

**PHILIPPINE NORMAL UNIVERSITY**

**The National Center For Teacher Education**



# **INTERNATIONAL GRADUATE TEACHER EDUCATION SUMMIT 2021**

## **BOOK OF ABSTRACTS**

**Teacher Education: Future Goals, Challenges, and Response  
to Better Normal**

**MARCH 13-14, 2021**





PHILIPPINE NORMAL UNIVERSITY  
The National Center For Teacher Education  
College of Graduate Studies and Teacher Education Research  
PNU Graduate Student Council (PNU-GSC)  
Taft Avenue, Ermita, Manila

in collaboration with  
INTERNATIONAL ORGANIZATION OF EDUCATORS AND RESEARCHERS, INC. (IOER)



INTERNATIONAL GRADUATE TEACHER EDUCATION SUMMIT 2021  
TEACHER EDUCATION: FUTURE GOALS, CHALLENGES, AND RESPONSE TO BETTER NORMAL  
13-14 MARCH 2021

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**TEACHER EDUCATION: FUTURE GOALS, CHALLENGES, AND RESPONSE TO BETTER NORMAL**  
13-14 MARCH 2021

# Conference Program





## Conference Program

March 13-14, 2021 (via zoom)/ Philippine Standard Time

Day 1 – March 13, 2021, Saturday

**Dexter Andrew O. Manalo**

*Ph.D. in Science Education*

*Facilitator*

| TIME        | ACTIVITY                                                                                                                                                                                                                                                 |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7:00 – 7:15 | Opening Ceremonies<br><b>National Anthem, Interfaith, and<br/>PNU Mission, Vision and Quality Policy</b>                                                                                                                                                 |
| 7:16 – 7:21 | Opening Remarks<br><br><b>DR. ANTRIMAN V. ORLEANS</b><br><i>Dean, College of Graduate Studies and Teacher Education<br/>Research Philippine Normal University</i>                                                                                        |
| 7:22 - 7:30 | Message<br><br><b>DR. BERT J. TUGA</b><br><i>University President<br/>Philippine Normal University</i>                                                                                                                                                   |
| 7:30 – 7:40 | <b>Conference Orientation</b><br><br><b>Jayson L. de Vera</b><br><i>President<br/>PNU Graduate Student Council</i>                                                                                                                                       |
| 7:41 – 8:30 | <b>Plenary Speaker</b><br><br>“New Experiences, Instructional Design and Curriculum Priorities<br>in the time of Pandemic”<br><br><b>DR. NAVDEEP KAUR RAJPUT</b><br><i>Chemistry Professor<br/>Arizona Science Research Coordinator<br/>Arizona, USA</i> |
| 8:30 – 9:30 | “Cultivating Teacher Professionalism for Educational Excellence<br>and Equity”<br><br><b>DR. JENNIFER E. LOPEZ</b><br><i>Director III, BHRD<br/>Department of Education</i>                                                                              |



|               |                                                                                                                                                                                                                                                                                                                                                           |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:30 – 10:30  | "Educating Teachers for Diverse Educational Settings: Implication to Research and Teacher Education"<br><br><b>DR. YANKI HARTIJASTI</b><br>Assistant Professor<br>Department of Management<br>Faculty of Economics and Business<br>Universitas Indonesia                                                                                                  |
| 10:30 – 11:30 | "A Stronger School Workplace: The Role of Strengths – Use in Work Engagement, Job Satisfaction and Organizational Citizenship Behaviors"<br><br><b>PROF. LEONIE NAHHAS</b><br>NSW Department of Education<br>University of Wollongong<br>Sydney, Australia<br><br><b>Joanna Marie A. De Borja</b><br>Moderator<br>Secretary, PNU Graduate Student Council |
| 12:01 – 5:00  | <b>Parallel Sessions</b>                                                                                                                                                                                                                                                                                                                                  |

## Day 2 – March 14, 2021, Sunday

| TIME         | ACTIVITY                                                                                                                                                                           |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7:30 – 7:45  | Opening Ceremonies<br><b>National Anthem, Interfaith, and PNU Mission, Vision and Quality Policy</b>                                                                               |
| 7:46 – 8:00  | Message<br><br><b>DR. MARITES D. OLEA</b><br>President<br>International Organization of Educators and Researchers Inc. (IOER)                                                      |
| 8:00 – 9:00  | "DepEd Expectations in Teacher Education Institutions"<br><br><b>USEC. DR. DIOSDADO M. SAN ANTONIO</b><br>Undersecretary for Curriculum and Instruction<br>Department of Education |
| 9:00 – 10:00 | <b>Plenary Speaker</b><br><br>"Teacher Education in the Philippines: Challenges and Opportunities"                                                                                 |



|              |                                                                                                                                                                                                                                                                   |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | <b>DR. GINA O. GONONG</b><br><i>Director</i><br>Philippine National Research Center for Teacher Quality (RCTQ)                                                                                                                                                    |
| 10:00 – 2:45 | <b>Parallel Sessions</b>                                                                                                                                                                                                                                          |
| 2:45 – 3:45  | <b>Plenary Speaker</b><br><br>“Reimagining New Praxes of Teaching and Assessment of Learning.”<br><br><b>DR. MARILYN U. BALAGTAS</b><br><i>University Professor</i><br>College of Graduate Studies and Teacher Education Research<br>Philippine Normal University |
| 3:45 – 4:45  | “The Research Culture in time of Pandemic”<br><br><b>PROF. DR. BEATRIZ LUCIA SALVADOR BIZOTTO</b><br>Centro Universitário Unifacvest<br>Lages, Santa Catarina, Brazil<br><br><b>Javen Babac, Jr.</b><br><i>Ph.D. Applied Linguistics</i><br>Moderator             |
| 4:46 - 5:00  | Closing Remarks<br><br><b>DR. JENNIE V. JOCSON</b><br>Vice President for Academics<br>Philippine Normal University                                                                                                                                                |





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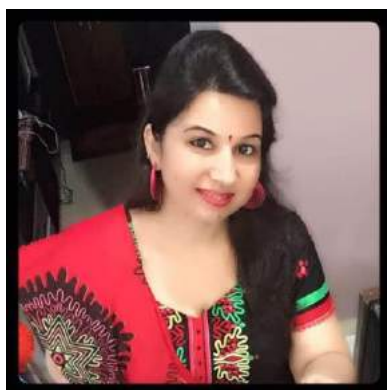
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# Plenary Speakers





### DR. NAVDEEP KAUR RAJPUT

Chemistry Professor  
Arizona Science Research Coordinator  
Arizona, USA

*"I am a person with whom Chemistry will not be a mystery".* This is how Dr. Navdeep Kaur Rajput described herself.

She obtained her PhD in Chemistry from Punjab Technical University, Jalandhar, Punjab, India in 2009.

She is a recipient of academic distinctions which include gold medals for standing first in university in B.Ed and M.Sc, winner of late Shri Shayam Sunder Nayyar Memorial Trophy and establishment of a Doctoral Level Laboratory under the guidance of Dr. A.P.Singh at Shaheed Bhagat Singh College of Engineering and Technology, Ferozepur. She also qualified for NET-UGC and GATE which is a requirement for teaching Chemistry in Colleges and Universities in India and simultaneously working as a scientist in research laboratories.

With her love for chemistry, she has 22 years of teaching experience to high school, undergraduate and postgraduate students.

She joined San Carlos Unified School District on November 22, 2016 and is proudly working since then as High School Chemistry, Integrated Science, CTE (Bioscience) teacher and a research scientist who have guided 8 projects (out of which 7 were Gila county winners and one was state winner). Research on native Indian plants is her passion.

She has research experiences in all branches of Chemistry (Inorganic, Organic, Physical and analytical) with specialization in Microwave Sintering of Ceramics, Lanthanides and Actinides and Transition metal chemistry. She has been trained to use all types of qualitative and quantitative analysis with latest Spectroscopic techniques (UV-VISIBLE, FTIR, NMR, ESR, X-RAY CRYSTALLOGRAPHY). Patent registered for Microwave sintering of PSZ.

For DR. Navdeep, teaching is so rewarding that it gives her a sense of gratification, sincerely trying giving her best to be an energetic and contributing member of San Carlos (Braves) community.

Her teaching philosophy is, "Students do not care how much you know, until they know how much you care". As a teacher in San Carlos High School, she showed her care by establishing relationship with the students, helping them in finding their dreams and strengths so that they can believe in themselves the way Dr. Navdeep believed on them. She always thinks like a proton and stays positive.





**DR. JENNIFER E. LOPEZ**

*Director III*

Bureau of Human Resource and Organizational Development  
(BHROD)

Department of Education

Jennifer E. Lopez is the Director III of the Bureau of Human Resource and Organizational Development (BHROD), Department of Education.

She earned her Ph.D. in Linguistics with specialization in Applied Linguistics at the Philippine Normal University, Manila, M.A. in Applied Linguistics at Southern Luzon State University with academic excellence award, and BSE English at the same university/college in Lucban, Quezon. She has also acquired Postgraduate Diploma in Applied Linguistics and Certificate in Assessment in English Language Teaching with distinction at SEAMEO RELC in Singapore.

Before BHROD, she has been championing campus journalism, reading and special program for foreign languages for 6 consecutive years. As the former Education Program Supervisor in the Curriculum and Learning Management Division of DepEd Region IV-A, she authored two of its major regional policies: Curriculum and Learning Management Systems Framework of DepEd Region IV-A CALABARZON (RM No. 8, s. 2015) and the Regional Guidelines on Comprehensive Reading Policies (RO No. 1. S. 2018). She was also the architect in transforming and propelling Region IV-A to a historic 6-peat overall championship in the annual National Schools Press Conferences.

She has also given her excellent contributions to the Philippine National Research Center for Teacher Quality's major projects with the Department of Education that impact on teacher quality such as the development of the Philippine Professional Standards for Teachers, School Heads and Supervisors and all of the other projects related to it. PNU RCTQ has reached many important milestones with her generous participation and sustained engagement in all of their research activities that aim to benefit the teachers and eventually, the learners. This also serves as her entry point in the bureau. Since the bureau's inception in 2016, it has embarked on an HROD journey to lay the groundwork for a high-performing organization by strengthening its human capital. Major initiatives of the bureau include the integration of the Philippine Professional Standards for Teachers in all of the HR systems including the Results-Based Performance Management System (RPMS). Data gathered from the use of PPST-based assessment tools for teachers are expected to inform policies on teacher hiring, promotion and/or career progression, teacher professional development, and rewards and recognition. Just recently, she has been appointed Member of the Career Progression and Specialization Program – Credit Accumulation and Transfer System (CPSP-CATS) Committee of Professional Teachers by the Professional Regulation Commission (PRC).





Ma'am J.Lo, as she is fondly called, is a Career Executive Service Eligible (CESE). Among her notable awards and recognition include: Civil Service Commission (CSC) Region 4 PAGASA Award, DepEd CALABARZON's Most Outstanding Woman, Gawad Lagablab Leadership Excellence Award in Campus Journalism, Lions' Club International Leadership Excellence Award in Campus Journalism, Gawad Bituin Most Significant Idea Winner, DepEd's Loyalty Award, SM Lucena's Gawad Tanglaw Most Outstanding Teacher, and DepEd Lucena City's Most Outstanding Teacher.



**DR. YANKI HARTIJASTI**

*Assistant Professor*

Department of Management

Faculty of Economics and Business

Universitas Indonesia

Dr. Yanki is affiliated with Department of Management, Faculty of Economics and Business, Universitas Indonesia. She earned MBA degree from University of the Philippines. She also obtained Master of Science and Doctor in Industrial and Organizational Psychology from Universitas Indonesia. After gaining fifteen years of professional experiences in various industries as Human Resources practitioner, she then decided to take the plunge into the academic world.

Since 2010, she has been invited to share her knowledge and disseminate her research findings as a visiting professor, keynote speaker, panelist, or jury in Asia and Europe. She is also active as a member of peer-reviewed academic journal in different countries. Yanki is a vigorous member of various international conference associations aligned with her research and publications which focus on leadership and organizational culture, human resource management, cyber behavior among multi-generational workforce and travelers, as well as sustainable tourism studies.





**PROF. LEONIE NAHHAS**

*NSW Department of Education*  
University of Wollongong  
Sydney, Australia

With a background in primary school teaching, Leonie is currently a scholarship recipient of the NSW Department of Education (DoE) School Counsellor Metropolitan Program which is jointly run by DoE Student Engagement and Interagency Partnerships and the University of Wollongong.

Through this program, Leonie will become a registered psychologist and continue working in the NSW Public School system.

As a passionate altruist who has an unyielding desire to do good in and for the community, Leonie's local and international contributions towards advancing positive societal change has been formally recognised through the United Nations (UN) Global Youth Leadership Award in Bangkok, Thailand, the Rotary International Leadership Excellence Award and Macquarie University's prestigious Global Excellence Award.

As part of her Australian Government New Colombo Plan (NCP) Scholarship, Leonie spent 19 months in Southeast Asia undertaking community development projects targeting the 2030 UN Agenda for Sustainable Development. Her work has included delivering English language training and life skills curricula to at-risk children and youth in Vietnam and rural Cambodia, conducting research at a rehabilitation centre for public health in Indonesia and providing educational and psychological support to student communities in Tondo, Manila Philippines.

In pursuit of positive global change, Leonie was selected for the UN Global Youth Advocate Program in Bangkok, Thailand where she was both the Executive Lead and Master of Ceremonies for the inaugural Peace Summit of Emerging Leaders hosted at the UN Asia Headquarters. Leonie is now an Ambassador for the Program and continues to mentor 350 delegates across 46 countries with their local peace initiatives.

In recognition of her work, Leonie was appointed as the NCP Inaugural Alumni Ambassador by the Australian Department of Foreign Affairs and Trade and co-founded the ASEAN-Australia Strategic Youth Partnership Ltd which has been endorsed by the Secretary-General of ASEAN H.E. Dato Lim Jock Hoi and Prime Minister, Scott Morrison.

Outside of her passion for strengthening regional and global cooperation and development, Leonie is a valued coach and mentor in organisations such as Burn Bright Australia, Raise Foundation, Max Potential, Humanitarian Affairs Asia, YMCA and Young Change Agents.

More recently, Leonie founded and pioneered a not-for-profit, community organisation called Illume which aims to use dialogue as a means for cultivating civic engagement and social cohesion in local, national and global communities.



**USEC. DR. DIOSDADO M. SAN ANTONIO**

*Undersecretary for Curriculum and Instruction*  
Department of Education

Dr. Diosdado M. San Antonio is the undersecretary for Curriculum and Instruction at the Department of Education. He obtained a Master of Arts in Education from Bicol University, Philippines, in 1994, and a Master of Leadership and Management in Education from the University of Newcastle, Australia, in 2001. He also obtained his Ph.D. in Education,

through an international post-graduate research scholarship, from the University of Newcastle, Australia, in 2006.

Dr. San Antonio has completed innumerable international training programs and workshops in Singapore, Malaysia, Thailand, South Korea, Australia, and the United States of America. In line with this, he also completed several online courses through the World Bank E-Learning Institute and Edx.

As the undersecretary for Curriculum and Instruction, he has been tasked to coordinate the ongoing review of the K to 12 curriculum. He also endeavors to find ways of ensuring that every Filipino learner achieves authentic literacy. On the other hand, as an educational leader, he fosters transparency, ethics, and accountability. He believes that strong rewards and recognition system is an effective way to encourage officials and teachers to aim for excellence. Above all, he strengthens a strong research culture towards meaningful innovations for learning and teaching.

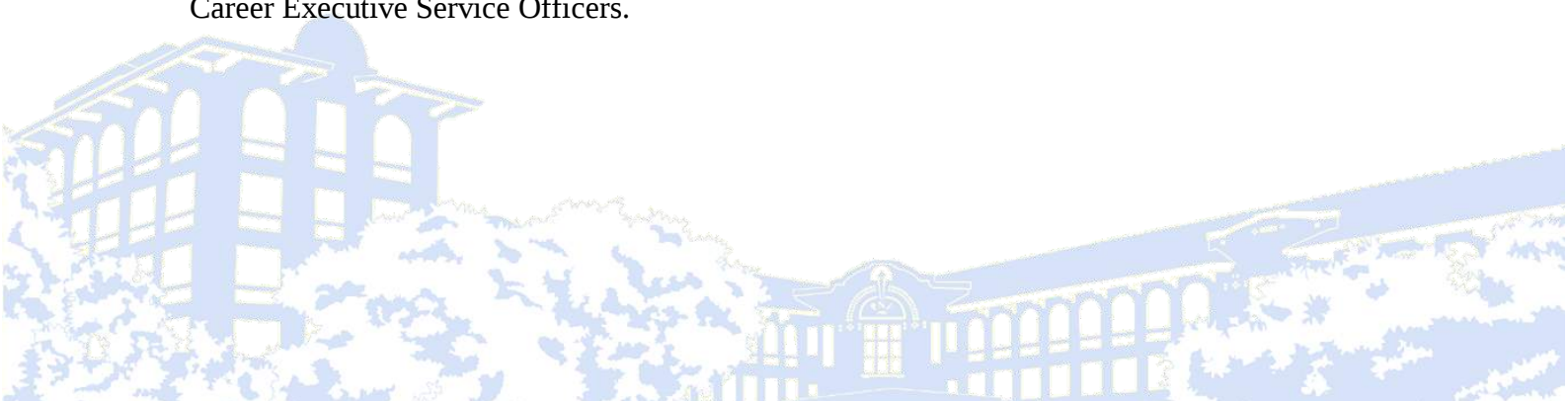
In 2008, Dr. San Antonio received the New South Wales Institute of Educational Research Award for his outstanding doctoral research conferred at Macquarie University, Sydney, Australia.

In 2013, Dr. San Antonio was granted a fellowship award during the 28<sup>th</sup> Round of the APEC E-Learning Training Program, held in Seoul-Busan, South Korea.

In 2019, Dr. San Antonio was a finalist in the Reflective Practice Award compered by the British Educational Leadership, Management, and Administration Society.

In 2019, Dr. San Antonio was awarded as an Outstanding Alumnus in the Field of Education by Bicol University, Philippines.

In 2019, Dr. San Antonio was a finalist in the Gawad CES 2019 Presidential Award for Career Executive Service Officers.





**DR. GINA O. GONONG**

*Director*

Philippine National Research Center for Teacher Quality  
(RCTQ)

Gina O. Gonong holds a Ph.D. in Linguistics, and is currently an Associate Professor at the Philippine Normal University. She is the Director of the Philippine National Research Center for Teacher Quality (RCTQ).

In April 2018, Dr. Gonong was awarded an Honorary Doctor of Letters *honoris causa* by the University of New England in Australia for her contributions to teacher quality policies in the Philippines. She also earned a post-doctoral fellowship for her leadership in research from the same university. She was also granted an Australian Awards Fellowship.

She led the research team that collaborated with the Department of Education in the development and validation of the Philippine Professional Standards for Teachers, the Philippine Professional Standards for School Heads and the Philippine Professional Standards for Supervisors. She co-led the conduct of the study on the National Educators' Academy of the Philippines (NEAP) Transformation in close collaboration with the Office of the Secretary of the Department of Education. She started the work on pre-service teacher education curriculum quality audit towards the alignment of the curriculum with the professional standards. She was also part of national studies on the development needs of teacher educators, pre-service and in-service teachers. She is a member of the Technical Working Group for Teacher Quality (TWG-TQ) chaired by Cabinet Secretary Karlo Nograles. Internationally, she was involved in the work on teacher standards in various capacities: a member of the expert panel of the Saudi Arabia Professional Standards for Teachers, and a technical consultant for the Bhutan Professional Standards for Teachers, among others.





**DR. MARILYN U. BALAGTAS**

*University Professor*

College of Graduate Studies and Teacher Education Research  
Philippine Normal University

Dr. Marilyn Ubiña-Balagtas is the University Professor of the Philippine Normal University teaching courses on educational assessment, evaluation, statistics and research from undergraduate to doctoral level. She obtained her degrees of *Bachelor of Elementary Education (BEED)* with specialization in *Mathematics* and *Master of Arts in Education* with specialization in *Mathematics Education* in PNU. She finished her *Ph.D. in Education* with specialization in *Educational Research and Evaluation* at the University of the Philippines, Quezon City. She has been awarded a post-doctoral fellowship for Leadership in Research by the University of New England, Australia for having led national research projects on teacher quality being the Inaugural Director of the Philippine National Research Center for Teacher Quality (RCTQ). She graduated Cum Laude and awarded one of the 10 Outstanding Student Teachers in the Philippines by Pi Lambda Theta. She has been a Regional Finalist in the Metrobank Search for Outstanding Teacher (Tertiary Level) in 2012. She has been a recipient of various competitive scholarships, fellowships and academic and leadership awards at the institutional, regional, national and international levels. She has been formally trained in Educational Evaluation at SEAMEO-RECSAM Malaysia; Professional Education and Research at Queensland University of Technology (QUT), Brisbane, Australia; and Curriculum Analysis by the International Association for the Evaluation of Educational Achievement (IEA) in Warsaw, Poland.

She has been a resource person in the areas of pedagogy, assessment and research in various educational institutions in the country and in foreign countries like Brunei, Hongkong, Thailand, Vietnam, Australia, and Myanmar. She has delivered research papers on educational assessment, teacher education, and internationalization in international conferences held in the Philippines, China (Shanghai), United Arab Emirates (Dubai), United States of America (Chicago), Spain (Barcelona), and United Kingdom (London and Oxford), Taiwan (Kaohsiung), and Denmark (Copenhagen). She has participated in international conferences, meetings, and benchmarking in Czech Republic, Singapore, Thailand, Vietnam, Vienna, Indonesia, Madrid, Macao, Scotland, Canada, Denmark and Germany.

She has published books, chapters, and articles at the institutional, national, and international level in the areas of educational assessment, teacher education, and mathematics education. She has been a consultant in assessment of some national testing centers, government agencies, industries, board of examiners, and international non-government.





She has held various leadership positions in the management of academic, research, linkages and international programs and commissioned/partnership projects of PNU like those with CHED, DepEd, Worldbank, Australian Government, SEAMEO INNOTECH, Smart Communications, Inc., Rex Institute for Student Excellence (RISE), Philippine Embassy in Myanmar, and Maritime Industry Authority (MARINA). She has held various administrative positions in PNU in academic, research and international linkages programs, the most recent was her being the Dean of the College of Flexible Learning and ePNU from June 2017 to April 2020.

She is currently the President of the Philippine Educational Measurement and Evaluation Association (PEMEA), has been the President of the United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), INC. formerly known as the Philippine Association for Teachers of Educational Foundations (PATEF) for 8 years, and member of Pi Lambda Theta Philippines, National Research Council of the Philippines, and the American Educational Researcher Association (AERA), International Association for Educational Assessment (IAEA), and National Council on Measurement in Education (NCME).



**PROF. DR. BEATRIZ LUCIA SALVADOR BIZOTTO**

Centro Universitário Unifacvest  
Lages, Santa Catarina, Brazil

Prof. Beatriz is a Post-doctoral student at the University of Aveiro Portugal. She had her PhD in Administration from the University of Caxias do Sul, Brazil - Agreement UCS/PUC/RS. Master in Business Administration from the University of Caxias do Sul, UCS, Brazil (2011). Specialization in Controllershship - University of Caxias do Sul, USC, Brazil (2004). Graduated in Accounting Sciences University of Caxias do Sul, UCS, Brazil (2001). Judicial Expert.

Dr. Beatriz successfully delivered nineteen international lectures for the year 2020. Institutional connection 2019 – Current Connection: Employee, Functional Framework: tutor teacher.

She has three international research projects; Applied social sciences, Spirituality between Brazil Pakistan and India and Governance and entrepreneurship. She is also a national and international journal reviewer, editor of Tropeiro Magazine, international book co-author and national book author and book chapters, conference speaker and online conference organizer.





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# Parallel Sessions Matrix





## PARALLEL SESSIONS

| Time                                                                                                    | Moderators                                                    | Room                                        | Zoom Link                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1 –<br/>March 13,<br/>2021,<br/>Saturday</b><br><br>12:01 – 5:00<br><b>Parallel<br/>Sessions</b> | Jayson L. De Vera<br>Randolph G.<br>Catungal                  | <b>Parallel Session 1</b><br>CGSTER Account | Join Zoom Meeting<br><a href="https://pnu-edu-ph.zoom.us/j/87643380809?pwd=bkh3UmpFMnB4TjVnRGxGamlyLzVVQT09">https://pnu-edu-ph.zoom.us/j/87643380809?pwd=bkh3UmpFMnB4TjVnRGxGamlyLzVVQT09</a><br><br>Meeting ID: 876 4338 0809<br>Passcode: 375190                                                                                                                                   |
|                                                                                                         | Zorabel Maria A.<br>Delos Reyes<br>Joefrey Rosario R.<br>Chan | <b>Parallel Session 2</b><br>GresO Account  | Join Zoom Meeting<br><a href="https://pnu-edu-ph.zoom.us/j/81342441627?pwd=VGMyR1FHT3FONjZtS0FVWFpPVzNoUT09">https://pnu-edu-ph.zoom.us/j/81342441627?pwd=VGMyR1FHT3FONjZtS0FVWFpPVzNoUT09</a><br><br>Meeting ID: 813 4244 1627<br>Passcode: 271122                                                                                                                                   |
|                                                                                                         | Joanna Marie A. de<br>Borja<br>Jan Michael O.<br>Santos       | <b>Parallel Session 3</b><br>VPURA Account  | Topic: Day 1 - GSC International Graduate Teacher Education Summit 2021<br>Date/Time: March 13, 2021 (Saturday)<br>11:00 AM<br><br>Join Zoom Meeting<br><a href="https://pnu-edu-ph.zoom.us/j/82204629434?pwd=WURZK2NhZTQ1VTN6K0R3WTYvVWYzdz09">https://pnu-edu-ph.zoom.us/j/82204629434?pwd=WURZK2NhZTQ1VTN6K0R3WTYvVWYzdz09</a><br><br>Meeting ID: 822 0462 9434 Passcode: IGTESD01 |
|                                                                                                         | Vanessa B. Bobis<br>Judy V. Bongala                           | <b>Parallel Session 4</b><br>OSASS Account  | Join Zoom Meeting<br><a href="https://pnu-edu-ph.zoom.us/j/89517259687?pwd=cXVka0ZJUUnY1RVhhR2ozdzM4cWkyQT09">https://pnu-edu-ph.zoom.us/j/89517259687?pwd=cXVka0ZJUUnY1RVhhR2ozdzM4cWkyQT09</a><br><br>Meeting ID: 895 1725 9687<br>Passcode: GSC3132021                                                                                                                             |





### Parallel Session 1

Jayson L. De Vera

Randolph G. Catungal

Moderators

| Time         | Title of Paper                                                                                                                                                               | PRESENTER                                                                                           | INSTITUTION                                      |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 12:00 –12:15 | Community-Based Support Activities, Working Memory, and Mathematics Performance of Students                                                                                  | Ms. Leizyl B. Igdanes                                                                               | Capiz State University                           |
| 12:15 –12:30 | Kahandaan ng mga Mag-aaral ng Shielded Metal Arc Welding (SMAW) sa Pagsulat ng Pananaliksik sa Asignaturang Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik | Ms. Jenilla Mae O. Rodrigo<br>Keirlyn S. Quinto                                                     | Bataan National High School-SHS                  |
| 12:30 –12:45 | Repercussions of Synchronous and Asynchronous Online Learning among College Students                                                                                         | Ms. Edelyn J. Balbuena<br>Chin Cielo O. Cabase,<br>Jasmin T. Abadingo,<br>Keith Catherine A. Alesna | Cebu Normal University                           |
| 12:45 –1:00  | Category is Drag Realness: The Lived Experiences of Filipino Drag Queens                                                                                                     | Mr. Nigel Ryle Z. Penales                                                                           | Philippine Normal University                     |
| 1:00 –1:15   | Apples and Chalk Dust: The Ideal Versus Reality of Mentoring Mentors                                                                                                         | Dr. Juan Primitivo P. Petrola                                                                       | Commission on Higher Education Regional Office I |
| 1:15 –1:30   | Teachers' Experiences on Contextualized Science Laboratory Activities: Challenges and Opportunities                                                                          | Mr. EivanMark S. Sigua                                                                              | Pampanga State Agricultural University           |
| 1:30 –1:45   | Paggamitng ICT: Ang Pagsisiwalat ng mga Gurong may Ginintuang Edad                                                                                                           | Mark Lorenze J. Caminero, LPT, MAEd                                                                 | Matiao National High School                      |
| 1:45 –2:00   | Pupils' Knowledge on Batangas Dialect: Basis for an Intensive Instruction                                                                                                    | Ms. JeramieB. LandichoDr. Frederick Talaue                                                          | De La Salle University                           |
| 2:00 –2:15   | Digital Literacy of Selected Senior High School Students: An Analysis for Online Education Readiness                                                                         | Mr. Christopher H. Punzalan<br>Eunice E. Laudato                                                    | Philippine Normal University                     |
| 2:15 –2:30   | STEM Interests and Future Career Perspectives of Junior High School Students:<br>A Gender Study                                                                              | Mr. Christopher H. Punzalan                                                                         | Ronin Institute                                  |
| 2:30 –2:45   | Digital Inequality Survey to the Teachers of St. Aloysius Academy of                                                                                                         | Dr. Crisanto E. Avila                                                                               | St. Aloysius Academy of Dasmariñas               |



|            |                                                     |  |  |
|------------|-----------------------------------------------------|--|--|
|            | Dasmarinas: A Basis for Digital Trust and Intuition |  |  |
| 2:45 –3:00 | Q and A                                             |  |  |

| Time       | Title of Paper                                                                                               | PRESENTER                                                                                                                         | INSTITUTION                                |
|------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 3:00 –3:15 | Pragmatic Functions of Discourse Particles: An Analysis of Students' Computer Mediated Communication         | Ms. Janvielle V. Rosal, Arieljun P. Rosal                                                                                         | Surigao Del Sur State University           |
| 3:15 –3:30 | Assessing the Profile and Disaster Preparedness of Angat, Bustos, and Ipo Dam in Bulacan                     | Ma. Annalyn C. Camba, LPT, Carmela C. Javier, LPT                                                                                 | Virginia Ramirez-Cruz National High School |
| 3:30 –3:45 | Comparative Analysis Of Teaching Strategies In Teaching Science Between Online Approach and Modular Approach | Ms. Aubrey Belle S. Ynot, Cendie Misa, Rhex John S. Warain, Charlyn Marayan, Jonafel Lyca Montebon, Marchee T. Picardal, ED. D.   | Cebu Normal University                     |
| 3:45 –4:00 | Applying Delphi Technique to Explore Future Vocational Learning Skills Domain in Malaysia Education Systems  | Dr. Irdyantibinti Mat Nashir, Muhammad Ridzuan Idris; Ramlee Mustapha; Nur Aishah Sulaiman; Sudiyatno; Nurul Nazirah Imam Ma'arof | Universiti Pendidikan Sultan Idris         |

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|------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 4:00 –4:15 | A Structural Equation Model of Academic Performance in Research of Senior High School Academic Track Students | Prof. Ronel G. Dagohoy                                                                                                                    | Davao del Norte State College |
| 4:15 –4:30 | Relationship between Students' Attitudes on E-learning and Technological Skills                               | Ms. Ana Marie O. Cortes, Dr. Marchee T. Picardal, Kelly J. Embalzado, Carlo A. Lapinid, Vanissa YboneL. Generalao, Irene Rose R. Latayada | Cebu Normal University        |
| 4:30 –4:45 | A Correlational Analysis between Self-Control and Student's Video Game Performance in Panabo City             | Mr. Glendell R. Jadraque, Pamela Dela Cerna, Nathan James Gabertan, Jannie Jenny Mahipos, and Mark Van Buladaco                           | Davao del Norte State College |



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| 4:45 –5:00 | Case Study in Asynchronous Online Discussion | Ms. Kate R. Lamac | Marinduque State College |
| Q and A    |                                              |                   |                          |

## Parallel Session 2

**Zorabel Maria A. Delos Reyes**

**Joefrey Rosario R. Chan**

*Moderators*

| Time         | Title of Paper                                                                                                         | PRESENTER                                                                        | INSTITUTION                              |
|--------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------|
| 12:00 –12:15 | Gender and Development: A Case Study on its Implementation among Private Higher Education Institution in Tacloban City | Mr. Tyrone O. Gil Jr.                                                            | Leyte Normal University                  |
| 12:15 –12:30 | Exploring Factors of Mathematics Achievement from Student's Perspectives                                               | Mr. Lito B. Larino                                                               | Moonwalk National High School            |
| 12:30 –12:45 | Constructivist Approach in Enhancing the Logical Reasoning and Problem-Solving Skills of the Grade 9 Students          | Mrs. Melinda P. Nitro                                                            | San Isidro National High School (Malvar) |
| 12:45 –1:00  | Online Activities and Assessments in Grade 12 Health Optimizing Physical Education (H.O.P.E. 3) in the New Normal.     | Norbert M. Senson<br>Janu Adrian A. Reyes, Maricar O. Dejan,<br>Alain F. Razalan | Angono National High School              |

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|------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 1:00 –1:15 | Pre-Service Science Teachers' Perception on the Level of Efficacy of Google Classroom as a Medium for Online Learning   | Ms. Mary Michaela G. Odias<br>Ron Harley A. Pantaleon, Dr. MarcheeT. Picardal, Rovelyn P. Reambonanza, Maria Maila Ella A. Repunte, and Sheina Marie L. Rubin | Cebu Normal University |
| 1:15 –1:30 | Competency Needs Analysis in Research Among Employees of Lipa City Colleges: Basis for Professional Development Program | April D. Acielo, MPA                                                                                                                                          | Lipa City Colleges     |
| 1:30 –1:45 | Career Decidedness and Psychological Distress among Gay and Lesbian Adolescents                                         | Mr. Carl Reman M. Maranan, Rpm, CMHFR, MAEd GC                                                                                                                | University of Batangas |
| 1:45 –2:00 | Q and A                                                                                                                 |                                                                                                                                                               |                        |



| Time       | Title of Paper                                                                                                       | PRESENTER                                                                            | INSTITUTION                         |
|------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------|
| 2:00 –2:15 | Adversity Quotient as Correlates to Professional Quality of Life of Teacher: Basis for a Proposed Wellness Program   | Ms. Reyiel P. Tecson                                                                 | Department of Education-SDO Navotas |
| 2:15 –2:30 | The Influence of Resilience on Stress and Fear of COVID-19 Among Filipino Graduate Students                          | Dr. Ryan Michael F. Oducado<br>Geneveve Parreño-Lachica, D Sc Judith S. Rabacal, PhD | West Visayas State University       |
| 2:30 –2:45 | Enhancing Students Mental Framework Using Cognitive Fitness Activities in Chemistry                                  | Mr. Jan Michael O. Santos<br>Ruel A. Avilla                                          | Theresian School of Cavite          |
| 2:45 –3:00 | Effectiveness of Synchronous and Asynchronous Online Learning Delivery in Developing Oral Communication Competencies | Miss Princess Gerbie C. Durante                                                      | Bulacan State University            |

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|------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 3:00 –3:15 | Parental Involvement in Shared Learning: Onwards to the Improvement of Learner's Academic Enhancement in the Blended Distance Education | Dr. Roniko C. Natividad                                                                                                   | Florentino Torres High School |
| 3:15 –3:30 | Learn as One: The Partnership of the School and the Local Government for Education in the New Normal                                    | Mr. Jojiemar M. Obligar                                                                                                   | Batangas State University     |
| 3:30 –3:45 | The Relationship between Self-Efficacy and Technological Skills to Teachers Efficiency in Online Instructional Delivery                 | Ms. Jezza Mae Q. Jumamil<br>Andrae Airah S. Dayunot, Cyrelle Jean I. Casio, Eric Neil L. Magsayo, Dr. Marchee T. Picardal | Cebu Normal University        |
| 3:45 –4:00 | Levels of Oral Communication Skills and Speaking Anxiety of Educators in a Polytechnic College in the Philippines                       | Dr. Marlon S. Pontillas Dr. Frederick T. Talaue                                                                           | De La Salle University Manila |

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|------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------|
| 4:00 –4:15 | Sadbois And Sadgurls of The New Normal: A View on The Mental Health State of Students of F. Torres High School in The New Normal     | Mr. Kelvin Gatdula Lansang               | Florentino Torres High School |
| 4:15 –4:30 | Assessing Parental Involvement Practices and Teachers Initiatives Among Alternative Learning Students (ALS)in the Division of Manila | Mrs. Frosyl F. Miguel<br>Charito Araquin | Ramon Magsaysay High School   |
| 4:30 –4:45 | A Phenomenological Study of Gamification in an ESL Class                                                                             | Mrs. Joannalyn G. Millendez              | Philippine Normal University  |



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| 4:45 –5:00 | Mentoring Scheme of the Aruga Program: A Tool to Enhance the Academic Performance of Dentistry Students | Dr. Arlene P. Pajanostan<br>Dr. Ronald S. Go                                                           | Manila Central University |
| 5:00 -5:15 | Evaluation of TBL Hub: An Input to a Capability Building Program                                        | Prof. Ariel D. Domingo<br>Ariel D. Domingo, Rosana O. Prado, Ramil D. Villarosa Jr., & Gladys O. Magno | University of Makati      |
| Q and A    |                                                                                                         |                                                                                                        |                           |

### Parallel Session 3

**Joanna Marie A. de Borja**

**Dranreb Biso**

**Jan Michael O. Santos**

*Moderators*

| Time         | Title of Paper                                                                                                                     | PRESENTER                                                          | INSTITUTION                               |
|--------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------|
| 12:00 –12:15 | Narrative Experiences of Student Leaders among Public High Schools in Trece Martires City, Cavite                                  | Mrs. Jhollie Anne D. Lopez, LPT                                    | Polytechnic University of the Philippines |
| 12:15 –12:30 | Digital Literacy Awareness Towards Productive Learning Environment in Public Elementary Schools                                    | Ms. Joyce G. Aben                                                  | Laguna State Polytechnic University       |
| 12:30 –12:45 | Guidance Center Initiatives in Reducing Pupils-At-Risk of Dropping Out (PARDO)                                                     | Maria Elena P. Octubre                                             | Manuel L. Quezon Elementary School        |
| 12:45 –1:00  | Understanding Students dashboard before and during COVID-pandemic: Development of Career and Guidance Action Plan for TVL students | Robert Matthew J. de Castro<br>Jenneth Larena,<br>Cherrie Manaloto | DepEd                                     |

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|------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------|
| 1:00 –1:15 | e-Comics Module Development for Disaster Mitigation and Risk Management Class                                                   | Mr. Ronald E. Escorpiso<br>Prof. Vic Marie I. Camacho | Bina Bangsa School<br>Balikpapan,<br>Indonesia |
| 1:15 –1:30 | Stakeholders' Extent of Involvement in School Functions and Related Activities: Basis for an Enhanced Performance of the School | Mrs. Kia C. Maghirang                                 | Laguna State Polytechnic University            |
| 1:30 –1:45 | Lived Experience of Faculty Members in a Selected Higher Education Institution Offering Online Classes                          | Dr. Dennis C. Lim<br>Dr. Ronald S. Go                 | Manila Central University                      |
| 1:45 –2:00 | Q and A                                                                                                                         |                                                       |                                                |



| Time       | Title of Paper                                                                                      | PRESENTER                                                                | INSTITUTION                          |
|------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------|
| 2:00 –2:15 | Adaptive Capacity on Flexible Learning In The New Normal: The Case Of Davao Del Norte State College | Jevannel G. Borlio<br>Arnold M. Duping,<br>PhD and Ronald S. Decano, PhD | Davao del Norte State College        |
| 2:15 –2:30 | Developing an Outcomes-based Oral Communication Program for EFL Students                            | Prof. Javen G. Babac Jr.                                                 | Philippine Normal University -Manila |
| 2:30 –2:45 | A Model for Pre-service Science Teacher Professional Identity Development                           | Dr. Belinda A. Liwanag                                                   | St Dominic College of Asia Bac       |
| 2:45 –3:00 | Contextualized Module in AralingPanlipunan10 using Inquiry-Based Learning                           | Mr. Joselito D. Aquino                                                   | Dona Rosario High School -DepEd      |

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|------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------|
| 3:00 –3:15 | Sociological Thinking and Involvement in Social Movements of Teacher Education Students                     | Mr. Jairus P. Aguila<br>Mark Andro V. Albina & Noriel D. Tagle       | Batangas State University JPLPC-Malvar                    |
| 3:15 –3:30 | Education and Ethnicity: A Phenomenology from the Lens of the Indigenous Peoples of Camarines Sur           | Ms. Marisol D. Andrada<br>Joy S. Magalona,<br>Luisito T. Evangelista | Sto. Nino NHS                                             |
| 3:30 –3:45 | Scientific Literacy: The Mediating Role of Student's Motivation and Perceived Relevance of Science Learning | Dr. Julie Fe D. Panoy                                                | Laguna State Polytechnic University-San Pablo City Campus |
| 3:45 –4:00 | Q and A                                                                                                     |                                                                      |                                                           |

| Time       | Title of Paper                                                                                                 | PRESENTER                                                                 | INSTITUTION                               |
|------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------|
| 4:00 –4:15 | Improving Students' Mathematics Achievement Through the Use of Computer-Based Strategic Intervention Materials | Yolanda C. Roberto<br>Jennifer O. Mangao                                  | Bulacan State University                  |
| 4:15 –4:30 | Teaching Science in The New Normal: Understanding the Experiences of Junior High School Science Teachers       | Dr. Gilbert S. Arrieta<br>Jenalyn C. Dancel<br>and Mark Jayson P. Agbisit | Don Bosco Technical Institute-Makati City |
| 4:30 –4:45 | Level of Awareness of Teachers on Metacognitive Strategies in Teaching Science of Private Secondary Schools    | Dr. Jowel C. Pablo                                                        | Department of Education-SDO Nueva Ecija   |
| 4:45 –5:00 | Language Bias of Grade School Textbook Based on Ethnicity                                                      | Mr. Jethro Jake C. Sampang                                                | Bataan Peninsula State University         |
| Q and A    |                                                                                                                |                                                                           |                                           |



#### Parallel Session 4

**Vanessa B. Bobis**

**Judy V. Bongala**

*Moderators*

| Time         | Title of Paper                                                                                                         | PRESENTER                                                            | INSTITUTION                                   |
|--------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------|
| 12:00 –12:15 | Protective Role of Resilience on COVID-19 Impact on the Quality of Life of Nursing Students                            | Dr. Ryan Michael F. Oducado<br>Jean N. Guillasper,<br>Gil P. Soriano | West Visayas State University                 |
| 12:15 –12:30 | Teachers' and Students' Perceptions on Blended Learning in Secondary English Language Courses during CoViD-19 Pandemic | Mr. Vince Justin Roland S. Madriaga                                  | Marinduque State College                      |
| 12:30 –12:45 | Model-Based Learning Approach: Effects on Students' Academic Performance and Attitudes in Earth science                | Ms. Annalyn C. Canlas<br>Maydeen D. Guevarra                         | Panipuan High School -Department of Education |
| 12:45 –1:00  | Developing Physics Students' Science Literacy Skills Through Project-Based Learning                                    | Dr.Alma B. Punzalan                                                  | Holy Angel University                         |

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|------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------|
| 1:00 –1:15 | Transitioning to the New Normal: Opportunities and Challenges Faced by High School Educators in Blended Learning | Arwin Jones M. Epa                                | Marinduque Midwest College                                        |
| 1:15 –1:30 | Utilizing Flipped Classroom to Improve Students' Engagement and Knowledge in Teaching English                    | Jo-mar E. Gregorio                                | DepEd, Division of Laguna, Ibayiw Integrated National High School |
| 1:30 –1:45 | Flipped Classroom Strategy in Teaching Technical Writing                                                         | Mr. Jopet Vincent B. Medalla, Prof. LemiL. Viloso | Sorsogon State College                                            |
| 1:45 –2:00 | Q and A                                                                                                          |                                                   |                                                                   |

| Time       | Title of Paper                                                                                                                                                                                                       | PRESENTER                                                                  | INSTITUTION                                                          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|
| 2:00 –2:15 | Level of Stress, Mindfulness, and Clinical Performance of Clinical Clerks and Post-Graduate Interns on Clinical Rotations in Selected Healthcare Institutions: Basis for a Stress Management and Mindfulness Program | Dr. Erwin D. Palisoc,<br>Dr. Ronald S. Go                                  | Manila Central University                                            |
| 2:15 –2:30 | Effect of Project APSS in the Promotion Rate of Senior High School Students                                                                                                                                          | Mrs. Jean B. Ibanez,<br>Thelma F. Colocar<br>and Ma. Ruby Rose M. Bantigue | Department of Education Division of Antipolo City/ Old Boso Boso NHS |



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|------------|---------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------|
| 2:30 –2:45 | Knowledge on Education Laws and Functions of School Administrators in Dealing with Legal Disputes | Dr. Marifel M. Mamangun                     | Department of Education |
| 2:45 –3:00 | Web-supported Lessons for Flexible Learning in Grade 12 Modern Physics                            | Dr. Edison A. Perez<br>Dr. Shiela I. Arroco | Bicol University        |

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|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------|
| 3:00 –3:15 | Exploring the Online Learning Self-Efficacy of Teacher Education Students at the Laguna State Polytechnic University: Basis for Transition to Flexible Learning System | Mr. Albert Andry E. Panergayo<br>Dr. Edilberto Z. Andal, Mrs. Maria Remedios G. Almanza | Laguna State Polytechnic University -San Pablo City Campus |
| 3:15 –3:30 | Assessment of Self-Efficacy in an Online Learning of Teacher Education Students in One State University in the Philippines                                             | Ms. Karla A. Mansujeto<br>Albert Andry E. Panergayo                                     | SDO Department of Education, San Pablo City, Laguna        |
| 3:30 –3:45 | Teaching Educational Research during the COVID-19 Pandemic: An Autoethnographic Study                                                                                  | Mr. Danilo V. Rogayan Jr.                                                               | President Ramon Magsaysay State University                 |
| 3:45 –4:00 | Q and A                                                                                                                                                                |                                                                                         |                                                            |

| Time       | Title of Paper                                                                                                                                                                  | PRESENTER                                                        | INSTITUTION                                |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------|
| 4:00 –4:15 | Investigating the Interaction Effect Between Online Formative Reflection Log and Parental Involvement on Students' Self-Efficacy for Distance Learning Amidst Covid-19 Pandemic | Ms. Jobelle A. Gabayeron<br>Roger P. Turingan                    | Philippine Normal University               |
| 4:15 –4:30 | Neuroscience in Education: Effects on Students' Motivation and Its Implications in the New Normal Education                                                                     | Mr. John-Niel T. Masong                                          | University of the Philippines              |
| 4:30 –4:45 | Relevance of social studies in the 21st-century society: Students' perspectives                                                                                                 | Mr. Danilo V. Rogayan Jr.<br>Oliver R. Crisolo & Sandy Camposano | President Ramon Magsaysay State University |
| 4:45 –5:00 | Contextualized Learning Through Engaging Strategies for An Enhanced Critical Thinking Skills In Science 8                                                                       | Mr. Rhoym M. Capul                                               | San Vicente Integrated High School         |
| Q and A    |                                                                                                                                                                                 |                                                                  |                                            |





## PARALLEL SESSIONS

| Time                                                                                                  | Moderators                                                            | Room                                        | Zoom Link                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 2 –<br/>March 14,<br/>2021,<br/>Sunday</b><br><br>10:01 – 2:45<br><b>Parallel<br/>Sessions</b> | Ernie G. Santoyo<br>Joy S. Magalona                                   | <b>Parallel Session 1</b><br>CGSTER Account | Join Zoom Meeting<br><a href="https://pnu-edu-ph.zoom.us/j/89548668026?pwd=TLBTUndjbW81Wi9tendvd2pzSVp6Zz09">https://pnu-edu-ph.zoom.us/j/89548668026?pwd=TLBTUndjbW81Wi9tendvd2pzSVp6Zz09</a><br><br>Meeting ID: 895 4866 8026<br>Passcode: 750782                                                                                                                       |
|                                                                                                       | Windy Rose M. Dela Rosa<br>Janrey C. Tiña<br>Michael Bryan G. Rosilla | <b>Parallel Session 2</b><br>GresO Account  | Join Zoom Meeting<br><a href="https://pnu-edu-ph.zoom.us/j/81316947037?pwd=QTVDWlNOU3hzYkJOZTRxTnY3Rk1LZz09">https://pnu-edu-ph.zoom.us/j/81316947037?pwd=QTVDWlNOU3hzYkJOZTRxTnY3Rk1LZz09</a><br><br>Meeting ID: 813 1694 7037<br>Passcode: 733526                                                                                                                       |
|                                                                                                       | Javen G. Babac Jr.<br>Mary Jane C. Berce<br>Adaiah C. Presto          | <b>Parallel Session 3</b><br>VPURA Account  | Topic: Day 2 - GSC International Graduate Teacher Education Summit 2021<br>Date/Time: March 14, 2021 (Sunday) 09:00 AM<br>Join Zoom Meeting <a href="https://pnu-edu-ph.zoom.us/j/87684053784?pwd=Nk43NnA5R1VST0E1Y2NWVG9sSzQ2dz09">https://pnu-edu-ph.zoom.us/j/87684053784?pwd=Nk43NnA5R1VST0E1Y2NWVG9sSzQ2dz09</a><br><br>Meeting ID: 876 8405 3784 Passcode: IGTESD02 |
|                                                                                                       | Mark Gil A. Vega<br>Milano O. Torres                                  | <b>Parallel Session 4</b><br>OSASS Account  | Join Zoom Meeting<br><a href="https://pnu-edu-ph.zoom.us/j/85426944991?pwd=UlBvUVB5WSs2TFBqMjEyYTNNMlBDZz09">https://pnu-edu-ph.zoom.us/j/85426944991?pwd=UlBvUVB5WSs2TFBqMjEyYTNNMlBDZz09</a><br><br>Meeting ID: 854 2694 4991<br>Passcode: GSC3142021                                                                                                                   |





### Parallel Session 1

**Ernie Santoyo**

**Joy S. Magalona**

*Moderators*

| Time         | Title of Paper                                                                                                                                                                                     | PRESENTER                                                                         | INSTITUTION                                        |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------|
| 10:00 –10:15 | Prevalence of Mental Health Problem Among Students: Basis for School-Based Mental Health Programs                                                                                                  | Ms. Maedelyn B. Robles<br>Ms. Charlene S. Dob and Mrs. Janine Alyanna A. Claveria | Luis Y. Ferrer Jr.<br>West National High School    |
| 10:15 –10:30 | Teachers' Readiness Level on Online Teaching: Embracing Distance Learning Modality                                                                                                                 | Mr. Ariston G. Vasquez<br>Ms. Rowena F. Panol                                     | Department of Education-Narra National High School |
| 10:30 –10:45 | Asynchronous Process Oriented Guided Inquiry Learning (POGIL) based Google Forms Learning Playlist as a Formative Assessment Tool to Develop Learning Motivation Among Grade 8 Students in Physics | Edward Dempzter B. Jamorabo                                                       | Jose Abad Santos High School                       |
| 10:45 –11:00 | Creating Covid-19 Health Protocol Communication Materials in Filipino: A Translation Study                                                                                                         | Ms. Claudine Mariano Alhambra<br>Ms. Eva Navarro                                  | Philippine Normal University                       |

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|--------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------|
| 11:00 –11:15 | Learning Physics through Virtual Laboratory Activity                                                   | Ms. Leah R. Burbos                                                                | Antipolo City National Science and Technology High School |
| 11:15 –11:30 | Perceived Stress Due to COVID-19 Pandemic Among Employed Professional Teachers                         | Dr. Ryan Michael F. Oducado, Judith S. Rabacal, Rome B. Moralista, KhenA. Tamdang | West Visayas State University                             |
| 11:30 –11:45 | Development and Validation of ADDIE-based Laboratory Manual for Senior High School General Chemistry 1 | Ms. Edilyn A. Tomas<br>Dr. Marie Grace S. Cabansag                                | Quirino General High School                               |
| 11:45 –12:00 | Q and A                                                                                                |                                                                                   |                                                           |

| Time         | Title of Paper                                                                                  | PRESENTER           | INSTITUTION            |
|--------------|-------------------------------------------------------------------------------------------------|---------------------|------------------------|
| 12:00 –12:15 | RECREATE: RE-inventing CREative Writing Through Photovoice for SHS Students in an ESL Classroom | Ms. Edith A. Lindog | PNU-Manila             |
| 12:15 –12:30 | The Relationship Between EFL Students' Reading Anxiety, Test Anxiety, and their English         | Mr. Bo Kian Wang    | De La Salle University |



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|--------------|---------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|
|              | Proficiency in A High School In China                                                       |                                                    |                                                       |
| 12:30 –12:45 | Development and Use of Educational Graphic Novels for Grade 10 Biology                      | Mr. Emil B. Broñoso                                | Bicol State College of Applied Science and Technology |
| 12:45 –1:00  | Education in the New Normal: Primary Level Teachers' Acceptance, Adjustments and Assistance | Mark Victor Emmanuel V. Patubo<br>Dr. Ronald S. Go | Manila Central University                             |

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|------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1:00 –1:15 | Enhancing Students' Conceptual Understanding in Science through Integration of Explicit Vocabulary Instruction Strategy          | Mr. Ariel C. Venida                                                                                                                                                             | DepEd-Bical High School                                                                  |
| 1:15 –1:30 | A review of E-portfolio in UPSI Teaching Practices                                                                               | Dr. Ashardi Bin Abas<br>Pm. Dr. Nurul Ain Mohd Daud                                                                                                                             | UPSI                                                                                     |
| 1:30 –1:45 | Cultural Mapping of the Built Heritages of San Pablo City: Basis for a Contextualized Learning Material in AralingPanlipunan10   | Mr. Mike Allen D. Religioso                                                                                                                                                     | Prudencia D. Fule Memorial National High School - Department of Education San Pablo City |
| 1:45 –2:00 | Adaptability and Productivity of Teachers in Using Modern Technology During the Transition to a Work-from-home (WFH) Arrangement | Mr. John Christian Espinola<br>Phorl and Mangahas/<br>Shalom Faith Faner/<br>Ronaldo CatabonaIII/<br>Brent Mendoza/<br>RojanNuyte/<br>CrisTaniegra/ Mary Austria/ Lara Cabanero | Lyceum of the Philippines University                                                     |

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| 2:00 –2:15 | Integration of Leadership and Management In Health Profession Programs As Viewed By Faculty Members In A Private Higher Education Institution | Dr. Arthur T. Magboo                                                                                                | Manila Central University          |
| 2:15 –2:30 | Employability of BASC Teacher-Education Graduates in the Age of Disruption                                                                    | Ms. Emma L. Villacorta<br>Maria Krisvie Abigale F. Mendoza,<br>Analiza A. Vendicacion, Ph.D.,<br>Cynthia M. Sanchez | Bulacan Agricultural State College |
| 2:30 –2:45 | Q and A                                                                                                                                       |                                                                                                                     |                                    |



## Parallel Session 2

**Windy Rose M. Dela Rosa**

**Janrey C. Tiña**

**Michael Bryan G. Rosilla**

*Moderators*

| Time         | Title of Paper                                                                                                    | PRESENTER                                                           | INSTITUTION                                                                  |
|--------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------|
| 10:00 –10:15 | Development and Validation of Competency -Based Module in Science                                                 | Ms. Angelita N. Cudia                                               | Pampanga State Agricultural University                                       |
| 10:15 –10:30 | Student feedback in the Singapore classroom: "Must it be talk?"                                                   | Mrs Fatema Anis Hussain                                             | National Institute of Education, Nanyang Technological University, Singapore |
| 10:30 –10:45 | Multigrade Teachers' Experiences and Learning Assessments on Modular Remote Teaching during the Covid-19 Pandemic | Mr. Joefrey R. Chan Arlyne C. Marasigan Ph.D. and Neil T. Santander | Philippine Normal University / Araullo High School                           |
| 10:45 –11:00 | The Authenticity of Experience on Blended Learning in Nietzschean Pedagogy                                        | Mr. Alex C. Henon, MAEd-ELM                                         | Cavite State University-Main Campus                                          |

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| 11:00 –11:15 | Zoom bilang Platapormang Pang-edukasyon sa Pagtuturong Wika: Mga Repleksiyon at Rekomendasyon mula sa Sistematikong Rebyu ng mga Literatura | Mr. Oliver Z. Manarang<br>Mr. Jay Israel B. De Leon & Mr. Nixon Paul J. Sumaoang | De La Salle University -Manila    |
| 11:15 –11:30 | The Relations of Learned Helplessness, Focus of Control, Attitudes toward English during Distance Learning                                  | Mrs. Roxanne R. Lorilla                                                          | Bataan Peninsula State University |
| 11:30 –11:45 | Promoting Student Engagement in Online Learning using Pear Deck App: A Time Series Analysis                                                 | Mr. John Rey R. Real<br>Ma. Armina D. Vergara                                    | Department of Education           |
| 11:45 –12:00 | Q and A                                                                                                                                     |                                                                                  |                                   |

| Time         | Title of Paper                                                                                                                                                                      | PRESENTER                                     | INSTITUTION                                 |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------|
| 12:00 –12:15 | Reducing the Online Science Class Anxiety of Junior High School Learners through 6Gs Interactive Learning Approach: A Change Score Analysis                                         | Ms. Ma. Armina D. Vergara<br>John Rey R. Real | Technological University of the Philippines |
| 12:15 –12:30 | SUHAG (Solve and Understand How integers Applied through e-Games): A Modern Teaching Strategy in Learning Integers of Grade 7 students in Sta Clara Integrated National High School | Mrs. Abegail A. Ambid                         | Sta Clara Integrated National High School   |



|              |                                                                                                                              |                                                                                                 |                                                                                  |
|--------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 12:30 –12:45 | Call me and address me by name:<br>Address Terms and Gendered<br>Identities of LGBTQ Students                                | Dr. Alain F. Razalan                                                                            | Department of<br>Education -Division<br>of Rizal -Angono<br>National High School |
| 12:45 –1:00  | Evaluation of the Implementation of<br>the Alternative Learning System                                                       | Dr. Cyrill S.<br>Consuelo                                                                       | Manila Central<br>University                                                     |
| 1:00 –1:15   | Project 4K: “Kamag-aral Ko,<br>Katulong Ko”, a peer teaching<br>intervention for students                                    | Mr. Norbert M.<br>Senson<br>Alain F. Razalan                                                    | Angono National<br>High School                                                   |
| 1:15 –1:30   | Implementation of Lesson Study: A<br>Tool for Collaborative Professional<br>Development of Grade 8 Science<br>Teachers       | Mrs. Cristina D.<br>Valdepeña<br>Mrs. Cristy A.<br>Ladines/ Mrs.<br>Rowena M. Rondilla          | Luis Palad Integrated<br>High School                                             |
| 1:30 –1:45   | An Investigation of Constructive<br>Attributes and Practices of<br>Academically Proficient Public<br>Elementary Pupils       | Ms. Camelle N.<br>Medina, Ed.D                                                                  | DepEd Pampanga                                                                   |
| 1:45 –2:00   | Instructional Support of Parents to the<br>Academic Performance of High<br>School Students in Distance Learning              | Michael Bryan G.<br>Rosilla<br>Kevin R. Villanueva<br>Leri Mae P. Mariano<br>Marvin C. Punsalan | Mabalacat City<br>College                                                        |
| 2:00 –2:15   | Effect of ICAN (Intelligence Creation<br>To Advocate Nature) An Automated<br>Robot In Disposing Garbage In The<br>New Normal | Mr. Fernando P.<br>Mamauag Jr<br>Ernesto Luzaran Jr.                                            | DepEd                                                                            |
| 2:15 –2:30   | Home-based Instruction from the<br>Lens of Para-Teachers: Stories Untold                                                     | Dr. Mario C. Lozada<br>Jr.<br>Rosellie R. Temanel<br>and Dalla Rose B.<br>Lozada                | Department of<br>Education-Bislig City<br>Division Special<br>Education Center   |
| 2:30 –2:45   | Q and A                                                                                                                      |                                                                                                 |                                                                                  |





### Parallel Session 3

**Javen G. Babac Jr.**

**Mary Jane C. Berce**

**Adaiah C. Presto**

*Moderators*

| Time         | Title of Paper                                                                                                                                                          | PRESENTER                                                                                                                                  | INSTITUTION                                                  |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 10:00 –10:15 | Integration of Global Citizenship Education in Purposive Communication                                                                                                  | Dr. Lyoid C. Hunahunan                                                                                                                     | Surigao del Sur State University -Tagbina Campus             |
| 10:15 –10:30 | Transition to The New Normal: Senior High School Teachers' Percipience On Its Ways And Challenges                                                                       | Mr. Roberto L. Rodriguez Jr.                                                                                                               | FEU Cavite / PNU Manila                                      |
| 10:30 –10:45 | Product-Versus Process-Based Writing: Their Effect on the Writing Performance of College Students                                                                       | Mr. Ronald O. de Lemios                                                                                                                    | Camarines Norte State College                                |
| 10:45 –11:00 | Challenges and Expectation of Lecturers and Researchers on Intellectual Protection Training Program at University of Medicine and Pharmacy at Ho Chi Minh city, Vietnam | Le Thi Thanh Tam<br>MA. Nguyen Minh Huyen Trang,<br>Hoang Dinh Thai,<br>Pham Thi Thanh Hai,<br>Phan Minh Phung,<br>Nguyen Minh Huyen Trang | Intellectual Property and Technology Transfer Center, VNUHCM |

|              |                                                                                                                  |                                                                                     |                                   |
|--------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------|
| 11:00 –11:15 | Correlating Writer's Block and ESL Learners' Writing Quality                                                     | Mr. John Paul O. Dela Rosa<br>Dr. Cecilia F. Genuino                                | Tarlac National High School-Annex |
| 11:15 –11:30 | Challenges Encountered by Inclusive Education Teachers                                                           | Ms. Rosalie B. Basco                                                                | Libon Elementary School           |
| 11:30 –11:45 | Teaching in the Last Mile School Be Like: A Phenomenological Study of Teachers' Experience in Multigrade Schools | Mr. John S. Eviota<br>Ariel C. Venida,<br>Annalyn C. Canlas,<br>Arlyne C. Marasigan | Philippine Normal University      |
| 11:45 –12:00 | Q and A                                                                                                          |                                                                                     |                                   |

| Time         | Title of Paper                                                                                                                  | PRESENTER                                                                  | INSTITUTION                                  |
|--------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------|
| 12:00 –12:15 | A Narrative Study of Teaching Strategies and Challenges Encountered by Math Teachers in Synchronous Online Class                | Hanifa T. Hadji Abas<br>Kristine Anne C. Dimaculangan & Celestie S. Quinto | Philippine Normal University-Manila          |
| 12:15 –12:30 | I am what I am: A phenomenology of professional identities of Filipino academic department chairs during role transition period | Dr. Agnes V. Raymundo<br>Dr. Allan B. De Guzman                            | Manila Central University College of Nursing |



|              |                                                                                                                                                                  |                                                                                                          |                                              |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 12:30 –12:45 | Challenges and Key Strategies for Success in Modular Mathematics Education                                                                                       | Mr. Chonilo S. Saldon                                                                                    | Zamboanga del Norte National High School     |
| 12:45 –1:00  | Usage and Preference of Digital Communication Tools During Alternative Work Arrangement                                                                          | Asst. Prof. Ruby Jean S. Medina                                                                          | Bataan Peninsula State University            |
| 1:00 –1:15   | tOBE or not tOBE?: A phenomenological study of the reflective mindset of Filipino nursing deans towards the shift to OBE                                         | Dr. Agnes V. Raymundo                                                                                    | Manila Central University College of Nursing |
| 1:15 –1:30   | A Computational Psycholinguistics Investigation on the Processing Strategies of Native and Advanced Non-Native Speakers of English in Understanding Prepositions | Prof. Javen G. Babac Jr.                                                                                 | Philippine Normal University -Manila         |
| 1:30 –1:45   | Transition Experience of College Faculty in Senior High School                                                                                                   | Dr. Ronald S. Go<br>Dr. Eva M. Javier                                                                    | Manila Central University                    |
| 1:45 –2:00   | A Gamified Module in the New Normal Classroom: A Randomized Block Research Design                                                                                | Maryann H. Lanuza<br>Julie Anne A. Orajay,<br>Lielanie O. Barrion<br>Rafael J. Eusebio Jr                | City College of Calamba                      |
| 2:00 –2:15   | Evaluation on the Implementation of Special Program for Information and Communication Technology in the Schools Division of Nueva Ecija (SP-ICT)                 | Dr. Erwin Valmonte Velasco                                                                               | Department of Education                      |
| 2:15 –2:30   | Identification of Mentor Role and Involvement towards Quality Practicum Program                                                                                  | Jamilah Omar<br>Zahuri Khairani (Acc.Prof.),<br>Norakmal Abdullah (Dr.) and AzlinIryani Mohd. Noor (Dr.) | Universiti Pendidikan Sultan Idris           |
| 2:30 –2:45   | Q and A                                                                                                                                                          |                                                                                                          |                                              |





#### Parallel Session 4

**Mark Gil A. Vega**

**Milano O. Torres**

*Moderators*

| Time         | Title of Paper                                                                                                                                                          | PRESENTER                                                 | INSTITUTION                                  |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------|
| 10:00 –10:15 | Quality Assurance in Teaching and Learning Online In Vietnam Higher Education                                                                                           | Mrs. Phuong Thi Le                                        | University of Humanities and Social Sciences |
| 10:15 –10:30 | Examining the Moderating Role of Parental Involvement on the Relationship between Self-Efficacy for Distance Learning and Academic Performance amidst Covid-19 Pandemic | Mr. Roger P. Turingan<br>Jobelle A. Gabayeron             | Philippine Normal University                 |
| 10:30 –10:45 | The Oral and Silent Reading Ability of Grade Seven Students of Calamba Bayside Integrated School                                                                        | Rosita L. Dela Cruz                                       | Calamba Bayside Integrated School            |
| 10:45 –11:00 | Development and Validation of Flipbook in Earth and Life Science                                                                                                        | Asst. Prof. Dexter Andrew O. Manalo<br>Jeanette P. Oronce | Pampanga State Agricultural University       |

|              |                                                                                                              |                                                                              |                                                    |
|--------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------|
| 11:00 –11:15 | Applying theories of Total Quality Management to Manage high schools in Lam Dong province of Vietnam         | Ms. Khuyen Nguyen BaoHa<br>Huong Thi Lan Vu                                  | Dong Da high school                                |
| 11:15 –11:30 | Practices and Preparations of a State University in Central Luzon, Philippines Towards Internationalization. | Ms. Ma. Shiela G. Mendoza<br>Mr. Danilo V. Rogayan Jr                        | President Ramon Magsaysay State University (PRMSU) |
| 11:30 –11:45 | Learning Science in the 21st Century: Challenges and Opportunities                                           | Christer Jeus A. Atrero<br>Marshall James P. Danticand Danilo V. Rogayan Jr. | President Ramon Magsaysay State University         |
| 11:45 –12:00 | Q and A                                                                                                      |                                                                              |                                                    |

| Time         | Title of Paper                                                                                                                         | PRESENTER                                                                                                                       | INSTITUTION               |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 12:00 –12:15 | Effectiveness of An Enrichment Program for Pre-Clinical Dentistry Courses in A Selected Higher Education Institution                   | Dr. Mary Ann C. Tejero<br>Ronald S. Go                                                                                          | Manila Central University |
| 12:15 –12:30 | Comparing Effectiveness of Online and Traditional Instruction Using Direct Assessment in General Zoology Laboratory: Basis for OBE-CQI | Prof. Zorabel Maria A. Delos Reyes, Ben John Abad, Eleanor Austria, Joan Awingan, Wilhelm Javier, Richard Lagrimas, Julius John | Adamson University        |



|              |                                                                                                                                                            |                                                         |                                                                        |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------|
|              |                                                                                                                                                            | Salamanes, Sigfredo<br>Solano, Gil Gabriel<br>Villancio |                                                                        |
| 12:30 –12:45 | Attitude of Intermediate-grade Students towards English Language while Answering English Written Self-learning Modules during Pandemic                     | Ms. Rechelle V. Forbes                                  | Bataan Peninsula State University                                      |
| 12:45 –1:00  | Changing Contexts and Emerging Opportunities in Teacher Education Institutions (TEIS)                                                                      | Celso G. Zara Ph.D                                      | Batangas State University Pablo Borbon Campus                          |
| 1:00 –1:15   | Backliners: Roles of Science Educators in the Post-COVID Milieu                                                                                            | Mr. Marshall James P. Dantic<br>Danilo V. Rogayan       | President Ramon Magsaysay State University                             |
| 1:15 –1:30   | The Relation between Holland Theory and Student's Interest in Future Learning                                                                              | Ms. Nur Aishah Binti Sulaiman<br>Irdyanti Mat Nashir    | Faculty of Technical and Vocational, Sultan Idris Education University |
| 1:30 –1:45   | Unfolding the Experiences of Parents in the Rural Area towards the New Normal of Basic Education                                                           | Mr. Jasten Keneth D. Treceñe<br>Dr. Ramelito R. Paler   | Eastern Visayas State University -Tanauan Campus                       |
| 1:45 –2:00   | Confirmatory and Exploratory Factor Analyses for Validating Technology Readiness Survey in the Pursuit of Digital Curriculum                               | Joanna Marie A. de Borja<br>Adonis P. David             | Philippine Normal University                                           |
| 2:00 –2:15   | In Focus: A Critical Review of The Pedagogical Approaches in K To 12 Grade 10 English Learner's Material A Basis Of The Development Of An Evaluation Guide | Mrs. Leah B. Bermudez                                   | DepEd Quezon - Quezon National High School                             |
| 2:15 –2:30   | Mindfulness, Mental Toughness, and Motivation as Correlates of College Students' Sports Involvement: Basis for a Proposed Guide for School Administrators  | Dr. Raymond M. Anselmo<br>Ronald S. Go                  | University of Santo Tomas                                              |
| 2:30 –2:45   | Q and A                                                                                                                                                    |                                                         |                                                                        |





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The National Center For Teacher Education  
College of Graduate Studies and Teacher Education Research  
PNU Graduate Student Council (PNU-GSC)  
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INTERNATIONAL ORGANIZATION OF EDUCATORS AND RESEARCHERS, INC. (IOER)



INTERNATIONAL GRADUATE TEACHER EDUCATION SUMMIT 2021  
TEACHER EDUCATION: FUTURE GOALS, CHALLENGES, AND RESPONSE TO BETTER NORMAL  
13-14 MARCH 2021

# Abstracts





## **Contextualized Learning through Engaging Strategies for an Enhanced Critical Thinking Skills in Science 9**

RHOY M. CAPUL

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The study aimed to determine the effect of contextualized learning through engaging strategies in enhancing students' critical thinking skills in Science 9. Furthermore, this attempted to determine if there is a significant difference between the pre-test and post-test scores of the two groups as exposed to contextualized learning as to learning content and instructional material and to find out if there is a significant difference between the mean post-test scores of the two groups after exposure to the mentioned forms of contextualized learning.

Using an experimental design of research, it involved 80 matched-paired Grade 9 students of San Vicente Integrated High School, during the academic year 2019-2020. Pre-test and post-test assessment were employed to measure the student's critical thinking skills in terms of analysis, evaluation, explanation, inference, interpretation and self-regulation which undergone internal and external validation through the help of the panel of examiners and group of teachers.

Results revealed that there is significant difference between the pre-test and post-test scores of the two groups exposed to contextualized learning as to learning content and instructional material. It can be inferred that contextualized learning through engaging strategies is effective in enhancing students' critical thinking skills in Science. Likewise, there is a significant difference in the mean post-test scores of the two groups of the students in terms of evaluation and interpretation. However, no significant difference was obtained based on their mean post-test scores in terms of analysis, explanation, inference and self-regulation.

*Keywords:* contextualized learning, critical thinking skills and engaging strategies

## **Language Bias of Grade School Textbook Based on Ethnicity**

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This study took the constructionists stance scrutinizing the language used by the grade school students in the public schools of the Division of Bataan in terms of ethnicity. Specifically, it aims to analyze the language bias present in the subjects of Social Studies (Araling Panlipunan) and Values Education (Edukasyon sa Pagpapahalaga) used by the first three grade level students in the Division of Bataan with a total of six (6) books. Each textbook was evaluated using the Critical Discourse Analysis as a research methodology to systematically analyze, describe and interpret the language used by the author that may include socio-political constructs leading to language bias. Themes such as underrepresentation of other indigenous or cultural community groups, overgeneralized description of Filipino cultural behavior, beliefs and attitudes, underrepresentation of indigenous minority groups,



cultural insensitivity, misconception about indigenous or cultural community groups, discrimination against indigenous people, misconception about Filipinos, focus on low landers and inappropriate cultural terms are used to enhance the analysis of the textbooks. The findings indicate that there are excerpts that have language bias in terms of ethnicity. The researcher included proposed alternatives for the excerpts taken from the textbooks so as not to be biased in terms of ethnicity. The research highlights the importance of looking into how the language use can affect how the readers, specifically the young students, view the various ethnic groups and cultural communities. The researcher would like to recommend that further studies should be done with a focus on the author's background as the main factor for the research problem since the intention of the author in including such language bias on these textbooks are impossible to distinguish. Also, since the study took only two (2) subjects from three (3) grade levels (Grades I, II and III), it is also recommended that further studies on different subjects and different grade levels must be done in the future to ensure a more cohesive study on language bias based on ethnicity.

**Keywords:** Language Bias, Ethnicity, Sociolinguistics, Discourse Analysis

### **Case Study in Asynchronous Online Discussion**

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It is vital for online educators to know whether the strategies they use help students gain 21st-century skills. One skill that has been identified as important in the 21st century is creativity; however, a gap existed in the literature concerning whether online courses could help students to develop creativity. Thus, the purpose of this study was to determine whether participation in online courses can help students develop creativity using asynchronous online discussions, textbooks, and teacher developed materials. Amabile's componential model of creativity formed the study's conceptual framework. A case-study approach was used to examine the question of whether asynchronous online discussions and other materials used in online courses could help students develop creativity. One professor, recognized by her peers for her expertise in online education, and three of her online students who volunteered for the study, were interviewed using Zoom. Twenty-nine transcripts of asynchronous online discussions were analyzed using a sequential process of building an explanation, checking the explanation against the data, and repeating the process. Key results from the study indicated that project-based prompts, problem-based prompts, and heuristics used in asynchronous online discussions can help promote creativity.

Recommendations for future research include conducting a similar case study with a more diverse group of participants and with a course in a different specialty. These findings may promote social change by helping online instructors use appropriate prompts for asynchronous online discussions that will help students refine their creative skills to ultimately use them in the 21<sup>st</sup> century workplace

**Keywords:** Asynchronous, Online, Discussion



## **Levels of Oral Communication Skills and Speaking Anxiety of Educators in a Polytechnic College in the Philippines**

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Regardless of the profession, everyone should possess good communication skills in different contexts. Although scholars have contributed studies showing the communication anxieties and proficiencies of speakers to different languages, there are limited studies that deal with the educators' context. To add contribution to this field, the researcher utilized a correlational research design to determine the relationship between oral communication skills and speaking anxiety of the educators. The study utilized the frameworks of Pontillas (2020) and McCroskey (1977). The researcher chose Camarines Sur Polytechnic Colleges as the locale of the study and utilized 25 teacher-participants from the different departments of the College. The participants underwent an impromptu speaking activity to determine their oral communication skills' level. They filled out the Personal Report of Public Speaking Anxiety (PRPSA) test developed by McCroskey (1970) to determine their perceived speaking anxiety. The two variables' results were correlated using Pearson's Moment of Correlation and found a significant correlation between the two variables. Environmental factors, personal experiences, and exposure were factors determined by the researcher affecting their speaking skills and anxiety. The researchers recommend that the institution should implement intervention programs for educators to improve their oral communication skills. Furthermore, Higher Education Institutions offering Education undergraduate programs should add additional communication courses to the curriculum.

**Keywords:** Correlational Study; Educators; Oral Communication Skills; Polytechnic College; Speaking Anxiety

## **Pupils' Knowledge on Batangas Dialect: Basis for an Intensive Instruction**

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A limited number of studies focused on how Mother Tongue-Based Multilingual Education (MTB-MLE) is being implemented in the private school where the rootedness of one's family in terms of cultural preservation and dialect awareness should be learned; more so, focusing on Batangas dialect. Research has indicated that while several studies have proven the benefits of using one's dialect as the medium of instruction, this has not been the scenario in private schools where the dialect just encompasses in few topics. This study was conceptualized to analyze the language background, language challenges, and pupils' knowledge on Batangas dialect of 152 Grade 2 pupils at Happiness Academy. The study used a descriptive quantitative research design. Survey checklist, pretest/posttest, and focus group discussion were used for data gathering. Frequency, percentage, and non-parametric tests such



as Wilcoxon Test, Mann-Whitney U, and Kruskal-Wallis were the statistical tools employed to analyze the data. The findings rejected the null hypothesis that intensive instruction does not contribute to pupils' knowledge of Batangas dialect. Further, the study also revealed that there was also no significant difference in pupils' knowledge when group according to language background and challenges.

**Keywords:** Batangas dialect; intensive instruction; MTB-MLE; language rootedness

### **Evaluation of TBL Hub: An Input to a Capability Building Program**

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At the onset of CoViD19, abrupt changes happened especially in the education sector. Classroom setting transitioned to virtual set up, thus, the sprung of Learning Management System (LMS). Apparently, the University of Makati has subscribed to Moodle named as Technology Based Learning (TBL) Hub. The researchers intended to determine the profile of TBL Hub users, to identify the resources they use, and to evaluate the readiness of end users in the utilization of the TBL Hub using descriptive method of research. Purposive sampling was used to determine the respondents who are the end users of the TBL Hub which consist of Grade 11 and Grade 12 students. A self-made instrument was distributed and gathered through Google Form. Findings show that more female students utilize the TBL Hub. It was also identified that end users utilize various gadgets with internet connection. End users are familiar with the use of TBL Hub assessment and its features, thus, indicates readiness. The researchers recommend equating the profile of the end users, training and workshops including their internet connection be considered, and finally, extensive evaluation on the content of the TBL Hub after which a proposed capability building program.

**Keywords:** TBL Hub, Technology, Resources, Readiness, Assessment





## **Gender and Development: A Case Study on its Implementation among Private Higher Education Institution in Tacloban City**

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Gender and development had been institutionalized in higher education institutions through CMO No. 1, s. 2015, to provide gender parity among all genders in higher education. This exploration deciphers the implementation of GAD related programs among selected private HEIs in Tacloban City. In the advent of the case study, the researcher utilized coding and thematic analysis in treating the gathered important data. Based on their GAD Office structure, most private HEIs despise the GAD Committee's composition as prescribed on CMO No.1, s. 2015. It is also safe to infer that private HEIs comply and reinforce CMO. No. 1, s.2015 based on the GAD programs that they have mentioned such as GAD integration in school policy, GAD related competitions, GAD seminars, and orientation, GAD curriculum integration, and gender-neutral facilities. The most pressing issue faced by a participant was the pageant venue rooted in gender discrimination. Finally, the participants are recommended to conduct additional seminars, training, and workshops to fully attain gender equality and equity in the school and societal level.

**Keywords:** Gender and development, program implementation, gender expression

## **Teachers' Readiness Level on Online Teaching: Embracing Distance Learning Modality**

ARISTON G. VASQUEZ\*, ROWENA F. PANOL

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Online teaching, one of the various distance learning modalities presented by the Department of Education as a response to the challenges posed by COVID-19 pandemic since face-to-face classes is strictly prohibited, has a definite future in education sector due to the changing educational environment which encourages additional platforms to continue provide school teachers to online teaching. Thus, this study was conducted to assess the readiness level of secondary school teachers on online teaching. Using convenience sampling, a total of 75 teachers in the Schools Division of Palawan were identified to become this research's respondents. A survey questionnaire was used in data gathering administered through phone calls, texts, and online platforms. Data collected were analyzed using weighted mean, Pearson correlation coefficient, and t-test. Findings revealed that both the teacher's technical and pedagogical readiness levels on online teaching were determined as approaching readiness. No significant relationship between the teachers' profile and their pedagogical readiness level of online teaching was observed. However, the relationship between the teachers' technical readiness level of online teaching and their profile in terms of educational attainment was found to be significant. The results further indicate that there is significant difference between the teachers' technical and pedagogical readiness levels.

**Keywords:** online teaching, readiness, distance learning modality



## **Constructivist Approach in Enhancing the Logical Reasoning and Problem-Solving Skills of the Grade 8 Students**

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This study attempted to determine the effects Constructivist Approach in enhancing the logical reasoning and problem-solving skills of the Grade 9 students in a public high school in the municipality of Malvar, Batangas. This study used quasi-experimental research design specifically non-equivalent control group design, participated by eighty-three (83) students from two intact groups of grade-9 students.

This study revealed that most of the respondents' mathematical skills in terms of logical reasoning and problem solving are in basic level before the guided discovery Method and jigsaw method were used. Despite the increase in scores among students in the test that measured their reasoning and problem solving skills, their average scores remained the basic level. However, this increase in the scores in the two measures of mathematical skills were found to be statistically significant for both groups of the respondents. Thus, it can be inferred that these two strategies are effective in increasing the scores of the students in reasoning and problem-solving tasks. This study also determined which of the two groups fostered better performance, and findings revealed that guided discovery and jigsaw method have statistically the same effect on the performance of the students especially in developing their reasoning and problem-solving skills in the topics that involved quadrilaterals and properties of special quadrilaterals. It is therefore recommended among teachers that they may use both guided discovery method and jigsaw method in teaching properties of special quadrilaterals to enhance the students logical reasoning and problem-solving skills and the future researchers to explore on how a guided discovery- and jigsaw-based learning may be developed to complement with these teaching strategies.

**Keywords:** guided discovery method, jigsaw method, reasoning skill, problem -solving skill

## **Pre-Service Science Teachers' Perception on the Level of Efficacy of Google Classroom as a Medium for Online Learning**

MARY MICHAELA G. ODIAS\*, RON HARLEY A. PANTALEON,  
DR. MARCHEE T. PICARDAL, ROVELYN P. REAMBONANZA,  
MARIA MAILA ELLA A. REPUNTE, SHEINA MARIE L. RUBIN

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This research aims to identify the level of efficacy of Google classroom as a medium for online learning as perceived by the pre-service science teachers and enable deeper understanding on its efficacy by knowing the feedbacks and problems encountered.

Explanatory sequential mixed method was employed in this study. There were 188 respondents from the quantitative phase and 12 pre-service science teachers as interviewees for



the qualitative phase. Data collection tools included an adopted survey questionnaire and semi-structured interview guide.

Findings of the study showed that the level of efficacy of Google classroom in terms of ease of access and perceived usefulness were highly effective while communication and interaction and students' satisfaction were less effective. The qualitative findings revealed that the advantages, disadvantages and problems encountered in using Google classroom significantly affected students' perception on the level of efficacy of Google classroom in each component.

As research topic, the efficacy of Google classroom in online learning has been widely studied previously. However, it is observed that there are not so many studies conducted in the Philippines. Therefore, studies on Google classroom's efficacy as an online medium should be carried out in different population, samples and other variables besides the variables used in the study.

**Keywords:** efficacy, google classroom, pre-service science teachers, perception

### **Competency Needs Analysis in Research among Employees of Lipa City Colleges: Basis for Professional Development Program**

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LCC is a dynamic provider of quality education through responsible and competent individuals. It has its trifold area wherein one of it is research. The research service is under the Research and Development Office that aims to steer and guide innovative and competitive researchers that promulgate human development and social transformation. This research aims to analyze the competency needs analysis of faculty- researchers in terms of the research competency skills such as Scientific Thinking, Technical Skills, Personal Attitudes, and Professional Ethics, and Dissemination and Publication. The Competency Theory anchored this study; this theory believes that skills in any given domain may be associated with the ability to self-assess the skill set. The result shows that employees have difficulties utilizing and determining the correct statistical treatment of data and statistical software. In addition, one of the needed competencies of employees is demonstrating strategic leadership that enhances the abilities of individuals, organizations, and systems to undertake and disseminate high-quality research efficiently and effectively. The result shows that employees' competency in dissemination and publication in local, national, and international avenues is one of the challenges. To address the results, the researcher formulated recommendations for professional development. The RDO must design a series of training/workshops to utilize statistical software such as SPSS. Nowadays, every researcher must know how to use statistical tools. The researchers must also continue to conduct scientific research that is publishable and present it to international presentations. And lastly, the office must include publication and dissemination as their priority areas to meet national research directions.

**Keywords:** competency, needs analysis, research skills, employees



## **Career Decidedness and Psychological Distress among Gay and Lesbian Adolescents**

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The purpose of this study was to determine the career decidedness and psychological distress among gay and lesbian adolescents. The study used descriptive comparative design method of research and 224 self-identified gay and lesbian senior high school students who were enrolled in private schools in Batangas City for Academic Year 2018 – 2019 participated in the study. The data was analyzed using data analysis software and findings revealed that gay adolescents have a high level of career decidedness and psychological distress compared to lesbian adolescents. This implies that gay adolescents are more decided and confident about the career they want to pursue in the future however they are also more susceptible to develop psychological distress and other mental health problems. Likewise, no significant differences were reported on the career decidedness and psychological distress of gay and lesbian respondents when grouped according to their sexual orientation and grade level. The proposed intervention program may be tried, implemented and evaluated thereafter to assess the career decidedness and psychological distress of gay and lesbian adolescents.

**Keywords:** career decidedness, psychological distress, self-identified gay and lesbian adolescents

## **Adversity Quotient as Correlates to Professional Quality of Life of Teacher: Basis for a Proposed Wellness Program**

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This study investigated the adversity quotient level among senior high school teachers as correlates to their professional quality of life. A total of 112 respondents from Navotas City were obtained through population sampling technique. The Adversity Quotient of the participants were analyzed through Adversity Quotient Profile 10.0 by Dr. Paul Stoltz (2019) while their compassion satisfaction, burnout and secondary traumatic stress level have been measured through Professional Quality of Life Scale (ProQOL) Compassion Satisfaction and Compassion Fatigue (ProQOL) Version 5 (2009). Results reveal that respondents have below average level of overall adversity quotient is ( $x=129$ ), whereas control is ( $x=36$ ,  $SD=5.64$ ); ownership is ( $x=34$ ,  $SD=10.14$ ); reach is ( $x=26$ ,  $SD=7.54$ ), and endurance is ( $x=33$ ,  $SD=7.15$ ). In addition, results show respondents' high level of compassion satisfaction ( $x=42$ ,  $SD=5.01$ ); moderate level of burnout ( $x=25$ ,  $SD=5.32$ ), and moderate level of secondary traumatic stress ( $x=27$ ,  $SD=7.93$ ). The hypothesis was tested by analyzing the relationship among their Adversity Quotient and Professional Quality of Life by utilizing the Pearson Product Moment Correlation ( $r$ ). It was also found out that their adversity quotient has an insignificant



relationship with their compassion satisfaction ( $r=.091$ ,  $p\text{-value}= .341$ ), as well as with burnout ( $r= -.046$ ,  $p\text{-value}= .628$ ) and secondary traumatic stress ( $r= -.035$ ,  $p\text{-value}= .714$ ). It could be gleaned that respondents identify adversities as unrelated to the matters and situations that they are compassionately satisfied while their burnout and secondary traumatic stress can be attributed to non-related incidents where they experience life setbacks.

**Keywords:** Adversity Quotient, Professional Quality of Life, Compassion Satisfaction, Burnout, Secondary Traumatic Stress

### **The Influence of Resilience on Stress and Fear of COVID-19 Among Filipino Graduate Students**

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The COVID-19 pandemic is putting new and unforeseen pressures on the mental health and psychological well-being of people across the globe. This descriptive-correlational, cross-sectional research examined the relationship of personal resilience on COVID-19 perceived stress and fear. Two-hundred and three students in the Graduate program of a city-subsidized college participated in the web-based survey conducted in August 2020. Three adopted self-reported research instruments were administered to gather the data. Correlational analysis using Pearson's  $r$  was performed. Results indicated that the composite scores on the resilience scale, and on the COVID-19 stress and fear scales were 3.33 ( $SD=.496$ ), 2.81 ( $SD=.605$ ), and 3.03 ( $SD=1.004$ ) respectively. Resilience had a significant ( $p<0.05$ ) inverse correlation with COVID-19 stress ( $r=-0.234$ ) and fear ( $r=-0.384$ ). Resilience has a protective influence on COVID-19 fear and stress. Higher Educational Institutions may need to cultivate the resilient trait of students to help combat negative mental states and undesirable psychological consequences in the midst of pandemic and other stressful life events.

**Keywords:** COVID-19, fear, resilience, stress, students





## **Enhancing Students Mental Framework Using Cognitive Fitness Activities in Chemistry**

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This study aimed to explore and describe the students' mental framework and their learning experience using cognitive fitness activities in chemistry. Specifically, it attempted to determine: (1) how cognitive fitness activities are developed; (2) if there is a difference in mental modelling ability of the students and its level of sophistication before and after the administration of the cognitive fitness activities; and (3) the students' learning experience before and after doing the CFA. This study employed a quasi-experimental design of research involving quantitative and qualitative data. The respondents of this study were Grade 11 students majoring in Science, Technology, Engineering, and Mathematics (STEM). Three research instruments were used in the study: the pre-test and posttest, the developed cognitive fitness activities (CFA), and the oral and written interview. The study revealed that students' mental modelling ability can be classified and re-classified as low, moderate, and high depending on the result of their pre-test and posttest. Generally, students' mental framework before doing the cognitive fitness activities were low throughout the four activities. The students' mental modelling ability were re-classified based on their posttest score. It was found out that there was significant difference between the pre-test score and the posttest score. These results showed that students' mental modelling ability can be re-categorize into low, moderate, and high. The findings only mean that cognitive fitness activities enhanced students' mental framework in the specific topics in chemistry especially the activities where there were group collaborations.

**Keywords:** Mental framework, cognitive fitness activities, chemistry, STEM education

## **Parental Involvement in Shared Learning: Onwards to the Improvement of Learner's Academic Enhancement in the Blended Distance Education**

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Parental involvement has been proven to be a key factor for student's academic outcomes. Parent and teacher supports are highly significant in developing student's academic achievement and behavior not only in the classroom but also at home. The study was conducted from June to September at Florentino Torres Senior High School, SY 2019-2020. The respondents of this study were the 100 senior high school students and selected purposively after getting the sample size using the Slovin's formula. Sequential Explanatory Research was employed in the study where Descriptive-Correlational Method and Grounded Theory were fully utilized. It scrutinized the perceived understanding of students inside and outside the school and their parental support in the blended distance education. It also describes the parent's



and teacher's perceived behavior on the benefits of parental involvement in the implementation procedure of the said distance education. The respondents answered the questionnaires while utilizing statistical treatments. To verify the results of the quantitative data, grounded theory. The findings revealed that students are more capable of being developed if there is a support from parents, which is possible through parental involvement and support on their study. Parents and teachers should cooperate to support the need of the students to become better in their academics and behavior.

**Keywords:** Parental Involvement, Shared Learning, Academic Achievement, Parenting

### **Learn as One: The Partnership of the School and the Local Government for Education in the New Normal**

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The Department of Education settled a solution on how learners in the Philippines will be able to cope up and making sure to continue their educational journey amidst the pandemic. DepEd proposed a new normal education wherein students will have to choose in three modalities, online distance learning modality, blended learning modality, or modular distance learning modality. The implementation of these methods was to ensure the student's and teacher's health, their own safety and for the sake of the student's education. The objective of this study is to determine the observed challenges and difficulties on the implementation of the different learning delivery modalities. Also, this study aims to determine the significant relationship between the collaboration of the school and the local government, and the extent of the implementation of the school learning continuity plan. From the results and findings of this study, it can be inferred that there is a significant relationship between the collaboration of the school and the local government and the extent of the implementation of the school learning continuity plan.

**Keywords:** learning continuity plan, learning modalities, local government, new normal education, school partnership





## **The Relationship between Self-Efficacy and Technological Skills to Teachers Efficiency in Online Instructional Delivery**

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The major shift to online instructional delivery and distance learning during this COVID-19 pandemic moved the teacher's well-being, beliefs and strategies along with their technological literacy and awareness as a precarious element towards efficiency in teaching. The goal of this descriptive-correlational study is to scrutinize the factors between self-efficacy and technological skills and looking at the relationship towards teacher's competence. An informed consent and web-based survey questionnaire was administered to 201 elementary and secondary teachers in Visayas and Mindanao scope. The results show a high positive correlation ( $r=.667$ ,  $p<.01$ .) of the self-efficacy and technological skills explaining that (a) teachers' strategies are focused to student's heart for learning, (b) teachers' utilization of technological devices as paramount substitutes for teaching profession and distance learning, and (c) it encourages effectual convenience and expertise in the profession towards a prolific teaching journey. The support from family, school and society (motivational), experiences and interactions from other people (cognitive) and passions, talents and other skills (selection) appeared to influence the teacher's qualification capacity in the revolving demands enhancing the academic expertise. The findings mentioned above are beneficial to ascertain teacher's efficiency towards strengthening the educative process in providing statistics to enhance autodidactic and instruction in Philippine Education.

**Keywords:** teachers' self-efficacy, technological skills, descriptive-correlational, technology use, online instructional delivery

## **Sadbois and Sadgurls of the New Normal: A View on the Mental Health State of Students of**

**F. Torres High School in the New Normal**

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This research reports and examines the mental health status of Grade 9 students of Florentino Torres High School. This research aims to find out how the students manage themselves as they are engaged in the Blended Learning Program of the Department of Education- Division of Manila. Contexts of this research address the School Mental Health Theoretical Framework of Cavioni, Ornaghi, & Grazzani (2017). The research focuses on 203 junior high school students during the current pandemic.



Results were gathered through a conducted Google Form Survey. The researcher utilized the Student Mental Health Self-Assessment Questionnaire of the University of Chichester through a clustered sample population. The study revealed that students have some difficulties and struggles amidst the new normal set-up of life and education. Data also shows the need for student's intrinsic and extrinsic mental state retooling and such needs are essential. This supports the claim of Achenbach et al., (2017) that mental, emotional, and behavioral difficulties comprise a broad spectrum that school children can create to fluctuating degrees, and that may be either internalizing (directed at the self), or externalizing (directed at the external environment). Moreover, the data gathered supports the claim of Anderson et. al (2017) that stress, anxiety, and depression are prevalent so a reinforced plan to address the issue is a paramount concern.

With that, an action plan proposing a co-curricular based mental health awareness program called "M.A.P.E.H. Mentality" was drafted and subjected for approval and implementation on a larger scale.

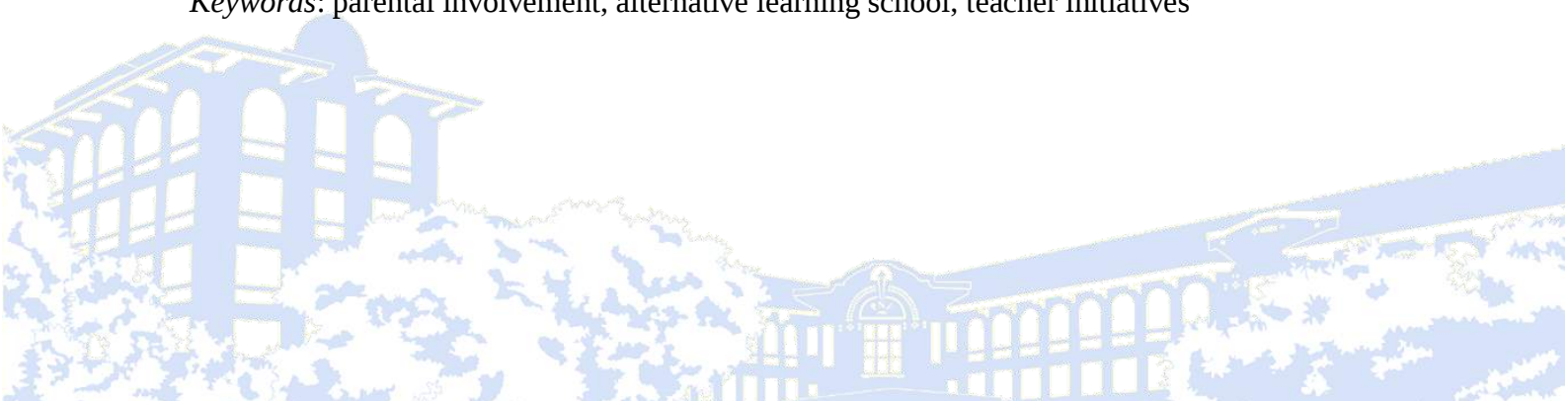
**Keywords:** mental health, blended learning, new normal education, disruptive behavior issues,

### **Assessing Parental Involvement Practices and Teachers Initiatives Among Alternative Learning Students (ALS) in the Division of Manila**

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This study focuses assessing parental involvement practices among Alternative Learning System students and the essential role of teachers in initiating collaborative efforts with parents in helping children with their everyday task in school. This research is also an attempt to describe parental demographics and its implication on parental involvement practices as well as its correlation on teachers' initiatives. Eighty-seven (87) parents and twenty-seven (27) teachers responded to a of Palatanungan Para sa Magulang and Inventory Questionnaires for Teachers obtained from Philippine Normal University Office of Planning, Policy and Research Development (PPRD). Results showed that mean average of age of parents and teachers of ALS is not far from one factor to another. Majority of the parents/guardian attending ALS students are married, high school graduate and do not have fix job. Parental involvement is highly positive correlated with school activities launch by teachers. There are teacher practices that needs to be enrich to further commit parents to partake in school activities and program developed for parents.

**Keywords:** parental involvement, alternative learning school, teacher initiatives





## **A Phenomenological Study of Gamification in an ESL Class**

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Among the emerging approaches to gamification is the integration of games for entertainment towards games for education. Gamification is the use of game-like elements in non-game contexts and is gaining its momentum in the fields of language learning to augment L2 acquisition. The purpose of this research study is to explore the lived experiences of Filipino ESL students in a gamified language classroom of a public high school in District IV of Quezon City. Using a phenomenological approach to data gathering and analysis, a two-phased in-depth interview was conducted with the goal of gaining a rich insight into how participants make sense of their experiences in a gamified ESL class. Five main themes (pre-gamification worldview, gamified ESL Class Structure, ESL learners' autonomy over L2 acquisition, meaningful interactions in the ESL class, and ESL learners' flow experiences) were identified. Based on these findings and the existing literature review, the researcher proposed the GASLL instructional model for gamification. Based on this student-centered instructional model, several principles were produced to provide guidance for the gamification of ESL classrooms.

**Keywords:** Gamification in Education, ESL, Language Learning Technology, Gamification Assisted Second Language Learning

## **Community-Based Support Activities, Working Memory, and Mathematics Performance of Students**

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This quantitative quasi-experimental research aimed to study the effects of community-based support activities as an approach in teaching Business Mathematics. Sixty grade 11 senior high school students coming from two intact classes with 30 students from each class of Pontevedra National High School composed the two treatment groups, the traditional and the community-based support activity (CBSA) groups. The comparability of the two groups was tested in terms of their mathematics performance and level of working memory. Conducted from September to October 2017, this research utilized the researcher-made test in mathematics performance and adopted the instrument of Pearson (2005) on working memory. The statistical tools employed were frequency, percentage, mean, mean gain, and standard deviation for descriptive statistics; t-test for independent and dependent/paired samples, and Pearson's  $r$  for inferential statistics; and thematic analysis for qualitative data analysis. Moreover, this study used the 0.05 level of significance. The study revealed that the mathematics performance before the intervention of the conventional group and experimental group are the same. The level of working memory of the students of the two groups is found to be comparable before the start of the intervention, as well. However, there is a significant difference on the mathematics performance of the students during the posttest. The group who was exposed to community-



based support activities had higher mean gain compared with their counterparts who were exposed to conventional method of teaching. Meanwhile, there were significant differences between the pretest and posttest mathematics performance in both groups. However, the two groups were comparable in terms of their mean gains in the level of working memory. Significant relationship is also observed between the mathematics performance and working memory. The students perceived the community-based support activities as opportunity to use skills in real life situations, as preparation for life, and as means to connect with people in the community.

**Keywords:** community-based support activity, working memory, mathematics performance, quasi-experimental research

### **Kahandaan ng mga Mag-aaral ng Shielded Metal Arc Welding (SMAW) sa Pagsulat ng Pananaliksik sa Asignaturang Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik**

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Ang pag-aaral na ito ay sumusuri sa kahandaan ng mga mag-aaral ng Shielded Metal Arc Welding (SMAW) sa pagsulat ng pananaliksik sa asignaturang Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik sa Bataan National High School-SHS taong panuruan 2018-2019. Ang mga kalahok sa pag-aaral na ito ay isandaan apatnapu't apat (144) ng ika-12 baitang ng Shielded Metal Arc Welding. Inilarawan sa pag-aaral na ito ang profayl ng mga mag-aaral batay sa edad, kasarian, grado sa Filipino sa nakaraang semester. Paano mailalarawan ang antas ng kahandaan ng mga mag-aaral ng Shielded Metal Arc Welding sa pagsulat ng pananaliksik sa mga sumusunod na aspeto, pagsulat ng Kabanata I: Ang suliranin at kaligiran nito, pagsulat ng Kabanata II: Teoretikal na Balangkas, pagsulat ng Kabanata III: Disenyo at Pamamaraan ng Pananaliksik. May epekto ba ang profayl ng mga mag-aaral sa kanilang antas ng kahandaan at may kinalaman ba ang marka at grado sa Filipino sa antas ng kahandaan ng mga mag-aaral sa pagsulat ng pananaliksik, ano ang implikasyon nito sa angkop na pagkakaroon ng kahandaan sa mga mag-aaral na kumukuha ng pananaliksik. Sa pangangalap ng datos ang mananaliksik ay gumamit ng sarbey-kwestyoneyr at sinuri sa pamamagitan ng istadistikong pamamaraan. Ang mga datos na nakalap sa pagsasarbey ay sinuri gamit ang istadistikong pamamaraan na frequency, percentage at mean gumamit ng PAWS Statistical Package Software (Naurosis 2015) sa estadistikal na pagsusuri ng datos. Ang PAWS ay may kakayahang determinahin ang significant level para sa ANOVA at sa multiple regression na ikukumpara naman sa 0.05 significant level. Nabatid sa pag-aaral na ito na walang kaugnayan ang profayl ng mga mag-aaral at ang grado sa Filipino sa nakaraan semestre sa kanilang kahandaan sa pagsulat ng pananaliksik sa asignaturang pagbasa at pagsusuri ng iba't ibang teksto tungo sa pananaliksik. Nabatid din sa pag-aaral na ito na sila ay wala sapat na kahandaan sa pagsulat ng pananaliksik sapagkat sila ay nakatuon sa kanilang skills o specialization.

**Susing salita:** Kahandaan sa paraan ng pagsulat ng pananaliksik



## **Repercussions of Synchronous and Asynchronous Online Learning among College Students**

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While the whole world is dealing with the current pandemic, there has been a great shift on the mode of learning to most of the countries around the globe, more specifically, the third world and developing countries. From the traditional education setup, now transitions to the online mode of education. Identifying the repercussions of synchronous and asynchronous online learning amidst the emergence of the current global crisis has been one of the most awakening issues faced by the Philippine government for the past months. This study applied qualitative methods to identify the repercussions of online learning to the college students of Cebu Normal University- Main Campus centered on their online learning experiences. Online interviews were supervised to 20 participants currently enrolled in the said university. Responses were recorded and audio-taped for the interpretation and analysis.

Factors affecting the students' engagement in terms of class participation, leadership on class activities and peer to peer interaction were examined, thus categorized into positive and negative experiences. Engaging and deterrent features of both synchronous and asynchronous mode of online learning were also given focus in this study. The findings of this study is useful to the educators, the school administrators and the government sectors, more specifically, the Commission on Higher Education in understanding the students' varied experiences in dealing with online learning, thus in improving their online education system and practices.

**Keywords:** online learning, synchronous online learning, asynchronous online learning, students' engagement

## **Apples and Chalk Dust: The Ideal versus Reality of Mentoring Mentors**

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The study was piloted in the Archdiocese of Lingayen – Dagupan Catholic Schools to determine the lived experiences of ALDCS teachers with the ideal against their personal experiences in being mentored by their Learning Area Coordinators. The study is qualitative in nature and used descriptive phenomenology as its research design. Purposive sampling was done to select the participants. The interview was conducted with the help of a psychology and education expert. Teachers consider their coordinators as heads who can provide them the needed support, guidance, boost their morale and unify them despite personality diversity. There were two themes under ideal mentoring: support and guidance system and morale



booster and unifying force. Under the experiences on real mentoring practices, the themes were: lack in experience, poor communication, and insufficient guidance and professionalism issues. Having experienced negative mentoring practices, the informants felt low self-esteem and self-pity which affected their professional, personal and social aspects.

The following are the recommendations: a similar study be conducted having LACs as informants; the ALDCS BoT review the qualifications and tasks of LACs in the ALDCS Manual; LACs be given specialized trainings on professional human relations, work ethics and servant leadership; that principals seriously craft mentoring programs; that ALDCS must have a long-term study that tracks the progress of new teachers; compare and contrast the difference between first career teachers and seasoned teachers and examine how mentoring process affects different populations; and learning area cell sessions be strengthened to provide quality collaboration between faculty mentors and mentees.

**Keywords:** Mentoring, Coaching, Teacher Support, Professionalism

### **Teachers' Experiences on Contextualized Science Laboratory Activities: Challenges and Opportunities**

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Presented in this study are the experiences of teachers in contextualizing science laboratory activities. It describes the practices, challenges, positive effects of contextualizing science laboratory activities. The gathered data from interviewing seven public science high school teachers were thematically analyzed. The results revealed that it is important to consider the actual lessons, learning competencies, learners, and materials in conducting such activities. If conducted properly its benefits are undeniable for both the teachers and the students. The teacher's background and curriculum contribute to the challenges experienced by teachers in conducting contextualized science laboratory activities. It is therefore suggested that extra attention should be given to training teachers and creating science activities that are outright in the context of the Philippines.

**Keywords:** contextualization, science laboratory activities, science teachers' experiences





## **Paggamit ng ICT: Ang Pagsisiwalat ng mga Gurong may Ginintuang Edad**

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Layuning nitong tuklasin ang iba't ibang karanasan ng mga gurong may ginintuang edad mula sa iba't ibang paaralan ng Sangay ng Lungsod ng Mati tungkol sa paggamit nila ng ICT, kung paano nila hinarap ang pagsubok at ang kanilang mga mithiin at adhikain. Ang kwalitatibong pag-aaral na ito ay may disenyong penomenolohikal. Pito ang partisipante sa pinalalim na panayam at pito rin sa pokus na pangkatang panayam. Ang instrumentong ginamit sa kwalitatibong pag-aaral na ito ay pinatnubayang panayam. Ang pagsuri sa mga karanasan ay nagpahayag ng mga sumusunod na tema: hirap sa paggamit ng ICT, nakabibigay-motibasyon sa mga mag-aaral upang makilahok at nakatutulong sa metodo ng pagtuturo. Ang mga paraan naman kung paano nila hinarap ang pagsubok sa paggamit ng ICT sa loob ng klase ay: lumahok sa mga palihan, pagsasanay at worksyap, paghingi ng tulong mula sa mga kapwa guro at mga eksperto sa ICT, pansariling determinasyon, pagbabahagian ng mga kaalaman at karanasan tungkol sa ICT at mga mag-aaral bilang motibasyon. Habang ang mga mithiin at adhikain naman nila ay: pagiging bukas sa paggamit ng ICT, pagkatanto sa importansya ng ICT, kahalagahan ng ICT para sa pagpapabuti ng propesyon at magandang dulot sa paggamit ng ICT. Kahit pa man nahihirapan ay lumalaban pa rin sa mga pagsubok ang mga gurong may ginintuang edad. Ambag ko ang pag-aaral na ito sa lahat ng mga gurong may ginintuang edad na humaharap sa suliranin tungkol sa paggamit ng ICT sa pagtuturo.

*Mga susing salita:* Filipino, ICT, ginintuang edad, guro, Pilipinas

## **Digital Literacy of Selected Senior High School Students: An Analysis for Online Education Readiness**

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The demand of Education 4.0 believed to respond to the onset of the COVID-19 pandemic. Founded on this concept, learners are expected to be digitally literate since Education 4.0 promotes novel ways of learning that focuses on collaboration of men and machines. For this reason, this quantitative-correlational study aimed to analyze the readiness of 204 senior high school students for online education by evaluating their extent of their digital literacy based on their sex, strand, and grade level, and the interrelationships across their digital literacy domains. It adapted a survey questionnaire from relevant studies that focuses on six digital literacy domains. Results showed that there are significant differences in the extent of digital literacy domains namely Media Analysis, Effective Application of Technology, and Interaction through Technologies among the students in terms of sex. Meanwhile, there are no significant differences in the extent of digital literacy of the students in terms of strand and grade level across all six domains as shown by the p-values. When it comes to the relationships



between and within the domains of digital literacy of students, results emphasized that the moderate positive correlations among all domains are significant at the 0.01 level (2-tailed). The study recommends to schools to have a focused and improved program that may help male students to cope with the demands of digital learning. Furthermore, there should have quality teaching-learning innovations in online education to promote the digital literacy of senior high school students especially the males through the development of enhancement curricula. Digital literacy across all subjects in senior high school should be integrated and enhanced especially in the conduct of online education in order to realize the learning competencies of each subject area with provided activities and assignments inclined towards the utilization of internet and online applications.

**Keywords:** digital literacy, online education, senior high school, education 4.0, COVID-19

### **STEM Interests and Future Career Perspectives of Junior High School Students: A Gender Study**

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Career choice and subject interests coincide as two significant factors for students to become driven in pursuing their academic and professional pathways. Though, literature studies revealed gender disparities in selecting educational tracks among students especially in the field of STEM. Hence, this study intended to analyze the gender differences in STEM interests and future career perspectives (FCP); and the relationships of FCP constructs, and of personal value and enjoyment. The participants were 334 junior high school students in the Philippines with 212 girls and 122 boys using non-random sampling. This study adapted the validated survey instruments from pertinent literatures to examine the variables. Based on the findings, there were no significant differences between and within the students' STEM interests and FCP in terms of gender. Both boys and girls have moderate interests in all STEM subjects except from trigonometry where boys have low interest. Additionally, there were weak positive correlations between and within the three FCP constructs. In contrast, a strong positive correlation was found between personal value and enjoyment. It is recommended that educational programs of schools should stimulate the STEM interests of junior high school students and improve their career guidance curricula.

**Keywords:** future career perspective, gender study, junior high school students, STEM interest





## **Digital Inequality Survey to the Teachers of St. Aloysius Academy of Dasmariñas: A Basis for Digital Trust and Intuition**

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In the field of education, teachers must be technologically abreast especially in time of the COVID-19 Pandemic addressing the demand of the New Normal. To build confidence and capacity in digital teaching-learning, teachers must consider developing their skills in using digital technologies in education and they must also embed the use of digital devices in the teaching-learning practice.

In this premise, this research article explains the digital inequality that the teachers are experiencing and its effect on their teaching profession and on establishing among themselves the digital trust and intuition. This study also aimed to answer, “What are the digital inequalities do teachers encounter?” The teachers’ decision for digital trust and intuition is affected by the digital inequalities they are experiencing.

This study draws insights from a one-page survey questionnaire to 20 selected teachers of St. Aloysius Academy of Dasmariñas representing the faculty from the 3 departments such as preschool, grade school and high school. The results of this study indicate that teachers of St. Aloysius Academy of Dasmariñas are digitally inclined as manifested by their subscriptions to various digital devices and services. The impact of the digital technology to them in terms of social, economic, political and cultural affects their decision in digital trust and intuition. Overcoming issues on digital inequality among teachers will lead to digital trust and intuition. The school, from where the teachers are employed must address the digital inequality by ensuring that all teachers have equal chances in accessing the technology-based teaching devices and by providing them capacity building trainings which are imperative for the demand of the new normal. Teachers must embrace the digital technology in the community and in their workplace and imbibe the digital trust and intuition in education.

**Keywords:** Digital Inequalities, Digital Learning Tools, Digital Trust, Digital Intuition, Digitalization

## **Pragmatic Functions of Discourse Particles: An Analysis of Students’ Computer Mediated Communication**

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True to its dynamic nature, the English language continues to evolve with time, changing and acquiring features, structures, and functions which made the smallest unit in a discourse play a crucial role in communication. Hence, this study is an attempt to investigate the phenomenon and further probe into the discourse-pragmatic functions of discourse particles



(DPs) in social media, particularly on Facebook, since DPs are commonly used by Filipino youths in their posts and comments online. Ten tertiary-level students from different colleges in Surigao del Sur State University – Tagbina Campus were selected to participate in the present study. Using both quasi-quantitative and qualitative methods, results revealed that the combined English and Filipino Relational DPs have several micro functions. Generally, DPs serve as a device that interlocutors use to convey their emotions, relationships, and attitudes towards the receiver of their message. Discourse particles have crucial roles in the way Filipino youths express their message, gain understanding of the received message, and establish speaker-receiver relationships on Facebook.

**Keywords:** discourse particles (DPs); young talk; CMC; pragmatics

### **Assessing the Profile and Disaster Preparedness of Angat, Bustos, and Ipo Dam in Bulacan**

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An assessment of the profile, current structural stability status of Angat, Bustos, and Ipo Dam in Bulacan, Philippines in relation to the possible earthquake or “the Big One” since the West Valley Fault runs 200 meters East of the Main Dyke of Angat Dam that may affect the local fault in area. This research also highlights the role and significance of each dam, as well as, the disaster preparedness plan of the different stakeholders like the NPC, NIA, MWSS, DOST- PAGASA and the PDRRM. The study showed the importance of dam as dependable source water supply for domestic and irrigation use, generation of electricity, and as flood mitigation. It also revealed that Angat dam satisfy the current structural stability criteria, can withstand and has low probability of dam breach. NPC has an effective emergency action plan, efficient flood forecasting and warning systems and competent personnel in the field. Bustos and Ipo dam also meet the current stability criteria current structural stability. The possible effects of 7.2 earthquakes in the three dams would be minimal and no loss of life is expected. The study also revealed the reactive approach of PDRRMC and MDRRM in preparedness and response in case of dam break. The major agencies that manage Bustos and Ipo dam and other stakeholders in dam operations should continue to enhance their disaster preparedness plan. The said agencies should also improve their public dissemination of information on dam profile, structural stability and dam operation. The stakeholders should carry its effective projects in the operational phase of the dam as necessary. The researchers encourage future studies concerning dam modern technology, latest dam regulations and safety guidance.

The result of the study is vital for the awareness of the public, particularly the community of the near the dam and those affected of the release of water, and the provincial government.

**Keywords:** Angat, Bustos, Ipo Dam, Structural stability, Disaster preparedness



## **Comparative Analysis of Teaching Strategies in Teaching Science between Online Approach and Modular Approach**

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The teaching process, methods, and strategies are forced to adapt and change in these trying times of pandemic. The motive in pursuing this study is to have a comparison between teaching strategies applied in teaching Science under Online Approach and Modular Approach. Using the Thematic Scheme Analysis, Fisher-Freeman Halton Exact Test Tool and T-Test Tool, this study analyzed the difference of teaching strategies applied in teaching Science between Online Approach and Modular Approach, and its relationship to Science teachers' sociodemographic profile. The teaching strategies applied in teaching Science under Online Approach was found to have no significant difference from teaching strategies applied in teaching Science under Modular Approach. This study definitely answers the question regarding the teaching strategies employed by teachers in teaching science, the perceived strengths and challenges in teaching strategies, and the conditions that influence the teaching strategies in teaching Science under online approach and modular approach.

**Keywords:** Online, Modular, Approach, Science teachers, teaching strategies

## **A Structural Equation Model of Academic Performance in Research of Senior High School Academic Track Students**

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The study's foremost objective is to generate a good fit model for academic performance in research of senior high school students considering academic performance in English language, academic performance in ICT, and core values as exogenous variables. This study utilized the descriptive correlational design and structural equation modeling. This study's respondents were the 366 graduates of Santo Tomas National High School, senior high school academic track for the school year 2019 - 2020. The data were taken from the advisers of senior high school students. The results revealed that the academic performance of senior high school students for the subject's English language and research, as well as the core values, were high, while the academic performance in ICT was very high. It was also revealed that all the exogenous variables are positively and significantly correlated with the endogenous variable. Besides, all the exogenous variables were found to be significantly influencing the endogenous variable. Moreover, the four models were tested through structural equation modeling, and the generated model four was found to be a good fit model for academic performance in research.



The model demonstrates that academic performance in English and its association with core values are significantly predicting the students' outcomes in research.

**Keywords:** ICT, English Language, Core Values, Performance in Research, Structural Equation Modeling

### **Relationship between Students' Attitudes on E-learning and Technological Skills**

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The 21st century is the arising of technology, which portrays an indispensable role in the educative process, especially in the new normal where the mode of teaching has shifted from conventional to unconventional way, commonly known as “E-Learning”. It is integrated into the teaching-learning process and is widely used as a means of acquiring knowledge to promote continuous learning. It helps address the distant spaces and conflicting time among teachers and students in the teaching-learning process. The study used a quantitative correlational design in determining the relationship between (n=177) students' attitudes on E-learning and technological skills. Furthermore, the data was collected through an online form of the survey questionnaire. The questionnaire is composed of three (3) parts: (1) the student's attitudes towards E-learning, (2) students' technological skills, and (3) the factors that affect the attitudes of students towards E-learning and their technological skills. The attitudes of both male and female on e-learning are neutral. Students agree that they have technological skills and that is advanced based on the Competencies Proficiency Scale. Students have different views on the factors that affect their attitudes since males strongly agree that the items are the factors that affect their attitudes on e-learning and technological skills, while females agree on it. In light of the results of the study, it reveals that there is a very low degree of correlation between the students' attitudes on E-learning and technological skills as shown in the result of  $r = 0.23$ , respectively.

**Keywords:** E-learning, Technological Skills, Students' Attitudes, Education, Factors on students' attitudes on E-learning





## **A Correlational Analysis between Self-Control and Student's Video Game Performance in Panabo City**

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As technology continuously advancing in today's era, electronic technologies became one of the creations that most people need for communication. They deemed a kind of leisure or recreational tool such that Video Games. In some studies, self-control seems strongly associated with counterproductive behavior, but not much research about video game performance. Thus, a lack of knowledge concerning the influence of self-control on video game performance is present. This research aims to analyze the correlation between an individual's self-control and the student's video game performance in Panabo City. The questionnaire splits into three parts: Students' demographic profile, Students Self-Control, and Students Video Game Performance. In participants, 32 of the respondents participated in the study—researchers used quantitative non-experimental correlational research design to approach the research question. In the result, the mean level of students' self-control is 3.2188 with a standard deviation of 0.38882. It shows that the level of students' self-control is moderate while the mean level of students' video game performance is 3.5042 with a standard deviation of 0.46062. It shows that the level of students' video game performance is high. The researchers concluded that there is no significant relationship between students' self-control and video game performance, showing a weak positive relationship.

**Keywords:** Correlational Research, Panabo City, Self-Control, Video Games Performance

## **Narrative Experiences of Student Leaders among Public High Schools in Trece Martires City, Cavite**

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The purpose of this study is to determine the experiences of the student leaders among public junior high school in Trece Martires City. Wherein student leaders shared their challenges and development during their term.

This study used a phenomenological approach in which the researcher conducted an in-depth interview with the participants in order to determine its objectives. Seventeen (17) Student Leaders participated voluntarily from Nine (9) Public Junior High Schools in Trece Martires City. Whereas, the study revealed that most of the student leadership profile like age ranges from 15 to 18 years old that most of the student leaders are males that are academic achievers in Grade 10 but do not have religious-related leadership involvement, others school-related leadership involvement and community leadership involvement. The student leaders



conceptualize leaders as role models for they possess a balanced of intellectual, emotional, and social aspects in life. Student leaders are Servant Leaders as they use the leadership style of Democratic Leadership in managing their organization. In which, they also participate and allow members to give ideas for decision making. They are challenged in the social aspect for they are having trouble in communicating and imposing authority to the group and as well as priority management. The student leaders are positive in their areas of improvement for their communication skills, decision-making skills, and priority management that could be developed thru training and seminars that the school can give to them as these skills will benefit student leaders in the future.

The study recommends the following activities and programs that could enhance one's leadership skills. First is Simulation Program that promotes leadership in the community. Second is Leadership-Role Orientation that will give an overview of qualities and the organization's by-laws. Third, a Leadership Talk from former leaders that will encourage aspiring leaders within the school. Fourth, regular mentoring of organization advisers so that they can supervise the progress in managing an organization. Fifth, Public Speaking Training and Workshop that will enhance the communication skill and boost the self-esteem of student leaders. Sixth, Motivational Counselling will strengthen optimism towards leadership challenges. Lastly, Student Leadership Development Training that will focus on enhancing communication skill, decision-making skill and priority management of student leaders.

**Keywords:** Communication Skills, Participative Leadership, Democratic Style, Academic Performance, Priority Management, Student Leaders

## **Digital Literacy Awareness towards Productive Learning Environment in Public Elementary Schools**

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The study sought to determine the perception on the digital literacy awareness towards productive learning environment. The study was conducted using descriptive survey method through questionnaires, administered to the schools in Fule Almeda District, Division of San Pablo City during the year 2019-2020. Data were collected and analyzed. The result of the shows that the extent of digital literacy in terms of technological, personal, critical, device security and informational are much obeserved and communication as moderately observed. Moreover, the extent of productive learning environment on academic environment in terms of view of learning, role of teacher, role of student classroom atmosphere and evaluation procedure are much observed. Furthermore, the extent of productive learning environment on social environment in terms of teacher support, mutual respect, task-related intersection and performance goal are much observed. The correlation between digital literacy and academic environment shows that there is a positive significant relationship between the digital literacy and academic environment of the student-respondents. However, there is no significant relationship between the communication skill of the students and their role as students in the academic environment. The correlation between digital literacy awareness and social



environment shows that there is a positive significant relationship between the digital literacy awareness and social environment of the students. However, there is no significant relationship between the technological of the students and the social environment of the students as to mutual respect, task-related instruction and performance goal.

**Keywords:** Digital Literacy Awareness, Productive Learning Environment

### **Guidance Center Initiatives in Reducing Pupils-At-Risk of Dropping Out (PARDO)**

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This study was conducted to help provide appropriate and effective localized school-based program to reduce pupils-at-risk of dropping out (PARDOs) rate in Manuel L. Quezon Elementary School. Descriptive research and documentary analysis were used which involved the collection of data that provided description of individuals, groups or situations. Context-based survey questionnaires, direct observation and interview were utilized as data gathering instruments. The statistical tools used were frequency, percentage, weighted mean, and standard deviation. The significant findings showed that the highest number of PARDOs was in Grade 1, next is Kinder followed by Grade 3, placing Grade 2 as the grade level with the least number of PARDO. Among the 113 identified PARDOs, 78.61 percent equivalent to 81 were male and 28.32 or 32 were female. Primary factors that instigate pupils to leave school categorized as push-out, pull-out and fall-out factors were identified. Regular monitoring of pupils' daily attendance (SF2), pupil's academic performance, Nutritional Status and assessment of pupils' vision and hearing done at the beginning of the school year were topmost helpful practices that determine PARDOs. Findings recommend that Guidance Services should design an Early Warning System and Intervention Program for PARDOs to mitigate the risk factors such as poverty, unhealthy parenting style received at home, lack of motivation to study, teachers' lack of ingenuity in providing gender and religion sensitive activities and classroom practices. Meaningful KAB Scout activities for male PARDOs may help motivate them to enjoy schooling. Adaptable activity-based afterschool teaching should address issues on the different learning needs of boys and those belonging to minor religious group.

**Keywords:** pupils-at-risk of dropping out, male pupils, Early Warning System, Guidance Center Initiatives





## **e-Comics Module Development for Disaster Mitigation and Risk Management Class**

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This descriptive-developmental research study utilized the ADDIE Model to develop an electronic comics module on disaster mitigation and risk management focused on flood and earthquake topics for Grade 11 STEM students. The validated instruments used were: DMRM awareness questionnaire, teachers' assessment form, researcher-made test, and module rating. Documentary analysis on DepEd Curriculum guides for Science, Health, and DRRR subjects and some existing artifacts such as policies on DMRM served as bases on anchoring the topics of e-comics module to the required standards.

Results of the validation revealed the e-comics module got validity indexes of 0.97 for art quality, 1.0 for content value, and 0.91 for language appeal which were all interpreted Very Acceptable respectively. Using Flesh and Flesh-Kincaid formulas, the module showed Chapter 2 and 3 to be appropriate for the level of the intended users while the Philippine-based readability JB formula revealed that all representative passages of the e-comics module were all suitable and within the level of the intended users. After the utilization of the e-comics module, students' performance on DMRM class significantly improved with a t-value of -11.598. Student's acceptability of the e-comics got a mean score of 3.65 which was interpreted as Very Acceptable for use. It is recommended that this e-comic module be utilized for Grade 11 classes and gather feedback to further generate data on its usefulness and effectiveness as a learning tool.

**Keywords:** e-Comics Module, Disaster Mitigation and Risk Management Disaster Education, Grade 11 Module, ADDIE Model

### **Stakeholders' Extent of Involvement in School Functions and Related Activities: Basis for an Enhanced Performance of the School**

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This study focused in determining Stakeholders' Extent of Involvement in School Functions and Related Activities: Basis for an Enhanced Performance of the School. The respondents of this study were the seventy-five (75) teachers and one hundred and one (101) parents among the district of Del Remedio from DepEd Division of San Pablo City. The questionnaire was used as the main data-gathering instrument. The result of the study shows that both groups of respondents observed that the parents in the school involved themselves through financial support, emotional upbringing, and parent-to-school contact. In addition, teachers involved themselves in the school to a great extent through instructional competencies, classroom management and instructional planning. Community involvement in the school is evident through 4 o'clock habit, home visitation and DEAR time. Lastly the students show their utmost involvement in the school through their academic and non-academic



performances. The involvement of the stakeholders in the school helps improve the performance in instructional capacity, curriculum implementation, student outcomes, school climate and policies and practices. The inferences set in the study resulted that there is no significant difference among the perception of respondents on parents, teachers, community and student's involvement in the school as assessed by the two group of respondents. It also revealed that there is a significant relationship between the overall performance of the school and the stakeholder's involvement.

**Keywords:** Stakeholders, Teachers, Parents, Community, and Students

### **Teaching in the Last Mile School Be Like: A Phenomenological Study of Teachers' Experience in Multigrade Schools**

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Multigrade Education has become one of the most viable solutions to democratized access to education. In the Philippines, although its existence is justifiable, studies conducted concerning its implementation specifically as it keeps up with the demands of the K to 12 Program is limited. This study explored the lived experiences of teachers in multigrade schools using focus group discussion and semi-structured interviews among 14 participants. Data analysis revealed four themes: Passion and willingness to go beyond what is expected, my best and my practices, I need stable internal and external stakeholders, and Challenge accepted even I am struggling. Teachers' experiences uncovered in this study are similar to many multigrade teachers in the country. These include the adoption of various teaching and classroom management strategies to respond to the learners' diverse needs, the extension of moral and financial support to the learners, shedding a portion of salary to support instruction, practicing collaboration to address professional needs, and establishing strong partnerships with stakeholders to meet the gaps in school's resources. Some challenges were also unveiled. These include teachers' overwhelming workloads and high turnover rate, learners' absenteeism, tardiness, lack of readiness and poor study habits; lack of parental support to learners, congested curriculum, misalignment of curriculum standards to learners' and teachers' materials, and inadequate necessary teachers' training. Results indicated that multigrade education in the country is confronted with challenges that have not changed drastically over the years, and with new challenges that have emerged brought by the K to 12 Program. Nevertheless, its implementation continues to make progress despite the challenges through the initiatives of the teachers such as the application of various best practices that help improve the teaching-learning process, and the establishment of a strong support system that addresses the needs of the teachers and learners. Based on the findings, the education department should work hand-in-hand with the teachers in designing programs that will effectively address the challenges and further improve the delivery of education in multigrade schools.

**Keywords:** inclusive education, multigrade education, teacher support system, rural education



## **Adaptive Capacity on Flexible Learning in the New Normal: The Case of Davao Del Norte State College**

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This study aims to investigate the adaptive capacity of the students and faculty members of Davao del Norte State College in the new teaching and learning modalities demanded in this new normal setting. With the CoViD-19 pandemic lurking into the academic grounds, posing new challenges to learners and teachers, the researchers initiated to describe the academic profile of the 2547 students and 109 faculty members. Along with this, adaptive capacity of students and faculty members was determined by collecting data on the availability of electricity, television, transistor radio (AM/FM), and availability of Internet Connection at home. Moreover, the type of Internet connection used for virtual learning and teaching, devices available to use for learning and teaching, status of Internet connectivity, and experienced learning modality were also described. With the initiative of the College's administration to provide its own Learning Management System (LMS), the details on the usage of LMS, features of LMS used, LMS and other platforms utilized with teachers during synchronous asynchronous sessions were also determined. Results revealed that utilizing television and transistor radio devices on blended learning may not be effective due to a huge number of learners who will not be able to access learning materials delivered through these media. Moreover, 45% of the students described not having Internet connection at home. Yet, on the status of Internet connectivity, only 67 learners have no Internet access in their area. There were also 14 faculty members who revealed not having Internet Connection at home, but was able to gain access as they go to school following the physical duty schedules. This result suggests that even without Internet Connection at home, students and faculty members find ways to cope with the learning and teaching challenges in these difficult times.

**Keywords:** Flexible Learning, New Normal, Learning Management System, DNSC

## **Developing an Outcomes-based Oral Communication Program for EFL Students**

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This paper primarily aims to develop a language program that is based on the salient features of the Language Curriculum Design of Paul Nation and John Macalister (2019) and the Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2011). Specifically, the study intends to achieve the following objectives: (1) to develop an oral communication program for EFL students; (2) to try out the developed program; and (3) to revise the program after the tryout phase. Generally, the language program is evaluated based on the end-results of the following areas: (1) students' academic performance; (2) students' post-oral interview; and (3) Quality Matters (QM) program assessment. The study shows that



EFL students can achieve or go beyond the target proficiency level speaking standards within 8 weeks of training through an outcomes-based curriculum.

**Keywords:** Outcomes-based Curriculum, Oral Communication Program, TESOL

### **A Model for Pre-service Science Teacher Professional Identity Development**

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This research is focused on developing a model for Pre-service Science Teacher (PST) Professional Identity Development. The respondents included 13 pre-service science teachers from a private teacher education institution. It employed a descriptive narrative design with the qualitative method of collecting data using interview questionnaire and focus group discussion guideline as instruments. The findings showed that the 19 affordances and 13 constraints culled from the experiences narrated by the PSTs, reflected both strengths and weaknesses in the competencies stipulated in the Philippine Professional Standards for Teachers (PPST). Nevertheless, all the shared experiences were perceived to be contributory to the development of the professional identity of the pre-service science teachers. Results of the interview done individually and as a group revealed how PSTs perceived their professional identity, which is essentially similar to the competencies of, stage 1 Beginning Teacher. These include: 1) flexibility with the diverse learners; 2) active collaboration with colleagues and participating school community; 3) pursuit of continuous professional development; 4) consistency in reporting and monitoring learners' progress; 5) exhibit of mastery of science concepts and pedagogy; 6) efficiency in lesson planning; 7) proficiency in ICT utilization; 8) effective communication of the science lessons; and 9) forging wholesome collaboration with colleagues. The first 2 findings led to the formation of a well-crafted model for Pre-service Science Teacher Professional Identity Development. It proposes 4 key procedures of curriculum enhancement, improvement of learning environment, PST up-skilling and re-skilling and extended engagement with the school community and beyond which will all lead to the formation of a competent beginning science teacher in the 21st century.

**Keywords:** Keypre-service science teachers, professional identity development, affordances, constraints, and perceptions





## **Sociological Thinking and Involvement in Social Movements of Teacher Education Students**

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As a training ground for the social world, schools and educators must expose students in involving them to different kinds of groups to enhance their sociological thinking. Hence, this descriptive-correlational study determined the sociological thinking and involvement in social movements of teacher education students at Batangas State University JPLPC – Malvar with an end goal of proposing a course of action to enhance their sociological thinking and involvement in social movements. Specifically, it dealt with the following; the respondents' sociological thinking as to microsociology and macrosociology, their involvement in social movement in terms of alternative, redemptive, reformatory and revolutionary social movements, and the significant difference among respondents' involvement in social movements when grouped according to their sociological thinking.

The data were obtained through the researcher-made questionnaire. By computing and tabulating the information, the researchers found out that there was no significant relationship between the respondents' sociological thinking and their involvement in social movements.

The results of the study also revealed that the respondents' sociological thinking was both high as to microsociology and macrosociology. Also, respondents were involved in alternative, redemptive, reformatory and revolutionary social movements. Through F-Test, it was revealed that there was no significant difference among respondents' involvement in social movements when they were grouped according to their sociological thinking.

The above-mentioned findings suggest that the accredited student organizations in the college may initiate annual team building activities to stress the importance of establishing linkages among students as a form of professional growth. Also, the college may initiate artistic competitions dealing with social problems and possible solutions to further enhance students' sociological thinking. The campus in cooperation with the local government units may provide opportunities for the students to be involved in formulating municipal ordinance through encouraging the latter to attend sessions and consultations with regards to the problem of their immediate community.

**Keywords:** Sociology, Education, Community, Teacher, Profession





## **Education and Ethnicity: A Phenomenology from the Lens of the Indigenous Peoples of Camarines Sur**

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Indigenous peoples (IPs) belong to the marginalized group for their unique way of living, practices, beliefs, and physical characteristics. Stereotyped as uneducated and uncivilized discriminates them in the society. Looking into the Indigenous Peoples' recent situation, particularly in earning a college degree, is timely and relevant. This qualitative phenomenological study was conducted with purposely selected 10 Indigenous Peoples of Camarines Sur, as participants who underwent in-depth interviews. A conceptualization called Success Triad, consisting of (a) apprehensions (b) perseverance (c) acceptance emerged from the participants' insightful narration of their lived experiences. The findings in this research may serve as inspiration in achieving success despite challenges and obstacles. This paper highlights the role played by education in the lives of Indigenous Peoples. It may also serve as an empirical basis for future endeavors in understanding the plight of Indigenous Peoples and how to best address their needs in attaining education for self-determination.

**Keywords:** achieving success, education, ethnicity, Filipino phenomenology, Indigenous Peoples (IPs)

## **Scientific Literacy: The Mediating Role of Student's Motivation and Perceived Relevance of Science Learning**

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This quantitative study aimed to model the mediating role of student's motivation on the relationship between the students' perceived relevance of science learning and their level of scientific literacy. It also aimed to propose an instructional material in teaching senior high school science based on these relationships. With structural equation modeling (SEM) as the primary technique used in analyzing the data, findings of the study confirmed that motivation partially mediates the relationship between students' perceived relevance of science learning and their level of scientific literacy. Though perceived relevance of science exerts negative direct influence to scientific literacy, it exerts significant positive indirect influence through motivation as best explained by the Simple Serial Mediation Model of Relevance, Motivation and Scientific literacy. Considering the mathematical model of Motivation-Mediated Relevance and Scientific Literacy relationship, a learning material was designed and developed and was found to be acceptable based on expert's evaluation in terms of the two domains, alignment of content to the findings and technical components. Furthermore, the try-out on the sample lessons revealed a significant difference between the pre-test and post test scores of the respondents after using the developed material. However, due to some limitations of the study,



it is recommended that further investigations may be done employing longitudinal methods and exploring other areas of senior high school core sciences.

**Keywords:** Relevance of Science, Science Motivation, Scientific Literacy, Structural Equation Modeling, Mediation

### **Improving Students' Mathematics Achievement Through the Use of Computer-Based Strategic Intervention Materials**

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The study investigated the effectiveness of the computer-based strategic intervention materials (CB-SIM) in improving the mathematics achievement of students who are identified to have below standard level of mastery in Mathematics. Two comparable groups of Grade 9 students of Muzon National School were used as respondents of the study which was conducted during the fourth quarter of school year 2018-2019. A group of 30 students was assigned as the experimental group and was exposed to the use of validated CB-SIM during the discussion of lessons on triangle trigonometry. Another group of 30 students served as the control group and was taught using the traditional way of teaching.

Results showed that students who received the intervention and strategy program with CB-SIM obtained higher scores to a 120-item multiple choice test compared to the students who remained in the usual scenario. Moreover, using CB-SIM in learning was a more significant teaching strategy than the traditional method in imparting knowledge to the students based on the difference on the level of achievement as determined by the post-test scores. The mean difference showed better performance by the CB-SIM group in mastering the competencies in triangle trigonometry than traditional method group as computer-based learning encouraged personal responsibility as well as enhanced conceptual understanding. Qualitative responses given by the respondents show further evidence on the effectiveness of CB-SIM in improving mathematics achievement. It is recommended that teachers may consider the use of CB-SIM in teaching even when we are in the new normal era.

**Keywords:** Computer-based Strategic Intervention Materials; New Normal Mathematics Teaching Pedagogy; Mathematics Achievement; Paired Samples t-test; Quasi-experimental Research





## **Teaching Science in the New Normal: Understanding the Experiences of Junior High School Science Teachers**

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The Covid-19 pandemic has taken aback everyone that led to living unexpectedly in an environment called the new normal. One of the sectors seriously affected by this health crisis is education. With no face-to-face classes until a vaccine has been discovered, the Department of Education-Philippines (DepEd) believed that education should continue in school year 2020-2021 through online and other alternative modalities. The teachers in a private sectarian school in Manila began preparing as early as June 2020 leading to the creation of a learning continuity plan. One of the subjects in the junior high school seriously affected in doing online teaching and learning is Science. This study aims to explore and understand the experiences and challenges of the junior high school Science teachers after one term or almost three months of teaching in the new normal. The study found out that Science teachers were prepared and the curriculum was modified. Instructional materials were enhanced and various challenges were met like student discipline, delivery and execution of learning tasks, limited time for the implementation of the competencies, and student participation.

*Keywords:* teaching science online, challenges of online teaching, science teacher's creativity, initiatives and opportunities

## **Level of Awareness of Teachers on Metacognitive Strategies in Teaching Science of Private Secondary Schools**

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Metacognition is the awareness of one's thinking process and how he or she is able to control these processes. Today, one of the main goals of education is to make the students gain the thinking skills and strategies which they will use throughout their lives, rather than storing information. This study used descriptive research. The methods involve the questionnaire, interview or observation, and documentation. This study determined the level of awareness of teachers on metacognitive strategies in teaching science in private secondary schools.

Specifically, it sought to answer the following questions; How may the profile of the Science teachers in private secondary schools be described in terms of age; sex; civil status; educational attainment; specialization; subject taught; the number of subject preparations; average class per section; length of teaching science; and training attended? How may the level of awareness of teachers on metacognitive strategies of teaching Science among private secondary schools be described in terms of (1) knowledge of cognition; under the knowledge of cognition are; declarative knowledge; procedural knowledge; conditional knowledge; (2) regulation of cognition; under the regulation of cognition are; planning; information



management; monitoring; debugging and evaluation. Is there a significant relationship between the profile variables of the teachers and the level of awareness on metacognitive strategies in teaching Science? Is there a significant difference between the perceptions of teachers and learners on the level of teacher's metacognitive awareness? And what metacognitive strategies may be proposed to enhance the teaching of Science? The teacher-respondents were between the ages of 25 years and above, mostly female, three single teachers and three married teachers, had B/S or A.B units in Education and with M.A units, mostly earned baccalaureate degree and specialization in general science, biological science and chemistry, the majority had three years length of teaching science, one training attended, two subjects taught, two preparations and had a class size of 40. Debugging as the component of metacognitive strategies got the highest weighted mean by teacher-respondents. Planning as the component of metacognitive strategies got the highest weighted mean of learner-respondents. Planning also got the highest mean by both teachers- and learner respondents. Declarative knowledge and evaluating were components of metacognitive strategies given the lowest mean by teacher-respondents. Monitoring got the lowest means by learner-respondent. There were two variables, namely: majors and length of teaching had a significant relationship in perceived level of metacognitive awareness. There is a significant difference between the perceptions of teachers and learners on the level of metacognitive awareness. Metacognitive activities are the proposed output to enhance the teaching of Science. The researcher recommended the following; for the schools to provide activities for teachers on metacognitive strategy's components; declarative knowledge and evaluating to enhance the metacognitive strategies in teaching Science. Further studies may be conducted particularly— studies using larger samples which can be drawn from the other schools so that the results may be generalized for all teachers and learners in the district of Sta. Rosa, Nueva Ecija, and longitudinal studies may be conducted to help reveal the level of awareness on metacognitive strategies in teaching science. This will help examine and validate the level of awareness on metacognitive strategies of teachers in teaching science.

*Keywords:* metacognition, knowledge of cognition, regulation of cognition, curriculum

### **Prevalence of Mental Health Problem among Students: Basis for School-Based Mental Health Programs**

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Mental health problem among students may lead to poor academic performance and worst, loss of lives. Therefore, having concrete school-based mental health programs are vital in promoting mental health to achieve good academic performance of students. In order to create a school-based mental health program in Luis Y. Ferrer Jr. West National High School, the prevalence and status of mental health problems among the learners were explored in this study using quantitative research method. To collect data, the Suicide Potential Inventory for Filipinos (SPIF) was used. Gathered data from 61 participating grade 10 students were interpreted by in-house psychologists of Intellimeter International Resources Inc. The results



reveal that mental health problem particularly the suicide ideation among students is prevalent at moderate level. Meaning, students may experience some psychological disturbances and at the same time keep themselves calm and work to resolve their problems. According to the results, it can be concluded that despite the absence of school-based mental health program, students are able to cope with some psychological disturbances. But this does not give the assurance that suicidal ideation among students will remain at moderate level and will not affect their academic performance. Students must still be guided on how to be mentally healthy. In order to do so, a school-based mental health program, Program MAHAL KA (Mental Advocacy in Health towards Active Learners who are Kind-hearted and Affectionate) was created.

The results of this study also call for the urgent need to strengthen the values integration in teaching across learning areas. Students who are strongly imbued with values are likely to be mentally healthy, thus experience meaningful teaching and learning and eventually achieve good academic performance.

**Keywords:** academic performance, mental health, suicidal ideation

### **Exploring Factors of Mathematics Achievement from Student's Perspectives**

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The main purpose of this study was to explore the factors of Mathematics achievement of the students from their own perspectives. Mixed-methods approach was used in the study. The quantitative part was employed to define the level of Mathematics achievement of the students. On the other hand, the qualitative part of the study explored the student-related and teacher-related factors of the students' mathematics achievement. The participants of the study were the 247 and 10 of these Grade 7 students of Moonwalk National High School who are officially enrolled for the School Year 2019-2020. Qualitative data were gathered through a 6-item open-ended questionnaire developed by the researcher and through a Focus Group Discussion attended by ten selected students. Whereas, quantitative data were the first quarter GPA of the participants in their Mathematics class. Data analysis involved mean, standard deviation, frequency and percentage for quantitative data while thematic analysis and a simple document analysis were employed for qualitative data. Results show that most of the Grade 7 students have fairly satisfactory achievement in Mathematics. Analysis of the qualitative data shows that student-related factor of Mathematics achievement include interest, self-confidence, attitude towards Math, motivation, perseverance and commitment, compliance, attendance, class participation, study habits, peer support, family support, technology aided learning, asking questions, math self-concept, math anxiety, talkativeness, English language comprehension, concentration/focus, health condition and nutrition, and computer gaming. Moreover, students reported that teacher-related factors of their mathematics achievement include traits such as being kind, energetic, strict, cheerful, positive, hardworking, patient, confident and responsible. Results further reveal that teacher's humor, motivation towards



students, competence, mastery of content and teaching methods and strategies such as the use of varied learning activities (e.g., songs, manipulatives, games, etc.), code-switching, good explaining strategy, and collaborative learning positively contribute to their Mathematics achievement. However, teacher's anger, yelling at students, teaching too fast, teaching more than one lessons a day, teaching different lessons every day and workload were reported by the students as factors that negatively influenced their Mathematics achievement. In addition, curriculum and noisy learning environment were other factors found to negatively impact mathematics achievement. As a result, teachers are encouraged to have awareness and to take into consideration these various factors that help and hinder their students' achievement in Mathematics.

**Keywords:** factors, student-related, teacher-related, Mathematics achievement, students' perspectives

### **Asynchronous Process Oriented Guided Inquiry Learning (POGIL) based Google Forms Learning Playlist as a Formative Assessment Tool to Develop Learning Motivation Among Grade 8 Students in Physics**

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COVID-19 pandemic reveals limits of the education sector's potential to endure despite the odds. This serves as a challenge to educators that are tasked to create and develop learning materials that are suitable for their learners in online distance learning. The research aims to validate the learning playlist and ensure of formative assessment factors that can develop learning motivation factors of asynchronous process-oriented guided inquiry (POGIL) based google forms learning playlist (POGIL-GFoLP). Thirty-three (33) learning playlist were developed, content and face validated as learning management system playlist, verified of having formative assessment factors, and determined if it can entice learning motivation among Grade 8 students. The playlist is comprised of topics from Grade 8 Science based on Most Essential Learning Competencies (MELC) for the first quarter. All the stated characteristics coincide the material was validated and evaluated by the teacher validators and student evaluators. The instrument was found feasible in terms of formative assessment tools for learning motivation in terms of student completion and teacher monitoring. It is recommended at the next phase of the study the use of summative assessment tool.

**Keywords:** Physics, POGIL, google forms learning playlist, asynchronous activities, formative assessment, learning motivation





## **Learning Physics through Virtual Laboratory Activity**

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With the previous research conducted and the present context issues on conducting class and achievement in Physics, this study aimed to address the improvement of students' achievement in Physics through virtual laboratory activity. Mixed method research design was utilized which is a combination of quantitative and qualitative research design (Johnson, et.al, 2017). The participants were 25 grade nine students. There were five instruments used to attain the objective of this study: the pretest in projectile motion, posttest in projectile motion, lesson plan, virtual laboratory activity sheets, and participants' comment sheet. The study followed four phases in gathering data: (1) development and validation phase of research instruments, (2) administration of pretest, (3) actual instruction, and (4) post implementation. The results implied that conducting virtual laboratory activities in Physics has implication to student performance, in such a way that the students' achievement will enhance and improve when they are exposed to virtual laboratory activity. Based on the results of students' experiences, comments, and feedback on the use of virtual laboratory activities in learning Physics, all the participants gave positive response. Students strongly agree that virtual laboratory activities helped improve their skills like observing, problem-solving, and experimenting. Majority of the students strongly agreed that the use of virtual laboratory activity allowed them to share ideas with their group mates and this paved way to their better understanding of the concept of projectile motion. It is notable that most of them had a fun learning experiencing in studying the physics using virtual laboratory method.

**Keywords:** Physics, achievement, virtual laboratory method, classroom

## **Perceived Stress Due to COVID-19 Pandemic among Employed Professional Teachers**

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The unexpected occurrence of the COVID-19 outbreak has undeniably disrupted the normalcy of life. Stress has become an important concern in education since the COVID-19 outbreak. This descriptive-correlational online survey administered in August 2020 utilized the COVID-19 Perceived Stress Scale (COVID-19 PSS-10) to assess the COVID-19 perceived stress among employed Filipino teachers. Mann Whitney U and Kruskal-Wallis tested for differences while Spearman's rho was used to analyze the correlation between variables. Results demonstrated that more than half of teachers experienced moderate COVID-19 stress. Females experienced significantly higher COVID-19 stress compared to males. A negative correlation was noted between self-rated health and COVID-19 stress while a positive



correlation was found between the perceive risk of getting COVID-19 infection and COVID-19 stress. This study highlights that steps must be undertaken to help teachers deal with the stress of the COVID-19 crisis as well as they must be provided or taught with stress management interventions during this pandemic. This study could be used as a baseline for future research to assess the impact of COVID-19 stress among professional teachers.

**Keywords:** COVID-19, mental health, pandemic, stress, teachers

### **Development and Validation of ADDIE- based Laboratory Manual for Senior High School General Chemistry 1**

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This study crafted a laboratory manual in General Chemistry education for Senior High School to help teachers and learners make learning experiential in nature. The laboratory manual was designed with parts as Analysis, Design, Development, Implementation, and Evaluation (ADDIE) which were anchored on the concept of ADDIE Model. The Analysis part allows learners to design activities which they develop, implement and evaluate in the course of their laboratory work. The learning tasks in the laboratory manual were responsive to the learning competencies of the General Chemistry 1 Curriculum Guide of the K-12 Program. Fifteen laboratory competencies in General Chemistry 1 were covered and a total of sixteen laboratory activities were formulated. The descriptive method of research through the process of instrumentation was utilized on the development of the ADDIE-based laboratory manual. The validation results by “experts” on the developed General Chemistry 1 Laboratory Manual show high reliability. The try-outs of the validated laboratory manual were conducted among students in the STEM (Science, Technology, Engineering, and Mathematics) academic track and revealed significant change of the pre-test scores compared with their post-test scores after exposure to the ADDIE-Based laboratory manual. It indicated an improvement on the learning of the students. Classroom observations during the try-outs were conducted and showed that the ADDIE-based laboratory manual aided the teacher in attaining the criteria indicated in assessing teacher performance in terms of teaching effectiveness indicators. Hence, the ADDIE-based laboratory manual may be recommended for use in the teaching of General Chemistry 1 for Senior High School students.

**Keywords:** ADDIE Model; Laboratory Manual; Guided- Discovery; QLabTech; Classroom Observation Tool





## **RECREATE: RE-inventing CREAtive Writing through Photovoice for SHS Students in an ESL Classroom**

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The researcher used a descriptive qualitative approach using PVM or photovoice method as a process to encourage the learners to find out, analyze, and to help enhance their community through a specific photographic technique in gathering photos showing actual real situations. The learners' output undergoes a stage of the writing process as PVM uses pictures as a tool to analyze problems by posing meaningful actions in a community to find actionable solutions. Based in the production of knowledge, photovoice has important goals such as 1) to capture and reflect their community's strengths and concerns applying knowledge and skills in writing, 2) promote knowledge about important issues through cooperative learning in a large and small group discussion of photographs, and (3) to reach policymakers on situations where social changes can be attained. The researcher concludes that through photovoice, learners were able to write through their experiences, feelings, and emotions on what they perceived or on what clearly visualized. These photos captured the learners' interest to write and the feelings of being involve in the community helps a lot in making learners become creative writers. The writing activity pass through a stage it has pre-writing, drafting, revising, editing, and final output or for publication. Learners were given a set of topics per writing activities and each writing activity output will pass through a stage before publication. This approach serves as a catalyst in promoting creativity, moreover, serves as a "voice" of the society and can be used for an effective and meaningful tool in writing.

*Keywords:* creative writing, photovoice, writing process, publication

## **The Relationship between EFL Students' Reading Anxiety, Test Anxiety, and their English Proficiency in a High School in China**

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This paper investigates the relationship between reading anxiety, test anxiety, and EFL proficiency. It explores this topic by answering three questions. First, is there a significant difference in EFL proficiency among senior high school students of high, moderate, and low-test anxiety? Second, is there a significant difference in English proficiency among senior high school students of high, moderate, and low EFL reading anxiety? Third, are test anxiety and EFL reading anxiety correlated with each other? The study is implemented in the context of a particular senior high school in China. The result reveals that there is no significant difference in EFL proficiency among the three groups of respondents - high, moderate, and low-test anxiety. However, significant difference is found when the same batch of respondents are



divided into high, moderate, and low reading anxiety groups. The study also finds that test anxiety and EFL reading anxiety are two variables that correlated with each other.

**Keywords:** EFL reading anxiety, test anxiety, EFL pedagogy

### **Development and Use of Educational Graphic Novels for Grade 10 Biology**

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This study presents the effect of using a developed educational graphic novel as learning materials for Grade 10 Biology. The cognitive competencies included were conceptual understanding, and attitude towards biology. The goal of this study was to develop educational graphic novels which are aligned to the competencies of K-12 curriculum of the Department of Education, incorporating assessment breaks, and integrating desirable values. Furthermore, the study sought to determine the students' level of acceptability of the educational graphic novels and further assess the effects of developed learning material on the conceptual understanding, and attitude towards biology as compared to the standard module and other learning materials for Grade 10 biology. This pre-experimental design utilized 88 Grade 10 students of Tabaco National High School, Tabaco City, Albay Philippines (School Year 2019) as respondents. The developed educational graphic novels integrating various assessment breaks, illustrations and narratives showing the interrelationships of concepts for Grade 10 biology was the product of this study. Lesson plans and the measuring tool such as tests, journal and survey sheets were the used instruments in the study. Journal writings were used to provided conclusive evidence about the results. Frequency count, weighted arithmetic mean, t-test, and z-test for proportion were the statistical tools for the analysis of the data. Results showed that the integration of educational graphic novels as learning material in lessons about Coordinated functions of the Nervous, Endocrine and Reproductive System provide the students with a variety of opportunities for the acquisition of concepts.

**Keywords:** Graphic Novels, learning material, conceptual understanding, acceptability, attitude towards biology,





## **Enhancing Students' Conceptual Understanding in Science through Integration of Explicit Vocabulary Instruction Strategy**

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Reading comprehension is an essential interdisciplinary skill that serves as the foundation of all other subject areas. In Science, as a subject rich in vocabulary words, the learners' ability to read and comprehend in order to generate a conceptual understanding cannot be set aside. Thus, integrating literacy strategies in teaching the subject is of great help for the learners. This quasi-experimental research determined the effect of integrating explicit vocabulary instruction strategy in enhancing the conceptual understanding of students in science. Forty-four students participated in this research. An inquiry-based approach was utilized in teaching the control group while an inquiry-based approach with the integration of explicit vocabulary instruction strategy was employed in teaching the experimental group. T-test was used in determining the significant difference in the performances of the two groups. The findings revealed that both strategies have a notable positive effect on the performance of the participants but the students who were taught with the integration of explicit vocabulary instruction strategy performed better than the students who did not undergo explicit vocabulary instruction. This suggests that the integration of the explicit vocabulary instruction strategy in teaching science is effective in enhancing the conceptual understanding of the students in the subject. Thus, it is recommended that science teachers who are trained as content specialists should consider integrating explicit vocabulary instruction strategies in teaching to address the literacy needs of their students.

**Keywords:** conceptual understanding, inquiry-based, science teaching, vocabulary instruction

## **A Review of E-Portfolio in UPSI Teaching Practices**

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Electronic Portfolio is currently a benchmarking for teaching practices student. All available data can be shared to anyone without limited accessibility by using the system. For example, E-Portfolio is used to present material from students to lecturers to share their knowledge online.

All students' work can be uploaded and shared and can access students' results anytime and anywhere as long as they remain connected. This learning process gives students the freedom to show their ability and skills without meeting face to face. E-Portfolio has provided various advantages to students and lecturers regarding the students' competency, marketability, self-confidence, and visibility in previous research.



This paper will review and study the development process of e-Portfolio contents to ensure it meets the university standard. Moreover, to find the challenges for the implementation of E-Portfolio in the teaching practices system in Malaysia. A total of 500 respondents, which are academicians and students from UPSI, will engage in the Google survey form to participate in their perspective on the development of e-Portfolio and its implementation in the teaching practices. The majority of the respondents gave positive feedback on the development of e-Portfolio as one of the holistic ways to assess a student's knowledge and skills.

**Keywords:** Development process, Challenges, Implementation

### **Cultural Mapping of the Built Heritages of San Pablo City: Basis for a Contextualized Learning Material in Araling Panlipunan 10**

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This study focused on the conduct of cultural mapping towards the development of a contextualized learning material in Araling Panlipunan 10. Specifically, it sought to describe the local culture and history of San Pablo City, identify and describe the built heritages found in the city, and develop a contextualized learning material with cultural mapping as its basis. The study employed developmental research design and utilized the cultural mapping inventory provided by the National Commission for Culture and the Arts (NCCA) as guide in conducting the mapping process. Inductive and axial coding was then used in interpreting the data gathered from the interviews.

Based on the data gathered, the local culture and history of San Pablo City are tied to the influences of the Spanish and American colonial rule. Based on the cultural mapping conducted, the built heritages of the city are currently under restoration projects initiated by the partnership of the local government with other government agencies. The built heritages, which were reflective to the culture and history of the city, were identified with the historical background of the sites, descriptions, significance, and conservation efforts and restoration. All the identified built heritages are in good condition and being restored and rehabilitated. With localization and contextualization increasingly becoming a trend as a pedagogical approach, especially in Araling Panlipunan, the development of a contextualized learning material integrating the built heritages of the city is very useful in realizing the goals of the K to 12 Curriculum in developing globally competitive and locally relevant citizens.

**Keywords:** Built Heritage, Contextualized Learning Material, Cultural Mapping, Cultural Inventory





## **A Computational Psycholinguistics Investigation on the Processing Strategies of Native and Advanced Non-Native Speakers of English in Understanding Prepositions**

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This study investigated the processing strategies employed by “Native speakers” and “Advanced Non-native speakers” of English in deciphering prepositions, which reportedly, both groups have acquisition difficulty (e.g., Dordevic, 2013; Saravan, 2015; Ibrahim, 2017; Kim 2017). Participants read sentences through a DMDX software, such as He is a student at Oxford, and closely related analogous sentences, such as He is a student from Oxford, and through an online grammaticality-judgment test, reading times (RTs) and errors were calculated. The findings showed that both native speakers and advanced non-native speakers read sentences with correct prepositions faster and with fewer mistakes than the closely related faulty sentences, consistent with a parsing inclination towards grammatical structures. Based on the gathered data, word-category frequency information affected both groups, but their syntactic parsing preference for grammatical sentences did not primarily affect them.

**Keywords:** Processing Strategies, Psycholinguistics, Language Acquisition, English Prepositions, Second Language Learning

## **Employability of BASC Teacher-Education Graduates in the Age of Disruption**

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This tracer study examined the employment characteristics and transition to employment of BSEd and BEEd graduates of Bulacan Agricultural State College for 2017-2018. It also looked into the levels of satisfaction of the graduates towards the curriculum, its relevance and usefulness of competencies as well as their most acquired skills from the college. It used the descriptive method of research from the data gathered with the 50 BSEd and 93 BEEd graduates. A survey questionnaire through google form was used to collect all the needed data and subjected to statistical analysis such as frequency, percentage and mean. Findings of this study disclosed that most of the respondents were already employed with permanent, temporary and contract of service status. Also, most of them were hired immediately after their graduation. Majority of them also agreed and satisfied with the relevance of the curriculum. Their most learned competencies are the information and technology and the skills in professional education.

**Keywords:** BASC Education Graduates, Tracer Study, Employment Status, Employment Characteristics



## **Creating Covid-19 Health Protocol Communication Materials in Filipino: A Translation Study**

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Amidst Covid-19, the World Health Organization (WHO) conducted an online course in multiple languages during the first quarter of 2020, as part of their global response to the emergency (Utunen, et al., 2020). Although English is one of the official languages in the Philippines, the country is multilingual, and Filipino is mostly spoken and more widely understood. This translation study aimed to create Covid-19 health protocol communication materials in Filipino to cater to a general audience. Adopting the Interpretive Theory of Translation (ITT) by Danica Seleskovitch and the sixth element (understandable) of the WHO Strategic Communications Framework for Effective Communication (2017), the study developed the Translating and Creating Communications Material Framework to guide the research process. With this, the study was involved in synthesizing gathered information on Covid-19 health protocols which are in the source language, English. The translation itself involved deverbilizing and transcoding, where making sense of the information was done before they were completely translated to the target language, Filipino. Since the main aim is to communicate understandable information, the communication materials are in infographics form. Some English terms were also retained as they are easier to comprehend by the general audience who are households in selected communities.

**Keywords:** translation study, Covid-19, health protocols, communication materials, Filipino

## **Development and Validation of Competency - Based Module in Science**

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The Descriptive method of research was employed to evaluate the developed Competency - Based Modules in Science from November 2016 - January 2017 which was validated by DepEd Education Specialists (EPS), Instructional Material Specialists of the Divisions of Pampanga, Mabalacat, Angeles City and the Grade 6 Science Teachers of Magalang North and South Districts. The PSAU survey questionnaire for instructional materials and the developed competency - based modules were used for gathering data. Findings of the study revealed that the competency - based modules were favored and recommended by the DepEd specialists, instructional material specialists and Science teachers in terms of goal centered criteria, learner centered criteria, learning centered and presentation; however, content - centered criteria was recommended with minor revisions. Based on the findings of this research, it was concluded that the use of competency - based modules in Science is recommended by the three sets of specialists; therefore, suggested that the material be used by future researchers to evaluate its effectiveness.

**Keywords:** module, competency, validate, Development, specialist, competency – based



## **Student feedback in the Singapore classroom: "Must it be talk?"**

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The outbreak of the global pandemic in 2020 has transformed physical classrooms into virtual ones, and online learning is the new norm. Understandably, these pedagogical shifts have implications for instructional practices like feedback particularly, in-lesson verbal feedback which constitutes the “ability to react to the learning during the learning” (Hattie, 2019, p. 96). Drawing on data from two Primary 5 classrooms in Singapore, this paper elucidates classroom participants’ beliefs about feedback, and teachers’ pedagogical reasoning and practice (Shulman, 1987) about creating opportunities for students’ verbal feedback in the classroom. It highlights the possibilities and challenges of enabling students’ feedback and their self-directed learning in the physical classroom vis-à-vis online platforms.

Research methods include teacher interviews and video reflection, focus group discussions with students, and video-recorded classroom observations (2018). The extent and nature of student feedback was analysed based on a coding scheme. Beliefs about feedback were inductively analysed, involving coding and categorisation (Cain, 2012). ‘Episode of pedagogical reasoning’ formed the unit of analyses (Horn, 2010) for teachers’ decision-making.

The findings show teachers’ reasoning about the affordances of online platforms, succinctly captured in one teacher’s query: “Must it be talk?” Teachers consider one-to-one verbal feedback a “luxury” owing to time constraints. However, students strongly prefer feedback-based interactions, which potentially make the teacher’s feedback comprehensible and permit immediate clarifications. Insights into how student feedback is perceived and enacted are pertinent as home-based learning and online lessons - fully or partially - have become necessary, with implications for teachers’ practice and professional development.

**Keywords:** Student feedback, Singapore classroom, pedagogical reasoning, online feedback

## **Multigrade Teachers’ Experiences and Learning Assessments on Modular Remote Teaching during the Covid-19 Pandemic**

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The study explored multigrade teachers’ experiences and learning assessments on modular remote teaching during the Covid-19 pandemic. Illustrative case study qualitative research was employed in data gathering. Results uncovered multigrade teachers’ experiences and conduct of learning assessments which include: traversing arduous path where distribution and retrieval of modules are located; video lessons and supplementary reading materials were made to combat insufficient supply of learning materials and poor internet access; instances



such as adversity in module distribution, erroneous modules, loss of interest among students, and resistant parents in fulfilling roles as support to their child's learning aggravated multigrade teachers' challenges; support of local government is significant but limited in the modular remote teaching; quality assured modules and stronger financial support would aid better modular remote teaching delivery; teacher-in-charge performs extra responsibility in doing the job of school head with teaching loads; and multigrade teachers intricately conduct learning assessments in response to community needs and adherence with the Department of Education order. It is recommended that education policy makers should review and re-assess budget allotments for modular remote teaching. Furthermore, improvement of quality-controlled modules and worksheets, prompt arrival and distribution of learning materials and provision of sufficient supply of references for multigrade teachers are highly recommended to cater better facilitation of modular remote teaching and learning assessments in times of pandemic.

**Keywords:** Multigrade school, multigrade teachers, remote learning, learning assessment, Covid-19 Pandemic

### **Zoom bilang Platapormang Pang-edukasyon sa Pagtuturo ng Wika: Mga Repleksiyon at Rekomendasyon mula sa Sistematikong Rebyu ng mga Literatura**

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Noong Marso 16, 2020, isinailalim sa Enhanced Community Quarantine (ECQ) ang maraming lugar sa Pilipinas dahil sa panganib na dulot ng pandemyang COVID-19. Nagsanhi ito sa pagkaantala ng maraming gawaing panlipunan kabilang na ang pagpasok sa eskwelahan. Sa mga ganitong panahon, kinakailangang makaagapay ang sistema ng edukasyon. Mula sa tradisyonal na klaseng face-to-face, hinihingi ng pagkakataong gamitin ang iba't ibang modalidad ng remote learning. Layunin ng papel na itong talakayin ang potensiyal ng videoconferencing application na Zoom bilang plataporma ng pagtuturo at pagkatuto ng wika sa birtuwal na silid- aralan. Sa pamamagitan ng sistematikong rebyu ng literatura, pinagningilayan ng papel ang mga karanasan ng ibang bansa sa pagdidisenyo ng isang onlayn na klaseng pangwika na gumagamit ng videoconferencing. Sa dulo, nagmumungkahi ang papel ng mga gawaing maaaring iangkop ng mga guro ng wika sa kanilang pagtugon sa mga kahingian ng onlayn na pagtuturo.

*Mga susing salita:* Zoom, videoconferencing, onlayn na pagkatuto, pagtuturo ng wika, sistematikong rebyu ng literature





## **The Relations of Learned Helplessness, Focus of Control, Attitudes toward English during Distance Learning**

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Learned helplessness is the result of exposition to enduring negative and/or painful stimuli. If somebody thinks that he has free will to do something and his behavior is related to various outcomes, his/her locus of control is internal. Otherwise, s/he is convinced that her/his behavior, emotions and thoughts are controlled by some external factors which they cannot influence. The aim of this study is to examine the impact of learned helplessness and the locus of control on overall academic success (average grades) as well as on English grades.

Our sample consisted of 105 students who were at secondary level. The measures used in this study are: Demographic Information Questionnaire, Emotional aspect of attitudes toward the English language, Learned Helplessness Scale (LHS), and Trice's Academic Focus of Control Scale. The following three hypotheses have been proposed: 1. Learned helplessness and (external) locus of control are in statistically significant negative correlations with students' average and English grades. The level of emotional component of attitudes toward English is in a statistically significant positive correlation with students' average and English grades. 3. Learned helplessness is in a positive correlation with (external) focus of control; however, these variables are in negative correlations with attitudes toward the English language.

All main instruments were self-report measures that indicated participants' perceptions, subjective estimates and their opinions about their behavior, personality, motivation and attitudes. The chief advantage of our study was the inclusion of attitudes toward English as well as English grades. Some implications of our study are the following: teachers should not overlook the fact that some of their students have high levels of learned helplessness focus of control is a changeable disposition and thus it can be the level of learned helplessness can be modified as well and students' academic achievement could be improved by changing their levels of learned helplessness as well as focus of control.

**Keywords:** learned helplessness, attitudes, English learning, focus, control

## **Promoting Student Engagement in Online Learning using Pear Deck App: A Time Series Analysis**

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Engaging students to participate in the learning process has been a very challenging task among teachers and became even more of a struggle during the new normal learning system. Student engagement is a must because truly contributes to the success of the teaching and learning experience. The study employed a one group time-series design to determine the



effect of using Pear Deck App on Student Engagement in Online Learning among Grade 10 students. An intervention was carried out with the use of Pear Deck functions as part of the Google slide presentation during online synchronous classes done regularly. Student Engagement in Online Learning Scale (SEOLS), developed and validated using Rasch Analysis was administered three times (pre-test, posttest, and follow-up test). The result of Repeated Measure Analysis of Variance revealed that there is a significant difference in students' engagement in online learning across time. Post hoc analysis using Tukey's HSD indicated that there is a significant difference between students' engagement in online learning before (pre-test) and after (post-test) the intervention has been implemented. On the other hand, no significant difference was found between the students' engagement in online learning in the post-test and follow-up test. This implies that the engagement of students who were exposed to the intervention during the online learning increased and sustained across time. Thus, using the Pear Deck app is effective in promoting students' engagement in online learning.

**Keywords:** Engagement, Pear Deck, Time-series, RM-ANOVA, Online Learning

### **Reducing the Online Science Class Anxiety of Junior High School Learners through 6Gs Interactive Learning Approach: A Change Score Analysis**

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In this time of COVID-19 pandemic, anxiety is prevalent among students during online class. Reduction of students' anxiety will help them cope with the challenges brought by the changes in education sector since it is greatly associated to their motivation, engagement and performance. The study employed a pretest-posttest nonequivalent group design to determine the effect of 6Gs Interactive Learning Approach on the online class anxiety of junior high school learners. Online Science Class Anxiety Scale (OSCAS), developed and validated using Rasch Analysis was administered before and after the intervention. The result of Change Score Analysis using independent sample t-test revealed that there is a significant difference in the decrease of online science class anxiety between the students in the experimental and control group. This implies that the decrease of online science class anxiety of students who were exposed to 6Gs Interactive Learning Approach is more evident than students who were not. Thus, 6Gs Interactive Learning Approach is effective in reducing online science class anxiety of students. Teachers are encouraged to adopt this online approach in their online class.

**Keywords:** Anxiety, Interactive Learning, Change Score Analysis





## **SUHAG (Solve and Understand How integers Applied through e-Games): A Modern Teaching Strategy in Learning Integers of Grade 7 students in Sta Clara Integrated National High School**

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The study investigated the effectiveness of SUHAG focusing on strengthening retention levels toward students' mathematics achievement. It was conducted on seventh-grade level students. Integers was taught in the uncontrolled group using conventional method, while visual materials developed specifically for the study were utilized in controlled group. Retention test was given after the implementation of SUHAG. Data obtained were tabulated and analyzed using the quantitative analysis and descriptive method. As a result, visual materials involved in SUHAG are more effective in mathematics achievement and retention levels of students compared to the conventional method. Findings of the study may help teachers motivate their students to create a joyful activity that are conducive to learning and enables them to learn and enjoy math in the same manner.

**Keywords:** Suhag, Mathematics, e-Games, Integers

## **Call me and address me by name: Address Terms and Gendered Identities of LGBTQ Students**

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Language affects all dimensions of life and so is gender. Language also contributes to a big part of being human and is considered a strong variable towards defining individuals. Address terms would be the usage of trans-affirming sociological address rather than the biological body anatomy. Terms of address are locutions utilized in communicative situations to recognize and establish the identity of the interlocutors. With choosing the exact words, the intelligible address is extremely vital and important for not to commit misgendering. This study utilized the qualitative method and interview approach. There were 5 LGBTQ students who voluntarily participated in this study and all of them were admittedly, and that they are totally or on the brink of full transformation. On a much deeper scale using the proper address terms for LGBTQ is one external step but understanding the intricacies of address terms in communication is anchored with in understanding the process an LGBTQ undergoes. Address terms are the interface between language, gender and society on the ground of valuing and positioning each individual centered in common love, respect, and understanding characterized by proficient and competent communication that is immersed socially. The existence of these address terms signal that their individual bodies do exist, as individual bodies with identity (Sartre, 1962) and this bodies are connected through social relations. In language communication, as we form relations, rightful address terms must also be formed.

**Keywords:** address terms gender identity language and gender respect



### **Project 4K: “Kamag-aral Ko, Katulong Ko”, a peer teaching intervention for students**

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The world health crisis affected the lives of the learners. Schools are closed and migrated into different modalities. This pandemic has brought a dilemma to educational institutions especially when the government announced not to open face-to-face classes for Academic Year 2020 - 2021 until the Covid-19 vaccine.

This action research aimed to address the challenges faced by the Grade 12 learners in Angono National High School. One major problem of the new normal is the late submission and unsubmitted outputs of the learners in modular distance learning. The common reasons are 1) the learner has insufficient means of materials needed for the distance learning, 2) learner who has difficulty in reading comprehension, 3) parents/guardian or any household members who are working, 4) parents/guardian or any household members who are lack of education to guide their child, and 5) working student/self-support learner.

This study utilized both quantitative and qualitative methods of research. Using the data from individualized activity-based outputs and interviews the results presented passing scores and positive feedback both from the learners and the parents. The researchers come up with a plan on how to help these learners to accomplish and submit their worksheets. The peer-teaching intervention is one of the possible options to aid learners in times of health emergencies. The teachers, parents, and school community as a whole must work together for educational success. Likewise, the school may adopt this intervention and modify this according to the needs of the learners.

*Keywords:* peer teaching, modular distance learning, new normal

### **Implementation of Lesson Study: A Tool for Collaborative Professional Development of Grade 8 Science Teachers**

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This action research aimed to improve the quality of education provided by teachers towards their continuous professional development. Specifically, it sought to determine the concerns of grade 8 science teachers regarding the implementation of lesson study as a tool for their collaborative professional development. It was conducted to determine the reflections of grade 8 science teachers regarding their professional development after the implementation of the lesson study. Furthermore, it sought to develop an output from the collaboration of grade 8 science teachers which could be beneficial to all teachers and learners.

The study employed a qualitative research design. Based on the findings, the following conclusions were drawn. First, the majority of the G8- Science teachers developmentally need to apply teaching strategies to develop critical and creative thinking, as well as other higher



order thinking skills. The Science teachers need to participate in collegial discussions that use teacher/learner feedback to enrich teaching practice. They need to attend seminars/workshops/conferences/Learning Action Cells (LAC)/FGD and apply new learnings from the lesson study, experienced teachers and master teachers. Second, the reflections of teachers show that participatory, collegial, and collaborative practice in lesson study enables the teachers to share information and achievement with consensual and mutual understanding. Reflective practice among teachers during the implementation of Lesson Study helps them deliberate and solve instructional problems critically. Through the implementation of Lesson Study, new instructional materials and standard research lesson was developed which can be used by all teachers and are suited to all grade 8 learners.

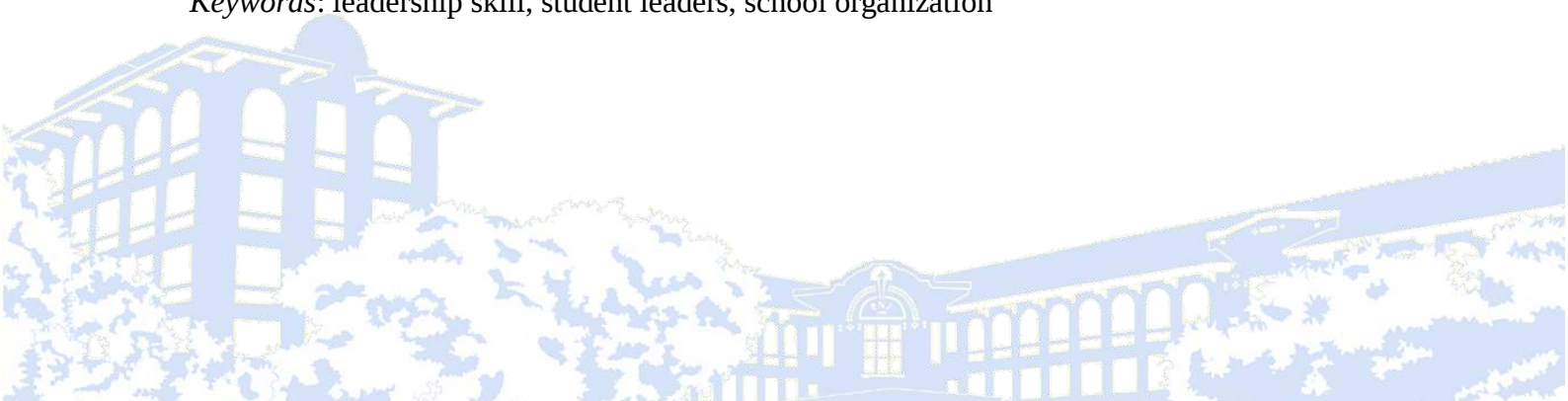
**Keywords:** lesson study, collaborative, professional development, teaching strategies, reflection

### **An Investigation of Constructive Attributes and Practices of Academically Proficient Public Elementary Pupils**

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Using the concurrent triangulation mixed model research study; this research was conducted to conceptualize a paradigm of the best attributes and practices of pupil-leaders involved in Supreme Student Government. Focus questions of this study dealt on the experiences of the pupil government leaders. With their insightful meanings in their organization four themes emerged: self-discovery, improvement of skills, harmony in leadership and successful implementation. Finding of the research indicated that the school organization helped pupil leaders improve their leadership skills where six themes emerged: strategic thinking, relationship building, social skills, courage, discipline, and selfless leadership. As to the perceptions for the contributory factors that led to development of the domains of learning, three themes emerged: stakeholders support, fund mobilization, and time stewardship. The main quantitative results were carried out with 150 current pupil leaders in the quantitative phase with their perceived leadership attributes and practices which were triangulated with the qualitative results. Six (6) unified themes were created: Empowerment through leadership potential discovery, holistic development, synergy towards excellence, real time management, positive attitude towards humanity, and appropriate response on challenges/gaps. Based on findings, model framework in producing exemplary/model pupil leaders emerged.

**Keywords:** leadership skill, student leaders, school organization





## **Effect if ICAN (Intelligence Creation to Advocate Nature) An Automated Robot in Disposing Garbage in the New Normal**

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This study presents the research and development of an Automated Trash Bin (ATB) wherein the INEX microcontroller is the main board for the system. The proper disposal and waste segregation process is done through throwing garbage in its specified area. An SD card module along with an SD card which will consist human voice as audio file will be used by the robot for the development of the robot's talking system. After performing the command, the robot will open to start the disposing garbage. Arduino Uno microcontroller is used to establish the voice system. The automatic trash bin is one small step towards building an efficient and economic waste collection system with a minimum amount of human intervention and also no hazard to human life in this time of pandemic. This type of product can also be used in schools, offices, etc. It is cost effective and it can be implemented on a large scale with some modifications such as using a robotic arm along with a conveyor belt to make the process of segregation easier and adding more sensors to segregate bio-degradable and non-bio-degradable waste, plastics, recyclable waste, e-waste, and medical waste.

**Keywords:** Automated Trash Bin, Garbage Disposal, Waste Segregation, Economic waste collection system, and Cost effective.

## **The Authenticity of Experience on Blended Learning in Nietzschean Pedagogy**

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When novel coronavirus, SARS CoV-2 cross the threshold of our country, one of the most affected segments of our society is the education sector. The COVID-19 pandemic has critically affected the lives of all learners of the Philippines since the start of the outbreak in March. To address the resumption of class and the quality of education for the learners amidst the occurring effect of Covid 19 pandemic, the Department of Education made a paradigm shift to transition the modality of teaching from conventional "face-to-face" learning to so-called "blended learning" and "distant learning" with the approval of and the go signal by President Duterte and the Interagency Task Force (IATF) with the assurance of protecting and securing the health, safety, and welfare of learners and educators against the COVID-19 virus. From the standpoint of DepEd, "blended learning" is a fusion of "online distant learning" and "in-person" delivery of learning modules to the homes of the learners through the barangays and villages, and for those who don't have internet access and interactive facilities, the DepEd will use television and radio-based instructions. In addition, Secretary Leonor Briones asserted that such form of learning is already offered in some schools and universities in the country. The DepEd is very optimistic and confident that "blended learning" will function given that more



than 80 percent of teachers have laptops and desktops in their homes and more than 70 percent of learners have enrolled for this academic year 2020-2021.

Unfortunately, DepEd's blended learning resulted to so many issues and concerns which faced by teachers and learners in the country due to its lack of clear operational directives and implementations. Adding to the poor internet connection, gadgets for the online classes, and the lack of communication and supervision for learning modules, it turned teachers and learners as 'machines' that fabricates and produces learning outputs and activities not as collaborators and partners for quality education. The issues and concerns of DepEd's blended learning is the main concern of this article in order to challenge its authenticity of experience using Nietzschean Pedagogy that its main concern is the well-being of every individual involve in the realm of quality education and the giving of significance for every individual's maturation and capacity to reach and actualize his/her potentiality to be an *ubermenschen* on his/her present state.

**Keywords:** Blended Learning, Nietzschean Pedagogy, *ubermenschen*, Authenticity of Experience

### **Home-based Instruction from the Lens of Para-Teachers: Stories Untold**

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This phenomenological study explored the lived-experiences of parents and guardians who are the para-teachers of their kindergarten learners in a home-based instruction platform. The study provided an avenue for para-teachers to express their insights and perceptions of their experiences and realizations while performing the duty of an instructional organizer. Data were gathered using in-depth interview and FGD. These research participants were selected using the purposive sampling technique Through thematic analysis, results showed that para-teachers' lived experiences include; blended expressions which describes their perceptions about the platform, language gap and pedagogical challenges which pronounce their difficulty in understanding the mother tongue as medium of the modules and their struggles in employing varied teaching strategies, respectively and as well as bridging the digital divide since some of them are digitally illiterate. The study further revealed that para-teachers realized about the embrace of the new normal system of education or else, their children will not get formal education amid the pandemic; digital technology differences that they seek for digital capacitation to bridge the gap between them and their Gen Z learners; and the need for significant other to ensure quality time and instruction through the tutors. This study confirmed what has been identified as the limitations of home-based instruction. Hence, it is recommended that the school management should address para-teachers' struggles upon navigating the new normal platform including the instructional innovations to assist them in their plight. They should also be provided with sufficient training to bridge this educational paradigm shift.

**Keywords:** Phenomenology, Home-based Instruction, Kindergarten, New Normal Education System, Philippines



## **Integration of Global Citizenship Education in Purposive Communication**

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The fourth industrial revolution calls for global-minded people in the workplace. Thereby, universities across the world respond to this demand through global citizenship education (GCED) pedagogy in order to produce graduates who are equipped with global consciousness and competencies. Hence, to ensure that the paramount goal of producing globally competent graduates is still attained even with distance learning during this time of health crisis, this study endeavored to develop validated Purposive Communication modules integrating GCED for first year college students. Using the ADDIE model of instructional design, the researcher developed self-learning modules for the said course. The modules were implemented through asynchronous learning modality and were evaluated by experts and instructors in terms of content and assessed by instructors and students in terms of usability. After content evaluation, it was disclosed that the modules contain constructively-aligned intended learning outcomes, assessment tasks, content and teaching-learning activities. Experts and teachers also remarked that the big ideas along with the cognitive, behavioral and socio-emotional objectives of GCED were well-incorporated in the modules. Furthermore, language experts and instructors statistically differ significantly on their evaluation on the content validity of the modules while no significant difference was deduced between the instructors and students' assessment of the modules' usability. Nonetheless despite some statistical difference, the modules gained a 'very satisfactory' rating for content and 'outstanding' for usability which implies that the modules meet the standards and the essential aspects of a Purposive Communication material integrating global citizenship education.

**Keywords:** global citizenship, global citizenship education, integration, purposive communication

## **Transition to the New Normal: Senior High School Teachers' Percipience on its Ways and Challenges**

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The incursion of COVID-19 to various states has set forth the challenge for the educational institutions to transition to the New Normal teaching and learning scheme. In the scarce of the studies driven by the perception of Senior High School (SHS) teachers on its ways and challenges using learning management system (LMS), this qualitative study was conducted. Specifically, the study aimed to explore the strategies and methods of teachers using LMS in (a) facilitating and (b) assessing learning; and (c) to determine the perceived dilemmas of teachers in an online distance learning environment in the New Normal. Respondents were purposively chosen and underwent semi-structured in-depth interviews by dint of video conferencing. Data were transcribed, coded, and thematically analyzed. Results revealed three



themes on facilitating learning such as maximizing LMS features, establishing adaptive teaching and learning materials, and utilizing class structures; and two themes on assessing learning namely item-based and outcomes-based assessments. Four emerging themes on SHS teachers' perceived challenges were lumped as "EASE": Establishing connection; Access to online learning demands; Stable wellness amidst pandemic; and Ensuring quality learning experience. Findings revealed that despite this unprecedented transition, the use of LMS does not necessarily equate to having an edge in an online teaching and learning environment. Nevertheless, this paper describes how educators embody the commitment to quality education by concretizing adaptive and responsive measures to the demand of the New Normal setup.

**Keywords:** Canvas, online learning, virtual learning, phenomenological research, online interview

### **Product- Versus Process-Based Writing: Their Effect on the Writing Performance of College Students**

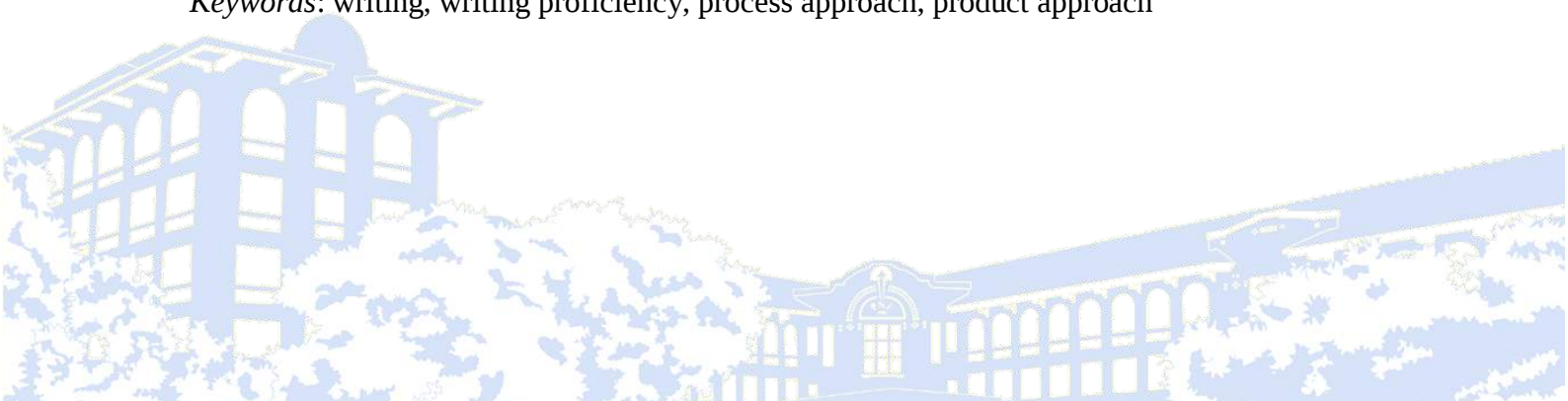
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This study determined the effect of product- and process-based writing on first-year college students' writing performance. Two intact classes were used for this study. They were randomly assigned as the control and experimental groups. The process approach was used as an intervention in the experimental group, while the conventional writing instruction method was maintained in the control group. Analysis of variance (ANOVA) was used for the statistical analysis of data. Based on the results, the experimental group's writing proficiency level improved from the beginner level to advanced. In contrast, the control group retained its beginner level status as attested by their post-test mean scores. The findings also showed a significant difference in the pre-test and post-test mean scores of both groups, indicating that both the process and conventional (product) approaches effectively enhanced the students' writing skills. Although both groups were found to have difficulty using writing mechanics and organizing their ideas in composing a writing task, there was a marked improvement in the experimental group, which underwent the writing process stages. Thus, it is hereby recommended that the process approach be considered in teaching writing. It guides learners in the step-by-step process of articulating their ideas in writing. It is likewise recommended that teaching writing should not only focus on the grammar aspect but also the correct use of the mechanics of writing. Finally, the organization of ideas should be given the utmost attention as it is the core concern of writing.

**Keywords:** writing, writing proficiency, process approach, product approach





## **Correlating Writer's Block and ESL Learners' Writing Quality**

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Despite the importance of writing in the language learners' development, there are difficulties faced by English as a Second Language (ESL) learners that stem from various factors. One of them is the presence of writer's block that could affect writing quality. Therefore, this study aims to describe writer's block, along with a statistically-laden analysis of the possible correlation between the blocking experiences of 55 Filipino ESL learners and the levels of easability and readability of the essays they had written. This research employed a descriptive-correlational design using The Questionnaire in Identifying Writer's Block (QIWB) to gauge the extent of occurrence of writer's block and the Coh-Metrix Common Core Text Easability and Readability Assessor (hereafter Coh-Metrix T.E.R.A.), an online computational tool, to measure the levels of easability and readability of the essays. The result shows that the learners generally experienced writer's block, and their essays collectively showed high levels of easability on the basis of narrativity, referential cohesion, and deep cohesion. However, the essays were low in syntactic simplicity and word concreteness, while the level of readability computed exceeded that of the reading ability of 10th-grade learners. Test of correlation revealed that there exists negligible relationship between writer's block and the overall easability and readability levels of the essays, though a significant but a weak relationship was documented between lateness and word concreteness and with premature editing and deep cohesion, respectively.

**Keywords:** Writer's Block, easability, readability, text quality, Coh-Metrix T.E.R.A.

## **Challenges Encountered by Inclusive Education Teachers**

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The purpose of the study was to determine the challenges that teachers encounter in implementing inclusive education in the Division of Gingoog City. The location of the study was in Manuel Lugod Central School, South II District. The objective of the study was to find out the challenges encountered by inclusive education teachers. The study was limited to challenges that teachers encounter in inclusive education. Challenges discourage teachers from carrying out teaching tasks as stipulated in the inclusive education programme. The study targeted all 44 teachers and 2 school heads in the said school. Teachers were targeted because they were implementers of inclusive curriculum and therefore better positioned to share experiences they undergo. Data was analyzed and results presented in tables, graphs, and percentages the study found that teachers faced such challenges as: teachers lack of knowledge of the types of learners, indiscipline cases, heavy workload demanding more time, teacher's



negative attitude towards disabled, no facilities for teachers and learners, disabled have low self-esteem among others. The study concluded that the challenges were contributing to the negativity of teachers towards inclusive education and hence hindered the implementation of inclusive education. The recommended that teachers should plan to have more time to remedy the children such as slow learners and they should maintain class control by involving all learners within each learning experience. It also recommended that teachers should be encouraged to develop positive attitude towards the implementation of inclusive education in public schools in the Division of Gingoog City.

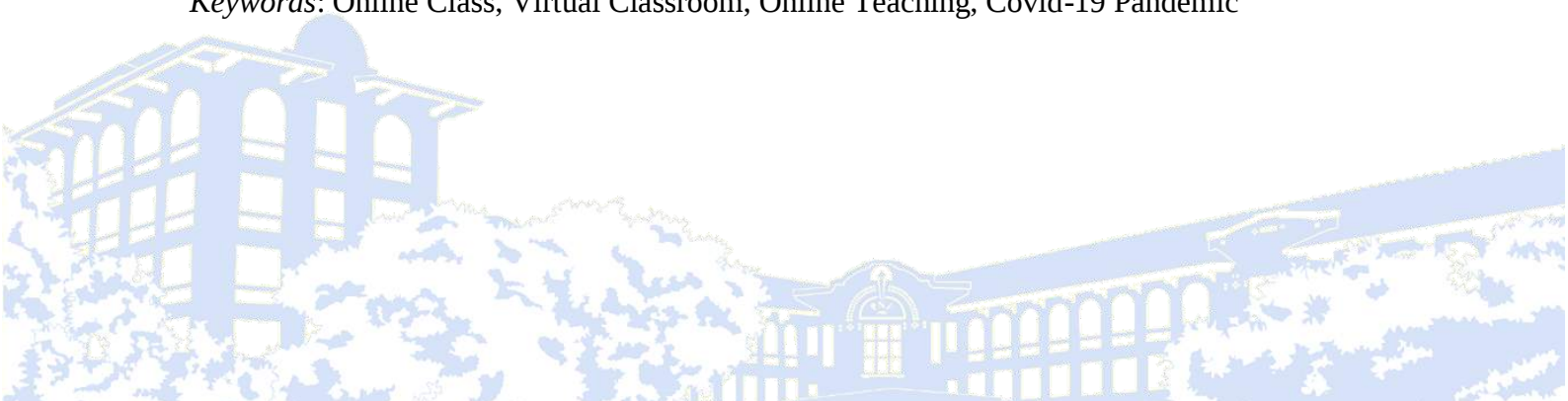
**Keywords:** Challenges, implementation, change, settings, attitude

### **Lived Experience of Faculty Members in a Selected Higher Education Institution Offering Online Classes**

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Online classes have already become the new normal in the education sector as several universities around the world already started to adapt to the virtual classroom setup in order to provide continuous education to the students. However, research showed that online class requires intense self-discipline for the students, since the responsibility is entirely upon the students to complete the work and studies on time. There is also lack of social interaction or personal connections with peers, students and teachers which may also affect their personality development to a great extent. Aside from the effects on students, faculty member's preparedness to the sudden shift to online teaching also play a vital role in conveying information to their students. This study explored the lived experience of faculty members in a selected higher education institution offering online classes through the use of the descriptive phenomenological research design. Six (6) participants were chosen through purposive sampling design. All the participants underwent in-depth interviews. The field texts underwent series of confirmations using Colaizzi's seven steps of phenomenological analysis. Significant statements relating to the participant's lived experience were collected, identified and classified. The themes that emerged during the data analysis were identified using the acronym P-P-E-S – Professional Challenges of the Faculty Members Conducting Online Classes, Preferences of Faculty Members, Educational Platforms for the New Normal and Student's Learning Outcomes in the Virtual Classroom. Pedagogical implications were drawn from the findings of the study.

**Keywords:** Online Class, Virtual Classroom, Online Teaching, Covid-19 Pandemic





## **A Narrative Study of Teaching Strategies and Challenges Encountered by Math Teachers in Synchronous Online Class**

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The new normal situation brought by the COVID-19 pandemic has created a dramatic shift in the educational landscape, whereby digital platforms are being utilized in teaching and learning. This new set-up has posed a challenge in teaching mathematics; hence, this study is conceptualized to explore the different teaching strategies and challenges encountered by math teachers in their synchronous online classes. It aimed to draw analysis and increased understanding of the experiences related to teaching strategies and challenges, focusing on two essential aspects of teaching and learning: content and student engagement. To gather data for this narrative study, one-on-one in-depth interviews involving nine (9) Junior High School math teachers of a private academic institution in Southern Luzon was conducted through video conferencing. Results have shown that with regards to the participants' strategies in their synchronous online class, the major themes that emerged are teacher-directed instruction and motivational strategies. On the other hand, the participants' narratives of the challenges have given rise to three major themes which are the role of the teacher, time constraints, and students' responsiveness. Findings suggest that some of the challenges that participants faced in synchronous online teaching may have resulted from the tendency to replicate face-to-face teaching in a virtual classroom and lack of technological proficiency. As such, opportunities to enhance their knowledge and skills in digital pedagogies and more student-centered online teaching approaches can be a gateway to address the challenges posed.

*Keywords:* mathematics, synchronous, strategies, challenges, COVID-19

## **I Am What I Am: A Phenomenology of Professional Identities of Filipino Academic Department Chairs During Role Transition Period**

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In a highly complex and dynamic higher education environment, academic department chairs assume the position challenged by the distinct conception of what they are. Within the role transition experiences, the efforts to understand the events contribute to sensemaking of the chairs, as they are typically referred to, through which collective identities were constructed. They do not only bring into their professional identities the same distinctions that endure in previous identities when they were faculty members, they as well transcend some fundamental aspects of these identities. This paper draws on a Husserlian qualitative study of the description of the professional identities constructed by a select group of Filipino



department chairs (n=27) during period of role transition. The findings indicate that the chairs bring their own meanings into work environment, as such, their concept of what they are is shaped within the personal, relational, and contextual realms. A taxonomy of department chairs' identities surfaced, namely: selflessly shared identity, seamlessly synergized identity, significantly shifted identity, and socially situated identity. The outcomes of the study offer insights and open new avenues on the capacity of academic department chairs to espouse and enact work related identities conducive to leadership functions and effectiveness.

*Keywords:* academic department chair, taxonomy of professional identities, role transition period, Filipino

### **TO BE or not TO BE?: A Phenomenological Study of the Reflective Mindset of Filipino Nursing Deans towards the Shift to OBE**

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Outcomes-based education is the current trending move in nursing education. The shift from competency-based education to outcomes-based education presents challenges, uncertainties, as well as possibilities to nursing education.

The study purported to describe the reflective mindset of a select group of Filipino nursing deans on the conversion of the current approach to outcomes-based education. Designs: The study adopted Husserl's descriptive phenomenology design of inquiry to explore this central question: What characterizes the collective reflective mindset of nursing deans towards the shift to OBE? The study selections comprised of Filipino deans of the 10 colleges of nursing in higher education institutions. Data collection involved self-report method, using face-to-face in-depth, semi-structured interviews. On the basis of the qualitative method, the data were subjected to Colaizzi's content analysis.

Collectively, the selections chose to think the glass as half full on the subthemes of Settling, Learning, and Accommodating and half empty on the subthemes of Unsettling, Unlearning, and Unaccommodating.

The outcomes of the study will serve as guides and frames that nursing deans can espouse to lay the foundation to facilitate the initial passage of OBE into the nursing education. The findings could as well support nurse educators navigate the uncertain terrain of the transition to a new paradigm in the Philippines.

*Keywords:* outcomes-based education, reflective mindset, Filipino nursing deans, Husserl's descriptive phenomenology design





## **Evaluation of the Implementation of the Alternative Learning System**

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Alternative Learning System (ALS) is based on the fundamental belief that the ways to be educated, the types of environments, and the structures within which education may vary. To achieve this objective, it requires the Department of Education (DepEd) to provide a variety of learning structures and environments. It has been in existence in different forms and for different reasons for so many years. This study attempted to evaluate the implementation of the ALS. The study was conducted in four Divisions of City Schools in NCR, namely Division of Caloocan City, Malabon City, Navotas City, and Valenzuela City. There were 81 respondents who participated in this study that utilized quantitative research design, and descriptive-evaluative type of study. Purposive type of sampling was the approach used in determining the number of samples. The researcher utilized a self-made questionnaire, in the form of checklists, and used five-point Likert Scale. This was checked for reliability and validity through test and re-test method with a reliability coefficient alpha score of 0.947. The internal consistency of the questionnaire was reviewed by an ALS Expert from DepEd. Majority of the respondents were female-within 46-50 years of age, one to five years in terms of length of service, have earned Master's units in education, and were mostly Instructional Managers. The ALS Programs that were always implemented under the Functional Literacy Programs were Advance Elementary and Secondary Level, the Accreditation and Equivalency Program, and Basic Literacy Program. The ALS Implementers delivered the ALS Programs through the use of group discussion. There was a constant follow-up, evaluation and acceptability of the ALS Programs and activities in the community. The common problems encountered by the respondents were inadequate provision of funds, non-functional equipment, unspacious and not well-ventilated classrooms and inadequate resources such as modules for the delivery of the ALS Program.

**Keywords:** Alternatiive Learning System Evaluation Implementation, Curriculum

## **Integration of Leadership and Management in Health Profession Programs as Viewed By Faculty Members in A Private Higher Education Institution**

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Leadership and Management are crucial assets to any successful and progressive organization. However, developing these skills remains to be challenging in a rapidly changing world in the field of health professions. This qualitative research focused mainly on the views of the faculty members in health profession programs on the integration of leadership and management in the curriculum in a selected higher education institution in Caloocan City from



November 2019 to February 2020. There were 68 participants in the study consisted of faculty members and college deans of the different health profession programs in the locale of the study. A semi-structured interview guide was used in data gathering. The interview of each of the participants lasted for 30 to 45 minutes. The entire interview was audio recorded, transcribed, and analyzed through the use of repertory grids. Significant statements from the field text were identified and clustered into categories from which the themes emerged. The findings revealed that the faculty members viewed knowledge on leadership and management is important to help prepare students to become future leaders and managers who has the (ADSSS) Ability to Inspire, has Decisiveness, Self-confidence, Self-direction, and Self-discipline. The teaching learning activities that were suggested by the participants were Content Focus, Problem Solving, and Reflection. The integration of leadership and management should be incorporated in multidisciplinary subjects/courses and in all levels. Curriculum Review, Needs Assessment, Training and Workshop, and Syllabus Preparation should first be undertaken before the integration of the leadership and management in health profession programs.

**Keywords:** leadership, management, health profession, higher education

### **Transition Experience of College Faculty in Senior High School**

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The implementation of the 12-year basic education curriculum in the Philippines in 2013 was initially met with resistance and apprehension. Aside from logistics concerns and issues on resources and infrastructures necessary for program implementation, some college teachers were displaced and had to teach in Senior High School (SHS). Hence, the purpose of this study was to explore and describe the transition experience of college faculty in the SHS. Using the descriptive phenomenological design, teachers in senior high school who had previously taught in the college level were invited to participate in in-depth interviews. The selections' transition experience was described through a thorough analysis of field texts. Using Colaizzi's seven steps of phenomenological analysis, the field texts were read and re-read. Significant statements reflective of the participants' lived experience were identified, extracted, and categorized. The themes that emerged during the data analysis were identified using the acronym C-H-A-N-G-E - Coping with Personal Issues, Handling Diverse Learners, adjusting to a New Curriculum, Navigating Pedagogical Options, Grappling with Paperwork, and Embracing Leadership Novelty. Implications for policy-making, leadership practices, and faculty training programs were drawn based on the findings of the study.

**Keywords:** K-12 Education Program, Organizational Culture, Phenomenology, Senior High School, Transition Experience



## **Evaluation on the Implementation of Special Program for Information and Communication Technology in the Schools Division of Nueva Ecija (SP-ICT)**

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The study evaluated the implementation of the Special Program for Information and Communication Technology (SP-ICT) in the Schools Division of Nueva Ecija. Two hundred seventy teachers and forty-six school heads involve in the implementation of the program for the last three years served as respondents. Data were gathered using a questionnaire. Most of the respondents were Teacher III and School Principal II. Most of them were female with educational attainment ranging from bachelor's degree to doctorate degree, and have been in the service from 1-10 years for teachers and 21-30 for school heads. Teachers' and school heads' readiness in the implementation of SP-ICT was rated at great extent. Furthermore, the extent on the implementation of SP-ICT when it comes to planning and implementation were also assessed by the respondents to great extent. Results show that the older the teacher, the more they are ready in the implementation of the SP-ICT as far as instructional supervision, manpower and learning resources are concerned. School heads with low educational background are those who are young and equipped with modern day technological knowledge. School and teachers' readiness in the implementation of SP-ICT are significantly correlated. School and teachers' readiness are significantly correlated to the extent of implementation of SP-ICT in terms of planning and implementation. On the other hand, research found out that technological knowledge (TK) and technological pedagogical knowledge (TPK) are statistically significant predictor of planning the implementation of SP-ICT.

*Keywords:* ICT Special Program, readiness, education self-efficacy

## **Usage and Preference of Digital Communication Tools During Alternative Work Arrangement**

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As the occurrence of the COVID-19 outbreak, organizations have faced challenges in continuing its operations but still in consideration to employees' safety, alternative work arrangement was applied. This unexpected shift compelled different organizations to adjust accordingly. This paper aims to determine an organizations' usage and preference of digital communication tools and to determine its effectiveness as perceived by the users. Through an online survey form, twenty-nine SUC employees shared their usage, experiences, preference, and challenges encountered on the use of various communication tools as alternative of the usual face-to-face workplace communication. Findings reveal that the different preference



varies as per position levels. The recommendations and responses solicited serves as an effective basis for the continuity of a productive workplace communication.

**Keywords:** communication, COVID -19, organization, workplace communication

### **Challenges and Expectation of Lecturers and Researchers on Intellectual Protection Training Program at University of Medicine and Pharmacy at Ho Chi Minh city, Vietnam**

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The intellectual protection (IP) training program for lecturers and researchers has not been officially implemented in universities in Vietnam. Our study aimed to explore the challenges and expectations of this future program at the University of Medicine and Pharmacy at Ho Chi Minh City (UMP) in order to advocate IP training strategies. The cross-sectional online survey was used in September 2020 on 69 UMP staff (lecturers, researchers, and research assistants) with a designed questionnaire focusing on challenges (difficulties, barriers) and expectations (training content) when dealing with IP issues. The 69 UMP male and female staff joined our study with an average age of 32,3 and different level of education. The result has pointed out that the IP challenges were 28.9% and the IP training expectation was 58% in regarding to the low rate of IP interest 11.6%. The key challenges were (i) Unclear or No idea how to do with IP; (ii) No knowledge of IP laws; (iii) Patent mapping. The expected training contents on IP were (i) Basic and advanced course on IP; (ii) Patent registration procedure. Some staff who attended IP training previously showed IP interest higher than 6 times significantly with OR=6.72 ( $p=0.03$ ). In conclusion, IP knowledge impacts the university staff's interest in IP training. Thus, the IP training program should be officially implemented at universities with the content well address the learners' specific expectations and overcome their challenges by following The National Office of Intellectual Property of Vietnam (NOIP) curriculum on IP training.

**Keywords:** Challenges, Expectation, Intellectual Protection Training, Lecturers, Researchers





## **Protective Role of Resilience on COVID-19 Impact on the Quality of Life of Nursing Students**

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Studies have shown that resilience has a buffering effect on mental health problems. However, the influence of resilience on the impact on the Quality of Life (QoL) in the context of COVID-19 pandemic has not been well documented. This study examined the influence of resilience on the COVID-19 impact on QoL among nursing students. A cross-sectional research design was utilized. Three hundred and forty-five students of a government-funded nursing school in the Philippines responded in the web-based survey. Data were gathered using two adopted instruments. Correlational and multivariate regression analyses were performed. The COVID-19 pandemic had a moderate impact on the QoL of nursing students. The COVID-19 impact on QoL significantly varied with sex and the nearby presence of COVID-19 case. Bivariate analysis revealed a significant moderate inverse relationship between psychological resilience and impact of COVID-19 on QoL. Resilience was a significant predictor of COVID-19 impact on QoL. Resilience has a protective influence on the impact on QoL concerning main areas of mental health in the context of the COVID-19 pandemic. Understanding the factors and developing interventions that build the resilience of students is a focal point of action for nursing schools.

**Keywords:** mental health, nursing, quality of life, resilience, Philippines

## **Teachers' and Students' Perceptions on Blended Learning in Secondary English Language Courses during CoViD-19 Pandemic**

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As schools across the world temporarily shut their doors due to the COVID-19 pandemic, educators are turning to blended learning as a way to keep their students involved. For education, it is a "new normal": one that technology plays a key role in promoting education. This phenomenological research aims to explore the views of teachers and students about the design of blended learning in English language courses. The study participants consisted five English teachers and thirty-six students who had English language courses in the senior high school program during the first semester of A.Y. 2020-2021. The data were collected using semi-structured interviews with teacher participants and focus group interviews with student participants. Both face-to-face and phone calls were used to perform the interviews; each interview lasted about fifteen to thirty minutes. Conversations with both the teacher and student participants were conducted in the language they are most comfortable with to allow for greater insight. The data from the interviews were transcribed and then analyzed



using content analysis. To verify the findings, the emergent themes were reviewed by the participants. The findings showed that both teachers and students viewed positively this new method of language teaching. What is needed is the professional training of teachers on how to develop blended learning courses beyond the level of the course management system and how to increase and sustain the enthusiasm of students for online learning. Unsurprisingly, teachers are seen as the key agents in order to facilitate effective English language learning.

**Keywords:** Blended Learning, Teachers' Perception, Students' Perception, COVID-19 English

### **Model-Based Learning Approach: Effects on Students' Academic Performance and Attitudes in Earth Science**

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This study determined the effect of the model-based learning approach on students' academic performance and attitudes in Earth science as well as the teacher's perception. A total of four science teachers served as teacher-respondents and sixty-one of ninth-grade students served as student-participants in the research. To answer the objectives of the study, the science attitudes scale, standardized test, and perception survey questionnaire were administered. T-test was utilized to determine the significant difference in the students' academic performance and attitudes in learning earth science and SWOT analysis was utilized on teachers' perception. Findings revealed that the model-based learning and conventional approaches are both effective in enhancing students' academic performance in earth science which the first approach has a positive effect on the student's attitude toward science. Moreover, SWOT analysis revealed that the model-based learning approach is a learner-centered and teacher-facilitated approach that adheres to the goal and principles of K to 12 Basic Education Program of enhancing learners' interest and motivation, maximizing learners' 21st-century skills and scientific skills leading into holistically skill-competent learners through the model building. The overall result indicates that the model-based learning approach is a promising teaching strategy that can help improve students' academic performance and develop a positive mindset in learning science.

**Keywords:** model-based approach, attitudes toward earth science, academic performance





## **Transitioning to the New Normal: Opportunities and Challenges Faced by High School Educators in Blended Learning**

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With the emergence of the COVID-19 pandemic, as higher educational institutions (HEIs) switched their courses to distance learning and other online platforms, professors and students faced numerous difficulties in continuing with the requirements for teaching and learning. This sudden change in modality forced them to adapt to cope with the situation accordingly.

This qualitative phenomenological research sought to recognize and analyze the experiences of high school educators in the implementation of blended learning; in particular, it emphasized the opportunities and challenges faced by high school educators. The researcher requested the authorization of the authorities to perform the study and requested the informed consent of the participants who were teaching at Marinduque State College, Marinduque, Philippines and who had adapted to blended learning. Once granted, via Google Form, the investigator gave out questionnaires to the ten participants. The themes drawn from the study's findings include teachers' perception of blended learning; practices and approaches used in the new classroom instruction; opportunities experienced in blended learning; challenges faced in the implementation of blended learning and; ways to overcome the challenges. This research study concluded that the introduction of blended learning has resulted in a dynamic process with teachers with the modern method experiencing both advantages and drawbacks through these results. Therefore, to compare the experiences encountered, the researchers proposed a follow-up study with the same participants, and further study would be conducted with more participants to know and confirm the initial results of the current study.

**Keywords:** blended learning, transition, new normal, opportunities, challenges, secondary educators

## **Utilizing Flipped Classroom to Improve Students' Engagement and Knowledge in Teaching English**

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Flipped Classroom is also known as “inverted classroom”. This reverses the typical classroom activities where learning materials are provided online so students will study the materials before coming to class. With this, classroom time can be allotted to problem solving, and analysis. This study determines the difference between the knowledge gained by the students in flipped classroom and in traditional approach; compare students' level of engagement in traditional and flipped classroom; and evaluate students' perceptions on flipped classroom in teaching grammar.



Data were gathered from the two groups of the study, the experimental and the controlled. The experimental made use of flipped classroom while the controlled had the traditional approach. Pre-test and Post-test on Pronoun-Antecedent Agreement were given to the two groups. They were also asked to answer questionnaire on student engagement. A questionnaire on the perception on the use of flipped classroom was administered to the experimental group only. Focus Group Discussion was conducted to support students' perception. Results show that students in the experimental group performed higher than those in the controlled. Through t-test, significant difference between the mean scores of the two groups was identified. In terms of students' engagement, students in the flipped classroom strongly agreed that they were intellectually, emotionally, and actively engaged than those in the traditional approach. Through Mann Whitney U test, there was a significant difference in terms of students' engagement between the two groups. Moreover, students perceived that flipped classroom is an effective approach to be used in teaching Pronoun-Antecedent Agreement.

**Keywords:** Flipped Classroom, Student Engagement, Pronoun-Antecedent Agreement

### **Flipped Classroom Strategy in Teaching Technical Writing**

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Flipped classroom is a pedagogical strategy that deals with the use of lecture videos that are watched at home by the students and supplemented by active learning activities in the classroom. Employing the Solomon Four-Group Design, this study primarily sought to examine the effectiveness of flipped classroom strategy in teaching technical writing in terms of (1) general technical writing and (2) writing business letter as compared to the traditional lecture method. The lecture videos used in this study were developed by the researcher. The respondents were 120 first-year Bachelor of Science in Information Technology (BSIT) students of Sorsogon State College-Bulan Campus. Findings revealed that there is no significant difference between the pre-test performance of the control and experimental groups. After the intervention was applied, it was found that students in the flipped classroom performed significantly better than those in the traditional classroom. These results indicate that flipped classroom strategy is more effective than the traditional lecture method in improving students' performance in technical writing. Hence, it is recommended that flipped classroom strategy be adopted by teachers of technical writing and other writing genre. Furthermore, the effectiveness of flipped classroom strategy in teaching other academic disciplines and in the basic education level must be measured. Lastly, before the employment of this modern strategy, training, seminars and workshops must be initiated to ensure that teachers are well-oriented and well-equipped with the knowledge and skills needed in developing lecture videos and in employing the flipped classroom strategy.

**Keywords:** Flipped Classroom, Technical Writing, Lecture Method, Solomon Four-Group Design



## **Level of Stress, Mindfulness, and Clinical Performance of Clinical Clerks and Post-Graduate Interns on Clinical Rotations in Selected Healthcare Institutions: Basis for a Stress Management and Mindfulness Program**

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This study determined the level of stress, mindfulness, and clinical performance of clinical clerks and post-graduate interns on clinical rotations in selected healthcare institutions. A researcher-made questionnaire was prepared and administered in four (4) selected health care institutions with one hundred ten (110) clinical clerks and post-graduate interns as respondents. The results revealed that respondents' age ranged from 23 to 31 years with a mean age of 25.71 years. Majority of the respondents are females (55.5%) and most of them are single (83.6%). The average overall level of stress of the respondents was 2.35 which means mild level of stress. The respondents' mindfulness was also determined. Overall, the mean responses were around three (3), which means that they agreed in all areas of the five (5) facets of mindfulness. Likewise, the overall clinical performance of all interns was also assessed based on standard evaluation tool. Their grades ranged from 76 to 91% with an average grade of 85.35%. With regard to the association between the demographic profiles and the level of stress of the respondents, only sex and religion yielded significant relationship with the level of stress of the respondents. With regard to the association between the demographic profiles and the over-all mindfulness of respondents, none of the variables yielded a significant relationship. In terms of the association between the socio-demographic profiles and the clinical performance of respondents, only clinical department of rotation and religion yielded significant relationship with clinical performance. This study also found an inverse relationship between the level of stress and mindfulness of the respondents, which means that as the level of stress increases, the mindfulness decreases. In terms of the relationship between the level of stress and clinical performance, the result showed that there was no significant relationship between the level of stress and clinical performance based on the grades of the respondents. Likewise, there was no significant relationship between mindfulness and clinical performance of the respondents. Comparing the clinical performance of the respondents according to the different socio-demographic profiles, the results showed that there was a significant difference in the clinical performance according to clinical department of rotation and eating habits. Lastly, no significant difference was noted in comparing the stress level, mindfulness, and clinical performance between clinical clerks and post-graduate interns.

**Keywords:** Level of Stress, Mindfulness, Clinical Performance, Clinical Clerks, Post-Graduate Interns





## **Effect of Project APSS in the Promotion Rate of Senior High School Students**

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This study aimed to determine the effect of Project APSS in the promotion rate of Senior High School students of Old Boso Boso National High School. The study employed the quasi-experimental design among the 139 participants who were grade 11 and grade 12 students of Old Boso Boso National High School, in the City Schools Division of Antipolo for the school year 2019-2020. The respondents were interviewed to find out the reasons why they fail in some subjects, which hampered them to move to the next grade level. Focus group discussion with teachers was administered to determine the actions and interventions done to help struggling students. The data gathered were analyzed using percentage and z-test for dependent samples. The increase in the number of completers in the experimental group after the implementation is significant. However, its increase is not significant compared to the increase in the control group. Thus, the study found out that the action done to increase the promotion on the grade 12 students were not effective. However, further research may be conducted on the promotion of students. Likewise, modification on the action must be done to incorporate principles applied in using other educational theories.

**Keywords:** APSS, Promotion Rate, Completers, Non-Completes, Continuous Improvement Plan

## **Knowledge on Education Laws and Functions of School Administrators in Dealing with Legal Disputes**

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School administrators must be armed with essential legal knowledge not just to resolve school conflicts, issues or disputes but also to prevent such to arise. The study focused on how educational administrators competently address legal disputes among school personnel. Mixed-methods particularly the explanatory sequential design was employed to gather data from 66 school heads and eight public schools district supervisors. A researcher-made survey-questionnaire was distributed to the 66-school head-participants while an interview regarding issues encountered and solved by eight supervisor-informants was conducted.

Findings revealed that 75.76 percent of the participants had not undergone any formal law training. Trainings about legal matters were very minimal and were not in the priority list of the department as testified by the informants. Participants had barely reached the moderately aware level when it comes to their legal knowledge with a mean score of 19.84 for a 30-item test. Policies regarding discrimination in entrance of teaching profession, bringing of



cellphones by students, school publication fee, teacher's study leave, and permission to teach religion in school were the five legal matters participants had least number of correct responses.

The study concludes that school administrators still need to be equipped with legal know-how in making prudent decisions on justiciable issues in schools. It is also essential for the Department of Education to arm the education administrators with necessary legal knowledge for them to be confident in their positions and be able to make sound decisions if confronted with legal situations.

**Keywords:** legal preparedness, school administrators, education laws, legal knowledge

### **Exploring the Online Learning Self-Efficacy of Teacher Education Students at the Laguna State Polytechnic University: Basis for Transition to Flexible Learning System**

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The global pandemic due to the emergence of COVID-19 impacted the education sector causing the dramatic shift from conventional to flexible learning. To sustain learning continuity, online learning modality rises as a promising instructional response to the pandemic. This study utilized a correlational research designed to explore the factors influencing the online learning self-efficacy of the 387 teacher education students. It also described the online learning self-efficacy, online readiness, coping strategies, and familiarity and capability of the students to educational technology tools. The content-validated and researcher-made instrument which established an excellent reliability index (0.96), were administered via Google forms. Multiple regression analysis was employed to determine the significant predictors of the students' online learning self-efficacy. The results revealed that online readiness, coping strategies, and familiarity and capability significantly explain the variation in the student's self-efficacy to learn online. The administration and the teachers may consider the students' computer skills, reflect on their readiness for online learning, and understand their coping mechanisms in the digital classroom. These factors could be sourced out in developing instructional materials to meet the diverse needs of the students.

**Keywords:** Online learning self-efficacy, online learning readiness, coping strategy, familiarity and capability





## **Assessment of Self-Efficacy in an Online Learning of Teacher Education Students in One State University in the Philippines**

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This paper attempted to describe the online learning self-efficacy of teacher education students from two groups with and without prior online learning experience in one state university in the Philippines. It further determined whether self-efficacy of the two groups is comparable as to: learning in the online environment, time management, and technology use. The researchers utilized the Online Learning Self-Efficacy Scale (OLSES) to collect the necessary data to assess and compare the level of online learning self-efficacy of the respondents from the two groups. The study was voluntarily participated by 387 Teacher Education students with and without prior online learning experience. The study revealed that both groups rated their self-efficacy in learning in the online environment, time management, and technology use as very good. However, the students with online learning experience yielded to a relatively higher online learning self-efficacy in all three domains compared to the students without online learning experience. Based on the results of the study, since the p-values of all variables do not exceed the critical value of 0.05, the null hypotheses were all accepted. This implied that there is no statistical difference that exist on the online learning self-efficacy of the students from the two groups. The academic institution, instructors, and students should include the online learning self-efficacy of the students in designing comprehensive online learning program.

**Keywords:** Online learning, online learning experience, online learning self-efficacy, Self-efficacy

## **Investigating the Interaction Effect between Online Formative Reflection Log and Parental Involvement on Students' Self- Efficacy for Distance Learning Amidst Covid-19 Pandemic**

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Acquiring positive self-efficacy for distance learning will help learners cope with the learning situations brought by the challenges of Covid-19 Pandemic. One of the factors that will undoubtedly contribute to students' self-efficacy during this pandemic is parental involvement. The study employed a quasi-factorial design to investigate the interaction effect between online formative assessment log and parental involvement on students' self-efficacy for distance learning. Using quiziz.com as an online platform, the online formative reflection log was integrated in the online class of Grade 10 students in Mathematics. Parental Involvement Questionnaire (PIQ) and Self-efficacy for Distance Learning Scale (SDLS),



developed and validated using Rasch Analysis were administered. Results of Factorial Analysis of Variance revealed that both online formative assessment log and parental involvement have significant effect on students' self-efficacy for distance learning. A significant interaction effect between online formative assessment log and parental involvement on students' self-efficacy for distance learning was also found. These findings indicate that the effect of online formative assessment log on student's self-efficacy for distance learning is moderated by parental involvement. These findings recommend the use of online formative assessment log and give recognition to the potential moderating role of parental involvement in any educational intervention amidst Covid-19.

**Keywords:** Reflection, Parental Involvement, Self-efficacy, Factorial ANOVA

### **Relevance of Social Studies in the 21<sup>st</sup>-Century Society: Students' Perspectives**

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Social Studies is a key tool in this changing world. It serves as the foundation of social development across the country and acts as an agent of change that transforms an individual into an effective citizen of the nation. Moreover, the Philippine K to 12 curriculum accentuates the role of social studies in developing the learners' literacy and effective engagement as a citizen of the country. This study aims to elicit the junior high school students' perspectives on the significance of social studies in 21st-century society. It involved Grade 7 students enrolled in a public secondary school in Zambales, Philippines. This study used a qualitative descriptive design with a semi-structured interview guide as the primary gathering tool. Five major themes emerged from the categorized statements of the participants. Social studies is still relevant today as it encourages community participation, enhances critical and creative thinking, fosters cultural sensitivity, broadens global perspective, and promotes values formation. Moreover, participants claimed that social studies promote cultural heritage, fosters economic efficiency, serves as a source of meaningful information, and brings people back to the past. The study recommends that teachers should enhance their technological pedagogical content knowledge (TPACK) in Social Studies to keep abreast with the demands of 21st-century society. Further, teachers are encouraged to make the teaching of Social Studies contextualized, indigenized and localized to make it responsive and relevant in the current setting.

**Keywords:** 21st-century society, social studies, students' perspectives, qualitative research, Zambales, Philippines





## **Teaching Educational Research during the COVID-19 Pandemic: An Autoethnographic Study**

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Teaching during an educational disruption brought about by epidemics and pandemics like COVID-19 poses challenges to both teachers and students. The current pandemic has indeed drastically transformed the pedagogical practices and approaches of educators worldwide. This autoethnographic study documents the field experience of a college research teacher in teaching research remotely during the COVID-19 pandemic. Anchored on the self-narration and self-reflection, this article describes the practices, challenges, opportunities and prospects in research teaching in the emergency remote education. This pioneering work accentuates the experiences of the research teacher using the acronym, “SALIKSIK” which is a Filipino term for research – Strengths of teaching research remotely; Approaches in online research teaching; Literature sources; Insights and motivation in conducting research amid pandemic; Knowledge-sharing sites and online research tools; Social media as a platform for teaching research; Impediments of virtual research teaching; and Knowledge creation in the VUCAD2 world. This paper provides pedagogical implications that can inform educational institutions to design a disruptive-free, inclusive and future-ready curriculum.

**Keywords:** autoethnography, COVID-19 pandemic, remote teaching, teaching research, VUCAD2 world

## **Neuroscience in Education: Effects on Students’ Motivation and Its Implications in the New Normal Education**

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The global pandemic has caused schools to transition to remote learning. Unfortunately, this transition has caused a decrease in students’ motivation in class. This study presents a framework to reframe the teaching and learning process in the new normal education. It aims to promote higher student motivation in class. To achieve this goal, the integration of neuroscience principles in education were explored in the study. Its effects on students’ intrinsic motivation, identified regulation, introjected regulation, and external regulation were deliberated. Further, the implications of integrating neuroscience principles in the new normal education were discussed in the study.

**Keywords:** neuroscience in education, student motivation, new normal education



## **Quality Assurance in Teaching and Learning Online in Vietnam Higher Education**

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In Vietnam, E-learning has been initiated by curriculum developers in many years but only is truly applied to cope with Covid-19 crisis was happening. One can say that Covid-19 was created a turning point, as well as an opportunity for the Vietnam education system to “think” about teaching and learning online which is a sustainable solution. From February 2020, all students stop going to school because of Covid-19, which leads to schools are forced to implement E-learning. This study was conducted to explore the quality assurance in teaching and learning online at X University and to see whether the results could lead to an improvement in quality management. Data were collected through the structured questionnaire with 3700 students and 150 lecturers, focusing on the process of organization, operation, implement, conditions guaranteed and evaluation of learning outcomes in E-learning. Results show that identifying specifically quality criterion to evaluate quality is an extremely crucial step in conducting teaching and learning online, as well as to adapt requirements on human and materials resources to achieve a goal subject.

**Keywords:** Quality assurance, higher education, E-learning, Vietnam

## **Examining the Moderating Role of Parental Involvement on the Relationship between Self-Efficacy for Distance Learning and Academic Performance amidst Covid-19 Pandemic**

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Self-efficacy and parental involvement were both recognized to be associated to the mental health of students and have an influence to their academic performance. The study aimed to investigate the moderating role of parental involvement on the relationship between self-efficacy for distance learning and academic performance. Parental Involvement Questionnaire (PIQ) and Self-efficacy for Distance Learning Scale (SDLS) were developed and administered. The psychometric properties of both instruments were established using Rasch Analysis. A moderation analysis using hierarchical multiple regression was conducted to determine the significant increase in variance in academic performance explained by the addition of an interaction term between parental involvement and self-efficacy for distance learning. Results indicate that parental involvement moderated the effect of self-efficacy for distance learning on academic performance. Simple slopes analysis revealed that the higher the parental involvement received by the students, the stronger the relationship between their self-efficacy for distance learning and academic performance. However, at low level of



parental involvement, self-efficacy for distance learning did not predict academic performance. The findings suggest that schools should conduct interventions and programs that aim to promote self-efficacy and parental involvement amidst Covid-19 pandemic.

**Keywords:** self-efficacy, parental involvement, academic performance, moderation analysis

### **The Oral and Silent Reading Ability of Grade Seven Students of Calamba Bayside Integrated School**

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The main objective of the study was to determine the oral and silent reading ability level in English of Grade seven students enrolled during the school year 2019-2020 in Calamba Bayside Integrated School, Calamba City, Laguna.

The study made use of the descriptive research design using the Philippine Informal Inventory (Phil-IRI) materials – focusing on fluency and comprehension. The participants of the study were the 150 grade seven students. The statistical tools used were frequency count and percentage distribution, the mean and standard deviation (SD), t-test, and analysis of variance.

Findings revealed that in Oral Reading, majority of the participants were classified under the Frustration level in fluency, while they came out to be at the Instructional level in comprehension. In Silent Reading, the participants were classified under the Frustration level in both fluency and comprehension. Also, it was revealed that there was a significant difference between the oral and silent reading ability level of students when analyzed in terms of their fluency and comprehension.

The results led to the conclusion that in oral reading, majority of the students could not read materials on their own as evidenced by their low rate in Fluency. In terms of Comprehension, the students could understand the material but only with some assistance from the teacher. The reading level of the students in oral and silent reading was the same – at the Frustration level. As for Comprehension, they read better aloud (Instructional level) than quietly (Frustration level) since they were helped by their teacher while reading.

In the light of the conclusions drawn, the following recommendations were made: the school should provide different reading materials which are one level above their current level; students should spend time to explore and read these reading materials to enhance their oral and silent reading ability; and the school may also implement the enhancement program developed by the researcher to help the teachers address their concerns in this area.

Results from the said studies served as basis for the suggested enhancement program to improve the oral and silent reading ability of the students.

**Keywords:** Oral reading, Silent Reading, Reading Fluency, Reading Comprehension



## **Applying theories of Total Quality Management to manage high schools in Lam Dong province of Vietnam**

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Total Quality Management (TQM) has been considered an advanced method to manage factories, companies as well as schools for many decades. Applying TQM to operate an organization requires all members and departments to do their best and improve their work continuously. TQM also helps to meet customers' needs which is very important to maintain and develop the organizations. This article aimed at investigating how TQM is applied in Lam Dong's high schools in Vietnam. Surveys were done to measure how effective that TQM helps to manage and develop schools. This study involved 161 school managers, 633 teachers and 1976 students in answering the questionnaires and 28 people including principals, department managers and teachers at high school in responding to semi – structured interview questions. The quantitative data were processed by SPSS in terms of descriptive statistics and content analysis was used for analyzing the qualitative data. The findings show that most of high school's managers and teachers have applied TQM to conducts their given tasks at schools such as paying attentions to “customers”, continuously finding new methods to fulfill and improve their missions at school. However, students have more difficulties in improving their studying process. Besides, vocational orientation needs to be more concerned by school's managers in order to meet educational goals for high school students in Vietnam.

**Keywords:** TQM, education management, continuously improvement, school development

## **Practices and Preparations of a State University in Central Luzon, Philippines towards Internationalization**

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With the advent of internationalization, higher education institutions (HEIs) in the Philippines continue to improve its practices and enhance its governance to keep abreast with the global standards. This descriptive cross-sectional survey research aimed to determine the extent of practices and preparations of a state university in Central Luzon, Philippines towards internationalization. A total of four administrators and 21 faculty members served as the respondents of the study. The university's practices and preparations towards internationalization is evident. However, the university may continue to enhance its strategic directions and plans in order to fully embrace internationalization in its programs, policies and processes. The preparations must be given adequate time to ensure attainment of targets. It is recommended that the office of the planning, institutional development, quality assurance and good governance must proactively lead in the internationalization endeavors of the university.

**Keywords:** ASEAN integration, Central Luzon, Philippines internationalization, higher education.



## **Learning Science in the 21st Century: Challenges and Opportunities**

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This descriptive qualitative research explored the challenges and opportunities of learning science in the 21st-century society. A total of 60 tenth grade students from public secondary schools in Zambales, Philippines served as the participants of the study. The qualitative data were treated thematically. Findings revealed that the students encountered several challenges such as (1) unfamiliar scientific terms, (2) lack of learning materials and laboratory equipment, (3) confusing abstract science concepts and principles, (4) costly experiments and activities, (5) strenuous retention of concepts, (6) difficulty in mathematical computation, (7) inadequate time allocation for science lesson, and (8) passive teaching approaches. However, students had a myriad of opportunities in learning Science. These include the (1) assimilation of conceptual knowledge occurs relative to events of past and present, (2) science concepts are applied for daily routines that made work easier, (3) science helps find solution to problems, (4) science helps people realize the value of the environment, and (5) science develops oneself and help prepare for the future. The study recommends better implementation of science curriculum using constructivist approach to develop holistic and functionally-literate science learners who can thrive well in the 21st-century learning milieu.

Keywords: challenges, K12 science curriculum, learning Science, opportunities, science education

## **Effectiveness of an Enrichment Program for Pre-Clinical Dentistry Courses in A Selected Higher Education Institution**

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This research sought to determine the effectiveness of an enrichment program for pre-clinical dentistry courses in a higher education institution (HEI). The respondents of the study were 39 junior clinicians from the College of Dentistry (COD) of the selected HEI enrolled in AY 2018 – 2019. This study stemmed from the aspiration of the COD to improve their board rating in the National Dental Licensure Board Examination governed by the Professional Regulation Commission, as the performance from the previous batches had majority of the examinees failed in the theoretical phase of the examination. The enrichment program was strategized by subjecting the respondents to a pre-test, one-hour lecture, and post-test in all their pre-clinical courses: Anesthesiology, Oral Pathology I, Orthodontics I, Prosthodontics II, Prosthodontics III, and Restorative Dentistry III. The researcher monitored the program scheduled every Tuesday of the whole school year. Results were endorsed by the Integrated



Comprehensive Review Committee to the researcher for tallying. The results of the study revealed that the pre- and post- tests have significant relationship with their general weighted average. Furthermore, there was a significant difference between the respondents' pre- and post-test score in all their pre-clinical subjects except in Prosthodontics III. Whence, in conclusion, an enrichment program is an effective intervention as the results revealed the difference of the pre- and post-test that in its entirety, the program made a difference. By executing this kind of method and strategy, the program is a very helpful tool as to prepare them to take their board examination.

**Keywords:** Enrichment program, pre-test, post-test, intervention, board examination

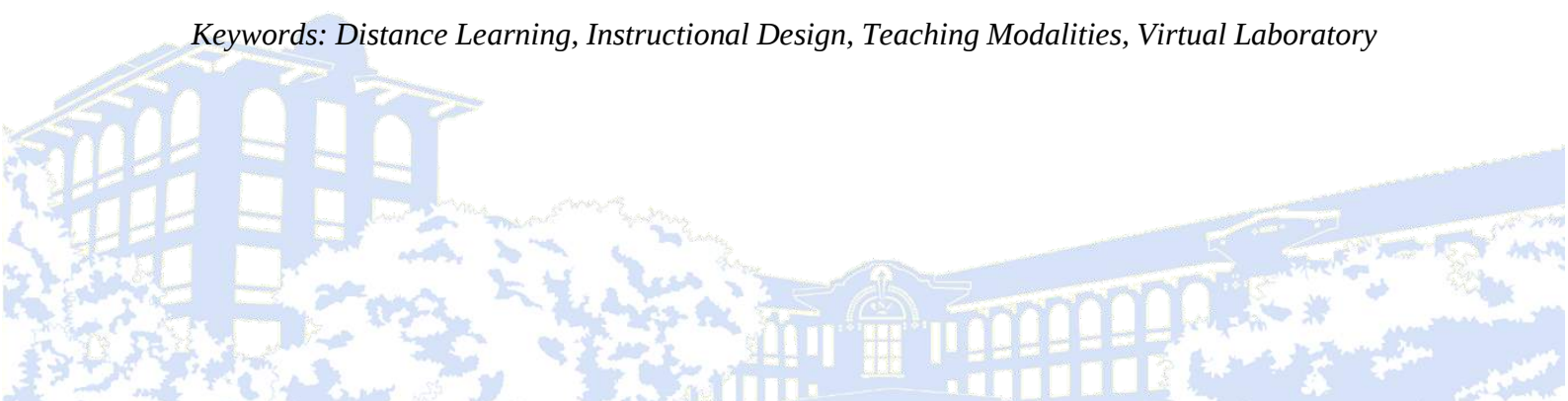
### **Comparing Effectiveness of Online and Traditional Instruction Using Direct Assessment in General Zoology Laboratory: Basis for OBE-CQI**

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The harmonization and integration of the Philippine education system with other ASEAN member countries resulted in the shift to Outcomes-Based Education (OBE) which created major challenges for the education sector of the country. Affected by the latest pandemic, it has become an added challenge for the academic sector to ensure that quality education is delivered through online learning. To assess the effectiveness of online outcomes-based instruction, we compared the results of the direct assessments in General Zoology Laboratory during the 1st Semesters of AY 2019-2020 (Traditional) and 2020-2021 (Online) using the Mann-Whitney U test owing to the non-normal distribution of the two groups. Results showed significant difference in the assessment scores between traditional and online modalities ( $p$  value  $< 0.001$ ) with traditional scores showing significantly lower mean ( $0.577 \pm 0.143$ ) than online scores (mean  $\pm$  SD:  $0.843 \pm 0.146$ ) which suggest that online teaching can be a viable substitute for traditional teaching. However, the higher scores observed with online teaching may be attributed to the fact that assessments during this year were performed online. This may have given students access to internet resources during the assessment period. It is suggested that test construction methods for future OBE-CQI (Continuous Quality Improvement) assessment in the current teaching milieu should take into account the widened accessibility granted to students. It is also recommended that more courses should be included in the study and other forms of assessment should also be used to support this preliminary comparison.

**Keywords:** Distance Learning, Instructional Design, Teaching Modalities, Virtual Laboratory





## **Attitude of Intermediate-grade Students towards English Language while Answering English Written Self-learning Modules during Pandemic**

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The purpose of this study was to better understand the intermediate-grade students' attitude towards English language while answering English written self-learning modules in time of pandemic. Moreover, it sought to better understand the learners' perceptions of English language. This study used qualitative method and purposive sampling for the selection of the participants. Five intermediate-grade students studying in public elementary school in Balanga City, Bataan for the School Year 2020-2021 are the participants of this study. Based on the findings, the analysis revealed a number of themes amongst the participants: concept of English, attitude towards English, attitude towards users of English, attitude towards English written modules. As a result, of special interest was the positive attitude of the learners in learning the second language. Intermediate-grade students have optimistic attitudes in studying English as a second language despite the lack of face-to-face classroom instruction. This is evidenced by how they feel and perceived in answering English written self-learning modules as the learning delivery modality in the "new normal."

**Keywords:** attitude, self-learning modules, new normal, second language

## **Backliners: Roles of Science Educators in the Post-COVID Milieu**

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COVID-19 pandemic has disrupted the global environment. It has affected almost all aspects of society from cultural, economic, educational, to social factors. This narrative inquiry explored science educators' perspectives on the vital roles they would play in the post-COVID setting. Sixteen teachers from different educational institutions were purposively selected to take part in this qualitative investigation. The participants wrote their short narratives on their significant role as science teachers after the COVID-19 pandemic. Six themes emerged as roles of the science teachers in the post-COVID era; these include (1) science communicator; (2) critical thinker; (3) knowledge creator; (4) disruptive innovator; (5) advocate against misinformation; and (6) future-ready educator. A conceptual paradigm is designed to describe the vital roles of science teachers in the post pandemic era in the context of the VUCAD2 (volatile, uncertain, complex, ambiguous, diverse, and disruptive) world. Implications of the findings to science education in the post-pandemic setting are discussed in the paper.

**Keywords:** COVID-19, Narrative Inquiry, Science Education, New Normal, Post-COVID Era



## **The Relation between Holland Theory and Student's Interest in Future Learning**

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This study aims to find out the relationship between Holland's theory and students' interest in future learning. The hypotheses put forward should be as follows: There is a relationship between Holland theory and students' interest in future learning. The research instrument used was a questionnaire. The researcher used a technique aimed at simple random sampling. The respondents consisted of 367 students in technical and vocational institutions in Malaysia. Data analysis using Pearson correlation analysis. The results of the data study show: There is a relationship between Holland theory and students' interest in future learning ( $r = .632$ ;  $p = .025$ ) and has a strong relationship.

**Keywords:** Holland's Theory, technical and vocational, Pearson correlation.

## **Unfolding the Experiences of Parents in the Rural Area towards the New Normal of Basic Education**

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The changes brought by the COVID-19 pandemic made academic institutions, especially basic education, cease the traditional classroom classes to modular distance learning (MDL). As the Department of Education (DepEd) moved to reopen the education using MDL, parents experienced various changes in the education of their children. This phenomenological research aimed to understand the lived experiences of the parents who have children studying in public secondary school on the implementation of MDL. This study also explored the coping strategies made by the parents on the challenges encountered. Fifteen (15) parents from a rural municipality in Leyte were purposively selected as the participants in the study. The data were collected using an interview and observation and were analyzed using Colaizzi's method of data analysis. Results of the study revealed three (3) major themes on the experiences of the parents, (a) personal knowledge of subjects is not enough, (b) modular tasks demand extensive hours, and (c) modules are plain hard and need teacher's thorough discussion. Further, there are also three (3) themes that emerged as coping strategies of the parents, (a) building a supportive network, (b) facilitate learning through effective scheduling, and (c) modifying a child's disposition to entice learning. Based on the results of the study, DepEd should continue the home visitation of teachers and may opt to systematize the scheme to cater to the learning needs of more learners.

**Keywords:** Modular distance learning, basic education, parents' experiences, pandemic, department of education



## **In Focus: A Critical Review of The Pedagogical Approaches in K To 12 Grade 10 English Learner's Material A Basis of The Development of An Evaluation Guide**

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This study is an attempt to critically review the pedagogical approaches in K to 12 Grade 10 Learner's Material as basis of the development of an evaluation guide. Specifically, it sought to analyze the pedagogical approaches used in the learner's material, particularly: Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning; to produce a guide in the evaluation using the approaches for K to 12 materials; and to determine the acceptability of the evaluation guide or questionnaire to be developed. The researcher made use of the qualitative and quantitative research design, purposive sampling, frequency and weighted mean as the statistical tools utilized in the study. Hence, it was found out that in All the pedagogical approaches were used in the entire Learner's Material, Inquiry based approach ranked the lowest with the average mean of 3.70, Agree; followed by Collaborative approach with the average mean of 3.90, Agree; then Integrative approach had a mean of 3.99, Agree; next is Reflective approach with the mean of 4.14, Agree; and the Constructivist approach garnered the highest mean which is 4.38, Strongly Agree, respectively. Therefore, the pedagogical approaches in the learner's material are all prevailing, unfortunately there is a mismatch on the results in the class observation and actual interview. Thus, the teachers must attend trainings or seminars about pedagogical approaches. The teachers must modify other activities in the learner's material that will align to the pedagogical approaches prescribed by DepEd. All the modules in English 10 contains all pedagogical approaches that are aligned in the competencies set by DepEd in the K to 12 programs. This shows that the learner's material has strengths or advantages as a module or instructional material. Therefore, this material must be used in teaching English 10. An evaluation guide was successfully developed based on the discrepancy of the results in the qualitative and quantitative data. Therefore, this guide can be used as an assistance in identifying the pedagogical approaches in any module or learner's material existing in the field. The respondents found the acceptability of the developed evaluation guide in terms of content, accuracy and clarity, and appeal of the material to the target user. Therefore, it could be a valid guide in the evaluation of the other Learner's material prescribed by DepEd.

**Keywords:** Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning





## **Mindfulness, Mental Toughness, and Motivation as Correlates of College Students' Sports Involvement: Basis for a Proposed Guide for School Administrators**

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This research determined the correlation between the mindfulness, mental toughness, and motivation of 770 first year and second year college students and their sports involvement in one of the oldest private higher education institutions in the City of Manila. A researcher-made questionnaire was validated and pilot-tested prior to the conduct of the study. The results revealed that most of the respondents were 17 to 19 years old (75.06%) and female (74.16%). Most of the first-year respondents came from the College of Engineering (11.95%); most of the second-year respondents were from the College of Pharmacy (15.32%). The sporting activities with the greatest number of student involvement were badminton (15.33%), volleyball (15.22%), and basketball (11.83%). Majority of the first year (53.77%) and second year (54.03%) respondents got involved in sports activities once a week. They described their mindfulness in terms of attention and awareness as “Very High”; their mental toughness in terms of rebound ability, ability to handle pressure, concentration and confidence as “Very High”; their intrinsic motivation as “Very High”; their extrinsic motivation as “High”; their sports involvement in terms of power and performance as “High”; and their sports involvement in terms of pleasure and participation as “Very High.” The results of the study also revealed that age, year level, and course did not have a significant relationship with mindfulness and mental toughness during sports activities, motivation to get involved in sports, and sports involvement. Sex, sports activity involved in, and frequency of sports involvement had a significant relationship with mindfulness and mental toughness during sports activities, motivation to get involved in sports, and sports involvement. Moreover, mindfulness, mental toughness, and motivation had a significant relationship with sports involvement. No significant difference was found between first year and second year college students in terms of their mindfulness and mental toughness during sports activities, motivation to get involved in sports, and sports involvement

**Keywords:** Sports Involvement, Mindfulness, Mental Toughness, Motivation

## **Development and Validation of Flipbook in Earth and Life Science**

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The study presents the development and validation of a Flipbook in Earth and Life Science, a Senior High School subject in the Philippine K-12 curriculum. Purposive sampling technique was employed in determining the two sets of validators in determining the essential content and in validating the developed Flipbook. Using Lawshe's content validity formula, 28



out of 67 learning competencies in the subject were identified as essential based on the evaluation of ten subject matter experts who identified the content to be included. The developed Flipbook in Earth and Life Science consisted of twelve lessons and each lesson consisted of the following: a) overview of the lesson, b) learning objectives, c) pre-assessment, d) discussions, e) post-assessment, and d) references. A validation tool was used by eight experts to evaluate the a) content, b) pedagogy, c) format, and d) technological factors of the developed Flipbook. Descriptive statistics was also used in analyzing the ratings of the experts. The Flipbook undergone revisions until all criteria has been satisfied. Results revealed that the Flipbook in Earth and Life Science is acceptable in terms of the factors included in the validation, along with the validators' positive review of the module. Therefore, the Flipbook in Earth and Life Science is generally commendable and can be used as a learning material for Senior High School.

**Keywords:** development, validation, flipbook, earth and life science

### **Adaptability and Productivity of Teachers in Using Modern Technology During the Transition to a Work-from-home (WFH) Arrangement**

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As a result of the COVID-19 pandemic, schools had to shift the teaching and learning environments of teachers and students alike to their own homes. An implication of this is that teachers now have a further need for modern technology and its uses in the work-from-home arrangement. As a more recent phenomenon, this topic has been little researched and studied. Additionally, previous studies have shown that more senior teachers are less adaptive to the utilization of modern technology. Thus, the aims of this study were to quantitatively identify the perceptions of teachers in terms of their adaptability and productivity and the correlation thereof in relation to their use of modern technology during their transition to the new normal of teaching. Teachers aged 35 and above employed in private schools within the National Capital Region of the Philippines were surveyed during the study. A sample size of 150 respondents, which was obtained through purposive sampling and the use of G\*Power, was adopted to better represent the intended population of the study. The results and recommendations from this study would allow parties such as teachers, management of educational institutions, the Department of Education, and future researchers to be made aware of the situations of teachers nationwide, and strategies that may pave the way to the development of best practices during the new normal of providing high-quality education and moving onward.

**Keywords:** Adaptability, Productivity, Modern Technology, New Normal



## **Effectiveness of Synchronous and Asynchronous Online Learning Delivery in Developing Oral Communication Competencies**

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This evaluation study investigates the effectiveness of synchronous (SL) and asynchronous (AL) mode of learning delivery in the development of competencies in Oral Communication among Senior High School students of Engineering (STEM), Business (ABM), and Social Sciences (HUMSS) in a state-run laboratory school. Participants are selected through Stratified Sampling and SRS. It compares the extent to which objectives of the course were met, relevance of contents amidst the current context, the effectiveness of instructional delivery, and the difference in the acquisition of competencies among students in SL versus those in AL. It is especially significant as an assessment of distance e-learning is necessary amidst the digital shift in education because of the pandemic. This will ensure the quality of education remains effective and interventions may be adapted where necessary. A Course Evaluation Form as well as a Student Self-assessment of Learning were used to gather data. These instruments were validated and checked for reliability, with a Cronbach  $\alpha$  of .859 and .871 respectively. The results of data analysis illustrate that at  $\alpha=0.05$ : (1) there is no statistically significant difference in the mean evaluation of SL and AL learners as to the extent in which the objectives of the course were met ( $p=0.109$ ); (2) there is a statistically significant difference in the mean evaluation of the relevance of course content in the current context of the learners ( $p=0.012$ ); (3) there is a statistically significant difference in the mean evaluation of SL and AL as to the effectiveness of instructional delivery ( $p=0.013$ ), and; (4) there is no statistically significant difference in mean evaluation of SL and AL learners' acquisition of competencies in Oral Communication ( $p=0.215$ ).

*Keywords:* Assessment of Learning, Online Language Course Evaluation

## **Mentoring Scheme of the Aruga Program: A Tool to Enhance the Academic Performance of Dentistry Students**

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This research pursued to describe Aruga Program as a tool to enhance the academic performance of Dentistry students in Manila Central University in Caloocan City. The respondents ( $N = 30$ ) were Dentistry students, who were enrolled First Semester, School Year 2016-2017. They also enrolled this First Semester, School Year 2017-2018. A researcher made questionnaire was prepared to obtain relevant data. The researcher made questionnaire was validated by three experts and a teacher in Dentistry. Revisions were done on the questionnaire after validation. A pilot study was conducted. The researcher made questionnaire underwent



reliability testing using Cronbach alpha. Percentage, weighted mean, Chi-square and Pearson r were used for the statistical treatment of the independent variables.

The results of the study showed that there is a significant relationship between the students' profile and their ratings on the effectiveness of the Aruga Program. The results of the study also expressed that in all year levels of learning, a mentor is needed. There is a significant relationship between the students' rating on the Aruga Program and their academic performance. Results revealed that the mentoring program could improve the academic performance of the students.

**Keywords:** Mentoring Scheme; Aruga Program; Academic Performance; Dentistry students

### **Contextualized Module in Araling Panlipunan 10 using Inquiry-Based Learning**

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Contextualization is a new approach to learning that has become a common theme in modern educational pedagogy as it is highlighted in the K to 12 Curriculum. It is a process built on the recognition that some students learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner. While Inquiry-based Learning (IBL) is a teaching approach integrating six inquiry processes namely: connection, investigation, presentation, evaluation, reflection, and action. It is a student-based approach which is essentially question-driven, philosophical approach to teaching that involves active, student-centred learning. The teacher acts principally as a facilitator or mentor, guiding and encouraging students through the inquiry process. This study focused on the development and validation of a contextualized module in AP 10 using inquiry-based learning, not only to respond to the problems of inadequate instructional materials and outdated textbooks in the Philippines but also to develop the authentic materials that anchor students' learning in the context of their lives to prepare them for Education 4.0. This study primarily employed the ADDIE model in developing and validating the instructional materials. The descriptive developmental method was utilized to evaluate the modules in terms of format and design, objectives, content, organization and presentation, language and style, extent of contextualization and inquiry-based learning, usefulness to teaching, and students' motivation and attitude. A total of 156 respondents from one homogenous and three heterogenous grade 10 class sections in four public secondary schools in District 5, Quezon City, school year 2019-2020 participated in the study. Validated instruments used in the study were (1) needs-analysis survey questionnaire for identification of topics to contextualize and to provide strong justification on the need to contextualized AP 10; (2) survey questionnaire for experts, peers and students for evaluation and validation of the module; (3) contextualized module using Inquiry-based learning; and (4) reflection notes to elicit teachers' observations and experiences during the try-out.

The modules were evaluated as "Very Acceptable" with an over-all mean rating of 4.66. The experts' evaluation on the extent of contextualized and Inquiry-based Learning of the developed module was considered "Very Highly Acceptable" with an over-all mean rating of



4.52 and 4.61 respectively. Elicited learning and teaching experiences as indicated in the reflection notes showed that both the teachers and learners were engaged in the learning process and found relevance from what they learned. The findings of the study recommended the use of a contextualized module using Inquiry-based Learning as an additional AP instructional material that can serve as a reference in creating a new instructional material under the K to 12 curricula.

**Keywords:** Contextualization, Inquiry-Based Learning

### **Online Activities and Assessments in Grade 12 Health Optimizing Physical Education (H.O.P.E. 3) in the New Normal**

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Since the start of the lockdown in the Philippines, the education system has paused for a while. This led the teachers to search for new strategies, approaches, and methodologies in teaching. The new normal education system brought huge adjustment to the teachers, students, and parents.

The need for different online distance learning activities and assessment are significantly rising to meet the learning competencies the students are expected to master though physical interaction is strictly prohibited.

This research inquired about the acceptability of online activities and assessment in Grade 12 Health Optimizing Physical Education 3 (H.O.P.E. 3) in Angono National High School. The study utilized a mixed method of research. Mean was used to validate the acceptability of the online activities and assessments while interviews and feedback gathering on the other hand for the qualitative nature. Both the teachers and students gained a 4.80 mean of acceptability with a verbal interpretation of Very Much Accepted. Likewise, the teachers and students provided positive feedback about the online activities and assessment.

Using technology appropriately gives effective motivation to learners. Online learning if executed correctly and in an organized manner, teaching in new normal will be easy to facilitate and accomplished. This research recommends that teachers must be adaptive to changes and be flexible to the new learning styles of the students.

**Keywords:** Online assessment, acceptability, new normal.





## **Applying Delphi Technique to Explore Future Vocational Learning Skills Domain in Malaysia Education Systems**

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This article explained the development of future vocational learning skills domain by using the Delphi techniques. The Delphi technique provides the opportunity for researchers to gather input from experts without requiring them to work face-to-face. Often, the process is used to find consensus among experts who have different views and perspectives. The Delphi technique enables group problem-solving using an iterative process of problem definition, discussion, feedback, and revisions. This paper will discuss the basics of the Delphi techniques, its application potential, the selection of expert panels and the means on how consensus can be reached among the participants using examples of our past research using this Delphi technique.

**Keywords:** Delphi technique, technical and vocational education, expert panels, future learning skills, graduates.

## **Web-supported Lessons for Flexible Learning in Grade 12 Modern Physics**

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The study determined the manifestations of students' learning using the developed web-supported lessons in Modern Physics in enhancing the concept development, ICT skills, critical thinking skills and attitude towards learning among the Science, Technology, Engineering and Mathematics (STEM) students of Bicol University College of Education Integrated Laboratory School-High School Department. Specifically, the study sought answers to the following sub-problems: (1) What are the web-supported instructional tools and strategies utilized by Senior High School teachers? (2) What web-supported lessons may be developed in modern physics with the following features: (a) contextualized; (b) competency-based; (c) development of ICT skills; and (d) enhancement of critical thinking skills? (3) How are the pedagogical principles practiced in the implementation of the developed lessons? (4) What are the manifestations of students' learning along: (a) concept development; (b) ICT skills; (c) critical thinking skills; and (d) attitude towards learning? (5) What educational insights on teaching and learning may be deduced from the process of developing and implementing web-supported lessons? This study employed descriptive type of research combining quantitative and qualitative methods. There are many web-supported instructional tools and strategies used by Senior High School teachers such as Presentation software, Google, Video presentation software, Messenger,



Facebook and Word processing tools. This served as the basis of the development of lessons in Modern Physics for Grade 12 integrating various pedagogical principles in the teaching-learning process. Based on the findings, the following conclusions were drawn: (1) Senior High School teachers used different web-supported instructional tools and utilize them in their teaching. (2) The topics such as relativity, atomic and nuclear phenomena in Modern Physics can be taught with web-supported tools and lessons with features such as being contextualized, competency-based, development of ICT skills and enhancement of critical thinking skills. (3) Pedagogical principles are important aspects in the implementation of the developed lessons grounded on the learners, learning opportunities, and assessment. (4) The use of web-supported lessons in Modern Physics contributed to the enhancement of students' learning in terms of their concept development, ICT skills, critical thinking skills, and attitude towards learning. (5) Educational insights on teaching and learning were deduced from the process of developing and implementing the web-supported lessons in Modern Physics and are always inherent in every pedagogical practice.

**Keywords:** Web-supported Lessons, Flexible Learning, Modern Physics

### **Understanding Student's Dashboard Before and During COVID-Pandemic: Development of Career and Guidance Action Plan for TVL Students**

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Student's dashboard is a researcher-made term to represent the situation and status of the students in fast and convenient way. The tool is composed by three parts and open-ended questions that will be subject to depth analysis. Using this tool, we can able to understand the status of grade 11 Technical-Vocational students especially in how do they use their time and days in a week. By reviewing the literature, that today teens spent more time online for recreational and social networking activities (Camerini, Gerosa, and Marciano, 2020). As added by Ohannessian and Vannucci (2020), adolescents who regularly used social media reported more delinquent behavior and poorer behavioral conduct in comparison with nonusers. Worrell, Mello, Lagni, Baiocco and Lonigro (2020) examine the time constructs of adolescents, Lan (2020) elaborate the five grit profiles, and Mrug, Orihuela and Veerasammy (2020) revealed community violence is associated with sleep problems among youths. In this connection, is it visible in our current students? The objective of the study is to identify the status of the students before and during pandemic. How do they use their time? What action plan can be suggest based on the output of the study? Using exploratory qualitative design considering 78 conveniently selected participants, and researcher-made open-ended questionnaire and interview, we're able to create themes as input for the action plan. There were several changes before and during pandemic in terms of love, friends, family, play and friends whereas the career guidance program of the school should be ready for the next school year.

**Keywords:** dashboard, covid, action plan, career guidance,



## **Developing Physics Students' Science Literacy Skills through Project-Based Learning**

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The focus of this study was the use of project-based learning method in developing Physics students' science literacy skills. Project-based learning method includes group activities where participants were encouraged to learn and apply knowledge and skills through an engaging experience. The study was conducted among third year College students under the School of Education enrolled in Gen Physics.

The sample consisted of 46 students who were non-physics major. Pre- Project-Based Learning Worksheet, Post- Project-Based Learning Worksheet, Science Literacy Skills (Kolb's Model), posttest, and Questionnaire on Students' View of PBL were utilized to the group. A 30-item test about waves was administered to students before and after the intervention. During the posttest, the result of t-test show that there is an increase in the scores of the learners. This study found that the performance of the students in Physics before the use of Project-Based Learning Method had statistically significantly difference after using the method. Further studies may be undertaken to investigate the use Project-Based Learning Method to other topics in Physics.

**Keywords:** science literacy skills, Project-based learning, students' perception, Collaborative learning

## **Challenges and Key Strategies for Success in Modular Mathematics Education**

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The COVID-19 pandemic has redesigned the educational landscape. The Department of Education's Basic Education - Learning Continuity Plan provides a framework for various flexible learning delivery modalities. On the ground, the modular distance learning - printed is vastly favored due to challenges in resources. This modality, however, has resulted to several challenges in learning various subjects including Mathematics. Using mixed-method approach, challenges met by senior high school students in learning Mathematics and their coping strategies are explored. Results highlight the difficulty of using the printed modules and the need for instructional support. Students resorted to instructional video viewing and virtual peer discussion to complete the activities embedded in the self-learning modules. Teachers' failure to provide timely feedback was seen as one of the obstacles in ensuring that learning is taking place. Implications are discussed in terms of the provision of learner support in distance education.

**Keywords:** modular learning, learning mathematics, distance education



## **Category is Drag Realness: The Lived Experiences of Filipino Drag Queens**

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The drag phenomenon has garnered a significant amount of attention in the past decades. Drag is often defined as an art form; specifically, a performance art that is quirky, highly stylized, and often sexualized for comedic effect. The present study aims to find out the experiences and insights of drag queens. It utilizes a qualitative research method, and is grounded in phenomenology. 6 GBQ (Gay, Bi, Queer) individuals who identify and work as drag queens were gathered through snowball sampling. They were subjected to a voice-recorded interview about their experiences and insights. Through manual coding, raw data was coded into themes. The themes underwent expert validation and triangulation to existing literature in order to enhance the quality of resulting data. The results suggest that GBQ individuals are in search of their place in the world, and drag provides them the sense of inclusion that they are looking for. It allows them to participate in an art form that connects them to people with similar interests and experiences. This art form serves as their expression of their personal interests, and political convictions. They also gain a protective mechanism that aids in preserving their psychological health. It gives drag queens an avenue to cope with stress, anxiety, and depression, to validate their sexuality, to improve their emotional intelligence, and to empower themselves and the community. On this basis, drag as a coping mechanism to mental health issues or as a therapeutic experience should be looked into by future researchers.

*Keywords:* Gender, Drag, Phenomenology, LGBTQ+

## **Changing Contexts and Emerging Opportunities in Teacher Education Institutions (TEIS)**

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The changing contexts in the educational landscape have brought tremendous challenges and opportunities to Teacher Education Institutions. This study described the status of TEIs and profile of its academic leaders as well as the extent of application of their management skills. Differences on the extent of application of management skills relative to profile variable were also assessed. TEIs response to the changing contexts and challenges and opportunities were further identified. The descriptive method of research was adapted through the use of a researcher – made questionnaire complemented by interviews and focus group discussion. Respondents were 130 faculty members and 31 academic leaders including the Deans, Associate Deans, Department and Programs chairpersons in TEIs. Weighted mean, frequency, percentage and t –test and f-test were utilized as statistical tools to treat gathered data.



The findings revealed that in terms of the status of TEIs the enrolment and LET performance followed a decreasing trend while they have varying accreditation levels. Relative to the profile of academic most of them are female, doctorate degree holder, active member of professional organizations and serving for more than five years and had very few attendances to seminars and trainings also they have relatively low research productivity.

The Conceptual and human skills are the most applied management skills of the academic leaders. Moreover, differences were revealed in the in the assessment on the application of conceptual and human skills of academic leaders relative to their attendance to seminars and trainings, membership to professional organization and research productivity. The TEIs are responsive of the changing contexts as they were able to meet most of the challenges and opportunities. Lastly, the proposed comprehensive development program includes practicable activities that can be implemented by the academic leaders for them to adapt with challenges and opportunities brought by the changing contexts in TEIs.

**Keywords:** Changing Contexts, TEIs Response, Management Skills, Emerging Opportunities

### **Identification of Mentor Role and Involvement towards Quality Practicum Program**

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Teacher education programs are designed to develop professional's teachers who are prepared to meet the challenges of the 21st century education scenarios and workplace. To this end, the teacher education program aim in Universiti Pendidikan Sultan Idris is designed to develop a comprehensive knowledge, skills and attributes of teacher trainees in preparing them to an effective teacher in Malaysia educational systems. In completing the school-based experiences which provide trainees with knowledgeable, qualified and experiences mentors, they play an important role in developing trainees to understand the full scope of teacher's role including in teaching and learning and understanding of school environments. Using qualitative inquiry research design, 10 trainees and 5 mentors from Art and Design Department, Universiti Pendidikan Sultan Idris involved during their eighteen weeks practicum in selected school in Perak state. This paper aims to discuss on the identification of mentor involvement in teacher to-be practices during practicum and also to analysis mentors' role and position that underlie the present practice of teacher education in Malaysia. Mentors participating in guiding trainees in school environment based on trainees needs on designing teaching and learning process based on the objective of the whole practicum process. Research shows undeniably mentor importance role and involvement on trainee's practicum program based on the need of teaching experiences, environmentally, and guidance purposes. Also based on future direction of new teaching dimension, the mentor's involvement in face-to-face contact, sharing, critical mentoring, and commitment on coaching trainee's practicum give valued and respected inputs in upgrading and improving teacher training program. This study sheds light into the crucial needs to help trainees to raise their standard of teaching.

**Keywords:** mentor, trainee, practicum, involvement



## **A Gamified Module in the New Normal Classroom: A Randomized Block Research Design**

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The COVID-19 pandemic has challenged every aspect of one's life, especially in the education setting. Educators are confronted with various challenges to be creative in delivering instructions despite several limitations caused by the pandemic. Thus, the gamification approach embedded in modular instruction in education is integrated by making each lesson interactive through progress trackers and badges that have been used to sustain and enhance students' motivation and learning engagement in the modular setup through a conducted Randomized Block Research Design. In this paper, the objectives were to (1) determine the profile of the students in terms of the type of institution they belong to, sex, age, degree program, and the course they were enrolled in. Second (2) it determined the assessment of the module in terms of three areas such as format, content, and gamified features of the module. It also (3) tested the significant difference of the mean assessment of the module when grouped according to profile so that the educators will know how to contextualize the gamified module for its possible improvement. Notwithstanding, the concluded integration of the aspects of the module in terms of the format, content, and gamified features were all highly received positively by the 185 respondents who participated from a local college in Laguna and a state university in Manila. However, though there is a limitation with regards to the black and white hard copy of the modules received by the students from a local college, they still managed to highly commend the format, content, and gamified features of the module with some notable remarks that helped them sustain and improved their learning and motivation in finishing the course. Also, a significant difference exists in the assessed usage of the module when grouped according to the course taken, it is noted that the students who took the "Assessment of Learning 2" course highly regarded the format and content aspect of the module, while students who took "Komunikasyon sa Akademikong Filipino" course highly assessed positively the gamified aspect of the module. However, the students in the Advanced Statistics class only evaluated the format as good together with the students in the Mathematics in the Modern World class in terms of both the content and gamified features of the module. They recommended that though they find the gamified module as an innovative tool and unique way of learning amid the pandemic, they recommended improvements in terms of the badges, the activities presented in the module, and some additional features of the real game such as real and more creative badges, leaderboards and incentive system.

**Keywords:** Gamified Module, Format, Content, Gamified Features, Progress Tracker, Badges





## **Confirmatory and Exploratory Factor Analyses for Validating Technology Readiness Survey in the Pursuit of Digital Curriculum**

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This study examined the factorial and the structural validity of the Technology and Readiness Survey (TRS) developed by Al-Awidi and Aldhafeeri (2017). Likewise, the level of perception of Filipino teachers regarding readiness to implement the digital curriculum was also computed. The instrument was administered to 345 Filipino teachers using convenient sampling, particularly an online survey. The factorial validity of TRS was determined using confirmatory factor analysis and exploratory factor analysis while reliability estimates were attained through Cronbach alpha. Results showed that respondents have a higher level of pedagogical readiness as compared to technical readiness. The instrument established a high Cronbach alpha ( $\hat{I} \pm = 0.95$ ). CFA results using the two hypothetical factors (technical and pedagogical) revealed that multiple indices did not fit the data while the Oblimin Rotation of EFA resulted in a four-factor structure. Overall, TRS is a valid and reliable measure of the perceived technology readiness of Filipino teachers.

**Keywords:** Technical Readiness, Pedagogical Readiness, Factorial Validity, Structural Validity, Reliability

## **Education in the New Normal: Primary Level Teachers' Acceptance, Adjustments and Assistance**

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The contemporary COVID-19 pandemic has brought unexpected challenges, strains and has affected the educational community, bringing schools with emptied classrooms to their knees. To withstand the challenges of this pandemic and to unceasingly provide quality education despite lockdown and community quarantine, numerous plans, policies, and procedures were taken into consideration. However, despite the efforts and initiatives of educational sectors to address concerns of this new normal, many new challenges appear in conducting distance teaching – learning process. Hence, the purpose of this study was to explore and describe the experience of primary level teachers' acceptance, adjustments and assistance during the new normal in education. Using the descriptive phenomenological design, teachers in primary level of Basic Education were invited to participate in in-depth interviews. The selections' lived experience was described through a thorough analysis of field texts. Using Colaizzi's seven steps of phenomenological analysis, the field texts were read and re-read. Significant statements reflective of the participants' lived experience were identified, extracted, and categorized. The themes that emerged during the data analysis were identified using the



acronym A – D – A – P – T: Acknowledge Change, Deal with the Internet and Work from Home Issues, Adequate Consideration and Understanding, Personal and Professional Development, and Team Collaboration. Implications for faculty assistance program and faculty training programs on life skills education and effective communication were drawn based on the findings of the study

**Keywords:** COVID 19, Education, New Normal, Primary Level Teachers Experience

### **Instructional Support of Parents to the Academic Performance of High School Students in Distance Learning**

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The pandemic has brought a drastic change in the educational system. A dramatic shift of teaching and learning modalities has been put in place. The teaching and learning process that is typically observed in the classroom has been transferred into the students' houses, becoming not only an extension of the school but the main haven for student learning. As stakeholders, parents and guardians play a significant role in the learning progress of students. This paper aimed to investigate the instructional support of parents and guardians to the academic performance of high school students during distance learning modality. Instructional support is operationally defined as any assistance that parents/guardians provide in regard to any school-related tasks of students. It specifically looked at parent-student support, parent-teacher collaboration, and parent-school cooperation. The researchers formulated a researcher-made 5-point likert scale questionnaire with 15 items that reflected the mentioned parent engagement. There were 50 respondents from a private high school, and 50 respondents from a public high school, both are located in Pampanga. The respondents were parents/guardians of high school students. The survey tool was floated using Google form. Mean was used to analyze the data. Results show that parent-student support garnered a mean of 2.97 which is translated as agree, parent-teacher collaboration of 2.84 as a mean or agree, and parent-school cooperation of 3.05 mean or agree. It can be noted that parents/guardians provide adequate instructional support to their child/ward. Moreover, parents/guardians exhibit their contribution in the learning progress of their child/ward specially in this time of crisis.

**Keywords:** Parents' involvement, instructional support, distance learning

