ENHANCING THE PERFORMANCE OF GRADE 8 STUDENTS IN ARALING PANLIPUNAN 8 THROUGH VIRTUAL REALIA INTEGRATION

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ABSTRACT

The study aimed to determine the effectiveness of virtual realia integration in enhancing students' performance in Araling Panlipunan 8 in Ilocos Sur National High School. It employed the quasi-experimental design as it was not possible to randomize participants to experimental and control groups.

Prior to the conduct of pre and post-performance assessments, the researcher pre-selected virtual realia that will concretize learning, to include: videos, maps, travelogues, brochures and pictures. The statistical tools used to measure the performance of the participant-groups were mean, gain scores and gain ratio, and t-test.

Findings revealed that the integration of virtual realia helped enhance the performance in Araling Panlipunan of Grade 8 learners and that the intervention is considered effective and are to a great extent full of potentials for the advancement of the teaching and learning processes.

It is, therefore, recommended that Araling Panlipunan teachers should also integrate virtual realia in their classes to enhance the level of performance of learners in their classes and that virtual realia should be developed as a strategic intervention material to yield promising results in the delivery of instruction not only in Araling Panlipunan but also in other disciplines as well.

Keywords: Virtual Realia Integration, Performance, Araling Panlipunan

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CONTEXT AND RATIONALE

When the COVID-19 pandemic was in the first few weeks of spreading rapidly, the reaction across the globe was, by nature, purely reactive. There was so much uncertainty and no precedent. People around the world felt the need to be reminded that these are, indeed, uncertain and unprecedented times. It was (and is) true. And now, as the world enters into the 'new normal', there is a need to move from reactive approaches to proactive ones. The educational system, of course, is on top of the line.

Education's new normal is not just about operating in an environment that secures the health of students; nor it is about completely transitioning to online modalities. Instead, it is about using technology to increase efficiency in areas with the capacity to do so while empowering learners and communities to create positive learning environments in which the student can grow, and of course, ensuring that no student will be left behind. In this COVID-19 era, as the pandemic took hold, educational institutions had to change their mode of teaching. Pandemic has forced everyone to shift from their status quo and accept the new change which is inevitable. Though virtual teaching is not something new but doing it on a daily basis has made it a new normal. This has made teaching Social Studies (Araling Panlipunan) 8 a more challenging one because it becomes all the more difficult to ensure student engagement, interaction, and connectivity.

The inclusion of Social Studies in the curriculum right from primary to secondary classes signifies the importance of the subject and the role it plays in a student's life. Social Studies is incorporated in the school curriculum through a combination of subjects like – History, Geography, Cultural Studies, Economics, Political Science, Sociology, Psychology, Anthropology, etc. (Tanushree Dhandhania, Nov 28, 2016). It deals with human beings – their behavior, growth and development, relationships, resources they use and the various institutions they require to function and carry on their life smoothly. For example – family, school, workplace, government, judiciary, recreation clubs, etc. - all these aspects of life are inter-related and interdependent on one another. So whether one wants to become a doctor or an engineer or a chartered accountant, an artist or a teacher, one has to live in a society, interact with individuals belonging to different cultural and socio-economic backgrounds, adapt to various situations and circumstances, and also adhere to certain societal norms in order to lead a peaceful and productive life.

Improving the attitudes and interests of students is, in fact, the researcher's top priority as an Araling Panlipunan 8 teacher of Ilocos Sur National High School. Based from the summary of score distribution in the three grading periods of the School Year 2019-2020, students in the Special Math Class had low mean and median in the three grading periods. While it is a common knowledge that Araling Panlipunan subject is a boring one, the researcher has to make efforts to innovate ways and means to improve students' engagement towards the subject. Innovation in teaching and student engagement can be brought through many applications that are available online. To hold live interactive classes, applications like Zoom, Google Meet, Team Link, Microsoft Teams, and messenger calls can be used. This is the big challenge that teachers are facing since virtual teaching has become the new norm. This is life now, the new normal. On that note, the researcher considered

virtual realia as a meaningful and authentic material that can be used to aid in teaching Araling Panlipunan 8 to further address the needs of the digital natives. Virtual realia is an important instructional material to support teaching in the new normal classroom.

Virtual realia has special characteristics. It can facilitate teacher to convey the material or the message of the learning process by using it in a correct way. Students already live in a digital world and are hard-wired to respond to it. This technology-rich innovation creates opportunities for teachers in Araling Panlipunan 8 to get away from teacher-centered class activities to more hands-on, skill-based practice. Virtual realia isn't really the object at all; it's just a digitized image of the item (Zukowski-Faust, 1997). It can be easily reproduced and shared. With virtual realia, teachers can email each of her/his students or send to their Facebook Messenger a copy they can use; it can be used in interactive formats; teachers can use virtual realia in the class blog or website, and even create quizzes or tests with this authentic material; students may have access to material from different cultures across the globe. Thanks to the ol' World Wide Web, teachers can probably find all kinds of things they would not normally have access to due to geographic limitations; digital copies may be altered without damaging the original.

Since both the adoption of authentic materials in the classroom and Internet access appear to be on the rise (Adams, 1995; Cerf, 1997), it will be easier for teachers to take advantage of the benefits and "cultural experience" that virtual realia can provide. The Internet explosion has allowed teachers and students to travel through cyberspace anywhere in the world. And through the use of carefully selected virtual realia gathered during these journeys, teachers can expose students to many if not most of the printed materials they could expect to encounter during an actual stay in the target country/culture. Indeed, the hypertextual nature of virtual

realia "removes the limitations of the printed page and breaks down geographical boundaries" (Negroponte, 1995) which once served as obstacles to procuring authentic materials.

In support to this study, the researcher considered digging into several theories and concepts dealing with Edgar Dale's Cone of Experience, Constructivism and Discovery Learning and Social Learning Theory which are all related to innovative approaches in teaching and learning and making Araling Panlipunan instruction more exciting, interesting and attractive.

The following theories and concepts are: Edgar Dale's Cone of Experience by Edgar Dale (1946) as cited in by Matt Wise (2006), Constructivism & Discovery Learning by Jerome Bruner (1940) as cited by Tobias and Duffy (2009), Social Learning Theory by Bandura (1982) as cited in by Morris (2007).

Edgar Dale's Cone of Experience shows the progression of experiences from the most concrete (at the bottom of the cone) to the most abstract (at the top of the cone). Each of the experiences is a chance for the students to learn new information and/or practice what they already know. He theorized that learners retain more information by what they "do" as opposed to what is "heard", "read" or "observed". His research led to the development of the Cone of Experience. Today, this "learning by doing" has become known as "experiential learning" or "action learning". Direct purposeful experiences are the first hand experiences that serve as the foundation of learning. The use of virtual realia in teaching Araling Panlipunan subjects would be motivating and meaningful because it brings an authentic piece of the target culture into the classroom. The added advantage with this new medium is that virtual realia-based lessons need not be bound to cities and places that the teacher has physically been to but, rather, can be based on materials from a variety of places collected from a variety of people with various

interests. Further, students interact directly with these materials rather than with someone else's interpretation and analysis of them and thus may find virtual realia even more appropriate for their interests than traditional authentic materials collected by the teacher. This, therefore, strengthens the knowledge retention of students helping them improve their performance.

This study is also supported by the guiding principles of Culture-Based Education: An Approach to Teaching. This type of teaching is “grounded in the belief that learning is actively built, experiential, evolving, collaborative, problem-solving and reflective” (Silvertein and Lyne, 2010). Learning in a culture-based instruction puts young learners in contact with real issues, environmental, and people and be engaged in learning. Also, the study is guided by the Theory of Social Learning. This refers to when the learner is engaged in the social context as a “participating observer”. Thereby, the learner’s self-belief to perform or replicate specific tasks is influenced by the successful social behaviors (Krumboltz, et al., 2006). Given that K-12 Curriculum intends to provide equal opportunities for all children to avail of accessible mandatory and compulsory education that effectively promotes physical, social, intellectual, emotional, and skills stimulation and values formation to sufficiently prepare them for the next ladder of education, Dr. Mitchell Resnick emphasized that “The 21st century demands renewed attention to creative imagination and creative solutions to unexpected problems which are based on one’s ability to think and act creatively”. Students learn best when they use perceptual learning styles. Perceptual learning styles are sensory-based. The more sensory channels possible in interacting with a resource, the better chance that many students can learn from it. Therefore, teachers should design instructional activities that build upon more real-life experiences. As Berwald (1987) notes, realia "are not only a series of artifacts that describe the customs and traditions of a

culture, but they are also a set of teaching aids that facilitate the simulation of experience in the target culture".

These are the reasons why the use of virtual realia is of prime importance in teaching Araling Panlipunan subjects. The word virtual realia is any item from the target culture that is presented in a digital format. So, if the local city map as a realia, a scanned copy of the very same map is a virtual realia. It's still very real – only digitized. With the growing integration of computers into the virtual classroom and the phenomenal growth of the internet, the researcher believes the idea of digitizing realia as an important teaching tool in the digital age and in the new norm. The researcher used virtual realia as an intervention material in enhancing students' performance in Araling Panlipunan 8 in the new normal. The researcher utilized the Grade 8 Special Math learners of Ilocos Sur National High School, School Year 2020-2021.

Innovation, Intervention, and Strategy

Teaching in an educational endeavor refers to the vital role of teachers in engaging students in activities that will enable them to acquire knowledge and skills, at the same time develop worthwhile values and attitudes. It consists of organized activities aimed at inducing learning. Learning is the ultimate goal. This is achieved by stimulating positive interactions as a teacher and her students go through a well-planned step by step procedure that is directed towards a desired learning outcome. The systematized actions end with the development of competence in applying the knowledge and skills acquired and practicing the moral standards gained.

The integration of virtual realia is one way of maintaining the interest of learners inside the classroom and in the new normal classroom. Such material provides activities which learners can perform on their own with proper guidance,

instruction and encouragement by the teacher. It also strengthens and deepens concepts among learners.

The Grade 8 learners utilized the prepared virtual realia by the teacher to concretize learning. The use of virtual realia was the intervention used in Araling Panlipunan 8 to identify its effectiveness to Grade 8 students. After using virtual realia in the lesson, the students answered a prepared post-test to identify if the virtual realia being used is effective or not. This study confirmed if the virtual realia is a good instructional material in enhancing the performance of the Grade 8 Special Math Class.

Examples of virtual realia to be integrated in Araling Panlipunan 8 are videos, maps, brochures, travelogues and pictures. The teacher made use of Kotobee Author and Powerpoint Presentation as applications and platforms to incorporate the virtual realia. These can be easily reproduced and shared. They can be shared offline through flash drives and online through email and Facebook messenger. Digital copies may be altered without damaging the original.

Action Research Questions

This action research aimed to determine the effectiveness of virtual realia integration in enhancing students' performance in Araling Panlipunan 8 in Ilocos Sur National High School, SY 2020-2021.

Specifically, it sought to answer the following questions:

1. What is the level of performance in Araling Panlipunan 8 of the Grade 8 Special Math learners before and after the integration of virtual realia?

2. Is there significant difference in the level of performance in Araling Panlipunan 8 of the Grade 8 Special Math learners before and after the integration of virtual realia?

3. Is there a significant difference in the level of performance in Araling Panlipunan 8 of the experimental and control groups?

Action Research Methods

A. Participants and/or other Sources of Data and Information

The respondents of the study were students from Ilocos Sur National High school for School Year 2020-2021 where 37 Grade 8 Legendre students served as the experimental group and 37 Grade 8 Leibniz students dished up the control group. These were the students who underwent the exposure to virtual realia and the traditional methods in teaching Araling Panlipunan 8. Said respondents were from the Grade 8 Special Math classes and they were chosen to take part in the study because the researcher observed their low performance in Araling Panlipunan. The respondents of the study were given informed consent for the conduct of the action research. Anonymity was observed and the purpose and objectives of the study were also discussed to them.

Table 1 shows the distribution of the respondents. The table shows that the two groups, experimental and control groups, are the same in number.

Table 1. Distribution of the Respondents

Section	Group	N
Legendre	Experimental	37
Leibniz	Control	37
	Total:	74

B. Data Gathering Methods

The researcher used the quasi-experimental research design. Quasi-experimental design determines the causal relationships by applying a treatment or condition to one group and comparing the outcome. It uses a broader array of data

collection techniques and statistical analyses than a true experimental research (https://cirt.gcu.edu/research/developmentresources/research_ready/quasiexperimental/overview). Quasi-experimental is most often used when it is not possible to randomize individuals or groups to treatment and control groups. It is also referred to as experimental research that occurs in natural setting. It can also be used retrospectively, for example after the intervention has taken place (https://www.unicef-irc.org/publications/pdf/brief-8-quasi-experimental%20design_eng.pdf/). This design was deemed to be the most appropriate in this study since the researcher determined the effectiveness of the integration of virtual realia in enhancing students' performance in Araling Panlipunan 8 in the new normal situation.

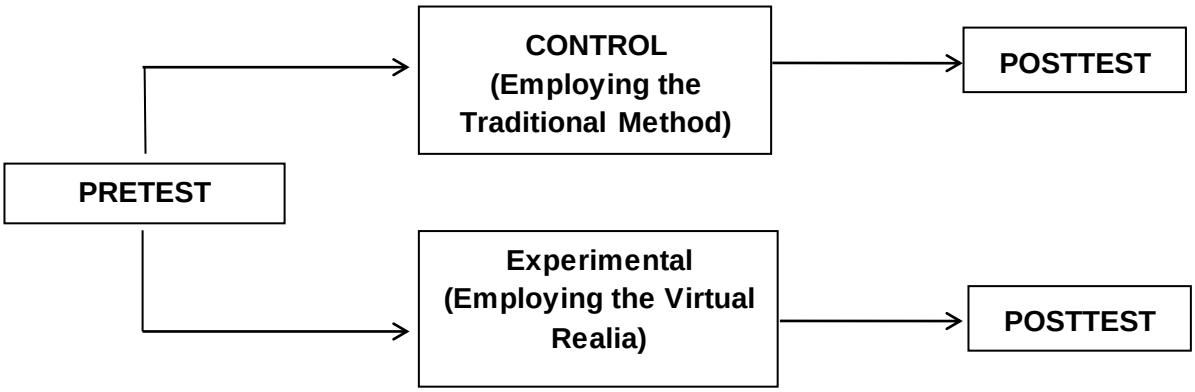

Figure I. Research Design

In this study, the experimental group was exposed to virtual realia and the control group was given the traditional method. A teacher-made test was used to assess the performance in Araling Panlipunan of Grade 8 learners. The test material was constructed based on the K to 12 Araling Panlipunan 8 Curriculum Guide prescribed by the Department of Education. It underwent content validation by experts in the field. In addition, the test material was pilot tested to measure its reliability. The content validity index of 3.33 indicates that the data gathering

instrument was highly valid and the reliability index of 0.968 indicates that it was very much reliable.

The researcher used the following arbitrary range of scores with the corresponding descriptive rating to determine the level of performance of the respondents in Araling Panlipunan 8.

Range of Scores	**Descriptive Rating**
25 – 30	Excellent
19 – 24	Very Good (VG)
13 – 18	Good (G)
7 – 12	Poor (P)
0 – 6	Needs Improvement (NI)

The following were done in gathering the necessary data for this study:

Before the conduct of the research, the researcher sought permission from the School Principal. The researcher coordinated with the Head Teacher of the Araling Panlipunan Department as soon as the permission was granted.

Furthermore, the conduct of the experiment lasted for several days. The first and last days were used for the conduct of the pretest and post test, respectively. Because of the COVID-19 pandemic, the researcher employed the online platform and gave 60 minutes for the respondents to answer the 30 - item test. The two groups of respondents were treated on the remaining days during their Araling Panlipunan time.

C. Data Analysis Plan

The data gathered in the study were statistically treated through the following tools:

1. Mean was used to describe the scores of the respondents in the pretest and posttest.

2. Gain scores and gain ratio were used to describe the respondents' effort to improve their scores in the pretest and post test.

3. t-test was used to describe the significant difference between the pretest and post test scores of the subjects and the significant difference between the independent groups.

D. Ethical Issues and Considerations

The study employed various research ethics. The respondents were provided with complete and adequate information regarding the objectives of the researcher, purpose of the study and their specific contribution in order for them to participate in the research investigation. Likewise, the respondents were requested to participate in the study and have the right to withdraw from the research investigation through an inform-consent given to them. The researcher guaranteed that the respondents were provided with the best possible treatment. Lastly, the respondents were never harmed whether physically, psychologically or emotionally. All these ethical considerations were implemented before, during after the conduct of the study.

Discussion of Results and Reflection

This chapter deals with the presentation, analysis and interpretation of data gathered in this study. The discussion in this chapter is arranged based on the order of the action research questions.

Level of Performance in Araling Panlipunan 8 of the Grade 8 Special Math Learners Before and After the Integration of Virtual Realia

Table 2 presents the level of performance in Araling Panlipunan 8 of the experimental and control groups before and after the integration of virtual realia.

Table 2. Level of Performance in Araling Panlipunan 8 of the Grade 8 Special Math Learners Before and After the Integration of Virtual Realia

	n	Mean Scores	DR	Range Gain Ratio	Gain Score	Gain Ratio
Experimental						
Pretest	37	12.49	Good	0.29-0.58	8.14	0.46
Post test	37	20.62	Very Good			
Control						
Pretest	37	16.51	Good	0.09-0.68	7.21	0.38
Post test	37	23.92	Very Good			

It can be gleaned from the table that both experimental and control groups showed satisfactory performance in Araling Panlipunan 8 as evidenced by their mean scores in the pretest. The experimental and control groups revealed good performances as indicated by the mean scores of 12.49 and 16.51, respectively. This could mean that the respondents of the study somehow possess a remarkable amount of background knowledge in Araling Panlipunan 8. Nonetheless, their performance can be described as moderately well. It is something that is neither very good nor very bad. In short, it may be called a so-so performance.

In the post test, however, both experimental and control groups have showcased very good performances in Araling Panlipunan 8 as substantiated by their mean scores of 20.62 and 23.92, respectively. The experimental group

underwent the integration of virtual realia while the control group went through the traditional method. It is important to note that the experimental group obtained a higher mean score in the post test after having been exposed to virtual realia. This implies that the integration of virtual realia has helped improved the level of performance in Araling Panlipunan 8 of the experimental group.

Also observed in the table is the gain ratio of the subjects. For the experimental group, the gain ratio ranges from 0.29-0.58 which means that the respondents exerted 29% to 58% effort in advancing their level of performance in Araling Panlipunan 8 in order to achieve a perfect score from pretest to posttest. The experimental group manifested a gain ratio of 0.46 which implies that the subjects were able to perk up their level of level of performance in Araling Panlipunan 8 by 46% after going through exposure to the intervention. This significant improvement may be attributed to the increased interest in understanding the concepts and theories in Araling Panlipunan 8 with the use of virtual realia.

For the control group, however, the gain ratio ranges from 0.09-0.68 which suggests that the respondents exerted 9% to 68% effort in improving their level of performance in Araling Panlipunan 8 to obtain a perfect score from pretest to posttest. The control group obviously marked a gain ratio of 0.38 which suggests that the subjects were able to progress their level of performance in Araling Panlipunan 8 by 38% after going through the traditional method.

Comparing the level of performance In Araling Panlipunan 8 of the experimental and control groups, it can be said that the subjects exposed to virtual realia gained much scores compared to those engaged in the traditional method. This finding relates to the study of Cruz (2018) which articulated that in order to keep on the track of helping learners to have good academic performance, teachers must find ways to innovate in terms of teaching styles and strategies. The use of realia in this

study made the learning experience more memorable for the learner and, hence, helped improved the level of performance in Araling Panlipunan 8 of the respondents.

Significant Difference in the Level of Performance in Araling Panlipunan 8 of the of the Grade 8 Special Math Learners Before and After the Integration of Virtual Realia

This section presents the significant difference in the level of performance in Araling Panlipunan 8 of the experimental and control groups before and after the integration of virtual realia.

Table 3. Significant Difference in the Level of Performance in Araling Panlipunan 8 of the of the Grade 8 Special Math Learners Before and After the Integration of Virtual Realia

	n	Mean	SD	df	t-stat (2-tailed)	$t\text{-crit}_{0.05}$ (2-tailed)
Experimental						
Pretest	37	12.49	1.63	36	-31.59	2.03
Post test	37	20.61	1.36			
Control						
Pretest	37	16.51	1.28	36	-22. 61	2.03
Post test	37	23.92	1.80			

As revealed in the table, the experimental group has a computed t-value of -31.59 which, obviously, is less than the t-critical value of 2.03 at 0.05 level of significance. This, hence, means that the null hypothesis which states that there is no significant difference in the level of performance in Araling Panlipunan 8 of the respondents before and after the integration of virtual realia is rejected. This implies

that the integration of virtual realia is effective and it helped enhance the level of performance in Araling Panlipunan 8 of the respondents.

On the other hand, the control group revealed a computed t-value of -22.61 that is, apparently, less than the t-critical value of 2.03 at 0.05 level of significance. This signifies that the null hypothesis which states that there is no significant difference in the level of performance in Araling Panlipunan 8 of the respondents before and after their exposure to the traditional method is rejected. This suggests that the use the traditional method is still an effective technique in enhancing the level of performance in Araling Panlipunan 8 of the respondents.

The comparison between the level of performance in Araling Panlipunan 8 of the experimental and control groups explains that the respondents exposed to virtual realia achieved higher gain scores and performed better than the respondents who were engaged in the traditional method. This could possibly be due to the fact that Integrating the virtual realia in teaching is one of the many ways to hook students into the lesson.

This finding conforms to the result of the study of Balida (2020) that stated that virtual realia materials are to a great extent full of potentials for the advancement of the teaching and learning processes. This is mainly due to their interactive nature. Also, the overall experience could serve as a break from the traditional classroom activities.

Significant Difference in the Level of Performance in Araling Panlipunan 8 of the Experimental and Control Groups

One of the major targets of this study was to determine the significant difference in the performance in Araling Panlipunan 8 of the experimental and

control groups based from their gain scores. Table 4 presents the mean gain scores obtained by the respondents of the study.

Table 4. Significant Difference in the Level of Performance in Araling Panlipunan 8 of the Experimental and Control Groups

	n	SD	Mean Gain Scores	Mean difference	t-stat$_{0.05}$ (1-tailed)	t-crit$_{0.05}$ (1-tailed)
Experimental	51	1.57	8.14	0.93	-1.83	1.69
Control	51	1.99	7.21			

The table shows that the experimental group has a higher mean gain scores (8.14) compared to the control (7.21). This means that the respondents in the experimental group achieved and performed better in Araling Panlipunan 8 with the integration of virtual realia.

Also revealed in the table is the computed t-value of -1.83. Apparently, it is lower than the t-critical value of 1.69 at 0.05 level of significance. This means that there is a significant difference between the levels of performance in Araling Panlipunan 8 of the two independent groups.

Moreover, the comparison between the level of performance in Araling Panlipunan 8 of the experimental and control groups explains that there is a significant difference between the levels of performance in Araling Panlipunan 8 of the two independent groups. Respondents exposed to virtual realia achieved higher gains scores and performed well than those engaged in the traditional method.

The above findings imply that the integration of virtual realia helped enhance the level of performance in Araling Panlipunan 8 of the respondents. Balida (2020) highlighted that, if applied effectively, virtual realia could yield promising results benefiting both students and teachers. Digitization immortalizes original work by

teachers and preserves those works for future use. Overall, this paper promotes sharing and learning of teaching and learning materials between educational practitioners.

Summary, Conclusions and Recommendations

This chapter presents the summary of findings, the conclusions made from the data gathered, and the recommendations which researchers may find useful in the future.

Summary

The researcher integrated virtual realia as an intervention to enhance the level of performance in Araling Panlipunan 8 of the Grade 8 Special Math Learners. The respondents of the study (experimental and control groups) underwent pretest and post test composed of 30- items. The results of pretest and post test of the experimental and control groups were recorded, tallied and interpreted. The gathered data were analyzed with the use of weighted mean, gain scores and gain ratio, and t-test.

The researcher took the Grade 8 Legendre as the experimental group and Grade 8 Leibniz as the control group, both Special Math classes of Ilocos Sur National High School, School Year 2020 – 2021.

Findings

The following are the salient findings of the study:

1. Both experimental and control groups showed satisfactory performance in Araling Panlipunan 8 as evidenced by their mean scores in the pretest. The experimental and control groups revealed good performances as indicated by the

mean scores of 12.49 and 16.51, respectively. In the post test, both experimental and control groups also have showcased very good performances in Araling Panlipunan 8 as substantiated by their mean scores of 20.62 and 23.92, respectively.

2. The experimental group has a computed t-value of -31.59 which is less than the t-critical value of 2.03 at 0.05 level of significance. This means that the null hypothesis which states that there is no significant difference in the level of performance in Araling Panlipunan 8 of the respondents before and after the integration of virtual realia is rejected. The control group, on the other hand, revealed a computed t-value of -22.61 that is less than the t-critical value of 2.03 at 0.05 level of significance. This signifies that the null hypothesis which states that there is no significant difference in the level of performance in Araling Panlipunan 8 of the respondents before and after their exposure to the traditional method is rejected.

3. The computed t-value of -1.83 is lower than the t-critical value of 1.69 at 0.05 level of significance. This means that there is a significant difference between the levels of performance in Araling Panlipunan 8 of the two independent groups.

Conclusion

After careful analysis and interpretation of the gathered data, the researcher concluded that the level of performance in Araling Panlipunan of Grade 8 Special Math Learners can be enhanced with the integration of virtual realia. The intervention used is considered effective and are to a great extent full of potentials for the advancement of the teaching and learning processes.

Recommendations

Based on the conclusions drawn, the following recommendations were forwarded:

1. Araling Panlipunan teachers should also integrate virtual realia in their classes to enhance the level of performance of learners in their classes.

2. Virtual realia should be developed as a strategic intervention material to yield promising results in the delivery of instruction not only in Araling Panlipunan but in other disciplines as well.

3. Further studies on the integration of virtual realia should be conducted considering the level of performance of learners correlated to their socio-demographic profile.

4. Wider dissemination of the results of this study is highly recommended. (See Plans for Dissemination and Utilization).

ACTION PLAN

The following activities constitute how the result of the study will be disseminated.

Activity	Target Clientele	Implementation Dates	Resources	Intended Results	Success Indicator/s
Dissemination of Research Findings via Learning Action Cell	School Principal, Department/ Subject Group Heads, Teachers	First Scheduled LAC Session for the School Year 2021-2022	5,000.00	Informed teachers about the result of the action research	Teachers have successfully integrated virtual realia in fitting topics included in the subjects they handle.
Online / Face-to Face Demonstration Teaching on the Integration of Virtual Realia	Teachers in the Araling Panlipunan Department	Scheduled LAC Session / In-Service Training	1,000.00	Teachers fully-equipped with the know-how on the use of virtual realia in specific topics.	Teachers have developed a learning plan utilizing virtual realia in the subjects they handle.
Provision of Technical Assistance / Mentoring on the Use of Virtual Realia	Teachers (in all Departments)	Year-Round	2, 000.00	Teachers fully-aware of the potential of virtual realia in enhancing the performance of students in different subject areas	Teachers have been mentored/ coached on the use of virtual realia.

Financial Report

BASIC EDUCATION RESEARCH FUND (BERF) 2020
FINANCIAL REPORT
As of May 28, 2021

Grant Received:		30,000.00	
Expenses			
	Supplies and Materials (Folders/ Clips/ Envelopes/ Coupon Bond/Printer Ink)		5,500.00
	Communication Expenses		6, 000.00
	Travel Expenses of the Researcher during the Conduct of Research		2,400.00
	Token for the Pre/Post Test Validators / Statistician		2,000.00
	Freight Cost of the Deliverables		620.00
	Dissemination of Findings (materials used during LACs)		8,000.00
	Printing and binding of the Action Research		980.00
	Food/Other Incidental Expenses		4,500.00
	Total (in peso):	30,000.00	

Prepared by:

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Researcher

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