



DEVELOPING FUNCTIONAL LITERACY OF JUNIOR HIGH SCHOOL STUDENTS IN ORAS NATIONAL HIGH SCHOOL, CASTILLA, SORSOGON

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ABSTRACT

Promoting scientifically and functionally literate students necessitates deep and effective learning which can be best achieved by capacitating the teachers in promoting authentic learning. This study proposed a program that will develop the functional literacy of the learners. The following specific questions were answered: (1) What is the current level of functional literacy of students in terms of critical thinking, scientific literacy, science process skills, basic numeracy skills, creative thinking and, communication skills; (2) What instruction-related factors contribute to the difficulties in developing the functional literacy skills of the students; (3) What program may be proposed to develop the functional literacy skills of the students with the components of teachers' capacity building and students' functional literacy development; (4) What quality mechanism may be done to ensure the acceptability of the program to the DepEd context?

This study used mixed method of research. The study was conducted to all Junior High School Students who were officially in Oras National High School, Oras, Castilla, Sorsogon this school year 203-2024. The instruction-related factors that affect the functional literacy level of the students were also determined using an unstructured interview with the science teachers and students who got the lowest scores in the test administered. Ultimately, the

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study proposed the ROLLICKS (Reaching Out Literacy Level Inapt and Challenged Kid in Science) Program that will help to develop the functional literacy of the learners in science.

Analysis of the data gathered in this study resulted to important findings. Six tests were administered to determine the functional literacy level of the students. The tests yielded a poor performance level of 28.79%. Several instruction-related factors contribute to the low performance level. These include the teacher factor, student factor, and school administrator factor. In light of the data gathered, tallied and analyzed, The ROLLICKS Program was developed and found to be aligned with the DepEd context with pedagogical content knowledge, instructional materials, and implementation plan as its features.

The findings of the study resulted to significant conclusions. The students have poor functional literacy level. Poor reading literacy, absenteeism, and family are factors on student's side that influence their performance. Failure of the school head to assist the teachers, implement a program to support positive learning is another contributory factor. The ROLLICKS Program was proposed to develop functional literacy.

Worth considering recommendations were given in the light of the foregoing findings and conclusions. There is a need to develop the functional literacy of the students. The teachers should employ strategies in teaching science that promote critical thinking, scientific literacy, science process skills, basic numeracy skills, creative thinking, and communication skills. Parents must be encouraged to support their students for they directly influence their

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attitudes towards learning. School heads should consistently exercise their role as instructional leaders.

Keywords: *functional literacy, Junior High School, critical thinking*



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