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BOOK OF ABSTRACTS

A.Y. 2021-2022



BOOK of ABSTRACTS A.Y. 2021-2022
Institute of Graduate and Professional Education

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The Book of Abstracts A.Y. 2021-2022 Institute of Graduate and Professional Education is an annual publication of Davao del Sur State College that showcases a selection of research studies conducted by students. This publication offers valuable insights into the wealth of knowledge and innovative ideas emerging from the academic work of both students and their mentors.

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MESSAGE FROM THE OFFICE OF THE PRESIDENT



The Davao del Sur State College (DSSC) is committed to delivering quality education and fostering impactful research that contributes to community development and improves quality of life. Our research initiatives create opportunities for growth, innovation, and progress.

I congratulate our students for their impactful research and our faculty members for their dedication to mentoring students to become future researchers of integrity and excellence. I also extend my gratitude to Dr. Cherry Ann P. Roxas, RDI Director, and Asst. Prof. Jayson R. Pucot, Head of the Research Publication Office, for their hard work in compiling and documenting our graduate students' thesis abstracts. May this Book of Abstracts inspire future researchers for years to come.

Congratulations to all involved in this achievement!

AUGIE E. FUENTES, Ph.D.

President

*MESSAGE FROM THE OFFICE OF THE DIRECTOR FOR
RESEARCH, DEVELOPMENT AND INNOVATION*



Research is a cornerstone of academic excellence, driving students to engage with global challenges and contribute to the creation of new knowledge. It is with great pleasure that I present the Book of Abstracts, highlighting the outstanding theses of graduate students from the Institute of Graduate and Professional Education.

I would like to express my sincere appreciation to our dedicated faculty and Dean, Dr. Amelie Trinidad, for her leadership and support in guiding our students. To the graduates, congratulations on your achievements! May this research experience inspire you to continue exploring, learning, and contributing to the world of knowledge.

CHERRY ANN P. ROXAS, DBA

RDI Director

MESSAGE FROM THE DEAN



As the Dean of the Institute of Graduate and Professional Education, it is my pleasure to present the Book of Abstracts, showcasing the outstanding research and academic achievements of our graduate students. This collection reflects the dedication, creativity, and intellectual rigor that define our institution. The diverse topics explored demonstrate the breadth and depth of knowledge our students are contributing to their respective fields, while also addressing the challenges and opportunities of a rapidly changing world.

I congratulate the Institute Research Coordinator, Asst. Prof. Jayson R. Pucot and staff, Ms. Emerose Estodillo, for successfully compiling these theses' abstracts. I also extend my heartfelt congratulation to all our students for their hard work and commitment to advancing knowledge, and I extend my deepest thanks to their mentors, faculty, and families for their unwavering support. We are proud of their accomplishments and excited to see the impact of their work in the years to come.

AMELIE E. TRINIDAD, Ed.D.

Dean, IGPE

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Master of Arts in Education (Educational Management)

LEARNING MODALITY; REVELATIONS OF KINDERGARTEN TEACHERS IN MODULE DEVELOPMENT

Author: Jessa R. Aigen

Year:2022

Adviser: Zandro P. Ibañez, Ed.D.

The study's goal was to learn about kindergarten teachers' emotions and feelings with module creation in Digos Oriental District, Digos City Division for the school year 2021-2022, this phenomenological study attempted to dig up the meaning and essences of kindergarten teachers' experiences in module development, which is primarily based on their personal revelations during the COVID-19 pandemic. The researcher discovered that kindergarten teachers' experiences with writing self-modules are hampered by the three (3) emerging themes: cluelessness is detected while managing multiple tasks, inadequate ICT skills and technical knowledge, difficulties in mastering the curriculum. The emerging themes on managing to overcome the different issues and challenges encountered in module development amidst the covid-19 pandemic are resulted to two (2) themes: mentoring and coaching support and explanation is unclear. Moreover, there were six (6) emerging themes on insights and realizations that kindergarten teachers such: organization for teacher initiatives, collaborate with colleagues to support learning, Pro resiliency, alignment of MELCs, kindergarten performance tasks simplification, and team teaching in close collaboration with parents. It is recommended that officials from the Department of Education serve as a foundation for evaluating, planning, and strengthening the department's policies and programs, that the Division's Curriculum Implementation Division (CID) conduct trainings and workshops to assist kindergarten teachers in enhancing and capacitating them to become more effective teachers in using the modular learning delivery modality.

Keywords: modular learning, distance learning modality, module development, revelations of kindergarten teachers

STANDPOINTS ON MODULAR LEARNING DELIVERY MODALITY THROUGH THE LENS OF PARENTS AND TEACHERS: A PHENOMENOLOGICAL RESEARCH

Author: Cherry Lyn A. Anog

Year:2022

Adviser: Cherry Ann P. Roxas, DBA

This phenomenological study was designed to unveil the standpoints of parents and teachers in utilizing modular learning in Hagonoy I District, Division of Davao del Sur. Data were gathered from eight parents and eight teachers through IDI and validated through FGD conducted from October to December 2021. Data were analyzed using Colaizzi's approach.

Parents argued that motivating children to study and learn is difficult, support and guidance from parents are necessary, and it gives them additional burden. Teacher argued that modular is difficult for parents and learners, support and communication to parents are important, and half-baked learning is observable. The challenges encountered were: some lessons are highly advanced and difficult, children are difficult to be motivated to answer the SLMs, modules submitted are unanswered and not on time, and insufficient resources for module reproduction. Likewise, the mechanisms utilized includes constantly communicating to teachers, practicing the principle of rewards and punishment, regularly communicating to parents and learners, and maintaining positivity and asking for donations. Parents realized that teaching is not an easy task, modular learning is financially advantageous, generational gaps in learning makes the system difficult, and provides opportunity for physical and emotional bonding. Similarly, teachers realized that modular learning alone is not beneficial for primary grades, legitimacy of learning among students is still a question, stakeholder's partnerships and linkages are strengthened, and modular learning provides learning opportunities to educators. Hence, it is recommended to utilize blended learning to maximize the outcomes of students.

Keywords: teaching and learning, phenomenology, standpoints of parents and teachers, modular distance learning, Philippines

INDULGING TO VIRTUAL CONFERENCES AND WEBINARS IN THE NEW NORMAL: PHENOMENOLOGICAL ACCOUNTS OF GENERATION X TEACHERS

Author: Helen L. Camahalan

Year:2022

Adviser: Zandro P. Ibañez, Ed.D.

This study aimed to unveil the experiences encountered by Generation X teachers in indulging to virtual conferences and webinars in the new normal in selected schools in Hagonoy I District, Division of Davao del Sur for the School Year 2021-2022 using qualitative phenomenological research design. There were ten Generation X teachers coming from five identified schools who underwent in-depth interview conducted from December 2021 to March 2022. Recorded responses were transcribed and analyzed using Moustakas procedure of data preparation, data reduction through phenomenological process, implementation of imaginative variation, and disclosing the emerging themes.

Findings disclosed that the experiences of Generation X teachers in indulging to virtual conferences and webinars were either positive or negative. Similarly, being prepared prior to online training, making online training a serious business, asking assistance from others, and making oneself continually engaged in technology were the mechanisms used to overcome the challenges. Likewise, Generation X teachers realized that embracing changes is necessary, making mistakes and experiencing fears are just in the beginning, being open-minded and flexible are important, and improving professional competence is crucial. Hence, it was recommended that DepEd officials should focus determining the training needs of teachers when it comes to the use of technology. In addition, school heads need to conduct regular instructional supervision to provide a responsive technical assistance to teachers.

Keywords: *professional development, virtual conferences and webinars, Generation X teachers, phenomenology, Philippines*

COACHING SKILLS OF MASTER TEACHERS UNDER THE NEW NORMAL: ACADEMIC INSIGHTS OF NOVICE TEACHERS

Author: Chamen M. Canada

Year:2022

Adviser: Cindy B. Rosil, Ed.D.

This study focused on the exploration of the underlying themes depicting novice teachers' experiences with master teachers' coaching skills. It aims to provide academic insights necessary for effective teaching and learning in this new normal. The following describes novice teachers' experiences of master teachers' coaching skills as they multitask, gained their knowledge, create academic documents, and use new standard coaching techniques. Master teachers used conferences, follow-ups, and one-on-one monitoring as coaching strategies for new teachers. Collegial support, positive environment development, and mentoring and coaching help were the lessons and insights. It is recommended that Officials from the Department of Education would serve as a foundation for evaluating, planning, and strengthening the department's policies and programs, and service training for teachers on the pedagogical aspect of teaching that would fit its objectives that is to ensure the delivery of quality education and the Division School Superintendent, through the Curriculum Implementation Division (CID) may conduct activities and programs to master teachers to capacitate them to become a better coach and mentor to the beginning or novice teachers. The teachers would be coached and mentored by different highly proficient teachers which help them become better in their field of specialization.

Keywords: coaching skills, master teachers, new normal, Digos City Division

FACTORS INFLUENCING SELF-REGULATED LEARNING QUALITY ON THE PUPILS PERFORMANCE

Author: Florence T. Dawa

Year:2022

Adviser: Marilou S. Sabud, Ph.D.

This study that utilized descriptive-correlational design was conducted to determine the metacognitive practices and the performance of the pupils using self-regulated learning modules in the public elementary schools of Bansalan West District, in the Division of Davao del Sur in the school year 2021-2022.

Results revealed that pupils using self-regulated modules had high level of metacognitive practices and high level of factors influencing the quality of their self-regulatory learning such as time management, environmental structuring, persistent and help-seeking. Moreover, pupils were in the advanced level of academic performance where they exceed the core requirements in terms of knowledge, skills and understanding, and can transfer them automatically and flexibly through authentic tasks.

Metacognitive practices as well as time management, environmental structuring, persistent and help-seeking factors were significantly correlated to the level of the academic performance of the pupils using self-regulated learning modules. The more pupils will practice metacognition and the more they will manage their time, structure environment, observe persistence and seek help from others, the better they can perform academically.

Keywords: metacognitive practices, factors, self-regulated learning, learning quality, pupils' performance

LEADERSHIP PERSPECTIVES OF SCHOOL HEADS TOWARDS SCHOOL DISASTER RECOVERY MANAGEMENT

Author: Mary Jabe S. Flores

Year:2022

Adviser: Queenie Lyn G. Almercz, Ph.D.

This convergent parallel mixed method study was undertaken to determine the extent of the leadership perspectives of school heads towards the extent of disaster recovery management of schools in Sta. Maria East District, Division of Davao Occidental for the School Year 2021-2022. The study was conducted on August to October 2021. Quantitative data were gathered from 107 teacher-respondents using adapted survey questionnaires while qualitative data were gathered from key informant interview (KII) to 10 school heads/DRRM coordinators. Quantitative data were analyzed using mean, standard deviation and Pearson r , while recorded interviews were transcribed and analyzed using data reduction, data display, and conclusion drawing and verification.

Results of the investigation disclosed that in terms of the level of leadership perspectives, teachers perceived that transactional leadership was frequently utilized by most school heads. The extent of disaster recovery management of schools was found to be very high. Likewise, there was a significant high and strong positive correlation between the extent of leadership perspectives of school heads and disaster recovery management of schools.

Finally, the themes that emerged on how do leadership perspectives of school heads shaped the extent of disaster recovery management of schools were preparation for disaster, actions to be done to ensure safety, management of disaster recovery, consideration on the relevance of leadership during disaster, and perceptions on school head's leadership.

Keywords: leadership perspectives, school recovery management, school heads, descriptive correlational design, Philippines.

UNVEILING THE EDUCATIONAL INITIATIVES OF SCHOOL HEADS IN ANNEX SCHOOLS IN DIGOS CITY

Author: Antonette A. Gonzales
Adviser: Cindy B. Rosil, Ed.D.

Year:2022

This study unveiled the life stories of secondary school heads in implementing educational initiatives in annex schools in times of pandemic through narrative inquiry in the Division of Digos City for the School Year 2021-2022 using qualitative narrative inquiry. There were seven school heads and three teachers in-charge who underwent key informant interview from April to May 2022. Recorded responses were transcribed and analyzed using narrative thematic analysis of organization and preparation of the data, obtaining a general sense of information, coding process, theming, and interpretation of the data. School heads implemented enhanced teaching and learning-based initiatives, and intensified implementation of non-academic initiatives. Further, the factors in the development and implementation of these initiatives include sustainable education quality and standards, appropriate leadership and management, healthy learning environment, and intensified security and equality. Finally, they realized that the implementation of educational initiatives: an opportunity to enhance school head's leadership skills, usefulness of connectivity and effective communication, and importance of continuous improvement. Thus, it was recommended that they may undergo continuous professional activities on leadership and management to hasten their leadership and managerial skills especially in developing effective educational initiatives that would help nurture and enhance school outcomes.

Keywords: educational initiatives, school heads, annex schools, narrative inquiry, Philippines

INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON THE ACADEMIC ANXIETY OF TEACHERS AMID COVID-19 PANDEMIC

Author: Kyrie Jozyne R. Labrador

Year:2022

Adviser: Amelie T. Bello, Ed.D., RGC

This study was explored to establish the influence of school management practices on the academic anxiety of teachers amid COVID-19 crisis in the selected elementary schools of Matanao I and II Districts, Division of Davao del Sur for the School Year 2020-2021 using descriptive correlational design. Data were gathered from October 2021 to December 2021 using adapted survey questionnaires from 116 elementary teachers of Matanao I and II Districts, Division of Davao del Sur. The data gathered were analyzed using mean, Pearson r , and linear regression analysis.

The study found out that the level of school management practices as perceived by teachers was very high showing a high level of academic anxiety. The test of relationship revealed that the level of school management practices was significantly related with the academic anxiety of teachers. Further test of influence showed that learner support and well-being and community linkage and support significantly influenced the academic anxiety of teachers as shown in the linear regression model of: "Academic Anxiety = 1.042 + 0.277 LSW + 0.345 CLS" which provides that for each unit of change in the learner support and well-being, and community linkage and support, there is a corresponding change of 0.277 and 0.345, respectively in the academic anxiety of teachers. Hence, it is recommended that DepEd should intensify their activities nurturing the mental health and wellness of teachers to lessen their academic anxiety.

Keywords: school management practices, academic anxiety of teachers, descriptive-survey correlational design, Philippines

MORAL VALUES OF GENERATION Z: A LOOKING GLASS PERSPECTIVE

Author: Diosylin Bae H. Lumantao
Adviser: Cherry Ann P. Roxas, DBA

Year:2022

This phenomenological study aimed to understand Generation Z's perceptions of moral values in Secondary High Schools of Santa Cruz South District, Division of Davao del Sur. The study employed a qualitative research design using a phenomenological approach, with 12 junior high school students chosen through purposive sampling. Thematic content analysis was used as a data analysis tool. Results revealed that based on the observations, Generation Z students today had awareness of moral values. Moreover, Generation Z possessed several moral values like respect, a sense of responsibility, honesty, helpfulness, and obedience. As to educational insights, Generation Z of today had moral awareness or consciousness and gave importance of possessing moral values.

Keywords: *generation Z, moral values, values, perceptions*

COPING MECHANISMS ON THE LANGUAGE TRANSITION AND THE INSTRUCTIONAL EFFICIENCY OF PUBLIC ELEMENTARY SCHOOL TEACHERS

Author: Rozel T. Pascual

Year:2022

Adviser: Meliza P. Alo, Ed.D.

This study which utilized descriptive-correlational design was conducted to find out the coping mechanisms on the language transition and the instructional efficiency of on the language transition of public elementary school teachers in Bansalan East and West Districts, in the Division of Davao del Sur on the school year 2021-2022.

In addition, the study utilized an adopted but modified questionnaire in gathering the data from the completely enumerated Grade 4 teachers. The researcher personally administered the survey questionnaires to the teachers-respondents. The data were analyzed using inferential and descriptive statistics.

Results revealed that the level of challenges among teachers on the pupils' attitude was moderate, while challenges on teachers' teaching was high. Over-all the level of the challenges met by teachers in language transition by the Grade 4 pupils, and teachers was moderate, with a mean of 3.38.

The level of coping mechanisms of grade 4 teachers in language transition was high with an overall mean of 3.95, denoting teachers' utilization of several strategies and mechanisms to cope the challenges on language transition. Moreover, the teachers' instructional efficiency was very satisfactory, with an overall mean of 4.12.

Further, the result showed that there is no significant relationship between the challenges in the language transition by the pupils and the teachers' teaching efficiency with an r -value is -0.166 and -0.118 with the p -values of 0.327 and 0.485 ; and no significant relationship found between the challenges in the language transition by the teachers' teaching and the teachers' teaching efficiency with an r -value is 0.110 and -0.145 with the p -values of 0.517 and 0.391 . However, a significant relationship between teacher's coping mechanisms in the language transition and the teachers' teaching efficiency was found with an r -value of 0.361 and a p -value of 0.008 denoting a notable association.

Keywords: language transition, challenges, coping mechanisms, teaching efficiency.

TRAINING NEEDS ANALYSIS OF ELEMENTARY SCHOOL TEACHERS IN THE NEW NORMAL: BASIS FOR PROFESSIONAL DEVELOPMENT PLAN

Author: Wilda D. Puyo

Year:2022

Adviser: Queenie Lyn G. Almercz, Ph.D.

This study was undertaken to analyze the training needs of elementary school teachers in the new normal as basis for professional development plan in the different schools in Hagonoy II District, Division of Davao del Sur for the School Year 2021-2022. Descriptive survey research design was utilized and 116 elementary teachers served as respondents who answered the survey questionnaires administered online through Google Forms from August to October 2021. Data were gathered, collated and analyzed using frequency count, percentage, mean, standard deviation, and analysis of variance (ANOVA). The results served as basis in crafting the professional development for teachers.

Outcomes of the investigation disclosed that most teachers were college graduate, teaching in the kindergarten and Grade I with 6 to 10 years of length of service, and attended 6 and above trainings and seminars. Teachers strongly agreed to the statements describing their level of training needs suggesting that no training needs were necessary among teachers. However, among all the indicators of training needs, respondents rated agree to digital literacy suggesting that teachers need some additional training related to digital literacy.

Finally, the level of training needs of teachers was not significantly different when categorized according to educational profile such as educational attainment, length of service, and trainings and seminars attended but found to be significantly different when categorized according to teaching classification. Though the professional development plan developed was encompassing across all indicators of training needs, digital literacy was given emphasis since the only indicator that showed the need to conduct some trainings, hence the plan developed was recommended for implementation.

Keywords: training needs analysis, professional development, descriptive survey, Philippines.

ADAPTATION TO NEW LEARNING MODALITIES: A CASE STUDY OF KINDERGARTEN TEACHERS' PRACTICES

Author: Mary Ann R. Suazo

Year:2022

Adviser: Queenie Lyn G. Almeraz, Ph.D.

The purpose of this study was to explore the kindergarten teachers' practices towards the adaptation to new learning modalities and would seek to answer the following question: defining the role of kindergarten teachers in the adaptation of new learning modalities, the notion of support of teacher to young learners' successful transition to grade 1 adapting new learning modalities and the teacher's insight in the implementation of the modalities in new normal learning. The focus group discussion included nine (9) selected kindergarten teachers from the Digos City Division, 5 parents and 4 school heads invited for virtual interviews. The data was recorded, transcribed, coded, and analyzed. Thematic analysis was being used to analyze the data. The study's results concluded core ideas, major themes and overarching themes were being formulated. As catalyst of lifelong learning in the 21st century the serve as teachers was the implementer of the learning modalities and had a strong collaboration to the stakeholders to fully understand the new learning environment. Social-Professional support was the overarching theme of notion support of kindergarten teachers to young learners' successful transition to grade 1 with the new learning modalities the teacher gives social-professional to learners to develop the acquire domains of a kindergarten in order for them to be ready in Grade 1. Lastly, application of social and innovative teaching was overarching theme of teachers embrace technological teaching; adapt home schooling; introduce best practices of teaching and seize positive attitude to become successfully implement the new learning modalities. The study can be useful to Digos City Division officials, teachers, learners, and parents in implementing the adaptation of new learning modalities in kindergarten to support the successful transition of kindergarten learners to grade one.

Keywords: new learning modalities, kindergarten teachers' practices, innovator of teaching practices, contextualize learning materials, embrace technological teaching

**MASTER OF ARTS IN
EDUCATION (LANGUAGE
TEACHING)**

BAHAY BASAHIN PROGRAM: ITS EFFECTS TO THE READING COMPREHENSION OF GRADE 4 PUPILS IN THE NEW NORMAL

Author: Jonathan L. Adrales

Year:2022

Adviser: Ruben F. Asan, Ph.D.

The purpose of the study was to find out the current training needs and the English Proficiency Level of the Secondary Teachers in the Cluster 5 Schools of Davao City, conducted during the school year 2021-2022, the study involved 102 public secondary school teachers who were chosen through complete enumeration. It adapted a non-experimental quantitative research design using the Input-Process-Output model (IPO). To elicit the needed data from which the intervention plan was proposed, the study adopted a survey questionnaire on Needs Analysis for Japanese Elementary Schools. The study revealed that majority of English teachers are females, 33 years old, bachelor's degree, and had served as teachers for 3 years. The study also found that the proficiency level of English teachers is high and that the current training needs of the teachers is high in terms of attitude towards English education, gender and development awareness, sustainable development goals, perceived necessary abilities in teaching English and the perceived needs for English language proficiency. With these findings, the study came out with the proposed intervention plan for each of the findings for each of the research objectives.

Keywords: *English proficiency level, needs analysis, intervention plan*

THE EXPERIENCES OF LANGUAGE TEACHERS EDUCATING INDIGENOUS LEARNERS USING THE BLENDED LEARNING APPROACH

Author: Precious Joy D. Apas

Year:2022

Adviser: Jeric Anthony S. Arnado, RGC, MAGC

The implementation of blended learning approach posed different experiences for the language teachers in the learning process of the pupils specifically indigenous learners. This study aimed to explore on the experiences of language teachers educating Indigenous People learners in the implementation of blended learning approach. Specifically, it investigated teachers' management of their day-to-day implementation of the blended learning approach, best practices in the learning process of indigenous learners and insights shared to language teachers, school administrators and parents in assisting indigenous learners. This study utilized a phenomenological qualitative design utilizing key informant interview, the findings revealed that the experiences of language teachers in educating IP learners using the blended learning approach, involved utilizing a Need-Based Approach, Bridging the Gap, and Inclusion and Collaboration. Thus, the researcher recommends for the higher authorities of educational institutions to provide budget allocation for contextualization of learning materials, conduct lectures or seminar for language teachers educating indigenous learners and recalibrating the results of the study for the future researchers.

Keywords: *teachers' experiences, indigenous learners' education, phenomenological, Philippines*

ORAL NARRATIVES OF THE BAGOBO-TAGABAWA ICCs/IPs: FRO THE LENS OF THE ELDERS

Author: Vanessa Mae R. Empasis

Year: 2022

Adviser: Clarence Pillerin, Ph.D.

This qualitative content analysis study aimed to explore the beautiful oral narratives, the cultural values depicted in the oral narratives, and the ways on how to preserve the oral narratives of the Bagobo-Tagabawa community in Barangay Bitaug, Bansalan, Davao del Sur. The participants of the study were fourteen (14) elders and tribal leaders of the tribe. Moreover, the data collection was through the in-depth interview (IDI) and focus group discussion (FGD). Results revealed three genres of oral narratives: folklore, fables, and legends. Additionally, the cultural values that emerged were; independent living when reaching the right age, the value of trust and honesty, help begets help, a wise man's advantage, the value of marriage, and pride leads to downfall. Moreover, in the preservation of the oral narratives, the themes emerged were; glut of cultural preservation, necessitate cultural smugness and communicating cultural tradition. Thus, the researcher suggests DepEd and other stakeholders promote more programs and activities, especially in the school context.

Keywords: oral narratives, cultural preservation, Bagobo-Tagabawa, content analysis

DIMENSIONS OF LANGUAGE PRESTIGE AMONG BAGOBO-TAGABAWA GEN Z OF DAVAO DEL SUR

Author: Jasley Babe M. Eulogio

Year:2022

Adviser: Aristotle Carandang, Ph.D.

This study explored the dimensions of language prestige among Bagobo-Tagabawa Gen Z in the Philippines, specifically, to develop a measurement tool for language prestige. Through purposive sampling, the respondents of this study were the Bagobo-Tagabawa among Gen Zs in Davao del Sur. The exploratory factor analysis (EFA) yielded three factors: language attitudes and pride, language use and sharing, and literary use of language. The final questionnaire, which was the output of this study, consisted of 4-22 items per factor and yielded high reliability when determining the Cronbach alpha. A descriptive survey also revealed a high level of language prestige among Bagobo-Tagabawa Gen Z. There was a significant difference in language prestige when grouped according to sex, educational attainment, and ethnolinguistic community. Results revealed the different language prestige discussed in the literature and have contributed to the multidimensionality of the given instrument. Also, quantitative data results confirm qualitative data results. The context-specific questionnaire as an assessment tool will provide possibilities for future planning, policy, and programs of the tribal communities.

Keywords: dimensions, context-specific questionnaire, language prestige, Bagobo-Tagabawa, Gen Z, exploratory factor analysis, Philippines

A PORTRAIT OF SELF-LEARNING MODULE WRITERS: FROM THE STANDPOINT OF UNTRAINED ELEMENTARY TEACHERS

Author: Ronie A. Macabodbod

Year:2022

Adviser: Tito M. Endrina, Ph.D.

The purpose of the study was to learn about the real-life experiences of untrained elementary teachers in writing self-learning modules in Santa Cruz North District, Davao del Sur for the 2020-2021 school year, and to answer the following research questions: What are the experiences untrained elementary teachers in writing self-learning modules? And how do untrained primary school instructors deal with the issues and obstacles that come with developing self-learning modules? A qualitative research approach known as descriptive phenomenology was utilized to address the topic and disclose the true meaning of the informants' experiences. The responses of the ten (10) informants were collected using interview guide protocols with open-ended questions and focus group discussions. One hour of in-depth dialogues was recorded, then transcribed, and meticulously evaluated using a thematic analysis process. The findings highlighted six (6) primary themes: profound cluelessness filled with consternation, inept in ICT skills, dealing with multiple tasks, barriers to curriculum proficiency, and a lack of technical know-how and advocate learner agency, team up with colleagues, navigate the web, establish alignment, adherence to student-centered learning, and plan the learning tasks are the coping mechanism themes. It is consequently proposed that, while addressing the experiences of untrained elementary teachers, the sources of the social support supplied by school heads to trainees during self-learning module write-ups be addressed.

Keywords: self-learning modules, untrained elementary teachers, writers, Division Office of Davao del Sur

EXTENT OF DIGITAL AMONG SENIOR HIGH SCHOOL STUDENTS: BASIS FOR A PROPOSED ENHANCEMENT PROGRAM FOR STUDENTS' DIGITAL LITERACY

Author: Wiljean G. Magnaye

Year:2022

Adviser: Clarence S. Pillerin, EdD.

This study aimed to determine the extent of students' digital literacy in terms of access and management of information and digital skills as well as the significant difference between the extent of the students' digital literacy when grouped according to the profile and location. The respondents of the study are from the selected six schools which are categorized between urban and rural that are from Magsaysay, Bansalan, and Matanao, Davao del Sur school year 2021-2022. Random sampling was utilized in the selection of the students to be included in this study. A validated questionnaire was utilized in obtaining the data.

A descriptive research design was used to synthesize the data, with 524 Grade 12 students serving as respondents. The survey took place between March and April of 2022. The collected data were examined using mean, percentage, and inferential statistics such as independent t-test and One-Way Analysis of Variance.

Data gathered on sex and digital literacy implied that sex did not significantly vary in the digital literacy of the respondents. When it comes to age and digital skills it did not significantly differ when analyzed by age of the respondents. Moreover, there was no significant difference in digital literacy when analyzed according to the location of the respondents. Therefore, students' digital literacy did not differ from urban and rural schools.

Finally, the study recommends an enhancement program on digital literacy of the students that will be given to both urban and rural schools that were crafted based on the results of the survey conducted among senior high school students. Only the lowest mean from the two indicators was gathered as the basis for the enhancement program.

Keywords: extent of digital literacy, access and management of information, digital skills, enhancement program, sex differences, age differences

TRANSITION FROM PHYSICAL TO REMOTE INSTRUCTION: ACCOUNTS OF TEACHERS TO SCHOOL READING PROGRAMS

Author: Jhalmar T. Mamites

Year:2022

Adviser: Siverlyn M. Camposano, Ph.D.

This qualitative phenomenological study explored the underlying themes depicting the experiences of teachers in the transition from physical to remote instruction on school reading program in the elementary schools in Bansalan East District, Division of Davao del Sur for the School Year 2020 – 2021. Data were gathered on May to June 2021 using key informant interview to 15 English language teachers from Grades 1 to 3. Recorded interviews were transcribed and analyzed using Colaizzi's analytic method for descriptive phenomenological analysis.

Results revealed that English language teachers conducted reading activities before and during pandemic, and encountered difficulties in its implementation when asked about the experiences they encountered in the transition from physical to remote instruction on school reading program. They managed the challenges and difficulties encountered by conducting home visits, sending instructional video tutorials, conducting limited one-on-one reading practice, and communicating through social media platforms for those with internet connection, and conducting home visits, delivering printed reading materials, conducting limited one-on-one reading practice, and sending supplementary reading materials for students without internet connections. The suggested approaches designed to improve the school reading program thru remote instruction were the development of learning continuity plan, teacher's training on new modality, teacher-parent collaboration, and serious monitoring of student's performance. As an implication, the results of the study open the door for future research regarding school reading programs in the new normal.

Keywords: remote instruction, English language teachers, school reading programs, phenomenological research, Philippines

REINFORCING STUDENTS, PARENTS AND TEACHERS IN THE IMPLEMENTATION OF THE MODULAR INSTRUCTION

Author: Florencio A. Mondoñedo Jr.

Year:2022

Adviser: Ruben F. Asan, Ph.D.

This study aimed to determine the challenges encountered by the students, parents and teachers in the implementation of the modular instruction which was the basis in crafting the intervention plan to reinforce each group of participants. This was conducted in April 2022 up to June, 2022.

The method of gathering the data includes Focus Group Discussion, Interview, Participation/ Observation. On the experiences and challenges of teachers, students, and parents in the implementation of self-learning were: Production Gap, Absence of Communication, Lack of Time Management, Knowledge Inefficiency, Difficulty in Instilling motivation and Intermittent Internet Connection. These challenges made them more eager to teach and be productive in teaching their students. Students were given the chance to express themselves about the self-learning module and also parent had the opportunity to express their thoughts and ideas about the implementation of self-learning module. As schools shifted to remote learning, the absence or insufficient access to internet may have worsened other inequities.

On the other hand, common coping mechanism and strategies employed by the participants' responses were: Multimedia Approach in the teaching and learning, Constant Communication which found effective to reinforce the needs of the students; Timely Feedback which enable the students and parents to keep track of their academic performance; and Blended-Learning, which the teachers employed by developing and providing the students various multimedia that supplement their learning needs and making the learning facilitation by the parents easier.

An intervention plan to strengthen the implementation of the modular instruction was crafted for consideration by the stake players among public secondary schools.

Keywords: *modular instruction, challenge coping mechanisms, intervention, communication*

LEARNING ENGLISH IN THE NEW NORMAL LEARNING ENVIRONMENT: FROM THE STANDPOINT OF PLURILINGUAL STUDENTS

Author: Devie Anne G. Nadela
Adviser: Tito Endrina, Ph.D.

Year:2022

The learning experiences of plurilingual students in the new normal learning environment is a challenging and often, a stressful one. This study explored the learning experiences of plurilingual students and their coping strategies in learning English in the new normal learning environment. Through purposive sampling, ten Grade 8 plurilingual students in Heracleo Casco Memorial National High School were selected. Using open-ended questions, in-depth interviews and focus group discussions were done. The thematic analysis of the two broad research objectives revealed nine themes. In the learning experiences of plurilingual students, there were four themes that emerged: absence of teachers to guide, problem in pronunciation and vocabulary, lack of supplementary and updated learning materials, and parents as para-teachers. Results also showed their coping strategies in learning English: self-regulated learning, faith-oriented coping, support system, use of gadgets and online learning platforms; and teacher support and monitoring. The findings of this study has an implication on the role of teachers as dispenser and facilitator of learning. It is truly undeniable that teachers are essential in the intellectual development of students. It is also essential to equip parents so they can fully assist the learning development of their children. Their involvement and support in the learning of the children greatly contributes to their academic success. Hence, the research recommends DepEd and parents to strengthen their support among plurilingual students, especially in these trying times.

Keywords: *new normal learning environment, plurilingual students*

THE JOURNEY OF SINGLE MOTHERS IN FACILITATING CHILDREN'S ENGLISH LANGUAGE LEARNING AMIDST COVID-19 PANDEMIC

Author: Jessa T. Navarez

Year:2022

Adviser: Jeric Anthony S. Arnado, MAGC RGC

This qualitative phenomenological research explored the experiences of single mothers in facilitating their children's English language learning during this time of the pandemic. Ten mothers who have Grade 7 students enrolled in a Secondary Public School in Matanao 1 Davao del Sur were purposively chosen. The study was conducted using one-on-one interviews and was analyzed using thematic analysis. The results showed that the challenges of single mothers in facilitating the English language learning of their children involve vocabulary shortage, pronunciation problems and comprehension and grammar difficulties, lack of proficiency and availability to facilitate, internet connectivity issues, and job demands over child's learning. Secondly, they were able to manage performing their dual roles by managing time between work and child's learning, making God and child a source of strength, and structuring on child's learning activities. Lastly, the single mothers would like to share with the community the need to recognize their capability to learn and teach, have quality time for learning with children, learn to use reinforcement, and acknowledge the importance of technical and personal resources. Furthermore, the implications focused on school policies and strengthening parent-teacher collaboration to assist learners in accomplishing their self-learning modules and unburden single mothers' situation.

Keywords: single mothers, self-learning modules, phenomenological, qualitative, education

EXPERIENCES OF NON-ETHNO LINGUISTIC COMMUNITY LANGUAGE TEACHERS HANDLING ELC LEARNERS IN MALITA SOUTH DISTRICT, DAVAO OCCIDENTAL

Author: Rhonalyn M. Opalla

Year:2022

Adviser: Aristotle P. Carandang, Ph.D.

The main thrust of this study was to delve into the experiences of non-ethno-linguistic community language teachers handling ELC learners in Malita South District. This research employed a case study qualitative research design. The data were based upon the responses of the participants following the interview guide as well as on the stories and experiences that they shared during the conduct of In-Depth Interview and Focus Group Discussion.

When non-Ethno-linguistic community language teachers handling ELC Learners in selected schools in Malita South District, Division of Davao Ocidental for the School Year 2021-2022 were asked about their experiences in teaching ELC Learners, there were three (3) emerging themes generated. These were: Grapple on content delivery, Fair Learning Opportunity Among Students, and Teachers bittersweet moment.

Moreover, when non-ethno-linguistic teachers were asked about their coping mechanism in overcoming the challenges in teaching ethno-linguistic community, the transcribed interview generated three (3) emerging themes. These were as follows: Adapted the ELC culture, attended to seminars and trainings, and applied innovativeness.

Further, insights of teachers were being noted through the answers to the questions which were asked to the participants both in the in-depth interview and the focus group discussion. The essential themes that came out from their responses were the following: one-Cultivate passion for teaching; two-Appreciate ELC culture; and three-continuous professional development.

Keywords: non-ethno-linguistic community, ELC learners, language learning, challenges, coping strategies

FORMATIVE FEEDBACK PRACTICES OF TEACHERS IN ENHANCEMENT OF LEARNING OUTCOMES IN ENGLISH INSTRUCTION

Author: Lloyd C. Ordaneza

Year:2022

Adviser: Joy A. Bariquit, Ph.D.

The utmost aim of this phenomenological study was to highlight the formative feedback practices of teachers handling English instruction. This delved into their experiences, their enabling conditions, perceptions, emotions, and routine feedback activities. This was conducted in August 2021 up to March, 2022.

The method of gathering data includes Focus Group Discussion, Interview, Participation/ Observation. The following findings were drawn: As noted, the secondary teachers facilitated formative feedback in a student-friendly approach; skill-focused; and timely and consistent manner. Moreover, on the mechanisms utilized by teachers to facilitate formative feedback, these were used: student's reflective journal; tangible reinforcement; and student portfolio. Subsequently, on the intervention scheme utilized by Teachers to further improve their feedback practice in English instruction, these were employed: mind maps; translanguaging; and blended platform. These proved that teachers need to design suitable interventions to facilitate positive, constructive formative feedback among the students. As a learning insight, the researcher recognized the importance of providing formative feedback among the students based on the principles of effective teaching and learning, thereby addressing learning gaps.

Keywords: formative feedback, learning outcomes, English instruction

TRANSITION IN TUMULOUS TIMES: LIVED EXPERIENCES OF SECONDARY ENGLISH LANGUAGE TEACHERS UNDER MODULAR LEARNING

Author: Claire Ann M. Pedroso

Year:2022

Adviser: Clarence S. Pillerin, Ed.D.

Modular learning in the English language brought varied experiences to English language teachers. This empirical phenomenological study aimed to unveil the underlying themes depicting the lived experiences of secondary English language teachers under modular learning. It focused on the participants' descriptions of encounters upon their facilitation of the English language in modular instruction.

This study also investigated the description of secondary English language teachers' lived experiences as implementers of modular learning, participants' perceptions of their students' challenges in the subject while using self-learning modules (SLMs), and their best practices in the conduct of the modality. Explicitly, the participants fulfilled their duty as facilitators of learning and described the provision of learning materials and described collaboration with modality colleagues as beneficial. However, they modular teaching as perplexing.

Further, participants perceived students' challenges as struggling in learning, difficulty in dealing with the SLMs, and privation of understanding. Focus Group Discussion (FGD) participants suggested that the teachers tap the parents' guidance and the assistance of the 'more knowledgeable others' in facilitating the students when answering SLMs.

The participants' various encounters in implementing modular instruction have gained best practices. These teachers' best practices provided summative assessments, home visitation, technology integration, and time management. It was also highlighted in the results of the FGD that teachers can integrate technology in performance tasks and language assessments. Findings revealed that even how challenging modular learning is to the teachers and students, teachers developed strategies to teach the English language in ways the learners can also engage.

Keywords: educational transition, tumultuous times, lived experiences, perceptions of students' challenges, best practices, modular learning

USING THE MODULAR APPROACH: ENGLISH TEACHERS' THOUGHTS AND PERSPECTIVES

Author: Daisy P. Pescadero

Year:2022

Adviser: Ruden F. Asan, Ph.D.

The main purpose of this study was to explore the thoughts and perspectives of novice English teachers in the use of a modular approach in Santa Cruz North District, Division of Davao del Sur for the School Year 2020-2021. Specifically, the research questions were focused on addressing the employing perspectives of novice English teachers on the modular approach, how novice English teachers cope with the experiences in the use of the modular approach, and the best practices observed by novice English teachers in using a modular learning approach. A qualitative research approach known as hermeneutic phenomenological research design was utilized to address the topic and disclose the true meaning of the informants' experiences. The questions from the interview guide made by the researcher on exploring their thoughts through in-depth interviews and focus group discussions generated three (3) general themes, namely: hurdles of the novice English teachers in the modular learning approach, innovating strategies in modular education, and embracing best practices in modular approach. Furthermore, it was highly recommended that the school heads should provide solutions to the existing problems and obstacles faced by English teachers in fostering a modular learning strategy. Also, teachers should be more explorative of the instructional styles that they would use to make it a successful teaching activity. In addition, parents should be able to handle all educational activities with no supervision from the teacher so that the learners would be more fortunate to undergo harmonious and engaging learning.

Keywords: novice English teachers, modular learning modality, hermeneutic phenomenological

CULTURALLY RESPONSIVE TEACHING PRACTICES AND STUDENTS AFFECTIVE, BEHAVIORAL AND LEARNING ENGAGEMENT ON ENGLISH SUBJECT

Author: Elvy Jean V. Phori

Year:2022

Adviser: Siverlyn M. Camposano, Ph.D.

This study explored and examined the culturally responsive teaching practices of teachers and the level of engagement of the Grades 4-6 Tagakaulo students in Mt. Apo District, Division of Digos City on May 2022. The researcher employed descriptive quantitative design using survey technique as the data collection instrument. The instruments used in the study were validated by experts. Mean and Pearson-r were used to analyze the data. The respondents of the study were composed of 10 Grades 4-6 English Teachers and 33 Grades 4-6 Tagakaulo students from the public elementary schools of Mt. Apo District, Division of Digos City using the complete enumeration survey method.

Results revealed that English teachers had very high level to be sensitive culturally and employed multicultural instruction to their IP-Tagakaulo students on a very high extent. On the other hand, for the IP-Tagakaulo students results revealed that they manifested a very high level of engagement on English subject in terms of affective, behavioral and cognitive factors.

Keywords: cultural sensitivity, multicultural instruction, affective engagement, behavioral engagement, cognitive engagement, Tagakaulo students

BAHAY BASAHIN PROGRAM: ITS EFFECTS TO THE READING COMPREHENSION OF GRADE 4 PUPILS IN THE NEW NORMAL

Author: Queenie Joy L. De Los Reyes
Adviser: Siverlyn M. Camposano, Ph.D.

Year:2022

This study examined the effectiveness of Bahay Basahin Program to the reading comprehension of the Grade 4 pupils of Marawer Elementary School. This research was an experimental type with six weeks duration of study. PHIL-IRI Pre-test and Post-test with multiple choice and open-ended questions were utilized to determine the program's effectiveness based on their scores. The intervention tools used for the program were validated by Master Teachers and Principal that were considered as experts on reading program implementation. Mean and t-test analysis were used to analyze the data collected. The respondents of this study were the thirty Grade 4 pupils treated as the mono-experimental group.

Results unveiled huge difference between the pre-test and post-test of the respondents which signified progress on their level of understanding from the reading materials used. The activities administered were interactive and has developed the basic skills needed to understand the texts. Interventions used on this program were effective on developing their comprehension. This scaffolded the learners on how to grasp the meaning and think concretely when asked open-ended questions, analyze problems and answer comprehensively.

Keywords: Bahay Basahin Program, reading comprehension, new normal, students

PARENTS' PERSPECTIVE ON CHILDHOOD RESILIENCE, SUPPORT AND LEARNING RELATED COMPETENCE

Author: Loi M. Ramos

Year:2022

Adviser: Siverlyn M. Camposano, Ph.D.

This research explored and examined parents' perspectives on childhood resilience and support that influenced the learning competence of Grade 3 pupils of Zone 1, Mt. Apo District, Division of Digos City. The researcher employed the descriptive-correlational design, and a survey questionnaire was used. Mean, Pearson-r, and Regression analysis were utilized for data analysis. The respondents were 170 randomly selected parents from Grade 3 classes of four (4) established public elementary schools in Zone 1, Mt. Apo District, Division of Digos City, using a simple random sampling technique.

Results revealed that Grade 3 pupils were highly resilient in educational resilience, persistence, confidence, and abilities. Their parents very well supported these pupils in terms of emotional, social, and economic aspects, and they displayed high competence in verbal, non-verbal, and problem-solving skills. This competence in these areas was attributed to their childhood resilience and full support from parents in their studies.

Keywords: *childhood resilience, parental support, learning-related competence, parents, Grade 3 pupils*

INTRICACIES OF BLENDED LEARNING: A WALKTHROUGH NARRATIVE OF ENGLISH TEACHERS

Author: Ma. Regina E. Robante

Year:2022

Adviser: Siverlyn M. Camposano, Ph.D.

The study is a walkthrough narrative of English teachers utilizing blended learning as their chosen distance learning delivery modality in teaching English subject in five (5) public elementary schools in the Division of Digos City, Davao del Sur last March 2022 employing qualitative design using in-depth interview (IDI) to ten (10) participants and for data analysis, Collaizi's method was utilized.

On intricacies of elementary teachers using blended learning in teaching English, it revealed the advantages of BL namely in addressing the reading concerns of the learners, of reading and speaking skills made easy through online platforms and it addressed the varied needs of the learners by providing varied learning activities. On the other hand, disadvantages were the authenticity and uncertainty of the P results. Difficulty was on the confusion of the competencies given. Moreover, challenges were the lack of resources and technical know-how in using the technology greatly affected with unstable internet connection; teacher need enough time to perform varied teaching-learning tasks due for they were overburden with workloads.

With teachers' participation in the webinars conducted by DepEd officials and most importantly positive attitudes towards work like flexibility, resiliency, resourcefulness, passion and willingness to teach they were able to overcome those challenges. Moreover, the collaboration of parents and teachers was observed to improve reading skill of the learners.

Insights were solicited to improve the implementation of blended learning, there should be more allocation of budget for resources and provision of technical assistance especially on the re-evaluation of DLDM and intensification of trainings and webinars related to blended learning highlighting the identification of individual students' needs and exploration of teaching styles in blended learning. Master teachers need to collaborate to come up with prototype lesson plans integrating macroskills, and competencies.

Keywords: blended learning, intricacies, coping strategies, insights

PERCIEVED FACTORS AFFECTING THE ACCOMPLISHMENT IN THE DELIVERY OF LEARNING COMPETENCIES OF CORE SCIENCE SUBJECTS IN GRADE 8

Author: Anneth S. Rosel

Year:2022

Adviser: Della Grace G. Bacaltos, Ph.D.

The research was conducted to assess the accomplishment in the delivery of prescribed learning competencies of most essential learning competencies (MELCs) in distance learning modalities in Cluster 5 schools of Toril Davao City. It was conducted on the selected public secondary school teachers in Davao City from August 2021. Descriptive correlational and inferential research designs were employed in this study. Samples were chosen using the convenience sampling technique. A validated researcher-made survey questionnaire was utilized in gathering the data. Mean, frequency counts, percentage, Spearman's Rank-Order Correlation, and multiple regression were used to analyze the data.

Teachers teaching Science in Grade 8, the majority had Bachelor's degree (51.71%), while 36.47% finished a Master's degree and (11.76%) completed a Doctorate degree. As to the length of teaching experience, about (48%) have taught from one to five years, and in teaching positions, only 28% have been teaching for eleven years or more. Furthermore, the majority of (56%) had five to six loads and had one or more extra additional functions. These ancillary functions and designations include class advisory, chairmanship in committee, and other designations.

School, resource facilities and materials, learners, and curriculum had a moderate effect on the learning competencies of teachers in Science while teachers had obtained a neutral effect. Additionally, a considerable number of junior high school teachers in Cluster 5 schools of Davao City had accomplished 71% to 80% of the learning competencies in Science which could have various implications on the performance of the students.

Among the factors, the number of ancillary functions and designations of teachers was found to have a significant influence on the level of accomplished learning competencies of teaching in science.

Keywords: *perceived factors, accomplishment, delivery, learning competencies, core Science subjects*

LANUGUAGE TEACHERS' READINESS TO ONLINE MODALITY: BASIS FOR SKILLS TRAINING

Author: Alianne L. Salario

Year:2022

Adviser: Siverlyn M. Camposano, Ph.D.

This descriptive research was conducted to determine the public secondary school English teachers' readiness to online modality in the context of language teaching. It aimed to determine the profile in terms of age, sex and number of ICT related trainings attended and the readiness to online modality among the public secondary school English teachers in Makilala, North Cotabato for the School Year 2020-2021. Using a validated self-made questionnaire developed from different readings and similar studies, the data were gathered and treated statistically using inferential and descriptive statistical tools.

Results of the study showed that most of the respondents were at early thirties, mostly female and had attended relevant trainings. Further, mostly of the respondents had sufficient ICT Resources both hardware and software digital tools including internet connectivity.

The result further revealed that teachers' technological competence and ICT-based instructional delivery were high denoting high level of readiness to online modality. Age and sex did not significantly influence the teachers' readiness to online modality, except for the participation to relevant trainings which posed significant difference.

The study recommends that the Department of Education officials and school administrators may use the result of this study as one of the bases for hiring new teachers who are ICT competent and those with positive attitude towards the use of ICT in teaching. In addition, allocate a minimum budget for teachers' internet data subscription and for the realization of the proposed training design.

Keywords: language teachers, online modality, readiness, technological competence, ICT-based instructional delivery, skills training.

MOTIVATION AS DETERMINATION OF THE STUDENT'S LEARNING ATTITUDE TOWARDS THE ENGLISH LANGUAGE

Author: Malou G. Sojon

Year:2022

Adviser: Ruben F. Asan, Ph.D.

The study was administered to discover the significance of motivation to the learning attitudes of the Junior High School students of the Cluster 5 schools in the Division of Davao City. The respondents of the study were the 9,337 Junior High School students enrolled for the school year 2021 -2022 who were determined using Stratified Random Sampling. A descriptive qualitative design with correlation approach was adopted in this study. The statistical tools being used analyze and interpret the data were mean, Pearson-r, and Multiple Regression. The data exhibited that students' learning attitudes (behavioral, cognitive, and emotional) were influenced by integrative and instrumental motivation.

It was discovered that among the motivation indicators, integrative motivation and instrumental motivation had a substantial repercussion on students' learning attitudes. However, integrative motivation was found to have the greatest impact on learning attitudes on the cognitive level in the study. Furthermore, the findings support that a student with strong integrative motivation has a good attitude towards studying English language. This entails that learners' learning attitudes (whether good or negative) towards studying the English language are greatly influenced by their integrative motivation. When students realize that learning the language would help them participate in diverse social activities and be acknowledged, they are more likely to create a positive learning attitude.

Keywords: *integrative motivation, students learning attitudes, cognitive aspect, emotional aspect, behavioral aspect*

PHILOLOGICAL KNOWLEDGE AND SOCIOLINGUISTIC COMPETENCE OF STUDENTS IN SELECTED SECONDARY SCHOOLS IN GLAN, SARANGANI PROVINCE

Author: Rose Mae A. Tabanay
Adviser: Joy A. Bariquit, Ph.D.

Year:2022

The study was conducted to determine the relationship between philological knowledge and sociolinguistic competence of the Grade 10 students in selected secondary schools in Glan Sarangani Province, namely: Glan School of Arts and Trades, Glan Padidu National High School, Jose Ah Young Integrated School and Glan Central Integrated Sped Center. This study determined the philological knowledge of Grade 10 students as may be influenced by their sociolinguistic competence.

The outcomes of the study discovered that the respondents have an aptitude for learning and using language; they frequently practiced and observed their philological knowledge that it showed a high rating. On the other hand, their sociolinguistic competence did not meet expectation, indicating that the performance of the students was unsatisfactory in communicating appropriately with the usage of right words, expressions, and attitudes in a given situation.

The test of significant relationship between the philological knowledge and sociolinguistic competence of the students obtained a very low negative correlation indicating that students' sociolinguistic competence does not affect their academic performance, thus many English language learners can do well in class but do not necessarily possess high sociolinguistic competence.

This study recommends that training, seminars, and conferences may be crafted by the officials and school heads to be conducted regularly to those linguistic teachers to develop a comprehensive skill in teaching language to their students. Students can also have a short seminar and workshop regarding the basic skills in using specific language and promote philological knowledge and sociolinguistic competence. Hence, the study would also recommend in conducting further study with some other factors that may predict and influence sociolinguistic competence.

Keywords: philological knowledge, sociolinguistic competence, test of significant relationship

TEACHERS INITIATIVES TOWARDS READING LITERACY DURING PHIL-IRI IMPLEMENTATION IN PADADA DISTRICT, DAVAO DEL SUR

Author: Rose Marie P. Tecson

Year:2022

Adviser: Aristotle P. Carandang, Ph.D.

This study described the elementary teachers' initiatives towards reading literacy during Phil-IRI implementation in Padada District, Davao del Sur using a Single Case Study design. School reading coordinators from the twelve elementary schools in Padada took part as participants of the study. The 12 participants underwent key informant interviews within April 2022 via face-to-face setting with strict adherence to health protocols and online platform. Informants' responses were gathered using an audio recording device. The data were then transcribed and analyzed following Braun and Clarke (2012) six-phase approach in thematic analysis.

Based on the emergent codes about teachers' perspectives on PhilIRI, two themes were created. These were "Quality Assurance" and "Content Validity". Emergent themes in teachers' initiatives and plan of action for frustration level readers and nonreaders were formulated, named "Reading Action Plan" and "Extended Outreach Efforts.

In addition, teachers encountered challenges during the implementation of the reading remediation in three themes. These were "Teacher's Resources", "Pupil's Response", and "Other Stakeholder's Response". Consequently, informants shared their honest suggestions in the administration of Phil-IRI in the field with emerging themes of "Early Orientation", "Materials Preparation", "Mind Conditioning", and "Close Monitoring" which are all important in the successful achievement of their single goal to make every Filipino child a reader.

Keywords: quality assurance, content validity, reading action plan, extended outreach efforts, teacher's resources, pupil's response, other stakeholder's response, early orientation, materials preparation, mind conditioning, close monitoring

SENTIMENTS ON FLEXIBLE LEARNING: AN EYE-OPENER TO ACADEMIC ADMINISTRATORS

Author: Enerose R. Ubas

Year:2022

Adviser: Siverlyn M. Camposano, Ph.D.

The sentiments on flexible learning emerge when the COVID-19 pandemic drastically transitioned the education sector and the means of education evolved in distance learning where online and modular classes were implemented and adopted. The researcher sought an understanding with the qualitative study wherein the phenomenological inquiry was being conducted and data were analyzed using Colaizzi's Analytic Method and clustered through thematic analysis. It consisted of 7 faculty and 11 students who underwent a series of interviews and focus group discussions. They were selected and saturated through purposive methodologies.

The analysis and findings of the study out of the sentiments were turned to the loss of internet connectivity, finances, submission of outputs, and social and emotional problems. These were being survived with a lot of strategies such as time management, motivations from family, friends, classmates, and teachers, and spiritual desires. Aside from these, highlighted suggestions to the academic administrators as well in the institution are in the support and upgrade on the internet connectivity, conducting a smooth transition on the face-to-face classes, programs on health and mental awareness where faculty and students encountered anxiety over the school and work-related issues, and training for the faculty in the teaching platforms where ICTs shall be integrated in the class that could be used by the students.

Thus, it has been recommended that there is a need to review the practices, develop structure of systematized administration, and reach the need to capacitate the competencies of the faculty and students in college.

Keywords: sentiments, flexible learning, faculty, students, academic administrators

**MASTER OF ARTS IN
EDUCATION
(MATHEMATICS
TEACHING)**

MODULAR AND BROADCAST-BASED INSTRUCTION TO ACADEMIC PERFORMANCE IN ELEMENTARY MATHEMATICS

Author: Michelle P. Arellano

Year:2022

Adviser: Exenizer A. Arcon, MS

The study intended to explore the effectiveness of modular and broadcast-based instruction to academic performance in elementary mathematics as new approaches to facilitating learning amidst pandemic. This study utilized a descriptive comparative research design and simple random sampling technique in determining the fifty (50) grade 6 learners respondents from the four (4) identified elementary schools, which were grouped into two. The first group was composed of the twenty-five (25) learners who utilized modular instruction, and the second group was composed of twenty-five (25) learners utilizing modular and broadcastbased instructions in learning mathematics. The performance of students was compared and analyzed. Results revealed that in the first and second quarters, the group of students utilizing modular with broadcast-based instruction performed better with a mean rating of 85.08 and 86.00, respectively compared to a group of students utilizing modular instruction with a mean rating of 79.84 and 80.64, respectively. Results further revealed an overall mean rating of 85.54 for a group of students utilizing modular and broadcast-based instruction and a mean rating of 80.24 for a group of students utilizing modular instruction. Lastly, the T-test for independent samples revealed that there was a significant difference between the performance of the learners utilizing modular instruction and those learners utilizing modular with broadcast-based instruction.

Keywords: *broadcast-based, modular, mathematics, Davao del Sur, Philippines*

PSYCHOLOGICAL WELL-BEING OF STUDENTS IN LEARNING MATHEMATICS USING MODULAR APPROACH

Author: Grace G. Baring

Year:2022

Adviser: Jem Boy B. Cabrella, Ph.D

This study aimed to determine the psychological well-being of students in learning Mathematics using modular approach in selected public secondary schools in Sta. Cruz, Davao del Sur last School Year 2020-2021 from May to July 2021. Sequential explanatory mixed methods research design was utilized where there was a follow up on the result of quantitative data with qualitative data. Stratified and systematic random sampling techniques were employed in this study in the quantitative while purposive sampling technique in the qualitative.

The findings of this quantitative study revealed that the Grade 10 students in selected public secondary schools belong to poor families. Educational attainments of mother and father were categorized as low. No significant difference on the level of psychological well-being of Grade 10 students when analyzed by family income and education attainments of mother and father. To improve and maintain their psychological well-being were selfcare, appreciation, work-life balance, mathematical assistance, connection and support from friends and members of the family, personal growth and self-determination. Recommendations were offered in this study.

Keywords: modular approach, students' psychological well-being, mathematics, self-learning modules

SHIFT HAPPENS: LIVED EXPERIENCES OF MATHEMATICS TEACHERS IN THE NEW NORMAL

Author: Shiela Mae A. Bataycan

Year:2022

Adviser: Jem Boy B. Cabrella, Ph.D

The bleak occurrence of the COVID-19 pandemic paved the door for DepEd to undertake distance learning in various forms. This qualitative phenomenological study aimed to describe the lived experiences of Mathematics teachers teaching in the Printed Modular Distance Learning Delivery Modality (PMDLDM), particularly their views and ways in the shift to PMDLD modality and how these define their action as implementers of the PMDLD modality. This study was conducted in Don Marcelino District, Malita, Davao Occidental where ten mathematics teachers were selected for in-depth interview and another seven mathematics teachers were selected for focus group discussion (FGD). The qualitative data were analyzed using Colaizzi Method. Results of this study revealed that teachers view the PMDLD Modality as burdensome on their part, a responsive modality, and see teachers and parents as key players for the success of its implementation. Furthermore, Mathematics teachers in the implementation of the modality are educating oneself, strengthening relationship with parents, and contextualizing the modality. Lastly, the notions of their views in the modality are their faithfulness in PMDLDM implementation, parents' clamor over the implementation, and being wishful on the return of face-to-face modality.

Keywords: education, printed modular distance learning delivery modality, qualitative-phenomenological

INSTRUCTIONAL QUALITY OF TELEVISION-BASED AND RADIO-BASED INSTRUCTIONS IN TEACHING MATHEMATICS

Author: Kristelle Joy T. Delima
Adviser: Eduardo F. Aquino, MS

Year:2022

The study intended to assess the television-based and radio-based instructions as new learning modalities used by selected Mathematics teachers in Digos City Division this School Year 2020 - 2021. The respondents/participants of the study were teachers from the school who chose television-based instruction or radio-based instructions as teaching modalities. The data were gathered through the validated survey questionnaires and interview guide research instruments with appropriate ethical protocols. Triangulation mixed methods research design was adopted where the researcher synchronously conducted the quantitative and qualitative phases. The quantitative strand of the study involved the descriptive-comparative in finding the levels of instructional quality of Television and Radio-Based Instructions. For the qualitative approach of this study, descriptive phenomenological method was adopted. Stratified and purposive sampling was employed in data collection.

Results indicated that the indicators in assessing the instructional quality of both television-based (TVBI) and radio-based instructions (RBI) were very high. There was no significant difference between television based and radio-based instructions. Both television-based and radio-based instructions were of high-quality instructions produced by Department of Education in the Philippines as tools to continue education amid COVID-19 pandemic. However, the qualitative part found that content and technical way of assessing the instructional quality of locally made TVBI and RBI were not enough. There were some areas for the improvement to be addressed, such as teacher training for content curation, teacher support for video production, quality assurance directives, collaboration with Local Government Unit or Private Sector for provision of additional resources, video and audio editing, adequacy of preparation of production, and lastly, office's timely technical guidance.

Keywords: radio-based, television-based, quality, instructions, content analysis, evaluation

COMPARATIVE ANALYSIS OF MATHEMATICS PERFORMANCE OF GRADE 10 STEP STUDENTS USING MODULAR LEARNING MODALITY

Author: Angel Kate D. Gallardo

Year:2022

Adviser: Garnette Mae V. Balacy, Ms

This study aimed to compare the mathematics performance of grade 10 STEP students this school year 2020-2021 using the modular learning modality in different three secondary schools in Sta. Cruz, Davao del Sur. The study employed the explanatory sequential approach mixed method research design to the data participants which was administered 131 grade 10 STEP students in the quantitative phase and ten students in the qualitative phase and as part of the respondents of the study.

The result of the study in the quantitative phase showed that in terms of first quarter performance in mathematics, both written work and performance task were interpreted as very satisfactory. In the second quarter the written work was satisfactory while the performance task was very satisfactory. On the other hand, from the qualitative responses, there were five themes emerged and these represented the major factors affecting the performance of Grade 10 STEP students in Mathematics. These factors were: ease of modular modality, necessary student-teacher interaction, content duration, learning environment and supplements played big part and can really affect the performance of the students in this time of using modular learning modality. Thus, the study suggested that Mathematics teachers of STEP classes should also increase interaction time with the students. Teachers may undergo atleast a weekly online class to follow-up and allow feedbacking to the students to monitor their progress and address computational and conceptual concerns of students. Keywords: STEP, mathematics performance, comparative analysis, modular learning modality, Sta. Cruz Davao del Sur.

SCAFFOLDING OF MATHEMATICS INSTRUCTORS UNDER THE NEW NORMAL: FULFILLING THE ROLE OF A MORE KNOWLEDGE OTHER (MKO)

Author: Mary Lisley Jane Reyes

Year:2022

Adviser: Garnette Mae V. Balacy, MS

The study is mainly anchored to the Socio-Cultural Learning Theory of Lev Vygotsky which paved way to the creation of the different scaffolding strategies as an important factor in the conduct of an effective and meaningful teaching and learning process. This study was conducted in order to determine the experiences of Mathematics instructors in teaching under the new normal, the scaffolding strategies utilized, the level of utilization of the said scaffolding strategies, the respondents' demographic profile, and the influence of these demographic profiles to the level of utilization of the different scaffolding strategies. Exploratory Sequential Mixed Methods design was utilized in this study. Results showed that Mathematics instructors experienced both challenges and opportunities in teaching under the new normal. Moreover, Mathematics instructors did utilize scaffolding strategies to assist student learning in online discussion. Scaffolding strategies include providing modules, feedbacking of student performance, utilizing multimedia, and encouraging student engagement in online discussion. Among these scaffolding strategies, the age of the respondents had influenced the level of utilization of the scaffolding strategies in terms of providing modules while the gender of the respondents influences the level of utilization of scaffolding strategies in terms of encouraging student participation in online discussion.

Keywords: scaffolding strategies, more-knowledgeable other, MKO, Lev Vygotsky, blended learning

FACILITATING LEARNING IN THE NEW NORMAL: DISCOVERING THE STRUGGLES OF MATHEMATICS TEACHERS

Author: Hynalea P. Salasain

Year:2022

Adviser: Jem Boy B. Cabrella, Ph.D

This study aimed to explore the nature of the phenomenology which relates on the new normal education set-up focusing on how Mathematics teachers facilitate its implementation. This is a qualitative study employing phenomenological approach was participated by 13 teacher participants for Key Informant Interview (KII) and seven (7) for Focus Group Discussion (FGD) from the schools of Sta. Cruz South District, Division of Davao del Sur. The methods of the study included the use of a semi-structured interview using KII and FGD. The study explored three research objectives which were all about their lived experience, ways of facilitating and educational insights among mathematics teachers in new normal education. There were four (4) themes for the struggles of mathematics teachers in facilitating learning in Mathematics, namely difficulty in printing, sorting, distribution and retrieval of modules, limited knowledge on digitalization, encountering problems with learner's comprehension and experiencing difficulty with learner's completion of mathematics module. Second, there were four (4) themes on how mathematics do teachers facilitate learning under the new normal. These are provision of learning support activities (LSAs), conduct home visitation for consultation and tutorial, facilitate cellular academic counselling and updating and use of social media for instruction. Third, there were three (3) themes for educational insights learned from the study that will contribute to mathematics teaching. These are extending time, money and resources, necessity of digital literacy, and administrative support for teachers in terms of instructional resources.

Keywords: self-learning module, Mathematics, teacher facilitating new normal education, education, Philippines

TEACH – LEARNING MATHEMATICS TO GRADE 9 STUDENTS IN HINTERLAND SCHOOL

Author: Richard P. Samoranos

Year:2022

Adviser: Eduardo F. Aquino, MS

This quasi-experimental study examined the effectiveness of the modular delivery of instruction with the home visitation of grade 9 students as a reinforcing strategy in connection to new normal education because of the Covid-19 pandemic. Through stratified simple random sampling, 20 respondents were assigned to control group, and 20 respondents were assigned to experimental group from Manual National High School living in the hinterlands of Kiblawan.

Pre-test was conducted on both groups to determine comparable means and showed no significant difference, which established unbiased in choosing respondents. After a month of conducting modular instruction with home visitation for the experimental and purely modular for the control group, post-test was conducted on both groups. The independent t-test analysis result showed a significant difference, indicating that modular instruction with home visitation was effective. In addition, the teachers' personal and direct teaching process played a big role in improving the students' academic performance, especially in mathematics. Recommendations for the use of this strategy was earnestly suggested and for future research studies were made.

Keywords: teaching-learning Mathematics, Mathematics performance, home visitation, hinterlands, control group, experimental group

PROFESSIONAL DEVELOPMENT AND LEARNING ACTION CELL (LAC) INVOLVEMENT OF MATHEMATICS TEACHERS IN THE NEW NORMAL

Author: Herick Reel D. Sordilla
Adviser: Razel Allan R. Valleser

Year:2022

This study aimed to determine the professional development and Learning Action Cell (LAC) involvement of Mathematics teachers in the new normal. The study was conducted in the different elementary schools in Digos Occidental District, Digos City Division. In this study, the primary research instrument utilized the survey questionnaire. This study used a descriptive-comparative-correlational research design with 80 teacherrespondents and a survey conducted from May to June 2021 to determine the professional development and Learning Action Cell (LAC) involvement of Mathematics teachers in the new normal in the different schools in Digos

Occidental District, Division of Digos City for the School Year 2020–2021. Data gathered were collected and analyzed using frequency and relative frequency, mean and standard deviation, analysis of variance, and Pearson Product Moment of Correlation Coefficient.

Keywords: *professional development, Learning Action Cell (LAC), involvement, mathematics teachers, new normal*

PROFILE AND LEVEL OF STRESS MANAGEMENT OF MATHEMATICS TEACHERS TOWARDS NEW LEARNING DELIVERY MODALITY

Author: Glovelyn G. Talinggas

Year:2022

Adviser: Exenizer A. Arcon, MS

The study intended to determine mathematics teachers' demographic profile, the level of stress management of mathematics teachers, and how this differs among teachers when analyzed according to their demographic profile. The respondents were 225 public elementary school teachers in Kiblawan, Davao del Sur, who utilized modular learning modality in mathematics. Descriptive means, *t*-test for independent Samples, and Analysis of Variance (ANOVA) were used to analyze the data gathered. As to teachers' demographic profile results revealed that the majority of teachers are of age 35 and below, female, married, have served for 5 years or below, with master's units, and designated as teacher 1. As to the level of stress management of teachers towards new learning delivery modality, all stressor variables received a mean rating described as moderate, which means mathematics teachers managed different stressors to a modest degree. As to the difference on the level of stress management of teachers when analyzed according to demographic profile, as to age, academic-related stressors and performance pressure-related stressors were found significant; as to gender, bureaucratic constraints-related stressors, poor relationship with superior related stressors, poor relationship with colleagues' stressors and poor job prospect related stressors were found significant; as to marital status, no significant difference was found among all variable; as to the length of service, academic-related stressors, performance-related stressors, and poor relationships with colleagues related stressors were found to have a significant difference, and as to the designation, academic-related stressors and poor relationship with superior related stressors showed a significant difference.

Keywords: *profile, stress management, mathematics, learning delivery modality*

INVOLVEMENT OF FAMILY MEMBERS UTILIZING MODULAR INSTRUCTION IN LEARNING MATHEMATICS

Author: Jessah Mae T. Ubungen
Adviser: Exenizer A. Arcon, MS

Year:2022

Four public secondary schools in Santa Cruz South District, Santa Cruz Davao del Sur, participated in this quantitative investigation. The study's participants were the 80 primary school students enrolled in the identified schools for the 2020-2021 academic year. The study participants were split into two groups. It was a group of 40 students who completed their math module without the help of their families, and another group of 40 students who completed their math module with the help from family members. A 20-item assessment exam was given to each respondent from the two groups to gauge their mathematical abilities.

Research found that parents made up the majority of those who participated in the learners' module, with an average age of 30-40 (65%), 73% of whom were female, 52% of whom were married, and 50% of whom had at least a high school diploma.

Students that had their families involved in the class had an overall mean math score of 82.68, which is considered to be close to competency. There was a grand mean rating of 82.74% for students who did not have family members involved, which is considered to be nearing competency. Results from an independent sample test showed that there is no substantial difference in the performance of learners, whether or not their families are involved. Finally, there was no discernible difference in the summative evaluation results between the two groups' performance in the first and second quarters.

Finding effective and best techniques and means for parents and other family members to help their children learn arithmetic is recommended based on the findings of the study. This will help students learn and perform better in math. In order for parents to become aware and familiar with the educational materials that are accessible to help their children study arithmetic at home, an orientation for parents is important.

Keywords: *involvement, utilizing, modular instruction, learning mathematics*

**MASTER OF ARTS IN
EDUCATION (SCIENCE
TEACHING)**

TOWARDS PROFICIENCY IN SCIENCE

Author: Merry Joy E. Aniga
Adviser: Helen W. Noel, Ph.D.

Year:2022

This descriptive-correlational inquiry was conducted using a validated modified questionnaire to determine the students motivation and learning propensity and its influence on the proficiency in Science of public secondary school students. From September to November of 2021, it was administered to chosen ninth-grade students in Matanao I District, Davao Del Sur Division.

Results of the study revealed that the student motivation was found as very good motivation, specifically motivation towards teacher, satisfaction of Science, opinion of Science to society, and except for anxiety in Science as a good motivation which was only rated as good motivation. The learning propensity of the students was found high, precisely the self-efficacy, critical evaluation and the reading and writing competence. Further, the proficiency of the students in science during the first to third grading periods was at proficient level.

The test the association between the students motivation and their proficiency in Science was found correlated and a substantial correlation was found between the students' knowledge propensity and their proficiency in Science, an indicative that learning propensity affects, proficiency.

In conclusion, the hypothesized model showed that the student motivation and learning propensity influenced the performance of students in science.

Keywords: *student motivation, learning propensity, proficiency, Science*

IMPLEMENTATION AND PRACTICES OF YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES O): BASIS FOR CONTINUING PLAN

Author: Mafel C. Araneta

Year:2022

Adviser: Helen W. Noel, Ph.D.

The study aimed to determine the extent of schools' practices in implementing the program, determine the extent of implementation of the YES O program and to determine the significant relationship between the extent of the schools' practices and the extent of implementation of the YES-O program.

The study used purposive sampling in selecting the respondents. There are 81 respondents from the selected public secondary schools in the Division of Davao del Sur. These respondents are all teachers teaching science and YES-O coordinators. Validated survey questionnaires were utilized in gathering the data. Descriptive statistics such as mean, frequency count, percentage and pearson r are used to analyze the data gathered. After the data were analyzed, the r value was interpreted as strong linear positive. This means that school practices are really important to address in implementing the YES-O program. They have a great impact to the existing problems in terms of environmental concern and they promote better understanding and knowledge on how to help the environment by implementing through these respective schools' policies and practices.

The result showed that there is strong evidence in rejecting the hypothesis (Ho). The result implies that there is a significant between the two variables.

Keywords: *YES O, school practices, extent of implementation*

MAINSTREAMING SCIENCE EDUCATION FOR LEARNERS WITH EXCEPTIONALITIES

Author: Meljie C. Bucog

Year:2022

Adviser: Della Grace G. Bacaltos, Ph.D.

Mainstreaming is the process of incorporating students with special needs in a typical classroom for a predetermined amount of time, based on their abilities, and competencies. The aim of this study was to look into the experiences, challenges, coping mechanisms, and perspectives of Science teachers who worked with learners with special needs in the mainstream. The participants' information were gathered through an in-depth structured interview. The information were transcribed and thematically analyzed. The study was done from December to January of school year 2021-2022.

Teachers' ability to adapt and manage situations, and demanding procedures were the major themes obtained. On the other hand, teachers' difficulties were divided into three categories: learners' behavioral problems, insufficient teaching method, and inadequate teaching-learning materials. It revealed that teachers used explicit teaching, technological integration, and direct experience as coping mechanisms. Further, it was disclosed that community and family involvement, instructional materials support, and professional development were the most important themes for promoting mainstreaming Science education.

INTELLECTUAL CAPITAL AND PERFORMANCE RATING OF TEACHERS DURING COVID-19 PANDEMIC: BASIS FOR ENHANCEMENT PROGRAM

Author: Jaime S. Crispino

Year:2022

Adviser: Meliza P. Alo, Ed.D.

The main purpose of this descriptive quantitative study was to determine the intellectual capital and performance ratings of teachers during COVID-19 pandemic. The researcher used a random sampling to determine the intellectual capital of teachers, purposive sampling to get the performance rating of the teachers by the students, and universal sampling technique to give the performance rating of the teachers by the master teachers. Adapted survey-questionnaires were utilized. There were 232 students and 123 teachers as respondents of the study.

According to the data, the intellectual capital of teachers with a scoring to of 3.92 with a SD of 0.80, while their human capital with a scoring to of 4.01 with a SD of 0.81. The average structural capital of instructors was 3.80, with a standard variation of 0.80. This also implied that teachers agreed with the stated human and structural capital claims.

The performance of teachers, as measured by student evaluations, scoring to 4.30 and S.D. of 0.60. The total mean, as determined by master teachers based on the ratings in their Individual Performance Commitment and Review (IPCR), is 4.28, and the S.D. is 0.30. This indicates that teachers did exceptionally well as educators.

The relationship between intellectual capital and teacher performance was viewed as negative and inconsequential. This implies that as intellectual capital of teachers increased the performance rating decreased when rated by the students, however negligible. The intellectual capital and performance of teachers based on their IPCR was interpreted as slight correlation or definite but small correlation between the two variables.

Keywords: *intellectual capital, performance ratings, teachers, pandemic*

NUTRITIONAL STATUS AND ACADEMIC PERFORMANCE OF GRADE 10 STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MATANAO, DAVAO DEL SUR

Author: Twinkle Sheen L. Fuentes

Year:2022

Adviser: Fernand F. Fagutao, Ph.D.

This study aimed to determine the relationship of nutritional status and academic performance in Science subject of Grade 10 students in Public Secondary Schools in Matanao, Davao del Sur for the SY: 2018-2019, a basis for an action plan for program sustainability. In this study the researcher used quantitative correlation research design to determine the significant relationship of nutritional status and academic performance. The respondents basic anthropometric information associated to assess the nutritional status in terms of Body Mass Index result and the level of academic performance through Average Weighted Grade in Science as the main measuring instrument.

The results of this study revealed that there were more female than male students enrolled in Grade 10 in public secondary schools in Matanao, Davao del Sur and the majorities were in the age of 16. In terms of the nutritional profile of both male and female showed that underweight was significantly higher in males, normal BMI was dominant in females, and males had significantly higher number of overweight. Moreover, the Grade 10 displayed proficient level of academic performance in science during first to fourth grading periods. Thus, nutritional status significantly influenced the academic performance of Grade 10 students in science.

Keywords: nutritional status, academic performance, body mass index, average weighted grade

IMPACT OF ONLINE MOBILE GAMING ON THE ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS IN SCIENCE AMIDST COVID-19 PANDEMIC

Author: Chirstian Mar T. Gabaya
Adviser: Helen W. Noel, Ph.D.

Year:2022

This descriptive-correlational study was conducted to determine the impact of online mobile gaming on the academic performance of Junior High School students in Heracleo Casco Memorial National High School amidst Covid-19 Pandemic. Using a modified questionnaire, the data were gathered through a survey on May 2022. Using inferential and descriptive statistics, the data gathered were analyzed. The results showed that the students-respondents were mostly male, at age bracket of 12-15 years old, Grade 9 and 10 levels. 100% of the students-respondents were found playing Mobile Legends – considered as the most commonly played online game and spent 2-5 hours a day playing online mobile games for a competition.

The students had high positive perceptions and attitudes towards online mobile gaming, denoting favor to online mobile gaming without considering negative thoughts towards it. Moreover, the online players were at approaching level on the academic performance.

The test of significant relationship between the students' perceptions and attitudes towards online mobile gaming and academic performance showed no significant relationship.

Hence, this study is hoped that the findings from this study may be used to support the development of new programmatic responses and the evaluation of these responses to better evidence the potentially positive effects of online mobile game playing on literacy skills among students.

Keywords: *online mobile gaming, academic performance, science, covid-19 pandemic*

TEACHERS' DIGITAL COMPETENCE AND ATTITUDE AS DETERMINANTS OF READINESS TOWARD DIGITAL MODALITY

Author: Regine L. Galaraga

Year:2022

Adviser: Alicia I. Ayuste, Ph.D.

This study was undertaken with the intent to explore the public junior high school teachers' digital competence and attitude to readiness toward digital modality. This study was conducted in public secondary junior high schools where digital modality is implemented in the Division of Digos City from September 2021 to the present. Two hundred twenty-seven (227) public junior high school teachers took part in this study. A quantitative-correlational design was used in this study. In addition, in collecting the data, adapted survey questionnaires were administered and utilized multiple linear regression analysis for data interpretation.

Results showed a very high level of teachers' digital competence and a generally positive attitude towards digital modality. Teachers' readiness toward digital modality was also found to be very high. Finally, the results on teachers' digital competence and attitude were discovered to be important indicators of digital modality readiness among teachers. Thus, it is necessary for teachers to improve their personal digitization and technological competency and cultivate a favorable attitude toward information and communications technology to promote the enthusiasm for technology-led teaching.

Keywords: digital competence, digital modality, perceived attitude, and readiness.

LEARNING MODALITIES, ACADEMIC PROGRAMS, AND SCIENCE PERFORMANCE OF GRADE 9 LEARNERS

Author: Maricel A. Manceras

Year:2022

Adviser: Fernand F. Fagutao, Ph.D.

The main objective of the study was to determine the impact of learning delivery modalities and academic programs in the Science performance of Grade 9 learners of the High School of Digos City Division. The subjects of the study were the Grade 9 learners of the High School of Digos City Division enrolled for SY 2020-2021.

In the High Schools of Digos City Division, appropriate learning modalities were established by adopting Blended Distance Learning. There were thirty-seven (37) sections in Grade 9 level wherein three (3) sections on Modular-Online Distance Learning and thirty-four (34) sections on Modular-Digital Distance Learning. Included in the Modular-Digital learning modality were the learners in the Science, Technology and Engineering Program while in the Modular-Digital learning modality were the learners in the General Education Program, Special Program in Sports, Special Program in Arts, and Technical Vocational Education Program.

Parametric inferential statistics was used to determine significant variations in science performance between learning delivery modes and academic programs based on data behavior. T-test and one-way analysis of variance were used to identify the significant differences in Science Performance of Grade 9 learners in learning delivery modalities and academic programs.

Results revealed that Modular-Online performed better than Modular-Digital Distance Learning. Moreover, Science, Technology and Engineering Program performed best among the programs since the curriculum of the program focuses on the Special Science learning competencies. The learners in this program were included in the Modular Online Distance Learning which is viable for independent learners.

Keywords: modular-digital learning modalities, modular-online learning modalities, academic programs, Science performance

DIGITAL LITERACY AND COMPETENCE OF SCIENCE TEACHERS: BASIS FOR NEED-BASED TRAINING DESIGN

Author: Loueis Marcyl R. Navales

Year:2022

Adviser: Kris Kristtoferson T. Tan

This study was conducted to find out the level of e-I knowledge and capability of junior education level = science teachers as basis for need based training design in the identified public middle level education of Digos City for the S.Y 2020-2021. Descriptive-correlational research design and complete enumeration of the respondents was used to attain the objectives. Specifically, this study used adopted survey questionnaire through google form. The study was conducted from February to March 2021.

Results showed that the socio-demographic characteristics of the respondents is an indicative that respondents were highly literate and competent in the use of digital technology. The public- school secondary Science teachers manifested high extent of digital literacy and competence. The teachers were competent in the use of digital technology both in hardware and software in teaching. However, there is a still a need for training specific to competency that the teachers lack of it.

Overall finding revealed that the socio-demographic profile of public secondary schools Science teachers has a substantial impact on digital literacy and competency, except for the trainings attended, which may not be utilized due to a lack of ICT resources, as a result, the DepEd computerization program should not be confined to the provision of digital tools, but should also focus on the development of skills in the use of sophisticated technology in the classroom.

Keywords: digital literacy, competence, need-based training design

UTILIZATION OF INNOVATIVE STRATEGIES AMONG SCIENCE TEACHERS UN RURAL SCHOOLS

Author: Doming Glenn M. Padulip

Year:2022

Adviser: Alicia I. Ayuste, Ph.D.

The purpose of the study was to discover the innovative strategies utilized by teachers in teaching science particularly in rural schools. This was a qualitative study wherein stratified sampling technique was used to select the twelve participants from public secondary high schools of Magsaysay South and Magsaysay North District. Responses were analyzed thematically.

It was found out that teachers experienced difficulties such as inaccessibility to gadgets and any means of communications, non-availability of materials and lack of motivation in their science teaching. The difficulties that the teachers experienced compelled them to utilize educational innovations such as online platforms, offsite classes, radio-based instruction, provision of supplementary materials and contextualization and modification of lessons. Teachers expressed through their insights the need to adapt to any educational system shift and the need to innovate in the new educational setting.

Keywords: *innovative strategies, rural schools, science teachers*

COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT: BASIS FOR SCHOOL DISASTER RISK REDUCTION MANAGEMENT PROGRAM ENHANCEMENT

Author: Hazy Jade H. Ruga

Year:2022

Adviser: Meliza P. Alo, Ed.D.

The study intended to explore the level of community linkages and professional engagement of public elementary schools in School Disaster Risk Reduction Management (SDRRM) in Digos City Division. The survey was performed from September to October 2021. There were 14 school heads and principals, 140 teachers and 14 SDRRM coordinators. The Slovin's formula was used with a 5% margin of error to determine the sample size of teacher respondents. The formulated and adapted questionnaire was utilized to determine the level of community linkages and professional engagement as well as the best practices employed by the school heads, teachers and SDRRM coordinators in the enhancement of school DRRM programs. Arithmetic means, standard deviation and Pearson r were utilized to break down the information and utilizing elucidating correlational technique with the use of Slovin's equation to get the example size.

The study found a link between the extent of community connections and the professional involvement of public elementary school principals, teachers, and SDRRM coordinators. Best practices showed that the highest percentage which ranked 1 was incorporated DRR into rapid comprehensive needs assessments with 82%. Ranked 2 was Operationalized safe temporary learning spaces to ensure education continuity with 60% and ranked 3 promote DRR as the foundation of school preparedness and rehabilitation with 54%.

Keywords: community linkages, professional engagement, school disaster risk reduction management

INNOVATIVE CONTEMPORARY PEDAGOGY AND MOTIVATION OF STUDENTS TOWARDS SCIENCE LEARNING AMID NEW NORMAL EDUCATION

Author: Cheryl D. Saguid

Year:2022

Adviser: Helen W. Noel, Ph.D.

The purpose of this study was to determine the significant influence of innovative contemporary pedagogy of teachers on students' motivation to learn science in various public secondary schools in Magsaysay North District, Division of Davao del Sur. A survey questionnaire was utilized to collect data from 225 Grade 10 Junior High School students using a descriptive-correlation technique with regression analysis. Quantitative data was analyzed and interpreted using the mean, Pearson r , and multiple linear regression analysis. In the school year 2021-2022, a survey was conducted.

Results revealed that the level of innovative contemporary pedagogy of science teachers in new normal education was high in terms of the nine indicators. Also, the students' motivation for science learning was high in terms of the six indicators. Furthermore, there was a correlation between science teachers' innovative contemporary pedagogy and motivation of students in science learning in the context of new normal education. Regression study revealed that science teachers' overall innovative contemporary pedagogy has a significant impact on students' enthusiasm to learn science. About 30.60 percent of the variance in student motivation for science learning. Opportunities, which was also the best predictor of motivation of students in science learning, is a domain of innovative contemporary pedagogy of science teachers that has a significant influence on science learning motivation.

Keywords: *innovative, contemporary, pedagogy, motivation*

STATUS AND COMPLIANCE OF SCHOOLS ON DISASTER PREPAREDNESS

Author: Elaine F. Seniagan

Year:2022

Adviser: Helen W. Noel, Ph.D.

In this quantitative correlational study, elementary schools in Hagonoy II District were examined for their disaster preparedness level and compliance. All primary schools in Hagonoy II District of Davao del Sur were represented by ten (10) DRRM coordinators. Based on DepEd Order No. 21 s. 2015, the findings of the study demonstrated the current state of school readiness. There was a very high overall mean grade of 4.36 for coordination and information management protocols. A mean of 4.04 indicates a high degree of school-wide compliance with disaster preparedness policies in areas such as plan implementation and integration, as well as culture building. The two variables, on the other hand, have no link to one another. With these findings, an action plan was devised to strengthen and better implement school disaster risk and reduction management.

Keywords: disaster preparedness in school, management and coordination

TEACHING SCIENCE OUT OF SPECIALIZATION: THE TEACHERS' EXPERIENCES

Author: Nomie F. Villagonzalo

Year:2022

Adviser: Kris Kristofferson T. Tan, MA

This phenomenological qualitative was undertaken to disclose and characterize the lived involvements of non-science major instructors teaching Science in the public secondary schools of Hagonoy District, Division of Davao del Sur in the School Year 2021-2022. Using an interview guide questionnaire, five (5) non-science major teachers teaching Science participated the in-depth interview (IDI) and another five (5 non-science major teachers teaching Science participated the focus group discussion (FGD). The gathered data through the IDI and FGD were transcribed, translated and coded to come up with and emerging theme.

Findings revealed that the non-science teachers found some struggle on the content as well as on the capability of academic techniques in teaching. Similarly, the added scuffle among these teachers were the inadequate numbers of instructional materials. The non-science science major teachers coped with these challenges they encountered by attending of joining trainings, seminars and workshop and having the school administrators support in financial, technical and moral support. The teachers' experiences in teaching Science out of specialization proved that the teachers are resilient and responsive to the challenges given by time.

Lastly, this study shall be a catalyst for further development by digging deeper into the dilemma of the teachers' experiences in teaching science out of specialization.

Keywords: *teaching science, non-science teachers, specialization, experiences*

**MASTER IN BUSINESS
ADMINISTRATION
(MAJOR IN AGRI-
BUSINESS MANAGEMENT)**

CREDIT USE ON PROFITABILITY: ITS IMPACT TO THE SMALLHOLDER CORN FARMERS IN DAVAO DEL SUR

Author: Emelyn E. Aglosolos

Year:2022

Adviser: Cherry Ann P. Roxas, DBA

The primary purpose of this study was to look at the use of credit on smallholder corn farmer's profitability in Davao del Sur. The respondents of the study were 173 smallholder corn farmers registered with the Office of the Provincial Agriculturist (OPAG). The variables of the study were also investigated using a quantitative research approach. Using frequency Distribution, the findings revealed that majority of the respondents are male aging from 52 to 67 years old and married. High school farmers had a plot of land and cultivated 1-2 hectares of corn for at least ten years. Smallholder corn farmers applied for loans or credit with no required collateral and received the credit in cash. Most respondents devoted 5,001 pesos and above already for farming expenses, 3,003 to 5,000 pesos for personal expenses, and 1,000 to 3,000 pesos for other costs. On the other hand, the total material input generated up to 1,501 to 2,300 pesos, and the total labor cost acquired an amount of 800 to 1,500 pesos. In terms of gross income, corn farmers sold 801 to 1,100 kg of corn, amounting to 15,001-20,000 pesos. Finally, given the findings of the study, it was revealed that the use of credit from various credit sources has a significant effect on smallholder corn farmer's profitability.

Keywords: *Credit use, profitability, corn farming, smallholder*

THE ROLE OF ABSORPTIVE CAPACITY AND AGRICULTURAL TRAINING ON PROFITABILITY OF CACAO FARMERS IN DAVAO DEL SUR

Author: Mark Lester T. Dela Calzada

Year:2022

Adviser: Cherry Ann P. Roxas, DBA

The study aimed to examine the role of absorptive capability and agricultural training on cacao farmers' profitability in Davao del Sur. It employed a quantitative research design utilizing a descriptive survey to gather the primary data of the study. Purposive sampling was used to select 133 cacao farmers registered in the Office of Provincial Agriculturist (OPAG). In addition, the researcher analyzed the data using frequency distribution, percentage, mean and Pearson r. findings revealed that most cacao farmers aged 36 to 51 were female, married, and only finished primary education. The majority of them were into cacao farming for almost 3 to 6 years, with 1 to 3 hectares of land allocated for cacao production. After each cropping season, farmers harvested 50 to 150 kilos per hectare. Moreover, it was found that there exists a significant relationship between agricultural training and the absorptive capacity of cacao farmers in Davao del Sur. However, there was no significant relationship between educational attainment and absorptive capacity, agricultural training and profitability; and absorptive capacity and profitability of cacao farmers. Among the challenges, the high cost of farm inputs has been considered one of the main challenges affecting crop production.

Keywords: *absorptive capacity, agricultural training profitability, quantitative research, cacao*

ADLAI INDUSTRY IN DAVAO DEL SUR

Author: Jan Christian D. Enero

Year:2022

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The study was conducted to investigate the adlai industry in Davao del Sur. The study used a descriptive research design in interpreting the responses of the study. There were 28 identified adlai farmers in Davao del Sur, specifically in the municipalities of Matanao, Magsaysay, Kiblawan and Sta. Cruz. Descriptive statistics was used in the study like frequency and relative frequency distribution. The study was conducted in the whole month of April, 2022.

Data disclosed that majority of the adlai farmers were male, 56 years old and above, most were elementary graduates and, high school level, married, with an average income of Php. 5,001.00 – 10,000.00- and 1-5-years farming experience. They attended trainings on organic fertilizer. Farmers have 2 hectares intended for adlai production obtained seeds from government. Moreover, manual practices had been done by farmers from land preparation down to post-harvest handling. Farmers organically fertilized their adlai in which they encountered common pests and diseases. Farmers sold their produced in the market directly as has a good marketing price. Several problems had been encountered during production, post-harvest handling and marketing that needs to be addressed.

Keywords: adlai industry, supply chain, market chain, Davao del Sur



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