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URBAN PLANNING & TRANSPORTATION

COMPUTER SCIENCE & ENGINEERING

HOME-CONVENIENCE ROBOT USING ESP32 WITH AN MIT APP, IOT CONTROL, AND TELEVISION AND FAN CONTROLS

ABSTRACT

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DISCIPLINE
Computer Science & Engineering

KEYWORDS
automated robot, internet of things, smart home

The demand for smart-home technology has increased interest in assistive solutions for older adults and people who are bedridden or have limited mobility. This study developed a home-convenience robot using an ESP32, MIT App Inventor, Internet of Things connectivity, and television and fan controls. The system was intended to allow users to operate selected household appliances through a mobile application and voice commands. The study used an experimental prototyping method to design, construct, and evaluate the system. The prototype integrated an ESP32 microcontroller, relay modules, DC motors, linear actuators, an infrared transmitter, and a Wi-Fi-based mobile application developed with MIT App Inventor. Hardware and software tests examined responsiveness, connectivity, mobility, appliance-control accuracy, and power distribution. A descriptive survey questionnaire was also administered to 50 purposively selected respondents to assess functionality, reliability, safety, portability, sustainability, and economy. The prototype controlled the television and fan through the mobile application and voice commands. Hardware testing reportedly indicated stable power delivery, relay switching, and consistent command responses. Respondents provided favorable feedback regarding functionality, convenience, and reliability. The findings indicate that the ESP32-based prototype could perform the selected appliance-control functions under the test conditions. Reported limitations included dependence on Wi-Fi, component weight, and restricted navigation. The study did not directly measure independence, caregiver burden, comfort, or quality of life among older adults or bedridden users; therefore, claims regarding these outcomes should be treated as intended benefits rather than demonstrated effects.

RECOMMENDED CITATION

Constantino, J. A., Elias, C., Esmail, M., Handugan, J. H., & Ventura, R. J. (2026). Home-Convenience Robot Using ESP32 with an MIT App, IoT Control, and Television and Fan Controls. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 2.

EDUCATION

MULTISENSORY ENGAGEMENT: EFFECTIVENESS OF THE ALPHA SOUND MAT IN IDENTIFYING INITIAL SOUNDS AMONG GRADE 1 LEARNERS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
alpha sound mat, phonemic awareness, multisensory instruction, initial sound identification, early literacy

Phonemic awareness is a foundational component of early literacy that strongly influences learners' reading fluency, writing development, and overall academic performance. Grade One pupils are at a critical stage of transition from basic sound recognition to more complex reading tasks, making initial-sound identification an important skill to master. To address this need, multisensory instructional strategies have been developed, including the Alpha Sound Mat. This study aimed to determine the effectiveness of the Alpha Sound Mat in enhancing initial-sound identification among Grade One learners at Pajo Elementary School in Meycauayan City, Bulacan. A total of 30 purposively selected struggling readers participated in the study. A quasi-experimental research design was employed to compare the learners' performance before and after exposure to the Alpha Sound Mat. Data were analyzed using frequency, percentage, weighted mean, Wilcoxon signed-rank test, and paired t-tests to determine the significance of the results. The findings revealed that the learners' average pretest score of 4.70, interpreted as "Proficient," increased to a posttest average of 6.97, interpreted as "Highly Proficient." Statistical analysis indicated a significant difference between the pretest and posttest scores at the 0.05 level of significance, leading to the rejection of the null hypothesis. Learners also displayed greater confidence, improved retention, and more active participation during phonics activities, although 77% still relied heavily on teacher assistance and 80% struggled to complete tasks independently. The results indicate that the Alpha Sound Mat was effective as a multisensory instructional tool for improving phonemic awareness and initial-sound recognition. Its visual, auditory, and kinesthetic features supported learner engagement and provided a developmentally appropriate approach to early literacy instruction. The researchers recommend that teachers continue using multisensory tools such as the Alpha Sound Mat to strengthen literacy instruction in the primary grades. Curriculum planners and school administrators are also encouraged to allocate resources for multisensory learning materials that support inclusive and engaging literacy programs.

RECOMMENDED CITATION

Llaneta, R., Nolial, A., Sapitin, C., Tembreza, M., & Tumbaga, S. (2026). Multisensory Engagement: Effectiveness of the Alpha Sound Mat in Identifying Initial Sounds among Grade 1 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 4.

INTEGRATION OF STORIFY IN ENHANCING READING SKILLS OF GRADE 3 LEARNERS IN CALOOCAN NORTH ELEMENTARY SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
storify, reading skills, fluency, language proficiency, reading comprehension

This study investigated the effectiveness of Storify as an instructional tool for improving the reading skills and proactive language learning of Grade 3 learners at Caloocan North Elementary School. Specifically, it examined the learners' demographic profile, their reading performance before and after the integration of Storify, and the tool's role in developing proactive, productive, and input-seeking skills. Improving reading comprehension remains challenging for many teachers and learners. In addition, students may devote less time to reading because digital devices occupy much of their free time. The study used a quantitative, quasi-experimental design involving seventy-five pupils. Pretests and posttests were administered before and after the integration of Storify. Data were analyzed using frequency counts, percentages, weighted means, standard deviations, and z-tests to determine learners' progress and the statistical significance of the intervention. The demographic findings showed that most learners were age-appropriate: 60 students (80%) were eight years old or younger, and the distribution of male and female students was uneven. The initial reading profile showed varied literacy levels; most learners were classified as developing readers (39%), while others were in the low- and high-emerging stages. Pretest performance was low in fluency (M = 1.68) and language proficiency (M = 1.71), both interpreted as "Low Emerging," while reading comprehension was relatively higher (M = 2.00), interpreted as "High Emerging." The overall mean was 1.80, interpreted as "Low Emerging," indicating a need for targeted instructional support. Posttest findings showed improvement across all three reading-skill domains. The findings indicate that Storify was an effective digital tool for enhancing proactive language learning among Grade 3 learners. Its use was associated with improvements in reading fluency, language proficiency, and proactive and productive learning skills. The researchers recommend using Storify alongside varied instructional methods, evidence-based strategies, and frequent assessments to identify struggling readers early, provide appropriate support, and monitor their progress.

RECOMMENDED CITATION

Calvadores, M. J., Cerbito, M., Ibañez, L., Sabrine, E. J., & Salem, E. (2026). Integration of Storify in Enhancing Reading Skills of Grade 3 Learners in Caloocan North Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 5.

LEVEL OF COMPREHENSION IN ENGLISH LANGUAGE AS PERCEIVED BY GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

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DISCIPLINE
Education

KEYWORDS
comprehension, english language, vocabulary

ABSTRACT

Recent studies have documented continuing concerns regarding the reading comprehension of senior high school students. Although comprehension is central to academic learning, many students do not achieve mastery because of low motivation and limited knowledge. In response to current literacy needs, the Department of Education launched the Drop Everything and Read (DEAR) initiative to promote reading habits and support students' literacy development. The study used a descriptive-quantitative research design to describe the English-language comprehension of 112 selected Grade 12 HUMSS students without manipulating variables. Data were collected using a survey questionnaire. The findings indicated that the Grade 12 Humanities and Social Sciences students perceived their English-language comprehension as high in terms of communication skills, vocabulary, and listening skills. Reading was the most commonly used comprehension strategy, while unfamiliar vocabulary was the most frequently encountered problem. The proposed action plan included programs, seminars, and group sessions intended to improve students' English-language comprehension. The study found that Grade 12 Humanities and Social Sciences students perceived their English-language comprehension as high across communication skills, vocabulary, and listening skills. Reading was their most commonly used strategy, whereas difficulty identifying unfamiliar vocabulary was the principal problem reported. The study recommends programs, seminars, and group sessions to help students further improve their English-language comprehension.

RECOMMENDED CITATION

Apilado, T. M., Cataros, M., Mendoza, A., Saguisabal, J. M., & Samar, A. A. (2026). Level of Comprehension in English Language as Perceived by Grade 12 Humanities and Social Sciences Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 6.

UTILIZATION OF METASCI IN LEARNING METAMORPHOSIS AMONG GRADE 4 STUDENTS AT MALIGAYA ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
metasci, metamorphosis, science education, animated video, grade 4, cognitive load theory

ABSTRACT

The study explored the use of MetaSci, a digital learning platform, as an innovative tool to improve Grade 4 students' understanding of metamorphosis at Maligaya Elementary School. Recognizing the challenges students face in grasping scientific concepts through traditional instruction, the research aimed to determine whether interactive digital learning could enhance comprehension and engagement. Guided by the Cognitive Load Theory, the study focused on how MetaSci supports meaningful learning by reducing unnecessary mental effort and promoting active participation. It sought to identify student demographic profiles, assess their performance before and after the use of the platform, and evaluate their perceived cognitive load during the learning process. The study used a quantitative approach to evaluate MetaSci, a digital learning platform, among 220 Grade 4 pupils at Maligaya Elementary School. Participants' age and gender were documented; most were aged 9–10 years, and slightly more than half were female. Learners completed a pretest and posttest to measure changes in their understanding of metamorphosis before and after using MetaSci. Performance results showed a significant improvement after the use of MetaSci. Before the intervention, most learners scored below the proficiency level; afterward, all learners reached high proficiency, with most earning 9–10 points. The Wilcoxon signed-rank test ($Z = 12.8789$, $p < 0.05$) indicated a statistically significant difference between pretest and posttest performance. Learners' cognitive-load ratings also indicated that MetaSci supported understanding and engagement. The statistical results led to the rejection of the null hypothesis and indicated a significant improvement in students' understanding of metamorphosis after using MetaSci. Higher posttest scores and positive cognitive-load ratings suggest that the video lesson supported performance and engagement. The study concluded that MetaSci is a useful instructional tool that may promote deeper learning consistent with Cognitive Load Theory.

RECOMMENDED CITATION

Albetia, J., Ampatua, A., Celada, S. M., Domingo, A., Gallardo, R. M., & Sinday, E. (2026). Utilization of Metasci in Learning Metamorphosis among Grade 4 Students at Maligaya Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 7.

EFFECTIVENESS OF INFINITY TRIAL IN MASTERING INDEFINITE INTEGRAL CALCULUS AMONG THIRD YEAR MATHEMATICS MAJORS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
infinity trial, fibonacci, calculus, indefinite integral

Indefinite integral calculus is a fundamental but challenging area of higher mathematics because of its abstract concepts and complex problem-solving requirements. Traditional approaches such as lectures and textbooks may not address diverse learning needs, which can lead to gaps in comprehension and performance. To address these challenges, Infinity Trial, a technology-assisted instructional approach, was introduced to support mastery of indefinite integral calculus among third-year Mathematics majors at Bestlink College of the Philippines. It provides step-by-step guidance, visual explanations, and immediate feedback, allowing students to learn independently and practice continuously. The study evaluated the effectiveness of Infinity Trial in improving students' understanding and achievement in indefinite integral calculus. An experimental design involved 88 third-year Mathematics majors from BSED sections 31001 and 31002. Data were collected using a validated survey questionnaire and pretest and posttest assessments that measured performance, perceptions, and encountered challenges. Frequency and percentage distributions, weighted mean, standard deviation, t-test, and ranking were used in the analysis. Before the intervention, students demonstrated low proficiency in indefinite integral calculus, with a pretest mean score of 10.88. After the implementation of Infinity Trial, the posttest mean increased to 21.20. The t-test result ($t = 25.37$, $p = .00001 < 0.05$) indicated a statistically significant improvement in performance. Learners also reported positive perceptions of Infinity Trial in terms of intrinsic load (3.66), extraneous load (3.58), and germane load (3.54), suggesting that the approach supported motivation, engagement, and critical thinking. Reported challenges included unnecessary noise (19%), limited problem-solving skills (13%), and poor concentration (12%), while lack of interest (6%) was the least frequently reported issue. Overall, the findings indicate that Infinity Trial improved students' understanding and performance in indefinite integral calculus. Its integration into mathematics instruction may provide an innovative strategy for fostering engagement and supporting learning outcomes in higher education.

RECOMMENDED CITATION

Bartolome, A., Belarmino, B. J. T., Cayasa, S. J., Gabane, M., Rejano, C., & Reyes, C. (2026). Effectiveness of Infinity Trial in Mastering Indefinite Integral Calculus among Third Year Mathematics Majors. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 8.

EXPLORING KEY FACTORS: FRACTION TRACKERS ON LEARNING FRACTION AMONG GRADE 4 LEARNERS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
fraction trackers, fractions, concrete–representational–abstract approach, quantitative research, quasi-experimental design

This study examined the effectiveness of Fraction Trackers in improving fraction learning among Grade 4 students at San Agustin Elementary School in Novaliches, Quezon City. Fractions, particularly the addition of dissimilar fractions, are widely regarded as difficult because learners may struggle to visualize relationships and may apply inappropriate whole-number reasoning. Fraction Trackers were introduced as instructional tools based on the Concrete–Representational–Abstract (CRA) approach to address these difficulties. The study employed a quasi-experimental design with cluster sampling and involved 31 Grade 4 learners from a population of 651 students. A pretest and posttest measured learners' proficiency in adding dissimilar fractions, while a validated survey questionnaire assessed their perceptions of Fraction Trackers across the CRA stages. Data were analyzed using frequency and percentage distributions, weighted mean, the Shapiro–Wilk test, and the Wilcoxon signed-rank test. Learners initially demonstrated low proficiency, with most scoring 1–4 points on the pretest and being classified as "Not Proficient." After the intervention, the average posttest score increased to 8.39, interpreted as "Nearly Proficient." For the Grade 4 learners, the Wilcoxon signed-rank test yielded $W = 0.00$ and $p = 0.000001712$, indicating a significant difference between pretest and posttest scores. Learners appeared to benefit most from hands-on activities and progressed toward symbolic reasoning with greater confidence. The findings indicate that Fraction Trackers improved learners' comprehension, confidence, and engagement in mathematics. The researchers recommend providing sufficient instructional materials, training teachers in CRA-based strategies, and designing real-life applications to strengthen learning transfer. Fraction Trackers may therefore serve as a useful teaching tool for supporting fraction mastery and active, learner-centered instruction in elementary classrooms.

RECOMMENDED CITATION

Aculan, J., Bañaga, J. R., Dollente, J., Gale, M. J., & Llamado, A. M. (2026). Exploring Key Factors: Fraction Trackers on Learning Fraction among Grade 4 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 9.

INTEGRATION OF E. C. H. O IN DEVELOPING COMPREHENSION SKILLS OF GRADE 10 LEARNERS AT LAGRO HIGH SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
e.c.h.o., comprehension skills, technology-based instruction, holographic learning, reader-response theory

This study evaluated the effectiveness of E.C.H.O. (Educational Content via Holographic Output) in enhancing the comprehension skills of Grade 10 learners at Lagro High School. In response to the need for technology-based instruction, the study examined how learners comprehended 3D reading materials through reader-response factors: visual interpretation, active participation, and affective reaction. Guided by Reader-Response Theory, the study used a quasi-experimental, one-group pretest–posttest design involving 35 purposively selected Grade 10 students. Researcher-made tests measured comprehension before and after the intervention, and a survey questionnaire assessed learner perceptions. Data were analyzed using frequency and percentage distributions, weighted mean, and a paired t-test. Of the respondents, 37% were female, 91% were aged 14–15 years, and 85.71% had previous exposure to holograms. The mean score increased from 17.114 on the pretest to 23.029 on the posttest. The reported p-value was less than .00001, indicating a statistically significant difference. Respondents rated E.C.H.O. positively in visual interpretation (composite mean = 3.39), active participation (3.51), and affective reaction (3.60), indicating favorable perceptions of its contribution to comprehension. Despite reported challenges involving clarity and limited access to resources, the findings indicate that E.C.H.O. supported learners' comprehension through visual, participatory, and affective engagement. The material may be applicable across subjects such as literature, reading, and science when aligned with curriculum and technology standards. Teacher training and careful implementation are recommended to support student motivation, active participation, and meaningful learning.

RECOMMENDED CITATION

Cadisal, A., Delossantos, R., Fat, G. M., Gardoque, A., & Obin, C. (2026). Integration of E. C. H. O in Developing Comprehension Skills of Grade 10 Learners at Lagro High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 10.

LEVEL OF CONFIDENCE OF PUBLIC SPEAKING ON ACADEMIC ENGAGEMENT AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
academic engagement, confidence, public speaking

This study investigated the level of confidence in public speaking and its relationship to academic engagement among Grade 12 Humanities and Social Sciences students at Bestlink College of the Philippines during the academic year 2025–2026. In today's education system, communication and presentation skills are highly valued. Guided by Gerbino (2023), the rise of interactive learning and performance-based tasks requires students to increasingly participate in class reports, debates, oral defenses, and other public speaking activities. The study used a descriptive-quantitative research design involving one hundred twelve selected Grade 12 students. Data were collected using a survey questionnaire and analyzed through frequency, percentage, ranking, and weighted mean to describe confidence in public speaking and its relationship with academic engagement. Using outlines was the most commonly reported public-speaking strategy. Students reported greater confidence when they completed tasks independently, and higher public-speaking confidence was associated with more active class participation. Verbal encouragement was also perceived to support motivation and perseverance, while nervousness was the most commonly reported challenge. The findings indicate that mastery experiences, emotional support, and verbal encouragement were associated with students' confidence in public speaking and academic engagement. The study recommends speech practice, group discussions, workshops, training sessions, and constructive feedback to strengthen communication skills. Because the design was descriptive and nonexperimental, the reported relationships should not be interpreted as causal.

RECOMMENDED CITATION

Arita, R., Marbebe, A. J., Mina, A. S., Moises, J., & Santos, A. (2026). Level of Confidence of Public Speaking on Academic Engagement among Grade 12 Humanities and Social Sciences Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 11.

PLAYING THROUGH HISTORY: EVALUATING THE UTILIZATION OF BRAIN BRAWL IN TEACHING COLD WAR EVENTS AMONG SELECTED SECOND-YEAR SOCIAL STUDIES MAJORS

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Education

KEYWORDS
brain brawl, game-based learning, cold war events, social studies education, student performance, pre-test and post-test, student perceptions, attention, relevance, confidence, satisfaction

ABSTRACT

This study investigated the utilization of Brain Brawl as a game-based instructional strategy in teaching Cold War events among BSED Social Studies major students, guided by the objective of determining its impact on student performance and perceptions while addressing challenges that emerged during its implementation. Specifically, the study sought to describe the demographic profile of respondents, compare pretest and posttest results, evaluate their perceptions in terms of attention, relevance, confidence, and satisfaction, identify significant differences in learning outcomes, examine problems encountered, and determine how the findings may be utilized in crafting a teaching guide. The study employed an experimental design involving 47 students. Participants completed a pretest before the Brain Brawl intervention and a posttest afterward, together with a structured survey questionnaire. Descriptive statistics were used for demographic and perception data, while a dependent t-test assessed differences in scores. The mean score increased from 11.60 on the pretest to 28.47 on the posttest, with $t = 17.60$ and $p < .00001$. Students reported favorable perceptions of Brain Brawl in terms of attention (weighted mean = 3.45), relevance (3.48), confidence (3.40), and satisfaction (3.35), indicating that the activity was engaging and meaningful. Reported challenges included noise, time pressure, competitive anxiety, and difficulty with some questions. The significant improvement in test scores and favorable learner perceptions indicate that Brain Brawl was an effective instructional tool for teaching Cold War events. The activity also appeared to support learner confidence, motivation, retention, and collaboration when challenges were addressed through balanced game design and effective classroom management. The study recommends developing a structured teaching guide to support enjoyable and pedagogically appropriate implementation.

RECOMMENDED CITATION

Escototo, M., Gambala, R., Musico, R. A., Olama, R., & Rafallo, D. (2026). Playing through History: Evaluating the Utilization of Brain Brawl in Teaching Cold War Events among Selected Second-Year Social Studies Majors. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 12.

EFFECTS OF DOMINO DYNAMICS IN DEVELOPING SKILLS IN ADDITION OF SIMILAR FRACTION AMONG GRADE 4 PUPILS

ABSTRACT

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DISCIPLINE
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KEYWORDS
domino dynamics, constructivist learning theory, addition, fraction, manipulatives, mathematics, grade 4

Domino Dynamics is an instructional material designed to develop Grade 4 pupils' skills in adding similar fractions. The study arose from the need to strengthen fraction skills through meaningful, interactive, and hands-on activities that promote long-term retention. The researchers used a quantitative, quasi-experimental design at Delfin M. Geraldez Elementary School. The study involved 142 Grade 4 pupils selected from a population of 219 using Slovin's formula and simple random sampling. Participants completed pretests and posttests before and after using Domino Dynamics. Data were analyzed using frequency, percentage, ranking, weighted mean, Likert scale, the Kolmogorov–Smirnov test, the Shapiro–Wilk test, and the Wilcoxon signed-rank test. Most participants (76%) were aged 9–10 years, and 51% were female. On the pretest, pupils demonstrated low proficiency, with a mean score of 6.50 (SD = 2.47). After using Domino Dynamics, they demonstrated very high proficiency, with a mean score of 19.54 (SD = 0.87). Based on Constructivist Learning Theory indicators, the material received a composite mean of 3.66 (SD = 0.54) for engagement, exploration, explanation, and elaboration. The Wilcoxon test indicated a significant difference between pretest and posttest scores ($Z = -10.354$, $p = 0.000$), leading to rejection of the null hypothesis. The findings indicate that Domino Dynamics improved mathematical proficiency and supported pupils' confidence, motivation, and participation. By allowing pupils to manipulate and visualize fraction operations, the material helped connect abstract concepts with concrete representations. The study recommends integrating Domino Dynamics into classroom practice, encouraging interactive activities at home, and exploring manipulative-based interventions for other mathematical concepts.

RECOMMENDED CITATION

Bagunu, N., Balogo, R., Carandang, S., Infante, M. J., Noble, J., & Solomon, A. (2026). Effects of Domino Dynamics in Developing Skills in Addition of Similar Fraction among Grade 4 Pupils. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 13.

THE ROLE OF RUBRICS IN EVALUATING WRITING PERFORMANCE IN ENGLISH AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES

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DISCIPLINE
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KEYWORDS
rubrics, writing performance, assessment

ABSTRACT

This study examined the role of rubrics in evaluating English writing performance among Grade 12 HUMSS students. Writing assessment may be subjective, resulting in inconsistent grading and unclear expectations. Rubrics can provide explicit criteria, fairness, and transparency in scoring. Anchored in Assessment for Learning, the study examined the perceived role of rubrics in learning outcomes, assessment literacy, self-regulation, grading consistency, feedback reception, and assessment practices, as well as the challenges and benefits associated with their use. The study used a descriptive-quantitative design involving 112 Grade 12 HUMSS students selected through stratified sampling. A validated survey questionnaire was administered face-to-face and covered the perceived influence of rubrics, assessment practices, challenges, and benefits. Data were summarized using frequency, percentage, ranking, mean, and Likert-scale interpretations. Students strongly agreed that rubrics supported learning outcomes, assessment literacy, and self-regulation. They perceived rubrics as helpful in clarifying expectations, setting goals, guiding revision, monitoring progress, promoting consistent grading, and supporting constructive feedback. Difficulty understanding rubric criteria was the principal challenge, while the most highly rated benefit was the use of rubrics as guides for improvement and organized writing. The findings indicate that students perceived rubrics as supporting transparency, fairness, and writing development. Clearer explanations of criteria and structured feedback sessions are recommended to improve the use of rubrics in English writing instruction. Because the study was based on descriptive survey responses, the findings represent perceptions rather than demonstrated causal effects.

RECOMMENDED CITATION

Belegorio, G., Carcer, M. L., Corpuz, E., Delasan, C. J., & Ignacio, R. F. (2026). The Role of Rubrics in Evaluating Writing Performance in English among Grade 12 Humanities and Social Sciences. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 14.

EXPLORING THE IMPACT OF NUTRITION ON ATHLETIC PERFORMANCE OF BESTLINK COLLEGE OF THE PHILIPPINES BASKETBALL ATHLETES: BASIS FOR PROPOSED NUTRITIONAL PROGRAM

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KEYWORDS
nutrition, basketball athletes, athletic performance, nutritional status, nutritional program

ABSTRACT

This study examined the relationship between nutrition and the athletic performance of basketball players at Bestlink College of the Philippines as a basis for a proposed nutrition program. Adequate nutrition is important for endurance, energy, recovery, and readiness, whereas poor nutrition may contribute to fatigue, delayed recovery, and increased injury risk. The study described the players' profiles, assessed nutritional status using body mass index (BMI), and examined the relationship between BMI and athletic performance. The study used a quantitative-correlational design involving 30 male basketball athletes from Bestlink College of the Philippines selected through convenience sampling. Data were collected using validated survey questionnaires covering demographic characteristics, BMI, nutritional factors, and challenges in maintaining proper nutrition. Pretest and posttest assessments were also administered to evaluate changes in the athletes' nutrition knowledge and understanding. Most respondents were 19 years old, and 23% reported 13–15 years of basketball experience. All respondents were male. The relationship between BMI and performance was very weak ($r = 0.08$), indicating that BMI alone was not strongly associated with athletic performance. Athletes strongly agreed that hydration and adequate intake of protein, carbohydrates, vitamins, minerals, and healthy fats supported their energy, recovery, and endurance. The study recommends that Bestlink College of the Philippines develop a nutrition program for basketball athletes that emphasizes affordable meals, hydration, and game-day nutrition. Coaches, trainers, parents, and health professionals should support nutrition education and continuing guidance. Future studies may include female athletes, other sports, and larger samples to improve the applicability of the findings.

RECOMMENDED CITATION

Awit, J., Berso, J. R., Fernadez, K. M., Miode, E., Narvas, R., & Pagauitan, A. J. (2026). Exploring the Impact of Nutrition on Athletic Performance of Bestlink College of the Philippines Basketball Athletes: Basis for Proposed Nutritional Program. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 15.

ASSESSMENT OF FRACTION LEARNING THROUGH MAGNETIC BLOCKS AMONG GRADE 3 PUPILS

ABSTRACT

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KEYWORDS
magnetic blocks, fractions, quantitative research, quasi-experimental design

This study examined the use of magnetic blocks in teaching fractions to Grade 3 pupils at Raymundo Punongbayan Elementary School. There were 72 pupils randomly selected from a population of 292. Because young learners often experience difficulty with abstract mathematical concepts, the study investigated whether tactile manipulatives could make fractions more concrete, engaging, and understandable. By providing visual and tactile representations of fractional parts, magnetic blocks were intended to support a meaningful learning experience. The study used a quantitative, quasi-experimental design. Data were collected through a demographic questionnaire and researcher-constructed pretests and posttests validated against Department of Education mathematics standards. Results were analyzed using frequency, percentage, ranking, weighted mean, and the Wilcoxon signed-rank test. Most respondents were aged 7–8 years (67%), and 53% were female. The use of magnetic blocks received a weighted mean of 13.96, which the study interpreted as indicating improved learner competence in fractions. The Wilcoxon signed-rank test showed a significant difference in Grade 3 pupils' fraction skills before and after the intervention ($Z = 7.062$, $p < .00001$). For Grade 3 learners, the findings suggest that magnetic blocks provided a visual and tangible approach that helped pupils understand challenging fraction concepts. The study recommends continued use of hands-on materials such as magnetic blocks to support pupils' understanding of fractions. Educators should provide equitable learning opportunities for male and female pupils, parents should encourage practice at home using similar materials, and students should participate actively in mathematics activities involving manipulatives. Future studies should examine the long-term outcomes of these tools and identify additional support for struggling learners.

RECOMMENDED CITATION

Adanza, S. B., Adrias, A., Barotila, E., Verdida, R., & Zaldivar, E. M. (2026). Assessment of Fraction Learning Through Magnetic Blocks among Grade 3 Pupils. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 16.

EFFECTIVENESS OF MULTIMEDIA FLOWCHART IN TEACHING SCIENCE AMONG GRADE 3 PUPILS

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DISCIPLINE
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KEYWORDS
engagement, science, flowchart, multimedia, education

ABSTRACT

This study investigated the effectiveness of multimedia flowcharts as an instructional aid in Science classes for Grade 3 pupils at San Agustin Elementary School during the school year 2025–2026, with particular attention to the topic of liquids. The research was anchored on Mayer's Multimedia Learning Theory, which emphasizes the importance of combining words and visuals to improve comprehension and retention. A total of 256 pupils from nine sections participated in the study. The participants were chosen using simple random sampling to ensure that both male and female learners, and different levels of academic ability, were fairly represented. The research employed a quasi-experimental quantitative design. Data collection included a pretest to measure baseline understanding, structured Science instruction, and a posttest to assess learning progress. The experimental group was taught using multimedia flowcharts, while the control group was exposed to conventional methods such as lectures and textbook discussions. In addition, a validated 15-item survey was administered to capture pupil perceptions of the teaching strategy. The results indicated that multimedia flowcharts were highly effective in supporting learning. Learners reported that the flowcharts sustained their interest, simplified complex science concepts, and encouraged active participation. All survey indicators received composite mean ratings within the "Highly Effective" range. The mean score increased from 5.14 on the pretest, interpreted as low proficiency, to 11.57 on the posttest, interpreted as "Highly Proficient." The Wilcoxon signed-rank test indicated a statistically significant difference ($p < 0.05$). The findings indicate that multimedia flowcharts can support learner engagement and academic performance in elementary science. Teachers are encouraged to develop visually guided lessons appropriate for young learners, while school administrators should provide resources for training and instructional materials that support visual learning. Parents may also use flowchart-based materials to extend learning at home. Overall, multimedia flowcharts may foster comprehension, critical thinking, and active participation among Grade 3 pupils.

RECOMMENDED CITATION

Castro, A., Garriga, J. A., Querijero, J. M., Romero, J. J., & Villarin, A. J. (2026). Effectiveness of Multimedia Flowchart in Teaching Science among Grade 3 Pupils. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 17.

ANIMATED POETRY: IMPROVING THE VOCABULARY SKILLS OF GRADE 3 LEARNERS AT MELENCIO M. CASTELO ELEMENTARY SCHOOL

ABSTRACT

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DISCIPLINE
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KEYWORDS
animated poetry, vocabulary skills, grade 3 learners, multimedia instruction, vocabulary learning

This study explored the effectiveness of animated poetry in improving the vocabulary skills of Grade 3 learners at Melencio M. Castelo Elementary School. Many students at this level struggle to build a strong vocabulary, which affects their reading comprehension and communication skills. Traditional vocabulary instruction often relies on memorization and repetition, which can be less engaging for young learners. This research aimed to find out whether combining poetry with animation could make vocabulary learning more interesting and effective. The study used a quasi-experimental design involving two groups of Grade 3 students. One group received traditional vocabulary instruction, while the other was exposed to animated poetry. Both groups completed a pretest before the intervention and a posttest afterward. The analysis focused on comparing the pretest and posttest performance of the group that used animated poetry. The study shows that animated poetry can be an effective and enjoyable approach to vocabulary instruction for young learners and may support academic development, interest, and motivation. The study recommends considering animated poetry as a supplementary tool in the elementary English curriculum. It also recommends further research on long-term effects and application in other subjects or grade levels.

RECOMMENDED CITATION

Allamado, J., Durero, D., Ebonia, S., Garcia, L. A., & Natal, J. J. (2026). Animated Poetry: Improving the Vocabulary Skills of Grade 3 Learners at Melencio M. Castelo Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 18.

EFFECTIVENESS OF ALPABASA FLASHCARDS FOR READING SKILLS IN FILIPINO FOR GRADE 1 LEARNERS

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KEYWORDS
alpabasa flashcards, reading skills, multisensory learning, grade 1 learners, filipino literacy

ABSTRACT

Reading proficiency is a fundamental component of early literacy and is related to learners' academic success, comprehension, and cognitive development. In the Philippines, many Grade 1 learners experience difficulty acquiring reading skills, prompting initiatives such as the Department of Education's Bawat Bata Bumabasa program. Alpabasa Flashcards use a multisensory approach that integrates visual, auditory, and kinesthetic elements to promote engagement and retention. The study used a quantitative, quasi-experimental design. Eighty-five Grade 1 learners from Gabriela Silang Elementary School were selected through stratified random sampling based on reading-skill levels. Pretests and posttests measured reading skills before and after the intervention, while a researcher-made survey gathered teachers' perceptions of the visual, auditory, and kinesthetic features. The experimental group used Alpabasa Flashcards, whereas the control group received conventional instruction. Data were analyzed using frequency, percentage, weighted mean, ranking, Likert scale, the Shapiro–Wilk test, and the Wilcoxon signed-rank test. Learners exposed to Alpabasa Flashcards demonstrated gains in syllable recognition, vocabulary acquisition, and expressive reading. Teachers reported that visual aids supported recognition and comprehension, auditory repetition strengthened phonemic awareness, and kinesthetic activities supported retention and engagement. The Wilcoxon signed-rank test indicated a statistically significant difference between pretest and posttest scores, supporting the alternative hypothesis. The findings suggest that the multisensory features of Alpabasa Flashcards helped address gaps in early reading skills and encouraged active participation. By integrating visual, auditory, and kinesthetic elements, the intervention addressed diverse learning preferences and supported comprehension, fluency, and vocabulary. The findings are consistent with differentiated instruction and support the use of interactive, learner-centered materials in early education. The study recommends using Alpabasa Flashcards as a supplementary reading tool and conducting further research on long-term outcomes and use across grade levels and linguistic contexts.

RECOMMENDED CITATION

Aguilar, R. A., Birao, R., Dianito, J., Muñoz, E., & Umac, R. (2026). Effectiveness of Alpabasa Flashcards for Reading Skills in Filipino for Grade 1 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 19.

PEER TUTORING AND READING COMPREHENSION SKILLS AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

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DISCIPLINE
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KEYWORDS
peer tutoring, reading comprehension, confidence

ABSTRACT

Reading comprehension is a critical skill that enables individuals to understand and derive meaning from written texts. Peer tutoring is promoted as a learner-centered approach to literacy development, particularly reading comprehension, under DepEd Memorandum No. 73, s. 2022. This study examined the perceived role of peer tutoring in the reading-comprehension skills of Grade 12 Humanities and Social Sciences students. The study used an exploratory-quantitative design to describe the population systematically without manipulating variables. A total of 112 Grade 12 Humanities and Social Sciences students were selected through stratified sampling. Data were collected using a survey questionnaire. Respondents indicated "Strongly Agree" across the main indicators. They perceived peer tutoring as supporting reading comprehension in terms of vocabulary (3.43), reading fluency (3.41), and confidence (3.40). Noisy surroundings were identified as the most commonly encountered problem. The findings indicate that students perceived peer tutoring as supporting their reading-comprehension skills, particularly vocabulary, reading fluency, and confidence. Noisy surroundings were the most frequently reported difficulty. The study recommends structured and well-monitored peer-tutoring sessions in designated quiet areas, appropriate guidance and training for peer tutors, and continuing program evaluation. Because the study used a nonexperimental survey design, the findings reflect perceived relationships rather than demonstrated causal effects.

RECOMMENDED CITATION

Baliquidang, E. M., Hannady, A., Labrador, K., Matnog, J., Ponsica, J. M., & Ugay, J. (2026). Peer Tutoring and Reading Comprehension Skills among Grade 12 Humanities and Social Sciences Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 20.

UTILIZATION OF DESMOS IN TEACHING LINEAR EQUATION AMONG GRADE 8 LEARNERS AT NOVALICHES HIGH SCHOOL

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KEYWORDS
desmos, samr model, graphing calculator, educational technology

ABSTRACT

In the modern digital era, technology serves as a major catalyst in improving teaching and learning, especially in mathematics, where abstract ideas often challenge learners. Algebra, particularly linear functions, is one of the most difficult topics for students to master through traditional lectures and textbook instruction. To address this issue, Desmos, a dynamic graphing application available on both web and mobile platforms, offers an interactive space where learners can visualize equations, explore concepts, and understand mathematical relationships more deeply. This study evaluated the use of Desmos in teaching linear equations among Grade 8 learners at Novaliches High School, focusing on its effect on student performance and its effectiveness through the SAMR (Substitution, Augmentation, Modification, and Redefinition) framework. The study employed a quasi-experimental design to examine learning outcomes when random assignment was not feasible. 94 Grade 8 learners were selected through purposive sampling. Researcher-made instruments included a pretest and posttest to measure learning gains and a survey questionnaire to assess perceptions of Desmos. Data were analyzed using descriptive statistics, weighted means, and a t-test to compare scores before and after the intervention. Students strongly agreed with all indicators in the SAMR framework, with composite weighted means of 3.46 for Substitution, 3.49 for Augmentation, 3.52 for Modification, and 3.55 for Redefinition. These findings suggest that learners viewed Desmos not only as a digital substitute for traditional tools but also as a platform that supported experimentation, problem-solving, and creative engagement with mathematical concepts. Statistical analysis indicated a significant difference between pretest and posttest performance. Reported challenges included low interest in graphing, difficulty among first-time users, internet-connectivity problems, and limited device access. Despite these challenges, the findings shows that Desmos supported engagement, comprehension, and performance by making abstract concepts more interactive and meaningful. The study concluded that Desmos can serve as an effective educational technology for mathematics instruction when access and implementation issues are addressed.

RECOMMENDED CITATION

Badia-On, B., Dosal, A., Kalaw, C. P., Santelices, C., Sullano, R. A., & Vargas, A. (2026). Utilization of Desmos in Teaching Linear Equation among Grade 8 Learners at Novaliches High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 21.

SPATIAL REASONING SKILLS: EFFECTIVENESS OF AN INTERACTIVE POP-UP BOOK IN TEACHING VOLUME IN SOLID GEOMETRY

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DISCIPLINE
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KEYWORDS
interactive pop-up book, solid geometry, cognitive load theory, volume, mental rotation, pattern recognition, spatial orientation, visual-spatial relationships, 3d learning

ABSTRACT

This study examined the effectiveness of an interactive pop-up book in enhancing spatial-reasoning skills among Grade 7 students at Novaliches High School. Guided by Cognitive Load Theory and the Input–Process–Output model, it addressed mental rotation, spatial orientation, pattern recognition, and visual-spatial relationships in learning volume in solid geometry. Because conventional instruction may not adequately develop these skills, the study evaluated a hands-on and visually engaging instructional material and considered learner understanding, demographic characteristics, and implementation challenges. The study used a quantitative, quasi-experimental, one-group pretest–posttest design involving 132 Grade 7 students from three sections selected through purposive sampling. Researcher-made pretests and posttests and a survey questionnaire were used. Data were collected over four days and analyzed using frequency, percentage, standard deviation, a paired-samples t-test, Pearson r, and Likert-scale interpretations to assess mental rotation and spatial-reasoning outcomes. The results showed improvement in students' spatial reasoning and understanding of volume in solid geometry after use of the interactive pop-up book. Posttest findings indicated gains in mental rotation, spatial orientation, pattern recognition, and visual-spatial relationships. Students reported that the material simplified structural complexity, reduced unnecessary information, and supported schema development. Some students nevertheless experienced difficulty labeling parts and applying concepts, indicating a need for teacher guidance. The findings indicate that the interactive pop-up book supported Grade 7 students' spatial reasoning and comprehension of solid geometry. Posttest and self-rated outcomes reflected progress in mental rotation, spatial orientation, and visual-spatial relationships. The study recommends age-appropriate interactive materials, simplified structures, guided practice, regular assessment, and sustained teacher support to connect visual learning tools with abstract mathematical problem-solving.

RECOMMENDED CITATION

Balagwis, C., Cajandab, S., Delfinado, R. A., Domagtoy, L., & Pullan, R. A. (2026). Spatial Reasoning Skills: Effectiveness of an Interactive Pop-Up Book in Teaching Volume in Solid Geometry. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 22.

FINANCIAL DIFFICULTIES AND ACADEMIC PERFORMANCE AMONG GRADE 12 HUMSS STUDENTS

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DISCIPLINE
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KEYWORDS
financial difficulties, academic performance, investigating

ABSTRACT

This study examined financial difficulties and academic performance among Grade 12 HUMSS students. It considered access to learning resources, participation in school activities, motivation, and overall academic engagement. The research aimed to identify common financial problems experienced by students and describe their perceived relationship with learning outcomes. The study used a quantitative-descriptive design involving 112 Grade 12 HUMSS students selected through stratified sampling. Data on financial conditions, experiences, and perceived academic implications were collected using a validated survey questionnaire. Frequency, percentage, ranking, mean, and Likert-scale interpretations were used in the analysis. Grade 12 HUMSS students reported that limited allowances, high transportation costs, and insufficient budgets for school projects made full participation in class more difficult. They also associated financial difficulties with stress, reduced concentration, delayed completion of academic requirements, limited access to learning materials, and inconsistent attendance. The findings indicate that respondents perceived financial difficulties as moderately related to their academic performance. Common concerns included limited allowances, insufficient school materials, and difficulty completing requirements. Financial stress was also associated with reduced concentration, participation, and motivation, although some students reported developing resilience and time-management skills. Because the study was descriptive and nonexperimental, these findings should not be interpreted as evidence of causation.

RECOMMENDED CITATION

Adoptante, D. K., Contridas, M. E., Estabillo, M. K. J., Gepolio, C. A., & Monteras, P. A. (2026). Financial Difficulties and Academic Performance among Grade 12 HUMSS Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 23.

PAGGAMIT NG TALAKULAYAN SA INTERAKTIBONG PAGKATUTO SA KASAYSAYAN NG WIKA NG MGA MAG-AARAL NG IKATLONG TAON MEDYOR SA FILIPINO

ABSTRACT

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DISCIPLINE
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KEYWORDS
talakulayan, gamification, interaktibong pagkatuto, kasaysayan ng wika

Ang gamification ay isang makabagong paraan ng pagkatuto na maaaring humikayat sa mga mag-aaral na makilahok sa talakayan at gawing higit na interaktibo ang proseso ng pagkatuto. Binanggit sa pag-aaral nina Colendra at Carada (2023) ang pananaw nina Murwa et al. (2019) na ang gamification ay isang estratehiya sa pagtuturo na gumagamit ng mga disenyo at elemento ng laro sa mga gawaing hindi naman aktuwal na laro. Layunin ng pag-aaral na matukoy ang epekto ng gamification sa interaktibong pagkatuto ng mga mag-aaral sa Filipino, partikular sa kasaysayan ng wika sa Pilipinas. Saklaw nito ang limampung (50) mag-aaral sa ikatlong taon ng Batsilyer sa Sekundaryang Edukasyon na nagpapakadalubhasa sa Filipino. Gumamit ang mga mananaliksik ng eksperimental na pamamaraan at purposive sampling. Talatanungan, pretest, at posttest ang ginamit sa pangangalap at pagsusuri ng datos. Nagkaroon ng makabuluhang pagtaas sa marka ng mga mag-aaral sa BSED 3102–Filipino. Mula sa weighted mean na WM = 13.26 sa pretest, tumaas ang marka nang 6.18 at umabot sa WM = 19.44 sa posttest matapos gamitin ang TALAKULAYAN. Ang talatanungan ay nagtala ng weighted mean na 3.86 para sa lahat ng baryabol, na nagpapahiwatig ng positibong tugon hinggil sa akademikong pakikilahok, pakikipag-ugnayan, at gameful experience. Sa kabuuan, ipinakita ng mga resulta na nakatulong ang TALAKULAYAN sa interaktibong pagkatuto ng mga mag-aaral sa pamamagitan ng mga elementong nakabatay sa laro. Nakatulong din ang pag-aaral upang matukoy ang mga hamong naranasan ng mga mag-aaral sa paggamit ng gamification. Iminumungkahi ng mga natuklasan na maaaring gamitin ang TALAKULAYAN bilang pandagdag na estratehiya sa pagtuturo ng kasaysayan ng wika.

RECOMMENDED CITATION

Caranis, C. J., Guinto, K., Navarro, K. E., Nuica, J. M., & Wacay, C. (2026). Paggamit ng Talakulayan sa Interaktibong Pagkatuto sa Kasaysayan ng Wika ng Mga Mag-Aaral ng Ikatlong Taon Medyor sa Filipino. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 24.

EFFECTIVENESS OF TETRAS INTEGRATING HIPER SCIENTIFIC CALCULATOR IN SOLVING TRIGONOMETRIC RATIOS AMONG GRADE 9 STUDENTS AT NOVALICHES HIGH SCHOOL

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DISCIPLINE
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KEYWORDS
tetras, activity sheet, trigonometric ratios, hiper scientific calculator, authentic context, social interaction, constructive learning

ABSTRACT

This study investigated the effectiveness of TETRAS (Trip Exploration into Trigonometric Ratios: An Activity Sheet), integrated with the HiPER Scientific Calculator, as an instructional strategy for teaching trigonometric ratios to Grade 9 students. Anchored in Situated Learning Theory, the study addressed learners' difficulty understanding complex trigonometric concepts through contextualized and technology-supported instruction. It aimed to support conceptual understanding, problem-solving skills, and engagement through authentic and interactive learning experiences. The study employed a quasi-experimental design and used cluster sampling to select participants from the Grade 9 population. Researcher-made instruments—including pretests, posttests, surveys, and observation checklists—were validated by experts and pilot-tested. Quantitative data were analyzed using descriptive and inferential statistics, particularly a paired t-test, to determine differences in performance. Students' perceptions of authentic context, social interaction, and constructive learning were gathered through a Likert-scale survey. Participants had a balanced gender distribution, and most were aged 14–16 years. The intervention produced highly significant learning gains. Students also reported favorable perceptions of authentic-context application, constructive-learning support, and social interaction. Reported challenges included mobile-device notifications, difficulty with some lesson components, technical problems, and unequal access to devices. The findings indicate that TETRAS integrated with the HiPER Scientific Calculator supported students' conceptual mastery and engagement in trigonometric ratios. The study recommends refining the worksheet design, simplifying instructions, adding gamified elements, and ensuring equitable access to technology. Overall, the findings support the use of authentic, technology-enhanced learning environments in mathematics education.

RECOMMENDED CITATION

De Lara, H. J., Gultia, J., Nicolas, J., Sape, A., & Soriano, M. A. (2026). Effectiveness of Tetras Integrating Hiper Scientific Calculator in Solving Trigonometric Ratios among Grade 9 Students at Novaliches High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 25.

EVALUATING THE PEDAGOGICAL EFFICACY OF A POLGLOBE IN TEACHING POLITICAL IDEOLOGIES IN SELECTED GRADE 12 HUMSS STUDENTS

ABSTRACT

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DISCIPLINE
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KEYWORDS
polglobe, political ideologies, conceptual understanding, critical engagement, interactive globe

This study investigated the pedagogical effectiveness of PolGlobe, an interactive globe designed to support instruction on political ideologies among Grade 12 HUMSS students at Bestlink College of the Philippines. Recognizing the abstract nature of political ideologies and the limitations of conventional instruction, the study examined conceptual understanding, engagement, and critical thinking. Anchored in Allan Paivio's Dual Coding Theory, it evaluated a dual-sensory medium that integrates visual mapping and textual content in Politics and Governance. An experimental research design was employed with 100 Grade 12 HUMSS students, divided into an experimental group (n = 51) and a control group (n = 49) through simple stratified sampling. Data were gathered using a researcher-made pretest and posttest, complemented by a validated survey questionnaire. The intervention involved instructional sessions using the PolGlobe, followed by assessments and survey administration. Quantitative results were analyzed through frequency distribution, weighted mean, standard deviation, and t-test to determine differences in academic performance and student engagement. Both groups showed posttest gains: the experimental-group mean increased from 7.45 to 12.33, while the control-group mean increased from 6.86 to 12.59. Although both instructional approaches were associated with improved academic performance, the experimental group reported greater engagement in participation, focus, motivation, and collaboration. PolGlobe received a composite weighted mean of 3.47 ("Strongly Agree"), and motivation to learn was the highest-rated factor (mean = 3.53). The findings indicate that PolGlobe supported engagement and comprehension in teaching political ideologies. Reported challenges included navigation difficulties, confusion in locating regions, and physical-accessibility concerns, indicating a need for improved instructional facilitation and ergonomic refinement. The study recommends integrating interactive tools such as PolGlobe into Social Studies instruction with teacher training and structured implementation.

RECOMMENDED CITATION

Alvez, J., Granada, A. J., Hernandez, A. J., Juario, J. M., & Perolino, R. M. (2026). Evaluating the Pedagogical Efficacy of a Polglobe in Teaching Political Ideologies in Selected Grade 12 HUMSS Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 26.

UTILIZING SAVANNA SNACKS IN TEACHING ANIMAL EATING ADAPTATION AMONG GRADE 4 STUDENTS AT TANDANG SORA ELEMENTARY SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
savanna snacks, animal eating adaptations, digital learning, true experimental design, quantitative research, science education, grade 4

This study examined the utilization of Savanna Snacks as an instructional material in teaching the eating adaptations of animals among Grade 4 students at Tandang Sora Elementary School. The researchers aimed to determine whether this innovative material could enhance students' understanding of scientific concepts compared to traditional teaching methods. A true experimental design was employed, with 128 students divided into control and experimental groups. Data were collected through pretests, posttests, and surveys to measure both learning outcomes and learner feedback. Statistical treatments were applied to analyze the results and determine significant differences between the groups. Most Grade 4 students were aged 9–11 years (95%), and 55% were male. At pretest, both the experimental and control groups demonstrated low knowledge of animal eating adaptations, with means of 5.31 and 5.38, respectively, both interpreted as "Not Proficient." At posttest, the experimental group achieved a mean of 11.28 ("Proficient"), while the control group obtained 8.83 ("Low Proficient"). Savanna Snacks was rated moderately effective in content (3.16) and highly effective in interface (3.33) and question-based learning (3.32). The Wilcoxon signed-rank test yielded $W = 103$ and $p < 0.0000$, indicating a significant pretest–posttest difference. Reported challenges included difficulty recalling meanings (13.10%), remembering facts (12.66%), excessive wording (11.79%), unfamiliar terms (10.92%), and unfamiliarity with the tool (10.92%). The findings indicate that Savanna Snacks was an effective instructional tool for teaching animal eating adaptations in elementary science. It supported academic performance and classroom engagement through an interactive, student-centered approach. The reported usability and content challenges should be addressed to improve future implementation and instructional-material design.

RECOMMENDED CITATION

Bravo, A., Caber, J. M., Caña, A., Crisostomo, L., & Trajano, A. (2026). Utilizing Savanna Snacks in Teaching Animal Eating Adaptation among Grade 4 Students at Tandang Sora Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 27.

EFFECTIVENESS OF THE FRAYER MODEL ON VOCABULARY ACQUISITION AMONG GRADE 10 STUDENTS AT SANTA LUCIA HIGH SCHOOL

ABSTRACT

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KEYWORDS
frayer model, vocabulary acquisition, effectiveness, grade 10 students

The Frayer Model is a graphic organizer that uses definitions, characteristics, examples, and nonexamples to promote active engagement and critical thinking in vocabulary learning. The reviewed literature described its use in blended learning, visual representation, and collaborative activities, alongside other interactive strategies such as morphological-awareness training and gamified tools. This study applied the Frayer Model to vocabulary-retention challenges among students at Santa Lucia High School. The quasi-experimental study involved Grade 10 students and used a nonequivalent control-group design. A Frayer Model group was compared with a traditional-instruction group. Participants were selected through purposive sampling and completed a teacher-made Vocabulary Acquisition Test as a pretest and posttest. Means and standard deviations described performance, a paired-samples t-test examined within-group differences, and an independent-samples t-test compared posttest scores between groups at $\alpha = 0.05$. The study involved 60 Grade 10 students aged 15–20 years. The experimental group achieved a posttest mean of $M = 23.63$, interpreted as "Above Average," compared with $M = 13.67$, interpreted as "Average," in the control group. Students strongly agreed that the Frayer Model enhanced morphological and phonological awareness and had a positive motivational effect. Reported challenges included difficulty creating meaningful examples and transferring vocabulary to oral and written use. The study was conducted at Santa Lucia High School to examine the Frayer Model among sixty (60) Grade 10 students. Participants were selected through purposive and convenience sampling for a quasi-experimental comparison with traditional instruction. The original Discussion section repeated methodological details rather than interpreting the reported findings; author revision is needed to provide a clear conclusion and implications.

RECOMMENDED CITATION

Brian, D. M., Leona, R. N., Mariveles, D. R., Panambitan, A., Pontemayor, A. G., & Tumbaga, H. D. (2026). Effectiveness of the Frayer Model on Vocabulary Acquisition among Grade 10 Students at Santa Lucia High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 28.

EFFECTIVENESS OF CHATBOT IN TEACHING SCIENCE AMONG ALTERNATIVE LEARNING SYSTEM (ALS) STUDENTS AT SAN BARTOLOME HIGH SCHOOL

ABSTRACT

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DISCIPLINE
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KEYWORDS
ai chatbot, science education, alternative learning system, knowledge retention, accessibility, student engagement

A chatbot is a software application designed to simulate human conversation through digital devices. The term combines "chat," referring to conversation, and "bot," referring to a robot (Mansbart, 2024). Chatbots are applications of artificial intelligence that use natural-language processing to interpret and respond to user input (Investopedia Team, 2022; Aslam, 2023). Although widely used in business to respond to customer inquiries, chatbots may also provide accessible and interactive support in education. This study examined an AI chatbot as a tool for science instruction among Alternative Learning System students. The study used a quasi-experimental design with a quantitative approach to compare the outcomes of traditional and AI chatbot-assisted science teaching. It involved 30 Alternative Learning System (ALS) students from San Bartolome High School to assess the effectiveness of chatbots in enhancing science learning. Using purposive sampling, participants were intentionally selected based on their active engagement in science learning to provide relevant data for the research objectives. Among the 30 Alternative Learning System (ALS) students, pretest-to-posttest performance improved significantly ($p < 0.05$) after chatbot-assisted science instruction. Respondents perceived the chatbot as accessible, easy to use, and supportive of knowledge retention. Minor problems included connectivity limitations and distractions. The findings indicate that the AI chatbot supported students' understanding, performance, and engagement. The findings indicate that AI chatbots can support science learning among ALS students by improving accessibility, engagement, and knowledge retention. Although connectivity and limited interactivity posed challenges, students adapted to the tool and demonstrated higher posttest performance. Effective design and teacher support are important for making chatbot-assisted learning inclusive and interactive.

RECOMMENDED CITATION

Centillas, S., Curan, J., Godalle, R. C., Romero, J.-A., & Valderama, N. (2026). Effectiveness of Chatbot in Teaching Science among Alternative Learning System (ALS) Students at San Bartolome High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 29.

EFFECTIVENESS OF REALIXAR IN LEARNING FORCE AND MOTION AMONG GRADE 3 STUDENTS AT TANDANG SORA ELEMENTARY SCHOOL

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DISCIPLINE
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KEYWORDS
realixar, force and motion, science concepts, augmented reality, control group, experimental group, grade 3

ABSTRACT

This study investigated the effectiveness of RealixAR in teaching force and motion to Grade 3 students at Tandang Sora Elementary School. As digital technologies become more common in education, augmented-reality applications may provide interactive and personalized learning experiences for students who experience difficulty with science concepts. The study examined how the e-learning material supported understanding, information retention, and access to learning beyond the classroom. The study employed a true experimental design with cluster sampling and involved 154 Grade 3 students divided into an experimental group and a control group. Data were collected through a pretest, posttest, survey questionnaires, and a checklist of benefits and challenges related to RealixAR, including learning effort, complex-task completion, and distraction. Analyses included frequency and percentage, Likert-scale interpretation, the Shapiro–Wilk test, the Mann–Whitney U test, and the Wilcoxon signed-rank test. Most Grade 3 learners (88%) were aged 8–10 years, and 53% were female. Before the intervention, both the control and experimental groups demonstrated low proficiency, with pretest means of 3.44 and 3.87, respectively. At posttest, the experimental group that used RealixAR achieved a mean of 12.38, interpreted as very high proficiency, compared with 4.30 in the control group. The Mann–Whitney U test indicated a statistically significant difference ($z = -10.495$, $p < 0.000$). The findings indicate that RealixAR supported students' motivation, comprehension, and engagement. The researchers proposed guidelines that included clear instructions, curriculum integration, active participation, and follow-up activities connecting science concepts with practical applications. Effective implementation also requires teacher proficiency, device accessibility, and careful integration of digital tools.

RECOMMENDED CITATION

Alayon, D., Lectana, F., Malacas, J. A., SO, K., & Totong, M. R. (2026). Effectiveness of RealixAR in Learning Force and Motion among Grade 3 Students at Tandang Sora Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 30.

EFFECTIVENESS OF HANDS 2D TANGRAM IN TEACHING GEOMETRIC FIGURES AMONG GRADE 1 PUPILS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
hands 2d tangram, geometric figures, grade 1 pupils, spatial reasoning, task-based learning

This study examined the effectiveness of Hands 2D Tangram as an instructional material for teaching basic geometric figures to Grade 1 pupils at Camarin D Elementary School Unit II, Caloocan City. Accuracy referred to pupils' ability to identify or construct shapes correctly; task referred to the skills developed through the intervention; engagement referred to participation, focus, and interest; and early mathematics referred to foundational Grade 1 geometry involving triangles, squares, and rectangles. The material was designed as a storybook with magnetized pieces and QR-code features and was guided by Task-Based Learning Theory. The study used a quantitative, quasi-experimental design. From a population of 341 pupils, 78 were selected through simple random sampling, with the sample size confirmed through power analysis. Instruments included a researcher-developed survey and pretest–posttest assessments adapted from the Department of Education's MATATAG curriculum and validated by experts. The one-week procedure included orientation, pretesting, tangram-based instruction, posttesting, and survey administration. Data were analyzed using descriptive statistics and the Wilcoxon signed-rank test. Most respondents were six years old (67%), and 55% were male. The age profile was discussed in relation to Republic Act No. 10533 on the standard Grade 1 entry age. The pretest mean of 4.86 (SD = 1.81) indicated low geometric understanding. During the tangram sessions, pupils demonstrated high engagement (M = 0.96), strong task performance (M = 0.98), and improved accuracy (M = 0.95). The posttest mean was 8.44 (SD = 1.45), and the Wilcoxon test indicated a statistically significant difference ($p < 0.05$). However, 99% struggled with 3D visualization, 67% with mental rotation, and 55% had limited puzzle experience. The findings suggest that tangram-based learning supported pupils' understanding, motivation, and performance in early geometry. Persistent visualization difficulties indicate a need for scaffolding and guided support. The study recommends continued tangram use, visualization exercises, group work, appropriate digital tools, and puzzle play at home. Future research may examine digital tangrams, 3D visualization, and applications in more advanced mathematics.

RECOMMENDED CITATION

Echavez, A., Fajarito, C., Gallendo, E., Pagdato, V. H., & Roamar, S. (2026). Effectiveness of Hands 2D Tangram in Teaching Geometric Figures among Grade 1 Pupils. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 31.

EFFECTIVENESS OF ENTREPFACE IN TEACHING IDEAL ENTREPRENEURSHIP AMONG GRADE 6 STUDENTS AT GSIS VILLAGE ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
entrepface, entrepreneurship education, interactive video lesson, grade 6 learners, student engagement

ABSTRACT

This study investigated the effectiveness of EntrepFace, an interactive video lesson, in teaching ideal entrepreneurship among Grade 6 learners at GSIS Village Elementary School. It examined how interactive, multimedia-based learning experiences supported student engagement, comprehension, retention, critical thinking, and application of entrepreneurial concepts. The study used a quasi-experimental design with cluster sampling and involved 203 Grade 6 learners divided into an experimental group that used EntrepFace and a control group taught through conventional methods. Pretests and posttests measured academic performance, while a survey questionnaire assessed engagement, motivation, and interactivity. Data were analyzed using frequency and percentage distributions, weighted mean, and the Wilcoxon signed-rank test. Most students were aged 11–12 years, and 59% were female. Access to technology was largely limited to smart televisions, with few personal digital devices available for interactive learning. On the pretest, 91% scored below 10 out of 15, indicating limited initial understanding of entrepreneurial concepts. Students rated EntrepFace highly in relation to constructivist principles, particularly problem-based learning, inquiry-based learning, scaffolding, facilitation, critical thinking, engagement, and independent learning. The findings suggest that EntrepFace has potential as a tool for entrepreneurship education. Future development should address limitations in access to personal digital devices and interactive features to support equitable and effective implementation.

RECOMMENDED CITATION

Barcelona, R., Garcia, L. M., Mata, R., Mesada, A., & Uledelis, A. (2026). Effectiveness of Entrepface in Teaching Ideal Entrepreneurship among Grade 6 Students at GSIS Village Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 32.

EFFECTIVENESS OF THE PLANTGROW MODEL IN LEARNING THE PLANT SYSTEM AMONG GRADE 4 PUPILS

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DISCIPLINE
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KEYWORDS
plantgrow model, plant system, classroom engagement, grade 4 pupils, science education

ABSTRACT

This study explored the effectiveness of the PlantGrow Model in enhancing Grade 4 pupils' learning of the Plant System, particularly the root and shoot systems. The model was developed to make science lessons more interactive, engaging, and easy to understand. Grounded in constructivist learning theory (Kurt, 2021) and aligned with the K–12 Science Curriculum, the study aimed to describe the respondents' demographic profiles, assess their performance before and after using the model, examine their perceptions of its adaptability and engagement, identify challenges encountered, and determine whether a significant difference existed between pretest and posttest scores. A one-group pretest–posttest design was employed with Grade 4 pupils from Kaligayahan Elementary School. Research instruments included a modified standardized test and a perception survey. Data were analyzed using frequency and percentage, ranking, weighted mean, descriptive interpretation, tests of normality (Kolmogorov–Smirnov and Shapiro–Wilk), and the Wilcoxon signed-rank test. Most pupils were 9 years old (93%); 54% were female and 46% were male. The overall weighted mean increased from 7.05 on the pretest, interpreted as low proficiency, to 16.79 on the posttest, interpreted as very high proficiency. The most frequently reported problem was difficulty seeing the PlantGrow Model clearly during the activity (22.34%). Pupils rated the model as "Highly Effective" for engagement, active participation, and lesson adaptability. The Wilcoxon signed-rank test indicated a statistically significant difference between pretest and posttest scores ($Z = -10.361$, $p < 0.05$). The findings indicate that the PlantGrow Model was effective in teaching the root and shoot systems to Grade 4 learners and supported academic performance, participation, and engagement. Lower-ranked areas included exploration, adaptability, participation, and self-expression. To maximize the model's instructional value, teachers should allow learners to observe and manipulate it, use guided and group activities, and supplement it with real specimens or visual aids when needed.

RECOMMENDED CITATION

Cerillano, D. F., Donaire, R., Dumlao, M. J., Robles, P. K., & Villena, E. (2026). Effectiveness of the PlantGrow Model in Learning the Plant System among Grade 4 Pupils. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 33.

EFFECTIVENESS OF POP-UP BOOK MEDIA IN TEACHING CONTINENTAL DRIFT IN EARTH AND SPACE SCIENCE AMONG GRADE 10 STUDENTS OF CAMARIN HIGH SCHOOL

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DISCIPLINE
Education

KEYWORDS
interactive pop-up book media, multimedia in education, continental drift, science visual and auditory learning, earth and space science

ABSTRACT

Science education requires effective strategies that help students understand abstract concepts and develop deeper comprehension. In junior high school, particularly in Earth and Space Science, learners often struggle to visualize processes like Continental Drift, resulting in low engagement and limited mastery. Interactive Pop-Up Book Media offers a creative solution by combining text, visuals, and three-dimensional elements to transform complex lessons into engaging learning experiences. Through tactile and visual interaction, students can better grasp scientific ideas and participate more actively in class. This study employed a quasi-experimental research design to determine the effectiveness of Interactive Pop-Up Book Media in teaching Continental Drift among Grade 10 Earth and Space Science students at Camarin High School. This design is appropriate for identifying the impact of an instructional intervention without random assignment, allowing researchers to compare the performance of students exposed to the Pop-Up Book Media and those taught using traditional methods. It focuses on evaluating differences in students' academic performance, engagement, and conceptual understanding before and after the intervention, thereby assessing the instructional effectiveness of the interactive material in enhancing learning outcomes. Interactive Pop-Up Book Media was associated with improved understanding of Continental Drift among Grade 10 students, with the mean score increasing from 10.90 on the pretest to 21.40 on the posttest. Students reported high engagement with the 3D visuals and interactive elements and adapted readily to the pop-up-book format, supporting participation and conceptual comprehension. The findings indicate that pop-up-book media supported students' academic performance and comprehension in Earth and Space Science. The material's interactive and three-dimensional features helped present scientific ideas in a more accessible form. Proper classroom integration, teacher guidance, and institutional support are recommended to maximize its benefits and encourage critical thinking and active participation.

RECOMMENDED CITATION

Amaro, J., Ando, M. R. D., Bocafigura, C., Cambaya, M., Faeldan, J. M., & Moreno, M. A. (2026). Effectiveness of Pop-Up Book Media in Teaching Continental Drift in Earth and Space Science among Grade 10 Students of Camarin High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 34.

UTILIZATION OF EDUCATIONAL VIDEO IN TEACHING GOAL SETTING TO SELECTED GRADE 12 HUMSS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
educational video, goal setting, multimedia learning, senior high school, humss strand, pretest and posttest, dual-channel processing, cognitive load, active processing, career awareness

This study investigated the effectiveness of educational video as an instructional tool in teaching Goal-setting to selected Grade 12 HUMSS students at Bestlink College of the Philippines. Anchored on Richard E. Mayer's Cognitive Theory of Multimedia Learning, the research explored how the principles of dual-channel input, limited capacity, and active processing influence students' comprehension, engagement, and retention of Goal-setting concepts. The study used a quasi-experimental design involving two Grade 12 HUMSS sections comprising sixty-two (62) students selected through purposive sampling. Participants completed a pretest, received a video-based lesson on goal setting, and completed a posttest. A structured questionnaire measured perceptions of multimedia presentation, sensory processing, and cognitive engagement. Frequency distribution, weighted mean, and a t-test were used in the analysis. The mean score increased from 20.32 on the pretest to 27.98 on the posttest. The computed t-value was 21.64 at $p < 0.05$, indicating a statistically significant difference. Students also reported high satisfaction with the educational video in terms of dual-channel input (WM = 3.61), limited capacity (WM = 3.61), and active processing (WM = 3.64). The findings indicate that the educational video supported understanding, motivation, and reflective learning by integrating visual and auditory information. Reported challenges included overreliance on technology, limited opportunities for open dialogue with facilitators, and reduced collaborative activity. The researchers recommend complementing video-based lessons with interactive discussion and reflective exercises.

RECOMMENDED CITATION

Daroy, D., Dela Cruz, J. C., Medina, P., Pedrosa, J., & Valdez, B. J. (2026). Utilization of Educational Video in Teaching Goal Setting to Selected Grade 12 HUMSS Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 35.

CHRONOCARDS: ENHANCING READING COMPREHENSION THROUGH STORY SEQUENCING ACTIVITIES AMONG GRADE 3 LEARNERS AT CALOOCAN NORTH ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
chronocards, reading comprehension, sequencing skills, grade 3 learners

ABSTRACT

This study examined the effectiveness of ChronoCards, a story sequencing activity, in improving reading comprehension among Grade 3 learners at Caloocan North Elementary School. Reading comprehension is vital in elementary education because it supports success across subjects. Many learners struggle with sequencing, recalling, and inferring, which hinders text understanding. To address this, ChronoCards were created as tools combining images and words to enhance key skills like sequencing, recall, and prediction. The activity is based on the Dual Coding Theory by Sweller, Ayres, and Kalyuga (2021), which emphasizes that learning improves when visual and verbal representations work together, fostering active engagement and meaningful comprehension. The study used a quasi-experimental design with cluster random sampling and involved 42 Grade 3 learners. Most participants were aged 7–8 years (98%), and 55% were female. Initially, most learners were classified as Developing (48%) or Transitioning (43%) in reading comprehension. Pretests and posttests were administered, together with researcher-made questionnaires for learners and teachers. Data were analyzed using frequency distribution, mean, standard deviation, and the Wilcoxon signed-rank test after the Shapiro–Wilk test indicated nonnormality. The mean score increased from 10.64 on the pretest, interpreted as "High Emerging," to 17.64 on the posttest, interpreted as "At Grade Level." The Wilcoxon signed-rank test indicated a statistically significant difference ($Z = 5.6454$, $p < 0.00001$). Learners reported that the combination of images and words helped them sequence events and recall details, while teachers perceived improvements in engagement, motivation, and participation. Based on the findings, the study recommends the structured classroom use of ChronoCards with teacher facilitation and strategies like guided reading and cooperative learning. Future research may explore its long-term effects and adaptability to other grade levels and subjects. Overall, the study highlights the importance of interactive and visual strategies in improving reading comprehension and building essential literacy skills.

RECOMMENDED CITATION

Abrazado, L. M., Morota, E. J., Nadonza, B., Nebril, J., & Papa, G. V. (2026). Chronocards: Enhancing Reading Comprehension through Story Sequencing Activities among Grade 3 Learners at Caloocan North Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 36.

TACTITEXT: DEVELOPING READING COMPREHENSION THROUGH MULTISENSORY LEARNING IN GRADE 5 LEARNERS

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DISCIPLINE
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KEYWORDS
tactitext, reading comprehension, literal comprehension, interpretive comprehension, critical thinking, multisensory learning

ABSTRACT

This study examined TactiText, a multisensory approach using tactile, visual, and auditory activities to support reading comprehension among Grade 5 learners. Conducted with 50 Grade 5 students at San Gabriel Elementary School and guided by Schema Theory, it addressed literal, interpretive, and critical comprehension and considered learner motivation and confidence. The study used a quasi-experimental pretest–posttest design involving 50 Grade 5 learners from San Gabriel Elementary School. Data were collected through comprehension tests, observation checklists, and surveys of TactiText's sensory features. Frequency, percentage, mean, standard deviation, and a paired t-test were used in the analysis. Reading-comprehension performance among Grade 5 learners improved after the use of TactiText. Pretest scores placed all domains at the instructional level, whereas posttest outcomes reached independent or higher instructional levels, with the greatest gains in literal comprehension, followed by interpretive and critical comprehension. Statistical analysis indicated that the improvements were highly significant ($p < 0.0001$). Learners rated TactiText as "Very Satisfactory," particularly for visual clarity and image quality, and observations showed increased participation, collaboration, and enthusiasm. Some learners continued to experience difficulty with critical-comprehension questions requiring higher-order thinking, limited vocabulary, and hesitation when expressing personal interpretations. The findings indicate that TactiText supported reading comprehension, particularly at the literal and interpretive levels. Continued vocabulary development, guided critical questioning, and opportunities for discussion are recommended.

RECOMMENDED CITATION

Abejuela, M., Apin, N., Galtac, M., Garsula, W., & Serrano, R. (2026). Tactitext: Developing Reading Comprehension through Multisensory Learning in Grade 5 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 37.

MATHLINK: EFFECTIVENESS OF BILINGUAL BRIDGE MATERIAL IN TEACHING ANGLES AMONG GRADE 4 LEARNERS

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DISCIPLINE
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KEYWORDS
mathlink, bilingual bridge material, angles, grade 4 learners, mathematics instruction

ABSTRACT

Mathematics can be challenging for young learners, especially when language barriers affect their understanding of key concepts. This study explored the effectiveness of bilingual bridge material in teaching angles to Grade 4 students at Bagbaguin Elementary School, emphasizing the role of language in learning. According to Vygotsky's Sociocultural Theory, social interaction, language mediation, scaffolding, and cultural relevance play a crucial role in cognitive development, supporting the use of bilingual material in mathematics instruction. The study used a quantitative, quasi-experimental design involving 100 Grade 4 students from Bagbaguin Elementary School. Stratified sampling and Slovin's formula were used to determine the sample. Data were analyzed using frequency, percentage, weighted mean, ranking, the Shapiro–Wilk test of normality, and the Wilcoxon signed-rank test. Most learners were aged 8–10 years (89%), 53% were male, and 92% spoke Filipino at home. The pretest weighted mean was 1.51, interpreted as "Not Proficient," across measuring, constructing, and applying angles. After use of MathLink, the general posttest weighted mean increased to 4.23, interpreted as "Proficient," while constructing angles obtained 4.56. Students reported that MathLink supported interaction, language mediation, scaffolding, cultural relevance, comprehension, and engagement. The Wilcoxon test yielded $W = 0$ and $p < 0.05$, indicating a statistically significant pretest–posttest difference. The findings indicate that MathLink supported Grade 4 learners in learning angles and illustrate the potential value of bilingual and culturally grounded materials in mathematics. The study recommends using bilingual bridge materials to address diverse language needs and encouraging bilingual practice at home. Future studies may examine MathLink in other mathematics topics.

RECOMMENDED CITATION

Asupan, S. R., Binonggo, C., Galang, M., Garcia, L. A., & Rabadon, B. M. A. (2026). MathLink: Effectiveness of Bilingual Bridge Material in Teaching Angles among Grade 4 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 38.

THE EFFECTIVENESS OF USING ANIMATION VIDEO IN TEACHING THE VIETNAM WAR IN SELECTED SECOND-YEAR BSED SOCIAL STUDIES MAJOR AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE
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KEYWORDS
animated videos, social studies, vietnam war, student performance, multimedia learning, quasi-experimental design, technology integration

This study examined animation videos as instructional materials for teaching the Vietnam War among second-year BSED Social Studies majors at Bestlink College of the Philippines. It compared pretest and posttest performance, assessed learning preferences in relation to dual-channel processing, limited capacity, and active processing, and identified challenges encountered during the use of animated videos. The study used a quasi-experimental design with purposive sampling and involved 44 students divided equally into experimental and control groups. The experimental group used an animated video, while the control group received conventional instruction on the Vietnam War. Both groups completed a pretest before the intervention and a posttest afterward. A researcher-made questionnaire gathered students' perceptions. Data were analyzed using frequency, percentage, weighted mean, ranking, and t-tests. Most students were aged 19–23 years, and gender representation was equal. The groups had comparable pretest scores. On the posttest, the experimental group obtained $M = 23.36$, whereas the control group obtained $M = 10.82$. The difference in performance was statistically significant ($t = 9.64$, $p < .001$). Students strongly agreed that the animated videos combined visual and auditory input, minimized cognitive overload, and promoted active engagement. Reported challenges included fast pacing, technical setup, limited collaboration, and inconsistent video quality. The findings indicate that animation videos can supplement, rather than replace, conventional instruction in history.

RECOMMENDED CITATION

Almazar, J. J., Macaraeg, K., Mesias, K. J., Pinoy, J., Villamente, M. C., & Villanueva, J. (2026). The Effectiveness of Using Animation Video in Teaching the Vietnam War in Selected Second-Year BSED Social Studies Major at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 39.

EFFECTIVENESS OF MYSTERY ROPE IN TEACHING SENSE OF TOUCH IN SCIENCE LEARNING AMONG GRADE 3 PUPILS AT SAN BARTOLOME ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
mystery rope, science activity, tactile learning, grade 3 science

ABSTRACT

This study investigated the effectiveness of Mystery Rope as an instructional tool for teaching the sense of touch to Grade 3 pupils at San Bartolome Elementary School in Quezon City. The material was designed to provide an engaging tactile experience that supports sensory awareness and understanding within activity-based and learner-centered science instruction. The study used a quasi-experimental design involving 50 Grade 3 pupils. Pretests and posttests measured knowledge, while a questionnaire assessed motivation, participation, and enjoyment. Data were analyzed using frequency and percentage, Likert-scale interpretations, weighted mean, ranking, the Wilcoxon signed-rank test, and the Kolmogorov–Smirnov and Shapiro–Wilk tests. The mean score increased from 5.26 on the pretest to 7.60 on the posttest, and the difference was reported as statistically significant. Students also reported greater interest and participation. Minor challenges included limited time and difficulty describing tactile sensations. The researchers recommended clear guidance, links between tactile experiences and real-life contexts, and strategies to maximize participation. The study recommends integrating Mystery Rope into science instruction with clear guidance and real-life applications. The findings suggest that hands-on activities can support science learning and engagement among elementary pupils. The material may also help teachers explain sensory concepts in an accessible and memorable way.

RECOMMENDED CITATION

Adayo, A., Catembung, J., Co, L. A., Contamina, H., & Tahil, V. N. (2026). Effectiveness of Mystery Rope in Teaching Sense of Touch in Science Learning among Grade 3 Pupils at San Bartolome Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 40.

THE RELATIONSHIP BETWEEN SLEEP DEPRIVATION AND COPING MECHANISM IN MANAGING WORKLOAD AMONG FACULTY

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DISCIPLINE
Education

KEYWORDS
sleep deprivation, faculty workload, stress management

ABSTRACT

The study involved 100 faculty members from different departments and examined sleep deprivation and coping strategies for managing workload. A survey questionnaire measured sleep duration, sleep quality, and coping behaviors. The introductory section also reported that many faculty members experienced sleep deprivation, particularly insufficient sleep duration, while using strategies such as task planning, time management, positive thinking, and short breaks. The study used a quantitative-correlational design to examine the relationship between sleep deprivation and coping mechanisms among 100 faculty members selected through purposive sampling. A self-made questionnaire covered demographic profile, sleep deprivation in terms of duration and quality, and problem-focused, emotion-focused, and avoidance coping strategies. Frequency, percentage, weighted mean, standard deviation, and Pearson correlation were used. Most faculty members were young and had 1–6 years of teaching experience. Many reported insufficient sleep on workdays and continuing fatigue after sleep. Coping strategies included planning tasks, organizing work, praying, listening to music, spending time with loved ones, and taking short breaks. A weak but statistically significant relationship was reported between sleep deprivation and coping, indicating that greater sleep deprivation was associated with increased use of coping strategies. Sleep deprivation was common among faculty members managing substantial workloads and responsibilities. Although respondents used varied coping strategies, the findings indicate that coping alone may not adequately address inadequate sleep. The study recommends healthy-sleep initiatives and balanced workloads to support faculty well-being, performance, and productivity.

RECOMMENDED CITATION

Aquino, T. J., Estepa, A. M. J., Osias, M. A., Reyes, A., Samson, J., & Saul, S. L. (2026). The Relationship Between Sleep Deprivation and Coping Mechanism in Managing Workload among Faculty. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 41.

DEVELOPING FINANCIAL LITERACY SKILLS THROUGH BUDGET BUDDY AMONG GRADE 6 STUDENTS

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DISCIPLINE
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KEYWORDS
financial literacy, budget buddy, grade 6 students, money management, experimental study, philippines, financial education, student perceptions

ABSTRACT

This study examined how effective the Budget Buddy program is in improving the financial literacy of Grade 6 students at Bagong Silangan Elementary School. Financial literacy helps individuals make wise decisions about budgeting, saving, and spending. In the Philippines, students often lack structured financial education, which hinders early development of good financial habits. The Budget Buddy program addresses this gap by using reflective activities, practical tasks, and real-life situations to enhance students' financial skills. The study used a true experimental design involving 200 Grade 6 students chosen through stratified sampling. Students were split into an experimental group using the Budget Buddy program and a control group using traditional teaching methods. A 20-item pretest and posttest measured financial literacy, along with a researcher-made survey on student perceptions. The data were analyzed using descriptive statistics (mean, percentage, standard deviation) and inferential tests such as the Shapiro–Wilk, Wilcoxon Signed-Rank, and Mann–Whitney U tests to determine differences within and between groups. Results showed that 62% of students were from low-income households, emphasizing the need for school-based financial education. Pretest scores indicated low financial literacy, but posttest results improved to the proficient level in both groups. A significant improvement was seen within the experimental group ($p = 0.00221$), though no difference appeared between groups ($p = 0.4593$). Most students found the Budget Buddy program very effective—85% rated it highly, and 83% said real-life activities improved their understanding. Reflection and money management tasks were well-rated ($M = 3.34$), while worksheets scored lower (76%), showing a preference for hands-on learning. The Budget Buddy program was associated with significant improvement within the experimental group, but the absence of a significant difference between the experimental and control groups limits claims that it was superior to conventional instruction for Grade 6 learners. Consistent with Amirtha's (2024) emphasis on financial literacy for long-term planning, the study recommends continued refinement, implementation in other grade levels, and further evaluation using comparative outcomes.

RECOMMENDED CITATION

Badong, M. A., Oreta, L., Pamatin, N. R., Refuela, C., & Retoriano, A. N. (2026). Developing Financial Literacy Skills through Budget Buddy among Grade 6 Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 42.

EFFECTIVENESS OF DIGIT BOX IN TEACHING BASIC ADDITION FACTS AMONG GRADE 1 PUPILS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
digit box, addition, effectiveness, vark model, mathematics

This study examined the effectiveness of Digit Box in teaching basic addition facts to Grade 1 pupils at Silangan Elementary School. It aimed to assess how the material supported pupils' understanding and solution of basic addition tasks. A total of 128 respondents were selected through Stratified Sampling to participate in the research. The researchers randomly selected sections based on the number of respondents to meet the sample size. The study utilized a quasi-experimental research design to compare the performance of students who used Digit Box with those who did not. Data were collected using pretest and posttest assessments, along with survey questionnaires to evaluate student performance and perceptions regarding the learning intervention. The Vark Model (Visual, Auditory, Reading, Kinesthetic strategy of teaching) was used as the theoretical framework. Most respondents were 6 years old (79%), followed by 7-year-olds (21%). The sample included 69 males (54%) and 59 females (46%). The study reported a significant improvement from a "Proficient" pretest level to a "Highly Proficient" posttest level and rejected the null hypothesis. The findings indicate that Digit Box supported pupils' addition skills, engagement, collaboration, and retention of basic addition facts. The study recommends incorporating similar interactive materials into mathematics instruction and examining their long-term outcomes and applications in other subjects.

RECOMMENDED CITATION

Aguillon, L. J., Bonifacio, J., Holoyohoy, K., Magbanua, P. A., & Vedeja, R. M. (2026). Effectiveness of Digit Box in Teaching Basic Addition Facts among Grade 1 Pupils. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 43.

EFFECTIVENESS OF DIGITAL AUDIO FLASHCARDS IN VOCABULARY ACQUISITION AMONG GRADE 7 STUDENTS AT STA. LUCIA HIGH SCHOOL

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DISCIPLINE
Education

KEYWORDS
digital audio flashcards, vocabulary acquisition, digital learning, learning outcomes, auditory-visual learning

ABSTRACT

This study aimed to assess the effectiveness of Digital Audio Flashcards in vocabulary acquisition among Grade 7 students at Sta. Lucia High School. Vocabulary acquisition is a fundamental aspect of language development that influences students' reading comprehension, communication, and overall academic achievement. Middle school students are experiencing a transitional period in language tasks whereby they are moving from basic to more complex tasks, especially the Grade 7 level. During this pivotal period, developing their vocabulary is crucial to support their academic progress. To address this need, new methods such as Digital Audio Flashcards are being explored as ways to include tech in language teaching. The study used a true experimental design involving 84 students selected through cluster sampling. Data were collected using pretest and posttest questionnaires and a survey questionnaire and were analyzed using weighted mean and a t-test. Most respondents were 12 years old or younger, with a nearly equal distribution of males and females. Digital Audio Flashcards received composite means of 3.94 for vocabulary comprehension, 3.94 for pronunciation accuracy, and 3.95 for contextual usage, all interpreted as “Strongly Agree.” The t-test yielded $t = -8.15$ and $p < 0.00001$, indicating a statistically significant pretest–posttest difference. The researchers recommend integrating Digital Audio Flashcards into secondary-level vocabulary instruction to support auditory and visual learning preferences. Teachers should facilitate their continued use, and school administrators are encouraged to allocate resources for digital vocabulary-learning materials suitable for 21st-century learners.

RECOMMENDED CITATION

Agcaoili, H. J., Boquiren, M., Garcia, A. R., Mendoza, A., & Orasa, C. (2026). Effectiveness of Digital Audio Flashcards in Vocabulary Acquisition among Grade 7 Students at Sta. Lucia High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 44.

EFFECTS OF 3D HUMAN SKELETAL IN LEARNING HUMAN SKELETAL SYSTEM AMONG GRADE 6 LEARNERS AT TANDANG SORA ELEMENTARY SCHOOL

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DISCIPLINE
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KEYWORDS
3d human skeletal model, experiential learning, elementary science education

ABSTRACT

This study examined a 3D human skeletal model in relation to Grade 6 learners' understanding of the human skeletal system at Tandang Sora Elementary School. It addressed identification and location of bones, learner perceptions of the 3D model, and differences by age, gender, and preferred digital tool. The original Methods section primarily reported results. It stated that the quasi-experimental study involved 206 participants and used pretests, posttests, surveys, and nonparametric analysis. It further reported that proficiency increased from low to proficient or highly proficient after use of the 3D skeletal model. Additional study-specific procedural details were not provided. Students rated the 3D model highly for sensory, interactive, collaborative, and cognitive learning. They perceived its tactile and engaging features as supporting motivation, participation, and understanding. The study reported no significant differences in learning gains by age, gender, or preferred digital tool. The study concluded that the 3D Human Skeletal Model supported students' understanding and engagement in elementary science. Because the study was limited to one school and one lesson, broader generalization requires caution. The researchers recommend further evaluation of 3D tools across grade levels and science topics.

RECOMMENDED CITATION

Amado, A. P., Butlay, H., Pidoy, J., Ranien, E., & Sales, M. A. G. (2026). Effects of 3D Human Skeletal in Learning Human Skeletal System among Grade 6 Learners at Tandang Sora Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 45.

EFFECTIVENESS OF CLAPS IN ENHANCING READING COMPREHENSION AMONG GRADE 12 HUMSS SENIOR HIGH SCHOOL STUDENTS AT BESTLINK COLLEGE PHILIPPINES

ABSTRACT

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KEYWORDS
closed captions, reading comprehension, claps

Reading comprehension remains a major challenge in the Philippines, as reflected in the country's low 2022 PISA ranking. Contributing factors include weak reading strategies and limited use of visual aids. To address this, the study examined CLAPS (Closed-Captioned Audio-Visual Presentations), a technology-based approach that synchronizes text with audiovisual content. Grounded in Mayer's Cognitive Theory of Multimedia Learning, CLAPS uses dual channels to enhance comprehension. The study employed an experimental design involving 66 Grade 12 HUMSS students from Bestlink College of the Philippines (2025–2026). Participants were divided equally into control (n = 33) and experimental (n = 33) groups through cluster sampling. Both groups took a 20-item pretest to establish baseline comprehension levels. Over five days, a posttest followed, along with a survey for the experimental group on their experiences and challenges with the method. Results showed that both groups started with similar reading comprehension scores (control = 11.18; experimental = 11.00; p = 0.59). However, posttest results revealed a significant improvement for the experimental group (mean = 17.15) compared to the control group (mean = 11.58; p <.00001), indicating a strong positive effect of CLAPS. Students rated CLAPS highly in enhancing sensory (WM = 3.18), working (WM = 3.15), and long-term memory (WM = 3.27), citing improved engagement and retention. Reported challenges included difficulty balancing caption reading with visuals (19.48%), captions disappearing too quickly (11.69%), and lack of key-point emphasis (12.99%). The study indicates that CLAPS was effective in improving reading comprehension in 21st-century Literature among senior high school students. By integrating audio, visual, and textual information, CLAPS was intended to reduce cognitive load and support prediction, summarization, and knowledge connection. Learners reported that the approach was engaging, although caption timing and emphasis require improvement.

RECOMMENDED CITATION

Dela Cruz, M. J., Macalalad, J. B., Rebote, B., Sarmiento, J., Taeza, J., & Velasco, R. (2026). Effectiveness of Claps in Enhancing Reading Comprehension among Grade 12 HUMSS Senior High School Students at Bestlink College Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 46.

PAGBUO NG KABISAAN SA "ARTE MO 'TO" BILANG KAGAMITAN SA PAGTUTURO NG DULAANG FILIPINO NG IKATLONG TAON SA MEDYOR SA FILIPINO

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
dulaang filipino, arte mo ’to, emotional expression, performance skills

This study evaluated Arte Mo ’To, an interactive instructional material for Dulaang Filipino, in relation to students’ comprehension, performance skills, and appreciation of staging and analyzing plays. The study used a quantitative research design involving fifty (50) third-year Filipino-major students selected through cluster sampling. Participants completed a survey assessing their understanding of Dulaang Filipino after using Arte Mo ’To. The original Methods section also asserted the material’s effectiveness but did not describe a comparison group or pretest–posttest procedure. Respondents perceived Arte Mo ’To as an effective instructional tool for acting skills, including emotional expression, character portrayal, and interpretation of dramatic situations. Students also reported strong appreciation and engagement with dramatic themes and creative approaches involving symbolism, visual arts, music, and movement. Genuine emotional expression was the highest-rated recommendation, reported as a 90% improvement in the use of Arte Mo ’To. Students perceived Arte Mo ’To as supporting their understanding of drama, performance skills, classroom collaboration, and interest in Dulaang Filipino. The researchers recommend exploring its use in other areas of literature and arts education. Because the design and comparison procedures were not clearly described, the reported impact should be interpreted cautiously.

RECOMMENDED CITATION

Magcalas, P. A., Masong, M. J., Morcillo, M., Olicia, B. B., & Piencenaves, R. (2026). Pagbuo ng Kabisaan sa "Arte Mo 'to" bilang Kagamitan sa Pagtuturo ng Dulaang Filipino ng Ikatlong Taon sa Medyor sa Filipino. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 47.

MUSIC IN ENGLISH: INTEGRATION OF FIGURE HUNT IN IDENTIFYING FIGURES OF SPEECH AMONG GRADE 5 LEARNERS AT SAN AGUSTIN ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
figure hunt, music in education, figures of speech

ABSTRACT

This study examined Figure Hunt, a music-integrated strategy for identifying figures of speech, among Grade 5 learners at San Agustin Elementary School. It addressed difficulty recognizing and interpreting simile, metaphor, personification, hyperbole, and onomatopoeia. PBEd (2023) reported that only 20% of Filipino students mastered basic reading comprehension, underscoring the need for engaging instructional approaches. The study also considered pronunciation, shyness, rhythm, and vocabulary challenges. The study used a quasi-experimental pretest–posttest design involving 240 Grade 5 learners selected through Slovin's formula from a population of 2,430 pupils. Learners were divided equally into experimental and control groups. Researcher-made tests and validated questionnaires assessed performance and perceptions of engagement, clarity, relevance, accessibility, and pronunciation. Data were analyzed using frequency, percentage, ranking, weighted mean, Likert-scale interpretations, and the Wilcoxon signed-rank test. On the pretest, 37% scored 8–12 and 4% scored 17–20. On the posttest, 31% scored 8–12, 25% scored 13–16, and 23% scored 17–20. The Wilcoxon test yielded $Z = -13.408$ and $p = 0.000$, indicating a significant improvement. Figure Hunt received means of 3.48 for clarity, 3.51 for engagement, 3.44 for relevance, 3.37 for accessibility, and 3.22 for pronunciation. Reported challenges included advanced vocabulary (33%), pronunciation difficulties (35%), and reliance on melody rather than text (47%). The findings indicate that integrating music through Figure Hunt supported learners' comprehension, participation, and enjoyment while identifying figures of speech. The strategy was rated highly for clarity, engagement, and relevance and moderately for pronunciation. The reported vocabulary and pronunciation challenges should be addressed before wider classroom implementation.

RECOMMENDED CITATION

Balderama, A., Bantiling, S. M., Borres, D., Camposano, K. A., & Escaño, T. R. (2026). Music in English: Integration of Figure Hunt in Identifying Figures of Speech among Grade 5 Learners at San Agustin Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 48.

INTEGRATION OF INFOGRAPHICS IN TEACHING SANDWICH MAKING IN TLE HOME ECONOMICS AMONG GRADE 9 LEARNERS

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DISCIPLINE
Education

KEYWORDS
home economics, infographics, sandwich making, grade 9 learners, instructional materials

ABSTRACT

The study examined the effectiveness of the "Wheel of Sandwich" infographic as an instructional aid in TLE Home Economics for Grade 9 students at Sampaguita High School. It sought to determine whether infographic-based teaching could enhance students' understanding and engagement compared with traditional methods. The research also analyzed learners' demographic profiles, compared their pretest and posttest results, and assessed their perceptions of the infographic in terms of inputs, motivation, environment, and innovation. The study employed a quasi-experimental design with 100 Grade 9 students divided equally into control and experimental groups. The control group received traditional instruction, while the experimental group was taught using the Wheel of Sandwich infographic. Purposive sampling was used to select participants and data were collected through a researcher-made questionnaire that was expert-validated and tested for reliability using Cronbach's Alpha. Most participants were aged 13–14 years (75%), and 55% were male. The control and experimental groups had similar pretest performance. The experimental group improved by 41.74%, and the control group improved by 38.99%. The independent t-test showed no significant difference between the groups' posttest results ($p = 0.915$), while paired t-tests indicated significant improvement within both groups ($p = 0.000$). Students strongly agreed with the infographic's inputs (4.37), motivation (4.34), environment (4.38), and innovation (4.22). The Wheel of Sandwich infographic was associated with improvements in comprehension, engagement, and motivation. However, because the posttest difference between the experimental and control groups was not significant, the findings do not establish that the infographic was more effective than conventional instruction. Students described the material as creative, engaging, and supportive of collaboration and active participation. The study recommends using infographics as supplementary aids in practical Home Economics lessons.

RECOMMENDED CITATION

Aradanas, M., Belo, A., Bestmonte, E., Gatinga, F., & Sanico, J. (2026). Integration of Infographics in Teaching Sandwich Making in TLE Home Economics among Grade 9 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 49.

ASSESSING THE IMPACT OF A. C. E ON COMPREHENSION SKILLS AMONG GRADE 12 HUMSS SENIOR HIGH SCHOOL STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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DISCIPLINE
Education

KEYWORDS
infographics, comprehension skills, visual learning, instructional material

ABSTRACT

Reading comprehension involves recognizing words, understanding meaning, and applying information. Many students experience difficulty because of limited interest, motivation, reading materials, and family or environmental support. This study therefore examined A. C. E. (Assistance in Comprehending Education), a technology-supported instructional material intended to strengthen comprehension and engagement among HUMSS students. The study used a quasi-experimental design to evaluate A. C. E. among 70 Grade 12 HUMSS students at Bestlink College of the Philippines. Two groups of 35 students were drawn from Sections 1201 and 1202. Purposive sampling identified students enrolled in Understanding Society and Culture in Our Daily Lives who met the study criteria, while convenience sampling was used to select the two sections. The groups were compared according to whether they received the instructional material. All 70 respondents were aged 16–21 years, and 56% were female. Mean comprehension scores increased from 7.64 on the pretest to 21.01 on the posttest. The reported difference was statistically significant ($p < .001$), indicating improved comprehension after use of A. C. E. Among the 70 Grade 12 HUMSS respondents aged 16–21 years, mean comprehension scores increased from 7.64 to 21.01 ($p < .001$) after use of A. C. E. Students also rated the infographic's language and auditory features favorably, particularly when combined with visuals and interactive activities.

RECOMMENDED CITATION

Arroyo, M., Batinggal, R., Figuron, J., Granada, S. M., & Madrona, M. A. (2026). Assessing the Impact of A. C. E on Comprehension Skills among Grade 12 HUMSS Senior High School Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 50.

EFFECTIVENESS OF SKIN STACK MODEL IN IDENTIFYING LAYERS OF SKIN IN GRADE 6 LEARNERS

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DISCIPLINE
Education

KEYWORDS
skin stack model, skin layers, grade 6 learners, science instruction, visualization, learner engagement

ABSTRACT

This study evaluated the Skin Stack Model as an instructional aid for helping Grade 6 learners identify the layers of the skin. It sought to determine whether the model could provide an engaging and visually accessible learning experience while supporting curriculum objectives and learners' understanding of skin anatomy. The researchers used a quasi-experimental design involving two hundred sixteen (216) Grade 6 learners from Tandang Sora Elementary School who were selected through simple random sampling. Learners completed a pretest before using the model and a posttest after the intervention. The two assessments were compared to determine changes in their knowledge and ability to identify the layers of the skin. The results indicated a significant improvement in Grade 6 learners' ability to identify and explain the layers of the skin after using the Skin Stack Model. Learners also demonstrated engagement and participation during its use. The findings support the model's relevance as a supplementary visual resource. The Skin Stack Model may be considered a supplementary instructional tool for elementary science. Its content and design should remain relevant, inclusive, engaging, and scientifically accurate. Further research is recommended to examine its long-term use and application in other grade levels. Overall, the findings suggest that 3D models and other creative approaches can make science concepts more understandable and engaging for learners.

RECOMMENDED CITATION

Buenaflor, J. I., Dela Cruz, C., De Torres, M. M., Liray, M. C., & Obiado, B. M. (2026). Effectiveness of Skin Stack Model in Identifying Layers of Skin in Grade 6 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 51.

UTILIZATION OF WORD HUNT SLIDER ON DEVELOPING ENGLISH VOCABULARY OF GRADE 2 PUPILS IN TANDANG SORA ELEMENTARY SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
word hunt slider, game-based learning, vocabulary development, grade 2 pupils, english language learning, interactive teaching strategies, literacy improvement

This study evaluated the Word Hunt Slider for developing the English vocabulary of Grade 2 pupils at Tandang Sora Elementary School. Because vocabulary is foundational to reading and writing, the study examined whether this interactive, game-based tool could support word recognition, retention, and participation in language learning. Fifty pupils were purposively selected from a population of 499 Grade 2 pupils. The quantitative study used a pretest and posttest to measure changes in vocabulary skills. Data were analyzed using frequency, percentage, weighted mean, ranking, and Likert-scale summaries. The Shapiro–Wilk test assessed normality, and the Wilcoxon signed-rank test examined differences between pretest and posttest scores. Most participants were 6–7 years old, the numbers of boys and girls were nearly equal, and Filipino (Tagalog) was the primary language spoken at home. Vocabulary performance increased from the "high emerging" level on the pretest (mean = 5.28) to the "transitioning" level on the posttest (mean = 11.66). The Wilcoxon signed-rank test indicated a significant difference ($Z = 7.432$, $p < 0.00001$). Learners also rated the Word Hunt Slider favorably in motivation (1.89), engagement (1.90), reinforcement (1.94), and peer modeling (1.91). The findings suggest that the Word Hunt Slider supported vocabulary development by combining interactive play with structured practice. Teachers may be trained to incorporate the tool into reading and writing lessons, and schools may consider it as a supplementary classroom strategy. Further research should examine its use across grade levels, settings, and digital platforms and evaluate whether vocabulary gains are sustained over time.

RECOMMENDED CITATION

Ape, J., Baja, M., Dimaano, S., Mendoza, J., & Ramos, R. (2026). Utilization of Word Hunt Slider on Developing English Vocabulary of Grade 2 Pupils in Tandang Sora Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 52.

EFFECTIVENESS OF THE GOAL GETTER WHEEL IN TEACHING CAREER AWARENESS AMONG GRADE 12 HUMSS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE
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KEYWORDS
goal getter wheel, career awareness, self-awareness, career exploration, goal setting, decision-making

This study evaluated the Goal Getter Wheel for teaching career awareness among selected Grade 12 HUMSS students at Bestlink College of the Philippines. The intervention was intended to strengthen students' self-awareness, goal-setting abilities, knowledge of career options, decision-making skills, and motivation to pursue realistic goals aligned with their interests and capabilities. A quasi-experimental design was employed, involving two groups: one exposed to Goal Getter Wheel activities and another taught through traditional career awareness instruction. Pretests and posttests were administered to measure changes in career awareness, goal clarity, and decision-making readiness. The participants were Grade 12 HUMSS students selected through purposive sampling. Data gathered from both groups were analyzed to determine significant differences in performance and awareness levels before and after the intervention. Most respondents were aged 16–17 years (60%), followed by those aged 18–19 years (36%) and 20 years or older (4%). Females comprised 64% of the sample and males 36%. The mean score increased from 17.90 on the pretest to 21.41 on the posttest. The t-test result ($t = 4.70$, $p = 0.00002$) was below the reported significance level ($\alpha = 0.05$), leading to rejection of the null hypothesis. The results indicate improved career-awareness scores after use of the Goal Getter Wheel.

RECOMMENDED CITATION

Alfaro, J., Beltran, M. G., Gega, N., Jerusalem Jr., R., & Villaver, P. E. (2026). Effectiveness of the Goal Getter Wheel in Teaching Career Awareness among Grade 12 HUMSS Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 53.

INTEGRATION OF PICT-FLASH ON LEARNING TENSES OF IRREGULAR VERBS IN ENGLISH AMONG GRADE 3 LEARNERS

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DISCIPLINE
Education

KEYWORDS
pict-flash cards, irregular verb tenses, grade 3 learners, english grammar, visual learning, vocabulary development

ABSTRACT

This study investigated the use of Pict-Flash cards to support third-grade learners at Camarin D. Elementary School Unit II in learning the tenses of irregular English verbs. By combining words and images, the material was intended to make the simple, past, and past-participle forms easier to understand, remember, and apply. To determine the impact of Pict-flash cards, the researchers employed a quasi-experimental design using pretest and posttest methods. Eighty Grade 3 students participated in the study, which specifically examined the effects of Pict-flash intervention on learning irregular verbs in their simple, past, and past participle forms. Students first took a pretest to assess baseline knowledge, followed by exposure to Pict-flash activities. A posttest measured improvement, and a survey questionnaire gathered learners' perceptions of the intervention. Data were analyzed using frequency, percentage distribution, weighted mean, and t-tests to assess both learning progress and the effectiveness of visual aids in classroom instruction. The findings revealed that Pict-flash cards significantly enhanced students' mastery of irregular verbs. Pretest scores placed learners at the high emerging level ($M = 2.41$, $SD = 1.35$), showing only basic knowledge of verb forms, with notable weaknesses in past and past participle usage. After the intervention, results rose to the Transitioning level ($M = 4.45$, $SD = 0.84$), with substantial gains particularly in the previously weakest areas. Statistical analysis confirmed a significant difference between pretest and posttest results ($p < 0.05$). Despite these improvements, some students continued struggling with complex verb conjugations, especially in applying them within contextual sentences. This suggests the need for sustained practice and integration with communicative learning activities for long-term mastery. The findings support the structured use of Pict-Flash cards together with reinforcement activities and contextual practice. Teacher guidance is needed to connect the visuals with grammatical concepts, particularly for complex conjugations and sentence-level application. The observed pretest–posttest gains suggest that the material may support vocabulary and grammar learning among elementary learners, although sustained practice is needed to assess long-term mastery.

RECOMMENDED CITATION

Bacsal, A., Delos Reyes, J., Edaño, K., Galindez, T. E. A., & Nadera, M. J. (2026). Integration of Pict-Flash on Learning Tenses of Irregular Verbs in English among Grade 3 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 54.

UTILIZATION OF INTERACTIVE CIRCUIT BOARD IN DEVELOPING ELECTRICAL INSTALLATION SKILLS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
interactive circuit board, electrical installation, student engagement, hands-on learning, learning outcomes

This study examined the use of an interactive circuit board to support Grade 10 students' electrical-installation skills at Caybiga High School. It addressed difficulties in applying classroom concepts to wiring tasks, maintaining engagement, using tools safely, and developing practical knowledge and skills. The study used a quasi-experimental design involving sixty-two (62) purposively selected Grade 10 Technology and Livelihood Education students specializing in electrical installation. Participants were assigned to a control group receiving traditional instruction and an experimental group using the interactive circuit board. Data were collected through surveys, pretests, and posttests and analyzed using percentage, weighted mean, standard deviation, paired t-test, and Mann–Whitney U test. Before the intervention, the control group had a mean score of 12.32 and the experimental group had a mean score of 13.84. In the control group, 58% scored within the 11–15 range and 6% within the 16–20 range; corresponding values for the experimental group were 48% and 29%. After the intervention, the experimental group had a mean of 17.52, with 97% scoring within the 16–20 range, while the control group had a mean of 12.74, with 29% in the same range. The Mann–Whitney U test produced $U = 54.000$ and $p < 0.001$, and the reported t-statistic was -9.66 with $p = 0.00001$. Students also reported difficulty applying theory to practice (68%), troubleshooting (60%), and handling tools correctly (60%). The experimental group's posttest performance was higher than that of the control group, supporting the interactive circuit board as a promising instructional tool under the study conditions. Teachers and administrators may consider its use alongside appropriate resources, training, and safety procedures. Because participants were purposively selected and random group assignment was not reported, conclusions about causal effectiveness and generalizability should remain cautious.

RECOMMENDED CITATION

Aguado, A. M., Bornillo, L., Menorias, S., Rodriguez, J. R., & Zacarias, M. (2026). Utilization of Interactive Circuit Board in Developing Electrical Installation Skills. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 55.

EFFECTIVENESS OF PROJECT HIP IN IMPROVING THE NUTRITIONAL KNOWLEDGE OF GRADE 12 STEM STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
project hip, nutritional knowledge, bmi awareness, technology-based instruction, health education

This study examined the effectiveness of Project HIP (Health Improvement Project) in enhancing the nutritional knowledge and health awareness of Grade 12 STEM students at Bestlink College of the Philippines. Recognizing the growing influence of technology in education and lifestyle management, the research explored how a QR-code-based instructional material could promote better understanding of nutrition, Body Mass Index (BMI) awareness, and healthy behavior among adolescents. A quantitative research design was employed with 60 Grade 12 STEM students selected through stratified sampling. The intervention involved the implementation of Project HIP, a technology-integrated nutrition program that combined digital BMI tracking and informational modules. Data were gathered through pretest and posttest assessments and survey questionnaires. Statistical tools such as mean, standard deviation, and the Wilcoxon signed-rank test were used to determine differences before and after the intervention, while a four-point Likert scale assessed student perceptions of the program's effectiveness. Mean nutritional-knowledge scores increased from 16.57 (proficient) on the pretest to 22.38 (highly proficient) on the posttest. The change as statistically significant. Students strongly agreed (composite mean = 3.34) that Project HIP supported their understanding of nutrition, BMI awareness, and weight management, and reported positive changes in dietary behavior and lifestyle choices. The findings suggest that Project HIP supported students' nutritional knowledge and awareness through accessible, interactive digital resources. Reported behavioral changes were based on respondents' perceptions and should not be interpreted as independently verified health outcomes. The malformed p-value must be corrected before publication, and longer-term evaluation would be needed to determine whether knowledge and behavior changes are sustained.

RECOMMENDED CITATION

Abuga, R., Daileg, K., Guerrero, T. P., Olit, J. P., Pasana, M., & Realingo, A. I. (2026). Effectiveness of Project HIP in Improving the Nutritional Knowledge of Grade 12 STEM Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 56.

EFFECTIVENESS OF DOOR TOUR VISUAL MANIPULATIVE AIDS IN DEVELOPING THE LANGUAGE SKILLS OF GRADE 7 STUDENTS AT SAN BARTOLOME HIGH SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
effectiveness, door tour, visual manipulatives, development, language skills

The development of language skills is a critical component of a student's academic success and overall cognitive development. The Door Tour is a pedagogical tool that utilizes visual stimuli to support the learning process, providing students with a tangible and interactive means of understanding and applying language concepts. The researchers used a true experimental design involving one cluster comprising two (2) sections and a total of 66 Grade 7 students from San Bartolome High School. Each of the control and experimental groups included 33 respondents. Cluster sampling was used to select the participants, and random assignment determined which group received the Door Tour intervention. At pretest, the control group had a mean score of 10.85 (SD = 4.25), while the experimental group had a mean of 11.15 (SD = 3.33), indicating comparable baseline performance. At posttest, the experimental group achieved a higher mean score of 18.606 (SD = 2.371) than the control group, which obtained a mean of 12.758 (SD = 4.352). The reported significant between-group difference supports the effectiveness of the Door Tour visual manipulative aids. The experimental group also completed a four-point Likert-scale evaluation and provided predominantly positive feedback, although minor implementation challenges were reported. The findings indicate that the Door Tour visual manipulative aids improved students' language performance relative to the control condition. The material may therefore serve as an engaging supplementary pedagogical tool.

RECOMMENDED CITATION

Germino, F., Polvoriza, P., Ramirez, F. L., Subing, F. D., & Tuquero, S. M. (2026). Effectiveness of Door Tour Visual Manipulative Aids in Developing the Language Skills of Grade 7 Students at San Bartolome High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 57.

KABISAAN NG PAGGAMIT NG MATIRA MATIBAY BILANG KAGAMITANG PANTURO NG PANITIKAN SA MGA MAG-AARAL SA UNANG TAON MEDYOR SA FILIPINO

ABSTRACT

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DISCIPLINE
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KEYWORDS
matira matibay, gamification, panitikan

Sinuri sa pag-aaral na ito ang kabisaan ng Matira Matibay bilang kagamitang panturo sa panitikan para sa mga mag-aaral sa unang taon na medyor sa Filipino. Layunin nitong matukoy kung nakatutulong ang materyal sa aktibong pagkatuto, paggamit ng dating kaalaman, at pakikipag-ugnayan sa kapwa. Gumamit ang mga mananaliksik ng quasi-experimental design upang suriin ang Matira Matibay bilang gamified na kagamitang panturo sa panitikan. Ang mga kalahok ay mga mag-aaral ng Seksyon 1, unang taon na medyor sa Filipino, sa Bestlink College of the Philippines sa taong panuruan 2025–2026. Gumamit ng survey questionnaire na may dalawampung (20) katanungan at nagsagawa ng pretest at posttest upang masukat ang pagbabago sa pagkatuto. Bago gamitin ang Matira Matibay, 46% ng mga mag-aaral ang nakakuha ng iskor na 11–15 (mahusay), 32% ang nakakuha ng 6–10 (katamtamang mahusay), 18% ang nakakuha ng 16–20 (lubhang mahusay), at 4% ang nakakuha ng 0–5 (di-mahusay). Pagkatapos ng interbensiyon, 68% ang nakakuha ng 16–20 (lubhang mahusay), 26% ang nakakuha ng 11–15 (mahusay), at 6% ang nakakuha ng 6–10 (katamtamang mahusay); wala nang napabilang sa di-mahusay na antas. Ipinakikita ng mga resultang ito ang pagtaas ng mga marka pagkatapos gamitin ang Matira Matibay. Iminumungkahi ng mga natuklasan na nakatulong ang Matira Matibay sa interes, motibasyon, at pagkatuto ng mga mag-aaral sa panitikan. Inirerekomenda ang malinaw na mekaniks, balanseng pag-uugnay ng kompetisyon at layuning pampagkatuto, at masusing paghahanda upang mabawasan ang mga teknikal na aberya. Kailangan din ng karagdagang pag-aaral upang mapagtibay ang bisa nito sa iba pang pangkat at konteksto.

RECOMMENDED CITATION

Bienes, A. M., Busa, R., Dometita, R., Reyes, P. J., & Verano, J. M. (2026). Kabisaan ng Paggamit ng Matira Matibay bilang Kagamitang Panturo ng Panitikan sa Mga Mag-Aaral sa Unang Taon Medyor sa Filipino. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 58.

UTILIZATION OF CONVERSION CHRONICLES IN LEARNING CONVERSION OF UNITS IN GRADE 5 MATHEMATICS AT BAGBAGUIN ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
conversion chronicles, mathematics education, narrative-based learning, story-based instruction, quasi-experimental design

ABSTRACT

This study evaluated Conversion Chronicles as a story-based instructional material for teaching unit conversion to elementary learners at Bagbaguin Elementary School in Quezon City, Philippines. It examined whether presenting metric conversion through a narrative structure could support learners' fluency, reasoning, and conceptual understanding. The study used a quasi-experimental design with stratified sampling and involved 187 Grade 5 students. Pretests and posttests measured performance, while a survey questionnaire assessed engagement, motivation, and interactivity. Data were analyzed using frequency, percentage, weighted mean, ranking, the Shapiro–Wilk test, and the Wilcoxon signed-rank test. Most students were aged 9–10 years, and gender distribution was nearly equal. Pretest performance was classified as "not proficient" across the unit-conversion domains, with a mean score of 1.50. After the intervention, all domains reached the "proficient" level, with a posttest mean of 4.30. The Wilcoxon signed-rank test indicated a significant difference ($Z = 11.87$, $p < 0.001$). The findings are consistent with Padin (2024), who emphasized the value of relatable, real-world narratives in supporting communication and understanding. Grade 5 learners initially demonstrated difficulty with unit conversion but reached proficient performance after using Conversion Chronicles. Survey findings also indicated engagement, motivation, self-efficacy, and appreciation of the real-life relevance of conversion. These results suggest that narrative-based instruction can make mathematical concepts more relatable and understandable; however, broader comparative studies are needed to establish its effectiveness across settings.

RECOMMENDED CITATION

Andarino, C., Capalla, A. J., Gallardo, K., Rodaje, M. A., & Sanchez, M. J. (2026). Utilization of Conversion Chronicles in Learning Conversion of Units in Grade 5 Mathematics at Bagbaguin Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 59.

EFFECTIVENESS OF AUDIO FLIP CHART IN ENHANCING THE COMPREHENSION SKILLS OF GRADE 7 LEARNERS AT MALIGAYA HIGH SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
audio flip charts, comprehension skills, cognitive load theory

This study evaluated audio flip charts for enhancing the comprehension skills of Grade 7 learners at Maligaya High School. Because some learners experience difficulty under exclusively text-based and teacher-centered instruction, the study was guided by Cognitive Load Theory, which emphasizes balancing intrinsic, extraneous, and germane cognitive load to support learning. A quasi-experimental one-group pretest/posttest design was used with forty-four (44) purposively chosen Grade 7 Section Madasalin students. A pretest was initially conducted to assess baseline knowledge. A posttest of the same scope and difficulty was given to assess learning gains. A structured questionnaire was employed to collect students' perceptions about the impact of the tool on intrinsic, extraneous, and germane cognitive loads. Percentage, weighted mean, and paired t-test were used to analyze the data. Most respondents were aged 12 years or younger (79.55%), and males and females were equally represented (50% each). Prior exposure to audio flip-chart materials was reported by 79.55% of the students. The mean score increased from 7.59 on the pretest to 14.34 on the posttest. A paired t-test indicated a significant difference ($t = -22.37$, $p < 0.05$). Students rated the tool as "effective" in managing intrinsic load (mean = 3.03), supporting germane load (mean = 3.08), and minimizing extraneous distractions (mean = 3.04). Reported challenges included poor synchronization of audio and visuals, inconsistent narration volume, and information density that sometimes hindered comprehension. The pretest–posttest improvement and student evaluations suggest that audio flip charts supported comprehension and engagement. Schools considering their use should provide teacher training and address synchronization, audio-quality, and content-density issues. Further comparative studies across grade levels, subjects, and settings are recommended to strengthen evidence of their educational value.

RECOMMENDED CITATION

Fuentes, C., Fuyoc, J., Niala, Y., Percil, Y. L., & Tañala, T. M. S. (2026). Effectiveness of Audio Flip Chart in Enhancing the Comprehension Skills of Grade 7 Learners at Maligaya High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 60.

USING MATH MATS TO TRANSLATE WORD PROBLEMS INTO MATHEMATICAL EQUATIONS AMONG GRADE 6 STUDENTS AT PAYATAS C ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
math mats, word problems, mathematical equations, grade 6 students, mathematics instruction

ABSTRACT

This study evaluated Math Mats as an aid for Grade 6 students at Payatas C Elementary School in translating word problems into mathematical equations. It addressed learners' difficulty identifying relevant information and converting verbal statements into mathematical symbols and examined whether Math Mats could support the organization, analysis, and solution of word problems. The study used a quasi-experimental design with Ninety-five Grade 6 students from the Diamond and Aquamarine sections, selected through cluster sampling. Researcher-made pretests and posttests measured performance, while validated survey questionnaires gathered student feedback. Data were analyzed using frequency, percentage, weighted mean, the Shapiro–Wilk test, and the Wilcoxon signed-rank test. Structured Math Mats activities guided students in separating relevant from irrelevant information and representing word problems as mathematical equations through varied tasks. On the pretest, 86% of students scored within the 1–10 range out of 20, and the composite weighted mean was 7.26, interpreted as "low proficient." After using Math Mats, the mean increased to 10.01, interpreted as "proficient." The percentage scoring within the 11–20 range increased from 34% to 36%, while the percentage in the lowest category decreased from 34% to 7%. The Wilcoxon signed-rank test indicated a significant pretest–posttest difference ($p < 0.00001$). Of the students, 75 improved and 12 obtained lower scores. On a survey scale of 1 to 4, Math Mats was rated "effective" for varied tasks (composite mean = 3.21) and engagement (composite mean = 3.16). The findings suggest that Math Mats supported Grade 6 students and supported students' ability to translate word problems into mathematical equations and helped them organize relevant information. The material may serve as a practical and engaging aid for connecting verbal language with mathematical symbols.

RECOMMENDED CITATION

Bagaporo, D. M., Baguio, A., Baman, J., Cortel, N., Villanueva, D., & Villeza, L. K. (2026). Using Math Mats to Translate Word Problems into Mathematical Equations among Grade 6 Students at Payatas C Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 61.

TIME-MANAGEMENT AND ACADEMIC-FOCUS CHALLENGES AMONG WORKING GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

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DISCIPLINE
Education

KEYWORDS
time management, academic focus, working students

ABSTRACT

This study explored the challenges of time management and academic focus among working Grade 12 Humanities and Social Sciences students at Bestlink College of the Philippines during the academic year 2025–2026. Many senior high school students take on part-time jobs to support their financial needs, but balancing work and academic responsibilities can be difficult. Guided by Macan's Time Management Process Model, the study aimed to understand how working students manage their time, maintain focus, and perform academically despite their responsibilities. A descriptive quantitative research design was used. Fifteen selected working students participated in the study through a survey questionnaire. Data were analyzed using frequency, percentage, ranking, and weighted mean to determine patterns in goal setting, work-related factors, study habits, academic performance, concentration, motivation, and common challenges. The findings revealed that most respondents were 17–18 years old, and many were engaged in business-related work. Students generally agreed that they practice goal setting and apply positive study habits, such as creating schedules and reviewing lessons regularly. They also reported strong concentration and preparation for quizzes and assessments. However, fatigue from work, limited rest, and difficulty balancing responsibilities were common concerns. Among all challenges, cramming ranked as the most frequently experienced problem, followed by stress, burnout, procrastination, and sleep deprivation. Despite these struggles, the results show that working students remain motivated and committed to completing their academic tasks. The findings suggest that employment can provide financial support and practical experience but may also interfere with academic focus when time and rest are insufficient. Schools may strengthen academic-support programs, teach practical time-management strategies, and promote a sustainable balance between work and education. Because the study involved a small selected sample, the findings should not be generalized broadly.

RECOMMENDED CITATION

Galdiano, D. J., Sanchez, R., Simpauco, J. J., Tuanadatu, A., & Villanueva, J. (2026). Time-Management and Academic-Focus Challenges among Working Grade 12 Humanities and Social Sciences Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 62.

DO IT BINGO: A GAME-BASED APPROACH TO TEACHING ACTION WORDS TO GRADE 2 PUPILS

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DISCIPLINE
Education

KEYWORDS
do it bingo, action words, quasi-experimental design, grade 2 pupils, game-based learning, vocabulary development, language proficiency

ABSTRACT

This study aimed to determine the effectiveness of "Do It Bingo" in teaching action words to Grade 2 pupils at San Bartolome Elementary School. Learning action words is vital for developing vocabulary, sentence construction, and communication skills. However, many pupils struggle with retention when taught through traditional methods like memorization and drills. To address this, the researchers introduced "Do It Bingo," a game-based learning activity designed to make vocabulary learning more interactive, engaging, and meaningful. A quasi-experimental design was used to evaluate the effectiveness of "Do It Bingo." Eighty Grade 2 pupils were randomly selected from a population of 400 using Slovin's formula and simple random sampling. The participants were divided into an experimental group taught through the Do It Bingo game and a control group that received traditional instruction. Data were collected through a 10-item pretest and posttest and a four-part researcher-made survey questionnaire. The results were analyzed using descriptive statistics such as frequency, percentage, ranking, and weighted mean, while the Shapiro–Wilk and Wilcoxon Rank Tests determined significant differences in performance. Most Grade 2 participants were seven years old (77%) and female (56%). Students rated Do It Bingo highly for vocabulary ($M = 3.78$, $SD = 0.46$), grammar ($M = 3.61$, $SD = 0.69$), and reading comprehension ($M = 3.61$, $SD = 0.68$), with all ratings interpreted as "strongly agree." On the pretest, 34% scored 9–10 and 26% scored 7–8, with a mean of 7.19 ("high proficiency"). After the intervention, 90% scored 9–10 and none scored below 7; the posttest mean was 9.56 ("very high proficiency"). The Wilcoxon signed-rank test indicated a significant difference ($p < 0.05$). The higher posttest scores and favorable student evaluations suggest that Do It Bingo supported action-word learning, participation, and motivation.

RECOMMENDED CITATION

Almadin, J. G., Casinao, C., Saporna, J. R., & Ytac, J. R. (2026). Do It Bingo: A Game-Based Approach to Teaching Action Words to Grade 2 Pupils. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 63.

USE OF TELIPINAS IN TEACHING PLACES AND LANDSCAPES AMONG FIRST-YEAR SOCIAL STUDIES MAJORS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
telipinas, geography education, cartographic skills, spatial awareness, map reading, social studies

This study examined TeliPinas as a supplementary geography-learning material for first-year Social Studies majors. It focused on whether the tool could support cartographic skills, spatial awareness, map reading, mental-map construction, and understanding of places and landscapes. The study described an experimental design and purposively selected 26 first-year Social Studies majors. Data were gathered through a survey-based evaluation of TeliPinas. Most participants were aged 18 years or younger (54%) and female (54%), while males comprised 46%; a further 35% were aged 19–23 years. Respondents reported that TeliPinas helped them identify regions (mean = 3.54), construct mental images and interpret maps (mean = 3.38), identify places within regions (mean = 3.31), and remember landscapes and tourist destinations. They also reported that it helped them describe relative regional positions (mean = 3.54), simplify complex areas (mean = 3.46), create accurate labels (mean = 3.42), interpret map colors and symbols (mean = 3.38), and compare representations with real-world locations (mean = 3.35). The survey findings indicate favorable student perceptions of TeliPinas as a geography-learning material, particularly for map reading and spatial understanding. Because the reported evidence is perceptual and no experimental comparison or objective learning measure is described, the study cannot establish an effect on academic performance. Further evaluation should include clearly specified performance outcomes and comparative or pretest–posttest data.

RECOMMENDED CITATION

Adolfo, A., Estacio, N., Maiso, D., Moraña, H., & Ojenar, D.-D. (2026). Use of TeliPinas in Teaching Places and Landscapes among First-Year Social Studies Majors. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 64.

EFFICACY OF DROP BALL IN TEACHING PHYSICAL FITNESS AMONG GRADE 11 STEM STUDENTS

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DISCIPLINE
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KEYWORDS
drop ball, physical fitness, cardiovascular endurance, muscular endurance, flexibility, teaching strategy, grade 11 stem

ABSTRACT

The purpose of this study was to examine the efficacy of the Drop Ball activity as a learning material for improving physical fitness among Grade 11 STEM students at Bestlink College of the Philippines. Recognizing the importance of physical fitness for overall health, academic performance, and well-being, the study aimed to determine how Drop Ball impacts various components of physical fitness, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. The research also looked at the role of outside factors, such as space, equipment availability, and safety, in effectively carrying out the activity. The goal was to provide practical guidelines for physical education instruction. The study used a quantitative experimental design with intact classes. One group participated in Drop Ball activities, while the other received traditional physical-education instruction. Thirty-three (33) Grade 11 STEM students were selected through stratified sampling from a population of 65. Pretest and posttest assessments measured cardiovascular endurance, muscular endurance, muscular strength, and flexibility, and a survey gathered students' perceptions. Mean, standard deviation, frequency, percentage, and paired t-tests were used in the analysis. Cardiovascular endurance, muscular strength, muscular endurance, and flexibility improved after participation in Drop Ball activities. Mean cardiovascular-endurance scores increased from 85.52 on the pretest to 100.15 on the posttest; muscular-endurance scores increased from 11.73 to 22.12; and flexibility increased from 14.06 to 25.24. No significant change was observed in body composition (BMI). Drop Ball may serve as a low-cost and enjoyable physical-education activity. Teachers should provide structured warm-up and cool-down routines, and administrators should ensure adequate space, equipment, and safety support. Further studies should examine other grade levels and settings.

RECOMMENDED CITATION

Capili, J., Diaz, C. E., Edic, R., Nebria, Y., Sena, A. J., & Villar, M. (2026). Efficacy of Drop Ball in Teaching Physical Fitness among Grade 11 STEM Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 65.

EFFECTIVENESS OF P. P. F. C. (PULLING POCKET FLIP CHART) IN POETRY WRITING AMONG GRADE 12 HUMSS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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DISCIPLINE
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KEYWORDS
p. p. f. c., poetry writing, grade 12 humss students, creativity, student engagement

ABSTRACT

This study evaluated the Pulling Pocket Flip Chart (P. P. F. C.) as an instructional material for developing poetry-writing skills among Grade 12 HUMSS students. It examined whether guided presentation of poetic elements could support expression, structure, and creativity and also gathered students' perceptions of the material's strengths and limitations. The researchers employed a true experimental research design with a cluster sampling technique. A total of sixty (60) Grade 12 HUMSS students from Bestlink College of the Philippines participated. They were divided into two (2) groups of thirty (30) students each. The control group learned poetry writing using traditional methods, while the experimental group used the P. P. F. C. Data were gathered through pretests, posttests, and surveys focusing on expression, structure, and creativity. At pretest, the experimental group had a mean score of 15.23, compared with 10.87 for the control group, indicating an initial difference in poetry-writing performance. At posttest, the experimental group increased to 20.07 and the control group to 19.53. The reported analysis found no significant posttest difference between groups; therefore, the P. P. F. C. did not demonstrate superiority over traditional instruction. Students nevertheless reported that the material supported engagement, creativity, and writing fluency. Students perceived the P. P. F. C. primarily as an organizational aid rather than a source of creative inspiration. The material may be strengthened by including more varied poetry examples, improving physical durability, and providing teacher guides suited to different learning contexts. Integration with task-based learning may also provide richer input during prewriting activities. Because baseline scores differed substantially and no adjusted analysis is reported, conclusions about comparative effectiveness should remain cautious.

RECOMMENDED CITATION

Armonio, R. O., Ebias, N. R., Marcha, J., Munio, D. E., & Nario, R. (2026). Effectiveness of P. P. F. C. (Pulling Pocket Flip Chart) in Poetry Writing among Grade 12 HUMSS Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 66.

EFFECTIVENESS OF QR CODE MATERIALS IN ENHANCING CONCEPTUAL UNDERSTANDING OF THE CIRCULATORY SYSTEM AMONG GRADE 6 STUDENTS

ABSTRACT

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DISCIPLINE
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KEYWORDS
qr-code materials, science, circulatory system, grade 6, san agustin elementary school

This study examined the effectiveness of QR-code materials in teaching the Circulatory System to Grade 6 students at San Agustin Elementary School. The rapid shift in educational technology has significantly changed the way science instruction is delivered. From relying mainly on textbooks, classrooms are moving toward interactive and multimedia approaches that encourage engagement, active participation, and deeper understanding. Grounded in Mayer's Cognitive Theory of Multimedia Learning and supported by the Enhanced Basic Education Act of 2013 (RA 10533), which highlights the importance of digital literacy and 21st-century competencies, this research explored how QR-code-based resources contribute to conceptual learning and student involvement in science. The study employed a quantitative quasi-experimental design involving two Grade 6 sections with a total of 79 respondents. Data-gathering tools included a pretest and posttest to measure academic performance and a survey questionnaire to evaluate students' perceptions in terms of engagement, interaction, knowledge retention, and critical thinking. Most respondents were aged 11 years or younger (76%), and 52% were female. Cellphones were the most commonly owned devices for accessing QR-code materials (70%). Pretest scores indicated basic knowledge of the circulatory system, while posttest scores were reported as significantly higher. The p-value was presented as .000, which should be reported using an inequality rather than as zero. Students rated the materials as effective for interaction, retention, and application of concepts. Reported limitations included unstable internet connectivity, technical problems, and possible overreliance on digital tools. The reported pretest–posttest improvement and student evaluations suggest that QR-code materials can supplement instruction on the circulatory system when combined with teacher guidance.

RECOMMENDED CITATION

Camposano, A. J., Capin, J., Paular, J., Purificacion, M. G., & Villar, E. (2026). Effectiveness of QR Code Materials in Enhancing Conceptual Understanding of the Circulatory System among Grade 6 Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 67.

EFFECTIVENESS OF CIRES WITH GEOGEBRA IN TEACHING CIRCLE CONCEPTS IN ANALYTIC GEOMETRY AMONG SELECTED GRADE 11 STEM STUDENTS AT COMMONWEALTH HIGH SCHOOL

ABSTRACT

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DISCIPLINE
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KEYWORDS
cires, geogebra, tpack, circle concepts, analytic geometry, grade 11 stem students

Persistent difficulty in mathematics has encouraged the use of technology-supported pedagogy. This study evaluated CIRES integrated with GeoGebra for teaching circle concepts in analytic geometry to Grade 11 STEM students at Commonwealth High School. It considered students' learning and perceptions through the technological, pedagogical, and content knowledge components of the TPACK framework. The study used a quasi-experimental design with 69 purposively selected Grade 11 STEM learners. Researcher-made pretests and posttests measured learning gains, and a survey questionnaire assessed perceptions of GeoGebra. Most participants were middle adolescents aged 15–17 years, and females slightly outnumbered males. Data were analyzed using descriptive statistics, weighted means, and a t-test. Students strongly agreed with the technological (composite weighted mean = 3.49), pedagogical (3.60), and content (3.68) indicators of the TPACK framework. Pretest and posttest scores differed significantly ($t = 17.28$, $p = 0.00001 < 0.05$), indicating improved performance after integration of GeoGebra. Challenges included limited access to technology and difficulty interpreting GeoGebra visualizations. The results suggest that CIRES with GeoGebra supported students' understanding of circle concepts in analytic geometry. Curriculum integration should be accompanied by access to appropriate devices, training for teachers and students, and strategies for interpreting visual representations and managing digital distractions. The lack of a reported comparison-group outcome limits causal conclusions.

RECOMMENDED CITATION

Balubar, J., De La Pesa, M., Juvilla, J., Macuto, R. J., & Rodrigo, M. (2026). Effectiveness of CIRES with GeoGebra in Teaching Circle Concepts in Analytic Geometry among Selected Grade 11 STEM Students at Commonwealth High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 68.

USE OF A POP-UP PHOTOGRAPH BOOK IN TEACHING AGRICULTURE AMONG SELECTED JUNIOR HIGH SCHOOL STUDENTS AT BAGUMBONG HIGH SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
pop-up photograph book, agriculture education, class participation, quasi-experimental design, student engagement, learning competencies

The study compared a pop-up photograph book with traditional lecture-based instruction in teaching Agriculture and examined student learning and participation. A quasi-experimental nonequivalent control-group pretest–posttest design was used to compare a pop-up photograph book with a traditional lecture method in teaching Agriculture at Bagumbong High School. Two purposively selected sections participated. Instruments included a lesson plan, survey questionnaire, and pretest and posttest assessments. After the pretest, each group received a 40-minute lesson followed by a posttest. The study involved 82 Grade 7 students, with 40 in the control group and 42 in the experimental group. Pretest means were 6.00 and 6.40, respectively. At posttest, the experimental group obtained a mean of 12.00 (“above average”), compared with 7.20 (“average”) for the control group. The result shows that 74% of experimental-group students achieved the specified higher-score category, compared with 14% of the control group. Participation and learning-competency ratings were also higher in the experimental class (composite mean = 3.64). The comparative results suggest that the pop-up photograph book supported learning and participation in Agriculture more than the lecture condition in this sample. The material may be used as a supplementary classroom resource. Further evaluation across subjects and settings is recommended.

RECOMMENDED CITATION

Alano, M. C., Esguerra, R., Millan, C., Radomes, J., & Rivera, P. J. (2026). Use of a Pop-Up Photograph Book in Teaching Agriculture among Selected Junior High School Students at Bagumbong High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 69.

PAGGAMIT NG "FILMTASTIC" SA PAGPAPAUNLAD NG KOMPREHENSYON SA PANONOOD NG MAIKLING KWENTO NG MGA MAG-AARAL SA IKATLONG ANTAS NG KOLEHIYO

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DISCIPLINE
Education

KEYWORDS
filmtastic, comprehension, short stories

ABSTRACT

This study examined FILMTASTIC as an instructional tool for developing comprehension of short stories among third-year Filipino majors at Bestlink College of the Philippines. It focused on learners' understanding of symbolism, theme, and content and considered the role of technology in contemporary literature instruction. A quantitative quasi-experimental design was used. Forty (40) third-year Filipino majors were selected through purposive sampling. Data were collected through pretests, posttests, and questionnaires. The source Results section states that learners continued to experience difficulty in some aspects of comprehension, particularly theme, and that FILMTASTIC may support analysis and understanding of short stories. The section does not contain the quantitative results, which appear instead in the Discussion section. Most respondents were aged 19–21 years (82.5%) and female (85.5%). Students rated FILMTASTIC favorably for understanding symbolism (mean = 3.72), theme (mean = 3.80), and content (mean = 3.85). Mean comprehension increased from 20 before use of the platform to 24.4 afterward. Reported challenges included difficulty interpreting story content (42.5%) and confusion between written and viewed versions (20%). These findings suggest improved viewing comprehension.

RECOMMENDED CITATION

Bularda, A. K., Nasser, N., Projella, R., Siringan, M. R., & Sison, P. M. (2026). Paggamit ng "Filmtastic" sa Pagpapaunlad ng Komprehensyon sa Panonood ng Maikling Kwento ng Mga Mag-Aaral sa Ikatlong Antas ng Kolehiyo. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 70.

MEMORY RETENTION: EFFECTIVENESS OF ANIMAL EXPLORERS IN LEARNING CLASSIFICATION OF ANIMALS TO GRADE 6 STUDENTS

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KEYWORDS
animal explorers, classification of animals, dual coding, grade 6, manipulative learning materials, memory retention, science

ABSTRACT

This study evaluated Animal Explorers cards as a manipulative learning tool for supporting Grade 6 students' understanding and memory retention in animal classification. It addressed the need for interactive, hands-on science instruction that combines verbal and visual information. A quantitative quasi-experimental design was used with 275 Grade 6 students from Maligaya Elementary School selected through simple random sampling. Pretests and posttests measured performance in animal classification, and a survey questionnaire gathered students' perceptions of the tool. Descriptive statistics summarized demographic and performance data, while the Wilcoxon signed-rank test examined the pretest–posttest difference. Most Grade 6 participants were aged 10–12 years; males comprised 51% and females 49%. Mean performance increased from 6.24 (SD = 2.11), interpreted as "low proficient," on the pretest to 11.25 (SD = 1.81), interpreted as "proficient," on the posttest. Students rated verbal (mean = 3.62) and visual (mean = 3.54) coding strategies highly. The Wilcoxon signed-rank test indicated a significant difference ($Z = 13.9624$, $p < 0.05$). For Grade 6 learners, the findings suggest that Animal Explorers supported learners' understanding and recall of animal-classification concepts. Science teachers may combine age-appropriate manipulative activities with verbal and visual instruction, formative assessment, and equitable participation. Long-term retention was not directly reported and should be evaluated in follow-up studies.

RECOMMENDED CITATION

Alegria, H., De Veyra, R., Manapat, J., Mañoso, J., & Tumacdang, G. (2026). Memory Retention: Effectiveness of Animal Explorers in Learning Classification of Animals to Grade 6 Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 71.

DEVELOPING WRITING SKILLS THROUGH DIGITAL STORYBOARD AMONG GRADE 12 GAS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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KEYWORDS
digital storyboards, writing skills, grade 12 gas students, visual planning, creative writing

ABSTRACT

Writing enables students to communicate ideas, express creativity, and develop critical thinking. This study examined digital storyboards as a planning aid for Grade 12 General Academic Strand (GAS) students who experience difficulty organizing written work. By sequencing images and text, the material was intended to help learners visualize and structure ideas before writing. The study used a one-group quasi-experimental pretest–posttest design with nineteen (19) purposively selected Grade 12 GAS students at Bestlink College of the Philippines in 2025. All nineteen (19) students completed a questionnaire that assessed respondents' perceptions of the material's effectiveness, features, and functionality using a Likert scale. Mean writing scores increased from 15.16 on the pretest to 22.47 on the posttest. Students, most of whom had no prior experience with digital storyboards, reported adapting readily to the technology and rated its features, functionality, visualization, and support for imagination favorably. The findings suggest that digital storyboards can serve as a supplementary tool for organizing ideas and making writing activities more systematic and interactive. Classroom use may include step-by-step guidance and consistent integration into prewriting activities. Because the study involved a small one-group sample and omitted inferential statistics, its effectiveness should be interpreted cautiously.

RECOMMENDED CITATION

Anacta, A. R., Gilbuena, N., Magno, J. J., Padilla, C., & Ranido, E. M. (2026). Developing Writing Skills through Digital Storyboard among Grade 12 Gas Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 72.

EFFECTIVENESS OF WORD RUN IN ENHANCING VOCABULARY SKILLS AMONG GRADE SIX STUDENTS

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DISCIPLINE
Education

KEYWORDS
word run, vocabulary skills, dual coding, grade six learners, game-based learning

ABSTRACT

This research explored the effectiveness of Word Run as an instructional material for enhancing vocabulary skills among Grade 6 learners. Vocabulary mastery plays a vital role in students' academic growth, as it directly influences their reading comprehension, writing ability, and oral communication. Many pupils encounter difficulties in developing vocabulary knowledge, resulting in lower academic performance. To address this problem, the study aimed to determine whether the integration of Word Run, a game-based and interactive activity, could significantly improve students' vocabulary proficiency. A quasi-experimental design was used with 80 respondents selected through simple random sampling from a population of 908 Grade Six pupils. Data were collected through a 30-item pretest and posttest and a validated 15-item survey questionnaire measuring assimilation, accommodation, and construction of knowledge. Analyses included frequency, percentage, weighted mean, variability measures, Likert-scale interpretation, and the Wilcoxon signed-rank test. Most participants were aged 11–12 years, and females slightly outnumbered males. The Wilcoxon signed-rank test indicated a significant difference between pretest and posttest scores, although the exact test statistic and p-value were not reported. Survey responses rated Word Run as "highly effective" for assimilation, accommodation, and construction of knowledge. Students also reported benefits for contextual word use, sentence construction, and collaborative engagement. The findings suggest that Word Run supported vocabulary learning and student engagement among Grade 6 learners. Schools may consider game-based vocabulary activities as supplementary instruction, with support from teachers and parents. Future research should report complete statistical results, examine longer-term retention, and assess possible applications to grammar, reading comprehension, and writing.

RECOMMENDED CITATION

Alfaro, J., Bautista, J., Floralde, C. M., Gernale, J., & Serse, R. (2026). Effectiveness of Word Run in Enhancing Vocabulary Skills among Grade Six Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 73.

UTILIZATION OF INTERACTIVE E-BOOKS IN VOCABULARY ACQUISITION AMONG GRADE 6

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
interactive e-books, vocabulary acquisition, grade 6 learners, correlational design, technology integration

This study investigated the utilization of interactive e-books in vocabulary acquisition among Grade 6 learners at Apolonio Casimiro Faustino Elementary School. With the growing integration of technology in education, interactive e-books were explored as an alternative tool to enhance vocabulary through multimedia features such as images, audio pronunciations, animations, and interactive glossaries. This material provided self-paced learning, immediate feedback, and multimodal engagement that surpassed the limitation of traditional print resources. The study also underscored the importance of ensuring responsible use of digital tools with regard to equitable access. A descriptive-experimental design was employed, with 82 participants divided into groups. Data were collected through pretests, posttests, and learner perception surveys to assess vocabulary skills, learning outcomes, and strategy utilization. Statistical treatments such as the Wilcoxon signed-rank test and Spearman correlation analysis were used to determine significant differences and relationships among variables. The findings revealed that the majority of Grade 6 learners were aged 11–12, with a slight female majority (51%). Reading proficiency data indicated that 69% were either developing or at grade level, while others were transitioning, high emerging, or low emerging. Pretest results showed low proficiency across all vocabulary domains, with word recognition scoring highest (M = 2.44) and word meaning lowest (M = 2.16). Posttest scores improved to the proficient level, with word recognition again ranking highest (M = 4.32) and word meaning lowest (M = 4.00). The Wilcoxon signed-rank test confirmed a significant difference between pretest and posttest results (Z = 7.8659, p <.00001), indicating the effectiveness of interactive e-books. Learners' perceptions further emphasized the high utilization of strategies such as visual-auditory engagement (M = 3.16), prior knowledge (M = 2.87), sensory memory (M = 2.76), and working memory (M = 2.95). However, correlation analysis revealed a very weak and non-significant relationship between reading proficiency and posttest vocabulary acquisition (r = 0.092, p = 0.412). Among Grade 6 learners, interactive e-books were associated with higher vocabulary scores and favorable perceptions. The nonsignificant relationship reported between initial reading proficiency and posttest vocabulary acquisition suggests that the two measures were not meaningfully related in this sample.

RECOMMENDED CITATION

Ditalo, C., Grajeda, K., Inso, M., Lacdao, J., & Obeña, B. (2026). Utilization of Interactive E-Books in Vocabulary Acquisition among Grade 6. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 74.

EFFECTIVENESS OF HITBLOW IN TEACHING PANDANGGO SA ILAW AMONG GRADE 11 HUMSS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES MV CAMPUS

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DISCIPLINE
Education

KEYWORDS
hitblow, pandanggo sa ilaw, philippine folk dance, game-based learning, experiential learning, grade 11 humss students

ABSTRACT

This study investigated the effectiveness of the instructional game "HITBLOW" as a tool to enhance Grade 11 Humanities and Social Sciences (HUMSS) students' learning and appreciation of Pandanggo sa Ilaw at Bestlink College of the Philippines, MV Campus. Philippine folk dances are an integral part of the nation's cultural heritage, yet teaching them faces challenges such as low student engagement, limited resources, and declining interest in traditional practices. HITBLOW, a logic-based game adapted for classroom use, was introduced to address these issues by combining interactive, game-based learning with cultural instruction. The study employed a quantitative quasi-experimental design with 60 randomly selected Grade 11 HUMSS students. Pretests and posttests measured performance in three domains: cultural context/history, musical accompaniments, and dance form. A perception survey based on Kolb's Experiential Learning Cycle (concrete experience, reflective observation, abstract conceptualization, and active experimentation) captured students' attitudes toward HITBLOW. Statistical tools such as frequency, percentage, weighted mean, and paired z-test analyzed the data. Pretest findings indicated low proficiency, particularly in dance form. After the intervention, cultural context/history and musical-accompaniment scores reached the "proficient" level, while dance-form performance improved but remained "low proficient." A paired z-test indicated a significant pretest–posttest difference ($p < 0.05$). Students also strongly agreed with indicators across Kolb's experiential-learning dimensions. Reported challenges included the cognitive demands of abstract conceptualization and limited confidence during performance. The findings suggest that HITBLOW supported learning, engagement, and cultural appreciation in lessons on Pandanggo sa Ilaw, although dance-form performance remained at a low-proficient level. The game may be integrated into Physical Education and Arts instruction with clear implementation and safety guidance. Complete pretest and posttest values and the z statistic should be reported to support the effectiveness claim.

RECOMMENDED CITATION

Aronda, M., De Guia, M., De Jesus, V. L., Pascua, A., & Villaco, J. (2026). Effectiveness of HITBLOW in Teaching Pandanggo sa Ilaw among Grade 11 HUMSS Students at Bestlink College of the Philippines MV Campus. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 75.

PAGGAMIT NG E-STORYA BILANG KAGAMITANG BISWAL SA MGA PILING AKDA NI EFREN ABUEG SA MGA MAG-AARAL NG IKATLONG TAON MEDYOR SA FILIPINO

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DISCIPLINE
Education

KEYWORDS
e-storya, kagamitang biswal, panitikang filipino, efren abueg, multimedia learning

ABSTRACT

Sa makabagong panahon, ang teknolohiya ay nagsisilbing mahalagang instrumento sa edukasyon. Isa sa mga pangunahing gamit nito ay ang panonood bilang bahagi ng proseso ng pagtuturo at pagkatuto. Ang paggamit ng E-Storya ay nagiging masiglang paraan upang maipahayag ang impormasyon at maipakita ang mga konsepto sa malinaw at interaktibong paraan. Pinagsasama nito ang teksto, biswal, at tunog bilang epektibong kagamitan sa pagtuturo, lalo na sa mga akda ni Efren Abueg. Gumamit ang pag-aaral ng quasi-experimental na disenyo upang suriin ang E-Storya bilang kagamitang biswal at masukat ang pagbabago sa akademikong pagganap. Sa pamamagitan ng cluster sampling, limampung (50) mag-aaral sa ikatlong taon na medyor sa Filipino sa Bestlink College of the Philippines ang napiling kalahok. Hindi nakasaad sa abstrak ang iba pang detalye ng instrumento at pamamaraan ng pagsusuri. Karamihan sa mga kalahok ay nasa edad 19–20 (48%) at 21–22 (42%), at mas marami ang babae (90%) kaysa lalaki (10%). Tatlong akda ni Efren Abueg ang ginamit: Sa Bagong Paraiso, Mabangis na Lungsod, at Ang Kamatayan ni Tiyo Samuel. Mataas ang mga pagtataya sa imahe (mean = 3.80), teksto (mean = 3.80), at audio (mean = 3.78); kabilang sa pinakamataas na aytem ang pagiging kawili-wiling basahin ng E-Storya (3.86) at pag-unawa sa kuwentong napapakinggan (3.86). Sa Bagong Paraiso, tumaas ang mean mula 6.24 (SD = 1.60) tungo sa 9.33 (SD = 0.71; z = -12.29). Sa Mabangis na Lungsod, tumaas ito mula 7.31 (SD = 1.85) tungo sa 9.78 (SD = 0.42; z = -9.11). Sa Ang Kamatayan ni Tiyo Samuel, tumaas ito mula 4.71 (SD = 1.34) tungo sa 8.65 (SD = 0.72; z = -18.14). Iminumungkahi ng mga resulta na nakatulong ang E-Storya sa pagkatuto at pakikilahok ng mga mag-aaral sa mga piling akda ni Efren Abueg. Ang kombinasyon ng imahe, teksto, at audio ay positibong tinaya ng mga kalahok.

RECOMMENDED CITATION

Apelo, A., Cereza, K., Juan, J., Macapagal, J. F., & Petallo, M. (2026). Paggamit ng E-Storya bilang Kagamitang Biswal sa Mga Piling Akda ni Efren Abueg sa Mga Mag-Aaral ng Ikatlong Taon Medyor sa Filipino. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 76.

USE OF VIDEO LESSONS IN TEACHING WORLD WAR II AMONG SELECTED GRADE 8 STUDENTS AT LLANO HIGH SCHOOL

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DISCIPLINE
Education

KEYWORDS
video lessons, world war ii, social studies education, grade 8 students, multimedia learning

ABSTRACT

This study explored the utilization of video lessons as an instructional tool in teaching World War II among selected Grade 8 students at Llano High School during the school year 2025–2026. Recognizing that traditional lecture-based instruction often fails to capture students' interest in history, the research aimed to evaluate the effectiveness of video-based instruction in enhancing engagement, knowledge retention, and critical thinking skills. It also sought to identify the challenges encountered by learners when video lessons are used in the classroom. A true experimental design was employed, with 200 Grade 8 students selected through cluster sampling as respondents. Data were gathered through a 30-item pretest and posttest covering "Before, During, and After World War II," alongside a validated survey questionnaire. The data were analyzed using frequency and percentage distribution, weighted mean, standard deviation, and t-test to determine the effectiveness of the intervention. Most respondents were aged 12–14 years (82%); 54% were female and 46% male. Academic grades most commonly fell within 86–90 (45%), followed by 91–95 (21.5%). The mean score increased from 12.48 (SD = 4.46) on the pretest to 16.13 (SD = 5.67) on the posttest. A t-test indicated a significant difference ($t = 9.49$, $p < .00001$). Students rated engagement at 3.51, knowledge retention at 3.55, and critical thinking at 3.61, all interpreted as "very satisfied." Individual ratings included lesson engagement (3.62), retention of dates and figures (3.64), and analysis of causes and consequences (3.67). Reported challenges included distractions (28 respondents), difficulty sustaining focus (25), and connectivity problems (18). The higher posttest scores and favorable survey ratings suggest that video lessons supported learning about World War II. Classroom management and reliable technology are needed to reduce distraction and connectivity problems.

RECOMMENDED CITATION

Advincula, A., Besete, M., Dice, K. A., Polangco, J. H., Regencia, N. J., & Talay, W. (2026). Use of Video Lessons in Teaching World War II among Selected Grade 8 Students at Llano High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 77.

READING-COMPREHENSION CHALLENGES AMONG GRADE 11 HUMSS STUDENTS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
reading comprehension, vocabulary knowledge, schema, grade 11 humss students, reading strategies

Reading comprehension is essential for Humanities and Social Sciences students, who regularly analyze and interpret academic texts. This study examined challenges experienced by Grade 11 HUMSS students, including limited vocabulary, insufficient schema or prior knowledge, pronunciation difficulties, language proficiency, unfamiliar text structures, and limited awareness of cultural context. A descriptive-correlational design was used with thirty (30) Grade 11 HUMSS students selected through stratified sampling. A three-part survey questionnaire assessed vocabulary, schema, and pronunciation challenges; language proficiency, text structure, and cultural context; and students' reading strategies. Data were analyzed using frequency, percentage, mean, ranking, Likert-scale interpretation, and Pearson correlation. Respondents identified vocabulary, schema, pronunciation, language proficiency, text structure, and cultural context as challenges related to reading comprehension. The findings suggest that reading-comprehension difficulties are multifaceted and may be addressed through vocabulary development, activation of prior knowledge, pronunciation support, and structured reading strategies.

RECOMMENDED CITATION

Bolon, C., Borja, K., Maglahus, A. M., Mahait, E., Salipada, F., & Veraces, S. (2026). Reading-Comprehension Challenges among Grade 11 HUMSS Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 78.

DIFFICULTIES OF SUPREME SECONDARY LEARNER GOVERNMENT OFFICERS IN ORGANIZING EXTRACURRICULAR ACTIVITIES FOR SENIOR HIGH SCHOOL STUDENTS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
sslg officers, extracurricular activities, student leadership, event planning, organizational challenges

This study examined the difficulties experienced by Supreme Secondary Learner Government (SSLG) officers in organizing extracurricular activities for senior high school students during academic year 2025–2026. It focused on activity goals, planning, student participation, barriers to implementation, and possible solutions. A quantitative descriptive design was used with 15 SSLG officers selected through purposive sampling. Data were collected through a validated survey questionnaire and analyzed using frequency, percentage, ranking, weighted mean, and Likert-scale interpretation. SSLG officers strongly agreed that activity objectives were clear and aligned with student interests (composite mean = 3.62). They agreed that administrative approval and scheduling were important but reported difficulty with time allocation (composite mean = 3.48). They also anticipated increased attendance at future activities (composite mean = 3.57). Other challenges included unexpected problems, limited budgets, participation issues, time-management demands, and stress. The findings indicate that SSLG officers demonstrated commitment to planning but experienced operational and resource constraints. The proposed action plan may strengthen planning, communication, leadership, risk management, and student participation. Because the purposively selected sample was small, the results are context-specific.

RECOMMENDED CITATION

Alcantra, R., Anzano, K., Darantinao, J. A., Mariñas, A., & Riñon, M. A. (2026). Difficulties of Supreme Secondary Learner Government Officers in Organizing Extracurricular Activities for Senior High School Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 79.

PERCEPTIONS OF GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS ON THE EFFECTIVENESS OF SELF-PACED LEARNING

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DISCIPLINE
Education

KEYWORDS
self-paced learning, student perception, learning outcomes

ABSTRACT

This study explored the perceptions of Grade 12 HUMSS students on the effectiveness of self-paced learning at Bestlink College of the Philippines. Guided by Self-Determination Theory, the research focused on flexibility, learning outcomes, engagement, and challenges to understand how students experience independent learning. A quantitative-descriptive design was used with 112 students selected through stratified sampling. Data were collected using a validated survey questionnaire and analyzed using frequency, percentage, ranking, weighted mean, and Likert scale. Students generally perceived self-paced learning favorably. They strongly agreed with statements concerning flexibility (mean = 3.40), learning outcomes (mean = 3.50), and engagement (mean = 3.49). Reported benefits included academic performance, responsibility, and independence. Common challenges included difficulty with self-discipline (14.61%) and poor time management (16.89%). The survey findings indicate that students valued the autonomy and flexibility of self-paced learning but also experienced difficulty with self-discipline and time management. Structured guidance, progress monitoring, and time-management support may strengthen implementation.

RECOMMENDED CITATION

Dela Cruz, J. A., Dolom, J., Espinocilla, A., Imperial, L. B., & Layson, A. (2026). Perceptions of Grade 12 Humanities and Social Sciences Students on the Effectiveness of Self-Paced Learning. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 80.

INTEGRATION OF DROP FITT FOR DEVELOPING PHYSICAL FITNESS AMONG GRADE 11 HUMSS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE
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KEYWORDS
drop fitt, physical fitness, cardiovascular endurance, muscular endurance, flexibility, grade 11 humss students

This study evaluated Drop FITT as an instructional material for developing cardiovascular endurance, muscular strength, muscular endurance, and flexibility among Grade 11 HUMSS students at Bestlink College of the Philippines. It also considered motivation, participation, time constraints, exercise space, and comfort during group activities. A quasi-experimental pretest–posttest design was used with 60 respondents selected through stratified sampling from 194 Grade 11 HUMSS students enrolled in academic year 2025. Males and females were equally represented. Standardized physical-fitness tests and a Likert-scale survey gathered data on fitness levels, attitudes, and motivational factors. The result shows significant improvements in cardiovascular endurance, muscular endurance, flexibility, and, to a moderate extent, muscular strength after Drop FITT activities. Peer participation and individual contribution were identified as strong motivators, with no reported gender differences. Challenges included limited time because of schoolwork, insufficient exercise space, and discomfort when exercising in groups. Drop FITT may be used as a supplementary physical-fitness activity with clear instructions, motivational support, appropriate space, and attention to students' comfort.

RECOMMENDED CITATION

Calunsag, J., Dialagdon, J. L., Esller, J., Nacpil, E. J., & Raymundo, E. (2026). Integration of Drop FITT for Developing Physical Fitness among Grade 11 HUMSS Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 81.

CORRELATIONAL STUDY BETWEEN SOCIAL MEDIA USAGE AND ACADEMIC PERFORMANCE AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

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DISCIPLINE
Education

KEYWORDS
social media, academic performance, academic focus

ABSTRACT

This study examined the relationship between social-media use and academic performance among 112 Grade 12 HUMSS students. Guided by Uses and Gratifications Theory, it considered commonly used platforms, self-discipline, information seeking, self-esteem, resilience, and social comparison and sought to inform responsible social-media practices. A correlational-quantitative design was used without manipulation of the variables. A survey questionnaire was administered to 112 Grade 12 HUMSS students selected through stratified sampling. Facebook, Instagram, and Messenger were the most commonly used platforms. Respondents reported both positive and negative social and psychological experiences, including information access, confidence, motivation, anxiety, and insecurity associated with online comparison. Pearson correlation showed no significant relationship between social-media use and academic performance ($r = 0.0180$, $p > 0.05$). The findings indicate that social-media use was not significantly related to academic performance in this sample. Perceived effects on self-esteem, resilience, focus, information seeking, and social comparison were reported descriptively and should not be stated as causal impacts. The proposed action plan may emphasize digital literacy, time management, healthy online comparison, and responsible use.

RECOMMENDED CITATION

Antonio, A. C., Failano, N., Giner, A., Pagsidan, A. B., & Romano, A. (2026). Correlational Study Between Social Media Usage and Academic Performance among Grade 12 Humanities and Social Sciences Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 82.

STUDENTS' PERCEPTIONS OF TEXTBOOK USE, ENGAGEMENT, AND ACADEMIC PERFORMANCE AMONG GRADE 11 HUMSS STUDENTS

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DISCIPLINE
Education

KEYWORDS
textbooks, student engagement, academic performance

ABSTRACT

This study examined how 30 Grade 11 HUMSS students at Bestlink College of the Philippines, Millionaires Village Campus, perceived the role of textbook design, activities, visuals, and accessibility in engagement and academic performance during school year 2025–2026. The study was labeled descriptive-qualitative and used cluster sampling. A survey questionnaire gathered students' experiences with textbook access, classroom participation, lesson comprehension, and examination preparation. Students reported that clear design, activities, visuals, and access to textbooks supported participation, focus, lesson understanding, review, and study habits. Limited textbook availability was identified as a barrier. The findings support ensuring equitable access to clear and relevant textbooks.

RECOMMENDED CITATION

Barrera, S., Bermejo, G., Montecalvo, J. V., Nazario, S. M., & Terrano, P. K. (2026). Students' Perceptions of Textbook Use, Engagement, and Academic Performance among Grade 11 HUMSS Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 83.

USE OF THE 3D MODEL T. A. L. E. S. TO ENHANCE COMPREHENSION SKILLS AMONG GRADE 9 LEARNERS AT MALIGAYA HIGH SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
3d model t. a. l. e. s., reading comprehension, grade 9 learners, multisensory learning, literary concepts

This study evaluated the 3D Model T. A. L. E. S. as an instructional material for enhancing the comprehension skills of Grade 9 learners at Maligaya High School. A total of 34 students participated. It focused on whether the 3D material supported participation, understanding of literary concepts, and motivation among Grade 9 learners and on the challenges encountered during its use. A quasi-experimental pretest–posttest design was used with thirty-four (34) learners from Grade 9–Bacon selected through purposive sampling. Pretests and posttests measured comprehension performance, while survey questionnaires assessed Grade 9 learners' participation, understanding of literary concepts, motivation, and implementation challenges. Guided by Multisensory Learning Theory, the intervention incorporated visual, tactile, and kinesthetic experiences. Most respondents were female learners aged 14–15 years (59%). Students strongly agreed that the 3D material was useful; they also agreed that the 3D Model T. A. L. E. S. increased motivation and interest in literature (composite mean = 3.58), supported participation (3.48), and clarified literary concepts (3.56). The findings suggest that the 3D Model T. A. L. E. S. supported participation, engagement, motivation, and comprehension by making abstract literary concepts more concrete. Teachers may integrate the 3D model into lesson planning and examine its longer-term use across subjects and settings

RECOMMENDED CITATION

Betorin, G., Dungo, R., Nugal, K. M., Opeña, J. M., Palomino, V., & Tugano, A. J. (2026). Use of the 3D Model T. A. L. E. S. to Enhance Comprehension Skills among Grade 9 Learners at Maligaya High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 84.

PAGBUO AT KABISAAN NG "KULAY KILATIS" BILANG KAGAMITANG PAMPAGTUTURO NG ANTAS NG WIKA SA IKA-11 BAITANG NG SENIOR HIGH SCHOOL

ABSTRACT

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DISCIPLINE
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KEYWORDS
antas ng wika, gamification, kolaboratibong pagkatuto

Sa makabagong edukasyon, ginagamit ang mga interaktibo at gamified na pamamaraan upang mapalawak ang partisipasyon at pakikipag-ugnayan ng mga mag-aaral. Layunin ng pag-aaral na buuin at suriin ang Kulay-Kilatis bilang kagamitang panturo sa antas ng wika para sa mga mag-aaral sa ika-11 baitang ng Senior High School. Gumamit ang mga mananaliksik ng eksperimental na disenyo upang suriin kung may pagkakaiba sa pagkatuto gamit ang Kulay-Kilatis kumpara sa tradisyunal na pamamaraan. Sa pamamagitan ng random sampling, isang daang (100) mag-aaral mula sa Baitang 11 ng Senior High School ang napiling respondente. Hindi nakasaad sa abstrak ang pagbuo ng mga pangkat, instrumento, at eksaktong pagsusuring estadistikal. Karamihan sa mga respondente ay nasa edad 17–20 (60%). Mas marami ang lalaki (66%) kaysa babae (34%). Iniulat ng mga mananaliksik na may makabuluhang pagkakaiba ang gamification kumpara sa tradisyunal na pamamaraan at na naging mas aktibo at masigasig ang mga mag-aaral. Para sa mga hamon, iniulat ang mean na 1.22, ngunit putol ang interpretasyon sa orihinal na teksto (“lubos na”) at hindi matukoy ang buong kahulugan. Iminumungkahi ng mga resulta na ang Kulay-Kilatis ay maaaring makatulong sa motibasyon, kolaborasyon, interaktibong talakayan, at pagkatuto sa antas ng wika.

RECOMMENDED CITATION

De Guzman, S., Esquierdo, J. A., Guevarra, L. J., Lapitan, G. J., Robrigado, M. D., & Ugmad, C. (2026). Pagbuo at Kabisaan ng "Kulay Kilatis" bilang Kagamitang Pampagtuturo ng Antas ng Wika sa Ika-11 Baitang ng Senior High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 85.

EFFECTIVENESS OF INTERACTIVE E-COMICS IN TEACHING EARTH AND SPACE AMONG GRADE 7 STUDENTS AT BAGONG SILANG HIGH SCHOOL

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DISCIPLINE
Education

KEYWORDS
interactive e-comics, educational comics, digital learning materials, ict in education

ABSTRACT

This study aimed to determine the effectiveness of Interactive E-Comics in teaching Earth and Space to Grade 7 students at Bagong Silang High School. A quasi-experimental design was used to evaluate Interactive E-Comics relative to traditional instruction. The study considered respondents' demographic characteristics, implementation factors, and learning outcomes measured through pretests and posttests. Posttest performance was reported as significantly improved. The analysis yielded $t = 22.12$ and $p < 0.00001$, below the alpha level of 0.05, leading to rejection of the null hypothesis. The absence of pretest and posttest means and separate group outcomes limits interpretation of the magnitude and comparative effect. The findings suggest that Interactive E-Comics supported comprehension, engagement, and performance in Earth and Space lessons. Students nevertheless reported navigation difficulties, slow loading, unclear graphics, small text, time constraints, and limited value from some interactive activities. Technical design and accessibility should be improved, and complete sample and group statistics should be reported before making strong effectiveness claims.

RECOMMENDED CITATION

Bersamina, J. L., Caberte, J., Olisa, A., Reyes, K. G., Ricardo, K., & Seva, J. (2026). Effectiveness of Interactive E-Comics in Teaching Earth and Space among Grade 7 Students at Bagong Silang High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 86.

EFFECTIVENESS OF THE CVC SOUND BOX IN TEACHING VOCABULARY WORDS AMONG GRADE 1 PUPILS AT MALIGAYA ELEMENTARY SCHOOL

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
cvc, vocsbulary, sound box, curriculum, beed

The Department of Education (DepEd) in the Philippines emphasized the importance of foundational literacy skills in its K to 12 Curriculum, highlighting the need for phonics and phonological awareness in early education. Research on the effectiveness of using tangible aids like the CVC (Consonant-Vowel-Consonant) sound box technique in classroom settings was lacking. Studies showed that CVC word strategies and word box instruction were effective in improving students' vocabulary and basic literacy skills. For at-risk urban first graders, word box intervention led to increased acquisition of CVC words, with some participants demonstrating maintenance and generalization of skills (Aller-Morgan et al., 2021). The use of CVC word game strategies significantly increased vocabulary mastery among second-grade students, as evidenced by improved posttest scores (Hamzah et al., 2020). Structured phonological awareness interventions, particularly sound boxes, were effective in developing early literacy skills in preschool children. Children who received sound box instruction demonstrated enhanced phoneme segmentation performance, maintained these skills after the intervention, and showed some ability to generalize to untaught words (Durst & Joseph, 2020; Durst, 2020) The study evaluated the CVC Sound Box for teaching vocabulary words among 297 Grade 1 pupils at Maligaya Elementary School. Grade 1 sections were selected through simple random sampling. The result shows improved vocabulary performance among Grade 1 pupils, with 78% reaching a high-proficiency level and a composite weighted mean of 13.26. The Wilcoxon signed-rank test was reported as significant. Schools, teachers, parents, learners, and future researchers may examine causes of English reading difficulty and appropriate vocabulary interventions. The CVC Sound Box findings require fuller reporting of baseline performance, intervention procedures, and inferential statistics before effectiveness and retention can be assessed.

RECOMMENDED CITATION

Cañete, J., Magdaga, N., Namoro, J. A., Namoro, J. A., & Obina, P. J. (2026). Effectiveness of the Cvc Sound Box in Teaching Vocabulary Words among Grade 1 Pupils at Maligaya Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 87.

EFFECTIVENESS OF EXERPLAY IN DEVELOPING PHYSICAL FITNESS SKILLS AMONG GRADE 4 LEARNERS

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DISCIPLINE
Education

KEYWORDS
exerplay, physical fitness, cardiovascular endurance, flexibility, self-determination theory, grade 4 learners

ABSTRACT

This study explored the effectiveness of ExerPlay as an innovative strategy to improve Grade 4 learners' physical fitness, focusing on cardiovascular endurance, flexibility, and accuracy. Guided by the Self-Determination Theory (SDT), it examined how autonomy, competence, and relatedness influence students' motivation and engagement. When these needs are met, learners show greater effort and intrinsic interest in physical tasks. As schools emphasize both fitness and motivation, ExerPlay offers a modern approach that merges structured exercise with play-based learning. The study used a quasi-experimental design with purposive sampling, involving 35 Grade 4 learners. Most participants (89%) were aged 8–10, with a nearly balanced gender ratio (51% female, 49% male). Based on BMI, 77% were within the normal range, 20% underweight, and 3% overweight. A pretest–posttest approach measured progress. Guided by Self-Determination Theory, the study aligns with Dyson et al. (2022), who emphasize that meeting autonomy, competence, and relatedness supports sustained motivation in physical activities. Significant gains were reported in cardiovascular endurance ($p = .000$) and flexibility ($p = .001$), while accuracy did not change significantly ($p = .099$). The overall mean increased from 1.78 on the pretest to 3.05 on the posttest, changing from a "low" to a "good" fitness level. Autonomy and competence each received a mean of 3.54, while relatedness received 3.51, all interpreted as "high effectivity." The zero p-value should be expressed using an inequality rather than as an exact value. ExerPlay was associated with improved cardiovascular endurance and flexibility, but not accuracy. Learners also reported high autonomy, competence, and relatedness. The program may be useful for combining structured movement and play, although the one-group quasi-experimental design and purposive sample limit causal and generalizable conclusions.

RECOMMENDED CITATION

Barrera, L. M., Catipunan, J. M., De Vera, N., Pajantoy, R., & Vasquez, F. G. (2026). Effectiveness of Exerplay in Developing Physical Fitness Skills among Grade 4 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 88.

EFFECTIVENESS OF THE ENCHANTED CARD IN TEACHING ENGLISH READING COMPREHENSION AMONG GRADE 2 PUPILS AT SAN BARTOLOME ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
enchanted card, reading comprehension, grade 2 learners, game-based learning, instructional material

ABSTRACT

This research investigated the use of the Enchanted Card as a teaching aid to enhance English reading comprehension among Grade 2 pupils. Anchored in the principles of game-based learning, the study examined how play and interactive activities incorporated through the Enchanted Card could boost learners' motivation, engagement, and comprehension. A quasi-experimental design compared two groups of Grade 2 pupils: one received conventional reading instruction and the other used the Enchanted Card. Pretests, posttests, classroom observations, and learner feedback were used. Participants were aged 6–7 years, and 52% were female. The source Methods section also states that the intervention group improved more than the control group, which is an outcome rather than a methodological detail. Learners described the Enchanted Card as enjoyable and engaging. Frequency, percentage, weighted mean, and Likert-scale summaries were used. Most Grade 2 learners were 6 years old (30%), and 52% were female. The mean increased from 2.41 (“low proficient”; SD = 1.55) on the pretest to 7.85 (“highly proficient”; SD = 1.93) on the posttest. The Wilcoxon signed-rank test indicated that none of the 120 learners scored lower after the intervention ($Z = -9.519$, $p = 0.000$). The p-value should be reported as an inequality rather than as zero, and the separate control-group outcome is not presented. The pretest–posttest improvement and learner feedback suggest that the Enchanted Card supported reading comprehension, motivation, and engagement among Grade 2 learners.

RECOMMENDED CITATION

Adorable, B., Lucman, J., Mariveles, C. M., Pagios, M., & Roldan, P. T. (2026). Effectiveness of the Enchanted Card in Teaching English Reading Comprehension among Grade 2 Pupils at San Bartolome Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 89.

UTILIZATION OF PITCH ROLL ACTIVITY IN ENHANCING ENGLISH INTONATION SKILLS AMONG GRADE 6 LEARNERS

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DISCIPLINE
Education

KEYWORDS
pitch roll, prosody, intonation theory, intonation, pedagogy, grade 6, english

ABSTRACT

This study investigated the use of the Pitch Roll Activity as an interactive, student-centered approach to enhance English intonation among Grade 6 learners at Tandang Sora Elementary School. Intonation, a crucial aspect of spoken language, affected communicative clarity and oral proficiency, yet many learners struggled with its correct use, often speaking in monotone or unclear speech. The Pitch Roll Activity, a game-based learning method, integrated key elements of prosody such as pitch, stress, rhythm, and intonation, providing engaging classroom interaction and offering learners structured, active opportunities to practice proper speech intonation and foster willingness to communicate orally. The study used a true experimental design with 128 Grade 6 students selected through stratified random sampling. Participants were divided into experimental and control groups. Data were gathered using a researcher-made pretest and posttest, plus a survey on prosodic awareness. Statistical analyses included the Shapiro–Wilk Test of Normality, Wilcoxon signed-rank test, and Mann–Whitney U Test to assess effectiveness. Most Grade 6 learners were aged 11–12 years (91%), and all spoke Tagalog (100%). Mean ratings for prosodic awareness were 3.00 for intonation, 3.13 for pitch, 3.10 for stress, and 3.04 for rhythm. At pretest, both the experimental ($M = 10.31$) and traditional-instruction groups ($M = 10.36$) showed low proficiency. Posttest means increased to 14.14 for the experimental group and 12.84 for the traditional group. The Mann–Whitney U test indicated a significant between-group difference ($U = 950.0$, $p < 0.01$). Confusion with complex sentences was reported by 13.98% of learners. The comparative results support the Pitch Roll Activity as an engaging strategy for developing intonation and prosodic awareness. Continued guided practice is needed for complex sentences and sustained mastery. English teachers may use the activity to strengthen oral communication and learner confidence, while further studies may assess longer-term retention.

RECOMMENDED CITATION

Cleofas, S. M., Hernandez, D., Laguilles, R. M., Ramirez, M., & Sarabia, A. A. (2026). Utilization of Pitch Roll Activity in Enhancing English Intonation Skills among Grade 6 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 90.

THE EFFECTIVENESS OF CHATBOT AS A SUPPLEMENTARY LEARNING TOOL IN ENHANCING STUDENTS' UNDERSTANDING OF THE JAPANESE OCCUPATION IN THE PHILIPPINES

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DISCIPLINE
Education

KEYWORDS
chatbots, conversational agents, digital learning, educational technology, independent study, interactivity, japanese occupation in the philippines, learning engagement, personalized learning

ABSTRACT

This study explored how chatbots, AI-powered conversational tools, can enhance student engagement and understanding in learning history. Traditional methods like lectures and textbooks often fail to keep modern learners interested, especially with complex topics such as the Japanese Occupation in the Philippines during World War II. The research focuses on assessing the effectiveness of chatbots as a supplementary learning tool for second-year BSEd Social Studies students at Bestlink College of the Philippines. The study used a one-group pretest–posttest design described as true experimental, involving 41 second-year Social Studies majors. A pretest assessed prior knowledge, a chatbot-based lesson addressed the Japanese Occupation in the Philippines, and a posttest measured learning gains. A validated survey evaluated usefulness, ease of use, and user attitudes. Mean, standard deviation, frequency, and a t-test were used in the analysis. No control group or random assignment was described. The posttest mean (28.15) was higher than the pretest mean (14.34). Students reported that the chatbot was useful for independent, self-paced learning and easy to navigate, while peer support and stable internet improved use. Some preferred traditional learning, and technical problems limited system use. The result shows that the improvement was significant. Chatbots may supplement history instruction by providing interactive and self-paced learning opportunities, but they should not replace teacher-led instruction. Technical reliability, content accuracy, infrastructure, and user training require attention. Because no control group or random assignment was reported, the design should not be labeled true experimental and causal claims should remain cautious.

RECOMMENDED CITATION

Gache, D. J., Haber, C. S., Lepalam, T. M., Lomaad, R. C., & Romero, J. P. (2026). The Effectiveness of Chatbot as a Supplementary Learning Tool in Enhancing Students' Understanding of the Japanese Occupation in the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 91.

EFFECTIVENESS OF AN INTERACTIVE E-BOOK IN ENHANCING CRITICAL-THINKING SKILLS IN READING AND WRITING AMONG SELECTED GRADE 12 STUDENTS

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
interactive e-book, critical-thinking skills, reading and writing, grade 12 students, instructional technology

This study assessed the effectiveness of interactive e-books in enhancing critical thinking skills (reading/writing) among Grade 12 HUMSS students at Bestlink College of the Philippines. It explored the impact of interactive e-books on students' ability to analyze texts, evaluate arguments, formulate logical responses, and draw conclusions. A quasi-experimental design was used, involving 60 HUMSS students divided into experimental (interactive e-books) and control (traditional methods) groups. Data collection included questionnaires (demographics, prior knowledge) and pre/posttests measuring critical thinking skills. Statistical analyses included frequency distribution, weighted means, and Likert scale interpretation. Both groups achieved scores interpreted as "excellent" on the posttest. The experimental group obtained a composite mean of 42.73, compared with 37.57 for the control group. Students also reported high perceived impact across text analysis, argument evaluation, logical-response formulation, and conclusion drawing, as well as challenges in using the interactive e-book. No pretest values or inferential comparison between groups were reported. Interactive e-books may support interest and engagement through multimedia and interactive features.

RECOMMENDED CITATION

Besmonte, J., Laga, M., Rogano, C., Saberola, M., & Turo, S. (2026). Effectiveness of an Interactive E-Book in Enhancing Critical-Thinking Skills in Reading and Writing among Selected Grade 12 Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 92.

EFFECTIVENESS OF AQUA KIT IN LEARNING AQUATICS AMONG SECOND-YEAR BPED STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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DISCIPLINE
Education

KEYWORDS
aqua kit, aquatics, instructional material, physical education, skill acquisition, hybrid learning

ABSTRACT

This study evaluated Aqua Kit as an instructional material for developing basic aquatic knowledge and skills among second-year Bachelor of Physical Education students at Bestlink College of the Philippines. The kit combined practical equipment, illustrated activity cards, and video lessons for breathing, floating, gliding, and flutter kicking, addressing limited access to consistent aquatic practice. A quasi-experimental pretest–posttest design was used with 88 students selected through cluster sampling from a population of 113 second-year BPED students. Instruments included a 20-item pretest and posttest and a validated 63-item questionnaire. Frequency, percentage, weighted mean, a paired z-test, and Pearson correlation were used to assess knowledge, skill acquisition, and perceptions. On the pretest, 36% scored 13–16 points and 30% scored 9–12 points; the mean was 11.82 ("good"). On the posttest, 44% scored 13–16 and another 44% scored 17–20, with no students in the lowest category. The posttest mean was 15.65 ("very good"), an increase of 3.83 points reported as significant at $p < 0.05$. In addition, 64% participated in aquatic activities only rarely, defined as 1–2 times per year. Aqua Kit may supplement practical swimming sessions by combining instructional media with skill practice. Students should still receive supervised pool-based training, and institutions should improve facilities, digital access, and teacher preparation. Future studies should examine long-term skill retention and report the computed z statistic and any Pearson-correlation results.

RECOMMENDED CITATION

Amarillo, G., Baltar, J. M., Calderon, A. J., Carcusia, M.-A., Gaspay, M., & Piojo, I. B. (2026). Effectiveness of Aqua Kit in Learning Aquatics among Second-Year BPED Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 93.

EFFECTIVENESS OF QR QUEST IN ENHANCING READING FLUENCY AMONG GRADE 4 LEARNERS

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DISCIPLINE
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KEYWORDS
qr quest, reading fluency, quasi-experimental, quantitative, technology-driven

ABSTRACT

This study evaluated QR Quest, an interactive QR-code reading activity, for developing pacing, word accuracy, and vocal expression among Grade 4 learners. It was based on the premise that repeated practice, structured intervention, gamification, and technology integration may promote engagement and reading-fluency practice. From a population of 904 Grade 4 learners at Maligaya Elementary School, 65 learners with low fluency were purposively selected. A quasi-experimental quantitative design used a 10-item pretest and posttest and a 15-item survey questionnaire. The intervention lasted seven days. Weighted means, Likert-scale interpretation, the Kolmogorov–Smirnov test, and the Wilcoxon signed-rank test were used. Most respondents were aged 9 years or younger (69%), and males were the majority. On the pretest, 60% were at the frustration level and the overall mean was 2.95. On the posttest, 45% reached the instructional level and 15% reached independent reading; the overall mean increased to 5.75. Mean ratings were 3.23 for pacing, 3.16 for word accuracy, and 3.31 for vocal expression. The Wilcoxon test indicated a significant difference ($Z = -6.051$, $p = 0.000$); the p-value should be reported as an inequality rather than as zero. QR Quest was associated with improved reading-fluency scores after a brief intervention among Grade 4 learners selected for low fluency. The activity may support pacing, word accuracy, expression, confidence, and engagement. The lack of a comparison group and the short seven-day period limit causal and long-term conclusions.

RECOMMENDED CITATION

De Joseph, A., Frias, D., Marcaida, L., Poche, A. L., & Porazo, R. M. (2026). Effectiveness of QR Quest in Enhancing Reading Fluency among Grade 4 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 94.

BISA NG SALI-SALITA BILANG KAGAMITANG PANTURO SA PONEMANG SUPRASEGMENTAL NG MGA ESTUDYANTE SA UNANG TAON NAGMEMEDYOR SA FILIPINO

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DISCIPLINE
Education

KEYWORDS
sali-salita, ponemang suprasegmental, interaktibo

ABSTRACT

Sinuri sa pag-aaral na ito ang Sali-Salita bilang interaktibong kagamitang panturo sa ponemang suprasegmental para sa mga mag-aaral sa unang taon na nagmemedyor sa Filipino sa Bestlink College of the Philippines. Layunin nitong gawing mas malinaw, aktibo, at kawili-wili ang pagkatuto sa diin, tono, antala, at iba pang aspekto ng ponemang suprasegmental. Gumamit ang pag-aaral ng quasi-experimental na disenyo at purposive sampling. Pitumpu't isang (71) mag-aaral sa unang taon na nagmemedyor sa Filipino sa Bestlink College of the Philippines ang kumuha ng paunang pagsusulit, panapos na pagsusulit, at talatanungan. Isinagawa ang pagtuturo gamit ang Sali-Salita gameboard. Iniulat ang t-test value na 14.6339 para sa unang seksyon at 9.919 para sa pangalawang seksyon, na may $p < .00001$ kumpara sa alpha level na 0.05. Gayunman, hindi iniulat ang mga pretest at posttest mean, laki ng bawat seksyon, o malinaw na paliwanag kung ang dalawang t-test ay within-group o between-group comparisons. Iminumungkahi ng mga resulta na nakatulong ang Sali-Salita sa pagtuturo at pagkatuto ng ponemang suprasegmental. Maaari itong gamitin bilang interaktibong pandagdag na estratehiya, ngunit kailangang ilahad ang kumpletong descriptive statistics at linawin ang disenyo at paghahambing bago pagtibayin ang pahayag tungkol sa kabisaan.

RECOMMENDED CITATION

Are, K., Cerillano, M. B., Obales, V., Placio, J. L., & Raymundo, M. (2026). Bisa ng Sali-Salita bilang Kagamitang Panturo sa Ponemang Suprasegmental ng Mga Estudyante sa Unang Taon Nagmemedyor sa Filipino. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 95.

USE OF THE 3D MODEL MAKINA NG BUHAY IN TEACHING CARDIO-BLOOD CIRCULATION AMONG GRADE 9 STUDENTS AT WEST FAIRVIEW HIGH SCHOOL

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DISCIPLINE
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KEYWORDS
makina ng buhay, 3d heart model, cardio-blood circulation, grade 9 students, science instruction

ABSTRACT

Cardio-blood circulation serves as a vital process in the human body, particularly in sustaining life through the continuous transport of oxygen and nutrients. This system equips the body with the essential means to maintain organ function and overall health, as represented in the model "Makina ng Buhay." Moreover, it provides opportunities for learners to study heart function and anatomy through both theoretical and practical approaches, as emphasized by Encyclopedia Britannica (2022). Instructional innovations, such as 3D printed heart models, have proven effective in enhancing students' understanding by addressing the limitations of traditional 2D illustrations, as highlighted by Tarca et al. (2023). Similarly, Navid et al. (2020) advocated that 3D models significantly improve comprehension of cardiac anatomy when compared to conventional methods such as PowerPoint slides and sheep heart dissections. A quasi-experimental pretest–posttest design was used to examine the 3D model Makina ng Buhay in teaching cardio-blood circulation to Grade 9 students. Quantitative analysis was intended to assess changes in knowledge, engagement, and performance. Of the respondents, 48% were aged 14–15 years. The result shows that female students were most likely to benefit and that the 3D model improved Grade 9 students' understanding, retention, critical thinking, academic performance, engagement, curiosity, and self-directed learning. The result also describes the 3D model and the overall 3D learning experience as user-friendly. The study reports favorable outcomes after using the 3D model Makina and other 3D learning activities ng Buhay with Grade 9 students, including knowledge of the heart and blood circulation, problem-solving, and engagement. However, the absence of sample details and quantitative evidence prevents verification of significant improvement or claims that females benefited more. Further reporting and comparative evaluation are required.

RECOMMENDED CITATION

Bitun, L. M., Delicana, A. A., Gozarin, M. P., King, M. M., & Mata, K. L. (2026). Use of the 3D Model Makina ng Buhay in Teaching Cardio-Blood Circulation among Grade 9 Students at West Fairview High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 96.

USE OF LAKBAY PILIPINAS IN TEACHING PHILIPPINE REGIONS AMONG FIRST-YEAR SOCIAL STUDIES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE
Education

KEYWORDS
board games, lakbay pilipinas, geography, engagement, exploration, extension, evaluation, explanation

This study examined Lakbay Pilipinas, a geography board game intended to support first-year Social Studies students' engagement, critical thinking, retention, geographic knowledge, and understanding of Philippine regions. The game linked classroom content with questions, movement, recall, and collaborative play. An experimental design was reported with 26 1st-year BSED Social Studies majors selected through purposive sampling. Participants played Lakbay Pilipinas and completed a survey questionnaire. Mean ratings were 3.57 for engagement, 3.50 for exploration, 3.48 for extension, 3.52 for explanation, and 3.53 for evaluation. Pretest and posttest means were 15.81 and 21.27, respectively, a gain of 5.46 points. The higher posttest mean and favorable ratings suggest that Lakbay Pilipinas supported geography learning and engagement. The game may encourage recall, critical thinking, collaboration, and communication.

RECOMMENDED CITATION

Pelagio, J. A., Ravela, A., Reyes, R., Sandagon, R., & Sullano, J. (2026). Use of Lakbay Pilipinas in Teaching Philippine Regions among First-Year Social Studies Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 97.

ROLE OF COMMUNITY ENGAGEMENT AND SOCIAL SUPPORT IN THE ACADEMIC PERFORMANCE OF LGBTQIA+ SENIOR HIGH SCHOOL STUDENTS

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DISCIPLINE
Education

KEYWORDS
lgbtqia+ students, community engagement, social support, study engagement, school inclusion

ABSTRACT

This study examined community engagement and social support in relation to the academic experiences of LGBTQIA+ senior high school students during academic year 2025–2026. It considered well-being, confidence, leadership, peer support, study engagement, discrimination, and the need for an inclusive school environment. A correlational-quantitative design was used with thirty (30) purposively selected LGBTQIA+ senior high school students at Bestlink College of the Philippines. A survey questionnaire gathered data, which were summarized using frequency, percentage, mean, rank, the Kruskal–Wallis test, and Likert-scale interpretation. The grouping variable for the Kruskal–Wallis analysis was not identified. Most respondents were aged 16–17 years (22 students; 73.33%), and 60% identified as bisexual. HUMSS was the most represented strand. For sub-problem 1, mean ratings were 3.56% for leadership, 3.27 for peer support, and 3.59% for study engagement, all interpreted as "strongly agree." The percentage symbols attached to the means appear erroneous and require verification. Discrimination was the most commonly reported problem. The findings describe perceived community engagement, peer support, study engagement, and discrimination among LGBTQIA+ students. The proposed action plan appropriately emphasizes a safe, inclusive, and empowering school environment.

RECOMMENDED CITATION

Mendez, A., Oblea, R., Octa, R. C., Pabia, J., & Villareal, R. A. (2026). Role of Community Engagement and Social Support in the Academic Performance of LGBTQIA+ Senior High School Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 98.

UTILIZATION OF WHEEL OF SKILLS IN ENHANCING BASKETBALL SKILLS AMONG SECOND-YEAR BPED STUDENTS

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DISCIPLINE
Education

KEYWORDS
wheel of skills, basketball, bped, skill development, physical education, instructional tool

ABSTRACT

This study focused on the utilization of the Wheel of Skills as an intervention tool in enhancing basketball skills among second-year Bachelor of Physical Education (BPEd) students. This study aimed to evaluate the effectiveness of the Wheel of Skills as an instructional tool in enhancing the basketball skills of second-year Bachelor of Physical Education (BPEd) students at Bestlink College of the Philippines. The primary purpose was to determine whether the Wheel of Skills could improve fundamental competencies in dribbling, passing, and shooting, and provide students with a more interactive and engaging learning experience compared to traditional methods. A quantitative research design was employed using a pretest and posttest experimental approach. A total of 88 randomly selected second-year BPEd students participated in the study. The experimental group utilized the Wheel of Skills, while the control group engaged in conventional drills. Data were gathered through researcher-made questionnaires and performance tests, and were analyzed using frequency, percentage, weighted mean, and Wilcoxon signed-rank test. For students using the Wheel of Skills, the composite mean increased from 11.34 (“proficient”) on the pretest to 16.90 (“highly proficient”) on the posttest. The Wilcoxon signed-rank test indicated a significant difference ($W = 0$, $p < 0.05$). Perception ratings were 3.25 (“agree”) for execution, 3.40 (“strongly agree”) for instruction, and 3.52 (“strongly agree”) for guidelines. Although the Methods section describes a control group, no control-group outcomes are reported. The intervention-group improvement and favorable perceptions suggest that the Wheel of Skills supported basketball practice and engagement. Teachers and coaches may use it to create varied and structured drills.

RECOMMENDED CITATION

Barrios, L. J., Dabalos, T., Isidro, J., Martin, J. G., Soleybar, J. J., & Vega, D. L. (2026). Utilization of Wheel of Skills in Enhancing Basketball Skills among Second-Year BPED Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 99.

USE OF ANIMATED STORYTELLING TO ENHANCE READING COMPREHENSION AMONG GRADE 12 HUMSS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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DISCIPLINE
Education

KEYWORDS
animation, reading comprehension, storytelling, vocabulary

ABSTRACT

This study evaluated animated storytelling for reading comprehension among Grade 12 HUMSS students. A 2024 PSA-related claim that 18.96 million Filipino students have difficulty comprehending basic stories (Kalingag, 2025) and a statement from Mercado (2022) concerning animation and motivation. Using cluster sampling, 44 Grade 12 HUMSS students from Section 1201 were assigned to an experimental group using animation and a control group receiving traditional instruction. Pretests and posttests measured comprehension. A validated three-part survey assessed demographics, multimedia use, and implementation challenges. All respondents were aged 16–20 years, with equal gender distribution. Animation was the most commonly used multimedia format. Animated storytelling was reported to improve experimental-group performance relative to the control group and to support sensory, working, and long-term memory. Minor concerns included pacing and distracting visuals. Animated stories should be aligned with learner level and include pauses and guided questions.

RECOMMENDED CITATION

Bradesina, F. R. M., Carpio, K. L., Casimero, M., Mocoy, M. J., Sambrana, A., & Tañay, K. (2026). Use of Animated Storytelling to Enhance Reading Comprehension among Grade 12 HUMSS Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 100.

USE OF TAKE IT, PUSH IT MANIPULATIVES IN COMPARING 2-DIMENSIONAL SHAPES AMONG GRADE 1 LEARNERS

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DISCIPLINE
Education

KEYWORDS
take it, push it, mathematics manipulatives, 2-dimensional shapes, grade 1 learners, early mathematics

ABSTRACT

Mathematics manipulatives provide concrete representations that can help young learners compare 2-dimensional shapes through visual, tactile, and kinesthetic activity. This study evaluated Take It, Push It as an instructional manipulative for first-grade learners who were developing foundational shape-recognition and comparison skills. A quasi-experimental pretest–posttest design involved two hundred two (202) Grade 1 learners from Nagkaisang Nayon Elementary School selected through stratified sampling. Quantitative assessments measured understanding of shape concepts, and a survey questionnaire gathered teachers' perceptions of the material. Most Grade 1 learners were six years old (92%), and 55% were female. The pretest mean was 5.12 ("proficient"; SD = 2.41), while the posttest mean was 7.31 ("highly proficient"; SD = 1.87). The Wilcoxon signed-rank test indicated that none of the 202 learners scored lower after the intervention ($Z = -12.040$, $p = .000$). The p-value should be reported as an inequality rather than as zero. The higher posttest scores suggest that Take It, Push It supported learning about two-dimensional shapes. Continuous assessment, feedback, and guided manipulation may sustain engagement.

RECOMMENDED CITATION

Chiu, C., Cordovez, P. G., Cordovez, S. D., Grajeda, J., & Sadicon, S. (2026). Use of Take It, Push It Manipulatives in Comparing 2-Dimensional Shapes among Grade 1 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 101.

USE OF SOC-SCIE LABYRINTH IN TEACHING THE TANG DYNASTY AMONG FIRST-YEAR BSED SOCIAL STUDIES MAJORS

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DISCIPLINE
Education

KEYWORDS
authentic learning, board game, game-based learning, group learning, history education, interactive learning, sharing ideas, soc-scie labyrinth, tang dynasty

ABSTRACT

This study evaluated Soc-Scie Labyrinth, a history board game for teaching the Tang Dynasty to first-year BSED Social Studies majors. It considered engagement, collaboration, comprehension, retention, and academic performance through game-based learning. An experimental design was reported with forty-three first-year BSED Social Studies students selected through convenience sampling. Structured surveys and a t-test were used to assess the game and the challenges encountered in studying history. Most participants were in the younger age category (90%), 54% were female, and 56% had global-history grades of 86–90. Students rated interactive, group, and student-centered learning favorably. Soc-Scie Labyrinth may support motivation, engagement, collaboration, and understanding of the Tang Dynasty.

RECOMMENDED CITATION

Cabalican, D., Compuesto, M. F., Jr. Casio, L., Odones, H., & Ramirez, J. (2026). Use of Soc-Scie Labyrinth in Teaching the Tang Dynasty among First-Year BSED Social Studies Majors. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 102.

READING COMPREHENSION AND ACADEMIC PERFORMANCE AMONG GRADE 11 HUMSS STUDENTS

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DISCIPLINE
Education

KEYWORDS
reading comprehension, academic performance, vocabulary development

ABSTRACT

This study examined reading comprehension in relation to academic performance among Grade 11 HUMSS students at Bestlink College of the Philippines. For Grade 11 learners, it considered critical thinking, communication, vocabulary development, academic progress, problem-solving, study habits, weak vocabulary, and motivation. A correlational-quantitative design was used with 30 Grade 11 HUMSS students selected through cluster sampling. A survey questionnaire served as the research instrument. Mean ratings were 3.45 for critical thinking, 3.48 for communication skills, and 3.46 for vocabulary development, all interpreted as "strongly agree." Perceived academic-performance ratings were 3.43 for academic progress, 3.48 for problem-solving, and 3.50 for study habits. Weak vocabulary and lack of motivation were identified as common problems. No correlation coefficient or p-value was reported. An action plan may address weak vocabulary and motivation through guided reading, communication activities, vocabulary development, continuous assessment, and structured strategies.

RECOMMENDED CITATION

Babol, J. R., Fernandez, Y., Jaudines, S., Soleta, X. J., & Verde, S. R. (2026). Reading Comprehension and Academic Performance among Grade 11 HUMSS Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 103.

UTILIZING DIORAMAS IN LEARNING PLANT ENVIRONMENT IN SCIENCE FOR GRADE 4 STUDENTS AT SAN GABRIEL ELEMENTARY SCHOOL

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DISCIPLINE
Education

KEYWORDS
dioramas, visual learning, auditory learning, kinesthetic learning, science, plant environment, grade 4 students

ABSTRACT

Educational innovations often promise to enhance learning outcomes, but their success can be inconsistent when put into practice. Diorama-based learning has been proposed as a promising method to improve student engagement and comprehension, particularly in subjects that require visualization of complex processes, such as science. In the context of teaching plant environments, dioramas can serve as a creative, hands-on way for students to understand abstract concepts by creating physical representations of ecosystems. Although the theoretical benefits of diorama-based learning are well-documented, there is limited empirical evidence on its actual effectiveness, particularly among elementary school students. A quantitative quasi-experimental design involved 240 Grade 4 students at San Gabriel Elementary School. The source states that students were randomly assigned to diorama-based activities but does not clearly describe the comparison condition, making the design classification inconsistent. The intervention lasted six weeks and involved creating dioramas about plant environments. After the six-week intervention, pretest results showed that 60% scored 1–5 (“not proficient”), with a mean of 5.24. On the posttest, 66% scored 6–10 (“low proficient”), 25% scored 11–15 (“proficient”), and 7% scored below 5. The posttest mean was 8.91. The Wilcoxon signed-rank test indicated a significant difference ($Z = 12.3105$, $p = 0.000$); the p-value should be reported as an inequality rather than as zero. The pretest–posttest improvement suggests that diorama activities supported understanding of plant environments through hands-on and visual representation.

RECOMMENDED CITATION

Gregorio, S. A., Hawile, L. F., Rodrigora, M. G., Sardido, C. C., & Sevillena, J. (2026). Utilizing Dioramas in Learning Plant Environment in Science for Grade 4 Students at San Gabriel Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 104.

USE OF DUNGEON EQUATION QUEST IN TRANSLATING VERBAL SENTENCES INTO MATHEMATICAL EQUATIONS AND EXPRESSIONS AMONG GRADE 7 LEARNERS

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DISCIPLINE
Education

KEYWORDS
dungeon equation quest, mathematical equations, verbal expressions, board game, grade 7 learners

ABSTRACT

This study evaluated Dungeon Equation Quest (DEQ), a board game designed to help Grade Seven learners translate verbal sentences into mathematical equations and expressions. It considered performance, understanding, teamwork, engagement, and challenges during gameplay. A quasi-experimental pretest–posttest design involved 81 Grade Seven learners selected through cluster sampling. Researcher-made tests and a survey questionnaire gathered data, and t-tests and demographic profiling were used to examine performance and inclusiveness by age and gender. The mean increased from 15.15 on the pretest to 21.30 on the posttest, with $t = 7.63$ and $p = 0.00001 < 0.05$. Students reported challenges involving time management, game mechanics, and complex word problems. Male and female learners were described as having similar gains and favorable engagement, although the subgroup statistics were not reported. The findings suggest that DEQ supported performance and engagement in translating verbal statements into mathematical forms. Guidance and scaffolding may address gameplay and word-problem difficulties. Claims of equal improvement across gender and age require the corresponding subgroup tests, and long-term retention should be assessed separately.

RECOMMENDED CITATION

Amio, A. M., Claro, L. A., Lozada, K. A., Pacheco, J., & Palmares, M. A. (2026). Use of Dungeon Equation Quest in Translating Verbal Sentences into Mathematical Equations and Expressions among Grade 7 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 105.

EDUCATIONAL MANAGEMENT

ASSOCIATION BETWEEN ROLE OVERLOAD AND ACADEMIC PERFORMANCE AMONG CRIMINOLOGY STUDENT MAYORS

ABSTRACT

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DISCIPLINE
Educational Management

KEYWORDS
student leadership, role overload, academic performance, criminology student mayors, administrative duties, conflict management

Student leaders are expected to maintain discipline and responsibility while meeting academic demands, which may create role overload. This study examined the association between role overload and academic performance among criminology student mayors at Bestlink College of the Philippines. A descriptive-correlational design was used with a researcher-made survey questionnaire. A total of 101 criminology student mayors from the second to fourth year participated. The Kruskal–Wallis H test was used to examine differences or associations involving role overload and academic performance; the specific grouping variable should be clarified. Conflict management received the highest role-overload rating (weighted mean = 3.21, “fairly high”), followed by administrative duties (weighted mean = 2.55, “fairly high”) and academic-related representation (weighted mean = 2.47, “fairly low”). Academic performance was rated at a weighted mean of 1.91 (“fairly high”). The Kruskal–Wallis result was not significant ($H = 3.57$, $p = 0.31$), indicating no evidence of a relationship or group difference as operationalized in the study. The respondents reported managing both leadership and academic responsibilities while maintaining good academic standing. The nonsignificant result does not show that role overload improves time management, responsibility, or resilience; those explanations are speculative and would require separate evidence.

RECOMMENDED CITATION

Arana, A., Francisco, A., Gacino, G., Morquianos, J., & Payra, A. (2026). Association Between Role Overload and Academic Performance among Criminology Student Mayors. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 107.

ENGINEERING

A MULTI-FUNCTIONAL RESCUE DEVICE: TRACKER COMMUNICATION AND SIGNALING DEVICE FOR RESCUE OPERATIONS

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DISCIPLINE
Engineering

KEYWORDS
multifunctional rescue device; emergency communication; tracking device; signaling device; prototype acceptability

ABSTRACT

Innovative rescue devices may support emergency-response operations, but their design and usability require systematic evaluation. This study assessed the acceptability of a multifunctional rescue device among information-technology experts, urban search and rescue (USAR) personnel, and electronics engineers. The device was evaluated in terms of materials, durability, efficiency, versatility, and presentation, and the study examined whether assessments differed among the three respondent groups. The study used a descriptive research design. Fifteen (15) respondents participated: five information-technology experts, five USAR personnel, and five electronics engineers. Data were collected through a structured evaluation questionnaire. Weighted means were used to describe acceptability, and the Kruskal–Wallis H test was used to examine differences among the three groups at a 0.05 level of significance. The device was rated "Highly Acceptable" across the evaluation criteria. Information-technology experts reportedly provided the highest mean ratings, followed by USAR personnel and electronics engineers. All reported p-values exceeded the 0.05 significance level, and the overall p-value was 0.129; therefore, the study reported no statistically significant difference among the three groups' assessments. The results indicate that the small purposively selected respondent groups gave favorable and statistically similar acceptability ratings. The study do not establish that the device meets formal professional standards or performs effectively in real rescue operations. Field testing under realistic emergency conditions, reliability testing, and evaluation with a larger and more representative group are needed before practical deployment claims can be made.

RECOMMENDED CITATION

Aguilar, A., Cordova, H. A. T., Justo, E., Malok, A., & Martin, J. P. I. (2026). A Multi-Functional Rescue Device: Tracker Communication and Signaling Device for Rescue Operations. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 109.

SMART BUILDING SECURITY SYSTEM USING RASPBERRY PI WITH COMPARTMENTALIZED MONITORING, ALARM NOTIFICATIONS, AND TIME REGISTRATION

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DISCIPLINE
Engineering

KEYWORDS
smart building security; raspberry pi; esp32; access control; alarm notifications; time registration

ABSTRACT

Building-security systems increasingly integrate access control, monitoring, alarms, and automated records. This study developed a smart building-security prototype using programmable controllers and centralized data management. The study used experimental prototyping to develop a smart building-security system integrating a Raspberry Pi 5, ESP32, and MongoDB for compartmentalized monitoring, alarm notifications, and time registration. A quantitative-descriptive design and purposive sampling were used to obtain feedback from building administrators, security personnel, and homeowners concerning functionality and reliability. The prototype integrated a Raspberry Pi 5 and ESP32 with RFID access, facial recognition, object detection, alarm notifications, time registration, and backup-power support. The 3D model, subsystem design, and schematics documented the system architecture. Hardware components, including the servo motor, relay, camera, and buzzer, reportedly operated consistently across multiple trials, and respondents provided favorable assessments. The system demonstrates integration of selected monitoring, access-control, alarm, and record-management functions using Raspberry Pi and ESP32 components.

RECOMMENDED CITATION

Baniaga, F., Domato, N., Obillo, J.-M., Tambago, J. M., Tina-An, C., & Vanzuela, J. R. (2026). Smart Building Security System Using Raspberry Pi with Compartmentalized Monitoring, Alarm Notifications, and Time Registration. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 110.

INDIGENOUS STUDIES

PROTECTING INDIGENOUS PEOPLE: AN EVALUATION OF DUMAGAT REMONTADO ICCS/IPS ENVIRONMENTAL PRESERVATION

ABSTRACT

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DISCIPLINE
Indigenous Studies

KEYWORDS
indigenous peoples, dumagat remontado, environmental preservation, traditional knowledge, traditional methods, sustainability, cultural sensitivity

This study evaluated the environmental-preservation practices of the Dumagat Remontado. Indigenous communities play an important role in sustainable environmental management but face challenges such as external intrusion, limited resources, and insufficient institutional support. Understanding their practices and constraints is important for developing inclusive and sustainable conservation strategies. The study used a descriptive-quantitative research design. Survey questionnaires were administered to a sample of 50 Dumagat Remontado residents of Sitio Wawa, Barangay San Rafael, Montalban, Rizal, to document environmental-preservation efforts and encountered challenges. Reported preservation practices included protecting sacred grounds and ancestral domains, reforestation and tree planting, performing rituals or offerings before using natural resources, waste reduction and management, and soil conservation. Major barriers included insufficient resources and funding, intrusion by outside interests, inadequate policy and legislative support, and pressure on natural resources and agricultural lands from extraction and development projects. Although the community contributed to environmental sustainability, respondents reported inadequate protection and recognition. The findings highlight the importance of Dumagat Remontado ICCs/IPs in sustainable environmental management. The researchers recommend engaging young people in community conservation, adopting a multifaceted response to the community's challenges, involving Indigenous Peoples in policy formulation, and strengthening enforcement of laws that protect ancestral lands.

RECOMMENDED CITATION

Alcantara, J., Cabe, E., Medes, J., Nemiada, S., & Recodig, B. (2026). Protecting Indigenous People: An Evaluation of Dumagat Remontado ICCs/IPs Environmental Preservation. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 112.

INFORMATION SYSTEMS

GOVERNMENT SERVICE TRANSPORT & MOBILITY MANAGEMENT SYSTEM WITH PREDICTIVE ANALYTICS FOR PUV DEMAND FORECASTING

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DISCIPLINE
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KEYWORDS
urban mobility, transport & mobility, predictive analytics, puv demand forecasting, government service system

ABSTRACT

Urban mobility systems are rapidly evolving, compelling government transport operations to adopt digital technologies that meet increasing demands for efficiency, reliability, and transparency. Persistent challenges such as monitoring Public Utility Vehicle (PUV) availability, managing franchise and route data, and forecasting commuter demand highlight the need for an integrated, data-driven solution. This study presents the Government Service Transport & Mobility Management System with Predictive Analytics for PUV Demand Forecasting, developed to enhance transport governance and operational efficiency. The study employed a mixed-methods approach, incorporating stakeholder interviews with transport officers and Local Government Unit (LGU) personnel to capture operational requirements and implementation insights. System development followed the Agile Scrum methodology, enabling iterative cycles of planning, design, development, testing, and deployment to ensure adaptability and responsiveness. The system provided real-time monitoring, centralized reporting, predictive-demand functions, and tools for vehicle deployment and route management. The platform illustrates how predictive analytics may support proactive transport planning and integrated mobility management. Training and technology-adoption barriers remain relevant. Claims of reduced waiting time, congestion mitigation, and improved trust require operational data and comparative evaluation.

RECOMMENDED CITATION

Andres, F. A., Balatay, M. J., Blanquera, B. J., Daganio, Q. Y., & Graycochea, J. L. (2026). Government Service Transport & Mobility Management System with Predictive Analytics for PUV Demand Forecasting. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 114.

TRAVEL AND TOURS 1: HUMAN RESOURCES IV WITH ATTRITION RISK MONITORING AI USING SCIKIT-LEARN

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DISCIPLINE
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KEYWORDS
employee attrition, human resource management system (hrms), predictive analytics ai, travel and tours

ABSTRACT

Employee turnover remains a major challenge in the travel and tours sector, causing operational disruptions, increased recruitment and training costs, and declining service quality. Many organizations still rely on manual human resource processes and lack predictive tools to identify employees at risk of resignation. To address this gap, this study developed a Human Resource Management System (HRMS) integrated with an AI-based attrition risk monitoring module using Scikit-Learn to support data-driven workforce management. The system was developed using Agile Scrum combined with DevOps to enable iterative development and continuous integration. The HRMS consolidates key functions including employee records, payroll management, compensation planning, HMO and benefits administration, attrition risk analysis, and HR analytics dashboards. Machine learning models in Scikit-Learn process employee data to generate predictive insights. The platform is scalable, user-friendly, and responsive to the operational needs of travel and tours organizations. The HRMS generated attrition-risk indicators from attendance, job-performance, and survey data and integrated employee records, payroll, compensation, benefits, and dashboards. An attrition-risk module may assist human-resource planning when predictions are validated and used ethically.

RECOMMENDED CITATION

Caabay, K. J., Delapuz, E., Idanan, R., Papasin, D., & Tanilon, F. (2026). Travel and Tours 1: Human Resources Iv with Attrition Risk Monitoring AI Using Scikit-Learn. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 115.

GOVERNMENT SERVICE MANAGEMENT SYSTEM IN EDUCATION AND SCHOLARSHIP WITH AI-POWERED VIRTUAL ASSISTANCE FOR APPLICATION SUPPORT BY DIALOGFLOW

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DISCIPLINE
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KEYWORDS
scholarship application portal, ai virtual assistance, web-based system, document verification

ABSTRACT

Scholarships provide financial assistance to students facing economic challenges. Types include merit-based, need-based, and athletic scholarships. However, many schools still rely on paper-based applications, causing delays, redundancy, and inefficient processing. A digital scholarship application portal enables students to submit applications and documents online, reducing processing time and administrative workload. The project used the Agile Scrum methodology, dividing development into manageable sprints consisting of planning, development, testing, and review. This iterative approach supports continuous improvement and effective progress tracking. The system targets schools that still use paper-based scholarship application processes. The portal automated application submission, document review, applicant guidance, and inquiry handling through a virtual assistant. It was described as reducing workload, supporting 24/7 access, decreasing paper use, and improving transparency and usability. No participant count, processing-time value, chatbot accuracy, task-completion rate, staff-workload measure, or user-satisfaction score was reported. A web-based scholarship portal and Dialogflow assistant may improve access and workflow organization.

RECOMMENDED CITATION

Bacolod, C. J., Barotilla, Y., Bureros, K., Mahusay, C., & Santiago, E. (2026). Government Service Management System in Education and Scholarship with AI-Powered Virtual Assistance for Application Support by Dialogflow. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 116.

SCHOOL MANAGEMENT SYSTEM 1: CENTER FOR RESEARCH AND DEVELOPMENT WITH INTELLIGENT PROGRESSIVE RESEARCH SUBMISSION AND TRACKING SYSTEM USING OPENAI

ABSTRACT

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DISCIPLINE
Information Systems

KEYWORDS
academic research management, research submissions, scheduling, student compliance, submission tracking, automated notifications, ai analytics

The growing need for efficient academic research management exposes the limitations of manual and fragmented processes. At Bestlink College of the Philippines (BCP), the Center for Research and Development (CRAD) handles submissions, scheduling, and adviser coordination manually, causing delays, weak communication, and difficulty monitoring progress. This study developed an Intelligent Progressive Research Submission and Tracking System with AI analytics to address these issues. This study employed a developmental research design guided by Agile Scrum. The system was developed through iterative sprints covering requirements gathering, design, coding, and testing. Core modules included automated scheduling, adviser allocation, submission tracking, notifications, and analytics reporting. The system was deployed in a controlled environment to evaluate functionality, usability, and alignment with CRAD's operational needs. Functional testing indicated that the system centralized research-management functions, including adviser assignment, milestone monitoring, submission tracking, scheduling, notifications, and analytics reporting. The system provides a centralized approach to scheduling, submission monitoring, adviser coordination, and research-progress reporting at CRAD. The evaluation was conducted in a controlled environment and no user-based or quantitative performance results were reported, claims of improved efficiency, communication, transparency, or research completion should be interpreted cautiously.

RECOMMENDED CITATION

Arnaiz, A., Cruz, S., Estardo, R. K., Giray, J. M., & Lojero, L. (2026). School Management System 1: Center for Research and Development with Intelligent Progressive Research Submission and Tracking System Using OpenAI. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 117.

FACTORS ASSOCIATED WITH DATA-SECURITY MEASURE ADOPTION AMONG MICROENTERPRISES USING DIGITAL PAYMENTS: BASIS FOR A PROPOSED TOE-I BARRIER RESOLUTION GUIDE

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KEYWORDS
gcash; microenterprises; data-security measures; cybersecurity risks; technology-organization-environment framework; diffusion of innovation theory

ABSTRACT

Digital payment systems such as GCash are widely used by microenterprises in the Philippines because of their convenience and transaction speed. However, users remain vulnerable to data-security risks such as fraud, phishing, and unauthorized access. Despite increased use of digital payments, limited research has examined the factors associated with microenterprises' adoption of data-security measures. This study examined the relationship between selected influencing factors and the adoption of data-security measures among microenterprises using GCash in Novaliches, Quezon City. The study used a quantitative descriptive-correlational research design. Thirty (30) microenterprises were selected through purposive sampling. Data were collected using a structured Likert-scale questionnaire and analyzed using frequency, percentage, ranking, weighted mean, and Pearson's correlation coefficient. The influencing factors were categorized as technological, organizational, environmental, and individual, and their relationships with the adoption of data-security measures were examined. The results indicated a moderate level of adoption of data-security measures, with microenterprises relying mainly on basic security features provided by digital payment platforms. Pearson's correlation analysis found no statistically significant relationship between the technological, organizational, environmental, and individual factors and the level of data-security measure adoption. The findings indicate that the participating microenterprises used digital payment platforms but had limited adoption of additional data-security measures. The absence of statistically significant relationships means that the selected factors were not shown to be associated with the reported level of adoption in this sample. Explanations involving financial constraints, platform features, or cybersecurity awareness should be presented as possible interpretations unless directly measured. The stated support for the T-O-E framework and Diffusion of Innovation theory also requires clearer linkage to the reported analyses.

RECOMMENDED CITATION

Libo-On, N., Ogardo, M. C., Quizon, M. A., Sabandal, J. A., & Solayao, V. (2026). Factors Associated with Data-Security Measure Adoption among Microenterprises Using Digital Payments: Basis for a Proposed TOE-I Barrier Resolution Guide. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 118.

IT & MANAGEMENT

LOCAL GOVERNMENT UNIT 1: COMMUNITY INFRASTRUCTURE MAINTENANCE MANAGEMENT WITH PREDICTIVE ANALYTICS USING AZURE AUTOML REGRESSION MODEL

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KEYWORDS
community infrastructure maintenance, predictive analytics, azure automl, regression model, preventive maintenance

ABSTRACT

Local Government Units (LGUs) face challenges in maintaining community infrastructure due to reactive maintenance practices and limited asset condition data. Roads, drainage systems, bridges, and other facilities are often repaired only after visible damage or public complaints. This approach increases costs, causes service delays, misuses resources, and creates safety risks. This study proposed a Community Infrastructure Maintenance Management System for LGU 1 that integrates predictive analytics using the Azure AutoML Regression Model. The system forecasts maintenance needs, estimates costs, and supports preventive scheduling using historical maintenance and environmental data. It promotes data-driven decision-making and proactive infrastructure management. Developed using Agile Scrum, the system is scalable and flexible. It enables LGU 1 to shift from reactive to predictive and preventive maintenance, improving infrastructure lifespan and service delivery. A developmental and evaluation-based design was applied. The system was built through Agile Scrum with iterative feedback. Core modules included asset monitoring, maintenance scheduling, predictive analytics, work order management, and reporting dashboards. Predictive modeling used Azure AutoML Regression to automatically select the best model from historical data such as repair records, costs, environmental factors, and asset usage. System evaluation combined quantitative analysis of forecast accuracy and qualitative feedback from LGU personnel to assess usability and effectiveness. The developed system was reported to support maintenance planning, resource allocation, budgeting, transparency, and task management. Predictive estimates were described as reliable, and emergency repairs were described as reduced through early identification of high-risk assets. Predictive analytics may support preventive infrastructure management when historical data are complete and users are trained. The system demonstrates a proposed data-driven workflow using Azure AutoML, but claims that it improved efficiency, reduced costs, extended asset life, or transformed service delivery require quantitative validation and operational deployment evidence.

RECOMMENDED CITATION

Lucillo, J., Sandigan, J., Santos, E. J., & Vegilla, M. J. (2026). Local Government Unit 1: Community Infrastructure Maintenance Management with Predictive Analytics Using Azure AutoML Regression Model. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 120.

LOCAL GOVERNMENT UNIT 4: EMERGENCY RESPONSE SYSTEM WITH HAZARD MAPPING USING MICROSOFT AZURE AI AND XGBOOST RISK ANALYSIS

ABSTRACT

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KEYWORDS
emergency response system, hazard mapping, microsoft azure ai, xgboost risk analysis, agile scrum, barangay-based disaster management

The Emergency Response System with Hazard Mapping using Microsoft Azure AI and XGBoost Risk Analysis was developed to improve emergency management in Barangay Commonwealth, Quezon City. Current operations rely on manual reporting, fragmented records, and delayed decision-making, making it difficult to identify high-risk areas and deploy resources efficiently. The system integrates hazard mapping, predictive risk analysis, and centralized incident management to enhance coordination and situational awareness. By using Microsoft Azure AI and the XGBoost algorithm, the system shifts emergency response from reactive actions to proactive planning, enabling officials to anticipate risks and prioritize vulnerable areas. The study applied Agile Scrum methodology, dividing development into short sprints focused on modules such as incident reporting, hazard mapping, risk prediction, resource allocation, and dashboard visualization. Each sprint included planning, development, testing, and stakeholder review. Microsoft Azure AI was used for data processing and deployment, while XGBoost analyzed historical and real-time data to predict risk levels. Continuous testing ensured proper functionality and alignment with barangay procedures. The system centralized incident reporting, hazard visualization, responder coordination, equipment monitoring, and predictive risk prioritization. These functions were described as improving access to emergency data and response prioritization. No risk-model performance metrics, incident-response times, sample of historical events, user results, or comparison with existing procedures were reported. Hazard mapping and predictive analytics may support preparedness and resource prioritization, while Agile Scrum can facilitate iterative development. Claims of enhanced efficiency, preparedness, decision-making, or community safety require model validation and operational outcome data.

RECOMMENDED CITATION

Dionson, J., Dulfo, V. D., Gunda, H., Pacheco, M., & Santiago, J. A. (2026). Local Government Unit 4: Emergency Response System with Hazard Mapping Using Microsoft Azure AI and XGBoost Risk Analysis. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 121.

MICROFINANCE 1: HUMAN RESOURCES 2: ENABLING SMART TRAINING RECOMMENDATION AND COMPETENCY GAP DETECTION FOR SUCCESSION PLANNING USING PRISM DEEP LEARNING MODEL

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KEYWORDS
human resource management system, competency gap detection, succession planning

ABSTRACT

The Microfinance sector struggles with retaining a workforce for long-term growth due to high turnover and unaligned skill sets. Traditional practices fail to address competency gaps or provide leadership pipelines. This study introduced Microfinance Management System: HR2 to strengthen advancement through integrated training, competency assessment, and succession planning. The system leverages deep learning to provide smart recommendations and detect skill deficiencies. Human Resources 2 was assessed through a qualitative design using structured interviews and the Agile framework. This methodology gathered institutional insights regarding HR hurdles while ensuring the technical product evolved through iterative feedback. The research followed a microservices architecture to decompose applications into autonomous services like Training, Competency, and Succession Planning. Participants included HR personnel and managers. HR2 was reported as 95% complete. The system automated administrative workflows, established succession pipelines for 80% of critical positions, produced a 20% increase in skill alignment, enabled 70% of employees to use the self-service portal, and reduced manual processing delays by 70%. The basis, denominator, measurement period, and validation method for these percentages were not described. The system may support training recommendations, competency-gap analysis, succession planning, and employee self-service. User adoption and familiarization remain important. The reported 70% reduction in paperwork and the other completion, skill-alignment, pipeline, use, and delay-reduction percentages require source documentation and a clearly described evaluation method.

RECOMMENDED CITATION

Ancheta, K. C., Bullo, I. C., Dapatnapo, C. B., Delapeña, R. J., & Pedroso, N. (2026). Microfinance 1: Human Resources 2: Enabling Smart Training Recommendation and Competency Gap Detection for Succession Planning Using Prism Deep Learning Model. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 122.

MERCHANDISING 1 HUMAN RESOURCES III AI-BASED WORKFORCE OPTIMIZATION USING SCIKIT-LEARN FOR ATTENDANCE, SCHEDULING, TIMESHEETS, LEAVE, AND CLAIMS MANAGEMENT

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KEYWORDS
workforce optimization, human resource management system, scikit-learn, attendance management, scheduling system, ai in hr

ABSTRACT

The growing complexity of workforce management in the merchandising industry requires an integrated and intelligent human resource system. Traditional HR processes that rely on manual encoding or separate digital tools often cause delays, data redundancy, scheduling conflicts, and limited decision-making support. To address these issues, this study developed Merchandising 1 Human Resource III, an AI-based workforce optimization system using scikit-learn. The system integrates Attendance, Scheduling, Timesheets, Leave, and Claims Management into a unified platform designed to improve efficiency, accuracy, and workforce planning. The study applied Agile Scrum methodology in developing the system using a microservices-based architecture with API integration for real-time data synchronization. Machine learning algorithms such as decision trees, clustering, and regression were implemented through scikit-learn to analyze attendance records, employee availability, and historical workforce data. The system was evaluated through functional testing, integration testing, and user assessment involving managers and employees. The system automated attendance monitoring, schedule generation, timesheets, leave processing, claims management, dashboards, and access controls. Predictive analytics were described as improving schedule accuracy and reducing conflicts, while users reportedly benefited from greater transparency. No sample size, scheduling-accuracy value, conflict count, time-saving measure, model-validation metric, or user-rating result was reported. The integrated platform may support centralized workforce administration and future scalability. Claims of improved fairness, allocation, accuracy, and efficiency require defined evaluation measures and comparative data. The specific machine-learning models selected and their performance should also be reported.

RECOMMENDED CITATION

Bohayo, J. M., Diaz, J., Lorenzana, J. G., Orpilla, M., & Rubio, R. (2026). Merchandising 1 Human Resources III AI-Based Workforce Optimization Using Scikit-Learn for Attendance, Scheduling, Timesheets, Leave, and Claims Management. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 123.

HOSPITAL 2: HUMAN RESOURCES 2 EMPOWERING EMPLOYEES: TALENT DEVELOPMENT AND CAREER PROGRESSION(EMPLOYEE-CENTRIC): A SYSTEM WITH AUTOMATED CAREER GROWTH SUPPORT USING AI-BASED CAREER PATH RECOMMENDATION

ABSTRACT

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DISCIPLINE
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KEYWORDS
human resource management, ai-based recommendation, career development, talent management, microservices architecture, agile scrum, workflow automation

Hospitals face challenges in employee development due to fragmented HR processes, leading to unclear career paths and low staff motivation. The lack of a structured system for tracking skills, performance, and training creates inefficiencies and hinders workforce planning. To address this, the Hospital 2: Human Resources 2 system was conceptualized to provide an AI-powered platform for talent management. It centralizes employee profiling, automates performance evaluations, and delivers personalized career path recommendations to foster professional growth and improve organizational efficiency. The system was developed using Agile Scrum methodology to enable iterative development and continuous stakeholder feedback. Requirements were gathered through interviews, observation of HR workflows, and document analysis. A microservices architecture was adopted and aligned with TOGAF's four domains, ensuring a scalable and secure design. DevOps practices with CI/CD pipelines facilitated continuous integration and deployment. Role-based access control was implemented to ensure secure and appropriate system access for HR administrators, employees, and managers. The system automated employee profiles, performance evaluation, training management, and AI-based career recommendations. Testing and user validation were described as showing improved tracking, lower HR workload, and greater visibility of career opportunities. No participant count, recommendation-performance metric, processing-time measure, workload comparison, or user-rating result was reported. The platform may support centralized talent development and career planning. However, claims of significant efficiency, transparency, engagement, or decision improvement require measurable evaluation and safeguards addressing recommendation quality, bias, privacy, and employee appeal or review.

RECOMMENDED CITATION

Adalla, D. F., Bonrostro, E. M. A., Bugarin, A., Ruelo II, A., & Serrano, J. C. (2026). Hospital 2: Human Resources 2 Empowering Employees: Talent Development and Career Progression(Employee-Centric): A System with Automated Career Growth Support Using AI-Based Career Path Recommendation. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 124.

HIREUPS: SERVICE MANAGEMENT SYSTEM CORE II EMPLOYEE MANAGEMENT SYSTEM WITH MACHINE LEARNING FOR HR OPTIMIZATION: ATTENDANCE, PERFORMANCE AND COMPENSATION MANAGEMENT

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DISCIPLINE
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KEYWORDS
hireups, employee management system, machine learning, hr optimization, attendance management, performance evaluation, compensation management, service management system core ii

ABSTRACT

Contemporary organizations need effective manpower management systems that ensure productivity, transparency, and data-driven decision-making. Conventional HR management practices involve manual encoding, disorganized spreadsheets, and unconnected monitoring systems that result in inaccurate attendance tracking, late performance appraisals, and inefficient compensation calculations. Such conventional practices decrease organizational efficiency and make it difficult to plan for strategic HR management. The research design adopted in the study was a mixed-methods approach, which involved the use of quantitative system performance analysis and qualitative user feedback. The analysis was conducted on HR staff, departmental supervisors, and employees in the selected organizations that implemented the HireUps system. Quantitative data was collected using system analytics, which included attendance accuracy, payroll processing time, performance analysis turnaround, and Machine Learning prediction accuracy. The qualitative data was collected using surveys and interviews to gather information on usability, reliability, transparency, and user satisfaction. Sixty HR personnel, supervisors, and employees evaluated the HireUps system. At a stated confidence level of 95%, attendance monitoring achieved 97.8% accuracy, payroll and compensation processing time improved by 40%, and 95.6% of respondents provided positive feedback on the transparency, clarity, and accessibility of performance assessment. The reported attendance, processing-time, and user-feedback results suggest operational benefits for HR administration. However, the machine-learning component requires separate validation, including the prediction target, dataset, algorithm, test procedure, and performance measures. The basis for the stated confidence level should also be provided.

RECOMMENDED CITATION

Alegria, S., Donaire, A., Licud, X. J., Racraquin, C., & Solis, J. R. (2026). Hireups: Service Management System Core II Employee Management System with Machine Learning for HR Optimization: Attendance, Performance and Compensation Management. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 125.

LOCAL GOVERNMENT UNIT 4: PUBLIC SAFETY CAMPAIGN MANAGEMENT WITH AI ASSISTANT FOR BARANGAY-BASED WITH API-INTEGRATED ALERTS AND PERSONALIZED OUTREACH USING DEEPSITE

ABSTRACT

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DISCIPLINE
IT & Management

KEYWORDS
public safety campaign management; barangay communication; ai-assisted alerts; targeted outreach; campaign analytics

Traditional information-dissemination methods, such as megaphones, physical posters, and word of mouth, are often localized and may be too slow for urgent situations. The absence of centralized digital records can also make it difficult for local government units (LGUs) to organize community alerts and evaluate public-safety campaigns. This project addressed communication challenges in barangay communities during events such as natural disasters and public-health emergencies by developing a centralized, AI-assisted public-safety campaign-management system. The project used a developmental research design guided by Agile Scrum to support iterative development, stakeholder feedback, and incremental delivery. The system included modules for campaign planning and calendars, a repository for campaign materials, target-group segmentation, event and seminar management, survey and feedback collection, campaign analytics and reports, and integration with health and police systems. The completed system digitized selected barangay public-safety processes and provided tools for campaign management, alerts, audience targeting, feedback collection, and reporting. Users reportedly found the system helpful and easier to use than the previous manual approach. The project suggests that a localized digital platform may support more organized and timely public-safety communication. Nevertheless, the reported findings do not establish that the system increased resident trust, compliance, or emergency responsiveness. These outcomes require direct measurement and comparison with the previous communication process.

RECOMMENDED CITATION

Angeles, P. J., Pacinos, A., Rosano, D. J., Samoranos, Q., & Torres, H. J. (2026). Local Government Unit 4: Public Safety Campaign Management with AI Assistant for Barangay-Based with API-Integrated Alerts and Personalized Outreach Using Deepsite. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 126.

TRAVEL AND TOURS 1: ADMINISTRATIVE WITH AI DOCUMENT TAGGING USING GOOGLE CLOUD VISION AND NLP

ABSTRACT

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DISCIPLINE
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KEYWORDS
administrative management system, ai document tagging, google cloud vision, nlp, facility reservation, legal management, visitor management, user management

The rapid growth of the travel and tourism industry has increased administrative demands among local travel agencies in handling documents, reservations, legal records, visitor logs, and user access. As operations expand, agencies must process larger volumes while ensuring compliance and security. Manual and semi-digital processes often cause delays, scheduling conflicts, misplaced files, compliance risks, and reduced productivity. These challenges highlight the need for a more efficient technology-driven solution. This study developed Travel and Tours 1: Administrative with AI Document Tagging using Google Cloud Vision and NLP, a centralized system to streamline operations and improve workflow. The system uses Optical Character Recognition (OCR) and Natural Language Processing (NLP) to extract, classify, and tag documents for faster, accurate retrieval. It also provides reservation monitoring with conflict detection, legal tracking with alerts, visitor management, and role-based access control to strengthen security. A mixed-method research design combining qualitative and quantitative approaches was applied. Agile Scrum guided development through iterative sprint cycles, allowing continuous refinement based on stakeholder feedback. Data were gathered through interviews, workflow observation, and review of existing documents at Joli Travel & Tours. Functional, integration, and user testing evaluated system accuracy, reliability, and usability. Functional, integration, and user testing indicated that the system could extract, classify, tag, and retrieve documents; monitor reservations and legal records; manage visitors; and apply role-based access controls. Respondents reportedly rated the system favorably for usability, organization, and workflow performance. The findings suggest that the integrated system may support document organization, reservation monitoring, legal-record tracking, visitor management, and access control within the participating travel agency.

RECOMMENDED CITATION

Dungo, C. J., Espino, R. A., Medida Jr., G., Pernito, J. P., & Tortoles, K. S. (2026). Travel and Tours 1: Administrative with AI Document Tagging Using Google Cloud Vision and NLP. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 127.

TRAVEL AND TOURS 1: LOGISTICS 1 WITH AN AI AND QR SYSTEM FOR REAL-TIME EQUIPMENT MANAGEMENT

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KEYWORDS
logistics management system, ai integration, qr code tracking, smart warehousing, procurement automation

ABSTRACT

The expansion of Joli Travel & Tours highlighted the need for a more organized logistics-management system. The company used manual procedures and basic digital tools for equipment handling, procurement, warehousing, and documentation, which were associated with delays, inaccurate records, and limited real-time visibility of assets and operations. This study developed Travel and Tours 1: Logistics 1 with an AI and QR System for Real-Time Equipment Management to address these operational concerns. Travel and Tours 1: Logistics 1 with an AI and QR System for Real-Time Equipment Management was evaluated using a descriptive-developmental research design, systems analysis, and prototyping. Qualitative and technical methods were used to examine system requirements, functionality, and integration. Data were gathered through client interviews, direct observation of logistics operations, document analysis, informal discussions, and requirements-validation sessions. Participants included the owner, manager, procurement officers, logistics personnel, and development team of Joli Travel & Tours. Stakeholder validation, integration testing, and sprint reviews were used to assess the Logistics 1 system. The Smart Warehousing, Procurement and Sourcing, Asset Lifecycle and Maintenance, Project Logistics Tracker, and Document Tracking modules were integrated through real-time data synchronization. QR-based asset tracking and predictive-maintenance notifications were reported to support monitoring, data visibility, and workflow coordination. The study indicates that the Logistics 1 system may support process automation, asset tracking, procurement, and operational monitoring. However, the reported evaluation does not quantify improvements in accuracy, efficiency, or error reduction, and it does not establish the predictive performance of the AI-based maintenance feature. These outcomes require author verification and documented comparative testing.

RECOMMENDED CITATION

Butao, J., Calo, L., Edralin, C., Mula, D., & Ramos, M. (2026). Travel and Tours 1: Logistics 1 with an AI and QR System for Real-Time Equipment Management. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 128.

SCHOOL MANAGEMENT SYSTEM III: PAYMENT SYSTEM WITH AUTOMATED FINANCIAL ANALYTICS AND PAYMENT NOTIFICATIONS

ABSTRACT

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DISCIPLINE
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KEYWORDS
school payment management; automated financial analytics; payment notifications; audit-trail monitoring

As schools continue adapting to digital transformation, managing student payments remains a significant administrative challenge. Parents and students increasingly demand faster, more convenient payment options, while institutions require secure, transparent, and accurate financial records. Traditional manual systems often result in delayed processing, billing errors, and difficulties in tracking outstanding balances. This study aimed to develop a Payment Management System enhanced with automated financial analytics and payment notifications to improve efficiency, accuracy, and user experience. The study utilized an Agile development methodology consisting of iterative planning, system design, development, and testing phases. Requirements were gathered through interviews and direct observation involving students and school administrative staff. The system was developed as a web-based platform integrating billing management, online payment processing, scholarship and discount handling, automated notifications, and audit trail monitoring. Basic financial analytics were embedded to track payment trends, detect discrepancies, and generate real-time reports for decision-making. Functional implementation indicated that the system automated billing calculations, payment recording, balance checking, payment confirmation, financial reporting, and audit-trail monitoring. Users reportedly found the system convenient, and administrators were able to access organized transaction records and real-time reports. The system may support more organized payment processing, record transparency, and financial monitoring in the participating school.

RECOMMENDED CITATION

Andres, S. M., Cerica, G., Garcia, R., Sanchez, M. A., & Valenzuela, S. (2026). School Management System III: Payment System with Automated Financial Analytics and Payment Notifications. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 129.

SOLIERA RESTAURANT MANAGEMENT SYSTEM WITH SMART POS, INVENTORY PREDICTION, AND A REAL-TIME KITCHEN QUEUE

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DISCIPLINE
IT & Management

KEYWORDS
restaurant management system; point-of-sale system; inventory prediction; kitchen order queue; metabase business intelligence; chart.js

ABSTRACT

Core Transaction 2–Restaurant Management System was developed to enhance restaurant operations under Project Soliera through digital integration. This study focused exclusively on the restaurant component, addressing operational challenges such as inefficient order processing, inaccurate billing, weak inventory control, and limited access to sales data. The system automates essential restaurant functions to improve workflow efficiency and support data-driven managerial decisions. A key feature is the integration of Metabase business intelligence, used solely for restaurant sales analytics to generate dashboards, visual insights, and exportable reports for monitoring revenue and performance. The study followed a system development approach consisting of planning, design, development, and testing phases. The system includes modules for table and event reservations, point-of-sale (POS) and billing, menu management, kitchen order ticketing (KOT), table turnover monitoring, wait staff management, customer reviews, and user management. An inventory module tracks stock levels, estimates inventory lifespan based on consumption rates, and projects restocking costs in Philippine Peso. Metabase was integrated exclusively for restaurant sales data analysis. Functional testing was conducted to ensure accuracy, reliability, and usability. Functional testing indicated that the system supported ordering, billing, inventory monitoring, kitchen-order coordination, and restaurant sales reporting. The predictive inventory function estimated stock lifespan and projected restocking costs, while Metabase dashboards displayed revenue trends and peak sales periods. The system integrates core restaurant-management functions and provides revenue-focused dashboards and reports.

RECOMMENDED CITATION

Evora, J., Gabut, G., Madla, N. J., Poneles, C. L., & Tremol, S. K. (2026). Soliera Restaurant Management System with Smart POS, Inventory Prediction, and a Real-Time Kitchen Queue. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 130.

PUBLIC ADMINISTRATION & GOVERNANCE

CITIZENS' ACCESS TO BARANGAY 175, NORTH CALOOCAN, SERVICES THROUGH A DIGITAL PLATFORM: USAGE AND SATISFACTION

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DISCIPLINE
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KEYWORDS
citizen satisfaction; barangay digital services; servqual; service accessibility; digital literacy

ABSTRACT

This study examined citizen satisfaction with the digital services of Barangay 175, North Caloocan, focusing on the service interface, convenience, accessibility, and the SERVQUAL dimensions of reliability, assurance, tangibles, empathy, and responsiveness. It also described user demographics and common problems encountered while accessing the platform. A descriptive-quantitative research design was used, and data were collected from residents using structured survey questionnaires. Respondents were purposively sampled among those already using the digital services. The survey measured demographics, satisfaction levels, user experience, and problems encountered. Data were analyzed using frequency, percentage, weighted mean, and ranking to assess the platform's overall effectiveness. Most respondents were described as young adults, predominantly women, and long-term residents. Respondents reported satisfaction with the service interface, convenience, and accessibility, and assurance received the highest reported weighted mean among the SERVQUAL dimensions. Reported challenges included technical issues, limited digital literacy among older users, inconsistent information, and slow system performance. The findings indicate generally favorable user perceptions of the barangay's digital platform while identifying recurring barriers, including technical problems, unstable connections, inconsistent information, and limited support for users with lower digital literacy. System improvements, clearer instructions, digital-literacy support, and stronger technical assistance may address these concerns. Because the design was descriptive, the study does not establish that the platform improved access or communication relative to previous service-delivery methods.

RECOMMENDED CITATION

Malacas, J. E., Mendiola, R., Ponce, L., Salita, A., & Sumagang, A. J. (2026). Citizens' Access to Barangay 175, North Caloocan, Services Through a Digital Platform: Usage and Satisfaction. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 132.

COMMUNITY PERCEPTIONS OF THE IMPLEMENTATION OF CITY ORDINANCE NO. 3328 IN BARANGAY PASONG PUTIK PROPER, QUEZON CITY

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DISCIPLINE
Public Administration and Governance

KEYWORDS
community perception; city ordinance no. 3328; vaping regulation; policy implementation; penalty enforcement; public-health awareness

ABSTRACT

This study examined community perceptions of the implementation of City Ordinance No. 3328 in Barangay Pasong Putik Proper, Quezon City. The ordinance prohibits cigars, vapes, and other smoking devices in public places as a public-health measure. The study focused on awareness, policy implementation, penalties, respondent profiles, perceived enforcement challenges, and differences among the assessed dimensions. The study used a descriptive research design involving sixty police officers, students, out-of-school youth, vendors, and barangay officials. Data were collected using a validated questionnaire covering respondent profiles, awareness, implementation, penalties, and enforcement issues. A four-point response scale ranging from "Fully Implemented" to "Not Implemented" was used. Data were analyzed using frequency, percentage, weighted mean, and analysis of variance. Most respondents were aged 18–30 years, male, single, and high-school graduates. Awareness of the health and mental-health risks of vaping was described as partially implemented, although this wording appears to conflate awareness with implementation. Policy implementation, particularly awareness campaigns, received the highest reported rating and was described as implemented but not fully implemented. Penalties for violators and sellers were rated as partially implemented. The findings indicate that respondents perceived visible implementation efforts but continuing gaps in awareness, penalty procedures, information dissemination, reporting, staffing, and enforcement consistency. Recommendations to strengthen education and standardize enforcement are reasonable, but the study did not measure smoking or vaping prevalence, exposure, compliance rates, or public-health outcomes.

RECOMMENDED CITATION

De Lumen, J., Leandres, I. J., Meniano, J., Samo, K., & Somera, R. (2026). Community Perceptions of the Implementation of City Ordinance No. 3328 in Barangay Pasong Putik Proper, Quezon City. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 133.

RESEARCH IMPACT GUIDE

SIMULATION-BASED TRAINING AND COMPETENCIES OF THIRD-YEAR BSHM WORKING STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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DISCIPLINE
Research Impact Guide

KEYWORDS
simulation-based training, hospitality management, working students, occupational competencies, hands-on learning

ABSTRACT

The hospitality industry requires practical skills, technical proficiency, and confidence. This study examined how third-year Bachelor of Science in Hospitality Management (BSHM) working students applied competencies developed through simulation-based training in food and beverage service, housekeeping, and kitchen operations. A descriptive design was used with 50 third-year BSHM students at Bestlink College of the Philippines who were employed while studying. Simple random sampling was reported. A survey questionnaire reviewed by a grammarian and statistician gathered data on respondents' age, gender, job role, industry, and perceived application of simulation-based training in food and beverage service, housekeeping, and kitchen operations. Most respondents were male young adults aged 21–25 years. They rated simulation-based training highly for applying skills in housekeeping, food and beverage service, and kitchen operations and for developing confidence in task performance. Reported challenges included difficulty remembering procedures and limited exposure to unexpected scenarios. The findings may inform a guide for strengthening simulation-based training through consistent routines, repeated hands-on practice, exposure to varied scenarios, and feedback after each activity.

RECOMMENDED CITATION

Abendaño, R. R., Ella, E., Ranes, A., Resuello, P. A., & Rotap, R. (2026). Simulation-Based Training and Competencies of Third-Year BSHM Working Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 135.

SOCIAL SCIENCES

TIME MANAGEMENT STRATEGIES IN ENHANCING STUDY HABITS OF GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

ABSTRACT

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DISCIPLINE
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KEYWORDS
time management, study habits

The study emphasized that academic success requires effective time management in addition to conventional study habits, particularly among Grade 12 HUMSS students. Procrastination, excessive social-media use, and difficulty balancing academic and personal responsibilities may contribute to stress, missed deadlines, and burnout. Strategies such as organizing schedules, setting deadlines, prioritizing tasks, and minimizing distractions may help strengthen study habits and productivity. The study used a descriptive-quantitative research design to describe the time-management strategies and study habits of 112 Grade 12 Humanities and Social Sciences students without manipulating any variables. Data were collected using a survey questionnaire. Respondents strongly agreed that time-management strategies supported their study habits in terms of skill development, task prioritization, and learning motivation. They also agreed that time management was related to self-regulation, planning, and metacognition. The study environment was identified as the most frequently encountered difficulty. The proposed recommendation was for students to maintain a clean, quiet, organized, and comfortable study area to support effective study habits. The findings indicate that time-management strategies may support study habits through skill development, task prioritization, learning motivation, self-regulation, planning, and metacognition. The study environment was identified as the factor that most affected students' ability to study effectively. The study recommends planning study sessions to improve focus, reduce procrastination, and develop consistent study habits.

RECOMMENDED CITATION

Himaya, J., Libardo, M. D., Pahati, B. A., Sumalpong, J. S., & Yape, L. (2026). Time Management Strategies in Enhancing Study Habits of Grade 12 Humanities and Social Sciences Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 137.

ASSOCIATION BETWEEN FACEBOOK USAGE AND SHARED SENTIMENTS AND JUDGMENTS AMONG GRADE 11 HUMANITIES AND SOCIAL SCIENCES

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DISCIPLINE
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KEYWORDS
facebook, shared sentiments, judgments, social media use

ABSTRACT

Facebook may facilitate emotional convergence, in which students develop similar feelings after viewing friends' statuses, comments, or reactions, thereby fostering shared happiness, empathy, or frustration. The study also referenced Department Order No. 49, series of 2022, in considering the role of social media in interpersonal dynamics; however, the connection was not clearly explained in the original text. The study used a descriptive research design without manipulating variables. Thirty-five (35) selected Grade 11 Humanities and Social Sciences students were chosen through systematic sampling, and data were collected using a survey questionnaire. The findings showed that students strongly agreed that Facebook use was related to their shared sentiments and judgments in terms of point of view, decision-making, and critical-thinking skills. Distraction was the most commonly reported problem associated with Facebook use. The proposed action plan emphasized time-management strategies to help students balance academic responsibilities and social-media engagement. Respondents perceived Facebook use as related to shared sentiments and judgments, particularly in relation to point of view, decision-making, and critical-thinking skills. Distraction was identified as the most common barrier. The study recommends awareness activities and time-management strategies to address excessive Facebook use and its possible relationship with academic performance.

RECOMMENDED CITATION

Baynosa, M. J., Ecija, A., Marzan, I., Refugia, S. M., & Velasquez, L. (2026). Association Between Facebook Usage and Shared Sentiments and Judgments among Grade 11 Humanities and Social Sciences. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 138.

RELATIONSHIP BETWEEN MULTIPLE ROLE DEMANDS AND COGNITIVE FATIGUE AMONG WORKING STUDENTS

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DISCIPLINE
Social Sciences

KEYWORDS
multiple role demands, cognitive fatigue, role strain, burnout, stress, resilience, work-study balance

ABSTRACT

This study examined the relationship between multiple role demands and cognitive fatigue among working students at Bestlink College of the Philippines. It was anchored in Role Strain Theory (Goode, 1960), which provides a framework for understanding the psychological and cognitive consequences of managing multiple social roles simultaneously. Individuals often balance several roles that compete for limited resources such as time, energy, and attention. Difficulty meeting these expectations may produce role strain, stress, and a sense of being unable to fulfill competing demands. The study employed a descriptive-correlational design and used purposive sampling to select fifty fourth-year Psychology students. Data were collected using a self-developed and validated five-part questionnaire covering demographic profile, multiple role demands, cognitive fatigue, challenges in managing multiple roles, and coping strategies. Statistical analysis was used to examine the relationship between multiple role demands and cognitive fatigue. Most respondents were young adults aged 21–24 years, with equal representation by gender. All were in their fourth year of study, and most were engaged in part-time employment. Respondents reported moderate academic-workload demands but high job-related task demands, suggesting that employment responsibilities contributed more strongly to perceived role strain than academic workload. Many respondents also reported emotional exhaustion, stress, and avoidance behaviors when academic tasks became overwhelming, highlighting the cumulative demands of balancing study and work. Respondents reported a high level of cognitive fatigue across mental exhaustion, concentration difficulties, and reduced cognitive performance. They described depleted mental energy, difficulty maintaining focus, impaired memory retention, and reduced problem-solving ability while managing concurrent academic and work demands. Major academic challenges included insufficient study time, overlapping deadlines, and academic anxiety, while work-related challenges included schedule conflicts, performance pressure, and divided attention.

RECOMMENDED CITATION

Atuli, P. J., Borromeo, D. S., Clarianes, L. N., Comeda, M., & Licnachan, M. (2026). Relationship Between Multiple Role Demands and Cognitive Fatigue among Working Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 139.

LIMITED INFORMATION ACCESS AND RESEARCH-OUTPUT QUALITY AMONG FOURTH-YEAR CTE STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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DISCIPLINE
Social Sciences

KEYWORDS
information access, research quality, digital literacy

ABSTRACT

Bestlink College of the Philippines transformed its library from a conventional collection into a Collaborative Learning Center integrating digital services such as the Online Public Access Catalog (OPAC). Despite these developments, students continue to experience difficulty accessing reliable and current academic resources because of limited digital literacy, unstable internet connectivity, and insufficient awareness of ethical research practices. These barriers may be related to the quality, credibility, and originality of student research outputs. This research study used a descriptive correlational quantitative design to determine the relationship between limited information access and the quality of research outputs among fourth-year CTE students of Bestlink College of the Philippines during the first semester of SY 2025–2026. Respondents were purposively selected from different CTE majors who had completed their final research defense. Data were collected using a researcher-developed, validated questionnaire with a four-point Likert scale. Respondents reported high perceived levels of information access and research quality, with availability, credibility, and accessibility identified as major factors. Because the data were nonnormally distributed ($p < .05$), Spearman's rho was used. The analysis found a weak but significant positive correlation between access to digital technology and research quality, while the other variables were not statistically significant. The findings provide evidence of the relationship between information access and perceived research quality. The study may serve as a basis for improving institutional support systems, information resources, digital-literacy initiatives, and access to reliable academic materials for students.

RECOMMENDED CITATION

Arboiz, A., Devara, M., Limpiada, N., Nuñez, M., Saludes, J., & Solano, B. A. (2026). Limited Information Access and Research-Output Quality among Fourth-Year CTE Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 140.

THE EFFECTIVENESS OF QUEZON CITY DRUG TREATMENT AND REHABILITATION CENTER IN PAYATAS AREA B

ABSTRACT

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DISCIPLINE
Social Sciences

KEYWORDS
drug rehabilitation, treatment approach, support system, social integration, family involvement

This study assessed the perceived effectiveness of the Quezon City Drug Treatment and Rehabilitation Center in Payatas Area B in terms of treatment approach, support system, and social integration. It also examined how these components were perceived to support the recovery of former drug dependents and identified problems encountered during rehabilitation. The findings were intended to inform improvements in rehabilitation programs and community-based interventions. This study employed a quantitative descriptive research design to assess the effectiveness of the Quezon City Drug Treatment and Rehabilitation Center in Payatas Area B. The descriptive method was appropriate as it allowed the researchers to gather data on the current condition and performance of the rehabilitation center without manipulating variables. A self-made questionnaire was utilized as the primary data-gathering instrument. The questionnaire was validated by experts to ensure clarity, relevance, and reliability. It was divided into four parts: treatment approach, support system, social integration, and problems encountered. A four-point Likert scale was used to measure respondents' perceptions. Findings showed that the rehabilitation center was rated Very Effective in treatment approach and social integration, and Effective in support system. ANOVA results showed no significant difference among the assessments of facilitators, former patients, and community members, indicating consistent perceptions of the rehabilitation center's effectiveness. The findings were interpreted through Social Learning Theory, which emphasizes structured programs and reinforcement in behavior change. Limited family involvement was identified as a concern consistent with literature describing weak support systems as a relapse risk factor. The study recommends strengthening family participation and aftercare services to support long-term recovery.

RECOMMENDED CITATION

Andula, L., Dacaymat, J., Dianela, B., Flamingco, I., & Prenciona, J. (2026). The Effectiveness of Quezon City Drug Treatment and Rehabilitation Center in Payatas Area B. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 141.

AN ASSESSMENT OF CYBER DEFAMATION INFORMATION DISSEMINATION AMONG SENIOR HIGH SCHOOL STUDENTS IN COMMONWEALTH HIGH SCHOOL

ABSTRACT

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DISCIPLINE
Social Sciences

KEYWORDS
digital safety, cybersecurity awareness, online harms

Cyber defamation is a growing digital concern among senior high school students. This study assessed awareness, cybersecurity knowledge, preventive practices, and understanding of cyber defamation; identified gaps; and proposed strategies for safer digital engagement. It tested the null hypothesis that these measures did not differ significantly across student subgroups. The study used a quantitative-descriptive design involving 50 senior high school students from Commonwealth High School selected through purposive sampling. A structured survey assessed cyber-defamation awareness, cybersecurity knowledge (e.g., data protection), experiences of online harm, preventive practices, and receptiveness to interventions. One-way ANOVA examined differences across demographic and academic groups. Students showed moderate cybersecurity knowledge but significant gaps in cyber defamation awareness, including legal implications and identifying subtle harmful content. While familiar with basics like strong passwords, they lacked clarity on avoiding defamation. The proposed intervention—awareness campaigns, workshops, and peer advocacy—received high ratings, with over 85% willingness to participate. Consistent with the hypothesis, ANOVA showed no significant differences across subgroups. Key challenges included limited curriculum integration of digital ethics and difficulty distinguishing criticism from defamation. The findings indicate a need for initiatives that integrate cyber-defamation awareness, cybersecurity knowledge, and preventive practices. Participation by students, administrators, and educators is important for responsible digital citizenship. Inclusive interventions within broader cybersecurity frameworks may help Commonwealth High School develop sustainable strategies for a safer online environment.

RECOMMENDED CITATION

Fernandez, A. J., Mauricio, A., Roma, L., Serra, J., & Villanueva, A. (2026). An Assessment of Cyber Defamation Information Dissemination among Senior High School Students in Commonwealth High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 142.

ASSOCIATION BETWEEN INSTITUTIONAL CULTURE AND CAREER DECISION MAKING AMONG ALUMNI OF BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE
Social Sciences

KEYWORDS
career decision-making, institutional culture, social cognitive career theory

This study examined the association between institutional culture and career decision-making among 170 alumni of Bestlink College of the Philippines. Guided by Social Cognitive Career Theory, it considered how shared institutional values, beliefs, practices, and perceptions relate to alumni career choices. A descriptive-correlational quantitative design was used. A validated structured survey questionnaire served as the primary data-collection instrument, and purposive sampling was used to select alumni who graduated during school year 2023–2024. Institutional-culture dimensions—including shared values and beliefs, behavioral patterns, assumptions and ideologies, collective cognitions, and socially constructed reality—were associated with alumni career choices. Respondents also reported confidence in their abilities, consideration of possible outcomes, and alignment between personal goals and career aspirations. The Results section did not provide the corresponding descriptive or inferential statistics. Regression analysis indicated that institutional culture explained a moderate proportion of variation in career decision-making. The source reported a value of .176 for an R-based statistic, but the statistic's subscript or exponent was missing and requires author verification. This result does not establish causation. The findings suggest that institutional culture is one factor associated with alumni career decisions, alongside personal agency, labor-market conditions, and socioeconomic context. Programs may reinforce institutional values, self-efficacy, goal clarification, and independent career-planning skills.

RECOMMENDED CITATION

Gonzales, G., Madamba, S. H., Magusara, G., Marquez, K., Reyes, J. D., & Toribia, R. C. (2026). Association Between Institutional Culture and Career Decision Making among Alumni of Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 143.

RELATIONSHIP BETWEEN PART-TIME JOB AND ACADEMIC PERFORMANCES AMONG SENIOR HIGH SCHOOL STUDENTS

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DISCIPLINE
Social Sciences

KEYWORDS
part-time employment, academic performance, time management, working students, senior high school

ABSTRACT

This study examined the relationship between part-time employment and the academic performance of senior high school students. Guided by Macan's Time Management Theory, it considered time management, skill development, class attendance, and the challenges experienced by working students. A survey of 30 respondents informed an action plan intended to help students balance work and school responsibilities, manage stress, and maintain their academic performance. A descriptive-quantitative design was used with 30 purposively selected senior high school students from Bestlink College of the Philippines. A survey questionnaire gathered information on academic performance, time management, skill development, class attendance, and well-being. Data were summarized using frequency, percentage, ranking, mean, and Likert-scale interpretation. Respondents reported that part-time employment created time-management difficulties, particularly in meeting deadlines, but also helped them develop adaptability, responsibility, independence, communication skills, and confidence. Most students reported that they were generally able to submit requirements on time. The Results section did not provide numerical values or an inferential analysis establishing an effect on academic performance. Most respondents were female and aged 18–19 years. Afternoon shifts were common, and frequently reported jobs included tutor, cashier, online worker, and student assistant. The findings indicate that working students experience both practical benefits and academic pressures. Because the study was descriptive and based on self-reports, statements that part-time work significantly improved academic performance are not supported. The proposed action plan may focus on time management, academic support, and work–study balance.

RECOMMENDED CITATION

Dela, T. P., Hilis, A., Lagos, A. J., Lagradilla, A. M., & Tilo, R. A. (2026). Relationship Between Part-Time Job and Academic Performances among Senior High School Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 144.

LEVEL OF REPRODUCTIVE HEALTH LITERACY AMONG PSYCHOLOGY STUDENTS: A BASIS FOR WEB-BASED SELF AWARENESS

ABSTRACT

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DISCIPLINE
Social Sciences

KEYWORDS
reproductive health literacy, psychology students, web-based health education, self-awareness, usap rh

This study assessed reproductive-health literacy (RHL) among Psychology students and examined their interest in a web-based resource for self-awareness. It addressed possible gaps in reproductive-health knowledge, misconceptions, stigma, and access to accurate information. A descriptive design was used to assess reproductive-health literacy and its relationship with demographic factors among 340 Psychology students at Bestlink College of the Philippines. From a population of 2,182, disproportionate stratified random sampling selected 85 students from each year level (1st–4th year). An expert-validated questionnaire assessed demographics, knowledge of reproductive-health concepts, including STI/HIV awareness, and attitudes toward reproductive health. The study shows that respondents generally demonstrated moderate to high awareness, while misconceptions and stigma continued to affect open discussion and decision-making. Students reportedly held positive attitudes toward reproductive-health education and expressed interest in interactive, privacy-protected web-based resources. Based on the descriptive findings, the researchers proposed Usap RH, a web-based platform containing educational content, reminders, and self-monitoring features.

RECOMMENDED CITATION

Detera, M., Florino, R., Jamora, J. M., Manlangit, D., & Palinar, M. (2026). Level of Reproductive Health Literacy among Psychology Students: A Basis for Web-Based Self Awareness. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 145.

COMPARISON OF TIME-MANAGEMENT PRACTICES BETWEEN WORKING AND NONWORKING GRADE 12 HUMSS STUDENTS

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DISCIPLINE
Social Sciences

KEYWORDS
working students, time management, academic performance

ABSTRACT

This study aimed to compare the time management practices of working and non-working Grade 12 Humanities and Social Sciences (HUMSS) students. Time management plays a vital role in academic performance, productivity, and overall well-being, especially as students balance academic, personal, and employment responsibilities. A quantitative comparative design was used. A structured questionnaire covered academic tasks, personal responsibilities, leisure activities, household duties, and employment duties. Weighted means and composite means were used to compare the time-management levels of the two groups. The sample size and sampling procedure were not reported. Nonworking students reported effective management of academic tasks, personal responsibilities, and leisure activities. Working students also reported balancing academic and employment duties but experienced schedule conflicts and fatigue. Common challenges included excessive gadget use among nonworking students and inadequate scheduling among working students. No numerical group results or statistical test of between-group differences were reported. The proposed action plan includes time-management workshops, task-prioritization strategies, and wellness programs. These may support organization and work–study balance.

RECOMMENDED CITATION

Delapena, M., Eta, J., Rodriguez, M. B., Saluta, L., & Sullano, M. (2026). Comparison of Time-Management Practices between Working and Nonworking Grade 12 HUMSS Students. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 146.

RELATIONSHIP BETWEEN DIGITAL LITERACY AND RESEARCH SKILLS AMONG BLIS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

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DISCIPLINE
Social Sciences

KEYWORDS
digital literacy, research skills

ABSTRACT

Digital literacy is a vital competency in Library and Information Science, where students must effectively access, evaluate, and utilize digital information for academic research. Grounded in the Digital Literacy Global Framework and CHED Memorandum Order No. 24, s. 2015, this study investigated the relationship between digital literacy and research skills among first-year BLIS students at Bestlink College of the Philippines. Digital literacy covered information and data literacy, communication, content creation, safety, and problem solving, while research skills included cognitive, attitudinal, technological, and practical dimensions. A quantitative correlational design was employed. The respondents consisted of fifty-four (54) first-year BLIS students selected through total population sampling during Academic Year 2025–2026. Data were gathered using a validated four-point Likert-scale questionnaire. Statistical tools included frequency, percentage, weighted mean, Shapiro–Wilk normality test, and Pearson's correlation coefficient to determine the strength and significance of relationships between variables. Findings showed moderate to high levels of digital literacy and research skills among respondents. Strong performance was observed in communication, collaboration, and technological use, while minor gaps appeared in digital content creation and information verification. Pearson's analysis revealed a strong, statistically significant positive relationship between digital literacy and research skills ($r = .71$, $p < .001$). Digital literacy was strongly and positively related to research skills in this sample. The correlational result does not establish that digital literacy caused improvements in cognitive processing, reasoning, research productivity, or academic performance. Structured training in digital tools, source evaluation, content creation, and sustained application may nevertheless address the identified skill gaps.

RECOMMENDED CITATION

Castro, K., Japson, D. H., Lopez, B., Ortega, I. I., & Tadeos, J. L. (2026). Relationship Between Digital Literacy and Research Skills among BLIS Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 147.

SOCIAL WORK

THE EFFECTIVENESS OF THE MOLAVE YOUTH HOME IN BARANGAY PAYATAS B, QUEZON CITY

ABSTRACT

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DISCIPLINE
Social Work

KEYWORDS
children in conflict with the law, juvenile delinquency, rehabilitation, reintegration, transformation

This study examined the effectiveness of Molave Youth Home in Barangay Payatas B, Quezon City, as a rehabilitation facility for Children in Conflict with the Law (CICL). It evaluates the facility's effectiveness in terms of rehabilitation, reintegration, and transformation, identifies challenges encountered in implementing rehabilitation programs, and determines whether significant differences exist in the perceptions of Rehabilitation Workers, Women and Children Protection Desk (WCPD) personnel, and Barangay Officials. The research employed a descriptive quantitative design using a self-made survey questionnaire as the primary data-gathering instrument. Respondents included 30 Rehabilitation Workers, 3 WCPD personnel, and 3 Barangay Officials, totaling 36 participants. Data were analyzed using frequency and percentage distribution, weighted mean, ranking, and the Kruskal-Wallis H Test to determine differences among respondent groups. Molave Youth Home was rated "Very Effective" in rehabilitation (mean = 3.40), reintegration (mean = 3.38), and transformation (mean = 3.44), with transformation receiving the highest mean. The Kruskal–Wallis test indicated no significant differences among the assessments of Rehabilitation Workers, WCPD personnel, and Barangay Officials. Common challenges included escape attempts and high levels of stress and burnout among personnel. Respondents perceived Molave Youth Home as effective in rehabilitation, transformation, and reintegration of Children in Conflict with the Law. Operational concerns involving staff burnout and security indicate a need for continuing program improvement. The study recommends strengthening staff well-being initiatives, institutional security and supervision, and family- and community-based support systems.

RECOMMENDED CITATION

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URBAN PLANNING & TRANSPORTATION

PERCEIVED CONTRIBUTORS TO TRAFFIC CONGESTION IN BARANGAY BAGBAG, QUEZON CITY: BASIS FOR ENHANCED TRAFFIC-MANAGEMENT STRATEGIES

ABSTRACT

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DISCIPLINE
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KEYWORDS
road obstruction, inefficient traffic management, driver and commuters behavior, traffic congestion, strategies

Traffic congestion remains a persistent urban problem that negatively affects mobility, public safety, and quality of life, particularly in densely populated areas of Metro Manila. This study aimed to identify the root causes of traffic congestion in Barangay Bagbag, Quezon City, as a basis for developing enhanced traffic management strategies. A quantitative descriptive research design was employed to analyze traffic congestion in terms of road obstructions, inefficient traffic management, and driver and commuter behavior. The study also examined whether significant differences existed in respondents' assessments when grouped according to profile. A total of fifty (50) respondents participated in the study, consisting of twenty (20) public transportation drivers, twenty (20) commuters, and ten (10) traffic enforcers. Data were gathered using a structured survey questionnaire and analyzed through frequency and percentage distribution, weighted mean, and Kruskal–Wallis H Test. Respondents rated driver and commuter behavior as the most prominent contributor to traffic congestion, with the highest overall weighted mean of 3.83. Road obstructions followed with a weighted mean of 3.31, and inefficient traffic management had a weighted mean of 2.98. Frequently identified concerns included noncompliance with traffic rules, improper passenger loading and unloading, ongoing road construction, and large vehicles occupying substantial road space. The Kruskal–Wallis H test indicated significant differences in respondents' assessments of road obstructions and inefficient traffic management across profile groups, while no significant difference was reported for driver and commuter behavior. Based on respondents' assessments, the study recommends stronger enforcement of traffic rules, improved coordination among traffic authorities, regulation of roadside activities, and information campaigns promoting road-user discipline and cooperation. Because the study used a descriptive survey, the findings identify perceived contributors rather than empirically established root causes of congestion.

RECOMMENDED CITATION

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PERCEIVED EFFECTIVENESS OF THE TRAFFIC MANAGEMENT SYSTEM IN MINIMIZING TRAFFIC CONGESTION IN BARANGAY WEST FAIRVIEW, QUEZON CITY

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DISCIPLINE
Urban Planning And Transportation

KEYWORDS
traffic management system; traffic congestion; perceived effectiveness; intersection control; traffic signals; west fairview

ABSTRACT

This study assessed respondents' perceptions of the effectiveness of traffic-management practices in Barangay West Fairview, Quezon City. It examined intersection control, policies concerning vehicle ownership, traffic-light management, and common congestion-related problems experienced by residents, commuters, and motorists. The study used a descriptive research design. A structured questionnaire was administered to selected traffic enforcers, commuters, and motorists in the area. Data were analyzed using frequency, percentage, weighted mean, and ranking. Respondents generally rated the existing traffic-management system as effective. Traffic-light management and intersection control were described as very effective, while limiting vehicle ownership was rated effective but in need of stronger policy implementation and coordination with higher-level government agencies. Being late for work or school was the most commonly reported congestion-related problem. Respondents also expressed favorable views of the proposed recommendations. The findings describe favorable perceptions of selected traffic-management practices and identify areas for possible policy and operational improvement. Suggestions involving interagency coordination, intelligent traffic systems, adaptive signals, public transportation, carpooling, and awareness campaigns were not evaluated in the study and should be presented as recommendations. Because no traffic-volume, travel-time, queue-length, or before-and-after data were reported, the study does not establish that the existing or proposed strategies reduced congestion.

RECOMMENDED CITATION

Bulan, C., Coquilla, R., Gabines, R. M. J., Gonzales, E. K., Patiag, M., & Taguas, C. (2026). Perceived Effectiveness of the Traffic Management System in Minimizing Traffic Congestion in Barangay West Fairview, Quezon City. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts, 8*(2), 152.

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