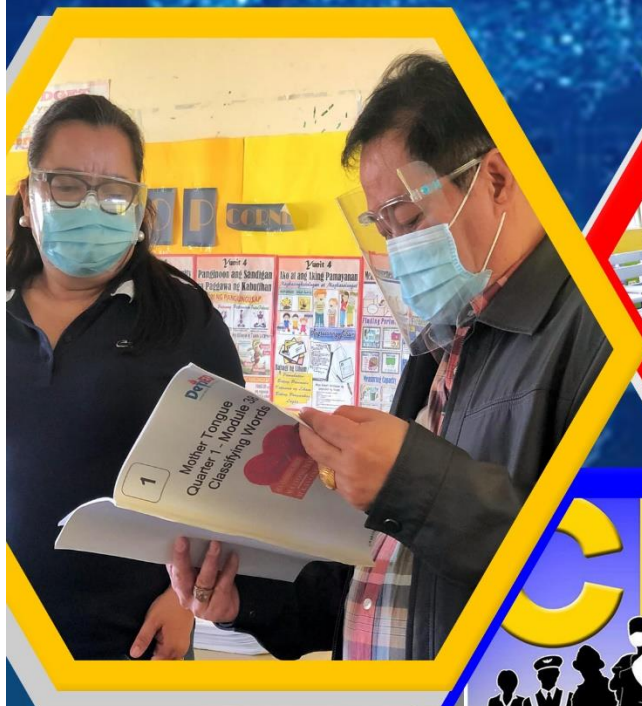




Schools Division Office of Cagayan de Oro City
Basic Education Research

Book of Abstracts

ISSN 2467-6624
VOLUME 5 NO. 1 2020



ADVISORY COMMITTEE

Cherry Mae L. Limbaco
Rowena H. Para-on
Lorebina C. Carrasco
Rosalio R. Oitorillo

LAYOUT

Allan H. Guibone

SENIOR EDITORS

Joel D. Potane
January Gay T. Valenzona
Mark John T. Gabule
Jerry G. Roble

**EFFICIENCY INDICATORS ON WORK PERFORMANCE AS A SYSTEMATIC TOOL IN
ACHIEVING PERFORMANCE TARGET: BASIS FOR FACULTY DEVELOPMENT PLAN**

Horigil Q. Abella, Daniel M. Artango, Marlon Francis C. Serña

This study aimed to determine the work performance of the teachers in one of the public secondary schools. Thirty-five Senior High School teachers were involved in the study. The self-assessment tool of the RPMS-PPST and IPCRF Rating of the teachers in the first three consecutive years of operation of the Senior High School were considered. Findings revealed that the self-assessment of the teachers was high. Using the Likert scale 1-4, teachers got a mean result of 2.81. Teacher's self-efficacy according to their capability is based on the five Key Result Areas – Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Plus Factor. Using ANOVA single factor, it was found out that there was a high significant difference between the overall efficiency of the teachers using the RPMS-PPST self-assessment tool to the IPCRF rating of the teachers. The self-assessment tool coincides with the IPCRF Rating of the teachers. Furthermore, the teachers had a high level of capability in the Plus factor and had a priority for development in the Learning Environment and Diversity of Learners. Thus, it is an effective tool in achieving performance targets since it determined the area where the faculty's strengths and weaknesses.

Keywords: RPMS-PPST self-assessment tool, IPCRF rating, faculty development

**PROJECT JAR (JOY IN ARTISTIC READING): AN INNOVATION TO IMPROVE PUPILS'
READING SKILL**

Eden C. Acaylar

Reading is a crucial skill required for academic success and lifelong learning. Hence, this year's Philippine Informal Reading Inventory (PHIL-IRI) pretest result revealed to have numerous frustration readers among Grade 6. Pupils have the difficulty in reading the text fluently which also resulted in poor comprehension. To address the reading problems, this study implemented an innovation called Project JAR (Joy in Artistic Reading) which aimed to help frustration readers improve their fluency and comprehension skills. Thus, the participants of the study were the twenty-five (25) Grade VI Quezon pupils for School Year 2019-2020 who were assessed as frustration readers. The study adapted a survey questionnaire of PHIL-IRI 2018 for both pretest and posttest to determine the participants' level of reading fluency and comprehension skills. Focus Group Discussion was conducted to find out how the intervention helped the participants in improving and developing their reading skills. Data collected from pre-assessment and post-assessment tests were analyzed using descriptive statistics like mean and frequency. Data gathered from Focus Groups were also transcribed and analyzed. With the implementation of the innovation, data revealed that there was an increase in the participants' level of reading fluency and comprehension skills. Performance output significantly helped learners in socializing with classmates. It also developed critical thinking and oral communication skill. Self-confidence was also enhanced which resulted in improved reading fluency and comprehension skills.

Keywords: Project JAR, Artistic Reading, Comprehension

READING FOR ADULT AND YOUTH (READY): AN INTERVENTION FOR READING COMPREHENSION SKILLS AMONG ALS LEARNERS

Julie A. Ceniza, Marvilyn M. Chiva, Gretchen D. Linaac

The purpose of this research was to provide aid to enhance the reading comprehension among youth and adults enrolled in Alternative Learning System (ALS) to cope with the emergence of ALS K to 12 Basic Education Curriculum. Descriptive survey was employed in this research as a basis to describe the reading comprehension level of ALS learners. The reading package which contained selections and comprehension questions was introduced. The result indicated that there was a significant difference between pre and post-assessments. The reading package helped learners improve their reading comprehension skills. Besides, learners in the Alternative Learning System exhibited a positive attitude towards reading as observed during the process.

Keywords: comprehension, reading, ALS, educators

THINKING HABITS IN THE 21ST CENTURY: A K TO 12 APPROACH INSTRUCTIONAL MODULE IN ENHANCING GRADE 10 STE STUDENTS' THINKING AND 21ST CENTURY SKILLS

Hasima N. Salic, Cherry Mae P. Casinillo, Marijane G. Ongsoyco

This study determined the thinking habits and 21st-century skills primarily the critical, creative thinking and problem solving of Grade 10 Science, Technology and Engineering students. The study made use of descriptive research design and employed purposive sampling in choosing the participants. Data were analyzed using descriptive and inferential statistics. A 10-week intervention was implemented for the identified students. Data gathering includes observations in two phases; preintervention observation and post-intervention observation by reviewing the attendance register. The results revealed an increase in both the thinking habits and 21st Century Skills in the post-intervention. These findings highlight the importance of a relationship the Thinking Habits module, as innovation applied in English and Math classes, have a significant difference in the performance of the student-participants. In its entirety, since thinking is an individual's state of action and considering the result gathered from the study, learners should be engaged in activities that target critical as well as creative thinking. Involvement in learning is the key to the learner's progress paired with an advanced learning curriculum to be provided by the teacher that targets the improvement of the thinking skill of the learner.

Keywords: thinking pattern, habits of mind, 21st-century skill, critical thinking, creative thinking.

EFFICACY OF GASOLINE ENGINE TRAINER IN ENHANCING TECHNICAL SKILLS OF AUTOMOTIVE SENIOR HIGH SCHOOL STUDENTS: AN EVALUATIVE STUDY

Jefford Vinson E. Valdehueza

This study facilitated students in developing their understanding of the operation of four-stroke cycle fundamentals using simulated cut-away parts of the engine. It utilized descriptive research design among 24 senior high automotive servicing Grade-11 students during the first semester of School Year 2019-2020. Descriptive statistics were used to describe the students' survey responses, while inferential statistics (one tailed T- test) was used to establish the difference between post-test and pre-test results of the written, simulation and practical examinations. The study found a significant difference in the pre-test and post-test scores. Generally, the students can be self-reliant, confident in the actual operation of the engine, and could easily perform simple to complicated tasks given such advantages. Corollary to this, the innovation be considered and re-assessed toward sustained improvement.

Keywords: Automotive Technology, innovation research, Instructional materials, Engine Trainer

PORTABLE GREENSCAPE AS PROTECTIVE MEASURE FOR LEARNERS FROM CLIMATE CHANGE

Nympha P. Rodriguez

Climate change affects all children around the globe. Rising classroom temperatures and the disturbing presence of flying insects and mosquitoes were some indicators of climate change that have hampered learners' ability to understand, remember concepts and be involved in the learning process. With the hope of mitigating the adverse effects of climate change, a portable greenscape was employed. Herbs, mints and other medicinal plants were utilized as portable greenscape to cool down classroom temperature and to minimize the prevalence of flying insects and mosquitoes inside the classroom. The study used a quasi-experimental design wherein a controlled group (non-greenscape classroom) and an experimental group (greenscape classroom) were utilized to validate the effect of the intervention. Students' attendance from the greenscape classroom has increased, which is higher than the previous month under investigation. Moreover, greenscape classroom demonstrates colder temperature records than non-greenscape classrooms. During the 8-week implementation phase, students perceived their classroom to be "Not Hot" and professed that flying insects and mosquitoes were "Not Prevalent". This shows that the project was effective thus, a feasible solution to protect learners from increasing temperature in the classroom. The efficacy of the intervention was validated using KII, focus-groups, and researcher-made questionnaire. The study suggests the implementation of the project to all year levels and schools with issues related to poor ventilation, distressing presence of insects and mosquitoes and undesirable student absences.

Keywords: *portable greenscape, learners, climate change*

STUDENTS' LEARNING AND ENGAGEMENT THROUGH MANIPULATIVE INSTRUCTIONAL MATERIALS (IMs) IN MATHEMATICS

Sheiryl Romea-Lauro

This study explored on the efficacy of the manipulative Instructional materials used in teaching fraction in Math. In this study, the creation of 4 manipulative instructional materials (comparing board, draw and compare, create and compare, puzzle me and compare) in teaching fraction took place to check the developing performance of the learners in learning fraction specifically comparing unit fraction. The creation of the manipulative instructional materials occurred due to the less participation of Grade 2 pupils with low scores in their outputs during the 3rd quarter of school year 2019-2020. A four-week intervention were set for 2 manipulatives instructional materials. After the exposure of the subjects to the treatment 12.5 % of them(learners) obtaining 8-10 points out of 10 items increased their performance to 42.5 %, 15% with 7-6 points increased their performance to 27.5%, those with 5-3 points decreased their performance to 17.5%, and those with 2-0 points decreased their performance to 12.5%. As deduced, the involved intervention enhanced the performance of the learners in Math.

Keywords: manipulative materials, effective, intervention

ASSESSMENT ON THE SUBJECT TEACHER SPECIALIZATION MODEL ON STUDENTS ACADEMIC ACHIEVEMENT AND TEACHER-STUDENT INTERACTION IN SCIENCE CURRICULUM

Joan P. Ohay, Ma. Doris P. Napone, Kim Charies I. Okit

This study aimed to discover if the strategy on subject specialization model enabled excellent teachers to reach more students by focusing on their field of specialization in teaching Science. It intended to gather information about learners' insight on the quarterly switching of Science teachers based on their field of specialization in accordance to the K to 12 Science spiral curriculum of Junior High School. The obtained data were focused on the perceived effects of the subject specialization model in terms of teacher-student interaction and student classroom interaction, the academic achievements of the students, and on whether significant difference surfaced in the academic achievement of the students during the subject specialization model implementation. In analyzing the obtained data, descriptive research approach was utilized. As revealed, the study reflected a positive scheme with the implementation of subject specialization model even in a limited contact time with students as depicted by the increase of the students' grade. Furthermore, the findings indicated that teaching subjects aligned with the teachers' field of specialization proved to be effective in motivating learners to love the subject.

Keywords: academic achievement, classroom performance, proficiency levels subject specialization, teacher-student interaction

**PROJECT WHOLE (WALKING INTO HOLISTIC AND OPTIMAL LEARNING EXPERIENCE):
AN ADJUSTMENT PROGRAM FOR SENIOR HIGH SCHOOL (SHS) TRANSFEREES IN
SCIENCE HIGH SCHOOL**

Fe S. Pablico, Rochelle A. Luzano, Evalyn M. Calangi

Educating the “whole” child endowed with cognitive, emotional and psychosocial abilities has been the demands of 21st century learning. However, the Grade 11 student transferees were found out to perform low academically in specialized and applied subjects in STEM curriculum. This low academic performance was attributed to students’ crucial adjustment period in a science high school curriculum. In this study, qualitative and quantitative types of research were used to facilitate in improving the academic and self-adjustment difficulties among student transferees. This adjustment emphasized the Structured Learning Experience (SLE) approach as the framework of the intervention sessions. Results of this study divulged that project was effective in addressing the academic adjustment of transferees as shown in the significant increase of grades. In like manner, the project influenced the students to develop self-realization of becoming optimistic, confident and appreciative in adapting school culture. Hence, the project facilitated the intellectual, psychological, and social adjustment needs of student transferees. Utilization of group guidance and other factors involving academic achievement aside from grades may be explored for future research.

Keywords: academic adjustment, self-adjustment, Structured Learning Experience, student-transferees

**ICT UTILIZATION IN TEACHING SCIENCE CURRICULUM: TEACHING-LEARNING
OPPORTUNITIES AND ROLES OF TEACHERS**

Christian Gem C. Pimentel, Cedric A. Borres, Julius O. Tan

ICT utilization in teaching science curriculum is important in achieving the demand of the 21st century learners. Discovering the teaching-learning opportunities and the role of teachers are the key to fill in the digital literacy gap between digital natives and the digital migrants. This study intended to gather valuable information about the teaching-learning strategies used by the teachers in the delivery of learning competencies through ICT and on the role of teachers. The obtained data were focused on the profile, trainings attended, acquisition of ICT skills and on whether significant difference in the number of trainings employing the length of service of the teacher existed. A descriptive research approach was utilized to analyze the gathered data. As revealed, the study indicated a positive scheme with the identification of teachers’ capacity in using ICT in teaching-learning process. Furthermore, the findings indicated the potential of enhancing policies and guidelines in sending teachers to ICT trainings and identifying the kind of ICT trainings needed in a science program implementing school.

Keywords: ICT utilization, teaching-learning opportunities, digital native, digital literacy, role of teachers

ADOPT-A-LEARNER PROGRAM: AN INTERVENTION TO IMPROVE THE KEY PERFORMANCE INDICATORS OF THE SCHOOL

Leonor C. Reyes, Jufel S. Gutang

The study determined the benefits of Adopt-a-Learner Program, an intervention to improve the key performance indicator of the school. The involved participants were the 10 students, 10 parents and 6 teachers. All of them were subjected to focus group discussion. The study employed thematic analysis in analyzing narratives from variety of sources. The emerging themes were academic performance, short-term hunger, health, attendance on the how adopt-a-learner help. The research instruments were the self-made questionnaire substantiated by Focus Group Discussion(FGD). The most numbered responses of the students were classified 5 under the theme on Short –term –hunger(the on-site meals done every week). The most numbered responses of the teachers were classified 3 under the theme on academic performance(monitor the academic grades of the beneficiary every quarter). The most numbered responses were classified 4 under the theme on financial(the giving of cash allowances for fare and snack done every week). As disclosed, the adopt-a learner program contributed to the increased enrolment of the school from 380 enrolment to 440 this school year based on the LIS. Likewise, the adopt-a-learner program reduced the drop-out rate of the school. As gleaned, Learner Program should be continuously implemented as the platform of improving the Nutritional and Academic performance of the learners.

Keywords: adopt-a- learner, performance indicator, benefits

MABISANG INTERBENSYON SA PAGPAPAUNLAD NG KASANAYANG PAGBASA SA FILIPINO NG MGA MAG-AARAL SA IKALABINDALAWANG BAITANG

Daisy S. Sabidor and Teresa P. Mingo

Ang pag-aaral na ito ay ninais na matukoy ang epektibong interbensyon sa pagpapaunlad ng kasanayang pagbasa sa asignaturang Filipino ng mga mag-aaral sa ikalabindalawang baiting(Grade 12). Sa pag-aaral na ito ay tinutukoy ang kasanayan sa pagbasa ng mga mag-aaral ng asignaturang Filipino at interbensyon upang mapaunlad ang kasanayang pagbasa ng mga mag-aaral. Mayroong tatlumpu't apat (34) na mag-aaral ang bilang ng respondente ng pananaliksik na ito. Makikita na may malaking pagbabago mula sa balyung nakuha mula sa paunang pasulit at panghuling pasulit. Sa kabuuan makikita na wala nang non-reader na mga mag-aaral. 9.09% na pagtaas naman ang nakuha sa lebel ng instruction na nagpapahiwatig lamang ito na may karagdagang mga mag-aaral para sa lebel na ito. At sa lebel naman ng independent, may 4.54% na kaibahan na may kahulugan na ang nakuha ng mga mag-aaral ay lalo pang tumaas. Masasabing mabisa talaga ang ginamit na mga interbensyon sa pagpapaunlad sa perormans at pang-unawa ng mga mag-aaral sa ikalalabindalawang baitang.

Keywords: kasanayan sa pagbasa, interbensyon sa pagbasa



Photos: DepEd CDO
Mary S. Sieras

Lorebinna C. Carrasco

<https://www.vectorstock.com>
<https://www.mynewsdesk.com>