

ARAL 2019



4TH INTERNATIONAL CONGRESS ON ACTION RESEARCH, ACTION LEARNING

May 16-18, 2019 | De La Salle University, Manila, the Philippines



BOOK OF ABSTRACTS

4TH International Congress on
ACTION RESEARCH, ACTION LEARNING
(ARAL 2019)

Theme:

“Action Research for Gen Z”

De La Salle University
Manila, Philippines
May 16-19, 2019



BOOK OF
ABSTRACTS



A Message from the Chancellor

Congratulations to the Lasallian Institute for Development and Educational Research and the Br. Andrew Gonzalez FSC College of Education for jointly organizing the 4th International Congress on Action Research, Action Learning (ARAL).

Anchored on the theme 'Action Research for GenZ', the three-day Congress seeks to come up with innovations in the teaching platform to address the evolving needs of this generation of 21st century learners whose characteristics, outlook and attitudes have been shaped and defined by the fast pace of technological innovations and advancements in the recent decades. It aims to enhance the competencies, skills, and knowledge of educators through action research to enable them to adapt their teaching practices, programs and procedures in a manner that would effectively address the needs of this generation of learners.

There are perceptions that GenZ learners have spend most of their time on social media, and that they cannot imagine a life without gadgets. These perceptions seem to be outweighed, however, by their remarkable ability to process and absorb loads of information within seconds and multitask. They are also observed to value eco-friendly and healthy lifestyle.¹

This Book of Abstracts, which contains the highlights of the three-day Congress, is intended to serve as handy reference material for those who seek to understand better the needs of GenZ learners and how to best address these needs to bring out the best in them. It can also serve as a springboard of further studies and for engaging in collaborative research on the subject.



BR. BERNARD S. OCA FSC

Chancellor

De La Salle University, Manila

A Message from the Vice Chancellor for Research & Innovation (VCRI)



I am pleased to welcome the delegates of the 4th Action Research, Action Learning (ARAL 2019). This conference has grown in scope and ambition since its early days as a modest local symposium hosted by De La Salle University's Br. Andrew Gonzalez FSC College of Education (BAGCED) and the Lasallian Institute for Development and Education research (LIDER). This year, ARAL tackles the theme "Action Research for Gen Z," and brings action research to bear upon the challenge of understanding how 21st Century youth are best taught the massive amounts of knowledge they need for modern life. As a versatile tool for investigation of complex systems with human behavior component, action research can present unique insights to both investigators

and practitioners. Through the mutual exchange of research findings on best classroom practices for teaching and learning, ARAL 2019 seeks to improve education in the Philippines and beyond.

Congratulations are due to the people behind ARAL 2019 – the conference chair, Dr. Maricar Prudente; LIDER Director, Dr. Shirley Dita; BAGCED Dean, Dr. Raymund Sison; and especially to the secretariat and scientific committee members, without whom this event would not have been possible. Once again, I welcome all the delegates of ARAL 2019 to De La Salle University, and wish you all a productive conference in the coming days.

RAYMOND GIRARD R. TAN, PH.D.

Vice Chancellor for Research & Innovation
De La Salle University Manila

A Message from the BAGCED Dean

On behalf of the Brother Andrew Gonzalez FSC College of Education of De La Salle University, I welcome you to the fourth Action Research, Action Learning (ARAL) Congress!

Educational action research has come a long way since Stephen Corey published his 1953 book, *Action Research to Improve School Practices*, which has been called the bible of the AR movement in the United States, and Lawrence Stenhouse established in 1970 the Center for Applied Research in Education in the United Kingdom, where he and his team conducted what has been called phenomenal work involving collaborative research with teachers in the study of their practices. Now, educational action research has become an



important feature of educational reform in many countries, including Singapore, Japan, and China. Here in the Philippines, our Department of Education (DepEd) has, through DepEd Order No. 16 s. 2017, formally and wisely recognized educational action research as an important form of inquiry that deserves funding as well as appreciation.

This year's ARAL theme, *Action Research for Gen Z*, reflects the recognition that all the educational action research that we are now doing at the primary, secondary, and tertiary school levels involve a single generation—Gen Z. The millennials have graduated and are now in the workplace. The question is, how do we best facilitate the education of what Jean Twenge has identified as the first generation to enter adolescence with smartphones in their hands (the wide-ranging implications of which she discusses in her 2017 book, *iGen*)? How do we who are mostly digital immigrants best address the implications of Gen Z's digitally native connections to and through the Internet? I believe that educational action research will help us find good answers to this question, and I look forward to discussing these, in the Philippine context, here, with you, at ARAL.

RAYMUND C. SISON, PhD (Computer Science and Education)

Dean

Brother Andrew Gonzalez FSC College of Education (BAGCED)

A Message from the LIDER Director

On behalf of LIDER, I would like to welcome you all to the 4th International Congress of Action Research, Action Learning (ARAL2019)!

I am immensely grateful to all of you for your overwhelming response to our call for proposals for ARAL2019. And as promised in the last congress, my office will look into more ways by which we can improve ARAL which will pave the way to more involvement from everyone, especially our colleagues from the Basic Education.

This year, we have added the following features of ARAL: 1) The ARAL2019 Congress Proceedings; 2) More winners for the Best Paper Award and Best in Poster; 3) More topics covered in the workshops and lecture-seminars; and 4) the blurbs that feature the paper presentations. More exciting news will be revealed at the LIDER anniversary dinner!

I would like to express my gratitude to everyone who contributed to the seamless success of ARAL2019. To the esteemed invited speakers, workshop facilitators, and lecture-seminar speakers – for selflessly sharing their time and expertise; the paper and poster presenters – for eagerly sharing their own ARs to the whole community; to participants and attendees from all parts of the country – for taking time to attend this academic endeavor; the BAGCED team and ladies, for sincerely supporting all the endeavors of LIDER despite your own tasks and responsibilities in your own departments; and lastly, my ARAL2019 Working Committee, especially the Core Group, – for working tirelessly and for ensuring that everything is in order with or without my assistance – you, guys, are simply amazing!

Meanwhile, listen, question, engage, connect, argue, learn...

SHIRLEY N. DITA, Ph.D.

Director

Lasallian Institute for Development & Educational Research (LIDER)



A Message from the ARAL2019 Chair



Heartfelt greetings to all the participants of ARAL 2019 (Action Research, Action Learning)- International Congress on Action Research! As Chair of this conference, allow me to take the lead in welcoming everyone once more to De La Salle University!

What makes ARAL2019 truly significant is that the theme of this year's ARAL – *Action Research for Gen Z* is highly relevant and timely in the face of the challenges besetting our country's educational system.

For ARAL 2019, we have leading Action Research practitioners and educators delivering plenary talks on issues related to Generation Z learners. Engaging workshops also await participants in order to be updated with the latest research strategies and relevant teaching/learning materials. Moreover, parallel paper presentations of this year's participants will enable them to disseminate and share their ideas and/or research findings. Given these aforementioned activities, I truly hope that ARAL 2019 attendees will participate actively in all the activities and be engaged in lively discourse, so this gathering will be a fruitful and successful affair.

Once again, we extend our warmest welcome to the participants of ARAL 2019 here at De La Salle University Manila!

Prof. MARICAR S. PRUDENTE, PhD
Chair
ARAL 2019



Keynote Lecture

Action Research for Gen Z: What kinds of research for what kinds of classroom practice?

Professor Anne Burns

University of New South Wales Australia

Gen Z students are said to be independent-minded, entrepreneurial and tech-savvy individuals who want their learning to be as engaging as possible. English language teachers must be prepared to reflect flexibly and creatively on their practices in teaching these students. Action research is an approach to practitioner inquiry and professional development that provides us with ways to investigate and innovate, and to identify what works and what doesn't work to engage our students. In this talk I will discuss the what, why and how of the emergence of action research and offer some examples to show how teachers I've worked with in different parts of the world have used action research as a way to increase student engagement. I will also reflect briefly on why school managers and principals need to see professional learning activities, such as action research, as fundamental to good quality teaching and to provide support for it.

Professor Anne Burns is Professor of TESOL at the University of New South Wales, Sydney. She is also an Emeritus Professor at Aston University in the UK, and an Honorary Professor at the University of Sydney and The Education University of Hong Kong. Her research interests include language teacher education, language teacher cognition, applications of genre theory to language teaching, curriculum development and change, literacy, and written and spoken discourse analysis. She is best known for her work in the theory and practice of action research. She is series editor with Jill Hadfield of *Research and Resources in Language Teaching* (published by Routledge): *Teacher Development Over Time*, the latest book in the series, has just been shortlisted as a finalist for The British Council 2019 ELTons Awards.



Plenary Speaker 1

Making our research matter: Deepening practice and increasing impact as action researchers

Mary Brydon-Miller

University of Louisville and North West University South Africa

Action research is grounded in the notion that research should create positive change in practice. This presentation focuses on ways in which we can critically examine our work as action researchers to encourage us to think more deeply about the kinds of research questions we ask, the ways in which we gather and analyze data, and the strategies we use to implement change and disseminate knowledge based on our findings. Drawing upon examples from our research partnerships with colleagues here in the Philippines as well as a broad range of international projects, this presentation will provide concrete examples of research that makes a genuine difference in schools and communities along with recommendations for integrating these strategies into your own research projects

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 Speaker 2

Integrating social media into action research: Pre-service teachers' experiences during teaching practicum

Muhammad Kamarul Kabilan

Universiti Sains Malaysia

Generation Z (or Gen Z) have used the Internet since a young age and are comfortable with various technologies. Hence, their learning and their thinking are quite different from the older generations, especially in terms of the use of learning tools and ways of learning. This paper describes how the researcher used social media to engage a group of pre-service teachers (PST) in an action research to improve their teaching practices. Framed in reflective learning that is supported and scaffolded by an online community of practice, the PST demonstrated positive development through the various stages of action research. The presentation will mainly focus on the procedures of implementation and rationale, main findings and, implications. The experiences gained and lessons learned from this action research could be applied by teachers, teacher educators and other stakeholders for teaching other subjects, as well as stakeholders from other fields of study.

Professor Dr. Muhammad Kamarul Kabilan has been teaching at the School of Educational Studies, Universiti Sains Malaysia (USM), Penang since 2004. His research interests include ICT and English Language Education and, professional development and critical practices of teachers. He has published widely in his area of research in reputable journals such as TESOL Quarterly, British Journal of Educational Technology, Computer and Education, The Internet and Higher Education, Professional Development in Education and Teaching and Teacher Education. Currently, he is an Editorial board member for the British Journal of Educational Technology (SSCI) and Malaysian Journal of Learning & Instruction (SCOPUS).



Plenary Speaker 3

Dr. Raymund Sison is currently dean of the Brother Andrew Gonzalez FSC College of Education of the De La Salle University (DLSU). He obtained the PhD in Computer Science from the Tokyo Institute of Technology in Japan, and the PhD in Education, major in Educational Leadership and Management, from DLSU. He has undergone postgraduate training and research at the German Research Institute for Artificial Intelligence and at the United Nations University International Institute for Software Technology in China. He is a recipient of two national awards: the Outstanding Young Scientist award given by the National Academy of Science and Technology for achievements in research, and the Outstanding Teacher award given by the Metrobank Foundation for excellence in education. He was conferred the title of University Fellow in 2010 and has served as President of the Society of University Fellows. His current research involves the design of serious games and other digital technologies to enhance the teaching and learning processes of Generation Z, and the construction of grounded theories of information technology use in the IT-BPO industry.



Plenary Speaker 4

Using Action Research to Evaluate Innovative Teaching Practices: Focus on NextGeneration Digital Learning Environment

Prof. Maricar S. Prudente, Phd

De La Salle University

The next generation digital learning environment (NGDLE) as an ecosystem consisting of learning tools and components that focuses more on students' learning will be discussed. The talk will elucidate how NGDLE improves technology to match the needs of teachers and students, where personalized learning opportunities for individual students are provided, thereby allowing teachers to design lessons aimed at learning outcomes. For a better appreciation of this learning ecosystem, key components of NGDLE namely: interoperability and integration; personalization; analytics, advising and learning assessment; collaboration; accessibility and universal design will be described. Innovations in teaching, in the form of next generation blended learning (NGBLE) implemented in a Lasallian school, will be presented. Different modalities of NGBLE and a lesson flow set within the transformative learning framework will be presented. Likewise, published studies on innovative teaching practices integrating technology will be expounded. Finally, the conduct of action research to evaluate the effectiveness of these innovative teaching practices will also be discussed.

Prof. Maricar S. Prudente is Full Professor 10 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 national and international 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 in the Teaching of Science. She has recently co-authored a chapter on Action Research in the British Educational Research Association and SAGE Publications' latest edition of the 2017 International Handbook on Educational Research. Currently, Dr. Prudente is the Chair of Division 1: Governmental, Educational and International Policies of the National Research Council of the Philippines.





WORKSHOP 1: MATHEMATICS EDUCATION

Action Research in Situations in Teaching Mathematics

Levi Esteban Elipane

De La Salle University

This workshop will tackle how to get teachers acquainted with mathematics in ways that are useful in their teaching. In this regard, strategies on how to investigate mathematical understanding for teaching would commence by drawing on the practices of the teacher-participants. A set of practice-based situations in mathematics classrooms will be privileged in order for the participants to gauge the depth of their understandings in the subject matter that they teach. Later on, the participants will create or think of situations that could be useful for deeper treatment of certain mathematical organizations during classroom instruction. Through this workshop, the participants would be 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.

Dr. Levi Esteban Elipane is currently an associate professor at the College of Graduate Studies and Teacher Education Research (CGSTER) of Philippine Normal University. He is also an associate professorial lecturer at the Brother Andrew Gonzales College of Education of De La Salle University in Taft. While doing his university work, he is also a school head of School of Everlasting Pearl, Inc., where he implements research endeavors such as Lesson Study in collaboration with his graduate students from PNU and De La Salle University. For the past 6 years into the academe, Dr. Elipane has collaborated with his students and some colleagues from different schools and universities to embark on Lesson Study as a form of research and professional development initiative.



In 2012, Dr. Elipane got his PhD in Mathematics Education from the University of Copenhagen, Denmark. He took his master's at Saitama University in Japan, and his bachelor's at the University of the Philippines in Diliman. Dr. Elipane has been invited as a plenary speaker in various seminars and conferences in different parts of the Philippines and in many countries of the world. Moreover, he was also granted Student Wings of Excellence (Leaders of Tomorrow) Award in Switzerland in 2008 for the St. Gallen Symposium.

WORKSHOP 2: SCIENCE EDUCATION

Action Research for Continuous Improvement: Focus on ARTiST Project

Socorro E. Aguja

De La Salle Araneta University

The workshop will elucidate on the conduct of Action Research as a reflective process that teachers can employ to assess the impact of their teaching and to systematize continuous improvement of professional practices. The PLAN-DO-STUDY-ACT model will be presented as a practical and relevant process of conducting action research. The PDSA model emphasizes the need to form a professional learning community in every school, where teachers, administrators, parents and students work together to seek out best practices, test them in the classroom, continuously improve practices, and focus on results. The workshop will involve activities on how to begin the Action Research process and presentation of outputs of the workshop participants. The workshop will also focus on the ARTiST Project, a global AR project funded by Erasmus Foundation, which aims to improve the teaching of Science.

Socorro Aguja is currently a professor at the Graduate Schools of St. Paul University- Manila and De La Salle-Araneta University. Previously, she has held professorial posts at the Institute of Arts and Sciences of the FEU Manila and at the Science Education Department of De La Salle University-Manila. Dr. Aguja has also served as the Graduate Studies Coordinator (Coordinadora do Mistrado) at the Catholic University of Mozambique in Cuamba, Mozambique during her 3-year assignment as a VSO volunteer in Mozambique, Africa from AY2006-2009. Dr. Aguja obtained her Ph.D. in Horticulture and her MS in Agriculture (Citriculture) from the United Graduate School of Agricultural Sciences and College of Agriculture of the Ehime University in Japan, respectively, as a Japan Ministry of Education (MONBUSHO) Scholar. While her undergraduate degree in Agriculture, major in Plant Protection and Plant Pathology as her specialization, was completed at the then Visayas State College of Agriculture (VISCA) now known as Visayas State University (VSU) under a COCOFED Scholarship Grant. Dr. Aguja is also very active in volunteering work involving community development initiatives, climate change and in science education particularly on technology integration.



WORKSHOP 3: LANGUAGE EDUCATION

Action Research in English Language Teaching: Prospects, Processes and Plans

Ma. Joahna Mante-Estacio
De La Salle University

The one-day workshop will engage the participants to conceptualize and brainstorm possible Action Research topics after inputs from the facilitator and discussion with fellow participants covering topics such as setting Action Research objectives, and implementation strategies. With a clear understanding of the concepts and procedure in doing Action Research, the participants should be able to present a brief Action Plan which will be commented on and evaluated by the facilitator by the end of the workshop.

Ma. Joahna Mante-Estacio teaches English and methodology courses in both undergraduate and Graduate levels at De La Salle University, Manila. She conducts teacher training, writes textbooks and modules, and conducts studies on reading, literacy, and teacher education. For several years now, she has been mentoring Education students in doing their Action Research and has conducted teacher training on the same topic.



WORKSHOP 4: EDUCATIONAL TECHNOLOGY

Action Research in Educational Technology

Jasper Vincent Q. Alontaga

De La Salle University

The seminar-workshop will focus on the role of educational technology in action research, and vice versa. Participants will examine technology options to challenges towards a more responsive 21st century teaching and learning. Participants are expected to bring their own device during the session.

Jasper Vincent Q. Alontaga is Associate Professor in the ELMD at DLSU Manila, handling educational technology for both undergraduate and graduate programs. He is currently the Assistant Director of the Academic Support for Instructional Services and Technology (ASIST), DLSU. He also served as Head of the Institute of Technology-based learning in Jose Rizal University in charge of managing the design, development and evaluation of computer assisted instructional modules and blended learning courses. He is involved in various e-learning initiatives and researches such as the Computer Use in Internet Shops and E-learning readiness, Establishing An E-Learning Outreach Program for Public Basic Education in the Philippines, and Acceptance of pre-service teachers towards Google for Education online training modules. He is also an associate member of the UNESCO-RDTC Philippines University Network. He earned his PhD in Special Education at the University of the Philippines – Diliman.



Workshop 5: EDUCATIONAL LEADERSHIP AND MANAGEMENT

Promoting Contemporary Learning Environments through Action Research

Abdul Jhariel Osman, PhD

De La Salle University

This pre-congress workshop is an attempt to promote contemporary learning environments through action research. This is an invitation to teachers and educational managers who wish to improve school conditions that puzzle them and who have burning questions about their practice and how their practice affects their students who are growing up in a different environment and mindset. This workshop encourages teachers and educational managers to reflect on their own experiences in their workplace and explore what might change through their deliberate action.

This workshop introduces the Gen Z, explains the relevance of action research, and its purpose. In this workshop, the processes of action research and what it can offer to teachers and educational managers will also be described. It will help the participants in articulating the context and purpose of the action research, in diagnosing, in planning action, in taking action and evaluating, and in reflecting on content, process and premise issues on how an action research is undertaken.

Abdul Jhariel M. Osman, Ph.D. is the Assistant Dean for External Affairs and Lasallian Mission of the Br. Andrew Gonzalez FSC College of Education (BAGCED) of De La Salle University, and the coordinator for the Educational Leadership and Management program. He is a full time faculty and an assistant professor of the Educational Leadership and Management Department. He obtained his Ph.D. in Educational Leadership and Management from De La Salle University. He is an active member of



the technical team of BAGCED who initiated the internationalization of education with educational institutions in Thailand and in other ASEAN countries. His areas of research interests include educational leadership and management, education innovation, entrepreneurship education, learner-centered teaching, teaching Mathematics, teacher training, action research, quantitative research, and qualitative research. At the Social Development Research Center (SDRC), he had co-authored the research project, "Understanding the Context of Lack of Interest among Out-of-School Youth: The Experiences of Public Secondary Schools in Manila and Calamba" and published it. He has also completed a project entitled "Overseas Training and Support Services for Participants Under Teaching Quality Improvement II in Secondary Educational Project, Directorate of Secondary and Higher Education, Ministry of Education" under the Office of the Vice Chancellor for Research and Innovation and the University Research Coordination Office. More so, as a co-author, he published the study, "Effects of Knowledge Channel Videos on the Achievement of Students in Various Learning Environments." He had been part also of various completed research projects, namely: "LGU Efforts in Serving as Transit Station for Displaced Persons: Experiences of Hilongos and Ormoc Municipalities," "Qualitative Research on Conflict of Interest (COI) in Infant and Young Child Nutrition among Healthcare Professionals and Healthcare Professional Societies," and "Developing Competencies of Middle Level Health Workers and Maximizing their Roles in Task-sharing in the Philippines." At present, he is part of the research team for the project, "Capacity Building in Asia for Resilience Education." Concurrently, he is conducting the study, "Exploring Teacher Resilience Promoting Factors: The Case of Public School Teachers in Manila."



Workshop 6:

Assessing non-intellective outcomes in classroom action research

Christine Joy A. Ballada

De La Salle University

Teacher-researchers often target academic achievement as an important outcome of an action research. However, other non-intellective constructs like motivation, engagement, self-regulation, and academic self-efficacy are also important student outcomes. This workshop aims to discuss non-intellective constructs that may be salient outcomes in classroom action research. The workshop focuses on tools that may be used to assess these constructs. At the end of the workshop, it is hoped that the participants will be able to (1) identify student's outcomes other than academic achievement in their action research, and (2) adapt or design measures to assess these student outcomes.

Christine Joy A. Ballada is a full-time faculty of the Counseling and Educational Psychology Department of De La Salle University-Manila. She teaches graduate level courses in Statistics, Assessment, Scale Development, Learner-Centered Teaching, and Action Research. She holds a PhD in Educational Psychology and a MS in Educational Measurement and Evaluation from DLSU-Manila.





LECTURE SEMINARS

Lecture Seminar 1

Researching and Writing with Light and Sound: Using Multimodal Methods to Engage in and Report about Classroom Research

Bronwyn T. Williams

Professor of English and Director of the University Writing Center
University of Louisville, USA

Digital media have substantially changed how research is both conducted and reported. Digital media have made it easy to compose images, video, sound, as well as print, and to publish and distribute such multimodal texts widely. In this session we will discuss how researchers can adopt different media and modes of communication to gather data and compose their research about their classrooms and communities. We will discuss the opportunities and limitations offered by different modes, such as video, sound, and images, as well as approaches for creating multimodal texts that communicate findings effectively to chosen audiences. We will also discuss ethical considerations specific to using multimodal methods of research.

Dr. Bronwyn T. Williams is a Professor of English and Director of the University Writing Center at the University of Louisville. He writes and teaches on issues of literacy, identity, digital media, popular culture, and creative nonfiction. His most recent book is *Literacy Practices and Perceptions of Agency: Composing Identities*. His recurring research interests focus on the intersections of the literacy practices people engage in during their daily lives and the literacy practices they encounter in schools and universities. In addition, he studies how digital media technologies change the ways people engage in reading and writing, including participatory popular culture. He has researched and taught in the U.S. and abroad, including in the United Kingdom and Kazakhstan, and was a Fulbright Research Fellow in 2013.



His other books include *New Media Literacies and Participatory Popular Culture Across Borders* (with Amy Zenger), *Shimmering Literacies: Popular Culture and Reading and Writing Online*, *Popular Culture and Representations of Literacy* (with Amy Zenger), *Identity Papers: Literacy and Power in Higher Education*, and *Tuned In: Television and the Teaching of Writing*.

He is director of the University Writing Center, which works with any member of the university community on any kind of writing and facilitates writing groups and events. Through the University Writing Center he also is involved in several community writing projects. His teaching includes graduate and undergraduate courses in writing pedagogy, literacy and identity, digital media, popular culture, and creative nonfiction.

Lecture Seminar 2

Students-Helping-Students Model with Technology: Designing Contextualized Programs to Help Struggling Learners

Aurelio Vilbar, Ph.D.

University of the Philippines Cebu

This presentation aims to (1) discuss Students-Helping-Students Model in designing contextualized programs to promote academic performance; and (2) showcase completed action research using the model. The first part presents the effectiveness of using the ASSURE Model in designing a tutorial. Using the Model, UP High School Cebu students developed a tutorial program for their classmates struggling with mathematics. They used interactive existing apps from Apps Store and Google Play. Findings from the pretest-posttest and interview show that students perceived the apps to be beneficial in learning mathematics. The second part presents the importance of using the ADDIE Instructional Design in developing original enrichment programs. Using this Design, Senior High School students developed a public speaking program to school mates based from their needs. Then they created a program which was evaluated by experts. Findings from the pretest-posttest, reflections, and interview show a significant improvement on their grades, self-confidence, and appreciation of community service. The third part provides a workshop for the participants to design their own enrichment programs.

Dr. Aurelio Vilbar, Associate Professor from the University of the Philippines (UP) Cebu, finished Ph.D. in Language Education at UP Diliman, Philippines. He received TESOL international awards in the USA for his action research on elearning language materials and sustainable development. Dr. Vilbar was a Visiting Professor in Japan and co-authored the Department of Education's Senior High School Curriculum Guide, "Media and Information Literacy".



Lecture Seminar 3

Basic Documentation Style in (Action) Research

Shirley N. Dita

De La Salle University

This lecture-seminar will introduce the important aspects of using the different documentation styles for academic writing, focusing mainly on the latest version of the American Psychological Association, i.e., APA6. Based on the submissions to ARAL in the last three years, there are two seemingly confusing aspects of the writing that have been observed: 1) how to do in-text citation and 2) how to write the Reference Section. These two will be discussed in detail and participants will do an actual revision of the articles (the citations and reference sections) at the end of the lecture.

NB: For those interested in attending this lecture-seminar, please bring with you a copy of the research paper that you submitted to ARAL.

Shirley N. Dita is Associate Professor of the Department of English and Applied Linguistics of De La Salle University, the Philippines and Director of the Lasallian Institute for Development and Educational Research (LIDER). Her research interests include World Englishes, Austronesian Linguistics, and Corpus Linguistics. She is the immediate past president of the Linguistic Society of the Philippines (LSP). She is the current secretary of the Asian Association for Lexicography (ASIALEX) and sits in the Executive Board of various international organizations like ICAL, SEALS, and PACLIC.



Lecture Seminar 4

Education for Sustainable Development: Ideas for Action Research

Sterling M. Plata

De La Salle University

Education for Sustainable Development (ESD) is a participatory experience for students where they find meaning in learning as they support the realization of UN's 17 Sustainable Development Goals. Research shows that ESD improves problem-solving skills, values, global citizenship, and engagement of students. However, these advantages can only be realized if the Gen Z is able to deal with mental health problems like anxiety and depression. Research on the Generation Z shows that this generation is the loneliest and less resilient compared to previous generations. As educators, we can do something. This workshop is an intersection of the above-mentioned issues. The first part reviews the literature on these two topics while the second part provides a hands-on experience in planning an action research. It provides templates and tools for making research and service learning sustainable.

Dr. Sterling M. Plata is the Founder of the Philippine Growth Mindset and Mental Health Project. She recently completed a certification program in the UK on School Mental Health Leadership. She is the coordinator of Purposive Communication in DLSU. Dr. Plata advocates for growth mindset, interdisciplinary approach to education, and education reform in the context of the Fourth Industrial Education.





PAPER PRESENTATIONS

Counselor educators' teaching practices: A perspective from the students

Alvin Odon Insorio

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Annalyn A. Delfino

Philippine Normal University- Manila

This study aimed to determine the counselor educators' teaching practices in terms of teaching methods and strategies, assessment, follow-up activities and assignment on the eyes of their students. The authors believed that the greatness of the teaching practices of teachers is based on how their students perceived those practices relevant to their lives. So, the teaching practices of counselor educator were reported by their students by answering the questionnaire and interview questions. Class observations were also conducted to verify the responses of the students. This study was explanatory sequential design where quantitative data were collected first followed by qualitative. Environmental and methodological triangulation were used to establish the credibility and validity of data. Similarly, member checking was utilized to verify the accuracy and completeness of collected data. Total of eighty-two participants selected purposively were voluntarily joined the study from Region IV - A and it was revealed that counselor educators facilitate transfer of learning by linking conceptual learning to real-life experiences following constructivist philosophy. Reflective teaching practices were used with mini lecture and utilization of technology was observed in teaching. Various assessment tools were utilized by the counselor educators in evaluating the needs of the students and measuring the learning outcomes. Feedback from the students was also used right after the given activity or examination. Counselor educators maximize the potential of the students by allowing them to explore their learning in the community. In terms of assessment, both traditional and authentic forms were utilized by counselor educators. Moreover, they make themselves available for consultation and interview as means of extending their services.

When student causes teacher's trauma, auto-ethnographic account

Lynle C. Cacho

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To introduce a fresh alternative research method and to delineate the personal narratives of a teacher in challenging times, autoethnographic study comes in. The researcher adopted the work of Meekums (2008) in describing teachers' plight. It is a narrative approach which includes poetry and journal. Teachers' plight narrates the passion of teacher to teach the lesson but untoward incidents happened. Wounded teacher describes how the teacher felt during the accident and how she thought about it. Person's trauma showed the agony after the terrible experience. Son's pain illustrated how her son was affected due to the painful circumstances that happened to her. The analysis of data in autoethnography begins with the emotional journey while recalling the events. The recall of this emotional data is done by writing down the events, Ellis and Bochner (2000). Unlike other qualitative methods, autoethnography focus less on finding themes however, the emotional details were the focus. Ethical considerations were taken into account. The findings of the study revealed three voices namely: wounded teacher, traumatized person, and upset mother. Since the process of writing has demanded self-reflection, it became therapeutic to cure the wound within the teacher. In doing so, it has contributed to fix the

shattered pieces of the teacher and led her to be optimistic after all these unwanted circumstances. It may serve as one of critical voices to strengthen teacher-protection policy in the country and may provide in-service training for teachers on child behavior and psychology, classroom management techniques, positive disciplines, and other related fields. It is highly personalized account that draw upon the experiences of the teacher-researcher for the purpose of extending sociological understanding and sharing teacher's reflective voices

Honesty Store: Students' home for education and development

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Honesty is a positive attitude which connotes integrity, truthfulness, loyalty, fairness and sincerity. This is one of the values which is rarely found nowadays to our students. On this realization, this intervention program was born. Honesty Store, based on the idea of the Division of Cavite's program Students' Home for Education, is a five-month long intervention program which aims to develop and to enhance the Core Values of the students from the three (3) sections, of different grade levels, of Luis Aguado National High School South Summit Ridge Extension. The program used school supplies as materials for selling and testing. The recipients of the said program were identified based on the pre-assessment and volunteer act. The intervention program was done from Mondays to Fridays with the EsP teachers as facilitating agents, STEP Club officers as assistant facilitators and the recipients. As such, the primary objective of the research study is to gauge the effect of Honesty Store to the recipients of the program after its implementation. Hence, the researchers employed qualitative research and purposive sampling. Post analysis result seems to indicate that the participants' core values of honesty improved from day 1 to the last day of implementation since the sales improved and always reached the correct remittance. Hence, with the seemingly successful outcome of the program, the school plans to implement this intervention program to all sections and grade level.

PROJECT EARLY (Early Arrival Regularly, Learning Yaply): An intervention program in decreasing students' tardiness

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This study determined the root cause of the students' tardiness in the Science Technology and Engineering Program of Cagayan de Oro National High School. The primary aim of the study was to improve the punctuality of identified STE students from Grade 8 to Grade 10 level by providing them counseling and giving them responsibility by participating in the community service and this

is coupled with rewards and incentive on the observation of each decrease in their tardiness through the Perfect Attendance and Early Riser Awards. In addition, it focused on facilitating and transforming the behavior of the students from being students to student-leaders. Action research design was applied and the participants who accumulated three green forms were chosen for the intervention of determined strategies. 10-week intervention was planned for the identified students and incentives were attached for them for coming on time. After the weeks of intervention the average of tardiness in the STE program was determined. The data included observations in two phases; pre-intervention observation and a post intervention observation by reviewing the attendance register. The results revealed a positive change in the students' tardiness in the STE program's post intervention. These findings highlight the importance of a relationship between institutional practices of counseling and community service coupled with reward and behavior modification in students.

PRAISE: A behavioral management strategy in classrooms

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This study describes the outcomes of the research study titled PRAISE (Positive Reinforcement through Affective Intervention in School Environment) as a behavioral management strategy used in the classroom. The paper shows the effectiveness of the intervention implemented by promoting positive behavior among students and has reduced misbehaviors through positive discipline. This study utilized mixed method of Quantitative and Qualitative study. The analysis of data used descriptive statistics which uses frequency on the tally of responses recorded in the tools used in the study. The Qualitative data were analyzed using the Triangulation method since the researchers conducted observations in the class, Focused Group Discussion, interview and teachers' journal were also analyzed and interpreted. The effectiveness is assessed from the responses of the participants towards the behavioral system in place. Results of the study shows display of positive behavior improved among participants and decrease in misbehaviors. Students recorded a much greater understanding of behaviour expectations and intervention strategies over the course of the research. Teacher's recognition and positive reinforcement through rewards affected students' behaviour positively and had influenced change in the learning environment. Furthermore, based on substantial feedbacks and observation gathered from participants and teachers, PRAISE was able to ease the pacing of the lesson through a more manageable classroom instruction. It can be concluded that PRAISE as a positive behavioral system have positive impact on improving classroom management by promoting positive behavior among students. The study recommends PRAISE to be implemented for a longer period of time to note more positive changes in behaviours continued implementation of PRAISE can bring successful results in shaping positive behavior among students that yields to better classroom learning environment.

Piece together: Efficacy of Career Guidance Program on Senior High School students

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Deciding on what strand to choose in the Senior High School is a tough responsibility. Most of the students were still undecided and many factors had influenced them in choosing their strand. That is why the Department of Labor and Employment implemented Career Guidance Program to aid the student in choosing a strand that perfectly suits each of them. Thus, this paper aimed to determine the efficacy of career guidance program in the decision making of the students. Participants of this study were the senior high school students who underwent in-depth interview. The data gathered by the researchers were thoroughly analyzed and interpreted. The results revealed that Career Guidance is effective by leading the students on the right strand and helping them to make a right decision and build the students' personality. The students have undergone various career guidance activities, wherein they were taught by the career guidance advocates by giving insights, knowledge and also career coaching to help the students plan their career path in accordance with the students' abilities, interest and needs. To further improve the implementation and activities of career guidance, this paper suggests, that the career coaching and programs be improved by the career advocates to prepare students to have a greater understanding of educational and career opportunities and options, and to assist them in making meaningful and informed career choices.

Why do students leave school?: A phenomenological study

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Issues about severe student drop out from school are such an alarming matter, it does not only affect student itself but the society as well. Previous researches only focused on the effects of high school dropouts, but only few tackled about reasons behind students' drop out and the other possible causes. This study used a qualitative research design. In-depth interview was used by the researchers in gathering the needed data from the selected five participants. The result of this study supported the other existing researches proving that family related factors, financial problems and school related factors were some of the reasons behind students drop out. This study

showed that those three factors are the major reasons that influence the students to drop out from school. Hence, this study concluded that even though the student committed drop out, students also chose to go back in school to continue studying for their future even they faced the same factors as long as proper guidance is implied. Therefore, the researchers recommend that community should be aware and well known regarding this matter. Also, intervention program for drop out students should be prioritized and supported by school administration.

Positive discipline of teachers and sense of belonging of students: study on classroom management practice

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Classroom management is one of the factors that lead to understanding inclusive and learner-centered education. This study is anchored on the idea that students will stay in school if their teacher manages the teaching-learning process positively. Thus, this research is undertaken to explore practice of positive discipline through classroom interaction and use of reinforcement and sense of belonging in school of students. Students enrolled in Grade 11 and teachers handling Senior High School subjects were selected. Discipline Practices Inventory and Sense of Community Index were adapted to measure the discipline practices of teachers and sense of belonging of the students. It was found out that positive discipline practices of teachers through classroom interaction and use of reinforcement are only often observed. Students have high sense of belonging in school. Test of hypothesis reveals that there is a significant relationship between the classroom interaction that facilitates positive discipline and sense of belonging. On the other hand, there is no significant relationship between the use of reinforcement that facilitates positive discipline and sense of belonging. Results imply that sense of belonging in a school community is correlated with positive interaction in class facilitated by the teacher. Furthermore, use of reinforcement of teachers in class should be explored as to its types and schedule in order to understand its effect to student's sense of belonging.

Keywords: classroom management, positive discipline, sense of belonging

Attitudes, awareness and skills of public school teachers towards inclusive education

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Public school teachers in the Department of Education (DepEd) are perceived to be integral in the implementation of inclusive education. They play a vital role in the successful application of inclusive education as they are viewed as significant in the process of including pupils with disabilities into regular classes. Thus, this study aimed to assess the readiness of public school teachers in handling inclusive education. The study utilized a descriptive – quantitative method of research using both the quantitative and qualitative techniques of data collection. The quantitative techniques were in the form of survey with public school teachers in DepEd in the Division of Cagayan de Oro. On the other hand, the qualitative techniques were in the form of focus group discussion and secondary data analysis. The significant findings of the study disclosed that public school teachers' readiness in handling inclusive education are more aware on the importance of inclusive education. However, they need trainings, seminars and workshops because several mainstream teachers are new to mainstreaming. They are favorable on the inclusive education, but they lack updated hands-on trainings especially on the teaching strategies and handling mainstream pupils. Moreover, they are skilled in their own personal capacity, but they lack further trainings specifically on the crafting of Individualized Education Plans. Therefore, there is a need to have a separate subject on disability and inclusive education in the teacher training courses. It is imperative to make the general educator aware of the disabilities and prepare them with skills and competencies that are needed to handle all diversity in class. It is important that teachers should have positive attitude towards children with disabilities, which will lead to an increase in the number of pupils with disabilities in the general classroom.

Project T.E.A.C.H. : Input for RPMS-PPST professional development for teachers

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This study aimed to provide measure the technical assistance given by the school to teachers and the technical assistance received by the teachers from their school heads. This study adheres to one of the 7 Programs, Project and Activities of Curriculum Implementation Division of the Division of Cavite Province the Hi-Teach Program. The study employed descriptive statistics, participants are the selected teachers of Trece Martires City District who served 1 year in the service and above and all Elementary and Secondary. school heads. It was found out that most of the teachers

received technical assistance on assessment and reporting with 4.61 weighted mean followed by curriculum and planning with 4.60, learning environment and Diversity of learners with 4.59 and Content Knowledge and Pedagogy having 4.56 weighted mean. School heads responded on Content Knowledge and Pedagogy with 4.60 weight mean, Learning Environment and Diversity of Learners 4.61, Curriculum and Planning 4.60 and Assessment and reporting 4.62. A training proposal was designed to help the teacher for their professional Development.

Teachers commitment and job satisfaction

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Teachers play the most influential position in social and economic development of the learners. They must devote themselves for work, with providing knowledge, skill and attitude to cope with the demands. The calibre of the teachers, their commitment, satisfaction and enthusiasm are important factors for the education system to serve its purpose. This study primarily sought the teacher's commitment and job satisfaction among teachers in Balingasag North District of Misamis Oriental. It utilizes descriptive research design. Purposive sampling procedure was employed in the selection of the respondents. From the findings of the study, it can be concluded that job satisfaction and commitment were statistically significant to their personal profile such as age, gender, marital status, position, family income, and attitude towards teaching. Concerning the effect of job satisfaction, the study recommended that schools should ensure that school environment is favorable for teachers to guarantee their motivation and satisfaction with their jobs. Leaders of the school must put into consideration that teachers commitment and job satisfaction is a vital phenomenon for their teachers and their learners.

Online checking of students' attendance tool: an intervention to increase students' attendance

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Student absenteeism is a major problem in the educational system of many countries, one of which is Philippines. This issue has been a threat to schools' endeavor to ensure quality education to all learners. One of the schools challenged by this problem is Ozamiz City School of Arts and Trades which has recorded failed and dropped students for the past years due to students' poor attendance. This problem paved the way to the birth to an Online Checking of Students' Attendance Tool or Project OCSAT, an action research that aimed to increase students' attendance. The study was conducted involving two (2) senior high school classes that have recorded excessive absences. Document review of the attendance record students was done to determine student number of absences before and after the application of Project OCSAT. Interview was conducted to parents on the experiences and developments of their children after the implementation of the intervention. Results reveal that the students' school absences

decreased overtime. Project OCSAT is effective in increasing students' attendance in school. The project also serves as a platform for strengthened communication between the parents and the teachers thereby allowing them to provide immediate intervention to the problem in truancy.

Assessment of reading anxiety and oral reading fluency of grade 11 students: towards intervention development

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Reading is an essential skill that students need to develop. However, readers may experience anxiety in reading materials in English. This study determined the level of English reading anxiety in relation to the oral reading fluency of the 163 Grade 11 students of Ozamiz City National High School, Ozamiz City. A descriptive-correlational design was used in the study. Adopted English Reading Anxiety Questionnaire and a Multidimensional Fluency Scale for Oral Reading Fluency were used in gathering the data. Mean, Standard Deviation, and Regression Analysis were the statistical tools used in analyzing the data gathered. Results revealed that the level of English reading anxiety of the respondents was high, and their level of oral reading fluency was instructional. There was a highly significant relationship between the English reading anxiety and the oral reading fluency of the students. Anxiety affects how well students read materials in English. A reading anxiety management program is proposed herein to assist students deal with reading anxiety.

Distributed Teacher Leadership Practices of the Religious of the Virgin Mary (RVM) Schools

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This study was undertaken to determine the distributed teacher leadership practices of the teachers of RVM schools. It focused on how the Ignacian teacher leadership practice collaboratively working with their actions as teacher and facilitator of learning who lead within and beyond the classroom. It employed descriptive quantitative correlational design. Respondents were administrators, teachers and students from the four selected RVM schools for the school year 2014-2015. The data gathering tool was the Teacher Self-Assessment Survey Tool used by Marilyn and Bill Katzenmeyer focused on the seven dimensions of teacher leadership such as Self-Awareness, Leading Change, Communication, Diversity, Instructional Proficiency, Continuous Improvement and Self-Organization. The data gathered were treated statistically using Percentage, Mean, One-way Analysis of Variance, Scheffe Test, Pearson-r and t-test. The findings revealed that distributed teacher-leadership on self-awareness and diversity were always practiced by the teachers while leading change, communication, instructional proficiency, continuous improvement and self-organization were often practiced. There was a significant difference in the assessment of teachers versus administrators, and students versus administrators but the students versus teachers' views were not significant and a significant relationship between the teacher distributed leadership and the students' level of achievement. As a result, the Distributed Teacher-Leadership Model is proposed.

School to School Partnership Program: Impact on the leader school and partner school

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Heraclitus once mentioned that the only constant thing in this world is change. Effective change management, indeed, with proper and careful discernment, is essential to any organization that desires success. In 2016, the Department of Education introduced a program that would help schools who have not reached their maximum potential. School-to-school partnership was established through DO 44 s 2016. Selected leader schools are tasked to share their best practices to their partner schools to improve the latter's school performance. For two consecutive years, Lapidario Elementary School became a leader school to Southville Elementary School and De Ocampo Elementary School in 2016-2017 and 2017-2018, respectively. Results showed that the intervention utilized was effective as the program's recipients' reading level improved to instructional and independent from frustration level. Hence, this study was conducted to gauge the effectiveness and impact of the program to the leader and partner schools. Thus, the participants of this study were the school heads and teachers involved in the SSP program of both the leader and partner schools. Results seem to reveal that the teachers involved in the partnership – both from the leader and partner schools, have positive response towards the program. Despite the challenges faced during the program implementation, the teachers and school heads were keen on the goal of the program – to alleviate the reading level of the participants. Hence, with collaboration, teamwork, and positive response, school-to-school partnership would yield positive result.

School administrators' management practices in relation to school performance

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This study attempted to determine the school administrators' management practices and their relationship to school performance in District 1, Division of Antipolo City which served as inputs in developing an enhancement program for school year 2017-2018. The study used the descriptive method of research with the survey questionnaire as the data gathering instrument and the percentage, weighted mean, z-test, Pearson's r, and correlated t-test as the statistical tools. The salient findings of the study revealed that: (1) the school administrators' management practices as perceived by the teachers and the school administrators themselves was at a High Extent; (2) there was no significant difference between the perceptions of the two groups of respondents on the extent of management practices of school administrators in District 1, Division of Antipolo City; (3) there was no significant relationship between the school administrators' management practices and the school performances. However, enrolment rate relative to Continuous

Improvement Process and School Performance Accountability resulted to moderate (substantial) relationship; (4) An Enhancement Program focusing on Continuous Improvement Process and School Performance Accountability and their relationship to enrolment rate was proposed based on the findings of the study. The conclusions derived were: the teachers and the administrators are both satisfied with the school administrators' management practices; both respondents have the same perceptions as regards school administrators' management practices and school performance; while majority of the school administrators' management practices do not affect the performance indicators.

Perception of teachers and administrators on integrating contemporary Filipino social issues in the classroom

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Due to the emphasis on the global scrutiny of pedagogy in integrating contemporary issues and the current Philippine reform in education (K-12), there arises the question of whether the need for Philippine education to cater to contextualization and social awareness for students through teacher instruction can possibly be achieved from the integration of the contemporary Filipino social issues. In this light, this research aims to determine the perceptions of the teachers and administrators regarding their understanding of contemporary Filipino social issues. In addition, it seeks to outline the teachers' and administrators' perceptions on Contemporary Filipino Social Issues. It also aims to ascertain whether the teachers and administrators integrate Contemporary Filipino social issues in their own pedagogical endeavors. To gather data, the researcher conducted an inquiry-centered survey using Collaborative Learning Education upon a total of 39 teachers and administrators from St. Joseph's College of Quezon City. From the gathered data, the researcher has employed a descriptive analysis of the responses. The results reveal that while the teachers and administrators are willing to integrate teaching contemporary Filipino social issues, they are unsure of their own mastery and capability to teach about this topic. Furthermore, the teachers and administrators are willing to be taught about these issues before they integrate the topic into their pedagogical efforts.

Leadership styles of school heads : Basis for training needs

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Considering the duties and responsibilities of school heads as enumerated in Republic Act 9155 otherwise known as the Governance of Basic Education Act of 2001, being assigned to the tasks mentioned by the statute, public school administrators should be both theoretically and practically trained to all the works expected of them. Hence, proper trainings are to be designed and implemented for their benefit to ensure that quality and excellence is attained at the Department of Education. In this study, it aimed to identify the leadership styles of the school administrators in the municipality of Pozorrubio, province of Pangasinan using a contextualized questionnaire with items based from the research of Goleman (2013), such considerations were made in designing the research. Based from the data, it was found out that majority of the respondents are already relatively old, female, married, are holders of Master's degree, holding positions of Head Teacher III, spent relatively long years of being school administrators, and exhibit

affiliative leadership style, which indicates that the school administrators primarily consider how the teachers would be affected by the decisions they would make. In terms of correlation between the profile variables included and leadership style, none among the considered variables are shown to be significantly correlated to leadership style, although highest educational attainment may indicate a very slight correlation to it. As an output, the respondents are recommended to undergo trainings on how to balance the tasks expected from them as against the opinions of teachers to issues confronting school management.

Improving the research competency of teachers in Pozorrubio II

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DepEd Order No. 16 s. 2017 laid down the new guidelines in the preparation of action researches in the agency. Hence, capacitating teachers for this end is a response to the call of providing empirical results to carry out continuous improvement. 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. A pretest and post test as supported by open-ended instruments to determine what obstacles confront teachers, the respondents of this study in preparing action researches are present were administered. Also, the participants to determine whether the interventions such as District Level Trainings on Action Research, Research Caravans and lectures and mentorings during School LAC Sessions were employed. After the prescribed period, differences in the scores on the Research Competency Tests were determined using paired sample t-test. After conducting the initial training until the caravan ended the data revealed that the participants showed interests in learning how to prepare action researches as manifested in their answers to the open-ended questions. However, the results of their competency tests have not shown significant difference. However, as the participants were made to do workshops on writing the whole proposal, they still expressed hesitations in presenting their works. 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.

A comparative study on the academic stress experience between private and public secondary students

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The objective of this study is to find out whether there is a significant difference between public and private school students with respect to academic stress. The hypothesis formulated is that there is no significant difference between public and private schools with respect to academic stress. To achieve the main purpose of the study, the researcher employs the causal-comparative research design. The respondents of this study are the Senior High School Students of the municipalities of Hinundayan and Hinunangan, Province of Southern Leyte. The sample was selected by using convenience sampling technique. The researcher of the study used the academic stress scale that was constructed and standardized by R.Balaji Rao" for data collection. The present study reveals that the public school student's academic stress is less than in private school student.

Correlating the school facilities to student performance in the Special Program in the Arts

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The major aim of this study was to determine the status of school facilities for Special Program in the Arts and its influence on the student performance of Gingog City Comprehensive National High School. The status of the school facilities was assessed by the SPA students and teachers in terms of availability, adequacy, and usability. A teacher-designed questionnaire was administered to the respondents with the assurance of confidentiality and data protection from the researcher. After the status of the school facilities was determined, the researcher gathered the General Point Average of the SPA students from the class advisers. The data obtained were then tested to measure the relationship of the status of the school facilities and the students' performance. The statistical treatments applied were the frequency, mean and t-test. The findings of the study revealed that the status of the school facilities of the Special Program in the Arts of Gingog City Comprehensive National High School is insufficient in terms of availability, adequacy, and usability as rated by the teachers and students. It further showed that there is no significant difference tested at 0.05 level between the status of the school facilities and the level of students performance in the Special Program in the Arts. There is an evidence that the school has available and usable school facilities in the Special Program in the Arts but they are not adequate hence, it is a contributory factor in the low achievement of students in competitions.

PISO to become a scout: A Public Elementary School Experience

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The study sought to determine the importance of PISO to become a Scout in improving the participation rate of scouts in the four (4) Elementary Schools in North I District. The respondents of the study are the learners of St. John Elementary School. It has a population of 505 learners for school year 2018-2019. This study will utilize an Action Research Process developed by Stephen Kemmis that includes four steps: Plan, Act, Observe and Reflect. The previous year's and the

present year's scouting registration was considered as the key parameters in determining the Effects of PISO to become a scout Project. Result of the PISO to become a Scout, revealed that there was a drastic increase of scouts in St. John Elementary School from 6.49 % of scouts registered in 2017-2018 to 77.55% in 2018-2019. It has a difference of 71.06% of the total registered BSP and GSP. Therefore, the program must be institutionalized and supported by the school Administrator in the Division of Cagayan de Oro City. This further revealed that parent become an instrument of their siblings to be active in the world of scouting and instill in them the values of being thrifty, honesty and self-motivated. Lastly, interview and focus group discussion results from the pupils, parents and teachers disclosed that PISO to become a Scout lead to positive effect towards the increased in the scouting registration in St. John Elementary School and it must be supported by all schools in North I District.

Enhancing sports competitiveness varsity athletes through sports confidence and sports performance development program

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Through the years, training in sports has focused on beneficial sport-related outcomes, such as enhanced physical structure of the athletes, firm and tough muscles, fame and glory and elite status. This study aimed to determine the sport confidence, level of sport confidence, competitive orientation and sport performance of varsity athletes of the University of Caloocan City. It involved only the college varsity athletes of University of Caloocan City who competed in the Association of Local Colleges and University – Athletic Association (ALCUAA) in the 2015-2016 season. These athletes were players of team events. They gave responses to the questionnaires namely: Trait-Sport Confidence Inventory; Competitive Orientation Inventory. The researcher used 75 respondents, which includes: 30 Pep Squad, 15 Basketball, 15 Volleyball Varsity Athletes and 15 Coaches of University of Caloocan City. The Researcher used a purposive sampling technique in identifying the respondents of the study. The statistical tool that were used for presenting and analyzing the data from the questionnaire were frequency and Percentage, Weighted Mean, and Spearman rank correlation or spearman RHO. The output of the study is the proposed enhancing sports competitiveness of the university of Caloocan city varsity athletes through sports confidence and sports performance development program.

BISITA 1-on-1: A "Personal Touch" strategy to increase the resource mobilization of Brigada Eskwela Program

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Creating a positive relationship with the colleagues is to encourage each other to grow and flourish for the betterment of the school and for the children. Therefore, this action research sought to determine the extent of the implementation of the Brigada Eskwela Program to increase the

resource mobilization of West City Central School. Baseline data of previous years 2015-2016 and 2016-2017 showed that there was an inconsistency of number of volunteers and estimated cost of volunteers services rendered in this school. The previous and present technical working group of Brigada Eskwela experienced pressure and challenge to address the gap in the previous year's results. Focus Groups (FGs), survey questionnaire and document analysis were employed to collect data. Data were treated using standard deviation, mean and frequency distribution. To help the school deal with the increase of resource mobilization, a practical and personalized handbook in conducting visitation to stakeholders as an intervention was developed to help the school administrators and teachers for future Brigada Eskwela. The findings of the study unveiled that the BISTA 1-on-1 strategy with personal touch was effective for the stakeholders since it helped increase the resource mobilization for Brigada Eskwela. Administrators have observed an increase of 331% in the resource mobilization compared to the last school year. Likewise, the teachers were also more involved during the implementation of the Brigada Eskwela. It is recommended for the next school year 2018-2019 Brigada Eskwela coordinators, technical working group to use this strategy to create more stakeholders for West City Central School.

Correlations among indicators in determining Performance-Based Bonus (PBB)

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This study mainly focused on correlation among indicators in determining Performance-Based Bonus and teachers' attitude on job satisfaction. This study was conducted among three hundred sixty three (363) teacher participants in the Division of Cagayan de Oro City for the school year 2017-2018 through purposive sampling. This study used an adopted survey questionnaire. The statistical software SPSS, along with Excel 2016, was used to analyze the collected data. Descriptive statistics were applied to explain the structure and characteristics of the sample data using PBB Ratings and Job Satisfaction Survey. Pearson product-moment r correlation, and ANOVA were used to test the hypotheses. The study revealed that the correlations among PBB indicators for the last three years, NAT score and liquidation have strong positive correlations while dropout rate score indicates moderate positive correlation. While the relationship of job satisfaction and PBB ratings among teachers revealed that job satisfaction in terms of security, job responsibilities and community attachments/linkages have negative correlation towards PBB ratings. Whereas, job satisfaction in terms of work environment have positive correlation on PBB. However, the data have not shown significant relationship on all job satisfaction categories towards PBB ratings. It is then recommended that the Division office must conduct training on the policy guidelines on the PBB to heighten the awareness of public accountability, transparency and its contribution to the accomplishment of their department's overall targets and commitments.

Validity of High School GPA and the College Aptitude Test (CAT) in predicting college academic performance

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A significant body of literature has shown that future academic success has been predicted from cognitive factors. In fact, both high school grade point averages and standardized test scores are generally significant predictors of student success during their undergraduate studies. This study examined the ability of the Cagayan State University College Aptitude Test (CAT) and High School GPA in predicting the performance of freshman students based on their first-year college GPA. Multiple linear regression analyses were used to answer the research questions. These analyses evaluated whether the CAT was an accurate predictor in predicting college academic success and whether adding the high school GPA improved the prediction validity as measured by first-year college GPA. It was found out that both the CAT scores and High school GPA are positively and significantly related to first year college GPA. The results also revealed that CAT scores is a significant predictor of academic performance as measured by first-year college GPA. The addition of High School GPA to the prediction equation along with CAT scores enhanced further the predictive power of academic performance. Moreover, the scores on Numerical Reasoning and Language Usage have positive correlation to Mathematics and Language related subjects respectively. They are also significant predictors of performance in Mathematics and Language related subjects. However, the tests showed that great amount of variance in the criteria variable is still unexplained by the predictor variables. Hence, there is room for more research to study the unexplained portion of academic performance.

Factors influencing grade 10 learners in choosing Senior High School

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The focus of this study was to determine the influence of internal and external factors to grade 10 learners of Schools Division of San Jose del Monte City in choosing preferred type of senior high school. In the duration of the study, the researchers hypothesized that: (1) there is no significant association between the influence of internal and external factors and respondents' preferred type of senior high school and (2) there is no significant association between the external and internal factors influencing the respondents. Using Cronbach alpha for testing the reliability of the survey questionnaires revealed an alpha 0.823 for questions on internal factors and 0.907 for external factors. Statistically analyzing the gathered data from the 3,382 grade 10 learners using mean scores, revealed that internal factors were moderately influencing while the external factors were influencing. Furthermore, using chi-square test of independence also revealed that there is a significant association between: (1) internal factors and the respondents preferred senior high school (p-value of 2.22286×10^{-9}); and (2) external factors and preferred senior high schools of the respondents (p-value of 4.64799×10^{-36}). Meanwhile, using pearson-r of correlation coefficient revealed strong correlation or association between external and internal factors for having a computed r-value of 0.9940. Thus, the researchers suggested that school administrators plan

activities and programs gearing to the findings of this study and to conduct further researches focusing on the other areas related to the result of this research.

Sabay-Kaon sa Buntag: Panacea to students' TABINLACK

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The study described the outcomes of the research entitled "Sabay-Kaon sa Buntag: Panacea to Students' TABINLACK". The study used qualitative and quantitative methods of research to validate the impact of eating breakfast together in school (Sabay-Kaon sa Buntag) to solve the perennial problems on student tardiness, absences, in-activeness and lack of focus (TABINLACK) in the class. The intervention strategy has provided the students the necessary nutrients and energy that could make them alert with-in the rest of the morning classes thus, often described as the most important meal of the day. Breakfast really is a very important meal since it makes a large contribution to daily micronutrients intake. With the ardent support of Home Room Parent-Teachers Association (HRPTA), Sabay-Kaon sa Buntag was dutifully implemented without sacrificing any instructional time and has proven effective to impact changes on students' behavior and academic outcomes. Experts explained that parents are the crucial link in improving Philippine Education and the school's job was to reach out to them. Likewise, numerous studies have proven the vital importance of parent involvement in increasing students' academic achievements. Positive results on students' behavior and academic outcomes were found since nutrition in food have enhanced cognition and the minerals and vitamins it contained increases mental concentration. A notable increase on students' Science proficiency level per quarter was recorded with an increasing pattern of 59.28 %, 65.68% and 77.20% respectively. Researchers also found out an incremental grade point average per quarter. The study suggests implementation of the intervention strategy called "Sabay-Kaon sa Buntag" to all sections within the year level and to all schools having the shifing of class schedules to address the recurring problems on tardiness, absences, in-activeness, and lack of focus (TABINLACK) in class.

Financial management of public school teacher to attain financial independence

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The study aimed to examine the financial management of public school teachers of Quezon I District in the Division of Bukidnon of Region X. The researcher feel the urge to to investigate such study due to the number of scenarios where the direct supervised teachers were always seeking permission to be out from school in order to incur for money to lend. The data were gathered from 234 teachers from 10 schools in Quezon I district in Quezon Bukidnon using the Personal Income and Expenditure Statement (PEIS) develop by the researcher. The research paper is a descriptive research and it utilized the percentage as statistical treatment of the study. The IPO model (input, process and output) was used to present the schematic diagram of the study. The findings revealed the following: (1) the sources of income of the majority teachers were obtained from

their salary and only 21 percent generated an additional income; (2) only 28.6 percent of the respondents sourced their passive income from interest in their deposits and 38 percent from their investments; (3) the mandatory expenses of teachers where they spent, falls in the range 4000 below (4) the other mandatory expenses were also spent; (5) 41.9% of the respondents spent tuition fees above P2000 and other educational items are books and supplies, allowances and other expenses; (6) 66.2 1% of the respondents incurred loans 2000 and above in private loan; (7) 32.0% of the teachers are receiving monthly income including active and passive of 5000 below while 36 percent are receiving 5000 to 10000; (9) 5.0 % of the teachers are receiving more than 25000 a month. This study concludes that financial management of teachers in Quezon I district is alarming based on the outcome of the study. Thus, it highly recommends for an intervention such as in-service trainings, regular computation of PIES and they should learn the concept of savings.

Satisfaction level of teachers on the human resource management practices

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Teachers are the principal actors in the delivery of quality education to the learners. Unfortunately, as time went by, some of them got low motivation at work. Absenteeism, tardiness, under time and non-compliance to school policies are some of the end results. There is therefore a need to review the different human resource management practices of the school that contribute to teachers' work satisfaction and motivation. Hence, this study determined the level of satisfaction of teachers on the human resource management practices in Gingoog City Comprehensive National High School. This mixed-methodology research was focused on the 45 teachers chosen using stratified random sampling technique. Reliability-tested questionnaire, interview and focus group discussion were used to gather the data. Results revealed that majority of the respondents are female, Teacher I, with MA units and have served for 11-20 years. Likewise, among the human resource management practices of the school, the respondents rated lowest satisfaction on recruitment and selection practices which was supported by their responses in the focus group discussion and interview. On the other hand, retirement practices of the school were rated with the highest satisfaction among the respondents. It was recommended that the existing human resource management practices on recruitment and selection be reviewed to find out its deficiencies and possible improvement. Moreover, future researchers may also conduct future study between private and public schools in Gingoog City on the same topic for comparison.

Modified Lab Rotation Model: Blended E-learning approach to improve students conceptual understanding of English tenses

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In language Education, verb tense and aspect is one of the most difficult lesson in elementary grade. For the past three years, S.Y. 2015- 2016,2016-2017 and 2017-2018, English verb tense and aspect is consistently included in the least mastered skills topic in Grade Five English. This study aimed at investigating the use of Modified Lab Rotation Model in improving the conceptual understanding of English Verb tense and Aspect. This model is based on the concept of Blended E-Learning Approach, an integration of traditional “chalk-talk” and online learning in order to provide educational opportunities that maximize the benefits of each mode of delivery and thus effectively facilitate student learning. This paper offers a comparative analysis of students' conceptual understanding and achievement in the Blended E- Learning Approach and traditional classrooms. A quasi - experimental design, utilizing quantitative and qualitative methods of research was used in this study. The results revealed significant improvements in the language discourse and achievement of students from both groups. It also showed that students who used the Modified Lab Rotation Model were more likely to contribute higher discerning ideas during class discussion. However, further analysis indicated that the Modified Lab Rotation Model is not necessarily superior over the traditional “Chalk-talk” approach.

Utilizing augmented reality in improving the frustration tolerance of ADHD learners: An experimental study

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Low frustration tolerance can obstruct a person to accomplish an activity or achieve a specified goal. Studies show that low frustration tolerance can be directly characterized to children with Attention Deficit Hyperactivity Disorder (ADHD). This experimental study examined the use of Augmented Reality (AR) in improving frustration tolerance of ADHD learners. The researchers have conducted activity tasks using Mirror Tracing Persistence Task (MTPT) and Augmented Reality learning application to ADHD participants of the study. Results of the measured frustration tolerance of ADHD participants in the MTPT and AR sessions were used. Further, the time spent on each activity in the different setting by the participants were recorded for analysis. The use of AR can improve the frustration tolerance of the ADHD children was the hypothesis of the study. Favorably, the researchers found that there is a significant increase in the frustration tolerance in the implementation of an AR-based environment.

Data mining in a mobile learning environment

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Data Mining is valuable in the field of education, particularly when exploring learners' behavior in a gamified mobile learning environment. Data Mining has the potential of analyzing and uncovering the hidden information of the data which is hard and can be time-consuming if to be done manually. In this study, the k-means clustering algorithm was used to identify learner types in a gamified mobile learning environment. The result shows that there are four clusters formed which represent the four types of learners namely challenged learners with 15 instances, average learners with 19 instances, the top learners with seven instances and finally, the striving learners with 11 instances. Each of the types of the learners possesses their distinct behavior which emerged from the clustering technique implemented. The result of the study can be used to understand better the capability of learners in the gamified mobile learning environment which is essential for good instructional design.

Activity-based via multimedia learning through ISIM to Science 7

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This research was made possible to measure the effectiveness and the Mastery level of the learners in the utilization of Activity-Based via Multimedia Learning through ISIM to improve the academic performance of students in Science 7 specifically about Heat Transfer, which is one of the least mastered skills in physics. At first the ISIM was validated by the 3 judges which composed of Department heads and Master Teachers of Grade 7 level held at Jose Abad Santos High School, followed by the validation of Pre-test and Post-test and other instruments, right after that, the researcher identified the respondents by using the fishbowl technique a random type of sampling. Then, a pre-test was given to diagnose the knowledge of the respondents on the given topic in Physics, since it is considered as one of the least mastered skills in the field of Science. A discussion was executed to the chosen respondents and grouped them into two known as the ABML group or ISIM (Interactive Strategic Instructional Material) group and NABML (Non- ABML or NISIM (Non-ISIM) group, where the ABML or ISIM is the treated one with use of Computer Simulated Materials, while the NABML or NISIM which is simply an (ABL) Activity Based Learning. After that, the Mastery level of each (ABML) cards were computed, afterwards, a post-test was administered to see if there's a significant difference between the 2 groups and between the pre-test and post-test of both groups. Two-tailed and Correlated t-test was used to know its effectiveness. As a result, the researcher found out that using ABML through ISIM has enormous impact in engaging the students to manipulate the Computer Simulated Materials helps them to become active, and alert to gain knowledge and make their performance improve than that of the NABML or NISIM group.

An Effective EdTech Model

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Learning is an endless and lifelong process. It must be accessible, purposeful and intentional to every learner to help him or her survive, achieve his or her goals and showcase his or her potential to its fullest. In the past hundred decades, books are widely used and the most available print reading material. Due to the rise and advancement of technology, it affects most of the learners' interest to read, use and being dependent to books and other materials imprinted on paper. To make use of the purpose of its ascent, the teachers and administrators have revitalized (R) the learning competencies, observed (O) and identified the best and least mastered skills, yielded (Y) results from the assessment, analyzed (A) the data, managed (M) resources, organized (O) the knowledge and skills, leveled-up (L) to strengthen the weak skills, applied (A) what have learned, nurtured (N) the model, drawn (D) feedbacks, and assessed (A) the content of the model. The ROY A. MOLANDA model was disclosed that the teachers in public and private schools regardless of their teaching competency levels, who are the first of the two respondents have concluded to have the social concern with their clientele and that the diverse elementary school learners learn most in an environment with courtesy, respect, and gender-fair, with parents involvement to school activities, and with teachers who are abreast with the current trends and thrust related to pedagogy. The administrators, who are the second respondents, have to knobbed the pupils' problem quickly and veraciously but with respect to their rights. The ROY A. MOLANDA used descriptive method and had found out that this was an effective and helpful model tool to teachers who are teaching and students who are taking Edukasyong Pantahanan at Pangkabuhayan (EPP) subject, and which can be accessed, learned and taught online.

Video-based instruction: A tool for improving the soldering skills of the students

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This study aimed to determine the Effects of Video-Based Instruction in the Soldering Skills of the Grade 9 Electronic Products Assembly and Servicing Students. Quasi-experimental type of research, which includes pre-test and post-test design with thirty (30) students purposefully assigned as control group and thirty (30) students as experimental group was utilized. The data were statistically examined and analyzed using descriptive measures such as mean, standard deviation, and t-test. Significant findings indicated a positive effect on students' retention of soldering content and displayed improvement on soldering skills. Experimental group, who were taught using Video-Based Instruction, showed superior soldering skills than the control group, who were taught using traditional instruction. Results revealed that Video-Based Instruction is an effective tool in improving the soldering skills of the students. It was recommended that EPAS teachers should integrate the Video-Based Instruction in teaching soldering. Teachers should also create Video-Based Instruction in lessons where the intervention be applied to save time and effort.

(TAHA) Time Allocation on Hands-on Activities: Maximizing observational learning process

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This study determines the impact of longer time allotment during hands-on activities in computer programming to maximize the learning process. This is based from Bandura's Observational Learning Theory where the ICT students hoped to absorb the lesson well through hands-on activities within a sufficient time frame. Respondents belong to the two sections of Grade 12 ICT students for the school year 2017-2018. This study utilized a descriptive survey method and Proportionate Stratified random sampling. Survey questionnaire is made for the collection of data which are for computation, analysis and interpretation.

The relevance of non-TechVoc subjects to EPAS strand

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This study aims to determine the relevance of non-TechVoc subjects to EPAS Strand. The researchers considered focusing only to the EPAS subjects to maximize time for additional knowledge and skills related to the tract. This is a descriptive type of research using a random sampling design.

Phone Camera-Assisted Note-Taking (PCANT) and Senior High School students' academic achievement

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This quasi-experimental study is an investigation on the effects of the Phone Camera Assisted Note Taking (PCANT) in the Academic Achievement of in Practical Research I during the 1st quarter of the second semester of the school year 2017-2018. The subjects of this study were the 60 Grade 11 Science, Technology and Engineering (STEM) students in a public senior high school. Thirty pairs of students were matched paired, forming two groups assigned as Phone Camera Assisted Note Taking (PCANT) group and Traditional Note Taking (TNT) group. One group was exposed to PCANT approach and the other one to TNT approach. The data were gathered through Researcher-made Achievement Test named, Practical Research Assessment Test (PRAT) for selected topics in Practical Research 1, Researcher-made questionnaire namely, PCANT Perception Survey Questionnaire (PPSQ) and Unstructured Interview Guide Questions. The result reveals that before the intervention, both the PCANT

group and the TNT group had the same level of conceptual understanding in selected topics for Practical Research I subject. Hence, subjects from both groups did not differ significantly in their pre-test scores. After the exposure to PCANT and TNT approaches, the scores of the respondents differed significantly. Furthermore, the mean gain scores of both groups were significantly different in favor of the PCANT group. Moreover, results revealed that both teachers and students found the use of PCANT as useful, practical effective and acceptable while both the teachers and students agreed that the application of traditional note taking is very useful, very practicable, very effective and very acceptable in terms of Ease of Use, Practicability, Behavioral effect and General acceptability, respectively.

Learning computational thinking through a collaborative mobile serious game

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Computational Thinking refers to thought processes based on computer science concepts that help promote critical thinking and problem-solving skills which students can employ within multiple disciplines. In order for students to develop these skills in a motivational and engaging manner as an alternative to traditional programming, a possible solution is in the creation of a mobile serious game. While several studies have already explored mobile serious games, one common problem is that these are often not grounded in any learning framework. Moreover, there exists much less literature in serious mobile games with regards to fostering computational thinking and programming skills, as well as implementations that take advantage of mobile features such as collaboration. This study aims to bridge this gap by creating a mobile serious game incorporating collaborative learning concepts in developing student Computational Thinking problem-solving skills. In this game, each player's device was connected to the network, and each pair of players had to work together through a multiplayer platform by cooperating in solving each game level puzzle. The serious mobile game has been shown to let students show different CT skills, along with these CT skills influencing and enhancing both the problem-solving and collaborative processes.

The level of physical fitness of mentally-challenged learners of EM'S Signal Village Elementary School: Input to individualized educational plan

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This study aimed to assess the level of physical fitness of mentally retarded learners of the EM'S Signal Village Elementary School. The descriptive research method was used in the study. The data were gathered through the use of information on the demographic profile of the respondents supplied by the SPED teacher and conduct of Physical fitness test for mentally retarded learners prescribed by the International Association of Adapted Physical Education. There were thirty (30) respondents in this study, were purposively chosen based on their specific deficiency. To ensure the valid, systematic presentation of data, analysis and interpretation the following statistical techniques were use: frequency count, percentage, weighted mean and chi-square. Results revealed that the physical fitness level of the respondents in terms of speed, muscular strength, flexibility, reaction time, balance, and coordination is average. Moreover, results revealed that there exist no significant relationship *between the gender, chronological age, mental age and level of physical fitness of the respondents. The study concludes that majority of the respondents belonged to 10 years and below in terms of chronological age and in terms of mental age 5 years, and mostly male. Generally speaking, overall the mentally retarded respondents are physically fit with an average level. Most importantly, there are useful implications to the improvement of PE instruction of the SPED, offered by the result of the study which demand attention.*

Utilization of the basic emergency obstetric and newborn care services among women of reproductive age

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The study aims to determine the utilization of basic emergency obstetric and newborn care services among women of reproductive age. This would assess the effectiveness of the existing Department of Health program and increasing awareness about maternal and child health care and facility-based services and educating women planning for safe childbirth to deliver in a Basic Emergency Obstetric and Newborn Care services that is attended by a skilled medical health professional are essential for the survival of the mother and the newborn. This study aimed also to determine the extent of utilization of the respondents of basic emergency obstetric and newborn care in terms of prenatal care, childbirth, postpartum and postnatal service and also to enhance the utilization of these services. And revealed that most of the respondents were utilizing sometimes the basic emergency obstetric and newborn care services of the rural health unit. The following recommendations are hereby offered to the Municipal Health Office of Ramon, Isabela to strictly monitor the extent of utilization on Basic Emergency Obstetric and Newborn Care Assessment of the said program must be done monthly by the midwives, nurses deployed in every barangay assisted by the barangay health workers. The result of this study to the existing program of the government is highly needed in partnership of a responsible administration of the public health workers for the effective implementation of the said program.

Enhancing the sports skills of athletes and coaches through an intensive live-in sports training

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The Division of Ozamiz City performed poorly in the regional athletic competitions and it ranked at the bottom among the 14 schools division in Region 10 over the years. The schools division hardly grabbed medals from the Northern Mindanao Regional Athletic Association (NMRAA) Sports Competitions. This action research implemented a 14-day intensive live-in sports training with the objective of enhancing the sports skills of athletes and coaches in preparation for the NMRAA. Results of the evaluation of the sports training reveal that the achievement of its objectives was very high particularly in the preparation of athletes and coaches, promotion of physical education and sports, inculcation of sports-inherent values, identification, selection and recruitment of sports talents and training and exposure of athletes. Further, according to the coaches, the training was well-planned and well-organized. The billeting facility of the host school was good. The training was well-supported by the schools and the schools division office. The meals and snacks served were nutritious. The sports-inherent values were further enhanced during the training. The coaches believed that the 14-day training helped to a great extent in improving the sports skills of the athletes but was not enough to fully prepare them for the regional competition. The coaches suggested that bigger venue with additional playing fields be provided and training period be lengthened to 20 - 30 days. The significant increase of the number of gold, silver and bronze medals brought home by the delegates of the different sports events attests that the intensive live-in sports training enhanced the skills of the athletes and coaches and made them better prepared in the NMRAA 2018. The study provides evidence that the division intensive live-in sports training is effective in enhancing the sports skills of athletes and coaches. Keywords: exposure, playing fields, selection of talents, sports-inherent values

Wheeled art studio: An innovative tool anchored on focused exploration in teaching Visual Arts

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In today's generation, exploring and studying visual art in class is not given much attention as it used to be. Most of the students nowadays make their artworks for the sake of complying with the requirements rather than working on it because they enjoyed doing it. Most of the students nowadays do not value visual arts like any other subjects. The teacher-researcher conducted this study to present an innovative tool 'Wheeled Art Studio' and to implement the strategy 'Focused Exploration' in teaching visual arts. The primary goal of this study is to enhance the understanding and appreciation of the students on visual arts. It aims to discover the students' creative sides and to develop their uniqueness and originality in making their artworks. The teacher-researcher employed Qualitative method and administered survey questionnaires and semi-structured interviews to collect data on the perspective of the student-respondents on the presence of the innovative tool 'Wheeled Art Studio' and the implementation of the strategy 'Focused Exploration'. The conduct of this study resulted that the presence of the innovative tool 'Wheeled Art Studio' and the implementation of the strategy 'Focused Exploration' has a significant effect in exploring and studying visual arts. Students became more motivated in discovering their creative sides and developing their uniqueness and originality in making their artworks. The teacher-researcher recommends the use of the innovative tool 'Wheeled Art Studio' and implementation of the strategy 'Focused Exploration' in teaching visual arts. The presence of these two may bring positive changes in studying and exploring visual arts.

Life Dynamics as a behavioral program for student leaders of Jose Rizal University

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Student behavior In today's times is focused on strengths management. Life Dynamics begins by identifying the individual's basic orientation to life, or personal style. Based on this foundation of self-knowledge, powerful strategies that enable individuals and groups are manifested to work more effectively together, be more influential when dealing with key people, and achieve better results in teams. Student leaders of Jose Rizal University are encouraged to maximize their potentials by encouraging use of underused strengths. Student leaders of Jose Rizal University are given a series of context specific surveys with topics ranging from leadership to individual styles. The surveys measure behavioral style preferences, which may change in different environments, so it is essential to establish context. As the student leaders manage student activities, student organizations and team members, they become aware of their preferences in managing their strengths as they begin to implement the developmental strategies that will have an immediate impact on productivity. In coordination with the Student Development Office and the Community Development Office, Life Dynamics resulted to learning activities that are carefully sequenced as student leaders build confidence in acquiring relevant skills, perspectives, and insights in a study conducted among the student leaders across colleges and departments of Jose Rizal University for school year 2018-2019.

ASCEND program stemming from Life Dynamics yields to enormous productivity improvements that can be realized using common language to communicate with people in the style that they wish to be communicated to, thus, enhancing productivity among student leaders of Jose Rizal University.

History within History: Tracing the development of the History Program in the University of Santo Tomas (1951-2018)

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It is both timely and timeless to assess the development of history program in the University of Santo Tomas. It is timely because UST has a Graduate and Undergraduate program in history while it is timeless because UST is a primary contributor in the history of education in the Philippines. When the University of Santo Tomas was established by Manila Archbishop Miguel de Benavidez on April 28, 1611, it began offering Sacred Theology and Philosophy. It was in 1938 when the UST Graduate School was established to coordinate the graduate and post graduate studies. The Doctor of Philosophy and Master of Arts in History was offered in 1951 with the permission of the Department of Education, Director for Private Schools. On the other hand, the Bachelor of Arts in History (AB History), which is the undergraduate program in history under the Faculty of Arts and Letters was created only in June, 2011. This study traces the development of the history program both in the graduate and the undergraduate program of the University of Santo Tomas which has been at the historical forefront of education being the oldest university in Asia and the Philippines. Likewise, an overview of its curriculum and research contributions will also be highlighted in this paper. In conclusion, historical method both oral and archival research is necessary to determine the development of the history program of the oldest university in Asia, a legacy which has contributed immensely in carrying out the mandate of Catholic education in the country.

The readiness of the faculty members of Quirino State University, Cabarroguis Campus towards e-learning implementation

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Information technology has indeed greatly changed our daily lives. Moreover, such innovation has brought forth many changes not only in the industry, but also in the field of education. This study aimed to assess specifically at the level of readiness of educators which is needed at the initial stage of the possibility of introducing e-learning at Quirino State University, Cabarroguis Campus. This paper utilized the descriptive survey design. Convenience sampling was used in selecting participants. To obtain the needed data, questionnaires were manually floated. The result shows that the QSU Cabarroguis educators are ready for the e-learning implementation.

Inmates' children: the collateral victims of justice

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Every time that a crime had occurred in our society, the party involved and the community they lived - in always cry for justice. Whenever the Government delivered justice to a certain offense, there was always a sacrificial lamb who was always affected. Specifically, it was the children of the inmates who suffered enough once that their parent was delivered to jail. In this reason, this study was undertaken. This study was a descriptive qualitative type of research that used a modified survey questionnaire from Deidre King (2002) on her study entitled, "Parents, Children and Prison" which is intended to identify the effects of incarceration on the thirty-two (32) children of jailed inmates at the Cabarroguis District Jail, Cabarroguis, Quirino, Philippines. The effects that were identified were expressed in terms of problems and difficulties that the respondents experienced in life after their parent went to jail. Due to the sensitivity of the study, details about the respondents were kept strictly confidential. Parental consent of the interview was obtained verbally since the left-alone parent hesitates to sign any documents that would identify the family. The actual names of the respondents were not used and taken. Finally, this study revealed that the children of inmates were burdened psychologically and emotionally to a traumatic extent and parental incarceration has deleterious effects on the personality of the children. Thus, these children need mercy and action from the government. They should not be the one to suffer for the wrong done by their parent/s.

Challenges and problems met by the resource teachers in the implementation of field study program

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The study uncovered the challenges and problems met by the resource teachers of the cooperating schools in the implementation of the Field study program of Quirino State University Cabarroguis – Bachelor of Elementary Education. The participants were the 30 classroom teachers who served as resource teachers were in the implementation of the FS program for A.Y. 2017-2018. The study made use of descriptive design employing both quantitative and qualitative approaches. A structured questionnaire was used in the conduct of this study. The questionnaire consisted of two (2) parts. The first part is a checklist on the profile of the participants, where the data obtained were subjected to frequency and percentage analysis. The 2nd part of the questionnaire elicited the common problems encountered by the participants. The obtained data were subjected to thematic analysis. The findings of the study revealed the following: The greater number of the Resource teacher-participants are in their early adulthood whose ages range from 40 to 49; Most of the participants are experienced teachers considering that they have been in the teaching service for about 21 years and more; Most of the resource teacher-participants have finished masters degree academic requirements; and, Almost all of the resource teacher-participants' academic ranks are within the bracket of Teacher I to III. The common problems encountered by the participants are on the issues of orientation, timing and preparation, and

behavior of pre-service teachers when observing. The findings of the study resulted to recommendation of intervention for the enhancement of the program.

Level of acceptance of the total plastic bag ban among the registered store owners and personnel at Diffun public market

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The study was conducted to determine the level of acceptance of the Total Plastic Bag Ban by the grocery and sari-sari store owners and personnel at Diffun Public Market. It also include their acceptance of alternatives for plastics and the penalties for violators as incorporated in the Senate Bill. Descriptive research design was used to describe the study. Frequency and percentage counts were used to describe demographic profile of the respondents and mean was used to describe the level of acceptance of the respondents. The SPSS with the Chi-square test was employed to analyze the difference between the demographic profile and level of acceptance of the senate Bill 2759 otherwise known as the "Total Plastic Bag Ban Act of 2011" in Diffun Public Market. Results of the study showed that Diffun business establishment owners accepted the implementation of the Total Plastic Bag Ban Act in Diffun Public Market and the implementation of penalties therein for violators as well as accepted the use of eco-bags, paper bags or bayong instead of the plastic carriers. Findings could be the basis of designated local government officials to implement the Plastic bag ban in the municipality of Diffun and to the whole of Quirino province, and to enhance the knowledge and understanding of community people about the Plastic Bag Ban to prevent environmental waste problems from getting worst.

Faculty research characteristics and research environment: Underpinnings of the culture of research

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This study employed a Quantitative Approach particularly a Descriptive Research survey design. This paper aimed to assess the research characteristics of the faculty members and their environment. A total of 45 key informants comprising the permanent faculty members from the 8 colleges of the campus participated in the process of inquiry through a semi-structured questionnaire and a face-to-face interview. The data collected were analyzed using descriptive statistics specifically frequency counts and percentages, mean, and Analysis Of Variance (ANOVA). The study highlighted the following results: the faculty members are highly motivated in doing research; they have different attitudes towards engaging research endeavors. On the other hand, the number of subject preparations inversely affected their motivation and attitudes towards research writing. Further, age has an influence on the research knowledge and skills they manifest. It was also found out that the level of research knowledge and skills of the faculty with 1 – 3 subject preparations is significantly higher than those with 4-6 and 7-9 subject preparations.

The faculty members observed a high extent of inclusion and execution of the policies and agenda anchored to the to the campus' research developmental framework. Faculty members also favored that there is a high extent of research culture and working conditions in their department, also agreed that there is a moderate extent of Collaborations and Access with Professional networks of the campus and the shared that there is a high extent of research management of the campus. It was also noted that there is a high extent of research infrastructure of the campus except for the provision of a separate R and D publication division and on-line research journals and books. Thus, it is assumed that the epitome of research culture of the faculty lies on the characteristics and attitudes towards research and the research environment as well.

Knowing art capital: Understanding the appreciation of art through Poblacion Ibaba and Poblacion Itaas of Angono Rizal

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Being the Art Capital of the Philippines, Angono, Rizal forged an identity reliant on the creativity not only of the artists in the region but also its residents. With the assumption that culture affects place, the research aimed to understand the sense of place of the residents of barangay Población Ibaba and barangay Población Itaas towards Angono through a series of qualitative interviews. In these interviews, the factors affecting their art appreciation, as well as their perception of tourism, placemaking, and sense of community were formed. Content analysis revealed that while residents feel the strong sense of place and emotional meaning, Angono is facing issues of cultural othering and lack of spaces for emerging artists.

TALKHANGG: An inter-agency campaign regulating entry of students to computer shops during class hours (Talk with Heads of Agencies Needed for Good Governance)

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. This paper intends to determine the outcome of the intensive awareness campaign for the learners of Cagayan de Oro National High School, to their daily attendance and academic performance. City Ordinance Section 38, Article IV #10536-2007, regulating entry of students to computer shops and café's during class hours through TALKHANGG: (Talk with Heads of Agencies Needed for Good Governance) An Inter- Agency Campaign Regulating Entry of Students to Computer Shops. This initiative was introduced by City Welfare and Development, approved and supported by the Barangay Council of Nazareth with the active collaboration of Police Station 9 , School Heads from public institutions (elementary ,junior, senior) under Barangay Nazareth, Barangay Child Protection Chair and Barangay Nazareth youth leaders. The basis of this campaign is the alarming result of the Barangay through their records. The presence of the

students is evident during the barangay inspection, moreover; the disturbing result for 2017-2018 where 10% failure rate was noted. TALKHANG is a surprise inspection of all computer shops that surround the barangay Nazareth. Conferences were scheduled on the proper mechanism of this operation taking into consideration the child protection policy. On the part of the school, the Talkhangers of Cagayan de Oro National High School had taken an initiative to do its part in the massive campaign by securing and giving guidance to its own learners particularly the Grade-8. Furthermore, this idea gave a positive feedback to the students and the community as a whole, everyone is now conscious of the ordinance. The Talkhangers (research team) considered this initiative to be a good venue for research and innovation in order to regulate students from going to computer shops during class hours and should be found inside the classrooms. It is therefore recommended that the implementation of TalkHANGG should be consistent and strengthen school's procedure in processing the children hooked in computer addiction to improve academic performance.

Resurgent exigency of values enculturation among Gen Zers

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Today's fast rising generation, the Gen Zers, also known as Memenials, are the first truly digital generation, born with technology at a fast paced level. How do parents and teachers cope with the challenges of dealing with this contemporary generation? Researches show glimpses of their world, mind-set, preferences and behavioural patterns totally different from the preceding generations. The discrepancy created a prevailing fragmentation of character traits considered desirable by the prior generations which affected relationships in the family and academic community. An on-going battle exists between a parent's/ teacher's educational and cultural upbringing, and child's/ students' generational characteristics. The study intends to link the gap between the Gen Zers with the other generations by enculturation, a process where the Gen Zers learn the traditional content of a culture from the elder generations and assimilate its practices and values into their own. It is imperative that they be guided thoroughly with the core moral values that distinguish the Filipino in the midst of globalization. In a world where there are no boundaries, the inviolability of every Gen Zer's spirituality has to be deeply-rooted for who they are and not for what other people or the latest trends dictate in social media. The study used narrative approach of qualitative research through stories from individuals and documents. The Gen Zers clamour attention and validation from fellow netizens or even gamers thereby contenting themselves with virtual reality where they shed off their vulnerability. In fact, social media has become an imprudently trusted sustenance for them. Ironically, despite being tech savvy, they lack the vital life skills in order to thrive in the 21st century. Thus, it is inevitable to invest as much time with them as possible where direct, personal conversations occur and teachable moments are established not by google but by our Creator.

Actual demonstration instruction versus video-assisted instruction: Effects on task performance of 21st century learners

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Existing literature confirms the viability of video-assisted instruction to elicit high task performance on skilled-related learning among twenty-first century learners. In the same way, actual demonstration instruction has also gained favorable confirmation in increasing task performance of this generation's learners. Given this affirmative support for both teaching methodologies, instructors nowadays are baffled as which of these two has higher effect, considering specific skills to be learned in their respective subjects. Responsive to this concern of choice for an appropriate teaching method on a specific skill-driven learning domain, this one-shot case study pre-experimental study confirmed that between actual demonstration instruction and video-assisted instruction, the first teaching method has a higher effect on the task performance of twenty-first century learners ($t_{61} = 8.02, p < .001$). Results favored recommendations for a pragmatic arrangement of learning, future researches on blended learning and differentiated instruction, and employment of multi-modal pedagogy.

Effectiveness of differentiated instruction in teaching media and information literacy to Senior High School students

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This study promotes and encourages the use of Differentiated Instruction (DI) in teaching Media and Information Literacy in Senior High School among the schools of DepEd Quezon. This action research used a quantitative experimental design in employing the action research framework. Based on the results of the study, there is significant difference between the control group's pretest and posttest scores based on the T-Value of 3.24 which is higher than the tabular value of 2.05 at 0.05 level of significance at 28 degrees of freedom. For the experimental group's pretest and posttest score there is a significant difference based on the T-Value of 4.93 which is higher than the tabular value of 2.05 at 0.05 level of significance at 28 degrees of freedom. However, the data between the T-Value of the control and experimental group, the experimental group has a higher computed T-Value by 1.69 which means that learners has better understanding and learning of the subject Media and Information Literacy if differentiated instruction was used compared to the control group without differentiated instruction and is of significant difference. This action research had proven the usefulness of DI in improving the performance and understanding of learners in senior high school in the subject Media and Information Literacy. Hence, the use of DI can be utilized in other senior high schools in the country as a method of effective classroom instruction.

ReQuest: Reverse Questioning technique in teaching Social Science

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This study aimed to promote a constructivist learning environment in the Disciplines and Ideas in Social Science where the students were required to make two questions based from the lesson for the day. Questions must begin with the How and Why statements only. This study utilized an Experimental Method using a two group experimental design and found out that ReQuest or Reverse Questioning Technique has a positive impact in enhancing the students' critical thinking ability as manifested in their academic performance.

Fraternity membership, self – identity and personality development among adolescents

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Fraternities are famous for their energetic social gatherings which require all of their members to be socially active and outspoken when the occasion calls for it. This aimed to look at the impact of fraternity membership on self-identity and personality development of selected adolescents in General Trias City, Cavite. The subjects for this study were adolescents who are bonafide fraternity members and residing in General Trias City. The study used descriptive-correlational design and a two-part standardized questionnaire- Aspect of Self – identity (Cheek, J.M and Briggs, ___) and Big- five Personality Test (Myers – Briggs,___) to assess self-identity and personality development among the respondents. Study showed that among the 50 respondents, members of Triskelion/ Tau Gamma Phi/ Sigma are dominant among other fraternities in the locale. Members of which include most adolescents aged 20-25 years old, most of them male and are high school graduates. Based on the results, it was revealed that there is a high level of self-identity and personality development among the respondents. Furthermore, the relationship between respondents' profile and self-identity was not significant which means that gender, age, educational background and kind of fraternity organization have nothing to do with one's distinctive character. Moreover, respondents' profile is not significantly related to personality development which implies that gender, age, educational background and kind of fraternity organization do not develop nor enhance one's personality. Based on the study. it was recommended that parents be more observant on the activities of their children. Guidance and supervision should be strengthened both by parents and school officials so as to direct the young people in choosing the right path. There is nothing wrong with being a fraternity member, but the ideals and mission of the kind of organization one chooses to belong to matters a lot.

CVAD-Care for victims of adult depression: A research-based intervention

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This study aims to find out the extent of establishing CVAD or Care for Victims of Adult Depression, a support group and catalyst in promoting awareness about the illness and in providing assistance to the students at Sto. Domingo Integrated High School. This is a qualitative research using phenomenological approach and purposive sampling design. Based from the semi structured interviews of five guidance counsellors and five teacher advisers, there is a high need of creating a support group like CVAD at SDIHS to promote awareness, early detection of depressive syndrome and prevention of suicidal act.

Students' knowledge on disaster preparedness: basis for strengthening content integration in Araling Panlipunan 10

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Disaster such as earthquake, fire, flood and storm surge may happen suddenly that may cause suffering or loss of lives and properties. This descriptive research assessed the level of knowledge on disaster preparedness on disasters among Grade 10 students in Ozamiz City School of Arts and Trades during the school year 2018-2019. The study employed Knowledge on Disaster Preparedness Test and Checklist on Receiving Information in gathering data from the 168 students. The data were analyzed using counts, percents and ranking. The results reveal that the students have very high level of knowledge on disaster preparedness in terms of flood. They have high level of knowledge on disaster preparedness on earthquake, fire and storm surge. The students would prefer to receive information on incoming disaster through radio, social media (Facebook, Twitter, etc.) and through internet (website, e-mail, etc.). For the ongoing disaster, the students would like to receive information through television, phone/mobile phone and through radio. The findings of the study serve as inputs in strengthening the content of the Daily Lesson Log in Araling Panlipunan 10 particularly on Quarter 2, Week 3, competency number 5.

Capacitating students' disaster and emergency preparedness practices through a localized emergency procedures framework

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Department of Education issued Department Order No. 55, series of 2007 entitled "Prioritizing the Mainstreaming of Disaster Risk Reduction Management in the School System and Implementation of Programs and Projects"; creating communities and schools that are disaster-resilient. This paper explored the perception of students on preparedness, confidence level and the importance of the localized disaster risk reduction management framework at the school level. It also examined the attitude of the students to the localized DRRM framework. To gather relevant data, the researchers made use of triangulation methods involving survey questionnaire, observation, face to face interview and focus group discussion (FGD). As revealed, the results showed that students consider the framework as "very important". They believed that the framework will make them safe while they are in school. Students are "mostly confident" and "mostly prepared" when disaster comes. Further, students have high favorable attitude towards localized DRRM Framework. Therefore, to create a disaster resistant culture at schools, school head should support teachers' seminar-workshop and conferences on disaster preparedness, adaptation and resiliency. Disaster education should also be promoted to families and communities thereby producing a disaster safe society.

Living with flood an unforgettable experience: Case Study

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Flood control program is a necessity for Candaba, Pampanga and Malabon City. The two areas believed to be prone to flood for a couple of years now. This study aims to know (1) What is the present condition of both town in terms of flood control program? (2) How does the government address the different related problems on flood mitigation? And (3) What are the programs implemented by the government that helps in improving the current status of the problem on flood? The research study utilize the uses of Case study. Triangulation was used to verify the different data collected. The flood control program established by the government cost millions of pesos that is why we have to maintain it and utilized the used. We should learn how to love the environment. Proper discipline in waste disposal will make a big impact into our environment. Government should be consistent in the implementation of policies so that people may also learn how to be consistent. Providing livelihood and shelter to informal settlers, campaigns and urgency of the law. Continuity of the program should be observed, involving all the stakeholders from the very basic unit of the community and up to the highest form of government. Establish role model barangays to set up example and living experience.

Disaster risk reduction preparedness of secondary schools in the division of Rizal

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The study primarily focused on the Disaster Risk Reduction Preparedness of Secondary Schools in the Division of Rizal during the school year 2017 – 2018. The respondents of the study were the thirteen (13) selected secondary schools in the Division of Rizal. The study found out that in general, the three groups of respondents were Very Much Oriented on disaster risk reduction preparedness of secondary schools in Division of Rizal with respect to the cited aspects. More so, per assessments of the three groups of respondents the extent of practice on disaster risk reduction preparedness of secondary schools were Always Practiced with respect to cited aspects. Furthermore, poor degree of compliance on disaster risk reduction preparedness of secondary schools as evaluated by the experts with respect to fire, earthquake, flood, and bomb in terms of the materials and/or equipment procured. Gloves is the only material for flood which obtained a Very Good verbal interpretation. Meanwhile, there is a significant relationship on the level of orientation of disaster risk reduction preparedness among secondary schools and on the extent of practice of disaster risk reduction preparedness with respect to the different aspects such as contingency and evacuation plan, emergency/survival kits, preventive and safety measures, early warning systems, disaster management committee, seminars/trainings, drill conduct, response mechanisms and strategies, and disaster information management. The study concluded that the secondary

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schools were Very Much Oriented and Always Practiced on the Disaster Risk Reduction Preparedness with respect to different aspects; the degree of compliance on disaster risk reduction preparedness of secondary schools were Poor with respect to fire, earthquake, flood, and bomb; and the level of orientation were significantly correlated to the extent of practice on the disaster risk reduction preparedness among secondary schools.

Capacitating Students' Disaster and Emergency Preparedness Practices through a Localized Emergency Procedures Framework

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Department of Education issued Department Order No. 55, series of 2007 entitled "Prioritizing the Mainstreaming of Disaster Risk Reduction Management in the School System and Implementation of Programs and Projects"; creating communities and schools that are disaster-resilient. This paper explored the perception of students on preparedness, confidence level and the importance of the localized disaster risk reduction management framework at the school level. It also examined the attitude of the students to the localized DRRM framework. To gather relevant data, the researchers made use of triangulation methods involving survey questionnaire, observation, face to face interview and focus group discussion (FGD). As revealed, the results showed that students consider the framework as "very important". They believed that the framework will make them safe while they are in school. Students are "mostly confident" and "mostly prepared" when disaster comes. Further, students have high favorable attitude towards localized DRRM Framework. Therefore, to create a disaster resistant culture at schools, school head should support teachers' seminar-workshop and conferences on disaster preparedness, adaptation and resiliency. Disaster education should also be promoted to families and communities thereby producing a disaster safe society.

Vocabulary notebook for teaching and learning technical vocabulary

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While teaching specialized/technical vocabulary is pivotal for learners to be effective in the target situation, it is one of the most challenging tasks English teachers must surpass. The present study sought to determine the effectiveness of vocabulary notebook in the development of learners' technical vocabulary in the target context, and their perceptions of the vocabulary notebook as a potential teaching and learning tool. Both quantitative and qualitative measures were employed. A total of 188 third year college students participated in this study. This study found out positive outcomes both from the scores and experience of the students, which imply that the vocabulary notebook was effective, particularly for technical vocabulary acquisition and retention. This study suggests that the use vocabulary notebook for technical vocabulary acquisition makes the teaching and learning of the language meaningful and relevant to the target context. The study also suggests methodological process for implementing vocabulary notebook in language teaching.

Reciprocal Teaching Approach: Tool to enhance multifaceted dimensions of learning English as a second language

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In the advent of K to 12 program combined with numerous instructional approaches, strategies, and techniques the researcher was able to stabilize the significance of collaborative strategies with an appropriate approach in the teaching and learning process. This study aimed to enhance the academic performance of Grade seven (7) students through the use of Reciprocal teaching. Eighty (80) students of Bagumbayan National High School participated in the two-week study. The research method employed was Quantitative–Qualitative method. Two groups were created with different teaching approaches, one with traditional way and the other one with reciprocal teaching. Multiple choice type test was utilized to measure students' improvement in academic performance. Z test and Mean Percentage Score were used as statistical treatment. For the Qualitative method, observation and interview tools with an appropriate rubric were utilized. It was revealed that in reading, there is a significant increase in Experimental group where reciprocal teaching has been utilized, while in listening, it has been observed that there is a very marked improvement in this skill. Moreover, moving towards mastery was evident in controlled group after the same instruction was employed. In an interview, it has been shown through the answers of the learners that they have learned and enjoyed the activities. This instructional approach was utilized to gauge students' attention, improve confidence, and enhance academic performance which was proven effective. Based on the findings, this instructional approach helped the students learn the multifaceted dimensions of learning English as a second language.

Effects of using parsing on the writing performance of grade 10 students of Tibagan High School

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The objective of the study was to determine whether parsing could help students write clear, unified, and coherent paragraphs. The participants of the study were 80 randomly students from sections Luna and Bonifacio. The study utilized the experimental method of research to show the effects of parsing as intervention in the teaching of writing to the experimental group; as opposed to the use of traditional instruction, to the control group. The researcher employed the descriptive and inferential-data analysis procedure that included paired sample t-test and independent sample t-test. The study revealed the following: (a) The performance levels of either the control or the experimental group in the pretest and the posttest were interpreted as "good"; (b) There was a significant difference between the performance levels of the control group in the pretest and the posttest; (c) There was a significant difference between the performance levels of the experimental group in the pretest and the posttest; and (d) There was no significant difference between the performance levels of the control and experimental groups in both pretest and posttest. The following recommendations were given: (a) Researches may be done at different grade levels to find out any other possible factor that may affect students' writing skills, (b) Future researchers may validate the findings of this study by using compositions instead of single paragraph, and (c) To establish the comparability of the control and experimental groups, future researchers may consider all related variables by means of a test of comparability between the two groups

Gen Z reading motivation in the age of information overload

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In the time where Gen Z students' convenience to Google information is effortlessly accomplished at the tip of their fingers, reading has been one of the pressing concerns of teachers for the reason that, when students are asked to read articles which have relevance to their academics, they fail to comply with the requirements. This led the researcher to determine and describe the reading motivation of Gen-Z students in the time of information overload where information found in academic texts, which may contain useful information. Further, the study utilized Pitcher et al (2007) assessment tool to determine the motivation to read profile of the students. To further describe the reading motivation of the students, the researcher conducted interview among students. The study reveals that Gen Z students have above average level of reading motivation. The results of the interview show that they are motivated to read because of the reading materials that arouse their interests or bring entertainment such as relevant blogs and interesting articles. This study concludes that Gen Z students' exposure to different readings and articles enabled them to read more and they would read materials which they think interesting though they are not required by their teachers.

Exploring parent-teacher collaboration to improve students' vocabulary skills: An action research

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This action research was conducted to help students develop their vocabulary skills through parent-teacher collaboration and also to help parents and teachers understand that collaborating with each other is an important aspect that they overlooked. Thus, few studies focus on parent-teacher collaboration to help students develop their vocabulary skills. This study applies Beck, McKeown, and Kucan's (2013) three-tiered model of vocabulary to gauge the vocabulary level of the students. The three tiers of vocabulary are the following: Tier 1 – Basic Vocabulary, Tier 2 – High Frequency/Multiple Meaning, Tier 3 – Context-Specific. Moreover, the researchers used quasi-experimental research to test whether or not collaboration with the parents is effective. This study used pre-test and post-test to measure students' vocabulary skills. The researchers employed vocabulary exercises (i.e. synonyms, homonyms, prefixes, and context clues) during the experiment. A training matrix was developed by the researchers to be used for the whole month of experiment. In addition, during the 1-month experimental study, their parents helped the students accomplished the vocabulary tasks whenever the learners had difficulty in answering the tasks. The data gathered were statistically analyzed using Statistical Package for Social Science (SPSS). Further, this study used the following statistical treatment to answer the research questions. Firstly, using mean, the level of performance of students was identified. Secondly, to determine the significant difference, T-test was used. Thirdly, to propose further enhanced program descriptive method was used. Lastly, the outcomes that emerged from the study will also provide basis for planning effective reading intervention programs that involve stakeholders like parents. Indeed, the outcome of this action research can also be used as basis for future research.

Gay lingo in focus: a morphological exploration

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Gay lingo is also known as swardspeak by Filipino gay men in 1990s. The birth and propagation of gay lingo in the Philippines starts the sense of belongingness and exclusivity for the homosexual community. This study used qualitative method during the evaluation and analyzation of data. Survey questionnaire on the selected gay terms was administered and an informal interview was also conducted to get the veracity of the gathered data from the informants. Concomitantly, swardspeak or gay lingo in the Philippine culture, is usually spoken than written. Its written form has not been established yet mainly because of its nature-its dynamism, being new, being a jargon for the few and considered as a motherless language. Also, it is known as product of homosexual's "art of creativity" in communication. The highlights of the study showed that combinations of morphological processes were involved in the construction of gay codes, there is enough proof to support the issue that in gay lingo, it does not follow any rules or policies in grammar. Swardspeak or gay lingo doesn't really follow any pattern in grammar since they can combine

the morphological processes like Affixation with Clipping; Loanword or borrowing; Borrowing with clipping; Connotation through sounds; Connotation through actions, substitution and affixation; and Connotation through proper names and sound.

Voices from within: students' lived experiences on English language anxiety

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Research on foreign language anxiety (FLA) has been an interest for decades based on the premise that the affective domain plays a significant role in language learning. Following a qualitative research design, this paper is an attempt to explore the lived experiences of university students in learning the English language from the Philippines, particularly in Quirino State University. Further, this paper investigates the factors affecting the anxiety of students in English language learning. Purposeful sampling was used in the selection of participants in the different courses. The data were collected through semi-structured interviews and focus group discussions. The results revealed that teacher factor, inability to express ideas, lack of confidence, fear of committing mistakes and negative comments, family factor, fear of English classes, and lack of vocabulary/ideas are the factors that greatly affect the anxiety of students in learning the English language. Thus, the result of this study suggests that instructors/professors should be aware of the existence of these aggravating factors of anxiety in their classrooms and they should develop an atmosphere by which students could be more comfortable in English classes using varied strategies to allow them to freely express themselves and sustain students' motivation. Finally, proper dissemination of the result of the study and presentation of the proposed intervention program to the administration, deans, program chairs, and English teachers for evaluation and proper implementation could be done to reduce anxiety of the students and motivate them to improve their proficiency in learning the English language.

Enhancing 21st century skills through Flexibly-Paced Collaborative Writing and G Suite

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Conventional schools employ one-size-fits-all pedagogical strategies through which all students are expected to achieve learning outcomes for a limited grading period. Generic teaching approaches may no longer be effective if secondary schools are being re-designed to promote 21st century skills in preparation for real-world challenges. This classroom-based research describes the perception of selected 11th grade students on the effectiveness of G-Suite for flexibly-paced learning in collaborative writing tasks. The quality of paired writing outputs and the use of data-gathering progress track (DGPT) were analyzed using descriptive statistics. The development of 21st century skills, the developmental appropriateness of the method, and the effectiveness of the G Suite as a formative assessment tool were also identified through an online survey. Results show that majority of students were successful in fulfilling their target learning goals and self-paced writing produced very satisfactory or near excellent excellent writing outputs. A heightened sense of independence, productivity, flexibility and confidence as writers and communicators were also noted.

SMART management plan for an outcome-based research in the K to 12 Curriculum

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This action research envisions providing a research technical plan for our senior high school students based on the outcome-based education in the K to 12 curriculum. Senior High School really faced series of changes from almost three consecutive school years to curriculum guides, schedule of classes, subject offerings, and quantity of teachers, buildings, equipment and offering of tracks. With this, research has been part of it, for the improvement of educational practice and integration of innovative strategies particularly the action research incorporating that emphasizes the outcomes or goals of an educational system. The author assess the extent of integration of outcome-based education in research works of the academic track including strands such as STEM, ABM, and HUMSS and Technical-Vocational-Livelihood track - Electrical Installation and Maintenance, the offerings of Alupay National High School. It covered the assessment and integration of government programs in the school in Humanities and Social Sciences such as the WINS, YES-O programs, 4P's, CPP and other social related matters; science investigatory projects and disaster-preparedness in Science, Technology, Engineering and Mathematics; creating a prototype and learning guides in electrical installation and maintenance; and feasibility study, business plan and new marketing strategies for new products in Accountancy, Business and Management. This led to the creation of the author's SMART Management for Research (Management of Self, Money, Ability, Results, and Time). Moreover, the author devoted his time drafting a technical plan from the format of research for senior high school to programs and activities to improve the research capabilities of students leading to higher quality outcome-based research.

Pragmatics of prosody in Meranaw conversations: A grounded theory research

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This study delves into the role of prosodic features in the construction of meaning in Meranaw conversations. Glaser and Strauss's (1967) Grounded Theory is employed. The study aims to examine Meranaw utterances using stress, rhythm and intonation as strategies to convey intended meaning, identify the attitudes, feelings, or emotions expressed through the use of the identified prosodic features, determine the context of situation that shape the use of the identified prosodic features, and analyse and discuss the basic concepts that can be deduced or formulated from the Meranaw speakers' use of the prosodic features under study. The data were collected from the recorded conversations of native Meranaw speakers in Poblacion Lumbatan, Lanao del Sur. To record and analyze the pitch contour of the utterances, the Praat Software was utilized as the visual technology support. The findings revealed that Meranaw words are spoken with fixed stress on the penultimate syllable of the word. Meranaw rhythmic beat depends on the number of syllables which occurs in the sentence. Rising- falling intonation shapes the meaning of the information questions and declarative statements. Rising intonation is used to indicate Yes-No questions and tag questions. A change in stress, rhythm and intonation creates nuances. The use of prosodic features as strategy to convey meaning necessarily takes into account wider context. Lastly, this study reveals that Meranaw traits are expressed through the use of prosodic features in

the Meranaw conversations under study. The use of the prosodic features allows the Meranaw speakers to convey a broad range of meanings in as few words as possible relying on context and cues for the audience in their speech patterns.

Key Terms: Language and Culture, Pragmatics, Prosody, Communication

Custom-fit learning: Integration of industry-based instructional materials in the Senior High School-Automotive Strand

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The central objective of this study is to craft instructional materials for the automotive servicing students of Quezon High School on the basis of needs analysis and materials evaluation. It attempts to comprehensively evaluate the materials developed (e.g. English for Automotive Industry module and activities). A mixed-methods approach was adopted involving 30 automotive senior high school students. Findings reveal that students found the English worktext and activities relevant in their chosen industry and increased their interest in learning English. Additionally, it was found out that there is a significant difference in the level of Automotive English proficiency before and after the implementation of industry-based worktext. Accordingly, this study recommends that further evaluations should be done by curriculum designers and course evaluators to further validate the results of this study. Furthermore, this study postulates that senior high schools offering TVL track should also craft industry-based instructional materials in language teaching to further increase the interest of the students to learn English and for them to see the connection of the subject matter and their chosen industry.

Rule-output-correction at output-rule-output strategy sa pagsulat ng komposisyon

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Ang pananaliksik na ito ay naglalayong masuri at mapaghambing ang kabisaan ng mga istrategyang Rule-Output-Correction at Output-Rule-Output sa pagtuturo ng pagsulat ng komposisyon sa mga mag-aaral ng Grade 11 ng Naglaoa-an National High School Taong Panuruang 2018-2019. Ang mga komposisyong sinulat ng mga mag-aaral ang naging pangunahing pinagkuhanan ng datos. Ang mga komposisyon ay tinaya batay sa nilalaman, organisasyon at mekaniks. Ginamit ang rubrics at t-test bilang mga statistical tools. Natuklasan sa pag-aaral na parehong proficient ang antas ng kasanayan ng mga respondent nang sila ay sumailalim sa Rule-Output-Correction Strategy at Output-Rule-Output Strategy. Ganoon pa man, mas mataas ang iskor ng mga respondent na sumailalim sa Output-Rule-Output Strategy. Ito ay nangyari dahil nakatulong sa mga respondent ang pansarili at ginabayang pagwawasto ng kanilang mga komposisyon. Bukod dito, nakakaimpluwensiya rin ang istilo ng pagsulat, motibasyon, karanasan, kaalaman sa paksang susulat at ang positibong saloobin ng mag-aaral sa kanilang kapwa at sa kanilang guro.

L2 writing needs of grade 12 HUMSS students

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Recent studies revealed various issues and language needs faced by second language learners in writing, and led to the development of strategies in writing instruction to address the learners and teachers' problems in a writing classroom. Curriculum planning on such writing subjects, however, do not reflect these improvements since data from the learners' perspectives are often left unacknowledged. In order to determine the needs of L2 writers, this study focused on Grade 12 Humanities and Social Sciences who are taking Creative Writing (CW) and English for Academic and Professional Purposes (EAPP) to identify the current writing situation in the K-12 curriculum and to suggest improvements in curriculum planning in the newly implemented senior high school. Present Situation Analysis (PSA) was used to identify the writing strengths and weaknesses of students based on the gathered perceptions and documents of the stakeholders present in the school. Results revealed that writing is often associated with grammar and mechanics (spelling and punctuation), which was viewed as the most important aspects in writing, but also seemed to be problematic among the respondents. Moreover, they believe that writing assignments such as essay writing and note-taking helped in improving writing skills. Working in small groups in doing writing tasks was the most preferred classroom set-up to promote collaboration. Separating CW and EAPP in two separate semesters, the integration of mini lessons in grammar and mechanics, and the review of the current 'decongested' curriculum are proposed. An enhanced syllabus and a writing module were created as products of the study, which may be used for the instruction of EAPP. Further research using these materials is recommended.

Effectiveness of Language-Centered Reading (LaCeR) program in improving the reading comprehension of G4 pupils

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This study was conducted to determine the effectiveness of the Language-Centered Reading (LaCeR) Program. It is a researcher-made classroom-based reading program that aimed to minimize the number of pupils who are at risk of reading disability. It integrates the principles of second language acquisition in conducting the Remediation, Reinforcement, Enrichment (RRE). This was implemented in two phases: Phase 1: Improving reading comprehension in Filipino and Phase 2: Improving reading comprehension in English. To investigate its effectiveness, quasi-experimental research was conducted to a Grade 4 class of City Central School, Tacloban City. The 45 participants of this study were purposively chosen from the advisory class of the researcher. The instruments used were the standardized Philippine Informal Reading Inventory (PHIL-IRI) pretest and posttest. The results were subjected to statistical treatment using means, the frequency distribution for profiling the pupils' reading comprehension level. The pretest and posttest results in

English and Filipino were compared using t-test. Findings showed that there was a significant difference in the reading comprehension level in Filipino. However, there was no significant difference in the pretest and posttest in English. Conforming to this result, the LaCeR program was successful in improving the reading comprehension in Filipino. However, it is suggested that reading intervention in English must be developed. A similar study is likewise suggested specifically focusing on the contributory or hindering factors to the reading comprehension in English.

Multimodality: Stimulating an ambiance of fun and effective learning of oral communication

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This study examined the use of multimodality in improving students' oral communication. Multimodality refers to the use of class blog (video recording) and podcast (audio recording) for students to monitor and improve their grammar, vocabulary and pronunciation in speaking. Using a pretest-posttest research design and purposive sampling 20 Grade 11 ABM students of Valencia National High School, whose speaking level is B1, were the subjects of the study. Using descriptive statistics and ANOVA test complemented with interview and observation for triangulation, the effect of the use of multimodality on students' oral communication was examined. Results showed that students' mean of errors in grammar, vocabulary and pronunciation decreased after the use of multimodality. Moreover, it revealed that students found the lessons interesting, engaging, fun and appropriate for 21st century learners. Thus, the use of multimodality is effective in improving students' oral communication.

Reinforcing the performance tasks in English through technology

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The study aimed to determine the level of efficacy of technology in reinforcing the performance tasks in English of the Grade 10 students of Pundasan National High School, Gingoog City for the school year 2017 – 2018. A test was designed to determine the level of efficacy of technology in reinforcing the performance tasks in English administered to the 50 respondents after a six-week period of treatment through teacher modeling. The treatment was carried out with the combination of lecture, discussion, and demonstration of the application of technology as a tool for students in completing the performance tasks in English. On the seventh week, a post-test was given to the respondents as to assess the efficacy level of technology after the treatment. The statistical treatments applied were the frequency and t – test. An English Output Exhibit showcased the subjects' outputs in using technology in the performance tasks, which were critiqued by the principal, teachers, and students. An intervention program was designed based on the findings to promote the efficacy of technology in reinforcing the performance task of the students in the English subject. The overall result indicated that there is a significant difference tested at 0.05 level between the level of efficacy of technology in reinforcing the performance tasks in English before and after the treatment. Teacher modeling on the application of technology as treatment was found to be efficient in helping students use blogging, infographics, digital scrapbooking and digital storytelling in completing the performance tasks.

Parents' task card: tool for strengthening reading intervention

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Reaching the ultimate progress of child's academic performance requires two to Tango. The transitory of reading skills to learners which is a significant element for academic success must not be a sole responsibility of teachers but also the parents. They are expected to involve themselves in their child's educational journey but encouraging them is a challenge to educators. This impedes the possibility of overcoming problems of having learners with reading difficulty. Therefore, an innovation of strategy was developed to increase parental involvement. Parents' Task Card was designed as a communication tool and device of conveying expectations to parents about reading performance of their children. Pre and post-reading assessment were administered before and after reading intervention and the used of parents' task card. The variables were manipulated through quasi-experimental type of research to see whether reading intervention was strengthened. The result was analyzed using independent t-test and found out that (1) pre-reading assessment of control and experimental groups are not significantly different except in Listening; (2) post-reading assessment of experimental group is significantly higher than control group except in Letter Naming and Writing; and (3) amount of change from pre to post-reading assessment of control and experimental group is not significantly different but portrays significantly higher performance in part four of the reading assessment. Experimental group remains to get a higher reading performance from part one to three of the assessment. It is recommended that parents' task card will continue to be used in strengthening the reading intervention through parents' involvement.

Understanding the impact of Google shared documents in feedback-provision of an undergraduate thesis

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Nowadays, it is believed that students respond more positively when technology is utilized in the teaching and learning process (Voogt, Knezek, Cox, & Brummelhuis, 2011; Yi & Hwang, 2003). As part of understanding the extent of its usefulness in the classroom setting, this ongoing study explores whether Google Shared Documents can improve the quality of feedback provision among BSE English Majors' undergraduate thesis and the quality of output of the students. The respondents, compared to Education majors from other universities, write their thesis alongside their practicum and have a shorter number of weeks in one term. As a result, this poses challenges in the writing process as the feedback provision among thesis advisers become limited. To address that issue, the study attempts to understand the role of computer-mediated communication (CMC) in a non-face-to-face class set-up in the teaching and learning process which heavily involves writing. In addition, this research uses interview, research paper, and observation notes as its instrument, and it uses thematic approach in the analysis of data. Based on these, this action research hopes to shed light in determining the capacity of Google Shared Documents to be a useful tool in the provision of feedback to the students' writing outputs.

The Effectiveness of touchphonics in the reading intervention of the grade 2 non-readers

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Research showed that children's brains are not automatically wired for reading; they need systematic assistance to become successful readers (Pedroza, 2015). Systematic assistance may come in the form of an effective reading program implemented by a knowledgeable, competent reading teacher. This study sought to determine the effectiveness of touchphonics as a reading program in the reading intervention of the Grade 2 non-readers. Fifteen non-readers in Pagatpat Elementary School in Second Grade were identified through the use of Phil-IRI pre-test. These non-readers underwent an eight-week duration of touchphonics intervention. After which, the Phil-IRI post-test was administered. This study used a pre-experimental design and the data were treated using mean, frequency, percentage and a Wilcoxon Signed- Rank Test. The result indicated that there was a significant increase in the over-all reading level of the pupils after the touchphonics intervention. Hence, the study concluded that touchphonics is an effective program to use in the acquisition of beginning reading skills of the non-readers. Touchphonics paved the way for the pupils to grasp the letter-sound correspondence. It developed their word recognition and comprehension skills. Among others, recommendations were directed to school heads, teachers and future researchers that they may use touchphonics as a school-wide reading program to help the non-readers improve their reading skills.

Enhancing the grammar competence in adverbs of grade IV pupils using Hangaroo

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Learning English grammar is one of the hardest learning issues in language teaching because it is complicated, lengthy and has many rules to follow. To induce learning, it is important to introduce the lesson on grammar in an interactive, fun, and enticing manner. The purpose of this study was to determine the effect of electronic game (Hangaroo) in enhancing the grammar competence of Grade IV pupils in adverbs of place and time. The mean, standard deviation, and an adapted scale from DepEd Order No. 8, s. 2015 were used to determine the level of grammar competence of the pupils; and paired sample t-test was also computed to determine the significant difference in the mean scores of grammar competence of the pupils. The result of study showed that there was a significant difference in the mean scores of the grammar competence of the Grade IV pupils in adverbs before and after the intervention (using Hangaroo) as indicated by the results of their pretest and posttest. The use of Hangaroo (electronic game) was found to be effective in enhancing the level of grammar competence of the pupils in adverbs.

Comprehending pictures from the lenses of language teachers and learners

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Having the 21st century's digital landscape where pictures are commonly used and created, this study aims to explore the collective experiences of language teachers and learners on comprehending pictures as strategic tools to facilitate learning in the language classroom and to propose a strategy to enhance the picture comprehension of the learners. With phenomenology as its research design, language teachers and learners were interviewed and their responses were transcribed, analyzed, and thematized. From this, two major angles of their experiences in comprehending pictures which are used as strategic tools in the language classroom were ascertained – picturesque and picaresque experiences. The picturesque and picaresque experiences of learners in comprehending pictures were thoroughly discussed through subdivisions. Further, #selfie and #groufie emerged as two strategies that can be used to concretize students' abstraction of pictures. In general, the teachers' facilitation of the lesson using pictures and the learners' perception of the use of pictures have very crucial roles in the comprehension of pictures.

Unang Ang-ang sa pagbasa sa Pinilungang Bisaya: A reading booklet designed to help struggling learners read

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This research was conducted to emphasize the value of reading as a major focus in improving the academic performance of pupils in St. John Elementary School. The respondents of the study were the eighty six (86) learners from Grades 1 to 4 who belong to non-readers after the conduct of Phil-Ire pre test. The study utilized an Action Research Process developed by Stephen Kemmis that includes four steps: Plan, Act, Observe and Reflect. It also engaged in various data collection such as observation, pre-test and post-test and focus group discussion. Result of the Unang Ang-ang sa Pagbasa Booklet, revealed that there was a substantial difference between the pretest and the posttest scores of the pupils from ($\mu=6.53$, $SD=4.18$) is lower than the mean score of the pupils during their posttest ($\mu=14.26$, $SD=5.92$), $p= -9.88$. It has a difference of 7.726% of the total number of respondents. This further revealed that parents play a vital role in instilling in the heart of their children the value of reading in everyday life experience. Moreover, results from the in-depth strategy employed showed that pupils, parents and teachers concede that the reading booklet has helped improved the reading performance of pupils in school. The researchers recommend that the reading booklet must be institutionalized in the North I District and eventually in the entire Division of Cagayan de Oro City.

Project Developmental Reading Intervention (DRI) on the reading comprehension skills of grade 7 students

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This study had been funded under DepEd BERF Grant Facility, Regional Office VIII (Eastern Visayas). Reading is a basic and fundamental skill a certain student should possess. It is said that reading is a pre-requisite skill to learning. Thus, in one's life, reading is vital. In the Every Child a Reader Policy of the Department of Education, a learner is expected to read with fluency and accuracy in Grade three; however, some students in the intermediate grades are still having dilemmas in reading. The purpose of this action research was to identify the effect of Project Developmental Reading Intervention (DRI) on thirty (30) identified low-proficient readers in grade seven enrolled in Burauen Comprehensive National High School in School Year 2016-2017. The study utilized mixed method design where data was confirmed using teacher-made reading comprehension sub-skills test and observation guides. Descriptive statistics was used and significant statements were extracted to analyze the data after a six-month long intervention. The pre and post-tests results were compared and a p-value of 0.01 was obtained which means that there is a significant difference in the mean-scores. The intervention was indeed effective. The teacher-observation to the students revealed that the participants showed positive response to the intervention activities such as "at first, the students had a hard time with the intervention activities, but as time goes by, it gets easier and better"; "the students were motivated and excited to participate"; "they (students) had fun while they learn reading"; and "they are eager to do the activities". The findings of the study may serve as basis in establishing and reviewing reading programs in other schools. The study may be replicated and adopted by other teachers who are facing the same problem. The researcher recommends to teachers and school administrators to try other reading intervention programs.

Pick it, Spell it Game: A way to enhance the spelling ability of the grade 7 students

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Being able to spell out words correctly is necessary because a simple mistake in spelling a word, may lead to a different meaning or misunderstanding of an idea. However, students usually find spelling activity plain and boring since they are not engaging with any physical movements and excitement. This is what the researchers observed wherein they come up with the idea of exposing the grade 7 students in a spelling activity through a game-based spelling strategy which the researchers themselves innovated. Using the action research design, Pick it, Spell it Game was done through spelling by group; the group who'd spell out more correct words will win. This tutorial is used to arrive with a better result of enhancing the spelling ability of the student-participants and also to go away with the usual and monotonous technique applied by teachers and spelling instructors. The participants of this study were the twenty eight grade 7 – Flax students of Burauen

Comprehensive National High School. The result of the analysis showed that there was a significant difference of the pre-test and the post-test scores of the students. The main factor which affected the improvement was the student's interest in the game as inferred by the semi-structured questionnaire. "Pick it, Spell it Game" had been beneficial for the students. This learning strategy may be useful to teachers and the future researchers as it provide another worthwhile strategy in in the area of literacy.

Contextualized Handwriting Intervention: Its impact on the reading and writing abilities of grade 7 students

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Literacy is one of the most important skills to be developed among learners and it is very important to emphasize that handwriting plays a huge part in learning to read. The purpose of this study was to identify the effectiveness of a contextualized handwriting intervention activity on the reading and writing ability of struggling junior high school students. Data for this study were collected from thirty (30) grade 7 students enrolled at Burauen Comprehensive National High School in the school year 2017-2018. These students were diagnosed having poor reading abilities. The pretest was conducted by the following levels: letter-word identification, reading fluency, and writing fluency. The same test was given after the tutorial to determine if there was a significant change on the participants' reading and writing ability before and after the tutorial. The researchers interviewed the respondents using a semi-structured instrument. The thematic analysis of learners' responses revealing their perceptions towards the handwriting intervention can be condensed in five (5) themes: 1) Hitting two birds in one stone; 2) Reverse psychology; 3) Upgraded for success; 4) Flight-or-flight response; and 5) Cultivate learning in a better context. The analysis of data using qualitative descriptive statistics in the tests conducted showed significant changes on the participants' reading and writing fluency after the tutorial. The researchers recommend that schools should have strong involvement among the teachers and parents to address literacy issues. The implication of the study may serve as basis for school administrators to include handwriting intervention as additional provisions within their literacy framework and programs.

Strengthening teachers' classroom practices using Teacher Cognition Framework and School-based Learning Action Cell

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Consolidated results of National Achievement Test for high school students in the Philippines in key areas like English have not been satisfactory in recent years (National Educational Testing and Research Center, 2012). This lackluster performance of students may be attributed to the decline in the teachers' performance in delivering content (Research Center for Teacher Quality, 2014). As a professional development strategy for the improvement of instructional practices and learner achievement, regular conduct of School-based Learning Action Cell (SLAC) was institutionalized

by the Department of Education through its DO 35, s. 2016. This study uses SLAC –professional learning community discussions—to strengthen English teachers' classroom practices related to writing instruction. The study involves 17 Junior High School English teachers of Tondo High School in Manila. The first phase of the study involves identifying key areas of improvements using an adaptation of Borg's (2008) Teacher Cognition Framework. Differences between self-reported beliefs and actual classroom practices of teachers were identified through survey-questionnaires and classroom observations, respectively. The results became the input for the conduct of the second phase – SLAC. Areas of disagreements served as points of improvements and were highlighted during the quarterly collaborative learning sessions. The study reveals that there are inconsistencies between self-reported beliefs and actual classroom practices of the teachers. However, after the SLAC sessions they have generally shown improvements and have addressed issues raised in SLAC during the teacher's succeeding quarterly classroom observations. The paper affirms that teacher cognition plays a vital role in improving teacher pedagogy. It further argues that observable and immediate impact of SLAC could be expected provided that a clear specification of needs-based targets is in place.

Harmonizing literature circles and differentiation in improving critical reading skills

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Due to the uninterrupted poor critical reading skills of Grade 11 learners as revealed in the results of their summative test and quarterly examination, this study aimed to determine the effectiveness of harmonizing literature circles and differentiated activities in improving critical reading skills, namely, identifying implicit and explicit claims, inferring contexts of text, and formulating evaluative statements. Prior to the conduct of literature circles during experimentation, subjects were grouped according to their learning styles which became the basis of differentiated activities. Employing a quantitative-qualitative method, the data revealed that their scores in the post-test increased higher compared to their scores in the pre-test. Moreover, there was a significant difference between the pre-test and post-test scores of the said experimental group. During Focus Group Discussion, the experimental group likewise claimed that their enjoyment, cooperation with one another in the circle, and the differentiated activities based on their learning styles helped them improve their critical reading skills. Finally, the researcher concluded that literature circles with differentiated learning activities were effective in improving learners' critical reading skills in English. It was similarly recommended the use of the strategy in improving other areas of reading education

The effects of using designed and developed instructional website in teaching classical literature

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Being an integral part of the English curriculum in the Philippine Education system, Classical literature should be given appropriate attention and way of inculcating to students so that the overall aim of teaching English can be achieved. Teaching Classical literature to Filipino students may not be an easy task because it is culturally, linguistically, and socially alienated from the

students. It has become the teachers' responsibility to exert more efforts in making literature enjoyable and meaningful for Filipino students. In the attempts to do so, the researcher designed and developed an instructional software, specifically, an instructional website which will determine if incorporating and using it in class would make teaching and learning Classical literature different, relevant and meaningful to the students. The study determined the effects of using designed and developed instructional website in teaching literature among students. This entailed the use of mixed methods research such as experimentation on the innovation's effectiveness, distribution of questionnaires, and administration of focus group discussions and interviews to the respondents to determine their schema or prior knowledge on the use of instructional website. It also required a quasi-experimental design. The result of the study demonstrated that instructional website as an example of Computer-assisted Language Learning was highly successful as an enhancement for traditional teaching. It also showed that the integration of technology into the classrooms considerably improved the learning and teaching of Classical literature and English language skills.

Aplikasyung Android wattpad sa asignaturang Filipino para sa baitang walong (8) mag-aaral sa ika-21 siglong pagkatuto

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Ang aplikasyung android wattpad sa asignaturang Filipino para sa baitang walong (8) mga mag-aaral ay isang inobasyon na kagamitan sa pagkatuto sa prosesong pagtuturo-pagkatuto sa ika-21 siglo. Napag-alaman ng mga mananaliksik sa panimulang pag-aaral na ang paggamit ng wattpad ay isang malaking salik sa pagbagsak o pagbaba ng akademikong pagganap ng mga gumagamit nito. Nilalayan ng mga mananaliksik na gawing kapaki-pakinabang ang wattpad sa akademikong larangan lalo't higit sa pagtuturo ng asignaturang Filipino. Orihinal na mga katha na may kaugnayan sa mga paksa at kasanayang pampagkatuto na nararapat linangin sa mga mag-aaral ang binuo at nakainstall sa wattpad upang magbunga ng ika-21 siglong pagkatuto. Wattpad ang naging sanhi ng pagbaba ng akademikong pagganap, wattpad din ang magbubunga ng pagtaas nito. Ang kuwasi-eksperimental ang ginamit na disenyo ng pananaliksik. Ang paggamit ng pauna at panghuling pagtataya ang naghayag ng naging akademikong pagganap ng mga mag-aaral. May dalawang pangkat ng mag-aaral-respondente sa pag-aaral na ito, ang kontrolado (gumagamit ng wattpad) at eksperimental (hindi gumagamit ng wattpad). Pinagtibay ang naging resulta lapat ang T-Test bilang kagamitang pang-estadistika. Ang kinalabasan ng pag-aaral ay mayroong mahalagang pagkakaiba ang akademikong pagganap ng mga mag-aaral sa pauna at panghuling pagtataya. Ang kontrolado at gayundin ang eksperimental na pangkat bilang mag-aaral-respondente ng pag-aaral ay nakakuha nang mas mataas na iskor sa panghuling pagtataya na may deskripsyong pinakamahusay. Nabuo ang kongklusyon na kahit gumagamit o hindi gumagamit ng wattpad subalit ginamit ang bagay na ito nang makabuluhan at kapaki-pakinabang ay magbubunga nang mahusay na pagkatuto. Ang nabuong aplikasyung android wattpad sa asignaturang Filipino para sa baitang walong (8) mag-aaral ay inaasahang magagamit at makatutulong higit sa mga guro at mag-aaral sa lahat ng antas ng edukasyon at magbubunga ng ika-21 siglong pagkatuto.

Identifying algorithm by examining social context: Photovoice and photo-elicitation in teaching Mathematics

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Photovoice is an inquiry method driven by participants who initiate, identify, represent, and enhance their learning and critical consciousness through the specific photo(s). On the other hand, Photo-elicitation is a process of dialogue among a minimum of two persons regarding a photo with a specific message/caption (Trott, Tomsett, and Shaw, 2018). This study narrates the experiences of the students while the teacher uses photovoice and photo-elicitation in teaching algorithm in his class. All those experiences are analyzed based on the available published literature. The study utilizes participatory and critical worldview to represent the voices of the students inside the school. During the data gathering, I used journal of the students, peer interview and focus group discussion to gather data for the study. Three themes were generated by the students as school problem: 1. Cleanliness of the school; 2. School safety and; 3. Discipline of the students. The students created plan how to minimize or eliminate the problem. There is no gallery held after the photovoice so I shifted to photo-elicitation using Mathematics to show the output of the students in social media. Several reforms happened in the school after the said activity. Do these varieties of approach effective in teaching Mathematics?

Key Term: photovoice, photo-elicitation, voices, school problems, action, social media, teaching Mathematics

Numeracy enhancement tool (NET): Mobile app for mathematics students

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Prerequisite skills are necessary for the students to cope with the senior high school mathematics subject wherein lessons are advanced and need mastery of the lower mathematics. In this study, offline mobile game app in the form of quiz was utilized to increase the basic mathematical skills of the students. In particular, the study aimed to determine the effectiveness of the said mobile app through experiment. This study used practical action research with pretest-post test design for two sections from Grade 11. Selection of the sections was based on the sections with lowest second grading mean percentage score in mathematics and simple random sampling was used to determine the control and the experimental group. The results of the pretest and the post-test were used and no qualitative data were considered in this study. Using paired sample t-test, it was found out that the mobile app helped the students to increase their basic mathematical skills based on the pretest and post test scores. It was revealed that there is a significant difference between the pretest and post-test results and between the control and the experimental groups. It means using mobile phone in learning mathematics concepts may increase not only the passion of the students in mathematics, but also their computational and conceptual skills. It implied

mobile app can be used in reviewing the basic mathematical skills of the students which are the prerequisite skills for Senior High School Mathematics.

Mathematical model on the mathematical skills of freshmen and sophomore engineering students of Quirino State University

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The purpose of this study is to investigate the mathematical skill level of freshmen and sophomore civil engineering students in Quirino State University- Cabarroguis campus and establish a mathematical model to represent the data. The quantitative and exploratory research method was used in the study. Sample frequency percentage, mean, grand mean, and Multiple Linear Regression were the statistical tools used to determine the extent of response to a certain problem. The mathematical skill level of the respondents was determined based on the scores obtained in the diagnostic test. The result of the survey reflected that majority of the respondents have a satisfactory mathematical skill level. A mathematical model with 68.7% accuracy was established to predict the mathematical skills of respondents.

The application of mathematical concepts to actual fieldwork of the Bachelor of Science in Civil Engineering graduates

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This paper deals with the study on the applications of mathematical concepts as experienced by the graduates of Bachelor of Science in Civil Engineering of QSU Cabarroguis Campus. The study aimed to determine the mathematical concepts that are applicable during practice. The quality of education of the graduates is a very important function that defines an institution because these will help ensure that graduates are equipped with the right knowledge, skills and values that will enable them to work in their respective field effectively. To find solutions to this query, a research was conducted to identify the mathematical concepts that were used frequently by the graduates of Bachelor of Science in Civil Engineering (BSCE) during their current jobs. The study intends to establish a continuing evaluation process of the university performance and the findings of the study will help the university identify its learning outcomes so that educators of the said institution could prepare the BSCE students properly in accordance to the right mathematical concepts they need to feed to the students to create competitive and productive graduates.

Thus, this will enable the university to create a high standard of education considering the practical aspects of educating the students for future purposes.

Thwarting of difficulties in polynomial division: the case of synthetic division

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This is a classroom-based experimental study that employed one-group posttest only design. Participants of this study were eighteen (18) sophomore Bachelor of Elementary Education students enrolled in Advanced Algebra and Trigonometry. The researcher gave them a 2-hour lecture on polynomial division by long division and synthetic division: regular and expanded. To gather the data needed for this study, the researcher administered a test to the students after the lecture. They were told to find the quotients of the polynomials both by long division and synthetic division. They were also told to write in their paper the division process they prefer to use in polynomial division based on the difficulties they encountered in dividing the polynomials. Results of the study showed that the students preferred synthetic division: regular and expanded in finding quotients of polynomials. In a class interview, the students told the researcher that polynomial division by synthetic division is a lot easier than by long division.

Designing realistic mathematics lessons towards improving mathematical productive disposition

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This action research was developed from my need to advance the ability of designing lessons that target the improvement of students' mathematical productive disposition. It involved a class of 33 tenth graders in a public secondary school in the Philippines. I incorporated principles of realistic mathematics education and used socially-relevant situations in teaching permutations to identify opportunities and challenges rising from my experience in the implementation. In gauging participants' productive disposition, I developed a survey that captured their perception of mathematics through metaphors and revealed Likert data on five aspects of productive disposition: contextual relevance, importance of knowing mathematics, diligence in doing mathematical tasks, general attitude towards mathematics, and ease of performance. Analysis of participants' pre-intervention metaphors of mathematics revealed four classifications of students that capture their perceptions of mathematics, reflective of productive disposition. Experience with the realistic mathematics lessons on permutation has led some participants to modify their perceptions. Improvement was also noted in all identified aspects of productive disposition. From the interpretation of the data and my critical introspection of experience in adopting realistic mathematics, I conclude that making mathematics matter to students can be achieved if teachers make considerable and devoted attempts at making what matters to students mathematical. There are challenges in designing lessons that conform with realistic mathematics including developing and enabling students' awareness of their social and cultural environment, and encouraging critical thinking. However, consistent exposure to lessons that present mathematics as contextually and socially-relevant can potentially improve students'

mathematical productive disposition together with other strands of their mathematical proficiency.

Computer Engineering students performance using the Udemy and Khan Academy Videos in learning differential equations

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This study aimed to compare and test if there is a significant difference between the performance of computer engineering students using the Udemy and Khan Academy videos in learning differential equations. The respondents were the selected computer engineering (COE) students enrolled in Universidad de Manila (UDM) for the school year 2017-2018. This study involved two groups – first group watched the Khan Academy videos while the other group watched the Udemy videos. To establish the comparability within the groups, the researcher conducted a pretest examination. Those whose score matched were considered as the respondents of the study. The researcher used experimental with static-group comparison design. Students from two sections took quizzes and midterm examination. After watching the videos, students were given a quiz every topic and after the midterm period, midterm examination was given. Results of tests were gathered to compare the mean scores. Independent sample t-test was used to test if there is a significant difference between the two means. Using Khan Academy and Udemy videos, performance of the students in quizzes about slope fields and Euler's method are in the average, while on separation of variables, exact equations and homogenous equations are low. There is a significant difference between the performance of students in the topics slope fields, Euler's method, separation of variables and the mid-term examination. Overall, when comparing the performance of computer engineering students of UDM in quizzes and midterm examination, result of study implies that Khan Academy video is more effective than Udemy video in teaching differential equations.

Visual Model Approach in solving algebraic word problems among grade 7 STE Students

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In this action research study of our seventh grade mathematics students, we investigated the effectiveness of a mathematical strategy in solving algebraic word problems in Cagayan de Oro National High School. The purpose of this action research study was to observe students mathematical abilities and to investigate whether teaching the visual-model approach in solving word problems in linear equations in one variable will enhance students' mathematical thinking and their ability to comprehend and solve word problems and to fully promote the love of solving math word problems amongst them. The study used the descriptive research design. Purposive sampling was used in the selection of respondents. All the students of the two sections, Aristotle and Galileo, had undergone the intervention. The data were analyzed using descriptive statistics. Students took a pre and posttest designed to measure and give students practice on mathematical skills. Students worked individually on practice problems, answered questions daily

in their problem solving notebook. The students who were exposed to the said strategy have a higher level of conceptual understanding and proficiency level in solving word problems in linear equations in one variable. The result showed that there is an improvement in the proficiency level. This indicates that the visual approach played a vital role in helping students' sequential learning to bridge prior knowledge and new concepts. Results also revealed that it helps develop a better understanding and increases students' mastery of the concepts and comprehension or proficiency level.

Analyses of STEM students' trigonometric differentiation and integration solutions

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Solving differentials and integrals of trigonometric functions are deemed complex due to the needed pre-requisite skills such as students' mastery of the trigonometric formula transformations and of the basic differentiation and antidifferentiation rules. This qualitative study looked into the common patterns of errors committed by senior high school Science, Engineering and Mathematics (STEM) students in solving differentials and integrals of trigonometric functions. A total of 160 test papers were analysed for this purpose. Errors and relevant observations were tallied, coded and analysed. The results revealed that the students generally mastered basic trigonometric differentiation and integration rules. However, errors mostly occurred in the simplification process indicating little mastery of trigonometric formula transformations. Difficulty in trigonometric formula transformation was further evident on items involving integration by substitution. Findings served as basis in crafting pedagogical interventions.

Cross-sectional analysis on Mathematics achievement emotions using achievement goal and Kolb's learning style frameworks

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This research work is an explanatory cross-sectional analysis on achievement emotions in mathematics. The main objectives of the study are as follows: (1) to test whether there is a significant interaction effect between the approach-avoidance dimension of achievement goals and Kolb's learning styles on achievement emotions in mathematics, (2) to test whether there is a significant difference in the means of achievement emotions in mathematics when grouped according to approach-avoidance dimension of achievement goals, and (3) when grouped according to Kolb's learning styles, and (4) to provide effect-size estimates for each significance test. Three instruments were utilized in the study, namely, Achievement Goal Questionnaire ($\alpha \geq .761$), Kolb's Learning Style Inventory 3.1 ($\alpha \geq .691$), and Achievement Emotions Questionnaire for Mathematics ($\alpha \geq .713$). The study utilized cluster sampling ($n=105$), two-way ANOVA interpreted through p-values, and partial eta-squared for effect-size estimates. Results show that there is a small interaction effect attributed to chance on all achievement emotions which can only be seen through careful study. Similarly, there is an average effect on enjoyment, and pride carried by achievement goals, and an average effect on boredom and anger carried by Kolb's learning styles; which implies that both effects are somewhat visible in naked eye, and evidently, not attributed to chance. The present researcher recommends, as a result of post-informal focus group discussion with selected students, to consider peer pressure, bearings of mathematical

challenges, and the formed presence of a teacher caused by their approach in class, as moderator and mediator variables

Effectiveness of using Strategic Intervention Material (SIM) in intervening least learned competency in Mathematics

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The purpose of the study is to determine the effectiveness of Strategic Intervention Material (SIM) in intervening least learned competency in mathematics. Specifically, a one group pretest-posttest research design was utilized for the study. The sample consisted of fourteen (14) Grade 5 pupils were given remediation on the identified lowest least learned competency using researcher – made SIM. The 20 – item researcher – made questionnaire were used in collecting data of the study. The questionnaire was validated to determine its reliability. The reliability value of the questionnaire is 0.71. Results of the study revealed that there is a significant difference between the pretest ($M=7.786$) and posttest ($M=15$) scores of the respondents in the given topic using paired t-test at 0.05 level of significance. This implies that Strategic Intervention Material (SIM) is an effective strategy in intervening least learned competency in mathematics. Thus, teachers in mathematics are urged to use SIM in their respective classes to improve the performance of their pupils and intervene the least learned competencies

My PAL: Effectiveness of peer-assisted learning in Science High School through heterogeneous grouping

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The purpose of this study is to analyze the effectivity of Peer Assisted Learning (PAL) through Heterogenous grouping during formative assessments. The participants will be Grade 10 students in a Science High School who are taking Mathematics Elective: Analytic Geometry. During the intervention, each student took paired and individual sets of seatwork. After which, the scores of these seatwork were compared to see if PAL is effective not just in paired, but also in individual ones. The head coordinator of the science high school also observed, and gave her feedback about the intervention done by the researcher. Lastly, a survey was given to the students for them to share their insight regarding PAL. The information gathered in the survey helped the researchers to see that PAL was able to help the students improve their academic performance not just by pair but individually as well, develop their interpersonal skills and somehow lessen their intimidation in Mathematics

Attitude, perception of teacher qualities, and academic performance of Senior High School students

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This study is a report on the attitude, perception of teacher qualities, and mathematics performance of senior high school students in public schools in Calamba City. It is a descriptive-correlational study. It used random sampling in identifying the respondents. The respondents were 225 students of four (4) public schools. Data were subjected to statistical analyses using frequency and tally percent, mean, standard deviation and Pearson Moment Coefficient Correlation (r). The finding revealed that students have a positive attitude towards the subject, students described their teacher as "Satisfactory". The Mathematics performance of the students is Approaching Proficient or Average. Moreover, the study showed that the attitude of the students towards math is not related to their perception on their teacher's quality. Moreover, the academic performance of students is not significantly related to their attitude towards math and to their perception on their teacher's quality. It can be suggested in the study that there is a need to create interventions in order to enhance students' performance. Teachers must be sent to trainings, seminars, workshops, mentoring and encouraged to continue professional development. The study recommends that the students' attitude and performance can be enhanced by means of ensuring to integrate the importance of the concepts of the subject to our everyday lives. Furthermore, the school heads should support the teachers, especially in developing their teaching skills and performance. It is also recommended to conduct study using qualitative method. Through class observations, interviews and emerging oneself in a period of time in a classroom environment. This is to validate the students' responses on the scaled questionnaire and inventory. Finally, the study can also be done in junior high school to assess basic math and advance math subjects. Choosing it to conduct in private schools will also be beneficial in the research field.

Effectiveness of Mathematics G-book on the performance of SUCs student applicants

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The study aimed to determine the effectiveness of Mathematics G-Book on the performance of SUCs student applicants. The researchers used the purposive sampling in determining the fifty (50) respondents. They were grouped into two: the experimental and control groups. Each group has twenty five (25) respondents. The study used the experimental method of research. The researchers developed a Mathematics G-Book to improve the level of performance of SUCs student applicants in the entrance exam in their preferred university. The data were gathered, statistically analyzed and interpreted. The paper found out that there is an increase in the posttest means score of the experimental group after being exposed to the Mathematics G-Book which means the respondents from the group gained more knowledge and has an effect in their performance in Mathematics from the Mathematics G-Book in teaching Mathematics. Likewise, the null hypothesis was rejected for the significant difference on the performance of the control

group in the pretest and posttest with respect to the different lessons in Mathematics G-Book. Likewise, the null hypothesis was rejected for the significant difference on the performance of the experimental group in the pretest and posttest with respect to the different lessons in Mathematics G-Book. More so, the null hypothesis was rejected for the significant difference on the performance of the respondents in the experimental and control groups as revealed by the posttest with respect to the different lessons in Mathematics G-Book. Furthermore, the Mathematics G-Book with respect to the different lessons were found 'Much Effective'. The papers concluded that the students obtained a high performance in the post-test as revealed by the experimental group with the used of the Mathematics G-Book. Finally, the Mathematics G-Book is an effective tool in elevating the progress of learning and understanding on the part of the students.

Bottom-up pedagogical construction through photographs: Proposed integration of Ecopedagogy and Inferential Statistics

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This paper is contains the first part of the four studies which deals with integration of contextualized ecopedagogy in teaching Probability and Statistics class in Senior High School. Ecopedagogy is a bottom-up pedagogical approach utilizing Freirean Empowerment Education which also known as critical environmental education. Through narration and continuous dialogue with my students using their photographs, they were able to describe the environmental issues that they encounter in their daily lives. They presented and verified their stories in our five-day environmental issues sessions. The activity became too engaging to the students that it reveals several concepts around the ten kilometers radius of the school. The findings revealed that the biocentric issues of the town coincided with the its anthropocentric concerns which requires rigid verification using mean estimation and statistical inferences, and immediate action from the people, barangay officials, from local government and most importantly the school's participation regarding to this matter.

Improving retention level using combined online drills and re – teaching approaches (CodReap)

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Mambuaya National High School is facing a pressing issue of low proficiency level in every quarter examinations in Mathematics, in a school - based research findings poor fundamental skills in Math and poor retention skill were identified as major contributing factors. Anchored in a drill and practice method of instruction, the study aimed to determine the effectivity of combining online

drills and re – teaching with a specific teaching methodology as teacher preference to improve retention skill. A pretest – posttest research design, participants were selected Grade 7 and 10 learners through purposive sampling. Each subject teacher selected one least learned learning competency based from the Curriculum Guide of DepEd per year level. Online drills and re – teaching were done for two weeks after a given pretest followed by two posttests with one-month interval. Grade 7 learning competency was product of binomials where re – teaching approach was the utilization of algebra tiles while Grade 10 learners learning competency was identifying zeroes of the polynomial function using board discussion and video presentation as a re – teaching approach. Results of the study showed significant improvement from pretest to posttests and no significant difference between posttest 1 and posttest 2 for both level after one-month interval. Moreover, learner – participants gave a positive perception that CodReap helps improve their learning. Hence, CodReap is effective in improving the retention skill of learners. Further study is recommended to improve CodRead in impact contribution to achieve standard proficiency level in learning set by DepEd.

Quipper school: its effect in the student engagement and performance in Geometry

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Millennials learn best in an environment that supplies them with exciting experiences thus giving them opportunities to master concepts. This study explored the effect of Quipper school in a learner-centered approach in teaching to students' performance in Geometry. This was conducted at Ozamiz City National High School, Division of Ozamiz City during the school year 2016 - 2017. Pretest and posttest quasi-experimental research design was used employing 60 Grade 10 students as participants. The students were matched according to their mathematical ability and were randomly selected to constitute the Quipper and Non-Quipper groups. The researcher utilized Achievement Test and Daily Lesson Logs, Engagement Scale in Mathematics and Activity Prompts in gathering data. The data gathered were analyzed and interpreted using mean, standard deviation and One-Way Analysis of Covariance (ANCOVA). Findings revealed that there was a significant difference between the level of student engagement and performance in Geometry. The students in the Quipper School had a higher engagement level than that of the Non-Quipper group. The students taught in a Quipper School environment had meaningful and significant learning experiences and performance in Geometry than their counterparts.

Guiding preservice Math teachers to think reflectively through education blog

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The strive to develop reflective practitioners begins in encouraging preservice teachers to think reflectively on the contents and applications of the courses they take. It is the goal of every

teacher education institutions to inculcate the habit of reflection among their students to guide them to be reflective thinkers. Thus, the teacher- researcher designed her instruction with the use of educational blogs to foster reflection among her students. This study intends to describe the experiences and challenges by the teacher and preservice math teachers in integrating education blog in their course activities. With the aim to improve the conduct of blogging in a mathematics course, qualitative action research was utilized. Thirty-eight preservice math teachers in a state-run university were the participants in the study. Despite the challenge of internet connectivity, the participants revealed creative ways to accomplish the tasks. Significantly, education blog supported the goal of the teacher to encourage students to reflect on the course contents and applications. Thus, results from this study suggest the use of education blog to provide a venue for preservice math teachers to reflect on the course contents and applications.

Manide : an Ethnolinguistic -based perception on Mathematics of Bihugs in Camarines Norte

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This study explored the development of the Bihug's concept and knowledge of Mathematics in Kabatuhan, Labo, Camarines Norte. It specifically inquired if the Bihugs have a mathematics of their own and process prior knowledge on the proper usage of it. The designs of this research were descriptive and exploratory. The research design was constructed with a multi-level approach using an in-depth or focused interview, focused group discussion and narratology. Thematic analysis was used to process the data gathered. The Bihug of Kabatuhan, Labo, Camarines Norte has knowledge on mathematics although at first, the mathematics was not clear to them. Four different concepts were formed from the responses of the informants to the question, "What is mathematics?" These were mathematics is a subject, it is taught by their ancestors, and used on buying and selling their products. Three factors arised as to the Bihug's knowledge on mathematics. These were mathematics helps them not to be swindled on the price of their product, mathematics is a hard subject. As to mathematical operations there were only four, these were Laetan (Addition), Pagbabawas (Subtraction), Paulain (Multiplication), and Paghahati/ Hatiin (Division).

Worksheets: Improving the performance of BSED Mathematics students in Calculus

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The study of Calculus proves to be difficult to students who lack proficiency in algebra and other pre-calculus subjects. Teachers are expected to use interventions in their classrooms when their students encounter difficulties in learning. Having observed this problem in class in Calculus, this researcher decided to conduct a study which involves the use of worksheets. These worksheets were designed to cover basic facts and exercises in Algebra and Trigonometry and also include practice exercises in some topics in Calculus. This study focused on the effect of using worksheets on the performance of students. To determine the effect of worksheets on the students' performance in Calculus, an experimental research using the single group pretest-posttest design was utilized in this study. It was conducted over a period of three weeks in the researcher's class.

The participants consisted of twenty-seven (27) Third Year BSED Math students enrolled at Romblon State University during the second semester school year 2017-2018. The first activity was the administration of the pretest after which each of the six worksheets was administered to the students every meeting. At the end of the third week, the posttest was administered and grades were recorded. Results of the study showed that there is a significant difference between the pretest and posttest scores of the students in favor of the posttest [$t_{26}=9.037$, $p<0.05$]. The pretest mean score of 0.2963 which has increased as shown in the mean posttest score (2.1111) of the students implies that the use of recall and practice worksheets may have played a significant role in enhancing students' learning. Hence, the researcher recommends the use of worksheets not only in calculus but also in other mathematics subjects. It is also recommended that the design of the worksheet be modified in order to sustain the students' interest.

Analyses of STEM students' trigonometric differentiation and integration solutions

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Solving differentials and integrals of trigonometric functions are deemed complex due to the needed pre-requisite skills such as students' mastery of the trigonometric formula transformations and of the basic differentiation and antidifferentiation rules. This qualitative study looked into the common patterns of errors committed by senior high school Science, Engineering and Mathematics (STEM) students in solving differentials and integrals of trigonometric functions. A total of 160 test papers were analysed for this purpose. Errors and relevant observations were tallied, coded and analysed. The results revealed that the students generally mastered basic trigonometric differentiation and integration rules. However, errors mostly occurred in the simplification process indicating little mastery of trigonometric formula transformations. Difficulty in trigonometric formula transformation was further evident on items involving integration by substitution. Findings served as basis in crafting pedagogical interventions.

Technology supported inquiry-based learning and achievement in Science

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The 21st century world is characterized by the use of numerous products of technology. Today's generation of students are exposed to the products and processes of technology such as smart phones, the internet and others. Thus, science teachers need to employ teaching strategies that use technology. The K-12 science curriculum is a learner centered inquiry-based approach in teaching where the teacher acts as a facilitator of learning. However, there are still some teachers that use the traditional method of instruction because of the following reasons: lack of time, teacher beliefs, insufficient materials, lesser motivation and crowded classrooms. These factors contribute to low achievement and low interest or attitude of students in science. This action research used the experimental design to determine the effect of technology supported inquiry-based instruction on the students' achievement and attitude towards Science 10. The control group was taught using the traditional method while the experimental group was taught using technology supported inquiry-based instruction that used video clips, power point presentations and Plickers Apps for formative assessment. Both groups were given the same activities and exercises found in the Department of Education Science 10 Learners' Material. The pretest for both groups indicated there was no significant difference in terms of prior knowledge in the module for Earth and Space. There was no significant difference also in their attitude towards Science before and after the intervention. The moderately high interest in the subject for both groups was maintained throughout the period of the study. Both groups had higher mean post test scores but the experimental group performed better than the control group. There was a very weak positive relationship between attitude and achievement. Technology supported inquiry-based learning was effective in increasing students' achievement and attitude towards Science.

Students' cognitive learning and motivation through Hybrid Instructional Strategy

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This study examined the effects of Hybrid Learning Strategy on the cognitive learning and extrinsic motivation among Senior High School students of Alubijid National Comprehensive High School, Alubijid, Misamis Oriental, Philippines. Hybrid or Blended Learning Strategy is a promising pedagogical approach which integrates interactive lessons with the innovative and technological advances of virtual environment. It measures both cognitive learning and motivation in science classes. The combined instructional approach operates the learning cycle instructional phases which engages the learner to explore new concepts involving hands-on and minds-on activities. A pretest-posttest pre-experimental design was used to determine students' cognitive learning and extrinsic motivation when exposed to Hybrid Strategy. A teacher-made questionnaire on disaster readiness concepts and the Science Motivation Questionnaire II (SMQ-II) were the instruments used. Descriptive statistics and paired t-test for dependent sample was

utilized to determine significant differences toward academic performance and motivation. Findings of the study revealed that through hybrid learning strategy, a remarkable increase was reflected on the students' cognitive learning. While, students' extrinsic motivation indicated 'moderately motivated'. Further, students were motivated on the following motivational components such as career motivation and grade motivation. These motivational components were found to have no significant difference at 0.05 level. However, a significant difference existed between pretest and posttest, thus students' academic performance were enhanced as exposed to hybrid learning strategy.

Enhancing Science inquiry skills via socio-scientific based instruction

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In the K to 12 Science curriculum, one of the 21st century skills that needs to be developed among the learners is the inquiry skills. This mandate indicates that there is a need to upgrade science instruction and this can be achieved with the use of various innovative approaches in teaching, one of which is the use of Socio-scientific based Instruction (SSBI). This research was conducted to determine the potential of SSBI in enhancing science inquiry skills of the students. It specifically determined the performance in terms of pretest and posttest as well as the inquiry skills developed among the students. The Quasi-experimental research, utilizing the pretest-posttest design was adopted in this study. Two intact classes of Grade 9 STE curriculum of Tabaco NHS served as the research participant. Grade 9- Dalton class served as the experimental while the Grade 9- Lavoisier class served as the control. The SSBI was implemented to the experimental group while the control group was exposed to the conventional method of teaching. It can be claimed that there was a significant improvement from the pretest to the posttest in the group where the intervention was implemented. The result of the pretest showed no significant difference on the performance of the experimental and control group. However the computed t-test during the posttest is 3.90 which is significant at .05 level. A significant difference existed between the two groups favoring the experimental group. Further, the inquiry skills developed among the learners were providing explanations based on evidence, communicating, and justifying explanations. Results of the study underscore that using SSBI in science teaching facilitate the development of the inquiry skills in understanding science concepts.

Non-Physics majors' level of confidence in teaching Physics: basis for a Teacher Enhancement Program

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The adoption of K to 12 curriculum in the Philippines brought challenges to the JHS Science teachers. They tend to teach concepts not within their areas of specialization. This study determined the profile of non-Physics majors and their level of confidence in teaching Physics as basis for designing a proposed teacher enhancement program. The study used a descriptive

survey type of research. A questionnaire with a mixture of Likert-scale and open-ended questions was administered to the 40 non-Physics majors of Gen. Emilio Aguinaldo National High School. The data gathered were treated with the use of frequency count, percentage and weighted mean. Also, an unstructured interview was conducted to support the findings of the study. The results revealed that all teachers have finished Science courses but with varied areas of specialism. The percentage distribution per specialization were as follows: 52.5% Biology, 27.5% General Science, 15% Chemistry and 5% Physical Science. As for the number of years in teaching K to 12 Science, 57.5% of teachers have taught for 4-6 years and 42.5% for 0-3 years. Furthermore, the data showed that teachers were confident in teaching topics for Force and Motion and less confident in Energy with an average mean of 2.7 and 2.4 respectively. Moreover, Chemistry and General Science Majors were confident in teaching Physics while Biology and Physical Science Majors were less confident. On the other hand, only Grade 10 teachers were confident in teaching Physics. The low level of confidence were attributed to their limited knowledge, unfamiliarity of the concepts and use of mathematical skills. The results implied the need for a teacher enhancement program such as short course in Physics, peer teaching and in-service trainings to help teachers gain self-confidence and improve the teaching-learning process in Physics. Hence, the Proposed Teacher Enhancement Program in Physics (PTEPP) was planned.

Triumphs and travails in science : Lived experiences of learners with special educational needs in inclusive classrooms

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Inclusion in science classroom provides a better quality education for diverse learners and instrumental in shaping scientific attitudes and developing higher order thinking skills. This descriptive study aimed to understand the lived experiences of two medically assessed male learners, one with Asperger Syndrome Disorder and another with Attention Deficit Hyperactivity Disorder. Both served as key respondents and their stories of how they triumphed and travailed in their science academic performance in inclusive classrooms were investigated. Themes on communication, social relationships, emotional and behavioral aspects were examined. Two science teachers, three classmates and mothers of both participants were interviewed as well. Narratives were used to gather data from the semi-structured interview guide. Grades in Science and Research subjects and scientific ability in the National Career Assessment Examination were triangulated along with their science academic performance. Results revealed that both learners triumphed in their science academic performance with highly proficient grades in physics / biology, research and their admission to the science and technology junior and senior inclusive secondary schools served as evidences. Active participation and membership to clubs, science camps, seminars, workshops and winnings to various contests showcased their talents, skills and abilities that fully developed and enhanced their personality. On the contrary, both travailed in English and Filipino communication either in reading or writing. Social relationships were limited to their own interest and choice of friends. Unbecoming behavior that led to tantrums were manifested when they experience stress, anxiety, depression and loneliness. Necessary support from classmates, teachers and parents were deemed important to address their special education needs in order for them to be productive and responsible individuals of the society.

The Influence of strategic intervention materials toward Science achievement

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This study aimed to determine the influence of Strategic Intervention Materials toward Science achievement which was experimental in nature. It utilized descriptive research employing a pretest and posttest design among Grade 9 students of Alae National High School. Students were all coming from heterogeneous sections handled by the researcher. One hundred sixty (160) respondents were used in the study; 80 of which were used in the control group with the traditional lecture method and another 80 in the experimental group with the Strategic Intervention Materials. Fish bowl technique was used in selecting the groups to be assigned as control and experimental groups. Both groups were given pretest, posttest and survey questionnaires. Scores on pretest and posttest were measured using a researcher-made achievement test. Descriptive statistics were employed in determining the distribution of the respondents in terms of gender, parents' educational attainment, study habits, attitude towards Science, and parents' follow-up. T-test and F-test were used to test the significance of the difference between pretest and posttest results in Science. Results revealed that among the specific variables, only gender had a significant influence in the experimental group which showed that there was a significant difference between the average scores in favor of the girls and showed no significant effect in all of the variables of the study in the control group. Furthermore, data showed a significant level of increase in the experimental group from pretest to posttest. On the basis of the findings, it could be concluded that the Strategic Intervention Material is a significant differentiating factor as to students' achievement in Science.

Developing science inquiry skills of kindergarteners through art-making

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Creative and critical thinking are life skills kindergarteners need to equip with, cognizant that 21st century is a time for creators and inventors. This Mixed Methods Embedded with Quasi-experimental Design study aimed to enhance science inquiry skills of 20 matched-pair kindergarteners through art-making using researcher-made Inquiry Skills Test, art module, checklist and questionnaire validated by the experts. Transcript of 2 class observers, pre and post focus group discussion to participants' parents and video recording during interviews and class sessions were also employed. The researcher investigated the effect of art-making in the development of science inquiry skills of kindergarteners, the significant difference of the mean gain score between control and experimental groups, the challenges and insights encountered in employing art-making strategy, cognitive and behavioral changes occurred during the intervention. Findings revealed that there was no significant difference in the mean gain score of kindergarteners between control and experimental groups. However, art-making provided positive effects in

kindergarteners' lives beyond academic norm. The challenges and insights encountered were time constraint, lack of teacher's assistance, kindergarteners' unfamiliarity towards art materials, and limited selection of art materials. The insights were art-making stirred up kindergarteners' interest and fascination resulted to a meaningful learning experiences, assisted kindergarteners' innate curiosity to develop more, paved the way for release of suppressed emotions, and built up confidence. The changes occurred in the research participants were development of verbal and expressive language, social skills growth led to collaboration and teamwork, improvement of fine motor skills and development of critical thinking skills. The conclusion reveals that kindergarteners are innately equipped with inquiry skills even before attending kindergarten classes.

Electronic Strategic Intervention Materials (e-SIMs) in Chemistry for grade 9 students

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This study is anchored on the significant role of teachers in facilitating low performing students in meeting the necessary learning competencies as prescribed by the science curriculum. Thus, the conceptualization of electronic strategic intervention materials (e-SIMs) in chemistry for grade 9 students. Specifically, this study aimed to develop and validate e-SIMs through research and development methodology. It involved three phases namely planning phase, development phase and validation phase. The planning phase involved conduct of achievement test which served as the basis in developing the e-SIMS. Strategic intervention materials were developed by the researchers and later on put into its electronic form in collaboration with an IT specialist. In the validation phase, the e-SIMS were evaluated by pool of experts in science education and it was field-tested to grade 9 students. The e-SIMS were found to be valid and effective in improving students' performance in chemistry, thus it is recommended for use.

Keywords: Electronic Strategic Intervention Materials (e-SIMs), Students' Achievement

Easing anxiety in learning Organic Chemistry through visual art projects

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The purpose of this classroom action research is to ease the anxiety of non-science major students in learning Organic Chemistry through creative visual art projects. Students' day-one journal reflected that there is a great fear in learning this science because of its high-demand in understanding abstract concepts coupled with frightening molecular structures which seemed impossible to appreciate. These students' reflections prompted me to integrate visual art projects into teaching because my personal experiences in working with visual arts helped me deeply in studying chemistry. A five-set teacher-designed visual art project was introduced to the class for

a span of ten weeks, two of which are individual projects while the rest are in groups. Students utilized oil pastels, crayons, water colors, computer graphics, recycled materials and home-made polymer clays as media of their visual arts. Interviews were conducted and journal reflections were collected and analyzed after each submission. Majority of the students felt empowered and delighted in their own creative output after finishing a visual art work. Students mentioned that at first it is difficult to conceptualize the project because there is a need to understand the chemistry concept behind it thus, requiring reading and carefully analyzing before creating the art piece. Students said that every time they look at their output, they are confident that they can pass the subject. Although some students revealed that they enjoy doing the visual art projects more than the usual teacher-lecture, they value that lectures are still necessary to strengthen their understanding of Organic Chemistry particularly when the teacher corrects the misconceptions in artworks during presentations. It is therefore recommended that visual art projects integration to classroom teaching of Organic Chemistry be institutionalized through module development and validation for proper implementation.

Reaching digital native learners using Kahoot in Earth and Life Science

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The study aimed to determine the effectiveness of using Kahoot to the Academic and Technical Vocation Livelihood (TVL) strands of the Senior High School learners specifically Accountancy, Business and Management (ABM) and Information Communication Technology (ICT) in Earth and Life Science. The study explored the academic performance of the ABM and ICT strands and determined the significant difference between their post-test scores in Photosynthesis after using Kahoot in class. Moreover, the researcher also explored the learners' satisfaction and impressions after the integration of Kahoot in class and employed quantitative and qualitative research design. The results revealed that there was no significant difference between their post-test scores in Photosynthesis after using Kahoot in class. Furthermore, the learners' satisfaction survey indicated that the SHS learners enjoyed using Kahoot and found it easy to use. Key findings showed that Kahoot brings excitement and fun, improves learning, and enhances the learning experience of the learners. Overall, the results demonstrated that the incorporation of Kahoot was effective both to the Academic and TVL strands of the Senior High School learners and enhanced the learning experience of the learners in Earth and Life Science.

Improving graphical data analysis skills through Task Achievement Model

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One of the required core skills of STEM students is the ability to effectively present and analyze research data. As knowledge in preparing scientific reports has been acquired among secondary student researchers, there exists however analytic verbal skill difficulties due to poor cohesion and coherence of ideas on both sentence and paragraph levels which are lacking in their written outputs. The study utilized the Task Achievement Model (TAM) as approach in the analysis and presentation of experimental data. The approach involves merging of two techniques—lexical cohesion and coherence, and scientific data structural organization for the improvement of

graphical data analysis skills among respondents, hence equipping them to write exemplar Results component of their scientific paper. A purposive sample of 90 students of Grade 10 STE Curriculum was subjected to quasi-experimental method using three different types of data: tabular data with one block; bar-graphical presentation of two-variable-experimental data; and time-series graphical presentation of two independent data, and exposure to TAM approach in the analysis and presentation of experimental data. Written outputs were compared using rubrics on graphical data analysis skills improvement and results were subjected to descriptive statistical analysis. Graphical data analysis skills among respondents on summarizing, data trend analysis, and deduction using TAM approach significantly improved by 95.83%, 72.92%, and 78.13% respectively at $\alpha=0.05$. Strong cohesion and coherence of ideas on both sentence and paragraph levels were observed in their written outputs. Developing effective analytic verbal skill of reporting features of a data graphic presentation through Task Achievement Model utilizing lexical choices and structural organization of scientific information significantly improved graphical data analysis skills among respondents.

Influences of the three dimensional model of instruction (TDMI) on students' conceptual understanding in genetics

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This study explored the effectiveness of Three Dimensional Model of Instruction (TDMI) in enhancing the learners' conceptual understanding in Genetics. Quasi-experimental non-equivalence static-group comparison pretest-posttest design was employed in the study. Two intact classes were randomly chosen and assigned either as the TDMI Group and the non-TDMI Group. The non-TDMI group was taught using the K to 12 Science learning module provided by the Department of Education. A two-tiered test on conceptual understanding was used to assess learners' conceptual understanding in Genetics. Frequency distribution, mean and standard deviations were computed to determine the level of learners' conceptual understanding. One-way Analysis of Covariance (ANCOVA) at 0.05 level of significance was used to test the significant difference between the performances of the groups. Findings reveal that students taught with TDMI have significantly higher mean scores compared with that of the non-TDMI. The study provides further evidence that TDMI as a teaching approach can be utilized to enhance students' conceptual understanding in Genetics.

Designing software for children with High Functioning Autism Spectrum Disorder (HFASD)

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Children with Autism Spectrum Disorder (ASD) exhibit a wide range of developmental issues that includes communication, comprehension, behavioral and socialization skills. Although most children with HFASD are verbal, they could still have some communication and comprehension deficiencies. To help them, parents turn to intervention (or therapy) such as Applied Behavior Analysis (ABA) programs. Technology has aided ABA therapists in intervention sessions to make

them more interesting for these children. The aim of this paper is to establish the usability and user experience (UX) criteria or goals that must be present in software that is to be used during therapy sessions of children with HFASD. Taken into consideration are the communication and comprehension deficiencies of these children and their learning styles. The opinions of ABA therapists on this matter were gathered through an online survey. Based on the results, for all types of learners who have comprehension and communication deficiencies, all specified criteria for usability and UX were deemed important by the therapists. For those who have comprehension deficiencies, all therapists chose these usability criteria as the most important: effectiveness, efficiency, utility, learnability, and memorability; and these UX criteria: enjoyable and fun, motivating, and supportive of creativity. For children who have communication problems, these usability criteria were important to the therapists: effectiveness, efficiency, and utility, enjoyable and fun, entertaining and motivating. Emotional fulfillment was the least important UX criteria for all learner types who either had communication or comprehension deficiencies.

Affordances of online self-assessment and metacognitive reflection in high school physics

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Digital learning environments have defined our current educational practices causing a shift from the traditional approaches to learning and cognition. The emergence of open source learning management systems (LMS) has made digital learning more accessible and within reach. However, it remains to be a challenge to some teachers on how they can adapt and maximize the use of open source LMS in exploring students' affective, cognitive, and metacognitive development. In this study, I have utilized the Google Classroom as a medium for engaging students in metacognitive reflections and self-assessments in a high school physics class. Physics is one of the most dreaded subjects by high school students due to the complexities and abstractness of some concepts such as force and energy. The students answered online reflection questions at the end of every grading period. I also explored the affordances of online metacognitive reflection as illuminated through the students' responses and the teacher's perspectives. Through this work, I want to underscore that an online metacognitive reflection and self-assessment, when properly planned and purposefully conducted, could contribute to the overall development of the students' metacognitive skills, progression of students' science affect, and enhancement of teacher's planning and designing of curriculum most especially in physics.

Improving the Academic Achievement of Grade 9 students in Science thru Inquiry-based Technology Enhanced Activities

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Genetics is among the important areas of learning in science and health, as it provides ideas in improving specie, enhance medicine and improve ways of living thru its technologies. In spite of this, Genetics has always been included in the least mastered skills of students in Grade 9 Science. This incremental innovation was conducted to improve the academic achievement of Grade 9 students on a selected topic in Non- Mendelian Genetics thru Inquiry-based Technology

Enhanced Activities (TEA). An intervention material using TEA thru guided Google search and classroom-response application Kahoot! is designed and implemented to a group of Tipas National High School Grade 9 students for a one-week long discussion in Incomplete Dominance. The results showed that there is an increase in the mean score of the given posttest as compared to the mean score of the given pretest of the group. Furthermore there is also a 4.75 difference in the posttest standard deviation score as compared to the pretest standard deviation score. These scores indicate a slightly marked improvement in the academic achievement of the students in the said topic in Genetics. With this at hand the researcher concludes that TEA thru guided Google search and Kahoot! is a stepping stone to enhance the academic achievements of students in genetics and recommends further study to pave way for a more effective use of technology in the public school classroom.

The Use of interactive whiteboard system in Teaching Science: Implication to academic achievement

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The importance of technology for science in schools is impossible to ignore by offering learners to visualize process science that are more clearly that could develop pupils academic progress. The study is on the use of interactive whiteboard system of the grade six pupils and their implication to academic performance. It is an experimental using counter balanced measures design. The participants of the study were the 109 grade six pupils at Vicente N. Chaves Memorial Central School during the school year 2018 -2019. The data were gathered by employed the two kinds of instrument one for pretest and the posttest on achievement and the questionnaire on attitude toward science. To determine which of the learning activities will affect the achievement score in Science subject the analysis of co – variance, multivariate analysis of co -variance was used. The results showed that the pupils have increase their academic performance after the exposure to the tools used. However, the application of the MANOVA revealed significant order effect and interactions differences between the methods used to the group of pupils who were exposed to interactive whiteboard then to slideshow presentation and in vice versa slide show then to interactive did not differ significantly but after the reversed method which was slideshow presentation then to interactive whiteboard system the result differ significantly. The results also revealed that there is a significant interaction on the method in reciprocal action to the used and the group relative to performance of pupils. The positive attitude of the grade six pupils in both groups was also revealed as they learned to like science after the treatment. There is a need to continue the use of interactive whiteboard system in any learning areas as education is concern.

Problem-based learning module in the conservation of ecosystem

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Effective teaching method has been an increasing concern to improve the performance of the learners. The content of the curriculum needs to elaborate further to the extent that the learners must have the skills to incorporate the concepts learned to the current based situation of the environment. Environmental issues must be fully understood by the learners based on the contextualization of current environmental trends. As such, the researchers conducted action research about problem-based learning module in the conservation of the ecosystem to improve learning outcomes. Problem-Based Learning Module (PBL) was used to assess the ability of the learners to analyze and solve the environmental issues and concerns of the ecosystem. The one sample quasi-experimental design was used among one hundred sixty-one (161) pupil participants from the Division of Manila during the Division Science and Environmental Camp 2018. The study revealed that student engagement with the problem-based learning module enhances students' learning based on pretest mean score of 5.78 to posttest mean score of 7.09 with the p-value of < 0.001 means that there is a significant difference between the pretest and posttest performance of the pupils. This agrees with the previous indication that the students did better in their posttest than in pretest. The results of the posttest scores were significantly higher than the pretest scores of the pupils with t-value of -29.04 and df of 160. This showed that PBL is an effective teaching and learning approach, particularly when it is evaluated for situational environmental issues. A proposed problem-based learning module was developed to strengthen the performance of the learners.

Flipped classroom: An instructional strategy in increasing the performance of hearing impaired student in Science

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This study determined how the Flipped Classroom strategy will increase the performance of the SPED students specifically in Grade 9 Hearing Impaired section in Cagayan de Oro National High School – Junior High School during the school year 2017-2018. The study's objective is to establish the Flipped Classroom strategy as an effective teaching strategy in Science in explaining the concepts and illustrating the concepts. The methods utilized were descriptive and quantitative. These methods were necessary in order to analyze the data and answer the questions raised. The descriptive method was essential to explain the learning situation of the Hearing Impaired students of Cagayan de Oro National High School and how flipped classroom strategy increased the students learning performance in Science. On one hand, quantitative method was utilized to get the numerical description during the pre-test and post-test. The use of Flipped Classroom strategy improved the performance of the students in Science because the teacher employed multimedia and videos with subtitles in the lectures and was uploaded in their e-classroom which is a created page exclusive for their section. Overall, the result of the study indicated that the strategy employed was effective and helpful in: Increasing the performance of the Grade 9 HI (Hearing Impaired) class in Science as it can be gleaned from the results. One of the main goals of the researchers is to establish an acquisition of the concepts in Science especially the terms that are very difficult to impart through limited sign language of the teacher.

Performance of Special Science students in DOST scholarship qualifying examination

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This study determined the performance of the Special Science Class (SSC) students of Pangasinan in the DOST scholarship examination. It includes profile in terms of sex, age, daily allowance, family income, occupation of parents, educational materials available at home. Teachers' profile such as number of years in teaching, teaching position, area of specialization and highest educational attainment. The level of scientific attitudes, study habit, profile of the institutions in terms of laboratory apparatuses, library facilities, instructional facilities and classroom facilities, academic performance of students, and significant predictors on the probability of passing the exam was sought. Proportionate allocation and descriptive survey method was used; questionnaire-checklist was main tool. Data and findings were presented in terms of percentages, frequency counts, weighted mean scores, standard deviation, and logistic regression analysis. The study found out that students performed low; mostly male, adolescents, low allowance, applied for RA 7687, low family income, skilled worker fathers, high school self-employed mother; dictionary and TV set are educational materials available at home. Teachers have short years of teaching experience, Teacher 3 who are BSE-Non-physics with MA/MS units. The scientific attitudes of qualifiers in terms of the level of curiosity, level of open-mindedness and level objectivity is high, moderately rational and manifest good study habits. Institutions have highly available and adequate laboratory apparatuses, library facilities and instructional facilities. Classroom facilities are highly available and highly adequate. Students are advanced in Math, Science and English. Significant predictors of passing qualifying exam are age, sex and Science grade.

Effects of Experiential learning approach on the academic performance & motivation to learn Physics of Grade 10 Students

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This study explored the effects of Experiential Learning Approach on the academic performance and motivation to learn physics of grade 10 students. The study also determined the significant difference in the academic performance of the students taught with the experiential learning approach and those with the conventional method. It also determined the motivation to learn physics of those students taught with experiential learning approach. This study employed the quasi-experimental pretest-posttest control group design with two intact groups who were randomly chosen to constitute the experimental and the control groups. Thirty students from each group were matched according to their scientific ability using their first quarter grades. An adopted motivation scale administered to the experimental group was used to assess the level of motivation of those students taught with experiential learning approach. The researcher made test was given as pre-test and post-test to determine the students' academic performance in physics. The statistical tools used were the mean, standard deviation and Analysis of Covariance (ANCOVA) at the 0.05 level of significance. The findings of this study revealed that there was a significant difference in the academic performance in physics between the students taught with experiential learning approach and the students taught with the conventional method. The students taught with experiential learning approach had meaningful and significant learning experiences by actively participating, genuinely valuing and reflectively involving in the activities.

Students taught with experiential learning approach have very high motivation to learn physics as shown by their meaningful and enjoyable learning experiences. The students are more actively involved in the teaching-learning process and have been observed to display more initiative, excitement, enthusiasm. and became more responsible, focused and confident on their task.

Context-Based approach in Chemical Bonding: Towards students' learnings and motivation in Chemistry

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Chemical bonding is a fundamental principle in Chemistry that leads the students to have a deep understanding of material properties and its behavior in a chemical reaction based on how atoms are joined together to form chemical compounds. But, chemical bonding is a challenging topic. This study investigated the effectiveness of the researcher-made Context-Based Module (CBM) in chemical bonding, specifically to students' learnings and motivation. The proposed CBM was anchored on authentic real life events connected to the students' lives. The study was conducted for four weeks with one hundred Grade 9 students of San Isidro National High School as the participants. A combination of quasi-experimental research one group pre-test and post-test, and descriptive research were implemented. A Chemical Bonding Test, Chemistry Motivation Questionnaire and Constructive Learning Environment Survey were adopted to gather quantitative data. The Qualitative data was obtained through an interview with the students and teacher observers. Their attitude and observations during the classroom implementation of Context- Based Approach (CBA) were noted. Statistical analysis revealed that there was a significant difference in the pre-test and post-test on mean scores on academic performance and motivation. Thus, CBA improved students understanding of chemical bonding as well as their motivation to learn. Results confirmed that students' interest were enhanced by the activities and topics which created connection to real life phenomena. Moreover, CBA promotes a constructivist learning environment. Teachers were confident that the proposed CBM improved students' motivation and learning. However, it would require planning and preparation to be effective.

Filipino students lived experiences in group performance

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Group performance focuses on the students' ability to work as a group and share their learning experiences. This study is vital to improve the quality of classroom assessment and address the different challenges faced by the students in executing the activity. In this study, students lived experiences were assessed using phenomenological approach. Interview and Focus Group discussion were used to gather data. Twenty students participated in the study. Group performance may give rise to different problems and good impact to students who experienced this method of teaching. Under social relationship, it is evident that students develop student interactions, create new friends. In contrast, trust with your group mates in assigning the task, and too competitive atmosphere was being developed. In the execution of task, majority of the students established good communication with in the group, teamwork, collaboration and brainstorming which are core idea of cooperative learning. However, there are some free-riding students; procrastination of task, the ideal number of groups, and lack of self-esteem become the barrier of low achieving students to participate in the brainstorming activities. Students become more engage in learning, think critically and learn how to manage time. They were able exceed their own capacity to learn. In spite of the different good points of group performance there are still students who want to learn in traditional concept of teaching like whole-class discussion. Performing as a group did effect the student's social relationship, execution of task and students thinking process.

Exploring community funds of knowledge to develop contextualized Biology Lesson Plan exemplars for K-12 instruction

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This hybrid study explored the coastal community and extracted funds of knowledge that existed within the various cultural practices of the community, drew out relevant biological concepts from these funds of knowledge congruent to the K-12 curriculum and developed lesson plans anchored on the science competencies and according to the contextualization framework. This research made use of the tradition of ethnography using exploratory sequential design and the technique of memory banking as well as the descriptive research design. Through the thematic analysis, four themes emerged: traditional knowledge, environmental concern and sustainability, nature dynamics and individual functioning. The quantitative results revealed that the students and teachers had positive and acceptable perceptions of the context-based, situated instruction using the researcher-made survey questionnaires. The study further showed how a contextualized classroom instruction based on funds of knowledge that exist among the learners as part of the community to which they belong can create a transformative teaching-learning process that not only respects but also caters to the need of every learner. Lessons connected to the lived experiences of every learner enable him/her to appreciate and acknowledge that his/her subject has applications to his/her life as an individual and thus engages him/her in any activities that such learning requires. Thus, the science curriculum may be enriched with situated approaches to establish relevant and meaningful science education that relates to all learners and embraces not only their cultures but also their individuality. Applying contextualized lessons in biology pedagogy narrows the gap between classroom instruction and learner diversity, creating a more inclusive, relevant science education that can last a lifetime.

Effectiveness of Process Oriented Guided Inquiry Learning (pogil) in enhancing the academic achievement in Biology

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Process Oriented and Guided Inquiry Learning (POGIL) is a student centered, group learning instructional strategy and philosophy developed through research on how students learn best. It is an innovative strategy that includes steps of exploration, concept invention, and application. The study aimed to determine the effectiveness of POGIL in Biology class based on the academic achievement of learners. POGIL Approach was implemented in the experimental group while in comparable group used traditional method of instruction. The target respondents are Grade 10 Students from Ampid National High School. There were 2 groups composed of 30 students; 15 students for experimental group and 15 students for comparable group. The lesson was based on the least mastered skills in Biology 10. Pretest and Posttest was also used in the study. After using the POGIL Approach, the Post-test results show that the students exposed to POGIL Approach are most likely have higher mean score than students exposed to Traditional Approach. It is aimed that this study will serve as a channel for the use of student-centered pedagogies in the school in which it was implemented and education at large.

Guided inquiry approach in improving 21st century skills and learning attitudes of students towards Physics

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The study investigated the effectiveness and efficacy of the guided inquiry in terms of a) acquisition of 21st century skills and b) change in learning attitudes towards Physics. This study employed a mixed method –research design. Qualitative and quantitative research methods were used to answer the research questions. For the quantitative analysis, the following instruments were adapted: a) Colorado Learning Attitudes about Science Survey and b) 21st century skill instrument . Based on the quantitative data analyses, 21st century skill pre-test and post-test scores of students showed no significant difference in the overall 21st century skill of students ($Z=1.932$, $p=0.053>0.05$). The overall 21st century skills of students did not improve after being exposed to guided inquiry approach. However, there are factors of 21st century skills which showed improvement: inventive thinking and high productivity. Based on qualitative data analysis, students developed the following 21st century skills: a) communication, b) collaboration, c) science process skills, d) critical thinking skills. It was also found in the study that guided inquiry resulted to positive shift of learning attitudes of students. Students had positive shifts in the following categories: a) personal interest, b) real world connection, c) problem solving general, d) problem solving confidence, e) problem solving sophistication, f) conceptual understanding , g) applied conceptual understanding and h) overall. Large shifts were found in the categories: a) problem solving general and problem solving sophistication. The following sources of difficulties were identified in the guided inquiry approach: Not having enough prior knowledge, b) no experience in the experimentation. Guided inquiry learning approach offered the following scaffolds : a)

availability of materials, b) teamwork and communication and c) hands-on experience and d) teacher assistance.

Impact of flipped classroom on the mastery of identified competencies in Grade 8 Science

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The 21st century has witnessed a paradigm shift in the pedagogical approaches and major changes in the educational practices. From traditional teacher-fronted classroom to student-led classroom, today's classrooms continue to evolve with the changes in the demands of the contemporary time. For instance, flipped classroom, an alternative classroom to the traditional one is gaining popularity recently. A bulk of literature suggests the effectiveness of the said classroom in the tertiary level. However, its effectiveness in the secondary level has not been investigated much. Thus, this action research generally aimed to determine the impact of flipped classroom on the mastery of the identified competencies in Grade 8 Science among the students of Trece Martires City National High School. In this study, the pretest-posttest nonequivalent groups design was used. The control group received the traditional approach to teaching the competencies while the treatment group utilized flipped classroom where lessons were videotaped and watched by the students at home prior to classroom discussion. Results showed that both groups scored low in the pre-test with a mean of 4.53 and 4.88 respectively while both improved their scores in the post-test with a mean of 8.21 and 9.25 respectively. Moreover, the computed t-ratio of -0.1295 is lesser than the tabular value (1.960) at 0.05 level of significance which means that there is no significant difference in the pretest scores of the class groups. This means that both groups are on the same level prior to the experiment. Meanwhile, the computed t-ratio of 2.1295 is higher than the tabular value (1.960) at 0.05 level of significance which means that the posttest scores of the groups significantly differ resulting to higher scores for the experimental group. This means that the flipped classroom improved the mastery of the students of the identified competencies in Grade 8 Science.

Effectiveness of SIM in improving competency among grade 5 pupils of Valeriano E. Fugoso Memorial School

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Instructional scaffolding is the support given during the learning process which is tailored to the needs of the pupils with the intention of helping pupils achieves his/her learning goals. Once pupils have done the work that they needed the scaffolds for, these can be removed. Just like the Strategic Intervention Materials (SIM), these supports are temporary and adjustable. As learners master the assigned tasks, the supports are gradually removed. SIM have been known to improve the performance level in various schools and learning areas. Various studies have proven this claim and various SIM have been prepared for different learning areas and competencies. Some of these materials, however, are not fitted for the type of learners in the locality. Hence, this research aims to determine the effectiveness of the Intervention Material that used scaffold in teaching science among the fifth graders. The statistical treatments used in the study are weighted mean

and t-test. Based on the data gathered, the mean gained by experimental group is higher than the mean gained by the control group. The computed t-value showed that there is significant difference between the mean of two groups. Therefore the strategic intervention materials are an effective way of improving pupils' competence.

Flip in a Grade 9 Chemistry class

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The target of this study is to verify performance of Grade 9 students in terms of achievement, confidence, attitude and perception before and after an acid-base chemistry flip class. Before class activity includes videos and practice exercise embedded in an online classroom while in-class includes check-up activity, mini discussion and quiz. A paired-samples t-test was conducted to compare performance of students (N=110) before and after the flip class. Result showed a significant difference in the pre-test (M = 14.04, SD = 4.082) and post-test (M = 25.21, SD = 5.514); $t(109) = 18.161, p < .000$; in the confidence in answering the test scores before (M = 2.17, SD = .776) and after (M = 3.28, SD = .814); $t(109) = 12.480, p < .000$; and in the confidence in self-learning scores before (M = 5.46, SD = 1.646) and after (M = 5.59, SD = 1.534) the implementation of a flip classroom; $t(109) = 2.096, p = .038$. There was, however, no significant difference in the students attitude towards the subject Chemistry before (M = 3.93, SD = .786) and after (M = 4.04, SD = .834) the flip class; $t(109) = 1.401, p = .164$. Students perception includes expectation that their learning will improve (56%) since it fosters independent learning (18%) despite being hard (10%) due to lack of confidence on self-learning (8%). Their expectations were "somehow met" (64%) because they wanted more activities (20%) and some still prefer face-to-face lectures (11%) leading to not wanting flip class in the future (57%). Despite negative perception of some students on the implementation of the strategy, improvement is evident of some aspects of students learning. With ample preparation and extra consideration on students' suggestion for improvement of the activity, flip class proves to be a viable alternative in learning.

Using particulate representation on balancing chemical equations: effects on students' conception and confidence.

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This research intended to determine the effectiveness of Guided-inquiry with Particulate Representation in Chemistry (G- PARC) teaching strategy on improving students' understanding and confidence on balancing chemical equations. This action research employed Plan, Do, Study, Act (PDSA) research model by utilizing quantitative and qualitative data in two phases. The

study was executed to chemistry students in Western Visayas in academic year 2018-2019. To determine the students' understanding and confidence on balancing equations through particulate drawings, the Visual Conceptual Questionnaire in Stoichiometry plus Confidence (VCQS+C) concept test and Balancing in a Particulate Way (BPW) student worksheets were used. Students' perception on the use of worksheets was gathered by Student Perception Survey (SPS) instrument. The entire learning intervention was facilitated by the researcher that lasted for two weeks (9 hours). The teacher-observers' perception in the implementation on G-PARC pedagogical strategy was also considered by using Class Observation Protocol (COP) checklist. Qualitative data were gathered through Reflection on Learning (ROL) questions before every learning session ended. Extreme scorers were also subjected to semi-structured interview. Results of the study revealed that there was a significant change in the students' understanding before and after intervention. Similarly, an increase in confidence of students was established. Moreover, Pearson r correlation revealed a significant relationship between students' conceptual understanding and confidence. STEM students' persistent misconceptions on particulate way of balancing chemical equations were also exposed. Teachers-observers' noted that all the domains used in guided-inquiry classroom were observed during the intervention. Additionally, students' perceived a strong agreement on the use of worksheets which was supported by the responses through reflection and interview.



Magbebat ita: reviving the ethnolinguistic vitality of Subanen pupils through songs

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The mainland of Misamis (a Subanen term which means a sweet coconut variety) now Ozamiz City is known to be originally inhabited by Subanens. Modernization and other social factors displaced the original settlers to the mountainous areas of the city. Consequently, Subanen culture is adulterated to a great extent. This action research implemented Magbebat Ita (Let's Sing Subanen Songs) as an intervention to revive ethnolinguistic vitality among Subanen pupils in Marcelino C. Regis Memorial School during the SY 2017-2018. Twenty-five Subanen pupils participated in the study. After eight (8) Saturdays, the pupils were able to sing six (6) Subanen songs, identified body parts, translated English to Subanen words, counted numbers up to 100, introduced oneself and recited personal prayer using the Subanen dialect. The pupils would have wanted to extend the program and expressed their great interest to participate in another similar activity. Parents noted that their children were very enthusiastic in learning the dialect. The pupils sang Subanen songs and spoke few sentences in Subanen at home. The study provides information that Magbebat Ita is a good start of reviving ethnolinguistic vitality among the Subanen pupils. A follow-up project focusing on developing the communicative competence of the pupils in using Subanen dialect could be initiated by the school or community.

Identification of recyclable waste materials: basis for the conceptualization and production of new products

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This study entitled Identification of Recyclable Waste Materials: Basis for the Conceptualization and Production of New Products which undergoes the following steps: (a) collecting empty sachets of plastic from coffee, juices, powdered milk foil, junk foods, plastic labels of soft drinks and the like preferably with foil; (b) washing the plastics to remove dirt and excess residues that might have adhered inside the plastics; (c) drying the washed plastics at predetermined period of time under the sun; (d) cutting the plastics into strips of the same sizes using a pattern made of hard cardboard; (e) folding the strips into equal halves to form a horizontal crease, then fold the side edges towards the horizontal crease and make another fold to hide the edges inside. The different folded strips will be inserted to each other forming a zigzag design will determine the size of the handicraft to be made. Connecting each strips wherein a nylon string preferably thread like size and transparent adapted for hand sewing will be used until said zigzag strip raw material is being hand sewed interwoven to each other to form a handbag, hand pouch, and any other handicraft accessories. Finally, sewing zipper after connecting the bottom side will complete the said handicraft.

Enhancing performance task through computer literacy

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This study will determine the influences of computer literacy among the ICT students in order to improve the output of their performance tasks in terms of timeliness and quality. Seventy students from the two sections of ICT will be the respondents. Descriptive method and random sampling will be utilized. Data will be gathered using a survey questionnaire and will be computed using t test for analysis and interpretation later on.

Exploring indigenous peoples managed sustainable Cooperative Credit Union

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A longitudinal study design and Change Monitoring System tools was used through both qualitative and quantitative methods in three cycle action research to explore indigenous peoples managed sustainable cooperative credit union that is operational for sustainable social, economic and cultural development of indigenous communities in Bangladesh. Total indigenous population in 2011 represent 1.10 percent of total population. Low economic opportunities, critical geographic locations, narrow access to social and financial institutions, exclusion, deprivation and dispossession of lands and conflict are main drivers of poverty of the indigenous peoples. An innovative experiential learning activity designed in each cycle of the action research to practice self-managed mechanisms of credit unions and effective use of credit union from each cycle learnings was used to illustrate the action research process. This research shows positive changes and improvement trend in social, economic and cultural development through active involvement and effective use of credit union as a platform of indigenous peoples for their development. The social changes were found: high involvement with credit union in social and community affairs, decreased extreme land conflict and increased ownership pattern, receiving social assistance, increased electrification coverage and social interaction. The economic changes were revealed: increased income and economic well-being, savings and share, borrowed loan from credit union rather other financial institution and decreased loan defaulter. The cultural changes were found: celebration and day observation of indigenous cultural events through organizing and managing by credit unions. The credit unions are now community owned and self-managed platform for indigenous peoples' development while a sustainability strategy is following for its operationalization, while it can be changed by geographical and period of time context for sustainability.

Changing sexual phenotypes: A phenomenological study

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This action research paper will try to elucidate the gap of knowledge about the change of sexual phenotypes or preferences among maritime students who was able to go onboard and after on

board. It will also give us a glimpse of the dynamism of sexual fluidity of the member of LGBT specially the discreet male, male bisexuals and gay. The researchers used a qualitative method with the phenomenological approach, In-depth interviews and comments were categorize to produced major themes. Based on the findings, there is indeed a phenomenon of changing of sexual phenotypes or preferences among maritime cadets.

Keywords: Sexual Phenotypes, Sexual Fluidity, Phenomenology, Lesbian, Gay, Bisexual Transexual (LGBT), Discreet Male

Readability of the developed material for non-readers

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The study aimed to determine the level of readability and acceptability of the developed instructional material in reading. The effectiveness of the developed material is also measured by identifying the reading level performance of the students after the exposure to the material. This study utilized the descriptive method of research with survey questionnaire as instrument in determining the level of acceptability of the developed instructional material for Reading Intervention Program in terms of objectives, contents, activities, usefulness, organization and presentation and language and style as assessed by teachers of English. The readability of the material was also measured with the use of Flesch Kinkaid Readability Instrument. This study also utilized experimental research design by purposively utilizing the twenty (20) identified non-readers at Taytay National High School, school year 2016-2017. There were ten (10) experts who validated the material. The findings of the study include that it was 95% effective and was able to help in developing the reading skills of students. It was revealed that the developed material has a verbal interpretation of very much acceptable based on the result of the assessment. In addition to, based on the results of the Flesch Kinkaid Readability Instrument, it was shown that the developed material got a score of 88.90% which means that is very easy to understand by an eleven year old learner. The research has proven that there was a significant difference on the level of the reading performance of the participants before and after the exposure to the developed instructional materials in Reading. Based on the summary of findings, it is concluded that the developed instructional material was very much acceptable and positively contributed to the development of non-readers.



POSTER PRESENTATIONS

Exploring the culture of contextualization: Relating the lessons to students' lives**Alvin Odon Insorio***San Pedro Relocation Center National High School*
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Contextualization is one of the keys of engaging the students in teaching-learning process wherein the students can relate their situations on their lesson. This study aimed to explore the concepts and practices of Grade 7 and 9 mathematics teachers about contextualization in Geometry. It is ethnographic study from four different schools to better understand what the mathematics teachers practicing in teaching. Purposive sampling was used to determine the participants. Data collected through semi-structure interviews from the teachers and the students, and supporting documents like lesson plans were considered. Thematic coding was used to arrive on the teachers' concepts. Member checking was used to check the accuracy and completeness of data. From the findings, mathematics teachers have two ideas of contextualization – about the student's life and using local materials or information. These ideas came from the reference materials, internet and seminar-training conducted by DepEd which seen on their teaching pedagogies. Lessons delivered effectively and efficiently if the mathematics teachers used available materials or information in the surrounding which created better understanding of math concepts. Context on students' lives made the class lively and engaging where the students construct their own meaning.

School environment, personal traits in relation to learner's Mathematical achievement**Mark Fil L. Tagsip***Baganga Central Elem. School, Division of Davao Oriental, Region XI*
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This study sought to determine the relationship of school environment and personal traits of the Grade Five learners of Baganga Central Elementary School for the school year 2018-2019 to their Mathematical achievement. The quantitative non-experiment design and descriptive survey method were employed in this study to draw out information that are not directly observable and involves varied information regarding the current or present condition and to elucidate their mathematical achievement through quarterly comprehensive examinations. For these objectives, the school environment has been examined on its various environmental domains such as the physical, social, affective, and academic environments. Likewise, the personal traits has categorically analyzed on the attitude, interpersonal skills, perceptiveness, good-time management and self-motivation and self-discipline of the respondents. Subsequently, the initial results of the study for the two quarters revealed that an esteemed outlook of the school proves to be complementary with appreciate academic marks. This would suggest that students' impression on the school has a considerable effect on Mathematics outcomes, which means that it is how the students assess the effectiveness of the school environments dictates scholastic success. On the other hand, personal traits and attributes determine an individual's success in the field of Mathematics. Students perform well in Mathematics if they possess desirable qualities. It shows further that having pleasant interpersonal skills, commendable self-motivation and self-discipline assures one of good academic ratings. The study will still be conducted for the remaining two quarters to testify the reliability of the results, thus making valid general conclusions and recommendations that will be of great help in the conduct of the next school year.

All-In-One (AIO) MAPEH e-class record**Aris A. Rusiana**

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This study aimed to develop an accurate, efficient and user-friendly e-class record in MAPEH. The MAPEH teachers were asked to use the AIO MAPEH e-class record. After the usage, a questionnaire was given to the respondents to determine their perception towards the e-class record. The perception questionnaire was categorized into accuracy, efficiency and user-friendliness of the AIO e-class record. A total of eight respondents answered the questionnaire. All of the respondents were MAPEH teachers of Medina National Comprehensive High School (MNCHS). One of the rater is the head teacher of MAPEH of MNCHS. Results showed that the MAPEH teachers gave 5 as a rating for accuracy and efficiency of the AIO MAPEH e-class record. These ratings can be interpreted as "strongly agree". On the other hand, a rating of 4.75 was given to the user-friendliness of the e-class record. Latter result suggests that the e-class record is approaching to "strongly agree". As a conclusion, the AIO class record is an accurate, efficient and user friendly e-class record as perceived by the MAPEH teachers of MNCHS.

Developing digital comics as instructional material for Human Anatomy**Alyssa Mae M. Antonio**

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Comics is commonly used as entertainment material in print media and with the advent of technological innovation, comics are also now available in various electronic media. Along with this is the idea of utilizing this technology as instructional material in teaching Human Anatomy. According to Kurniawati, 2017 comics as science learning tool is very effective to help students boost affective, cognitive and psychomotor skills. Students are motivated to learn because of the interactive tool and aid in learning process. Henceforth, this study concentrates on developing digital comics that can be use by teachers in teaching Human Anatomy as well as in helping students who missed regular classes. The script were initially prepared and validated by experts to assess the contents accuracy and scientific precision. After the language edit, we made original characters of the comics by manually drawing it on paper, trimming, scanning and integrating them to digital background using Microsoft Word 2016. The circulatory, respiratory, nervous and endocrine organ systems digital comics that were developed can be saved in .doc, .docx, .pdf formats and can be easily read in mobile devices such as laptops, tablet and smart phones. Through the use of researcher-made rubrics, fifteen secondary school teachers assess the quality of the digital comics in terms of appropriateness of texts, colors, graphics, contents and plot,

majority of them agree that the digital comics can be used as an instructional material and supplemental material in teaching Human Anatomy.

Utilization of expansive technology tools in Science classroom assessment and its perceived impact to student's KSA

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Knowledge in the use of technology in improving teaching -learning process is necessary for developing the 21st learning learners. Students' exposure to varied applications enhances their interest in learning resulting to improved knowledge, skills and attitudes in Science. The study uses expansive technology tools as alternative assessment tools to improve students' interest in the subject through utilization of Flicker cards and Zip Grade applications adopted in assessing students' learning. A total of 188 grade 9 STE students of Camarines Sur National High School under the Science and Technology Engineering curriculum are exposed to the use of zip grade answer sheet in taking summative tests. Flicker cards are utilized during formative and summative tests. Focusing on their KSA, respondents' perceptions and preference on the use and effectiveness of these expansive technology tools shall be gathered at the end of the quarter. This study shall establish the impact of expansive technology tools in Science classroom assessment and to the improvement of student's KSA in Science.

The collaborative approaches in teaching Mathematics and English in Salawag Elementary School

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The researcher took interest on how the teachers could improve their teaching through their utilization of the innovative teaching collaborative strategies to discover the problems of the pupils in Mathematics and English on the selected innovative teaching strategies. Out of this, an action plan can be evolved to remedy them. The innovative teaching strategies selected are the collaboration of Mathematics and English as subjects that would improve the pupil's learning process. This study used the descriptive – survey method, using questionnaires, observations, interviews, students' class work and other outputs for gathering data from the participants. It aims to discover some aspects of teacher's teaching style and word survey denotes an investigation of a field to ascertain the typical condition in the research environment. It revealed that collaborative teaching styles can make a huge impact on student's motivation and learning specifically when the one doing the teaching adopts an active and passive approach to learning. They should allot more budgets. Parents Teachers Association should donate more in preparation of teaching aids, models, and manipulative during collaboration of Mathematics and English subjects. Finally, teachers should continue to attend seminars/conferences/trainings as well as proceed for educational growth, to enhance their competencies in teaching mathematics and English as their subject of specialization. It is imperative that the whole school

system enters into change initiatives that will achieve lasting, sustained impacts in order to provide for pupils' success in mathematics learning in collaboration with English during the learning process. The result of this study would be the basis for enhancing and developing teachers teaching style for effective transfer of learning to students through a designed action plan.

Level of awareness and extent of implementation of child protection policy in the selected public schools

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One of the most important assets of the nation is the child. Every effort should be exercised to develop his welfare and his opportunities for a functional and happy life. The study assessed the level of awareness, extent of implementation and problems encountered in the implementation of the Child Protection Policy in the District of Villanueva. The participants of the study were the school heads, teachers and pupil/student leaders from the two public elementary and secondary schools in the District of Villanueva during the school year 2017-2018. Results show that most of the teacher respondents are females whose ages are above forties and most of them have earned units and graduated in masters' degree program and they are already above ten years in the service in the department. Results disclose that school heads and teacher respondents' level of awareness on the Child Protection Policy is described very much aware while pupil-student leader respondents' level of awareness is slightly aware. Results furthermore reveal that school head and teacher respondents perceived the implementation of the Child Protection Policy as greatly implemented in the schools within the district. On pupil-student leaders, they perceived implementation of the said policy as little extent. The results pose that there is a significant relationship between the level of awareness and the extent of implementation of the child protection policy. The results display that there is no significant difference in the level of awareness of the respondents when grouped according to profile. Based on the findings of the study, an action plan to improve awareness of school heads, teachers, pupils and student leaders on the Child Protection Policy will be made. Further, the same action plan would be implemented to enhance the implementation of the said study.

Math Skillbuilders: An innovation in strengthening factoring skills among grade 8 STE students

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This study determined the effectiveness of Math SkillBuilders as an innovation in strengthening factoring skills among Grade 8 Science, Technology and Engineering (STE) students in Cagayan de Oro National High School – Junior High School during the school year 2017 – 2018. The study's objective is to help achieve and establish the Math SkillBuilders as an instrument that will enhance their process skills in factoring as the basic skills in simplifying algebraic expressions and solving

word problems. This study used the descriptive research design. A pre – test with 25 items of polynomials which is to factor completely is administered by the researcher to sixty – six (66) grade STE students of Cagayan de Oro National High School as respondents of this study. There are 22 male and 44 female out of them. The data were analyzed using descriptive statistics. Students in the STE program must have a score of at least 80% of the total score. The results shows that there are 2 out of 66 STE grade 8 students which is 3% of the total number of students able to reach the cut off scores which 20 – 25 in the STE program. Thus, there are 64 out 66 of them needs remediation on the lesson in factoring. After the implementation of Math SkillBuilders, the result shows that there is a tremendous increase of 33% of the total number of STE grade 8 students which 24 out of 66 reached the cut off scores.

Addressing problems of students at risk of dropping out at Kinawe National High School through strengthened monitoring

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This study explored the effects of the school initiated interventions namely strengthened monitoring , home visitation and adopt a SARDO program in addressing problems of students at risk of dropping out (SARDO) at Kinawe National High School For School Year 2017-2018. The intervention involves the collaborative effort of the advisers, subject teachers, parents, community and the school administration in addressing the problem of 33 identified students at risk of dropping out. A conference letter was first sent to the parents which serves as an invitation for them to come to school for a conference regarding their son/daughter. After which, a home visitation followed which was mostly done by the class advisers and subject teachers. A teacher sponsor was also assigned to monitor the student in his/her academic performance in the subject where the students have a low performance. For those students who were hard up financially, a sponsor was also assigned to partly support the needs of the student and encourage them to continue their studies. The findings of this study revealed that the strengthened monitoring ,home visitation and adopt a SARDO program showed a very positive impact in reducing the number of students who were at risk of dropping out. Constant monitoring through adopt a SARDO program as well have helped the students improved their academic performance. The constant home visitation has showed a positive impact in bringing back the students in school. Adopt a SARDO program has also helped a lot in keeping them in school since this has given them a feeling that they should strive harder in school since there is a helping hand who is always there to guide them and who is not giving up on them no matter what. Out of 33 identified students at risk of dropping out during the first quarter who were the participants of the study, 25 of them or around 76% were saved which means that they were able to passed all their subjects.

Characterization of Galactomannan isolated from *Cocos nucifera* cv. Makapuno

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Extensive use of the natural materials in the field of drug delivery have been owed to their ready availability, cost-effectiveness, eco-friendliness, capability of undergoing multitude of chemical modifications, potential degradability and compatibility due to their natural origin. Makapuno coconut (*Cocos nucifera* Linn.) yields a high value byproduct called galactomannan which offers many commercial possibilities for the food, pharmaceutical and other industries. Galactomannan, a water-soluble gum, possesses a complex, branched polymeric structure because of which they exhibit high cohesive and adhesive properties such properties used in pharmaceutical preparation. The main objective of the study is to characterize the galactomannan synthesized from *Cocos nucifera* cv. Makapuno. The average percentage yield of galactomannan isolated from *Cocos nucifera* cv. Makapuno is 12.53%. The isolated galactomannan is creamy white, with distinct odor and irregular shape. The pH value of 4.72, moisture content of 1.60% and loss on drying of 2.15% and results of microbial test and IR spectrum are acceptable if compared to commercially available galactomannan (Guar Galactomannan). Makapuno Gum is soluble in water, partly soluble in 70% alcohol, and insoluble in 90% alcohol, methanol, acetonitrile and glycerin. The isolated Makapuno gum is practically comparable to commercially available galactomannan (Guar Galactomannan) in terms of pH, moisture content, loss on drying and microbial count, with some commercially available galactomannans and can be used for industrial applications to make higher-value products.

Improving Data Management System of Senior High School through web applications

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The aim of this study was to develop web applications as an intervention to improve the data management of Senior High School. The web applications was designed to address the heavy workload of teachers due to clerical tasks resulting to delayed submission of forms. Web applications was an intervention used. This study used 41 respondents and was conducted at GCCNHS. Questionnaire was validated by experts. Construct validity was 93.59% and reliability of Cronbach's alpha of 0.8765. Statistical tool were: Cronbach alpha, percentage, frequency, mean and stepwise regression. Web-based applications featured the On-line enrolment, Sectioning system, Students' Profile, Teachers' Profile, On-line Tracking of students, Tracking of Enrolment, Generating forms, Downloadable forms, Uploading system, and Item Analysis. Findings revealed respondents ratings on web applications as to system efficiency (3.02) system convenient (2.82) system sufficiency (3.13) system design (2.88) system quality (3.99) system usability (3.53) and overall satisfaction (3.29). Independent variables do not show influences to the dependent variable as evident results of p-value of 0.05 ($p > 0.05$). After the intervention, School Form (SF) 2 delayed submission decreased by June (25%) July (28.12%) , August (3.23%). SF 1 submission (100%), SF 9 (81.25%), SF 10 (100%) and LIS (100%). Data management of SHS improves as evident in data scheme (soft/hard copy), source of data (online) , access to data (fast/easy), data accuracy (error-free), secured data, longevity of data, be generated/ transferred to next school year, data is management is fast and easy. The beneficiaries of data expansion are the Principal, Assisting principals (3), Registrar (1), SHS teachers (48), students (1,359) and parents (1,359). It is

concluded that web applications is an effective vehicle in improving the SHS data management system.

Students' metacognitive awareness, motivation in learning and performance in Biology

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The study was conducted to determine the effect of the developed activities and lessons on students' metacognitive awareness, motivation in learning and performance in Biology. Anchored on Self-Regulated Learning Theory, a quasi-experimental Pre-test, Intervention, Post-test Equivalent-Groups Design was used to test whether the developed activities and lessons increases metacognition, promote motivation towards Biology learning and performance in biology. Ninety-one Grade 9 students from two intact class of Santa Rosa Science and Technology High School served as respondents of the study. While the experimental group (44 students) was taught with developed lessons and activities were utilized, control group (47 students) was taught using learning modules provided by Department of Education (DepEd). Using weighted mean, two proportion Z-test and T-test it was found that the developed lessons and activities significantly helped increase students' metacognitive awareness for the knowledge of cognition and regulation of cognition. Likewise, students' motivation towards Biology learning in different aspects got a significant increase. These substantiates that the developed lessons and activities not only increases students' metacognitive awareness but also students' motivation towards biology learning. It also proves that there is a direct relationship between students' metacognition and motivation. Lastly, in terms of performance of the students, both experimental and control group got a significant improvement based from the mean percentage scores from the teacher-made test results. However, in terms of mean gain, the experimental group got a higher gain than the control group. This suggest that the developed lessons and activities are more effective than the DepEd modules used.

Lived experiences of after-care clients from DSWD enrolled in General Academic Strand at GCCNHS

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The study aimed to determine the phenomenon lived experiences of After Care Clients From DSWD enrolled in GAS at GCCNHS. A descriptive phenomenological approach with Giorgi's (1989) method of data analysis was used that involved 4 participants selected through purposive sampling with interview as the main tool in determining the lived experiences of the students. The analysis of data was done using Giorgi's (1989) phenomenological approach in order to develop a detailed understanding of the participants lived experiences . Bracketing was easy on the part of the researchers since they have been exposed to the said background of the study The lived experiences of the students were identified into three (3) themes: (1) challenging experiences, (2) difficulties encountered in school and (3) asking personal and professional help. The findings of the study showed that in terms of challenging experiences, the student participants had a lot of challenging experiences in terms of being away from their own families and mingling with other students in the school. In terms of difficulties encountered in school, the participants revealed that

they have problem on understanding the lesson and focus in school. In terms of asking personal and professional help, the participants revealed their inner- self that the teachers should help them on their challenges encountered.

Journal writing: An intervention to improve student's understanding of Basic Physics concepts

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This action research study investigated the effects of journal writing to increase the ability of students to demonstrate the understanding of basic Physics concepts in selected Grade 8 Science classes. It tried to find out if journal writing in Grade 8 Physics class improved students' knowledge of basic Physics concepts and to determine if there was a significant difference between eight graders who wrote science journals and their counterpart who did not, in terms of improving students' knowledge of basic Physics concepts. This was an action research study in which qualitative and quantitative data were collected. The data were collected using journals, pre-test and post test results. The data gathered clearly demonstrated the success of journal writing as a tool to improve the academic achievement of the students. The students, especially the low performing students were given more opportunity to connect to Physics and to understand the Physics concepts. After concluding this action research study, I better understand the benefits of utilizing journal writing to enhance my teaching of the science curriculum. Recommendations for further study would be to collect data from a greater number of samples and to note the progression of a group of students through the whole school year. Journal writing should also be incorporated into Science curriculum.

Use of DOST Course Ware as a simulation technique in teaching Science

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In a society driven by innovation and knowledge, much effort have been done to enhance the quality of science education. For the advancement of instruction, new technologies have continuously been employed. As technology evolves in the classroom, there is currently a wide variety of teaching tools available to help in facilitating student learning. One such tool is simulation. To examine the effectiveness of this tool, the researcher conducted this study where the DOST Course Ware was used as a tool in teaching Science. Two groups of Grade 7 students from Kaytitinga National High School were used as respondents in the study. The control group was exposed to traditional method of teaching while the experimental group was exposed to teaching strategy that uses Course Ware developed by the Department of Science and Technology. Prior to the treatment, a pretest was administered covering the topics for the second quarter. At the conclusion of the quarter, a post test was given to the same set of students. The result of the pretest and posttest in each group was recorded and single-factor ANOVA was used for the statistical analysis of data. The result of the statistical test proved that the alternative hypothesis of the researcher is acceptable, that there is a significant difference between the Mean Percentage Scores of students exposed to DOST Course Ware and students exposed to

traditional teaching method. It was found out that utilizing computer simulation as instructional tool can help increase the mastery level of students in Science.

Vitamin C retention in different types of cook ware

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Vitamin C is considered as an essential nutrient needed by the human body in order for it to perform its daily functions. However, Vitamin C is known for being an unstable vitamin because of it is sensitive to oxygen, light and heat. Unfortunately, these factors usually cannot be avoided because of the methods of preparing and cooking food. Because of this, the researchers sought to find another way of retaining vitamin C by investigating the ability of different types of cook wares in keeping hold of this nutrient. Four types of cook ware were used in boiling fresh tomatoes. The amount of vitamin C left in each cook ware after boiling was determined using iodine titration. The number of drops needed to complete the titration in each treatment was recorded and single-factor ANOVA was used for the statistical analysis of data. The result of the statistical test proved that the hypothesis of the researchers is acceptable, that there is a significant difference in the amount of vitamin C left in each cook ware used. It was also found out that among the four cook wares used, clay pot has the greatest ability to retain vitamin C while glass ware has the least ability to do so. The result of this study paves way to a method of minimizing the reduction of vitamin C due to unavoidable factors encountered in food preparation.

Impact of Gulayan sa Paaralan Project on the academic performance in E.P.P of the selected grade four pupils

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The purpose of this study is to determine the impact of gulayan sa paaralan in E.P.P of the selected grade four pupils of Osorio Elementary School. This study made use of quantitative-descriptive method. Random sampling was used to determine the 40 pupil respondents and 5 teachers total enumeration from which the main instrument used was a questionnaire. The data were treated with statistical tools such as frequency count, percentage and weighted mean technique. The following are the significant findings of the study: 1. Majority of the respondents participate in Gulayan sa Paaralan Project and activities daily with a total of 47.5 percent. 2. Majority of the respondents agreed that pupils' participation in GPP affects their performance level in instructional activities in EPP and motivate them to actively participate in any task, activity, undertaking and project in connection with school's vegetable gardening and planting with the highest obtained mean of 4.25, interpreted as very satisfactory. 3. Majority of the teacher's respondents often applied orientation of the pupils about the significance of conducting GPP and organize HRPTA meetings reminding and orienting parents about the need to motivate their children to worthwhile vegetable gardening activities which both obtained the highest mean of 4.8, interpreted as very satisfactory. In cognizant to the findings, it implied that there is an impact

of the gulayan sa paaralan project on the academic performance of pupils. The Gulayan sa Paaralan Project must be conducted not just as simply vegetable gardening activity but most of all as an educational and informative project orienting pupils about the agricultural knowledge and skill. The success of this research may be an instrument further address the needs of pupils like Gulayan sa Paaralan Project but also in other Elementary Schools in the Division of Cavite.

RAMP To SciTeach - Representation Analogy Model: a pedagogical tool in Science teaching

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This paper examined and validated the effectiveness of RAMP To SciTeach – Representation Analogy Model: a Pedagogical Tool in Science Teaching. Through convenient sampling, participants were 160 Junior High School students from two different year levels in Mambuaya National High School. Pre-test, posttest, Likert Scale, Focus Group Discussion and observation were quantitatively and qualitatively analyzed to answer the research questions of the study. Results showed that the use of RAMP To SciTeach bridges the concepts from an analogue to the target, which is evident in the high learning gain of the students. Recurring themes among student-participants signified that the Representation Analogy Model helps them recall, comprehend, visualize and analyze the concepts in photosynthesis and prokaryotic cell. Such model has this integral part of biological education. Thus, Biology teachers can hope to utilize RAMP To SciTeach to transfer knowledge, bridge concepts, hold students' interest and provide meaningful learning.

Effectiveness of a self-developed mobile quiz game application in teaching English among grade 9 students of Bilaran NHS

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This study aimed to improve the academic performance in English of Bilaran National High School students through a Self-Developed Mobile Quiz Game Application. The experimental type of research was utilized by the researcher in order to evaluate the effectiveness of the aforementioned mobile quiz game app. After the experiment, the computed t-value of 9.72 which is higher than the critical value of 1.99 set at 0.05 level of significance revealed that there was a significant difference between the post-test results of the control and experimental groups. Thus, it is found out that the Self-Developed Mobile Quiz Game Application is effective in teaching English, both grammar and literary terms. This research may serve as reference to teacher in providing innovations and reinforcement activities that would enhance the learners' knowledge.

K to 12 teachers' teaching on selected National High Schools: Transmissive or Transformative?

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Quality teaching is linked to quality learning. This research study aimed to investigate on K to 12 science teachers' teaching in selected national high schools. The four areas investigated were teaching-learning processes, learning assessment strategies and tools for students' learning, pedagogical knowledge, and classroom management practices. The respondents of the study were ninety-eight science teachers from the different national high schools in the second district of Iloilo. A mixed method research design was employed to gather data. Two sets of questionnaires, "Quality Science Teaching Questionnaire" (QSTQ) and the "Pedagogical Knowledge and Classroom Management: Role of Science Teachers" (PKCMRST), were given out and answered by teacher respondents. Interview and random classroom observations to gather field notes were done to obtain the qualitative data comprehensively. Analysis and interpretation of data utilized the Convergent Mixed Method Design. The mean scores revealed that K to 12 teachers' teaching is transformative in all the four areas of investigation: teaching-learning process, learning assessment strategies and tools, pedagogical knowledge and classroom management practices. Teachers' practices from the interview and classroom observations further supported teaching to be transformative. Overall results revealed that teacher's teachings are transformative and thus there is a congruency between teachers' perception and actual teaching practices. The findings can be beneficial to the Department of Education, school administrators and teachers for it can give them a clear picture of the paradigm shift in teaching, sustained and enhanced to assure that quality learners are produced and thereby address the goal of the K to 12 program.

Publishing knowledge: Proposed orientation program for UP Press in engaging scholars to academic publishing

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According to the American writer Katherine Paterson, a National Book awardee, "It's not enough to simply teach children to read. We have to give them something worth reading." As the official publishing house for all constituent units of the UP Press, this poster aims to encourage scholars, specifically professors to publish their research work as an academic book. The poster will show and describe the various titles which UP Press have published from A.Y. 2015 to 2018. The poster will include identifying the key steps or process involved in publishing academic books. The current study is a qualitative research, which employs a descriptive-analytical method. To gather data from respondents, survey and interview were utilized. In terms of framework, the present research applies the textbook analysis from the work of Rivers (1990), TIMSS study (Valverde et al, 2002), and Morgan (2004) that involves Content, Structure, Expectation, and Language. Based on the initial findings, there were more literary books published than academic titles. Among the academic titles, majority of the books are in the fields of Humanities and Social Sciences. With the preliminary results, the research proposes in developing an orientation program for scholars and professors from various fields. As an ongoing research, the papers aims find out at the end of the study the

factors, which hinder scholars in publishing their works as books. The study envisions that an orientation program will encourage those teaching in institutions of higher learning to pursue in writing the best Philippine books that will become relevant educational references.

E – Submit Mo Teacher Program: school – based electronically and automated accomplished quarterly school forms

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E Submit Mo Teacher Program utilizes Excel application to provide teachers a mechanism in accomplishing quarterly school forms in an electronic and automated manner, leading to an accurate and error – free accomplished forms. Moreover, the program intends to lessen the time in completing the said task and eliminating “redundancy” of filling – out same data from one form to another. The program was implemented to Junior High School teachers in the SY 2017 – 2018. Results of the study showed that the teachers find the program convenient, time – efficient, and user friendly. In addition, teachers gave very high mean response impression in terms of teachers' preference in using the application for the next school year, program's usefulness and teachers' enjoyment while utilizing the application. The following recommendations of improving the implementation of the said program for the next school year decentralizing the printing system from school ICT coordinator to respective class advisers, improving the interface to ensure immediate update of any changes from subject teachers' grade sheet to all forms and re – orientation of all end – users on the whole system especially on their limitations in doing modifications to ensure accuracy and integrity of the data.

Harmonizing literature circles and differentiation in improving critical reading skills

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Due to the uninterrupted poor critical reading skills of Grade 11 learners as revealed in the results of their summative test and quarterly examination, this study aimed to determine the effectiveness of harmonizing literature circles and differentiated activities in improving critical reading skills, namely, identifying implicit and explicit claims, inferring contexts of text, and formulating evaluative statements. Prior to the conduct of literature circles during experimentation, subjects were grouped according to their learning styles which became the basis of differentiated activities. Employing a quantitative-qualitative method, the data revealed that their scores in the post-test increased higher compared to their scores in the pre-test. Moreover, there was a significant difference between the pre-test and post-test scores of the said experimental group. During Focus Group Discussion, the experimental group likewise claimed that their enjoyment, cooperation with one another in the circle, and the differentiated activities based on their learning styles helped them improve their critical reading skills. Finally, the researcher concluded

that literature circles with differentiated learning activities were effective in improving learners' critical reading skills in English. It was similarly recommended the use of the strategy in improving other areas of reading education

Teachers' practices toward behavior modification: An action research study in Oyan Elementary School

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This study aimed to identify the undesirable behavior of 60 intermediate learners in Oyan Elementary School. The descriptive correlational method of research was used with the aid of a questionnaire checklist. The pupils' undesirable behaviors were sometimes manifested due to the ineffective means in meeting them. Pupils often laugh at other's mistakes which is natural when there is something that arouses their laughter without thinking they hurt somebody else. They sometimes incur forgetting textbooks, notebooks or other classroom materials; throwing erasers, paper airplanes in the class; transferring to other seats and talking to seatmates while class is going on; failing to complete homeworks; cheating on class assignments; cutting classes or skipping school; coming to class tardy and failing to follow directions for assignments. They rarely sleep in class; write on the desks top and walls; absent, use bad language which needs measures to be corrected to avoid distraction. Behavioral counseling, reinforcements and calling parent's attention are very effective styles used in meeting the undesirable attitude of pupils. Teachers effectively used self-imposed punishments, psychotherapy, deducting points from the class standing, giving failing grades, subjecting under self-control, isolation from seatmates/classmates and pairing off with others in meeting the undesirable behavior of the pupils. Styles of the elementary school teachers in meeting the undesirable behavior of the pupils were effective which means teachers' practices really modified the pupils' behavior. Still, reinforcement, psychotherapy and calling parent's attention were very effective and seen as positive help in realizing their right and wrong doings. Teachers may equip themselves with the necessary traits of a guidance counselor through training in guidance and counseling. Home visitations may be done by the teachers to afford a workable atmosphere between teachers and parents regarding pupils' attitudes. Periodic evaluation on the degree of accomplishment in behavior modification implementation may be undertaken.

Workplace performance of Bicol College graduates: Employers' perspective

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The study is an assessment of the employers feedback on the performance of business graduates of Bicol College from batch 2008 – 2012 in the workplace with respect to competencies, skills and character traits needed by the companies in hiring graduate. The researchers employed the descriptive method of research utilizing the survey questionnaire accomplished by the employers

and managers of employed graduates as key informants of the study. The findings revealed that employers were very much satisfied on the performance of graduates in terms of competencies, skills and character traits demonstrated in the workplace. Along competencies, employers perceived that business graduates were “very competent” garnering an AWM of 3.69%, the ability to work in a team structure being the highest (4.46%) while proficiency with computer software programs (2.44%) as the lowest or interpreted as “less competent”. The study revealed that along skills needed by the industry, the employers weighted them with an overall average of 3.87% or “very important”. Along this area, interpersonal skills got the highest having an average weighted mean of 4.57% indicating “extremely important, followed by communication skill, 4.14% as

“very Important”. The lowest AWM went to Mathematical skill with 2.9%, or “somewhat important”. Employers placed a strong preference to the business graduates of BC who are able to relate to all kinds of people while leading and inspiring teams and setting them to tasks. Finally, along character traits needed by the companies in hiring graduates, the data shows an average of 4.13%, “very important” for 40 character traits needed by the companies nowadays in hiring graduates. The highest AWM went to the trait “Organized” 4.87%; “Autonomous” 4.84% and then “Educated” with 4.78%, interpreted all as “extremely important” respectively.



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 through 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.

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

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

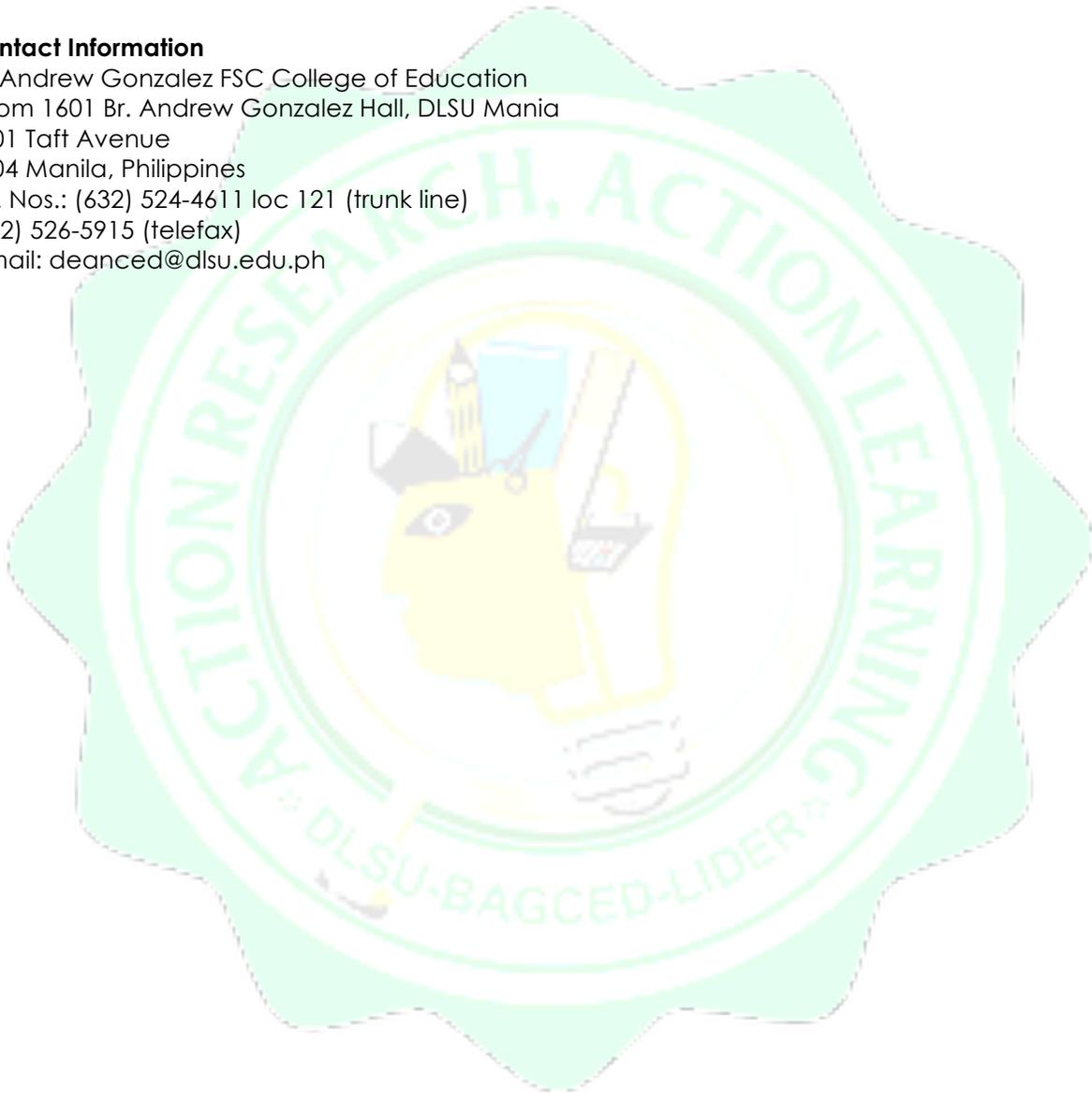
St. La Salle Institute of Graduate Studies

Master in Teaching English in Basic Education (MTEBE)

Master in Teaching Mathematics in Basic Education (MTMBE)

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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 endusers—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.

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

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DLSU Vicinity Map





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