

**IGNITING PERFORMANCE THROUGH STUDENT-LED PRESENTATIONS  
AMONG BACHELOR OF ELEMENTARY EDUCATION STUDENTS**

A Research presented to  
The College of Education  
Misamis University  
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of the Requirements for the Degree  
**Bachelor of Elementary Education**  
Major in General Education

by

**EDDIE JR G. EMPALMADO  
SERJY LOU D. SALE**

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## **APPROVAL SHEET**

This thesis entitled, **“IGNITING PERFORMANCE THROUGH STUDENT-LED PRESENTATIONS AMONG BEED STUDENTS”** prepared and submitted by **Eddie Jr. G. Empalmado & Serjy Lou D. Sale**, in partial fulfillment of the requirements for the degree of Bachelor of Elementary Education, has been examined and is recommended for acceptance and approval for Research Defense.

**WINLOVE JOBELLE E. GENERALAO**  
Adviser

Approved by the Thesis Committee on Research Defense with a grade of Passed.

**GENELYN R. BALUYOS, EdD**  
Chairman

**ANALYN S. CLARIN, EdD**  
Member

**BEVERLY B. DIONIO, MAEd**  
Member

Accepted and approved in partial fulfillment of the requirements for the degree of **Bachelor of Elementary Education** major in **General Education**.

**GENELYN R. BALUYOS, EdD**  
Dean, College of Education

Date: May 2025

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## **DEDICATION**

We would like to dedicate this piece of academic work

To our Parents,

Our cousins,

Friends and Classmates

who have been my great motivators,

for their support, sacrifices, unconditional love,

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## ABSTRACT

When students take an active role in learning, academic growth becomes more meaningful and engaging. This study examined the effectiveness of Student-Led Presentations (SLP) in improving the academic performance of Bachelor of Elementary Education (BEEd) students in a higher education institution in Ozamiz City during the School Year 2024–2025. Using a quantitative pre-experimental one-group pretest-posttest design, eighteen purposively selected students participated in structured student-led presentation activities, collaborative learning, and peer discussions. Researcher-made instruments were used to measure students' academic performance before and after the intervention, while frequency, percentage, mean, standard deviation, and paired sample t-test were utilized to analyze the data. The results demonstrated low academic performance and limited classroom engagement prior to the implementation of SLP. However, significant improvements were observed after the intervention in academic performance, communication skills, collaboration, and class participation. Statistical analysis further confirmed a significant difference between the students' pretest and posttest scores. The study concludes that Student-Led Presentations is an effective learner-centered instructional strategy that enhances engagement and academic achievement among BEEd students. Therefore, educators are encouraged to integrate student-led presentation activities into classroom instruction to promote active learning and improve student performance.

**Keywords:** *academic performance, BEEd students, pre-test- post-test, student-led presentations*

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## Chapter 1

### INTRODUCTION

#### **Rationale of the Study**

Educational practices centered around the learner have ruled over modern pedagogy, aiming to get students excited about learning through relevant experiences. Education traditionally used teacher-centric pedagogies that emphasized information transfer by rote. However, conventional approaches are quickly being rendered useless by new ways of teaching that emphasize active and interactive learning (Tractenberg, 2021). It shows how traditional rote learning methods are becoming ineffective, reinforcing the need for more engaging, student-driven instructional strategies. To increase student engagement and learning results, assessments and teaching methods must genuinely align with learner-focused concepts, such as digital information and creative teaching methods.

Additionally, research highlights the growing role of digital technologies, such as virtual and augmented reality, in enhancing interactive learning and fostering a student-centered approach (Suh & Ahn, 2022). Learner-centered instructional design allows for flexible, ubiquitous, and adaptive learning approaches, making education more accessible and tailored to individual student needs (AlOkaily, 2023). It highlights how personalized learning environments can cater to diverse student needs, making education more accessible and practical.

Not demanding that the design of assessments match our specific teaching aims to a reasonable degree is the single most significant problem in higher education. Traditional grading schemes can be overly focused on grades rather than real learning (Butler et al., 2021), which in turn restricts students' opportunities to think critically and collaborate

effectively. This leads students to drop out, where a good memory must override deep understanding. As the online and hybrid learning environments expand and evolve with the help of the COVID-19 pandemic, our need for more student-centered teaching, or an inclusive 'Student-Centered Flexible Teaching Approach' (Dayagbil et al., 2021), has never been greater. When students are provided with innovative and interactive teaching methods, their engagement and motivation significantly improve (Eli, 2021), which will improve their academic performance. It provides empirical evidence that engaging students through active learning increases motivation and overall academic success. Furthermore, in addition to flexible teaching, the integration of artificial intelligence in personalized learning could significantly enhance students' comprehension and engagement in online settings (Ouyang et al., 2022). Moreover, formative assessments tailored to individual learning progress enhance student agency and motivation, further supporting the shift toward adaptive instruction (Headden & McKay, 2015).

Many methods have been proposed and deployed to solve these issues. Assessment Evaluation Rubric was created to guarantee that assessments align with learning goals by appraising the clarity, complexity, and quality of exam feedback (Tractenberg, 2021). Another interesting area of research has been exploring the extent to which interactive learning materials can be used to create virtual learning environments that can enhance student readiness and engagement (Suh & Ahn, 2022). It supports the integration of technology to enhance engagement and make learning more immersive, aligning with student-centered teaching practices. Moreover, blended learning methods and artificial intelligence were being embraced to improve motivation and comprehension at a time of crisis for learners (Ouyang et al., 2022). The emergence of the metaverse as an educational

tool further supports immersive learning experiences, helping students connect with content in a more meaningful way (Jang & Kim, 2022). Similarly, empowering students to take control of their learning fosters self-directed learning and deeper engagement (Weimer, 2013).

However, despite all this, learner-centered assessment and instructional methodologies remain challenging to implement. Among those variables that affect how effective digital tools and interactive techniques are, we find student adaptation, instructor preparedness, and institutional support (Wekerle et al., 2020). There is also a need for more research into different formats of learning, for example, synchronous (live) vs asynchronous (recorded) classes, and their impact on student engagement and learning outcomes in learner-centered environments (Fabrizz, 2021). A study on higher education settings found that students in synchronous online learning reported greater engagement and satisfaction due to increased social interaction and feedback opportunities (Fabrizz et al., 2021). Additionally, research on social constructivism suggests that collaboration and peer interaction significantly enhance student engagement and knowledge construction (Vygotsky, 1978).

The integration of evaluation techniques with learner-centered teaching plays an essential role in creating an effective learning process. Research indicates that student engagement and comprehension are notably enhanced when active learning techniques are employed and expectations on evaluations are clearly outlined (Schmitt et al., 2008). Building learning communities among educators also helps to ask about applied learner-centered teaching strategies (Pan et al., 2023). Additionally, the use of technology-enhanced assessment tools, such as online rubrics and digital feedback systems, has been shown to improve transparency and student performance (Lai & Bower, 2022).

While numerous studies emphasize learner-centered and active learning strategies in teacher education (Koşar, 2021; Montalbano & Benedetti, 2013; Salar, 2021), few have specifically investigated the impact of student-led presentations on pre-service teachers. Almost all current investigations involve students within general higher education or alternative academic areas, resulting in a population gap in the impact of student-led presentations in relation to the academic achievement and engagement of future primary educators (Miles, 2017). Bridging this gap is essential for developing more specialized teaching strategies to address the specific needs of BEEd individuals in a learner-centered approach. Research on learner-centered methodologies suggests that when students take ownership of their learning, such as through presentations and peer-teaching, their engagement and retention of knowledge significantly increase (Ryan & Deci, 2020).

The purpose of this study is to investigate how student-led presentations could play a role in improving the academic performance of BEEd students. It investigates how this approach contributes to student engagement, communication skills, and overall success in a learner-centered environment. This study aims to shed valuable insight into nurturing capable and empowered future educators by exploring the specific impact of student-led presentations. Further, the use of metacognitive strategies, such as student reflection on their presentations, has been shown to enhance critical thinking and self-regulated learning skills (Schraw & Moshman, 1995).

This study is significant to Bachelor of Elementary Education (BEEd) students as it examines the impact of student presentations on their academic achievement and motivation in a student-centered setting. As future teachers, BEEd students benefit from developing essential communication skills and critical thinking, which are crucial for applying effective

teaching strategies in elementary education. This research highlights how student presentations help foster these skills, leading to improved academic performance and increased motivation to actively engage in their learning process.

### **Theoretical Framework**

This study was anchored on Constructivist Learning Theory (Piaget, 1950) , Social Learning Theory (Bandura,1977) , Self-Determination Theory (SDT) (Deci & Ryan, 1985), and Cognitive Load Theory (Sweller, 1988).

The Constructivist Learning Theory (Piaget, 1950; Vygotsky, 1978) suggests that learning is an active process in which individuals construct knowledge through experiences, interactions, and problem-solving. Piaget (1950) emphasized that learners develop understanding by engaging with their environment, manipulating concepts, and making sense of ideas. Vygotsky (1978) expanded on this by introducing the Zone of Proximal Development (ZPD) and scaffolding, which emphasize the role of social interaction and guided learning in cognitive development.

This theory is important in the study as it supports the idea that student-led presentations enhance active engagement and learning. Through these presentations, students articulate their thoughts, scaffold their understanding, and engage in mutual learning, fostering critical thinking. Research has shown that active participation increases comprehension and engagement, making student-led presentations an effective instructional strategy.

The Social Learning Theory (Bandura, 1977) states that individuals learn by observing, imitating, and modeling others. Bandura argued that social interactions and role models play a crucial role in cognitive and behavioral development. According to this theory, learning

occurs through direct experience as well as through the observation of others, reinforcing the idea that individuals develop new skills by watching and replicating behaviors. The role of social interaction in learning proposes that cognitive development is shaped by cultural and social influences through guided participation and scaffolding (Vygotsky, 1978).

In this study, Social Learning Theory is essential in explaining how student-led presentations contribute to learning. When students observe their peers presenting, they gain insights into effective communication strategies and develop social competence. The performances of their classmates serve as models, encouraging them to refine their skills. This process fosters self-efficacy and enhances their ability to present and communicate effectively, ultimately contributing to improved academic performance.

The Self-Determination Theory (Deci & Ryan, 1985) focuses on three fundamental psychological needs: autonomy, competence, and relatedness. Autonomy refers to the ability to make choices and control one's learning process, competence is the feeling of mastery over a subject, and relatedness is the need to feel connected to others. When these needs are satisfied, students become intrinsically motivated, leading to greater engagement, persistence, and academic success. Fulfilling psychological and self-fulfillment needs to achieve personal growth and motivation (Maslow, 1943).

This theory is relevant to the study as it highlights how student-led presentations promote intrinsic motivation. By allowing students to take charge of their presentations, they develop a sense of ownership over their learning. This autonomy leads to higher engagement and participation, while the development of competence builds confidence in public speaking and knowledge retention. Additionally, the collaborative nature of presentations fosters

relatedness, creating a supportive learning environment where students feel encouraged and motivated to perform well.

The Cognitive Load Theory (Sweller, 1988) explains how the human brain processes and retains information. It categorizes cognitive load into three types: intrinsic (complexity of the material), extraneous (unnecessary distractions), and germane (effort to create meaningful learning connections). Effective learning occurs when extraneous cognitive load is minimized, and germane cognitive load is optimized to enhance retention and understanding.

This theory is significant in the study as it supports the idea that student-led presentations help manage cognitive load. By organizing their presentations in a structured manner, students reduce extraneous cognitive load and focus on meaningful learning. This structured approach improves information retention and a deeper understanding of the material. As a result, student-led presentations serve as a strategy to enhance learning efficiency and optimize cognitive processing.

By anchoring this study on Constructivist Learning Theory, Social Learning Theory, Self-Determination Theory, and Cognitive Load Theory, the research aims to examine how student-led presentations enhance engagement, motivation, and comprehension. Through active participation, observational learning, intrinsic motivation, and cognitive load management, student-led presentations create a dynamic learning environment that fosters more profound understanding and academic success.

### **Conceptual Framework**

The effect of Student-Led Presentations (SLP) as an independent variable on academic performance and student engagement is explored in this study. Student-led presentations are

an active learning methodology that allows students to take ownership of their learning process, fostering communication skills, critical thinking, and deeper comprehension of subject matter. Student-led presentations enhance academic performance by promoting student interaction and engagement (Lucas et al., 2019). This study defines academic performance as the ability of students to understand, retain, and apply concepts discussed during student-led presentations. Academic performance is measured through observations, student outputs, and teacher feedback. These measures provide a comprehensive assessment of the students' learning outcomes related to the presentations.

Enhancing students' academic performance involves providing opportunities for active engagement through Student-Led Presentations (SLP). These presentations require students to prepare, organize, and deliver content to their peers, fostering deeper engagement and reinforcing their learning. With SLP, students develop better communication and critical thinking skills while actively participating in their learning. The interactive nature of these presentations allows for greater peer collaboration, which enhances motivation and subject mastery.

This study examines student engagement as a crucial link between Student-Led Presentations (SLP) and improvements in academic performance. Engaged students are more likely to participate actively, persevere through challenges, and achieve better learning outcomes. High engagement leads to deeper learning experiences and improved academic success. (Kuh,2009) and (Chi & Wylie, 2014).

In this study, researchers observed an existing class (Assessment in Learning 2 and Strategy 3 course) where Student-Led Presentations (SLP) are naturally integrated into lessons. Data were gathered through pre-assessments to measure students' initial academic

performance, followed by systematic observations of their participation, engagement, and improvement throughout the study. The findings were analyzed using teacher feedback, student reflections, and post-assessment evaluations to determine any improvements in academic performance and engagement.

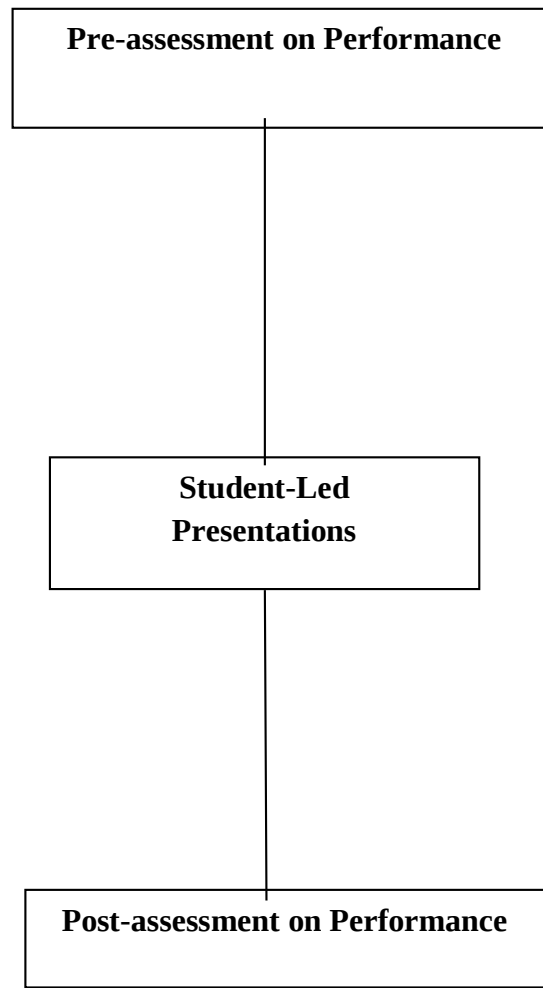


Figure 1. Schematic Diagram of the Study

## **Research Questions**

This study aimed to explore the impact of student-led presentations in igniting and improving academic performance among Bachelor of Elementary Education (BEEd) students in one of the higher institutions in Ozamiz City during the school year 2024–2025. Specifically, the study sought to achieve the following objectives:

1. What is the level of performance among students before engaging in student-led presentation?
2. What is the level of performance among students after engaging in student-led presentations?
3. Is there a significant difference in students' level of performance before and after the implementation of student-led presentations?

## Chapter 2

### **RESEARCH METHODOLOGY**

#### **Research Design**

This quantitative approach used a pretest-posttest study focuses on students' performance utilizing a Student-Led Presentation. This pre-experimental approach introduces an intervention or manipulation of the independent variable, analyzes a single group of respondents by means of a pretest, and subsequently evaluates the outcomes by means of a posttest (Marcos et al., 2024). In this study, a one-group pretest-posttest design explored the impact of Student-Led Presentation on the students' performance. Given the limited class size, this design enables analysis within the same group without needing a control group.

#### **Research Setting**

The study will be conducted in one of the public elementary schools in Ozamiz City, Misamis Occidental, a government-operated institution that provides accessible and quality basic education from Grades 1 to 6. The school offers a conducive learning environment with well-ventilated classrooms, essential facilities, and a generally peaceful community setting that supports pupils' academic and socio-emotional development. It is staffed by dedicated and licensed teachers who implement varied instructional approaches to address learners' diverse needs. Serving children from different socio-economic backgrounds, the school plays an important role in shaping foundational skills and values, making it an ideal setting for classroom-based action research aimed at improving teaching practices and enhancing student learning outcomes.

### **Respondents of the Study**

This study will include Bachelor of Elementary Education (BEEd) students enrolled in strategy 7 and assessment courses at one of the higher education institutions in Ozamiz City, Misamis Occidental, Philippines, for the 2024-2025 academic year. They were chosen using criterion purposive sampling. The following criteria were considered in choosing the respondents: (1) Students who are enrolled in strategy 7 and assessment courses in the second semester of SY 2024-2025; and (2) students who consented to participate, aiming to fill a gap in the research on SLP's effectiveness in this setting.

### **Research Instrument**

The research instruments used in the study are the following:

A. General Self-Efficacy Scale (GSES) (Appendix A). The researcher-designed General Self-Efficacy Scale, integrated within the teacher's lesson plan, assesses 2nd-year students' understanding of the different cultures and traditions of various regions, and 3rd-year students' understanding of the parent-teacher conference over eight sessions spanning two weeks. Each 90-minute session includes a 15-minute pretest, a 60-minute student-led presentation, and concludes with a 15-minute post-test. Focusing on essential concepts aligned with the respective lessons, the General Self-Efficacy Scale covers topics such as recognizing regional practices, comparing cultural traits, interpreting customs (for 2nd-year students), and understanding the purpose, flow, and communication strategies used in a parent-teacher conference (for 3rd-year students). Each test session includes a single situational or scenario-based question, scored using a 28-point scale.

The content validity, construct validity, and reliability of the researcher-made Confidence Growth Assessment were evaluated through expert consultations, a pilot study, and statistical analysis, including Cronbach's alpha. Test items were reviewed to ensure alignment with learning competencies, and the instrument will be validated through student and educator feedback to confirm its relevance and clarity.

To determine the learners' performance in implementing student-led presentations, the hypothetical mean range and its adjectival equivalent are based on DepEd Order No. 8, s. 2015 is used.

| <b>Scale</b> | <b>Interpretation</b>     |
|--------------|---------------------------|
| 24-28        | Outstanding               |
| 22-23        | Very Satisfactory         |
| 20-21        | Satisfactory              |
| 17-19        | Fairly Satisfactory       |
| 1-16         | Did Not Meet Expectations |

Content validity was verified by subject matter experts, construct validity was assessed through a pilot study, and feedback from students and educators confirmed its relevance and clarity. The reliability of the test was determined using statistical analysis, including Cronbach's alpha, to measure internal consistency. A pilot study was conducted to examine the stability of students' performance across test administrations, ensuring that the instrument produces reliable results over time. Additionally, standardized scoring was implemented to maintain objectivity. To interpret learners' performance in relation to student-led

presentations, the test results were evaluated using a hypothetical mean range and its adjectival equivalent, based on DepEd Order No. 8, s. 2015.

B. Lesson Plan (Appendix B). In this study, Student-Led Presentations (SLP) were integrated into the curriculum, with 2nd-year students focusing on topics such as comparing the cultures and traditions of different regions, and 3rd-year students exploring the roles, processes, and importance of parent-teacher conferences. Each of the eight sessions began with a pretest to gauge students' initial understanding, followed by a student-led presentation, where students explained key concepts, shared examples, and engaged their peers in discussions. For example, students might compare regional customs and traditions through visual aids and storytelling, or simulate a parent-teacher conference to demonstrate appropriate communication and participation. These interactive presentations aimed to deepen comprehension and build student confidence.

After the student-led presentation, a posttest assessed learning gains and measured the impact of SLP on students' conceptual understanding and critical thinking skills. Through the comparison of pretest and posttest scores, the study evaluated the effectiveness of SLP over the two-week period.

### **Data Gathering Procedure**

Prior to data collection, the researcher will seek formal approval to conduct the study by submitting letters to the appropriate authorities. The process will begin with a letter to the Dean of the College of Education at Misamis University. Once the Dean's approval is granted, the researcher will submit a letter to the Program Head, whose approval will also be required before proceeding. After securing the Program Head's endorsement, a letter will be sent to the Division Office, and the study will only

continue after their approval is obtained. The researcher will then seek formal permission from the School Principal, which must be granted before the conduct of the study. Following this, approval will be sought from the Grade Level Head, and subsequently from the class Adviser, with each authority's consent obtained prior to implementing any data collection procedures. Each letter will detail the objectives, methodology, and scope of the study to ensure full transparency and compliance with institutional policies.

Once all institutional approvals are secured, the researcher will distribute informed consent forms to the parents or guardians of the thirty-nine (39) Grade 6 Respect pupils, along with assent forms for the pupils themselves. These forms will ensure that parents provide formal permission for their children to participate and that pupils voluntarily agree to take part in the study.

The study will focus on enhancing concentration and academic performance through the integration of the Bouncy Balls Noise Detector App. Data collection will span eight sessions conducted over two weeks. Each session will begin with a pretest measuring pupils' concentration and performance, followed by activities guided by the researcher using the app. Each session will conclude with a post-test to evaluate immediate learning outcomes. Although the format of the pretests and post-tests will remain consistent, the content will vary to match the objectives of each session.

In addition to the session-based assessments, a pre-assessment questionnaire and performance test will be administered before the first session to measure baseline concentration and academic performance. After the final session, a post-assessment will be conducted to evaluate overall improvement. Mean scores from the pretests and post-tests will

be analyzed to determine changes in concentration and performance. The use of a standardized scoring rubric for both assessments will ensure a reliable and objective measure of pupils' growth over the course of the intervention.

### **Ethical Considerations**

Before conducting the study, it was paramount to establish a framework of ethical considerations that prioritized the well-being of the respondents. Approval to conduct the study was sought from the Misamis University Research Ethics Board (MUREB) to ensure compliance with ethical standards. This study followed the ethical guidelines outlined by Kang (2021), which emphasized safeguarding participants' well-being and preventing potential harm. Adherence to these ethical standards ensures protection against physical, psychological, social, or legal risks, upholds participant welfare, and reinforces the integrity and credibility of the research.

Informed consent procedures were strictly followed before data collection. All participating students and teachers were thoroughly informed about the study's objectives, procedures, potential risks, and benefits. Participation was entirely voluntary, and respondents were given the option to withdraw at any time without facing any repercussions.

To ensure confidentiality and anonymity, the researcher collected and analyzed data without any personally identifiable information. Participants were assigned coded identifiers to maintain privacy, and no sensitive personal details were disclosed in any reports or publications. All data management protocols complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring that participants' privacy and dignity were upheld.

Regarding the right to withdraw, voluntary participation, and potential risks, participants were explicitly informed that they could discontinue their involvement in the

study at any point without any negative consequences. The study was designed to minimize any potential risks, ensuring that participants did not experience physical, psychological, or emotional distress as a result of their involvement.

For data protection measures, strict security protocols were implemented. All digital data was stored in an encrypted format, and physical copies of research materials were kept in a secure, locked storage accessible only to the researchers. These measures ensured that all collected information remained confidential and protected from unauthorized access.

### **Data Analysis**

This study used the following tools in analyzing the data gathered with the use of MINITAB Software.

*Mean and standard deviation* were used to determine the overall level of performance among students before and after engaging in student-led presentations.

*Frequency and percentage* were used to determine the level of performance among students before and after engaging in student-led presentations.

A *paired t-test* was used to determine the significant difference in students' level of performance before and after engaging in student-led presentations.

## RESULTS AND DISCUSSION

### **Level of Performance Among Students Before Engaging in Student-Led Presentations**

Table 1 presents the level of performance among students before engaging in student-led presentations. The overall performance mean score was ( $M = 27.39$ ), which clearly falls within the “Very Poor” category based on the performance scale provided. This overall result indicates that, as a group, the students were significantly underperforming prior to the implementation of the student-led teaching strategy. The score is not only below average but alarmingly low, revealing an urgent need for pedagogical intervention.

A closer look at the specific performance categories shows that majority students were rated as “Very Poor”. The lack of distribution across other categories is particularly concerning, as it suggests a total absence of adequate performance, which is uncommon in a typical class scenario and may point to deeper instructional or motivational challenges.

The findings imply several nuisance factors that may have contributed to this low performance. First, traditional teacher-centered instruction may not have effectively engaged students or addressed diverse learning styles. Second, students may have lacked opportunities to practice skills actively, especially those related to oral communication, collaboration, and problem-solving—skills commonly enhanced through student-led activities. Third, the consistent “Very Poor” rating across all students could reflect low self-confidence, limited support at home, or prior learning gaps that were not addressed early in the instructional process.

Given the gravity of the findings, there are strong implications for both teaching staff and school administrators. Teachers are encouraged to adopt active learning strategies, particularly student-led presentations, which allow learners to take ownership of their learning, increase participation, and enhance their understanding through peer interaction. To address the gaps, it is recommended that schools implement intervention programs such as remedial teaching, tutorial sessions, and skill-building workshops. Additionally, professional development activities focused on effective classroom strategies should be provided to educators. These may include training on differentiated instruction, formative assessments, and inclusive teaching practices. Ultimately, the results highlight the necessity of moving toward more responsive and student-centered pedagogies that can uplift the performance of all learners. The results reveal that student performance prior to implementing student-led presentations was at a moderate level. Among the indicators, students showed relatively better performance in "Participation during discussions" while struggling most with "Confidence in speaking before the class." This suggests that while learners are somewhat comfortable engaging in group discussions, they experience apprehension when it comes to taking on visible leadership or speaking roles. This performance pattern aligns with the idea that teacher-centered approaches often lead to passive learning and decreased confidence in public speaking (Nguyen et al., 2022).

Student-led presentations can address these issues by encouraging learners to take ownership of their learning, thereby enhancing engagement, communication skills, and confidence. Supporting this, recent findings suggest that student-centered activities promote greater learner autonomy and improve overall classroom participation (Alzahrani, 2021). Likewise, a study on the impact of peer-led learning showed marked improvements in

students' academic performance, self-expression, and collaboration skills (Kim & Thapa, 2023). Therefore, integrating student-led presentations into classroom instruction is a proactive approach to strengthen the areas where students initially showed low performance, particularly in boosting confidence and active involvement in learning tasks.

**Table 1**

*Level of Performance Among Students Before Engaging in Student-Led Presentations*

| Performance         | Frequency | Percentage |
|---------------------|-----------|------------|
| Very Poor           | 18        | 100.00     |
| Overall Performance | 27.39     |            |

*Scale: 47-50 (Outstanding); 44-46 (Very Satisfactory); 42-43 (Satisfactory); 40-41 (Fair); 38-39 (Poor); 37 and below (Very Poor)*

**Level of Performance Among Students After Engaging in Student Led-Presentations**

Table 2 presents the level of performance among students after engaging in student-led presentations. The overall mean performance was rated as *Outstanding* ( $M = 45.56$ ), which falls within the 47–50 range according to the provided performance scale. This suggests that, in general, students demonstrated exemplary skills in content mastery, delivery, organization, and communication when tasked with presenting their work independently. The distribution of performance levels further emphasizes the generally high achievement of the group, with notable differences across three levels of performance.

The majority of students achieved an *Outstanding* level of performance ( $n = 12$ , 66.66%), indicating that more than two-thirds of the participants significantly exceeded the criteria set for student-led presentations. These students likely exhibited strong organization, clarity, audience engagement, and mastery of content. Their success may also point to the

effectiveness of instructional support, scaffolding, and the opportunities provided for preparation and rehearsal. The data suggest that student-led presentations can be a highly effective means of enhancing student performance when appropriate resources and expectations are in place.

The next group of students achieved a *Very Satisfactory* performance level ( $n = 3$ , 16.67%). These students were able to meet most of the performance indicators, demonstrating a solid grasp of content and presentation delivery, though with minor lapses in cohesion, depth, or confidence. Their placement in this category may indicate varying levels of readiness or presentation experience. While their outcomes were still commendable, they highlight the need for enhanced differentiation in instructional support or feedback during the preparatory phase.

Another three students ( $n = 3$ , 16.67%) were rated as *Satisfactory*, indicating that while these students met the minimum expectations, their presentations likely lacked polish, depth of understanding, or audience connection. This could be attributed to a range of factors such as limited preparation, anxiety, unfamiliarity with presentation skills, or challenges in organizing ideas. This distribution signals that while most students benefited from the activity, a small subset struggled to reach higher performance levels and may require targeted intervention.

Given these findings, educators and curriculum developers should continue incorporating student-led presentations as part of the learning process, while providing additional support to ensure equity in student performance. Activities such as structured modeling of presentations, peer mentoring, feedback checkpoints, and public speaking workshops could enhance students' preparedness and confidence. Furthermore,

implementing clear rubrics, encouraging reflective self-assessment, and scaffolding tasks for diverse learner needs will help ensure that all students—not just the majority—can achieve outstanding performance.

The outstanding level of performance demonstrated by the majority of students in Table 4 resonates with the learner-centered approach to teaching, which empowers students to take responsibility for their own learning through active participation and reflection. According to Koohang et al. (2014), learner engagement in authentic tasks such as presentations enhances motivation, encourages deep learning, and leads to improved academic performance. Similarly, Cullen et al. (2020) emphasize that learner-centered syllabi and clear assessment expectations positively impact student achievement and promote a sense of agency. This aligns with Dabbagh et al. (2023), who argue that the effectiveness of performance-based tasks depends heavily on the alignment of learning objectives, instructional strategies, and evaluative tools, all of which appear to be reflected in the structure of the student-led presentations analyzed.

However, the presence of students rated only at the *Very Satisfactory* and *Satisfactory* levels suggests disparities in performance, which may stem from unequal preparation or differences in learning preferences and support. These variations highlight the need for differentiated instruction, as advocated by Sun et al. (2021), whose study revealed that younger learners prefer communicative and scaffolded assessment formats that build their confidence. Lee et al. (2023) support this by illustrating how student-centered digital environments, such as those using metaverse technologies, can improve performance by accommodating individual learning needs. Furthermore, Alharthi et al. (2022) stress that learner-centered instructional design should not only challenge high achievers but also

provide structured opportunities for improvement among less confident students, thereby promoting equitable learning outcomes.

**Table 2**

*Level of Performance Among Students After Engaging in Student-Led Presentations*

| Performance                                                                                                                    | Frequency                 | Percentage |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------|
| Outstanding                                                                                                                    | 12                        | 66.66      |
| Very Satisfactory                                                                                                              | 3                         | 16.67      |
| Satisfactory                                                                                                                   | 3                         | 16.67      |
| Overall Performance                                                                                                            | 45.56 – Very Satisfactory |            |
| Scale: 47-50 (Outstanding); 44-46 (Very Satisfactory);42-43(Satisfactory); 40-41(Fair); 38-39 (Poor); 37 and below (Very Poor) |                           |            |

### **Significant Difference in Students' Performance Before and After the Use of Student-Led Presentations**

Table 3 presents a statistical comparison of students' academic performance before and after participating in student-led presentations. The results show a considerable improvement, with a highly significant difference ( $t = 11.69$ ,  $p = 0.00$ ), indicating that the implementation of student-led presentations had a strong and positive effect on student learning outcomes.

Prior to the integration of student-led presentations, students demonstrated relatively lower academic performance ( $M = 27.39$ ,  $SD = 5.73$ ). This lower mean score suggests potential issues in the traditional learning model, such as passive learning, limited student engagement, or a lack of opportunities to apply knowledge independently. The relatively high standard deviation ( $SD = 5.73$ ) further indicates that students' performances were more varied, implying inconsistency in their grasp of the material or learning effectiveness under conventional methods.

In contrast, after students engaged in student-led presentations, their performance improved significantly ( $M = 46.56$ ,  $SD = 2.28$ ). The notable increase in the mean score implies that the students not only learned better but also more uniformly, as shown by the lower standard deviation. This suggests that the student-led approach may have provided a more equitable and effective learning environment, where learners took active roles, collaborated, and practiced critical thinking—contributing to more consistent academic outcomes.

The difference in mean scores before and after the intervention—accompanied by a  $t$ -value of 11.69 and a  $p$ -value of 0.00 ( $***p < .001$ )—confirms a statistically significant improvement in student performance. These findings highlight the potential of student-led presentations to enhance academic achievement through increased engagement, accountability, and deeper understanding of content. Given these results, academic leaders and instructors are encouraged to adopt and refine student-led approaches. To maximize impact, it is recommended to include preparatory training in public speaking, peer evaluation mechanisms, and integration with performance-based assessments. These activities can help ensure that the pedagogical gains observed are sustained and expanded to diverse learning contexts.

The significant improvement in students' performance after implementing student-led presentations aligns with learner-centered teaching models that emphasize student engagement, autonomy, and active learning. According to Koohang et al. (2014), student engagement—particularly in interactive and constructive activities—predicts stronger learning outcomes in online and hybrid contexts. This aligns with the findings in Table 6, where student performance improved from ( $M = 27.39$ ,  $SD = 5.73$ ) before to ( $M = 46.56$ ,  $SD$

= 2.28) after the intervention. Similarly, Cullen et al. (as cited in the Learner-Centered Syllabus Scale study) argue that effective learner-centered instruction requires accessible, flexible, and collaborative strategies that place students at the heart of the learning process. Young et al. (2021) further reinforce this idea, showing that students prefer communicative and diagnostic assessments—such as presentations—that offer a deeper, more enjoyable learning experience.

Theoretically, these improvements can be anchored in constructivist learning theories, which support the notion that learners build knowledge through experience and interaction. Park et al. (2022) demonstrated that digital and immersive environments like the metaverse foster higher engagement by making students active participants in their learning, similar to the dynamics of student-led presentations. Likewise, Walton and Cohen (2011) emphasized the importance of social belonging and self-determination, both of which are enhanced when students lead and participate in presentations. In the context of formative assessment, Smith et al. (2020) argue that when learners are given agency in their learning process—such as through peer-led tasks—they tend to demonstrate greater motivation and cognitive growth. These perspectives support the observed academic gains and suggest that student-led presentations not only reinforce content mastery but also nurture critical soft skills such as communication, problem-solving, and collaboration.

### **Table 3**

*Significant Difference in Students' Performance Before and After the Implementation of Student-Led Presentations*

| Variables                                    | M     | SD   | T-value  | p-value |
|----------------------------------------------|-------|------|----------|---------|
| Before Engaging in Student-Led Presentations | 27.39 | 5.73 | 11.69*** | 0.00    |
| After Engaging in Student-Led Presentations  | 46.56 | 2.28 |          |         |

Scale: \*\*\*  $p < .001$  (*Highly Significant*); \*\* $p < 0.01$  (*Highly Significant*); \* $p < 0.05$  (*Significant*);  $p > 0.05$  (*Not significant*)

## Chapter 4

### **SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

#### **Summary**

This study investigated the impact of student-led presentations on the academic performance of Bachelor of Elementary Education (BEEd) students in a higher education institution in Ozamiz City during the school year 2024–2025. Specifically, it aimed to determine the students' level of confidence and academic performance before and after participating in student-led presentations and whether a significant difference exists between the pretest and posttest results.

The research utilized a one-group pretest-posttest design, involving 18 BEEd students. Data were gathered through a confidence scale questionnaire and a performance rubric was evaluated before and after the intervention. Student-led presentations were conducted over a structured period, allowing participants to organize, present, and reflect on content topics. Statistical tools such as means, standard deviations, frequencies, and paired t-tests were applied to analyze the quantitative data gathered.

#### **Findings**

Based on the analysis of the collected data, the following findings were obtained:

1. **Academic Performance Before the Intervention:** All students (100%) scored in the "Very Poor" category, indicating a significant deficiency in understanding or applying course content before student-led presentations were introduced.
2. **Academic Performance After Student-Led Presentations:** Student performance significantly improved, with several students moving out of the "Very Poor" category and

scoring higher. Mean scores reflected noticeable gains in content comprehension, clarity, and engagement.

3. **Significant Difference in Performance:** Results of the paired t-test revealed a statistically significant difference between students' academic performance before and after the implementation of student-led presentations. This confirms that the intervention had a positive effect on both variables.

## **Conclusions**

Based on the findings, the following conclusions were drawn:

1. The improvement in academic performance following the intervention suggests that the method is a potent tool for reinforcing content mastery and active learning.
2. The shift from passive to active, learner-centered instruction fosters stronger engagement, which in turn improves educational outcomes.
3. The intervention bridges the cognitive and affective aspects of learning, promoting both competence and autonomy, as emphasized by Constructivist and Self-Determination theories.

## **Recommendations**

Based on the conclusions, the following recommendations are offered:

1. Integration of Student-Led Presentations are encouraged to be systematically included across BEEd curricula to improve engagement, critical thinking, and performance.
2. Speech and Communication Workshops are advised to be provided to further improve students' communication skills, especially for those who score lower in verbal delivery.

3. Structured Rubrics and Peer Feedback Mechanisms is encouraged to accompany every presentation to guide reflection and promote continuous improvement.
4. Faculty are encouraged to adopt learner-centered strategies, including problem-based and peer-teaching models, to sustain academic motivation and performance.
5. Future researchers are encouraged to expand the sample size or conduct comparative studies across multiple programs or institutions to further validate the effectiveness of student-led presentations.

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## APPENDICES

### Appendix A

#### Pre-test and Post-test (2<sup>nd</sup> Year BEEd)

#### Cordillera Administrative Region, Central Luzon & Region 4

**Directions:** Read very carefully the statements and choose the letter of the correct answer from the choices given. Write it on the blanks provided at the right.

1. When was the Cordillera Administrative Region (CAR) established?  
A. July 15, 1987                      B. June 12, 1898  
C. September 21, 1972              D. August 30, 1991
2. What is the total land area of CAR?  
A. 20,000 sq km                      B. 18,294 sq km  
C. 15,500 sq km                      D. 22,100 sq km
3. Which ethnic group is the most common in CAR?  
A. Kalinga                              B. Tagalog  
C. Ilocano                              D. Ifugao
4. Which province is known as the 'Salad Bowl of the Philippines'?  
A. Abra                                  B. Benguet  
C. Kalinga                              D. Ifugao
5. What is the capital of Mountain Province?  
A. Tabuk                                  B. Bontoc  
C. Lagawe                              D. La Trinidad
6. What percentage of the Cordillera population follows the Roman Catholic religion?  
A. 50.25%                              B. 75.30%  
C. 61.77%                              D. 40.18%
7. Which city is known as the "Summer Capital of the Philippines"?  
A. Baguio City                      B. Tabuk City  
C. Lagawe                              D. Bontoc

8. Which province is famous for its white-water rafting activities?
- A. Ifugao                      B. Benguet  
C. Kalinga                    D. Apayao
9. Who among the following was a Chief Justice of the Supreme Court from CAR?
- A. Lucas Purugganan Bersamin      B. Carlito Joaquin Cenzon  
C. Kylie Fausto Verzosa                D. Robb White III
10. The Say-Am Festival, celebrated every February 14, is the grandest celebration of which province?
- A. Abra                      B. Apayao  
C. Benguet                  D. Ifugao
11. What is the total land area of Central Luzon?
- A. 18,294 sq km    B. 22,014.63 sq km  
C. 19,500 sq km    D. 25,100 sq km
12. Which province is known as the "Rice Granary of the Philippines"?
- A. Aurora                  B. Bataan  
C. Bulacan                D. Nueva Ecija
13. What is the capital city of Bataan?
- A. Balanga                B. Tarlac  
C. Cabanatuan              D. San Fernando
14. Which province is famous for its surfing spot in Baler?
- A. Aurora                  B. Bulacan  
C. Pampanga                D. Zambales
15. What is the largest province in Central Luzon by land area?
- A. Bataan                  B. Pampanga  
C. Nueva Ecija      D. Zambales
16. What is the official nickname of Bataan?
- A. The Melting Pot of Central Luzon  
B. The Cradle of the Nation's Noble Heroes  
C. Chromite Capital of the Philippines  
D. Christmas Capital of the Philippines

17. Which province was added to Region 3 due to its proximity to other provinces?
- A. Pampanga                      B. Aurora  
C. Bataan                      D. Bulacan
18. The Giant Lantern Festival is a well-known festival in which province?
- A. Bulacan                      B. Pampanga  
C. Nueva Ecija                      D. Zambales
19. Which province is famous for its marble, jewelry, and pyrotechnics industry?
- A. Aurora                      B. Bulacan  
C. Tarlac                      D. Bataan
20. What province is home to the historic Barasoain Church?
- A. Bataan                      B. Bulacan  
C. Pampanga                      D. Nueva Ecija
21. What is the official nickname of Zambales?
- A. The Rice Granary of the Philippines  
B. The Melting Pot of Central Luzon  
C. Chromite Capital of the Philippines  
D. Northern Gateway from Manila
22. Which city is the regional center of Central Luzon?
- A. Tarlac City                      B. San Fernando City  
C. Angeles City                      D. Olongapo City
23. What is the nickname of Tarlac?
- A. Cradle of the Nation's Noble Heroes  
B. The Melting Pot of Central Luzon  
C. Northern Gateway from Manila  
D. Surfing Capital of Luzon
24. The Bataan Death March took place in what year?
- A. 1941                      B. 1942  
C. 1943                      D. 1945
25. The Singkaban Festival celebrates what aspect of Bulacan's culture?
- A. Weaving and craftsmanship                      B. Bamboo art and traditions  
C. Mango farming                      D. Underground caves

26. Which province is known for its rich history, including the Malolos Republic?
- A. Aurora                      B. Bulacan  
C. Pampanga                      D. Nueva Ecija
27. What is the traditional dessert from Bulacan made of glutinous rice flour and sesame seeds?
- A. Inipit                      B. Tibok-tibok  
C. Belekoy                      D. Bagnet
28. Who is considered "The Prince of Filipino Poets" from Bulacan?
- A. Guillermo Tolentino                      B. Francisco Baltazar  
C. Gregorio del Pilar                      D. Francisco Maniago
29. What famous tourist spot in Tarlac features Roman-inspired architecture?
- A. Biak-na-Bato                      B. Minalungao National Park  
C. Goshen Resort                      D. Las Casas Filipinas de Acuzar
30. What is the main ethnic composition of Central Luzon?
- A. Ilocanos, Tagalogs, and Zambals  
B. Kankanaey, Tagalogs, and Ifugao  
C. Visayans, Ilocanos, and Kapampangans  
D. Bicolanos, Aetas, and Tagalogs
31. How many provinces are there in Region 4?
- A. 7                      B. 8  
C. 9                      D. 10
32. What is the total land area of Region 4?
- A. 27,457 sq km                      B. 34,035 sq km  
C. 42,458 sq km                      D. 50,120 sq km
33. Which of the following languages is widely spoken in Region 4?
- A. Ilocano                      B. Kapampangan  
C. Tagalog                      D. Waray
34. Who among the following is a prominent historical figure from Region 4?
- A. Apolinario Mabini                      B. Marcelo H. Del Pilar  
C. Juan Luna                      D. Emilio Aguinaldo

35. Which of the following is a well-known tourist spot in Region 4?  
A. Banaue Rice Terraces      B. Pagsanjan Falls  
C. Chocolate Hills          D. Mayon Volcano
36. What is the capital city of Oriental Mindoro?  
A. Puerto Princesa          B. Calapan City  
C. San Jose                  D. Romblon
37. What festival in Marinduque features people in Roman soldier costumes?  
A. Panagbenga Festival      B. Moriones Festival  
C. Lang-ay Festival          D. Baragatan Festival
38. Which province in MIMAROPA is known as the "Heart of the Philippines"?  
A. Palawan                  B. Romblon  
C. Marinduque              D. Mindoro
39. What is the nickname of Romblon due to its natural resources?  
A. Island of Gold          B. Marble Capital of the Philippines  
C. Last Frontier              D. Summer Capital
40. What famous river attraction can be found in Puerto Princesa?  
A. Pasig River              B. Subterranean River National Park  
C. Cagayan River          D. Loboc River
41. What is the traditional dish from Occidental Mindoro made with bullet tuna?  
A. Lamayo                  B. Bulanglang  
C. Sinaing na Tulingan      D. Adobo sa Gata
42. Which lake in Coron is said to be the cleanest in the Philippines?  
A. Kayangan Lake          B. Taal Lake  
C. Lanao Lake              D. Laguna de Bay
43. Who is the regional director of DepEd MIMAROPA as mentioned in the presentation?  
A. Dennis Datu              B. Noli de Castro  
C. Rafael Arenillo Cusi      D. Cherry Lou Repia
44. Which indigenous group in Mindoro is known for their pipe-smoking tradition?  
A. Buhid Mangyan          B. Hanunuo Mangyan  
C. Tau-Buid Mangyan      D. Alangan Mangyan

45. What term describes the agricultural technique used by the Buhid Mangyan?
- A. Hydroponics                      B. Terracing  
C. Swidden farming (kaingin)                      D. Crop rotation
46. What is the capital of Ifugao province?
- A. Lagawe              B. Bontoc  
C. Tabuk              D. La Trinidad
47. What is the name of the mountain considered one of the most challenging to climb in Romblon?
- A. Mt. Banahaw              B. Mt. Pulag  
C. Mt. Guiting-Guiting                      D. Mt. Apo
48. Which delicacy from Marinduque uses coconut milk?
- A. Inabraw              B. Pinikpikan  
C. Adobo sa Gata              D. Belekoy
49. What language is predominantly spoken in MIMAROPA?
- A. Cebuano                      B. Ilocano  
C. Tagalog                      D. Kapampangan
50. Which festival in Occidental Mindoro signifies "unity" and is celebrated as the province's founding anniversary?
- A. Moriones Festival                      B. Biniray Festival  
C. Arawatan Festival                      D. Lang-ay Festival

**Pre-test and Post-test (3<sup>rd</sup> Year BEEd)****Parent-Teacher Conference**

**Directions:** Read each question carefully and choose the correct letter of the correct answer. Write your answer on the space provided.

1. What is the primary goal of a parent-teacher conference?
  - A. To provide parents with an overview of school policies and classroom rules
  - B. To work together with parents to support student learning and development
  - C. To inform parents about their child's grades and test scores
  - D. To identify behavioral issues and discuss disciplinary actions
2. When discussing a student's academic performance, what is the most effective approach?
  - A. Use specific examples from classwork and assessments
  - B. Focus primarily on test scores as they are the best measure of learning
  - C. Compare the student's performance to their peers
  - D. Emphasize only areas where improvement is needed
3. How can a teacher best prepare for a parent-teacher conference?
  - A. Review the school's grading policy before the meeting
  - B. Gather assessment data and classroom observations on the student
  - C. Memorize the student's grades and test scores
  - D. Ask the student for information on what their parents want to discuss
4. What is an effective way to invite parents to a conference?
  - A. Announce the conference in class and ask students to inform their parents.
  - B. Send a formal letter home with details about the meeting.
  - C. Call each parent personally to schedule a convenient time.
  - D. Provide written invitations and follow up with reminders.
5. Why is it important to begin a conference with positive feedback?
  - A. It sets a constructive tone and builds trust with the parents
  - B. It prevents parents from focusing too much on negative aspects
  - C. It helps make the meeting shorter and more efficient
  - D. It ensures parents feel good about the school environment.
6. What is the best way to discuss a student's struggles with their parents?
  - A. Present challenges alongside strategies for improvement
  - B. Emphasize the difficulty the student is having in comparison to peers
  - C. Avoid discussing weaknesses to keep the conversation positive
  - D. Ask the parents how they want to handle the situation.
7. Why should teachers avoid using too much educational jargon?
  - A. It may make parents feel uninformed or excluded from the discussion.
  - B. It makes the teacher seem unprepared for the meeting.
  - C. It may make parents question the teacher's expertise.

- D. It could lead parents to think their child is struggling more than they actually are.
8. What is the best way to handle a parent who becomes defensive during a conference?
- A. Stay calm and listen to their concerns before responding
  - B. Firmly restate the teacher's authority in the classroom
  - C. End the meeting early to avoid further conflict
  - D. Tell the parent that other students have similar issues.
9. What should teachers do if a parent does not attend a scheduled conference?
- A. Assume they are not interested and do not follow up
  - B. Wait until the next scheduled conference to meet with them
  - C. Send a summary of the meeting and offer alternative ways to communicate
  - D. Ask the student to explain the conference to their parents at home.
10. How can a teacher encourage parents to be more involved in their child's learning?
- A. Suggest simple at-home learning activities tailored to the child
  - B. Ask parents to review all homework assignments before submission
  - C. Require parents to volunteer in the classroom
  - D. Give parents detailed reports on every school activity.
11. What is the best way to conclude a parent-teacher conference?
- A. Summarize key discussion points and set clear next steps
  - B. Thank the parents for attending and quickly move to the next meeting
  - C. Allow parents to determine the next course of action
  - D. Give parents additional handouts about school policies.
12. What is a key factor in creating a welcoming atmosphere for a conference?
- A. Arranging a professional-looking meeting space
  - B. Having the student present to make the discussion more personal
  - C. Greeting parents warmly and expressing appreciation for their time
  - D. Displaying school policies to reassure parents about rules.
13. What is an appropriate way to follow up after a conference?
- A. Call the parents weekly for updates on their child's progress
  - B. Send a brief email or note summarizing the discussion and next steps
  - C. Schedule another conference immediately to track improvement
  - D. Ask the student to report on changes at home.
14. Why is it important to acknowledge parents' perspectives during a conference?
- A. It makes the parents feel valued and involved in their child's education
  - B. It prevents arguments from escalating
  - C. It allows teachers to shift responsibility to the parents
  - D. It ensures the conversation stays focused on the school's policies.

15. What is one of the biggest benefits of regular parent-teacher communication?
- A. It fosters a collaborative approach to the student's learning and well-being
  - B. It ensures parents are always aware of school rules
  - C. It allows teachers to explain classroom challenges more easily
  - D. It helps students focus on behavior rather than academics.
16. What is the best way to address a parent's concern that their child is not receiving enough attention in class?
- A. Explain that the teacher has many students to manage and must be fair
  - B. Discuss specific strategies already in place to support the child
  - C. Suggest that the parent should help the child become more independent
  - D. Assure the parent that the child's grades are acceptable, so there is no issue.
17. How can teachers help parents support learning at home?
- A. Recommend specific activities aligned with the student's needs
  - B. Assign additional homework for parents to oversee
  - C. Suggest that parents read to their child every night, regardless of age
  - D. Require parents to tutor their child on difficult subjects.
18. What should teachers do if a parent insists their child is performing better than the teacher's assessment indicates?
- A. Reassure the parent that all students learn at their own pace
  - B. Show evidence such as graded work and assessment results
  - C. Adjust the student's grades slightly to satisfy the parent
  - D. Agree to monitor the child more closely but avoid giving too much detail.
19. How should a teacher respond if a parent asks for personalized teaching methods that may not be feasible in a large classroom?
- A. Explain the teacher's approach while offering reasonable modifications
  - B. Ask the parent to provide additional support at home instead
  - C. Agree to try but make no guarantees about changes
  - D. Suggest that the parent seek private tutoring for their child.
20. What is the best way to handle a parent who becomes emotional during a conference?
- A. Listen patiently and acknowledge their feelings while keeping the conversation focused
  - B. End the meeting early to allow them to process their emotions privately
  - C. Offer reassurance without addressing the concerns directly
  - D. Redirect the conversation to school policies and procedures.

21. If a student is consistently struggling with behavior, how should a teacher communicate this to parents?
- A. Describe the specific behaviors with examples and discuss possible solutions
  - B. Focus only on academic performance and avoid discussing behavior
  - C. Suggest that the parents observe their child in class to understand the issue
  - D. Explain that the school handles all discipline, so parental involvement is not needed.
22. How should teachers address cultural differences that might affect parent-teacher communication?
- A. Be respectful and open to different perspectives while maintaining school policies
  - B. Avoid discussing cultural differences to keep the focus on academics
  - C. Assume that all parents share the same educational expectations
  - D. Ask parents to adapt to the school's approach rather than the other way around.
23. What is a key reason why parent-teacher conferences should focus on learning rather than just grades?
- A. Grades do not always reflect a student's full potential and learning progress
  - B. Parents can check grades online, so discussing them is unnecessary
  - C. Grades are private information that should not be shared in a conference
  - D. Learning is only important for students who are struggling.
24. When discussing a student's strengths, what should the teacher emphasize?
- A. How those strengths can be used to improve other areas of learning
  - B. That the student is among the best in the class
  - C. That no additional effort is needed because the student is already excelling
  - D. That the strengths are more important than weaknesses
25. If a parent expresses concern about their child's social interactions at school, how should a teacher respond?
- A. Provide observations of the child's behavior and peer relationships
  - B. Recommend that the parent schedule playdates to improve social skills
  - C. Assure the parent that the child will eventually adjust
  - D. Encourage the parent to talk to other students about their child.
26. How can a teacher ensure that parents feel like valued partners in their child's education?
- A. Encourage their involvement in school-related activities and decision-making.
  - B. Allow them to make changes to classroom rules if needed.
  - C. Provide frequent updates about every minor change in the student's behavior.
  - D. Give them control over grading their child's assignments.
27. What should a teacher do if a parent brings up a personal family issue that is affecting the student?
- A. Acknowledge the concern and discuss how the school can provide support
  - B. Redirect the conversation to focus only on academics

- C. Suggest that the parent seek counseling services outside of school
  - D. Offer to share personal experiences to relate to the situation.
28. How should teachers follow up on a serious academic or behavioral issue discussed in a conference?
- A. Check in with parents regularly and update them on progress
  - B. Assume parents will reach out if they want further updates
  - C. Wait until the next scheduled conference to revisit the issue
  - D. Discuss it with the student but avoid bringing it up again with parents.
29. If a teacher notices a parent disengaging during the conference, what is the best response?
- A. Ask open-ended questions to encourage participation
  - B. Continue the discussion without acknowledging their disengagement
  - C. Shorten the meeting to avoid further discomfort
  - D. Assume the parent has no concerns and move forward.
30. What is the most effective way to encourage parents to attend future conferences?
- A. Demonstrate the value of their involvement by showing how it benefits their child.
  - B. Offer incentives like free school supplies or extra credit for students.
  - C. Require attendance by making it part of the grading system.
  - D. Schedule conferences during work hours to make them more formal.
31. What is the advantage of giving parents a conference agenda in advance?
- A. It replaces the need for discussion
  - B. It helps parents understand the flow of the meeting
  - C. It impresses the administrators
  - D. It makes the meeting shorter
32. How can you show that parents are valued partners in student learning?
- A. By letting them grade papers
  - B. By asking them to monitor homework daily
  - C. By emphasizing their role in supporting their child's education
  - D. By sending home classroom rules
33. Which setup helps make parents feel comfortable during a conference?
- A. A teacher's desk only
  - B. A clean space with student work and proper seating
  - C. A silent room with dim lights
  - D. A space filled with paperwork
34. Which of the following should be avoided during a parent-teacher meeting?
- A. Using educational jargon without explanation
  - B. Showing student portfolios
  - C. Presenting progress reports
  - D. Listening to parents' concerns

35. Why should student work be displayed during the conference?
- A. To impress school visitors
  - B. To fill empty wall space
  - C. To support discussions on student progress
  - D. To decorate the room
36. What can teachers do when parents miss their scheduled conference?
- A. Offer alternative communication methods
  - B. Mark the student absent
  - C. Cancel any follow-up
  - D. Assign students to report to parents
37. Why is honesty important when sharing student concerns?
- A. It builds trust and promotes open communication
  - B. It helps avoid conflict
  - C. It allows teachers to skip documentation
  - D. It creates a relaxed atmosphere
38. Which of the following is the best way to support discussions of student growth?
- A. Sharing social media activity
  - B. Reading comments from classmates
  - C. Showing assessment data and student work
  - D. Guessing student performance
39. Which of the following promotes strong parent engagement during conferences?
- A. Giving out feedback forms
  - B. Asking parents for input and listening actively
  - C. Delivering a monologue
  - D. Focusing only on academic grades
39. \_\_\_\_\_
40. What can teachers do after the conference to support student success?
- A. Avoid making changes
  - B. Keep teaching the same lessons
  - C. Reflect on parent input to adjust instruction
  - D. Focus only on high achievers
41. If a student attends the conference, what should the teacher do?
- A. Ignore the student's presence
  - B. Include them appropriately in the conversation
  - C. Have them sit outside
  - D. Ask them to take notes
42. How can you help reduce parents' stress before the meeting?
- A. Send clear reminders and conference details in advance
  - B. Avoid telling them about the conference
  - C. Let students explain the purpose
  - D. Keep the agenda confidential
43. What should a teacher do with helpful insights shared by parents?
- A. Set them aside for later
  - B. Use them to inform instruction and support strategies
  - C. Mention them in class
  - D. Forget after the meeting

44. If a parent becomes defensive, what is a good teacher response?
- A. End the meeting immediately
  - B. Argue your point
  - C. Stay calm and steer the focus back to the student
  - D. Ignore the emotions
45. How can you maintain communication after a conference?
- A. Send a yearly summary
  - B. Talk to students instead
  - C. Use newsletters or homework updates
  - D. Use only report cards
46. Which of the following is a sign of teacher professionalism during a conference?
- A. Sharing complaints about policies
  - B. Being unprepared
  - C. Being respectful, prepared, and clear
  - D. Using slang or casual terms
47. What is a positive way to address student weaknesses?
- A. Compare them with peers
  - B. Ignore them unless asked
  - C. Provide constructive suggestions for improvement
  - D. Emphasize only negative points
48. Why is understanding a student's learning style important?
- A. It helps tailor teaching strategies for better results
  - B. It allows for easier testing
  - C. It leads to faster grading
  - D. It minimizes classroom participation
49. Which of the following supports a solution-focused conference?
- A. Repeating problems from past years
  - B. Focusing on unrelated concerns
  - C. Offering clear steps for progress
  - D. Criticizing previous teachers
50. What should teachers do after all conferences are finished?
- A. File the reports and forget
  - B. Plan a break from communication
  - C. Reflect and apply insights to classroom instruction
  - D. Review only the highest-performing students

## **Appendix B**

### **LEVEL OF CONFIDENCE QUESTIONNAIRE**

Directions: The following statements describe how you approach problem-solving and critical thinking in strategy courses. Please indicate the extent to which each statement applies to you by selecting the most appropriate response. Use the following scale:

4 – Always | 3 – Often | 2 – Sometimes | 1 – Never

| Constructs/Indicators                                                                                  | 4 | 3 | 2 | 1 |
|--------------------------------------------------------------------------------------------------------|---|---|---|---|
| <b>A. Enhancement of Communication Skills</b>                                                          |   |   |   |   |
| 1. I feel confident when speaking in front of my classmates.                                           |   |   |   |   |
| 2. I am comfortable expressing my ideas during student-led presentations.                              |   |   |   |   |
| 3. I feel nervous before presenting in front of others.                                                |   |   |   |   |
| 4. I believe my ability to speak in public has improved after participating in presentations.          |   |   |   |   |
| 5. I feel proud of my performance after completing a student-led presentation.                         |   |   |   |   |
| <b>B. Application of Skills in Other Areas</b>                                                         |   |   |   |   |
| 6. My grades have improved after engaging in student-led presentations.                                |   |   |   |   |
| 7. I understand the subject matter better after participating in presentations.                        |   |   |   |   |
| 8. Student-led presentations help me review and retain academic content more effectively.              |   |   |   |   |
| 9. I can apply the concepts learned during presentations in other academic tasks.                      |   |   |   |   |
| 10. I feel more prepared for exams after being involved in student-led presentations.                  |   |   |   |   |
| <b>C. Enhancement of Presentation Skills</b>                                                           |   |   |   |   |
| 11. I am more confident in explaining academic concepts after engaging in presentations.               |   |   |   |   |
| 12. I find it easier to articulate my ideas in group discussions after participating in presentations. |   |   |   |   |
| 13. I use clearer language and expressions when presenting to my classmates.                           |   |   |   |   |
| 14. I am better at using visual aids (e.g., slides, charts) to communicate my ideas.                   |   |   |   |   |
| 15. I can explain my thoughts more effectively after engaging in student-led presentations.            |   |   |   |   |

| Constructs/Indicators                  | 4 | 3 | 2 | 1 |
|----------------------------------------|---|---|---|---|
| <b>D. Participation and Engagement</b> |   |   |   |   |

|                                                                                       |  |  |  |  |
|---------------------------------------------------------------------------------------|--|--|--|--|
| 16. I actively participate in group discussions during student-led presentations.     |  |  |  |  |
| 17. I ask questions and engage with my peers during their presentations.              |  |  |  |  |
| 18. I feel motivated to contribute ideas during student-led presentations.            |  |  |  |  |
| 19. I feel more interested in class activities related to student-led presentations.  |  |  |  |  |
| 20. I often volunteer to present during group activities.                             |  |  |  |  |
| <b>E. Critical Thinking and Problem-Solving in Presentations</b>                      |  |  |  |  |
| 21. I analyze the topic thoroughly before presenting it to others.                    |  |  |  |  |
| 22. I critically assess different viewpoints when discussing a presentation topic.    |  |  |  |  |
| 23. I am able to solve problems related to the presentation topic during discussions. |  |  |  |  |
| 24. I reflect on the information presented by others and evaluate its relevance.      |  |  |  |  |
| 25. I feel confident in my ability to solve academic problems after presenting.       |  |  |  |  |

## Appendix C

### **Sample of the Filled-out Questionnaire**

## Appendix D

### Sample Computation

## Pre-test

|    | A                          | B  | C  | D  | E  | F  | G  | H  | I  | J  | K  | L  | M  | N  | O  | P  | Q  | R  | S  | T  | U  | V  | W  | X  | Y  | Z   | AA | AB | AC |    |        |        |
|----|----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|----|----|--------|--------|
| 1  | STUDENT                    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25  | 26 | 27 | 28 |    |        |        |
| 2  | 1. BALDERAS, PRECIOUS EDEL | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1   | 0  | 1  | 0  | 1  |        |        |
| 3  | 2. EDENIA, DAYNA           | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 1   | 1  | 0  | 0  |    |        |        |
| 4  | 3. FERNANDEZ, MARBY K.     | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0   | 0  | 0  | 0  |    |        |        |
| 5  | 4. JUMAMIL, MONICA         | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0   | 1  | 1  | 1  |    |        |        |
| 6  | 5. ROXAS, NIOMARIE         | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0  | 1  | 1  |    |        |        |
| 7  | 6. SENARILLOS, CRZZA MAE   | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0   | 1  | 0  | 1  |    |        |        |
| 8  | 7. TAMIO, PRINCESS MARIEN  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 0   | 1  | 0  | 1  |    |        |        |
| 9  | 8. VAPILLE, PRINCESS MAY   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 10 | 9. YURONG, LYLAH MAE       | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0   | 1  | 1  | 0  |    |        |        |
| 11 |                            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |    |    |    |    |        |        |
| 12 |                            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |    |    |    |    |        |        |
| 2  | 1. BALDERAS, PRECIOUS EDEL | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1   | 0  | 0  | 23 |    |        |        |
| 3  | 2. EDENIA, DAYNA           | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 1   | 0  | 1  | 21 |    |        |        |
| 4  | 3. FERNANDEZ, MARBY K.     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0   | 0  | 22 |    |    |        |        |
| 5  | 4. JUMAMIL, MONICA         | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1   | 1  | 1  | 31 |    |        |        |
| 6  | 5. ROXAS, NIOMARIE         | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1   | 0  | 0  | 22 |    |        |        |
| 7  | 6. SENARILLOS, CRZZA MAE   | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 1   | 1  | 0  | 23 |    |        |        |
| 8  | 7. TAMIO, PRINCESS MARIEN  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1   | 1  | 1  | 25 |    |        |        |
| 1  | STUDENT                    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25  | 26 | 27 | 28 |    |        |        |
| 2  | ANG, MAY ANGELA            | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1   | 1  | 0  | 0  |    |        |        |
| 3  | CARODAN, JEF LORENCE C.    | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 4  | FERNANDEZ, SHARMAINE       | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 5  | MAATA, YENERICHIE B.       | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1   | 0  | 1  | 0  |    |        |        |
| 6  | MAGBAGO, RHACHER P.        | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0   | 1  | 1  | 0  |    |        |        |
| 7  | MURALLON I, ANDREA JAN S.  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0   | 1  | 1  | 0  |    |        |        |
| 8  | MUTIA, JOY LYN             | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0   | 0  | 1  | 0  |    |        |        |
| 9  | SEVILLE, JENEYER           | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 0  | 0  | 0  |    |        |        |
| 10 | SUMINGUIT, JOAN            | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 11 |                            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |    |    |    |    |        |        |
| 5  | 0                          | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1   | 0  | 1  | 1  | 36 |        |        |
| 6  | 0                          | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0   | 0  | 1  | 0  | 23 |        |        |
| 7  | 0                          | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 1   | 1  | 1  | 0  | 1  | 27     |        |
| 8  | 0                          | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0   | 0  | 1  | 1  | 27 |        |        |
| 9  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1   | 1  | 0  | 0  | 35 |        |        |
| 1  | STUDENT                    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25  | 26 | 27 | 28 |    |        |        |
| 2  | 1. BALDERAS, PRECIOUS EDEL | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 0  |    |        |        |
| 3  | 2. EDENIA, DAYNA           | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 4  | 3. FERNANDEZ, MARBY K.     | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 5  | 4. JUMAMIL, MONICA         | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 6  | 5. ROXAS, NIOMARIE         | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 7  | 6. SENARILLOS, CRZZA MAE   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 8  | 7. TAMIO, PRINCESS MARIEN  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 1  | 21                         | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46  | 47 | 48 | 49 | 50 | SCORES |        |
| 2  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 47 |        |        |
| 3  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 48 |        |        |
| 4  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 48 |        |        |
| 1  | STUDENT                    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25  | 26 | 27 | 28 |    |        |        |
| 2  | ANG, MAY ANGELA            | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 3  | CARODAN, JEF LORENCE C.    | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 4  | FERNANDEZ, SHARMAINE       | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 5  | MAATA, YENERICHIE B.       | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 6  | MAGBAGO, RHACHER P.        | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 7  | MURALLON I, ANDREA JAN S.  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 8  | MUTIA, JOY LYN             | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 9  | SEVILLE, JENEYER           | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  |    |        |        |
| 10 | SUMINGUIT, JOAN            | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0   | 1  | 1  | 1  |    |        |        |
| 2  | 20                         | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45  | 46 | 47 | 48 | 49 | 50     | SCORES |
| 3  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 47     |        |
| 4  | 1                          | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 46     |        |
| 5  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 47     |        |
| 6  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 42     |        |
| 7  | 1                          | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 43     |        |
| 8  | 1                          | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1</ |    |    |    |    |        |        |

|    | A          | B | C | D | E | F | G             | H | I | J | K | L  | M           | N  | O  | P  | Q  | R  | S            | T  | U  | V  | W  | X  | Y          | Z  | AA | AB | AC | AD | AE       |
|----|------------|---|---|---|---|---|---------------|---|---|---|---|----|-------------|----|----|----|----|----|--------------|----|----|----|----|----|------------|----|----|----|----|----|----------|
| 1  | Respondent | 1 | 2 | 3 | 4 | 5 | Communication | 6 | 7 | 8 | 9 | 10 | Application | 11 | 12 | 13 | 14 | 15 | Presentation | 16 | 17 | 18 | 19 | 20 | Engagement | 21 | 22 | 23 | 24 | 25 | Thinking |
| 2  | 1          | 3 | 3 | 4 | 3 |   | 3             | 3 | 3 | 3 | 3 | 3  | 3           | 3  | 3  | 3  | 3  | 3  | 3            | 3  | 3  | 2  | 2  | 2  | 2.4        | 3  | 3  | 3  | 3  | 2  | 2.8      |
| 3  | 2          | 4 | 3 | 4 | 3 |   | 3.6           | 4 | 4 | 3 | 3 | 3  | 3.4         | 3  | 4  | 4  | 3  | 3  | 3.6          | 3  | 4  | 4  | 3  | 3  | 3.4        | 3  | 3  | 4  | 4  | 4  | 3.6      |
| 4  | 3          | 2 | 2 | 2 | 2 | 2 | 2             | 3 | 3 | 3 | 4 | 3  | 3.2         | 3  | 2  | 2  | 3  | 3  | 2.6          | 4  | 4  | 2  | 2  | 2  | 2.8        | 4  | 4  | 2  | 3  | 2  | 3        |
| 5  | 4          | 2 | 3 | 3 | 3 | 2 | 2.6           | 3 | 4 | 4 | 3 | 3  | 3.4         | 3  | 3  | 3  | 3  | 3  | 3            | 4  | 3  | 2  | 4  | 2  | 3          | 2  | 2  | 3  | 3  | 3  | 2.6      |
| 6  | 5          | 4 | 4 | 4 | 4 | 4 | 4             | 4 | 4 | 4 | 4 | 4  | 4           | 4  | 4  | 4  | 4  | 4  | 4            | 4  | 4  | 4  | 4  | 4  | 4          | 4  | 4  | 4  | 4  | 4  | 4        |
| 7  | 6          | 4 | 4 | 3 | 3 | 4 | 3.6           | 4 | 4 | 3 | 4 | 4  | 3.8         | 4  | 4  | 4  | 3  | 3  | 3.6          | 4  | 4  | 4  | 3  | 3  | 3.6        | 4  | 4  | 4  | 3  | 3  | 3.6      |
| 8  | 7          | 4 | 3 | 4 | 4 | 3 | 3.6           | 3 | 3 | 4 | 3 | 4  | 3.4         | 4  | 3  | 4  | 3  | 3  | 3.4          | 3  | 3  | 4  | 4  | 4  | 3.6        | 4  | 3  | 3  | 4  | 4  | 3.6      |
| 9  | 8          | 4 | 3 | 4 | 3 | 4 | 3.6           | 4 | 3 | 4 | 3 | 3  | 3.4         | 3  | 3  | 3  | 3  | 3  | 3            | 4  | 3  | 3  | 3  | 3  | 3.2        | 3  | 3  | 3  | 3  | 4  | 3.2      |
| 10 | 9          | 4 | 4 | 2 | 3 | 3 | 3.2           | 3 | 4 | 3 | 4 | 3  | 3.4         | 3  | 4  | 4  | 3  | 4  | 3.6          | 4  | 4  | 3  | 3  | 3  | 3.4        | 4  | 4  | 4  | 4  | 3  | 3.8      |

## Appendix E

### **Informed consent form**

## Appendix F

### **Approved Letter of Consent**

## Appendix G

## Statistical Computation

## Descriptive Statistics: Pretest, Posttest

| Variable | Mean   | StDev |
|----------|--------|-------|
| Pretest  | 27.39  | 5.73  |
| Posttest | 46.556 | 2.281 |

## Tally for Discrete Variables: Pretest Code, Posttest Code

| Pretest |       |         | Posttest |       |         |
|---------|-------|---------|----------|-------|---------|
| Code    | Count | Percent | Code     | Count | Percent |
| 0       | 18    | 100.00  | 3        | 3     | 16.67   |
| N=      | 18    |         | 4        | 3     | 16.67   |
|         |       |         | 5        | 12    | 66.67   |
|         |       |         | N=       | 18    |         |

## Paired T-Test and CI: Pre-Communication, Communication

Paired T for Pre-Communication - Communication

|                   | N  | Mean   | StDev | SE Mean |
|-------------------|----|--------|-------|---------|
| Pre-Communication | 18 | 3.033  | 0.571 | 0.135   |
| Communication     | 18 | 3.067  | 0.586 | 0.138   |
| Difference        | 18 | -0.033 | 0.746 | 0.176   |

95% CI for mean difference: (-0.404, 0.338)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -0.19 P-Value = 0.852

## Paired T-Test and CI: Pre-Application, Application

Paired T for Pre-Application - Application

|                 | N  | Mean   | StDev | SE Mean |
|-----------------|----|--------|-------|---------|
| Pre-Application | 18 | 3.278  | 0.545 | 0.128   |
| Application     | 18 | 3.322  | 0.461 | 0.109   |
| Difference      | 18 | -0.044 | 0.691 | 0.163   |

95% CI for mean difference: (-0.388, 0.299)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -0.27 P-Value = 0.788

## Paired T-Test and CI: Pre-Presentation, Presentation

Paired T for Pre-Presentation - Presentation

|                  | N  | Mean   | StDev | SE Mean |
|------------------|----|--------|-------|---------|
| Pre-Presentation | 18 | 3.067  | 0.676 | 0.159   |
| Presentation     | 18 | 3.100  | 0.541 | 0.128   |
| Difference       | 18 | -0.033 | 0.740 | 0.174   |

95% CI for mean difference: (-0.401, 0.334)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -0.19 P-Value = 0.851

### Paired T-Test and CI: Pre-Engagement, Engagement

Paired T for Pre-Engagement - Engagement

|                | N  | Mean   | StDev | SE Mean |
|----------------|----|--------|-------|---------|
| Pre-Engagement | 18 | 3.072  | 0.580 | 0.137   |
| Engagement     | 18 | 3.244  | 0.564 | 0.133   |
| Difference     | 18 | -0.172 | 0.865 | 0.204   |

95% CI for mean difference: (-0.602, 0.258)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -0.84 P-Value = 0.410

### Paired T-Test and CI: Pre-Thinking, Thinking

Paired T for Pre-Thinking - Thinking

|              | N  | Mean   | StDev | SE Mean |
|--------------|----|--------|-------|---------|
| Pre-Thinking | 18 | 3.144  | 0.573 | 0.135   |
| Thinking     | 18 | 3.433  | 0.514 | 0.121   |
| Difference   | 18 | -0.289 | 0.749 | 0.177   |

95% CI for mean difference: (-0.661, 0.084)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -1.64 P-Value = 0.120

## Appendix H

## Documentations

## Survey



## Student-Led Presentation



## CURRICULUM VITAE



### PERSONAL DATA

Name : Serjy Lou D. Sale

Address : Purok Bonifacio, Bacolod, Ozamiz City,  
Misamis Occidental

Date of Birth : January 11, 2002

Place of Birth : Ozamiz City, Misamis Occidental

Sex : Female

Civil Status : Single

Parents : Mr. & Mrs. Julius B. Sale

### EDUCATION

College : Bachelor of Elementary Education  
Misamis University  
Ozamiz City, Misamis Occidental

Secondary : Senior High School  
Ozamiz City National High School  
Lam-an, Ozamiz City Misamis Occidental  
S.Y 2017-2019

: Junior High School  
Ozamiz City National High School Lam-an,  
Ozamiz City Misamis Occidental  
S.Y. 2013-2017

Elementary : Bacolod Elementary School  
Bacolod, Ozamiz City, Misamis Occidental  
S.Y. 2008-2013

## CURRICULUM VITAE

### PERSONAL DATA

Name : Eddie, Jr. G. Empalmado

Address : Purok 5, Catadman-Manabay Ozamiz City,  
Misamis Occidental

Date of Birth : July 24, 1999

Place of Birth : Tulawas Pagadian City, Zamboanga Del Sur

Sex : Male

Civil Status : Single

Parents : Mr. & Mrs. Felisa G. Empalmado



### EDUCATION

College : Bachelor of Elementary Education  
Misamis University  
Ozamiz City, Misamis Occidental

Secondary : Senior High School  
Southeast Asian Institute of Local Governance  
Brgy. Gatas, Pagadian City, Zamboanga Del Sur  
S.Y 2017-2018

: Junior High School  
Tulawas Integrated School  
Tulawas Pagadian City, Zamboanga Del Sur  
S.Y. 2016-2017

Elementary : Tulawas Integrated School  
Tulawas Pagadian City, Zamboanga Del Sur  
S.Y. 2012-2013

