



ETCOR
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Effects of Project CLASS StAR to the Performance of Grade 7 Students: An Intervention Program for Student At Risk of Failing

Justin D. Capati^{1*}, Joan F. Calapardo², Esperanza L. Mandal³

^{1, 2, 3} Department of Education, City Schools Division Office of Antipolo, Antipolo City, Philippines

*Corresponding Author email: justin.capati@deped.gov.ph

Received: 23 May 2024

Revised: 06 July 2024

Accepted: 12 July 2024

Available Online: 12 July 2024

Volume III (2024), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study determined the effects of Project CLASS StAR in the academic performance of Grade 7 students of Old Boso-Boso National High School.

Methodology: The study used quasi-experimental design to determine the effect of integrated performance task in the academic achievement of grade 7 students of Old Boso-Boso National High School, in the City Schools Division of Antipolo. This study utilized purposive sampling method. Project CLASS STAR stands for **C**reative **L**earning **A**pproach and **S**trategies in **S**cience which aimed to lessen the number of students who failed the subject and identified StAR. The said project was formulated based on the results of survey administered to the respondents of the study. The project follows the 10 steps and/ or processes of continuous improvement (CI) project. The interventions were formulated based on the results of root cause analysis.

Results: The study reveals the three main difficulties or dilemma faced by the grade 7 students were the time constraint, overlapping activities in all subject areas and financial concerns which directly affect their capabilities to comply and submit performance tasks. Most of them are dealing with a handful of activities which lessens the completion rate and results to poor performance assessments. The number of StAR of failing the subject and those who failed in science declines to 50% with the help of the intervention program. It was proven helpful and effective because the integrated performance task accelerates the completion rate and improves the result of the performance assessment.

Conclusion: The proposed intervention positively addresses the abovementioned difficulties. The implementation of Integrated Performance Task was effective and evident because of the increase in the completion rate in the performance assessment.

Keywords: *students at risk (StAR), integrated performance task, intervention*

INTRODUCTION

Studying science increases one's fundamental knowledge about life and better understand the world. Humans benefitted extremely from science from logical and environmental concerns to a lot of discoveries. Considering all the benefits and main role of science, it is considered as one of the major subjects that is part of the curriculum which requires learners to study about. Based on the prescribed curriculum guide of the Department of Education, it recognizes the place of science and technology in everyday human affairs. It integrates science personal and ethical aspects of life. Studying science is an avenue for learners to dive into banks of data and information which may help them attain knowledge and understanding of life and everything around us.

Aside from imparting knowledge, it is also the task of the teachers to assess student's learning and provide necessary intervention if possible (Amihan, Sanchez & Carvajal, 2023; Bation & Nambatac, 2024; Carvajal, et al., 2024a; Salendab & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023). It encompasses various task such as discussing a set of learning competencies, designing, and recording written works, crafting performance tasks, and making quarterly assessment. It is all being done to monitor learners progress throughout the academic year. Its main purpose is to assess learners critical and creative thinking skills which foster application of learning to real-life



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

scenarios, enhanced communication skills and problem-solving abilities (Cagas & Cagas, 2023; Carvajal & Sanchez, 2023; Carvajal & Sanchez, 2024; Salendab, et al., 2024a; Sanchez, 2022). With the existence of K-12 curriculum, all discipline follows the spiral progression approach including science subject. In this approach, key concepts are revisited, rethought, expanded, and being discussed in a repetitive manner throughout the learner's education years. It is believed to help reinforcing deeper understanding of concepts in different context and level of complexity and supports long-term learning retention. The curriculum in science subject for Junior High School is confined with Earth Science, Biology, Chemistry and Physics. Different components of science are tackled in each quarter of an academic year for all grade levels.

The new curriculum promotes opportunity of using multi-type assessment which is no longer confined with formative and summative assessment. Performance task is part of this multi-type of assessment which is one of the learning components and basis of giving grades to students.

It is mandated in Republic Act No. 10533 entitled as "An Act Enhancing The Philippine Basic Education System By Strengthening Its Curriculum And Increasing The Number Of Years For Basic Education, Appropriating Funds Therefor And For Other Purposes" that the state must establish and support an integrated system of education that is relevant to the needs of the Filipinos and that each graduate should be productive and equipped of the essential skills and competencies which makes learners globally competitive.

It highlighted that the curriculum must employ instructional approaches that are inquiry-based, reflective, collaborative and integrative. The curriculum shall be in spiral progression approach to ensure mastery of knowledge and skills. It is stated that assessment of learning and skills of student is possible through the use of performance task. RA 10533 emphasizes that every Filipino learner is expected to be ready and equipped to face challenges in higher education after the k to 12 basic education.

As stated in the Enclosure of DepEd Order No. 31 s. 2020 entitled "Interim Guidelines For Assessment and Grading in Light of the Basic Education Learning Continuity Plan", teachers were encouraged to be innovative and flexible and adhere to the prescribed guidelines of quality assessment and grading practices. It is stated that teachers shall design assessment activities that are valid, reliable and accurate. It must be aligned with the Most Essential Learning Competencies (MELCs) and must give learners an extent way to highlight learning which allow learners to accomplish performance-based tasks and hone their 21st century skills.

Teachers are highly encouraged to design integrative performance tasks which may cover two or more learning competencies within or across subject area. It may be achieved by providing clear instructions and learning target, demonstrating evidence of learning and by giving timely feedback. Teachers should work collaboratively to design and implement integrative performance task and provide better learning opportunities among learners (Bation, et al., 2024; Cabling-Ramos, et al., 2024; Sanchez, 2020; Sanchez, 2023a; Sanchez & Sarmiento, 2020; Trinidad & Tenedero, 2023). Learners are expected to accomplish at least four (4) performance task in each of the quarters, but it results to the difficulty of meeting the set requirements. The main goal of teachers in using integrative performance task is to provide academic ease among learners.

Mallillin, et al. (2021) states that teaching and learning intervention promotes innovative, creative and comprehensive use of all teaching techniques and approaches. It refers to the continues process of innovating teaching delivery in various domains and to achieve the standard level of academic performance (Carvajal, et al., 2024b; Carvajal, Sanchez & Amihan, 2023; Muñoz & Sanchez, 2023; Paraiso, et al., 2024; Roncales, 2023; Salendab, et al., 2024b; Sanchez, et al., 2024a).

Mallillin (2021) claims that the teacher model is a great help in providing rich knowledge of teacher's adaptability skills and sensitivity in designing classroom activities which may improve student's perception and interest about it. It supports learning process and enhance potential for learning which helps in shaping and molding learners for better future.

Gomez and Suarez (2021) assessed the interrelation of teaching and learning intervention in teaching pedagogies. Learning intervention in different educational setting shows overwhelming impact based on the accumulative positive achievement and learning on academic performance of students.

Pollack and Tolone (2020) claims that in terms of instructional assessment, teaching and learning intervention focuses on the modification of lesson and classroom activities. It serves as a motivation of teachers in adjusting lessons when necessary to address academic concerns and challenges among students.

Caceres, Nussbaum and Ortiz (2020) integrated learning activities encourage learners to showcase resourcefulness and make use of their critical thinking skills. Learning activities are collaborated which assists the development and understanding of concepts (Colasito, Cortan & Regalario, 2023; Dizon & Sanchez, 2020; Sanchez, 2023b; Sanchez, et al., 2024b; Sanchez, Sanchez & Sanchez, 2023; Sanchez, et al., 2022).



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Lin, Hsia and Hwang (2021) emphasize that students learning ability, student's performance and application of integrated learning is a solution to different learning difficulties. Integration is viewed as teaching innovation that provides quick understanding of the lessons, boost morale of the students and their learning achievement. It is a great tool in promoting students' interest and enthusiasm in their learning journey and exciting discoveries.

Spencer and Temple (2021) the use of integrated activities allows learners to be motivated and confident throughout the learning process. It results to positive learning output and improves learning academic performance and meet their learning needs.

There are various teaching discipline, philosophy, techniques, and approaches which are helpful ways to assure good quality of teaching and learning (Lasco, Evangelista & Batondo, 2023; Sanchez, et al., 2024c). Integrated performance task involves an act of combining knowledge and skills to attain systematic and in-depth awareness and understanding of topic or activity. It focuses on the relation of different subject areas and discipline to one another and links the gap between content and knowledge to its real-world relevance and function. It is a valuable approach to enhance students learning outcomes given that learners may focus on task that incorporates different learning areas which promotes student's holistic development (Ronquillo & Blanco, 2023; Sanchez, et al., 2024d).

For first quarter grading of school year 2022-2023 in Old Boso-Boso National High School, it has been documented that the highest number of failed students in science subject are grade 7 learners among all the junior high school level. It is revealed in the Learners Outcome Assessment (LOA) that performance task has the lowest mean percentage score compared with the different components of assessment. It becomes the main concern of science teachers which then revealed that students failed to meet the performance requirements due to time shortage and overlapping schoolwork and activities. This is very alarming for the teachers and the school which urged them to come up with the possible solution entitled Project CLASS STAR which stands for **C**reative **L**earning **A**pproach and **S**trategies in **S**cience that aims to lessen the number of students who failed the subject and identified STAR. The said project was formulated based on the results of survey administered to the respondents of the study. The project follows the 10 steps and/ or processes of continuous improvement (CI) project. The interventions were formulated based on the results of root cause analysis.

Among all the subject areas in junior high school, science has been recorded with growing number of StARs or students at risk of failing the subject which also becomes the leading reason for the expanding number of retained students for the past three successive years. DepEd Order No. 8, s. 2015 states that a learner with a grade lower than 75% will be considered failed and not able to meet the expectations while a learner who got a grade varying from 75% to 79% will be considered StAR.

This data motivates the researchers to find solution by crafting and designing integrated performance task that associate science to other subject areas with the goal of addressing concerns with overlapping activities and lessen the number of StAR.

The results of the Learners Outcome Assessment (LOA) for the past two successive quarters of school year 2022-2023 were examined by the researchers and discovered that with all the assessment components, performance tasks got the lowermost mean percentage score (MPS). It urges the researchers to take immediate action towards the poor MPS of the said component of assessment and crafted integrated performance tasks.

Given that the challenge was determined, researchers need to act decisively and took the proper procedures to address the problem. To recognize the voice of the customer, a meeting is set among the parents and guardians of the clientele of the study, then an initial interview is done among the clientele as prime action. All the gathered information and data was studied and scrutinized by the researchers. It was discovered that individualized, time-constraint and overlapping performance tasks are the root cause or main reason that students fail to comply with the given requirements. The detected major cause was profoundly evaluated and examined and headed to the use of appropriate strategy that best address the problem.

Crafting of the integrated performance task is a strategy to be used to decrease the number of grade 7 students who unsuccessfully comply with the given task in science subject. The study was conducted at Old Boso-Boso National High School for school year 2022-2023. The researchers held a meeting with all the grade 7 teachers for the crafting of integrated performance tasks to be utilized for the fourth quarter grading of the current school year. Master teachers at the aforementioned school were those who evaluated and provide technical assistance to the science teacher on the crafted integrated performance tasks. After thorough evaluation, the researchers immediately call for a meeting among the parents and guardians and inform them about the shared responsibility of the parents and teachers in monitoring the improvement and progress of the students. It is considered as a big help to the completion and success of the study. Student orientation was also held among the clientele.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

The crafting of performance tasks was carefully and technically done by the subject teachers that has a parallel or interconnected competencies for the said quarter. The researchers together with the grade 7 teachers lessen the overlapping activities and expenses of completing every task through localization of crafted integrated performance tasks which has been include in the annex of the study. The intervention program also includes the constant monitoring of student's accomplishment, often use of mother tongue as medium of instruction, sci – connect wall of terms, and extended class hours for unfinished school activities.

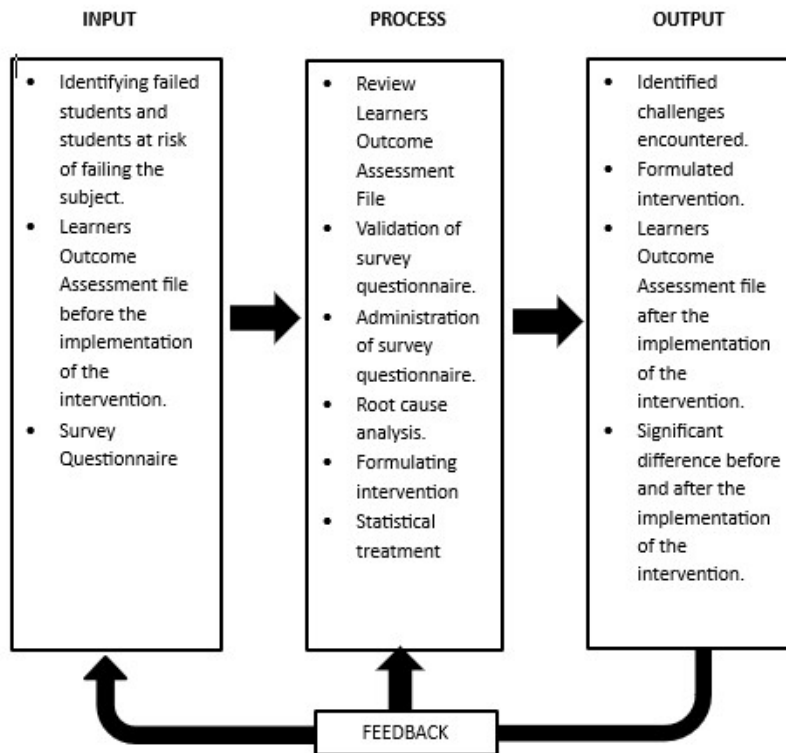


Figure 1: Conceptual Framework of the study

The first frame is the input which includes the identifying the failed students and students at risk of failing the subject that will serve as the respondents of the study. The learners outcome assessment file before the implementation of the intervention which serve as the tool for data gathering. And lastly, the survey questionnaire. The Second frame is the process the review and analysis of the learners outcome assessment file, validation and administration of the survey questionnaire, root cause analysis, formulating intervention based on the identified root causes, and the statistical treatment. The last frame is the output which includes identified challenges encountered by the respondents, the formulated intervention, the learners outcome assessment file after the implementation of the intervention, and result of the statistical treatment to test the significant differences before and after the implementation of the intervention. Some of the intervention made are crafted integrated performance task, revision of class schedule with extended class hour and localization of activities to lessen student's expenses. Feedback of the respondents after the implementation was also gathered.

Objectives

The study aimed to determine the effectiveness of using integrated performance task in science to improve the academic performance of grade 7 learners of Old Boso-Boso National High School.

Particularly, the study intends to answer the following questions:

1. How may the challenges encountered by the grade 7 students that directly affect the submission of their performance task in science be described?



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

2. How may the standing of the students' performance assessment prior and after the intervention implementation be described?
3. Is there a significant difference between the students' completion rate of performance prior and after the intervention in the school year 2022-2023?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:
Hypothesis 1: There is a significant difference in the submission rate of performance assessment before and after the implementation of intervention for first and third quarter of academic year 2022 – 2023.

Hypothesis 2: There is no significant difference in the submission rate of performance assessment before and after the implementation of intervention for first and third quarter of academic year 2022 – 2023.

METHODS

Research Design

Quasi-experimental design along with descriptive approach is used to investigate the development and effect of the Project CLASS STAR on Grade 7 student performance in science at Old Boso-Boso National High School in the City Schools Division of Antipolo. The method is a problem-solving approach where variables are carefully controlled or manipulated to observe cause-and-effect relationships.

According to Farnell and Kowalczyk (2023) quasi-experiment has similarities to a true experiment, with the exception that participants are not assigned at random because it might be challenging to apply random selection in social experiments, quasi-studies are sometimes employed instead of full experiments. Random selection could not be possible in some situations due to practical considerations or ethical issues. Quasi-experiments are studies or experiments that are conducted on a predetermined group of people, such a particular class of pupils.

Population and Sampling

The grade 7 students of Old Boso-Boso National High School in the City Schools Division of Antipolo are the participants of this study. There were 263 officially enrolled grade 7 students for first quarter grading of School Year 2022 – 2023. After the two consecutive quarters, it was documented that 54.75% of the number of the officially enrolled grade 7 students are labelled as student at risk of failing (STAR) and some of them failed to meet the standard requirements of the subject.

Table 1: Number of Students who Failed the Subject and Identified StAR

Section	A	B	C	D	E	F	TOTAL
No. of Student with grades 74% and below	3	8	9	8	9	3	40
No. of Students with grades 75% to 79%	20	17	16	9	15	27	104

Table 1 shows that there are 144 or 54.75% of grade 7 Science students have grades of 79% and below. These students have the high risk of failing the subject for the succeeding grading period and are subject for proper guidance, monitoring, and interventions.

In the 4th quarter of school year 2022 – 2023, the intervention program was implemented to all grade 7 with a total of 250 students excluding the transferred out and dropped out students.

Instrument

The instruments used in this study were the Learners Outcome Assessment (LOA) and Interview Form. The Learners Outcome Assessment are files adopted by the Division of Antipolo which determined the Mean percentage score of the different criteria in grading. The Interview form used in this study was validated by the respective Master Teachers of Old Boso-Boso National High School.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Data Collection

The data were gathered, read and analyzed following the objective of the study and in adherence to all protocols in the conduct of research. The data used in analyzing the effects of implemented project are the summary of the results after encoding in the Learners Outcome Assessment (LOA) file.

Treatment of Data

The gathered data were analyzed using the frequency, percentage, and z-test. The percentage was used to describe the quarterly grades of grade 7 students ranging from 74% and below, 75% to 79%, and 80% and above.

Z-test was used to determine the significant differences between the completion rate before and after the implementation of the crafted intervention. Chen (2022), z-test is a statistical treatment used to determine the significant difference between the two means. Since the respondents of the study has a bigger number, the researcher chose to used z-test rather than t-test.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

This study produced the following results with corresponding discussion and interpretation.

Challenges Encountered by the Grade 7 Students Affecting the Submission Rate of Performance Task

Determinants Affecting the Submission Rate	Frequency	Percentage	Rank
Overlapping Activities	74	51	1
Time Constraint	42	29	2
Financial Problem	28	20	3
Total	144	100	

Table 2: Difficulties or Dilemmas Encountered by the grade 7 students Affecting the Submission Rate of the Performance Task

Table 2 reveals the three major difficulties or dilemmas encountered by the grade 7 students that affect the submission rate of the performance task. The data shows that overlapping activities is the most encountered challenges as perceived by the grade 7 students with 51%, time constraints with 29%, and the least was financial problem with 20%. The data implies the need for integrated performance tasks.

According to study conducted by Martina, et. al. (2020), time constraints influence a poor reading comprehension among the student respondents in their assessment. Furthermore, time management has positive effect on student's academic performance. On the contrary, overlapping activities may result to poor academic performance among students based on the study conducted by Hamzah, et. at. (2014).

Status of the Performance Assessment of Grade 7 Students Before and After the Implementation of Intervention

Table 3: Number of Students per Grade Category in the Performance Assessment

Grade Category	Before Implementation		After Implementation	
	No.	%	No.	%
74% and below	104	39.5	23	9.2
75% - 79%	52	19.8	11	4.4
80% - 84%	33	12.6	20	8
85% - 89%	33	12.6	83	33.2
90% - 94%	27	10.3	110	44
95% - 99%	14	5.3	3	1.2
Total	263	100	250	100



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

The tabular data reveals that the number of students before and after the implementation decreases by 30.3% in the grade category 74% and below. From the 2nd and 3rd grade category, the percentage decreases by 15.4% and 4.6% respectively. The 4th and 5th grade category shows significant increase in the percentage by 20.6% and 33.7%. The data was gathered in the 4th quarter Learners Outcome Assessment (LOA).

The data shows the positive impact of the intervention program in the performance assessment of the 250 students during the fourth quarter of school year 2022 – 2023.

Significant difference in the completion rate of performance before and after the implementation of intervention for first and fourth quarter of academic year 2022 – 2023

Table 4: Comparison of the Completion Rate of Performance Assessment Before and After the Implementation of the Intervention

Data	No. of Grade 7	Mean	Standard Deviation	Z _{Computed} Value	Z _{Critical} Value	P value
Before Implementation	263	79	8.0	12.62	1.96	0.574
After Implementation	250	87	6.3			

The presented table above shows that there is a significant difference before and after the implementation of the Project CLASS STAR in the grade 7 learners of Old Boso – Boso National High School. The computed Z-value of 12.62 is greater than the critical Z-value of 1.96 which fall in the rejection region, leading to statistical decision of rejecting the stated null hypothesis of the study.

It can be seen from the table that the obtained *p value* of 0.574 indicate moderate correlation. The results imply that there is not enough evidence at 5% level of significance to support the claim that there is no significant difference between the completion rate of the grade 7 student before and after the implementation of the intervention. The computed data proven positive impact of the implemented project.

Conclusions

The Project CLASS STAR implemented by the researchers improved the academic status of the grade 7 learners specifically those struggling ones. The study reveals the three main difficulties or dilemma faced by the grade 7 students namely were the time boundedness of activities, countless number of activities in all subject areas and financial concerns which directly affect their capabilities to comply and submit performance tasks. Most of them are dealing with a handful of activities which lessens the completion rate and results to poor performance assessments. The proposed intervention positively addresses the abovementioned difficulties. The implementation of Project CLASS STAR was effective and evident because of the increase in the completion rate in the performance assessment. From 39.5% of failed students and 19.8% student at risk of failing the subject, the said project reduced the percentage after the implementation to 9.2% failed students and 4.4% student at risk of failing.

Recommendations

Based on the results of the study, the school administrators may include trainings for teachers of crafting their materials to be used in their respective classes that is integrated into other disciplines to lessen overlapping activities, expenses, and time constraints in the part of the learners. The teacher made materials must be evaluated by the expert in the field such as Master Teachers, School Head, Head Teachers, and Education Program Supervisor. For future researchers, they may use other learning competencies that can be used to craft an integrated performance task aside from the activities used in this study.

REFERENCES

Amihan, S. R., & Sanchez, R. D. (2023). Connecting Workplace Literacy Gaps through Innovative Academe-Industry Collaboration. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 515-528.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Amihan, S. R., Sanchez, R. D., & Carvajal, A. L. P. (2023). Sustained quality assurance: Future-proofing the teachers for an ASEAN higher education common space. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(4), 276-286. [https://etcor.org/storage/iJOINED/Vol.%20II\(4\),%20276-286.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(4),%20276-286.pdf)
- Bation, N. D., Ambrocio, M. C. M., Amihan, S. R., Millar, G. B., Tiquis, M. V. V., Nabayra, J. N., Flores, I. M., Flordeliz, E. G., & Cajilis, K. K. E. (2024). A numbers game: Quantitative research at the center of policy making. In R. D. Sanchez (Ed.). *ETCOR Educational Research Center Research Consultancy Services*. <https://etcor.org/book-publications/a-numbers-game-quantitative-research-at-the-center-of-policy-making>
- Bation, N. D., & Nambatac, M. R. (2024). Streamlined research techniques: A workbook for the modern age. *ETCOR Educational Research Center Research Consultancy Services*. <https://etcor.org/book-publications/streamlined-research-techniques-a-workbook-for-the-modern-age>
- Cabiling-Ramos, M., Mendoza, J. C. C., Ambrocio, M. C. M., Salendab, F. A., Alon-Rabbon, K., Rellora, K. A., & Visaya, R. L. (2024). I serve, therefore I am: Service at the heart of public governance. In R. D. Sanchez (Ed.). *ETCOR Educational Research Center Research Consultancy Services*. <https://etcor.org/book-publications/i-serve-therefore-i-am-service-at-the-heart-of-public-governance>
- Caceres, M., Nussbaum, M., Ortiz, J. (2020). Integrating critical thinking into the classroom: A teacher's perspective. *Thinking Skills and Creativity*, 37, 100674
- Cagas, R. S., & Cagas, A. C. (2023). Bukambibig: Talahulugang Calauueños, kagamitang pantulong sa pag-aaral ng Filipino ng piling pangkat ng mga mag-aaral sa ika-10 baitang sa Dayap National High School-Main. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 414-431. Retrieved from [https://etcor.org/storage/iJOINED/Vol.%20II\(1\),%20414-431.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(1),%20414-431.pdf)
- Carvajal, A. L. P., & Sanchez, R. D. (2023). Strategic Considerations, Challenges, and Opportunities in Establishing the International Journal of Open-access, Interdisciplinary, and New Educational Discoveries (iJOINED). *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 539-546.
- Carvajal, A. L. P., & Sanchez, R. D. (2024). Probing the Leadership Qualities of Local Chief Executives (LCEs) in Creating Competitive Creative Communities: Basis for Leadership Framework and Development Plan. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 3(1), 380-400. [https://etcor.org/storage/iJOINED/Vol.%20III\(1\),%20380-400.pdf](https://etcor.org/storage/iJOINED/Vol.%20III(1),%20380-400.pdf)
- Carvajal, A. L. P., Sanchez, R. D., Bacay, R. B. R., Sanchez, A. M. P., Sia, J. B., Moldez, R. G., Llego, J. H., Bation, N. D., & Pangilinan, A. M. (2024). The reflective leader's handbook: Mapping the path to effective leadership. *ETCOR Educational Research Center Research Consultancy Services*. <https://etcor.org/book-publications/the-reflective-leaders-handbook-mapping-the-path-to-effective-leadership>
- Carvajal, A. L. P., Sanchez, R. D., & Amihan, S. R. (2023). Probing the Seven Qualities of True Leadership: A Qualitative Investigation of Selected Experienced and Successful Leaders in Various Industries. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(3), 898-912. [https://etcor.org/storage/iJOINED/Vol.%20II\(3\),%20898-912.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(3),%20898-912.pdf)
- Carvajal, A. L. P., Sanchez, R. D., Amihan, S. R., Cabiling-Ramos, M., & Moldez, R. G. (2024). The true leadership edge: Unlocking the seven qualities that drive exceptional results and inspire greatness. *ETCOR Educational Research Center Research Consultancy Services*. <https://etcor.org/book-publications/the-true-leadership-edge-unlocking-the-seven-qualities-that-drive-exceptional-results-and-inspire-greatness>



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Colasito, J. M., Cortan, J. R. C., & Regalario, J. V. (2023). Attaining Learners' Academic Excellence Through Revisiting Supplementary Enrichment Tasks (RESET) Approach. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(3), 723-735. [https://etcor.org/storage/iJOINED/Vol.%20II\(3\),%20723-735.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(3),%20723-735.pdf)
- Department of Education (DepEd). (2013). Republic Act no. 10533 Series 3286. An Act Enhancing The Philippine Basic Education System By Strengthening Its Curriculum And Increasing The Number of Years For Basic Education, Appropriating Funds Therefor And For Other Purposes. Retrieve from <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Department of Education (DepEd). (2020). DepEd order no. 31, Series 2020. Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan. Retrieve from https://www.deped.gov.ph/wpcontent/uploads/2020/10/DO_s2020_031.pdf
- Dizon, E. C., & Sanchez, R. D. (2020). Improving select grade 7 Filipino students' reading performance using the eclectic model. *Journal of World Englishes and Educational Practices*, 2(2), 216-221.
- Farnell, P., & Kowalczyk, D., (2023). Quasi – Experimental Design: Definition, Types and Example. *Study.com*. <https://study.com/academy/lesson/quasi-experimental-designs-definition-characteristics-types-examples.html>
- Gomez, R. L., & Suarez, A. M. (2021). Gaming to succeed in college: Protocol for a scoping review of quantitative studies on the design and use of serious games for enhancing teaching and learning in higher education. *International Journal of Educational Research Open*, 2, 100021
- Hamzah, A., Lucky, E., & Joarder, M., (2014). Time Management, External Motivation, and Students' Academic Performance: Evidence from a Malaysian Public University. *Asian Social Science (Canadian Center for Science and Education CCSE)*. 10(13) 55. DOI:10.5539/ass.v10n13p55
- Lasco, M. T., Evangelista, R. P., & Batondo, J. W. S. (2023). The Implementation of Integrated Video-Based Lectures in the Learning Management System. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 614-629. Retrieved from [https://etcor.org/storage/iJOINED/Vol.%20II\(2\),%20614-629.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(2),%20614-629.pdf)
- Lin, Y. N., Hsia, L H., & Hwang, G. J. (2021). Promoting pre-class guidance and in-class reflection: A SQIRC based mobile flipped learning approach to promoting students' billiard skills, strategies, motivation and self-efficacy. *Computer & Educaation*. 160, 104035
- Mallillin, L.L. D. (2021). Teacher theory and adaptable model: An application to teaching profession. *European Journal of Education Studies*, 8(12).
- Mallillin, L.L. D., et al. (2021). Innovation and Integration of 4cs in the quality of teaching: Basis for Educational System in the 21st Century. *East African Scholars J Edu Humanity Lit*, 4(9), 344-354
- Martina, F., Syafryadin., Rakhmanina, L., & Juwita, S., (2020). The effect of time constraint on student reading comprehension test performance in narrative test. *Journal of Languages and Language Teaching*, 8(3) 323 – 329. <https://doi.org/10.33394/jollt.v%vi%i.2625>
- Muñoz, M. C., & Sanchez, R. D. (2023). Exploring Fernandino Teens TV as a supplementary learning delivery modality: Opportunities and challenges from the lens of select learners. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 358-374.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>

Google scholar



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Paraiso, V. B., Sia, J. B., Colasito, J. M., & Rellora, K. A. (2024). In the exigency of the service: A response to a higher calling. ETCOR Educational Research Center Research Consultancy Services.
<https://etcor.org/book-publications/in-the-exigency-of-the-service-a-response-to-a-higher-calling>
- Pollock J. E., & Tolone, L. J. (2020). Improving student learning one teacher at a time. *ASCD*.
- Roncales, E. V. (2023). School Managers' Motivational Strategies and Their Relationship to Teachers' Level of Job Satisfaction: Bases for a Proposed Development Plan. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 308-322. Retrieved from [https://etcor.org/storage/iJOINED/Vol.%20II\(2\),%20308-322.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(2),%20308-322.pdf)
- Ronquillo, J. A. G., & Blanco, R. M. (2023). Parental Involvement of Dumagat as a Key to a Successful Academic Journey: An Ethnographic Study. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 469-482. Retrieved from [https://etcor.org/storage/iJOINED/Vol.%20II\(2\),%20469-482.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(2),%20469-482.pdf)
- Salendab, F. A., & Sanchez, R. D. (2023). Graduates Tracer Study: The Employability Status of Bachelor of Elementary Education (BEED) of Sultan Kudarat State University – Kalamansig Campus. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 642-655
- Salendab, F. A., Ocariza-Salendab, R. L. A., & Sanchez, R. D. (2023). Employers' Feedback on the Performance of Bachelor of Elementary Education (BEED) Graduates in the Workplace: A Pre-Deployment Training Remediation Implications. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(3), 882-897.
[https://etcor.org/storage/iJOINED/Vol.%20II\(3\),%20882-897.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(3),%20882-897.pdf)
- Salendab, F. A., Valentino, M. A. G., Alon-Rabbon, K., Llego, J. H., Cabarrubias-Dela Cruz, K., Obod, M. M., Cabrejas, M. M., & Calderon, A. A. (2024). The art and science of doing research: Mastering the craft, embracing the process. In R. D. Sanchez & A. L. P. Carvajal (Eds.). ETCOR Educational Research Center Research Consultancy Services.
<https://etcor.org/book-publications/the-art-and-science-of-doing-research-mastering-the-craft-embracing-the-process>
- Salendab, F. A., Visaya, R. L., Eler, G. M., Bernardo, E. D., & Fernandez, S. F. (2024). The transformative educator: Adapting, innovating, empowering. In R. D. Sanchez & A. L. P. Carvajal (Eds.). ETCOR Educational Research Center Research Consultancy Services.
<https://etcor.org/book-publications/the-transformative-educator-adapting-innovating-empowering>
- Sanchez, A. M. P. (2022). HR practitioners' perceptions on boosting employees' loyalty and commitment: Inputs for a 21st century-responsive human resource system. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(4), 89-102.
- Sanchez, R. D. (2020, December 27). "Preserving the Honor of the 'Honoris Causa': Revisiting the Guidelines on the Conferment of Honorary Degrees". SunStar Pampanga. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201227/281608128045257>
- Sanchez, R. (2023). Utilization of the daily lesson logs: An evaluation employing the CIPP model. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 199-215.
- Sanchez, R. D. (2023). Unveiling the moral-theological foundations of the nullity of marriage due to psychological incapacity. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 397-404.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Sanchez, R. D., Belz, J. A., Sia, J. B., Sanchez, A. M. P., Pangilinan, A. M., & Sanchez, J. J. D. (2024). Run, researchers! Run! Research, health and fitness in one running community. ETCOR Educational Research Center Research Consultancy Services. <https://etcor.org/book-publications/run-researchers-run-research-health-and-fitness-in-one-running-community>
- Sanchez, R. D., Carvajal, A. L. P., Molano, R. R., Amihan, S. R., Valdez, J. V., Sanchez, R. V., Santos, M. J. D., Eler, G. M., & Gonzales, R. D. (2024). Leading from within: Nurturing leadership skills and service mindset of educators. ETCOR Educational Research Center Research Consultancy Services. <https://etcor.org/book-publications/leading-from-within-nurturing-leadership-skills-and-service-mindset-of-educators>
- Sanchez, R. D., Carvajal, A. L. P., Cabrejas, M. M., Barcelona, K. E. P., de Rama, I. V., Convocar, A. D., Panimbang, G. M., Sia, J. B., & Tiquis, M. V. V. (2024). Living the passionate journey: Creating a life and career fueled by lasting excitement. ETCOR Educational Research Center Research Consultancy Services. <https://etcor.org/book-publications/living-the-passionate-journey-creating-a-life-and-career-fueled-by-lasting-excitement>
- Sanchez, R. D., Carvajal, A. L. P., Francisco, C. DC, Pagtalunan, E. C., Alon-Rabbon, K., Llego, J. H., Sanchez, A. M. P., Pangilinan, A. M., & Sanchez, J. J. D. (2024). The power of influence: Leading by example for greater role and productivity. ETCOR Educational Research Center Research Consultancy Services. <https://etcor.org/book-publications/the-power-of-influence-leading-by-example-for-greater-role-and-productivity>
- Sanchez, R., & Sarmiento, P. J. (2020). Learning together hand-in-hand: An assessment of students' immersion program in a schools division. *International Journal of Research Studies in Education*, 9(1), 85-97.
- Sanchez, R. D., Sanchez, A. M. P., & Sanchez, J. J. D. (2023). Delving into the Integration of Research Subjects in the Junior High School Curriculum from the Learners' Point of View. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 432-442.
- Sanchez, R., Sarmiento, P. J., Pangilinan, A., Guinto, N., Sanchez, A. M., & Sanchez, J. J. (2022). In the name of authentic public service: A descriptive phenomenological study on the lives of Filipino teachers in select coastal villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(1), 35-44.
- Spencer, D., & Teample, T. (2021). Examining students' online course perceptions and comparing student performance outcomes in online and face-to-face classrooms. *Online Learning*, 25(2), 233-261
- Trinidad, A. D., & Tenedero, C. J. (2023). Pagtatasa't Pagtuon: Isang Pagsisiyasat sa Saloobin Kaugnay sa Paggamit ng Code Switching sa mga Piling Asignatura ng General Education Curriculum (GEC). *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(3), 61-68. [https://etcor.org/storage/iJOINED/Vol.%20II\(3\),%2061-68.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(3),%2061-68.pdf)