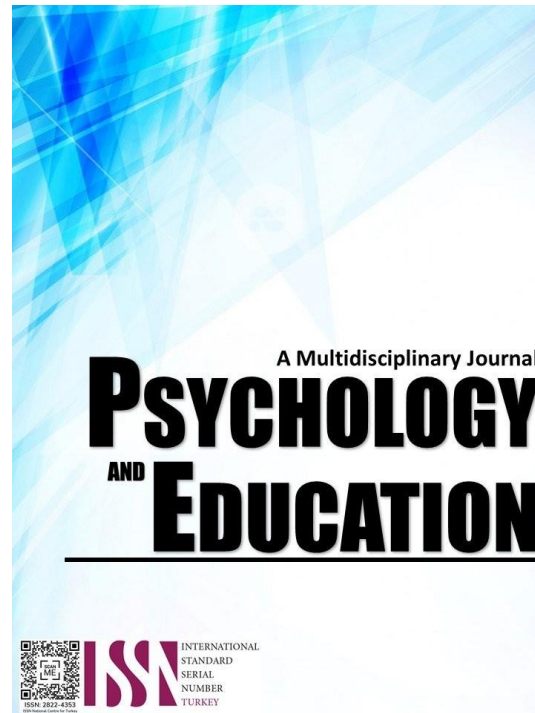


**PROJECT ISCIEPAM (INNOVATIVE SCIENCE PAMPHLET): A
TOOL TO IMPROVE THE MPS RESULT IN SCIENCE OF THE
GRADE SIX ANL PUPILS OF CATANAUAN CENTRAL
SCHOOL CATANAUAN, QUEZON**



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Project ISCI EPAM (Innovative Science Pamphlet): A Tool to Improve the MPS Result in Science of the Grade Six ANL Pupils of Catanauan Central School Catanauan, Quezon

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Abstract

The primary purpose of this study is to improve the MPS Result in Science of the Grade Six-ANL pupils of Catanauan Central School Catanauan District I in the Division of Quezon for the school year 2022-2023. The researcher used a quantitative research design through a purposive sampling method, limited to 45 Grade Six-ANL pupils composed of 29 males and 16 females. A self-made questionnaire was used to gather the pre-test and post-test results. This study showed an improvement between the MPS results of the pupils in Science before and after the implementation of Project ISCI EPAM, and it was determined that the project used was effective in teaching Science subjects. It implied that Project ISCI EPAM bears significance on the learner's performances to improve and enhance their understanding of various key concepts in Science subject.

Keywords: *pamphlet, innovation, pupils, project, Philippines*

Introduction

"I make, we make: Create, Innovate, collaborate" is a battle cry for every Filipino youth of today. Words that open up the universe of Science to exploration. Utilizing numerous techniques and strategies is believed to make the children's teaching and learning process enjoyable. Teachers used innovations and interventions to build a learning environment and address problems in the teaching-learning process anchored to Project BLAZE-Building Learners' Zeal of Excellence, one of the Banner Programs of SDO Quezon Province.

Since Science can be taught manually through explorations and discoveries, a Sixth-Grade Science Teacher must present the lessons without using teaching aids during class discussion. It has much potential to boost student learning outcomes; therefore, teachers need to figure out how to teach using various learning resources according to the DepED Order No. 018, s, 2020 entitled Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan where it enable DepEd to provide learning resources that could use by the learners likewise the release, utilization and liquidation of support funds for printing and delivery of self-learning modules and other learning resource materials.

It is quite challenging for Science teachers to instruct students who exhibit a variety of attitudes and behaviors, especially when a class has struggling readers and personal issues when it comes to comprehension thus, it is one of the difficulties that our school is currently facing as well as in Grade Six-ANL whereas 11 learners were identified as struggling readers. During the academic year, the researcher saw a decline in her students' MPS scores in some subject areas, especially Science, as the first to the third quarter of the school year progressed. Her attention was drawn to creating or employing a tool to enhance and improve the learners' MPS scores in Science subjects for the last quarter. The usefulness of ISCI EPAM (Innovative Science Pamphlet), a simple innovation and instructional material utilized by the school and served as a supplement to the needed learning during modular distance learning for the last school year, gives teachers hope that students' performance in science subjects will improve.

Research Questions

This study aimed to improve the MPS Result in Science of the Grade Six-ANL Pupils of Catanauan Central School Catanauan, Quezon. Specifically, it sought to answer the following questions:

1. What is the MPS Result of the Grade Six ANL pupils in Science before the implementation of Project ISCI EPAM?
2. What is the MPS Result of the Grade Six ANL pupils in Science after the implementation of Project ISCI EPAM?
3. Is there a significant difference between the MPS results of the Grade Six ANL pupils in Science before and after the implementation of Project ISCI EPAM?

Literature Review

Children enjoy learning science because it puts them in settings where they may utilize their natural curiosity and investigative skills to learn more about the world around them. It also nurtures their love of learning by fostering their critical thinking abilities in various scientific topics and practical applications in problem-solving. Learning is more pleasurable if the science instructor uses a variety of strategies and techniques, including technology integration, to make it so. As Birkey (2021) mentioned in her paper, essential skills taught and learned in elementary Science can be carried by students to be successful in the world after school.

According to Google, pamphlets or booklets make studying fun and remind students to remember and understand key concepts. It serves as a portable instructional tool to support the learning process. It inspires kids to rediscover their passion and love of reading

and memorization.

Numerous studies have shown that simple innovations, such as booklets or pamphlets utilized as educational materials, enhance learning. According to Fornel's (2019) study, employing a Sci Learning Brochure as a teaching tool for science greatly impacts how well her grade three students understand the subject. She concluded that this kind of innovation worked well for conveying scientific and important topics.

This assertion is further reinforced by Pinili (2022), who conducted research utilizing a comic book-themed booklet that significantly helped her students enhance their performance in physics. He concluded that teachers should continue to innovate and create fresh supplemental materials for student learning growth. More so, it is thought that giving the students more materials makes learning easier and more enjoyable. Of course, they will also learn a lot from the teacher. Booklets with valid expert materials which is very practical and interesting reinforced learners with curiosity are very suitable to be used in learning (Pratiwi et al., 2020).

When instructional materials are missing or unavailable, it can make teaching challenging, especially for Gen Z students today who are immersed in the world of advanced technology. For learning facilitators to be able to become equal for their learners, they must adapt and change. This was quoted by Daguio R. and Bernardo E. 2019 in their paper that teachers dealt on various problems in teaching such as lack of trainings and shortage of facilities and resources. These issues and practices were perceived as challenges encountered in teaching Science during implementing the K to 12 Science Program in public elementary schools.

According to Callao and Uy's (2021) research on technology-based instruction, students do better academically when technology-based learning is used in the classroom. It has a significant effect on the students' creative and innovative capacities. They have a greater possibility of reaching their potential by improving their performance by incorporating technology.

Furthermore, when classic and modern teaching methods are combined, learning can be achieved straightforwardly. It increased the students' capacity for invention and might have improved their academic performance abilities. Numerous studies have shown that using supplemental learning resources can make teaching and learning process enjoyable and meaningful for our learners. Teaching facilitator should provide a learner-centered environment filled with instructional materials that can nourish and support better learners' learning outcome.

Methodology

The research study employed the purposive sampling method, where the required study responses determined the total number of samples. The responders were 29 males and 16 females, with 45 learners from Catanauan Central School's Grade Six section ANL. They were specifically chosen because the researcher thought they would learn better with a companion.

In this study, the researcher gathered data through pretest and posttest. In order to obtain essential data necessary for the accomplishment of the study, the researcher used a self-made 50-item test as the primary means of data gathering. This was given during the pretest and posttest, and the School Master Teacher-In-Charge of Science validated it. Its content was based and aligned on the series of lessons in MELC for Science 6.

Based on the Grade Six ANL pupils' low MPS scores from the first to the third quarter, the researcher came up with a program/project that helps them learn science more effectively. The researcher gave them a pre-test, and in response to the poor MPS findings, Project ISCI EPAM was used.

The program/project's implementation took place over eight weeks in the fourth quarter of the current academic year. In order to make sure that pupils truly understood the essential ideas and key concepts presented in the pamphlets, there was a weekly summative test taken by the pupils, then a posttest was carried out by the School Master Teacher-In-Charge of Science after the project had been thoroughly administered. The performance levels of the Grade Six-ANL pupils before and after the project's execution were compared by the researcher based on the results of the pretest and posttest.

Results and Discussion

This part presented the findings and information obtained from the gathered data using the given instrument above.

Table 1. *MPS Result of Pretest in Science VI before the implementation of Project ISCI EPAM (Innovative Science Pamphlet)*

<i>Grade Level</i>	<i>No. of Items</i>	<i>No. of Respondents</i>	<i>MPS Results</i>
6	50	45	40.88

Table 1 displays the MPS result of the pretest that the researcher administered before to the start of Project ISCI EPAM. It showed poor MPS result of 40.88%, which was lower than the 75% national passing rate. Learning occurs when additional interventions are effectively integrated into the educational system, as stated by Ferrinda et al 2021, and it was revealed based on the MPS result that learners needed assistance to improve their level of abilities and understanding Science concepts.

Table 2. MPS Result of Posttest in Science VI after the implementation of Project ISCI EPAM (Innovative Science Pamphlet)

Grade Level	No. of Items	No. of Respondents	MPS Results
6	50	45	73.34

Table 2 deals with MPS result after the utilization of Project ISCI EPAM. It revealed that there was an increase in the MPS result of 73.34%. It clearly showed that learners learned better through various strategies and instructional materials applied by the teacher in the teaching learning process. As Pinili (2022) proved to her study that using booklet or any other supplemental learning materials may help improve the learner's performance.

Table 3. Significant difference on the MPS Result of the Grade 6 ANL pupils in Science

	Mean	Mean Difference	df	T-value	Critical Value	Decision
Pretest	20.222	15.356	44	2.0154	1.6802	Reject Ho
Posttest	35.578					

Table 3 shows the summary of values for testing the significant difference in the MPS results of the Grade Six-ANL pupils in Science before and after the implementation of Project ISCI EPAM. This revealed the T-value of 2.0154, which was greater than the critical value of 1.6802 at 0.05 significance level. The result discloses a significant difference in the MPS result of the Grade Six-ANL pupils in Science before and after implementing Project ISCI EPAM. It was proven that the pamphlet used was effective in the teaching learning process. This result was supported by the statement of Fornel (2019), according to her learners showed high level of performance and mastery level when using effective instructional materials.

Conclusion

The following conclusions were drawn based on the results: (1) Learners' MPS results in Science landed below the national passing rate of 75% before the implementation of Project ISCI EPAM. (2) Learners' MPS results in Science increased after the implementation of Project ISCI EPAM. (3) There was a significant difference between MPS results of the Grade Six-ANL pupils in Science before and after implementing Project ISCI EPAM (Innovative Science Pamphlet) thus, the null hypothesis was rejected.

Based from the findings and conclusions of the study, the researcher offered the following recommendations. (1) To raise the caliber of performance and MPS outcomes of the learners, teachers should employ Project ISCI EPAM (Innovative Science Pamphlet). (2) Project ISCI EPAM is adaptable to all academic learning areas, not just only in teaching Science subject. (3) Additional research can also be done to advance the project, improve it, and improve its efficacy.

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