

Action Research Abstracts

`` `MVGFCI Faculty and Staff` ``

“Research is what I’m doing when I don’t know what I’m doing”.

—Wernher von Braun

School Year 2012-2013

CHALLENGES AND PERSPECTIVES OF MVGFC 2012 COLLEGE GRADUATES AS BASIS FOR IMPROVEMENT OF STUDENT SERVICES

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Abstract

The responses of the students to the exit survey guided the research team in determining the challenges and perspectives of the college graduates of MVGFC in 2012.

Using frequency count and ranking, the challenges of batch 2012 were determined and ranked as follows:

Financial (e. g., difficulty in settling school bills and accumulated promissory notes for unpaid school bills);

Strict rule on “no permit, no exam” was another challenge; the students were against this rule understandably because they had financial difficulties.

Facilities (classrooms, electric fans, comfort rooms, computers, books in the library). The participant students were very vocal about the insufficient number of electric fans inside the classrooms, not well maintained and not so clean comfort rooms. They also commented that computer units were already old and some units had to be upgraded.

Limited **Deans' Listers** and / or **Cadet Officers** - there is a big room for improvement in this area which the staff of the Student Personnel Services (SPS) of the School should address.

On the positive side, they appreciated the **kind** and **competent** faculty members and staff of MVGFC, something that MVGFC should be proud of and maintained.

As to their, the perspective: **They all wanted to pass the board examinations**, and for this to happen, their needs have to be well-assessed by school authorities concerned and addressed in **the** best way possible.

**THE USE OF TECHNOLOGY-ENRICHED SYLLABUS
IN TEACHING GRADE SIX MATHEMATICS
IN MANUEL V. GALLEG0 FOUNDATION
COLLEGES, INC.**

by
Jane T. Gabriel
Mathematics Teacher

Abstract

This is a classroom-based action research conducted for the purpose of determining the effectiveness of technology-enriched Grade 6 Mathematics syllabus.

The research procedure started with a review and enrichment of the old syllabus for the course before the opening of school year 2011-2012. To guarantee appropriate sequencing of the concepts/lessons, I compared/ aligned them with the learning objectives listed in the Philippine Elementary Learning Competencies (PELC) of the 2002 Grade 6 Mathematics Curriculum by Department of Education. I also changed the time allotted to some lessons that needed reinforcement, made teaching strategies more interactive with the aid of PowerPoint presentations, video clips and internet surfing.

After syllabus enrichment, I implemented it during the entire year, School Year 2011-2012, using different learning activities that promoted student-to-student and teacher-to-student interactions. In order to determine if

the use of technology-enriched syllabus is effective or not, the pupils' final grades were transmuted/computed following the grading system of MVGFC and then compared with the results in the preceding School Year. It was found out that there was a little improvement in terms of pupils' mean grade but such improvement was not statistically significant.

Although grade improvement was not significant, I observed that the revised syllabus and the integration of technology in teaching the course had helped improve the pupils' attitude towards Mathematics and made teaching easier, organized and meaningful. I became a facilitator of learning unlike before when I was merely a knowledge transmitter.

PLANT GENETIC RESOURCES OF MVGFC: BASIS FOR PLANT CONSERVATION AND MANAGEMENT

Mickel John Salvatierra
General Education Faculty

Arch. Juanito F. dela Cruz
Plant and Site Officer

Abstract

This study was conducted using a descriptive method of research to determine the diversity of the plant genetic resources of MVGFCI and to classify them according to

their botanical classifications, uses, and other features for ease in plant conservation and management.

The findings are as follows:

- There were 28 families, 57 genera, 70 species, 1 sub-species, 1 variety, 2 formas and 3 cultivars, identified and recorded for the entire campus. The families which recorded the most number of genera are the Palmae / Arecaceae (7), Leguminosae / Mimosaceae (4), and Anacardiaceae, Leguminosae / Caesalpiniaceae, Meliaceae, Moraceae, and Sapotaceae (3).
- The families of Annonaceae, Graminae/Poaceae, Leguminosae / Papilionaceae, Lythraceae, Myrtaceae, Sapindaceae, Sterculiaceae and Verbenaceae have two (2) genera. The least in the number of genus (1) are the families of Apocynaceae, Bixaceae, Combretaceae, Ebenaceae, Euphorbiaceae, Fagaceae, Guttiferae, Lauraceae, Malvaceae, Moringaceae, Oxiladeceae, Rhamnaceae, and Rutaceae.
- The families of Annonaceae and Palmae/ Arecaceae (6), followed by Moraceae (5), Leguminosae / Caesalpiniaceae, Leguminosae/ Mimosaceae, Rutaceae (4), and Anacardiaceae, Graminae / Poaceae, Meliaceae, Myrtaceae, and Sapotaceae (3), recorded the most number of species.

- The families with the least number of species are Apocynaceae, Leguminosae / Papilionaceae, Lythraceae, Sterculiaceae and Verbenaceae (2), while the families of Bixaceae, Combretaceae, Ebenaceae, Euphorbiaceae, Guttiferae, Lauraceae, Malvaceae, Moringaceae, Oxiladeceae, Rhamnaceae, and Sapindaceae have only 1.
- Most of the trees found on the campus are exotic or introduced to the Philippines. There are 56 exotic species, 10 are indigenous, and 2 are endemic.
- The ten most abundant individual species are: *Swietenia macrophylla* (559), *Mangifera indica* (141), *Samanea samans* (114), *Corypha utan* (61), *Ficus benjamina* (44), *Moringa oleiferera* (37), *Veitchia merrilli* (35), *Artocarpus heterophyllus* (29), *Pterocarpus indicus* (25), and *Tamarindus indica* (21).

School Year 2013-2014

OLSAT RESULTS OF MVGFC GRADUATES AS CORRELATES OF BOARD PERFORMANCE

Caroline C. Jose (Team Research)
Student Personnel **Services** Directress

Abstract

The results of the Otis-Lennon School Ability Test (OLSAT) which was administered to 67 college students in the board programs such as Nursing, Criminology, Teacher-Education and Accountancy when they were freshmen were analyzed and compared with their board performance using Pearson r . The findings are:

- Accountancy: OLSAT performance is **not** a predictor of board performance. An OLSAT scale of 5 (average) is necessary for admission and that the students must pass the comprehensive examinations in their professional courses.
- Nursing, Teacher-Education, Criminology: OLSAT and board performances have moderate to strong correlation. In these programs, an OLSAT scale of 3 and passing the comprehensive examinations in professional courses may be considered.

On top of these, is an hour of counseling session shall be conducted by the guidance counselor towards the end of the in-house review focusing on how to lessen test anxiety, the power of self-motivation, and self-resiliency during the review and preparing for the “big day” or board exams day.

PERFORMANCE OF GRADUATES IN THE CPA BOARD EXAMINATIONS: BASIS FOR AN INTERVENTION PROGRAM

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Dean, Accountancy Department

Abstract

The performance of Accountancy graduates of MVGFCI in the CPA board examinations had been critically low for the past years. This action research is aimed at identifying an effective intervention program after looking into the possible correlation of the results of the Otis-Lennon School Ability Test (OLSAT) and the CPA Board examinations. Based on the analysis of the CPA Board performance for batches 2012 and 2013, the graduates were weak in the following areas: 1) Practical Accounting 1, 2) Auditing Theory, and 3) Practical Accounting 2. These board subjects are those with the widest coverage and very comprehensive in terms of content that is why students found them very difficult to understand especially the transferees and second coursers who already earned majority of the accounting subjects in their previous schools. It was further found out that the OLSAT and CPA Board examinations are not correlated, meaning, the OLSAT is not a predictor of the CPA Board performance. Based on the findings, the recommendations are 1) Strict implementation of the retention policy 2) Strict implementation of the comprehensive exam policy 3) Intensified In-House Review / Review in the Review Center 4) Core

Advising/Counselling Program 5) Extended Learning Time Program and 6) Course Module Implementation of Part-timers.

THE USE OF TECHNOLOGY-INTEGRATED SYLLABUS AND REMEDIAL CLASSES IN GRADE 4 MATHEMATICS AS MEANS TO IMPROVE THE CEM MEAN SCORE

Jane T. Gabriel
Elementary Math Teacher

Abstract

This is an action research with qualitative and quantitative components. The qualitative aspect of this study was used in describing the technology-integrated syllabus for Grade 4 Mathematics including the procedure / process of implementation and the conduct of remedial classes, while the result of the process was quantified based on the results of the final comprehensive examination in the six content areas covered in the study. Quantitative measurement was also used in comparing the CEM (Center for Educational Measurement) scores for the same subject in SY 2012-2013 and 2013-2014 to determine if the use of technology-integrated syllabus and remedial classes in school year 2013-2014 yielded positive results.

As revealed in the study, in spite of the small class size (only 6 Grade 4 pupils) and all the efforts being undertaken, not all pupils passed in the comprehensive examination administered by the teacher towards the end of the academic year, except in one content area “Decimals” where all the five who took the test made it. There is still room for improvement particularly in content areas such as Whole Number System and Fractions. With regard to their CEM mean scores in two consecutive school years (2012-2013 and 2013-2014), no significant difference could be found although the mean scores in all the six content areas are a bit higher in school year 2013-2014 compared to the mean scores in the same content areas in school year 2012-2013. The same is true with the overall CEM mean scores: **44** in SY 2013-2014 as against **32** SY 2012-2013; however, when compared to the national CEM norm in SY 2013-2014 (**national norm=47**), the overall institutional performance (**mean score=44**) is still lower, which implies that there is still need for improvement either in the syllabus implementation or in the remedial program.

IMPLEMENTATION OF KPUP ASSESSMENT IN GRADE VII SCIENCE: A PROCESS DOCUMENTATION

Jennelyn D. Zafra
High School Science Teacher

Abstract

The researcher used *process documentation* for her Grade 7 Science subject in School Year 2013-2014 covering 68 students (2 sections) and such processes as *preparation of the KPUP assessment matrices/tools, preparing students for the KPUP assessment and implementation of the same*. She used record sheets to document her experiences and observations and her laptop in recording the students' scores in the KPUP assessment.

Qualitative descriptions were used in preparing the KPUP assessment matrices/tools and in preparing students for the said assessment while *quantitative* measurement was used for the KPUP assessment results in the form of students' scores in the different assessment levels from the first to the fourth grading period.

For the entire school year, she was able to prepare three KPUP assessment matrices out of the 16 expected due to time constraint, however, she managed to use the KPUP assessments for all learning units following the DepEd Curriculum Guide. To her, the real challenge was in the KPUP implementation because a number of

students could not follow even simple instructions and could not understand simple English. These were the major reasons why they got low scores particularly in the *knowledge, process* and *understanding* levels. Their scores were consistently very low in these levels, with **72%** to **96%** failing students in the different grading periods. It was in the *performance/product level* where most students passed, ranging from **60%** to **91%** in the different grading periods, and the very reason for this was because the tasks were carried out by groups where all group members, irrespective of individual capabilities, received a uniform grade or credit. This dim light though was compensated by a 10-point increase in the Institutional CEM Norm, 44 in SY 2013-2014 against **34** in SY 2012-2013. There was a significant improvement, although when compared to the National CEM Norm of **51**, both Institutional Norms were lower.

The recommendations are: preparation of KPUP assessment matrices/tools be scheduled during Summer Term when high school teachers are not teaching. Close monitoring and follow-up shall be done by the department head to ensure *quality* and *quantity* of the KPUP assessment matrices/tools; revisit the test items where students encountered so much difficulty particularly those in the *knowledge, process* and *understanding* levels; modify the mechanics for group activities (*product/performance level*) to challenge the weak ones to exert efforts; design a strong remedial program for improvement of students' *knowledge* and *processing* and *understanding* skills, a program that is *systematic* so that learning gaps are addressed immediately once identified; and a follow-up study is

necessary to determine effectiveness of whatever innovations are introduced.

PERFORMANCE OF THE TEACHER-EDUCATION GRADUATES IN THE 2013 LICENSURE EXAMINATION FOR TEACHERS: ITS CORRELATES

Mickel John Salvatierra
Teacher-Education Faculty Member

Abstract

This is an action research which attempted to describe and determine the predictive values of the results of the Otis-Lennon School Ability Test (OLSAT) and the mock board examinations on the BEED and BSED LET board performance in September 2013. Qualitative descriptions of the in-house review classes formed part of this study with aim of identifying the areas that need improvement.

There were 12 participants in the said in-house LET review classes (2 BEED and 6 BSED who belonged to Batch 2013 and first board takers while four belonged to the previous batches and were board re-takers). They were coded from 1 to 12 to ensure anonymity.

The institutional performance in the September 2013 LET was 100% (for BEED) and 41.66% (for BSED) which resulted to an average institutional performance of 70.83%.

Using Pearson Moment Correlation and Spearman's Rank-Order Correlation, OLSAT and mock board examination showed a *high* positive correlation ($r = 0.744048$); OLSAT and September 2013 LET result showed a *moderate* positive correlation ($r = 0.52381$); mock board and the September 2013 LET in General Education component had a *very high* positive correlation ($r = 0.778136$); and mock board and September 2013 LET in Professional Education component had a *high* correlation ($r = 0.735073$).

In conclusion, OLSAT and mock board results / performances are good predictors of LET performance- OLSAT (moderate) and mock board (high to very high).

School Year 2014-2015

STRESSORS AND COPING MECHANISMS OF THE TEACHER-EDUCATION ACADEMIC SCHOLARS: THEIR CORRELATES

by

MICKEL JOHN SALVATIERRA
Teacher-Education Faculty Member

Abstract

This is an action research which attempted to describe the stressors and the stress-coping mechanisms of the

Teacher-Education (TED) academic scholars of MVGFCI, and their correlates with the aim of optimizing their productivity as scholars through a stress management module that was designed as an output of the study. To realize this aim, a blend of quantitative (i.e. survey and correlation) and qualitative (i.e. phenomenological) approaches were used with 20 scholars as participants mostly from Cabanatuan City (80%) and female (90%). These participants varied widely in age (from 16 to 31 years old), in family monthly income (from Php3, 500.00 to Php20, 000.00), and in number of siblings (an average of three in a family).

With regard to their stressors and extent of stress, **academic-related** and **self-imposed** stressors were **severe** while the **economic-related** stressors were **moderate**, and their common or usual responses to these were **emotional** (e.g. fear, anxiety, sadness), **behavioral** (i.e. crying) and **cognitive appraisal**. They used both the **problem-focused** coping mechanism (e.g. by seeking help from friends, teachers and parents, thinking of ways to solve the problems which include surfing the Internet and saving money) and **emotion-focused** coping (e.g. hang-out in nearby malls, watching television shows, sleeping, eating less, socializing through Facebook, etc.).

Another significant findings were the high correlation or high interdependence of monthly family income and economic-related stressors as well as monthly family income and the physiological responses to stress. In other words, low family income is highly contributory to

stress and it is physiologically taxing because too much thinking about how to provide for school needs caused headaches, migraine, rapid heartbeat and oftentimes, sleeplessness.

The above findings prompted the researcher to design a Stress Management Module which is for implementation the soonest time possible.

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