Langman, 2013, p. 196). Observations of classroom interactions, field notes, and metalinguistic data constituted my qualitative data. This research hopes to contribute to the growing literature on translanguaging practices.

A research and report writing course for STEM students

Lester John Alcoriza Cajés

Department of Education – Las Piñas National High School

lesterjohn.cajes@gmail.com

This study proposes a language course for the Science, Technology, Engineering and Mathematics (STEM) Program of Las Piñas National High School (LPNHS). This is to address the students' difficulty in producing a quality research work that is a major requirement of the Program. According to Hanauer and Curry (2014), language and literacy are central to the conduct and communication of science, technology, engineering and mathematics. Therefore, language skills play an essential role in accomplishing investigatory projects and research reports. Further, text-based and skills-based approaches comprise the framework of the suggested course. The qualitative study utilized interview and content analysis in gathering data as regards the students' strengths and weaknesses in the areas of language and research. The researcher interviewed language and research teachers who have been teaching STEM students for two to five years. The teachers drew their responses from their students' written and oral tasks, test results and research outputs, and other forms of formative assessment. It was found out that the students needed enhancement in specific areas of language and research, especially reading and writing. The identified competencies and the ones extracted

from the language syllabi currently used constitute the content of the proposed syllabus. As a result, the researcher has developed a course outline following the parts of a research work as determined by the Department of Education (2014). Each phase consists of at least one of the following foci: language/grammar, reading, writing, study skill and research skill.

Peer assisted reading strategy for reading comprehension

Lilybeth Paradero Montanez, Sherie Rose F. Rivero, & Leo V. Vallejo

DepEd Bislig City

lilybethmontanez@yahoo.com

The study titled "Peer-assisted reading: strategy for reading comprehension" aims to use Peer-Assisted Reading (PAR) to improve the reading level in English of the grade three pupils in San Fernando Central Elementary School, Bislig City. The study uses the Phil-Iri Assessment Tool in determining the pre-test and post-test measures in reading of the grade three pupils and uses simple percentage in computing the data. In implementing the PAR, the non-readers and the frustration-level readers termed as Reading Partners (RPs) were paired with the independent and instructional level readers called the Reading Buddies (RBs). The RBs, with the guidance of the researchers, discussed and explained the story with the RPs and in the process, helped the RPs improve their word recognition and comprehension skills. After conducting the PAR, the results revealed that there was a 100% decrease in the number of non-readers, from 13 in the pre-test to zero in the post-test. The frustration-level readers, decreased from 47 to 12 while the instructional and independent level pupils increased from three to 34 and zero to 17, respectively. Hence, there was a significant improvement in the reading comprehension of the grade three pupils, not only the RPS but also the RBs.

Project REFUN: A School-to-School Partnership on Reading Comprehension

Maria Bernadette C. Peji, Joie E. Buendia, Joefel S. Horca, & Aracely M. Lucero

Department of Education, Cavite

joiehoney48@gmail.com

Reading plays a vital role to every individual as it is the key to literacy. It is essential to develop good reading skills at a young age as it is the key to future success. It also makes learners to be more articulate, develops higher order reasoning, and promotes critical thinking. Dougherty-Stahl (2004) suggests that effective reading comprehension is the culmination of mastering vocabulary, phonics, fluency, and reading comprehension skills. Project ReFUN is a school-to-school partnership (SSP)

program between Lapidario Elementary School (the Leader School) and Southville Elementary School (the Partner School). The recipients of the said program are the eighty-four (84) grade four pupils who were categorized under the frustration level after the Phil-IRI (Philippine Informal Reading Inventory) was conducted. Thus, the goal of the said program is to alleviate the reading comprehension of the recipients. Moreover, it aims to gauge the impact of the program on the participants' reading comprehension through the use of Activities on Better Reading Comprehension (ABRC) materials, the standardized materials for reading. Post test result indicated that 100% of the participants' reading comprehension level improved to instructional level since their scores range from five to seven which based on the norm of reading scale are under instructional level. Moreover, the t-test computed value suggests that there is a significant difference on the participants' pre-test and post test results. Hence, with the seemingly successful outcome of the program, Southville Elementary School deems to continue the program even without budget allocation from the Department of Education (DepEd).

Oral communication apprehension of English 3 Meranao students in MSU-Marawi City

Norhayna Eryll M. Unte, Noaisa A. Abdulazis, & Dhanera O. Abduljabbar

College of Education, Mindanao State University Main Campus,

Marawi City, Lanao del Sur

nedmu14@gmail.com

This study tackles on oral communication apprehension of English 3 Meranao students in MSU, Marawi City. The findings showed that majority of the respondents are freshmen from the College of Education with an age range of 17 to 18 years old and with most of them coming from public high school. The findings also include that the common reason of respondents' apprehension are as follows: 1. In terms of expectation, they fear that they might have mental block; 2. In their training and experience, most of them lack training in public speaking; 3. As regards to audience, the respondents are afraid of comparison with other speakers; 4. In terms of self-worthy, they are conscious about themselves; 5. Rejection, they worry about committing mistakes in front of others; 6. In preparation, they worry that they might lack preparation; and 8. In terms of previous unpleasant experience, they somewhat received some bad evaluations from teachers or other authorities. Among the eight factors of oral communication apprehension, the Meranao student respondents have the stereotypical idea that their audience and the teacher would laugh at them in the instance they commit mistakes. As to the common response of the students during the interview, they said that high school experiences play a great role in their college level experience. The respondents also believed that the most important remedies are practice, preparation, confidence and exposure. In the light of findings, conclusions, implications, and recommendations were suggested.

Psycho-Sociological Factors and Reading Ability of Senior High School Students

Penche Flores Osmeña, Rechelle Amistoso, Pirante Sunday May Mataro Sevilla, May Ann Fiel Sevileno, & Luis Luigi Eugenio A. Valencia

Leyte Normal University

luey526@yahoo.com

Language teachers all over the world agree that developing listening, speaking, writing, and reading is pedagogically challenging. Reading ability is defined as “a cognitive ability which a person is able to use when interacting with the text” (Urquhart and Weir, 1998). There are many different reasons that influence reading ability such as psychological and sociological factors. This study was designed to determine whether and to what degree a relationship exists between the psycho-sociological factors (cognitive styles, self-concept, class participation, and anomie) and reading ability among the Senior High School (SHS) students. There were 90 respondents taken from the different programs of the Senior High who answered the survey questionnaire and the reading test. These programs are: General Academic System (GAS), Home Economics (HE) and Technical Vocational (Tech Voc). The results of the data gathered from the survey questionnaire were organized, analyzed and summarized using descriptive statistics such as the mean, standard deviations and SPSS.

It was found out that in terms of psychological factors, majority of the respondents were visual learners in their sensory preference, they are extrovert in relation with others, both open and closed in relation with others, sequential in orientation to learning task and analytic in their overall orientation. Most of them have an average degree of self-concept. In addition, when it comes to sociological factors, most respondents are average in their class participation and they were dissatisfied towards their native language. Moreover, majority of the respondents were in conditioned level in the reading ability. There is no significant relationship between the psycho-sociological factors and the reading ability of senior high school students. This study has drawn inputs to improving reading ability among Senior High School Students.

Coping Mechanisms of Siblings of Pupils with Exceptionality: Basis for a Proposed Intervention Program

Randolph G. Catungal

Philippine Normal University

catungal_randolph@yahoo.com

This research aims to determine the implication of the coping skills in terms of understanding, awareness, and acceptance of siblings of pupils in an inclusive classroom and be the basis for an

intervention plan. The study was descriptive type. It was conducted at San Agustin Elementary School (SAES) in Quezon City in the school year 2016-2017. The thirty-three (33) siblings and thirty-three (33) pupils were the respondents and subjects respectively. The data collected from both groups were analyzed and interpreted using the following statistical tools: frequency, percent, mean, analysis of variance, and chi-square test. Analysis of the results led to the following conclusions: In general, the sibling-respondents have 3 siblings, in which predominantly male and 19.5 years old. The pupil-subjects consist of males who slightly outnumbered the females, or generally 14 years old, either the youngest or the middle child, with predominantly intellectual disabilities and autism spectrum disorder, with moderate level of exceptionality, and mostly in the kindergarten level. Understanding, Awareness, and Acceptance are the coping skills used by the sibling-respondents when dealing with their disabled siblings. Coping mechanisms are perceived to be exhibited often. This shows that sibling-respondents often understand, are aware, and accept their exceptional siblings. Although many coping skills exist and used in other studies, it is impossible to assume which will be effective for siblings. Coping skills are not significantly influenced by demographic profile variables of sibling-respondents. This means that the level of the siblings' understanding, awareness, and acceptance of the disabled pupils are nearly the same regardless of whether the disability is ADHD, ASD, Intellectual Disability, Physical Impairments, or Visual Impairments. They may have high or low coping skills towards their sibling with special needs regardless of their gender, age, number of siblings, economic status, and religion. Results of this study imply that there must be cooperation among teachers, parents, and siblings of differently-able pupils to achieve the common goal of helping them to improve their behavior and cognitive aspect as well for which an intervention program was planned.

Zoltán Dörnyei's motivational strategies: Implication to teaching English

Roju M. Dumdum

Old Poblacion National High School, Department of Education
apocalypse1908@icloud.com

The present study examined the level of students' motivational state and language performance adopting Zoltán Dörnyei's motivational strategies among 50 Grade 9 students of Old Poblacion National High School. The study also attempted to find the relationship between the two variables. A questionnaire was used to measure the students' motivational state and the DepEd suggested rubric was used to assess their language performance. The motivation orientation of language teaching (MOLT) was also adopted to observe the occurrence of the motivational strategies, along with the post-evaluation rating of the inter-raters. The results indicate that Zoltán Dörnyei's motivational strategies improved the students' motivational state as well as increased their language performance. However, there is no significant relationship between the students' motivational state and language performance.

Pecha Kucha Presentations: Developing ESL/EFL Learners' Public Speaking Skills

Romualdo A. Mabuan, & Gregorio P. Ebron, Jr.

Lyceum of the Philippines University

romualdo.mabuan@lpu.edu.ph

Can a 20 x 20 PowerPoint presentation develop English language learners' public speaking skills? Anchored on the 21st Century Learning Framework (P21, 2006) and the TPACK Framework (Koehler & Mishra, 2009), this study reports findings on the pedagogical viability of utilizing Pecha Kucha 20 x 20 Presentations in developing students' competence and confidence in presenting in the language classroom. Research participants include 100 English as a Second Language (ESL) learners taking Speech Communication classes in a private university in Manila, the Philippines during the first semester of the academic year 2016-2017. Research data come from students' reflections, interviews, survey, and focus group discussion (FGD). Findings suggest that delivering contextualized and personalized Pecha Kucha presentations does not only help students develop their speaking skills, it can also boost students' confidence, practice and improve their English macro skills, and develop their oral presentation skills. Findings also show that delivering Pecha Kucha presentations can help reduce students' public speaking anxiety and communication apprehension as well as serve as a platform in developing their ICT skills. Pedagogical implications are provided for ESL (English as a second language) and EFL (English as a foreign language) teachers and researchers in the light of these findings.

Use of mother-tongue chips in teaching English

Rosalio Gaza

Calauag National High School, Calauag, Quezon

rosaliogaza@yahoo.com

The gradual decline in the performance of students in English has prompted the researcher to innovate a teaching strategy aimed to improve their oral communication skills, build their confidence, and establish consistent participation in various performance tasks. Dubbed as the 'Mother-Tongue Chips Teaching Strategy', it is also anchored on eradicating the fear of students in communicating in English since they tend to shy away from discussions when conducted using the second language. This study can be described as descriptive-comparative which employed the classic Test-Retest method. It covered the second grading period of School Year 2015-2016. A total of thirty (30) Grade 10 students of Calauag National High School were selected through random sampling as respondents of the study. The arithmetic mean was used to determine the average score of the respondents before and after employing the strategy. The t-test statistics was applied to find out the

significant difference of the pre-test and post-test scores of the respondents. The findings revealed that the performance level of the Grade 10 students of Calauag National High School yielded a Mean of 22.60 and MPS of 45.20 in the pre-test and a Mean of 30.83 and MPS of 61.67 in the post-test. As this study revealed a noticeable improvement on the post-test and the t-Stat value being higher than the t-critical value, there was certainly a significant difference on the students' performance. The use of the Mother-Tongue Chips Strategy in teaching English can definitely help the students to improve their academic performance in English. The pre-test and post-test results served as justifications that the Mother-Tongue Chips Teaching Strategy was an effective teaching strategy that helped improve the students' academic performance in English.

Teaching MTB in a Multilingual Classroom: Is It A Boon Or Bane?

Roselle M. Soriano

Quirino State University, Cabarroguis Campus

lauroaspiras1831@yahoo.com

Language is the key to communication and understanding in the classroom. Thus, the emergence of mother tongue education has created numerous and recent research that suggests the benefits of using a learner's mother tongue. These issues have led this paper to explore Mother Tongue-Based Multilingual Education. Specifically, this study explored the strategies of teachers in using Mother Tongue – Based Instruction in a multilingual classroom and identified some problems that they have encountered in implementing them. Cognizant of the interesting and challenging roles of teachers, this phenomenological study has eidetically captured the collective experiences of 10 Grade-I teachers as they used mother tongue in a multilingual classroom. Driven by the questions, "What were your experiences with teaching Grade 1 using MTB-MLE?, What were the best strategies that you have used helped facilitate the learning of pupils?, What were the problems that you have encountered in using MTB-MLE?, And why do you consider these as your problems?", a series of in-depth, semi-structured interviews were conducted. Field texts were transcribed and subjected to phenomenological reduction via thematic analysis. Through constant comparison method, six successful strategies in teaching MTB were employed: improvisation of instructional materials, utilization of lingua-franca, utilization of multilingual teaching, remediation of instruction, translation of language, and utilization of team teaching; and four problems emerged: adaptation of mother tongue different from learner's first language, lack of teacher-trainings and seminars, lack of vocabulary, and insufficient instructional materials. However, the study indicated that major attention and effort are still required to be given to the approach.

Dimensions of Reading Comprehension: Basis for Vocabulary Supremacy

Rosemarie S. Sumicad

Tiaman Elementary School Division of Misamis Occidental

rosemariesarasumicad28@gmail.com

The dimensions of reading comprehension are necessary to achieve learning proficiency of the pupils to become good readers as they go to their higher studies. These dimensions of reading comprehension for learning proficiency applied by teachers focused on literal recognition, inference, evaluation and appreciation.. This study covered all 11 administrators and 79 teachers out of the total teachers' population in Bonifacio West District. This study utilized the descriptive survey method since this method is more on fact-finding with adequate interpretation. The main tool used in the gathering of data from the respondents was the questionnaire-checklist. This will be screened carefully by the screening committee prior to the reproduction. Based from the data gathered and presented, literal recognition, inference, evaluation and appreciation as dimensions of reading comprehension for learning proficiency was always applied by the teachers. Based on the findings drawn, all teachers should teach the pupils to restate the important facts and details. They should maximize predicting outcomes and evaluate ideas, attitudes, and actuations presented in the selection to the optimum. Lastly, teachers should constantly develop to the extreme dimensions of reading comprehension for learning proficiency such as appreciation, inference, literal recognition and evaluation leading to the vocabulary supremacy.

Experienced Learning Difficulties in English as a Second Language among Meranao Grade 9 students

Roseniya G. Tamano, Johairah Y. Pangarungan, & Fatimah M. Ali

College of Education, Mindanao State University Main Campus,

Marawi City, Lanao del Sur

niya1740@gmail.com

Learning English language is a challenge for non-native speakers because it requires mastery of the language in the four areas of macro skills: reading, writing, speaking and listening. Hence, this study aims to investigate the level of most experienced difficulties in learning English as a second language. Both qualitative and quantitative research design were used in the study with a total of eighty eight (88) participants and a self-constructed questionnaire and interview were conducted to gather the necessary data. Major findings pronounced that the level of difficulties in English is moderate as agreed upon by majority (73.9%) of the respondents. Most of the respondents disclosed that commonly experienced difficulty in the areas of listening and reading is the vocabulary; grammar difficulties in writing and stage fright for speaking. These difficulties according to the respondents

are mainly caused by their limited grasp of vocabulary, consequently resulted to stage fright while speaking. Instinctively, it is recommended for the respondents to develop initiative to extensive learning of English as a second language especially its vocabulary and for teachers or educators to engage in teaching methods that integrate vocabulary-oriented activities.

Language assessment: Basis for language enrichment activities

Rowena S. Empiales

Gata Elementary School, Division of Misamis Occidental

rowena.empiales@deped.gov.ph

The study sought to explain the relationship between the language performance of 258 Grade 3 pupils of Clarin district in the Division of Misamis Occidental and their profile. A descriptive-correlation type of research was used. The data were gathered by means of researcher-constructed validated tests which were subjected to reliability testing and content validation. The Paired-Sample t-test was used to test if there is significant difference in the performance of the respondents between the English and Filipino tests; Pearson Correlation Coefficient was used to test the linear relationship between socio-economic status and performance in English and Filipino; and Chi-square test was used to measure the association between gender and geographic location and performance in Filipino and English test. It was found that: there were more male respondents and more than 50 percent of 257 pupils are located near the town and most of them have low socio-economic status. Sixty-three percent did not meet expectations in their performance level in English and 48% in Filipino. There is significant difference between their English and Filipino performances. Each of the variables: gender, geographic location, and socio-economic status have significant association to the learners' language performance. It is recommended that the designed enrichment and other activities be given to enhance language skills.

Enrichment activities for vocabulary instruction for grade four pupils

Ruth Ann L. Poserio

Department of Education, Pangasinan II

llego.ruthann@gmail.com

Embracing the K to 12 curriculum, the Nantangalan Elementary School SPED Center (NESSC), Pozorrubio, Pangasinan functions accordingly in adherence to the vision of the Department of Education of producing K to 12 graduates equipped with the 21st century skills. However, language barrier made it difficult to do so. Comprised of Iloko, Pangasinense and Tagalog-speaking students in addition to little instruction using the English language due to the Mother-tongue based language education mandated for Grades 1 to 3, the Grade 4 students need in-depth instruction for better comprehension of lessons delivered through English language just like those in Science, Mathematics and English. The researcher therefore aims to identify areas of learning vocabulary that

the pupils have difficulty with and consequently propose enrichment activities for vocabulary instruction. This study follows the descriptive type of research in finding solutions to the problems presented. Pretest and post-test scores obtained from the administered 50-item researcher-made tests are used to identify the research participants' level of mastery on the different areas of learning vocabulary. Test scores were also analyzed to determine the effectiveness of the proposed enrichment activities for vocabulary instruction. It was found out that pupils are having difficulty the most with sentence completion/gap fill, followed by definition/identifying meaning, antonym recognition, synonym recognition and identifying analogies. The vocabulary bingo game designed by the researcher which is called GREAT ME game along with enrichment activities such as using context clues, utilizing dictionaries and other reference aids, using logs, read- aloud and using vocabulary graphic organizers yields a significant difference in the pupils' pretest and post test results hence it can be concluded that vocabulary games are favorable for vocabulary instruction.



Mathematics Education

Spaced Learning Strategy in Teaching Mathematics

Ace T. Ceremonia, & Remalyn Q. Casem

DMMMSU - Mid La Union Campus

ace.ceremonia@yahoo.com

Students' low mastery of the lesson in Mathematics is one of the alarming problems confronted by Mathematics teachers (Department of Education, 2016). It is in this light that this study was conceptualized to determine the effectiveness of spaced learning strategy on the performance and mastery of DMMMSU Laboratory High School students (Grade 7) in Mathematics. This study used the true experimental design, specifically the pretest-posttest control group design. The main instrument used to gather data was the pretest-posttest which was subjected to validity and reliability tests. It was found out that the experimental and control groups were comparable in the pretest and posttest. Comparison on their gain scores revealed significant difference with the performance of the experimental higher than the control group. It was also found out that the effect size of using the spaced learning strategy was large. This indicates that the intervention is effective in increasing the performance and mastery of high school students in Mathematics. It is recommended the use of the Spaced Learning Strategy to improve the performance of the high school students in Mathematics.

Attention Retention: Using difficulty-labeled examples for diverse learners

Andre Danielle G. Blas, Ray Darryl S. Mordido, & Nina Beatriz B. Saulo

University of Santo Tomas

andrea_blas10@yahoo.com

The goal of this classroom action research is to improve the attention span of the class of Grade 10 in Mathematics. We were able to observe that the attention span of most of our students in this class is short and that their mind seemed to be blown away from the discussion. We believed that students differ in their attention span and their capacity to comprehend things. In order to help our students understand mathematics concepts and examples, we identified and labeled the levels of difficulty of each. We exerted efforts to retain students' attention during class by giving them challenging questions. For the implementation of the intervention, we classified each student as fast, average, or slow learner using the learner type test and their attention span using attention indicators. Observation of the students' participation during discussion was conducted before and during the implementation of the intervention for five days. Findings showed an improvement in the attention span and participation of the learners of our Grade 10 class regardless of what type of learner they are: slow, average, or fast learners. We concluded that the intervention created an impact to the

diverse learners and for this reason, we plan to implement this technique in our future classes. However, we believe that much could still be improved in our next cycle of implementation.

The Impact of Vocabulary Strategies on Grade 10 Students' Learning of Circular Functions

Celestie S. Quinto

De La Salle Lipa

cestiequinto@yahoo.com

This study explored the impact of using vocabulary strategies on grade 10 students' learning of Circular Functions during the fourth quarter of school year 2014-2015. Experimental design was used in the study. Two grade 10 classes, grouped as experimental and control groups, were given a pretest on Circular Functions. The lesson was presented to the experimental group by intensifying the meaning of the terms through the use of varied research-based vocabulary strategies (Frayer Model, Math Vocabulary Wall, "I have, who has", Fly Swatter Game, and the KIM Strategy). On the other hand, the lesson was presented to the control group through the direct instruction approach. A post test which is parallel with the pretest was given at the end of the lesson. The respondents' scores in the pretest and post test were tabulated, compared, and analyzed. The result of t-test has shown that there is a significant difference in the performance of the experimental and control groups. Furthermore, the teacher's observations of the students' responses to the strategies employed have proven the validity of the claims of this study. Conclusively, vocabulary strategies have a valuable impact on students' learning.

Using seating arrangement and recitation to increase students' involvement

Corinne Ena F. Custodio, Marishirl P. Tropicales, & Lorelei V. Tolentino

University of Santo Tomas-College of Education

corinnenacustodio@gmail.com

This classroom action research aimed to improve the participation of twenty (20) 8th grade students in our Mathematics class at the laboratory high school, who we observed to be passive. To help these students, we made use of recitation techniques that pushed them to participate and implemented a seating arrangement that lessened too much distraction. Data for this study were collected data from different sources like the supervising teacher's comments, student participation observation sheets, survey questionnaire, teacher's journal and recitation tally. Two recitation techniques, down the line and draw lots were used. At the same time, change in the seating arrangement was also implemented. Findings showed that there was a positive effect in the participation of the students. Noticeably, the new seating arrangement helped us improve our classroom management and the

systematic way of reciting facilitated our students' involvement in class. In the course of this study, we also realized that even minimal changes that we can do in the teaching-learning environment could trigger positive effects in the students' willingness to participate in class activities. We plan to recommend this intervention to other teachers in the different subject areas.

Students' Conceptual and Procedural Understanding Involving Fractions

Edgie B. Camento

John B. Lacson Colleges Foundation – Bacolod

camento.edgie@yahoo.com

Some students focus on learning procedures, while others concentrate on learning concepts or learning both concepts and procedures in solving word problems involving fractions. This descriptive research using quantitative approach aimed to assess students' level of conceptual and procedural understanding in solving word problems involving fractions. The test instrument was a researcher-made test consisting of problems on fractions in the context of Junior High School Mathematics. The participants of the study were 19 Grade 7 students of John B. Lacson Colleges Foundation-Bacolod. Results of the study revealed a low level of conceptual understanding and a fair level of procedural understanding among the students in terms of solving word problems that involve fractions. Based on these findings, the researchers recommended equipping the students with various problem-solving strategies and knowledge of the basic operations involving fractions for a quicker understanding of the basic concepts on this topic.

Buddy system and its effects on classroom performance

Ezequiel Jhay M. De Leon, Jenina P. Especi, Romyna Fortuna G. Mapile, & Marishirl P. Tropicales

University of Santo Tomas College of Education

ezjdeleon@gmail.com, especi.jenina@gmail.com, ynna.mapile@yahoo.com,
marishirltropicales@yahoo.com

This action research study aimed to demonstrate how collaborative learning, specifically the buddy-system strategy, under certain conditions, can positively contribute to students' performance inside the classroom. A total sample of 44 students – 16 boys and 28 girls, from the same section and grade level was chosen for the study. Following Hendrick's action research process – reflect, act and evaluate; after coming up with the research question, the students' written works and performance in class were noted, tallied and observed. The class was categorized into two groups – the active learners and the passive learners. An active learner was paired to a passive learner; given that they are accountable to one another. Dyad written works, except for the summative tests, and

performance tasks were given. Aside from the positive results from the students' performance, reflection questions and survey questionnaires were also given to the students. The collected data – students' written works, recitation points, survey, reflection questions and teachers' observation – were triangulated to obtain trustworthiness of results. Our examination of data showed affirmative results. The passive learners showed improvement in their written works and in their overall performance in class, they became more participative and it was noticeable that they became more motivated to study and learn in class. Most of the students said that they were greatly assisted by their partners and that they had evident improvements within themselves while a part of the students said that they were happy to be of assistance to their partners. Indeed, this study showed the importance of collaborative learning and its effect of deepening both the knowledge and social understanding of our students. We will recommend this strategy to other teachers in the different subject areas and we will also use it for our future classes.

Interactive Game Integration: Effects To College Algebra Performance

Feljone G. Ragma

Saint Louis College/ DepEd Candon City

feljrhone@yahoo.com

This action research endeavored to look into the effectiveness of interactive games in improving the performance of students in College Algebra in the College of Commerce, Secretarial and Accountancy, Saint Louis College for the first semester of SY 2015-2016. Data were gathered from 80 students from three different sections (BSTM, BSHRM 1a-1b) and were treated using frequency count, mean and t-test comparing two groups, multiple treatments. It found out that the students had poor and moderate performances before and after the intervention, respectively. More than a quarter of the students had improved performance. This rate has not reached the 75% success rate but there existed a significant difference in the mean performance of the students before and after the intervention. It concluded that the interactive games are effective. It recommended among others that the instructors should use interactive games in their classes.

Incorporating Screencasts On The Academic Performance Of Grade 10 Students In Permutation

Jeffriel G. Sison

Teacher I – Mathematics

jeffriel.sison@deped.gov.ph

This research is solely intended to determine the effect of incorporating screencasts as one way of teaching the topic permutation on the academic performance of selected grade 10 students at

Valenzuela National High School. The respondents were 20 selected students from the section Humility as the control group and 20 selected students from the section Loyalty as the experimental group. The researcher employed the quantitative experimental research pretest-posttest control group design. The instruments used were the researcher-made screencasts and test questionnaires. The control group and experimental group both received a pretest regarding permutation. The researcher conducted the class discussion with the use of screencasts for the experimental group and the chalkboard style of teaching for the control group. After a week of discussion, the researcher gave a posttest regarding the lesson for the evaluation of the effect of incorporating screencasts on the academic performance of the students in permutation. It was concluded that there was a significant effect of incorporating screencasts in teaching permutation on the academic performance among the selected grade 10 students. Based on the findings, students who utilized the screencasts improved their scores in the posttest compared to the students who were exposed to chalkboard style of teaching.

Refining recitation for academic performance: Boon or bane?

John Ryan Bayot, Rina May Mercado, & Marishirl Tropicales

University of Santo Tomas-College of Education

ryaaaanbayot@gmail.com, rinamaymercado@gmail.com,
marishirltropicales@yahoo.com

This paper aimed to discover how modifying the method and difficulty of recitation in a classroom can contribute in improving the academic performance of Grade 9 students. A class of 41 students, who, in average, initially obtained low scores in a test done prior the intervention, was chosen to be the subject of this study. To achieve the said objective, we picked random students each day to participate in recitation instead of having it voluntary and equated the number of easy and difficult questions asked. We also deemed that allowing the students to fill out progress reports at the end of each period is a good way to monitor their understanding of the lesson, in addition to having daily observations of their classroom performance. Findings showed that student activity is not a direct implication of understanding. Some students found it difficult to translate good performance during discussion into test outcomes. We also found out that academic performance is one factor that is difficult to change given a short span of time. However, the intervention procedure produced good results in terms of recitation and classroom performance. Seeing the positive results it had with regards to classroom participation, we plan to apply modifications needed to further improve the academic performance of the students to make the strategies used more effective. We also recommend this to future researchers inclined to conduct studies aiming to improve academic performance, with the suggestion of focusing not solely on recitation, but also on other factors that affect student achievement.

The effectiveness of using Filipino in clarifying lessons to improve performance in College Algebra

Josephine R. Macasieb, Jennifer Monje, & Victoria Ramos

Pamantasan ng Lungsod ng Maynila

josie_0619@yahoo.com

Will the choice of which language to use when students attempt to clarify difficult concepts in a content subject such as College Algebra impact their performance in math? Does anxiety in the use of English partly to blame in students' dismal performance in mathematics subjects? These questions are at the heart of a descriptive research undertaken in the First Semester of Academic Year 2014-2015 at the Pamantasan ng Lungsod ng Maynila (University of the City of Manila). Using three sections of College Algebra (N=123), taught traditionally in English but which employed Tagalog during discussions and clarifications, the researchers plotted first year university students' gains via a survey questionnaire that assessed their preference of the medium of instruction before and after the semester under study. A test questionnaire was also used to assess the effectiveness of using Tagalog to improve mathematics performance. The researchers employed the z-test to determine the significant difference between the mean score preference and mean score performance. Results show that there is a strong preference for Filipino/Tagalog as the medium of instruction among the surveyed classes and that their performance reflects their preference.

Teaching quadratic function transformation utilizing graphing calculators

Joneil B. Medina, & Myrna E. Lahoylahoy

*Department of Science and Mathematics Education, College of Education,
Mindanao State University - Iligan Institute of Technology*

joneil.medina@g.msuiit.edu.ph

Many interventions in teaching transformations using graphing calculators has been conducted around the world. However, the use of graphic calculator technology in the locale of the study is not often practiced. In this study, lessons on quadratic equation and function transformations of the quadratic equations are developed utilizing graphing calculator technology, the said lessons are evaluated by in-service teachers and revised according to their suggestions and comments and was tried out in one class of second year BEED English students. The revised lesson plans are then implemented in another class of thirty eight second year BEED Science and Health students and the lessons was further revised. The result of the student performance in the achievement task shows a significant difference. There is evidence that the students learned quadratic equations and transformation on quadratic equations utilizing graphing calculator technology. Furthermore, there is

evidence that the students enjoyed the lesson using graphing calculators at the same time challenged them. The students noted that their interest in exploring graphing calculators increased.

Effects of e-blended instruction on grade 10 students performance in and attitude towards geometry

Juvi Mula

Trece Martires City National High School

mamjulia@yahoo.com

This paper documents the result of a study on the effects of math e-blended instruction on Grade 10 students' performance in and attitude towards geometry at Trece Martires City National High School, Cavite basis for installation of Math-E blended clinic. The research sought to find out if there was no significant difference between the profile of the Grade 10 students exposed to E- blended Instruction and those who are not in terms of performance in geometry; if there was also no significant difference between the profile of the Grade 10 students exposed to e-blended instruction and those who were not in their attitude towards geometry in terms of pre-test and post test results; and if there was no significant degree of difference between performance and attitude in geometry of those exposed and not exposed after adjusting for reading comprehension. The dependent variables were performance and attitude; co-variate was reading comprehension, and the factor was exposure to an e-blended instruction. An experimental research method was used in this study.

Findings showed that the variables have differences with their mean and standard deviation on the respondent's performance in their pre-test and post-test; a degree of differences in attitude in geometry of those exposed and not exposed after adjusting for reading comprehension. It was concluded that an injected e-blended instruction has positive effects on the performance of the students. Therefore, installation of a Math E-blended clinic to the research environment was highly recommended.

Mathematics Thinking Skills Of High School Students: Basis For The Development Of Mathematics Journal

Katherine Joyce M. Castro

Polytechnic University of the Philippines, Sta. Maria Campus

castro_katherinejoyce@rocketmail.com

This study was conducted to assess the levels of thinking skills of the high school students.

The respondents of this study were the one hundred forty-four third year high school students of Montessori De Sagrada Familia in Tangos, Baliwag, Bulacan for School Year 2013-2014.

As a descriptive study, it intended to describe the level of thinking skills of the respondents. There is a significant difference among the levels of thinking skills of the students is the alternative

hypothesis of the study. The mean, frequency, and ANOVA were the statistical tools used in analyzing the data.

The study used a test developed by the researcher to assess the level of thinking skills of the students. The test items were lifted and written parallel to the TIMMS test questions in geometry and then realigned to the categories needed by the study such as: (1) recall; (2) basic; (3) critical thinking; and (4) creative thinking.

Based on the results of the study, the following findings were noted: (1) Majority of the students performed satisfactorily in the thinking skills test in terms of Recall, Basic, and Critical Thinking. However, students found it hard to perform well in the thinking skills test in terms of Creative Thinking with a Fair interpretation. (2) Students' four level of thinking skills have a significant difference. (3) Some related activities in the mathematics journal were developed to help in strengthening the levels of thinking skills of the students.

The Mathematical Thinking Skills of BSSED I Students of RMTU In Solving Equations in One Variable

Kenn Lesley M. Gagasa

Ramon Magsaysay Technological University, San Marcelino, Zambales

kenngagasa@yahoo.com

This paper aims to study the thinking skills of students in solving equations in one variable. The respondents of this study were six (6) first year BSSED students of Ramon Magsaysay Technological University, San Marcelino, Zambales. The students were given a 12-item pre-test before giving them the task that caters the five (5) mathematical thinking processes: Representation, Communication, Connection, Reasoning and Proof and Problem Solving. Their conceptual and procedural knowledge were also assessed. A modelling technique called Algebra tiles were introduced to them that aids in making sense of the problem. The students' conversation is recorded and transcribed verbatim. A post-test and a reflective journal was given to see their performance after the intervention.

Findings of this study revealed that students have procedural fluency in solving equation but through Algebra Tiles, students gain conceptual knowledge. Difficulties of students in solving arise when they are confronted with equations having no solution and many solutions. Students who have lower algebraic solving ability can solve equations if the unknowns are in boxes rather in variables. Solving equations in one variable is important in school mathematics because it serves as foundation in solving other equations of higher degree and of more than one variable. Students thinking skills can be improved if one problem can be solved in many ways: algebraically, guess and check, modelling and so on.

Establishing a system of recitation to improve behavior

Marjolaine Bustillos, Geline Jessica Faith Dungca, Michael John Miguel, & Marishirl Tropicales

University of Santo Tomas-College of Education

mobustillos@gmail.com, jessicafaithdungca@gmail.com, sirmicmiguel@gmail.com,
marishirltropicales@yahoo.com

The aim of this classroom action research is to improve the students' behavior during recitation. Based on our observations as we handled the class of Grade 7, with 19 boys and 25 girls for 2 months, we have seen the disordered behavior of the students during recitation. The active participation of the students caused chaos during recitation. To address this problem, we have incorporated an established system of recitation that could improve the behavior of the students when it comes to recitation. This established system is composed of rules that were agreed among the teachers and the students. It primarily focused on giving deduction points for every rule that is disobeyed by the students. Since following rules takes time, we planned to provide enough time to condition the students first with the rules to further assess the changes in their behavior. After the conditioning phase, the students became more conscious with their behavior. They became more aware of what behavior should be repeated and what should be avoided during recitation. Through the use of various data sources such as the record of students' recitation points and deductions, supervising teacher's comments and suggestions, our daily journals which consist of our observations and reflections and the students' and other pre-service teachers' survey, we have found out that compared before, the recitation points of the students are now higher than their deduction points. These results implied that there were changes and improvements in the behavior of the students. By incorporating an established system of recitation using rules, the students' manner during recitation is now more proper and organized. The students became more disciplined and respectful thus, we recommend other teachers to incorporate an established system of recitation that could regulate the students' behavior and could create a conducive learning environment for the class.

Lesson study and its effect on teachers' reflective teaching and students' assessment results

Mary Lyn U. Dominguez, & Marc Laurenze Celis

MTMBE

mludominguez@one-bosco.org

This study investigated the learning of Don Bosco Technical College Grade 10 mathematics teachers as they worked and reflected on a collaborative and real time lesson study group. Four mathematics teachers collaborated to develop and teach math lessons. The lesson study model was extended to the Don Bosco Technical College Center for Assessment, Research, and Evaluation (DB CARE) to

involve a diversity consultant with experience and expertise in evaluating the Mathematics Lesson Study. Collaboratively, the members of the lesson study group tailored their mathematics lessons to provide enhanced mathematics instruction to the diverse groups of students in their classrooms. The lesson study team held weekly meetings to critic the lesson plan and provides inputs prior to facilitation then convene again and adjust the lesson plan based on how the students were able to interpret the lesson in preparation for the next class. This was done throughout the First to Third Grading Periods of Academic Year 2015-2016. A case study design was used to allow an in-depth examination of teachers' participation in the collaborative and adaptive lesson study, with the researcher being the tool of investigation. Data were collected from observations, interviews, and student assessments. The findings of the study indicate that the collaborative adaptive lesson study stimulated in-depth mathematical discussions among participants and prompted a reevaluation of the teachers' own mathematical knowledge and reflective teaching. Through the experience of learning about and engaging in this process, the Grade 10 students under the group of four math teachers were able to show drastic improvement in their quarterly assessment results compared to the previous school years. The group engaged in reflection in the lesson study, and they further considered factors that affected their knowledge and practice of improved mathematics teaching leading to an acceptable Grade 10 students assessment results.

The Upshot of Blended Learning in the Academic Performance of Grade 9 Students in Mathematics

Meliza M. Roque

Sitero Francisco Memorial National High School

angelesjasperb@gmail.com

The purpose of this study is to determine the upshot of Blended Learning in the academic performance of Grade 9 students in Mathematics. The researcher utilized pretest-posttest control group design. To identify the subjects of the study, a multistage sampling technique was used. Cluster sampling was utilized to obtain two groups. Moreover, a random sampling technique was implemented to get the prospected subjects. Forty students of Sitero Francisco National High School were taken as subjects of the study. Twenty students were assigned in experimental group who underwent Blended Learning while the other twenty who were part of the control group experienced common ways of teaching. Both groups were tested using a validated teacher made pre-test and posttest before and after the intervention to identify if there is a significant difference between their score and performances. The consolidated data were treated statistically using mean, independent t-test and paired t-test. Presentation and analysis of the data took place after the two-week intervention. Based on the results, it was concluded that there is significant difference between the scores of the performances of students. This implies that Blended Learning has a significant positive effect to the academic performance of Grade 9 students in Mathematics. Teachers are therefore

highly encouraged to use Blended Learning in teaching Mathematics to improve students' academic performance.

Utilizing LHR as mathematical mnemonic strategy in Trigonometry

Romnick M. Ureta

Bansud National High School - MIMAROPA Regional Science High School

romnickm.ureta@gmail.com

The study aimed to determine the potential of the Left Hand Rule (LHR) as fast and accurate classroom mathematical mnemonic strategy in evaluating special angles in Trigonometry. The manual strategy was tested based on the recorded speed of calculations and the accuracy of answer (scores) of the Grade 9 learners of MIMAROPA Regional Science High School as compared with the use of other existing manual strategies applied in the classroom like the manipulation of table of trigonometric ratios and the unit circle. A self-made test carefully validated by three master teachers in Mathematics was given to the respondents three times with a 7-day interval applying different the different methods. Results revealed that the use of LHR appeared to be very fast with mean of 14.67 the same as the application of table of trigonometric ratios with mean of 14.23. Meanwhile, the LHR also gained high accuracy the same with unit circle and trigonometric ratio table obtaining means of 14.75, 13.75, and 14.80. It was also determined that there was no significant difference on the recorded accuracy of answers (scores) in left hand rule, unit circle and table of trigonometric ratios. Results also showed no significant difference on the speed of calculations between the left hand rule and the table of trigonometric ratios, but differed with the unit circle that recorded with the slowest speed. Therefore, left hand rule can be utilized as a classroom strategy when evaluating special angles since its accuracy and speed are comparable with the existing manual strategies.

The child's mind at the heart of teaching Mathematics

Vernice Rica J. Liao

De La Salle University

vern_liao@yahoo.com

The current study aimed to find out how children represent their understanding of numbers, specifically their understanding of the concept of place value, based on an action research design. 26 First graders served as the participants in the study. Using Pollitt, Cohrssen, Church, and Wright's (2015) Four Characteristics of Children's Representation of Numbers, it was found that children use concrete objects and drawings to represent numbers. Based on Piaget's Theory of Abstraction, this means that most children used concrete objects at a low level of abstraction. The children have not

reached the symbolic level of numbers and only the numerals based on appearance, a characteristic among children who are in the Piagetian preoperational stage of development. Ross' (1985) Wheels Digit-Correspondence Task was used to find out how children understand place value. A teacher-made pre-test was also done to investigate the children's current understanding of place value. The researcher found that the majority of the children can quantify a number when positioned in the ones place, but cannot understand the meaning of the digit in the tens place when presented with a two-digit numeral. The researcher adapted a series of activities to help the children represent numbers at a higher level of abstraction, and improve their understanding of place value. A post-test was done to check if there was an improvement in the children's understanding. It is recommended that future researchers implement the intervention at a longer duration to give more time for repeated practice.

Effectiveness of Hands On, Heads On and Hearts On in Teaching Mathematics for Children with Special Education Needs

Zandra Zarate-Paruginog

Schools Division Office, Olongapo City

zandz_joz@yahoo.com.sg

Children in all walk of life whether children with special educational needs have a right to an education appropriate to their needs --- spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical; therefore, educating the hand, head and heart of these children placed great demands and challenges to educational system.

Henceforth, the effectiveness of hands-on, heads-on, and hearts-on approach in teaching Mathematics to Children with Special Education Needs in Division of Olongapo City comes to action.

The study was conducted with 15 pupils with varied exceptionalities or conditions as follows: Disability, Cerebral Palsy, Autism and Hearing Impairment. A pre-test and post-test were employed in this study.

The key finding was consistent with other research revealing that in order to achieve great knowledge and success in understanding pupils or children with special education needs, they must engage in hands on, heads on and hearts on approach, particularly in learning numeracy or Mathematics.

Implication of the study to children with special education needs help to enhance the numeracy skills of the pupil-respondents.

Physical Education

Development of assessment tools for swimming activities

Jhomel E. Del Rosario

DLSU Physical Education Department

jhomel.delrosario@dlsu.edu.ph

This study was conducted to provide quality Physical Education curriculum for all children and youth with skills, attitude, values, knowledge and understanding for a lifelong participation in swimming activities. Moreover, this research is to assist the Physical Education teachers in evaluating the students' performance in terms of swimming activities in tertiary level in the Philippines. Out of the 27 physical education teacher respondents, 16 are also coaches, 15 are also trainers, 11 are also officials and 8 are also athletes consented to participate in the study. A needs assessment was utilized to provide maximum insights and understanding about the activities and assessment tool in swimming in tertiary level. Altogether, 10 swimming activities were discussed about the existing assessment tools in swimming activities by the respondent and the extent of the needs of its development as perceived by them. Almost all respondents agreed to the need for an authentic assessment tool for all the swimming competencies such that said need for swimming activities of water familiarization, and three out of five activities in Floating are acknowledged to a great extent, while all the rest of the activities are rated to a Very Great Extent. From the analyses of data, it can be concluded that there is a felt need to develop authentic assessment tool to assess student's performance in swimming activities. On the other hand, physical education teacher respondents gave much emphasis to the swimming strokes rather than to the introductory activities. The study also revealed that actual use and benefits of authentic assessment tool for swimming activities is still unfamiliar to many Physical Education teachers.

Science Education

Examining students' academic performance and their learning attitude in physics through 7E instructional model

Ace B. Cardeño

Teacher I-San Vicente National High School, San Vicente, Sumilao, Bukidnon

Kerstin Lou Pajar & Maria Mariel Medura

Central Mindanao University

ace.carde@deped.gov.ph

The aim of this study is to examine the effect of the instruction based on 7E Instructional Model on 9th grade students' science academic performance and their attitudes for the module on Forces and Motion, and to compare the effectiveness of 7E Instructional Model over traditional teaching methods. Pretest posttest control group design was used in this study. A total number of 62 ninth grade students from two classes of a Physics class were purposively selected. This study continued for five weeks. Experimental group (31 students) and control group (31 students) were randomly assigned. The students in the control group were instructed with traditional instructional model, while the students in the experimental group were instructed with 7E Instructional model. A 40-item Test and Colorado Learning Attitude about Science Survey (CLASS) were used to collect data. Two hypotheses were tested using Mean, Standard deviation and Analysis of Covariance (ANCOVA). The results showed that students who were instructed through 7E Learning module achieved higher score than the ones which were instructed through the traditional method and positively affected students' attitudes in physics. In addition, students worked collaboratively, made connections to other experiences, and demonstrated confidence in their ability to ask and answer their own questions through 7E experiences. It was concluded that the 7E instructional model was more effective than the traditional instructional in terms of students' performance and attitude. The study would be helpful for the educators and curriculum developers in implementing new strategies in the classrooms.

A Study on the Effectiveness of Using Simulations in Teaching Investigating learners' sense of ownership in Science

Divina C. Ladrillo

Far Eastern University, Manila Philippines

juvineparin@yahoo.com

The author as an advocate of sense of ownership always endeavors to explore the said construct especially its significance in the field of teaching. In this study, the researcher aims to investigate learner's sense of ownership in an experiment class in Science. Six grade ten students participated

in the study with ages ranging from 15-16 years old. It was conducted in a laboratory school of one state university in Northern Philippines. The study is a qualitative research employing descriptive phenomenology as the research design. In-depth interview was the main data gathering tool to get responses from the participants on their sense of ownership in their experiment class in Science. Results showed that students really assume greater ownership over their learning from the beginning until the end of the experiment. At the onset of the activity, ownership is already fostered when students experienced to prepare the materials by themselves. Also, others feel closer connection when they perceived that the topic for the experiment is somewhat related to their prior knowledge or background, needs, interests and when the topic is something new that tickles their curiosity. During the experiment, many of the participants mentioned that being actively involved made them feel very close to learning. They gained first hand experiences through actual manipulation of materials and equipment which at the same time requires performing mental manipulation or processing resulting from his interaction with the environment. After the experiment, students produced or created output that serves as the evidence of their learning. Creating an output is also very important to learners because this reflects their creativity and originality, personal identity, exercises their decision-making skill and instills responsibility among them. It is the hope of the study that teachers will be able to utilize the findings of the study to design their own instruction.

Improving students achievement in science using mnemonic device

Elmer Z. Ventura

venturaelmer@gmail.com

The study focused on the development and validation of Mnemonic Device that will enhance the students' academic achievement in Science IV. The respondents were seven (7) grade four students who got an MPS lower than 75% mastery level during the Science Third quarter test for the school year 2015- 2016. The constructed Mnemonic Device was evaluated by Science experts as to relevance, adequacy, and scope. To be an effective tool, the R and D or researched- based development methodology stages were utilized: Planning Stage, Development Stage, and Validation Stage. In terms of these criteria, the mnemonic device was found to be "Excellent" as a whole and is deemed by experts as acceptable learning material during remedial instruction. To test the effectiveness of the mnemonic device, the use of the t-test of difference between means were computed. Results showed that there is a significant difference between the pretest and the posttest after the students used the mnemonic device during their remedial instruction. The mnemonic device was likewise found to be an effective tool in improving the academic achievement of Grade four students.

Enhancing learning in undergraduate physics courses using photovoice

Jacqueline T. Cuansing

*Institute of Mathematical Sciences and Physics, College of Arts and Sciences,
University of the Philippines Los Baños*

jtcuansing@up.edu.ph

We study the viability of photovoice as an innovative method in supplementing and enhancing the learning process of students in undergraduate physics courses. Photovoice is a class activity wherein students take photographs, record events, and reflect on a specific everyday experience as it relates to physics. Back in the classroom, students are then asked to share their photographs and experiences in a group discussion among fellow students. By explaining the physics behind their experiences to their peers, students develop a more personal appreciation of the physics that they have experienced. In a survey among students who experienced photovoice, they find the technique as fun, unique, meaningful, timely, educational, and an interesting end-of-semester activity to wrap up a physics course. Student comments include photovoice being a medium for students to become more aware of how physics works in their daily experiences and enhances their appreciation of physics since they get to personally experience it. We find that photovoice is a good supplemental activity in a physics course to enhance student learning and appreciation of physics.

Reading Comprehension and Mathematical Literacy as Determinants of Student's Performance in Solving Physics Problems

John Mark B. Marasigan

Senior High School Teacher III

akosimack18@gmail.com

This study aimed to determine whether the Reading Comprehension and Mathematical Literacy of students serve as determinants of their performance in solving word problems in Physics. Specifically, this study sought to determine the reading comprehension level of the respondents as to literal comprehension, interpretative comprehension, critical comprehension, application and creating. It also sought to find out the mathematical literacy of the respondents; determine the mean percentage score of the respondents in solving Physics Problems; and correlate the reading comprehension and mathematical literacy to the performance of the students in solving physics problems. Moreover, the study proposed an enhancement program for students to improve their performance in solving physics problems, which was evaluated in terms of accuracy, relevance, general appeal, and feasibility. The researcher utilized the correlation method of research in

interpreting the data gathered. The researcher administered reading comprehension test, mathematical literacy test, and word problems in physics. To determine the correlation between reading comprehension and mathematical literacy as determinants of student's performance in physics, the Pearson r correlation analysis was utilized. The results of this study show that the reading comprehension level of the respondents in Literal Comprehension is 62.33%, Interpretative Comprehension is 21.33%, Critical Comprehension is 10.34%, and Application and creation is 6.00%. For mathematical literacy test results of the students in Algebraic Notation and Verbal Expression, Graph Interpretation, and Conversion of Units, 86.33%, 92.21%, and 87%, respectively were noted. For Scientific notation, Variation, Algebraic Expression, Trigonometry, Problem Solving, Geometry, and Derivation of Equation, the students got 67.23%, 45.34%, 37.55%, 26.36%, 37.00%, 34.21%, and 29.23% respectively. The mean percentage scores of the students in solving word problems in Physics in Grades 7, 8, and 9 are 15.75%, 13.54%, and 10.55%, respectively. The results indicate that reading comprehension is moderately correlated ($r = 0.42$) to the student's performance in solving word problems in physics while the mathematical literacy is highly correlated ($r = 0.90$) to the student's performance in solving word problems in physics. Both reading comprehension and mathematical literacy (t -value = 7.99 and 35.6) are significantly correlated to the students' performance in solving word problems in Physics. Based on the results, reading comprehension and mathematical literacy are determinants in solving word problems in physics.

Enhancing students' conceptual understanding and motivation through the use of Peer Instruction and PhET simulations

Jaypee M. Limueco

De La Salle University/ Gen. Emilio Aguinaldo National High School

limueco.jaypee@gmail.com

This study was conducted to address students' low level of motivation and poor understanding of Grade 9 Physics concepts. Two groups of Grade 9 students were used in this study. The experimental group involved 65 registered students while the control group has 64 registered students. To determine the level of motivation of students in learning physics, the Physics Motivation Questionnaire (PMQ) was administered. On the other hand, to determine the conceptual understanding of the students in each group, a teacher-made test was used. Peer Instruction supplemented with PhET simulations was implemented in the experimental group while the traditional teaching method was used in the control group. Before the implementation, result of the Mann Whitney U test shows no significant difference between the motivation of students in the treatment and control group. Similarly, t-test results showed that there is no significant difference between the students' conception of the topics before the treatment. After implementation, significant increase in the test scores was observed on both groups. However, t-test results showed that the increase in the conceptual understanding of students in treatment group is significantly higher compared to control. Results also showed that there is a significant increase in the motivation of students in the treatment group based on the Wilcoxon Signed rank test. In contrast, no significant change in the motivation of

the students was observed in the control group. This implies that the use of Peer instruction and PhET simulations help enhance students conceptual understanding and motivation.

Multiple Intelligences and Science Achievement at Philippine Normal University

Leah R. Burbos, Maria Jessica M. Delos Reyes, Virgil D. Duad

Antipolo City National Science and Technology High School, The Palmridge School

Philippine Normal University, Manila

leah.burbos@deped.gov.ph

The objective of this study was to determine the significant differences in the science achievement of students when they were grouped according to their multiple intelligences, and to find out the relationship among multiple intelligences and science achievement. This study used a causal-comparative design and was conducted by administering a questionnaire to 165 first year students enrolled in Science 1 during the first semester, academic year 2012-2013. The students possessed varying levels of multiple intelligences as well as science achievement. Among the eight intelligences, only the naturalist intelligence, logical-mathematics intelligence, visual-spatial intelligence, intrapersonal intelligence, and linguistic intelligence have positive relationship to the science achievement of the students. However, the results showed that multiple intelligence was not a significant discriminator between low and high achievers. This also showed that those students that did not possessed high intelligence in a particular area showed that they could also have a high science achievement. There are other factors associated with good academic performance in science. Teachers must know their students' multiple intelligences so that they can develop teaching strategies and activities that are likely to make learning more active and engaging for them.

Mastery enhancement of the students in Basic Physics

Leody S. Tagulao

DepEd Tayug NHS, Pangasinan II

leody_t@yahoo.com

This study involved thirty three (33) students in the Special Science Class Curriculum of fourth year, was conducted at Tayug NHS. The study sought to enhance the mastery of the students in understanding the basic concepts and principles of electricity as used in home circuit connections. It also aimed on how Strategic Intervention Material (SIM), Worksheets and Technology Integration can affect the performance of the students in calculating the electric current, voltage and resistance, solving the power rating of an appliance, computing the cost of electrical energy consumed by the appliances in the household; differentiating series from parallel circuit.

In evaluating the performance of the target subject, a pre-test was administered. Then, the researcher exposed them to the SIM, Worksheets integrating technology, with open/guided discussion. After completing the objectives of the said intervention within a month, a post-test was given parallel to what was given to them in the pre-test.

The result revealed that the mastery of the students in calculating the electric current, voltage and resistance is Satisfactory. It is Highly Satisfactory in solving the power rating of an appliance.

However, it is Poor in computing the cost of electrical energy consumed by the appliances in the household. In a like manner, the mastery of the SSC students is Satisfactory in differentiating series from parallel circuit.

The level of performance of the students after completing the SIM with the integration of Worksheets and Technology in terms of mastery is Good. There is a significant difference in the performance of the students' pre-test mean score compared to the post-test mean score after completing the SIM.

On the basis of these findings, Strategic Intervention Material (SIM) & Worksheets when tried out and validated offered an innovative and appropriate intervention which further enhance the mastery and performance of the students.

Learning achievement of students in teaching science content from associate mentoring

Marlowe Louis F. Fabunan

Ilaya Barangka Integrated School (DepEd-Mandaluyong City)

marlowe_fabunan@yahoo.com

This study on learning achievement of students from associate mentoring was designed to determine if associate mentoring will improve the achievement of Grade 9 under achievers of Ilaya Barangka Integrated School in the comprehension of science concepts.

The criteria set for this study are (1) he/she must be a low achiever and (2) he/ she must have regular attendance. Thus, the researcher purposively selected the two sections he was handling. They were chosen according to their final rating in Science- Grade 8 to ensure that they are really underachievers. However, the researcher chose Grade 9-Section 5 as the experimental group because they are lower achievers than Grade 9- Section 3, thus Grade 9- Section 3 was considered as the control group.

The study revealed that there is a significant difference between the pretest mean of the two groups of respondents. Associate mentoring is proven to be in improving the science achievement of the low achievers. As recommendations, teachers must always give pretest for every topic in order to have a basis whether the students have improved their knowledge or not and post test for every grading period in order to determine whether the students have improved their knowledge or not by comparing the mean results of the two tests and do the appropriate intervention. Administrators must

establish a school remedial program like associate mentoring and provide more venues so that students shall be given opportunities to enhance their learning skills.

Promoting student understanding of ecological concepts using Outdoor Learning Spaces (OLS) model

Michael A. Clores, & Joy C. Chavez

Ateneo de Naga University, Agdangan National High School

mclores@mbox.adnu.edu.ph

This action research primary aimed to explore the use of Outdoor Learning Spaces (OLS) model in promoting student understanding of ecological concepts: biodiversity and interactions. Using the expansion component mixed method research design as the main research design, the quantitative part of the study utilized the Solomon-four-group research design while the qualitative study used grounded theory research tradition. Data sources primarily include pre-, post-, and post-posttest scores, gain scores, journal entries, and the teacher-researcher's reflective, methodological, and personal notes. Quantitative data were analyzed using t-test, ANOVA, ANCOVA and General Linear Model (GLM) Univariate analysis. The qualitative data were analyzed using template analysis style and the basic approach of comprehending, synthesizing, theorizing and recontextualizing to identify themes, search for patterns among themes, variations in the data and integrating thematic pieces. Findings revealed that learning the ecological concepts using outdoor learning spaces is more effective than classroom setting approach. However, both Outdoor Learning Spaces (OLS) model and Classroom Setting Instruction (CSI) were not particularly effective in promoting retention of conceptual understanding of ecological concepts: biodiversity and interactions. Despite some challenges related to time, weather, and safety management posed by outdoor learning spaces, it offered more teaching and learning incentives on the part of the teacher and the students. Students' over-all level of understanding of ecological concepts: biodiversity and interactions has significantly improved. The statistical analysis has revealed a significant difference between pretest, posttest and post-posttest results. Hence, the OLS instruction has facilitated students' conceptual understanding and retention of learned ecological concepts.

Development of an Achievement Test in Intermediate Chemistry with Higher Order Thinking Skills (HOTS)

**Randy M. Estigoy ,Myra Helen D. Salalila,
Fred B. Rosco, & Mark Chester Cruz**

Sampaguita High School, Camarin Caloocan City, Metro Manila, Philippines

randymestigoy@gmail.com

The author discussed the Development of an Achievement Test in Intermediate Chemistry with Higher Order Thinking Skills (HOTS) among selected students and teachers of Sampaguita High School in lieu of implementing the Division Memorandum 11, s. 2009- DepEd Caloocan. Higher Order Thinking Skills (HOTS) facilitates students' engagement using metacognition. The scope of research contains knowledge about HOTS Questions influencing the teaching and learning process. This study is essential for making actual classroom-based interventions and improving student engagement and teacher instruction. This is also based on program evaluation data collected from the current curriculum questionnaire given to teachers and formative assessment result given to selected students. The author's roles involved both the development of the achievement test of the course instruction with teaching methodologies and collecting data for evaluative purposes. The data for the article came from two studies investigating the influence of the students in the group, who were engaged in the Achievement Test with HOTS utilizing three hundred (300) students and five (5) teachers, both respondents were selected using purposive sampling, first semester of school year 2012-2013. The analysis focused on the questionnaires, formative assessments, and interviews conducted with decision makers who participated in the study. The statistical analysis revealed that students who utilized the prepared Achievement test with HOTS before and after responding in the formative assessment provides valid and reliable results. These responses most often focused on aspects of the students' performance at presentations. Furthermore, teacher respondents showed positive remarks on the prepared Achievement test with HOTS. The study identifies the positive effects of the prepared Achievement test with HOTS —an aspect of Intervention Plan/Guide and demonstrates the potential of such Educational Application in improving the quality of education. In light of these insights, future research should examine (a) others factors that .may affect the students behaviour in utilizing the prepared Achievement test with HOTS and (b) the ways of the facilitating teacher in using the application for efficiency and effectiveness of the instruction.

Circuits Versus the Use of Hands-on Laboratory Equipment

Rholeo Virata, Armand Anthony Galicia, Sheryl Sombilon, Anna Marielle Badillo, Coleen Amado, Cornelio B. Javier , Ma. Angela Lomuntad, Ann Joan Hope Caparas, Maila Catudio

St. Scholastica's College Manila

annamariellebadillo@gmail.com

This action research aimed to investigate the use of interactive computer simulations as a tool for inquiry based learning and instruction of Physics, among Grade 10 (Year IV) students of St. Scholastica's College Manila. Two sections were chosen as experimental and control groups. We compared the students' achievements when taught using the PhET simulations and hands-on laboratory equipment. The results show that the post-test scores of students who experienced the simulation and the hands-on instructional method differed significantly. Action plans are suggested based on these findings.

Effectiveness of Chem- Connect Project in managing large classes in Chemistry

Ronaldo C. Reyes

Tabaco National High School

reyesrnld@yahoo.com

This research studied the effectiveness of Chem-Connect Project in managing large classes in terms of students' achievement and attitude towards Chemistry. It also examined the relationship between achievement and attitude. The Chem- Connect Project is a combination of three techniques, namely: Practical Work Approach, Information and Communication Technology (ICT) utilization, and Chemistry promotion in the school and community. The research employed the quasi- experimental pretest-posttest design, utilizing two intact large class sections of Grade 9. The data were gathered through the Chemistry Achievement Test and the Chemistry Attitude Questionnaire. Analysis of the results showed that the students exposed to the Chem-Connect Project achieved higher mean scores compared to students under the traditional method of teaching. Moreover, the intervention improved the attitude of students towards Chemistry. Analysis of the correlation revealed a significant relationship between attitude level and students' performance in Chemistry.

Differentiated Teaching Strategies of Selected Topics in Biology

Riza Mae O. Salinas

Emilio Aguinaldo National High School Imus City

Genelita S. Garcia, & Josephine E. Tondo

Philippine Normal University

rizamaesanchez03@yahoo.com

The study compares the effects of differentiated teaching strategies and traditional method in teaching least mastered topics in Biology. It answered the following research questions; 1) What are the dominant learning styles of the students in the differentiated group? 2) What are the least mastered topics in Biology? 3) Is there a significant difference between post and pre-test achievement scores of the differentiated and traditional groups? 4) Is there a significant difference between the differentiated and traditional groups in terms of their post achievement scores? 5. Is there a significant difference among the post achievement scores of students in the differentiated groups when they are categorized according to their learning styles? And, 6) Is there a significant difference among the changed scores of the subject when they are categorized according to their learning style. Sixty Grade 8 participants were used in the study. A Learning Style Inventory was administered to the experimental group and it revealed that the dominant learning style was visual 60.0%, auditory 16.7%, and kinesthetic 23.3%. The least mastered topics in Biology were Cell Division, Genetics and Digestive System. It was revealed that there was a significant difference between the posttest and pretest scores of the two groups. In terms of their posttest scores it was found out that there was a significant difference while there was no significant difference in the post achievement scores of the differentiated group when categorized according to their learning styles. It showed that there was a significant difference among their change scores when categorized according to their learning styles. The following conclusions were offered; using differentiated teaching strategies were found to be effective in terms of increasing the achievement level of students in Biology, in creating differentiated activities, it is an important consideration that learning input is congruent in the learning styles of the students.

Improving Students' Approaches And Motivations In Earth Science through Cross-Disciplinary Collaborative Activities

Ryan Villafuerte Lansangan

University of Santo Tomas Junior High School

ryan_usths2009@yahoo.com

Conforming to the demand of a highly structured educational system in basic education is a great challenge in the field. The challenge do not just confine with the competencies needed by the learners but also in linking their interests on the subject matter. Students must be exposed into

learning atmosphere that will enable them to act actively as participants of learning. Teaching the subject matter should address not only student cognition, but also its affective domain.

This action research investigated the effect of using cross-disciplinary collaborative presentation to improve Grade 9 students' approaches and motivations in learning earth science. Specifically, it was guided with the research objectives that investigate and correlate the impact of cross-disciplinary collaborative presentations to the approaches and motivations of the Grade 9 students in learning earth science.

It utilized mixed method of research both quantitative and qualitative approach among the forty-five Grade 9 students enrolled in the University of Santo Tomas Junior High School. A modified survey questionnaire was utilized to determine the students' motivations and approaches in learning earth science and the perceptions on the use of collaborative activities while a teacher-made instructional procedures, assessments and interview protocols was utilized in the intervention phase.

Results showed that the learning motivations of the respondents improved with the aspect on self-efficacy as a significant factor of their motivations. In terms of the approaches in learning earth science, the respondents significantly improved with regards to their deep approach and surface strategy while the deep strategy and surface motive did not significantly change. A strong linear relationship was observed between learning motivations and the use of cross-disciplinary collaborative activities as intervention.

A Study between Students Performance and Attitudes towards Science

Veronica P. Ventura

De La Salle University – Manila

veronica_ventura@dlsu.edu.ph

veronicapventura@yahoo.com

The study examined scientific attitude, attitude to science, and science achievement of Grade 8 secondary school students in the Division of City Schools, Manila. The descriptive survey research design was used for the study. Random sampling technique was employed to select 192 Grade 8 secondary school students. Three instruments were used to collect data (1) Scientific Attitude Questionnaire (SAQ); (2) Pre-Test; and (3) Post-Test. Data were analyzed using Chi-Square, and Pearson Correlation Test. Results showed a calculated value of $< .05$, there is a significant difference in the students level of performance in the periodical test during the 1st and 2nd quarter. Correlation between performance and attitude of students towards science showed that there is a moderately high correlation between scientific attitude and 1st Periodical Test performance score, while there is a low correlation between the scientific attitude and 2nd Periodical Test performance score. Overall, 54 or 28% of students have a negative attitude towards Science, while 138 or 72% of students have a positive attitude towards Science. Based on results, there is not enough evidence to accept H_0 – meaning there is a relationship between the performance and attitudes of students towards Science. Students prefer scientific attitudes catering to the experiences they have developed over the years,

and these preferences will in turn affect the evaluation. Based on these results, further research is needed to optimize concepts, improve evaluation, and facilitate a systematic development of these learning concepts.



Technology Education

Using digital videos on climate change concept Instructional Design (ID)

Berylmae O. Padagas

Calamba Central School Division of Misamis Occidental
padagas2014@gmail.com

The main purpose of the study was to design, develop, validate and revised a supplementary material on enhancing students' viewing comprehension using digital videos on climate change concepts. This further investigated the effectiveness of the developed and validated instructional material through pretest-posttest design. This study adopted the Instructional Design (ID) of Seels and Glassgow by modifying the design into three stages: Pre-development, Development and Post-development. The material was evaluated by panel of experts on content and content accuracy, clarity and appropriateness while a try-out teacher/teacher-user/observers evaluated the material in terms of suitability, usability, applicability, acceptability and relevance. The student-users also gave their opinions whether the material is interesting, appealing and meaningful. The pilot testing of the developed material was conducted at Impasug-ong Elementary School, Malaybalay City, while test of effectiveness was conducted at Calamba Central School, Calamba, Misamis Occidental. Descriptive statistics particularly means, standard deviations and reliability analysis were used to treat the responses in validating the developed supplementary and test materials while paired t-test was used to compare the significant difference of students' performance in the comprehension test in order to find out its effectiveness. Findings revealed that the material was accurate, clear and appropriate, suitable, usable, applicable, acceptable and relevant as evaluated by the teachers, interesting, appealing and meaningful. It further revealed that the material was effective on enhancing students' viewing comprehension. However, the test of effectiveness was limited to one-group pretest-posttest Grade 6 heterogeneous class. Findings implied that the material can be used by intermediate teachers in teaching English.

Information literacy program for Baliangao School of Fisheries

Cristy M. Capundag

Baliangao School of Fisheries, Division of Misamis Occidental
hannlyr@yahoo.com

This study assessed the status of Baliangao School of Fisheries library and the information literacy skills of Grade 7-10 students. This study sought answers to the following queries; of what is the status of Baliangao School of Fisheries library in terms of collection, services, staff and administration. This study also emphasized to what level are the literacy skills of the Grade 7-10 students based on the

BIG6 Skills Model; task definition, information seeking strategies, location and access, use of information, synthesis and evaluation. The study also sought answers on what information literacy program can be designed based on the findings of the study. This study employed descriptive-qualitative method of research, a combination of a qualitative description of the status of Baliangao School of Fisheries library resources which was collated through an interview questions and a descriptive survey was also used to generate data from Grade 7-10 students in determining their level of information literacy skills development of information literacy skills program. This study revealed that the library supported instructional research efficiently and effectively, books readily available for lending, user instruction guide, instruct and teach skills on independent use of library resources and extends services to the community by sharing library resources. The researcher also revealed in this study that in using the BIG6 Skills Model, the students' information literacy skills were found to be generally at highly skilled in information seeking strategies and use of information and in task definition, location and access, synthesis, and evaluation. This study showed an information literacy program developed, which focused on capacitating students/library users to become independent-users of library resources and online searching.

Redefining Classroom: Social Media as Blended Learning Model and its Effect to Students Learning Outcomes in TLE Exploratory

Joseph R. Carreon

General Emilio Aguinaldo National High School, Imus City, Cavite

josephcarreon1982@gmail.com

Teacher as agent for transformational change encompass the propagation and empowering students with the used of digital tools and contextualizing pedagogy. 21st century K to 12 learners must experience learning through innovative and contextualized blended learning strategies prior to their own pace, time and place.

The action research explored social media particularly Facebook as user-friendly blended learning model and its effect on students learning outcome using a quasi-experimental design and interview as the research method used. The study gathered data from 30 students for experimental group that was based on student's internet access profile and online behavior towards blended learning approach and 30 students for controlled group that were infused in traditional pedagogy. The salient findings yielded, that students who involved using Facebook as blended learning tool had a significant greater achievement in two of the exploratory learning competencies, specifically: entrepreneurship and prepare and use of tools in Technology and Livelihood Education Grade 7 exploratory as integrative pedagogy set-up. Moreover, 100% of the students were literate and have their own Facebook account used in flipping instructions and for enrichment activities. The study showed that social media provided the students with more affirmative learning experience than those who were engaged in conventional routine. Even though some students have limited capability to access internet and public WIFE, student's experience in blended instruction was exemplary inculcating that social media was good source of learning-teaching approach and means of diverting

students' online activities into learning the lessons in TLE. Thus, it adds excitement and developed confidence on interacting better with other students and enhanced learning and motivation. Finally, learners in the 21st century as digital natives signify that social media as blended learning mechanism is an effective instructional model for teaching TLE exploratory.

Promoting Reflective Thinking: Pre-service Teachers' Experience in a Web-based Learning Platform

Josephine Luz S. de Leon

Don Honorio Ventura Technological State University

josephine_deleon@dlsu.edu.ph

The presence of web-based learning platforms advance instructional strategies that support the development of students' thinking skills. The study was conducted to stimulate the reflective thinking skills of the students with the aid of web-based learning platform such as Edmodo. This study aims to cultivate the instructor's own abilities to develop and implement activities promoting reflective thinking among pre-service teachers and describe the experience of reflection-integrated activities in a web-based learning platform among students. The research was designed under the paradigm of an action research. The third year pre-service teachers who were taking a course handled by the researcher were the respondents of the study. Course materials were given to the students and were required to submit their answers to questions posted in Edmodo. The findings of the study showed high agreement on their reflective thinking experience on the activities given to them. Interviews among students suggest that students were motivated to do the tasks through the online platform. The activities were reported to be motivating and helpful in generating ideas among students and further provided for reflective and critical thinking. However, though findings gleaned positive responses, the researcher had observed that constant follow-up, considerable time, and immediate feedback should be provided to students to sustain motivation and engagement. This means that the use of a web-based learning platform can be an avenue to promote reflective thinking among students through proper planning, implementation and evaluation of course.

Project Powerpoint 101: A one-on-one training guide to empower teachers in implementing ICT integration in teaching

**Jemuel M. Galay, Ezra Eve S. Eguia, Federico S. Espina, Jr.,
Lovella L. Magrina, & Julleflor C. Sales**

West City Central School, Department of Education, Region X, Cagayan de Oro

ezra.egua@deped.gov.ph

The study sought to establish the necessity of a one-on-one training guide on creating Powerpoint presentation that can be adopted to empower "untrained" teachers in implementing ICT integration

in their classroom teaching. In this study, the effect of giving a one – on-one training to teachers in using ICT integration in teaching as compared to giving lectures during mass trainings on ICT integration was explored. The researchers evaluated how effective it is to empower teachers in implementing ICT integration in teaching their lesson by conducting one – on – one training to teachers who are identified to have least learned competencies in using ICT in their teaching. Based on the least learned competencies of teachers, 15 out of 22 grade 2 teachers were found to be needing individualized instruction in ICT integration in teaching. After three weeks of conducting, the Project Powerpoint 101 training through LAC sessions on these teachers, the result shows that these teachers have become enlightened and empowered to use ICT in their teaching especially Powerpoint applications, which they found easy, interesting and interactive, enabling them to make their lessons using the tools and minimizing reliance on chalk-and-board methods.

The effects of using Multimedia to support reading readiness of kindergarten pupils

Kathleen Quette D. Eduave

Department of Education

kathleenquette.eduave@deped.gov.ph

This study aimed to incorporate ICT by using multimedia resources in classroom activities and interactions. For the very reason that the generation of learners nowadays can learn fast and easy if they were exposed to technology since they have higher levels of digital literacy. This study utilized a Descriptive Qualitative method of research wherein detailed descriptions of specific situations using interviews and observations was used as basis of the study. As observed, most of the kindergarten pupils in Taglimao Elementary School are struggling with their reading readiness skills. The specific skills are as follows: reading their names, reciting and recognizing the letters of the alphabet, corresponding the letters with their correct sound, making rhymes, recognizing that the progression of text is left to right and top to bottom and echoing simple text that was read to them. With this, the researcher made a comparison between the first and second quarter evaluations wherein the multimedia resources was only used during the latter. The result was compelling because there was an improvement manifested by the greater number of pupils who were able to get the specific skills for them to be equipped in the reading proper. With the success of this study for the kindergarten pupils, it is recommended to use ICT approach across grade levels and see if the same desirable results will be realized.

Let's Play! Enhancing pupils' academic performance in Science through Educational Learning Games

Marites D. Escultor, & Laura C. Moises

Occidental Mindoro State College

maritesescultor29@gmail.com

Occidental Mindoro State College upgraded its curriculum by implementing an advance science curriculum this academic year 2015-2016 from grade 2 pupils up to the junior high school. Along with this, a grade of not lower than 83% on science subject should be maintained by the pupils. This study was conducted to develop a learning game in science for elementary pupils and to evaluate its effect in their academic performance specifically in science subject. The learning game was developed using the waterfall software development methodology and validated by ten (10) IT experts and five (5) science teachers. A total of fifty five (55) pupils were selected as the respondents of the study using purposive sampling. Mean, percentage and t-test were the statistical tools employed in the study. The result revealed that the developed learning game has a positive effect on the pupils' academic performance in science. It was concluded that the system was user friendly and is excellent in its performance. Furthermore, the study identifies positive effects of learning games - an aspect of intervention plan and demonstrates the potential of such learning games in improving the academic performance of the pupils. In light with these insights, future research should examine (a) other factors that may affect the student's behavior in utilizing learning games and other game-based systems and (b) readiness of the school to adopt e-learning.

Parental involvement and students' exposure to electronic media in relation to academic engagement

Mharlit L. Cagaanan

Sinonoc National High School, Division of Misamis Occidental

hannlyr@yahoo.com

Parental involvement and technological support are important elements for children's academic success. The study explored the relationship between parental involvement and students' exposure to electronic media in relation to students' academic engagement. The descriptive-correlational research design was used in this study with 300 randomly selected Grade 8 students as respondents. The research was conducted in the Second Congressional District of Misamis Occidental, Division of Misamis Occidental. Three questionnaires were used as research instruments namely: Parental Involvement Checklist-Questionnaire, Student Academic Engagement Checklist-Questionnaire, and Students' Level of Exposure to Electronic Media Checklist-Questionnaire. Weighted mean, standard deviation and Pearson Product Moment Correlation Coefficient were used in analyzing and evaluating the data gathered. Results revealed that the parental involvement was moderately high. Students

had low level of exposure to electronic media, and they had high level of academic engagement. There was a significant relationship between parental involvement and students' academic engagement. Moreover, there was a significant relationship between students' exposure to electronic media and their academic engagement. The study provides additional evidence that parents were able to monitor their children given the fact that students were actively engaged in their academic tasks and were less exposed to electronic media for educational gains. Hence, the schools should strengthen more the parent-teacher relationship through the parent-teacher association, so that teachers will have better and more open communication with the parents regarding the academic performance of their children.

Internet Exposure: Its Effects towards Learners Academic Performance

Niña U. Dumanon – Leyson

iron_xeric3k@yahoo.com

This study aimed to establish relationship between gadgets available at home, presence of internet access, internet locations, number of hours spent in internet, parental guidance, physical health status and type of risks towards pupils' academic performance. Data were gathered from 233 from Grade IV, V and VI pupils in Bayabas Elementary School for school year 2016 – 2017.

Based from the profile of the respondents, it can be inferred that there were several factors being considered towards the learners' performance in terms of internet exposure. The findings revealed that majority of the respondents were sometimes exposed to the different internet risks. The results exemplify the relationship between number of hours of internet exposure and pupil's type of risk was found out not significant. It shows that the longer the pupils exposed to the internet the more vulnerable they are to internet risk.

Moreover, the findings revealed the significant relationship between number of hours of internet exposure and pupil's academic performance. It implies that the longer the pupils exposed to the internet the more they developed a negative result towards on their academic performance. Indeed, the result of relationship between type of risk and pupil's academic performance was found out not significant. It shows that the pupils little amount of exposure towards internet risks may not affect their academic performance.

Academic performance is not significant towards pupils' internet exposure on gadgets available at home, internet access and location of the internet. However, academic performance is high significant on both number of hours, parental guidance, physical health status and type of risks are best predictors towards children learning development. It shows that these four combinations of variables greatly affect pupils' academic performance

Facebooking the English Classroom: Developing ELLs' 21st Century Skills

**Romualdo A. Mabuan, Gregorio P. Ebron, Jr., Albert M. Navarra,
& Cheryl C. Matala**

Lyceum of the Philippines University - Manila

romualdo.mabuan@lpu.edu.ph

Modern technology is gradually (re)shaping, (re)structuring and (re)defining the way people teach and learn. Anchored on the 21st Century Learning (P21, 2006), TPACK (Koehler & Mishra, 2009) and SAMR Model of technology integration in the classroom (Puentedura, 2014), this study reports findings of integrating Facebook, a social networking site, in facilitating English language classes at a private university in Manila, Philippines. It aimed to investigate students' viewpoints and attitudes towards the use of Facebook groups in the classroom. Research participants include 50 sophomore students enrolled at English classes in the first semester of the academic year 2016 – 2017. Research data come from surveys, students' reflections, and focus group discussions (FGDs). Results suggest that despite some technological limitations, students view and respond positively to the use of Facebook as an alternative platform in facilitating their English language learning, engaging them with the material, and providing them a virtual discourse space for self-expression. Students also view Facebook groups as a relevant and innovative tool in integrating technology in the traditional language classroom. Pedagogical implications for English language teachers, communication educators and researchers are offered in the light of these results.

Confessions of a MOOCer: An Autoethnographic Inquiry on Online Distance Learning

Romualdo A. Mabuan, & Albert M. Navarra

Lyceum of the Philippines University - Manila

romualdo.mabuan@lpu.edu.ph

Massive Open Online Courses (MOOCs) are dramatically restructuring, reshaping, and redefining the vast landscape of learning and teaching. With MOOCs' ubiquity, openness, and accessibility, they have become a new platform for teacher professional development around the world. Utilizing a narrative inquiry paradigm, we examine aspects of our memories, perspectives, and experiences in successfully completing a 150-hour online TESOL Certificate Course from the Arizona State University, USA via Coursera.org, a MOOC platform. In this study, we unpack how we traverse the massive information superhighway in our quest for teacher professional development, what it is like to be an online learner, how we see our role, why we believe what we believe about MOOCs' pedagogical potential, and how we think this, all of this, affects our decisions and practices in our

classrooms and contexts. We examined “through the refracted medium of narrators’ voices” (CHASE, 2005, p.666), how MOOCs can influence our personal, professional, and social lives. Andragogical and pedagogical implications are provided in the light of our MOOC experience.

The Effectiveness of Incorporating Android Games in Teaching Physics Concepts

Roger Joseph L. Lacubtan, & Lloyd Allan T. Cabañog

*Physics Department, Central Mindanao University,
Musuan, Maramag, Bukidnon*

rjllacubtan@gmail.com; thegreatlloyd@gmail.com

Many students encountered distractions nowadays especially in playing mobile games. In fact, most of the teachers and parents have difficulties in persuading their students and children to study their lessons. With this problem, the researchers developed a gaming app embedded with Physics concepts that would help and motivate the students to learn physics in a fun way. The study used an experimental-comparative research design. The topic was about projectile motion and a long quiz would be given after it has been covered. It was used as the criteria for inclusion. The two class sections belonging to the same instructor were chosen as the experimental and control groups. It was found out that the experimental group obtained a significantly larger mean than the negative control group regarding their perceptions. Moreover, evaluation also showed that the app did not affect the scores of the students and there was no significant difference in the performance test between the two groups. Therefore, the use of the app increased the interest of the students in learning physics subject. The researchers recommend further improving the app and introduce it to a larger audience. Competition may also be adapted and the app should cover all the topics in physics.

Poster Presentations

Project: I-PROP (INCREASE- Participation Rate of Pupils)

Grover M. Asequia

groverasequia@gmail.com

The study sought to determine the importance of intensified monitoring of enrollment and attendance in improving the participation rate of pupils in Taglimao Elementary School, Cagayan de Oro City.

The respondents of the study are the parents and pupils of Taglimao Elementary School. Continuous Improvement (CI)-based research methodology was employed in this study which follows three (3) stages such as assess, analyze and act.

Result of the intensified monitoring of attendance, revealed that there was an improvement in the average attendance of pupils from July to March 2017. All grade levels met the satisfactory requirements, which means that they met the 85% attendance in every month and even surpassed the demand number. The comparative enrollment in June 2016 to March 2017 implies an increase of 4% enrollment from 93% in June to 97% in March which means that the program contributes to the increase in enrollment of pupils. The stakeholder's participation rate result also indicates an increase of 8% from 90% to 98% in parents attending co-curricular activities, increase 6% in parents attending extra-curricular activities from 90% to 96%. 3% increase in parents attending meetings and 18% in parents attending assemblies. This further revealed that parents exerted effort in monitoring and showing their support by actively participating in all school activities.

Lastly, interview results from the pupils and parents disclosed that intensified monitoring in enrollment and attendance lead to positive effect towards the increased in participation rate of pupils.

Using case-based learning to engage fast learners' need for challenging task

Charles Isaac N. Deita

University of Santo Tomas Junior High School

charlesdeita243@gmail.com

The aim of this classroom action research is to enhance the understanding of concepts and skills of grade 10 fast learners in programming by providing them case-based learning. Based on my observation as I handle grade 10 students in Junior High School, I have noticed that some of them were able to finish the laboratory activities ahead of time, considering the complexity and nature of the lesson. Their ability to finish activities on time led them to get bored during class hours since they have to wait for other students to finish the activities. To address this problem, I have adopted a method, which promotes case-based learning. In this method, I allowed the fast learners in my class to activate their prior knowledge in programming and to engage in advanced topics to create different application programs as an output. Through the use of various data sources such as observation of their logic formulation and critical thinking skills, problem inquiry, student's performance in each activity and students' survey, I found out that fast learners were able to deliver the challenging cases given to them even with minimal directed instructions from the teacher. Moreover, my students became more active and enthusiastic, and it further developed their critical thinking skills. With these initial results, I recommend that other teachers in programming should try to use the same method to provide fast learners in class an opportunity to be more creative, active and critical.

Procedural and declarative knowledge in question construction

Shiela S.M. Aringo, Maricar S. Ortaleza, & Roderick M. Cardenas

Polytechnic College of the City of Meycauayan

ellay_19@yahoo.com

This study aims to analyze the declarative and procedural knowledge of the secondary education students in crafting questions. It is a necessity for these future educators to be equipped with good questioning skills in order for them to train the higher-order thinking skills of their future students (Smitha, 2012). Questioning skills in language requires ability in determining the student's mastery of creating study questions guided by the different cognitive taxonomies such as the revised Bloom's Taxonomy. This study will investigate the questions generated by the senior pre-service English language teachers using the six levels of the revised Blooms Taxonomy. It is being done in a local community college in school year 2016-2017. After the teacher had discussed the revised Bloom's Taxonomy, the students watched a 10-minute summary video of Frankenstein and let them construct 10 questions by pairs (n=75). After the question construction, they classified their questions according to the six domains of the said taxonomy such as remembering, understanding, applying, analyzing, evaluating, and creating. The gathered data will be analyzed using chi-square test of goodness fit. The said statistical treatment is a non-parametric test that is used to determine the significant difference between the observed distribution and expected distribution (StatTrek, 2017). The results will reveal if the students have the ability to construct good questions and identify these questions with the correct domain.

Assessing students' understanding of Mathematics using cartoon strips

Emmanuel M. Batulan

University of Santo Tomas Junior High School

batulan.emmanuel@yahoo.com

This classroom action research aims to assess Grade 10 student-athletes' understanding of Mathematics concepts, its related processes, and corresponding real-life problem solving applications. As observed, the student-athletes seldom attend regular classes; some even report late to class due to a scheduled early morning trainings. To ensure continuity of their learning, the student-athletes were given learning tasks that must be discussed during Math time with groupmates, giving them more opportunity to listen to explanations from peers and clarify questions. However, in spite of the group sessions, previous low scores in summative tests showed that they still lack understanding of basic concepts, its related processes, and in problem-solving applications. To address this problem, I included the creation of five-frame cartoon strips as a required culminating learning activity for every lesson. The cartoon strips may either focus on a new concept, process, or problem related to the Math lesson. Through the use of other data sources, namely, observation, content analysis, and interview, initial results showed that student-athletes' creative outputs capture their student life experiences, making mathematics real, contextualized and relevant. Scores in summative tests were also observed to have been increasing. With these promising results, I intend to continue using this strategy in my class. I would also recommend to my colleagues, that they try to use this strategy in their own classes.

Incorporating Integer Time in Learning Linear Equations in Grade 8 Mathematics

Walner A. Saturno

University of Santo Tomas Junior High School
walsat_physics@yahoo.com

This classroom action research aims to study the effect of introducing a ten-minute review time called "Integer Time" to the mathematics performance in learning linear equations among Grade 8 students. It was observed that most students still do not master the operations on integers in the diagnostic test. As an intervention, review of integer operations was incorporated in the lesson through "Integer Time". The activities were done in the form of drill boards, written puzzles, oral test, computer application or software and interactive activities to observe variety. The ten-minute activities were introduced either in the beginning, in the middle or at the end of the discussion. The intervention was done in a month covering the period where linear equations were taught. The action research will utilize the mixed-method of research using quantitative and qualitative data. The effect of the "Integer Time" to the mathematics performance in learning linear equations will be determined through a pre-test post-test design. Data will be quadrangulated using observation, interview and questionnaire which was developed by the researcher. Initial results show that the scores of the students in the summative tests have been improving. The students also became more interested and motivated in learning linear equations after introducing "Integer Time."

Addressing Student Tardiness through CAT in the Makati Science Senior High School

Marjorie L. Gomban, Mark Anthony J. Vidallo, Mary Ann F. Vidallo, Beatrice O. Lee Puetting

Makati Science Senior High School
marjoriegomban@makatiscience.edu.ph

This study is designed to address the problem of tardiness among Grade 11 students of the Makati Science Senior High School using the intervention called Campaign Against Tardiness (CAT). The descriptive research design was used to describe the effectiveness of the campaign to combat the consistent problem of tardiness that affects student performance in class as a result of less instructional time. The researchers described and documented the student tardiness problem to understand aspects of the situation. The school administration, senior high school teachers, Grade 11 students, and security personnel were the participants of the study. The participants underwent reorientation of school rules and regulations about tardiness. Grade 11 students who come to school after the official time of classes were monitored and subjected to specific procedures according to the number of tardiness they had incurred. Monitoring started from security personnel who indorsed students to the school administration, particularly the guidance counselor and the senior high school coordinator. The concerned subject teachers and class advisers were notified thereafter. The data gathered were statistically treated using the percentage and the mean. The results were compared in order to achieve the goal of this study. The results revealed 70% decrease in the number of students who do not report to school on time. The CAT is an effective intervention as it led to the significant reduction in student tardiness.

Strengthening algebra schema through Brain-Based Questioning (BBQ)

Jay Lawrence Lucido Garbin

University of Santo Tomas

jlgarbin@ust.edu.ph

The purpose of this action research is to strengthen the algebra schema of Grade 8 students in linear equations. As I handle Grade 8 class of 43 students, I observed that they are lacking the mastery of the properties in manipulating equations. Scaffolding techniques such as prompt recalls helped them recognize the appropriate property to use but not enough to ensure retention as I repeatedly do it during discussions. Our school recently adopted the Brain-Based Education (BBE) Learning Plan designed to teach students by considering how the adolescent brain functions. BBE uses the SAFE classification model of questions, which stands for: setting the knowledge and analyzing, focusing and evaluating the new knowledge. Brain-Based Questioning (BBQ) incorporates this model using the principles of brain-based teaching. Students were presented questions, which enabled them to retrieve information and helped them create inferences and reflections after. Data sources of this study are pre-test and post-test scores, observations, varied questioning activities and interview. Initial results showed students' active participation in answering questions. Moreover, students tend to base the process of answering equations through the use of brain-based questions that were previously asked in class. Taking these results into account, I am positive that BBQ has the potential to provide a concrete support that will strengthen the algebra schema of students. I intend to continue using this strategy in my class and I would also recommend this to other teachers in our school.

Strengthening students' written outputs through writing prompts, frames, and models

Katherine Patrice Burwell Sibug

University of Santo Tomas Junior High School

pat.sibug@gmail.com

Based on observation, the writing process is deemed tedious by a number of young students. Thus, the aim of this action research is to improve students' written outputs and writing motivation through the use of writing prompts, sentence frames, and model paragraphs. As grade 7 students find writing activities boring, I thought of a way to make classroom writing tasks more relatable and engaging for them. This study utilizes the students' journal writing outputs as the primary source of data. Students were required to write five journal entries in a span of three weeks. All journal entries were written in school and writing schedules were announced in advanced. Aside from the journal entries, other data sources for this action research include student observations, student interviews and survey, and students' written outputs. Based on the initial findings, students have varied views regarding writing as a macroskill- with writing being either boring or engaging. In addition, these grade 7 students find writing prompts and sentence frames helpful as it guides their writing process. Such guidance is essential because it provides them with a takeoff point to start their writing task. With further analysis of data sources, especially the quality of journal entries, a writing program can be developed in order to standardize the use of the aforementioned strategies to strengthen the students' writing skills.

Panukat ng mapagpahalaga sa sarili: Its construction and validation

Natasha Clare D.A. Flores and Reynaldo G. Ang

Students from Lyceum of the Philippines University – Manila
natashaclareflores@gmail.com/reynaldo_ang0613@yahoo.com

Panukat ng Mapagpahalaga sa Sarili is a locally-made personality scales that measure narcissistic tendencies of Filipinos. The objectives of the study were to determine the preliminary and final forms of the instrument and to establish the reliability and validity of the test. Descriptive and research and development methods of research were used to construct a standardized personality test. The selected participants of this study were the students of Lyceum of the Philippines University-Manila who belong to the College of Arts and Sciences. A total of 215 students participated in the study. They were chosen using simple random sampling to ensure an equal chance of participation in this study. The preliminary form of the test consisted of 80 items with a good measure of internal consistency $r = 0.853$ and a standard error of measurement (SEM) of 0.125. It comprised of 10 pre-determined factors. After the item analysis, four (4) factors were established with a total of 43 items with a good measure of internal consistency with $\alpha = 0.814$, an SEM of 0.152, and a moderate positive relationship $r = 0.527$ when correlated to the NPI-40. The four (4) factors were labeled by the researchers as Mapagmataas, Tiwala sa Sariling Kakayahan, Awtoridad sa Ibang Tao and Banidad. Panukat ng Mapagpahalaga sa Sarili can be used as an instrument for understanding the different possible related behaviors of Filipino citizens or as a reference for any future research. It can also be used as an indicator or as a guide to assess the emotional health and psychological well-being of people in terms of narcissism.

About BAGCED

Education is the development of the total person who is imbued with Christian values, active in the pursuit of academic excellence, committed to effecting social changes, and dedicated to the search for new knowledge. Guided by this philosophy, the Br. Andrew Gonzalez College of Education (BAGCED) envisions itself as a center of excellence in the development of educational leaders, researchers, counselors and professionals in the Asia-Pacific region. This will be achieved by providing excellent Lasallian education that is holistic, interdisciplinary, innovative and culture-sensitive.

The Br. Andrew Gonzalez College of Education aims to implement training and development programs responsive to the educational and professional needs of administrators, faculty, and students and to contribute significant research for policy formulation, knowledge expansion, and attitude and value formation.

Academic Departments

Counseling and Educational Psychology

Vision - The Counseling and Educational Psychology Department envisions itself as a leader in the education of outstanding professionals in the fields of counseling psychology and educational psychology in the Asia-Pacific region.

Mission - The department intends to achieve this Vision by offering academic programs that emphasize the integration of theory, research, practice, and service; the advancement of culturally sensitive counseling and educational approaches; and the promotion of multidisciplinary collaboration.

Science Education Department

Vision-Mission Statement - The Science Education Department envisions itself as an active resource of researchers and teachers of science and mathematics through its relevant, responsive and innovative academic programs. Consonant with the Lasallian tradition of excellence, the department commits itself to the development of scientific and pedagogical skills of its students, transforming them into highly qualified and ethical professionals, who proclaim the values of Religio, Mores and Cultura and manifest a Christ-centered leadership in the Philippine society.

Educational Leadership and Management

Vision - The Educational Leadership and Management Department of the College of Education of DLSU-Manila, envisions itself as the premier center for the development of teachers and educational leaders in the country. Established in June 2001 thorough the strategic merger of the Educational Management and the Specialized Education Departments, the Department serves as a dynamic resource of the church and Nation in the formation of Christian educators who serve as catalysts of educational advancement and social transformation in the country and the Asia-Pacific region.

Mission - Inspired by Lasallian values, and in consonance with the University's tradition of academic excellence, the Department commits itself to pursue relevant, innovative and technology-enables

academic programs, socially sensitive and scholarly research, educational consultancy, and responsive community service; to produce competent, globally competitive, ethical, pro-active and service-oriented educational leaders and enhance the quality of management and leadership in educational institutions.

Department of English and Applied Linguistics

Vision - The Department of English and Applied Linguistics will continue to lead in providing outstanding language education, research and support programs in the country and will emerge as a model of academic achievement, research excellence and genuine social commitment in the Asia-Pacific Region by utilizing the best teaching practices and the latest thrusts and trends in language education.

Mission - Committed to the ideals of the Transformative Learning paradigm, the Department of English and Applied Linguistics under the College of Education provides excellent undergraduate and graduate academic programs and promotes the culture of research that produces competent language learners and educators. Through a dynamic teaching and learning environment, the department fosters the holistic development of both teachers and learners by engaging them in socially-oriented activities such as community exposure and outreach programs in private and public institutions as well as establishing linkages and partnerships with government, educational, and other sectors of society that create opportunities for scholarly, relevant, and meaningful sharing and application of knowledge and skills.

Physical Education

The Physical Education Department (PED) is committed to developing a well-rounded individual through sports, dance and rhythms, and other education activities. It monitors sports activities and assists the Office of Sports Development (OSD) in providing support and benefits to all athletes. It is also responsible for recommending the improvement and maintenance of the different sports facilities on campus and the procurement of the different sports equipment. It acts as the coordinating office insofar as physical education and its related activities are concerned. The curriculum programs include the basic Physical Education courses. These courses allow a wide variety of body conditioning, physical fitness exercises, basic motor and movement skills, individual, dual, and team sports, social recreation games, dance and rhythmic activities.

Vision - The Department of Physical Education envisions itself as a leader/advocate of fitness and wellness. It is committed to developing excellent programs in the areas of dance, sports and recreational activities. It establishes strategic alliances with various public and private institutions in the promotion of our goal of developing, maintaining and transforming an active and fit citizenry. It is composed of skilled and dedicated faculty who conduct relevant research and who also serve as valuable resource to the community. The Department of Physical Education commits itself in promoting and developing learners, knowledge, skills, habits and values necessary in the fast changing society.

Mission - Facilitate holistic development through varied Physical fitness activities and Lead in the development of a healthy lifestyle

Graduate Degree Programs

Doctoral Degree Programs

Doctor of Philosophy in Science Education (with specialization in Biology, Chemistry, Mathematics and Physics)
Doctor of Philosophy in Educational Psychology
Doctor of Philosophy in Counseling Psychology (with specialization in Clinical, School or Industrial)
Doctor of Philosophy in Applied Linguistics (Regular Program)
Doctor of Philosophy in Applied Linguistics (Straight Program)
Doctor of Philosophy in Education, major in Educational Leadership and Management
Doctor of Philosophy in Education, major in Educational Leadership and Management (Executive Program)

Master's Degree Programs

Master of Arts in Counseling (Thesis Program)
Master of Arts in Counseling (Non-thesis Program)
Master of Arts in Education, major in Student Affairs & Services Management (Thesis Program)
Master of Learning and Teaching (Non-thesis Program)
Master of Science in Guidance and Counseling (Thesis Program)
Master of Arts in Teaching English Language (Non-Thesis Program)
Master of Arts in English Language Education with specialization in English for Specific Purposes (Thesis Program)
Master of Arts in English Language Education with specialization in Reading Education (Thesis Program)
Master of Arts in English Language Education with specialization in Second Language Teaching (Thesis Program)
Master of Arts in Education, major in Educational Leadership and Management (Thesis Program)
Master of Education, major in Educational Leadership and Management (Non-Thesis Program)
Master of Arts in Education, major in Early Childhood Education (Thesis)
Master of Education, major in Early Childhood Education (Non-Thesis)
Master of Arts in Education major in Special Education (Thesis)
Master of Education major in Special Education (Non-Thesis)
Master of Education, with specialization in Biology, Chemistry, Mathematics or Physics (Non-Thesis Program)
Master of Science in Teaching with specialization in Biology, Chemistry, Mathematics or Physics (Thesis Program)
Diploma/Certificate Programs
Teacher Certificate Program (TCP) under ELMD
Diploma in Teaching English as a Second Language/Teaching English as a Foreign Language
St. La Salle Institute of Graduate Studies
Master in Teaching English in Basic Education (MTEBE)
Master in Teaching Mathematics in Basic Education (MTMBE)

Contact Information

Br. Andrew Gonzalez FSC College of Education
Room 1601 Br. Andrew Gonzalez Hall, DLSU Mania
2401 Taft Avenue
1004 Manila, Philippines
Tel. Nos.: (632) 524-4611 loc 121 (trunk line)
(632) 526-5915 (telefax)
E-mail: deanced@dlsu.edu.ph



About LIDER

The Lasallian Institute for Development and Educational Research (LIDER) was established in 1993 as the Research and Development arm of the DLSU College of Education. Through this Institute, the College pools the expertise of various education professionals to serve the needs of different sectors of the educational community. LIDER assumes the dual purpose of generating knowledge and helping solve the nation's developmental and educational problems. Its establishment also responds to the growing demand for cooperative and multidisciplinary efforts to address these problems.

In general, the LIDER aims to:

- contribute to nation building by conducting research studies, training educational leaders, and developing innovative strategies and culturally relevant educational materials;
- provide leadership in pushing the frontiers of education by offering varied and creative programs in different disciplines;
- initiate interdisciplinary research-based educational technology, human development, and formation programs.

In realizing its objectives, the LIDER encourages the participation of researchers and other human resource development experts from diverse disciplines. Moreover, it facilitates linkages with various end-users—policy makers, funding agencies, parents, teachers, students, community leaders, and researchers. Heeding the call to address the problems and needs of the youth in the country, the DLSU College of Education, thru LIDER, embarks on long-term, multi-year, multi-component programs, which started during the SY 2007-2008, with its main thrust of Understanding the Youth in their Developmental and Educational Contexts: Realizing A Lasallian Response.

Programmatic Areas

Counseling and Educational Psychology

Research Thrust: Contextualizing Counseling and Educational Psychology in the Philippines and Asia (Towards a culturally-sensitive understanding of the experiences of youth-at-risk and of the educational programs and services can foster their holistic development.)

Research Themes: Counselor Education and Supervision; Defining Emerging Functions and Competencies of Counselors; Test Development for Counseling Use; Counseling in different Socio-cultural Contexts; Psychology of Learning and Teaching in Socio-cultural Contexts; Educational Psychology Measurement.

English and Applied Linguistics

Research Thrust: Language Pedagogy and Applied Linguistics in Multicultural and Multilingual Contexts.

Research Themes: Basic Research: Socio-cultural Processes in Filipino Bilingualism; Cognitive Processes in Filipino Bilingualism; Austronesian Linguistics and Computational Linguistics; World Englishes Applied/Action Research (basic language skills): Reading; Writing; Listening and Speaking.

Educational Leadership and Management

Research Thrust: Socially sensitive and scholarly research to enhance the quality of management and leadership in educational institutions.

Research Themes: Basic Research: Filipino Paradigms of Educational leadership; Theory Building on Various Aspects of Educational Leadership and Management; Organizational Culture; Models of School Effectiveness Development and Validation of assessment tools for Exceptional Children
Applied Research: Technology-enabled Educational Delivery Systems; Administrator and Teacher Training Programs; Children-at-risk: Assessment of Risk Factors and Interventions

Science and Mathematics Education

Research Thrust: Understanding Mathematical and Scientific Thinking and Learning of Youth-at-risk (For the Design of Appropriate Science and Mathematics Education Program).

Research Themes: Science and Mathematics Curriculum Design; Teacher Training (Capacity Building); Studies on Students' Conceptions; Self-regulated Learning; Developing Dynamic and Authentic Assessment Tools and Strategies; Effective Integration of Technology in Science /Math Instruction.

Physical Education

Research Thrust: Wellness and Health Education

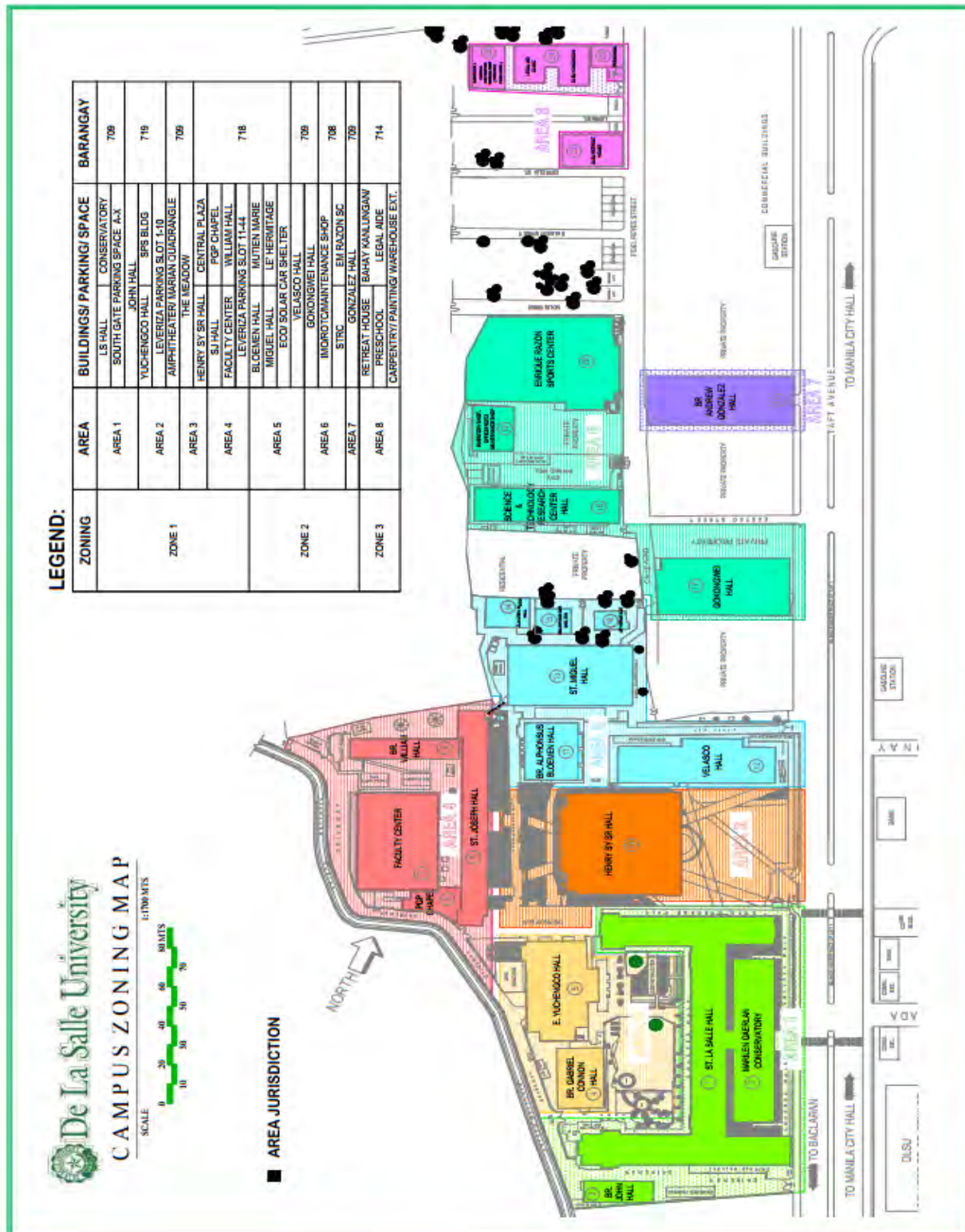
Research Themes: Efficacy in Attaining Sports/Dance Skills; Fitness Profile Studies; Physical Activity Monitor- for Personal Fitness and Exercise; Cardio Vascular Fitness Status

Contact Information

Lasallian Institute for Development and Educational Research (LIDER)
Room A1603 Br. Andrew Gonzalez Hall
De La Salle University Manila
Taft Avenue, 1004 Manila, Philippines
Tel. Nos.: (+632) 524-4611 loc 435
Email: lidersu@deedsu.edu.ph

DLSU Vicinity Map





Organizing Committee

ARAL 2017 Chair: Maricar S. Prudente, Ph.D.
Co-Chairs: Shirley N. Dita, Ph.D.
Socorro E. Aguja, Ph.D.

Scientific Committee: Maricar S. Prudente, Ph.D.
Socorro E. Aguja, Ph.D.
Shirley N. Dita, Ph.D.
Lydia S. Roleda, Ph.D.
Minnie Rose Lapinid, Ph.D.
Ferdinand Pitagan, Ph.D.

Program: Shirley Dita
Maricar Prudente
Siony Yeban

Logistics: Liberty Santos
Rey Sagot

Secretariat: Dolor Aquino
Philma Abaja
Maria Nilda Perilla
Emperatriz Murillo
Emilyn Aquino
Leah dela Merced Rivera
Betty Robles

Socials: Delia Cruz
Philma Abaja

Registration: Dolor Aquino
Siony Yeban
Mary Grace Benegas
Elizabeth Elicano
Jewel Torres

Lovely Liziel Pearl de Luna
Maria del Socorro Ricafranca
Emilyn Aquino

Documentation: Rey Sagot
Philma Abaja

Sponsorship: Jovito Anito

Website: Wilkinson Daniel Wong Gonzales



Sponsors





www.araldlsu.net