

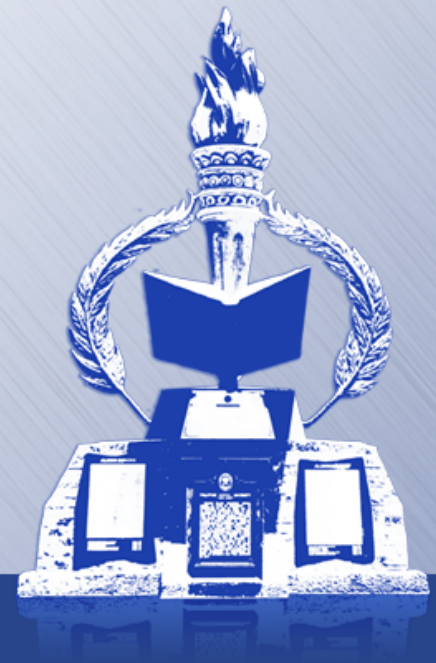


April 2019

Assessment of Co-Curricular Activities and their Contribution to the Enhancement of Pupils' Learning Outcomes

Levin R. Pabriaga
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**ASSESSMENT OF CO-CURRICULAR ACTIVITIES AND THEIR
CONTRIBUTION TO THE ENHANCEMENT OF PUPILS'
LEARNING OUTCOMES**

A Thesis

Presented to the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In Partial Fulfillment of the

Requirements for the Degree

Master of Arts in Education

with Specialization in Elementary Education

LEVIN REYES PABRIAGA

April 2019

APPROVAL SHEET

This thesis entitled “**ASSESSMENT OF CO-CURRICULAR ACTIVITIES AND THEIR CONTRIBUTION TO THE ENHANCEMENT OF PUPILS’ LEARNING OUTCOMES**” prepared and submitted by **LEVIN REYES PABRIAGA** in partial fulfillment of the requirements for the degree **Master of Arts in Education with Specialization in Elementary Education**, is hereby recommended for approval and acceptance.

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For Mama

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L.R.P.

ABSTRACT

Name	:	Levin Reyes Pabriaga
Title	:	Assessment of Co-Curricular Activities and their Contribution to the Enhancement of Pupils' Learning Outcomes
Key Concepts	:	assessment, co-curricular activities, learning outcomes
Degree	:	Master of Arts in Education
Specialization	:	Elementary Education
Adviser	:	Prof. Antonio G. Dacanay

This descriptive evaluative research study aimed to assess co-curricular activities and their extent of contribution to the enhancement of learning outcomes in different subject areas, as well as their effectiveness in terms of attainment of objectives, advisers' supervision, provision of opportunities for pupils' personal and social development, and conduct of activities. To gather data, quantitative and qualitative instruments were utilized. The participants included Grade 6 pupils and teachers. Mean was used to describe the gathered data from the survey instruments, while the analyses of data from the interview questionnaires were done through content analysis. Findings indicated that co-curricular activities contribute either to a great extent or very great extent the enhancement of learning outcomes in different subject areas. Co-curricular activities were also found out to be effective in their attainment of objectives, supervision of advisers, provision of opportunities for pupils' personal and social development, and conduct of activities. Nonetheless, the respondents gave explicit suggestions on how to improve the implementation of different co-curricular activities offered in their respective schools. Further research may be done to determine the impact of co-curricular activities in terms of pupils' academic performance and teachers' professional growth and development.

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CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Ensuring optimal learning with quality conditions is one of the best investments the society could make for learners. In the past, education was highly rigid and did not recognize the individual abilities of learners. This educational style is outdated and has been replaced with more progressive educational models. Today, teachers develop learners holistically for them to be upright citizens in the future. This means that schools target the growth of their cognitive, affective, and psychomotor domains. At present, the idea of multiple intelligences in learners as proposed by American psychologist, Howard Gardner, also permeates the classroom. According to his theory, there is not only one type of intelligence, but nine—visual-spatial, bodily-kinesthetic, musical, logical-mathematical, linguistic, interpersonal, intrapersonal, existential, and naturalistic intelligence (Gardner, 2006). Education is now a delight for children as they are given a chance to be smart in their own ways.

One of the functions of schools is to develop students' special abilities and allow them for exploration and discovery of their interests and aptitudes by providing a wide range of worthwhile activities (Talaro, 2012). Schools develop children holistically by adapting a balanced approach in planning varied learning experiences. Despite how challenging it may be, educators ensure that 21st century learning, coupled with a balance between knowledge and skills is always acquired through different learning experiences (Hanover Research, 2014). To

complement academic subjects, co-curricular activities are offered in schools. Co-curricular activities provide pupils with skills and attitudes that are useful for pupils' endeavors. These activities are connected with academics and are organized or designed to help pupils enhance their potentials. It also aims to strengthen classroom learning by helping pupils gain information not usually taught in the classroom (Delos Santos, 2006). They are self-directed and problem-centered informal activities of all kinds outside the formal work of the classroom but subject to some control by the institution and may or may not carry academic credit (Wilson, 2009). Numerous studies have found out that participation in co-curricular activities brings positive academic outcomes like increased school engagement and connectedness, higher educational aspirations, decreased drop-out rates, and reduced cases of absenteeism and delinquency (Dumais, 2006; Fredricks & Eccles, 2006; Wilson, 2009). It also promotes the development of interpersonal relationships while inculcating the principles of power, leadership, and teamwork, through activities that help develop friendships, positive relationships with teachers, and a wider social network (Delos Santos, 2006). Aside from these, the glory that pupils achieve from joining co-curricular activities gives learners pride, school loyalty, and a higher sense of self-concept (Massoni, 2011).

Co-curricular activities can serve as leisure activities for children that provide opportunities for successful growth and development in their behavior (Frederick & Eccles, 2006). They are structured activities under the guidance of a competent non-parental set of adults, require effort, and provide a forum in which to express one's identity or passion in sports, performing arts, and leadership activities. Co-curricular activities could also be used as one type of preventive strategy to overcome problems in behavior like teacher and peer rejection, school

failure, drop-out, and delinquency. Other activities that children engage in may also provide them with leisure like watching television and playing video games, but these unstructured activities without much adult supervision may have negative psychosocial outcomes like higher rates of anti-social conduct, choosing to be solitary and non-cooperative, and greater possibilities of being engaged with risky peer groups (Hancock et.al., 2012). Since no child must be left behind, schools must provide a positive climate that gives all pupils the chance to participate in co-curricular activities consistent with their talents that will bring the optimum in their growth and development. The rich and varied experiences that pupils gain from participation in co-curricular activities help them to be aware of their own abilities, develop self-regulation, and participate actively in their own learning.

Co-curricular activities are integral for nurturing pupils' hobbies and interests. It aids the acquisition of knowledge and skills for the improvement of their academic competence. The general purpose of this research is to assess co-curricular activities and their contribution on the enhancement of learning outcomes in different subject areas. In DepEd Order No. 74, s. of 2012, co-curricular activities were clustered into (1) contests and competitions (e.g. Quiz Bees), (2) student leadership (e.g. Supreme Pupil Government), (3) campus journalism, (4) officer and membership (e.g. Youth for Environment in Schools Organization), and (5) participation and attendance (e.g. MTAP Saturday Programs for Regular and Talented Learners). The co-curricular activities were also assessed in terms of their attainment of objectives, advisers' supervision, opportunities for pupils' personal and social development, and conduct of activities.

Through the help of advisers, the experiences of pupils joining co-curricular activities are guided. Co-curricular activities accelerate the learning process by providing children with active lives which are not sufficiently accomplished through regular classroom activities. The general welfare of the learners is an utmost concern. Thus, all activities must be directed towards the holistic development of every one to ensure that they would aspire lifelong learning and be valuable citizens of the country in the future.

The findings of this study will redound to the benefit of educators, policy makers, pupils, community stakeholders, and teacher education. Results can be utilized in setting future directions for the implementation of co-curricular activities in District II in the Division of Bacoor City. Educators will be able to enhance the administration and supervision of co-curricular activities in relation to the enhancement of learning outcomes in different subject areas. They will value co-curricular activities as an important factor for pupils' holistic development; thus, they can find ways to motivate pupils to increase their participation. Further, policymakers will be able to identify the best practices in the implementation of co-curricular activities and in turn, create policies, processes, procedures, and innovations that would help in continuing their effective implementation. A tracking system of pupils' participation in co-curricular activities may be developed to support the attainment of their objectives. The co-curricular activities that will be offered to pupils as well as the amount of time pupils should spend in an activity may also be planned. It would also guide policymakers in the planning of appropriate activities, assigning of personnel, and budget allocation.

This study would aid pupils in making informed choices about participation in different co-curricular activities as participation would help them build up their character and personality, arouse dormant interests and talents, and regulate their own academic achievement. Since education of children is a shared responsibility by the community, this study will be beneficial to stakeholders in coordinating with the school in the initiation of activities centered on the needs of children in the community. Similarly, better understanding of the impact of community involvement on co-curricular activities could lead to more intentional community and school collaborations that will facilitate pupil involvement off campus.

In addition, the findings of this study will help improve policies, procedures, and provisions in Teacher Education. It will give pre-service teachers a new understanding of integrated and intertwined academic and developmental outcomes. It will also help them balance their knowledge and understanding of the subjects they are to teach as well as the development of practical skills and competencies related to the teaching-learning process. As co-curricular activities become popular in their contributions to pupil success and development, it is an imperative that the impact of pupil participation in these activities to their over-all growth is assessed.

Literature Review

This section presents a brief discussion of literature and studies from local and foreign sources reviewed by the researcher which further enriched the concept of the study and helped in describing the research design to guide the conduct of this research. The first part focuses on the role of co-curricular activities on pupil development, while the second part focuses on the nature of different co-curricular activities according to the cluster in which they belong. The third part examines how the multiple intelligences of pupils are stimulated through their participation in different co-curricular activities. The fourth part enumerates the factors affecting pupils' participation in co-curricular activities, and the last part discusses how to assess and evaluate co-curricular activities.

1. *Role of Co-Curricular Activities for Pupil Development*

The role of co-curricular activities in the curriculum is critical for pupils' learning and development. It demands careful planning and supervision by teachers and school officials so that it may facilitate pupil participation and lead to maximum benefits (Delos Santos, 2006). Five methods to promote developmental growth are (1) engaging learners in making choices, (2) requiring learners with interaction from diverse individuals and ideas, (3) involving learners in direct and varied experiences, (4) involving learners in solving complex and intellectual social problems, and (5) involving learners in receiving feedback and making objective self-assumptions. Through participation in co-curricular activities, learners may be helped in (1)

achieving competence, (2) managing emotions, (3) developing autonomy, (4) establishing identity, (5) building interpersonal relationships, (6) developing purpose, and (7) developing integrity (Elliot, 2009). Co-curricular activities are helpful when organized related to the content taught in the classroom. They facilitate the development of various domains of mind and personality such as intellectual, emotional, social, moral, and aesthetic development.

Each co-curricular activity has its own set of unique objectives. Some of these objectives are (1) developing responsibility, (2) working harmoniously with others, (3) using leisure time constructively, (4) attaining competence, (5) developing leadership and fellowship traits, (6) developing acceptable academic habits, (7) maintaining and furthering good physical and mental health, (8) understanding and practicing commonly accepted social customs, and (9) developing worthy personality traits. If properly integrated in the curriculum, co-curricular activities (1) give pupils the opportunity of realizing the modern aims of education; (2) bring pupils together in participation in interesting activities; (3) help pupils develop school spirit which will lead to better relationships in school, home, and the community; (4) help pupils develop and discover special abilities and interests; (5) give pupils the opportunity to enrich leisure hours; and (6) give pupils the opportunity to develop important habits, skills, and attitudes necessary for active lives (Delos Santos, 2006)

Benefits of co-curricular participation are the following: (1) acquiring and practicing specific social, physical, and intellectual skills that may be useful in a variety of settings including school; (2) belonging to a socially recognized and valued group; (3) establishing supportive social networks of peers and adults; (4) experiencing and dealing with challenges;

and (5) increasing educational engagement, aspirations, and attainment (Fredricks & Eccles, 2006). Participation in at least one co-curricular activity was also associated with reduced early rates of drop-out. Children who participate in one or more after school activities are less prone to negative peer pressure and have higher levels of self-esteem than children who do not participate (Borile, 2013).

Studies have found that there is a positive relationship between participation on co-curricular activities and self-esteem. However, this relationship may be dependent on the type and nature of the activity (Kort-Butler & Hawegen, 2011). According to the study of Bos, Muris, Mulkens, and Schaalma (2006), there is a drop of self-esteem when children enter adolescence. This may be attributed to the different developmental changes. Self-Esteem is the way how people feel about themselves. Self-Esteem may be developed through (1) feelings of belongingness or social experiences, and (2) feelings of mastery or self-esteem or more personal foundations like parent-child interactions. In Erik Erikson's Theory of Pyschosocial Development, it was on the fourth stage, Industry versus Inferiority, that children develop their self-esteem. Children between five and twelve years old fall under the fourth stage; thus, children who are in the elementary level. This means that the provision of holistic development in elementary level is crucial for children's well-being.

Co-curricular activities influence pupils' mental well-beings by reducing their stress, keeping them fit, and making them feel better about their appearances. It also improves their social competence by allowing socialization and friendships, self-commitment, and obligation. Pupils who participate in co-curricular activities have higher tendencies of developing purpose,

leadership, and conflict resolution skills. Participation also helps in cultivating positive and supportive relationships, respecting diversity, playing by the rules, and contributing valued work as member of the team (Wilson, 2009). Numerous studies have also discussed the positive correlation between participation in co-curricular activities and academic success. Students may be required to maintain good grades and regular attendance in order to meet eligibility to participate in co-curricular activities. This may motivate students to their best in their academics (Wilson, 2009). Custodio (2011) also supports the role of co-curricular activities for pupils' holistic development as he cited in his study that co-curricular activities help pupils form emotional bonds with other pupils and teachers, encourage creativity, develop self-acceptance, self-control, and skills in dealing with rejection and disappointment.

In the Student Development Theory Chart (2007), it was highlighted that there is a positive correlation between involvement in co-curricular activities and success in education. All student development outcomes showing positive associations suggest high involvement with faculty, fellow students, or academic work. Involvement was an active concept that required the contribution of time and energy. Learning outcomes desired by the student and the teacher are increased by the intrinsic motivation gained from joining academic and co-curricular activities. Involvement in co-curricular activities has two types: Qualitative involvement is about the degree of commitment of students in participation in co-curricular activities; while quantitative involvement includes the number of clubs in which students participate and the number of hours that students spend participating in clubs and organizations (Dugan & Komives, 2007).

2. *Clusters of Co-Curricular Activities*

Not every type of activity operates in the same manner. Since the activities are different from each other, they must not be grouped together when assessed or evaluated. If grouped together, it must be based on their outcomes, and not their conceptual similarities (Feldman & Matjasko, 2007).

Co-curricular activities were divided into different categories in various studies. Lazaro and Anney (2016) divided co-curricular activities into eight categories: (1) sports and physical activities, (2) club activity, (3) social and voluntary services, (4) productive activity, (5) school governance, (6) literacy activity, (7) special events, and (8) homeroom activities; while Eccles and Barber (2006) divided them into five: (1) prosocial, (2) team sports, (3) school involvement, (4) performing arts, and (5) academic clubs. In her study, Labay (2011) enumerated different types of co-curricular activities: (1) Semi-curricular, or the activities that grow out of the regular classwork and supplement the objectives of courses like Science club; (2) Social and Recreational, or activities with little or no connection with formal course objectives like dancing and intramurals; (3) Athletics, or contests and competitions in Sports; (4) Non-athletics, or contests and competitions in agriculture, essay, etc; (5) Civic and Student Council, or democratic operated school functions that give pupils real life experiences in being active school citizens like student council; and (6) Activities merely attached to an institution to give them some kind of status like Scouting and Red Cross Volunteers. In this study, co-curricular activities are categorized based on DepEd Order No. 74, series of 2012: (1) contests and competitions; (2) student leadership; (3) campus journalism; (4) officer and membership; and (5) participation and

attendance. The following section entails the description of different activities that fall under each cluster and its effects on the different aspects of development in learners.

2.1 Contests and Competitions

Contests and competitions recognized by DepEd may be clustered into (1) sports and athletics, (2) performing arts, and (3) quiz bees. Contests and competitions may be in the school, district, division, regional, and national level.

Sports and Athletics give children a healthy start by promoting the development of physical and motor capacities that lead children to a fun and active life. Sports and regular physical activity have many benefits to the physical health of children which includes (1) improving strength and endurance, (2) helping build healthy bones and muscles, (3) helping control weight, and (4) developing motor skills. Aside from physical development, participation in sports and athletics may result in growth in interpersonal skills and leadership abilities. It could also teach pupils the principles of self-discipline, friendliness, teamwork, cooperation, persistence, sportsmanship, hard work, confidence, pride in accomplishment, perseverance, good work ethics, competitive spirit, and how to deal with failure. In the study of Fredricks and Eccles (2006), it was found out that athletes looked psychologically healthier because of greater public recognition, prestige, receiving positive feedback, and sense of mastery. Other perceived benefits of participation in sports and athletic activities are stronger peer relationships, association with academically oriented peers, better grades, higher motivation and education expectations, exposure to academic values, enhanced self-esteem and personal efficacy, superior

career guidance and encouragement, determent from negative behavior, and inculcation of socially accepted behaviors (Fajardo, 2008). According to the study of Labay (2011), participation in sports and athletics can also result in mental development as the children learn the mechanical principles of underlying movement and the rules in the Sports. However, some studies have found out that participation in sports and athletics may cause pupils to sacrifice attention to academics, social, and leisure needs. Team sports can also cause pupils' engagement in problematic behaviors and academic consequences. Athletics helped reduce school drop-outs but sometimes brought behavior problems. Problems could arise in participation in sports and athletics when over-emphasis is placed on winning.

A good sports and athletics program builds school morale. It could create a feeling of excitement and school loyalty as students follow the example of teachers and coaches. Sports that are included in competitions by the Department of Education for the Elementary level are (1) Athletics, (2) Arnis, (3) Badminton, (4) Baseball, (5) Basketball, (6) Chess, (7) Football, (8) Sepak Takraw Jr., (9) Softball, (10) Swimming, (11) Taekwondo, (12) Tennis, and (13) Volleyball.

Performing arts is the expression of culture and creativity in the form of music, dance, or theatre (UNESCO.org). The impact of music on the different aspects of children depend on whether they just listen to music, or perform solo, in a choir, or in an orchestra (Sanal & Gorsev, 2014). Participation in performing arts can reinforce cognitive skill development by engaging the entire body and brain in developing creative, intuitive, and critical thinking processes (Dumais, 2006). The beneficial outcomes of joining music-related activities are (1) developing

social participation, positive relationships, connectedness, and group cohesiveness between and among individuals and groups of different social and ethnic background while (1) maintaining social identity; (2) instilling self-discipline, dexterity, coordination, and listening skills that improve pupils' performance in a particular instrument or voice; (3) helping pupils gain aesthetic, emotional, and intellectual development that increases their self-esteem, personal expression, positive self-image, active engagement, desire to achieve excellence, ability to set goals, and the ability to manage stress and emotions; and (4) offering opportunities to perform on principal instrument or voice in small ensembles, bigger school choral groups and competitions, and for school and community audience (Daykin et.al., 2008; Sanal & Gorsev, 2014). These behavior skills help in cultivating motivation for academic learning, ability to reflect on experiences, and learning from others to continuously adjust to change. Participation in activities related with performing arts also causes pupils to have less risky behaviors and more enjoyment in school (Fredricks & Eccles, 2006).

Participation in Drum and Lyre Band develops pupils' talents and skills in playing instruments, love for music, as well as their grace, poise, and total personality. Learning to play an instrument is a journey from simply making sounds to acquiring control over sounds. It also helps children find fluency as a performer, read a musical notation, and respond to visual signals (Crozier, 2007). Pupils who participate in the Drum and Lyre Band are also given opportunities to give entertainment during school and community activities even after the contest. Pupils may join the drum and lyre band if they wish to, but must follow rigidly the schedules of practices.

Joining Quiz Bees is a perfect venue where students can engage in healthy competitions and productive interactions. It is also an excellent way for students to imbibe discipline and sportsmanship (Ronda, 2007). Quiz bee is a type of co-curricular activity for pupils who have showcased immense wit on different fields of endeavor. It is a test of knowledge in the forms of short or rapid series of questions (Fajardo, 2008). The beneficial outcomes of participation in quiz bees are (1) gaining ample knowledge and wisdom by mastering different topics taught in various subjects; (2) learning how to research, read, be resourceful, and be efficient with the resources available; (3) learning the value of patience, determination, hard work, self-discipline, making decisions, facing dilemmas, and handling pressure; and (4) developing well-rounded and plausible habits on studying. Win or lose, the participants will also be able to gain experience which help them enjoy victory in the case of winning and find out the things they are lacking that will encourage them to try harder the next time they will compete (Geminiano & Geminiano, 2012).

2.2 Student Leadership

Offering leadership activities is an identified focus of many institutions as there is an increasing trend of developing learners as leaders. Through student leadership activities, children are able to exercise leadership, manage own activities, develop habits of cooperation and intelligent fellowship, and exercise responsibility as active school citizens. It also helps children master behavioral skills not offered in the classroom and develop school spirit (Labay, 2011). Pupils who join in leadership activities are found to have emotional autonomy, instrumental autonomy, interdependence, practical competence, increased school involvement, mature

lifestyle plans, tolerance, and mature relationship with peers. Those who acquire leadership roles also appear to provide the opportunity to sustain and further develop developmental skills (Haber, 2006). The Department of Education enjoins all public schools in the implementation of having a Supreme Pupil Government for pupils in the elementary level. This policy aims to (1) lay the groundwork for unity and cooperation among pupils by providing them a venue for improving their leadership skills and abilities; (2) seek to train pupils to become members of the society anchored on the ideals and principles of participative democratic and good citizenship; and (3) harness pupil governments as partners in achieving quality education and academic excellence (Deped Order No. 84, Series of 2010). To join the Supreme Pupil Government, pupils are required to file candidacy and hold campaigns before they are elected and proclaimed as winners (Deped Order No. 49, Series of 2016). Participation in student leadership activities helps develop students' leadership skills and abilities so that they may continue to become important elements of institutions. Other skills which may be enhanced in pupils by joining leadership activities are (1) communication, (2) collaboration, (3) interpersonal, (4) adaptability, (5) problem-solving, (6) networking, (7) public speaking, (8) supervisory, and (9) goal-setting (Haber, 2006).

2.3 Campus Journalism

Training children in Campus Journalism develops their advanced writing skills that integrate multiple writing processes and representations which in turn, allows them to use their knowledge effectively during composition (Kellogg, 2008). The functions of campus journalism to students are to (1) give opportunity to learn how to read newspapers and as a result, write

similar articles and columns; (2) develop powers of observation and critical thinking in analyzing news articles which helps in the production of better work; (3) serve as an outlet and motivation for journalistic writing; and (4) develop qualities of cooperation, accuracy, tolerance, responsibility, and leadership. It promotes understanding of the importance of journalism by means of expressing different journalistic approaches responsibly and with fair and ethical use. Campus journalism also sustains advocacy on social consciousness. It is an avenue for enriching learning experiences for pupils and students interested in pursuing journalism as a career. It also enhances journalistic competence through healthy and friendly competitions.

Through the paper or organ, the school is also able to publish school news and inform the community as to the work of the school. Pupils are trained to become writers of various types of news like feature stories, interviews, speech reports, editorials and editorial columns, sports stories, critical reports, interpretative and depth news, development news, and other forms of journalistic writing. These types of journalistic writing prepare pupils for actual staff work where pupils learn to organize, manage, and improve the school paper or organ. Outputs from campus journalism may be (1) written, (2) oral, or (3) visual. Written outputs include periodicals such as newspapers and magazines. Oral output includes broadcasting media presentations like radio and television. Visual outputs include film media like movies and documentaries. These outputs are submitted in contests and competitions. Competitions and seminars encourage every school to become competitive and inspired in producing responsible journalists and effective school organs (Bagas, 2011).

2.4 Officer and Membership

Co-curricular activities that offer officer and membership in the public schools for elementary level mostly include but not limited to Scouting and Youth for Environment in Schools Organization (YES-O). Joining in student clubs and organizations like these are considered as pro-social activities. Participation exposes students to constructive behavioral norms and values of collective actions which create a network ties that integrate children into the normative society (Fredricks & Eccles, 2006; Feldman & Matjasko, 2007). It also brings less problem behaviors, better grade point averages (GPAs), and higher educational expectations as greater commitment to school clubs increases the likelihood of associating with peers who value academics (Fredricks & Eccles, 2006). Other beneficial outcomes of officer and membership in student clubs are (1) growth in interpersonal competence, cognitive complexity, and humanitarianism; (2) development of public speaking and leadership abilities; (3) enhanced educational involvement, academic autonomy, and development of purpose; (4) increased confidence, tolerance, and acceptance of other people; and (5) higher development in many areas especially in psychosocial development. The tasks involved in student clubs which include planning, organizing, managing, and decision-making promote growth among student leaders (Foubert & Granger, 2006).

Youth for Environment in Schools Organization (YES-O) is a co-curricular environmental club or pro-social organization in the Department of Education with the following objectives: (1) help create awareness of the state of the Philippine environment and ecology, including prevailing issues and concerns relative thereto; (2) establish specific and doable

programs, projects and activities to address issues and concerns on the environment and ecology; (3) network with other government and non-government organizations, including YES-Os in other schools within the division and region, with regard to support and assistance to programs, projects and activities of the organization; (4) encourage community participation and initiative in environmental and ecological movements and actions; and (5) develop among members and the community proper environmental values, skills and attitudes.

Activities involved in the YES-O Club are clean-up drives inside and surrounding the school premises, waste management, segregation and recycling program, awareness campaigns to address specific issues, symposia/trainings, nursery establishment and tree-planting activities, fun run for the environment, and youth for environment summer camp. All bonafide students of the school with specific interest in environment and ecological movements and actions are eligible to join. The functions and responsibilities of the officers and member of YES-O are to: (1) formulate, recommend, implement, and coordinate projects, programs, and activities for the environment; (2) create committees deemed necessary and expedient under the circumstances; (3) advise and make recommendations to school authorities regarding environmental matters, affairs and activities; (4) serve as a representative of the school and participate in environmental fora, symposia, gatherings, trainings and workshops in the division, regional, national and international levels; (5) act as the Coordinating Council of all environmental concerns in the school; and (6) turn-over papers, documents and properties to the succeeding YES-O Executive Committee Officers (DepEd Order No. 72, Series of 2003).

The Scouting Movement, through the Boy Scouts of the Philippines (BSP) and the Girl Scouts of the Philippines (GSP), is an effective program in the leadership and value formation of every child. The purposes of scouting are the development of nationalism, citizenship, values, and character. Aside from the mental and physical endurance, participation in Scouting also teaches children duties to the country, fellows, and themselves. It imbues children with values of trustworthiness, loyalty, helpfulness, friendliness, courteousness, kindness, obedience, cheerfulness, thriftiness, cleanliness, and reverence (Labay, 2011). Membership in scouting provides worthwhile activities that enhance, support, and develop boys and girls into well-rounded individuals with exemplary character and productive skills who will turn into responsible and responsive citizens of the country. All public and private elementary schools are encouraged to promote membership to the BSP and GSP among all pupils and students, including parents and teachers, at the start of the School Year. Membership to the BSP and GSP is voluntary and is not made a condition for enrolment, transfer or clearance of pupils and students. Membership fees and other fund-raising activities of boys and girl scouts are collected by the GSP and BSP unit leaders. All school children are encouraged to participate in scouting activities, such as jamborees, camps, meetings, competitions, trainings and conferences in the school, division, regional, national and international levels, subject to existing DepEd policies, rules and regulations (DepEd Order No. 64, Series of 2003).

2.5 Participation and Attendance

In the public schools, co-curricular activities in line with participation and attendance include DepEd recognized seminars, camps, exchange programs, trainings, conferences,

workshops and other similar activities. Structured learning assistance and supplemental instruction through participation and attendance in different activities bring (1) enhanced interactivity through cooperative learning activities; (2) increased student engagement; (3) improved quality of student performance and retention; and (4) improved understanding and interest in the subject matter (Preszler, 2009).

The most common training workshop for pupils in the public schools is the MTAP DepEd Saturday Programs in Mathematics for Regular and Talented Learners. This includes two learning programs. The first program intended for regular learners is conducted on six Saturdays and is intended for learners who belong from the 25th to the 85th percentile at each grade level from Grades 1 to 11. It aims to (1) provide the learners with the opportunity to explore Mathematics without the threat of tests; (2) review the materials covered last school year to enable them to do well in Mathematics in the present school year; and (3) prepare Grade 6 pupils for entrance examinations in Grade 7. A written permit from the parents is necessary. The second program which is for mathematically talented learners is conducted on seven Saturdays and is intended for learners who belong to the top 15th percentile. The school principal endorses the learners who wish to participate, along with a written permit from their parents/guardians. It aims to (1) prepare Grade 6 pupils for entrance examinations for Grade 7; and (2) prepare pupils for the Metrobank MTAP DepEd Math Challenge Competition (DepEd Advisory No. 175, Series of 2016).

3. *Stimulation of Multiple Intelligences*

Schools may give pupils the best learning opportunities through the provisions of co-curricular activities offered for well-rounded development for learners. Because of the plethora of co-curricular activities offered in schools, pupils are given the chance to enjoy education as they are also offered opportunities to excel in their own ways. Intelligence has been given various definitions through time. Many psychologists defended the notion of a single supervening general intelligence. However, in his book *Frames of Mind* (1983), Howard Gardner challenged traditional ideas about intelligence by proposing the Theory of Multiple Intelligences which emphasized that human beings possess not just a single intelligence which is often called *g* for general intelligence; rather he proposed an idea of intelligence as a set of relatively autonomous intelligences which cannot be measured through a single pencil and paper test (Gardner, 2006). His Theory of Multiple Intelligences broadened the view of how students learn and realize their potential by allowing them to see themselves smart in several ways. It introduced a pluralistic view of the mind which emphasized that people have different and discrete facets of cognition, cognitive strengths, and styles since one IQ measure is insufficient to evaluate and label pupils (Moran et.al., 2006). Each type of intelligence is independent of one another. High level in one area does not mean high level in other areas. However, some activities require mastery in a combination of intelligences.

The basic tenets of his theory are (1) individuals differ in intelligences because of hereditary and/or environmental reasons; (2) having strong intelligence does not mean that one necessarily acts intelligently; (3) people must nurture all varied human intelligences and the

combinations of intelligences; and (4) a child may have strength in one intelligence and a relative weakness in another. (Gardner, 2006). If activities in school meet with individual talents, it validates the pupils' sense of self, thus a positive relation between participation and psychological well-being (Feldman & Matjasko, 2007). If the pupils are appropriately skilled in the activity they are participating in, they feel an increased level of confidence that keeps them involved. These activities may also develop the lifelong interests of pupils and may provide cultural opportunities that expand the lessons that teachers teach. (Fredericks & Eccles, 2006).

Through participation in co-curricular activities, pupils also develop and/or use different kinds of intelligences as proposed by (Gardner, 2006). These intelligences have their own distinct feature that may manifest in pupils' participation in different co-curricular activities. Logical-mathematical intelligence involves having the sensitivity to, and capacity to discern, logical or numerical patterns. People with high logical-mathematical intelligence are also able to handle long chains of reasoning. Linguistic intelligence involves having the sensitivity to the sounds, rhythms, meanings of words, and to the different functions of language. Musical intelligence involves having the abilities to produce and appreciate rhythm, pitch, and timbre. People with high musical intelligence are also appreciative of the forms of musical expressiveness. Spatial intelligence involves having the capacities to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions. Bodily-kinesthetic intelligence involves having the abilities to control one's body movements and to handle objects skillfully. Interpersonal intelligence involves having the capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people. Intrapersonal intelligence involves having access to one's own feelings and the ability to

discriminate among them and draw upon them to guide behavior. People with high intrapersonal intelligence have knowledge of their own strengths, weaknesses, desires, and intelligences. Naturalistic intelligence involves the ability to distinguish flora and fauna, mountains, or cloud configuration using senses, and use this idea productively. People with high naturalistic intelligence also can recognize cultural artifacts like cars or sneakers. These people have the capacity to classify nature and to master taxonomy, understand about different species, recognize patterns in nature, and classify objects. Existential intelligence involves having the ability to ponder the most fundamental questions.

For participation in MTAP DepEd Saturday Programs and Quiz Bees in Mathematics, high logical-mathematics intelligence is required. On the other hand, participation in Science Quiz Bees demands high naturalistic intelligence. Further, participation in Campus Journalism requires high linguistic intelligence. For other co-curricular activities, a combination of two or more intelligences may be needed. Since other activities are pro-social activities or collaborative groups, high interpersonal intelligence is mostly needed for participation. In joining Youth for Environment in Schools Organization (YES-O), aside from high naturalistic intelligence, interpersonal intelligence is needed for the members to work with each other in the activities. Linguistic intelligence could also be utilized for this co-curricular activity as joining entails organizing symposia, lectures, and fora about taking care of the environment. For joining in the Drum and Lyre Band, musical intelligence and bodily-kinesthetic intelligence are needed. For participation in Sports and Athletics, bodily-kinesthetic intelligence is needed. Yet, because of the collaboration needed with other team members, interpersonal intelligence is also needed. Participation in Supreme Pupil Government and Scouting requires both interpersonal and

intrapersonal intelligence. Since both activities entail partaking in speaking engagements, linguistic intelligence is also needed.

Recognizing multiple intelligences helps children develop a combination of talents and abilities as well as encourage them to look inward and discover themselves. Three ways to apply the Theory of Multiple Intelligences in schools are (1) the cultivation of desired capabilities; (2) approaching a concept, subject matter, or discipline in a variety of ways which help more children display understanding and difficulties in ways comfortable to them and to others; and (3) the personalization of education in which the different strengths and weaknesses of pupils are taken into account rather than denied or ignored. Different intelligences may mix within a student to yield meaningful scholastic achievement or other accomplishments. One intelligence in an individual can interfere with others, compensate with others, or enhance others. Interference means that intelligence may not always work in harmony. Sometimes, they create discord. One example is when a student with good interpersonal intelligences may still have trouble making friends because of weak linguistic intelligence. On the other hand, compensation happens when one intelligence compensates for another. One example is that a student may have a high mark on a paper because of her linguistic intelligence even though the arguments are not very strong because of poor logical-mathematical intelligence. Lastly, enhancement means that some intelligences can catalyze other intelligences. One example is how spatial intelligence may improve students' abilities to conceptualize a mathematical concept or problem (Gardner, 2006).

4. Factors Affecting Pupils' Participation in Co-Curricular Activities

4.1 Gender

In some studies, other factors that affect participation of pupils in co-curricular activities are discussed. Co-curricular activities provide opportunities to explore the feminine and masculine self. Girls are more likely to participate in co-curricular activities than boys, but boys are more likely to participate in athletics (Feldman & Matjasko, 2007). It was found out in the study by Dumais (2006) that girls are more inclined with co-curricular activities that are related with performing arts, while boys are more inclined in athletic activities. This notion is made stronger by studies revealing that girls respond more positively toward music-related activities than boys do (Sanal & Gorsev, 2014; Kaufman, 2006). For female students, Dance Group, Glee Club, Homeroom Activities, Interest Clubs, and Scouting were found to be effective for over-all development. According to Fredricks and Eccles (2006), athletic activities have more benefits for boys than on girls. Parents place a higher value of sports participation in boys than in girls. This is because of their gender-stereotyped beliefs that males have more athletic ability than females. Parents usually give differential treatment of play styles, toy preferences, and gender labeling of physical activities wherein more motor and physical activities are given to male than female children. On the other hand, there are no significant differences between males and females in participation in leadership activities (Haber, 2006).

4.2 Socio-economic Status

Socio-economic status may limit the possibility of some students being able to join and compete in activities. This may be because working class parents often face financial and time obstacles that hinder their children from involvement (Wilson, 2009). Pupils with higher socio-economic status are more likely to be involved in co-curricular activities (Dumais, 2006). It was also found out that achievements in co-curricular activities came from schools where children have more resources and parents were more supportive. The economic disadvantage of pupils may bring frustration and disappointment to them (Wilson, 2009).

4.3 Peers

Peers are the strongest single source of influence on cognitive and affective development, as well as participation in co-curricular activities. The willingness of the individual to participate, the success he or she achieves in the endeavor, and the support received from peers are critical features of the process. The collective behaviors in the peer crowds will also influence social networks and behaviors of each member. Activities where learners engage in can have positive or negative effects depending on the peer group. In addition, the association of children with the right adults through participation in co-curricular activities is more likely to have positive effects. If learners believe that they matter to someone else, that they are the object of someone else's attention, and that they are cared about and appreciated, they are far more likely to persist and succeed in contrast with feeling unaccepted and marginal. Joining in

structured co-curricular activities promotes positive relationship of pupils with adults and peers (Elliot, 2009).

4.4 Parental Adults

Family is also a critical factor in the participation of children in co-curricular activities. They are the ones who generate interest, give encouragement, and provide financial and social support. Parents play an important role in early socialization of children. Parents of children in the elementary level greatly affect their children's participation in co-curricular activities. They teach children values that provide them with opportunities that influence their choice of different activities and goals (Fredricks & Eccles, 2006). Parents adjust their behaviors in respect to their children's gender, aptitude, interest, prior performance, and developmental level. Parents' beliefs and behaviors are also shaped by demographic factors like educational background and income. The relationship of parental influence on children's participation in activities is bidirectional, which means that not only parents' beliefs and behaviors exert influence on children's behavior, but also children's self-perceptions and interests affect parent socialization.

According to the General Achievement Model by Eccles, two ways that parents can influence their children's motivation, preferences, and activity choices are by (1) being the interpreter of experience, and (2) being the providers of the experience. Being interpreters of experience means providing encouragements, praise, appropriate feedback, messages about the value of participation that will help their children achieve success. Young children rely more on adult feedback, whereas older children rely more heavily on social comparative sources. The

pressures that parents give may also cause pupils to have high levels of stress, anxiety, and burn-out. Lower pressure gives pupils more enjoyment. On the other hand, being providers of experience means exposing children to different activities. Parents should be careful with the amount of involvement that they give in their child's participation in co-curricular activities. Under-involvement means that they do not make any emotional, financial, or functional investment in their child's participation in co-curricular activities. Over-involvement means that parents emphasize winning, become angry if their child does not perform well. When parents set unrealistic expectations and too much pressure, they can produce negative outcomes like stress and burn-out. Parents do not influence children through modeling alone but also through expectations. In some studies, it was found out that parental encouragement and support were an important factor for continued participation in sports activities. Parents must be prepared to cultivate their children's talents and abilities so as to promote individualism and avoid giving them too much pressure to excel in their studies. Athletes who reported that their parents were good role models had higher perceptions of competence, enjoyment, and intrinsic motivation, than those who did not (Fredricks & Eccles, 2006). Involvement of children in music activities is also influenced by out of school experiences like parental motivation, support, and parents' involvement in music themselves (Kaufman, 2006).

4.5 Non-parental Adults

Non-parental adult influences include teachers, coaches, and mentors who have equal hands in motivating pupils to enjoy and participate in co-curricular activities (Kaufman, 2006). A teacher's role is not confined anymore with providing instruction to students within the four

walls of the classroom but extending opportunities for rich, rewarding, and unique learning experiences. The job is to know the individual needs, learning styles, interests, and abilities of pupils and to create programs that would integrate their social, emotional, and intellectual growth. It was found out that interaction with teachers outside of the classroom was consistently associated with positive outcomes in many areas such as application skills, cognitive complexity, and comprehension skills (Haber, 2006). Through interaction with adults, co-curricular activities provide students with role models that supply them with supportive relationships and constructive feedback (Wilson, 2009). Non-parental adult influences should help emphasize acquisition, mastery, and motivation rather than social comparisons and winning. Instead of giving material rewards, it is much better to provide words as sign of appreciation and emotional support (Lazaro & Anney, 2016). Teachers and coaches must always be warm and friendly to children who participate in activities as they are usually judged by their personal characteristics rather than their abilities. Pupils who mostly receive negative feedback will not pursue participation in co-curricular activities (Kaufman, 2006). Other factors that discourage pupils' participation in co-curricular activities are (1) clashes between activities and class schedules; (2) lack of publicity about the activities; (3) too much time consumed by the activities; (4) students' shyness; and (5) irrelevance of the activities (Delos Santos, 2006).

5. Assessment and Evaluation of Co-Curricular Activities

The key to responding to the diverse needs of learners is to understand what those needs include, design creative and flexible programs that assess these needs, and finally, to assess the effectiveness of the programs. An increased number of learners participate in co-curricular

activities when the event is related closely to what pupils are learning in the classroom (Storey, 2010). Co-curricular activities need continuous appraisal in order to establish relevance in the enhancement of official academic programs. It is important to weigh the merits of co-curricular activities and limit them if proven not advantageous to the pupils and school (Labay, 2011). The implementation of co-curricular activities requires administrative supervision and organizational involvement. Co-curricular activities in schools must be assessed by their (1) objectives, (2) effectiveness of activities, (3) supervision done by moderator, and (4) scheduling. The role of co-curricular activities in pupils' development must also be examined in addition to family, peer, school, and community contexts in which pupils are embedded (Feldman & Matjasko, 2007). Through participation in a variety of activities, pupils associate themselves with others to which they could form their identity and develop their skills. Academic performance of learners could not just be attributed to classroom learning, but also to the quality of student life and student satisfaction with the institution (Elliot, 2009).

Students are given the opportunity to integrate the knowledge and skills they learn inside the classroom with the actual experiences they gain in co-curricular activities (Leung, et.al., 2011). According to Busby (2015), the effects of co-curricular activities to the development of children should be assessed under established best practices. The assessment of activities can increase the accountability of schools in providing ways in which learning outcomes can be achieved. According to Wilson (2009), schools must develop a comprehensive, inclusive, and developmental model for school counseling on participation in structured co-curricular activities. This model would include guidance, individual planning, responsive services, and system support for the pupils. Structured co-curricular activities help schools to build resiliency, support

pro-social behavior, offer opportunities for engagement with school and related activities, and provide constructive academic performance and growth. It can introduce youth into positive social networks that are likely to reflect schools and society-based values. Negative outcomes can arise if there is no social network or if the social networks are delinquent. Being a member of the particular group structures dictates what individuals do with their time and the kind of values and norms to which they are exposed (Feldman & Matjasko, 2007).

A good co-curricular program is where (1) participants feel belongingness in a group, (2) relationships with adults and pro-social peers are developed, (3) goals that encourage members to achieve great things are present, (4) activities are appropriate for age group of the participants, (5) parents and peers are involved, and (6) activities are fun and attractive to the youth (Wilson, 2009). Co-curricular activities may provide a challenging setting for pupils outside the academics while maintaining contact with the school environment (Feldman & Matjasko, 2007). Co-curricular activities can affect values development as they help pupils gain varied experiences in life through the opportunities for intensifying strengths and curing weaknesses in their character (Labay, 2011). Education is not only acquired in the classroom but with interaction with other personalities through participation in co-curricular activities (Tomulto, 2006).

When evaluating co-curricular activities, participants must describe their experiences, satisfaction gained, and pressures felt in participation. The results may show the deficiency that educators provide and may be basis for planning future activities. Other factors that must be considered in planning intervention for structured co-curricular activities are (1) the perceived

status of the pupils in the activity, (2) intrinsic interest of the pupils in the activity, (3) quality of the adolescents' social network, and (4) the non-parental adult who is part of the activity. Educators must determine whether the activity contributes or hinders the growth and development of the pupils. They must not advocate that every child should participate in co-curricular activities but must ensure that activities are available for students who are most in need of the activities. Youth without supportive peer relationships, feelings of belongingness, exposure to positive social norms, and integration to different contexts may be most at risk for poor developmental outcomes (Feldman & Matjasko, 2007).

Participation in co-curricular activities can be measured quantitatively and qualitatively. Quantitative participation could be measured by how much time a student spends in each activity while qualitative participation could be measured by how focused the student is in his or her participation. The quality of involvement may be more important than a student's quantity of involvement (Foreman & Retallick, 2013). In the study of Wilson (2009), it was found out that longer participation facilitates more positive interpersonal relationships that encourage youth development. Joining in more than one co-curricular activity allows for more learning and personal development by giving pupils opportunities to develop in different aspects and distinct socialization experiences, motivating pupils to have high educational goals, and promoting academic achievement by developing study groups and pattern. In addition, one co-curricular activity can compensate negative experiences from another activity (Feldman & Matjasko, 2007; Hyatt, 2011; Fredrick & Eccles, 2006).

The effect of participation in co-curricular activities may be negative or positive depending on the situation. Participation in co-curricular activities may bring negative outcomes as too much participation in activities may cause less focus on academics and less time for social life (Fredricks & Eccles, 2006; Wilson, 2009). Some pupils might even think of them as tiring, irritating, stressful as its overscheduling might consume much of their free time and relaxation. Pupils might also tend to push themselves too far because of too many activities. They may also be afraid to quit for fear of disappointing their parents. Yet, quitting in activities may also be the way of some pupils to show defiance to their parents (Wilson, 2009; Thompson, 2008). Thus, an issue still remains on whether students should allocate their time and energy on a variety of involvements or devote their time to a single involvement.

Schools need to establish a better system of the implementation of co-curricular activities so that all children are equally given the chance to develop holistically (Lazaro & Anney, 2016). This includes planning, organizing, staffing, directing, controlling, and deciding the strategies that would fulfill the goals of the organization. Since academic achievement is mainly seen as the evidence of high grades, one suggestion for encouragement in participation in co-curricular activities is to give extra points for participation. Teachers must be trained about co-curricular activities as poor quality of coaching may affect the experiences of students in co-curricular activities. Teachers may have acquired knowledge and skills in managing co-curricular activities through experience, training during college, some were interested in that particular co-curricular activity, while some were just forced to know it as they were assigned by the administrators to handle a certain activity. Teachers revealed that the usual problems encountered in the implementation of co-curricular activities are (1) adviser's lack of knowledge and skills to

evaluate, organize, and conduct activities; (2) lack of funds, facilities and equipment needed for the activities; (3) difficulty in securing participation and support because of pupils' poor socioeconomic status; (4) pupils' lack of talents and time; (5) neglect of classroom work caused by co-curricular activities; and the (5) heavy workload of teachers side by side with co-curricular activities. The supervision of co-curricular activities may also be a form of professional development for teachers as the activities are aligned with what pupils are learning in the classroom. Supervision opens up opportunities to gain experiences in their roles and duties as a teacher and in turn, help them examine their teaching abilities (Quattlebaum, 2012).

The government must also ensure that schools have the necessary resources for co-curricular activities so that more students could participate. Cultivating care and support from stakeholders will identify and respond to the needs of children. The network of people brought by strong school and community ties will ensure dedication in sharing overall responsibility for pupils' holistic development (Strauss, 2013). The endeavor of education and community leaders in the promotion of co-curricular activities in schools would foster development of student competency in broad areas of lifelong learning, personal effectiveness, and life roles (Wilson, 2009).

Through the brief discussion of literature and studies from local and foreign sources, it may be derived that pupils' participation in co-curricular activities results in their holistic development. It enhances the enrichment of their multiple intelligences which helps them to be smart in their own ways. There are different types of co-curricular activities offered in schools. In the Department of Education, the activities offered may be clustered into (1) contests and

competitions, (2) student leadership, (3) campus journalism, (4) officer and membership, and (5) participation and attendance. In addition, there are different factors influencing pupils' participation in co-curricular activities. Co-curricular activities must be assessed to determine how effective they are in enhancing the development of the learners. Thus, the following conceptual framework was developed:

Conceptual Framework

Education is an active process that aims to bring change and development in learners through continuous and life-long endeavors. Co-curricular activities are structured activities that enrich and vitalize education through the cultivation of the learners' hobbies, interests, and abilities. Participation in these skill- or interest-building activities are voluntary however, as numerous studies have shown that structured activities benefit the over-all well-being of pupils, more teachers and parents urge pupils to join different co-curricular activities offered in school. The experiences provided by co-curricular activities complement those provided by the different subject areas in the curriculum (Massoni, 2011). It reinforces and enriches classroom instruction by providing opportunities for the attainment of other educational objectives which cannot be fully achieved in the classroom. The improvement in academic performance that may be brought by participation in co-curricular activities may also be linked with positive personal and social development. Co-curricular activities support and nurture students' capabilities to explore and discover themselves through the promotion of individual strengths, expression of personal talents, and transference of problem-solving skills into the students' lives on a day-to-day basis (Burr, 2012).

Co-curricular activities in District II of the Division of Bacoor City are clustered into (1) contests and competitions, (2) student leadership, (3) campus journalism, (4) officer and membership, and (5) participation and attendance (DepEd Order No. 74, s. 2012). Under contests and competitions, there are Sports and Athletics, Performing Arts and Quiz Bees. These may be in the school, district, division, regional, and national level. Sports and Athletics include but are not limited to (1) Arnis, (2) Badminton, (3) Baseball, (4) Basketball, (5) Chess, (6) Football, (7) Sepak Takraw, (8) Softball, (9) Swimming, (10) Taekwondo, (11) Tennis, and (12) Volleyball. These activities require different entry requirements and develop the physical, social and emotional aspects of the athletes. One contest or competition that falls under Performing Arts is the Drum and Lyre Competition. The objectives of contests and competitions in sports and athletics and performing arts reflect the learning outcomes in the subject area Music, Arts, Physical Education, and Health (MAPEH). Another activity that falls under the contests and competitions are quiz bees usually given in the subject areas Science and Mathematics.

Participation in student leadership activities in public elementary schools entails being an active member of the Supreme Pupil Government (SPG). The objectives of participation in student leadership activities reflect the learning outcomes in the subject area *Araling Panlipunan*. On the other hand, Campus Journalism involves being a member of the school paper organization. Activities involved with campus journalism are Individual Writing Contests, Scriptwriting and Radio Broadcasting Contests, and Collaborative Publishing Contests. There are specific qualifications for involvement in each activity in campus journalism. The objectives

of the activities in campus journalism may reflect learning outcomes in the subject areas English and Filipino.

There are two recognized clubs in the public elementary school which fall under the category of officer and membership: Youth for the Environment in Schools (YES-O) and Scouting. The objectives of YES-O reflect the learning outcomes in the subject area Science. Scouting is a pro-social co-curricular activity that enhances, supports, and develops boys and girls into well-rounded individuals with exemplary character. The objectives of Scouting may reflect the learning outcomes in the subject area *Araling Panlipunan*.

The last type of co-curricular activity is participation and attendance. The activity included in participation and attendance is the MTAP DepEd Saturday Programs for Regular and Talented Learners. The objectives of this activity may reflect the learning outcomes in the subject area Mathematics.

The co-curricular activities clustered into contests and competitions, student leadership, campus journalism, officer and membership, and participation and attendance were assessed to determine their contribution on the enhancement of learning outcomes in the subject areas Language Arts, Mathematics, Science, MAPEH, and Araling Panlipunan. The learning outcomes examined were based on the learning competencies in the curriculum guides of the Reformed Basic Education or the K-12 Curriculum which are already integrated with 21st century skills: life and career skills; learning and innovation skills; and information, media, and technology skills. The Department of Education heeded the call to innovate the competencies to be taught to

learners by crafting a reformed curriculum which is culture-responsive, contextualized, relevant, and integrated with 21st century skills. 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. Today's highly modern and globalized world needs learners who are developed holistically and are ready to face any challenges that they may encounter in the outside world. These competencies, coupled with curriculum support system and core values develop pupils with high levels of critical thinking, communication, collaboration, and creativity (Department of Education, 2016). Figure 1 shows the conceptual framework of this study.

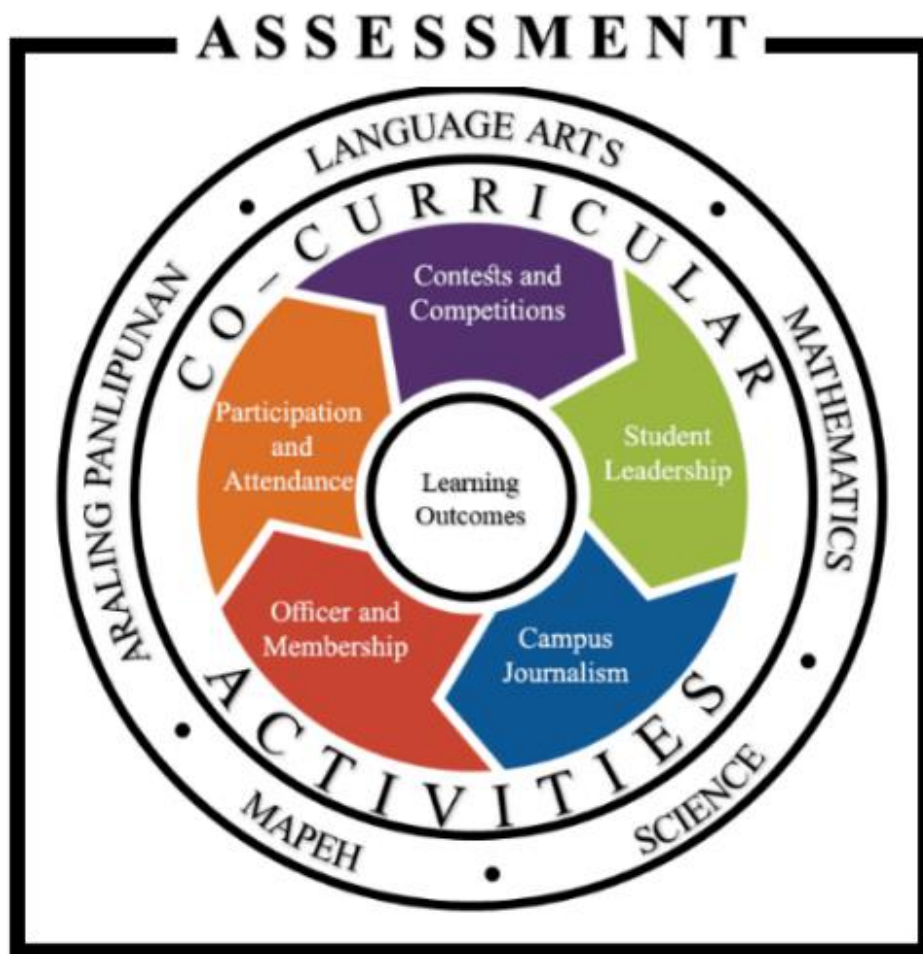


Figure 1. Conceptual Framework of the Study

The activities were also assessed in terms of attainment of objectives, advisers' supervision, provision of opportunities for pupils' personal and social development, and conduct of activities. Teachers and pupils were both involved on the assessment to identify the disparities about the perceptions on the implementation of co-curricular activities and eradicate biases and subjectivism on the conclusions to be made. Co-curricular activities can undeniably influence the development of each pupil. Thus, an action plan for the effective implementation of co-curricular activities was made based on the results of the assessments.

Statement of the Problem

This study aimed to assess co-curricular activities and their contribution to the enhancement of learning outcomes in different subject areas.

Specifically, it answered the following questions:

1. What learning outcomes in the following subject areas can be enhanced through pupils' participation in co-curricular activities?
 - a. Language Arts
 - b. Science
 - c. Mathematics
 - d. MAPEH
 - e. Social Studies or *Araling Panlipunan*
2. To what extent do co-curricular activities enhance the learning outcomes?

3. How do teachers and pupils assess the co-curricular activities in terms of
 - a. attainment of objectives c. opportunities for personal and social development
 - b. advisers' supervision d. attainment of objectives

4. What action plan can be prepared for the effective implementation of co-curricular activities that support pupils' attainment of the learning outcomes?

Definition of Terms

While there may be many conceptualizations of the following terms, definitions are provided below that best reflect the meaning of these terms as presented in this study:

<i>Action Plan</i>	It is a plan composed of objectives, strategies, and activities to target the enhancement of key result areas
<i>Assessment</i>	It refers to measuring and evaluating the quality of something.
<i>Enhancement</i>	It is improvement in the quality of something.
<i>Co-Curricular Activities</i>	These are activities and programs mandated by the Department of Education conducted outside the regular classroom schedules but complement the learning outcomes prescribed in the curriculum.

<i>Contests and Competitions</i>	These are events in sports and athletics, performing arts, and quiz bees where pupils contend in the school, district, division, regional, and national levels.
<i>Student Leadership</i>	It is participation in programs and activities in line with Supreme Pupil Government.
<i>Campus Journalism</i>	It is participation in journalistic writing and other related activities.
<i>Officer and Membership</i>	It is holding positions and experiencing belongingness in accredited clubs of the Department of Education.
<i>Participation and Attendance</i>	It is involvement in supplemental training, seminars, and learning programs by the Department of Education.
<i>Learning Outcomes</i>	These are significant knowledge, skills, or behavior based on the learning competencies integrated with 21 st century skills set by the curricula of the Department of Education.
<i>Subject Areas</i>	These are fields of study in the curriculum of the Elementary level which includes Language Arts, Science, Mathematics, MAPEH, and Social Studies or <i>Araling Panlipunan</i> .

CHAPTER II

METHODS

Research Design

This study employed the descriptive evaluative research design. According to Aggarwal (2008), this research design involves the description and interpretation of information about prevailing conditions or situations. It is comprised of proper analyses, interpretation, comparisons, and the identification of trends and relationships in the gathered data from the survey instruments. Best and Kahn (2007) added that the descriptive research design requires the expertise of the researcher to carefully and systematically gather and analyze empirical data in the process of disciplined inquiry.

This study aimed to identify the extent of contribution of co-curricular activities in enhancing the learning outcomes in different subject areas. It also aimed to find out the assessments of teachers and pupils on co-curricular activities in terms of their attainment of objectives, advisers' supervision, opportunities for personal and social development, and conduct of activities. To obtain data about the research problems, survey method was used. To explore the meanings of survey findings that cannot be explained statistically, interview method was utilized. Through this method, insights and opinions among different participants involved were obtained.

Research Locale

This study was conducted in District II of the Division of Bacoar City, Region IV-A CALABARZON which is comprised of ten (10) schools namely: Mambog Elementary School, Bayanan Elementary School, Ligas I Elementary School, Ligas II Elementary School, Aniban Central School, Niog Elementary School, Talaba Elementary School, Longos Elementary School, San Nicholas Elementary School, and Zapote Elementary School. The research site was chosen by the researcher as she is serving as a teacher in Mambog Elementary School, one of the schools included in District II.

Sampling and Participants

The participants of this study were selected through purposive sampling. This sampling method refers to the selection of sites or participants that will best help the researcher understand the problem and the research questions (Creswell, 2009). It is also called judgement sampling as it allows the researcher to select sampling units based on his or her judgement of what units will facilitate an investigation (Adler & Clark, 2008).

The participants of this study were teachers who served as advisers and Grade 6 pupils who joined in at least one of the co-curricular activities included in the framework. Since there were ten (10) co-curricular activities assessed in this study, ten (10) teachers and ten (10) pupils were selected from each school to represent each co-curricular activity, which sums up to one hundred (100) teacher-participants and one hundred (100) pupil participants. Teachers were

involved in this study as they contribute greatly to the development of pupils in school. As facilitators of the learning process, they have direct control of the experiences that pupils gain in school. They also play a huge role in the success of pupils in their academic performance. Pupils were involved as participants in this study to allow them to voice their feedback on the implementation of the co-curricular activities they join in.

Instruments

To find out the learning outcomes in different subject areas that can be enhanced through participation in co-curricular activities, a checklist enumerating these outcomes in different subject areas was given to five (5) teachers each for the subject areas English, Filipino, Mathematics, Science, Araling Panlipunan, and MAPEH, summing up to thirty (30) teachers in all. The teachers were selected from different schools which belong to the research locale and were assigned to answer the checklist based on the subject area that they teach. For example, if a teacher handles the subject area Mathematics, he or she would be given a checklist enumerating only the learning outcomes in the said subject area. The learning outcomes included in the checklist were the actual learning competencies in the curriculum guides of the Reformed Basic Education or the K-12 Curriculum which were already integrated with 21st century skills. The teachers were asked to put a check on the learning outcome which they think may be enhanced by specific co-curricular activities assessed in this study (Appendix C).

To assess the extent of contribution of co-curricular activities on the enhancement of learning outcomes in different subject areas, a survey instrument using a four-point ordinal

Likert scale ranging from least extent to very great extent was administered to teachers and pupils (Appendix D). They were asked to put a check on the scale as to the extent to which they think co-curricular activities enhanced the learning outcomes in different subject areas. The items of the survey instrument were validated by the actual teacher participants through the inclusion of learning outcomes per subject area which were checked three times or more in the list previously given to teachers. Before answering the survey instrument, the teachers and pupils were grouped according to the type of activity they were involved in. The survey instrument given to each participant was based on the co-curricular activity in which he or she is involved and enumerated only the learning outcomes of the subject area related to the said activity. For example, if a pupil joined in Quiz Bee in Mathematics, the survey instrument given to him or her included only the learning outcomes in the subject area Mathematics.

To assess co-curricular activities in terms of extent in attainment of objectives, effectiveness of advisers' supervision, extent of opportunities provided for personal and social development, and effectiveness in the conduct of activities, a survey instrument using a four-point scale ranging from strongly disagree to strongly agree was given to teachers and pupils (Appendix E). The instrument which was validated by the research adviser enumerated forty-three (43) statements regarding the said factors. The participants were asked to put a check on the scale to express their responses to the statements. Grouping the participants according to the type of activity they are involved in was unnecessary in answering the survey instrument since the statements were pertinent relative to all co-curricular activities included in this study.

To add meaning to the survey results, Interview Questionnaires were utilized. Through the interview questionnaires, insights and opinions of the participants involved were provided. This supplemented the understanding of the research problem as well as verified if the participants' stated preferences were the same as their actual preferences. The interview questionnaire included (1) Probe Questions, or questions that introduced participants to the discussion topic (e.g. What co-curricular activity have you been supervising?); (2) Follow-up Questions, or questions that delved further into the discussion topics and the participants' opinions (Does the co-curricular activity you are supervising help you facilitate pupils' enhancement of learning outcomes in the subject you are teaching? In what way?); and (3) Exit Questions, or questions that checked whether the researcher did not miss anything (e.g. What are your suggestions to improve the implementation of the co-curricular activity you are supervising?). The interview questionnaire was composed of eight (8) questions for the teacher participants and nine (9) questions for the pupil participants. While discussion was constrained, the written format helped with reporting on the discussion (*Appendix F*).

Data Gathering Procedure

Permission to administer the survey and interview questionnaires to teachers and pupils of District II of the Division of Bacoar City was secured from the Superintendent of the City Schools Division of Bacoar (*Appendix A*). Pupil Participants were required to have a Parental Consent Form signed by their parents (*Appendix B*). The Parental Consent Form explained the study and the extent of involvement of the participants.

The instruments were administered directly to the participants of the study. The purpose of the instruments was given to the participants and they were informed that the results would be made available to them and to all other interested parties. All participants were informed that their anonymity would be protected. It was also noted that before the survey and interview questionnaires were administered, permission was obtained from the Superintendent of the City Schools Division of Bacoar.

The first instrument administered to the participants was the checklist intended to find out the pupils' learning outcomes enhanced through their participation in different co-curricular activities. The second instrument administered was intended to find out the extent of contribution of co-curricular activities on the enhancement of learning outcomes in different subject areas; while the third instrument administered intended to assess co-curricular activities in terms of extent in the attainment of objectives, effectiveness of advisers' supervision, extent of opportunities provided for personal and social development, and effectiveness in the conduct of activities. After the results of the survey instruments were obtained, interview questionnaires were given to the participants. The pupil participants were given the instruments in a classroom setting on specific dates, while the teacher participants were given the instruments during a faculty staff meeting.

Data Analysis

Descriptive statistics, particularly the mean and standard deviation were used to describe the gathered data from the survey instruments. The data gathered for each group of respondents were separately collated, tabulated, and analyzed.

The analyses of data from the interview questionnaires involved a summary of the conclusions that can be drawn. The summary of the conclusions and its implications to the research problem were examined through content analysis. Crossman (2019) defined content analysis as a method to analyze phenomena and provide insights on complex subjects by interpreting words from documents and interviews.

Obtaining the mean, standard deviation, and content analysis was done with the help of computer software. Upon completion of the research, the compiled data would be presented in a descriptive format and would be made available to the participants as well as to the administration of the school.

Ethical Considerations

Before the data collection process, a letter of permission was submitted to the school heads in District II of the Division of Bacoor City and the Superintendent of the City Schools Division of Bacoor for approval to complete research on behalf of the university. The letter of permission included the purpose of the study, data collection processes and procedures, risks and

benefits to the research participants, recruitment procedures of the participants, informed consent procedures, and proposed data collection tools in the study. A parental consent form was secured to ensure that parents of the pupils allow their children to involve in this study.

The researcher certifies that she has no affiliations with or involvement in any organization or entity with any financial interest in the subject matter discussed in this study. Since the researcher is employed as a teacher in Mambog Elementary School, a public elementary school in the District II of the Division of Bacoar City, she ensured that the research findings would be first-handedly communicated to the stakeholders in the aforementioned community so that the results can be actively utilized for their benefit.

The research findings would also be accessible to the scholarly world with the relevant standards for publication from the University. Before publication, it will be guaranteed that the reported data and methods are sufficiently detailed. It is imperative that communities obtain the research findings so that they could avoid conducting similar studies. However, they could use the findings for reference in future studies. It would also foster a collaborative relationship that would encourage better mechanisms in promoting holistic development of the pupils.

CHAPTER III

RESULTS AND DISCUSSION

This chapter contains the presentation and analysis of data gathered from the survey instruments administered to the participants. The order of discussion is based on the statement of the problems of this study.

Problem 1:

What learning outcomes in the following subject areas can be enhanced through pupils' participation in co-curricular activities?

- | | |
|------------------|--|
| a. Language Arts | d. MAPEH |
| b. Science | e. Social Studies or <i>Araling Panlipunan</i> |
| c. Mathematics | |

1.1 Language Arts

On the survey conducted, fifty-four (54) out of sixty-two (62) or eighty-seven percent (87%) of the learning outcomes in English were identified by the teacher participants as those that can be enhanced by Campus Journalism in English. The high percentage means that Campus Journalism in English contributes greatly to the enhancement of learning outcomes in the subject area English. The learning outcomes identified were specific for Campus Journalism only and cannot be enhanced in co-curricular activities from other clusters. Table 1 shows the pupils'

learning outcomes in English that can be enhanced through their participation in Campus Journalism.

Table 1
Learning Outcomes in English that can be Enhanced through Pupils' Participation in Campus Journalism

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. infers the speaker's tone, mood and purpose			/		
2. distinguishes text-types according to purpose and language features			/		
3. notes down relevant information from text heard			/		
4. detects biases and propaganda devices used by speakers			/		
5. make a stand based on informed opinion			/		

Note. For complete list of learning outcomes, see Appendix G.

This result is made stronger by the statement in the interview questionnaire made by a teacher who supervises Campus Journalism in English which shows that Campus Journalism enhances the learners' communication skills:

Campus Journalism enhances the learners' communication skills in reading and writing. It helps them use grammar properly in sentence construction and use the second language confidently and effectively (Q1).

The pupil participants also deem this co-curricular activity to be of great importance in the enhancement of their learning outcomes in the subject area English. One of them claimed that:

Participation in Journalism helps me enhance my skills in the English language. I learned how to write sentence and paragraphs properly with the use of verbs, adjectives, and the other parts of speech (Q2).

(Dahil sa Journalism, nalinang o mas gumaling ako sa English. Marami akong natutunan gaya ng tamang pagsusulat ng sentences at paragraphs gamit ang verbs, adjectives, at iba pa.)

On the other hand, fifty-eight (58) out of one-hundred seven (107) or fifty-four percent (54%) of the learning outcomes in Filipino were identified by the participants as those that could be enhanced by Campus Journalism in Filipino. The same way as Campus Journalism in English, the learning outcomes identified were specific for Filipino Campus Journalism only and cannot be enhanced by co-curricular activities from other clusters. Table 2 shows the pupils' learning outcomes in Filipino that can be enhanced through their participation in Campus Journalism.

Table 2
Learning Outcomes in Filipino that can be Enhanced through Pupils' Participation in Campus Journalism

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. <i>Nasasagot ang mga tanong tungkol sa napakinggang pabula at kwento</i>			/		
2. <i>Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula</i>			/		
3. <i>Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat at kuwentong napakinggan</i>			/		
4. <i>Nabibigyang kahulugan ang sawikain na napakinggan</i>			/		
5. <i>Naiuugnay ang sariling karanasan sa napakinggang teksto</i>			/		

Note. For complete list of learning outcomes, see Appendix H.

Teachers and pupils also consider the said co-curricular activity to have a big role in the enhancement of learning outcomes in the subject area Filipino as shown in their responses in the interview questionnaires. According to them, this co-curricular activity helps pupils learn the rules of language. Notice the statements below made by a teacher and pupil who are both involved in Campus Journalism in Filipino.

Pupils apply what they learn in the reading and writing exercises that I give in their subject Filipino. They develop their thinking skills and gain knowledge on how to write articles properly and according to a set of rules (Q3).

Journalism helps me a lot. Aside from additional points on my grade, I learn how to write compositions. It also helps me to remember adjectives, adverbs, and the other parts of speech. Since it helps me learn my lessons in advance, I complete my tasks in the subject Filipino much easier and faster (Q4).

(Nakatutulong ang Journalism sa akin. Bukod sa dagdag na puntos ay natututo pa akong magsulat ng mga lathalain at talata. Natatandaan ko ang pang-uri, pang-abay, at iba pa. Dahil alam ko na ang itinturo sa amin, kaya madali akong nakakatapos ng mga gawain sa asignaturang Filipino.)

Writing does not involve only eloquence in a language system but, also the ability to retrieve memory and resources for the composition of the texts (Kellogg, 2008). Through the activities in Campus Journalism, pupils are able to train themselves on the macro-skills of learning a language namely, reading, writing, speaking, listening, and viewing. The combination of these skills consequently helps them to write better texts for the fulfillment of their tasks in the said co-curricular activity.

1.2 Science

For Quiz Bees in Science, seventeen (17) out of nineteen (19) or eighty-nine percent (89%) of the learning outcomes in Science were identified by the participants. The high percentage means that Quiz Bees in Science also contributes a lot to the enhancement of learning

outcomes in the subject area Science. The learning outcomes identified were specific only for Quiz Bees under the cluster of Contests and Competitions and cannot be enhanced by co-curricular activities from other clusters. Table 3 shows the learning outcomes in Science that can be enhanced through pupils' participation in Quiz Bees.

Table 3
Learning Outcomes in Science that can be Enhanced through Pupils' Participation in Quiz Bees

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. describes the appearance and uses uniform and non-uniform mixtures	/				
2. enumerates techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet	/				
3. tells the benefits of separating mixtures from products in community	/				
4. explains how the organs of each organ system work together	/				
5. determines the distinguishing characteristics of vertebrates and invertebrates	/				

Note. For complete list of learning outcomes, see Appendix I.

According to Geminiano and Geminiano (2012), participation in quiz bees helps pupils gain ample knowledge and wisdom by mastering different topics taught in various subjects and develop well-rounded and plausible habits on studying. In the interview questionnaires, teachers and pupils clearly expressed that reviewing pupils in advance helps strengthen their knowledge base in different topics in Science. Take the examples below:

Quiz bees enhances pupils' learning outcomes because the topics are already reviewed by the pupils (Q5).

Joining in quiz bees helped me gain more knowledge in Science in advance and improve my grades (Q6).

On the other hand, for Youth for Environment in Schools (YES-O), only four (4) out of nineteen (19) or twenty-one percent (21%) of the learning outcomes in Science were identified by the teacher participants. The low percentage of learning outcomes that can be enhanced by Youth for Environment in Schools (YES-O) may be attributed to the nature of the other learning outcomes which are related to other fields of Science like Chemistry, Physics, Earth Science, Astronomy, and Biology. Since YES-O involves creating awareness on the state of the Philippine environment including prevailing issues and concerns (DepEd Order No. 72, Series of 2003), the learning outcomes chosen by the respondents were those related with field of Science, Ecology. Although under Officer and Membership, the learning outcomes identified for this co-curricular activity were also present in Quiz Bees for Science under the cluster of Contests and Competitions, which means that the learning outcomes identified are given more potentials for enhancement. Table 4 shows the learning outcomes in Science that can be enhanced through their pupils' participation in YES-O.

Table 4
Learning Outcomes in Science that can be Enhanced through Pupils' Participation in YES-O

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. discusses the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps				/	
2. explains the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps				/	
3. enumerates what to do before, during and after earthquake and volcanic eruptions	/			/	
4. describes the different seasons in the Philippines	/			/	

Note. For complete list of learning outcomes, see Appendix J.

In the interview conducted by the researcher, teachers and pupils positively expressed how YES-O enhanced the selected learning outcomes on the subject area Science which focuses on taking care of the environment. Take the following examples:

Part of the subject I am teaching makes them aware of the effects of pollution and the importance of recycling. Through YES-O, the pupils learn proper waste management and enrich their knowledge on matters related to the environment (Q7).

We become more knowledgeable about the ways to keep the cleanliness of our school. I learned how to segregate waste materials and we always clean the school surroundings to maintain its orderliness (Q8).

(Nagiging mas maalam kami sa pagpapanatiling malinis ng aming paaralan. Natuto akong maghiwalay ng basura ayon sa tamang kinalalagyan nito at kami rin ay naglilinis upang mapangalagaan ang kalinisan ng paaralan.)

1.3 Mathematics

For Quiz Bees in Mathematics, seventy-six (76) out of seventy-six (76) or one-hundred percent (100%) of the learning outcomes in Mathematics were identified by the participants. Although under Contests and Competitions, the learning outcomes identified for this co-curricular activity were also present in MTAP DepEd Saturday Programs for Learners under the cluster of Participation and Attendance, which means that the learning outcomes identified are given more potentials for enhancement. Table 5 shows the learning outcomes in Mathematics that can be enhanced through pupils' participation in Quiz Bees.

Table 5
Learning Outcomes in Mathematics that can be Enhanced through Pupils' Participation in Quiz Bees

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. adds, subtracts, multiplies, and divides simple fractions and mixed numbers without or with regrouping	/				/
2. solves routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools	/				/
3. creates problems (with reasonable answers) involving addition, subtraction, and/or multiplication and/or division of fractions	/				/
4. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping	/				/
5. multiplies and divides decimals and mixed decimals with factors up to 2 decimal places	/				/

Note. For complete list of learning outcomes, see Appendix K.

From this result, it can be gleamed that Quiz Bees in Mathematics contributed greatly to the enhancement of learning outcomes in the subject area Mathematics. This realization gains support from the statements made by teachers who supervise Quiz Bees in Mathematics in the interview questionnaires. Just like the Quiz Bees in Science, the reviews given to participants in Quiz Bees in Mathematics were considered to help pupils gain mastery of their lessons. Take the examples below:

Through constant review and research, pupils encounter different situations that help their minds and bodies be sharp and alert (Q9).

(Dahil sa kanilang pagrereview at pagreresearch, marami nang situation sila na naencounter at dahil dito tumatalas ang kanilang pag-iisip at nasasanay ang kanilang katawan para maging alerto.)

Quiz bees enhance pupils' skills in solving problems. The questionnaires are more difficult than the usual thus, pupils will have mastery of the lessons in Math (Q10).

The pupil participants also implied that Quiz bees help them enhance their learning outcomes in Mathematics through the development of their skills in analyzing problems.

My knowledge and skills in the subject area Mathematics were strengthened (Q11).

(Mas lumalawak pa ang aking kaalaman at mas napapaunlad ko pa ang aking kakayahan sa Mathematics.)

Aside from getting higher grades, I also gain more knowledge in Mathematics and learn how to analyze problems (Q12).

(Bukod sa pagtaas ng aking grado, lumalawak ang aking kaisipan tungkol sa Mathematics at natututo akong maganalyze ng problems.)

For MTAP Saturday Programs for Learners, sixty-one (61) out of seventy-six (76) or eighty percent (80%) of the learning outcomes in Mathematics were identified by the teacher participants. The high percentage means that MTAP Saturday Programs for Learners positively impact the enhancement of learning outcomes in the subject area Mathematics. Although under Participation and Attendance, the learning outcomes identified for this co-curricular activity were also present in Quiz Bees for Mathematics under the cluster of Contests and Competitions, which means that the learning outcomes identified are given more potentials for enhancement. Table 6 shows the learning outcomes in Mathematics that can be enhanced through pupils' participation in MTAP.

Table 6
Learning Outcomes in Mathematics that can be Enhanced through Pupils' Participation in MTAP

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. adds, subtracts, multiplies, and divides simple fractions and mixed numbers without or with regrouping	/				/
2. solves routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools	/				/
3. creates problems (with reasonable answers) involving addition, subtraction, and/or multiplication and/or division of fractions	/				/
4. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping	/				/
5. multiplies and divides decimals and mixed decimals with factors up to 2 decimal places	/				/

Note. For complete list of learning outcomes, see Appendix L.

The structured learning assistance and supplemental instruction provided by this type of co-curricular activity bring (1) enhanced interactivity through cooperative learning activities, (2) increased student engagement, (3) improved quality of student performance and retention, and (4) improved understanding and interest in the subject matter (Preszler, 2009). In the interview questionnaires, teachers further expressed these beliefs. Notice the following statement:

MTAP helps boost performance and improve understanding in subjects such as Mathematics. The pupils discovered some techniques without the pressure from other pupils. It helps them think critically or analyze problems to get the correct answer (Q13)

1.4. Araling Panlipunan

For Supreme Pupil Government, thirty-two (32) out of thirty-five (35) or ninety-one percent (91%) of the learning outcomes in *Araling Panlipunan* were identified by the teacher participants. The high percentage means that Supreme Pupil Government immensely contributes to the enhancement of learning outcomes in the subject area *Araling Panlipunan*. The learning outcomes identified were specific for Supreme Pupil Government only and cannot be enhanced by co-curricular activities from other clusters. Table 7 shows the learning outcomes in *Araling Panlipunan* that can be enhanced through pupils' participation in Supreme Pupil Government.

Table 7
Learning Outcomes in Araling Panlipunan that can be Enhanced through Pupils' Participation in Supreme Pupil Government

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo		/			
2. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan		/			
3. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol		/			
4. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa		/			
5. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino		/			

Note. For complete list of learning outcomes, see Appendix M.

Participation in student leadership activities helps develop students' leadership skills and abilities so that they may continue to become important elements of institutions. Other skills which may be enhanced in pupils by joining leadership activities are (1) communication, (2) collaboration, (3) interpersonal, (4) adaptability, (5) problem-solving, (6) networking, (7) public speaking, (8) supervisory, and (9) goal-setting (Haber, 2006). This is made true by the statements of teachers who supervise Supreme Pupil Government shown in the interview questionnaires. It was expressed that the tasks in the said co-curricular activity helped pupils to be aware of contemporary issues in the society and used their voices as members of the youth to act upon the solutions for these problems. Take the following examples:

Through the activities that members of the Supreme Pupil Government execute like gift-giving, anti-drug campaign, and youth orientation, pupils gain consciousness on different social phenomena (Q14).

(Sa pamamagitan ng mga gawaing isinasagawa ng mga miyembro ng Supreme Pupil Government gaya ng gift-giving, anti-drug campaign, at youth orientation, nagkakaroon ang mga mag-aaral ng kamalayan sa mga pangyayaring “social”.)

Participation in Supreme Pupil Government helps pupils be aware of their social responsibilities and the simple government of the school by exercising ideas from the youth (Q15).

(Nakakatulong ang Supreme Pupil Government sa paraang nagiging bukas ang kaisipan ng mga mag-aaral sa mga mga gawaing “social” at sa simpleng pamamalakad gamit ang mga ideya mula sa kabataan.)

For Scouting, nineteen (19) out of thirty-five (35) or ninety-one percent (54%) of the learning outcomes in *Araling Panlipunan* were identified by the participants. Although under Officer and Membership, one learning outcome identified for this co-curricular activity was also present in Supreme Pupil Government under the cluster of Student Leadership, which means that the learning outcome identified is given more potential for enhancement. Table 8 shows the learning outcomes in *Araling Panlipunan* that can be enhanced through pupils' participation in Scouting.

Table 8
Learning Outcomes in Araling Panlipunan that can be Enhanced through Pupils' Participation in Scouting

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. Naipaliliwanag ang kahalagahan ng lokasyon ng Pilipinas sa ekonomiya at politika ng Asya at mundo				/	
2. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo		/		/	
3. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan				/	
4. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol				/	
5. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa				/	

Note. For complete list of learning outcomes, see Appendix N.

Based on the results of the survey conducted, it is evident that teachers and pupils believe that Scouting greatly contributes to the enhancement of learning outcomes in the subject area *Araling Panlipunan*. However, in the interview conducted in order to validate the results of the survey, teachers expressed that pupils who participate in Scouting can gain other benefits beyond the enhancement of learning outcomes in the said subject area. Notice the following statements:

Through Scouting, pupils develop friendliness, self-confidence, self-esteem, independence, and awareness on their roles as citizens. It helps them facilitate learning in a way that it teaches students a practical way

of life wherein they are given chances to express their ideas freely (Q16).

Scouting helps pupils to actively participate in their performance tasks in different subject areas. Since some of them serve as scout leaders, they also lead in our group activities inside the classroom (Q17).

This is in accordance with the statement of Labay (2011) which shows that participation in Scouting teaches children duties to the country, fellows, and themselves. It also imbues children with values of trustworthiness, loyalty, helpfulness, friendliness, courteousness, kindness, obedience, cheerfulness, thriftiness, cleanliness, and reverence. The pupil participants also expressed that Scouting helps improve their skills and abilities for them to perform well in their tasks in the classroom. One of them made the following claim:

Participation in Girl Scout activities helps enrich our mind and skills to be able to meet the requirements in different subject areas (Q18).

(Tinutulungan tayo ng mga gawain sa Girl Scout upang malinang ang ating kakayahan at mapabilis ang ating pag-iisip upang makasunod tayo sa bawat tuntunin sa iba't-ibang asignatura.)

1.5 MAPEH

For Sports and Athletics, thirteen (13) out of ninety-seven (97) or thirteen percent (13%) of the learning outcomes in MAPEH were identified by the participants. The low percentage of learning outcomes chosen by the respondents that can be enhanced by Sports and Athletics may be attributed to the nature of the other learning outcomes inclined on other fields of the subject area MAPEH which are Music, Arts, and Health. The learning outcomes chosen by the respondents were those related to the field of Physical Education. The learning outcomes identified were specific for Sports and Athletics only and cannot be enhanced in co-curricular activities from other clusters. Table 9 shows the learning outcomes in MAPEH that can be enhanced by pupils through their participation in Sports and Athletics.

Table 9
Learning Outcomes in MAPEH that can be Enhanced through Pupils' Participation in Sports and Athletics

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. describes the Philippines physical activity pyramid	/				
2. explains the indicators for fitness	/				
3. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	/				
4. explains the nature/background of the games	/				
5. describes the skills involved in the games	/				

Note. For complete list of learning outcomes, see Appendix O.

Sports and regular physical activity have many benefits to the physical health of children which includes (1) improving strength and endurance, (2) helping build healthy bones and muscles, (3) helping control weight, and (4) developing motor skills (Frederick & Eccles, 2006). During the interview, teachers and pupils positively expressed how participation in Sports and Athletics enhance the selected learning outcomes on the subject area Physical Education. Notice the following statements:

Participation in Sports and Athletics helps pupils understand the importance of Sports and games, especially the benefits it brings towards having a healthy body (Q19).

(Sa pamamagitan ng pagsali sa Sports and Athletics, nauunawaan ng mga mag-aaral ang kahalagahan ng Sports at laro, lalo na ang magagandang naidudulot nito sa katawan ng tao.)

I learned how to participate in local Sports and recreational activities. I also developed different skills like flexibility of my body (Q20).

(Natuto po akong lumahok sa mga larong Pinoy at natuto rin po ako ng iba't-ibang skills tulad ng pagiging flexible ng aking katawan.)

For Drum and Lyre Band, nineteen (19) out of ninety-seven (97) or twenty percent (20%) of the learning outcomes in MAPEH were identified by the participants. The low percentage of learning outcomes chosen by the respondents that can be enhanced by Drum and Lyre may also be attributed to the nature of the other learning outcomes which are also inclined on other fields

of the subject area MAPEH which are Arts, Health, and Physical Education. The learning outcomes chosen by the respondents were those related to the field of Music. The learning outcomes identified were specific for Drum and Lyre Band only and cannot be enhanced in co-curricular activities from other clusters. Table 10 shows the learning outcomes in MAPEH that can be enhanced through pupils' participation in Drum and Lyre Band.

Table 10
Learning Outcomes in MAPEH that can be Enhanced through Pupils' Participation in Drum and Lyre Band

	Clusters of Co-Curricular Activities				
	Contests and Competitions	Student Leadership	Campus Journalism	Officer and Membership	Participation and Attendance
1. identifies the notes / rests used in a particular song	/				
2. differentiates among time signatures	/				
3. demonstrates the conducting gestures of different time signatures	/				
4. identifies through conducting the relationship of the first and last measure in an incomplete measure	/				
5. creates rhythmic patterns in different time signatures	/				

Note. For complete list of learning outcomes, see Appendix P.

In the interview questionnaires conducted by the researcher, teachers and pupils positively conveyed how participation in Drum and Lyre Band enhance the selected learning outcomes on the subject area Music. Take the example below:

Joining in the Drum and Lyre Band exposes pupils on the use of different instruments, gain knowledge in notes, and acquire creativity in dance

formations. They can apply these things that they have learned in their Music subject (Q21).

Participation in performing arts like the Drum and Lyre Band can reinforce cognitive skill development by engaging the entire body and brain in developing creative, intuitive, and critical thinking processes. Other benefits of joining also help in cultivating motivation for academic learning, ability to reflect on experiences, and learning from others to continuously adjust to change (Dumais, 2006).

Co-curricular activities seek an extension of knowledge, skill, and appreciation taught in the formal program. Based on the survey results presented earlier, it is evident that the critical role of co-curricular activities in the curriculum is recognized for pupils' learning and development (Delos Santos, 2006). Quiz Bees in Mathematics are considered by the respondents to be the co-curricular activity to have the greatest accord in the learning outcomes set by the curricula of the Department of Education while Sports and Athletics is the co-curricular activity with the least number of related learning outcomes. This finding may be for the reason that the learning outcomes not selected to be in relation with the said co-curricular activity lean towards other fields in the subject area MAPEH which are Music, Art, and Health.

Problem 2:

To what extent do co-curricular activities enhance the learning outcomes?

An increased number of learners participate in co-curricular activities when the event is related closely to what pupils are learning in the classroom (Storey, 2010). Co-curricular activities need continuous appraisal in order to establish relevance in the enhancement of official academic programs. It is important to weigh the merits of co-curricular activities and limit them if proven to be not advantageous to the pupils and school (Labay, 2011). Table 11 shows how participants assessed each co-curricular activity in terms of their extent of contribution on the enhancement of learning outcomes in different subject areas.

Table 11
Mean Scores of Teacher and Pupil Assessments on the Extent of Contribution of Co-Curricular Activities on the Enhancement of Learning Outcomes in Different Subject Areas

	<i>Teacher</i>			<i>Pupil</i>		
	$\bar{x}$	σ	<i>Interpretation</i>	$\bar{x}$	σ	<i>Interpretation</i>
Campus Journalism (English)	3.5	0.18	Very Great Extent	3.3	0.19	Great Extent
Campus Journalism (Filipino)	3.3	0.17	Great Extent	3.2	0.19	Great Extent
Quiz Bees (Science)	3.4	0.12	Great Extent	3.2	0.11	Great Extent
Youth for Environment in Schools (YES-O)	3.2	0.16	Great Extent	3.4	0.11	Great Extent
Quiz Bees (Mathematics)	3.3	0.17	Great Extent	3.3	0.2	Great Extent
MTAP	3.3	0.16	Great Extent	3.5	0.16	Very Great Extent
Supreme Pupil Government	3.0	0.21	Great Extent	2.6	0.12	Great Extent

Scouting	2.9	0.24	Great Extent	3.1	0.14	Great Extent
Sports and Athletics	3.4	0.13	Great Extent	3.2	0.18	Great Extent
Drum and Lyre Band	3.0	0.23	Great Extent	2.8	0.20	Great Extent
Scale	: Least Extent - 1.0-1.49	Little Extent - 1.5-2.49	Great Extent - 2.5-3.49	Very Great Extent - 3.5-4.00		

Campus Journalism in English was considered by teachers to contribute a very great extent in the enhancement of learning outcomes in the subject area English; while pupils considered it to contribute a great extent. The mean scores were supported by the responses of teachers and pupils in the interview questionnaire when asked whether the co-curricular activity they involve in facilitated the enhancement of learning outcomes in the subject area English. To quote the exact words of a teacher who supervises Campus Journalism in English,

The activities in News writing are integrated to the subject I am teaching.

The activities I usually give them are reading and writing exercises, research assignments, workshop on writing the different parts of the newspaper, lecture on different Journalism categories, and activities that enhance grammar and vocabulary (R1).

In the statement below, a pupil clearly expressed how Campus Journalism increases their knowledge and skills on English Communication.

By joining Journalism, students like me develop their writing ability and learn how to write better. I learn how to write the different parts of the newspaper and how to correct news articles through copy reading (R2).

On the other hand, both teachers and pupils considered Campus Journalism in Filipino to contribute a great extent in the enhancement of learning outcomes in Filipino. In the interview questionnaires, teachers and pupils supplemented these results by stating the following:

Through watching, reading, and writing news about the community, pupils learn how to construct meaningful sentences and paragraphs, as well as how to give their own opinions and judgements (R3).

(Mula sa panonood, pagbabasa, at pagsusulat ng balita na makikita nila sa pamayanan, natuto silang makabuo ng mga makabuluhang pangungusap at talata at magbigay ng sariling hinuha.)

In his study, Kellogg (2008) emphasized that writing skills of children will be developed through systematic training and instruction that coordinate multiple writing processes and representations. Since the macro-skills namely reading, writing, listening, speaking, and viewing are interrelated, the activities in Campus Journalism directly impact the learning outcomes in Language Arts subjects.

Quiz Bees in Science was considered by both teachers and pupils to contribute a great extent in the enhancement of learning outcomes in Science. However, in the interview questionnaires conducted in order to validate the results of the survey, a teacher who supervises Quiz Bees openly affirmed that the positive effects of the said co-curricular activity can be to

selected pupils only as a few pupils are selected for participation. Notice the following statement:

Pupils involved in the said contest can have more knowledge about the particular area based from their experiences but some pupils may be neglected because the teacher is just focusing on one pupil only (R4).

Similarly, Youth for Environment in Schools was considered by both teachers and pupils to contribute a great extent in the enhancement of learning outcomes in Science. DepEd Order No. 72, Series of 2003 enumerates the objectives of YES-O which are to (1) help create awareness of the state of the Philippine environment and ecology, including prevailing issues and concerns relative thereto; (2) establish specific and doable programs, projects and activities to address issues and concerns on the environment and ecology; (3) network with other government and non-government organizations, including YES-Os in other schools within the division and region, with regard to support and assistance to programs, projects and activities of the organization; (4) encourage community participation and initiative in environmental and ecological movements and actions; and (5) develop among members and the community proper environmental values, skills and attitudes. In the interview questionnaires, teachers claimed that the activities for the fulfillment of objectives in YES-O instill in pupils how to love and take care of the environment. Notice the statements below:

The values of cleanliness, orderliness, and recycling are integrated in our lessons. Through YES-O, pupils learned the importance of plants in

their daily lives, how garbage destroyed the Earth, and how garbage segregation can help them earn money (R5).

The activities in YES-O like clean-up drives, tree planting, solid waste management, research, symposia, and film showing serve as an awareness campaign to address specific environmental issues (R6).

Quiz Bees in Mathematics were considered by both teachers and pupils to contribute a great extent in the enhancement of learning outcomes in Mathematics. The results of the survey were strengthened by the responses of teachers in the interview questionnaire conducted showing that the exercises during the review of Quiz Bees help in teaching pupils different techniques in solving Math problems. Notice the statement below by a teacher supervising Quiz Bees.

The activities given during the review enhances pupils' skills in analyzing different situations in Mathematics and applying formulas in various word problems (R7).

(Sa mga exercises na ibininigay sa review, nahahasa at nasasanay pa ang mga bata sa pag-analyze ng mga situations sa Math, pati na rin ang application ng formulas sa iba't-ibang word problems.)

In the statements below, pupils also mentioned how Quiz Bees helped improve their performance in the subject area Mathematics.

I learned numerous techniques on analyzing and solving problems, as well as understanding the problems carefully before answering them (R8).

(Natutunan ko ang iba't-ibang technique kung paano maganalyze at magsolve ng problem, pati na rin ang pag-intindi ng mabuti sa mga tanong bago ito sagutan.)

During our reviews, I am able to answer the questions related to what we learn in our Mathematics subject (R9).

(Sa aming pagrereview, nagsasagot ako ng mga tanong na kaugnay ng aming pinag-aaralan sa Matematika.)

On the other hand, teachers considered MTAP Saturday Programs for Learners to contribute a great extent in the enhancement of learning outcomes in the subject area Mathematics; while pupils considered it to contribute a very great extent. The activities in this workshop (1) provide the learners with the opportunity to explore Mathematics without the threat of tests, and (2) review the materials covered last school year to enable them to do well in Mathematics in the present school year (DepEd Advisory No. 175, Series of 2016). The high results of the survey were reinforced by the responses in the interview questionnaires showing precise statements about how the said co-curricular activity help enhance the learning outcomes in the subject area Mathematics. Take the example below:

In MTAP, pupils are given advanced discussion of all the lessons from first to fourth quarter in Grade 6 which they can apply in their Mathematics subject (R10).

(Sa MTAP, nagkakaroon ng advance na discussion ng lahat ng lessons ng Grade 6 mula First Grading hanggang Fourth Grading Period na pwede nilang iapply sa kanilang Math subject.)

According to one teacher, MTAP provides an advanced discussion of all the lessons in the subject area from first to fourth quarter which the pupils can apply in the classroom. Meanwhile, a pupil stated that the skills he learned in MTAP helps him apply Mathematics in real life.

MTAP helps me utilize Mathematics in real life like the application of skills in counting money. Aside from this, it also helps me learn the value of money (R11).

(Ang MTAP ay nakakatulong sa paggamit ng Math sa totoong buhay, katulad ng pagbibilang ng pera. Bukod sa kung paano ang pagbibilang, tinutulungan rin ako nito malaman ang halaga ng pera.)

Supreme Pupil Government (SPG) was considered by both teachers and pupils to contribute a great extent in the enhancement of learning outcomes in *Araling Panlipunan*. Aside from this, teachers pointed out in the interview that SPG helps pupils train to become worthy

members of the society who will contribute meaningfully to the country. Notice the statement below:

SPG officers and members assist in school programs and activities like feeding programs, clean-up drives, hazard mapping, reading tutorials, posting of signage and hotlines, and Teachers' Day. Being involved in these activities can help them be productive in their lives like being a good leader. Thus, in a simple way, SPG contributes towards nation-building (R12).

According to Haber (2006), pupils who join in leadership activities are found to have emotional autonomy, interdependence, practical competence, increased school involvement, mature lifestyle plans, tolerance, and mature relationship with peers. Those who acquire leadership roles also appear to provide the opportunity to sustain and further develop developmental skills.

Likewise, Scouting was considered by both teachers and pupils to contribute a great extent in the enhancement of learning outcomes in *Araling Panlipunan*. Membership in scouting provides worthwhile activities that enhance, support, and develop boys and girls into well-rounded individuals with exemplary character and productive skills who will turn into responsible and responsive citizens of the country (DepEd Order No. 64, Series of 2003). Based on the responses in the interview questionnaires, it can be inferred that teachers and pupils believe that Scouting also gives numerous benefits beyond the enhancement of learning

outcomes in the subject area *Araling Panlipunan*. Notice the following statement below made by a teacher who supervises Scouting:

Scouting in school helps instill in the minds and hearts of Filipino youth a sense of pride and belongingness, foster camaraderie among members as brothers and sisters, and train pupils to become agents of change in their communities (R13).

The pupil participants also deem this co-curricular activity to be of great importance in the development of their overall well-being. One of them claimed that:

Aside from boosting my knowledge, participation in Scouting also brings me enjoyment. At the same time, it helps foster our character and personalities as pupils (R14).

(Bukod sa nadadagdagan ang aking kaalaman ay mayroon pa akong naiuuwing kasiyahan. Ang Scouting ay nakakatulong para mapabuti ang aming pagkatao bilang estudyante.)

Both teachers and pupils considered Sports and Athletics to contribute a great extent in the enhancement of learning outcomes in MAPEH. In the interview questionnaire, one pupil directly stated that the activities given during his participation in Sports and Athletics like drills and warm-up exercises are connected to the subject area MAPEH. Notice the statement below:

The drills and warm-up exercises like jogging and jumping are connected with the subject area MAPEH. It helps me to gain flexibility, balance, and skills in playing Sports and games (R15).

(Ang drills at warm-up exercises gaya ng jogging at jumping ay konektado sa MAPEH. Tumutulong ang mga ito para ako ay magkaroon ng flexibility, balance, at skills sa paglalaro.)

In the study of Frederick and Eccles (2006), it was explained that sports and regular physical activity have many benefits to the physical health of children which include (1) improving strength and endurance, (2) helping build healthy bones and muscles, (3) helping control weight, and (4) developing motor skills.

The respondents also considered the Drum and Lyre Band to contribute a great extent in the enhancement of learning outcomes in MAPEH. Participation in the Drum and Lyre Band can bring forth the development of behavior skills which help in cultivating motivation for academic learning, ability to reflect on experiences, and learning from others to continuously adjust to change (Dumais, 2006). In the interview questionnaires, the teachers and pupils shed light on how participation in the Drum and Lyre Band can enhance learning outcomes in the subject area MAPEH. Take the example below:

Through the practices, pupils learn about musical scores, note reading, and playing instruments. They can apply these theories in their Music subject (R16).

On the side of teachers supervising co-curricular activities, Campus Journalism in English has the greatest contribution on the enhancement of learning outcomes as it was given the highest mean score. For the pupils participating in co-curricular activities, MTAP Saturday Programs for Learners was considered to have the greatest contribution on the enhancement of learning outcomes as it was also given the highest mean score. In the interview questionnaires, the teachers and pupils also bluntly stated how Campus Journalism in English and MTAP Saturday Programs for Learners enhance the learning outcomes in the subject areas linked to them through the tasks given in the said co-curricular activities.

On the other hand, the survey results show that Scouting was given the lowest Mean Score by teachers supervising co-curricular activities, and Supreme Pupil Government was given the lowest Mean Score by pupils participating in co-curricular activities. Both activities were still considered to have a great extent in the enhancement of learning outcomes in the subject areas linked to each; however, based on the responses in the interview questionnaires, it can be grasped that the teachers and pupils considered the said co-curricular activities to have benefits leaning more on the development of personal and social aspects of pupils than on the enhancement of learning outcomes in specific subject areas.

The results of the second survey show that the respondents consider all the co-curricular activities included in this study to have either a very great extent or great extent on the enhancement of learning outcomes in different subject areas. There was no co-curricular activity assessed by the respondents to have either little or least extent on the enhancement of learning

outcomes in different subject areas. However, in some statements made by teachers in the interview questionnaires, it can be seen the co-curricular activities may serve as a subversion of academic goals rather than contribute to the enhancement of learning outcomes in different subject areas.

Co-curricular activities consume a large amount of time which causes teachers to have difficulties in performing regular teaching functions in class (R17).

(Kapag may co-curricular activities, kung minsan nakakaubos ng oras at di ka na nakakapagturo ng mabuti sa klase.)

I think they need to further study on how they will balance academics and co-curricular activities without affecting different learning areas (R18).

Teachers revealed that some of the usual problems encountered in the implementation of co-curricular activities were the neglect of classroom work caused by co-curricular activities and the heavy workload of teachers side by side with co-curricular activities. This dilemma may be rooted from the lack of balance between the curricular and co-curricular tasks assigned to teachers and the poor scheduling of activities. This realization gains more support from the statement made by a pupil suggesting that schedules of practices should not affect regular class hours.

Sufficient time must be given for practices and it should not disturb regular class hours (R19).

(Dapat maghanap ng panahon para sa pagpa-practice at humanap ng araw na hindi makakasagabal sa oras ng klase.)

For each subject area covered in this study namely Language Arts, Science, Mathematics, Araling Panlipunan, and MAPEH, there is an entwined co-curricular activity that can contribute to the enhancement of their learning outcomes set forth by the Department of Education. However, in the subject area MAPEH, only the fields of Music and Physical Education have concrete co-curricular activities implemented in schools. There are no specific co-curricular activities for Arts and Health. Nevertheless, in the following statement made by a pupil participating in Campus Journalism in Filipino, it can be seen that Arts is integrated in the tasks related to the said co-curricular activity.

I draw for our school newspaper. This activity is related to Arts in our MAPEH subject. Because of this, my skills in drawing illustrations with accompanying meaning and symbols are enhanced (R20).

(Nagddrawing ako para sa aming dyaryo. Related dito ang Art namin sa MAPEH. Mas lalo akong gumaling magdrawing ng may kahulugan at yung may maayos na symbol po.)

In this next statement made by a teacher who supervises Scouting, the integration of Health, as well as Music and Arts can be seen:

The activities I provide to the scouts during camping are making of cheers and yells, outdoor games, cooking, letter writing, drawing and painting, physical fitness, marching drills, tree planting, clean-up drives, leadership training, and lectures on health concerns (R21).

Although under Language Arts, Campus Journalism can be integrated in the subject area *Araling Panlipunan*. Notice the following statement made by a teacher who supervises Campus Journalism in Filipino.

Campus Journalism greatly contributes to the awakening of the minds of pupils with the events in the country, community, and school, whether good or bad (R22).

(Malaki ang naitutulong ng pagkakaroon ng Campus Journalism dahil nagiging bukas ang kaisipan ng mga mag-aaral sa lahat ng mga nangyayari sa bansa, pamayanan, at paaralan, maging mabuti man o masama.)

A teacher and pupil who are both involved in Supreme Pupil Government also inferred that the said co-curricular activity can be integrated in the subject area Science through the following statements below:

Through their participation in Supreme Pupil Government, pupils give importance to maintaining cleanliness not only for themselves, but also for the people around them (R23).

(Sa pamamagitan Supreme Pupil Government, napapaunlad ng mga mag-aaral ang kanilang kaalaman pagdating sa kahalagahan ng kalinisan hindi lamang sa kanilang sarili kundi maging sa taong nakapaligid sa kanila.)

Because of my participation in SPG, I learned the value of cleanliness to each member of the community, so that we can avoid threat and dangers to our health. (R24).

(Dahil sa pagsali ko sa SPG, nalalaman ko na ang kalinisan ay mahalaga sa bawat mamamayan upang makaiwas sa anumang karamdaman.)

Through participation in co-curricular activities, pupils also develop and/or use different kinds of intelligences as proposed by Gardner (2006). These intelligences have their own distinct features that may manifest in pupils' participation in different co-curricular activities. Different intelligences may mix within a student to yield meaningful scholastic achievement or other accomplishments. One type of intelligence in an individual can interfere with others, compensate with others, or enhance others. Recognizing multiple intelligences help children develop a combination of talents and abilities as well as encourage them to look inward and discover themselves.

Problem 3:

How do teachers and pupils assess the co-curricular activities in terms of

- | | |
|-----------------------------|--|
| a. attainment of objectives | c. opportunities for personal and social development |
| b. advisers' supervision | d. conduct of activities |

The key to responding to the diverse needs of learners is to understand what those needs include, design creative and flexible programs that assess these needs, and finally, assess the effectiveness of the programs. Co-curricular activities must be assessed under established best practices (Dungy & Keeling, 2006, as cited in Busby, 2015). Participants must describe their experiences, satisfaction gained, and pressures felt in participation. The results may show the deficiency that educators provide and may be basis for planning future activities.

3.1. Attainment of Objectives

Each co-curricular activity has its own set of objectives that are unique. Some of these objectives focus on (1) developing responsibility, (2) working harmoniously with others, (3) using leisure time constructively, (4) attaining competence, (5) developing leadership and fellowship traits, (6) developing acceptable academic habits, (7) maintaining and furthering good physical and mental health, (8) understanding and practicing commonly accepted social customs, and (9) developing worthy personality traits (Delos Santos, 2006). Table 12 shows the comparison of each co-curricular activity in terms of its extent in *Attainment of Objectives*.

Table 12
Mean Scores of Teacher and Pupil Assessments on Co-Curricular Activities in Terms of Extent in Attainment of Objectives

			Campus Journalism (English)	Campus Journalism (Filipino)	Quiz Bees (Science)	YES-O	Quiz Bees (Mathematics)	MTAP	Supreme Pupil Government	Scouting	Sports and Athletics	Drum and Lyre Band
Teacher	Numerical Rating	$\bar{x}$	3.4	3.3	3.5	3.5	3.6	3.6	3.4	3.4	3.1	3.3
		σ	0.04	0.1	0.13	0.11	0.14	0.08	0.09	0.13	0.13	0.12
	Descriptive Rating		A	A	SA	SA	SA	SA	A	A	A	A
	Interpretation		GE	GE	VGE	VGE	VGE	VGE	GE	GE	GE	GE
Pupil	Numerical Rating	$\bar{x}$	3.6	3.2	3.5	3.5	3.5	3.5	3.7	3.5	3.6	3.2
		σ	0	0.07	0.04	0	0.11	0.11	0.11	0.11	0.1	0.05
	Descriptive Rating		SA	A	SA	SA	SA	SA	SA	SA	SA	A
	Interpretation		VGE	GE	VGE	VGE	VGE	VGE	VGE	VGE	VGE	GE
Scale	:	Strongly Disagree – 1.0-1.49		Disagree – 1.5-2.49		Agree – 2.5-3.49		Strongly Agree – 3.5-4.00				
Legend	:	SA – Strongly Agree		A – Agree		D – Disagree		DA – Disagree				
		VGE – Very Great Extent		GE – Great Extent		LIE – Little Extent		LEE – Least Extent				

The co-curricular activities included in this study follow distinctive objectives established by DepEd Central, Regional, or Division offices. Each set of objectives characterizes exclusivity based on the activity's nature, goals, and outcomes. Based on the results of the survey, teachers considered Quiz Bees in Science, YES-O, Quiz Bees in Mathematics, and MTAP Saturday Programs for Learners as having attained their objectives to a very great extent; while they considered Campus Journalism in English and Filipino, Supreme Pupil Government, Scouting, Sports and Athletics, and Drum and Lyre band as having attained their objectives to a great extent. On the other hand, pupils considered Campus Journalism in English, Quiz Bees in Science and Mathematics, YES-O, MTAP, Supreme Pupil Government, Scouting, and Sports and Athletics as having attained their objectives to a very great extent; while they considered Campus Journalism in Filipino and Drum and Lyre Band as having attained their objectives to a great extent.

Co-curricular activities must be assessed on how effective their objectives are met. Objectives will help advisers accomplish the goals in the implementation of the co-curricular activity. In the interview questionnaires conducted to validate the results of the survey, the claim that the different co-curricular activities included in this study attained their objectives to a very great extent is intensified. Notice the statements below:

The activities in News writing are integrated to the subject I am teaching.

The activities I usually give them are reading and writing exercises, research assignments, workshop on writing the different parts of the newspaper, lecture on different Journalism categories, and activities that enhance grammar and vocabulary (S1).

Through YES-O, my pupils learned how to be responsible in caring for the environment and to be aware with the changes happening in the surroundings. Through the combined efforts of teachers, pupils, and parents in the tree-planting, more plants were acquired for the school (S2).

As it can be seen, teachers and pupils explained that the objectives of each co-curricular activity are met through the various tasks and assignments given (See Appendix S3-7 for other comments).

3.2. *Advisers' Supervision*

The association with the right adults through participation in co-curricular activities is more likely to bring positive effects for children's growth and development. Non-parental adult influences which include teachers, coaches, and mentors have equal hands in motivating pupils to enjoy and participate in co-curricular activities (Kaufman, 2006). It was found out that interaction with teachers outside of the classroom was consistently associated with positive outcomes in many areas such as application skills, cognitive complexity, and comprehension skills (Haber, 2006). Through interaction with adults, co-curricular activities provide students with role models that supply them with supportive relationships and constructive feedback (Wilson, 2009). For adviser's supervision, the participants assessed the effectiveness of supervision of the advisers and management of the school.

3.2.1. *Supervision of Advisers*

The advisers of co-curricular activities are teachers assigned to supervise the activities. Supervision includes planning the tasks for the implementation of the activity, training the pupils with regards to the demands of the activity, and ensuring that pupils achieve growth in the academic, personal, and social aspects. Table 13 shows the assessment of teachers and pupils on the effectiveness of the *Supervision of Advisers* in different co-curricular activities.

Table 13
Mean Scores of Teacher and Pupil Assessments on the Effectiveness of Supervision of Advisers in Co-Curricular Activities

		Campus Journalism (English)	Campus Journalism (Filipino)	Quiz Bees (Science)	YES-O	Quiz Bees (Mathematics)	MTAP	Supreme Pupil Government	Scouting	Sports and Athletics	Drum and Lyre Band	
Teacher	Numerical Rating	$\bar{x}$	3.4	3.6	3.5	3.5	3.8	3.5	3.4	3.5	3.2	3.3
		σ	0.13	0.10	0.09	0.10	0.18	1.14	0.22	0.26	0.21	0.21
	Descriptive Rating	A	SA	SA	SA	SA	SA	A	SA	A	A	
	Interpretation	WS	VWS	VWS	VWS	VWS	VWS	WS	VWS	WS	WS	
Pupil	Numerical Rating	$\bar{x}$	3.6	3.4	3.5	3.5	3.5	3.5	3.7	3.5	3.3	3.3
		σ	0.18	0.12	0.13	0.11	0.15	0.14	0.14	0.27	0.7	0.11
	Descriptive Rating	SA	A	SA	SA	SA	SA	SA	SA	A	A	
	Interpretation	VWS	WS	VWS	VWS	VWS	VWS	VWS	VWS	WS	WS	
Scale	:	Strongly Disagree – 1.0-1.49		Disagree – 1.5-2.49		Agree – 2.5-3.49		Strongly Agree – 3.5-4.00				
Legend	:	SA – Strongly Agree		A – Agree		D – Disagree		DA – Disagree				
		VWS – Very Well-Supervised		WS – Well-Supervised		SS – Somewhat Supervised		PS – Poorly Supervised				

Advisers of co-curricular activities must possess the ample qualities, knowledge, and skills for supervising the activities assigned to them. They directly affect the learning experiences of the pupils based on the way of interaction and communication they exhibit during their supervision. Based on the results of the survey conducted, teachers consider Campus Journalism in Filipino, Quiz Bees in Science and Mathematics, YES-O, MTAP Saturday Programs for Learners, and Scouting to be very well-supervised by the advisers; while they consider Campus Journalism in English, Supreme Pupil Government, Sports and Athletics, and Drum and Lyre Band to be well-supervised by the advisers. On the other hand, pupils consider Campus Journalism in English, Quiz Bees in Science and Mathematics, YES-O, MTAP, Supreme Pupil Government, Scouting, and Sports and Athletics to be very well-supervised by

the advisers; while consider Campus Journalism in Filipino and Drum and Lyre Band to be well-supervised by the advisers.

The role of the advisers in co-curricular activities is indispensable as they are responsible for tying the art and science of learning to ensure that the unique needs, learning style, interests, and abilities of every child is understood. The mean scores were supported by the responses in the interview questionnaires conducted. Notice the following statements of teachers:

I share my knowledge, expertise, time, effort, and dedication.

Implementing two hours of review session every afternoon which includes lecture and workshop helps pupils learn the basic facts of Journalism (S8).

When I coach quiz bees, I provide activities like training about the lessons and competencies, focused group discussions, and peer review every afternoon using materials like handouts, leaflets, reference textbooks, and questionnaires. I also make sure to give encouragement and support to the learners before, during, and even after the contests (S9).

In their statements, teachers enumerated their significant contributions in supervising the co-curricular activities assigned to them (See Appendix S10-15 for other comments). Pupil-participants also expressed their satisfaction in the implementation of co-curricular activities in

which they are involved due to the exemplary supervision of their advisers. Through the constant trainings and practices, pupils felt the guidance of their advisers in the co-curricular activities they are involved in. Take the example below:

We are trained and guided by our adviser in the co-curricular activity that we participate in. We practice in the afternoon of each day and because of this, my knowledge is expanded, which I can also use in different subject areas (S16).

(Nahahasa po kami at ginagabayan ng aming mga guro sa pagsasagawa ng co-curricular activities. Lagi po kaming nagsasanay, araw-araw, sa hapon at dahil dito, dumadami ang aking kaalaman na nagagamit ko rin sa aking mga asignatura.)

However, given the evidences shown in the survey and interview questionnaires signifying the effectiveness of advisers in supervising co-curricular activities, both teachers and pupils still suggested ways for the betterment of the implementation of co-curricular activities through the adviser's supervision. Take the examples below:

It is important to have wise utilization of time and proper coordination between the teacher and the pupil (S17).

(Mahalagang magkaroon ng tamang pagbabadyet sa oras at maayos na ugnayan ng teacher at bata.)

To guarantee continuity, advisers should make sure that parents follow-up the training of the pupils at home (S18).

Other suggestions focus on providing training to pupils in the lower elementary grade levels and having longer periods of practices (See Appendix S19-20 for other comments).

3.2.1. *Management of the School*

Schools need to establish a better system of the implementation of co-curricular activities so that all children are equally given the chance to develop holistically (Lazaro & Anney, 2016). Successful implementation of co-curricular activities entails an effective management of the school head in which the process of planning, organizing, directing, and decision making are all utilized. Aside from the advisers, the management of the school also greatly affects the learning experiences of the pupils through its support on different co-curricular activities that would foster their growth and development. Table 14 shows the assessment of teachers and pupils on the effectiveness of the *Management of the School* of different co-curricular activities.

Table 14
Mean Scores of Teacher and Pupil Assessments on the Effectiveness of the Management of Co-Curricular Activities

			Campus Journalism (English)	Campus Journalism (Filipino)	Quiz Bees (Science)	YES-O	Quiz Bees (Mathematics)	MTAP	Supreme Pupil Government	Scouting	Sports and Athletics	Drum and Lyre Band
Teacher	Numerical Rating	$\bar{x}$	3.2	3.1	3.3	3.3	3.4	3.4	3.2	3.3	3.0	3.1

Pupil		σ	0.15	0.09	0.10	0.06	0.17	0.10	0.10	0.14	0.10	0.17
	Descriptive Rating		A	A	A	A	A	A	A	A	A	A
	Interpretation		WM	WM	WM	WM	WM	WM	WM	WM	WM	WM
	Numerical Rating	$\bar{x}$	3.6	3.4	3.4	3.5	3.4	3.4	3.4	3.3	3.2	3.2
		σ	0.12	0.10	0.08	0.07	0.13	0.10	0.08	0.10	0.05	0.10
	Descriptive Rating		SA	A	A	SA	A	A	A	A	A	A
Interpretation			VWM	WM	WM	VWM	WM	WM	WM	WM	WM	WM
Scale	:	Strongly Disagree – 1.0-1.49		Disagree – 1.5-2.49		Agree – 2.5-3.49		Strongly Agree – 3.5-4.00				
Legend	:	SA – Strongly Agree		A – Agree		D – Disagree		DA – Disagree				
		VWM – Very Well-Managed		WM – Well-Managed		SM – Somewhat Managed		PM – Poorly Managed				

According to Wilson (2009), schools must have a comprehensive, inclusive, and developmental program for co-curricular activities that would include guidance, individual planning, responsive services, and system support for the pupils. Structured co-curricular activities help schools to build resiliency, support pro-social behavior, offer opportunities for engagement with school and related activities, and provide constructive academic performance and growth. Based on the results of the survey conducted, teachers considered all the co-curricular activities included in this study to be very well-managed by the school. On the other hand, pupils considered Campus Journalism in English and YES-O to be very well-managed by the school; while considered Campus Journalism in Filipino, Quiz Bees in Science and Mathematics, MTAP Saturday Programs for Learners, Supreme Pupil Government, Scouting, Sports and Athletics, and Drum and Lyre band to be well-managed by the school. The survey results were solidified by the responses in the interview questionnaires. Take the examples below:

Pupils, parents, other teachers, and principal are cooperative. The school provides assistance to the pupil participants and make sure they will be very capable during the contest (S21).

I am glad and satisfied because MTAP in our school is implemented well. Our school head gives us time to review and 100% support (S22).

Other responses signified the cooperation of teachers, school head, parents, and the local government officials in the successful implementation of co-curricular activities in their school (See Appendix S23-24 for other comments). According to Strauss (2013), a student-centered learning climate will be promoted with the presence of strong-parent-community-school ties which closely integrates the network of people that focus on children's needs.

In the interview questionnaires, suggestions were also made to improve the implementation of co-curricular activities through the management of the school. Proper scheduling and distribution of activities among pupils were stressed. Notice the following statement:

Co-curricular activities should be held in different months of the year. It should not all be congested in the month of September so that pupils would not be exhausted. Also, few pupils are selected for participation. Pupils who join in a particular co-curricular activity should not join in other co-curricular activities anymore (S25).

(Co-curricular activities should be held in different months of the year.

Huwag naman po lahat September. Naiistress ang mga bata. Iilan lamang rin ang nakakasali rito. Pupils who join in a particular co-

curricular activity should not join in other co-curricular activities anymore.)

According to Delos Santos (2006), factors that could discourage pupils' participation on co-curricular activities are clashes between activities and class schedules and too much time consumed by the activities. Participation in co-curricular activities may bring negative outcomes as too much participation in activities may cause less focus on academics and less time for social life. Some pupils might even think of them as tiring, irritating, stressful as their overscheduling might consume much of their free time and relaxation (Fredricks & Eccles, 2006; Wilson, 2009).

The call for more support in trainings, materials, resources, equipment, facilities, and funds was also recurrent in the responses. Take the example below:

It will be more satisfying if journalists have their own cameras or laptops so that they will be trained rigorously. Personal exploration or hands-on activities using gadgets will always be an advantage. Therefore, to become the best journalists, exposure to high-end technology will always be a factor (S26).

The lack of funds, facilities, and equipment needed for the activities was found out in some studies to be a major problem for the successful implementation of co-curricular activities (See Appendix S27-28 for other comments). Some teachers and pupils also believed that more cooperation and collaboration among all the members of the school community will greatly

affect the effective implementation of co-curricular activities in school. Notice the following statements lifted from the responses of the teachers in the interview questionnaires.

The implementation of co-curricular activities is not a job of a single person only. Assistance should be solicited from the other teachers, guidance counselor, and school head to ensure its effective implementation. Cooperation would also result in victory in contests and competitions (S29).

(Sa paggawa ng co-curricular activities, dapat hindi lamang ikaw ang gagawa o mag-iisip. Dapat din humingi ng tulong sa iyong mga kaguro, guidance counselor, at iyong punungguro upang maging maganda ang isasagawa at manalo sa mga kumpetisyon)

Other tasks should be delegated to capable teachers to lessen work load and be more focused to the assigned task. Teaching load of teachers who handle co-curricular activities should also be lessened (S30).

The responses above show the cry of teachers to lighten their heavy loads of tasks due to the supervision of co-curricular activities. Pupils also voiced out their suggestions to have more collaboration between the members of the educational community for the successful implementation of co-curricular activities (See Appendix S31-33 for other comments). More profound measures to boost the implementation of different co-curricular activities were also suggested. Notice the statements below:

There should be an early encouragement/promotion of MTAP Saturday Programs for learners as early as the start of classes (S34).

Plan of action must be considered and implemented to the fullest to ensure that all activities are done well (S35).

Other suggestions focused on the inclusion of activities in the formal curriculum and encouraging all pupils to join in co-curricular activities (*See Appendix S36-38 for comments*).

3.3. Opportunities for Personal and Social Development

Co-curricular activities promote holistic development by targeting not only the expansion of knowledge learned from formal instruction but also the growth of interpersonal and intrapersonal skills of pupils. Studies have found that there is a positive relationship between participation on co-curricular activities and self-esteem. Pupils who participate in co-curricular activities have higher tendencies of developing purpose, leadership, and conflict resolution skills. Participation also helps in cultivating positive and supportive relationships, respecting diversity, playing by the rules, and contributing valued work as member of the team (Wilson, 2009). In addition, it improves their social competence by allowing socialization and friendships, self-commitment, and obligation. Table 15 shows the assessment of teachers and pupils on the extent of *Opportunities for Personal and Social Development* that co-curricular activities provide to pupils.

Table 15
Mean Scores of Teacher and Pupil Assessments on the Extent of Opportunities for
Personal and Social Development that Co-Curricular Activities Provide

			Campus Journalism (English)	Campus Journalism (Filipino)	Quiz Bees (Science)	YES-O	Quiz Bees (Mathematics)	MTAP	Supreme Pupil Government	Scouting	Sports and Athletics	Drum and Lyre Band
Teacher	Numerical Rating	$\bar{x}$	3.6	3.5	3.6	3.5	3.7	3.4	3.5	3.6	3.6	3.4
		σ	0.08	0.07	0.09	0.10	0.14	0.15	0.10	0.14	0.08	0.10
	Descriptive Rating		SA	SA	SA	SA	SA	A	SA	SA	SA	A
	Interpretation		VGE	VGE	VGE	VGE	VGE	GE	VGE	VGE	VGE	GE
Pupil	Numerical Rating	$\bar{x}$	3.8	3.4	3.4	3.5	3.6	3.5	3.7	3.6	3.3	3.3
		σ	0.12	0.11	0.14	0.10	0.13	0.11	0.13	0.10	0.07	0.06
	Descriptive Rating		SA	A	A	SA	SA	SA	SA	SA	A	A
	Interpretation		VGE	GE	GE	VGE	VGE	VGE	VGE	VGE	GE	GE
Scale	:	Strongly Disagree – 1.0-1.49		Disagree – 1.5-2.49		Agree – 2.5-3.49		Strongly Agree – 3.5-4.00				
Legend	:	SA – Strongly Agree		A – Agree		D – Disagree		DA – Disagree				
		VGE – Very Great Extent		GE – Great Extent		LIE – Little Extent		LEE – Least Extent				

Based on the results of the survey conducted, teachers considered Campus Journalism in English and Filipino, Quiz Bees in Science and Mathematics, YES-O, Supreme Pupil Government, Scouting, and Sports and Athletics to provide a very great extent of opportunities for personal and social development; while considered MTAP Saturday Programs for Learners and Drum and Lyre Band to provide a great extent of opportunities for personal and social development. On the other hand, pupils considered Campus Journalism in English, YES-O, Quiz Bees in Mathematics, MTAP Saturday Programs for Learners, Supreme Pupil Government, and Scouting Athletics to provide a very great extent of opportunities for personal and social development; while they considered Campus Journalism in Filipino, Quiz Bees in Science, Sports and Athletics, and Drum and Lyre Band to provide a great extent of opportunities for personal and social development.

The results emit awareness that co-curricular activities aid the development of pupils beyond the acquisition of different learning outcomes in the curriculum. This is made true by the testimonies of teachers revealing that pupils are empowered personally and socially through participation in different co-curricular activities. Take the example below:

Pupils learn to manage their time, be more responsible, competent, and disciplined. Winning in quiz bees also helps pupils develop self-esteem (S39).

According to teachers, participation also allows pupils to increase their self-esteem, boost their confidence, bring out their potentials, and explore their interests. Moreover, participation helps pupils develop self-regulation which means becoming aware of the strengths they need to maintain and weaknesses that need improvement (See Appendix S40-41 for other comments). The statements of teachers were further authenticated by the remarks of pupils in the interview questionnaires showing their satisfaction in their participation in co-curricular activities because of the opportunities it gives to interact with other pupils and meet new friends. Take the example below:

Through participation in co-curricular activities, we learn how to interact with other pupils. Aside from the opportunity to show our talents and give honor to the school, I also get the chance to meet other children and form new friendships (S42).

(Dahil dito ay natututo po kaming makihalubilo sa ibang mga estudyante at nabibigyang pagkakataon kami na ipamalas ang aming kakayahan. Hindi lang ako nakakatulong sa paaralan, marami pa akong nakilala at nakakabuo din kami ng masayang pagkakaibigan.)

In the interview questionnaires, pupils also expressed that participation in co-curricular activities pushes them to strive to improve their performance and stay determined despite winning or losing in the competitions (*See Appendix S43-46 for other comments*).

Along with the opportunities offered for pupils' personal and social development, co-curricular activities may also bring forth the growth of teachers in their personal and professional aspects. In the interview questionnaires, teachers described how co-curricular activities helped them improve their teaching skills. Notice the following statement:

The learning is always there. Take your mistakes as a challenge and don't do it again. It does not matter if you win as long as you enjoyed and took the challenge. Give your best in every task to gain success. It is also important not to lose faith in God (S47).

As a trainer, you need to be more knowledgeable beyond the competencies you are teaching. I improved my teaching skills and realized to continue for the betterment of my pupils (S48).

Some also stated that they feel honored to share their knowledge and talents to the pupils through the supervision of the co-curricular activities assigned to them. Furthermore, supervising co-curricular activities motivated them to continuously grow in the personal and professional aspects of themselves (*See Appendix S49-52 for comments*). Quattlebaum (2012) discussed that teachers should continuously seek professional advancement by engaging in opportunities that furnish their knowledge and skills in quality teaching, collaboration, and student learning environments. He added that teaching experiences inside and outside the classroom already help in professional growth as it allows examination of one's teaching ability.

3.4. Conduct of Activities

In addition to the enhancement of learning outcomes, advisers' supervision, and provision of opportunities for personal and social development, another factor that could be assessed to determine the effectiveness of the implementation of co-curricular activities is the conduct of its activities. On Table 16, the assessment of teachers and pupils on the effectiveness of the *Conduct of Activities* is shown.

Table 16
Mean Scores of Teacher and Pupil Assessments on Co-Curricular Activities in terms of its Effectiveness in the Conduct of Activities

Teacher		Numerical Rating		$\bar{x}$		Campus Journalism (English)	Campus Journalism (Filipino)	Quiz Bees (Science)	YES-O	Quiz Bees (Mathematics)	MTAP	Supreme Pupil Government	Scouting	Sports and Athletics	Drum and Lyre Band
						3.5	3.4	3.3	3.9	3.6	3.6	3.5	3.4	3.5	3.3

Pupil		σ	0.12	0.09	0.05	0.13	0.14	0.08	0.12	0.14	0.10	0.12
	Descriptive Rating		SA	A	A	SA	SA	SA	SA	A	SA	A
	Interpretation		VWO	WO	WO	VWO	VWO	VWO	VWO	WO	VWO	WO
	Numerical Rating	$\bar{x}$	3.7	3.4	3.6	3.4	3.7	3.6	3.8	3.5	3.2	3.3
		σ	0.12	0.08	0.10	0.12	0.13	0.07	0.05	0.06	0.05	0.05
	Descriptive Rating		SA	A	SA	A	SA	SA	SA	SA	A	A
Interpretation			VWO	WO	VWO	WO	VWO	VWO	VWO	VWO	WO	WO
Scale	:	Strongly Disagree – 1.0-1.49			Disagree – 1.5-2.49			Agree – 2.5-3.49			Strongly Agree – 3.5-4.00	
Legend	:	SA – Strongly Agree			A – Agree			D – Disagree			DA – Disagree	
		VWO – Very Well-Organized			WO – Well-Organized			SO – Somewhat Organized			PO – Poorly Organized	

Based on the results of the survey conducted, teachers considered Campus Journalism in English, YES-O, Quiz Bees in Mathematics, MTAP Saturday Programs for Learners, Supreme Pupil Government, and Sports and Athletics to have very well-organized conduct of activities; while they considered Campus Journalism in Filipino, Quiz Bees in Science, Scouting, and Drum and Lyre Band to have well-organized conduct of activities. On the other hand, pupils considered Campus Journalism in English, Quiz Bees in Mathematics, MTAP Saturday Programs for Learners, and Supreme Pupil Government to have very well-organized conduct of activities; while they considered Campus Journalism in Filipino, Quiz Bees in Science, YES-O, Sports and Athletics, and Drum and Lyre Band to have well-organized conduct of activities. An indicator that would tell that the conduct of activities is effective is the pupils' grit to give their best and bring honor to themselves and to the school. The responses in the interview questionnaires show the determination of pupils to always do their best in their participation in co-curricular activities. Take the example below:

I am happy because I was chosen to join and show my talents and skills in competitions and bring honor to the school. But I learned that things don't come in an easy way. You have to work hard for it to achieve it (S53).

The pupils also mentioned that success in their participation in co-curricular activities was comprised of working hard to attain their goals and following the counsel of their advisers (*See Appendix S54-55 for other comments*). Another way to distinguish the effectiveness of the conduct of activities is the positive interactions of pupils with other participants of the activity. Notice the following statement:

I am pleased that I am able to perform my tasks with diligence and determination. I can share what I learned in Mathematics with other pupils. I also give advices to other pupils that they should not hesitate to join in school activities because they can learn many things from their participation and share what they have learned with other pupils as well (S56).

(Natuwa po ako na nasagawa ko ng maayos at may lakas ng loob ang activity na aking nilahukan. Pwede akong magbahagi ng aking kaalaman sa Matematika sa pamamagitan ng pagtuturo sa ibang estudyante. Nakapagbigay rin ako ng mga payo sa iba kong mga kamag-aral na wag mahihiyang makilahok sa mga palatuntunan ng paaralan dahil marami silang matututunan at maipapamahagi rin nila ito sa iba.)

From the interview questionnaires, it could also be derived that pupils gained satisfaction in their participation in co-curricular activities because of their teamwork and cooperation with other participants (*See Appendix S57-60 for other comments*). Custodio (2011) stated that co-

curricular activities help pupils form emotional bonds with other pupils and teachers, encourage creativity, develop self-acceptance, self-control, and skills in dealing with rejection and disappointment. Elliot (2009) added that participation in co-curricular activities may help learners in (1) achieving competence, (2) managing emotions, (3) developing autonomy, (4) establishing identity, (5) building interpersonal relationships, (6) developing purpose, and (7) developing integrity (Elliot, 2009).

Problem 4:

What action plan can be prepared for the effective implementation of co-curricular activities that support pupils' attainment of the learning outcomes?

Co-Curricular activities target the holistic development of pupils by providing them with worthwhile endeavors that support the growth of their physical, mental, and social abilities. Educators aspire to give the best learning opportunities for pupils and with that, co-curricular activities are continuously implemented in schools. Co-curricular activities must be implemented in such a way that pupils gain maximum benefits from their participation. Fundamentally, they must facilitate the enhancement of learning outcomes in the subject areas that pupils learn in formal academic programs. If not implemented properly, co-curricular activities could endanger the primary role of education to develop well-rounded pupils who are ready for the challenges of the 21st century. The proposed strategic action plan was formulated to ensure that co-curricular activities fulfill their functions to complement the knowledge and skills that pupils gain in the classroom. It will serve as a guide for school heads and teachers towards the delivery of optimal

basic education services to learners. It can also help the supervisors to monitor and assess the concrete steps that schools partake in providing varied learning experiences to pupils.

The proposed action plan was based on the analysis of the results of the quantitative and qualitative instruments administered to the teachers and pupils. The first part discusses the rationale of the action plan which is grounded on the underlying principles of providing holistic development to pupils through different co-curricular activities that are suited to their needs, interests, and abilities. It is followed by enumerating the general objectives of the action plan which are to (1) implement co-curricular activities that will contribute to the enhancement of learning outcomes in different subject areas; and (2) maintain proper implementation of co-curricular activities by ensuring success in attainment of objectives, adviser's supervision, provision of opportunities for personal and social development, and conduct of activities.

The activities listed in the action plan were carefully designed to satisfy the key result areas that arose from the responses in the survey instruments and interview questionnaires such as the strengths in the implementation of co-curricular activities that must be maintained and the weaknesses in the implementation of co-curricular activities that must be addressed. Specific objectives are aligned to every set of activities to guarantee that the activities are spearheaded towards the right direction. The persons involved and sources of funds are also cited in the action plan. For a thorough process of monitoring by the supervisors on the implementation of co-curricular activities based on the proposed action plan, a column that lists the outputs that would serve as evidence for successful implementation is included.

The activities on the action plan are divided according to three key result areas: (1) Pupil Development, (2) Teacher Empowerment, and (3) Activity Reinforcement. The first key result area, Pupil Development, aims to ensure that all pupils are handed with opportunities for academic, personal, and social development through participation in co-curricular activities. The second key result area, Teacher Empowerment, aims to enable teachers to perform their roles as supervisors of co-curricular activities with utmost standards and quality. The third key result area, Activity Reinforcement, aims to ensure that internal and external stakeholders work together for the implementation of co-curricular activities that enhance learning outcomes in different subject areas and effective in terms of their attainment of objectives, advisers' supervision, provision of opportunities for personal and social development, and conduct of activities. The following section shows the proposed action plan for the implementation of co-curricular activities:

**A Proposed Strategic Action Plan
for the Implementation of Co-Curricular Activities**

Rationale

Co-curricular activities are vital for pupils' holistic development. To ensure that pupils achieve maximum benefits from the experiences they gain in school, it must be a continuous initiative of schools to provide pupils with opportunities for participation in different co-curricular activities that are suited to their needs, interests, and abilities.

General Objectives

- (1) Implement co-curricular activities that will contribute to the enhancement of learning outcomes in different subject areas
- (2) Maintain proper implementation of co-curricular activities by ensuring success in attainment of objectives, adviser's supervision, provision of opportunities for personal and social development, and conduct of activities

Key Result Area 1: Pupil Development

Activities	Objectives	Persons Involved	Time Frame	Source of Funds	Output
1. Student Fair	Ensure that each pupil joins in at least one co-curricular activity	Teachers, Pupils	June	MOOE, Donations	(1) Narrative Report (2) Registration Forms

- Provide opportunities for pupils' growth by participation in co-curricular activities

and Parental Consent
of Pupils in Different
Co-Curricular
Activities

(3) Pupils' Log

(Tracking of Pupils' Participation in Co-Curricular Activities)

Key Result Area 2: Teacher Empowerment

Activities	Objectives	Persons Involved	Time Frame	Source of Funds	Output
1. Capacity Building Training/ Workshops	• Strengthen the knowledge and skills of advisers in the supervision of the co-curricular activities assigned to them	Teachers, Pupils	June-May	MOOE	Narrative Report

- Enrich the knowledge and skills of pupils in the co-curricular activity they are involved in

2. General Faculty Meeting	• Ensure that teachers have acceptable working loads comprised of curricular and co-curricular tasks not greater than six hours a day	School Head, Teachers	May	MOOE	Compilation of Class Program of Teachers Reflecting Balanced Load of Teachers (e.g. 1 Co-curricular Activity is equal to One Teaching Load)
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Key Result Area 3: Activity Reinforcement

Activities	Objectives	Persons Involved	Time Frame	Source of Funds	Output
1. Convening of Internal and External	• Promote co-curricular activities to internal and external stakeholders	School Head,	June	MOOE	(1)Minutes of the Meeting

Stakeholders	• Encourage external stakeholders to	Parents,			(2) Narrative Report
1.1 General Parent-Teacher Association (GPTA) Meeting	aid in the implementation of co-curricular activities (e.g. financial, manpower)	Stakeholders			(3) Compilation of Pledge of Commitment and/or Deed of Donation Signed by Different Stakeholders
1.2 State of the School Address (SOSA)					
1.3 Stakeholders' Summit					
2. Culminating Program for Each Co-Curricular Activity Assigned per Month	(1) Maintain a balance between curricular and co-curricular tasks and schedules by spreading the activities throughout the months of the school year	School Head, Teachers, Pupils	June-March	MOOE, Donations	(1) Action Plan for Each Co-Curricular Activity (2) Narrative Report for the Implementation of Each Co-
	(2) Guarantee the attainment of				

objectives of different co-curricular

Curricular Activity

activities

- (3) Assess the tasks related to co-curricular activities in terms of its contribution on the enhancement of learning outcomes in different subject areas, attainment of objectives, advisers' supervision, provision of opportunities for personal and social development, and conduct of activities
-

The implementation of this action plan will ensure that pupils are provided with practical experiences geared towards the achievement of their balanced learning and holistic development. The rationale, objectives, and activities of this action plan are all unified towards guaranteeing that the implementation of co-curricular activities achieve its main goal to complement the learning outcomes of different subject areas in the formal curriculum. Other factors like the attainment of objectives, advisers' supervision, opportunities for personal and social development, and conduct of activities were also included as features of the action plan as reflected in the key result areas, since these could also affect the effective implementation of co-curricular activities.

It is hoped by the researcher that this action plan may aid teachers, school heads, parents, and other community members in working together to provide optimal learning for children in the Elementary level of education so that they could develop into functional citizens who will contribute significantly to the progress and advancement of the nation.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations of this study that focused on the assessment of co-curricular activities and their contribution to the enhancement of learning outcomes.

Summary of the Study

This study aimed to assess co-curricular activities and their extent of contribution on the enhancement of learning outcomes in different subject areas. Specifically, it determined the learning outcomes in different subject areas that can be enhanced through participation in co-curricular activities, the extent of contribution of co-curricular activities in the enhancement of the selected learning outcomes, and the effectiveness of co-curricular activities in terms of their attainment of objectives, advisers' supervision, provision of opportunities for pupils' personal and social development, and conduct of activities. The descriptive evaluative research design was employed. To gather data, quantitative and qualitative instruments were utilized. The participants included Grade 6 pupils and teachers who were involved in at least one co-curricular activity for the School Year 2018-2019 in the District II of the Division of Bacoor City, Region IV-A CALABARZON. Mean and standard deviation was used to describe the gathered data from the survey instruments while the analyses of data from the interview questionnaires was done through content analysis.

Summary of the Results

The summary of the results of this study are as follows:

1. Participants considered co-curricular activities to have either a great extent or very great extent on the enhancement of learning outcomes in different subject areas.
2. Participants considered co-curricular activities to attain their objectives to either a very great extent or great extent, very well-supervised or well-supervised by their advisers, very well-managed or well-managed by the school, provide opportunities for personal and social development to either a very great extent or great extent, and very well-organized or well-organized in its conduct of activities.
3. Participants gave explicit suggestions on how to improve the implementation of different co-curricular activities offered in their respective schools.

Limitations of the Study

The following are the limitations of this study that must be noted:

1. Pupils' participation in co-curricular activities was influenced by the choices of their parents and teachers; thus, it cannot be gauged whether their participation is because of their genuine interest in the activity.
2. Information about the effectiveness of supervision of co-curricular activities were partly done by the advisers themselves which implies that bias may be present in their responses.
3. The ten schools included in this study have different class schedules, whereas some utilize whole day classes while some resort to emergency half day classes due to insufficient classrooms and teachers. This situation may result to the differences in the scheduling of activities in the schools. Some have more allowances for the activities while others are limited on the implementation of their activities.
4. Since this study was conducted in a public school, results may not be used to generalize the co-curricular activities in other types of institutions.

Conclusions

After the results of the qualitative and quantitative instruments were analyzed and interpreted, this study therefore makes the following conclusions:

1. Co-curricular activities contribute to the enhancement of learning outcomes in different subject areas. It also brings forth the development of the personal and social aspects of pupils. Learning outcomes in different subject areas may be enhanced by co-curricular activities in one specific cluster only or in more than one cluster of activities.
2. Advisers' supervision plays an important role in the successful implementation of co-curricular activities. The advisers similarly benefit from supervision by gaining personal and professional growth.
3. The management of the school is responsible for conjoining the efforts of internal and external stakeholders to ensure that co-curricular activities are successfully implemented. Co-curricular activities are considered to be successfully implemented if their objectives are attained and the conduct of their activities are well-organized.

Recommendations

Given the conclusions presented, this research presents the following recommendations to refine and restrengthen the implementation of co-curricular activities in schools.

1. Co-curricular activities that complement different learning outcomes in the curriculum must be continuously implemented. Opportunities for participation in co-curricular activities must be open to all pupils. Acknowledgement of their talents, abilities, needs, and interests must be considered in their participation to boost individual growth.
2. Policymakers should ensure that there is a balance between the curricular and co-curricular tasks of teachers by strictly imposing a six-hour engagement for the totality of their school tasks to help them improve their performance in handling each, without sacrificing the quality of the other.
3. External stakeholders like the local government units and private organizations should be tapped for support in the implementation of different co-curricular activities.
4. Co-curricular activities must be regularly assessed and evaluated to determine how effective these programs respond to the needs of pupils in the Elementary level. The proposed action plan may be carried out in District II of the Division of Bacoar City and adapted in other school divisions and types of institutions.

5. The qualitative and quantitative instruments could be adapted for use in other schools where assessment of co-curricular activities are also deemed necessary for the school's immediate needs.
6. Pre-service and in-service teachers should be trained with regard to the proper handling of co-curricular activities.
7. Further research should be done in order to determine the impact of co-curricular activities in terms of pupils' academic performance and teachers' professional growth and development.

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Appendices

APPENDIX A

Permission Letter for Schools Division Superintendent/ School Heads



PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education
Taft Avenue, Manila

RUTH L. FUENTES, CESO V
Schools Division Superintendent
City Schools Division of Bacoor

Dear Madam:

Greetings! I, **LEVIN R. PABRIAGA**, currently conducts a research paper entitled *Assessment of Co-Curricular Activities and their Contribution to Enhancement of Pupils' Learning Outcomes* as partial fulfilment of my requirements in Master of Arts in Education with Specialization in Elementary Education. Its purpose is to identify the extent of contribution of different co-curricular activities in the enhancement of learning outcomes in different subject areas. It also aims to assess co-curricular activities in terms of its attainment of objectives, advisers' supervision, opportunities for personal and social development, and conduct of activities.

With your permission, I would like to include selected teachers and pupils from ten schools in the Second District of the City Schools Division of Bacoor as participants to be involved in my study. The results of my study will be of benefit to the participants directly involved in the study, our school district, and the broader research community.

Thank you very much for consideration. God bless you.

Sincerely yours,

LEVIN R. PABRIAGA
Student
(+63) 915 619 7364
levin.pabriaga@yahoo.com

Noted:

ANTONIO G. DACANAY
Adviser
(+63) 921 554 6927

APPENDIX B

Parental Consent Form



PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education
Taft Avenue, Manila

I consent to let my child participate in a research project conducted by Ms. Levin R. Pabriaga, a candidate for Master's Degree in Philippine Normal University, Taft Avenue, Manila. I understand the study is entitled *Assessment of Co-Curricular Activities and their Contribution to Enhancement of Pupils' Learning Outcomes*. Its purpose is to identify the extent of contribution of different co-curricular activities in the enhancement of learning outcomes in different subject areas. It also aims to assess co-curricular activities in terms of its attainment of objectives, advisers' supervision, opportunities for personal and social development, and conduct of activities.

I understand that participation of my child will consist of answering three survey questionnaires which will be done during school hours. I understand that exposure to risk is minimal, no greater than that encountered in everyday life. Further, the information gained from this study could be used to assist education leaders and community officials in planning more effective activities for pupils. I understand that the results of this study may be published or otherwise reported to scientific bodies, but identity will in no way be revealed.

I understand that in the event I have questions or require additional information I may contact the researcher, Ms. Levin R. Pabriaga. If I have any concerns or questions before or during participation that I feel have not been addressed by the researcher, I may contact her research advisor Professor Antonio Dacanay, Philippine Normal University, Taft Avenue, Manila, Contact No.: (0921) 5546927

Parent's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____

APPENDIX C

Survey 1

List of Learning Outcomes that can be Enhanced through Participation in Different Co-Curricular Activities



PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education
Taft Avenue, Manila

WHAT THIS IS ALL ABOUT:

Your school is selected to participate in a study to find out the effectiveness of **CHAMBER THEATRE** and **CAMPUS JOURNALISM** in terms of its contribution to the enhancement of learning outcomes in the subject area **ENGLISH**, attainment of its objectives, advisers' supervision, and opportunities that it offers for personal and social development. The results of this study will be used to improve the implementation of the **CHAMBER THEATRE** and **CAMPUS JOURNALISM** in your school.

WHAT YOU NEED TO DO:

The following are competencies lifted from the latest DepEd Curriculum Guide in **ENGLISH**. Please put a **CHECK (/)** on the competencies which you think **MAY BE ENHANCED** by pupils' participation in **CHAMBER THEATRE** and **CAMPUS JOURNALISM**.

	CHAMBER THEATRE	CAMPUS JOURNALISM
<i>The learner...</i>		
1. analyzes sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard		
2. infers the speaker's tone, mood and purpose		
3. distinguishes text-types according to purpose and language features (e.g Comparison and Contrast, Cause and Effect)		
4. notes down relevant information from text heard		
5. notes significant details		

6. detects biases and propaganda devices used by speakers		
7. make a stand based on informed opinion		
8. restates portions of a text heard to clarify meaning		
9. summarizes the information from a text heard		
10. relates an experience appropriate to the occasion		
11. employs an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose		
12. shares brief impromptu remarks about topics of interest		
13. reacts on the content of the material presented		
14. provides evidence to support opinions		
15. uses appropriate strategies to keep a discussion going		
16. reminds others to stay on topic		
17. presents a coherent, comprehensive report on differing viewpoints on an issue		
18. summarizes information conveyed through discussion		
19. infers meaning of idiomatic expressions using context clues, affixes and roots		
20. infers meaning of figurative language using context clues, affixes, and roots		
21. infers meaning of borrowed words and content specific terms (e.g. Math) using context clues, affixes, and roots		
22. clarifies meaning of words using dictionaries, thesaurus		
23. clarifies meaning of words using online resources		
24. analyzes poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)		
25. determines tone, mood, and purpose of the author		
26. analyzes figures of speech (simile, metaphor, hyperbole, irony, culture-based euphemism)		
27. evaluates narratives based on how the author developed the elements: setting, characters (heroes and villains), plot (chronological-sequential, en medias res, flashback), theme, point of view		
28. responds appropriately to the messages of the different authentic texts		
29. notes significant details of informational texts read		
30. distinguishes text-types according to purpose and language features (e.g Comparison and Contrast, Cause and Effect, Enumeration, Time-Order)		
31. uses appropriate graphic organizers in texts read		
32. self-corrects when reading		
33. reads aloud grade level appropriate text with an accuracy, appropriate rate, and proper expression		
34. reads with automaticity grade level frequently occurring content area words		
35. reads grade level text with required correct number of words per minute		
36. observes accuracy, appropriate rate, proper expressions, and correct expressions in dialogs and oral communication group task		
37. gathers relevant information from various sources: glossary, indices, dictionary, thesaurus, almanac, encyclopedia, online references		
38. organizes information from primary and secondary resources in preparation for writing, reporting, and similar academic tasks in collaboration with others		
39. assesses credibility of sources of information		
40. conducts short research projects on a relevant issue		
41. composes clear and coherent sentences using appropriate grammatical structures: pluralization of regular and irregular nouns, tenses of verbs, modals, subject-verb agreement, order and degrees of regular adjectives, adverbs, prepositions, prepositional phrases, subordinate and coordinate conjunctions,		
42. follows and gives directions		
43. uses various types and kinds of sentences for effective communication of information/ideas: (simple, compound, and complex)		

44. writes a 3-line 4-stanza poem		
45. fills-out forms accurately and efficiently (bio data, application forms, etc.)		
46. plans a composition using an outline/other graphic organizer		
47. writes a 4-paragraph composition showing comparison and contrast, cause and effect, problem and solution		
48. revises writing for clarity (e.g. correct spelling, appropriate punctuation, transition/signal words)		
49. writes a 3-paragraph editorial article		
50. composes a three-paragraph persuasive essay on self-selected topic		
51. describes different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting, set-up)		
52. analyzes the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behaviour)		
53. analyzes the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)		
54. infers the target audience		
55. infers purpose of the visual media		
56. identifies real or make-believe, fact or non-fact images		
57. identifies the values suggested in the visual media		
58. determines images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)		
59. makes connections between information viewed and personal experiences		
60. observes politeness at all times		
61. shows tactfulness when communicating with others		
62. shows openness to criticism		



PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education

Taft Avenue, Manila

WHAT THIS IS ALL ABOUT:

Your school is selected to participate in a study to find out the effectiveness of **MADULANG SABAYANG PAGBIGKAS** and **CAMPUS JOURNALISM** in terms of its contribution to the enhancement of learning outcomes in the subject area **FILIPINO**, attainment of its objectives, advisers' supervision, and opportunities that it offers for personal and social development. The results of this study will be used to improve the implementation of the **MADULANG SABAYANG PAGBIGKAS** and **CAMPUS JOURNALISM** in your school.

WHAT YOU NEED TO DO:

The following are competencies lifted from the latest DepEd Curriculum Guide in **FILIPINO**. Please put a **CHECK (/)** on the column of the competencies which you think **MAY BE ENHANCED** by pupils' participation in **MADULANG SABAYANG PAGBIGKAS** and **CAMPUS JOURNALISM**.

	MADULANG SABAYANG PAGBIGKAS	CAMPUS JOURNALISM
<i>Ang mag-aaral ay...</i>		
1. Nakikinig at nakatutugon nang angkop at wasto		
2. Nasasagot ang mga tanong tungkol sa napakinggang pabula at kwento		
3. Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula		
4. Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat at kuwentong napakinggan		
5. Nakasusunod sa panuto		
6. Nakasasagot ng mga tanong tungkol sa usapang napakinggan		
7. Nakasusunod ng panuto		
8. Nabibigyang kahulugan ang pahayag ng tauhan sa napakinggang usapan		
9. Nabibigyang kahulugan ang sawikain na napakinggan		
10. Naiuugnay ang sariling karanasan sa napakinggang teksto		
11. Natutukoy ang mahahalagang pangyayari sa napakinggang sanaysay		
12. Naisasagawa ang napakinggang hakbang ng isang gawain		
13. Nasasagot ang mga literal na tanong tungkol sa napakinggang talaarawan at talata		
14. Naibibigay ang mga sanhi at bunga ng mga pangyayari		
15. Naibibigay ang paksa ng napakinggang teksto		
16. Nakapagbibigay ng lagom o buod ng tekstong napakinggan		

17. Nakapagbibigay ng angkop na pamagat sa napakinggang talata		
18. Napagsusunod-sunod na kronolohikal ang mga pangyayari sa napakinggang teksto		
19. Nakapagbibigay ng lagom o buod ng tekstong napakinggan		
20. Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon		
21. Naipapahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		
22. Nagagamit ng wasto ang mga pangngalan, panghalip, pang-uri, pang-abay, pang-angkop, at pangatnig sa pakikipag-usap sa iba't-ibang sitwasyon		
23. Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap		
24. Nakapagbibigay ng panuto na may higit sa limang hakbang		
25. Nagagamit ang magagalang na pananalita sa pagpapahayag ng saloobin		
26. Naisasalaysay muli ang napakinggang teksto		
27. Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan		
28. Naibabahagi ang isang pangyayaring nasaksihan		
29. Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan		
30. Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita		
31. Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon		
32. Nabibigyang kahulugan ang salitang hiram		
33. Nagagamit ang mga bagong salitang natutuhan sa pagsulat ng sariling komposisyon		
34. Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng gamit sa pangungusap, sitwasyong pinaggamitan, pag-ugnay sa ibang aralin at asignatura, kayarian nito, kasalungat, paglalarawan pagbibigay halimbawa, at pormal na depinisyon		
35. Nabibigyang kahulugan ang matalinghagang salita		
36. Nabibigyang kahulugan ang tambalang salita		
37. Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat		
38. Napapangkat ang mga salitang magkakaugnay		
39. Naiiugnay ang binasa sa sariling karanasan		
40. Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas, pamatnubay na tanong, dugtungan		
41. Nasasagot ang mga tanong tungkol sa tekstong pang-impormasyon (procedure), talaarawan, anekdota, binasang ulat		
42. Nagmumungkahi ng iba pang pangyayari na maaaring maganap sa binasang teksto		
43. Nasasagot ang mga tanong na bakit at paano sa kuwento		
44. Nakapagbibigay ng angkop na pamagat sa binasang talata		
45. Naisasalaysay nang may wastong pagkakasunod-sunod ang mga pangyayari sa nabasang tekstong pang-impormasyon		
46. Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto		
47. Nagbabago ang dating kaalaman batay sa natuklasan sa teksto		
48. Nailalarawan ang tauhan at tagpuan sa binasang kuwento		
49. Nasasabi ang paksa sa binasang sanaysay		
50. Napag-uugnay ang sanhi at bunga ng mga pangyayari		
51. Naiisa-isa ang mga argumento sa binasang teksto		
52. Nakapagbibigay ng sariling hinuha bago, habang at matapos ang pagbasa		
53. Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating		

karanasan/kaalaman		
54. Nakasusunod sa nakasulat na panuto		
55. Nasusuri kung ang pahayag ay opinyon o katotohanan		
56. Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip teksto (fiction at non-fiction)		
57. Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa, at graph		
58. Nagagamit ang pangkalahatang sanggunian sa pananaliksik o ayon sa pangangailangan		
59. Nagagamit ang Dewey Classification System		
60. Napupunan nang wasto ang kard na pang-aklatan		
61. Nagagamit ang Call number sa pagpili ng aklat na nais basahin		
62. Nagagamit ang card catalog sa pagtukoy ng aklat na gagamitin sa pagsasaliksik tungkol sa isang paksa		
63. Nagagamit ang OPAC sa pagtukoy ng aklat o babasahin na gagamitin sa pagsasaliksik tungkol sa isang paksa		
64. Nakapagtatala ng datos mula sa binasang teksto		
65. Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon o datos		
66. Nagagamit ang iba't ibang bahagi ng pahayagan sa pagkuha ng kailangang impormasyon		
67. Nabibigyang kahulugan at nakagagawa ng graph para sa mga impormasyong nakalap		
68. Nabibigyang kahulugan at nakagagawa ng graph para sa mga impormasyong nakalap		
69. Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa		
70. Nakapipili ng angkop na aklat batay sa sariling pangangailangan at interes		
71. Nagagamit ang pangkahalatang sanggunian sa pagtitipon ng mga datos na kailangan		
72. Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
73. Nasisipi ang isang talata at ulat mula sa huwaran		
74. Nakasusulat ng idiniktang talata		
75. Nakasusulat ng kuwento		
76. Nakasusulat ng talatang nagpapaliwanag at nagsasalaysay		
77. Nakasusulat ng liham pangkaibigan, liham pangangalakal, at liham sa editor		
78. Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
79. Nakasusulat ng sulating pormal at di pormal		
80. Nakasusulat ng panuto		
81. Naiguguhit ang napiling pangyayari sa kuwnetong binasa		
82. Nakasusulat ng tula		
83. Nakabubuo ng isang poster		
84. Nakasusulat ng sanaysay na naglalarawan		
85. Nakasusulat ng bahagi ng balitang pang-isport		
86. Nakasusulat ng iskrip para sa radio broadcasting at teleradyo		
87. Nagagamit nang wasto ang silid-aklatan		
88. Nasusuri ang mga kaisipan at pagpapa halagang nakapaloob sa napanood na maikling pelikula		
89. Nasasagot ang mga tanong tungkol sa pinanood		
90. Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagsasakilos ng bahaging naibigan o pagguhit ng isang poster		
91. Natutukoy ang tema/layunin ng pinanood na pelikula		
92. Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagsasadula ng naibigang bahagi		

93. Nakapag-uulat tungkol sa pinanood		
94. Nasusuri ang tauhan at tagpuan sa napanood na maikling pelikula		
95. Naiuugnay ang sariling karanasan sa napanood		
96. Nasusuri ang estilong ginamit ng gumawa ng pelikula		
97. Napagha haming-haming ang iba't ibang uri ng pelikula		
98. Nakagagawa ng sariling maikling pelikula (pangkatang gawain)		
99. Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito		
100. Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa		
101. Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito		
102. Napapahalagahan ang mga tekstong pampanitikan		
103. Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa ng panitikan		
104. Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon		
105. Nababago ang dating kaalaman base sa bagong ideyang nakapaloob sa teksto		
106. Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa		
107. Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon		
108. Naipakikita ang hilig sa pagbasa		



PHILIPPINE NORMAL UNIVERSITY

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Taft Avenue, Manila

WHAT THIS IS ALL ABOUT:

Your school is selected to participate in a study to find out the effectiveness of **QUIZ BEES** and **YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES-O)** in terms of its contribution to the enhancement of learning outcomes in the subject area **SCIENCE**, attainment of its objectives, advisers' supervision, and opportunities that it offers for personal and social development. The results of this study will be used to improve the implementation of the **QUIZ BEES** and **YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES-O)** in your school.

WHAT YOU NEED TO DO:

The following are competencies lifted from the latest DepEd Curriculum Guide in **SCIENCE**. Please put a **CHECK (/)** on the competencies which you think **MAY BE ENHANCED** by pupils' participation in **QUIZ BEES** and **YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES-O)**.

	QUIZ BEES	YES-O
<i>The learner...</i>		
1. describes the appearance and uses uniform and non-uniform mixtures		
2. enumerates techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet		
3. tells the benefits of separating mixtures from products in community		
4. explains how the organs of each organ system work together		
5. determines the distinguishing characteristics of vertebrates and invertebrates		
6. distinguishes how spore-bearing and cone-bearing plants reproduce		
7. discusses the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps		
8. explains the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps		
9. infers how friction and gravity affect movements of different objects		
10. demonstrates how sound, heat, light and electricity can be transformed		
11. manipulates simple machines to describe their characteristics and uses		
12. demonstrates the practical and safe uses of simple machines		
13. describes the changes on the Earth's surface as a result of earthquakes and volcanic eruptions		
14. enumerates what to do before, during and after earthquake and volcanic eruptions		
15. describes the different seasons in the Philippines		
16. discusses appropriate activities for specific seasons of the Philippines		
17. demonstrates rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons		
18. compares the planets of the solar system		
19. constructs a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun		



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WHAT THIS IS ALL ABOUT:

Your school is selected to participate in a study to find out the effectiveness of **QUIZ BEES** and **MTAP DEPED SATURDAY PROGRAMS FOR REGULAR AND TALENTED LEARNERS** in terms of its contribution to the enhancement of learning outcomes in the subject area **MATHEMATICS**, attainment of its objectives, advisers' supervision, and opportunities that it offers for personal and social development. The results of this study will be used to improve the implementation of the **QUIZ BEES** and **MTAP DEPED SATURDAY PROGRAMS FOR REGULAR AND TALENTED LEARNERS** in your school.

WHAT YOU NEED TO DO:

The following are competencies lifted from the latest DepEd Curriculum Guide in **MATHEMATICS**. Please put a **CHECK (/)** on the competencies which you think **MAY BE ENHANCED** by pupils' participation in **QUIZ BEES** and **MTAP DEPED SATURDAY PROGRAMS FOR REGULAR AND TALENTED LEARNERS**.

	QUIZ BEES	MTAP
<i>The learner...</i>		
1. adds, subtracts, multiplies, and divides simple fractions and mixed numbers without or with regrouping		
2. solves routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools		
3. creates problems (with reasonable answers) involving addition, subtraction, and/or multiplication and/or division of fractions		
4. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping		
5. multiplies and divides decimals and mixed decimals with factors up to 2 decimal places		
6. multiplies mentally decimals up to 2 decimal places by 0.1, 0.01, 10, and 100		
7. divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001.		
8. divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally		
9. differentiates terminating from repeating, non-terminating decimal quotients		
10. creates problems (with reasonable answers) involving addition, subtraction, multiplication, and division of decimals, mixed decimals, and whole numbers including money		
11. solves routine and non-routine problems involving addition, subtraction, multiplication, and division of decimals and mixed decimals including money using appropriate problem solving strategies and tools		

12. solves multi-step problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools		
13. expresses one value as a fraction of another given their ratio and vice versa		
14. finds how many times one value is as large as another given their ratio and vice versa		
15. defines and illustrates the meaning of ratio and proportion using concrete or pictorial models		
16. sets up proportions for groups of objects or numbers and for given situations		
17. finds a missing term in a proportion (direct, inverse, and partitive).		
18. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools		
19. creates problems involving ratio and proportion, with reasonable answers		
20. finds the percentage or rate or percent in a given problem		
21. solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools		
22. solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest		
23. creates problems involving percent, with reasonable answers		
24. describes the exponent and the base in a number expressed in exponential notation		
25. gives the value of numbers expressed in exponential notation		
26. interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule		
27. performs two or more different operations on whole numbers with or without exponents and grouping symbols		
28. identifies real-life situations that make use of integers		
29. describes the set of integers		
30. compares integers with other numbers such as whole numbers, fractions, and decimals		
31. represents integers on the number line		
32. compares and arranges integers		
33. describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards		
34. performs the basic operations on integers		
35. solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools		
36. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere		
37. differentiates solid figures from plane figures		
38. illustrates the different solid figures using various concrete and pictorial models		
39. identifies the faces of a solid figure		
40. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere		
41. identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures		
42. formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards)		
43. differentiates expression from equation		
44. gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa		

45. defines a variable in an algebraic expression and equation		
46. represents quantities in real-life situations using algebraic expressions and equations		
47. solves routine and non-routine problems involving different types of numerical expressions and equations		
48. creates routine and non-routine problems involving numerical expressions and equations		
49. calculates speed, distance, and time		
50. solves problems involving average rate and speed		
51. finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle		
52. solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.		
53. visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures		
54. derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres		
55. finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres		
56. solves word problems involving measurement of surface area		
57. determines the relationship of the volume between: a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere		
58. derives the formula for finding the volume of cylinders, pyramids, cones, and spheres		
59. finds the volume of cylinders, pyramids, cones, and spheres		
60. solves routine and non-routine problems involving volumes of solids.		
61. creates problems involving surface area and volume of solid/space figures, with reasonable answers		
62. reads and interprets electric and water meter readings		
63. solves routine and non-routine problems involving electric and water consumption		
64. creates problems involving electric and water consumption, with reasonable answers		
65. collects data on one or two variables using any source		
66. constructs a pie graph based on a given set of data		
67. interprets data presented in a pie graph		
68. solves routine and non-routine problems using data presented in a pie graph		
69. creates problems that can be answered using information presented in a pie graph		
70. describes the meaning of probability such as 50% chance of rain and one in a million chance of winning		
71. quantifies the phrases “most likely to happen” and “unlikely to happen”		
72. performs experiments and records outcomes		
73. makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams		
74. makes simple predictions of events based on the results of experiments		
75. solves routine and non-routine problems involving experimental and theoretical probability		
76. creates problems involving experimental and theoretical probability		



PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education

Taft Avenue, Manila

WHAT THIS IS ALL ABOUT:

Your school is selected to participate in a study to find out the effectiveness of **SUPREME PUPIL GOVERNMENT** and **SCOUTING MOVEMENT** in terms of its contribution to the enhancement of learning outcomes in the subject area **ARALING PANLIPUNAN**, attainment of its objectives, advisers' supervision, and opportunities that it offers for personal and social development. The results of this study will be used to improve the implementation of the **SUPREME PUPIL GOVERNMENT** and **SCOUTING MOVEMENT** in your school.

WHAT YOU NEED TO DO:

The following are competencies lifted from the latest DepEd Curriculum Guide in **ARALING PANLIPUNAN**. Please put a **CHECK (/)** on the competencies which you think **MAY BE ENHANCED** by pupils' participation in **SUPREME PUPIL GOVERNMENT** and **SCOUTING MOVEMENT**.

	SUPREME PUPIL GOVERNMENT	SCOUTING MOVEMENT
<i>Ang mag-aaral ay...</i>		
1. Natutukoy ang kinalalagyan ng Pilipinas sa mundo sa globo at mapa batay sa "absolute location" nito (longitude at latitude)		
2. Nagagamit ang grid sa globo at mapang politikal sa pagpapaliwanag ng pagbabago ng hangganan at lawak ng teritoryo ng Pilipinas batay sa kasaysayan		
3. Naipaliliwanag ang kahalagahan ng lokasyon ng Pilipinas sa ekonomiya at politika ng Asya at mundo		
4. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo		
5. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan		
6. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol		
7. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa		
8. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino		
9. Napapahalagahan ang pagkakatatag ng Kongreso ng Malolos at ang deklarasyon ng kasarinlan ng mga Pilipino		
10. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano		

11. Nabibigyang halaga ang mga kontribosyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan		
12. Nasusuri ang mga pagbabago sa lipunan sapanahon ng mga Amerikano		
13. Nasusuri ang pamahalaang kolonyal ng mga Amerikano		
14. Natutukoy ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili		
15. Nasusuri ang kontribusyon ng pamahalaang Komonwelt		
16. Natatalakay ang mga mahahalagang pangyayari sa pananakop ng mga Hapones		
17. Naipaliliwanag ang motibo ng pananakop ng Hapon sa bansa		
18. Nasusuri ang sistema ng pamamahala sa panahon ng mga Hapones		
19. Nasusuri ang pakikibaka ng mga Pilipino para sa kalayaan sa pananakop ng mga Hapon (hal., USAFFE, HukBaLaHap, iba pang kilusang Gerilya)		
20. Nagkapagbibigay ng sariling pananaw tungkol sa naging epekto sa mga Pilipino ng pamamahala sa mga dayuhang mananakop		
21. Nasusuri ang mga pangunahing suliranin at hamon sa kasarinlan pagkatapos ng Ikalawang Digmaang Pandaigdig		
22. Nasusuri ang iba't ibang reaksiyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine Rehabilitation Act, parity rights at Kasunduang Militar		
23. Nauunawaan ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa		
24. Nabibigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan at hangganan ng teritoryo ng bansa		
25. Napahahalagahan ang pamamahala ng mga naging pangulo ng bansa mula 1946 hanggang 1972		
26. Naiuugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa		
27. Nakapagbibigay ng sariling pananaw tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan		
28. Nasusuri ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar		
29. Natatalakay ang mga pangyayari sa bansa na nagbigay wakas sa Diktaturang Marcos		
30. Nabibigyang halaga ang kontribusyon ng "People Power 1" sa muling pagkamit ng kalayaan at kasarinlan sa mapayapang paraan		
31. Nasisiyasat ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan		
32. Natatalakay ang mga mungkahi tungo sa pagbabago sa ilang probisyon ng Saligang Batas 1987		
33. Nasusuri ang mga kontemporaryong isyu ng lipunan		
34. Nabibigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng kaunlaran ng bansa sa malikhaing paraan		
35. Naipapahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa		



PHILIPPINE NORMAL UNIVERSITY

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Taft Avenue, Manila

WHAT THIS IS ALL ABOUT:

Your school is selected to participate in a study to find out the effectiveness of **SPORTS AND ATHLETICS, DRUM AND LYRE BAND, FIELD DEMONSTRATION** and **SINGING CHOIR** in terms of its contribution to the enhancement of learning outcomes in the subject area **MAPEH**, attainment of its objectives, advisers' supervision, and opportunities that it offers for personal and social development. The results of this study will be used to improve the implementation of the **SPORTS AND ATHLETICS, DRUM AND LYRE BAND, FIELD DEMONSTRATION** and **SINGING CHOIR** in your school.

WHAT YOU NEED TO DO:

The following are competencies lifted from the latest DepEd Curriculum Guide in **MAPEH**. Please put a **CHECK (/)** on the competencies which you think **MAY BE ENHANCED** by pupils' participation in **SPORTS AND ATHLETICS, DRUM AND LYRE BAND, FIELD DEMONSTRATION** and **SINGING CHOIR**.

	SPORTS AND ATHLETICS	DRUM AND LYRE BAND	FIELD DEMONSTRATION	SINGING CHOIR
<i>The learner...</i>				
MUSIC				
1. identifies the notes / rests used in a particular song				
2. differentiates among time signatures				
3. demonstrates the conducting gestures of different time signatures				
4. identifies through conducting the relationship of the first and last measure in an incomplete measure				
5. creates rhythmic patterns in different time signatures				
6. demonstrates the ability to sing, read, and write simple musical notations in the: Key of C, G and F Major				
7. analyzes the melodic patterns of songs in C Major, G major, and F Major keys				
8. sings and plays solo or with group, melodies/songs in C Major, G Major, and F Major				
9. creates simple melodies in C, G, and F major				
10. sings self-composed melodies in C Major, G major, and F Major keys				
11. identifies simple musical forms: binary, ternary, rondo				

12. analyzes the musical forms of the different songs				
13. uses the different repeat marks that are related to form				
14. identifies visually and aurally the instrumental sections of the Western orchestra				
15. identifies the characteristics of each instrument in each section of the orchestra				
16. describes the distinct sound quality of the different instruments of the orchestra				
17. distinguishes varied dynamic levels in a music heard				
18. uses varied dynamic levels in a song				
19. identifies the different tempo in a given song or music				
20. distinguishes between ritardando and accelerando as used in a song				
21. demonstrates the different kinds of tempo by following tempo marks in a familiar song				
22. identifies aurally the texture of musical pieces: monophonic, homophonic, polyphonic				
23. identifies different textures in vocal or solo performances				
24. applies primary chords (I, IV, V) as accompaniment to simple songs				
25. identifies the intervals of major triads				
26. identifies the primary chords of its relative minor scales: A minor, D Minor, E Minor				
27. distinguishes the sound of a major chord from a minor chord				
28. uses the major triad as accompaniment to simple songs				
ARTS				
(Logo Making, Cartoon Character Making, Digital Painting, Poster Layout)				
1. realizes that art processes, elements and principles still apply even with the use of new technologies				
2. appreciates the elements and principles applied in art				
3. applies concepts on the use of the software				
4. utilizes art skills in using new technologies (hardware and software)				
5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark				
6. creates own cartoon character to entertain, express opinions, ideas, etc				
7. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.				
8. creates an advertisement/commercial or announcement poster.				
9. explains ideas about the artwork				
(Printmaking/ Silkscreen Printing)				
10. knows that design principles still apply for any new design (contrast of colors, shapes, and lines)				
11. understands that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs				
12. applies concepts on the steps/procedure in silkscreen printing				
13. produces own prints from original design to silkscreen printing to convey a message or statement				
(Basic Photography)				

14. understands concepts and principles of photography				
15. identifies the parts and functions of the camera (point and shoot or phone camera)				
16. applies composition skills to produce a printed photograph for a simple photo essay				
17. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)				
(Sculpture—Package/ Product Design)				
18. knows that design principles and elements relates to everyday objects				
19. appreciates the elements and principles applied in product design				
20. manifests understanding of concepts on the use of software (commands, menu, etc.)				
21. creates an actual 3-D digitally-enhanced product design for a paper bag				
(New Media-Audio – Video Art or Animation)				
22. creates an audio-video art /animation promoting a product				
PHYSICAL EDUCATION				
1. describes the Philippines physical activity pyramid				
2. explains the indicators for fitness				
3. assesses regularly participation in physical activities based on the				
4. Philippines physical activity pyramid				
5. explains the nature/background of the games				
6. describes the skills involved in the games				
7. observes safety precautions				
8. executes the different skills involved in the game				
9. recognizes the value of participation in physical activities				
10. displays joy of effort, respect for others and fair play during				
11. participation in physical activities				
12. explains health and skill related fitness components				
13. identifies areas for improvement				
HEALTH				
1. describes personal health issues and concerns				
2. demonstrates self- management skills				
3. discusses health appraisal procedures during puberty				
4. explains the importance of undergoing health appraisal procedures				
5. regularly undergoes health appraisal procedures				
6. identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns				
7. avails of health services in the school and in the community				
8. promotes the use of health resources and facilities in the school and in the community				
9. describes healthy school and community environments				
10. explains the effect of living in a healthful school and community				
11. demonstrates ways to build and keep school and community environments healthy				
12. identifies different wastes				
13. classifies different types of wastes				

14. describes proper ways of waste disposal				
15. identifies things that can be recycled in school and in the community				
16. practices proper waste management at home, in school, and in the community				
17. advocates environmental protection through proper waste management				
18. describes diseases and disorders caused by poor environmental sanitation				
19. explains how poor environmental sanitation can negatively impact the health of an individual				
20. discusses ways to keep water and air clean and safe				
21. explains the effect of a noisy environment				
22. suggests ways to control/manage noise pollution				
23. practices ways to control/manage noise pollution				
24. explains the effect of pests and rodents to one's health				
25. identifies some common diseases caused by pests and rodents				
26. practice ways to prevent and control pests and rodents				
27. explains the importance and components of consumer health				
28. describes the different components of consumer health				
29. differentiates over- the- counter from prescription medicines				
30. gives example of over the counter and prescription medicines				
31. explains the uses of some over the counter and prescription medicines				
32. identifies the common propaganda techniques used in advertising				
33. identifies the common propaganda techniques used in advertising				
34. analyzes packaging and labels of health products				
35. practices good decision making skills in the selection of health products				
36. discusses ways to protect oneself from fraudulent health products				

APPENDIX D

Survey 2

Extent of Contribution of Co-Curricular Activities on the Enhancement of Learning Outcomes in Different Subject Areas



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila

Dear Sir/Madam:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **CAMPUS JOURNALISM** in terms of its contribution to the enhancement of learning outcomes in the subject area **ENGLISH**. Put a check mark (/) to indicate the extent to which **CAMPUS JOURNALISM** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1	2	3	4
1 - LEAST EXTENT				
2 - LITTLE EXTENT				
3 - GREAT EXTENT				
4 - VERY GREAT EXTENT				
<i>The learner...</i>				
1. infers the speaker's tone, mood and purpose				
2. distinguishes text-types according to purpose and language features				
3. notes down relevant information from text heard				
4. detects biases and propaganda devices used by speakers				
5. make a stand based on informed opinion				
6. restates portions of a text heard to clarify meaning				
7. summarizes the information form a text heard				
8. relates an experience appropriate to the occasion				
9. shares brief impromptu remarks about topics of interest				
10. reacts on the content of the material presented				
11. provides evidence to support opinions				
12. uses appropriate strategies to keep a discussion going				
13. presents a coherent, comprehensive report on differing viewpoints on an issue				
14. summarizes information conveyed through discussion				
15. infers meaning of idiomatic expressions using context clues, affixes and roots				
16. infers meaning of figurative language using context clues, affixes, and roots				
17. infers meaning of borrowed words and content specific terms (e.g. Math) using context clues, affixes, and roots				

18. clarifies meaning of words using dictionaries, thesaurus				
19. clarifies meaning of words using online resources				
20. determines tone, mood, and purpose of the author				
21. analyzes figures of speech				
22. evaluates narratives based on how the author developed the elements: setting, characters, plot, theme, point of view				
23. responds appropriately to the messages of the different authentic texts				
24. notes significant details of informational texts read				
25. distinguishes text-types according to purpose and language features				
26. uses appropriate graphic organizers in texts read				
27. self-corrects when reading				
28. reads with automaticity grade level frequently occurring content area words				
29. reads grade level text with required correct number of words per minute				
30. observes accuracy, appropriate rate, proper expressions, and correct expressions in dialogs and oral communication group task				
31. gathers relevant information from various sources: glossary, indices, dictionary, thesaurus, almanac, encyclopedia, online references				
32. organizes information from primary and secondary resources in preparation for writing, reporting, and similar academic tasks in collaboration with others				
33. assesses credibility of sources of information				
34. conducts short research projects on a relevant issue				
35. composes clear and coherent sentences using appropriate grammatical structures: pluralization of regular and irregular nouns, tenses of verbs, modals, subject-verb agreement, order and degrees of regular adjectives, adverbs, prepositions, prepositional phrases, subordinate and coordinate conjunctions,				
36. follows and gives directions				
37. uses various types and kinds of sentences for effective communication of information/ideas				
38. writes a 3-line 4-stanza poem				
39. fills-out forms accurately and efficiently				
40. plans a composition using an outline/other graphic organizer				
41. writes a 4-paragraph composition showing comparison and contrast, cause and effect, problem and solution				
42. revises writing for clarity				
43. writes a 3-paragraph editorial article				
44. composes a three-paragraph persuasive essay on self-selected topic				
45. analyzes the characters used in print, non-print, and digital materials				
46. infers the target audience				
47. infers purpose of the visual media				
48. identifies real or make-believe, fact or non-fact images				
49. identifies the values suggested in the visual media				
50. determines images/ideas that are explicitly used to influence viewers				
51. makes connections between information viewed and personal experiences				
52. observes politeness at all times				
53. shows tactfulness when communicating with others				
54. shows openness to criticism				



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila

Minamahal na Guro:

Maligayang pagbati! Ang iyong paaralan ay napili upang lumahok sa isang pag-aaral na nagnanais malaman ang pagiging epektibo ng **CAMPUS JOURNALISM** sa pagpapaunlad ng pagkatuto sa asignaturang **FILIPINO**. Lagyan ng tsek (/) upang ipahiwatig ang tulong ng **CAMPUS JOURNALISM** sa pagpapaunlad ng mga sumusunod na pamantayang pangnilalaman. Salamat.

-Mananaliksik

	1	2	3	4
1 - WALANG NAITUTULONG				
2 - MAY KAUNTING NAITUTULONG				
3 - MALAKI ANG NAITUTULONG				
4 - LUBHANG MALAKI ANG NAITUTULONG				
<i>Ang mga mag-aaral ay...</i>				
1. Nasasagot ang mga tanong tungkol sa napakinggang pabula at kwento				
2. Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula				
3. Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat at kuwentong napakinggan				
4. Nabibigyang kahulugan ang sawikain na napakinggan				
5. Naiuugnay ang sariling karanasan sa napakinggang teksto				
6. Natutukoy ang mahahalagang pangyayari sa napakinggang sanaysay				
7. Naibibigay ang mga sanhi at bunga ng mga pangyayari				
8. Naibibigay ang paksa ng napakinggang teksto				
9. Nakapagbibigay ng lagom o buod ng tekstong napakinggan				
10. Nakapagbibigay ng angkop na pamagat sa napakinggang talata				
11. Napagsusunod-sunod na kronolohikal ang mga pangyayari sa napakinggang teksto				
12. Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon				
13. Nakapagbibigay ng panuto na may higit sa limang hakbang				
14. Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan				
15. Naibabahagi ang isang pangyayaring nasaksihan				
16. Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita				
17. Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				
18. Nabibigyang kahulugan ang salitang hiram				
19. Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat				
20. Napapangkat ang mga salitang magkakaugnay				
21. Naiuugnay ang binasa sa sariling karanasan				
22. Nagmumungkahi ng iba pang pangyayari na maaaring maganap sa binasang teksto				
23. Nasasagot ang mga tanong na bakit at paano sa kuwento				

24. Nakapagbibigay ng angkop na pamagat sa binasang talata				
25. Naisasalaysay nang may wastong pagkakasunod-sunod ang mga pangyayari sa nabasang tekstong pang-impormasyon				
26. Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto				
27. Nasasabi ang paksa sa binasang sanaysay				
28. Nakapagbibigay ng sariling hinuha bago, habang at matapos ang pagbasa				
29. Nakasusunod sa nakasulat na panuto				
30. Nasusuri kung ang pahayag ay opinyon o katotohanan				
31. Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip teksto				
32. Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa, at graph				
33. Nakapagtatala ng datos mula sa binasang teksto				
34. Nagagamit ang iba't ibang bahagi ng pahayagan sa pagkuha ng kailangang impormasyon				
35. Nabibigyang kahulugan at nakagagawa ng graph para sa mga impormasyong nakalap				
36. Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa				
37. Nagagamit ang pangkahalatang sanggunian sa pagtitipon ng mga datos na kailangan				
38. Nakasusulat ng kuwento				
39. Nakasusulat ng talatang nagpapaliwanag at nagsasalaysay				
40. Nakasusulat ng liham pangkaibigan, liham pangangalakal, at liham sa editor				
41. Naisusulat nang malinaw at wasto ang mga pangungusap at talata				
42. Nakasusulat ng sulating pormal at di pormal				
43. Nakasusulat ng panuto				
44. Naiguguhit ang napiling pangyayari sa kuwentong binasa				
45. Nakasusulat ng tula				
46. Nakabubuo ng isang poster				
47. Nakasusulat ng sanaysay na naglalarawan				
48. Nakasusulat ng bahagi ng balitang pang-isport				
49. Nakasusulat ng iskril para sa radio broadcasting at teleradyo				
50. Nasusuri ang mga kaisipan at pagpapa halagang nakapaloob sa napanood na maikling pelikula				
51. Nasasagot ang mga tanong tungkol sa pinanood				
52. Natutukoy ang tema/layunin ng pinanood na pelikula				
53. Nasusuri ang tauhan at tagpuan sa napanood na maikling pelikula				
54. Naiuugnay ang sariling karanasan sa napanood				
55. Nasusuri ang estilong ginamit ng gumawa ng pelikula				
56. Napagha hambing-hambing ang iba't ibang uri ng pelikula				
57. Nakagagawa ng sariling maikling pelikula (pangkatang gawain)				
58. Naipakikita ang hilig sa pagbasa				



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila

Dear Sir/Madam:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **QUIZ BEES** in terms of its contribution to the enhancement of learning outcomes in the subject area **SCIENCE**. Put a check mark (/) to indicate the extent to which **QUIZ BEES** contribute in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1	2	3	4
1 - LEAST EXTENT				
2 - LITTLE EXTENT				
3 - GREAT EXTENT				
4 - VERY GREAT EXTENT				
<i>The learner...</i>				
1. describes the appearance and uses uniform and non-uniform mixtures				
2. enumerates techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet				
3. tells the benefits of separating mixtures from products in community				
4. explains how the organs of each organ system work together				
5. determines the distinguishing characteristics of vertebrates and invertebrates				
6. distinguishes how spore-bearing and cone-bearing plants reproduce				
7. infers how friction and gravity affect movements of different objects				
8. demonstrates how sound, heat, light and electricity can be transformed				
9. manipulates simple machines to describe their characteristics and uses				
10. demonstrates the practical and safe uses of simple machines				
11. describes the changes on the Earth's surface as a result of earthquakes and volcanic eruptions				
12. enumerates what to do before, during and after earthquake and volcanic eruptions				
13. describes the different seasons in the Philippines				
14. discusses appropriate activities for specific seasons of the Philippines				
15. demonstrates rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons				
16. compares the planets of the solar system				
17. constructs a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun				



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National Center for Teacher Education
Taft Avenue, Manila

Dear Sir/Madam:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **YOUTH FOR ENVIRONMENT IN SCHOOLS (YES-O)** in terms of its contribution to the enhancement of learning outcomes in the subject area **SCIENCE**. Put a check mark (/) to indicate the extent to which **YOUTH FOR ENVIRONMENT IN SCHOOLS (YES-O)** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

1 - LEAST EXTENT 2 - LITTLE EXTENT 3 - GREAT EXTENT 4 - VERY GREAT EXTENT	1	2	3	4
<i>The learner...</i>				
1. discusses the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps				
2. explains the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps				
3. enumerates what to do before, during and after earthquake and volcanic eruptions				
4. describes the different seasons in the Philippines				



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National Center for Teacher Education
Taft Avenue, Manila

Dear Sir/Madam:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **QUIZ BEES** in terms of its contribution to the enhancement of learning outcomes in the subject area **MATHEMATICS**. Put a check mark (/) to indicate the extent to which **QUIZ BEES** contribute in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1 – LEAST EXTENT	2 – LITTLE EXTENT	3 – GREAT EXTENT	4 – VERY GREAT EXTENT
<i>The learner...</i>				
1. adds, subtracts, multiplies, and divides simple fractions and mixed numbers without or with regrouping				
2. solves routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools				
3. creates problems (with reasonable answers) involving addition, subtraction, and/or multiplication and/or division of fractions				
4. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping				
5. multiplies and divides decimals and mixed decimals with factors up to 2 decimal places				
6. multiplies mentally decimals up to 2 decimals places by 0.1, 0.01, 10, and 100				
7. divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001.				
8. divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally				
9. differentiates terminating from repeating, non-terminating decimal quotients				
10. creates problems (with reasonable answers) involving addition, subtraction, multiplication, and division of decimals, mixed decimals, and whole numbers including money				
11. solves routine and non-routine problems involving addition, subtraction, multiplication, and division of decimals and mixed decimals including money using appropriate problem solving strategies and tools				
12. solves multi-step problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools				
13. expresses one value as a fraction of another given their ratio and vice versa				
14. finds how many times one value is as large as another given their ratio and vice versa				
15. defines and illustrates the meaning of ratio and proportion using concrete or pictorial models				
16. sets up proportions for groups of objects or numbers and for given situations				
17. finds a missing term in a proportion (direct, inverse, and partitive).				

18. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools				
19. creates problems involving ratio and proportion, with reasonable answers				
20. finds the percentage or rate or percent in a given problem				
21. solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools				
22. solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest				
23. creates problems involving percent, with reasonable answers				
24. describes the exponent and the base in a number expressed in exponential notation				
25. gives the value of numbers expressed in exponential notation				
26. interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule				
27. performs two or more different operations on whole numbers with or without exponents and grouping symbols				
28. identifies real-life situations that make use of integers				
29. describes the set of integers				
30. compares integers with other numbers such as whole numbers, fractions, and decimals				
31. represents integers on the number line				
32. compares and arranges integers				
33. describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards				
34. performs the basic operations on integers				
35. solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools				
36. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere				
37. differentiates solid figures from plane figures				
38. illustrates the different solid figures using various concrete and pictorial models				
39. identifies the faces of a solid figure				
40. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere				
41. identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures				
42. formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards)				
43. differentiates expression from equation				
44. gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa				
45. defines a variable in an algebraic expression and equation				
46. represents quantities in real-life situations using algebraic expressions and equations				
47. solves routine and non-routine problems involving different types of numerical expressions and equations				
48. creates routine and non-routine problems involving numerical expressions and equations				
49. calculates speed, distance, and time				
50. solves problems involving average rate and speed				
51. finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle				
52. solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.				

53. visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures				
54. derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
55. finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
56. solves word problems involving measurement of surface area				
57. determines the relationship of the volume between: a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere				
58. derives the formula for finding the volume of cylinders, pyramids, cones, and spheres				
59. finds the volume of cylinders, pyramids, cones, and spheres				
60. solves routine and non-routine problems involving volumes of solids.				
61. creates problems involving surface area and volume of solid/space figures, with reasonable answers				
62. reads and interprets electric and water meter readings				
63. solves routine and non-routine problems involving electric and water consumption				
64. creates problems involving electric and water consumption, with reasonable answers				
65. collects data on one or two variables using any source				
66. constructs a pie graph based on a given set of data				
67. interprets data presented in a pie graph				
68. solves routine and non-routine problems using data presented in a pie graph				
69. creates problems that can be answered using information presented in a pie graph				
70. describes the meaning of probability such as 50% chance of rain and one in a million chance of winning				
71. quantifies the phrases "most likely to happen" and "unlikely to happen"				
72. performs experiments and records outcomes				
73. makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams				
74. makes simple predictions of events based on the results of experiments				
75. solves routine and non-routine problems involving experimental and theoretical probability				
76. creates problems involving experimental and theoretical probability				



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila

Dear Sir/Madam:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **MTAP** in terms of its contribution to the enhancement of learning outcomes in the subject area **MATHEMATICS**. Put a check mark (/) to indicate the extent to which **MTAP** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1	2	3	4
1 - LEAST EXTENT				
2 - LITTLE EXTENT				
3 - GREAT EXTENT				
4 - VERY GREAT EXTENT				
<i>The learner...</i>				
1. adds, subtracts, multiplies, and divides simple fractions and mixed numbers without or with regrouping				
2. solves routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools				
3. creates problems involving addition, subtraction, and/or multiplication and/or division of fractions				
4. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping				
5. multiplies and divides decimals and mixed decimals with factors up to 2 decimal places				
6. multiplies mentally decimals up to 2 decimal places by 0.1, 0.01, 10, and 100				
7. divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001.				
8. divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally				
9. differentiates terminating from repeating, non-terminating decimal quotients				
10. creates problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals, and whole numbers including money				
11. solves routine and non-routine problems involving addition, subtraction, multiplication, and division of decimals and mixed decimals including money using appropriate problem solving strategies and tools				
12. solves multi-step problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools				
13. expresses one value as a fraction of another given their ratio and vice versa				
14. finds how many times one value is as large as another given their ratio and vice versa				
15. defines and illustrates the meaning of ratio and proportion using concrete or pictorial models				
16. sets up proportions for groups of objects or numbers and for given situations				
17. finds a missing term in a proportion (direct, inverse, and partitive).				
18. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools				
19. finds the percentage or rate or percent in a given problem				
20. solves percent problems such as percent of increase/decrease, commission, sales tax, and simple interest				
21. describes the exponent and the base in a number expressed in exponential notation				
22. gives the value of numbers expressed in exponential notation				

23. interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule				
24. performs two or more different operations on whole numbers with or without exponents and grouping symbols				
25. identifies real-life situations that make use of integers				
26. describes the set of integers				
27. compares integers with other numbers such as whole numbers, fractions, and decimals				
28. represents integers on the number line				
29. compares and arranges integers				
30. describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards				
31. performs the basic operations on integers				
32. solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools				
33. differentiates solid figures from plane figures				
34. illustrates the different solid figures using various concrete and pictorial models				
35. identifies the faces of a solid figure				
36. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere				
37. identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures				
38. formulates the rule in finding the nth term using different strategies				
39. differentiates expression from equation				
40. gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa				
41. defines a variable in an algebraic expression and equation				
42. represents quantities in real-life situations using algebraic expressions and equations				
43. solves routine and non-routine problems involving different types of numerical expressions and equations				
44. creates routine and non-routine problems involving numerical expressions and equations				
45. calculates speed, distance, and time				
46. solves problems involving average rate and speed				
47. finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle				
48. derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
49. finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
50. solves word problems involving measurement of surface area				
51. determines the relationship of the volume between: a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere				
52. derives the formula for finding the volume of cylinders, pyramids, cones, and spheres				
53. finds the volume of cylinders, pyramids, cones, and spheres				
54. solves routine and non-routine problems involving volumes of solids.				
55. reads and interprets electric and water meter readings				
56. constructs a pie graph based on a given set of data				
57. interprets data presented in a pie graph				
58. describes the meaning of probability such as 50% chance of rain and one in a million chance of winning				
59. quantifies the phrases “most likely to happen” and “unlikely to happen”				
60. makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams				
61. makes simple predictions of events based on the results of experiments				



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila

Minamahal na Guro:

Maligayang pagbati! Ang iyong paaralan ay napili upang lumahok sa isang pag-aaral na nagnanais malaman ang pagiging epektibo ng **SUPREME PUPIL GOVERNMENT** sa pagpapaunlad ng pagkatuto sa asignaturang **ARALING PANLIPUNAN**. Lagyan ng tsek (/) upang ipahiwatig ang tulong ng **SUPREME PUPIL GOVERNMENT** sa pagpapaunlad ng mga sumusunod na pamantayang pangnilalaman. Salamat.

-Mananaliksik

	1	2	3	4
1 - WALANG NAITUTULONG				
2 - MAY KAUNTING NAITUTULONG				
3 - MALAKI ANG NAITUTULONG				
4 - LUBHANG MALAKI ANG NAITUTULONG				
<i>Ang mga mag-aaral ay...</i>				
1. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo				
2. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan				
3. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol				
4. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa				
5. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino				
6. Napapahalagahan ang pagkakatatag ng Kongreso ng Malolos at ang deklarasyon ng kasarinlan ng mga Pilipino				
7. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano				
8. Nabibigyang halaga ang mga kontribusyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan				
9. Nasusuri ang mga pagbabago sa lipunan sapanahon ng mga Amerikano				
10. Nasusuri ang pamahalaang kolonyal ng mga Amerikano				
11. Natutukoy ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili				
12. Nasusuri ang kontribusyon ng pamahalaang Komonwelt				
13. Natatalakay ang mga mahahalagang pangyayari sa pananakop ng mga Hapones				
14. Naipaliliwanag ang motibo ng pananakop ng Hapon sa bansa				
15. Nasusuri ang sistema ng pamamahala sa panahon ng mga Hapones				
16. Nasusuri ang pakikibaka ng mga Pilipino para sa kalayaan sa pananakop ng mga Hapon (hal., USAFFE, HukBaLaHap, iba pang kilusang Gerilya)				
17. Nagkapagbibigay ng sariling pananaw tungkol sa naging epekto sa mga Pilipino ng pamamahala sa mga dayuhang mananakop				
18. Nasusuri ang mga pangunahing suliranin at hamon sa kasarinlan pagkatapos ng Ikalawang Digmaang Pandaigdig				
19. Nasusuri ang iba't ibang reaksiyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine Rehabilitation Act, parity rights at Kasunduang Militar				

20. Nauunawaan ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa				
21. Nabibigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan at hangganan ng teritoryo ng bansa				
22. Napahahalagahan ang pamamahala ng mga naging pangulo ng bansa mula 1946 hanggang 1972				
23. Naiuugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa				
24. Nakapagbibigay ng sariling pananaw tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan				
25. Nasusuri ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar				
26. Natatalakay ang mga pangyayari sa bansa na nagbigay wakas sa Diktaturang Marcos				
27. Nabibigyang halaga ang kontribusyon ng "People Power 1" sa muling pagkamit ng kalayaan at kasarinlan sa mapayapang paraan				
28. Nasisiyasat ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan				
29. Natatalakay ang mga mungkahi tungo sa pagbabago sa ilang probisyon ng Saligang Batas 1987				
30. Nasusuri ang mga kontemporaryong isyu ng lipunan				
31. Nabibigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng kaunlaran ng bansa sa malikhaing paraan				
32. Naipapahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa				



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Minamahal na Guro:

Maligayang pagbati! Ang iyong paaralan ay napili upang lumahok sa isang pag-aaral na nagnanais malaman ang pagiging epektibo ng **SCOUTING** sa pagpapaunlad ng pagkatuto sa asignaturang **ARALING PANLIPUNAN**. Lagyan ng tsek (/) upang ipahiwatig ang tulong ng **SCOUTING** sa pagpapaunlad ng mga sumusunod na pamantayang pangnilalaman. Salamat.

-Mananaliksik

	1	2	3	4
1 - WALANG NAITUTULONG				
2 - MAY KAUNTING NAITUTULONG				
3 - MALAKI ANG NAITUTULONG				
4 - LUBHANG MALAKI ANG NAITUTULONG				
<i>Ang mga mag-aaral ay...</i>				
1. Naipaliliwanag ang kahalagahan ng lokasyon ng Pilipinas sa ekonomiya at politika ng Asya at mundo				
2. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo				
3. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan				
4. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol				
5. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa				
6. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino				
7. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano				
8. Nabibigyang halaga ang mga kontribosyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan				
9. Natutukoy ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili				
10. Nasusuri ang iba't ibang reaksiyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine Rehabilitation Act, parity rights at Kasunduang Militar				
11. Nauunawaan ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa				
12. Nabibigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan at hangganan ng teritoryo ng bansa				
13. Naiuugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa				
14. Nakapagbibigay ng sariling pananaw tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan				
15. Nasusuri ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar				
16. Nasisiyasat ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan				
17. Nasusuri ang mga kontemporaryong isyu ng lipunan				
18. Nabibigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng kaunlaran ng bansa sa malikhaing paraan				
19. Naipapahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa				



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Dear Sir/Madam:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **SPORTS AND ATHLETICS** in terms of its contribution to the enhancement of learning outcomes in the subject area **MAPEH**. Put a check mark (/) to indicate the extent to which **SPORTS AND ATHLETICS** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1 – LEAST EXTENT				
	2 – LITTLE EXTENT				
	3 – GREAT EXTENT				
	4 – VERY GREAT EXTENT	1	2	3	4
<i>The learner...</i>					
1. describes the Philippines physical activity pyramid					
2. explains the indicators for fitness					
3. assesses regularly participation in physical activities based on the Philippines physical activity pyramid					
4. explains the nature/background of the games					
5. describes the skills involved in the games					
6. observes safety precautions					
7. executes the different skills involved in the game					
8. recognizes the value of participation in physical activities					
9. displays joy of effort, respect for others and fair play during participation in physical activities					
10. explains health and skill related fitness components					
11. identifies areas for improvement					
12. describes personal health issues and concerns					
13. demonstrates self- management skills					



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Dear Sir/Madam:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **DRUM AND LYRE BAND** in terms of its contribution to the enhancement of learning outcomes in the subject area **MAPEH**. Put a check mark (/) to indicate the extent to which **DRUM AND LYRE BAND** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

1 - LEAST EXTENT 2 - LITTLE EXTENT 3 - GREAT EXTENT 4 - VERY GREAT EXTENT	1	2	3	4
<i>The learner...</i>				
1. identifies the notes / rests used in a particular song				
2. differentiates among time signatures				
3. demonstrates the conducting gestures of different time signatures				
4. identifies through conducting the relationship of the first and last measure in an incomplete measure				
5. creates rhythmic patterns in different time signatures				
6. creates simple melodies in C, G, and F major				
7. sings self-composed melodies in C Major, G major, and F Major keys				
8. identifies simple musical forms: binary, ternary, rondo				
9. analyzes the musical forms of the different songs				
10. uses the different repeat marks that are related to form				
11. identifies the characteristics of each instrument in each section of the orchestra				
12. describes the distinct sound quality of the different instruments of the orchestra				
13. distinguishes varied dynamic levels in a music heard				
14. uses varied dynamic levels in a song				
15. demonstrates the different kinds of tempo by following tempo marks in a familiar song				
16. identifies aurally the texture of musical pieces: monophonic, homophonic, polyphonic				
17. applies primary chords (I, IV, V) as accompaniment to simple songs				
18. identifies the intervals of major triads				
19. distinguishes the sound of a major chord from a minor chord				



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Dear Pupil:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **CAMPUS JOURNALISM** in terms of its contribution to the enhancement of learning outcomes in the subject area **ENGLISH**. Put a check mark (/) to indicate the extent to which **CAMPUS JOURNALISM** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1	2	3	4
1 - LEAST EXTENT				
2 - LITTLE EXTENT				
3 - GREAT EXTENT				
4 - VERY GREAT EXTENT				
<i>As a learner I can...</i>				
1. infer the speaker's tone, mood and purpose				
2. distinguish text-types according to purpose and language features				
3. note down relevant information from text heard				
4. detect biases and propaganda devices used by speakers				
5. make a stand based on informed opinion				
6. restate portions of a text heard to clarify meaning				
7. summarize the information from a text heard				
8. relate an experience appropriate to the occasion				
9. share brief impromptu remarks about topics of interest				
10. react on the content of the material presented				
11. provide evidence to support opinions				
12. use appropriate strategies to keep a discussion going				
13. present a coherent, comprehensive report on differing viewpoints on an issue				
14. summarize information conveyed through discussion				
15. infer meaning of idiomatic expressions using context clues, affixes and roots				
16. infer meaning of figurative language using context clues, affixes, and roots				
17. infer meaning of borrowed words and content specific terms (e.g. Math) using context clues, affixes, and roots				
18. clarify meaning of words using dictionaries, thesaurus				
19. clarify meaning of words using online resources				
20. determine tone, mood, and purpose of the author				
21. analyze figures of speech				
22. evaluate narratives based on how the author developed the elements: setting, characters, plot, theme, point of view				
23. respond appropriately to the messages of the different authentic texts				

24. note significant details of informational texts read				
25. distinguish text-types according to purpose and language features				
26. use appropriate graphic organizers in texts read				
27. self-correct when reading				
28. read with automaticity grade level frequently occurring content area words				
29. read grade level text with required correct number of words per minute				
30. observe accuracy, appropriate rate, proper expressions, and correct expressions in dialogs and oral communication group task				
31. gather relevant information from various sources: glossary, indices, dictionary, thesaurus, almanac, encyclopedia, online references				
32. organize information from primary and secondary resources in preparation for writing, reporting, and similar academic tasks in collaboration with others				
33. assess credibility of sources of information				
34. conduct short research projects on a relevant issue				
35. compose clear and coherent sentences using appropriate grammatical structures: pluralization of regular and irregular nouns, tenses of verbs, modals, subject-verb agreement, order and degrees of regular adjectives, adverbs, prepositions, prepositional phrases, subordinate and coordinate conjunctions,				
36. follow and give directions				
37. use various types and kinds of sentences for effective communication of information/ideas				
38. write a 3-line 4-stanza poem				
39. fill-out forms accurately and efficiently				
40. plan a composition using an outline/other graphic organizer				
41. write a 4-paragraph composition showing comparison and contrast, cause and effect, problem and solution				
42. revise writing for clarity				
43. write a 3-paragraph editorial article				
44. compose a three-paragraph persuasive essay on self-selected topic				
45. analyze the characters used in print, non-print, and digital materials				
46. infer the target audience				
47. infer purpose of the visual media				
48. identify real or make-believe, fact or non-fact images				
49. identify the values suggested in the visual media				
50. determine images/ideas that are explicitly used to influence viewers				
51. make connections between information viewed and personal experiences				
52. observe politeness at all times				
53. show tactfulness when communicating with others				
54. show openness to criticism				



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Minamahal na Mag-aaral:

Maligayang pagbati! Ang iyong paaralan ay napili upang lumahok sa isang pag-aaral na nagnanais malaman ang pagiging epektibo ng **CAMPUS JOURNALISM** sa pagpapaunlad ng pagkatuto sa asignaturang **FILIPINO**. Lagyan ng tsek (/) upang ipahiwatig ang tulong ng **CAMPUS JOURNALISM** sa pagpapaunlad ng mga sumusunod na pamantayang pangnilalaman. Salamat.

-Mananaliksik

	1	2	3	4
1 - WALANG NAITUTULONG				
2 - MAY KAUNTING NAITUTULONG				
3 - MALAKI ANG NAITUTULONG				
4 - LUBHANG MALAKI ANG NAITUTULONG				
<i>Bilang mag-aaral, kaya kong...</i>				
1. Sumagot ng mga tanong tungkol sa napakinggang pabula at kwento				
2. Magbigay ng kahulugan sa kilos ng mga tauhan sa napakinggang pabula				
3. Magbigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat at kuwentong napakinggan				
4. Bigyan ng kahulugan ang sawikain na napakinggan				
5. Iugnay ang sariling karanasan sa napakinggang teksto				
6. Tukuyin ang mahahalagang pangyayari sa napakinggang sanaysay				
7. Ibigay ang mga sanhi at bunga ng mga pangyayari				
8. Ibigay ang paksa ng napakinggang teksto				
9. Ibigay ng lagom o buod ng tekstong napakinggan				
10. Ibigay ng angkop na pamagat sa napakinggang talata				
11. Pagsunud-sunurin ng kronolohikal ang mga pangyayari sa napakinggang teksto				
12. Gumawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon				
13. Magbigay ng panuto na may higit sa limang hakbang				
14. Magbigay ng sariling solusyon sa isang suliraning naobserbahan				
15. Ibahagi ang isang pangyayaring nasaksihan				
16. Gumawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita				
17. Basahin ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				
18. Bigyang kahulugan ang salitang hiram				
19. Bumuo ng mga bagong salita gamit ang panlapi at salitang-ugat				
20. Magpangkat ng mga salitang magkakaugnay				
21. Iugnay ang binasa sa sariling karanasan				
22. Magmungkahi ng iba pang pangyayari na maaaring maganap sa binasang teksto				
23. Sagutin ang mga tanong na bakit at paano sa kuwento				
24. Magbigay ng angkop na pamagat sa binasang talata				
25. Isalaysay nang may wastong pagkakasunud-sunod ang mga pangyayari sa nabasang tekstong pang-impormasyon				

26. Gamitin ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto				
27. Sabihin ang paksa sa binasang sanaysay				
28. Magbigay ng sariling hinuha bago, habang at matapos ang pagbasa				
29. Sumunod sa nakasulat na panuto				
30. Suriin kung ang pahayag ay opinyon o katotohanan				
31. Suriin ang pagkakaiba ng kathang isip at di-kathang isip teksto				
32. Magtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa, at graph				
33. Magtatala ng datos mula sa binasang teksto				
34. Gamitin ang iba't ibang bahagi ng pahayagan sa pagkuha ng kailangang impormasyon				
35. Magbigay ng kahulugan at gumawa ng graph para sa mga impormasyong nakalap				
36. Kumuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa				
37. Gamitin ang pangkahalatang sanggunian sa pagtitipon ng mga datos na kailangan				
38. Magsulat ng kuwento				
39. Magsulat ng talatang nagpapaliwanag at nagsasalaysay				
40. Magsulat ng liham pangkaibigan, liham pangangalakal, at liham sa editor				
41. Isulat nang malinaw at wasto ang mga pangungusap at talata				
42. Magsulat ng sulating pormal at di pormal				
43. Magsulat ng panuto				
44. Iguhit ang napiling pangyayari sa kuwentong binasa				
45. Sumulat ng tula				
46. Bumuo ng isang poster				
47. Sumulat ng sanaysay na naglalarawan				
48. Sumulat ng bahagi ng balitang pang-isport				
49. Sumulat ng iskrip para sa radio broadcasting at teleradyo				
50. Suriin ang mga kaisipan at pagpapa halagang nakapaloob sa napanood na maikling pelikula				
51. Sagutin ang mga tanong tungkol sa pinanood				
52. Tukuyin ang tema/layunin ng pinanood na pelikula				
53. Suriin ang tauhan at tagpuan sa napanood na maikling pelikula				
54. Iugnay ang sariling karanasan sa napanood				
55. Suriin ang estilong ginamit ng gumawa ng pelikula				
56. Paghambing-hambing ang iba't ibang uri ng pelikula				
57. Gumawa ng sariling maikling pelikula (pangkatang gawain)				
58. Ipakita ang hilig sa pagbasa				



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Dear Pupil:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **QUIZ BEES** in terms of its contribution to the enhancement of learning outcomes in the subject area **SCIENCE**. Put a check mark (/) to indicate the extent to which **QUIZ BEES** contribute in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

1 - LEAST EXTENT 2 - LITTLE EXTENT 3 - GREAT EXTENT 4 - VERY GREAT EXTENT	1	2	3	4
<i>As a learner, I can...</i>				
1. describe the appearance and uses uniform and non-uniform mixtures				
2. enumerate techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet				
3. tell the benefits of separating mixtures from products in community				
4. explain how the organs of each organ system work together				
5. determine the distinguishing characteristics of vertebrates and invertebrates				
6. distinguish how spore-bearing and cone-bearing plants reproduce				
7. infer how friction and gravity affect movements of different objects				
8. demonstrate how sound, heat, light and electricity can be transformed				
9. manipulate simple machines to describe their characteristics and uses				
10. demonstrate the practical and safe uses of simple machines				
11. describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions				
12. enumerate what to do before, during and after earthquake and volcanic eruptions				
13. describe the different seasons in the Philippines				
14. discuss appropriate activities for specific seasons of the Philippines				
15. demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons				
16. compare the planets of the solar system				
17. construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun				



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Dear Pupil:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **YOUTH FOR ENVIRONMENT IN SCHOOLS (YES-O)** in terms of its contribution to the enhancement of learning outcomes in the subject area **SCIENCE**. Put a check mark (/) to indicate the extent to which **YOUTH FOR ENVIRONMENT IN SCHOOLS (YES-O)** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

1 - LEAST EXTENT 2 - LITTLE EXTENT 3 - GREAT EXTENT 4 - VERY GREAT EXTENT	1	2	3	4
<i>As a learner, I can...</i>				
1. discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps				
2. explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps				
3. enumerate what to do before, during and after earthquake and volcanic eruptions				
4. describe the different seasons in the Philippines				



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Dear Pupil:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **QUIZ BEES** in terms of its contribution to the enhancement of learning outcomes in the subject area **MATHEMATICS**. Put a check mark (/) to indicate the extent to which **QUIZ BEES** contribute in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1 – LEAST EXTENT	2 – LITTLE EXTENT	3 – GREAT EXTENT	4 – VERY GREAT EXTENT
<i>As a learner, I can...</i>				
1. add, subtract, multiply, and divide simple fractions and mixed numbers without or with regrouping				
2. solve routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools				
3. create problems (with reasonable answers) involving addition, subtraction, and/or multiplication and/or division of fractions				
4. add and subtract decimals and mixed decimals through ten thousandths without or with regrouping				
5. multiply and divide decimals and mixed decimals with factors up to 2 decimal places				
6. multiply mentally decimals up to 2 decimals places by 0.1, 0.01, 10, and 100				
7. divide decimals up to 4 decimal places by 0.1, 0.01, and 0.001.				
8. divide decimals up to 2 decimal places by 10, 100, and 1 000 mentally				
9. differentiate terminating from repeating, non-terminating decimal quotients				
10. create problems (with reasonable answers) involving addition, subtraction, multiplication, and division of decimals, mixed decimals, and whole numbers including money				
11. solve routine and non-routine problems involving addition, subtraction, multiplication, and division of decimals and mixed decimals including money using appropriate problem solving strategies and tools				
12. solve multi-step problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools				
13. expresses one value as a fraction of another given their ratio and vice versa				
14. find how many times one value is as large as another given their ratio and vice versa				
15. define and illustrate the meaning of ratio and proportion using concrete or pictorial models				
16. set up proportions for groups of objects or numbers and for given situations				
17. find a missing term in a proportion (direct, inverse, and partitive).				

18. solve problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools				
19. create problems involving ratio and proportion, with reasonable answers				
20. find the percentage or rate or percent in a given problem				
21. solve routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools				
22. solve percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest				
23. create problems involving percent, with reasonable answers				
24. describe the exponent and the base in a number expressed in exponential notation				
25. give the value of numbers expressed in exponential notation				
26. interpret and explain the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule				
27. perform two or more different operations on whole numbers with or without exponents and grouping symbols				
28. identify real-life situations that make use of integers				
29. describe the set of integers				
30. compare integers with other numbers such as whole numbers, fractions, and decimals				
31. represent integers on the number line				
32. compare and arrange integers				
33. describe and interpret the basic operations on integers using materials such as algebra tiles, counters, chips, and cards				
34. perform the basic operations on integers				
35. solve routine and non-routine problems involving basic operations of integers using appropriate strategies and tools				
36. visualize and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere				
37. differentiate solid figures from plane figures				
38. illustrate the different solid figures using various concrete and pictorial models				
39. identify the faces of a solid figure				
40. visualize and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere				
41. identify the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures				
42. formulate the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards)				
43. differentiate expression from equation				
44. give the translation of real-life verbal expressions and equations into letters or symbols and vice versa				
45. define a variable in an algebraic expression and equation				
46. represent quantities in real-life situations using algebraic expressions and equations				
47. solve routine and non-routine problems involving different types of numerical expressions and equations				
48. create routine and non-routine problems involving numerical expressions and equations				
49. calculate speed, distance, and time				
50. solve problems involving average rate and speed				
51. find the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle				
52. solve routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.				

53. visualize and describe surface area and names the unit of measure used for measuring the surface area of solid/space figures				
54. derive a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
55. find the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
56. solve word problems involving measurement of surface area				
57. determine the relationship of the volume between: a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere				
58. derive the formula for finding the volume of cylinders, pyramids, cones, and spheres				
59. find the volume of cylinders, pyramids, cones, and spheres				
60. solve routine and non-routine problems involving volumes of solids.				
61. create problems involving surface area and volume of solid/space figures, with reasonable answers				
62. read and interpret electric and water meter readings				
63. solve routine and non-routine problems involving electric and water consumption				
64. create problems involving electric and water consumption, with reasonable answers				
65. collects data on one or two variables using any source				
66. construct a pie graph based on a given set of data				
67. interpret data presented in a pie graph				
68. solve routine and non-routine problems using data presented in a pie graph				
69. create problems that can be answered using information presented in a pie graph				
70. describe the meaning of probability such as 50% chance of rain and one in a million chance of winning				
71. quantify the phrases "most likely to happen" and "unlikely to happen"				
72. perform experiments and records outcomes				
73. make listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams				
74. make simple predictions of events based on the results of experiments				
75. solve routine and non-routine problems involving experimental and theoretical probability				
76. create problems involving experimental and theoretical probability				



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Dear Pupil:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **MTAP** in terms of its contribution to the enhancement of learning outcomes in the subject area **MATHEMATICS**. Put a check mark (/) to indicate the extent to which **MTAP** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

	1	2	3	4
1 - LEAST EXTENT				
2 - LITTLE EXTENT				
3 - GREAT EXTENT				
4 - VERY GREAT EXTENT				
<i>As a learner, I can...</i>				
1. add, subtract, multiply, and divide simple fractions and mixed numbers without or with regrouping				
2. solve routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools				
3. create problems involving addition, subtraction, and/or multiplication and/or division of fractions				
4. add and subtract decimals and mixed decimals through ten thousandths without or with regrouping				
5. multiply and divide decimals and mixed decimals with factors up to 2 decimal places				
6. multiply mentally decimals up to 2 decimal places by 0.1, 0.01, 10, and 100				
7. divide decimals up to 4 decimal places by 0.1, 0.01, and 0.001.				
8. divide decimals up to 2 decimal places by 10, 100, and 1 000 mentally				
9. differentiate terminating from repeating, non-terminating decimal quotients				
10. create problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals, and whole numbers including money				
11. solve routine and non-routine problems involving addition, subtraction, multiplication, and division of decimals and mixed decimals including money using appropriate problem solving strategies and tools				
12. solve multi-step problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools				
13. express one value as a fraction of another given their ratio and vice versa				
14. find how many times one value is as large as another given their ratio and vice versa				
15. define and illustrates the meaning of ratio and proportion using concrete or pictorial models				
16. set up proportions for groups of objects or numbers and for given situations				
17. find a missing term in a proportion (direct, inverse, and partitive).				
18. solve problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools				
19. find the percentage or rate or percent in a given problem				
20. solve percent problems such as percent of increase/decrease, commission, sales tax, and simple interest				
21. describe the exponent and the base in a number expressed in exponential notation				

22. give the value of numbers expressed in exponential notation				
23. interpret and explain the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule				
24. perform two or more different operations on whole numbers with or without exponents and grouping symbols				
25. identify real-life situations that make use of integers				
26. describe the set of integers				
27. compare integers with other numbers such as whole numbers, fractions, and decimals				
28. represent integers on the number line				
29. compare and arrange integers				
30. describe and interpret the basic operations on integers using materials such as algebra tiles, counters, chips, and cards				
31. perform the basic operations on integers				
32. solve routine and non-routine problems involving basic operations of integers using appropriate strategies and tools				
33. differentiate solid figures from plane figures				
34. illustrate the different solid figures using various concrete and pictorial models				
35. identify the faces of a solid figure				
36. visualize and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere				
37. identify the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures				
38. formulate the rule in finding the nth term using different strategies				
39. differentiate expression from equation				
40. give the translation of real-life verbal expressions and equations into letters or symbols and vice versa				
41. define a variable in an algebraic expression and equation				
42. represent quantities in real-life situations using algebraic expressions and equations				
43. solve routine and non-routine problems involving different types of numerical expressions and equations				
44. create routine and non-routine problems involving numerical expressions and equations				
45. calculate speed, distance, and time				
46. solve problems involving average rate and speed				
47. find the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle				
48. derive a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
49. find the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres				
50. solve word problems involving measurement of surface area				
51. determine the relationship of the volume between: a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere				
52. derive the formula for finding the volume of cylinders, pyramids, cones, and spheres				
53. find the volume of cylinders, pyramids, cones, and spheres				
54. solve routine and non-routine problems involving volumes of solids.				
55. read and interpret electric and water meter readings				
56. construct a pie graph based on a given set of data				
57. interpret data presented in a pie graph				
58. describe the meaning of probability such as 50% chance of rain and one in a million chance of winning				
59. quantify the phrases “most likely to happen” and “unlikely to happen”				
60. make listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams				
61. make simple predictions of events based on the results of experiments				



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Minamahal na Mag-aaral:

Maligayang pagbati! Ang iyong paaralan ay napili upang lumahok sa isang pag-aaral na nagnanais malaman ang pagiging epektibo ng **SUPREME PUPIL GOVERNMENT** sa pagpapaunlad ng pagkatuto sa asignaturang **ARALING PANLIPUNAN**. Lagyan ng tsek (/) upang ipahiwatig ang tulong ng **SUPREME PUPIL GOVERNMENT** sa pagpapaunlad ng mga sumusunod na pamantayang pangnilalaman. Salamat.

-Mananaliksik

	1	2	3	4
1 - WALANG NAITUTULONG				
2 - MAY KAUNTING NAITUTULONG				
3 - MALAKI ANG NAITUTULONG				
4 - LUBHANG MALAKI ANG NAITUTULONG				
<i>Bilang mag-aaral, kaya kong...</i>				
1. Suriin ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo				
2. Suriin ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan				
3. Suriin ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol				
4. Talakayin ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa				
5. Talakayin ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino				
6. Pahalagahan ang pagkakatatag ng Kongreso ng Malolos at ang deklarasyon ng kasarinlan ng mga Pilipino				
7. Suriin ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano				
8. Bigyang halaga ang mga kontribusyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan				
9. Suriin ang mga pagbabago sa lipunan sapanahon ng mga Amerikano				
10. Suriin ang pamahalaang kolonyal ng mga Amerikano				
11. Tukuyin ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili				
12. Suriin ang kontribusyon ng pamahalaang Komonwelt				
13. Talakayin ang mga mahahalagang pangyayari sa pananakop ng mga Hapones				
14. Ipaliwanag ang motibo ng pananakop ng Hapon sa bansa				
15. Suriin ang sistema ng pamamahala sa panahon ng mga Hapones				
16. Suriin ang pakikibaka ng mga Pilipino para sa kalayaan sa pananakop ng mga Hapon (hal., USAFFE, HukBaLaHap, iba pang kilusang Gerilya)				
17. Magbigay ng sariling pananaw tungkol sa naging epekto sa mga Pilipino ng pamamahala sa mga dayuhang mananakop				
18. Suriin ang mga pangunahing suliranin at hamon sa kasarinlan pagkatapos ng Ikalawang Digmaang Pandaigdig				

19. Suriin ang iba't ibang reaksiyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine Rehabilitation Act, parity rights at Kasunduang Militar				
20. Unawain ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa				
21. Bigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan at hangganan ng teritoryo ng bansa				
22. Pahalagahan ang pamamahala ng mga naging pangulo ng bansa mula 1946 hanggang 1972				
23. Iugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa				
24. Magbigay ng sariling pananaw tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan				
25. Suriin ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar				
26. Talakayin ang mga pangyayari sa bansa na nagbigay wakas sa Diktaturang Marcos				
27. Bigyang halaga ang kontribusyon ng "People Power 1" sa muling pagkamit ng kalayaan at kasarinlan sa mapayapang paraan				
28. Siyasatin ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan				
29. Talakayin ang mga mungkahi tungo sa pagbabago sa ilang probisyon ng Saligang Batas 1987				
30. Suriin ang mga kontemporaryong isyu ng lipunan				
31. Bigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng kaunlaran ng bansa sa malikhaing paraan				
32. Ipahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa				



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-Mananaliksik

1	-	WALANG NAITUTULONG			
2	-	MAY KAUNTING NAITUTULONG	1	2	3
3	-	MALAKI ANG NAITUTULONG			4
4	-	LUBHANG MALAKI ANG NAITUTULONG			
<i>Bilang mag-aaral, kaya kong...</i>					
1.	Ipaliwanag ang kahalagahan ng lokasyon ng Pilipinas sa ekonomiya at politika ng Asya at mundo				
2.	Suriin ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo				
3.	Suriin ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan				
4.	Suriin ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol				
5.	Talakayin ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa				
6.	Talakayin ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino				
7.	Suriin ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano				
8.	Bigyang halaga ang mga kontribosyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan				
9.	Tukuyin ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili				
10.	Suriin ang iba't ibang reaksyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine Rehabilitation Act, parity rights at Kasunduang Militar				
11.	Unawain ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa				
12.	Bigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan at hangganan ng teritoryo ng bansa				
13.	Iugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa				
14.	Magbigay ng sariling pananaw tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan				
15.	Suriin ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar				
16.	Siyasatin ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan				
17.	Suriin ang mga kontemporaryong isyu ng lipunan				
18.	Bigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng kaunlaran ng bansa sa malikhaing paraan				
19.	Ipahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa				



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Dear Pupil:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **SPORTS AND ATHLETICS** in terms of its contribution to the enhancement of learning outcomes in the subject area **MAPEH**. Put a check mark (/) to indicate the extent to which **SPORTS AND ATHLETICS** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

1 - LEAST EXTENT 2 - LITTLE EXTENT 3 - GREAT EXTENT 4 - VERY GREAT EXTENT	1	2	3	4
<i>As a learner, I can...</i>				
1. describe the Philippines physical activity pyramid				
2. explain the indicators for fitness				
3. assess regularly participation in physical activities based on the Philippines physical activity pyramid				
4. explain the nature/background of the games				
5. describe the skills involved in the games				
6. observe safety precautions				
7. execute the different skills involved in the game				
8. recognize the value of participation in physical activities				
9. display joy of effort, respect for others and fair play during participation in physical activities				
10. explain health and skill related fitness components				
11. identify areas for improvement				
12. describe personal health issues and concerns				
13. demonstrate self- management skills				



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Dear Pupil:

Greetings! Your school is selected to participate in a study to find out the effectiveness of **DRUM AND LYRE BAND** in terms of its contribution to the enhancement of learning outcomes in the subject area **MAPEH**. Put a check mark (/) to indicate the extent to which **DRUM AND LYRE BAND** contributes in the enhancement of the listed learning outcomes. Thank you.

-The Researcher

1 - LEAST EXTENT 2 - LITTLE EXTENT 3 - GREAT EXTENT 4 - VERY GREAT EXTENT	1	2	3	4
<i>As a learner, I can...</i>				
1. identify the notes / rests used in a particular song				
2. differentiate among time signatures				
3. demonstrate the conducting gestures of different time signatures				
4. identify through conducting the relationship of the first and last measure in an incomplete measure				
5. create rhythmic patterns in different time signatures				
6. create simple melodies in C, G, and F major				
7. sing self-composed melodies in C Major, G major, and F Major keys				
8. identify simple musical forms: binary, ternary, rondo				
9. analyze the musical forms of the different songs				
10. use the different repeat marks that are related to form				
11. identify the characteristics of each instrument in each section of the orchestra				
12. describes the distinct sound quality of the different instruments of the orchestra				
13. distinguish varied dynamic levels in a music heard				
14. use varied dynamic levels in a song				
15. demonstrate the different kinds of tempo by following tempo marks in a familiar song				
16. identify aurally the texture of musical pieces: monophonic, homophonic, polyphonic				
17. apply primary chords (I, IV, V) as accompaniment to simple songs				
18. identify the intervals of major triads				
19. distinguish the sound of a major chord from a minor chord				

APPENDIX E

Survey 3

Effectiveness of Co-Curricular Activities in terms of Attainment of Objectives, Adviser's Supervision, Opportunities for Personal and Social Development, and Conduct of Activities



PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education
Taft Avenue, Manila

Dear Sir/Madam:

Minamahal na Guro:

Greetings! Your school is selected to participate in a study to find out the effectiveness of
Maligayang pagbati! Ang iyong paaralan ay napili sa isang pag-aaral na nagnanais malaman ang pagiging epektibo ng

_____ **in terms of its attainment of objectives, advisers' supervision, opportunities that it**
_____ *sa pagkamit ng mga layunin, pangangasiwa ng gurong tagapatnubay, pagkakataong*

offers for personal and social development, and conduct of activities. Please read each statement
naibibigay sa pag-unlad ng sarili at pakikipagkapwa, at pagsasakatuparan ng mga gawain. Basahin ang mga sumusunod na pahayag at
and put a check mark (✓) on the column to indicate your response.
lagyan ng tsek (✓) ang hanay upang ipahiwatig ang iyong sagot.

-The Researcher
-Mananaliksik

	1	2	3	4
1 – STRONGLY DISAGREE <i>(Lubos na Hindi Sumasangayon)</i>				
2 – DISAGREE <i>(Hindi Sumasangayon)</i>				
3 – AGREE <i>(Sumasangayon)</i>				
4 – STRONGLY AGREE <i>(Lubos na Sumasangayon)</i>				
ATTAINMENT OF OBJECTIVES <i>(PAGKAMIT NG MGA LAYUNIN)</i>				
The objectives are... <i>Ang mga layunin ay...</i>				
1. Well-defined and clearly stated. <i>Maliwanag na isinasaad.</i>				
2. Properly informed to the participants. <i>Maayos na ibinabahagi sa mga kalahok.</i>				
3. Met by its effective implementation in the school. <i>Natutugunan sa pamamagitan ng epektibong pangangasiwa nito.</i>				
4. Provided directly to the school administrators and teachers by DepEd Central, Regional, or Division offices. <i>Direktang ibinibigay sa pamunuan ng paaralan at mga guro mula sa Kagawaran ng Edukasyon Sangay na Pang-Sentral, Pang-Rehiyunal, at Panglungsod.</i>				
ADVISERS' SUPERVISION <i>(PANGANGASIWA NG GURONG TAGAPAGSANAY)</i>				

The adviser... <i>Ang guro ng tagapagsanay ay...</i>				
5. Disseminates information and details about the co-curricular activity. <i>Mahusay na ipinapalaganap ang mga impormasyon at detalye sa paaralan.</i>				
6. Gives proper orientation to participants. <i>Nagbibigay ng karampatang pamimihasa sa mga kalahok.</i>				
7. Gives enough time for coaching. <i>Naglalaan ng sapat ang oras sa pagsasanay.</i>				
8. Possesses ample amount of knowledge and skills for coaching. <i>May taglay na malawak na kaalaman at kasanayan sa pagtuturo.</i>				
9. Stresses gender equality. <i>Binibigyang diin ang pagkakapantay-pantay ng mga kasarian.</i>				
10. Stresses learning and fun over winning. <i>Binibigyang diin ang pagkatuto at kaluguran sa halip ng pagkapanalo.</i>				
11. Gives participants extra academic credits. <i>Binibigyan ang mga kalahok ng dagdag na marka sa mga asignatura.</i>				
12. Ensures the presence of respect for all culture. <i>Sinisigurado ang pag-iral ng respeto sa iba't-ibang kultura.</i>				
13. Gives proper recognition to the participants through school events. <i>Binibigyan ang mga kalahok ng karampatang pagkilala sa paaralan.</i>				
14. Follows the criteria and mechanics on the selection of participants. <i>Sumusunod sa mga angkop na paraan sa pagpili ng mga kalahok.</i>				
15. Keeps qualitative and quantitative records of participation of pupils. <i>Nagtatala ng qualitative at quantitative na puna sa paglahok ng mga mag-aaral.</i>				
16. Does not allow co-curricular activities to affect or disturb academic work load of pupils. <i>Di pinahihintulutan ang mga co-curricular activity na makaapekto o makaabala sa iba pang gawaing pampaaralan.</i>				
The school... <i>Ang paaralan ay...</i>				
17. Provides equal work load to teachers in coaching co-curricular activities. <i>Nagbibigay sa mga guro ng pantay na oportunidad sa pamamahala ng co-curricular activities.</i>				
18. Provides varied co-curricular activities that allow for the development of different talents and abilities. <i>Nagbibigay ng mga sari-saring co-curricular activities na pinapahintulutan ang paglago ng iba't-ibang mga kakayahan.</i>				
19. Gives all pupils the chance to participate in at least one co-curricular activity consistent with their talents and abilities. <i>Binibigyan ng pagkakataon ang lahat ng mga mag-aaral na makilahok sa kahit na isang co-curricular activity na akma sa kanilang talento at kakayahan.</i>				
20. Strictly observes balanced scheduling in the administration of co-curricular activities. <i>Mahigpit na ipinapatupad ang balanseng pag-iiskedyul sa pamamahala ng mga co-curricular activities.</i>				
21. Provides adequate materials, equipment, facilities, and financial support. <i>Naglalaan ng sapat na mga kagamitan, pasilidad at pondo.</i>				
22. Allows parents and external stakeholders to provide financial support. <i>Nagbibigay ng pagkakataon sa mga magulang at panlabas na stakeholder na tumulong sa mga gastusin.</i>				
23. Allows parents and external stakeholders to help in coaching co-curricular activities. <i>Nagbibigay ng pagkakataon sa mga magulang at panlabas na stakeholder na tumulong sa pagsasanay ng mga kalahok.</i>				

OPPORTUNITIES FOR PERSONAL AND SOCIAL DEVELOPMENT (PAGKAKATAON SA PAG-UNLAD NG SARILI AT PAKIKIPAGKAPWA)					
Participation... <i>Ang paglahok ay...</i>					
24. Helps pupils meet new friends. <i>Nagiging daan upang makapagkilala ng mga bagong kaibigan.</i>					
25. Develops desirable attitudes in pupils. <i>Nakalilinan ng mga ugaling kasiya-siya sa mga mag-aaral.</i>					
26. Teaches pupils to accept failure and defeat. <i>Nagtuturo sa mga mag-aaral na tanggapin ang pagkatalo ng maluwas sa kalooban.</i>					
27. Helps pupils gain confidence and self-worth. <i>Nakapag-aangat ng kumpiyansa sa sarili.</i>					
28. Helps pupils assume leadership responsibilities. <i>Lumilinan ng mga tungkulin sa pamumuno.</i>					
29. Helps pupils develop interpersonal communication. <i>Tumutulong sa pagyabong ng komunikasyong interpersonal.</i>					
30. Motivates pupils to perform better in their academics. <i>Nakakatulong na maging mas masigasig ang mga mag-aaral sa pagpapal-unlad ng kanilang mga marka.</i>					
31. Helps pupils to be aware of social and moral responsibilities. <i>Nagbibigay ng kamalayan sa pananagutang sosyal at moral.</i>					
32. Helps pupils to be proud of themselves and their achievements. <i>Tumutulong sa mga mag-aaral na ipagmalaki ang kanilang mga sarili at tagumpay.</i>					
33. Teaches pupils the values of good citizenship and nation-building. <i>Nagtuturo sa mga mag-aaral ng mabuting pagkamamamayan at pagkamakabansa.</i>					
34. Helps pupils avoid harmful activities like computer games addiction. <i>Tumutulong sa pag-iwas sa mga gawaing mapaminsala gaya ng labis na paglalaro ng kompyuter.</i>					
35. Teaches pupils cooperation and teamwork by being part of a team or club. <i>Nagtuturo kung paano makipagtulungan sa iba pang miyembro ng koponan.</i>					
CONDUCT OF ACTIVITIES (PAGSASAKATUPARAN NG MGA GAWAIN)					
The pupils... <i>Ang mga mag-aaral ay...</i>					
36. Seek guidance from their adviser. <i>Humihingi ng patnubay sa guro ng tagasanay.</i>					
37. Strive to give a high quality performance. <i>Nagsusumikap magbigay ng mataas na kalidad sa pagganap.</i>					
38. Attend meetings and rehearsals punctually and regularly. <i>Regular na dumadalo sa mga pulong at ensayo.</i>					
39. Are genuinely interested and not only forced to participate. <i>Tunay na interesado sa paglahok at hindi napilitan lamang.</i>					
40. Work harmoniously with each other in the attainment of goals. <i>Nagtutulungan sa pagkamit ng mga tunguhin.</i>					
41. Wholeheartedly accept their responsibilities with their participation. <i>Buong pusong tinatanggap ang kanilang mga tungkulin sa paglahok.</i>					
42. Give suggestions for the improvement of the implementation of the activity. <i>Nagbibigay ng mga mungkahi sa pagpapabuti ng mga gawain.</i>					
43. Rigorously follow the rules of the co-curricular activity even without the presence of the adviser. <i>Tapat na sumusunod sa mga alituntunin kahit wala ang guro ng tagasanay.</i>					



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ng

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sarili at pakikipagkapwa, at pagsasakatuparan ng mga gawain. Basahin ang mga sumusunod na pahayag at lagyan ng

check mark (✓) on the column to indicate your response.

tsek (✓) ang hanay upang ipahiwatig ang iyong sagot.

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-Mananaliksik

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3. Met by its effective implementation in the school. <i>Natutugunan sa pamamagitan ng epektibong pangangasiwa nito.</i>			
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ADVISERS' SUPERVISION <i>(PANGANGASIWA NG GURONG TAGAPAGSANAY)</i>			
The adviser... <i>Ang gurong tagapagsanay ay...</i>			
5. Disseminates information and details about the co-curricular activity. <i>Mahusay na ipinapalaganap ang mga impormasyon at detalye sa paaralan.</i>			
6. Gives proper orientation to participants. <i>Nagbibigay ng karampatang pamimihasa sa mga kalahok.</i>			
7. Gives enough time for coaching.			

<i>Naglalaan ng sapat ang oras sa pagsasanay.</i>					
8. Possesses ample amount of knowledge and skills for coaching.					
<i>May taglay na malawak na kaalaman at kasanayan sa pagtuturo.</i>					
9. Stresses gender equality.					
<i>Binibigyang diin ang pagkakapantay-pantay ng mga kasarian.</i>					
10. Stresses learning and fun over winning.					
<i>Binibigyang diin ang pagkatuto at kaluguran sa halip ng pagkapanalo.</i>					
11. Gives participants extra academic credits.					
<i>Binibigyan ang mga kalahok ng dagdag na marka sa mga asignatura.</i>					
12. Ensures the presence of respect for all culture.					
<i>Sinisigurado ang pag-iral ng respeto sa iba't-ibang kultura.</i>					
13. Gives proper recognition to the participants through school events.					
<i>Binibigyan ang mga kalahok ng karampatang pagkilala sa paaralan.</i>					
14. Follows the criteria and mechanics on the selection of participants.					
<i>Sumusunod sa mga angkop na paraan sa pagpili ng mga kalahok.</i>					
15. Keeps qualitative and quantitative records of participation of pupils.					
<i>Nagtatala ng qualitative at quantitative na puna sa paglahok ng mga mag-aaral.</i>					
16. Does not allow co-curricular activities to affect or disturb academic work load of pupils.					
<i>Di pinahihintulutan ang mga co-curricular activity na makaapekto o makaabala sa iba pang gawaing pampaaralan.</i>					
The school...					
<i>Ang paaralan ay...</i>					
17. Provides equal work load to teachers in coaching co-curricular activities.					
<i>Nagbibigay sa mga guro ng pantay na oportunidad sa pamamahala ng co-curricular activities.</i>					
18. Provides varied co-curricular activities that allow for the development of different talents and abilities.					
<i>Nagbibigay ng mga sari-saring co-curricular activities na pinapahintulutan ang paglago ng iba't-ibang mga kakayahan.</i>					
19. Gives all pupils the chance to participate in at least one co-curricular activity consistent with their talents and abilities.					
<i>Binibigyan ng pagkakataon ang lahat ng mga mag-aaral na makilahok sa kahit na isang co-curricular activity na akma sa kanilang talento at kakayahan.</i>					
20. Strictly observes balanced scheduling in the administration of co-curricular activities.					
<i>Mahigpit na ipinapatupad ang balanseng pag-iiskedyul sa pamamahala ng mga co-curricular activities.</i>					
21. Provides adequate materials, equipment, facilities, and financial support.					
<i>Naglalaan ng sapat na mga kagamitan, pasilidad at pondo.</i>					
22. Allows parents and external stakeholders to provide financial support.					
<i>Nagbibigay ng pagkakataon sa mga magulang at panlabas na stakeholder na tumulong sa mga gastusin.</i>					
23. Allows parents and external stakeholders to help in coaching co-curricular activities.					
<i>Nagbibigay ng pagkakataon sa mga magulang at panlabas na stakeholder na tumulong sa pagsasanay ng mga kalahok.</i>					
OPPORTUNITIES FOR PERSONAL AND SOCIAL DEVELOPMENT					
<i>(PAGKAKATAON SA PAG-UNLAD NG SARILI AT PAKIKIPAGKAPWA)</i>					
Participation...					
<i>Ang paglahok ay...</i>					
24. Helps me meet new friends.					
<i>Nagiging daan upang makapagkilala ako ng mga bagong kaibigan.</i>					
25. Develops desirable attitudes in me.					

<i>Nakalilinan ng mga ugaling kasiya-siya sa akin.</i>				
26. Teaches me to accept failure and defeat. <i>Nagtuturo sa akin na tanggapin ang pagkatalo ng maluwa sa kalooban.</i>				
27. Helps me gain confidence and self-worth. <i>Nakapag-aangat ng aking kumpiyansa sa sarili.</i>				
28. Helps me assume leadership responsibilities. <i>Lumilinan ng aking mga tungkulin sa pamumuno.</i>				
29. Helps me develop interpersonal communication. <i>Tumutulong sa pagyabong ng aking komunikasyong interpersonal.</i>				
30. Motivates me to perform better in my academics. <i>Nakakatulong sa akin na maging mas masigasig sa pagpapa-unlad ng aking mga marka.</i>				
31. Helps me to be aware of social and moral responsibilities. <i>Nagbibigay sa akin ng kamalayan sa pananagutang sosyal at moral.</i>				
32. Helps me to be proud of myself and my achievements. <i>Tumutulong sa akin na ipagmalaki ang aking sarili at tagumpay.</i>				
33. Teaches me the values of good citizenship and nation-building. <i>Nagtuturo sa akin ng mabuting pagkamamamayan at pagkamakabansa.</i>				
34. Helps me avoid harmful activities like computer games addiction. <i>Tumutulong sa akin na umiwas sa mga gawaing mapaminsala gaya ng labis na paglalaro ng kompyuter.</i>				
35. Teaches me cooperation and teamwork by being part of a team or club. <i>Nagtuturo sa akin kung paano makipagtulungan sa iba pang miyembro ng koponan.</i>				
CONDUCT OF ACTIVITIES (PAGSASAKATUPARAN NG MGA GAWAIN)				
As a pupil, I... <i>Bilang mag-aaral, ako ay...</i>				
36. Seek guidance from my adviser. <i>Humihiingi ng patnubay sa guro ng tagasanay.</i>				
37. Strive to give a high quality performance. <i>Nagsusumikap magbigay ng mataas na kalidad sa pagganap.</i>				
38. Attend meetings and rehearsals punctually and regularly. <i>Regular na dumadalo sa mga pulong at ensayo.</i>				
39. Am genuinely interested and not only forced to participate. <i>Tunay na interesado sa paglahok at hindi napilitan lamang.</i>				
40. Work harmoniously with others in the attainment of goals. <i>Nakikipagtulungan sa pagkamit ng mga tunguhin.</i>				
41. Wholeheartedly accept my responsibilities with my participation. <i>Buong pusong tinatanggap ang aking mga tungkulin sa paglahok.</i>				
42. Give suggestions for the improvement of the implementation of the activity. <i>Nagbibigay ng mga mungkahi sa pagpapabuti ng mga gawain.</i>				
43. Rigorously follow the rules of the co-curricular activity even without the presence of the adviser. <i>Tapat na sumusunod sa mga alituntunin kahit wala ang guro ng tagasanay.</i>				

APPENDIX F

Survey 4

Qualitative Instruments



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila

Dear Pupil:

Minamahal na Mag-aaral:

Greetings! Your school has been selected as one of the participants in a study to
Maligayang pagbati! Ang iyong paaralan ay napili upang maging kalahok sa pag-aaral na
find out the effectiveness of co-curricular activities in terms of its:
nagnanais malaman ang pagiging epektibo ng co-curricular activities sa

(1) contribution to the enhancement of learning outcomes,

pagpapaunlad ng pagkatuto,

(2) attainment of objectives,

pagkamit ng mga layunin,

(3) advisers' supervision,

pangangasiwa ng gulong tagapatnubay,

(4) opportunities that it offer for personal and social development, and

pagkakataong naibibigay sa pag-unlad ng sarili at pakikipagkapwa, at

(5) conduct of activities.

pagsasakatuparan ng mga gawain.

In this regard, kindly answer the questions to complete the data for my study.

Kaugnay nito, mangyari lamang na punan ng sagot ang mga tanong upang makumpleto ang datos sa aking pag-aaral.

-The Researcher

-Mananaliksik

1. What co-curricular activity have you participated in?

Ano ang co-curricular activity na iyong nilahukan?

2. What is your role in the co-curricular activity that you participated in?

Ano ang tungkulin na iyong ginagampanan sa co-curricular activity na iyong nilahukan?

3. What activities in the co-curricular activity that you participated in are related to the subjects you learn in school?

Anong mga gawain sa co-curricular activity na iyong nilahukan ang kaugnay sa iyong mga asignatura sa paaralan?

- 4. Does the co-curricular activity you participated in help you learn your subjects in school?**

Yes ____ No ____

If yes, in what way?

Nakatutulong ba ang co-curricular activity na iyong nilahukan sa pagkatuto ng iyong mga asignatura sa paaralan?

Oo ____ Hindi ____

Kung oo, sa paanong paraan?

- 5. Are you satisfied with the implementation of co-curricular activities in your school?**

Yes ____ No ____

If yes, in what way?

Nasisiyahan ka ba sa pagsasagawa ng co-curricular activities sa iyong paaralan?

Oo ____ Hindi ____

Kung oo, sa paanong paraan?

- 6. What do you feel after participating in your co-curricular activity? Explain your answer.**

Ano ang iyong nararamdaman matapos ng iyong paglahok sa co-curricular activity? Ipaliwanag ang iyong sagot.

- 7. What are your significant contributions in participating in your co-curricular activity?**

Ano ang mga makabuluhang ambag na iyong naibigay sa paglahok sa co-curricular activity?

- 8. What significant learning did you get from participation in your co-curricular activity?**

Ano ang makabuluhang aral na iyong natutunan sa paglahok sa co-curricular activity?

- 9. What are your suggestions to improve the implementation of the co-curricular activity you participated in?**

Ano ang iyong mga mungkahi sa pagpapabuti ng pagsasagawa ng co-curricular activity na iyong nilahukan?



PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education
Taft Avenue, Manila

Dear Sir/Madam:

Minamahal na Guro:

Greetings! Your school has been selected as one of the participants in a study to find out the effectiveness of co-curricular activities in terms of its:

nagnanais malaman ang pagiging epektibo ng co-curricular activities sa

(1) contribution to the enhancement of learning outcomes,

pagpapaunlad ng pagkatuto,

(2) attainment of objectives,

pagkamit ng mga layunin,

(3) advisers' supervision,

pangangasiwa ng gulong tagapatnubay,

(4) opportunities that it offer for personal and social development, and

pagkakataong naibibigay sa pag-unlad ng sarili at pakikipagkapwa, at

(5) conduct of activities.

pagsasakatuparan ng mga gawain.

In this regard, kindly answer the questions to complete the data for my study.

Kaugnay nito, mangyari lamang na punan ng sagot ang mga tanong upang makumpleto ang datos sa aking pag-aaral.

-The Researcher

-Mananaliksik

1. What co-curricular activity have you been supervising?

Ano ang co-curricular activity na iyong pinangangasiwaan?

2. What activities do you provide to the members of the co-curricular activity you are supervising which are related to the subject you are teaching?

Ano ang mga gawain na iyong ibinibigay sa mga mag-aaral na kalahok sa co-curricular activity na iyong pinamamahalaan na kaugnay sa asignatura na iyong itinaturo?

3. Does the co-curricular activity you are supervising help you facilitate pupils' enhancement of learning outcomes in the subject you are teaching?

Yes ____ No ____

If yes, in what way?

Nakatutulong ba ang co-curricular activity na iyong pinangangasiwaan sa pagkatuto ng mga mag-aaral sa asignatura na iyong itinaturo?

Oo ____ Hindi ____

Kung oo, sa paanong paraan?

4. Are you satisfied with the implementation of co-curricular activities in your school?

Yes ____ No ____

If yes, in what way?

Nasisiyahan ka ba sa pagsasagawa ng co-curricular activities sa iyong paaralan?

Oo ____ Hindi ____

Kung oo, sa paanong paraan?

5. What do you feel after supervising the co-curricular activity assigned to you? Explain your answer.

Ano ang iyong nararamdaman matapos ng iyong pangangasiwa sa co-curricular activity na nakaatas sa iyo? Ipaliwanag ang iyong sagot.

6. What are your significant contributions in supervising the co-curricular activity assigned to you?

Ano ang mga makabuluhang ambag na iyong naibigay sa pangangasiwa sa co-curricular activity na nakaatas sa iyo?

7. What significant learning did you get from supervising a co-curricular activity?

Ano ang makabuluhang aral na iyong natutunan sa pangangasiwa sa isang co-curricular activity?

8. What are your suggestions to improve the implementation of the co-curricular activity you are supervising?

Ano ang iyong mga mungkahi sa pagpapabuti ng pagsasagawa ng co-curricular activity na iyong pinangangasiwaan?

APPENDIX G

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA ENGLISH WHICH CAN BE ENHANCED BY CAMPUS JOURNALISM

1. infers the speaker's tone, mood and purpose	28. reads with automaticity grade level frequently occurring content area words
2. distinguishes text-types according to purpose and language features	29. reads grade level text with required correct number of words per minute
3. notes down relevant information from text heard	30. observes accuracy, appropriate rate, proper expressions, and correct expressions in dialogs and oral communication group task
4. detects biases and propaganda devices used by speakers	31. gathers relevant information from various sources: glossary, indices, dictionary, thesaurus, almanac, encyclopedia, online references
5. make a stand based on informed opinion	32. organizes information from primary and secondary resources in preparation for writing, reporting, and similar academic tasks in collaboration with others
6. restates portions of a text heard to clarify meaning	33. assesses credibility of sources of information
7. summarizes the information form a text heard	34. conducts short research projects on a relevant issue
8. relates an experience appropriate to the occasion	35. composes clear and coherent sentences using appropriate grammatical structures
9. shares brief impromptu remarks about topics of interest	36. follows and gives directions
10. reacts on the content of the material presented	37. uses various types and kinds of sentences for effective communication of information/ideas
11. provides evidence to support opinions	38. writes a 3-line 4-stanza poem
12. uses appropriate strategies to keep a discussion going	39. fills-out forms accurately and efficiently
13. presents a coherent, comprehensive report on differing viewpoints on an issue	40. plans a composition using an outline/other graphic organizer
14. summarizes information conveyed through discussion	41. writes a 4-paragraph composition showing comparison and contrast, cause and effect, problem and solution
15. infers meaning of idiomatic expressions using context clues, affixes and roots	42. revises writing for clarity
16. infers meaning of figurative language using context clues, affixes, and roots	43. writes a 3-paragraph editorial article
17. infers meaning of borrowed words and content specific terms (e.g. Math) using context clues, affixes, and roots	44. composes a three-paragraph persuasive essay on self-selected topic
18. clarifies meaning of words using dictionaries, thesaurus	45. analyzes the characters used in print, non-print, and digital materials
19. clarifies meaning of words using online resources	46. infers the target audience
20. determines tone, mood, and purpose of the author	47. infers purpose of the visual media
21. analyzes figures of speech	48. identifies real or make-believe, fact or non-fact images
22. evaluates narratives based on how the author developed the elements	49. identifies the values suggested in the visual media
23. responds appropriately to the messages of the	50. determines images/ideas that are explicitly used to

different authentic texts	influence viewers
24. notes significant details of informational texts read	51. makes connections between information viewed and personal experiences
25. distinguishes text-types according to purpose and language features	52. observes politeness at all times
26. uses appropriate graphic organizers in texts read	53. shows tactfulness when communicating with others
27. self-corrects when reading	54. shows openness to criticism

APPENDIX H

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA FILIPINO WHICH CAN BE ENHANCED BY CAMPUS JOURNALISM

1. Nasasagot ang mga tanong tungkol sa napakinggang pabula at kwento	30. Nasusuri kung ang pahayag ay opinyon o katotohanan
2. Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula	31. Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip teksto
3. Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat at kuwentong napakinggan	32. Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa, at graph
4. Nabibigyang kahulugan ang sawikain na napakinggan	33. Nakapagtatala ng datos mula sa binasang teksto
5. Naiuugnay ang sariling karanasan sa napakinggang teksto	34. Nagagamit ang iba't ibang bahagi ng pahayagan sa pagkuha ng kailangang impormasyon
6. Natutukoy ang mahahalagang pangyayari sa napakinggang sanaysay	35. Nabibigyang kahulugan at nakagagawa ng graph para sa mga impormasyong nakalap
7. Naibibigay ang mga sanhi at bunga ng mga pangyayari	36. Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa
8. Naibibigay ang paksa ng napakinggang teksto	37. Nagagamit ang pangkahalatang sanggunian sa pagtitipon ng mga datos na kailangan
9. Nakapagbibigay ng lagom o buod ng tekstong napakinggan	38. Nakasusulat ng kuwento
10. Nakapagbibigay ng angkop na pamagat sa napakinggang talata	39. Nakasusulat ng talatang nagpapaliwanag at nagsasalaysay
11. Napagsusunod-sunod na kronolohikal ang mga pangyayari sa napakinggang teksto	40. Nakasusulat ng liham pangkaibigan, liham pangangalakal, at liham sa editor
12. Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon	41. Naisusulat nang malinaw at wasto ang mga pangungusap at talata
13. Nakapagbibigay ng panuto na may higit sa limang hakbang	42. Nakasusulat ng sulating pormal at di pormal
14. Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan	43. Nakasusulat ng panuto
15. Naibabahagi ang isang pangyayaring nasaksihan	44. Naiguguhit ang napiling pangyayari sa kuwentong binasa
16. Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita	45. Nakasusulat ng tula
17. Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon	46. Nakabubuo ng isang poster
18. Nabibigyang kahulugan ang salitang hiram	47. Nakasusulat ng sanaysay na naglalarawan
19. Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat	48. Nakasusulat ng bahagi ng balitang pang-isport
20. Napapangkat ang mga salitang magkakaugnay	49. Nakasusulat ng iskrip para sa radio broadcasting at teleradyo
21. Naiuugnay ang binasa sa sariling karanasan	50. Nasusuri ang mga kaisipan at pagpapa halagang nakapaloob sa napanood na maikling pelikula
22. Nagmumungkahi ng iba pang pangyayari na maaaring maganap sa binasang teksto	51. Nasasagot ang mga tanong tungkol sa pinanood
23. Nasasagot ang mga tanong na bakit at paano sa kuwento	52. Natutukoy ang tema/layunin ng pinanood na pelikula

24. Nakapagbibigay ng angkop na pamagat sa binasang talata	53. Nasusuri ang tauhan at tagpuan sa napanood na maikling pelikula
25. Naisasalaysay nang may wastong pagkakasunod-sunod ang mga pangyayari sa nabasang tekstong pang-impormasyon	54. Naiuugnay ang sariling karanasan sa napanood
26. Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto	55. Nasusuri ang estilong ginamit ng gumawa ng pelikula
27. Nasasabi ang paksa sa binasang sanaysay	56. Napagha hambing-hambing ang iba't ibang uri ng pelikula
28. Nakapagbibigay ng sariling hinuha bago, habang at matapos ang pagbasa	57. Nakagagawa ng sariling maikling pelikula (pangkatang gawain)
29. Nakasusunod sa nakasulat na panuto	58. Naipakikita ang hilig sa pagbasa

APPENDIX I

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA SCIENCE WHICH CAN BE ENHANCED BY QUIZ BEES

1. describes the appearance and uses uniform and non-uniform mixtures	10. demonstrates the practical and safe uses of simple machines
2. enumerates techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet	11. describes the changes on the Earth's surface as a result of earthquakes and volcanic eruptions
3. tells the benefits of separating mixtures from products in community	12. enumerates what to do before, during and after earthquake and volcanic eruptions
4. explains how the organs of each organ system work together	13. describes the different seasons in the Philippines
5. determines the distinguishing characteristics of vertebrates and invertebrates	14. discusses appropriate activities for specific seasons of the Philippines
6. distinguishes how spore-bearing and cone-bearing plants reproduce	15. demonstrates rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons
7. infers how friction and gravity affect movements of different objects	16. compares the planets of the solar system
8. demonstrates how sound, heat, light and electricity can be transformed	17. constructs a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun
9. manipulates simple machines to describe their characteristics and uses	

APPENDIX J**LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA SCIENCE WHICH CAN
BE ENHANCED BY YOUTH FOR ENVIRONMENT IN SCHOOLS (YES-O)**

1. discusses the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps	3. enumerates what to do before, during and after earthquake and volcanic eruptions
2. explains the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps	4. describes the different seasons in the Philippines

APPENDIX K

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA MATHEMATICS WHICH CAN BE ENHANCED BY QUIZ BEES

1. adds, subtracts, multiplies, and divides simple fractions and mixed numbers without or with regrouping	39. identifies the faces of a solid figure
2. solves routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools	40. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere
3. creates problems (with reasonable answers) involving addition, subtraction, and/or multiplication and/or division of fractions	41. identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures
4. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping	42. formulates the rule in finding the n th term using different strategies (looking for a pattern, guessing and checking, working backwards)
5. multiplies and divides decimals and mixed decimals with factors up to 2 decimal places	43. differentiates expression from equation
6. multiplies mentally decimals up to 2 decimal places by 0.1, 0.01, 10, and 100	44. gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa
7. divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001.	45. defines a variable in an algebraic expression and equation
8. divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally	46. represents quantities in real-life situations using algebraic expressions and equations
9. differentiates terminating from repeating, non-terminating decimal quotients	47. solves routine and non-routine problems involving different types of numerical expressions and equations
10. creates problems (with reasonable answers) involving addition, subtraction, multiplication, and division of decimals, mixed decimals, and whole numbers including money	48. creates routine and non-routine problems involving numerical expressions and equations
11. solves routine and non-routine problems involving addition, subtraction, multiplication, and division of decimals and mixed decimals including money using appropriate problem solving strategies and tools	49. calculates speed, distance, and time
12. solves multi-step problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools	50. solves problems involving average rate and speed
13. expresses one value as a fraction of another given their ratio and vice versa	51. finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle
14. finds how many times one value is as large as another given their ratio and vice versa	52. solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.
15. defines and illustrates the meaning of ratio and	53. visualizes and describes surface area and names

proportion using concrete or pictorial models	the unit of measure used for measuring the surface area of solid/space figures
16. sets up proportions for groups of objects or numbers and for given situations	54. derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres
17. finds a missing term in a proportion (direct, inverse, and partitive).	55. finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres
18. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools	56. solves word problems involving measurement of surface area
19. creates problems involving ratio and proportion, with reasonable answers	57. determines the relationship of the volume between: a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere
20. finds the percentage or rate or percent in a given problem	58. derives the formula for finding the volume of cylinders, pyramids, cones, and spheres
21. solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools	59. finds the volume of cylinders, pyramids, cones, and spheres
22. solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest	60. solves routine and non-routine problems involving volumes of solids.
23. creates problems involving percent, with reasonable answers	61. creates problems involving surface area and volume of solid/space figures, with reasonable answers
24. describes the exponent and the base in a number expressed in exponential notation	62. reads and interprets electric and water meter readings
25. gives the value of numbers expressed in exponential notation	63. solves routine and non-routine problems involving electric and water consumption
26. interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule	64. creates problems involving electric and water consumption, with reasonable answers
27. performs two or more different operations on whole numbers with or without exponents and grouping symbols	65. collects data on one or two variables using any source
28. identifies real-life situations that make use of integers	66. constructs a pie graph based on a given set of data
29. describes the set of integers	67. interprets data presented in a pie graph
30. compares integers with other numbers such as whole numbers, fractions, and decimals	68. solves routine and non-routine problems using data presented in a pie graph
31. represents integers on the number line	69. creates problems that can be answered using information presented in a pie graph
32. compares and arranges integers	70. describes the meaning of probability such as 50% chance of rain and one in a million chance of winning
33. describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards	71. quantifies the phrases “most likely to happen” and “unlikely to happen”
34. performs the basic operations on integers	72. performs experiments and records outcomes
35. solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools	73. makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams
36. visualizes and describes the different solid	74. makes simple predictions of events based on the

figures: cube, prism, pyramid, cylinder, cone, and sphere	results of experiments
37. differentiates solid figures from plane figures	75. solves routine and non-routine problems involving experimental and theoretical probability
38. illustrates the different solid figures using various concrete and pictorial models	76. creates problems involving experimental and theoretical probability

APPENDIX L

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA MATHEMATICS WHICH CAN BE ENHANCED BY MTAP SATURDAY PROGRAMS FOR LEARNERS

1. adds, subtracts, multiplies, and divides simple fractions and mixed numbers without or with regrouping	32. solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools
2. solves routine and non-routine problems involving addition, subtraction, and/or multiplication and/or division of fractions using appropriate problem-solving strategies and tools	33. differentiates solid figures from plane figures
3. creates problems involving addition, subtraction, and/or multiplication and/or division of fractions	34. illustrates the different solid figures using various concrete and pictorial models
4. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping	35. identifies the faces of a solid figure
5. multiplies and divides decimals and mixed decimals with factors up to 2 decimal places	36. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere
6. multiplies mentally decimals up to 2 decimal places by 0.1, 0.01, 10, and 100	37. identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures
7. divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001.	38. formulates the rule in finding the n th term using different strategies
8. divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally	39. differentiates expression from equation
9. differentiates terminating from repeating, non-terminating decimal quotients	40. gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa
10. creates problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals, and whole numbers including money	41. defines a variable in an algebraic expression and equation
11. solves routine and non-routine problems involving addition, subtraction, multiplication, and division of decimals and mixed decimals including money using appropriate problem solving strategies and tools	42. represents quantities in real-life situations using algebraic expressions and equations
12. solves multi-step problems involving addition, subtraction, multiplication, and division of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools	43. solves routine and non-routine problems involving different types of numerical expressions and equations
13. expresses one value as a fraction of another given their ratio and vice versa	44. creates routine and non-routine problems involving numerical expressions and equations
14. finds how many times one value is as large as another given their ratio and vice versa	45. calculates speed, distance, and time
15. defines and illustrates the meaning of ratio and proportion using concrete or pictorial models	46. solves problems involving average rate and speed
16. sets up proportions for groups of objects or	47. finds the area of composite figures formed by any

numbers and for given situations	two or more of the following: triangle, square, rectangle, circle, and semi-circle
17. finds a missing term in a proportion (direct, inverse, and partitive).	48. derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres
18. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools	49. finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres
19. finds the percentage or rate or percent in a given problem	50. solves word problems involving measurement of surface area
20. solves percent problems such as percent of increase/decrease, commission, sales tax, and simple interest	51. determines the relationship of the volume between: a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere
21. describes the exponent and the base in a number expressed in exponential notation	52. derives the formula for finding the volume of cylinders, pyramids, cones, and spheres
22. gives the value of numbers expressed in exponential notation	53. finds the volume of cylinders, pyramids, cones, and spheres
23. interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule	54. solves routine and non-routine problems involving volumes of solids.
24. performs two or more different operations on whole numbers with or without exponents and grouping symbols	55. reads and interprets electric and water meter readings
25. identifies real-life situations that make use of integers	56. constructs a pie graph based on a given set of data
26. describes the set of integers	57. interprets data presented in a pie graph
27. compares integers with other numbers such as whole numbers, fractions, and decimals	58. describes the meaning of probability such as 50% chance of rain and one in a million chance of winning
28. represents integers on the number line	59. quantifies the phrases “most likely to happen” and “unlikely to happen”
29. compares and arranges integers	60. makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams
30. describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards	61. makes simple predictions of events based on the results of experiments
31. performs the basic operations on integers	

APPENDIX M

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA *ARALING PANLIPUNAN* WHICH CAN BE ENHANCED BY SUPREME PUPIL GOVERNMENT

1. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo	17. Nagkapagbibigay ng sariling pananaw tungkol sa naging epekto sa mga Pilipino ng pamamahala sa mga dayuhang mananakop
2. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan	18. Nasusuri ang mga pangunahing suliranin at hamon sa kasarinlan pagkatapos ng Ikalawang Digmaang Pandaigdig
3. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol	19. Nasusuri ang iba't ibang reaksiyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine Rehabilitation Act, parity rights at Kasunduang Militar
4. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa	20. Nauunawaan ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa
5. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino	21. Nabibigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan at hangganan ng teritoryo ng bansa
6. Napapahalagahan ang pagkakatatag ng Kongreso ng Malolos at ang deklarasyon ng kasarinlan ng mga Pilipino	22. Napapahalagahan ang pamamahala ng mga naging pangulo ng bansa mula 1946 hanggang 1972
7. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano	23. Naiuugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa
8. Nabibigyang halaga ang mga kontribosyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan	24. Nakapagbibigay ng sariling pananaw tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan
9. Nasusuri ang mga pagbabago sa lipunan sapanahon ng mga Amerikano	25. Nasusuri ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar
10. Nasusuri ang pamahalaang kolonyal ng mga Amerikano	26. Natatalakay ang mga pangyayari sa bansa na nagbigay wakas sa Diktaturang Marcos
11. Natutukoy ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili	27. Nabibigyang halaga ang kontribusyon ng “People Power 1” sa muling pagkamit ng kalayaan at kasarinlan sa mapayapang paraan
12. Nasusuri ang kontribusyon ng pamahalaang Komonwelt	28. Nasisiyasat ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan
13. Natatalakay ang mga mahahalagang pangyayari sa pananakop ng mga Hapones	29. Natatalakay ang mga mungkahi tungo sa pagbabago sa ilang probisyon ng Saligang Batas 1987
14. Naipaliliwanag ang motibo ng pananakop ng Hapon sa bansa	30. Nasusuri ang mga kontemporaryong isyu ng lipunan
15. Nasusuri ang sistema ng pamamahala sa panahon ng mga Hapones	31. Nabibigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng

	kaunlaran ng bansa sa malikhaing paraan
16. Nasusuri ang pakikibaka ng mga Pilipino para sa kalayaan sa pananakop ng mga Hapon (hal., USAFFE, HukBaLaHap, iba pang kilusang Gerilya)	32. Naipapahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa

APPENDIX N

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA *ARALING PANLIPUNAN* WHICH CAN BE ENHANCED BY SCOUTING

1. Naipaliliwanag ang kahalagahan ng lokasyon ng Pilipinas sa ekonomiya at politika ng Asya at mundo	11. Nauunawaan ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa
2. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo	12. Nabibigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan at hangganan ng teritoryo ng bansa
3. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan	13. Naiuugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa
5. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol	14. Nakapagbibigay ng sariling pananaw tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan
6. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa	15. Nasusuri ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar
7. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino	16. Nasisiyasat ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan
8. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano	17. Nasusuri ang mga kontemporaryong isyu ng lipunan
9. Nabibigyang halaga ang mga kontribosyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan	18. Nabibigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng kaunlaran ng bansa sa malikhaing paraan
10. Natutukoy ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili	19. Naipapahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa
11. Nasusuri ang iba't ibang reaksiyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine Rehabilitation Act, parity rights at Kasunduang Militar	

APPENDIX O

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA MAPEH WHICH CAN BE ENHANCED BY SPORTS AND ATHLETICS

1. describes the Philippines physical activity pyramid	8. recognizes the value of participation in physical activities
2. explains the indicators for fitness	9. displays joy of effort, respect for others and fair play during participation in physical activities
3. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	10. explains health and skill related fitness components
4. explains the nature/background of the games	11. identifies areas for improvement
5. describes the skills involved in the games	12. describes personal health issues and concerns
6. observes safety precautions	13. demonstrates self- management skills
7. executes the different skills involved in the game	

APPENDIX P

LIST OF LEARNING OUTCOMES IN THE SUBJECT AREA MAPEH WHICH CAN BE ENHANCED BY DRUM AND LYRE BAND

1. identifies the notes / rests used in a particular song	11. identifies the characteristics of each instrument in each section of the orchestra
2. differentiates among time signatures	12. describes the distinct sound quality of the different instruments of the orchestra
3. demonstrates the conducting gestures of different time signatures	13. distinguishes varied dynamic levels in a music heard
4. identifies through conducting the relationship of the first and last measure in an incomplete measure	14. uses varied dynamic levels in a song
5. creates rhythmic patterns in different time signatures	15. demonstrates the different kinds of tempo by following tempo marks in a familiar song
6. creates simple melodies in C, G, and F major	16. identifies aurally the texture of musical pieces: monophonic, homophonic, polyphonic
7. sings self-composed melodies in C Major, G major, and F Major keys	17. applies primary chords (I, IV, V) as accompaniment to simple songs
8. identifies simple musical forms: binary, ternary, rondo	18. identifies the intervals of major triads
9. analyzes the musical forms of the different songs	19. distinguishes the sound of a major chord from a minor chord
10. uses the different repeat marks that are related to form	

APPENDIX Q

LIST OF COMMENTS/ RESPONSES IN THE INTERVIEW QUESTIONNAIRES FOR PROBLEM 1

Q1. Campus Journalism enhances the learners' communication skills in reading and writing. It helps them use grammar properly in sentence construction and use the second language confidently and effectively.

Q2. Dahil sa Journalism, nalinang o mas gumaling ako sa English. Marami akong natutunan gaya ng tamang pagsusulat ng sentences at paragraphs gamit ang verbs, adjectives, at iba pa.

Q3. Pupils apply what they learn in the reading and writing exercises that I give in their subject Filipino. They develop their thinking skills and gain knowledge on how to write articles properly and according to a set of rules.

Q4. Nakatutulong ang Journalism sa akin. Bukod sa dagdag na puntos ay natututo pa akong magsulat ng mga lathalain at talata. Natatandaan ko ang pang-uri, pang-abay, at iba pa. Dahil alam ko na ang itinturo sa amin, madali akong nakakatapos ng mga gawain sa asignaturang Filipino.

Q5. Quiz bees enhance pupils' learning outcomes because the topics are already reviewed by the pupils.

Q6. Joining in quiz bees helped me gain more knowledge in Science in advance and improve my grades.

Q7. Part of the subject I am teaching makes them aware of the effects of pollution and the importance of recycling. Through YES-O, the pupils learn proper waste management and enrich their knowledge on matters related to the environment.

Q8. Nagiging mas maalam kami sa pagpapanatiling malinis ng aming paaralan. Natuto akong maghiwalay ng basura ayon sa tamang kinalalagyan nito at kami rin ay naglilinis upang mapangalagaan ang kalinisan ng paaralan.

Q9. Dahil sa kanilang pagrereview at pagreresearch, marami nang situation sila na naeencounter at dahil dito tumatalas ang kanilang pag-iisip at nasasanay ang kanilang katawan para maging alerto.

Q10. Quiz bees enhance pupils' skills in solving problems. The questionnaires are more difficult than the usual thus, pupils will have mastery of the lessons in Math.

Q11. Mas lumalawak pa ang aking kaalaman at mas napapaunlad ko pa ang aking kakayahan sa Mathematics.

Q12. Bukod sa pagtaas ng aking grado, lumalawak ang aking kaisipan tungkol sa Mathematics at natututo akong maganalyze ng problems.

Q13. MTAP helps boost performance and improve understanding in subjects such as Mathematics. The pupils discovered some techniques without the pressure from other pupils. It helps them think critically or analyze problems to get the correct answer.

Q14. Sa pamamagitan ng mga gawaing isinasagawa ng mga miyembro ng Supreme Pupil Government gaya ng gift-giving, anti-drug campaign, at youth orientation, nagkakaroon ang mga mag-aaral ng kamalayan sa mga pangyayaring "social".

Q15. Nakakatulong ang Supreme Pupil Government sa paraang nagiging bukas ang kaisipan ng mga mag-aaral sa mga mga gawaing "social" at sa simpleng pamamalakad gamit ang mga ideya mula sa kabataan.

Q16. Through Scouting, pupils develop friendliness, self-confidence, self-esteem, independence, and awareness on their roles as citizens. It helps them facilitate learning in a way that it teaches students a practical way of life wherein they are given chances to express their ideas freely.

Q17. Scouting helps pupils to actively participate in their performance tasks in different subject areas. Since some of them serve as scout leaders, they also lead in our group activities inside the classroom.

Q18. Tinutulungan tayo ng mga gawain sa Girl Scout upang malinang ang ating kakayahan at mapabilis ang ating pag-iisip upang makasunod tayo sa bawat tuntunin sa iba't-ibang asignatura.

Q19. Sa pamamagitan ng pagsali sa Sports and Athletics, nauunawaan ng mga mag-aaral ang kahalagahan ng Sports at laro, lalo na ang magagandang naidudulot nito sa katawan ng tao.

Q20. Natuto po akong lumahok sa mga larong Pinoy at natuto rin po ako ng iba't-ibang skills tulad ng pagiging flexible ng aking katawan.

Q21. Joining in the Drum and Lyre Band exposes pupils on the use of different instruments, gain knowledge in notes, and acquire creativity in dance formations. They can apply these things that they have learned in their Music subject.

APPENDIX R

LIST OF COMMENTS/ RESPONSES IN THE INTERVIEW QUESTIONNAIRES FOR PROBLEM 2

R1. The activities in News writing are integrated to the subject I am teaching. The activities I usually give them are reading and writing exercises, research assignments, workshop on writing the different parts of the newspaper, lecture on different Journalism categories, and activities that enhance grammar and vocabulary.

R2. By joining Journalism, students like me learn how to write better. I learn how to write the different parts of the newspaper and how to correct news articles through copy reading.

R3. Mula sa panonood, pagbabasa, at pagsusulat ng balita na makikita nila sa pamayanan, natuto silang makabuo ng mga makabuluhang pangungusap at talata at magbigay ng sariling hinuha.

R4. Pupils involved in the said contest can have more knowledge about the particular area based from their experiences but some pupils may be neglected because the teacher is just focusing on one pupil only.

R5. The values of cleanliness, orderliness, and recycling are integrated in our lessons. Through YES-O, pupils learned the importance of plants in their daily lives, how garbage destroyed the Earth, and how garbage segregation can help them earn money.

R6. The activities in YES-O like clean-up drives, tree planting, solid waste management, research, symposia, and film showing serve as an awareness campaign to address specific environmental issues.

R7. Sa mga exercises na ibininigay sa review, nahahasa at nasasanay pa ang mga bata sa pag-analyze ng mga situations sa Math, pati na rin ang application ng formulas sa iba't-ibang word problems.

R8. Natutunan ko ang iba't-ibang technique kung paano maganalyze at magsolve ng problem, pati na rin ang pag-intindi ng mabuti sa mga tanong bago ito sagutan.

R9. Sa aming pagrereview, nagsasagot ako ng mga tanong na kaugnay ng aming pinag-aaralan sa Matematika.

R10. Sa MTAP, nagkakaroon ng advance na discussion ng lahat ng lessons ng Grade 6 mula First Grading hanggang Fourth Grading Period na pwede nilang iapply sa kanilang Math subject.

R11. Ang MTAP ay nakakatulong sa paggamit ng Math sa totoong buhay, katulad ng pagbibilang ng pera. Bukod sa kung paano ang pagbibilang, tinutulungan rin ako nito malaman ang halaga ng pera.

R12. SPG officers and members assist in school programs and activities like feeding programs, clean-up drives, hazard mapping, reading tutorials, posting of signage and hotlines, and Teachers' Day. Being involved in these activities can help them be productive in their lives like being a good leader. Thus, in a simple way, SPG contributes towards nation-building.

R13. Scouting in school helps instill in the minds and hearts of Filipino youth a sense of pride and belongingness, foster camaraderie among members as brothers and sisters, and train pupils to become agents of change in their communities.

R14. Bukod sa nadadagdagan ang aking kaalaman ay mayroon pa akong naiuuwing kasiyahan. Ang Scouting ay nakakatulong para mapabuti ang aming pagkatao bilang estudyante.

R15. Ang drills at warm-up exercises gaya ng jogging at jumping ay konektado sa MAPEH. Tumutulong ang mga ito para ako ay magkaroon ng flexibility, balance, at skills sa paglalaro.

R16. Through the practices, pupils learn about musical scores, note reading, and playing instruments. They can apply these theories in their Music subject.

R17. Kapag may co-curricular activities, kung minsan nakakaubos ng oras at di ka na nakakapagturo ng mabuti sa klase.

R18. I think they need to further study on how they will balance academics and co-curricular activities without affecting different learning areas.

R19. Dapat maghanap ng panahon para sa pagpa-practice at humanap ng araw na hindi makakasagabal sa oras ng klase.

R20. Nagddrawing ako para sa aming dyaryo. Related dito ang Art namin sa MAPEH. Mas lalo akong gumaling magdrawing ng may kahulugan at yung may maayos na symbol po.

R21. The activities I provide to the scouts during camping are making of cheers and yells, outdoor games, cooking, letter writing, drawing and painting, physical fitness, marching drills, tree planting, clean-up drives, leadership training, and lectures on health concerns.

R22. Malaki ang naitutulong ng pagkakaroon ng Campus Journalism dahil nagiging bukas ang kaisipan ng mga mag-aaral sa lahat ng mga nangyayari sa bansa, pamayanan, at paaralan, maging mabuti man o masama.

R23. Sa pamamagitan Supreme Pupil Government, napapaunlad ng mga mag-aaral ang kanilang kaalaman pagdating sa kahalagahan ng kalinisan hindi lamang sa kanilang sarili kundi maging sa taong nakapaligid sa kanila.

R24. Dahil sa pagsali ko sa SPG, nalalaman ko na ang kalinisan ay mahalaga sa bawat mamamayan upang makaiwas sa anumang karamdaman.

APPENDIX S

LIST OF COMMENTS/ RESPONSES IN THE INTERVIEW QUESTIONNAIRES FOR PROBLEM 3

S1. Campus Journalism helps learners utilize informational texts and multimedia that develop vocabulary and content knowledge. It will make them aware of the dos and donts of Campus Journalism as well as the different parts of the newspaper.

S2. Through YES-O, my pupils learned how to be responsible in caring for the environment and to be aware with the changes happening in the surroundings. Through the combined efforts of teachers, pupils, and parents in the tree-planting, more plants were acquired for the school.

S3. Sa pamamagitan ng pagsali sa Quiz Bees, natututo at nadadagdagan pa ng mag-aaral ang kanilang kaalaman na kaugnay sa kanilang asignatura.

S4. MTAP motivates pupils that learning Mathematics is interesting and fun. Pupils who undergone MTAP Saturday Programs lead in the discussion of the lessons in the classroom.

S5. SPG meets the objectives/goals of the organization to promote core values among students like leadership, love for country/environment, and respect for others. It implements discipline among SPG members as well as to other pupils. It also helps pupils develop a student-friendly, safe, and motivating learning environment.

S6. Pupils are putting their skills into action in Scouting activities. They are exercising resourcefulness, teamwork, leadership, courage, and sense of responsibility.

S7. What they learn from Sports and Athletics helps pupils to become a lot more physically fit, emotionally fit, socially well-rounded, and most specially, disciplined with themselves and towards their peers.

S8. I share my knowledge, expertise, time, effort, and dedication. Implementing two hours of review session every afternoon which includes lecture and workshop helps pupils learn the basic facts of Journalism.

S9. When I coach quiz bees, I provide activities like training about the lessons and competencies, focused group discussions, and peer review every afternoon using materials like handouts, leaflets, reference textbooks, and questionnaires. I also make sure to give encouragement and support to the learners before, during, and even after the contests.

S10. As a YES-O adviser, I am responsible in leading and disseminating Science related works and activities. As a speaker who gives insights, I teach children to love Science, awareness on what is happening on the environment, and how to be responsible about their environment.

S11. I help pupils realize that Math is an easy subject by giving MTAP modules, games, manipulatives, group activities, worksheets, and different exercises.

S12. Bilang tagapamatnubay ng SPG, naibabahagi ko ang aking kaisipan at kaalaman bilang isang guro at ekspirensya naman bilang bahagi ng isang youth. Ibinibahagi ko rin sa mga mag-aaral ang kaalaman kung paano maging mabuting pinuno at miyembro ng komunidad.

S13. Scouting activities like backyard encampments, investiture, jamboree, clean-up drives, and leadership training develops the scouts spiritually, physically, and mentally. I help the scouters by providing meals for them during encampment and information on some issues/ concerns in Scouting. On top of those, I teach pupils to live by the BSP/GSP law.

S14. By winning in competitions, I give pride to the school. I also make sure to transfer the value of sportsmanship to pupils.

S15. During my close supervision and rigid instruction to the participants of the Drum and Lyre band, I give my patience, perseverance, and hardwork.

S16. Nahahasa po kami at ginagabayan ng aming mga guro sa pagsasagawa ng co-curricular activities. Lagi po kaming nagsasanay, araw-araw, sa hapon at dahil dito, dumadami ang aking kaalaman na nagagamit ko rin sa aking mga asignatura.

S17. Mahalagang magkaroon ng tamang pagbabadyet sa oras at maayos na ugnayan ng teacher at bata.

S18. To guarantee continuity, advisers should make sure that parents follow-up the training of the pupils at home.

S19. Dapat sanayin na agad ang mga Grade 4 students para matuto sila ng mas maaga sa Journalism.

S20. Dapat ay may oras para sa hapon para makapagmeeting kami at sana madalas. Sana mas mahaba rin ang oras na ilaan kapag may activities.

S21. Pupils, parents, other teachers, and principal are cooperative. The school provides assistance to the pupil participants and make sure they will be very capable during the contest.

S22. I am glad and satisfied because MTAP in our school is implemented well. Our school head gives us time to review and 100% support.

S23. Sinusuportahan ng paaralan ang mga activity na ginagawa at gagawin na hindi hahadlang sa mga bata sa kanilang pag-aaral. Nabibigyan ng pagkilala ang mga kabataang may talento sa iba't-ibang larangan ng gawaing pampaaralan.

S24. I am happy because the City Government of Bacoor supports the Drum and Lyre Band in terms of funding of costumes, trainors, and awards for the participants.

S25. Co-curricular activities should be held in different months of the year. Huwag naman po lahat September. Naiistress ang mga bata. Iilan lamang rin ang nakakasali rito. Pupils who join in a particular co-curricular activity should not join in other co-curricular activities anymore.

S26. It will be more satisfying if journalists have their own cameras or laptops so that they will be trained rigorously. Personal exploration or hands-on activities using gadgets will always be an advantage. Therefore, to become the best journalists, exposure to high-end technology will always be a factor.

S27. ICT Room should be functional so that it can be used during the review.

S28. Schools must be wide enough or there should be enough space for practice. There should be a playing area, court, or facilities for different sports.

S29. Sa paggawa ng co-curricular activities, dapat hindi lamang ikaw ang gagawa o mag-iisip. Dapat din humingi ng tulong sa iyong mga kaguro, guidance counselor, at iyong punungguro upang maging maganda ang isasagawa at manalo sa mga kumpetisyon.

S30. Other tasks should be delegated to capable teachers to lessen work load and be more focused to the assigned task. Teaching load of teachers who handle co-curricular activities should also be lessened.

S31. Hindi dapat isabay ang mga co-curricular activities sa mga madaming paperworks ng mga teacher.

S32. Mungkahi ko na magkaroon ng volunteers sa pagtuturo sa mga estudyante na nahihirapan sa Math.

S33. Bilang isang student lider sa aming paaralan, minumungkahi ko na magkaisa ang lahat upang umunlad ang paaralan na ating kinabibilangan.

S34. There should be an early encouragement/promotion of MTAP Saturday Programs for learners as early as the start of classes.

S35. Plan of action must be considered and implemented to the fullest to ensure that all activities are done well.

S36. Scouting should be included in the curriculum. One-hour per week should be spent in Scouting as part of the MAPEH class and consider it as Scouting Day.

S37. Campus Journalism should be an elective that would be offered to all students to invite more students to become journalists and to strengthen their knowledge and skills in journalistic activities.

S38. A strong Sports Program would help in developing young athletes in our school division.

S39. Pupils learn to manage their time, be more responsible, competent, and disciplined.

Winning in quiz bees also helps pupils develop self-esteem.

S40. Participation in the Drum and Lyre Band helps pupils exhibit their non-academic abilities. It boosts their confidence, brings out their potentials, increases their commitment, and assists them in exploring their interests.

S41. Sports and athletics develops pupils' welfare, skills, attributes, knowledge, resistance, talents, and abilities as they grow up. It helps them become aware of their strengths that they need to maintain and the weaknesses that need improvement. They also learn how to listen, get to know the meaning of sportsmanship, respect, and the sports itself.

S42. Dahil dito ay natututo po kaming makihalubilo sa ibang mga estudyante at nabibigyang pagkakataon kami na ipamalas ang aming kakayahan. Hindi lang ako nakakatulong sa paaralan, marami pa akong nakilala at nakakabuo din kami ng masayang pagkakaibigan.

S43. I am happy and satisfied with the implementation with the implementation of YES-O in our school because we learned that teamwork and cooperation is important. I learned to be more determined especially with the difficulties I encounter.

S44. Nagkakaroon ng kalawakan ang aming kakayahan hindi lamang bilang mag-aaral kundi bilang isang tao. Sa bawat pagsubok na aking nadaranas ay mayroon akong mahalagang aral na natututunan gaya ng kung paano ko mapabuti ang aking sarili, maging matibay, at mapanuri sa lahat ng oras.

S45. What I have learned in joining Supreme Pupil Government is that all persons can help the community, whether rich, or poor.

S46. I felt I learned many things especially in how to be a good sport in competing. Happy, win or lose I know that I did my best and I learned new things.

S47. The learning is always there. Take your mistakes as a challenge and don't do it again. It does not matter if you win as long as you enjoyed and took the challenge. Give your best in every task to gain success. It is also important not to lose faith in God.

S48. As a trainer, you need to be more knowledgeable beyond the competencies you are teaching. I improved my teaching skills and realized to continue for the betterment of my pupils.

S49. The more time for review, the more chances of winning. Giving 100% full support to the children is worthy as a teacher-coordinator. There must be patience in handling the activity even if it is tiring.

S50. If you have God-given skills, don't hesitate to share these with your pupils. Be an instrument for them to discover their potentials and enhance their skills.

S51. I feel honored for the legacy which I planted to the pupils. It will help them flourish in their future and will help them become better citizens of the country today and tomorrow.

S52. Sa pagiging adviser ng SPG, marami akong natutunan na dapat maging bukas sa pakikipagtalastasan sa mga idudulog ng mga SPG Officers upang maibigay ang dapat at tamang sagot. Sa lahat ng pagkakataon, hindi lang bahagi ng isang guro ang kinikilala kundi rin ang kontribusyon ng bawat mag-aaral. Dapat maging pantay sa lahat ng tao o mag-aaral na kabilang sa mga programang isinasagawa sa lahat ng institusyon at igalang ang kanilang opinyon pagdating dito.

S53. I am happy because I was chosen to join and show my talents and skills in competitions and bring honor to the school. But I learned that things don't come in an easy way. You have to work hard for it to achieve it.

S54. Sa pagsali sa drum and lyre, natutunan ko na hindi minamadali ang pagtugtog ng tama. Pero ibinibigay ko po ang buong husay ko upang kami ay manalo. Sinusunod ko ang iniatang sa akin ng aming trainor at nagbibigay kami ng saya sa mga taong nanonood sa amin.

S55. Kahit na anong pagsubok ang dumating sa amin ay naging Top 7 ako at kahit hanggang diyan na lang ang aking naabot, ako ay magiging matapang at ipagpapatuloy ko lang ang aking laban hanggang sa manguna ako. Tandaan lamang na lumaban ng patas. Tanggapin mo kung ikaw man ay natalo dahil sa pagkakataong ito, matututunan mong bumawi at mas lalo mo pag-igihan sa susunod mo pang pagsali.

S56. Natuwa po ako na nasagawa ko ng maayos at may lakas ng loob ang activity na aking nilahukan. Pwede akong magbahagi ng aking kaalaman sa Matematika sa pamamagitan ng pagtuturo sa ibang estudyante. Nakapagbigay rin ako ng mga payo sa iba kong mga kamag-aral

na wag mahihiyang makilahok sa mga palatuntunan ng paaralan dahil marami silang matututunan at maipapamahagi rin nila ito sa iba.

S57. Ako po ay naging Scout leader sa aming patrol at dito ko naibahagi ang aking skills sa paglead. Tinuturuan ko ang mga kagrupa ko na hindi alam ang mga yells or cheer naming sa Girl Scout. Tinutulungan ko sila para mas magimprove pa sila.

S58. Even when they say it is boring, I love it. We can help each other and we can share our knowledge about planting to others. We give inspiration to other children. I search information on the internet that can contribute to the activity.

S59. Sa SPG, natutunan kong maging responsable sa lahat ng bagay. Nagkakaroon kami ng pagkakaisa upang ang paaralan namin ay mas umunlad. Nakakaramdam ako ng “accomplishment” dahil nagbunga ang aming paghihirap.

S60. Natutunan ko na ang bawat tulong na aming naibibigay ay kapag pinagsama-sama at malaki na ang magiging epekto. Kailangang magtulungan upang mapadali at mapabilis ang gawain. Dapat ay makinig rin sa suhestiyon ng iba at wag sarili lang ang intindihin. Sa pagkakaisa ay magiging mas maganda ang kalalabasan gaya na lamang ng pagkakaisa namin ng aking mga miyembro, mas naging kaaya-aya ang aming paaralan.



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EDUCATIONAL BACKGROUND

Post-Graduate :

PHILIPPINE NORMAL UNIVERSITY

TAFT AVENUE, MANILA

(2014-PRESENT)

MASTER OF ARTS IN EDUCATION WITH SPECIALIZATION
IN ELEMENTARY EDUCATION

WESTERN COLLEGES, INC

NAIC, CAVITE

(2014-2015)

EARLY CHILDHOOD EDUCATION (18 UNITS)

Tertiary :

PHILIPPINE NORMAL UNIVERSITY

TAFT AVENUE, MANILA

(2009-2013)

BACHELOR OF EDUCATION MAJOR IN
ELEMENTARY EDUCATION

Secondary :

IMUS INSTITUTE

NUENO AVENUE, IMUS, CAVITE

(2005-2009)

Elementary :

IMUS PILOT ELEMENTARY SCHOOL

NUENO AVENUE, IMUS, CAVITE

(1999-2005)

PROFESSIONAL EXPERIENCE

JUNE 2, 2014 - PRESENT :

MAMBOG ELEMENTARY SCHOOL

MAMBOG III, BACOR CITY CAVITE

JANUARY 27 - MARCH 28, 2014 :

ELIZABETH SETON SCHOOL

BF RESORT, LAS PIÑAS CITY

APRIL 8 - NOVEMBER 15, 2013 :

HARRELL HORNE INTEGRATED SCHOOL

NO.3 BASA ST., BAHAYANG PAG-ASA SUBD., IMUS, CAVITE

MEMBERSHIP SEMINARS/TRAININGS ATTENDED

TITLE OF SEMINAR/ WORKSHOP/ CONFERENCE	INCLUSIVE DATES OF ATTENDANCE		NO. OF HOURS	CONDUCTED/ SPONSORED BY
	FROM	TO		
REGION-WIDE TRAINING ON THE ENHANCEMENT OF DAP-ELLN AND INCLUSIVE CHILD-CENTERED TECHNIQUES FOR K TO GRADE 3 TEACHERS	10/22/2018	10/26/2018	40	DEPED REGION IV-A CALABARZON
NATIONAL TRAINING OF TRAINORS ON THE ENHANCEMENT OF DAP-ELLN AND INCLUSIVE CHILD- CENTERED TECHNIQUES FOR K TO GRADE 3 TEACHERS	5/7/2018	5/11/2018	40	DEPED CENTRAL OFFICE

EARY LANGUAGE, LITERACY, AND NUMERACY (PHASE 1)	11/27/2017	12/8/2017	80	DEPED REGION IV-A CALABARZON
WORKSHOP ON THE CONTEXTUALIZATION, VALIDATION, REVISION, AND FINALIZATION OF BASA PILIPINAS DEVELOPED KINDERGARTEN ACTIVITY SHEETS INTO MOTHER TONGUE	10/2/17	10/13/17	80	DEPED REGION IV-A CALABARZON
NATIONAL TRAINING OF TRAINORS FOR KINDERGARTEN TEACHERS AND NON-TEACHING PERSONNEL ABOUT PEDAGOGIES, DAP ELLN AND CLASSROOM-BASED ASSESSMENT	08/28/2017	09/01/17	40	DEPED CENTRAL OFFICE
DIVISION SEMINAR/ WORKSHOP ON FINANCIAL MANAGEMENT OPERATIONS MANUAL (FMOM)	09/18/2017	09/21/2017	24	DIVISION OF BACOR CITY
PHILGEPS TRAINING	08/17/17	08/18/17	16	DEPARTMENT OF BUDGET AND MANAGEMENT
BASIC TRAINING COURSE FOR KAWAN LEADERS	07/28/17	07/30/17	24	DEPED REGION IV-A CALABARZON (CAVITE CLUSTER)
DIVISION TRAINING WORKSHOP ON DIGITAL PHOTOGRAPHY	05/24/17	05/26/17	24	DIVISION OF BACOR CITY
EARY LANGUAGE, LITERACY, AND NUMERACY (PHASE 2)	05/18/17	05/24/17	56	DEPED REGION IV-A CALABARZON
MICROSOFT EDUCATION AMBASSADORS TRAINING PROGRAM	9/18/16	9/21/16	24	MICROSOFT
2015 RAP LITERACY FORUM ON READING FLUENCY	06/27/2015	06/27/2015	4.0	READING ASSOCIATION OF THE PHILIPPINES
TRAINING-WORKSHOP ON ADOBE PHOTOSHOP	05/25/2015	05/27/2015	24.0	DIVISION OF BACOR CITY
DIVISION SEMINAR-WORKSHOP FOR KINDERGARTEN EDUCATORS	05/07/2015	05/07/2015	16.0	DIVISION OF BACOR CITY
DIVISION TRAINING FOR THE CONDUCT OF SCHOOL READINESS YEAR-END ASSESSMENT	03/02/2015	03/02/2015	8.0	DIVISION OF BACOR CITY

PRESENTATIONS

TITLE OF SEMINAR/ WORKSHOP/ CONFERENCE	INCLUSIVE DATES OF ATTENDANCE		NO. OF HOURS	CONDUCTED/ SPONSORED BY	ROLE
	FROM	TO			
DISTRICTWIDE TRAINING ON THE ENHANCEMENT OF PEDAGOGICAL SKILLS IN TEACHING READING IN THE MOTHER TONGUE AND THE BRIDGING PROCESS OF GRADE 1 AND KINDERGARTEN TEACHERS	05/29,30/2018	6/01/2018	24	DISTRICT II OF BACOR CITY	LECTURER/ FACILITATOR
REGIONWIDE TRAINING ON THE ENHANCEMENT OF PEDAGOGICAL SKILLS IN TEACHING READING IN THE MOTHER TONGUE AND THE BRIDGING PROCESS OF GRADE 1 AND KINDERGARTEN TEACHERS	01/29/18	2/2/18	40	REGION IV-A CALABARZON	LECTURER/ FACILITATOR
TEACHING WITH TECHNOLOGY	06/23/17	06/23/17	8	NIOG ELEMENTARY SCHOOL AND MICROSOFT	LECTURER

1 ST BC2EBER (BACOR CITY CONFERENCE FOR BASIC EDUCATION RESEARCH	9/8/16	9/9/16	16	DIVISION OF BACOR CITY	ORAL PRESENTOR
SUMMER INSET FOR KINDERGARTEN TEACHERS	5/2016	5/2016	8.0	DISTRICT II OF BACOR CITY	LECTURER
3RD IN SERVICE TRAINING FOR TEACHERS	09/282015	09/28/2015	3.0	MAMBOG ELEMENTARY SCHOOL	FACILITATOR
DIVISION SEMINAR-WORKSHOP FOR KINDERGARTEN EDUCATORS	05/07/2015	05/07/2015	16.0	DIVISION OF BACOR CITY	FACILITATOR
DIVISION TRAINING FOR THE CONDUCT OF SCHOOL READINESS YEAR-END ASSESSMENT	03/02/2015	03/02/2015	8.0	DIVISION OF BACOR CITY	LECTURER

AWARDS AND HONORS

TITLE	DATE	CONDUCTED/ SPONSORED BY	ROLE/ ACHIEVEMENT
MOST OUTSTANDING TEACHER	10/4/2018	DEPED BACOR CITY	TITLE HOLDER
MOST OUTSTANDING RESEARCHER	10/4/2018	DEPED BACOR CITY	TITLE HOLDER
WORKSHOP ON THE CONTEXTUALIZATION, VALIDATION, REVISION, AND FINALIZATION OF BASA PILIPINAS DEVELOPED KINDERGARTEN ACTIVITY SHEETS INTO MOTHER TONGUE	10/17	DEPED REGION IV-A CALABARZON	WRITER
2017 DIVISION KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	09/07/17	DEPED BACOR CITY	1 ST RUNNER UP (COACH)
2017 DISTRICT KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	08/23/17	DISTRICT OF BACOR II	1 ST RUNNER UP (COACH)
2016 DIVISION KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	09/16	DEPED BACOR CITY	CHAMPION (COACH)
2016 DISTRICT KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	11.16	DISTRICT OF BACOR II	1 ST RUNNER UP (COACH)
2016 REGIONAL KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	1/2016	REGION IV-A CALABARZON	CHAMPION (COACH)
2015 DIVISION KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	11/25/2015	CITY SCHOOLS DIVISON OF BACOR	CHAMPION (COACH)
2015 DISTRICT KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	11/4/2015	DISTRICT OF BACOR II	CHAMPION (COACH)
2014 DIVISION KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	11/2014	DEPED BACOR CITY	CHAMPION (COACH)
2014 DISTRICT KINDERGARTEN FESTIVAL OF TALENTS: STORYTELLING ENGLISH CATEGORY	11/25/2015	DISTRICT OF BACOR II	CHAMPION (COACH)
DIVISION SEMINAR WORKSHOP ON LOCALIZATION AND CONTEXTUALIZATION OF TEACHER GUIDES IN GRADES 1-3	10/24/14	CITY SCHOOLS DIVISION OF BACOR	WRITER

