Educational Reforms: Reflecting on the Past, Exploring Dynamic Solutions, and Forging New Horizons

OCTOBER 24 - 26, 2019 | Benitez Theater, UP College of Education

CONFERENCE PROGRAM
I am extending my great appreciation and praises to the team of the 11th National Conference on Research in Teacher Education (NCRTE). You have once again laboriously put together this biennial assembly. I am similarly greeting with conviviality the scholars, practitioners, and students who have joined us in this three-day conference. Welcome to the UP College of Education (UP Ced)!

This year’s theme, “Educational Reforms: Reflecting on the Past, Exploring Dynamic Solutions, and Forging New Horizons”, is seeking to understand how the topography of the Philippine educational system is continuously being refined by developments and amendments. These are mirrored and echoed by the eleven strands: 1) trends and innovations in assessment; 2) action research; 3) educational evaluation; 4) child protection; 4) career education; 5) mental health; 6) teacher education and training; 7) teaching, learning, and technology; 8) ICT in school administration; 9) instructional leadership and school performance; 10) educational leadership and policy; and 11) professional and organizational development.

Keeping abreast with developments and amendments in the field provides us with the baseline and foundational work in sustaining improvement for our practices and our academic culture. In this year’s NCRTE, we hope to spur imaginative solutions and deepen our understanding of our state of affairs, enabling us to create paths where there previously was one.

I also hope that this deepened understanding enables us to see clearly on things that we still know little about. May discussions and exchange of ideas in this year’s conference diminish our thinking that the present is a mere culmination of our former advancements. I am optimistic that we will be able to appreciate imaginative solutions for their own momentous accomplishments and their own artistic triumphs.

Having said so, may UP CEd serve beyond being a venue of “various fields of expertise and specialization by conducting basic and applied research, promoting research and development, and contributing to the dissemination and application of knowledge”, as stipulated in Republic Act 9500 or the University of the Philippines Charter of 2008.

May this year’s NCRTE and those to take place twenty years hence on, steadfastly move stakeholders in the field of education ever onward to sustained and apt evolution.

JEROME T. BUENVIAJE, PhD
Dean
**KEYNOTE**

**DINA JOANA S. OCAMPO, Ph.D.** is a professor and former dean of the UP College of Education where she also obtained her undergraduate and masters degrees in Special Education and Reading Education, respectively. She earned her Ph.D. in Psychology from the University of Surrey, United Kingdom. She is currently the Convenor of the Education Research Program at the UP Center for Integrative and Development Studies. She also served as the Undersecretary for Curriculum and Instruction for the Department of Education from 2013 to 2017.

She researches on literacy development and literacy difficulties among bilinguals and publishes on this topic in academic articles in local and international journals.

She has also served as resource person and consultant to various programs and projects of the Department of Education, including the Basic Education Sector Reform Agenda for the National Language and Literacy Strategies for the Filipino and English languages.

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**PLENARY**

*Educational Reforms: Reflecting on the Past*

**MA. THERESA L. DE VILLA, Ph.D.** is a retired Professor in Education and Communication Arts (English) at the UP Integrated School of the College of Education, and is currently a Professorial Lecturer at the Faculty of Education, UPOU. She finished BSE (major: English), M.Ed (TESL/TEFL) at the College of Education, and Ph. D. (Translation Theory) at the College of Arts and Letters, UP Diliman.

She served as Principal of the UP Integrated School, director of the Ugnayan ng Pahinungod Diliman, the Volunteer Program of UP Diliman and Director/Convenor of the Education Research Program (ERP) of the UP Center for Integrative Studies (UP-CIDS). She also served as Dean, Faculty of Education, UPOU.

She has also worked with various GOs and NGOs which have brought her to the different parts of the country for seminar-workshops through which she was able to learn from other teachers too. All these experiences truly enriched her life as a teacher and as an individual. More importantly, her interactions with the different teachers have reaffirmed that the Filipino teachers are still the best and the most influential people who have continually shaped genuine Filipino consciousness.
CONFERENCE SPEAKERS

PLENARY

_Present Educational Reforms: Exploring Dynamic Solutions_

**LORELEI R. VINLUAN, Ph.D.** a Registered Guidance Counselor, finished BA English in 3 1/2 years, Cum laude, from UP Diliman. Right after college she pursued her Master’s degree major in Guidance and later her PhD in Educational Psychology. She is an Associate Professor at the College of Education for 22 years and counting. Currently she is the Division Chair of one of the 2 divisions at the College of Education.

She has published and presented several of her researches both internationally and locally. She also appeared on TV shows such as Moms and Kapwa Ko Mahal Ko before as a resource person.

PLENARY

_Educational Reforms: Forging New Horizons in the Future_

**EDIZON ANGELES FERMIN, Ph.D.** is the Vice President for Academic Affairs of The National Teachers’ College acquired by the Ayala Corporation in 2018. He formerly served for 18 years Miriam College in various capacities such as Director for Innovation Development, Director for Basic Education, and High School Principal.

He holds a bachelor’s degree in secondary education major in English minor in Filipino _magna cum laude_, a master’s degree in teaching English as a second language, and a doctoral degree in Filipino language planning and policy, all from the University of the Philippines in Diliman. He received the _UP Gawad Tsanselor bilang Pinakamahusay na Digradwadong Mag-aaral ng Sektor ng Batas at Agham Panlipunan_ in 2000 and the Miriam College President’s Awards for Research in 2005 and in 2010.

In June 2014, he was chosen as the youngest recipient of the Professional Achievement Award of the University of the Philippines College of Education Alumni Association for his scholarly work on evidence-based teaching practices. In 2016, he became the first recipient of the Oscar M. Lopez Award for Transformative Educational Leadership.

He is currently co-chair of the Commission on Higher Education’s Technical Panel in Teacher Education and the chief consultant of the national Executive Course for Education Leaders or ExCEL in Senior High School of the Private Education Assistance Committee through the Fund for Assistance to Private Education or FAPE.

11th NATIONAL CONFERENCE ON RESEARCH IN TEACHER EDUCATION
MESSAGE FROM THE DEAN

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JEROME T. BUENVIAJE, PhD
Dean

11th NATIONAL CONFERENCE ON RESEARCH IN TEACHER EDUCATION
# NATIONAL CONFERENCE ON RESEARCH IN TEACHER EDUCATION


24-26 October 2019

## PROGRAM at a Glance

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<td>October 24 (Thursday)</td>
<td>October 25 (Friday)</td>
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<tr>
<td>07:30 – 8:30</td>
<td>Registration</td>
<td>Day 1 Highlights and Reflections</td>
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<tr>
<td>08:30 – 08:50</td>
<td>Opening Ceremonies</td>
<td>Keynote Address</td>
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<tr>
<td>08:50 – 09:50</td>
<td>Plenary Session I</td>
<td>Break (UPCEd 2nd Floor)</td>
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<tr>
<td>09:50 – 10:20</td>
<td>Break</td>
<td>Plenary Session III</td>
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<tr>
<td>10:20 – 11:20</td>
<td>Plenary Session II</td>
<td>Plenary Session III</td>
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<tr>
<td>11:20 – 12:20</td>
<td>Lunch</td>
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<tr>
<td>12:20 – 12:50</td>
<td>Parallel Sessions I</td>
<td>Parallel Sessions III</td>
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<tr>
<td>13:00 – 13:30</td>
<td>Break</td>
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<tr>
<td>13:30 – 14:30</td>
<td>Parallel Sessions II</td>
<td>Parallel Sessions IV</td>
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<tr>
<td></td>
<td>October (Saturday)</td>
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<tr>
<td>08:30 – 08:50</td>
<td>Day 2 Highlights and Reflections</td>
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<tr>
<td>08:50 – 10:50</td>
<td>Parallel Sessions V</td>
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<td>10:50 – 11:20</td>
<td>Break (UPCEd 2nd Floor)</td>
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<tr>
<td>11:20 – 11:50</td>
<td>Closing Ceremonies</td>
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<td>11:50 – 12:00</td>
<td>Socialization and Distribution of Certificates</td>
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## Parallel Sessions I | Day 1: October 24, 2019 (Thursday) | 12:20 – 2:20 PM

<table>
<thead>
<tr>
<th>Topics</th>
<th>Room 108</th>
<th>Room 204</th>
<th>Benitez Theater</th>
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<tbody>
<tr>
<td>Trends in Innovations and Assessment, Action Research, Educational Evaluation, and Professional and Organizational Development</td>
<td>Analyzing Cognitively Diagnostic Assessments: A Fraction-Subtraction Data Example</td>
<td>Analysis of Work Immersion Program of Manila Central University Senior High School MCU-SHS; Basis for Program Development toward Bachelor of Science in Physical Therapy (BSPT)</td>
<td>Mapping the 21st Century Skills of the Filipino Workforce</td>
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<tr>
<td>Room 108</td>
<td>Kevin Carl Santos University of the Philippines</td>
<td>Er Jr Petil Manila Central University</td>
<td>Richard Monteverde University of the Philippines</td>
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<td>Hazel Anne Soriano University of Southern Mindanao</td>
<td>Danielle Marie Cruz Gina Jusay SFI Career Center</td>
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<td>Marylou Maluyo Isulan National High School</td>
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<td>Establishing the Validity and Reliability of Biology Test for Senior High School Students</td>
<td>Science Content Knowledge of Junior High School Completers in North Cotabato</td>
<td>A Career Development Scale for High School Students</td>
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<td>Glenn Mirabete Teodora Salubayba University of the Philippines</td>
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<td>Jaclyn Cauyan University of the Philippines</td>
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<td>STU: SIPAT-TUKLAS-UNAWA Isang Pamaraan sa Pagpapalawak ng Talasalitaan at Paglinang ng Komprehensyon</td>
<td>The Salience of Quality of Teaching and Student Service Evaluation</td>
<td>Effects of Empty Chair Technique on the Resilience of Abandoned Children</td>
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<td></td>
<td>John Nick Nicolas Philippine Normal University</td>
<td>Audrey Dairo Angeline Oñate Renard Torrecampo Lorelei Vinluan University of the Philippines</td>
<td>Georgeth Mendoza La Salle Green Hills</td>
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<td>Jaclyn Marie Cauyan University of the Philippines</td>
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<td>Lexie Estacio Teodora Salubayba University of the Philippines</td>
<td>Michael Cahapay Mindanao State University-General Santos</td>
<td>Gonzalo Amante University of the Philippines-Los Baños</td>
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<td>Katrina Rebecca Odfina University of the Philippines/University of Santo Tomas</td>
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<td>Isaias Reyes II University of the Philippines/New Era University</td>
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<td>Lorelei Vinluan Arabelle Krystal Casauay Richard Monteverde</td>
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<td>University of the Philippines</td>
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## Parallel Sessions II

**Day 1: October 24, 2019 (Thursday) | 2:50 – 4:50 PM**

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<tr>
<th>Room 108</th>
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<tr>
<td><strong>Teaching, Learning, and Technology</strong></td>
<td><strong>Educational Evaluation, Teacher Education and Training</strong></td>
<td><strong>Mental Health</strong></td>
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<tr>
<td><strong>Moderator:</strong> Prof. Jon Paul Maligal</td>
<td><strong>Moderator:</strong> Prof. Marlon Ebaeguin</td>
<td><strong>Moderator:</strong> Dr. Lorelei Vinluan</td>
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<tr>
<td>Ang Maikling Kuwentong Pambata Bilang kagamitang Panturo ng Pagbasa/Panitikan sa Filipino sa Multikultural na Klasrum para sa Elementarya</td>
<td>The Relationship between Parental Involvement and Teachers’ Self-Efficacy</td>
<td>Project #SAFE: A Model for Providing Immediate Support and Facilitation Skills to Peer Facilitators</td>
</tr>
</tbody>
</table>
| Reggie Parico  
Department of Education - Caloocan | Cielo Berrir  
Michael John Jayoma  
Victor Jose Mayo  
Patrisha Nicole Rabang  
Marie Antonette San Diego  
University of the Philippines | Gonzalo Amante  
University of the Philippines-Los Baños |
| Does Math Anxiety Mediate Math Self-Efficacy - Math Performance Relationship? | Revisiting the Student Teaching Internship Program: Perspective from Cooperating Teachers, School Administrators, Supervising Instructors and Student Teachers | Personality Traits, and Forgiveness Dispositions and Motivations of Emerging Adults |
| Jonathan Wong  
Carmen Ramo  
Romblon State University | Amaranth Wong  
Romblon State University | Richard Monteverde  
University of the Philippines |
| Flash Fiction as Intervention in Improving Students’ Narrative Writing Skills | Student Teachers’ Preparation towards Inclusive Education | Lived Experiences of Prostituted Males |
| Janelle Ruiz | Zhanina Custodio  
Philippine Normal University | Raul Villaluz  
Lorelei Vinluan  
University of the Philippines |
| Metacognitive Teaching Experiences of Professors: Their Knowledge of The Discipline and the Students | Implementation of Mother Tongue Based-Multilingual Education (MTB-MLE) And Academic Achievement of Pupils | Self-acceptance Levels of Adolescents: Basis for a Responsive Counseling Program |
| Maria Jesusa Carina Aunario  
Grace Koo  
University of the Philippines | Gerald Jayson Balanga  
Eastern Visayas State University | Romelyn Cabatbat  
Lorelei Vinluan  
University of the Philippines |
| | Rochelle Ablay  
DepEd - Eastern Samar | |
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<th>Parallel Sessions III</th>
<th>Day 2: October 25, 2019 (Friday)</th>
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<tr>
<td><strong>Room 108</strong></td>
<td><strong>Room 204</strong></td>
<td><strong>Benitez Theater</strong></td>
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<tr>
<td><strong>Moderator</strong>: Dr. Lorelei Vinluan</td>
<td><strong>Moderator</strong>: Dr. Joel Javiniar</td>
<td><strong>Moderator</strong>: Prof. Elenita Que</td>
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<td><strong>Parallel Sessions</strong></td>
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<tr>
<td><strong>Enhancement of Nurturing Skills of Parents of Bullied Children through Reality Therapy</strong></td>
<td><strong>LET Performance for the Last Five Years of a State University in MIMAROPA Region: Does it Meet the Demand for Quality or Quantity?</strong></td>
<td><strong>Multigrade E-Learning Competencies and Teachers’ Training Needs</strong></td>
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<tr>
<td>Marian Copina</td>
<td>Jonathan Wong</td>
<td>Mary Ann Metrillo</td>
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<tr>
<td>Lorelei Vinluan</td>
<td>Romblon State University</td>
<td>DepEd Sariaya West</td>
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<td>University of the Philippines</td>
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<td>Bernadette Luna</td>
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<td>Karl Erickson Ebora</td>
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<td>DepEd CALABARZON</td>
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<td><strong>Smoking Cessation of Nicotine Dependence Using Cognitive-Behavioral Therapy</strong></td>
<td><strong>Perpetrator of Language Education Malpractices?: The Case of (Mis)Alignment among Pre-Service English Teachers in a Multilingual Context</strong></td>
<td><strong>Reconceptualizing School Sports into a Comprehensive School Physical Activity Program (CSPAP): A Case Study in Organizational Change</strong></td>
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<tr>
<td>Christina Labuac</td>
<td>John Paul Vallente</td>
<td>Stella Marie M. Urbizondo</td>
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<td>Lorelei Vinluan</td>
<td>Mariano Marcos State University</td>
<td>Maria R. Bregendahl</td>
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<td>University of the Philippines</td>
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<td>University of Asia &amp; the Pacific</td>
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<td>Sebastian M. Ripoll</td>
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<td>Magna Anima Teachers College</td>
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<td><strong>Behavior Modification of Video Gamers through Cognitive Behavioral Therapy</strong></td>
<td><strong>Towards Democratic Practices in the Classroom</strong></td>
<td><strong>Counseling and Discipline Practices of Selected Basic Education Institutions</strong></td>
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<tr>
<td>David Cheng</td>
<td>Orben Cleofe</td>
<td>Gabbi Antonio</td>
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<td>Lorelei Vinluan</td>
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<tr>
<td><strong>Development of a Counselling Program for Children who are Survivors of Sexual Abuse</strong></td>
<td><strong>Democratic Practices in School Governance</strong></td>
<td><strong>Allied Professionals’ Motivations and Its Implications for Human Resources Development</strong></td>
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<tr>
<td>Marie Grace Gomez</td>
<td>Orben Cleofe</td>
<td>Marian Christine V. Patriarca</td>
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<td>University of the Philippines</td>
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### Parallel Sessions IV | Day 2: October 25, 2019 (Friday) | 2:50 – 4:50 PM

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<tbody>
<tr>
<td>Benitez Hall</td>
<td>Room 204</td>
<td>Room 108</td>
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<tr>
<td>Moderator: Dr. Teodora Salubayba</td>
<td>Moderator: Dr. Marian Christine Patriarca</td>
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#### Room 204

<table>
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<tr>
<th>Title</th>
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<th>Date/Time</th>
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<tbody>
<tr>
<td>Using Goal-Free Model and Mixed-Method in Evaluating the Continuing Professional Development Program for Professional Teachers</td>
<td>Desire De Ramos, Teodora Salubayba</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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<tr>
<td>Integrated Approach in STEAM Education</td>
<td>Yna Camille Mongcal, Marvice Joyce Villa</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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<td>Improving the Spatial Abilities of Elementary Students using Origami</td>
<td>Ricardo Cruz, Gene Villapando, Paul Marco Dela Cruz, Arra Diane Hifarva, and Aran Jose Domingcil</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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#### Room 108

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<th>Title</th>
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<tr>
<td>Exploring Possibilities for Teaching Research in the Senior High School Setting: Gleanings from Reflective Practice</td>
<td>Benedict Barayuga, Rossana Carnecer</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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<tr>
<td>Teachers and Students’ Perception of Performance-Based Assessment in the MAPEH Classroom</td>
<td>Dona Joy Gonzales, Joses Uzziel Perez, Jays Tajora, Via Loris Dolorosa</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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<td>Perceptions of JHS Master Teachers on Coaching and GROW Model</td>
<td>Agape Gepollo</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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<td>Critical Thinking Profile of Selected College Students of CSJLC</td>
<td>Joeyette Cruz</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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<td>Teaching Competence, Attitude Towards the Teaching Profession, Organizational Commitment, And Job Satisfaction of RSU Teacher Education Graduates: A Tracer Study</td>
<td>Jonathan Wong</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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<td>ICT Competence of High School Teachers in the District Of Romblon Vis-À-Vis UNESCO ICT Competency Standards For Teachers: A Demographic Group Differential Study</td>
<td>Amaranth Wong, Mischelle Carisse Mesana</td>
<td>Benitez Hall Room 204, October 25, 2019 (Friday) 2:50 – 4:50 PM</td>
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### Parallel Sessions V | Day 3: October 26, 2019 (Saturday) | 8:50 – 10:50 AM

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<td><strong>Basic Counseling Skills</strong></td>
<td><strong>Perceptions on the Transition from Homeschooling to Formal Education</strong></td>
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<td><strong>Lorelei Vinluan</strong> University of the Philippines</td>
<td><strong>Jannille Abbie Escarilla</strong></td>
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<td><strong>The Usefulness of Case Studies in Business Ethics: Adjusting a Senior High School Worktext</strong></td>
<td><strong>Keren Jenner Mariano</strong></td>
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<td><strong>Aliza Racelis University of the Philippines</strong></td>
<td><strong>Ruzette Joy Manabat</strong></td>
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<td><strong>The Extension Program of the UP College of Music: Honing Music Ability of the Gifted, Tapping Music Potentials for Beginners</strong></td>
<td><strong>Excelsis Judah Ebarle</strong></td>
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Analyzing Cognitively Diagnostic Assessments: A Fraction-Subtraction Data Example

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University of the Philippines-Diliman

Introduction
When used in conjunction with cognitive diagnosis models (CDMs), cognitively diagnostic assessments can identify the specific skills an examinee has and has not mastered. This diagnostic information can be used to support tailored remediation and to enhance classroom instruction.

Objectives
The primary objectives of this study are to demonstrate how to analyze such assessment using CDMs by employing fraction-subtraction data and to illustrate its advantages compared with traditional psychometric frameworks.

Methods
The responses of 536 students to a fraction-subtraction assessment (Tatsuoka, 1990) measuring eight skills are analyzed using the Higher-order Generalized deterministic inputs, noisy “and”“ and” gate model framework (de la Torre, 2011). The ability level and the skill profiles are estimated for each examinee. Mastery prevalence of each skill is also computed. Moreover, attribute classification accuracy is calculated to determine how reliable the fitted CDM is.

Results
Six out of the eight skills on fraction-subtraction are mastered by majority of the examinees. Students with higher abilities mastered more attributes; however, some individuals with higher abilities had fewer number of attributes mastered. Generally, all attributes have classification accuracy indices of at least 0.75.

Conclusion
This study is able to demonstrate that targeted remediation cannot be soley based on ability estimates. The CDM analysis reveals that there are two skills on fraction-subtraction that students need to work on. To address this, teachers can formulate remediation measures that will aid students improve on these particular skills.

Establishing the Validity and Reliability of Biology Test for Senior High School Students

Glenn Mirabete
Teodora Salubayba
University of the Philippines

The use of multiple-choice test is prevalent in measuring student learning and outcome in the mainstream classroom. The study considered the Biology test with multiple-choice items that measure skills in Biology among senior high school students. The validity and reliability of the test were established using factor analysis, distractor analysis, and the measure of internal consistency. More than 80% of the items survived after subjecting to difficulty and discrimination analyses. Almost 50% of the items are considered desirable with a number of easy and difficult items. Only a few items are very difficult and very easy. The test is found to be excellent measure of Biology skills with Cronbach alpha of .903. The items loaded in seven factors that are in agreement with the original table of specification. Factor loadings are set at .30 to be considered significant. Distractor analysis revealed that more than 75% of the items have plausible distractors. The test is considered valid and reliable measures of skills in Biology with items measuring the higher order thinking skills. Results of the study inform policy makers and educational assessment specialists for continuing innovations in the area of assessment.

11th NATIONAL CONFERENCE ON RESEARCH IN TEACHER EDUCATION
Introduction

Objectives
Ang pananaliksik na ito ay nakatuon sa paggamit ng isang inobatibong teknik sa pagbasa ang STU: SIPAT-TUKLAS-UNAWA na may layuning mapalawak ang bokabularyo o talasalitaan ng mga mag-aaral sa wikang Filipino at kasabay nito ay malinang ang kanilang komprehensyon sa pagbasa. Layunin din ng pag-aaral na mabakas ang kabisaan ng inobatibong teknik sa pagpapalawak ng talasalitaan at komprehensyon ng mga mag-aaral.

Methods
Upang maisagawa ito ay gumamit ng deskriptibo-kwalitatabong pamamaraan bilang metodo sa pangangalap ng mga datos at pag-analisa ng mga ito.

Results
Mula rito ay nalaman na ang inobatibong teknik sa pagbasa ang STU: SIPAT-TUKLAS-UNAWA ay naging mabisa sa pagpapalawak ng bokabularyo at pagpapataas ng komprehensyon sa pagbasa ng mga mga mag-aaral

Conclusion
Mula rito ay nalaman na ang inobatibong teknik sa pagbasa ang STU: SIPAT-TUKLAS-UNAWA ay naging mabisa sa pagpapalawak ng bokabularyo at pagpapataas ng komprehensyon sa pagbasa ng mga mga mag-aaral

Context-Mechanism-Outcome Configurations in the Admissions Program of Higher Education Institutions in the Philippines

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University of the Philippines

The study is a Realist Evaluation of the Admissions Program in Higher Education Institutions (HEIs). As one of the most important components of an educational institution, the Admissions Office provides the screening and selection criteria in accepting applicants to the respective academic degree programs. Critical Realism has been proven as a strategic lens in understanding interventions or social programs as reflected in literature and evaluation studies in various fields. The study involved public and private Higher Education Institutions in the Philippines. The first phase of the evaluation was the identification of the initial program theory underlying the Admissions Program. Collection of qualitative and quantitative data through document analysis, interviews, and questionnaires were done to test the program theory using the convergent triangulation mixed-methods design. Afterwards, the Context-Mechanisms-Outcomes (CMO) structure of analysis was used in examining the data gathered. A realist synthesis of the data analysis findings was carried out and used to refine the initial program theory. Lastly, the CMO configurations that best explain the patterns of outcomes was identified. Results show that there are emerging functions of admissions to cope with the competitive marketing demands as in the case of educational institutions. Similarities and differences were evident among the participants viewpoints based on their narratives and experiences. They expressed the desire to contribute to the improvement of the admissions criteria and processes. The study implicates innovation in research methodology by identifying particular ways of methodologizing Critical Realism in the evaluation of HEIs’ Admissions Program.
Analysis of Work Immersion Program of Manila Central University Senior High School MCU-SHS; Basis for Program Development toward Bachelor of Science in Physical Therapy (BSPT)

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Manila Central University

The implementation of the k-12 educational reform institutionalized the laddersation toward a bachelor’s degree program. One of the goals of the K-12 basic Education Program is to develop the competencies, work ethics and values relevant to pursuing further education and joining the world of work among learners. The goal of Work immersion program is to become familiar with the workplace, employment simulation, and to apply competencies in areas of specialization in authentic work environment.

This analysis looked at the WIP of MCU-SHS whose interest is pursuing career in physical therapy and two (2) Physical therapy professors that handle PT subjects that also assigned to handle and supervised SHS students. SHS Students underwent an eighty (80) hours of orientation, simulation activities about PT subjects and practice. At the same time, the investigation looked into the surrounding issues and problem influencing the decision making of the SHS students leading to physical therapy professions.

Crucial to the understanding of agency in the preparation of program toward a successful work immersion program of the kaleidoscope of physical therapy profession as to nature of work, work ethics, and discipline. And to apply the competencies in Physical therapy with authentic work environment.

Science Content Knowledge of Junior High School Completers in North Cotabato

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Introduction

Basic Sciences play a major role in the pursuit of knowledge that leads to the improvement of human condition, attainment of sustainable development and advancement of civilization (UNESCO Preamble, 2005). Moreover, Matsuura (2005) ascertained that efficient applied research, technology transfer, modern education, health care, industry and science-based agriculture all require a sound national basic Science infrastructure and a commitment to strengthen basic Sciences capacities through national efforts and international cooperation.

In conformity, Marburger, Atta-ur-Rahman, & Dia (2005) concluded that effective pursuit of the basic Sciences ultimately depends upon Science education.

Internationally, the results of TIMSS 1999 and TIMSS-Repeat 2003 revealed that the Philippines ranked 41st out of 42 countries and 36th out of 38 countries in Science achievement, respectively (Martin, Mullis, Foy, & Stanco, 2012). On a national scale, the Philippines’ National Achievement Test (NAT) results revealed that high school students consistently scored lowest in Science compared to English, Filipino, Mathematics, and Social Studies from 2004–2013 (EFA Review, 2015 & NETRC, 2015).

In response to the findings of SEAMEO–INNOTECH which revealed that the Philippine basic education was congested compared to the curriculum of Brunei Darussalam, Malaysia and Singapore, Republic Act No. 10533 entitled “Enhance Basic Education Act of 2013” commonly known as K to 12 was legalized to decongest secondary education subjects and to support spiral progressive curriculum model thereby uplifting the Science performance of Filipino high school students (DepEd, SEAMEO–INNOTECH, & NEC, 2011).

Recognizing these facts, the researcher was motivated to trace the effectiveness of the implementation of spiral progressive curriculum through determining the content knowledge in basic Sciences of Junior High School (JHS) completers in the locality.

Objectives

The main objective of this descriptive–comparative study was to determine the Content Knowledge of Junior High School (JHS) completers in (1) Earth Sciences, (2) Life Sciences, (3) Chemistry, and (4) Physics. Specifically, this study aimed to: 1) determine the socio-academic profile of the respondents in terms of: (a) sex, (b) Junior High School type, and (c) Senior High School strand; 2) determine the content
knowledge of the respondents in (a) Earth Sciences, (b) Life Sciences, (c) Chemistry and (d) Physics; and 3) compare the Science content knowledge of the respondents when grouped according to (a) sex, (b) Junior High School type, and (c) Senior High School track or strand.

Methods
The researcher employed descriptive-comparative research design to determine the Science content knowledge of the participants and to ascertain if there is an existing significant difference in their Science content knowledge when participants were grouped according to (a) sex, (b) Junior High School type, and (c) Senior High School strand.

The primary tool of this study was a test booklet on the covered topics in four content areas namely – (1) Earth Sciences, (2) Life Sciences, (3) Chemistry, and (4) Physics. The test paper, constructed with strict adherence to the content standards stipulated in the K to 12 Science Curriculum Guide, was validated by the Junior High School teachers. Moreover, the first part of the answer sheet was used to gather data on the socio-academic profile of the participants.

This study was conducted at the University of Southern Mindanao (USM)–Senior High School (SHS). The participants of this study were the 150 Grade 11 heterogeneous learners enrolled at the University of Southern Mindanao (USM)–Senior High School (SHS) in SY 2016 – 2017. The participants were selected using stratified random sampling with equal allocation.

The researcher initially visited the USM–SHS to secure the total number of students enrolled in every strand. The request letters were subsequently handed to the principal, advisers, and science teachers of the participants. The researcher administered the examination to the participants upon the approval of the permit. The collection, tabulation, analysis and interpretation of the data followed.

Descriptive statistical tools specifically frequency counts, percentages, and weighed mean were employed to analyze gathered data. The t-test was used to compare the Science Content Knowledge of male and female participants. The F-test was utilized to compare the Science Content Knowledge of the participants from different JHS types and under various SHS strands. Five percent level of significance was set.

Results
The result of the study revealed these findings – (a) there was no significant difference between the performance of male and female respondents in all content areas; (b) In general, respondents from State Universities and Colleges (SUCs) high school performed significantly higher (0.00 p-value) than other junior high school types (Barangay, Municipal, National and Private); and (c) Overall, respondents under STEM and HUMMS performed significantly higher (0.00 p-value) than the respondents from other Senior High School strand (ABM, TVL and Sports). Moreover, the respondents gained the highest percent score on earth sciences (40.82%), this was followed by life sciences (37.26%), physics (31.16%) and chemistry 31.06%. The overall percentage score of the respondents was 35.07%.

Conclusion
Considering the results of this study the following conclusions were drawn:
1. The achievement level in Science of students from various Public Private and SUC High School in North Cotabato is lower than the overall national performance.
2. Respondents under STEM consistently performed better compared to those under HUMSS, ABM, TVL and Sports.
3. Respondents from SUC High School consistently performed better compared to those from General Public High Schools and Private High Schools.

* * *
The Salience of Quality of Teaching and Student Service Evaluation

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Angeline S. Oñate
Renard Torrecampo
Lorelei R. Vinluan
University of the Philippines

The study focuses on the evaluation of the quality of teacher performance and student services of the schools. The student services evaluated are the library, clinic, canteen and guidance office. Descriptive-Correlational methodology has been utilized in this analysis wherein online survey questionnaires were answered by 35 teachers and 19 students from basic and higher education sector, both private and public schools.

Results showed that married teachers showed no difference compared to single teachers when it comes to exhibiting high level of performance in terms of class preparedness and management of students’ behavior. Furthermore, it was also found out that both teachers and students are not well-informed of the school’s vision and mission. The findings also revealed that both teachers and students are not well-satisfied with the abovementioned services offered by the school that is primarily focused on the availability of the facilities and staffs’ attitude.

Hence, it is suggested that the school’s vision-mission be made visible in strategic places and must be internalized among the students and teachers by envisioning ways on how to relate those with their practices. In terms of student services, improvement in the facilities and manpower of the school should be prioritized.

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A Critical Review of Prevailing Frameworks, Protocols and Challenges in the Analysis of Null Curriculum

Michael Cahapay
Mindanao State University–General Santos

There is a difficulty in the analysis of null curriculum because paradoxically it is a curriculum that does not exist. The purpose of this paper is to describe the prevailing frameworks, protocols and challenges in the analysis of the nature of null curriculum. Following a systematic desk review, relevant materials were searched, gathered and analyzed. Results show that the theory on null curriculum pioneered by Eisner three decades ago is still the most dominant framework used in almost all studies. An array of exploratory and explanatory protocols employed by researchers also offers auspicious opportunities for the development of a more comprehensive one. However, a prevalent challenge that continues to be unaddressed in most of analyses is the restricted concept of the dimensions of null curriculum. The implications and recommendations for future research are also discussed.

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Mapping the 21st Century Skills of the Filipino Workforce

Richard Monteverde  
*University of the Philippines*

Danielle Marie Cruz  
Gina Jusay  
*SFI Career Center*

The main purpose of the study was to examine key strengths and weaknesses of the workforce in terms of their level of foundational workplace competencies based on the 21st century skills framework. Thirty-two thousand seven hundred thirty one individuals took a competency-based assessment in terms of identified cognitive, socioemotional and behavioral skills. Results showed that Filipino participants are competent in terms of behavioral skills. On the other hand, their weaknesses are (1) Problem Sensitivity, (2) Decision Making, (3) Planning and Organizing, (4) Innovation, and (5) Creative Problem Solving. The study provided an evidence of the gap between the current skills of students and what is expected from them in the workplace particularly in terms of higher-order thinking skills. Implications for career, curriculum and workforce development among the different categories of workforce and stakeholders of both education and industry are discussed.

A Career Development Scale for High School Students

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The purpose of this study was to develop a career assessment scale that would determine the factors that affect students’ career choice. The instrument which was locally made is anchored on culturally-relevant framework to assess students in their career awareness and decision-making. Using the exploratory sequential design, the study involved both qualitative and quantitative methods. The qualitative method involved determining the factors that affect career choices of the students through focus group discussions and literature review. Data gathered from this phase became the basis of the initial item pool consisting of 117 items which was given to panel of experts for content validation and pilot-testing with students. The quantitative method involved the administration of the preliminary scale with 87 items to 1393 high school students and the evaluation of its psychometric properties. Principal Component Analysis was conducted to determine the factor structure and grouped the items into 8 subscales: career learning opportunities, multimedia exposure, school influence, family influence, knowledge, skills, and attitudes, labor market demands, values, and financial security. The final scale has 66 items with over-all reliability of .932 while all subscales had sufficient reliability (alpha >=.70).
Effects of Empty Chair Technique on the Resilience of Abandoned Children

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La Salle Green Hills

Jaclyn Marie L. Cauyan
University of the Philippines

The present study examines the effects of counseling using empty chair technique on the resilience of abandoned children. Ten female abandoned children ages 14 to 17, residing in a welfare institution who consented and satisfied the criteria are the participants of the study. Data were collected quantitatively using Connor-Davidson Resilience Scale and qualitatively through interviews among the participants, house parents, social workers, and teachers. These data were further analyzed using thematic analysis approach. One of the most significant findings to emerge from this study is the counseling needs of the participants. These include a need to develop positive qualities, attain healthy coping skills, manage externalizing and internalizing behavior, handle one’s emotions, enhance interpersonal relationships and academic performance, integration or preparation for the life outside the institution, and strengthen faith in God. The second finding showed that there is an increase in the resilience level of the participants after the intervention. Using the Wilcoxon Signed Rank test, the study found out that counseling using empty chair technique is effective in enhancing the resilience of abandoned children. Finally, based on observations and self-reports, empty chair technique allowed the participants to gain awareness and strengthened their internal coping resources, developed deeper connection with others, able to express feelings regarding parents’ abandonment, strengthened their faith in God and gained deeper understanding of integration to broader social world. In this study, the needs of the participants were addressed and resources were identified which can help individuals cope with challenging circumstances.

The Face of Millennial Counselors: Mental Health Status and Professional Competencies of UP Counselors-in-Training

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Katrina Rebecca Odfina
University of the Philippines/University of Santo Tomas

Isaias Reyes II
University of the Philippines/New Era University

Arabelle Krystal Casauay
Richard Monteverde
Lorelei Vinluan
University of the Philippines

The purpose of the study was to examine the mental health status and professional competencies of UP Counselor Education students. Enrolled Master’s and PhD students participated in the study. Using an exploratory mixed methods design, it investigated the (1) knowledge, skills, values and attitudes in line with the helping profession; (2) career goals and motivations; (3) psychological profiles using DSM-V criteria; and (4) personal and family data. Results showed that the counselors-in-training are equipped in terms of the professional behaviors required in the helping practice. However, in terms of professional competencies, the participants need more assistance in conducting case studies, designing and implementing appropriate counseling interventions, and organization, administration and supervision functions of a counselor. In addition, their mental health status revealed that all participants have experienced slight to moderate degrees of psychological maladjustments. In terms of career prospects, most of the participants are juggling different life roles (e.g., student, son/daughter, father, mother, leader, etc.) and are motivated to finish graduate studies for personal satisfaction and achievement, recognition and promotion. Finally, implications for counseling and career pathing of millennial counselors-in-training are discussed.
Ang Maikling Kuwentong Pambata Bilang kagamitang Panturo ng Pagbasa/Panitikan sa Filipino sa Multikultural na Klasrum para sa Elementarya

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DepED Caloocan

Introduksyon (Introduction)
Bilang isang asignaturang humihingi ng kompetensi, gagamitin ang ilang kuwentong pambata upang tugunan ang hinihingi ng isang multikultural na klasrum. Sinabi ni Rene O. Villanueva na dahil may kultura ang bawat panahon at ang kultura ay laging napapanahon, naniniwala siya na isang mahalagang katangian ng kuwentong pambata ang pananaw nito sa kultura ng batang mambabasa. Kung pagbabatayan ang ganitong pananaw, masasabi na epektibong materyal ang Kuwentong Pambata sa pagtuturo ng kultura sa mga mag-aaral kasabay ng pagtuturo ng wikang Filipino sapagkat kultura ng bata ang sinasalamin ng mga ito.

Layunin (Objectives)
Nasusuri ang gamit ng mga piling Kuwentong Pambata sa pagtuturo ng pagbasa/panitikan sa multikultural na klasrum sa elementarya.

Metodolohiya (Methods)
Gamit ang Content Analysis Method, susuriin ang kulturang taglay ng mga kuwentong pambata na makatutulong sa pagbuo ng mga gawain sa pagpapaunlad ng kalinangan sa pagbasa/panitikan na hinihingi ng Curriculum Guide ng DepED.

Resulta (Result)
1. Sapat ang kakayahan ng kuwentong pambata bilang instrumento upang maituro ang kompetensi ng DepED sa pagtuturo ng Filipino.
2. Magagamit ang Kuwentong Pambata sa pagpapalalim ng mga talahanayan sa Filipino.
3. Maaaring magkaroon ng integrasyon ang kompetensi at anyo ng kulturang taglay ng Kuwentong Pambata.

Kongklusyon (Konklusyon)
1. Ganap na matingkad ang pag-asah na maunawaan ng mga mag-aaral ang kasanayan kung malapit relativong kaanila ang material na ginagamit.
2. Perpektong instrumento ang mga Kuwentong Pambata sa pagpapaunawa ng kasanayan at kamalayan sa wika at kultura.

Susing-salita (Keywords)
Kultura, kuwentong pambata, curriculum guide, pagbasa, panitikan

** ................................ **
Does Math Anxiety Mediate Math Self-Efficacy - Math Performance Relationship?

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Carmen M. Ramo
Romblon National High School - DepEd

Introduction
Just as many variables can impact student success in Mathematics, a variety of variables have been considered by researchers to be of great interest such as a mathematics self-efficacy and anxiety as these variables play a significant role in mathematics achievement. Mathematics anxiety is defined as “feelings of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary life and academic situations.” It can also create fear, helplessness, shame, and mental disorganization in individuals when faced with mathematical challenges (Gresham, 2007). Individuals with mathematics anxiety enjoy mathematics less, have lower perceptions of their mathematical abilities, and participate less during mathematics class (Beilock, 2008; Harari et al., 2013). They are also less likely to see the value of learning mathematics and avoid taking mathematics courses (Harari et al., 2013). Most concerning children with high mathematics anxiety are significantly slower and less accurate on mathematics problems compared to children with low mathematics anxiety (Ashcraft & Moore, 2009; Wu et al., 2012). Given the consequences associated with mathematics anxiety, it is important to understand what causes children’s mathematics anxiety and how it impacts their performance on mathematics tests.

Objectives
The purpose of this study is to explore the mediating effect of math anxiety between math self-efficacy and math achievement. The study specifically aims to:

1. Determine the respondents’ math self-efficacy and math anxiety
2. Determine the relationship between Math self-efficacy and Math achievement
3. Determine the mediating effect of Math anxiety between Math self-efficacy and math achievement

Methods

Research Design
The study adopted the correlation research design to capture the degree of relationship between the dependent and independent variable. The survey method was employed using a validated questionnaire adapted from the two authors.

Participants
The respondents of this study are the senior high school students (Grade 11) from three secondary schools in Romblon District. A total of 471 students participated in the study of whom the majority (54.8%) are females while males are only 45.2%. In terms of Mathematics performance, many (35.2%) of them have outstanding average grade ranging from 90-100 percent followed by those who have very satisfactory and satisfactory with an average grade ranging from 85-89 and 80-84 receiving a percentage of 27.6 and 25.1 respectively. Those who have a fairly satisfactory grade with an average ranging from 75-79 are 11.9%. Only 0.2% was given an average grade of 75 and below, indicating that only a small portion did not meet expectations.

Data Collection
The questionnaire was used to gather the needed information from the respondents. This information includes the math achievement or their average grade in their junior high school, level of math self-efficacy, and level of math anxiety. To measure the respondents’ level of math self-efficacy, the questionnaire developed by May (2009) was used while the Mathematics anxiety was adopted from an instrument developed by Alexander and Martray (1989). Each of the responses for every item under the Mathematics anxiety and self-efficacy variables was rated using Likert’s 4-point scale. The questionnaire for Mathematics anxiety generated a Cronbach’s Alpha value of 0.71, which still meet the standard value while the items for self-efficacy yielded an alpha score of 0.93, which is way beyond the acceptable value. Because validity and reliability were already established for this instrument previously, no further measurements were needed for the instrument.
Data Analysis

The Pearson Product Moment Correlation Coefficient was utilized in determining the relationship between Math self-efficacy and Math achievement. Regression analysis, on the other hand, explains the mediating role of math anxiety and student sectioning. Baron and Kenny’s (1986) technique was used for testing the predicted mediation of math anxiety between math self-efficacy and math performance. According to this mediation test, there is a support for mediation if model-1: independent variable relates to dependent variable, Model-2: independent variable relates with mediating variable; Model-3: Mediating variable related to dependent variable and Model-4: the relationship of independent variable with the dependent variable is reduced significantly (partial mediation) or remains no longer significant (full mediation) when controlled for mediator. All of these conditions must be met to prove the mediating effect of math anxiety between Math self-efficacy and math performance.

Results

The primary objective of this study is to determine the significant role played by Mathematics anxiety towards Mathematics self-efficacy and Mathematics performance of grade 11 students of the three (3) secondary schools in the District of Romblon.

Although many studies have already been conducted on Mathematics anxiety, Mathematics self-efficacy, and Math performance, results appear to have variations considering that the investigations were carried out in the context of their locality, which somehow explains the contrasting result. In the present investigation, there are several important findings generated which somehow supports the previous studies. First, the Mathematics anxiety of the students is on the average level only and is even in the lower limit of the mean range, which means that they are just slightly worried about Mathematics. Still even if they are slightly worried about math, their anxiety level was found to have a negative correlation to their Mathematics performance. The result finds support from other studies such as of Beilock (2008) and Harrari et al. (2013) wherein they emphasize that those with high Mathematics anxiety enjoy Mathematics less, have a lower perception of their Mathematics ability and participate less during Mathematics class. It is therefore important that students’ Mathematics anxiety level be lessened or reduced as it may interfere with Mathematics achievement. Second, an important finding of the study is the level of Mathematics self-efficacy of the students which had been found out to be high. This high level of Mathematics self-efficacy can be a positive force in enhancing students’ Mathematics achievement. As theorized by Bandura (1997), self-efficacy is the judgement of one’s capability to perform a particular given task. The more a student think that he can perform a task, the more likely he will succeed. It was found out in the study that Mathematics self-efficacy positively affects Mathematics performance and this conforms to the study of Kabiri and Kiamanesh (2004), Liu and Koirala (2009) who found out that Mathematics self-efficacy is positively related to Mathematics performance. It is, therefore, better for students to have a strong belief in their capability in Mathematics as it is a driving force in improving Mathematics performance. The positive relationship between math self-efficacy however can be weakened or strengthened by the presence of a moderating variable which is the math anxiety. While it was revealed that math anxiety can negatively affect math performance, the less of it can strengthen the positive connection between math self-efficacy and math performance. This study, therefore, stresses that while there is a need to reduce Mathematics anxiety, efforts shall also be made to increase self-efficacy not only in math but also in some other subjects. To put in an equation, a high level self-efficacy plus lower Mathematics anxiety equals better Mathematics achievement. Lastly, while the study did not look into the factors that affects math self-efficacy and math anxiety, the educational community must look for ways and means or even adopt intervention to strengthen math self-efficacy reduce the level of math anxiety.

Conclusion

Based from the findings of the study, mathematics performance of senior high school students is positively influenced by their high level of math self-efficacy and negatively influenced by math anxiety. Math anxiety partially mediates in the relationship between math self-efficacy and math performance. The partial mediation tend to strengthen the positive effect of math self-efficacy on the students’ math performance.
Flash Fiction as Intervention in Improving Students’ Narrative Writing Skills

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This study examined how the use of flash fiction may improve the narrative writing skills of Grade 11 students of Bunsuran National High School. The 199 students were given a pre-test to assess their level in writing a narrative. For two weeks, they had lessons in narrative writing incorporating flash fiction as reading text. At the conclusion, the students were given a post-test. Narrative writing skill was determined by comparing and interpreting the scores of the students before and after the intervention. The results of the study showed that students improved their narrative writing skills. The results of paired sample t-test for dependent samples revealed a significant difference between pre-test and post-test scores of respondents. The computed mean of pre-test scores was 14.67 while 23.24 was post-test mean. An increase of 8.56 may be attributed to the use of flash fiction in teaching narrative writing. In brief, the participants who received flash fiction as intervention reached a significant level determined by paired sample t-test (t value 27.85) and p-value (.000) where p< .05, showing a significant difference. In light of the findings, flash fiction was found to be an effective tool in improving the narrative writing skills of students; therefore, teachers should use this technique to develop and reinforce students’ writing skills. The results of this study may be disseminated to English teachers during in-service training to encourage them to integrate flash fiction in their lessons to increase academic improvement of students in reading and writing. This study focused on the improvement of writing skills of students in English. Further studies may be conducted for other language skills such as listening and speaking.

Metacognitive Teaching Experiences of Professors: Their Knowledge of The Discipline and the Students

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University of the Philippines

This research examined the metacognitive teaching experiences as shared by professors, highlighting on their knowledge of English Literature and the college students. Resource participants of the study were three associate and assistant professors affiliated with the Department of English and Comparative Literature, College of Arts and Letters (DECL-CAL) of the University of the Philippines, Diliman, a distinguished seat of English Studies and Comparative Literature both in the Philippines and in Southeast Asia. Using phenomenology as an approach that focuses on the study of lived experiences, the multiple interviews and post-conferences were processed and documented through various stages of phenomenological analysis. Findings show that Professors of English Literature are fully aware of the challenges of balancing content-knowledge with teaching practice as directions for solving pedagogical problems, as well as effectively recognizing their students’ cognitive and affective capabilities.
The Relationship between Parental Involvement and Teachers’ Self-Efficacy

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There have been numerous studies on the effect of parental involvement to student achievement and more so on the effect of teachers’ self-efficacy to student achievement. However, little is known about the relationship that lies between parental involvement and teachers’ self-efficacy. The conducted study aims to fill in the lack of studies on the relationship between parental involvement on teachers’ self-efficacy specifically the nature of this relationship, if any, and the different challenges teachers and parents face in terms of involvement in school-related activities. The study utilized a laboratory school of a university as its setting with its participants being Grade 4, 5 and 6 teachers alongside 29 parents. In order to establish the level of teacher self-efficacy of the participating teachers, the teachers were asked to answer the Teacher Self-efficacy Scale by Bandura. For the degree of parental involvement, the tool utilized was the Parental Involvement Scale developed by Dr. Nicdao and was distributed to the 29 parents. There were two essay questions asked to the participating teachers in order to bring to light the different challenges they face with the involvement of parents or the lack thereof. Through the use of the scatter plot and the Pearson Correlation, it was found that there is a moderate positive correlation between the two. The dimensions of teacher’s self-efficacy were broken down into the different dimensions and it was found that the efficacy to enlist parental involvement proved to be the strongest with its correlation coefficient at .755. Overinvolvement of parents, inconsiderate demands and indifference of some parents surfaced as issues that teachers face during school-related activities attended by the parents.

Revisiting the Student Teaching Internship Program: Perspective from Cooperating Teachers, School Administrators, Supervising Instructors and Student Teachers

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Romblon State University – Romblon Campus  

Introduction  
The student teaching program of Romblon State University has been designed to provide the first-hand experience to pre-service teachers of what the teaching profession is. The student teachers taking up the teacher education program (BSEd & BEEd) usually undertake it during the 1st semester of the fourth curricular year. For several years, the program had not been assessed nor had been modified.

Objectives  
This study intends to provide baseline information necessary to improve the program and become more effective and adaptive to the changing of times.

Methods  
The study adopted both quantitative and qualitative research design to capture the complexities of perspectives and experiences the mentors and pre-service teachers had since it would be possible to obtain rich and in-depth data. The study is more of a descriptive correlation in nature. Hence, the survey method was employed using a validated instrument and a semi-structured interview. The data were collected through a structured questionnaire and semi-structured interview with in-service teachers and the various educational personnel such as the school administrators, cooperating teachers, and supervising instructors.
Results
1. Result of the survey showed that most of the aspects of the practicum program such as duration and the semester it is offered are still acceptable to the stakeholders.
2. No serious issue was revealed as far as the performance of duties and responsibilities of the key persons involved.
3. There is a need for the campus to focus on the student teachers' practicum readiness, especially on communication skills, classroom management, and lesson plan preparation.

Conclusion
1. The student teaching Program of RSU is still acceptable, but another aspect such as the practicum readiness of pre-service teachers requires attention for further improvement.

Student Teachers’ Preparation towards Inclusive Education
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Introduction
Current efforts to reform Philippine education have focused on the inclusion of learners with disabilities, and gifted and talented learners (LDGTL) in general education settings. However, studies reveal that in-service teachers are not ready for inclusion yet they are assigned as cooperating teachers to mentor student teachers for inclusion.

Objectives
This study explored how student teachers who were deployed in three public elementary schools in the National Capital Region handled inclusion of learners with disabilities, and gifted and talented learners (LDGTL) in the regular classroom setting during their practice teaching.

Methods
This study used single-case study approach that employed coding, within-case analysis and cross-case analysis to 100 student teachers among three public schools in the National Capital Region.

Results
1. The student teachers have little knowledge about inclusion.
2. Challenges in handling inclusion include difficulties in classroom management and learner diversity.
3. The practice teaching did not prepare the student teacher for effective inclusion.

Conclusion
1. There is a need to revise the existing pre-service teacher education curriculum and the mentoring process so that important components such as knowledge of inclusion and the alignment between what is perceived and what is practiced are heavily considered as well.
2. The pre-service teacher course curriculum, field study and practice teaching may not effectively prepare student teachers for inclusion.
Implementation of Mother Tongue Based-Multilingual Education (MTB-MLE) and Academic Achievement of Pupils

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**Introduction**
One of the changes in Basic Education Curriculum brought about by the K+12 program is the introduction of Mother Tongue-Based Multilingual Education (MTB-MLE). The Mother Tongue-Based Multilingual Education is a component of the basic education program that mandates the use of the language that students are familiar with as a medium of instruction to allow them to grasp basic concepts easily.

**Objectives**
This study determined the extent of implementation of MTB-MLE program and its relationship to the academic achievement of the Grade 3 pupils in the division of Eastern Samar.

**Methods**
This study utilized the correlational method of research and employed a questionnaire as the main data gathering tool. Five hundred ninety-nine grade three pupils, 121 teachers teaching grade three classes and 52 school heads.

**Results**
1. The teachers and school heads perceived the extent of MTB-MLE as “moderately implemented”.
2. As regards problems on MTB-MLE, three very serious problems were encountered: the use of English language during contest, teachers’ lack of mother tongue vocabulary in translating highly technical terms especially in Science and Mathematics and absence of a dictionary in the dialect.
3. Pupils’ academic achievement in the mother tongue subjects is described as “developing”

**Conclusion**
1. The implementation of mother tongue-based multilingual education in the various aspects of the program needs strengthening.
2. Just like any educational program, the MTB-MLE is not exempt of some ‘birth pains’.

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Project #SAFE: A Model for Providing Immediate Support and Facilitation Skills to Peer Facilitators

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The purpose of the study was to examine the efficacy of the immediate support and facilitation skills program for identified peer facilitators. Likewise, it also aimed to assess and evaluate the needs and concerns of the members of COPE UP student organization with regard to providing basic mental health services to other students. Using a mixed methods explanatory design, participants were assessed based on (1) character strengths, (2) counselor knowledge, skills, attitudes and values, (3) personal-family profile, (4) psychological profile using DSM V criteria and (5) character strengths. Data was used as basis for developing appropriate capacity-building program for them. A series of learning sessions followed, covering the topics on mindfulness, self-care, and basic counseling and facilitation skills. Learning gains among participants were assessed through case study and formulation. Results showed that the program was effective in developing the immediate support and facilitation skills of participants. Their needs for skills in basic assessment, psychological first aid and referral were reinforced by the program. Meanwhile, the study also revealed some of the challenges and opportunities for strengthening the helping skills of peer facilitators. Some of the participants have mild to moderate manifestations of psychological maladjustments, while others were confirmed to have serious mental health issues and concerns. On the other hand, character strengths evident among participants are (1) appreciation of beauty and excellence, (2) fairness and (3) kindness. Implications for the development an integrative immediate support skills and mental health program model for peer facilitators are discussed.

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Personality Traits, and Forgiveness Dispositions and Motivations of Emerging Adults

Richard Monteverde  
*University of the Philippines*

The purpose of the study was to examine the forgiveness dispositions, motivations and personality traits of emerging adults. Using a descriptive survey correlational design, 80 participants were assessed using NEO Five Factor Inventory 3 (NEOFF3), Heartland Forgiveness Scale and Transgression-Related Interpersonal Motivation Inventory (TRIM-18). Results showed that emerging adults’ strength in terms of personality traits is agreeableness, while their weakness is conscientiousness. They are most forgiving when it comes to situations beyond their control, while least forgiving when it comes to their selves and others. However, they are avoidant when it comes to forgiving themselves, others and situations. In addition, they also tend to be revengeful and least benevolent when it comes to forgiveness. Lastly, the personality traits of emerging adults do not predict the forgiveness dispositions and motivations of emerging adults. Forgiveness behaviors are determined by factors beyond one’s personality traits. Implications for counseling practice, educational curriculum and subjective well-being research are discussed.

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Lived Experiences of Prostituted Males

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University of the Philippines

This study sought to examine the lived experiences and coping mechanisms of the prostituted males. Qualitative-phenomenological research design was employed to explore and gather a rich description of the phenomenon being undertaken. Eleven (11) prostituted males were purposely selected and have undergone a series of counseling interviews. Results showed that the lived experiences of prostituted males comprised of the following themes, namely, (1) providing money for the family, (2) happenstance and positive consequences, and (3) becoming independent. Their lived experiences also revealed their motivations in continuing to engage in sex work. Family is the primary motivation of prostituted males in embarking on sex trade. Coping mechanisms evident to these participants are “shifting one’s paradigm”, “reminding practicality”, and “educating oneself”. In addition, reality therapy is seen to be a helpful counseling paradigm for assisting prostituted males toward their wellbeing. Finally, implications to counseling practice, education, career development and mental health are discussed.

Self-acceptance Levels of Adolescents: Basis for a Responsive Counseling Program

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University of the Philippines

The purpose of the study was to explore and examine the self-acceptance of selected Filipino adolescents. Through the self-acceptance profiles of participants, a counseling program framework was proposed. Using a descriptive survey research design, 246 Filipino adolescents were engaged to complete a self-acceptance scale. The needs, issues and concerns were derived from the scores of participants in the self-acceptance scale. Findings showed that Most of the participants have adequate level of self-acceptance across all four dimensions namely, physical, emotional/personal, academic and social. Among the four dimensions, physical self-acceptance is the least of the concerns of participants, while social is the most urgent and important issue needing to be addressed. The maturity of participants and school location are important factors in their academic and social acceptance, while maturity of participants alone is linked to their social self-acceptance. Meanwhile, sex is also an important variable associated with physical, emotional/personal, social and academic self-acceptance. The responsive counseling program for self-acceptance of adolescents was developed to the address the needs and concerns of the participants. The Comprehensive Guidance Model by Gysbers (1990) and Developmental Guidance and Counseling Model by Myrick (1993, 2003) are highly relevant, congruent and appropriate as a program development framework of proposed program for the target participants. Finally, implications to counseling and education are discussed.
Enhancement of Nurturing Skills of Parents of Bullied Children through Reality Therapy

Marian Copina
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The purpose of the study was threefold. First, it examined the emerging issues and concerns of parents of bullied children. Second, it identified the anger management skills of parents, and the strengths and difficulties of bullied children as perceived by them. Lastly, evaluated the effectiveness of Reality Therapy in enhancing the nurturing skills of parents with bullied children. Using a quantitative and qualitative research approaches, six parent participants were engaged in the study through a six-week engagement program based on Reality Therapy. Results showed that the present issues and concerns of the participants whose children had been bullied have significant effects on themselves, their children and their families. The bullying behaviors were mostly physical and verbal in nature and the parents were very much concerned in terms of their children’s coping skills to withstand such situations. In addition, reality therapy was proven effective in enhancing the nurturing skills of parents of bullied children. Implications to counseling practice, responsive counseling programs and education are discussed.

Smoking Cessation of Nicotine Dependence Using Cognitive-Behavioral Therapy

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University of the Philippines

The purpose of this study was to help adolescents quit smoking through cognitive-behavioral therapy (CBT). It also sought to determine whether CBT is effective in enhancing the socio-emotional skills of the adolescents. Using a quantitative-qualitative approach, five selected participants aged 17 – 18 years old, studying in an Alternative Learning System (ALS), who were smoking for at least six months were involved in the study. Their readiness to quit, nicotine dependence, and cigarette sticks consumption per day were assessed before, second, fifth and eight weeks of exposure to cognitive behavior therapy. On the other hand, the socio-emotional skills of participants were also recorded before and after the eight-week period of intervention. Findings revealed that cognitive behavior therapy was highly effective in reducing the nicotine dependence and cigarette sticks consumption of participants; and in facilitating the readiness of individuals to quit smoking. However, cognitive behavior therapy was not proven effective to enhance the socio-emotional skills of participants in the program. Implications to counseling practice, education and mental health are discussed.
Behavior Modification of Video Gamers through Cognitive Behavioral Therapy

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The purpose of the study was to evaluate the effectiveness of Cognitive-Behavior Therapy (CBT) on decreasing the problematic behaviors of participants. Using a quantitative–qualitative research design, 10 videogamers whose age ranged from 12 – 18 years old, and who showed characteristics consistent with internet gaming disorder participated in the study and have undergone a counseling intervention. The videogamers were assessed before and after exposure to Cognitive Behavior Therapy using the IGDS- SF9, a nine-item short form scale to assess symptoms of internet gaming disorder. Results showed that cognitive behavioral therapy is effective in decreasing the problematic behaviors of videogame addicts. Hence, the said intervention is effective in addressing internet gaming disorder and it is seen to be a promising counseling framework compatible with the issues and concerns of individuals with videogame addiction. Finally, implications for counseling practice and educational landscape are discussed.

LET Performance for The Last Five Years of a State University in MIMAROPA Region: Does it Meet the Demand for Quality or Quantity?

Jonathan P. Wong
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Introduction
One of the immediate concerns of every TEI is to achieve a high passing percentage in the licensure examination since this is an indicator of the good quality program being offered by such institution such as RSU. As such, RSU is in constant pressure of assuring its constituents that its two programs, BEEd and BSEd are within the parameter of quality concerning norms of passing rate usually released by the Professional Regulations Commission (PRC).

Objectives
Look for patterns in the LET result of RSU system for the last five years so that proper action might be initiated that will contribute to the production of quality teachers.

Methods
The study adopted the Data Mining Technique, which is the process of extracting data from large datasets and can be applied to any form of data, ranging from transactional data to Metadata. It involves the following steps: Extracting the Data, Cleansing the extracted data, Modeling the data or Data transformation, Applying the data mining algorithm, Pattern discovery, and Data visualization – interpretation of results.

Results
1. RSU examinees continue to increase particularly the repeaters for the last five years
2. First time takers tend to have higher passing rate compared to repeaters
3. BSEd examinees tend to perform better than BEEd examinees

Conclusion
1. With the increasing number of examinees every year and the declining percentage of passing especially among the repeaters and the BEEd graduates, RSU tend to more likely meet the demand for quantity rather than quantity. This call for an effective measure to see to it that the institutions’ passing rate would improve and that the demand for quality teachers is given priority over quantity.
Perpetrator of Language Education Malpractices?: The Case of (Mis)Alignment among Pre-Service English Teachers in a Multilingual Context

John Paul Vallente
Mariano Marcos State University

Success in English language teaching (ELT) during a practicum course largely depends on the language identity that pre-service English teachers develop, apart from how well their teacher education institution (TEI) trained them to cope with the dynamism of classroom processes. This study investigates the identity formation of pre-service English teachers in a multilingual setting, through examining their narratives and interviews under the lens of Wenger’s (1998) alignment as a mode of belonging in a community of practice (CoP). Findings show that the participants are met with tensions concerning ELT practices that they learned in their TEI and those implemented by their teacher training instructors (TTIs) in the cooperating school where they were fielded for on-campus practice teaching. Participants resolve this tension by consciously aligning with the cooperating school’s ELT practices, which privilege American English, and subordinate local languages. This alignment is the corollary of the participants’ expected coordination with their teacher training instructors, the needs and assumptions of their students, and the image of a future English teacher they envision. This study argues that the alignment manifested by the pre-service English teachers lacks negotiability and shared ownership of meaning, which inhibits them from moving towards full participation in the CoP. What eventually comes out of this form of alignment is a language teacher identity rife with notions and practices anchored on monolingualism, native-speaker norms, and subtractive multilingualism.

Title: Towards Democratic Practices in the Classroom

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Introduction
This paper discusses the democratic citizenship or education for democracy practices inside the classroom.

Objectives
The researcher investigated and evaluated the Philippine Social Studies education in terms of the democratic practices implemented in classrooms, the barriers to the implementation of democratic practices and the role of human agency in the implementation.

Methods
Hence, qualitative method through case study was used to interview two students and seven Social Studies teachers, and to observe three classes in six Philippine public schools during SY 2016-2017 and SY 2017-2018.

Results
As a result of the interviews and class observations, the researcher found out that the Philippine Social Studies education may be lacking emphasis on community involvement in terms of exposure or immersion, democratic classroom practices, historical thinking skills, higher-order thinking skills and knowledge about the effects of neo-liberalism to education. In this study, the researcher found out that the principles of democratic learning are respect for student rationality, entertaining alternative perspectives and an appreciation for the distinction between social reality and natural reality, and the possible democratic classroom practices founded on these principles and the idea of community involvement are collaborative learning, teacher as a facilitator, promotion of social equality, community problem-solving, emphasis on cultural literacy, practice of epistemic internalism or critical thinking and so on.

Conclusion
Given the possible barriers to the implementation, such as, national curriculum, national test, tradition and neo-liberalism, the Social Studies teacher can still implement democratic classroom practices through his/her agency founded on the principles of democratic learning or through democratic human agency.
Democratic Practices in School Governance

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Introduction
This paper discusses the democratic leadership and management in schools.

Objectives
The researcher investigated and evaluated the organizational behavior of Philippine Waldorf school in terms of the democratic practices implemented in its governance, the barriers, the role of human agency in the implementation and the major areas for its improvement.

Methods
Hence, qualitative method through case study was used to interview six informants and to observe one class in a Philippine Waldorf school during SY 2017-2018.

Results
As a result of the interviews and observations, the researcher found out that the major areas for improvement have to do with pedagogical or curriculum concerns, overall facility improvement, and relationship within the school community, the local government unit and the surrounding community. Furthermore, the other areas for improvement can be the decision-making process, accountability and the degree of formalization in the organization. In this study, the researcher also found out that the democratic practices the individual/committee can implement in the Waldorf school governance are based on the principle-centered criteria of holistic democracy in terms of the aspects of leadership/management, such as, substantive purpose, knowledge goals, methods of teaching/knowledge creation, embodied learning, authority structure, space for participation, scope for participation, key purpose of dialogue, holistic engagement, community, connectedness, democratic consciousness and so on.

Conclusion
Given the possible barriers to the implementation, such as, national curriculum, national test, tradition and neo-liberalism, the individual/committee can still implement the democratic practices in Philippine Waldorf school governance through the group and individual agency founded on the principle-centered criteria of holistic democracy.
Multigrade E-learning Competencies and Teachers’ Training Needs

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Introduction
The DepEd Computerization Program has reached even the farthest multigrade schools in the Philippines. However, in order to fully maximize learning, multigrade teachers must know how to integrate technology in instruction.

Objectives
This paper sought to identify the e-learning competencies and training needs of multigrade teachers in Sariaya West District. It specifically looked at the level of familiarity of the respondents on basic e-learning concepts and processes and maintenance of hardware and software; the respondents’ level of skills in using e-learning software and hardware; and the e-learning training needs of multigrade teachers.

Methods
Utilizing quantitative approach, survey was done by gathering data through the questionnaire. Percentage, weighted mean, and ranking were used.

Results
The findings revealed that they are familiar with basic computer concepts and processes but are quite familiar with the maintenance of hardware and software. On the other hand, their skills in using e-learning differs from basic to skilled. Their needed ICT trainings are on IT equipment, antivirus, software and hardware maintenance.

Conclusion
The familiarity of multigrade teachers on e-learning processes varies as well as their level of skills in using e-learning. To address the gap, multigrade teachers need trainings on e-learning particularly on IT equipment, antivirus and software and hardware maintenance.
Reconceptualizing School Sports into a Comprehensive School Physical Activity Program (CSPAP): A Case Study in Organizational Change

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Introduction
Reforming school sports from a self-contained program to a more comprehensive school physical activity program requires reconceptualization. Management employed program evaluation research to guide the reform process and inform their policies. The research engaged the stakeholders (i.e., school administrators, implementors, participants) in evaluating their school’s current policies, programs, and practices.

Objectives
The evaluation research was aimed at informing the process of developing a system-wide CSPAP for the member schools of a private basic education foundation in Metro Manila.

Methods
The 4-phase evaluation research is intended to strategically effect organizational change. Phase 1 involved a grounded analysis of the current context, while phase 2 involved strategic planning to transition the organizational structure that will govern a school-regulated, supported and sustainable program. Phase 3 involves capacity-building, while Phase 4 is aimed at program implementation, monitoring, and evaluation.

Results
1. A unified model for the Sports Club and PE curricula was developed as the framework for the organizational structure.
2. A consensus on the restructuring of the organization was reached.
3. Sports and PE policies, as well as practices, were developed in response to the developmental needs of the school youth and to operationalize the school’s thrust toward character formation.
4. Phases 3 and 4 are ongoing.

Conclusion
Preliminary results show that the engagement of stakeholders in a systematic and grounded analysis of the program context as well as in strategic planning is key to driving actual program reforms.
Counseling and Discipline Practices of Selected Basic Education Institutions

Gabbi Antonio
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Mariano Marcos State University

This study explored the counseling and discipline practices across basic education institutions. Using a qualitative research design, 30 teacher-advisers from private and public schools were involved in the study and undergone a series of interviews. Results showed that the issues and concerns assessed are attributed to social and environmental factors. The parents and teachers greatly affect how students are nurtured, disciplined and engaged in school and at home. The counseling and discipline practices of teachers are only effective and efficient in addressing the surface-level concerns of their students. Factors such as the competency of the teachers in implementing counseling and discipline programs, and availability of full-fledged counseling services among students, teachers, and educational stakeholders are seen to be the critical factors in addressing emotional and behavioral issues of elementary students. Likewise, the concerns of the students may be addressed through an integrative program development model using system approach, targeting not only the direct receivers of the responsive counseling services but also the indirect receivers in the educational community. Finally, implications to teacher education and training, counseling practice, program development and policy making are discussed.

Exploring Possibilities for Teaching Research in the Senior High School Setting: Gleanings from Reflective Practice

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Introduction
Among the new features of the Senior High School program of the K to 12 Curriculum is the teaching of research through two subjects: Practical Research 1 (Qualitative Research) and Practical Research 2 (Quantitative Research). Both are classified as applied subjects and are offered to students of all strands.

Objectives
This paper explores perspectives and ways through which the teaching of Practical Research 1 and 2 might be implemented and contextualized in senior high school settings.

Methods
The contents of the paper emanate from reflective practice based on a year of teaching Practical Research 1 and 2 in one private senior high school, complemented by the authors’ experiences of doing research in professional settings.

Results
The paper documents concrete experiences in teaching Practical Research 1 and 2 in the senior high school classroom setting; describes attempts at employing workplace-informed perspectives and approaches to teaching research to senior high school students as well as assessment practices; and discusses constraints and challenges arising from such efforts.

Conclusion
Possibilities are identified and recommendations are proposed towards making the teaching of research more age, level, and context appropriate to senior high school students.
The Effects of Digital Game-Based Learning Approach on the Cognitive and Non-Cognitive Processes of Diverse Learners

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Introduction
There is a growing popularity of digital games as a form of entertainment, educators are interested in exploring using digital games as a tool to facilitate learning. This study determined the effects of digital game-based learning approach on the cognitive and non-cognitive processes of diverse learners during the second semester of school year 2017-2018.

Objectives
This study was able to answer the following:
(1) is there is a significant difference between the cognitive processes of students using digital game-based learning approach in learning the concepts of General Biology 1;
(2) is there is a significant difference between the four factors affecting non-cognitive process towards digital game-based learning approach; and
(3) what is the relationship between cognitive process on the concepts of General Biology 1 and non-cognitive process towards digital game-based learning approach of diverse learners.

Methods
Before integrating digital game-based learning approach, the adopted test was used as pretest to assess on the entry knowledge of students on General Biology 1 and the adopted inventory checklist on attitude was used to pre-assess on the non-cognitive process of students toward Digital Game-Based Learning Approach were administered. Eighty (80) Grade 11 students participated in the conduct of this study. The students went to the nearest computer shop and engaged in playing the digital games presented in the BioMan Biology online app. A posttest was also administered to the participants after engaging them to digital game to determine the gains on the concept about General Biology 1. Also, post assessment was conducted to determine the non-cognitive of students towards digital game-based learning approach after its integration. Interviews and Observations were also considered during the conduct of this study. Data were analyzed using frequency counts, percentage distributions, means, t-test of correlated samples and Pearson r to determine the relationship between the cognitive and non-cognitive processes of respondents.

Results
The following are the findings of this study:
(1) there is a significant difference between the participants' pretest and posttest mean scores on the cognitive process on General Biology 1 concepts;
(2) there is also a significant difference between before and after mean ratings on the four factors affecting non-cognitive process towards digital game-based learning approach such as interest and utility, anxiety and fear, intellectual accessibility and emotional satisfaction; and
(3) there is no relationship between cognitive process on the concepts of General Biology 1 and non-cognitive process towards digital game-based learning approach of diverse learners.

Conclusion
The result of this study affirmed the Theory of Interactive Cognitive Complexity which suggests that simulation games are more effective than other instructional methods because they simultaneously engage trainees' affective and cognitive processes (Tennyson & Jorczak, 2008). This theory is an information processing model stating that learning is the result of interaction between external and internal variables of the game player's cognitive systems. Information enters the cognitive system through sensory receptors; these receptors communicate with the executive control. Internal processing then interacts with cognitive strategies, knowledge base, and affect to inform the executive control and sensory receptors to produce behavior.
Using Goal-Free Model and Mixed-Method in Evaluating the Continuing Professional Development Program for Professional Teachers

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This evaluation research determines the benefits, drawbacks, issues and concerns surrounding Continuing Professional Development (CPD) program for teachers. This study used both qualitative and quantitative evaluation methodologies. Quantitative methods were accomplished through a survey questionnaire with closed-form and forced-choice statements that generated scores showing the extent of satisfaction, usefulness and benefits of CPD trainings and seminars. The qualitative Goal-Free Evaluation Model helped unveil the intended and unintended effects of the program on teachers through individual and group interviews, focus groups and unobtrusive observations. Review of documents provided by the Professional Regulation Commission (PRC) and the participating institutions was undertaken to triangulate the data collected. The respondents of the study were the elementary and secondary teachers who renewed their PRC ID cards in 2019. Random selection of respondents was done from public and private schools in the rural and urban areas. The study hopes to provide information to policy decision makers on CPD and the law-makers in particular, the implementing agency, interested individuals and institutions with the result of this study. It will also serve as catalyst for other professional boards to conduct their own evaluation of their CPD program using theory driven evaluation methodologies.
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