1st International Research and Education Conference

List of Abstracts and Presenters

Hui-Yin Hsu, Ph.D., Chair, Teacher Education Department, New York Institute of Technology and Marvin Cadornigara M.A., New York City Public Schools ; Uses of SMILE to Enact Student-Generated Questioning Practices in the Science Classroom.

Abstract: SMILE (Stanford Mobile Inquiry-Based Learning Environment) is a technology developed to support student learning through student-generated questioning. Developing students' higher-order thinking skills usually is achieved through less-structured tasks, which is much more difficult to implement compared with well-structured tasks. Unlike well-structured tasks, less-structured tasks are difficult to be broken down into a fixed sequence of subtasks or steps for students to follow. Therefore, in the classroom, students are rarely given opportunities to perform less-structured tasks such as creating their own questions. Literature has shown that student-generated questions can positively affect students' learning motivation and reading comprehension, depending on teachers' design of learning activities. To explore ways that teachers may use SMILE to support student-generated questioning practices, we conducted the study with four middle school science teachers. They used SMILE to enact student-generated questioning practices that elicit and use higher-order thinking in the learning process. In this presentation, we will report teachers' implementation experience and how student-generated questioning practices affect students' learning attitude, learning performance (domain-specific content knowledge and reading comprehension), knowledge retention, and the role SMILE plays in this process. One of the teachers will present his lesson plan of integrating SMILE, share his implementation experiences, and discuss the challenges and advantages of using technology to facilitate students to generate questions. The presenter will share with the group strategies to use SMILE and discuss the best practices to scaffold students to generate questions.

Mercedes A. Bejerano, Ph.D., Universidad de Zamboanga; Task-based Approach in Teaching-Learning English among the Students in Southern Philippines : Basis for Training Program.

Abstract: One of the problems of the English teachers in the countries of non-native speakers of English is how to teach the English language effectively. In the Philippines, similar problem is faced by the Educators of the English language since time immemorial. This problem becomes the focal point in almost all the seminars and conferences on English Language Education locally, nationally and even internationally. Educators of English are trying to find easy and effective ways on how to teach English to the learners. For many years it was noted that the strategies, methods and approaches used by the English teachers are not enough to suffice the learning needs of the learners in terms of learning the English language. They are exerting much effort to introduce new strategies and methods in presenting each concept of the English lessons to enhance the communication skills of the learners and to use the language effectively in their day to day activities and endeavours. This study was anchored on the numerous researches primarily on the positive impressions of John Dewey(1933) on the task-based approach. He believed that there are experiences, personal relevance and active involvement when using the task-based approach in teaching. Specifically, this study intends to answer the following questions: 1. What are the Pre-test and Post test results of the Control group of respondents in terms of Reading, writing, listening, speaking and grammar when they are exposed to traditional approach in teaching? 2. What are the Pre-test and Post test results of the Experimental group of respondents in terms of Reading, writing, listening, speaking and grammar when they are exposed to task-based approaches in teaching English ? 3. Is there a significant difference between post test results of the Control and Experimental group of respondents in terms of Reading, writing, listening, speaking and grammar when they are exposed to traditional and task-based approaches in teaching English ? 4. Is there a significant difference between the results of the post test of the experimental group of respondents when the teacher teaches English using task-based approach in terms of reading, writing, speaking, speaking, listening and grammar? 5. On the basis of the findings, what teachers' training program can be designed? Moreover, this study focused on the levels of performance on reading, writing, listening, speaking and grammar among the respondents as an input to design a task-based training curriculum in teaching English language among the English teachers. Other factors affect English Language Teaching were no longer considered. This study used the Quasi-experimental design using the Pre-test and post test analysis because it describes the scores as the levels of performance of the respondents when teaching English using the traditional approach and strategies and when using the task-based approach and strategies. The results will serve as bases in designing a training program for the English

teachers of Universidad de Zamboanga. In addition, the study focused on the teaching and learning the English language skills of the respondents such as reading, writing, listening, speaking and grammar. The respondents were divided into two groups-the control group and the experimental group. In the control group, the traditional ways of teaching the English language were used. On the other hand, for the experimental group, task-based activities were introduced in teaching the English language. Both groups were taught the same preliminary lessons which were based on the syllabi of the subjects under study. Lessons and activities were planned in consonance with the objectives set for a particular subject or course. 1. The findings of the study showed that the mean gain score of the control group of respondents in reading was 23.88 (satisfactory) during pre-test and 23.77 (satisfactory) during post test. For writing, the control obtained a mean gain score of 9.44 (satisfactory) during pre test and 10.44 (satisfactory) during post -test. On the other hand, in listening, the respondents in the control group had scored the same in mean gain 5.00 (Needs Improvement) during pre-test and post-test. In speaking, the respondents scored 77.88 (Fair) mean gain score during pre-test and 78.66 (Fair)for post-test. And for grammar, their mean gain score was 58.33 (poor) during pre-test and 63.11(poor)for post-test. Based on the mean gain score results, the respondents of the control group learned less or minimal inputs from the teaching of the teacher using the traditional approach in reading, writing, listening, speaking and grammar. Their instructional level in reading, writing, listening, speaking and grammar was not significant at all. Furthermore, the results showed that the traditional approach was not effective in teaching – learning the English language with these respondents. 2. The study found out that the mean gain score of the respondents in the experimental group gained scores in reading, 22.20 (satisfactory) during pre test and 24.60 (satisfactory) during post test; in writing, the mean gain score was 10.30 (satisfactory) during post test ; for listening, 5.50 (Needs Improvement) pre-test and 5.70 (needs improvement) for post test ; for speaking, their mean gain score was 75.30 (satisfactory) and 83.20 (very satisfactory) during post test. The results further revealed that the mean gain score of the respondent in the experimental grouped had gained or increased when the teacher used the task-based approach in teaching-learning reading, writing, listening, speaking and grammar. It is so evident then, that task-based approach was effective in teaching English language to the experimental group of respondents compared to the traditional approach that was used to the control group of respondents. 3. Based on the results of the t-test correlated/dependent in the gain score of the pre-test and post-tests of control group along the four macro skills and grammar. As revealed in the findings the significant difference does not exist in the pre-test and post-tests of control group along the four macro skills such as reading (t=.206), writing (t=-.973), listening (t=-.001) and speaking (t=-714) and grammar (t=-1.803,, with the probability of occurrence under the null hypothesis greater than assumed alpha of α = 0.05 level of significance, therefore, the posited hypothesis is accepted since there is no statistical significant difference among the variables tested in the study. The data imply that the respondents who were assigned in the control group with traditional method in teaching English have small disparity in the scores between the pre-test and post-test in terms of reading, writing, listening, and speaking and grammar. This means that there was no gain or increase in the learning of the respondents when the teacher used the traditional approach. However, there were perceptions that students' styles of learning, interest and attitudes towards studies may be considered as factors which affect and contribute to their learning. Modern technology, somehow, is one of the reasons why students become lazy to do task during classroom instruction and the respondents were not exposed to task-based approach. Although teachers may exert so much effort to teach using any approach but if the students are not ready and eager to work with the teacher, teaching and learning may not be effective. 4. The findings of the study revealed that the using t-test correlated/dependent in the gain score of the post-tests of control and experimental group along the four macro skills and grammar, a significant difference does not exist in the post-tests of control and experimental group along the four macro skills such as reading (t=- .642), listening (t=-.946), speaking (t=-1.107), and grammar (t=.066) with the probability of occurrence under the null hypothesis greater than assumed alpha of α = 0.05 level of significance, therefore, the posited hypothesis is accepted since there is no statistical significant difference among the variables tested in the study. The data suggest that the respondents in control group and experimental group have small gain score as reflected in table 5. These imply that both respondents who were exposed in traditional method and task-based method as employed by the researcher don't differ in their performance in reading, listening, speaking and grammar. However, in terms of writing, the significant difference is established with the t value of -2.319 and p value of .003 which is lower than .05 level of significance. These imply from the data that students who were exposed to task-based approach hurdled gain scores as compared to those in the traditional method. Along this finding, this can be inferred that task-based approach is very much effective in writing as compared to listening, speaking, reading and grammar. Although, in the individual results tabulated, there were significant differences in terms of their score for reading, writing, listening, speaking and grammar but these were not enough to conclude that there was a significant difference when calculated in SPSS. 5. The fifth research question that this study sought to answer is. What curriculum design can be developed for the Training Curriculum Program for English teachers? When the results of the inferential statistics were obtained for the group, it was then found out that it was in writing wherein task-based approach was so effective. In this study, it was found out that writing skills can be developed well using the task-based approach. Hence, a training design for developing writing skill is encouraged for the English teachers of Universidad de Zamboanga to adopt in teaching writing. Since the major finding of this study reveals that the respondents of the control group had not gained score in the mean gain score during their pre-test and post test , it is concluded that the traditional approach used by the teacher was not effective to them in learning reading, writing, listening, speaking and grammar. However, it was not all in

teacher's approach strategies and methods that effective learning depend upon. Other factors should take into consideration such as the students' styles of learning, interest and attitudes towards studies may consider as factors which affect and contribute to their learning. Modern technology, somehow, is one of the reasons why students become lazy to do task during classroom instruction. Although teachers may exert so much effort to teach using any approach but if the students are not ready and eager to work with the teacher, teaching and learning may not be effective. On the other hand, the experimental group had gained score in their mean gain score, Although it was not so evident with listening and grammar but for writing , reading and speaking the task-based approach was so effective. With these findings, it was further concluded that the task-based approach as an innovative approach in teaching, is preferable to use in teaching the macro-skills in English and grammar compared to traditional approach which is less effective. The results of this study, as mentioned in the title will be the basis for designing a training program for all English teachers.

Marilyn B. Castillo, Ph.D., Caraga State University, Cabadbaran Campus; Implementation of Research and Extension Programs in Higher Education Institutions in Caraga Region, Philippines.

Abstract: This study endeavored to determine the implementation of Research and Extension programs in higher education institutions in Caraga, Philippines. Using the triangulation method, both quantitative and qualitative techniques were utilized. These included normative survey, descriptive analysis, documentary analysis, and interview techniques. The Research and Extension programs of HEIs are characterized by clearly stated goals and objectives reflecting the program emphasis and directions, the national and regional development goals as well as the institutional vision and mission. Wider participation among stakeholders is necessary in the formulation, review, and revision of the Research and Extension goals and objectives. There is a congruency of Research and Extension goals and objectives and implementation. Quality of Research and Extension outputs are very satisfactory; while funding and other resources are moderately adequate and publication, dissemination, utilization and commercialization of technology are to a moderate extent. Extension programs and their implementation are to a great extent; while there is a moderate extent of linkages as well as institutional support and community involvement. Performance in Research and Extension management practices, in terms of planning, organizing, leading, and controlling are satisfactory. The Research and Extension programs, projects and activities are relevant to the needs of participating communities. They provide greater opportunities for personal development among the beneficiaries. Their participation helps in their social upliftment and encourages them to help build peaceful and progressive communities. They are learning new technologies that helped increase their production, the technical know-how extended to them helped increase their income levels, hence, facilitates economic development.

Sister Merceditas Ang, SPC, St. Paul University, Tuguegarao City Philippines; Servant-Leadership Profiles of School Leaders: Leading to Serve.

Abstract: Servant-leadership in education has remarkably paved the way towards crafting more responsible and humane schools. The school is primarily a service-oriented institution that would become highly responsive and caring when the school leaders are servant leaders. In-depth discussions on 21st century leadership have considered the relevance of service-centered and character-centered leadership models, particularly in educational institutions wherein there is a unique and formative moral overtone, civic responsibility and value formation involved in the teaching-learning process. This study examined the servant-leadership profiles of school leaders based on Greenleaf and Spears ten traits, namely: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the Growth of People, and Building Community. Results showed that the most common servant leadership traits manifested and practiced by school leaders are: Empathy, Commitment to Growth of People, Building Community, Listening, Persuasion, Stewardship and Awareness. The salient profiles of servant leaders in school are anchored on service and humility, democratic leadership, caring and loving relationships, listening skills, leading by example, development of people, team-building, collaboration, honesty and transparency, respect for others, open communication, and empowerment of subordinates. Also, the study analyzed the effect of position, gender, age, educational attainment, years in service, nationality, religion, school type and leadership style, on the practice of servant leadership.

Flordeliza G. Alburo, Ph.D., Caraga State University-Cabadbaran Campus, Cabadbaran City; Development and Evaluation Of Ethnomathematically-Enriched Learning Material (EELM): A 'Cabadbaranon' Experience.

Abstract: The study attempts to explore the mathematical ideas embedded in Cabadbaran culture--termed here as 'Cabadbaran ethnomathematics'-- and integrate them, where appropriate, into the 'content' and 'process' of mathematics teaching and learning. The main goal of this study is to develop an ethnomathematically-enriched learning material (EELM) in Geometry for Grade 7 - learners in Cabadbaran City, Philippines. A mixed-method, that is predominantly ethnographic-developmental, research design was employed. EELM was developed using the ADDIE model -analysis, design,

development, implementation and evaluation- clustered into 3 stages. Stage I involved the analysis of the different Cabadbaran ethnomathematics, the second stage endeavored to infuse Cabadbaran ethnomathematics into the design and development of EELM, and, the third stage constituted the implementation and evaluation of the learning material by math experts and teachers in the field. Cabadbaran ethnomathematics comes in the form of embedded geometrical thinking in native games, art, practices, and images of landmarks and structures familiar to Grade 7 learners. They were integrated into geometry lessons, where appropriate, as materials in exploration activities, content presentation, examples or models in firming up exercises, and performance tasks. Results in the evaluation of EELM indicated that math experts and high school math teachers supported the idea that a constructivist, culturally relevant learning material, revitalizes classroom mathematics while keeping the learners' roots and identity.

Maria Regina Milagros C. Manabat, Ed. D.; Saint Michael's College of Laguna; Aspirations. Personal and Work Attributes, Motivation and Satisfaction of Filipino Migrant Workers Abroad.

Abstract: The Philippines is said to be among the largest migrant countries of origin in the world. Undoubtedly migration has now become a major contributing economic force in the country. The study purports to determine factors that will make Filipino migrant workers satisfied using regression analysis. Results revealed that the goal/ aspirations, personal attributes, motivations and work attributes are factors that would determine the satisfaction among Filipino migrant workers. Additionally migrants' top aspirations include: prosperity, professional growth and opportunities for better future. Their main struggles are cultural differences, language difficulties and homesickness. In general, all are satisfied with their present working conditions.

Ma. Belen Lim and Sister Merceditas Ang, SPC, St. Paul University, Tuguegarao City Philippines; Internationalization of St. Paul University Philippines: A Framework to develop intercultural competence for global education.

Abstract: In response to the challenge of global education, St. Paul University Philippines launched its internationalization program prompted by the tagline: Making a Difference Globally. This study aimed to come up with a framework to develop intercultural competence for global education. The results show a framework that illustrates the interplay of the cognitive, affective, and behavioral dimensions of intercultural competence. Accordingly, the cognitive element comprises of the knowledge, awareness, understanding, study, learning, pre-judgment and bias. The affective element includes the attitudes, values, sentiments, curiosity, openness, care, concern and difficulty. The behavioral aspect encompasses the skills, observable conduct and gestures, countenance and interactions. There are also internal and external outcomes which consist of reflections, insights, and outputs. The development of intercultural competence is facilitated by international experience, global learning and international partnerships and linkages. Internationalization programs and strategies to develop intercultural competence for global education were likewise suggested.

Ms. Inecita R. Cuevas and Mr. T-Jay K. Medina, Saint Michael's College of Laguna; Critical Thinking Skills in Senior High School English Core Subjects

Abstract: 1 Background The roll-out of the Grade 11-12 curriculum in the Philippines, completing the K-12 system for the first time affirms the national concern to provide a high quality, inclusive and equitable school system to the Filipino learners. A Grade 12 graduate is expected to be college-ready, work-ready and life-ready thus each learner must be equipped with the 21st century learning skills or core skills to make him/her globally competent. This research examines the extent that critical thinking skills are emphasized in teaching and learning in the Senior High School across all strands in the Academic Track. 2 Methods The research examined evidence of critical thinking skills in the Senior High School as perceived by both the learners and their teachers. The Surveys were administered to teachers regarding their strategies and classroom practices with emphasis on critical thinking in their classes. Both Grade 11 and 12 students taking up Science, Technology, Engineering and Mathematics (STEM), Accounting and Business Management (ABM) and Humanities and Social Sciences (HUMSS). The survey questions were adapted from two sections of the Youth Life Skills Survey - Critical Thinking and Goal Setting (4 items) created by Mincemoyer, Perkins, and Numyua (2001) at Penn State University. 3 Results Results showed that Grade 11 and 12 students used their critical thinking skills in performing tasks in the classroom. Both groups and their teachers manifested a high level of consistency in terms of what the students used and what the teachers emphasized and integrated in their lessons. The critical thinking skills with the highest percentage for both students and teachers were making connections, synthesizing ideas, considering ideas from different points of view and explaining, elaborating and justifying thinking.

Shamir Reyes Kassim, Western Mindanao State University, Zamboanga City; Study habit, self-esteem, reading, motivation, and mathematics proficiency of the students in Western Mindanao University-Integrated Laboratory School-Secondary Department.

Abstract: This study aimed to determine the relationship of students' study habit, self-esteem, and reading motivation and Mathematics proficiency of Western Mindanao

State University-Integrated Laboratory School-Secondary Department students, school year 2015-2016. Specifically, this sought to answer the following questions such as: (a) Is there a significant relationship between study habit, self-esteem, and reading motivation to Mathematics Proficiency of the respondents? (b) Which of the independent variables can best predict mathematics proficiency? The respondents were determined using the Slovin's formula and stratified sampling was employed to meet the required number of participants. The study adopted a correlation design. The Pearson Product Moment Correlation was employed to determine the magnitude of the relationship between study habit, self-esteem, and reading motivation with their Mathematics proficiency. Based on the findings, this study arrived to these conclusions: Study habit, self-esteem, and reading motivation have negligible correlation with Mathematics proficiency. Thus, there is no significant relationship between study habit, self-esteem, and reading motivation with their Mathematics proficiency. The study habit, of the students has no significant difference when gender, family income, and number of family members are considered. While self-esteem and reading motivation has no significant difference when family income and number of family members are considered but has a significant difference when gender is considered. The variables study habit, self-esteem, and reading motivation cannot predict mathematics proficiency.

Maria Regina Milagros C. Manabat, Ed. D., Saint Michael's College of Laguna; What drives the formation of "valuable" Academe - Industry Partnership: The case of HEIs and Companies in the CALABARZON

Abstract: "Valuable" academe-industry (A-I) partnerships are those that would ensure the new knowledge and innovation from the academe, are shared with industry and together produce benefits that will be felt and utilized by people from all walks of life. The study intends to obtain patterns of existing A-I interaction in CALABARZON (Cavite, Laguna, Batangas, Rizal and Quezon) and the factors that would drive formation of valuable partnership involving 873 respondents from the academe and industry sectors. Simultaneous relationships between and among variables or factors were examined using structural equation modeling. Results revealed that the academe-industry interactions is limited to course requirements. Additionally the A-I partnership needs more support from the Government and private sector to sustain the partnership to produce the desired social change. These suggest that the potential of academe-industry partnership for economic growth and community development has not been recognized. The factors that would drive the formation of valuable academe-industry partnership are congruent goal, structure, process and shared vision of social change within the partnership, sustainable partnership and the strong support of government and non-government agencies. The results were validated during focus group discussions and presented during a Multi-Sectoral Forum attended by Commission on Higher Education (CHED), Department of Science and Technology (DOST), Department of Trade and Industry (DTI) and National Research Council of the Philippines (NRCP) for the crafting of policies and recommendations. To address the weak Academe-Industry (A-I) partnership certain polices and recommendations need to be addressed at the national level.

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Reynaldo B. Garnace, Ph.D., Philippine Science High School Eastern Visayas Campus, Palo, Leyte; Language Proficiency as Related to Academic Performance in Science and Mathematics.

Abstract: This research, built on the theory that the language proficiency affects the academic performance, assessed the relationship between students' language proficiency and the academic performance of Philippines Science High School. Instruments used were GPAs, achievement test ratings in Science, Mathematics, and English, 50 item-test for reading proficiency skills and 50 items for writing. The study revealed that the students did not perform scholarly. This calls for an improvement of the English language program and other academic programs in Science and Mathematics. The correlation between reading and writing language proficiency skills to academic performance further proves that the academic performance in other subject areas is affected by proficiency in the English language. Since English language proficiency is a major factor that influences academic achievement, English language program deserves much attention for improvement. Considering that the students have homogeneous scholarly cognitive characteristics, this logically identifies the English language program as great factor that crucially contributes to students' excellent performance. On the whole, revisions and improvements in the English program components of the system can be made along teaching - learning approaches, contents, language learning materials, and focused skills to be learned and the time allocation based from the reading and writing proficiency skills.

Joan Baraquia-Calderon, Al Rayan Investment Company PJSC, U.A.E.; Filing Management System for Al Rayan Investment Company PJSC.

Abstract: PROBLEM: Since its operation, the company has no proper filing system in place. Papers and vital documents can be misplaced. Thus, the researcher is tasked to do and improve the filing system. The solution is to implement a filing system and integrate the action as daily routine being worked. FINDINGS: 1) Collection of Pertinent Documents 2) Sorting of Documents 3)Storing of

Documents PROPOSAL DATABASE: Areas that need intervention Intervention 1. Systematic Segregation 2. Forwarding of file 3. Complete primary documents filed Implement an organized document handling from receiving to primary filing to avoid first-stop mismanagement. 1. Arrangement of documents 2. Files are categorized per department. 3. Updated files Make filing less difficult, more tedious and easy retrieval not only to the researcher or respondents but also to ensure keeping record inspite of changes of file personnel. 1. Confidentiality of documents Implement strict compliance of the confidentiality of the files specifically of the High-profiled Investors identity, HR related documents, accounts and finance matters as it is crucial to the integrity of the company.

Tanvir Prince, Ph.D., City University of New York and Ildefonso Salva, New York City Public Schools, et al. NCRI, NASA, NSF, NOAA and NYC Department of Education; Mathematics Behind Image Compression.

Abstract: This research paper is written in the summer of 2013 while conducting a summer research funded by NYCRI, NASA, NSF, NOAA and Department of Education. The team consists of four members, a faculty, an undergraduate student, a high school teacher and a high school student. The research topic is "image compression" and more precisely the mathematics behind image compression. Image compression is fundamental to NASA and the world's daily operations. Images are transmitted to NASA from satellites and even Mars, making it very important to send data as efficiently as possible through the low-bandwidth links to these locations. This project focuses its studies in three areas. First, a hands-on mathematical analysis of the singular value decomposition (SVD) compression. Second, on the area of two field experiments that explore the effect of light conditions, shot composition and content, as well as the time of day and other variables on the file sizes of images generated in a digital camera that implements JPEG compression. Third, is about an in-depth study of the JPEG algorithm. In the SVD study, the team analyzed mathematically how matrices are manipulated to return to its equivalent original matrix and the theory about SVD is reinforced by using the software Wolfram Mathematica to compress images from NASA satellites and Mars rover. Mathematica analyzed the file size and timing data for the compression process. In the field experiment, a camera with fixed focus, aperture, and other shooting parameters was used to take pictures at various times of day of the same scene to see how the amount and quality of daylight influenced JPEG's ability to compress images. The same camera with the parameters still fixed was used to shoot various locations, indoors and outdoors, at the same time of day to see how the content of the photo influenced JPEG file sizes. Finally, the team looked at JPEG's compression algorithm using Wolfram Mathematica to better understand its efficiency and power, since NASA's radiation-hardened computer processors are generally not powerful enough to compress images with JPEG. Loosely, the team found that JPEG is best able to compress images with little variation pixel to pixel in color or brightness, and that it provides better looking images at the same file size than SVD compression.

Rowena V. Banes, University of St. La Salle, Bacolod City; Images and Voices of the Youth: A View from the Ground.

Abstract: This study gauged the impact of the government-initiated program for adolescent health and youth development. It took ground on the assumption that the different program components of the Adolescent Health and Youth Development Program (AHYD), as envisioned are expected to alter for the better the life of its young partners and eventually will ripple to bring positive changes in their personal well-being and their immediate environment. As a descriptive-evaluative study, quantitative and qualitative data generation strategies were applied. Majority of the participants are females; have fathers engaged with agri/aqua farming; affirmed their active sexual engagement; considered their parents as among those responsible for their awareness of sexual risks; positively recalled their participation in the government's initiated program for Adolescent Health and Youth Development; attested that the program has reduced substantially the incidence of teenage pregnancy, early marriages and reproductive health problems including sexually transmitted diseases in their locale. The relative success program could be attributed to the active collaboration and support of various personalities and local government units. Recommendation to strengthen the collaboration between and among Local Government Units and Line Agencies, the church, schools and NGOs was forwarded so that a holistic and intensified Information, Education, Communication and Research programs for the youth be effectively sustained, monitored and assessed.

Esther D. Tandog, Caraga State University-Cabadbaran Campus, Cabadbaran City; Selected Food Supplements and their Total Flavonoids and Free Radical Scavenging Activities: Basis for Potency.

Abstract: Consumers increasingly rely on food supplements introduced and circulated in the market as sources of nutrients that can help in the promotion of good health or in the cure of certain chronic diseases. The present investigation has been carried out to evaluate the Total Flavonoids, and DPPH Scavenging Activity of five selected food supplements. The food supplements involved in this study are labeled as ACN, BME, CSH, DTH, EAP, Supplement ACN is derived from a wide variety of fruits, vegetables, and herbs; Supplement BME is from mangosteen (Garcinia mangostana); Supplement

CSH is from herbal plants and ginseng roots; Supplement DTH obtained solely from the inner bark of the Red Lapacho tree (Tabebuia heptophylla) ; Supplement EAP is a blend of ampalaya (Momordica charantia), banaba(Lagerstroemia speciosa) and luyang dilaw (Curcuma longa); The results for total flavonoids ranged from 10.05 to 96.75 milligrams quercetin per gram of dried material with the highest value of Supplement BME and lowest for Supplement ACN. The antioxidant activities of the extracts, expressed as percentage of DPPH scavenging activity, ranged from 12.38% to 95.22%. It was found to be high for Supplement HAV (95.22%), and lowest for Supplement CSH (12.38%). The overall results demonstrated that these selected food supplements are rich sources of natural antioxidants at varying degrees and may be promising against various types of chronic and degenerative diseases caused by oxidative stress.