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A.Y. 2019-2020



BOOK of ABSTRACTS A.Y. 2019-2020
Institute of Graduate and Professional Education

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The Book of Abstracts A.Y. 2019-2020 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 COLLEGE 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 RESEARCH, DEVELOPMENT AND INNOVATION
DIRECTOR*



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)**

THE TRAVAILS OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN RURAL COMMUNITY

Author: Relina B. Ababa

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D.

This study was undertaken to describe the travails of public elementary school teachers in the rural community in Matanao II District, Division of Davao del Sur last March 2020. This study was carried out through the use of qualitative research method which is exploratory in nature; thus, any facets of information that may be derived are all fluid. Subjective, and given from the perspective of the participants and based upon their understanding. Purposive sampling was employed wherein 6 immediate informants of the study were made. The main method of collecting data from research participants was through in-depth interview using the interview guide questionnaires. The narrative data were encoded and transcribed then group into themes.

The results of the study disclosed that majority of the informants disclosed they experienced problems related to job demands, physical condition of the school, student behavior and lack of financial support.

However, most of the informants employed the following coping mechanism of the identified problems, practiced time management, ask support to stakeholders and school administrators were asked to initiate income generating activities and resource generation initiatives to supplement the needed school facilities and equipment. Moreover, teachers also practiced classroom management suitable to the needs of the learners in addressing misbehaving students.

LEARNING-RELATED SKILLS AND PRESCHOOLERS' COMPETENCE

Author: Krestine Cyril S. Albores

Year: 2020

Adviser: Meliza P. Alo, Ed.D.

This study was conducted to determine the level of association between the preschoolers learning related skills and their competency level among preschool in Matanao 1 District for the School Year 2019-2020. Descriptive-correlational research and stratified random sampling were employed. There were eighteen (18) Kindergarten Teachers in Matanao 1 District. Data were gathered using a questionnaire. Percentage, mean, is. ANOVA and Pearson r were used in data analysis.

The socio-demographic of the respondents shows that half of the respondents (50.00%) were at the age bracket of 26-30 year old, mostly female comprising 16 (88.89%) and married comprising 13 (72.22%). In terms of Bacalaureate degree, mostly were ECE holders 13 (72.22%) and generally 9 (50.00%) have had undergone relevant trainings for 3 and above number of trainings.

The teachers level of perception on the early learning related skills of the preschoolers was very high. The level of the preschoolers' learning related skills, when analyzed in terms of cooperation, independence, participation, self-regulation and attention was very high. This means that preschoolers manifest a very high learning-related skills and that have a very good performance in the class.

Generally, the Preschoolers of Bansalan East District suggested slight advanced development, the competency was at average level of the expected competency where they can perform the activities at their own pace with an assistance from teacher or peers.

Further, results revealed that socio-demographic profile of the preschool teachers do not significantly influence their level of perception on the preschoolers learning related skills. The teachers' level of perception on preschoolers learning related skills. The teacher's level of perception on preschoolers learning related skills significantly influence the competency of the preschoolers. Overall finding denotes that the preschooler's learning-related skills did not significantly affect the preschoolers' level of competency.

LOOKING THROUGH THE ORGANIZATIONAL CLIMATE IN THE WORKPLACE: AN EXPLORATORY STUDY

Author: Lucelyn A. Aleja

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D.

This study was undertaken to describe the organizational climate of public elementary school in Digos Occidental District, Division of Digos City last March 2020. This study was carried out through the use of qualitative research method which is exploratory in nature; thus, any facets of information that may be derived are all fluid, subjective, and given from the perspective of the participants and based upon their understanding. Purposive sampling was employed wherein 6 immediate informants of the study were made. The main method of collecting data from research participants was through in-depth interview using the interview guide questionnaires. The narrative data were encoded and transcribed then group into themes.

Based on the results the organizational climate of public elementary schools were categorized based on the following emerging themes such as: vision, mission and school goals to their teachers, setting high standards of learning performance in order to ensure good quality of students, connectedness, engagement and participation of various stakeholders, and maintaining safe, orderly and supportive school environment, and school-community's student achievement accountability. However, the problems experienced by the school heads were on job demands, physical condition of the school, student behavior and financial support. Moreover, as to the coping mechanism of the identified problems, most of the informants practiced time-management, ask support to stakeholders, school administrators were asked to initiate income generating activities and resource generation initiatives to supplement the needed school facilities and equipment. Teachers also practiced classroom management suitable to the needs of the learners in addressing misbehaving students.

CONCRETE-PICTORIAL-ABS TRACT APPROACH IN TEACHING KINDERGARTEN LEARNERS: VIEWS FROM A MATH TEACHER

Author: Leslie Joy F. Alfanta

Year: 2020

Adviser: Levi S. Dumayac, MAED

This study aimed to have an in-depth expiration and analysis of the experiences of the kindergarten teachers who are teaching in public and private schools in using concrete-pictorial-abstract as an approach in teaching Math.

This study utilized a qualitative study design to described and have an in-depth analysis of the teachers' knowledge and skills in using the concrete-pictorial-abstract approach in teaching kindergarten Mathematics. The researcher delimited its study to the kindergarten teachers in both public and private institutions who were acknowledged as respondents/participants of the study enable to achieved ease on administration, data interpretation, and analysis. Hence, it would not generalize the entirety of teachers in Davao del Sur district, and Digos municipality, Division, and Region. Furthermore, this study was conducted in the school year 2019-2020.

This qualitative research was a very tedious and stressful work. Its conclusion rendered the researcher to feel bitter-sweet emotions. This research had made the researcher feel stressed all throughout the process of carrying it through. Every day, the stress just throughout the process of carrying it through. Every day, the stress just intensifies because of the sleepless nights, and all the time and effort and energy used to write this output. Today, it is a relief just getting all the things wrapped up, all at once feeling sad and happy for its conclusion. Finally, the researcher hoped to bring significant change, however big or small, to the academe with this research study.

BULLYING IN THE WORKPLACE: ITS IMPLICATIONS TO TEACHERS

Author: Jocelyn S. Allawan
Adviser: Dr. Cindy B. Rosil

Year: 2020

The primary purpose of this study was to explore bullying experiences that existed in the school setting among teachers. The coping mechanisms of teachers are also investigated and given attention in this study. Four themes have emerged in the bullying experiences of teachers in the workplace. These were the emotional, cyber, verbal and physical bullying. However, to cope up with it, the teachers avoid encounter, faces confrontation and get assistance from group support. On the bullying incidents experienced by teachers from their bullies in their workplaces, the results imply that the Philippines needs new laws to address the complex issues of bullying involving teachers as victims. With the new Anti-bullying Law of 2013, primary and secondary schools are required to formulate policies against bullying and the corresponding administrative procedure for implementation neglecting that teachers also need to be protected. The results imply that the government may need to pass new anti-bullying laws, explicitly protecting teachers from workplace bullying.

Keywords: *Bullying, workplace, implications*

GAZING THROUGH THE LEADERSHIP STYLE OF SCHOOL HEADS: A QUALITATIVE STUDY

Author: Mary Flor B. Amarillo

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D.

This study was undertaken to describe the leadership style of school administrators in Matanao II District, Division of Davao del Sur last March 2020. This study was carried out through the use of qualitative research method which is exploratory in nature; thus, any facets of information that may be derived are all fluid, subjective, and given from the perspective of the participants and based upon their understanding. Purposive sampling was employed wherein 6 immediate informants of the study were made. The main method of collecting data from research participants was through in-depth interview using the interview guide questionnaires. The narrative data were encoded and transcribed then group into themes.

The results of the study disclosed that most of the school administrators employed a democratic or participative leadership style. However, majority of the informants' under participative or democratic leadership style identified the following disadvantages: communication failure and uncompleted project, takes more time to make decisions, and it can create negative emotions. Furthermore, there is no universal or particular leadership style should be strictly practiced, every organization may require a different style.

LOOKING THROUGH THE SKILLS OF PRE-SERVICE TEACHERS: A QUALITATIVE STUDY

Author: Sharilyn C. Apatan

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D.

This study was undertaken to describe the leadership style of pre-service teachers in Matanao II District, Division of Davao del Sur last March 2020. This study was carried out through the qualitative research method which is exploratory in nature; thus, any facets of information that may be derived are all fluid, subjective, and given from the perspective of the participants and based upon their understanding. Purposive sampling was employed wherein 6 immediate informants of the study were made. The main method of collecting data from research participants was through in-depth interview using the interview guide questionnaires. The narrative data were encoded and transcribed then group themes.

The results revealed that most of the pre-service teachers employed an autocratic leadership style. However, majority of the informants' an autocratic leadership style identified the following disadvantages: it does not offer sense of professional ownership, exercise control in decision making and lack of trust. Moreover, there is no single leadership style should be strictly employed, every situation may require a different style.

MOTIVATIONAL AND PROBLEM-SOLVING COMPETENCIES: AN INDICATOR FOR EFFECTIVE LEADERSHIP

Author: Juvy M. Arellano

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D

This study was undertaken to determine the motivational and problem-solving competencies of school managers in Sulop District, Division of Davao del Sur. This was conducted in the public elementary schools last December 2019. The study was carried out through descriptive correlational approach. Purposive sampling technique was employed wherein all the identified elementary school teachers were the immediate respondents of this study. In the treatment of data, mean standard deviation, and correlation analysis were used.

The results of the study showed that most of the school managers were moderately old, female, with average length of service and adequate educational attainment. Aside from that, school managers were practiced well all the motivational competency. Moreover, motivational competency showed to have a positive relationship with performance. Thus, the null hypothesis is rejected. Furthermore, problem solving competency also indicated a positive relationship with performance. Thus, the null hypothesis is rejected.

TIRED BUT NOT SHATTERED: A PHENOMENOLOGICAL ACCOUNT OF TEACHERS ON THE SEVERITY OF STRESS IN THE WORKPLACE

Author: Bernan L. Arnado

Year:2020

Adviser: Marilou C. Sabud, Ph.D

This study study was undertaken to explore the experiences of secondary school teachers in the workplace that causes severe stress and the mechanisms used by teachers to adopt the severe stress experienced in the different secondary schools in Sulop, Davao del Sur for the School Year 2019-2020. The study was conducted on January to March 2020 using qualitative phenomenological research design. Data were gathered using key informant interview to ten (10) secondary teachers. Recorded interviews were transcribed and analyzed using the following steps: data reduction, data display, and conclusion drawing and verification. All transcribed interviews were validated through focus group discussion (FGD) to six (6) teachers who were not part of the KII.

Results of the study revealed that there are four (4) main causes of stress among teachers, namely: overloaded paperwork and reports; coping with the learning competencies; student attitudes; and the workplace atmosphere.

Moreover, there are five (5) mechanisms and strategies employed by teachers to overcome severe stress in the workplace, namely: time management, remedial instruction; procrastination; intellectual ignorance; and, travel and leisure during weekends.

Implications of the study point out to various ways teachers deal with the severity of stresses in the workplace. teachers in the study apply either direct action or use palliative techniques. Teachers may also be made aware of other coping strategies for needed and to learn stress other than those mentioned here like seeking outside help when needed and to learn stress management techniques. The study gives insight to school heads on where they can help alleviate stress of teachers in the workplace.

MANAGEMENT SKILLS OF SCHOOL HEADS: BASIS FOR SKILLS ENHANCEMENT PROGRAM

Author: Venus A. Babalon

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D

This study was undertaken to determine the management skills of school heads and skills enhancement program for public elementary school heads in Digos South District, Digos City Division. This was conducted in the public primary and elementary school last December 2018. The study was carried out through descriptive research design. Purposive sampling technique was employed wherein all the identified public primary and elementary school teachers were the immediate samples of this study. In the treatment of data, mean and the standard deviation were used. The results of the study disclosed that school heads are moderately old, dominated by male, with educational attainment and long working experience. School heads management skills is described as good. There is significant difference of management skills of school heads in every school. The perceived problem encountered by the school heads are submission of reports or paperwork. This was followed by parental involvement, student outcomes, curriculum design, decision-making, and attendance and discipline. A management skills enhancement program on managing supervision was proposed.

STEERING NON-IP ENGLISH TEACHERS' PERSPECTIVE IN TEACHING IP STUDENTS: A STORY OF DYNAMISM

Author: Alena Kryzshelle C. Catalan

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D.

The study explored the English teachers' perception in teaching the Indigenous People (IP) students. It answered the questions on what are the lived experiences of non-IP teachers teaching IP students; what are the challenges they have encountered and what coping mechanisms they use to overcome those challenges. The informants of the study were the non-IP English teachers teaching IP students in the Secondary schools of Don Marcelino District. Study shows that non-IP English teachers experienced both the positive and negative experiences. Language gap, the teaching of English Language, the teaching of retention skills, and cultural differences were the challenges encountered. Learning the IP language, teaching the English language by translation, teaching retention skill by repetition and reviews, and earnestly listening to the life stories and experiences of the IP learners were the perceived as their coping mechanisms. DepEd may encourage IPs who are education graduates to go back to their places so that they themselves may teach their IP learners and language gap may not be experienced. On the other hand, those no-IP teachers should be given enough trainings before they be assigned to IP schools with IP learners.

Keywords: *non-IP English teachers, English teaching, challenges*

EDUCATIONAL TECHNOLOGY EXPOSURE AND INSTRUCTIONAL SKILLS OF SCIENCE TEACHERS

Author: Babes Mariel J. Cedeño
Adviser: Helen W. Noel, Ed.D.

Year: 2020

The main purpose of this study was to investigate the significant relationship of the teachers' exposure to multi-media technology enhancement program in the secondary grade 10 science teachers of MABAMA District. This was carried out through descriptive correlational design. Complete enumeration was employed due to limited number of respondents. A standardized survey questionnaire was used from National Competency Based Teacher Standards (NCBTS) of Department of Education. The data were analyzed using descriptive statistics and correlation analysis.

The results disclosed that the secondary grade 10 science teachers were moderately old, dominated by female, with minimal teaching experience and educational attainment. However, the level of teachers exposure to multi-media technology in terms of skill and acknowledge were Moderate, while in knowledge was High. Moreover, in the level of instructional leadership skills in terms of the demonstrating exemplary classroom instruction was Moderate. However, the indicators on knowing theories and research of teaching and learning, understanding theories of adult development, and guiding colleagues through reflective and inquiry oriented techniques have a descriptive interpretation of High. Furthermore, there was a significant relationship between the teachers' exposure to multi-media technology and the teachers' instructional leadership. Thus, the null hypotheses were rejected. Lastly, based from the findings, an educational technology program focusing on knowledge, skills and attitude shall be proposed.

SCHOOL-BASED SOLID WASTE MANAGEMENT OF PUBLIC ELEMENTARY SCHOOLS IN EAST MALUNGON DISTRICT

Author: Jelaine A. Compañero

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D.

This study was undertaken to determine the influence of demographic profile on the level of adoption of ecological solid waste management program of public elementary school teachers in East Malungon District, Division of Sarangani. This was conducted last march 2020. The study was carried out through descriptive correlational approach. Purposive sampling technique was employed wherein the identified teacher respondents were the immediate samples of this study. In the treatment of data, mean and the standard deviation, F- test, and Pearson r were used.

The results disclosed that there is a significant influence between the demographic profile and the level of adoption of ecological waste management program. The implementation of provisions relating to ESWMP embodied in the item is described as satisfactorily to very satisfactorily. There is no sufficient evidence that gender, civil status, educational attainment and ethnicity differ significantly on the adoption of the ecological solid waste management program.

CONFLICT MANAGEMENT STYLE OF SCHOOL HEADS: AN EXPLORATORY STUDY

Author: Leslie Love P. Grande

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D.

This study was undertaken to describe the conflict management styles of public elementary school heads in Digos South, District, Digos City Division last February 2020. This study was carried out through the use of qualitative research method which is exploratory in nature; thus, any facets of information that may be derived are all fluid, subjective, and given from the perspective of the participants and based upon their understanding. Purposive sampling was employed wherein 6 immediate informants of the study were made. The main method of collecting data from research participants was through in-depth interview using the interview guide questionnaires. The narrative data were encoded and transcribed then group into themes.

The results disclosed that the emerging themes on conflict management styles of public elementary school heads are accommodating, avoiding, compromising, collaboration, and competing. However, the types of conflict usually occur in the workplace are issues between parent and teacher, disagreement among teachers and in compatibility of task assignments and teachers skills or capability. Moreover, the participants during the focus group discussion (FGD) also supported the narratives of the informants as to the conflict management styles employed in their respective school. Furthermore, the informants have formulated some insights that would contribute in the field of educational management.

EXPLORING THE FUND SOURCES OF PUBLIC ELEMENTARY SCHOOLS: A QUALITATIVE STUDY

Author: Nimrod T. Guilley

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D.

This study was undertaken to describe the fund sources of public elementary school heads in East Malungon District, Division of Sarangani last March 2020. This study was carried out through the use of qualitative research method which is exploratory in nature; thus, any facets of information that may be derived are all fluid, subjective, and given from the perspective of the participants and based upon their understanding. Purposive sampling was employed wherein 6 immediate informants of the study were made. The main method of collecting data from research participants was through in-depth interview using the interview guide questionnaires. The narrative data were encoded and transcribed then group into themes.

The results of the study disclosed that the fund sources of public elementary schools are from government allocation, school-based microenterprise, family social capital, alumni philanthropy, and fundraising and income generation. However, the uses of the fund sources under government allocation are for personnel services of teachers, infrastructure projects, seminars and trainings of personnel, and expenses for school improvement. In the alumni philanthropy, the amount generated were used for infrastructure development, projects and activities, and school laboratory equipment. In the family social capital, the amount generated were used for safety of the students, honorarium for the PTA Paid Teachers, and solid waste management program support. As to school-based microenterprise, the money were used for honorarium of school guard, feeding program and speaker's honoraria, and purchase of home economics and school canteen utensils. Furthermore, in the fundraising and income generation, the funds were coming from fun run, search for school king and queen, participation to rhythmic contests.

SENSE OF COMMUNITY BELONGINGNESS AND WORKPLACE CLIMATE OF PUBLIC ELEMENTARY SCHOOL TEACHERS: A MIXED METHOD

Author: Wiljane T. Felamin

Year:2020

Adviser: Jem Boy B. Cabrella, Ph.D.

This explanatory-sequential mixed research aimed to determine the significant influence of the sense of community belongingness on the workplace climate among public elementary schools in Magsaysay South District. It specifically aimed to describe the level of sense of community belongingness of teachers and workplace climate among schools. There were 150 teachers involved in the survey and twelve (12) teachers participated during the Focus Group Discussion (FGD). Mean, Pearson r and Regression Analysis were used to analyze quantitative data while thematic analysis utilizing Miles and Huberman framework was used for qualitative data analysis.

Results revealed that a high sense of community belongingness of teachers noted. It was also found that there was high workplace climate among public elementary schools in terms of demand, control, support, role, relationship and rewards. Data showed that there was a significant relationship between the sense of community belongingness of teachers and workplace climate and that the overall sense of community belongingness of teachers significantly predicts the overall workplace climate among public elementary schools. Further, FGD results showed that teachers build a positive sense of membership, and by teachers' influence in the school community. The qualitative results of the study which provided a clear concept on the link between the sense of community belongingness of teachers and workplace climate in school. Moreover, the study offers recommendation.

BEST PRACTICES OF KINDERGARTEN TEACHERS: INDICATORS FOR BENCHMARKING

Author: Mary Cris M. Helbes

Year:2020

Adviser: Jem Boy B. Cabrella, Ph.D.

This qualitative phenomenological study explored the best practices of kindergarten teachers who are coming from the different public elementary schools in Magsaysay District. The researcher conducted Key informant interview (KII) to generate the needed findings out from the chosen 8 participants who were selected via purposive sampling. The results revealed experiences shared by the informants and out from their sharing they have come up with four common experiences in their daily dealings with these learners. These were separation anxiety of the preschooler, hyperactive attitude, insufficient materials for Montessori approach and extreme participation of parents. While practices had allowed the participants to combat their struggles and was able to make the best out of everything. These were namely Using an Early Childhood Development Checklist (ECD), Improvising DepEd Tambayan's Materials, and Utilizing Personalized-Montessori-Inspired Instruction Materials. Moreover, the researcher also had her own insights learned to improve classroom learning. These were enhancing sociological effect on learning styles and practicing child-care as one of the behaviors of kindergarten teachers. Lastly, the informants suggested that there should be provision of materials suitable for their mastery that could be generated from PTCA funds, seminars and trainings for handling learners with Montessori approach, and budget allocation for more resources in aspiring better instruction for this level which is considered as the foundation years of learners.

STRUGGLES OF SEASONED TEACHERS IN COPING WITH 21ST CENTURY LEARNING

Author: Walita P. Lopez

Year: 2020

Adviser: Helen W. Noel, Ph.D

This qualitative phenomenological study explored the struggles of seasoned teachers in the 21st century of the public elementary teachers in Bansalan District Davao del Sur in the Academic Year 2019-2020. The researcher used key informant interview (KII) to generate the needed findings out from the chosen 15 participants who were selected via purposive sampling. The results revealed that two themes for struggles which were Lack of Technological Awareness, and Difficulty of Accessing DepEd Tambayan through the Internet. Meanwhile, despite the difficulty the study indicated the coping mechanisms the seasoned teachers have applied to still function effectively and efficiently. These were assistance from the novice, aide from the student-leaders and experiential learning. Furthermore, the researcher had two emerging themes for the insights drawn from the study to enhance the 21st Century Learning skills of teachers. These were and Understanding the 21st Century Mind-set, and Applying Social Constructivism. Lastly, due to the accumulated information about the topic of struggles experienced by the seasoned teachers in the 21st century this bore several suggestions. This includes creation of program for the seasoned teachers same as foreign countries had been doing, provision of materials suitable for them to practice 21st century teaching approach, seminars and trainings on how seasoned teachers get along with 21st century learning, and supervision and updating coming from the top management so that these seasoned teachers could sustain on what's needed for 21st century learning.

EXTENT OF BLGU'S INTERVENTION TO THE IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM (ALS)

Author: Analie S. Luna

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D

This study was undertaken to determine the extent of BLGUS intervention to the implementation of Alternative Learning System (ALS) program in Digos South District, Digos City Division. This was conducted last April 2019. The study was carried out through descriptive correlational approach. Purposive sampling technique was employed wherein all the ALS students in Digos South District, Digos City Division areas were the immediate sample of this study. In the treatment of data, mean, standard deviation and Pearson r were used.

The results of the study revealed that Majority of the ALS learners are still young, dominated by female and single individuals, with moderate family size, and dominated by cebuanos. However, BLGUs have very high support to ALS program on Information dissemination, facilities and equipment, and holding venue support to day care centers. Moreover, the goal to finish study and have a good future and additional knowledge were the leading factors that influenced them to enrol in ALS program. Further, the leading benefits acquired by the students in ALS program are the acceleration and certificate of completion. All ALS learners are below poverty line because all of them encountered financial problem. Furthermore, there is a significant difference among the BLGUSs support to the ALS program.

INTEGRATION AND IMPLEMENTATION OF PRM AND PROJECT DEAR PROGRAM AND READING PROFICIENCY

Author: Dahfnie O. Macalan

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The very purpose of this study was to determine the level of integration and implementation of Project D.E.A.R. program of elementary schools in Mt. Apo District, Division of Digos City. The general objectives of the study was to determine the level of integration and implementation in terms of; curriculum integration, inclusion in the class program, alignment to lessons per subjects, school reading centers engagement; to determine the level of integration and implementation on students' involvement in terms of; reading program in the school, time schedule on reading, rating in English reading proficiency and high scores in English language; determine the significant relationship between the levels of integration and implementation of Project DEAR program between the level of reading proficiency and to determine the best practices implemented by the school management under the Project Dear Program. The subjects of the study are 16 elementary school teachers who handled Grades 1 to 6 reading programs.

This study employed the descriptive-correlational method to determine the level of integration and implementation of Project D.E.A.R program of elementary teachers in Mt. Apo District, Division of Digos City for the school year 2019-2020. DepEd Official may implement more trainings as to make Project D.E.A.R. program and Reading Program sustained in the school. It is recommended that the school heads must include and continue their initiatives on School improvement plan (SIP), responsible and accountable to the school management plan (SMP) that must be specific, measurable, attainable, realistic and time bounded goals reflecting all the school especially on Reading Program and future researchers are hereby prompted to conduct similar study on this regard to be conducted in the Division of Digos City.

PARADIGMS OF LEARNING AS DETERMINANTS OF COGNITIVE SKILLS OF PUPILS

Author: Jeralyn C. Manlanat

Year: 2020

Adviser: Dr. Cindy B. Rosil

The main focus of the study was to determine the significance of the relationship between paradigms of learning and cognitive skills of pupils. Descriptive-correlational method of research was used in this study employing a researcher-made questionnaire. The major findings of the study are the level of paradigms of learning of pupils is moderate. Specifically, academic self-efficacy, mastery orientation perseverance is moderate and self-regulated learning is high. Student-respondents have high cognitive skills as evidenced by a total mean of 3.78. The result showed that there was no significant relationship on the level of paradigms of learning and cognitive skills of pupils. The hypotheses which stated that there was no significant relationship on the level of paradigms of learning and cognitive skills of pupils was rejected. Department of Education officials may develop plans and conduct trainings that will enhance the learning paradigms of learners specifically on the domains used in this study.

Keywords: *Paradigm of Learning, cognitive skills, pupils*

LEADERSHIP SHARING OF SCHOOL HEADS AND CAPABILITY BUILDING OF TEACHERS

Author: Eric S. Mariano

Year: 2020

Adviser: Dr. Cindy B. Rosil

The study was undertaken to determine the level of leadership sharing of school heads and capability building of teachers in South Malungon District, Sarangani Province. The result showed that level of leadership sharing of school heads in terms of planning and organizing, problem solving, and support and consideration is high. The level of capability building of school heads in terms of quality of individual teacher, professional learning community, and program coherence gained the descriptive equivalent of high. There is a significant relationship between leadership sharing of school heads and capability building among the school teachers. It is recommended that the Department of Education may serve to embed values, assumptions, beliefs, and practical knowledge that school heads carry with professional knowledge. The department may also provide training to further enhance the leadership sharing of school heads and capability building of teachers, in this way, school performance will also be developed.

Keywords: *Leadership sharing, capability building*

THE JOY OF TEACHING ACCOUNTS AND NARRATIVES OF STRAIGHT MALE TEACHERS

Author: Joe G. Martinez

Year: 2020

Adviser: Dr. Cindy B. Rosil

The main objectives of the study was to describe the news of identified straight men about the teaching profession and the challenges faced by them. Moreover, this study wanted to find out various viewpoints and experiences by straight men in the teaching profession that might contribute to deterring number of straight men in the teaching profession. This qualitative case study delimited only to discovering the views and experiences of men in the teaching profession identified as straight men. The data of this study was limited only to the results of the in-depth interviews of five straight men who served as informants in the district of Sulop in the School year 2019-2020

Results of the study revealed the reason why straight men discourage to travel the road of teaching and why only fewer men dare to cross the border occupied by women. The study is some sort calling to amend the criteria in the selection of applicants. The result of this study may give the Department of education and the Commission on Higher education an insight on how they are going to motivate men to venture the teaching profession.

It is universal fact that not all men have an interest in teaching since, others see it as highly feminized profession. The Department of Education may design programs that would have men's achievement recognized separated from the way women do. By doing so, men teachers can identify themselves differently from women teachers. This will not to separate men teachers to women teachers rather, to give men a real identify that though they mother children in the classroom but they too have a unique role to play in children's learning process and holistic development.

GAUGING THE SCHOOLS SERVICES AND LEARNING BARRIERS AMONG PUBLIC ELEMENTARY SCHOOLS

Author: Jedah L. Navasca

Year: 2020

Adviser: Meliza P. Alo, Ed.D

This study generally sought to determine the public elementary schools services and learning barriers in Malita East District, Division of Davao Occidental for the school year 2019-2020. This study used the descriptive research design. The utilized an adopted questionnaire to serve as instrument to gather the necessary data.

Results showed that the overall school services among public elementary schools in Malita East District, Division of Davao Occidental was high. The school services were provided most of the times and that the school administrators were trying their best to provide the services extensively.

The learning barriers among public elementary schools in Malita East District, Division of Davao Occidental was average and the learning barriers exist under normal situations.

Further, the results revealed that there was a significant difference between the level of school services and level of learning barriers. There was a significant relationship between the level of school services and level of learning barriers.

THE INFLUENCE OF CLINICAL SUPERVISION ON THE INSTRUCTIONAL COMPETENCE OF SECONDARY SCHOOL TEACHERS

Author: John H. Olaer

Year:2020

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

This study was conducted to determine the influence of clinical supervision on the instructional competence of secondary school teachers. Quantitative approach of the descriptive-correlational design was utilized. Using the complete enumeration and random sampling techniques, eight department heads and one hundred seventy-eight secondary school teachers were chosen as respondents. Two sets of questionnaires, one each for department heads and teachers, were used to collect the data. The data obtained were analyzed using mean, Pearson Product Moment Correlation, and Multiple Regression.

Results indicated that the level of clinical supervision of department heads and instructional competence of teachers were both high. Moreover, clinical supervision significantly influenced the instructional competence of teachers. It can be concluded that the more the teachers are mentored, the better teachers they would become.

FINANCIAL MANAGEMENT COMPETENCIES OF SCHOOL HEADS: AN EXPLORATORY STUDY

Author: Perlita B. Oplimo

Year: 2020

Adviser: Zandro P. Ybañez, Ed.D

This study was undertaken to explore the financial management competencies of public secondary school heads in Matanao District, Division of Davao del Sur last March 2020. This study was carried out through the use of qualitative research method which is exploratory in nature; thus, any facets of information that may be derived are all fluid, subjective, and given from the perspective of the participants and based upon their understanding. Purposive sampling was employed wherein 6 immediate informants of the study were made. The main method of collecting data from research participants was through in-depth interview using the interview guide questionnaires. A focus group discussion (FGD) was undertaken to validate the responses of the informants. The narrative data were encoded and transcribed the group into themes.

The study disclosed five emerging themes as competencies of the school heads namely: accounting school financial operations, creation of procurement committee, designing a school financial plan, effective utilization of school resources, and monitoring and evaluation school operations. The school heads are still confronted problems related to financial management operations. The insights gained from the study may enable school heads to ponder the importance of their role as school financial managers.

DIFFERENTIATED INSTRUCTION AND SCHOOL READINESS OF KINDERGARTEN PUPILS

Author: Roderick N. Pabonita

Year: 2020

Adviser: Cindy B. Rosil, Ed.D

This study employed the non-experimental descriptive research design using correlational technique. Abangan (2004) stated that descriptive method of research is a fact finding approach that studies the nature and status of persons, objects, a class of interprets gathered data. In correlation method, a relationship among variables is determined.

This study was descriptive in nature since its assessed the extent of utilization of differentiated instruction and the level of school readiness of kindergarten pupils. This was correlational since it determined whether the relationship existed between differentiated instruction and school readiness of Kindergarten pupils. Correlation was used to determine the relationship between two variables within the ambit of indicators namely: assistantship, team teaching, shadow teaching (independent variable); and fine motor, receptive/expressive language, and social-emotional domain (dependent variable).

The purpose of this study was to determine the relationship between differentiated instruction and school readiness of Kindergarten pupils. Non-experimental descriptive research design using correlational technique was employed. Using a purposive sampling method in the selection of respondents.

TRANSFORMATIONAL LEADERSHIP SKILLS IN THE WORKPLACE: BASIS FOR ENRICHMENT PROGRAM

Author: Chloe An M. Pagobo

Year: 2020

Adviser: Zandro P. Ybañez, Ed.D

This study was undertaken to determine the transformational leadership skills of school heads. This was conducted in the elementary schools in Padada District. The respondents of this study were public school administrators coming from the different complete elementary schools. Universal sampling technique was employed. Descriptive correlation analysis was used in the study. Descriptive statistics and correlation analysis were tools used to analyze the results.

The results revealed that most of the school heads were moderately old, with average length of service and educational attainment, dominated by women and Cebuano. Moreover, majority of the schools were average performer in terms of their academic outcomes. Furthermore, there was a negligible or weak relationship positively or negatively between the demographic profile and the level of transformational leadership skills of the school heads. A transformational leadership skills enrichment program was proposed.

SPIRITUAL MATURITY AND MANAGEMENT PRACTICES OF SECONDARY SCHOOLS HEADS IN DIGOS CITY DIVISION

Author: Darlene D. Pascual

Year: 2020

Adviser: Helen W. Noel, Ph.D.

This study assessed the spiritual maturity and management practices of secondary school heads in the Digos City Division. Specifically, it aimed to determine the level of spiritual maturity of school heads in terms of knowledge-sharing behavior, meaningfulness and compassion, spiritual leadership and workplace spiritual. It determined also the level of management practices of school heads in terms of modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. The descriptive – correlation design was used. The level of spiritual maturity of school heads was very good. Consequently, the relationship between spiritual maturity and management practices was significant. Indicators such as knowledge- sharing behavior, meaningfulness and compassion, spiritual leadership and workplace spirituality had a significant relationship to the management practices of school heads. With this result, it is highly recommended that DepEd sustain its program enhancing and developing the spiritual maturity of school administrators both in elementary and secondary level and in that school heads undergo spiritual enhancement program to be more mature spiritually and improve its spirituality.

COMMUNITY LINKAGES OF PUBLIC ELEMENTARY SCHOOL HEADS: AN INDICATOR OF COMPETITIVE ACCESS TO SCHOOL IMPROVEMENT

Author: Aivy Marie L. Precellas

Year: 2020

Adviser: Zandro P. Ybañez, Ed.D

This study was undertaken to determine the influence of community linkages to competitive access to school improvement of public elementary school heads in Sta. Maria East District, Division of Davao Occidental. This was conducted last March 2020. The study was carried out through descriptive correlational approach. Purposive sampling technique was employed wherein the identified teachers respondents were the immediate samples of this study. In the treatment of data, mean and the standard deviation, F-Test, and Pearson r were used.

The results of the study showed that the level of school heads community linkages is described as good. However, the level of school heads competitive access to school improvement obtained a verbal description of good. Moreover, there is no significant relationship between community linkages and competitive access to school improvement.

JACK OF ALL TRADES: STORIES OF TEACHERS WITH MULTIPLE ANCILLARY FUNCTIONS

Author: Roxan Faye Sheena L. Pulido

Year: 2020

Adviser: Cindy B. Rosil, Ed.D

The goal of this research was to describe the experiences of teachers in Davao Oriental District, Digos City Division with multiple ancillary functions. This study utilized a qualitative-phenomenological approach and explored the experiences of public elementary and secondary school teachers in Digos Oriental District employing in-depth discussion and focus group discussion with 10 selected teachers which were purposively selected as participants in this research undertaking.

Results revealed that most of the participants experienced positive gains from their experienced positive gains from their experiences which challenged them to aspire more advancement for themselves, classes were neglected, and lack of time for their family, and professional development. Coping mechanisms of the participants included proper planning and time management, optimism and positivity, achieving life-work balance, and inspiration and administrative and family. Despite the rigors of life as teachers with multiple ancillary functions, they shared positive insights about their experiences on commitment and dedication, being positive, prospects for growth and development, and as a testament of faith and trust in one's abilities.

Based from the findings of the study, the following conclusions were drawn: Teachers performed more than three (3) ancillary functions aside from teaching; they perceived that having multiple ancillary functions were a burden because they have no choice but to do the designated other tasks and were end up receiving negative feedbacks and no recognition of their performance; coping mechanism they used from having multiple ancillary functions was to think positively from the negative experience by getting information from their significant others to plan things properly in order to achieve work balance; the insight teachers gained from having multiple ancillary functions was to be resilient and; the benefit from the multiple functions was both personal and professional growth.

OCCUPATIONAL WORK ETHICS OF SCHOOL HEADS: A STUDY OF MORALS AND STANDARD OF CONDUCT IN THE WORKPLACE

Author: Mika B. Rasalan

Year: 2020

Adviser: Zandro P. Ybañez, Ed.D

This study was undertaken to determine the relationship between the professional work ethics and their school performance. This was conducted in the elementary schools in Jose Abad Santos District Division of Davao Occidental. The respondents of this study were the identified public school administrators coming from the complete elementary schools. Universal sampling technique and descriptive correlation analysis were tools used to analyzed the results.

The results disclosed that most of the school heads were moderately old, with average length of service and educational attainment, dominated by women and Cebuano. Moreover, all the work ethics variables have a qualitative description of very satisfactory. Finally, there is no strong evidence to associate level of work ethics of school administrators and the level of their occupational work ethics. In other word, H_0 is accepted.

LEADERSHIP AND MANAGEMENT SKILLS OF INDUCTION TEACHERS: AN ASSESSMENT

Author: Sheella Grace R. Senarillos
Adviser: Zandro P. Ybañez, Ed.D

Year: 2020

This study on leadership style of induction teachers was undertaken to determine the demographic profile, leadership style, relationship between demographic profile and leadership style, and problems encountered by the induction teachers'. It was a complete enumeration with a total of 30 induction teachers in Sulop District, Division of Davao del Sur. Data were gathered last March 2019 using a survey questionnaire. The analysis of data gathered, were done using mean, standard deviation, relative frequency, and correlation analysis.

The results of the study showed that most of the teachers were between 26-30 old and below, female, single, and with baccalaureate degree. Moreover, majority of the induction teachers employed the participative leadership styles. Furthermore, the leading problem encountered by the induction teachers was physical condition of the classroom.

FROM THE SCHOOL VINEYARD TO THE COMMUNITY: FEATURES OF CONNECTEDNESS OF TEACHERS

Author: Eugene C. Simbajon

Year: 2020

Adviser: Cindy B. Rosil, Ed.D

This qualitative study dealt with the experiences and challenges of teachers on their pedagogical involvement from the school vineyard of community connectedness. It also focuses on the features of community connectedness that can be drawn from the experiences and challenges of teachers. The themes that emerged from the narratives taken from the informants on the experiences and challenges were: teaching by doing, community linkage and communication. Commitment, creativity and compassion were the features of community connectedness. Public school teachers and other school stakeholders are encouraged to actively participate in finding solutions to local issues that concern prioritized community to improve quality of life. Individual differences prevail in different situations; hence, adjustment to maintain harmony must exist.

Keywords: *School vineyard, community, connectedness*

COMPETENCIES OF PUBLIC ELEMENTARY SCHOOL MANAGERS: A YARDSTICK FOR EFFECTIVE MANAGEMENT

Author: Mary Jane A. Soriano

Year: 2020

Adviser: Zandro P. Ibañez, Ed.D

This study was undertaken to determine the motivational and problem-solving competencies and the problems encountered by the elementary school managers in Digos South District, Digos City Division. This was conducted in the public primary and elementary schools last April 2019. The study was carried out through descriptive correlational approach. Purposive sampling technique was employed wherein all the identified elementary school teachers were the immediate respondents of this study. In the treatment of data, mean and the standard deviation were used.

The results of the study revealed that school managers generally practiced well all the motivational competencies indicators. Thus, school managers have encountered the following problems: fairly use the knowledge-base and family involvement to enhance programs and practices in the school, hardly communicate the concept of cultural proficiency to school leaders, faculty, and staff, seldom conduct dialogues with school leaders about the importance of aligned and balance curriculum to the overall collectiveness of the school program, and failure to evaluate community resources to support the academic, social and emotional development of all students within the school.

THE PRESCHOOLERS' SOCIAL SKILLS AND EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD) COMPETENCY

Author: Rowel B. Waskin

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The study was conducted to determine the significant relationship between early childhood and social skills of kindergarten pupils to their academic performance in Bansalan East District, Division of Davao del Sur. Descriptive-correlational research and stratified random sampling were employed. There were sixteen (16) Kindergarten Teachers in thirteen (13) schools of Bansalan East District. Data were gathered using a questionnaire. Percentage, mean, ANOVA and Person r were used in data analysis.

Results showed that the Preschoolers performed very good in the social skills in terms of Decision making, problem solving, negotiation skills and assertiveness. They were able to perform the required skills in advanced and can make appropriate decision and solve problems, without seeking guidance from their peers or teacher, they properly and positively interact with others or with peers, playing cooperatively, sharing and respecting other children.

The competency skills of Preschoolers showed average development in all areas the cognitive, social-emotional, fine-motor, self-help, gross motor, receptive language, and expressive language denoting that the children were academically ready. They academically participate with minimal supervision and progresses continuously in doing assigned task in the class, show control and coordination of the body movements.

All indicators were not found to be a predictor that could influence the Early Childhood care and Development (ECCD) Competency of the Preschoolers. It means there is no significant relationship between the social skills and competency of the preschoolers. It implies the assessment of these skills may not suffice this finding for a reason that the teachers find it hard to intensively observed individual learner, as the number of preschoolers in a class exceeds the what is prescribed.

PEDAGOGICAL TRIVIALS OF NEWLY HIRED TEACHERS: SOME STORIES TO TELL

Author: Cherryl P. Ybañez
Adviser: Cindy B. Rosil, Ed.D

Year: 2020

The purpose of this study was to describe the stories of the newly hired teachers on their pedagogical travails towards achieving excellence in their chosen profession. Phenomenological approach was employed to fifteen (15) newly hired teachers of the Public Elementary Schools of Don Marcelino District, Davao Occidental in the School Year 2019-2020. This study focused on finding out different kinds of stories told by newly hired teachers about their experiences while they travel the life of amateurs in the profession.

To gather the data, in depth interview and focus group discussion were conducted. The results of the interview were transcribed, translated and coded to produce themes. As regards to the experiences of newly hired teachers in the Public Elementary Schools, the following were the themes: stress anxiety, work overload, relationship struggles, and sense of satisfaction. As look upon to their challenges to ensure effective teaching, the themes were created: diligence, ingenuity and resourcefulness, awareness and respect, support system, training and development. As to their insights, the themes were generated: time tested values, reflections and realizations, hopes and aspirations, visionary and guiding principles.

Since the findings of this study are not generalized beyond the fifteen (15) participants, future research may be conducted on the pedagogical journey of teachers which included their experiences, as beginning teachers in the workplace, how they cope, with the challenges to ensure effective teaching-learning the insights they could share to other teachers with another group of participants in order to strengthen and validate the findings of this study.

Master of Arts in Education (Language Teaching)

LANGUAGE ANXIETIES OF STUDENTS: A PHENOMENOLOGICAL STUDY

Author: Michelle Dane P. Abing
Adviser: Cindy B. Rosil, Ed.D

Year: 2020

The primary purpose of this qualitative phenomenological study was to explore common themes from the lived experiences of students with language anxieties. This was to unveil the complexities surrounding this kind of teaching as the fundamental meaning of the lived experiences were still overlooked. The participants for both the in-depth interview and the focus group discussion were chosen using purposive sampling method and semi-structured interview.

This qualitative research is indeed an energy-consuming task. Being able to conduct this gives the researcher a different sense of fulfillment. All of the hard work, time, energy, and resources invested in this work were all worth it. The researcher hopes to make a significant change toward the problem of language anxiety using this work.

By better understanding how language anxiety occurs, instructional strategies can be designed to reduce anxiety and improve effectiveness of language learning. The relationship of language anxiety and instructional strategies, as well as its relationship to a specific target language is also an interesting issue. It is also interesting to investigate the role of background and cultural knowledge of the language learners toward the specific target language. For example, Filipino people were largely influenced by the English and English cultures, and were we can see how it is still prominent today. It is interesting to study how this affect language learning and the possibility of the occurrence of language anxiety.

CATERING THE DIVERISTY OF LEANERS: A TEACHERS' DELIMMA

Author: Evelyn A. Acuram

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The primordial purpose of this study was to examine how to provide students with a positive and supportive learning environment regarding students' diversity in the classroom. This research undertaking utilized a qualitative-phenomenological approach and explored the experiences of 10 Public Secondary School Teachers of Digos City National High School who were acknowledged as participants of the study.

Based on the findings of the study, as to the experiences of the teachers in meeting the diverse students, it emerged two major themes: crafting a teaching style and intimidated and discouraged students. For the challenges experienced by the teachers in meeting the needs of diverse students, it emerged two themes: individualized instruction and inadequate preparation. As to the coping mechanisms of teachers in dealing with the challenges, there were two major themes emerged: time management and doing recreational activities. On the insights toward teaching diverse students, two major themes emerged: individualized instruction is essential and diversity is dynamic.

The results of this study suggest many avenues for future research about student diversity. Since the primary focus in this research are the teachers and their dilemma, the direct effects of student diversity to the students remain unexplored. Similarly, in this modern era, it is also interesting to explore how the modern technology helps teachers in meeting the needs of diverse learners. These can be potential object of study for future researches.

THE IP-TAGAKAULOS' ETHNO-INCLINATION TO LANGAUGE LEARNING

Author: Gerald Jeff M. Angeles

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

This study was conducted to evaluate the ethno-inclination to language learning of the IP-tagakaulo high school learners in Gaspar National High School, Gaspar Danwata, Malita, Division of Davao Occidental. Descriptive-correlational research and stratified random sampling were employed. There were 127 respondents in the study. Data were gathered using a questionnaire. Percentage, mean and Pearson r were used in data analysis.

Based on the statistical analysis, results showed that the respondents' socio-demographic characteristics meet the specific criterion of respondents' ethnicity as IP, specifically, the Tagakaulo. It was found out that the Tagakaulo-indigenous People (IP) student's has a strong interest to learn English language manifested by their positive views and attitude towards learning it. This may be attributed to their positive views and attitude towards learning. This may be attributed to their realization how English Language help them in learning other subjects and in dealing situations in life that needs understanding or comprehending in English. Their ethno-inclination in learning the language is considered low, as they only rarely or sometimes exerts effort to learn rather than their own way of learning.

Overall, as the students' characteristics in learning English in terms of their-views and attitude decreases, their ethno-inclination to learn the language also decreases. Hence, there is a significant relationship between the Indigenous People (IP) students characteristics and ethno-inclination in learning English.

TEACHING NON-MAJOR SUBJECTS: CHALLENGE OF MISMATCH TEACHERS

Author: Kimberly Angeli S. Asan

Year: 2020

Adviser: Helen W. Noel, Ph.D

This study was undertaken to determine the plights of Science teachers in newly established schools in Matanao, Bansalan and Magsaysay (MABAMA) Cluster, Division of Davao del Sur for the School Year 2019-2020 using qualitative phenomenological research design. Data were gathered using key informant interview (KII) to eight (8) elementary Science teachers from six (6) different schools who served as informants of the study. Gathering of data was done on or before January to May 2020 using an Interview Guide Protocol. Recorded interviews were transcribed and analyzed using the following steps: data reduction, data display, and conclusion drawing and verification.

Results of the study revealed that there were two (2) emerging themes generated during the exploration on the plights of Science teachers in newly established schools, namely: insufficient instructional materials, and lack of laboratory apparatuses and equipment. Moreover, three (3) themes were generated when teachers were asked about how they overcome their plights in newly established schools. There were as follows: resourcefulness and creativity, sharing of available resources, and utilization of other alternatives.

Finally, the conduct of this phenomenological study regarding the plights of Science teachers in newly established schools provides three (3) most important insights that are worth reflecting. First, teaching in a newly established schools will challenge your patience, creativity, resourcefulness and initiative. Second, working with other teachers in a newly established schools creates lasting friendship and harmony with each other because of almost in the same age levels and positions. Lastly, teaching in newly established schools is a blessing to teachers as this will lead them to a more productive and fruitful years in the service. The challenges encountered are part and parcel of being a teacher whether you are in established or newly established schools be given laboratory apparatuses and equipment and sufficient instructional materials that can be utilized during teaching and learning episodes to improve outcomes of students and performance of school.

THE EFFECTIVENESS OF PHONEMIC AWARENESS AND REPEATED READING STRATEGIES: BUILDING READING SKILLS FOR BEGINNING READERS

Author: Jona E. Avanceña

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The main objective of the study was to determine the effectiveness of Phonemic Awareness and Repeated Reading Strategies as an intervention to Grade 1 non-readers and beginning readers of L. Payan Elementary School, Sta. Maria District, Division of Davao Occidental. Quasi-experimental research was used to attain the objectives. Specifically, this study used the pretest-posttest non-equivalent control design in assigning groups and in applying the intervention. There were 30 respondents in the study. Data were gathered, collated and analyzed using mean, standard deviation and t-test for independent sample at 5% level of significance.

Based on the analysis of data, it was found out that the pretest mean ratings of Grade 1 pupils exposed to Phonemic Awareness and Repeated Reading were at a comparable performance at beginning reading level. The posttest mean rating of the control group utilizing repeated reading remained at the beginning level that did not meet the expected reading performance, while the experimental group utilizing the phonemic awareness has improved to satisfactory level. Moreover, the mean gain rating in reading performance of the experimental group was higher than those in the control group.

Finally, based on the results, the phonemic awareness was found effective in the reading performance of the Grade 1 beginning readers.

THE TEACHERS' LANGUAGE TRANSFER SKILLS AND THE FACTORS INFLUENCING THE STUDENTS GRAMMAR PROFICIENCY

Author: Margie D. Baron

Year: 2020

Adviser: Meliza P. Alo, Ph.D.

This study was conducted to determine the extent of the factors influencing students' grammar proficiency and the extent of teachers' language transfer skills of the high school learners in Davao del Sur School of Fisheries Bolton Extension, Malalag District, Division of Davao del Sur. Descriptive-correlational research design were used to determine the significant relationship of the extent of the factors influencing students' grammar proficiency and the extent of teachers' language transfer skills were employed. There were 104 respondents in the study. Data were gathered using a questionnaire. Mean, Standard Deviation and Pearson r were used in data analysis.

Results of the study showed that the students were highly exposed to the utilization of varied reading materials and communicative learning environment while the teachers to a high extent employed strategies on grammar instructional intervention and other activities that aided students in grammar learning. Moreover, the students demonstrate poor knowledge on grammar conventions. The sentence structure, grammar and parts of speech were noticeably not mastered. Based on statistical analysis, the extent teachers' language transfer skills do not yield correlation. Lastly, the extent of the factors influencing student's grammar proficiency significantly influenced the extent of students' grammar proficiency.

ENHANCING VOCABULARY SKILLS THROUGH DIGITAL GAME-BASED LEARNING APPROACH

Author: Tirsia Mae C. Blanco

Year: 2020

Adviser: Siverlyn M. Camposano Ph.D

The study was conducted to determine the effectiveness of the Educational Digital Game-based Learning among Grade 7 students in Malinao National High School of Arts and Trade, Lower Malinao, Padada, Davao del Sur for the School Year 2019-2020. Quasi-experimental research was employed and it used a pre-test and post-test control group design where the control group and the experimental groups were chosen randomly through draw lots. There were 87 respondents in the study. The expected relevant data were gathered using based on the result of the experiment. Mean and T-test were used in data analysis.

The posttest mean score rating of the students in the control group leaning through Usual Drills and Activities was fairly satisfactorily while the experimental group in enhancing vocabulary skills of Grade 7 students was satisfactorily. Result in both groups revealed that there was an increased on the level of Grade 7 students' vocabulary skills in the posttest compared to the pretest. The significant difference on the posttest mean scores of students between the control and experimental group revealed a positive effect on the verbal ability among Grade 7 students attributed to their exposure to the Educational Digital Game-Based learning Approach.

Moreover, the students who were exposed to Digital Game-Based Learning Approach were more motivated and engaged in learning. They showed more interest and motivation, maintained higher energy levels and manifest enjoyment in the learning activities.

PARENTAL ENGAGEMENT AND READINESS AMONG B'LAAN PRESCHOOLERS

Author: Aldrin Q. Bravo

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The main objective of this study was to find out the level of engagement of Indigenous People (IP)-Bla'an parents to the readiness of their children in all elementary schools offering preschool education in the school year 2019-2020 in Kiblawan South District, Division of Davao del Sur. Descriptive-correlational method was used in this study. Complete enumeration was utilized in selecting the hundred forty-five (145) parents considered respondents and the one hundred fifty-six (156) who were considered the subjects of this study. A standardized questionnaire based on the DepEd ECCD Checklist for the Preschoolers competency, and an adopted questionnaire from Sarina (2019) on the parental engagement to Preschoolers education were utilized to gather the data in this needed retrospection.

Based on the statistical analysis, results showed that The IP-Blaan parents were young, a manifestation that they got married at an early age, mostly were female, elementary graduates and unemployed. The IP-Blaan parents demonstrate high engagement in both physical, moral and financial and were willing to assist the teacher in the classroom and actively participate in school activities.

The preschoolers were academically ready based on their level of readiness, they participate with minimal supervision and progresses continuously in doing assigned task in the class. Overall, there is no significant relationship between the IP-Blaan Parental Engagement to the level of readiness of the preschoolers.

THE STUDENTS' LEVEL OF FACEBOK USAGE AND LEARNING CONVENTION

Author: Cherie Mae A. Caduyac

Year: 2020

Adviser: Meliza P. Alo, Ed.D

This study was conducted to find out how Facebook usage has influenced the secondary students in relation with their learning convention in Maria Cleto R. Delos Cientos National High School, Padada District, Division of Davao del Sur. This study used a descriptive-correlation research design. There were 120 respondents in this study. Data were gathered, collated and analyzed using mean, standard deviation and Pearson r for independent sample at 5% level of significance.

The students' usually use Facebook because they intend to maintain existing relationship, making new relationship and for academic usage. They do not usually use Facebook when they follow agenda on newsfeeds. Moreover, students/use Facebook to make new relationships specifically in making new friends rather than finding people with common interests. Further, students use Facebook not only for meeting new friends but also for academic work and other related activities. Lastly, they use Facebook not because they want to follow what is new, trending and occurring but to connect with friends.

The ability to manage the student's study habits is not well developed and practiced all the time.

The level of Facebook usage revealed a significant relationship to the overall learning conventions among students.

The students' use Facebook to find friends, contact friends, maintain relations to making relations by joining academic groups (class/school), follow changes and improvement about their schools and school friends, the better are their study habits. Further the greater the frequency of the students in the usage of Facebook to make new friends and to find out people with common interests and to join groups with such people, the better is their study habit in terms of time management, note taking, reading skills and writing skills. Also, the more students use Facebook for academic purposes, the greater and better are the effect on their study habits. Lastly, the students keep on using Facebook agenda; it does not directly their learning conventions.

COLLECTIONS OF BAGOBO ORAL NARRATIVES AND THEIR EDUCATIONAL IMPLICATIONS: A CONTENT ANALYSIS

Author: Dyna Grace B. Camansi

Year: 2020

Adviser: Siverlyn M. Camosano, Ph.D

The study was conducted to endeavor the preservation of the oral literature of the *Bagobos* and revealed their cultural practices and worldwide, conducted in the Indigenous People areas in Digos City – Brgy. Binaton, Ruparan, Dulangan, and Goma. The researcher uses of In-depth Interview (IDI) and Focus Group Discussion (FGD) in order to come with rich source of data needed for the analysis and interpretation.

The findings of the study reveal that most of Bagobos written literature are narratives. An indication that Bagobos loves to share their identities, norms, way of living, and traditional belief system which formed based on their realities and experiences. Moreover, and medicines. Thus, preservation and protection of their sacred environmental should be done. They also believed that husband and wife have equal role in the community despite their belief on collectivism which in other tribal society hinders equality. Bagobos are also submission to the authority because they believe their elders knew better. Thus, their practice of arranged marriage may be respected because they have their reasons of continuing this tradition. Moreover, Bagobos other Indigenous People (IP) may be given recognition for their contribution in introducing alternative and herbal medicines.

As to the educational implication, the findings suggest that curriculum Bagobo stories may be written as part of the school reading materials. Likewise, values which deal with respect to elders, importance of family, protection and preservation of the environment, and significance of alternative herbal medicines may be promoted.

ACTION RESEARCH SKILLS AND ENGAGEMENT OF PUBLIC SECONDARY SCHOOL TEACHERS

Author: Mitzi Vera Antoinette L. Castillo

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The study was conducted to evaluate the action research skills and engagement of public secondary school teachers of the selected schools in Matanao 1, Manatao District, Division of Davao del Sur. Descriptive-correlational research and stratified random sampling were employed. There were 138 respondents in the study. Data were gathered using a questionnaire. Mean, frequency, standard deviation, chi-square and Pearson r were used in data analysis.

The respondents average age of the respondents is 30 years old, mostly females, and married. Moreover, in terms of eligibility, out of 138 respondents, 127 are LET eligible and 11 has PBET eligibility or its equivalent. In terms of position at work, most of the respondents are occupying Teacher II position and generally earned master's units.

General results showed that the level of teachers' action research skills was high, a manifestation that the teachers possess the knowledge and skills in conducting a research. In aggregate, the action research engagement was high.

It was found that on the demographic variables, gender and years of teaching of the teachers obtained lower than the level of significance suggesting slight correlation and almost negligible relationship to the teachers' action research skills, while age, civil status, position or rank, and educational qualification failed to provide sufficient evidence to reject the null hypothesis.

Overall, the level of teachers' action research skills do not significantly influence the level of engagement to action research. Thus, school administrators should provide more trainings, workshops and seminars to accommodate the needs of teachers to learn and develop through action research and further increase the teachers' commitment to engage to action research.

LANGUAGES GAMES ON THE VOCABULARY ENHANCEMENT OF THE STUDENTS

Author: Judy Ann A. Ceballos

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The study was conducted to provide empirical evidence on the effect of language games in enhancing the English vocabulary of students in Inawayan National High School, North-Sta. Cruz district, Division of Davao del Sur. Quasi-Experimental research using pre-test and post-test for control group and experimental group were employed. There were 64 respondents in the study. Data were gathered using a researcher-made module. T-test for independent variables in the pretest between the control and experimental groups was used in data analysis.

The learners had an average age of 14 years old, mostly males, and Grade 7 students. These learners perform unsatisfactorily in the pre-test result as they failed the vocabulary test garnering an unsatisfactory vocabulary skill or did not meet the expectation. The post-test result of the experimental group was significantly higher than those of the control group,

THE KINESICS OF LANGUAGE LEARNING ANXIETY: A NON-VERBAL GUES

Author: Gerson A. Dalumpines
Adviser: Meliza P. Alo, Ed.D

Year: 2020

The main trust of this study was to analyze the kinesics of the students in reading, writing and speaking skills. This study would significantly help the teachers to understand and interpret the kinesics portrayed by a student. It is not only the teachers who could benefit the kinesics portrayed by a student. It is only the teachers who could benefit but the students as well, so they will be aware of their gestures.

It supports educational practices in terms of kinesics observed in other subject as well as in teaching pedagogy specifically in other learning areas like grammar and literature, this kinesics do not bring negative meaning only but this could serve as guide for the students and teachers on the possible feelings and emotions that students feel on the language learning.

Understanding the level of meaning can help the teachers to develop deeper understanding on the gesture. They will be able to understand the non-verbal and oral meaning of the gesture or gaze as they know how to analyze them. It is only the teacher who will be aware of those gestures but the students as well.

In addition, the specific kinesics observed can widen the students' perspective on the reading, writing and speaking skills.

Through this, an instructional material was designed to help them specifically grade 7 students as the respondent on this study of Tacul Agriculture High School, Magsaysay South District, Division of Davao del Sur.

AESTHETIC FURTHERANCE OF MULTI-MEDIA ENHANCED LEARNING IN ENGLISH INSTRUCTION: A PHENOMENOLOGICAL STUDY

Author: Noelyn Gay M. Duran

Year: 2020

Adviser: Marilou C. Sabud Ph.D

The primary objective in conducting this study is to explore into the implementation of aesthetic furtherance of Multi-media in English Instruction of teachers. This is a qualitative research, delves into the phenomena, analyzes and make sense of unstructured data. This was conducted from January to April 2020 in the Division of Digos City.

With the stated themes generated from data analysis, it can be concluded that the perspectives of teachers regarding the aesthetic furtherance of multi-media in English instruction are as follows: it promotes digital environments; it supports purposive learning; and encourages integrative approach. The common views of the participants on the difficulties they have encountered in their journey towards aesthetic furtherance of multi-media in English instruction are as follows: enadequate computer in the classroom; connectivity problem; teachers' lack of expertise in using multi-media on student learning are: improved students' interaction; enhanced students' creativity and increased academic outcome.

As a learning acumen, the aesthetic furtherance of multi-media in the English instruction increased the ability and proficiency of students as they surfed relevant and updated online resources through the world wide web, bringing into the core a rich media culture.

Moreover, Language Arts instruction teachers should integrate the use of digital applications and model high standards for work, communication, and behavior. When students are active participants in asking questions, designing procedures, carrying out investigations, and analyzing data, they take responsibility for their own learning, and improve their critical thinking skills. Teachers must necessitate critical thinking skills and enable students to engage in their own learning as they cooperate with their peers in coming up a worthy output. It is therefore essential that students be given proper orientation on the varied aspects of multi-media application to equip them to the challenges ahead and be globally competitive.

VERBAL APTITUDE AND ACADEMIC PERFORMANCE OF GRADE 7 STUDENTS OF BATO NATIONAL HIGH SCHOOL

Author: Monibina S. Escolta

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The study was conducted to evaluate the level of verbal aptitude and academic performance of the Grade 7 students of Bato National High School, Division of Davao del Sur. The study used a descriptive-correlational design. There were 137 respondents in the study. Data were gathered using a standard and adopted questionnaire. Percentage, Arithmetic Mean, and Pearson r were used in data analysis.

The overall level of students' verbal aptitude is below average, denoting that most of the time the students cannot express ideas using appropriate words in an understandable manner, use wrong grammar and does not demonstrate sentence-forming skills.

The Level of Academic Performance in English for the Grade 7 students was at Approaching Proficiency, denoting that the students at this level developed fundamental knowledge, skills and with guidance from the teacher or with the peers, and can transfer them these understanding through authentic tasks Level of Academic Performance in English. Based on statistical analysis, it was found out that there is no significant relationship between the students' verbal aptitude and Academic performance in English among Grade 7 Students. It is further presented in the study an action plan that would enhance the verbal aptitude of the students. Though it was not significantly correlated to the academic performance, but it is a significant element in facilitating effective communication.

THE ENGLISH TEACHERS' THEORETICAL ORIENTATION: ITS EFFECT ON STUDENTS' READING COMPREHENSION

Author: Kezzen B. Fuentes

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The study was conducted to determine the theoretical orientation to reading of the English teachers. It also sought to find out the level of reading comprehension of the pupils. Lastly, it aimed to discover whether there are significant differences in pupils' reading comprehension when they are grouped according to teachers' theoretical orientation to reading.

The Theoretical Orientation to Reading Profile (Deford, 1985) was used to determine teachers' reading orientation. Researcher made reading comprehension test was used to determine pupils' reading comprehension level. The findings revealed that the English teachers are phonics and skills oriented. Majority of the pupils were in the literal level of reading comprehension. There was no significant difference between pupils' reading comprehension level when they were grouped according to teacher's theoretical orientation to reading.

Based on the findings and conclusions, the following recommendations are offered: a training design for teachers must be prepared specifically on the approaches that would help the pupils improve their reading comprehension level; a revisit of the syllabus contents and competencies must be undertaken to incorporate, therein, the explicit teaching of reading comprehension to students.

LANGUAGE ANXIETY AND ORAL PROFICIENCY OF GRADE 9 STUDENTS IN BATO NATIONAL HIGH SCHOOL

Author: Nahara A. Gallogo

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The study was conducted to find out the level students' language frazzles and its correlation to their oral Proficiency among Grade 9 students of Bato National High School, Sta Cruz, in the Division of Davao del Sur for the S.Y 2019-2020. Descriptive-correlational research and complete enumeration of the respondents from Grade 9 classes were employed. There were 135 respondents in the study. Data were gathered using 2 sets of standardized questionnaire. Percentage, mean, and Pearson r were used in data analysis.

The socio-demographic characteristics of the respondents is an indicative that respondents were inclined to use multimedia and internet, their parents were educated and learning. The language anxiety of the respondents was average and can cope with these anxiety considering it has motivation to continue learning the second language. While, the level of oral proficiency of the respondents was intermediate high an indicative that the respondents were average learners equipped with language rules.

Based on statistical analysis, it was found out that there is no significant relationship between socio-demographic and economic characteristics to the level of language anxiety of the respondents and the level of oral proficiency. Finally, it was found out that there is a significant relationship between the level of language anxiety and the level of oral proficiency of the respondents.

COMMUNICATIVE COMPETENCE IN TEXTING OF GRADE 8 STUDENTS

Author: Samantha Bea F. Gasing

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The study investigated the "Communicate Competence in Texting o Grade 8 students". The research answered the questions on the occasion students use their cellphones, the way students compose their text messages, and the communication skill in writing English language as impacted by texting. This study was conducted among Grade 8 students in a government secondary school. In-depth interviews were conducted to get relevant result. Data revealed that students use cellphones for specific purposes. They used it for educational and recreational purposes. With texting, informants revealed themes of short cut messaging with the subthemes of convenience and indolence. Writing skill of student under investigation was observed to be problematic as shown in their sample statements. This study shows that students are closely engaged with their cellphone that they use it every day and anywhere. This study shows student's close engagement with their cellphones. This should post alarm to parents that they should constantly monitor their children on the use of their cellphones. English teachers should regulate the use of cellphones inside the classroom. Teachers should advise students that acronyms and shortcut texting should be avoided in formal communication. More so, the communication skill in writing English should be harnessed in class. English teachers may design and develop bridging activities that focus on grammar so that the students can regularly practice writing in English following the correct grammar rules.

Keywords: *Communicative competence, texting, English, qualitative method*

METACOGNITIVE STRATEGIES AND STUDENTS' READING PROFICIENCY

Author: Leigh Krinae D. Gatcho

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The study was conducted to determine the significant relationship between metacognitive reading strategies and the reading proficiency of the Grade 7 in Hagonoy National High School, Hagonoy II District, Division of Davao de Sur. Descriptive-correlational research method was employed. There were 145 respondents in the study. Data were gathered using an adopted questionnaire. Descriptive and inferential descriptive statistics were used in data analysis.

The learners were average users of Metacognitive Reading Strategies. Among the three categories of this reading strategies, it was found out that they preferred using Problem Solving Strategies and Support Reading Strategies more often than Global Reading Strategies. And Majority of the student-respondents had a reading performance at an approaching proficiency (AP) and proficient levels considered as instructional readers.

There was a significant relationship between metacognitive reading strategies and reading proficiency of the students. The combined contribution of Metacognitive Reading Strategies significantly influenced the level of the respondents reading proficiency. Among the three Metacognitive Reading Strategies, Problem Solving Strategies were most preferred by the students. Within the category of problem-solving strategies, all strategies were reported to be of high usage. The more frequent the students use metacognitive reading strategies, the higher is their level of reading proficiency becomes.

READING PRACTICES AND PERFORMANCE IN RELATION TO THE WRITING SKILLS OF GRADE 10 STUDENTS

Author: Kriztin Zaira C. Gautier

Year: 2020

Adviser: Meliza P. Alo, Ed.D

The study was conducted to evaluate the reading practices in relation to the writing skills of grade 10 students of Barayong National High School, Magsaysay, Davao del Sur. Descriptive-correlational research design was employed. There were 166 respondents in the study. Data were gathered using an adopted survey questionnaires. Arithmetic Mean, frequency, percentage and Pearson-R were used in data analysis.

Results showed that Grade 10 students are very often employ various reading practices. They can well recognized words but having the difficulty in comprehension higher than the difficulty in word recognition resulting them to remain at the instructional levels. The Grade 10 students have low level of writing skills, lack basic knowledge of English, and were very poorly appropriate in language function as defined in the criteria for rating writing skills. Further, results showed that the reading practices of the Grade 10 students had a positive effect on reading performance both in the difficulties on word recognition and comprehension. The more the students are trying to understand what they are reading, the more they are likely to enhance their linguistic proficiency.

The writing performance of the Grade 10 students is influenced by their reading practices. The writing skills of the Grade 10 students is dependent to their reading performance. How the students comprehend to what they are reading is translated to how they are going to organize their thought into writing.

Generally, the result of the study revealed that the numerical data provided sufficient evidence to reject the null hypothesis for there is a significant relationship between the students' reading performance and their level of writing skills. This implies that the writing skills is dependent to their level of writing. This implies that the writing skills is dependent to their reading performance. How the students comprehend maybe translated to how they organize their thought into writing.

EFFECTIVENESS OF SEMIOTIC-BASED APPROACH IN ENGLISH INSTRUCTION ON THE LANGUAGE PROFICIENCY OF GRADE 8 STUDENTS.

Author: Marichu V. Javelona

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The primary purpose of this study is to determine the effectiveness Semiotic-Based approach in English instruction in the daily lesson and find out its effect on the vocabulary development Grade 8 learners. This was conducted among the Grade 8 students at Matanao National High School, Division of Davao del Sur. This was conducted in November up to March, 2020.

On the basis of the analyses of data, the following findings were drawn:

The pretest mean score ratings in English of Grade 8 learners in the conventional group and the experimental group utilizing the Semiotic-Based approach in English instruction are described as unsatisfactorily and are noted to be comparable.

The posttest mean score rating in English of Grade 8 learners in the conventional group is described as beginning; in the experimental group utilizing the Semiotic-Based approach in English instruction is described as approaching proficiency.

The mean score rating in English of Grade 8 learners in the conventional group is much lower as compared to the students under the Semiotic-Based approach in English instruction which is significantly higher.

There is no significant difference on the pretest mean score rating in English of Grade 8 learners in the conventional group and the experimental group utilizing the Semiotic-Based approach in English instruction.

There is a significant difference on the posttest mean score rating in English of Grade 8 learners in the conventional group and the experimental group utilizing the Semiotic-Based approach in English instruction;

There is a significant difference on the mean gain ratings in English of Grade 8 learners in the conventional group and the experimental group utilizing the Semiotic-Based approach in English instruction;

As a learning insight, the researcher commends the use of Semiotic-Based approach in English instruction to improve the language proficiency of students.

PERSONAL AND SOCIAL FACTORS AFFECTING THE PERFORMANCE IN ENGLISH OF THE GENERATION Z STUDENTS

Author: Gervien Jay D. Lanoy
Adviser: Amelie T. Bello, Ed.D

Year: 2020

The primary intention of this study was to determine the personal and social factors affecting the English performance of the Generation Z students. Respondents of this study were the Grade 10 students who belonged to the Generation Z and who were enrolled during the School Year 2019-2020 in the selected high schools in Magsaysay South District, Division of Davao del Sur. An adopted survey instrument was utilized in gathering the data. Arithmetic Mean and Pearson Product Moment Correlation Coefficient were the statistical tools used to treat the gathered data.

Results indicated that the levels of the personal and social factors were both high, while the level of English performance of students was satisfactorily. Further, it was found out that personal and environmental factors were significantly correlated to the English performance of the students. Thus, it can be concluded that personal and social factors greatly influenced the English performance of the students in the Generation.

EFFECTIVENESS OF PHONOLOGY-BASED READING INSTRUCTION AND WORD RECONITION SKILLS OF BEGINNING READERS.

Author: Jamalia M. Lumampa
Adviser: Meliza P. Alo, Ed.D

Year: 2020

The main objective of this study was to find out the effectiveness of Phonology-based Reading instruction to the Grade pupil's word recognition skills were identified as beginning readers and non-readers in Matanao Central Elementary School, Matanao I District, Division of Davao del Sur for the school year 2019-2020. Quasi-posttest was utilized in this study. A purpose sampling technique was employed in determining of grade 5 pupils who were under the beginning reading level based on the Phil-IRI form 3 on the reading pre-test assessment. Total of 20 grade 5 pupils were considered the subjects of the study.

Result of the data analysis showed that the grade 5 beginning reader's pupils can only read level 1 of the word recognition assessment tool before the conduct of the study. In the posttest, the grade 5 pupils beginning readers can fully read up fully read up to level 10 of the word recognition assessment tool. Overall, the mean gain score rating of the Grade 5 pupils beginning readers showed a significant increase of performance in the word recognition denoting that the phonology-based reading is effective as an intervention, helped in improving the word recognition skills of the pupils

TEACHING NON-MAJOR SUBJECTS: CHALLENGE OF MISMATCH TEACHERS

Author: Mary Kris J. Melencion

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The purpose of this qualitative phenomenological study was to explore common themes from lived experiences of non-Education major teachers who were teaching in the elementary level. This was to unveil the complexities surrounding this kind of teaching as the fundamental meanings of our lived experiences were still overlooked. The participants were the teachers teaching non-major subject in the district of Digos Oriental, Division of Digos City which was conducted in the school year 2019-2020. The method of data gathering was through in-depth interview and focus group discussion to 10 key informants and study participants.

The contributors of this study lay in its making available the experiences and insights of non-English majors on out-of-field teaching as well as the constructs derived from the findings. Moreover, it also presented advantages of using the qualitative approach in understanding certain experiences. It had also opened opportunities and ideas for future researchers in as much as there is more to be learned about out-of-field teaching.

Based from the findings and conclusion of the study the following recommendation were drawn: future research may be conducted on the experiences of out-of-field teachers in the workplace with another group of participants in order to strengthen and validate the findings of this study since the findings of this study are not generalizable beyond fourteen participants; future research may be conducted on the challenges of out-of-field teachers throughout Region XI and be extended to other regions to add to the research base and gather more information and insights from other out-of-fields teachers; future research may be done by conducting a re-interview with some participants to find out if their views and insights on the experiences have not changed over time; further research could be done to investigate the same phenomenon among teachers of the private schools since this study was specifically done, for teachers in the public schools; and further research may also be conducted to determine the students' and school heads' view and insights on out-of-field teachers in the workplace to confirm the findings of this study.

INSTRUCTIONAL CLIMATE AND STUDENTS' SATISFACTION AMONG CHINESE MANDARIN

Author: Romnel Jules Pajigal

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The study was conducted to determine the instructional climate and students' satisfaction among Chinese-Mandarin classes, under Special Foreign Language Program of the Department of Education specifically Hagonoy National High School (HNHS), Barayong National High School (BNHS), Matanao National High School (MNHS), and Sta. Cruz National High School (SCNHS) all in the Division of Davao del Sur for the S.Y 2019-2020. The study utilized a descriptive – correlation research design. It employed complete enumeration of all the 14 FL teachers and stratified random sampling for the 100 FL student.

Results showed that the level of instructional climate of the SPFL-Chinese Mandarin Classes when analyzed in terms of School support (3.73), Teacher attributes (3.62), students attributes (3.35) and community linkages (3.68) an indicative that the level of instructional climate of SPFL Chinese Mandarin classes was high, denoting a quality instructional climate that develop students' skills in listening, reading, and writing, speaking and viewing as fundamental to acquiring communicate competence in a second foreign language as stated in DepEd Memorandum No 560, s 2008.

The SPFL-Chinese Mandarin students were very satisfied of the instructional climate (4.42) and yielded the greatest extent of satisfaction. The test of significant relationship between the Level of the instructional climate of the SPFL-Chinese Mandarin Class and Students' satisfaction was computed using Pearson-r denotes significant correlation denoting a significant relationship between the level of instructional climate of the SPFL-Chinese Mandarin and the students' satisfaction.

EXTENT OF *KOINEISATION* USAGE OF PRIVATE SCHOOL STUDENTS AND THEIR ACADEMIC PROFICIENCY LEVEL IN ENGLISH

Author: Loui Jay A. PITPIT

Year: 2020

Adviser: Marilou C. Sabud, Ph.D

The utmost aim of this study is to examine the extent of koineisation usage and its effect on the communication arts rating among Grade 10 students in the private schools in Digos City.

As gathered from the authentic data, the following conclusions are made. The grade 10 students from the Private schools utilized Koineisation frequently in their daily conversation. On the other hand, the level of academic proficiency of Grade 10 students in the private schools as stipulated in their second quarter rating is described as proficient.

Subsequently, data revealed that there is no significant relationship between the Extent of Koineisation usage and Academic Proficiency in English of Grade 10 Students.

As a learning insight, the researcher concurred that when there is mentor support, assistance and constant oral communication exercises, the communicative competence of students is further honed, paving way to enhanced, improved academic proficiency in English instruction. In consonance to this, the notable programs and projects in the private schools such as the Debate Club; the Theater Guild; the Toast Master's Junior Group and Campus Journalism, enhanced the language Proficiency of students and paved way to improved institutional academic landscape.

It is therefore necessary to provide developmentally appropriate programs and projects that would enhance the language competence of students and deter them from using ethno-language that hampers their language proficiency.

The primordial purpose of this study was to into the integration of DRRM concept in English instruction among the secondary teachers from Cagas-ALo National High School, Division of Digos City.

The researcher collected the data, through in-depth interview. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts.

With the stated themes generated from data analysis, it can be concluded that; the integration activities of teachers that enhanced students' awareness, preparedness and enlightenment of Disaster

Risk Reduction Management (DRRM) in English Instruction are: DRRM Drill; DRRM Poster Making; and DRRM Slogan Writing.

Conversely, the challenges and barriers that hindered the teachers in integrating DRRM in their routinely instructional task are as follows: uncomfortable temporary learning shelter; and enforced enhanced community quarantine. On the other hand, the impact of Disaster Risk Reduction Management (DRRM) integration among the students are disaster preparedness; and coordination.

As a learning insight, the researcher acknowledges the importance of the integration of DRRM concept into the fiber of instruction. Anent to this, it is essential that when precautionary measures are set by the government such as the Issuance of Enhanced Quarantine to Modified Quarantine, the students should be made aware of their responsibility and avoid unnecessary risk by heeding obediently to protocols. Furthermore, prevention is better than cure, hence, in the face of impending disasters, it is necessary to obtain good decision making and immediately go to the nearest evacuation area when calamities strike; create relevant options; and coordinate with authorized persons and government officials.

CORRELATES OF COGNITIVE AND AFFECTIVE EMPATHY TO THE PROFICIENCY OF GRADE 8 STUDENTS

Author: Rodeth Jane C. Quezada

Year: 2020

Adviser: Meliza P. Alo, Ph.D

The study was conducted to find out the degree of correlation between the cognitive and affective empathy and the oral proficiency of the Grade 8 students in Davao del Sur School of Fisheries Bolton Extension specifically it aimed to determine the cognitive and affective empathy in terms of ; Self Awareness, Self-Management, Motivation, Rapport and Relationship Management. It also aimed to determine the oral proficiency level of the students in terms of; Grammar, Fluency and Pronunciation.

This study employed a descriptive-correlation design. Descriptive statistics was used such as frequency, percentage distribution, mean, standard deviation and Pearson-r correlation to test hypothesis at 5% level of significance. A complete enumeration was employed and 155 grade 8 students at Davao del Sur School of Fisheries Bolton Extension were considered in the study. The Goleman's Cognitive & Affective Empathy questionnaire & Oral Test were utilized to gather needed data.

Results showed that Grade 8 students oftentimes demonstrate cognitive and affective empathy. The Grade 8 students have average oral proficiency. They were able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves. Pronunciation was good and did not interfere with communication. Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and grouping for words.

The combined contribution of cognitive and affective empathy in terms of self-awareness, self-management, motivation, rapport and relationship management significantly influence the students' level of oral proficiency. This provides a sufficient evidence to reject the null hypothesis, hence, the students' cognitive and affective empathy significantly influenced their oral proficiency.

THE SOCIOPRAGMATIC KNOWLEDGE OF GRADE 10 LEARNERS: AN ANALYSIS OF ENGLISH LANGUAGE COMPETENCE

Author: Floramie B. Rellon

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

The study was conducted to investigate the sociopragmatic knowledge of Grade 10 learners by analyzing their English language competence. It answered the questions about the common words used; the context of utterances; and the English language competence. The common English language terms used by Grade 10 students are categorized into greetings, expressions, questions, game terms, apologies, parting statements, agreement, disagreement, asking permission, and adoration. The context of utterances can be categorized into four situations where words/phrases are often heard: before class starts; during class discussions; after the class; and during teachers' absence. The sociopragmatic knowledge of students in using the English language is limited to classroom setting, and their expressions were also limited to what relates to online games. They even used game terms in their daily activities at school. Future directions can be pursued aligned with the results presented. Teachers should provide students with relevant texts at their level. Reading should be part of everyday learning goals and be reinforced in the English curriculum. In promoting the use of English language and its mastery, students may be given assignment or activities that may involve them using English language outside the classroom settings. This activity if done constantly may be able to enhance the sociopragmatic knowledge of the students. English teachers should not stop nor falter un using English language during class discussion. English teachers should provide avenues in the classroom where students are encouraged to make conversations using English language, like asking them to perform role plays and dialogue during class activities.

EFFECTIVENESS OF INTERACTIVE AND PRINTED MEDIA TOWARDS THE VOCABULARY DEVELOPMENT AMONG BAGOBO STUDENTS

Author: Renato P. Roque, Jr.
Adviser: Meliza P. Alo, Ed.D

Year: 2020

The study was conducted to evaluate the effectiveness of interactive and printed media towards the vocabulary development among bagobo students of the high school learners in Inawayan National High School – Tibolo Extension, Santa Cruz- North District, Division of Davao del Sur. One-Group Pretest – Posttest Design and Purposive Sampling were utilized. There were 17 respondents in the study. Data were gathered using a questionnaire. Percentage, mean, T-test were used in data analysis.

Based on the statistical analysis, results showed that the use of interactive and printed media as a teaching strategy is effective. The Bagobo students learn more through the use of Interactive and printed media resulting in the improved vocabulary skills. Moreover, the Bagobo students obtained below average performances in the pretest denoting a little knowledge on vocabulary. The teaching of English vocabulary was enhanced by through the interactive and printed media. The Bagobo students performed better in the posttest assessment than the pretest. The result implies the effect of interactive and print media usage in enhancing the vocabulary skills despite the difficulty in learning a second language-English due to cultural language barrier.

Overall, there is a significant difference between the pretest and post-test scores on Vocabulary assessment of Grade 10 Bagobo students treated with Interactive and printed media. This implied that the vocabulary of the grade 10 Bagobo students have improved after incorporating the interactive and printed media in teaching vocabulary.

THE TRAVERSE OF TAGAKAULO LEARNERS IN LEARNING ENGLISH: A LINGUISTIC PHENOMENON

Author: Analou T. Sanico

Year: 2020

Adviser: Siverlyn Camposano, Ph.D

The main thrust of this study was to investigate the Grade 8 students in delving with the struggles in learning English of the *IP-Tagakaulo* student's conducted in the Municipality of Malungon, Barangay LUtay sitio Dalamuan. The researcher used an In-depth Interview (IDI) and Focus Group Discussion (FGD) in order to come with rich source of data needed for the analysis and interpretation.

The findings of the study, several concepts are formulated. First Tagakaulo students' struggles in learning English are not different from other non-tribal learners. It implies that in learning second language, indigenous students experience similar difficulties. This may due to the similarity of their native languages and the target language they want to learn. Second, culture and upbringing of learners may affect student's motivation in learning English. Filipino students have the drive to learn English because it will give them more opportunities than not learning it. Third, English teachers need to enhance and strengthen their corrective feedback knowledge and skills in order for them to practice the concept effectively. Fourth, students remember those teaching strategies which challenge them more. Fifth, the students prefer teaching strategies which are outcomes and performance-based. Sixth, students find meaningful experiences in English in spite of their challenge's conditions.

PERSPECTIVES OF TEACHERS IN TRANSLANGUAGING AS PEDAGOGICAL SCAFFOLDING IN COMMUNICATION ARTS: A PHENOMENOLOGICAL STUDY

Author: Beverly A. Santos

Year: 2020

Adviser: Siverlyn Camposano, Ph.D

The primary purpose of this phenomenological study is to highlight the day to day translanguaging practices of Senior High School Teachers handling English Instruction. This delved into their experiences, their enabling conditions, perceptions, emotions, and routinely instructional activities. This was conducted in November up to March, 2020.

The method of gathering data includes Focus Group Discussion, Interview, Participation/Observation. The following findings were drawn: the teachers view translanguaging as an intergrated communication system; a student-centered approach; and embeds contextualized process. On the other hand, the mechanisms used by teachers in their translanguaging practice comprises cooperative learning; explicit teaching; and blended approach. Subsequently, the intervention scheme that is pointed out by the participants to further improve translanguaging are regular conduct of Learning Action Cell; provision of computer-alded Instructional Materials; and teachers' Attendance to Training.

As a learning insight, the researcher recognizes the importance of translating curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. Through the utilization of translanguaging, which uses the students' L1 to scaffold their understanding of L3, appropriate mechanisms and tools are necessary to propel students' learning towards improved academic outcome.

DILEMMAS OF ENGLISH TEACHERS WITH SECONDARY NON-READERS: A PHENOMENOLOGICAL STUDY

Author: Shiela B. Señeres

Year: 2020

Adviser: Cindy B. Rosil, Ed.D

Being a teacher made us realize that definition of reading has moved beyond decoding printed symbols and recognizing words. That reading is a process of constructing meaning to a written text. It is a dream of any teacher that every student may acquire knowledge, skill, and understanding to combat the challenges of life in order to meet the global demands.. This qualitative phenomenological study was conducted to explore the dilemma of Junior High School English Teachers toward non-readers particularly those who are teaching in Grades 7 and 8 in Davao del Sur in SY 2019- 2020. The researcher used Key informant interview (KII) to generate the needed data from the chosen 8 participants who were selected via purposive sampling. The results revealed three pertinent challenges encountered by teachers in their Grade four non-readers. These were phonemes mismatching, slow mental reflexes, and time unavailability. Meanwhile, in the nature of the study teachers from Grade four level had experienced issues with non-readers, they did struggle yet they were able to overcome the indicated predicament with what they considered as solutions in coping with the identified three struggles. Their coping mechanisms were seatmate-reading companion-strategy, remedial reading during lunch time and provision of photocopied reading instruction. Thus, as an implication the findings of the study provide relevant and important information for the improvement of the delivery of assistance, instruction and attention with the matters that concern about initiatives to improve instruction for non-readers in Junior High School.

VISUAL CLUES IN TEACHING LANGUAGE AMONG GRADE 7 STUDENTS

Author: Ernesto J. Soberano Jr.

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

This study was conducted to determine the effect of the visual clues to the Grade 7 students of Barayong National High School, Magsaysay North District, Division of Davao Occidental. Quasi – non equivalent experimental research and stratified random sampling were gathered using a questionnaire. Percentage, arithmetic mean, and T –test were used in data analysis.

Results show that the pretest mean score rating of the students in both groups were low and did not meet expected competency before the start of the experiment. After the conduct of the study, posttest was conducted and result showed that the control group remained group showed a significant increase and was at satisfactory level. The students under the control group utilizing regular method of teaching performed satisfactorily, while the students in the experimental group utilizing the Visual Clues demonstrated a satisfactorily performance, denoting that there was a positive effect towards the academic performance of the students.

Overall finding revealed that there was a significant differences on the mean gain score ratings of the control and experimental groups. This means that students in Visual Clues is significantly an effective intervention to the language learning of the Grade 7 students.

SUERTE: STRATEGIC AND UNIFIED EDUCATIONAL REINFORCEMENT TECHNIQUE IN ENGLISH FOR STUDENTS WRITING PERFORMANCE

Author: Josephine M. Suerte

Year: 2020

Adviser: Siverlyn M. Camposano, Ph.D

This study employed quasi-experimental research design. Quasi-experimental studies evaluate the association between an intervention and an outcome using experiments in which the intervention is not randomly assigned. There were two (2) groups for Grade 9 students in Banate Nationa High School wherein were identified based on the researcher's assessment as least learned students.

Findings showed that the students' pretest writing performance was at below average level showing lack of clear organizational plan, confused, having limited vocabulary where errors impaired communication in writing. The increase in the mean gain in the experimental group was attributed to the utilization on SUERTE approach as an intervention in improving the writing performance of the students which shows that the SUERTE approach is an effective intervention in the writing performance of Grade 9 students in English. In the pretest, both experimental and control groups displayed unsatisfactorily or below average level writing performance before the experiment had been conducted by the teacher. In the posttest, the students who had been exposed to SUERTE approach had higher posttest scores than of the students who had been exposed to regular remediation approach in writing. The students who were exposed to SUERTE approach were more motivated and engaged in learning. They showed more interest and motivation, and stayed more engaged in the writing activities.

Keywords: *Suerte, writing, learning, strategic technique, unified technique*

THE EXTENT OF CHALLENGES AND COPING MECHANISMS IN LANGUAGE TRANSITION AMONG GRADE FOUR PUPILS AND TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

Author: Ledie Lou C. Superales
Adviser: Meliza P. Alo, Ed.D

Year: 2020

This study was conducted to find out the teachers' coping mechanisms to the challenges in the language transition of the Grade 4 pupils of Hagonoy 2 District, Division of Davao del Sur. Descriptive-correlational research were employed. There were 120 grade 4 teachers as the respondents in the study. Data were gathered using a questionnaire. Scale, description and interpretation were used in data analysis.

The teachers were Grade 4 teachers of Hagonoy II District. They had very good or positive attitude and had strong efficacy in teaching English. The challenges met language transition by the grade 4 teachers and pupils as analyzed in terms of the extent of challenges on the pupils' attitude and on the challenges on Teachers' Teaching.

Over-all the challenges met in language transition by the Grade 4 Pupils and Teachers was at average level. This means that the challenges in language transition were manifested and observed some of the time. The coping mechanisms of grade 4 teachers in language transition was implemented and utilized at a high level. This implies that the teachers' employed several strategies and mechanisms in coping the challenges met in language transition.

Based on statistical analysis. There were no significant relationship between the challenges in the language transition and the teachers' coping mechanism. The pupils and teachers' challenges on the language transition were not addressed by the teachers' coping with the difficulties of the pupils in learning a new language do not have a significant impact.

ANXIETY PREDICAMENT IN ORAL ENGLISH CLASSROOM: A CASE STUDY

Author: Dolly G. Telacas

Year: 2020

Adviser: Marilou C. Sabud, Ph.D

The primary objective of this study is to conduct a case study on the causes of anxiety predicament in Oral English among selected secondary students at Davao del Sur School Fisheries.

With the stated themes generated from the one on one interview, the subsequent data analysis, obtained this conclusion. The student-participants' perceived difficulty in oral English language communication are specifically on vocabulary development; grammar rules and fluency. Conversely, the detailed efforts made by the student-participants to overcome their anxiety in oral English language are constant oral reading practice; mastery of grammar rules and frequent exposure to tongue twisters. Moreover, the support system provided by the teachers to help students overcome anxiety in oral English language are regular conduct of speech craft intervention; provision of instructional work sheets connecting grammar lessons and periodic exposure to Classroom Theater Arts.

As a learning insight, the researcher recognizes the importance of the teachers' role in providing developmentally appropriate interventions that would cater to students' learning needs and help them overcome anxiety in oral English language. Subsequently, teachers must see to it that lessons are contextually relevant and responsive to learner's needs, incorporating suitable pedagogical interventions towards improved oral communication skills of students.

BLENDED LEARNING IN ENGLISH INSTRUCTION AND STUDENTS ENGLISH PROFICIENCY LEVEL

Author: Janice E. Villacorte

Year: 2020

Adviser: Marilou C. Sabud, Ph.D

The utmost objective of this study is to find out the level of teachers' implementation of Blended Learning Environment in English instruction its relationship to the proficiency level of Grade Six Students in English. This study was conducted from January to March 2020, in all schools in Sulop District, Division of Davao del Sur.

As based on the findings, these are the results; the level of implementation of teachers in Blended Learning Environment is described as often, which implied that teachers frequently employed BLE in their classes. The proficiency level in English of Grade six students in blended learning environment is described as proficiency.

Authentic data revealed that there is a significant relationship between the level of teachers' implementation of blended environment on the proficiency level in English of Grade six students. As a learning insight, it can be concluded that the students' proficiency level in English is more enhanced in the blended learning environment.

Master of Arts in Education (Mathematics Teaching)

JIGSAW TECHNIQUE: AMELLIORATING BANES THROUGH REINFORCEMENT IN LEARNING (ABRIL) MATHEMATICS

Author: Kayla Krizzia B. Abril

Year: 2020

Adviser: Levi S. Dumayac, MAED

This was conducted to determine the effectiveness of the Jigsaw Learning Technique: Ameliorating Banas Through Reinforcement In Learning (ABRIL) Mathematics as an intervention in teaching Mathematics in enhancing the academic performance of Grade 7 mathematics students at Kinabalan Integrated School, Sarangani Province for the School Year 2019-2020. Quasi-experimental research was used to attain the objectives.

Results show that the pretest mean score rating of the students in both groups were at the beginning level and did not meet expected performance. In the posttest, the mean score rating of the students in the control group remained at the beginning level, while the experimental group were at the developing level. The greater increase in the score of experimental group denotes that the Jigsaw: ABRIL is an effective intervention in the academic performance of grade 7 students in Mathematics. This indicates that the posttest mean score rating of the students that were exposed to jigsaw technique is significantly higher than the posttest score rating of the students who utilized the regular method.

The mean gain score ratings of the two groups of students was tested using t-test for independent samples with equal variances that obtained the t-value (2.194) with a p-value of 0.003, which is less than the 0.05 level of significance denoting a significant difference on the performance of students in Mathematics utilizing the regular method and jigsaw technique, thus, was found moderately effective.

INTERACTIVITY IN MATHEMATICS LEARNING AND PROBLEM SOLVING SKILLS OF GRADE 5 B'LAAN PUPILS

Author: Janica Sovietskaya P. Agbon

Year: 2020

Adviser: Levi S. Dumayac, MAED

This study was to determine the significant relationship between the interactivity in mathematics learning and problem-solving skills among Grade 5 B'laan pupils. Hence, the emphasis on teaching quality and the level of knowledge of teachers in Mathematics in Savoy Elementary School, Matanao, Davao del Sur.

This study was guided along these set of questions to determine the pretest mean score ratings of the experimental and the control groups; to determine the post-test mean score ratings of the experimental and the control groups; to determine the mean gain score ratings of the experimental and the control groups; to determine the significant difference on the pretest mean score ratings of the experimental and the control groups; to determine the significant difference on the post-test mean score ratings of the experimental and the control groups; and to determine the significant difference on the mean gain score ratings of the experimental and the control groups of the Grade 5 B'laan pupils in mathematics.

It is recommended that there is a strengthening the use of Interactivity in mathematics and problem solving skills approach as part of the instructional materials in the K to 12 class; Informing Mathematics coordinator/department head regarding the usefulness of the approach to increase the learners' academic achievement in the subject and its usage for reinforcements and remediation; Enhancing the mathematics daily lesson plans with the inclusion of interactivity in mathematics approach to be aligned to the K to 12 Curriculum; implementing trainings and programs to mathematics teachers and the school heads and teachers must continue their initiatives to improve more the learning engagement of the students since it is significantly correlated to students' academic output in mathematics and Mathematics teachers, spearheaded by the department heads and/or principal, should plan for a training to gain more insight to make classes more strategic and engaging. In this way, all Grade level Subjects in the School must be intensity and competitive in all aspects.

FACTORS PREDICTING TEACHER'S RESILIENCE IN MATHEMATICS: A PATH ANALYSIS

Author: Josie Shena T. Alpos

Year: 2020

Adviser: Levi S. Dumayac, MAED

This study determined the influence of organizational commitment, religiosity and reflective teaching practices on the level of resilience of Mathematics teachers in selected secondary schools in the Division of Davao del Sur for the School Year 2019-2020 using correlational research design through path analysis. There were 126 Mathematics teachers who served as respondents with the survey conducted and analyzed using relative mean, Pearson Product Moment of Correlation Coefficient, and structural equation modeling (SEM) maximum likelihood.

Results of the study showed high levels on organizational commitment and religiosity of Mathematics teachers while moderate on their level of reflective practice and exhibited high level of resiliency. The levels of organizational commitment, religiosity and reflective practice had significant relationship between Mathematics teacher's levels of resilience.

Finally, the hypothesized model that predicts the resiliency of Mathematics teachers was not able to pass any goodness of fit indices criteria. Hence, a suggested model was developed that was able to pass some of the goodness of fit indices criteria and a good model to predict the resiliency of Mathematics teachers. As an implication, the suggested model may be adapted in school improvement planning and may serve as guide in conducting different professional development activities for Mathematics teachers.

CONTENT ANALYSIS OF STRATEGIC INTEVENTION MATERIALS IN MATHEMATICS IN DEPED DIGOS CITY DIVISION

Author: Denzel B. Aquino

Year: 2020

Adviser: Garnette Mae V. Balacy, MS

This study aimed to explore the application of the learning principles prescribed by the K to 12 curriculum guide namely experimental, reflective, constructivism, cooperative and inquiry-based learning among strategic intervention materials in Mathematics in DepEd Digos City Division. It was further inquired whether differences in the manifestation of the learning principles exist among SIMs of varied content, level or teachers' profile. This qualitative research employed 29 SIMs created by Mathematics teachers in Digos City as a remediation tool for students with least learned competencies. Content analysis was the main approach in identifying the extent of application of the learning principles in the four parts of the SIMs namely the guide, activity, assessment and enrichment cards. The analysis revealed that all principles of learning: experiential an situated learning, reflective learning, constructivism, cooperative learning and discovery and inquiry-based learning were present. In terms of extent of application, Experiential learning was mostly applied. It was found that there were marked differences in the frequency counts of the keywords and expressions of the different learning principles in the SIMs regardless of which card. SIMs in patterns and algebra exhibited more discovery and inquiry based-learning than the other content areas while SIMs from the elementary level exhibited greater reflective learning keywords than the junior high school and senior high school levels.

Keywords: *strategic Intervention Materials, Mathematics, Learning principles*

FINANCIAL LITERACY OF SELECTED NEOPHYTE MATHEMATICS TEACHERS

Author: Juna Mae G. Aresco

Year: 2020

Adviser: Garnette May V. Balacy, MS

Financial literacy is commonly referred to as the ability of individuals to make appropriate decisions in managing their personal finances. This study aimed to investigate the financial literacy of selected neophytes Mathematics teachers. The neophyte teachers were the 60 Mathematics graduate school students who were officially enrolled during the school year 2019-2020 at the Davao del Sur State College. Quantitative non-experimental and descriptive designs were used to describe their demographic profile and level of financial literacy skills. Pearson's chi-square was also used to test if the demographic profile significantly influences their level of financial literacy.

Results of the study showed that most of the respondents saved for unexpected expenses, spend more on food and household goods, had outstanding debts in a government – accredited agency, cut down expenses and save when running out of money, did not need insurance, did not watched any trends, bought in credits for education, influenced by social media when choosing financial services, had satisfactorily personal financial situation, had good knowledge and skills in financial literacy and interested on financial plan and targets. They were mostly female, 22-24 years old, single, Teacher 1, and had below 5 years in service. They had moderate level of financial literacy. Finally, their demographic profile did not influence their level of financial literacy.

INFLUENCE OF CODE-SWITCHING ON THE PERFORMANCE OF STUDENTS IN MATHEMATICS: A CONVERGENT PARALLEL APPROACH

Author: Janila S. Belisarion

Year: 2020

Adviser: Levi S. Dumayac, MAED

The study investigated the influence of code-switching on the performance of students in Mathematics in the difference secondary schools of Matanao, Bansalan and Magsaysay (MABAMA) Cluster, Division of Davao del Sur for the School Year 2019-2020 using convergent parallel mixed method design. Quantitative data were gathered from the responses of 400 Grade 7 students who answered the survey questionnaires while qualitative data were gathered from the results of the key informant interview to 10 Mathematics teachers. Quantitative data were analyzed using mean, standard deviation Pearson r and simple linear regression analysis. Qualitative data, on the other hand, were analyzed using experiential-theoretic, data display, and conclusion drawing and verification. Then, both data were interpreted concurrently.

Results revealed that the overall mean rating was found to be 4.12 denoting a *highly extensive* level of code-switching. Likewise, the overall mean grade of Grade 10 students in Mathematics was 84. 84% denoting a *Satisfactory* level. There is no significant relationship between the use of code-switching and performance students in Mathematics in the different secondary schools of Matanao, Bansalan and Magsaysay Cluster, Division of Davao del Sur for the School Year 2019-2020.

Enhances student's participation and increases participation were the emerging themes on the experiences of teachers in carrying out code-switching and performance of students in Mathematics. Likewise, improves comprehension and increases performance were emerging themes for the use of code-switching in shaping the performance of students in Mathematics. Both quantitative and qualitative data were found to complement that Mathematics teachers shall continue the use of code switching in teaching Mathematics. However, further studies may be conducted to confirm, disconfirm, or cross-validate the results of this study.

EFFECTIVENESS THINK-ALOUD-PAIR PROBLEM SOLVING (TAPPS) TECHNIQUE IN MATHEMATICS

Author: Gretchern E. Camandona

Year: 2020

Adviser: Meliza P. Alo, Ph.D

The study was conducted to determine the effectiveness of the technique and its influence to Pupils' Achievement in Mathematics of Grade V pupils in San Agustin Elementary School, Sta. Maria East District, Division of Davao Occidental. Quasi-Experimental research were employed. There were 70 respondents in the study. Data were gathered using a questionnaire. Pre-test and Post-test, mean, and test were used in data analysis.

The grade 5 pupils in the control group using regular method of instruction and in the experimental group using the Think-Aloud-Pair Problem Solving (TAPPS) Technique were at the same level of performance described as did not meet the expectation before the conduct of the experiment.

The post-test mean score rating for both groups revealed an increase in performance. However, the pupils in the control group, remained to have unsatisfactorily performance, while the Think-Aloud-Pair Problem Solving (TAPPS) Technique in the experimental group has improved into satisfactorily level.

The mean gain score rating in the control and experimental groups showed a significant increase in performance. The test of significance of the mean gain score revealed that there was a significant difference in the performance of the control group using regular method of teaching and experimental group using the Think-Aloud-Pair-Problem Solving (TAPPS) Technique in the mathematical word problem solving was effective.

CONTENT ANALYSIS ON PROBLEM SOLVING PROCESS OF GRADE 10 STUDENTS IN GOMA NATIONAL HIGH SCHOOL

Author: Alden Rhee A. Degamo

Year: 2020

Adviser: Garnette Mae V. Balacy, MS

This qualitative study aimed to explore the mathematical problem-solving of the Grade 10 students of Goma National High School. The content analysis was anchored on three predetermined problem solving processes namely insight, trial and error, and heuristics. The study also aimed to discover the errors and misconceptions of the students n problem solving. These objectives were carried out through content analysis on 45 student's responses to a 10-item mathematical problem-solving objective test. The items were identified from the Grade 10 content K to 12 Mathematics curriculum guide namely on patterns and algebra, geometry and statistics and probability. The results revealed varied manifestations on the use of insight, trial and error, and heuristics on the Grade 10 students' problem solving processes was insight, followed by heuristics and the trial and error was rarely used. For patterns and algebra, the dominant problem solving process was insight, followed by heuristics and insight were almost similar and no trial and error was employed. For statistics and probability, the dominant process was insight, followed by heuristics and least on trial and error. The common errors and misconceptions committed by students were on mathematical communication, arithmetic skills and conceptual knowledge.

Keywords: problem solving process, content analysis, Goma National High School

PUPILS LEARNING MODALITY AND TEACHERS PERFORMANCED-BASED PEDAGOGY IN MATHEMATICS

Author: Haydie W. Gallego

Year:2020

Adviser: Prof. levi S. Dumayac

The study was conducted to determined the teacher's performance-based pedagogy and pupils learning modality in Mathematics of the Grade 5 pupils of the selected public elementary schools in Malalag District, Malalag Davao del Sur. The study utilized the descriptive-correlation research design. There were 15 mathematics teachers who were respondents in the study while the subjects of the study were the 294 pupils under the mathematics teachers' class. Data were gathered using a questionnaire. Percentage distribution, mean, and Pearson r were used in data analysis.

Result of the study showed that the learners have high preference in visual and auditory learning modalities and moderate preference on the kinesthetic/tactile modality. While on the level of teachers' performance-based pedagogy in Mathematics all of the four pedagogies such as metacognitive, social, affective, and other performance-based obtained a high level of teacher's performance-based pedagogy.

There was a significant relationship between teacher's performance-based pedagogy and the level of pupils learning modality. The test of significance between the level of teacher's performance-based pedagogy and the level of pupils learning modality in mathematics provides a substantial evidence to reject the null hypothesis.

As a recommendation teachers should continue their excellent performance in teaching Mathematics subject to the grade 5 pupils to ensure quality learning and they should also attend conference, trainings, seminars and workshops to develop their teaching profession. Grade 5 pupils should keep on showing higher interest in Mathematics subject to maintain the good remark of their individual school in any Mathematics competition. Likewise, studies related to this may be conducted in the future that will look into other variables not included in the study and to verify whatever claims and findings of this research. It is assumed that the stronghold perspectives may be verified when done in several reports.

Keywords: *Learning Modality, Performance-based, Pedagogy*

MATHEMATICAL ABATEMENT OF AR-RISK AND YOB LEARNERS (MARY): A TIERED INTERVENTION APPROACH IN TEACHING MATHEMATICS

Author: Mary Anne P.Juan

Year:2020

Adviser: Prof. Levi S. Dumayac

The study was conducted to evaluate the Mathematics performance through MARY-Tiered approach of Grade 10 students in Manlungon Gamay National High School, North Malungon District of Sarangani. Specifically, it aimed to determine the pretest mean score and post-test mean score in mathematics in the control and experimental groups, mean gain score of the students in mathematics in the control and experimental groups, differences of pretest mean score and post-test mean score between the control and experimental groups. The study was conducted November 2019 to January 2020. The quasi-experimental design was utilized to determine the Mathematics performance through MARY-Tiered approach. There were 52 respondents in the Study.

Data obtained to show the difference on the mean gain score in performance of mathematics of the students exposed and not exposed to MARY-Tiered approach yielded that there was a sufficient evidence to reject the null hypothesis. This implies that there was a significant difference in the mean gain scores between the experimental and control groups. This signifies that students exposed to MARY-Tiered approach had improved significantly in their performance in mathematics compared to the student not exposed to MARY-Tiered approach. This improved performance can be attributed in the use of intervention material applied by the teacher.

Over-all results of the study revealed that the mean gain score between experimental and control group had a significant difference. It signifies that MARY-Tiered approach administered to Grade 10 students was effective at the same time it did not only mediate learning but also helped students accomplished learning goals and achieved performance in mathematics.

MOTIVATIONAL DRIVES AND ATTITUDES TOWARD MATHEMATICS OF GRADE 6 PUPILS: BASIS FOR REMEDIATION ENHANCEMENT

Author: Mylin H. Lumantao

Year: 2020

Adviser: Garnette Mae V. Balacy, MS

This study aimed to investigate the motivational drives and attitudes toward mathematics of Grade 6 pupils of Lagumit Elementary School, Lagumit, Malita, Davao Occidental for the School Year 2018-2019 as basis for remediation enhancement. Possible differences in motivational drives and attitudes towards mathematics when the Grade 6 students are classified by sex, family income, distance from school, and ethnicity were also analyzed. Further, the relationship between the two variables was also ascertained. The research design adopted was descriptive comparative and correlational and employed 102 Grade 6 students.

Results showed that majority of the Grade 6 pupils were females, has an estimated family income of Php 5,001.00 – Php 10,000.00 located at 1.1 kilometer – 2 kilometer from the school, and belonged to B'laantribe. The level of motivational drive was described as high with an overall mean of 3.76, while attitudes toward mathematics was interpreted as moderate with a mean of 3.36. results show that there was no significant relationship between motivational drive and attitudes toward mathematics. It was also found that there was no significant difference between the level of motivational drives and attitudes towards mathematics were found among students of various sex, family income, and ethnicity. Only distance from school was found to have resulted to a significant difference in motivational drives of the Grade 6 students. Hence, the remediation enhancement entitled Alternative Delivery Mode: Modular was created to address this finding.

TEACHER'S PEDAGOGICAL CONTENT KNOWLEDGE AND PUPILS PERFORMANCE IN MATHEMATICS

Author: Jiahn C. Nuevo

Year:2022

Adviser: Levi S. Dumayac, MAED

This study determined the influence of the level of pedagogical content knowledge of teachers on the academic performance of pupils in Mathematics in the different elementary schools in Digos South District, Division of Digos City for the School Year 2019-2020 using descriptive correlational survey research design. There were 120 Mathematics teachers who served as respondents with the survey conducted from December 2019 to February 2020. Data gathered were collected and analyzed using relative frequency, mean, standard deviation, Pearson Product Moment of Correlation Coefficient (Pearson r) and linear regression analysis.

Results of the study showed that the level of pedagogical content knowledge of Mathematics teachers was distinguished with a satisfactory level with an average grade of 88.00 in the pupil's academic performance in Mathematics.

It was found that there was a significant weak positive relationship between the level of pedagogical content knowledge of teachers on the academic performance of pupils in Mathematics. Finally, the level of pedagogical content knowledge of teachers significantly predicts the academic performance of pupils in Mathematics. Continually using and adopting the idea of pedagogical content knowledge may provide a model to effectively teach Mathematics in the classroom and to transform or translate that knowledge into meaningful units for instruction, thereby enhancing the academic performance of pupils in Mathematics.

INFLUENCE OF MATHEMATICAL COMMUNICATION COMPETENCY AND PROBLEM SOLVING SKILLS ON THE PERFORMANCE OF STUDENTS IN STATISTICS

Author: John Silver B. Pacificar, Sr.

Year:2022

Adviser: Levi S. Dumayac, MAED

This study aimed to determine the influence of the mathematical communication competency and problem solving skills on the performance of Grade 10 students in Statistics in selected secondary schools in Digos City Division for the School Year 2019-2020 using descriptive correlational research design employing 219 Grade 10 students as respondents with the survey conducted from January to May 2020. Data gathered were collected and analyzed using relative mean, Pearson Product Moment of Correlation Coefficient, linear regression analysis forward addition estimation method.

Results of the study showed and suggesting a *moderate* level of mathematical communication competency. The overall mean rating suggesting a *moderate* level of problem-solving skills was found. Moreover, the performance of Grade 10 students in Statistics in was denoting a *Satisfactorily* level. It was found that there was a significant relationship between the levels of mathematical communication competency, problem solving skills and the academic performance of students in Statistics.

Finally, it was found that mathematical communication competency and problem-solving skills significantly influenced the academic performance of students in Statistics with a linear regression equation model of "*Performance in Statistics = 70.758 + 2.692 MCC + 1.798 PSS*" which provide that for each unit of change in the mathematical communication competency (MCC) and problem solving skills (PSS), there is a corresponding change respectively in the academic performance of Grade 10 students in Statistics. With this, it is recommended that DepEd officials, school heads and teachers should provide emphasis on enhancing both the mathematical communication competency and problem solving skills of students in order improve student's performance in Statistics.

EFFECTIVENESS OF INTERACTIVE WEB-BASED INSTRUCTION ON THE COMPETENCY OF GRADE 11 STUDENTS IN MATHEMATICS

Author: Dea Marie B. Paulo

Year:2022

Adviser: Levi S. Dumayac, MAED

The study was conducted to determine the effectiveness of interactive web-based instruction on the academic achievement of Grade 11 students in Mathematics in Hagonoy Nation& High School, Guihing, Hagonoy, Division of Davao del Sur. This study employed Quasi non-equivalent design using the pretest-posttest of the control group and the experimental group. Samples were randomly selected with 26 students in the control group and 19 students in the experimental group. Data were gathered using a validated self-made test. Mean, Standard Deviation, and Independent Sample T-test were the statistical tools used in the analysis of data.

The mean score of both groups in pretest were comparable with an average rating of 33.47 in the Regular Method of Teaching (RMT) and 34.95 in the Interactive Web-Based Instruction (IWBI). This means that there is no significant difference between the pretest competency of the controlled and experimental groups. The result of the posttest mean score in the controlled group (RMT) obtained 49.87 while in the experimental group (IWBI) obtained 73.26. the statistical analysis showed a significant difference between the posttest competency of the controlled and experimental groups.

The significant difference confirmed that the intervention utilized under the Interactive Web-based Instruction was found effective in increasing the academic performance of Grade 11 students in Mathematics subject.

CLOSING THE ACHIEVEMENT GAP IN MATHEMATICS: A TEACHERS' EFFORT IN THE HINTERLANDS

Author: Lester B. Puroc

Year:2022

Adviser: Levi S. Dumayac, MAED

This study focused on exploring the experiences of teachers in closing the achievement gap in the Hinterlands in Tudaya Elementary School, Santa Cruz in Davao del Sur Division for the School year-2019-2020, through phenomenological research design. Conducting a Key Informant Interview (K11) using a semi—structured interview guide. Gathering of data will be done on or before February to March 2020 in Tudaya ES. The exploration of the teachers' effort in the Hinterlands on closing the achievement gap on the curriculum that are given the greatest task in effectively delivering the instruction to the learners by providing to the learners the different internal and external conditions of learning.

The data that were gathered from this study take from Key Informant Interviews (K115) because the informants represented directly the kind of people directly related to the phenomenon being studied. Since they are knowledgeable, have the experience and provide insights and data which cannot be sourced out from other methods, Usage of K11 adhered to-the following criteria: knowledgeability, credibility, impartiality, and willingness to respond (Creswell at Miller, 2000).

Researchers are encouraged to add to the body of literature on the teacher's effort in closing the achievement gap in mathematics in hopes of being able to find generalizable alternatives to meeting the needs of this population. Mathematics curriculum seems so hard to develop in the highlands however, there seems to be a gap in the literature with regard to the academic transition of these learners within the current educational system. It is highly recommended in addressing the teachers' effort on closing the achievement gap on mathematics, to utilize the following strategies and mechanisms: teaching using the ICT, contextualized and localized teaching, and use of visual imagery, DepEd officials may provide incentives and additional benefits to teachers who are assigned to teach learners as it entails additional efforts and burdens on the part of the teachers and school heads and division personnel should provide technical assistance to teachers handling learners, and if possible develop instructional materials solely for teaching the learners within the school and Teachers may be sent to trainings in developing 1M5 solely for the IPs and schools may follow the Mathematics curriculum framework of the DepEd and provision of [Ma and supports to

mathematics teachers should be ensured for them to teach the learners effectively.

EFFECTS OF MATHEMATICAL GAMES TO THE ACADEMIC ACHIEVEMENT AND MATHEMATICS ANXIETY OF STUDENTS.

Author: Jonafe R. Relampago

Year:2020

Adviser: Jem Boy B. Cabrella. Ph.D

This study aimed to determine the effects of mathematical games to the academic achievement and mathematics anxiety of students. A quasi-experimental design was adopted using the two intact sections of Grade 8 students of Manuel Francisco C. Ramos Sr. National High School located at Tuban, Sta. Cruz, Davao del Sur With 42 students in the control group and 42 students in the experimental group as the subjects of the study. The control group was taught using the conventional method of teaching while the experimental group was exposed to mathematical games. A validated researcher-made test questionnaire composed of 40-item multiple choice type of test was used to collect the data on the academic achievement of students for the pretest and posttest and a Mathematics Anxiety Questionnaire was administered to both groups to collect the data on the level of mathematics anxiety of students before and after the experimentation. Data gathered were analyzed using appropriate statistic tools. The results revealed that the students exposed to mathematical games yielded significantly higher achievement scores in the test compared to the students taught using the conventional method based on the posttest and gain scores. Students exposed to mathematical games obtained significantly lower mathematics anxiety level than those exposed to conventional method. Moreover, a significant negative moderate relationship existed between academic achievement and mathematics anxiety of students was noted in the study. As a result, the researcher recommends the use of mathematical games in teaching Mathematics lesson for the purpose of improving the academic achievement and reducing the mathematics anxiety of students.

PEDAGOGICAL ENCOUNTER OF TEACHERS: ACCOUNTS ON HANDLING STRUGGLING LEARNERS IN MATHEMATICS

Author: Lesley Ann C. Sison

Year:2020

Adviser: Levi S. Dumayac, MAED

This study aimed to determine the underlying themes depicting the difficulties encountered by teachers on handling struggling learners in Mathematics in selected elementary schools in Digos Occidental District, Division of Digos City for the School Year 2019—2020 using qualitative phenomenological research design. A total of 8 Mathematics teachers were taken as informants and undergo the Key Informant Interview (KII) conducted January to May 2020. Data gathered were collected, tabulated and analyzed using data display, and conclusion drawing and verification.

Results of the study revealed that there were three (3) emerging themes generated on the exploration of difficulties encountered by teachers on handling struggling learners in Mathematics. These were as follows: unmastered basic mathematical operations, low attention and retention spans, and poor reading comprehension.

Likewise, when Mathematics teachers were asked about the coping mechanisms and intervention strategies in overcoming the difficulties encountered on handling struggling learners in Mathematics, three (3) emerging themes were generated. These themes were as follows: use of multimedia and technology integration; use of other alternative teaching strategies; and remedial instruction.

As a result, the researcher reflected that teaching struggling learners in Mathematics is really a difficult task to teachers. Nevertheless, teachers should overcome the difficult experiences and should be ready in ensuring that better learning experiences to the students to gain their interest and attention, improve reading comprehension and be able to identify better the four fundamental skills. In the end, the most important role of the teacher is to inspire students to continue learning and accomplish something in their lives as students. Thus, it is recommended that professional learning communities among Mathematics teachers within the municipality should be created to provide professional and personal support to each other and to share best experiences in teaching struggling learners in Mathematics. Incentives may also be provided to encourage teachers to continue teaching these struggling learners.

MNEMONIC STRATEGIES AS A SYSTEM FOR IMPROVING AND ASSISTING MEMORY AMONG GRADE 3 PUPILS IN KASUGA ELEMENTARY SCHOOL

Author: Ime Joy O. Tabay

Year:2020

Adviser: Levi S. Dumayac, MAED

The study intended to explore the effectiveness of mnemonic strategy as a system of improving and assisting memory about for the importance of mnemonic strategy to improve memory among the elementary pupils.

This study utilized the complete enumeration of respondents wherein the two (2) sections in Grade 3 pupils in Kasuga Elementary School served for the control and experimental group. The researcher-made test was revised and validated. The experiment was conducted by the researcher. Data were analyzed using descriptive statistics and t-test for in independents variables. The conclusion was there was a significant difference between the mean gain score ratings of students in the two groups. Based on the results of the study, the following recommendations are hereby suggested; strengthen the use of mnemonics strategy as a part of enhancement of the K to 12 instructional materials and the inclusion of the strategy in the curriculum.

EXTENT OF TECHNOLOGY INTEGRATION AND ENGAGEMENT OF STUDENTS IN MATHEMATICS: A MIXED METHOD STUDY

Author: Arnel S. Yañez

Year:2020

Adviser: Levi S. Dumayac, MAED

This study determined the influence of the extent of technology integration on the engagement of Grade 9 students in Mathematics in selected secondary schools in Digos City Division for the School Year 2019-2020 using convergent parallel mixed method design from 400 respondents and ten (10) informants for gathering quantitative and qualitative data, respectively from January to April 2020. Quantitative data were analyzed using mean, standard deviation, Pearson r and simple linear regression, while qualitative data were analyzed by data reduction, data display, and conclusion drawing and verification. Results from both data were merged and integrated to form inferences and then assessed for convergence or divergence.

Results of the study showed that the level of technology integration perceived by students was moderate and that, Grade 9 students were highly engaged. A significant relationship was found between the nature of technology integration as perceived by students and the level of engagement of students in Mathematics. Likewise, it was found that the nature of technology integration predicted the engagement of students in Mathematics.

Technology as manipulatives, ease of facilitation, and interactivity were the themes generated on the experiences of teachers in carrying out technology integration and engagement of students in Mathematics.

Likewise, enhance academic engagement, increases participation, and maximizes learning outcomes were the themes generated regarding teacher's experiences that depicts how the extent of technology integration shaped the engagement of students in Mathematics. Both quantitative and qualitative data were found to complement with each other, thereby exhibiting convergence. Hence, it is recommended that Mathematics teachers shall continue the integration of technology in teaching the subject to gain the interests of the students, and eventually help students in maximizing their learning outcomes.

UNVEILING THE INFLUENCE OF GRAPHIC ORGANIZERS ON THE PERFORMANCE OF STUDENTS IN MATHEMATICS: A MIXED METHOD STUDY

Author: Melessa D. Yañez

Year:2020

Adviser: Levi S. Dumayac, MAED

This study determined the influence of using graphic organizers on the performance of Grade 10 students in Mathematics and exploring the experiences of Mathematics teachers in carrying out the use of graphic organizers and student's performance in Mathematics in selected secondary schools in Padada and Hagonoy Cluster of Schools, Division of Davao del Sur for the School Year 2019-2020 using convergent parallel mixed method design from 400 respondents and ten (10) informants for gathering quantitative and qualitative data, respectively from January to April 2020. Quantitative data were analyzed using mean, standard deviation, Pearson r and simple linear regression, while qualitative data were analyzed by data reduction, data display, and conclusion drawing and verification. Results from both data were merged and integrated to form inferences and then assessed for convergence or divergence.

Results of the study showed that the extent of teacher's utilization of graphic organizers in teaching Grade 10 Mathematics was high and the level of academic performance of Grade 10 students in Mathematics was found to be satisfactory. A significant moderate relationship was found between the extent of teachers utilization of graphic organizers in teaching Grade 10 Mathematics and the level of academic performance of students in Mathematics. The extent of teacher's utilization of graphic organizers do not significantly influence the performance of Grade 10 students in Mathematics.

Utilization of various graphic organizers, data organization and simplification of concepts were the themes depicting the experiences of teachers in carrying out the use of graphic organizers and student's performance in Mathematics. Likewise, aids in learning, concretized abstract ideas and increases engagement were the themes generated depicting that the utilization of graphics organizers helps in shaping student's performance in Mathematics. All the quantitative statements show convergence with the qualitative transcript data. The result suggests that quantitative statements complement with qualitative data transcript.

COMPARISON BETWEEN INDIVIDUAL AND GROUP WORK TUTORIALS ON THE PERFORMANCE OF STUDENTS IN STATISTICS AND PROBABILITY

Author: Sept Apple L. Zantua

Year:2020

Adviser: Jem Boy B. Cabrella, Ph.D

This quasi-experimental quantitative study aimed to compare the effectiveness between individual and group work tutorials to the students' mathematics performance. Respondents were the Grade 11 students of Davao del Sur School of Fisheries. A 40-item validated researcher-made test questionnaire was used. Mean, standard deviation and independent-sample and paired-sample t-tests were used to answer research objectives. It was found out that there was no significant difference between the pretest mean score of the two groups. No significant difference between the posttest mean score of the two groups and no significant difference between the mean gain score of the two groups were noted.

However, it is good to note a significant difference between the pretest and posttest mean score of students exposed to individual tutorial and a significant difference between the pretest and posttest mean score of students exposed to group work tutorial. In this research, Recommendations are offered.

Master of Arts in Education (Science Teaching)

BARRIERS TO ICT INTEGRATION: A PHENOMENOLOGICAL INVESTIGATION ON THE EXPERIENCES OF SCIENCE TEACHERS

Author: Reynato C. Alpuerto Jr.

Year: 2020

Adviser: Meliza P. Alo, Ed.D.

This study was undertaken to investigate the barriers experienced, coping mechanisms employed by, and possible intervention schemes for science teachers in their pedagogical integration of information and communication technology (ICT) in their classroom instruction. This study was conducted in Magsaysay North District of the Division of Davao del Sur last August through October 2019, which was participated, by ten (10) science teachers, four (4) science coordinators and one (1) district science coordinator. The main methods of data collection were through in-depth interview and focus group discussion. Miles and Huberman framework was used for data analysis. This study was carried out through the use of qualitative-phenomenological research.

Findings revealed that the barriers experienced by teachers in integrating ICT in their classroom instruction were classified as either self-level or institution-level barriers. Self-level barriers encountered by science teachers include lack of ICT integration skills and lack of time for initial lesson preparation with ICT integration while institution-level barriers include lack of access to sufficient and appropriate ICT materials and resources, and lack of ICT skills training and technical support for science teachers on the pedagogical utilization of ICT in their classroom instruction. Conversely, science teachers employed good coping mechanisms to bypass difficulties on their use of ICT in their instruction. Teachers' coping mechanisms include and knowledgeable others, as well as, time management and self-organization.

Based on the responses provided by the science teachers with regard to the barriers and coping mechanisms they have experienced in their utilization of ICT in their science lesson instruction, science coordinators as they focus group cited salient intervention schemes that the education agency on the national, regional, division and schools levels can offer to teachers help them improve their utilization of ICT in their classroom instructions. This possible intervention schemes include inclusive teacher training and professional development, procurement of sufficient ICT infrastructure, installation and updating of relevant educational software.

ASSESSMENT ON THE IMPLEMENTATION OF WASH (WATER AND SANITATION HYGIENE) PROGRAM AND ACADEMIC PERFORMANCE OF STUDENTS

Author: Jenelyn A. Amaba

Year: 2020

Adviser: Engr. Mark Jude F. Trondillo, Ph.D.

This study aimed to determine the level of WASH (Water and Sanitation Hygiene) program implementation and its relationship to academic performance of students in selected schools in Magsaysay Davao del Sur, Division of Davao del Sur for the School year 2018-2019. Specifically, this sought to determine the demographic profile and academic performance of the students, their awareness on WASH and the level of the implementation of the program.

Descriptive correlational research design and interview research technique were employed in this conducted to Grade 10 students conducted from January to April 2019. Data gathered were collected and analyzed using Mean and Standard Deviation, Pearson Product Moment of Correlation Coefficient (Pearson r), Independent Samples T-test, Post Hoc Analysis and One-way analysis of Variance. 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.

Majority of the Grade 10 students in Magsaysay, Davao de Sur aged 15-16 and female students dominated. The total mean for the level of awareness of WASH program policy is moderate and the level of WASH implementation program is high. A significant difference on the level of students' awareness on WASH program implementation when analyzed according to age was observed. However, no significant difference was detected on the level of students' awareness when analyzed according to gender. Lastly, there was a significant relationship between students' awareness on WASH program implementation and academic performance of students. Therefore, when the level of WASH program implementation increases, the academic performance of students also increases. Positive relationship was detected.

PERCIEVED ACADEMIC CLIMATE AND PERFORMANCE OF STUDENTS IN SCIENCE: THE MEDIATING ROLE OF ACADEMIC SELF-EFFICACY

Author: Hanna Kristine C. Bauya
Adviser: Helen W. Noel, Ph.D.

Year: 2020

This study aimed to determine the mediating effect of academic self-efficacy on the relationship between perceived academic climate and performance of Grade 6 students in Science in selected elementary schools in Sta. Cruz South District, Division of Davao del Sur for the School Year 2019-2020. Correlational research design specifically path analysis was utilized in the study employing 240 Grade 6 students as respondents with the survey conducted from January to May 2020. Data Gathered were collected and analyzed using mean, Pearson Product Moment of Correlation Coefficient (Pearson r) and structural equation modeling (SEM) maximum likelihood with the aid of a statistical software.

Results of the study showed that bolt the levels of perceived academic climate and academic self-efficacy were *high*. The performance of Grade 6 students in Science was very satisfactory with an average grade of 86.47.

The levels of perceived academic climate and academic self-efficacy were found to be significantly related to the performance of students in Science.

Finally, it was found that academic self-efficacy significantly but partially mediated the relationship between the perceived level of academic climate and performance of Grade 6 students in Science. With this, it is recommended that school heads and teachers should provide activities and instructional experiences to students that will enhance their academic self-efficacy as well as programs that will boost and develop the self-confidence of every students.

EFFECTIVENESS OF TECHNOLOGY ENHANCED INSTRUCTION IN SCIENCE: A DETERMINANT OF SCIENTIFIC LEARNING

Author: Renette Joy L. Beltran

Year: 2020

Adviser: Helen W. Noel, Ph.D.

This study was undertaken to determine the effectiveness of technology enhanced instruction using PowerPoint presentation and video presentation in teaching Science of 96 students from the two sections namely the Mahogany Section, and the Yakal Section of Matanao National High School, Matanao District, Division of Davao del Sur. The study employed the complete enumeration of respondents wherein all the Grade 7 Science students from the two sections composed the same size samples of this study. The experimental classes identified as section Yakal, the control section Mahogany as experimental. The quasi-experimental design known as the pretest/posttest nonequivalent groups design were utilized since only two groups was used in the study. In the treatment of data the following statistical tools was employed: The arithmetic mean and the standard deviation, and T-test.

The results of the study presented that the level of proficiency in the pre-test mean score of the students in the control group is average and experimental group is low to average. However, the posttest score of the control group is higher than the posttest score of the experimental group. Moreover, a higher mean gain score of the control group than the experimental group. Aside from that, the pretest mean scores of the control and mean score of the experimental groups differ significantly. Furthermore, there is a significant difference between the posttests means score of the experimental and control groups. Thus, students in the control group have larger scores than students in the experimental group. It can be concluded that powerpoint presentation is effective in teaching Science of Grade 7 students. There is a significant difference between the mean gain scores of the experimental and control groups. Thus, students in the control group gain the more knowledge than the experimental group.

PROFESSIONAL DEVELOPMENT AND LEVEL OF IMPLEMENTATION OF TEACHING GUIDES IN SCIENCE: A DETERMINANT OF TEACHING EFFECTIVENESS

Author: Margerie A. Cameros
Adviser: Helen W. Noel, Ph.D.

Year: 2020

This study aimed to investigate the relationship between professional development and level of implementation of teaching guide in science in Sulop District, Division of Davao del Sur. It was conducted last March 2020. The study was carried out using descriptive correlational design. Complete enumeration was employed wherein all secondary science teachers and coordinators were the respondents of the study. The data were analyzed using descriptive statistics and Pearson r .

Results showed that most of the respondents are in their productive age, dominated by female, and with moderate teaching experience. The professional growth of teachers was described as high. Moreover, the level of implementation of learning guide was described as high to very high. Furthermore, there is significant relationship between professional development and the level of implementation of learning guide. Thus, the null hypothesis is rejected.

TEACHERS' ATTITUDE TOWARDS SCIENCE AND THE INTERNET IN RELATION TO TEACHING PRACTICES IN MAGSAYSAY NORTH DISTRICT

Author: Via A. Del Rosario
Adviser: Helen W. Noel, Ph.D.

Year: 2020

This study aimed to determine the influence of the levels of attitude towards Science and the Internet on the teaching practices of Science teachers in the different schools in Magsaysay North District, Division of Davao del Sur for the School Year 2019-2020 using descriptive-correlational survey research design. A total of 68 elementary Science teachers from the different schools in Magsaysay North District were taken as respondents through complete enumeration technique and answered the survey questionnaires conducted within January to May 2020. Data gathered were collected, tabulated and analyzed using mean, Pearson Product Moment of Correlation Coefficient (Pearson r) and Linear Regression Analysis using forward estimation method.

Results of the study showed a favorable level of attitude of teachers towards Science. Likewise, the level of attitude of elementary Science teachers on the internet was *moderate*. The level of teaching practices of Science teachers was *Very Satisfactory*.

There was a significant relationship between the level of attitude of teachers towards Science and teaching practices of Science teachers, and between the attitude of teachers on the internet and teaching practices of Science teachers.

However, the multiple regression analysis using forward estimation method provides that both the levels of attitude of teachers towards Science and the internet were found to significantly influenced the teaching practices of Science teachers with the regression analysis equation of "Teaching Practices = $-0.780 + 0.574 SA + 0.711 IA$ ". It provides that for each unit of change in the levels of attitude towards Science (SA) and internet (IA), there is a corresponding change of 0.574 and 0.711, respectively in the teaching practices of Science teachers. Therefore, DepEd Officials in the central, region and division levels should ensure that regular and consistent trainings and seminars are conducted to capacitate teachers on the current trends on the utilization of internet for classroom instruction and to enhance the attitude of teachers towards Science.

GREENING THE SCHOOL CAMPUS: EXPLORING THE INITIATIVES OF PUBLIC TEACHERS

Author: Rodrigo M. Dela Cruz
Adviser: Helen W. Noel, Ph.D.

Year: 2020

This qualitative phenomenological study was conducted to explore the initiatives in greening the campus of Grade 11 teachers in public secondary schools from Bansalan, Davao Del Sur in the Academic Year 2019-2020. The researcher used Key informant Interview (KI) to generate the needed findings. The chosen eight participants were selected via purposive sampling. The results revealed the initiatives of the eight Grade 11 teachers. They formulated three pertinent themes. These were waste reduction, creation of weekly cleaners and Friday clean-up drive. Meanwhile, the teachers had given suggestion also on how to ensure that these activities would be implemented effectively and efforts would not go to waste. The teachers said that for these initiatives to be effectively implemented there should be LGU assistance in the cleaning drive and implemented policy practiced reinforce by the principal and the students' council. Moreover, the researcher herself indicated two insights out from were making a recycling club and creating organic composting. Thus, as an implication the findings of the study provide relevant and important information for the improvement of the delivery of assistance, instruction and attention with the matters that concern about initiatives of Grade 11 teachers in greening the school campuses.

IN CAMPUS PRACTICES TO PREVENT DENGUE: A BENCHMARK STUDY

Author: Sheryl M. Fernandez
Adviser: Helen W. Noel, Ph.D.

Year: 2020

This qualitative phenomenological study was conducted to explore the best practices of preventing dengue in the public high schools in Digos City. The focus of this study were the Grade nine teachers. They were from Digos City National High School in the Academic Year 2019-2020. The researcher used Key informant interview (KII) to generate the needed findings out from the chosen 8 participants who were selected via purposive sampling. The results revealed three common preventive measures done by teachers in Digos City Davao del Sur. These were regular elimination of stagnant water, maintaining classroom cleanliness and conduct of Dengue awareness seminar and classroom orientation. The eight participants had expressed the effectiveness of these three as they fight the outbreak of Dengue in the second grading. Meanwhile, measures were shared also to ensure that the practices were supported and efforts would not go to waste was given. These were assistance coming from local officials and reinforcement coming from the top management. Moreover, this study also included the Insights learned by the researcher in experiencing the phenomenon. These were environmental management of Dengue mosquito populations and personal actions to reduce contact with mosquitoes. The teachers said relevant and important information for the Improvement of the delivery of assistance, Instruction and attention with the matters that concern about the preventive measures for Dengue, which would be the basis for benchmarking in this study. This would give valuable data on how to improve the learning and teaching process, and how this disease would be addressed effectively. As shared by the 8 informants of this study, their insights have enumerated several policy and action interns of providing better classroom Instruction and activities to prevent Dengue.

VIRTUAL LEARNING: A PEDAGOGICAL APPROACH IN TEACHING SCIENCE

Author: Aengel E. Florentino
Adviser: Helen W. Noel, Ph.D.

Year:2020

The main purpose of this study was to assess the effectiveness on the virtual learning in Science for the Grade 10 students in Digos City National High School as a strategy for their academic performance. Quasi-experimental research design was used to attain the objectives. Specifically, this study used the pretest-posttest non-equivalent control design in assigning groups and in applying the treatments. The study was conducted from January, 2020 to March 2020 comprising the fourth grading period.

Results show that the pretest mean score rating of the students in both groups were low and did not meet expected competency before the start of the experiment. After the conduct of the study, posttest was conducted and result showed that both groups showed a significant increase in the mean score rating. The students under the control group utilizing regular method of teaching performed satisfactorily while the students in the experimental group utilizing the Virtual Learning in Teaching Science performed very satisfactorily, denoting that there was a positive effect towards the academic performance of the students.

Overall finding revealed that there was a significant difference on the mean gain score ratings of the control and experimental groups. This means that virtual learning is significantly effective intervention in the academic performance of the Grade 10 students in Science.

EPISTEMOLOGICAL BELIEFS, MEANINGFUL LEARNING PERSPECTIVES AND TECHNOLOGY INTEGRATION AS PREDICTORS OF SCIENCE TEACHING PRACTICES: A PATH ANALYSIS

Author: Rosalinda B. Juaban
Adviser: Helen W. Noel, Ph.D.

Year: 2020

This study aimed to determine whether the levels of epistemological beliefs, meaningful learning in Science and technology integration significantly influence Science teaching practices using path analysis in selected secondary schools in the City Schools Division of Davao for the School Year 2019-2020. Correlational research design specifically path analysis was utilized in the study employing 230 Science teachers as respondents with the survey conducted from December 2019 to May 2020. Data gathered were collected and analyzed using mean, (Pearson r , multiple linear regression analysis using forward addition estimation method and structural equation modeling (SEM) maximum likelihood with the aid of a statistical software.

Results of the study showed that the levels of epistemological beliefs, perceived meaningful learning in Science and technology integration of high school Science teachers were high. Likewise, high school Science teachers were rated very satisfactory on their teaching practices. The levels of epistemological beliefs and perceived meaningful learning in Science show high positive relationship, while moderate positive relationship was found between technology integration and teaching practices of high school Science teachers. Epistemological beliefs, meaningful learning in Science and technology integration significantly influenced the teaching practices of Science teachers.

Finally, the hypothesized model depicting the influence of epistemological beliefs, perceived meaningful learning in Science and technology integration on the extent of teaching practices of Science teachers was not able to pass any goodness of fit indices criteria. Hence, a suggested model was developed. The suggested model was the perfect fit model showing the influence of epistemological beliefs, perceived meaningful learning in Science and technology integration on the extent of teaching practices of high school Science teachers. Hence, it is recommended that DepEd officials and school heads may focused on addressing the epistemological beliefs, perceived meaningful learning in Science and technology integration among teachers in order to enhance and improve the teaching practices of Science teachers.

LEARNING GUIDE IN SCIENCE: A TOOL FOR EFFECTIVE SCIENTIFIC TEACHING

Author: Earl Herson B. Laput
Adviser: Helen W. Noel, Ph.D.

Year: 2020

This study aimed to investigate the relationship between demographic profile and level of implementation of teaching guide in science in MABAMA District, Division of Davao del Sur. It was conducted last February 2020. The study was carried out using descriptive correlational design. Complete enumeration was employed wherein all science teachers and coordinators were the respondents of the study. The data were analyzed using descriptive statistics and Pearson r .

The results of the study revealed that most of the respondents are in their productive age, dominated by female, and with moderate teaching experience and obtained minimal educational attainment. However, the level of implementation of learning guide is high. Furthermore, there is significant relationship between demographic profile variables such as age and years of service and the level of implementation of learning guide. Thus, the null hypothesis on that variables were rejected.

TEACHERS PERCEPTIONS ON CURRICULUM REFORMS IN SCIENCE

Author: Hazel S. Largo

Year: 2020

Adviser: Helen W. Noel, Ph.D.

The study intended to explore the perceptions and implications in curriculum reforms and structuring of science subjects in Upper Bala Elementary School that delved into the experiences of teacher in curricular reforms and structures in science; of the teachers coping mechanisms, and the insights gained from the study that contribute to the curriculum development in Davao del Sur Division. The study employed a qualitative design and utilized the phenomenological approach in which it revealed the actual meaning of the experiences of the informants who were the science teachers.

Being a qualitative study conducted at elementary schools in the hinterland barangay of Upper Bala, Davao del Sur but in a single research locale, the results and findings presented are not meant to be generalizable but rather used as a bridge to further research. As more students undergo researches on the different indigenous peoples (IPs) and their educational pursuits, researchers need to continue the exploration of the hurdles experienced by teachers in facilitating IP learners especially in other parts of the province.

The result revealed four (4) main themes namely: content; process; product; and learning environment. It is hereby recommended that school heads and division personnel showed address the new trends of the science curriculum to support teachers and learners effectively. Moreover, in service training courses and seminars should be organized so that teachers can better understand reforms in science education.

SCIENTIFIC INCLINATION OF TEACHERS IN EAST MALUNGON DISTRICT

Author: Roselyn O. Maglinao

Year: 2020

Adviser: Helen W. Noel, Ph.D.

The study was conducted to establish the relationship between the extent of scientific attitudes and values of Science Teachers and the academic ratings of Grade 9 students. The respondents were the science teachers in Grade 9 including their Science classes coming from the secondary public schools in East Malungon District, Division of Sarangani. The descriptive correlational and comparative designs were utilized. This study made use of the survey questionnaire of Fraser (2008) on Appraisal of Teaches' Scientific Attitude and Halloran's (2008) Survey questionnaire on Teaches' Scientific Values which is slightly modified to fit this study. On the other hand, the academic rating in Science as based on the second quarter rating of Grade 9 students was used.

The results of the study revealed that the level of scientific attitude of science teachers is frequently manifested. The level of scientific value of science teachers is strongly manifested. Moreover, the academic performance of science learner's is described as proficient. On the correlation analysis between the level of scientific attitude of Science Teachers and the Grade Nine students' academic rating in science, indicators on innovativeness, respect for evidence and open mindedness revealed moderate linear relationship, thus hypotheses along these indicators are rejected. However, on being intellectually driven and critical mindedness, result divulged a weak linear relationship; thus, hypotheses along these indicators are accepted. Subsequently, on the relationship between the extent of scientific value of science teachers and the grade nine students' academic rating in science showed that along the indicators of scientific value, which are efficiency, perseverance, patience, and purposeful a moderate linear relationship existed, thus, the hypotheses

Along these indicators are rejected. However, in contrast, the scientific value of honesty denoted weak linear relationship; thus, hypothesis along this indicator is accepted.

EFFECTIVENESS OF GRAPHIC INTERCHANGE FORMAT (GIF) AND COMPUTER SIMULATION IN TECHING BIOLOGICAL SCIENCE

Author: Liezl A. Murcia

Year: 2020

Adviser: Helen W. Noel, Ph.D.

This study was undertaken to determine the effectiveness of Graphic Interchange Format (GIF) and Computer Simulation in teaching Science of 88 students from the two sections namely the Mercury Section, and the Venus Section of Lapulabao National High School, Hagonoy District, Division of Davao del Sur. The study utilized the complete enumeration of respondents wherein all the Grade 8 Science students from the two sections were the immediate respondents. The experimental classes identified as section Mercury, the control — section Venus as experimental. The quasi-experimental design known as the pretest/posttest nonequivalent groups design were utilized since only two groups was used in the study. In the treatment of data the following statistical tools was employed: the arithmetic mean, standard deviation, and T-test.

The results of the study revealed that level of proficiency in the pre-test mean score of the students in the control group is average and experimental group is low to average. The posttest score of the control group is higher than the posttest score of the experimental group. Moreover, a higher mean gain score of the control group than the experimental group. This indicates that control group probably gains more knowledge than the experimental group. On the other hand, the pretest mean scores of the control and mean score of the experimental groups differ significantly. Thus, students in the control groups have more knowledge before the start of the experiment. Furthermore, there is a significant difference between the posttests means score of the experimental and control groups. Thus, students in the control group have larger scores than students in the experimental group. It can be concluded that graphic interchange format is effective in teaching Science of grade 8 students. Finally, there is a significant difference between the mean gain scores of the experimental and control groups. Thus, students in the control group gain the more knowledge than the experimental group.

ENHANCING STUDENTS COMPETENCE IN SCIENCE IN A PROCESS ORIENTED GUIDED INQUIRY (POGI) LEARNING APPROACH

Author: Warren P. Palmero

Year:2020

Adviser: Helen W. Noel, Ph.D.

This study was conducted to determine the effectiveness of the Process-Oriented Guided Inquiry (POGI) Learning Approach on the Performance of Grade 9 students in Science at Digos City National High School, Digos City, Davao del Sur for the School Year 2019-2020. Quasi-experimental research design was used to attain the objectives, specifically; this study used the pretest-posttest non-equivalent control design in assigning groups and in applying the treatments. The study was conducted from January 2020 to March 2020.

Results show that the pretest mean score rating of the students in both groups were low and did not meet expected competency before the start of the experiment. After the conduct of the study, posttest was conducted and result showed that both groups showed a significant increase in the mean score rating. The students under the control group utilizing regular method of teaching performed satisfactorily, while the students in the experimental group utilizing the students in Process Oriented Guided Inquiry (POGI) demonstrated an outstanding performance, denoting that there was a positive effect towards the academic performance of the students.

Overall finding revealed that there was a significant difference on the mean gain score ratings of the control and experimental groups. This means that students in Process Oriented Guided Inquiry (POGI) is significantly effective intervention in the academic performance of the Grade 9 students in Science.

CONVERGENT LEARNING APPROACH IN SCIENCE FOR KINESTHETICALLY INCLINED STUDENTS

Author: Wella Marie P. Palmero

Year:2020

Adviser: Helen W. Noel, Ph.D.

This was conducted to determine the effectiveness of convergent learning approach on the Academic Performance in Science for Kinesthetically inclined students ad Digos City National High School Year 2019-2020. Quasi-experimental research design was used to attain the objectives. The control group was exposed to regular teaching while the experimental group was exposed to convergent learning approach. The study was conducted from January, 2020 to March 2020.

Results show that the pretest mean score rating of the students in both groups were low and did not meet expected competency before the start of the experiment. After the conduct of the study, posttest was conducted and result showed that both groups showed a significant increase in the mean score rating. The students under the control group utilizing regular method of teaching performed satisfactorily. While the students in the experimental group utilizing the convergent learning, approach performed very satisfactorily denoting that there was a positive effect towards the academic performance of the students.

Overall finding revealed that there was a significant difference on the mean gain score ratings of the control and experimental groups. This means that the kinesthetically effective intervention in the academic performance of the Grade 7 students in science.

A REFLECTIVE JOURNEY ON THE PEDAGOGICAL AWARENESS OF TECHNOLOGY INTEGRATION IN TEACHING SCIENCE

Author: Gretchel C. Relatado

Year:2020

Adviser: Helen W. Noel, Ph.D.

This study was undertaken to explore the Science teachers' decisions, implementation and reflection on technology integration into their Science teaching as well as the challenges that occurs in the process through qualitative phenomenological research in the different secondary schools in the Municipality of Sulop, Davao del Sur for the School Year

2019-2020. Data were gathered using key informant interview (KI) to ten (10) Science teachers from the different secondary schools in Sulop, Davao del Sur conducted on or before January to May 2020. Recorded interviews were transcribed and analyzed using the following steps: data reduction, data display, and conclusion drawing and verification.

Results of the study revealed that there were three (3) emerging themes generated during the exploration on how teachers decide, implement and reflect on technology integration in teaching Science in the secondary classroom, namely: budget adequacy, skills requirements, and practicality of location. Moreover, three (3) themes were generated when teachers were asked about the challenges that exist during the course of the decision, implementation and reflection on technology integration in teaching Science in the secondary classroom. These were as follows: inadequate instructional technology, insufficient training of teachers, and intermittent internet connection.

Finally, the conduct of this phenomenological study regarding Science teachers' decisions, implementation and reflection on technology integration into their Science teaching provides three (3) most important insights that are worth reflecting. First, knowledge and skills of teachers on technology plays the most important role in deciding and implementing integration of technology in Science classes. Second, in utilizing technology, teachers should bear in mind that it is primarily utilized to maximize learning outcomes and not to ease teachers from burdens. Lastly, challenges encountered when utilizing technology in teaching Science are normal, and therefore should be addressed proactively. Hence

it is recommended that DepEd should continue to empower schools and communities by ensuring the continuous implementation of DepEd Computerization Program and DepEd Interconnectivity

Program as well as the continuous capacitation of teachers on the use of technology.

PATH ANALYSIS MODEL OF SCIENCE TEACHING COMPETENCE: A CONFLUENCE OF WORKPLACE COMMITMENT, INTERPERSONAL SUPPORT AND PERCEIVED INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS

Author: Mary Beth A. Sacay

Year:2020

Adviser: Helen W. Noel, Ph.D.

This study determined through causal modeling the influence of workplace commitment, interpersonal support and perceived instructional leadership of school heads on the teaching competence of secondary teachers in Science in selected secondary schools in the Division of Davao del Sur for the School Year 2019-2020. Correlational research design Specifically causal modelling was utilized employing 167 Science teachers as respondents with the survey conducted from December 2019 to May 2020. Data gathered were collected and analyzed using relative mean, Pearson Product Moment of Correlation Coefficient and structural equation modeling (SEM) maximum likelihood.

Results of the study showed that the levels of workplace commitment of Science teachers and their perceived instructional leadership of school heads were moderate with a satisfactory level of interpersonal support. Likewise, it was found that secondary Science teachers exhibited satisfactory level of teaching competence.

The level of teaching competence of Science teachers is significantly related with workplace commitment, interpersonal support and instructional leadership of school heads.

Finally, the hypothesized model depicting the Influence of workplace commitment, interpersonal support and instructional leadership of school heads on the teaching competence of secondary Science teachers was able to pass the goodness of fit indices criteria. Hence, it is recommended that the hypothesized model developed may be adapted for school improvement planning in order to improve the competence of Science teachers and eventually enhance the academic performance of students in Science.

AN EVALUATION OF ICT INTEGRATION IN TEACHING SCIENCE

Author: Charity B. Samson
Adviser: Helen W. Noel, Ph.D.

Year:2020

This study was undertaken to evaluate the integration of information communication technology (ICT) in teaching Science of 52 students from the two sections namely the Love Section, and the Hope Section of Talus Integrated School in East Malungon District, Division of Sarangani. The study utilized the complete enumeration of respondents wherein all the Grade 8 Science students from the two sections composed the total samples of this study. The class under powerpoint presentation was section Love, the section Hope under video presentation. The quasi-experimental design known as the pretest/posttest nonequivalent groups design were utilized since only two groups was used in the study. In the treatment of data the following statistical tools was employed: The arithmetic mean and the standard deviation, and T-test.

The results revealed that the level of proficiency in the pre-test mean score of the students in the powerpoint presentation and under video presentation have the same level of knowledge prior to the conduct of the study. The posttest score of the students under powerpoint presentation and the video presentation signifies that Grade 8 students have improved their acadernrnt performance white in both approaches of ICT integration. A higher mean gain score of the powerpoint presentation than the students under Video presentation. This indicates that powerpoint probably gains more knowledge than the students under video presentation. There is a significant difference between the posttests means score of the both Groups. Thus, students under the powerpoint presentation have larger scores than students in the video presentation. It can be concluded that powerpoint presentation Is effective in teaching Science of Grade 8 students. There is a significant difference between the mean gain scores of the two groups. Thus, students under the powerpoint presentation gains more knowledge than the students under video presentation.

INTELLECTUAL EXCITEMENT AND INTERPERSONAL TEACHING STYLES OF SCIENCE TEACHERS

Author: Kirsten Chloe P. Señorán
Adviser: Helen W. Noel, Ph.D.

Year:2020

This study aimed to determine the relationship of intellectual excitement and interpersonal teaching styles of science teachers in MABAMA, Bansalan West, Division of Davao del Sur. The researcher wanted to discover how prepared the science teachers in their field of expertise. The aim of this research is that every student will learn from them with much learning pedagogies and styles. This study attempts to determine the level of intellectual excitement of MABAMA science coordinators in terms of: academic engagement, interests and attitudes, motivation and learning environment. It also determined the level of interpersonal teaching styles of MABAMA science teachers in terms of science curriculum integration, interpersonal rapport to students, and it also determined the significant relationship between intellectual excitement and interpersonal teaching styles of MABAMA science teachers in Bansalan West.

The level of intellectual excitement of MABAMA Science Teachers that shows that the science teachers was described as "high".

The level of interpersonal teaching styles of MABAMA Science Teachers was described as "outstanding".

The relationship between the intellectual excitement and interpersonal teaching styles of MABAMA Science Teachers as described as "moderate positive linear relationship". It is highly recommended that science teachers, spearheaded by the department heads and/or principal, should plan for a training to gain more insight to make classes more strategic and engaging. In this way, Science, Technology and Engineering programs in the school must be intensified and competitive in all aspects.

FACILITATION SKILLS, ATTITUDE TOWARDS SCIENCE AND EXTENT OF DIGITAL LITERACY AS DETERMINANTS OF SCIENCE TEACHING COMPETENCE

Author: Hannah Mae D. Sicam

Year:2020

Adviser: Helen W. Noel, Ph.D.

This study aimed to determine whether the levels of facilitation skills, attitudes towards Science and digital literacy are determinants of teaching competence of secondary science teachers in selected schools in the Division of Cotabato for the School Year 2019-2020 using descriptive- correlational survey research design. A total of 157 secondary Science teachers were taken as respondents through complete enumeration and answered the survey questionnaires conducted within January to May 2020. Data gathered were collected, tabulated and analyzed using mean, Pearson Product Moment of Correlation Coefficient (Pearson r) and Linear Regression Analysis using forward estimation method.

Results of the study showed that the level of facilitation skills of secondary Science teachers was high with favorable level of attitude towards Science and high extent of digital literacy. Likewise, the level of teaching competence of secondary Science teachers was high. There was a significant relationship between the facilitation skills and teaching competence of Science teachers, between attitude towards Science and teaching competence of Science teachers, and between digital literacy and teaching competence of Science teachers.

The multiple regression analysis using forward estimation method provides that the levels of facilitation skills, attitudes towards Science and digital literacy were determinants of teaching competence of Science teachers with the regression analysis equation of "Teaching Competence = $-0.276 + 0.569 FS + 0.243 AS + 0.255 DL$ ". It provides that for each unit of change in the levels of facilitation skills (FS), attitude towards Science (SA) and digital literacy (DL), there is a corresponding change of 0.569, 0.243, and 0.255, respectively in the teaching competence of Science teachers. Hence, it is recommended that DepEd officials and school heads should focus their efforts in enhancing teacher's facilitation skills, attitude towards Science and digital literacy by providing chances for trainings and seminars from the National Educators Academy of the Philippines (NEAP) and other concerned agencies.

ORGANIZATIONAL SUPPORT AND CYNISIM ATTITUDES OF SCIENCE TEACHERS

Author: Gladys M. Solana

Year:2020

Adviser: Helen W. Noel, Ph.D.

The very purpose of this study was to determine the relationship of organizational support and cynicism attitudes of science teachers in Bansalan East, Division of Davao del Sur. The general objective of the study was to determine the level of organizational support and organizational cynicism attitudes that attempts to; to determine the level of organizational support of science teachers in terms of; organizational commitment, job involvement and participation in decision making supervisory support in the school; to determine the level of cynicism attitudes of science teachers in terms of; beliefs and culture; acceptability and self-interest; to determine the significant difference of the cynicism attitudes of science teachers in terms of age; and to determine the significant relationship between organizational support and cynicism attitudes of science teachers. The subjects of the study are 50 public elementary school teachers who handled Grades 3 to 6 science subjects.

This study employed the descriptive-correlational method to determine the level of organizational support perceptions and organizational cynicism attitudes of science teachers in Bansalan East District, Division of Davao del Sur for the school year 2019-2020. The science teachers must continue their initiatives on improvement and correct usage of curriculum guides (CG) responsible and accountable to the school management plan (SMP) that must be specific, measurable, attainable, realistic and time bounded goals reflecting all the school, students, community and all stakeholders centered activities and programs by intensify the organizational support as to be productive science teachers.

BURNOUT OF PUBLIC SCHOOL SCIENCE TEACHERS: A CONFLUENCE OF ACADEMIC WORKLOAD, ORGANIZATIONAL COMMITMENT AND INTERPERSONAL SUPPORT

Author: Lovelia M. Tacgos

Year: 2020

Adviser: Helen W. Noel, Ph.D.

This study aimed to determine the level of burnout of public school Science teachers as confluence of academic workload, organizational commitment and interpersonal support in selected secondary schools in the Division of Davao del Sur for the School Year 2019-2020. Correlational research design specifically path analysis was utilized in the study employing 156 teachers as respondents with the survey conducted from December 2019 to May 2020. Data gathered were collected and analyzed using mean, (Pearson r , multiple linear regression analysis using forward addition estimation method and structural equation modeling (SEM) maximum likelihood with the aid of a statistical software.

Results of the study showed that the level of academic workload of public school teachers was *high* with *moderate* level of organizational commitment and *high* level of interpersonal support, likewise, public school Science teachers rated *high* on their extent of burnout. The levels of academic workload shows high positive relationship, while high negative relationship was found between organizational commitment and interpersonal support, and with public school Science teacher's extent of burnout. The three factors, academic workload, organizational commitment and interpersonal support were found to significantly influenced the extent burnout. The three factors, academic workload, organizational commitment and interpersonal support were found to significantly influenced the extent of public school Science teacher's burnout.

Finally, the hypothesized model depicting the confluence of academic workload, organizational commitment and interpersonal support on the extent of public school Science teacher's burnout was not able to pass any goodness of fit indices criteria. Hence, a suggested model was developed. The suggested model was the perfect fit model showing the confluence of academic workload, organizational commitment and interpersonal support on the extent of public school Science teachers' burnout. Hence, it is recommended that DepEd officials and school heads may focused on addressing the academic workload, organizational commitment and interpersonal support among teachers in order to lessen the feeling o burnout of public school Science teachers.

A TEACHERS GLIMPSE ON ETHICAL CLIMATE AND GENDER EQUALITY IN THE WORKPLACE

Author: Justine C. Valdenor

Year:2020

Adviser: Helen W. Noel, Ph.D.

The study wanted to know the science teacher's reflections on ethical climate and gender equality in the classroom of Barayong National High School. The teachers are tasked to ensure that the learners can understand the lesson for the day resulting to discoveries on how the teachers perceived on ethical climate and gender equality in the classroom. Specifically, the research questions were focused in addressing the following; the study employed a qualitative design and utilized the phenomenological approach in which it revealed the actual meaning of the experiences of the informants who were science teachers. Interview guide protocols with open-ended questions were used to collect the responses of the three (3) informants. One hour (1) in depth conversations were recorded, afterwards the Recorded interactions were transcribed and were carefully analyzed through thematic analysis procedure. The result revealed three (3) main themes namely: organizational structures, practices, and decision making sexism. If 15 hereby recommended that addressing the experienced of science teachers, it is recommended to utilize the Gender and Development Program in the school policies and implementations.

**Mater in Business
Administration
(Major in Agri-Business)**

ADVERSITIES OF INVESTMENT SCHEMES: NARRATIVES OF ENTREPRENEURIS IN DAVAO DEL SUR

Author: Aprilyn A. Catubig

Year: 2020

Adviser: Luciano D. Nasibog, Jr., DBA

Entrepreneurs in Davao del Sur encountered different adversities. The purpose of this study was to explore the adversities encountered by entrepreneurs brought by investment schemes. This research employed the qualitative research technique. In the collection of data, the researcher conducted a series of in-depth interview to the identified eight (8) participants whose enterprises were affected by the existence of investment schemes in the province of Davao del Sur. Decreases and turnover of employees and workers, unmotivated employees performance, difficulty in hiring new workers, insufficiency of production supply and shortage of cash flow are the common adversities that entrepreneurs experienced during the prevalence of investment schemes in the province. Furthermore, this sought to know the coping mechanisms which entrepreneurs utilized to counter the adversities identified and the management initiatives they made to adapt to changes cause by investment schemes. In going through adversities and surpassing the identified struggles are the common coping mechanisms in overcoming adversities are preparing pool of candidate for recruitment, creating network of supplies, and employing cost-cutting measures. The management initiatives made by entrepreneurs to adapt changes cause by investment schemes are establishment. The findings provide to the government in their endeavor to regulate the investment industry most particularly on profitability, liquidity and solvency of the industry.

TOTAL QUALITY MANAGEMENT (TQM) PRACTICES OF AGRO-INDUSTRIES: AN APPLICATION KENDALL'S TAU ANALYSIS

Author: Allan C. Hechanova
Adviser: Zandro P. Ibañez, Ed.D

Year: 2020

This study was undertaken to determine the association of total quality management (TQM) practices and organizational performance of agro-industries in Davao del Sur using Kendall's tau analysis last March 2020. The respondents of the study were the identified employees of the agro-industries using snow ball sampling technique. A standardized survey questionnaire was used to measure the total quality management (TQM) practices as well as organizational performance. Data gathered were analyzed using Mean, Standard deviation and Kendall's tau Analysis through the aid of Statistical Package for Social Sciences (SPSS).

Based on the results revealed that the agro-industry employees in Davao del Sur is dominated by male, with moderate years in service, and still in their productive age. However, the level of total quality management (TQM) practices of agro-industry employees is described as very high. Moreover, the level of organizational performance of agro-industries is described as very high. Furthermore, the result showed a very strong positive linear association between total quality management (TQM) practices and organizational performance. This means that the variations of the organizational performance are caused by total quality management (TQM) practices and vice versa. Since the of 0.000 is less than alpha 0.50, Thus, the null hypothesis is rejected.

INFLUENCE OF INNOVATION STRATEGY, MARKET ORIENTATION AND QUALITY MANAGEMENT PRACTICES ON THE ORGANIZATIONAL PERFORMANCE OF COCONUT WATER CONCENTRATE MANUFACTURERS

Author: Aljun S. Nilo

Year: 2020

Adviser: Luciano D. Nasibog, Jr., DBA

Coconut Water Concentrate manufacturing firms face significant challenges and constantly find ways to improve organizational performance. The purpose of this study is to investigate the influence of innovation strategy, market orientation and quality management practices on the organizational performance of Coconut Water Concentrate manufacturers in Region XI. The study utilized complete enumeration and respondents of the study are those employees performing key functions. Gathered data was analyzed using Mean and Pearson Product Moment Correlation. Results of the study showed that majority of the Coconut Water Concentrate manufacturing firms in Region XI demonstrated a very high level of innovation strategy, very high level of market orientation, very high level of quality management practices and a very high level of organizational performance. Results of the study further shows that there is strong positive linear relationship between innovation strategy and organizational performance, strong positive linear relationship between market orientation and organizational performance, and strong positive linear relationship between quality management practices and organizational performance. Overall, the results indicated that innovation strategy, quality management practices, and market orientation has a significant relationship to the organizational performance.

MICROFINANCE LENDING PROGRAM OF THE CENTER FOR AGRICULTURE AND RURAL DEVELOPMENT INCORPORATED (CARD Inc.) AND IT'S IMPACT TO THE BORROWERS IN DAVAO DEL SUR

Author: Ricardo R. Ongob, Jr.

Year: 2020

Adviser: Luciano D. Nasibog, Jr., DBA

The study on the microfinance lending program of the Center for Agriculture and Rural Development Incorporated (CARD Inc.) and it's impact to the borrowers in Davao del Sur examines the contributions of microfinance program channeled through CARD Inc. for the government's poverty alleviation thrust particularly among microfinance beneficiaries. This study was implemented through personal interviews to 374 members with management representatives from sample microfinance using descriptive research survey design.

Results disclosed that government microfinance lending program of CARD Inc. had benefited their borrowers. The provision of microfinance capitalization enabled CARD Inc. to acquire assets, increased capitalization for microfinance investments and explained organization's profits.



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