

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LUZON WART FROG (*Fejervarya vittigera*): TEACHING-LEARNING  
SCIENCE FOR ECOLOGICAL JUSTICE

A Thesis Presented to  
the Faculty of Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
(Elementary Science)

by  
Glaisa June V. Zapanza  
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Abstract

Luzon Wart Frog (*Fejervarya vittigera*) is a native of the Philippines that inhabits rice fields, ponds, lakes, and wooded areas at low elevations. They inhabit heavily disturbed environments, depleted streams, and flooded roadside ditches. Amphibians play an important role in ecosystems, usually in the middle of trophic networks. However, they are one of those facing the negative effects of global change. They are often undervalued by society, not realizing their contribution to maintaining ecological balance. With this, the study aimed to know the learners' eco-justice perspective on rice-field frogs. The primary participants of the study included a researcher and the 15 participants of Barangay A in the 5<sup>th</sup> district in a Philippine province who were purposively chosen. Secondary participants of the study included barangay officials, farmers, teachers, other students and people in the community who participated in the exhibit and on the awareness campaign in protecting the rights of native frogs to live. The participants were engaged in learning with Luzon Wart Frog (*Fejervarya vittigera*) physical characteristics, life cycle, mode of reproduction, threats and ways to protect it. Participant's responses were described in details as stated in Chapter Four. Participatory Action Research (PAR) was adopted in this study because it created structures that allowed researchers to take part in decisions about the study's goals and the direction of their literacy program of learning. The sources of data include transcripts of individual interviews, science journal notebooks, records of focus group discussions, field

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observation notes, and photographs. Narrative analysis was employed to clearly represent the data and results of the study. Participants work collaboratively with their co-participants in doing the given activities. This study also determined a science concept from rice-field frogs and how these amphibians can be protected from an eco-justice perspective by the participants. It was found out in the study that participants were able to conceptualize and implement an integrated science curriculum focusing on rice field frog as a context for learners to learn about science through hands-on observation and recognition of the importance of frogs in the ecological community. It has been said that to protect an endangered species, people require an awareness of the potential threats. In addition, an ecological balance drew positive attention and developed an understanding of why frogs need protection. Meanwhile, it can be found in the study that there is a difference between cane toads and rice-field frogs. The study further indicated that cane toads should not be protected since they are considered an environmental disaster while the Luzon wart frogs were an amphibian that controlled pests in the ecological community. Subsequently, the team sat down for the discussion of learned concepts, shared experiences and insights which then became the basis in creating a lesson exemplar. Through the FGD, selected individual interviews, experiences and ideas from participants were unlocked.

*Keywords: Rice-field Frogs, Cane Toads, Eco-Justice*

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TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgment	iii
Abstract	vi
Table of Contents	vii
List of Tables	xi
List of Figures	xii
List of Photographs	xiii
List of Appendices	xv
Chapter	
1    INTRODUCTION TO THE STUDY	1
Background of the Study	2
Theoretical Framework	9
Statement of the Problem	12
Definition of Terms	13
Significance of the Study	15
2    REVIEW OF RELATED LITERATURE	17
Luzon Wart Frog ( <i>Fejervarya vittigera</i> )	17
Non-native species Counterpart: CaneToad ( <i>Rhinella marina</i> )	22

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

	Nature of Ecological justice (Ecojustice)	24
	Ecojustice Education	32
	The Science Curriculum in the Philippine K-12 System	38
	Summary	43
3	RESEARCH DESIGN AND METHODOLOGY	46
	Nature of Participatory Action Research	46
	Participants of the Study	48
	Setting of the Study	48
	Sources of Data	49
	Procedures of the Study	52
	Data Analysis	56
	Ethical Considerations	59
	Subjectivity Statement	61
4	RESULTS	62
	Presentation of Data	62
	Researcher's Insights	63
	Themes	65
	Theme 1. Eco-Justice Perspective:	67
	Implementing a Science Curriculum Focusing on Rice-Field Frogs as Context to Learn	77
	Theme 3. Protecting the Rice Field Frog: An Eco-Justice Perspective Learners' Performance and Learnings	82
	Learners' Performance and Learnings	89

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	106
	Summary	106
	Conclusions	112
	Implications to Theory and Practice	114
	Recommendations	114
	REFERENCES	116
	APPENDICES	124

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF TABLE

Table		Page
1	Specific procedures of the study showing the activities under each phase of the research	54



WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF FIGURES

Figure		Page
1	Shows the coding for the participant's responses	63
2	A Thematic Analysis Map on the Teaching-Learning Science for Ecological Justice of the Luzon Wart Frog ( <i>Vejevarya vittigera</i> )	66

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF PHOTOGRAPHS

Photograph		Page
1	Sample Study Information and Consent Form	60
2	Picture of the barangay as an agricultural area	67
3	Participants' KWL Charts	70
4	Participants' observing the toads	71
5	Mind Maps of the Physical Characteristics of Frogs	72
6	Dam in the barangay	73
7	Captured Egg Frog found on the grass near the dam	78
8	Entries on from science journal notebook	78
9	Participants illustrated and presented their output on the life cycle of frogs	79
10	Participants field exploration	82
11	Participants while watching videos about the rice field frog	85
12	Participants answers on the group activity	86
13	Group output showing the potential threats of frogs in the community	87
14	A poem made by the participants	88
15	Mind Maps of the Physical Characteristics of Toads	90
16	Presentation of the importance of frogs in the community	91
17	Reproduction of the Frog Video Lesson	92
18	Sample outputs from Think-Pair-Share activity on the mode of reproduction on frogs	94

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

19	Presentation of the Threat of Frogs	95
20	Participants' Poster Output	96
21	Poster Slogan Made by the Participants	97
22	Sample flyer made by the participants	98
23	Distribution of Flyers	99
24	Letters addressed to the Farmers	100
25	Exhibit on the Protection of Frogs from Extinction	101

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF APPENDICES

Appendix		Page
A	5E Lesson Plans	125
B	Letter of Permission	138
C	Study Information and Consent Form	140
D	Sample Transcript of the Individual Interview and Focus Group Discussion	141

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WEST VISAYAS STATE UNIVERSITY  
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**GRADUATE SCHOOL**  
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118

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WEST VISAYAS STATE UNIVERSITY  
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Ibilo City

119

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**GRADUATE SCHOOL**  
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120

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**GRADUATE SCHOOL**  
Iloilo City

121

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WEST VISAYAS STATE UNIVERSITY  
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**GRADUATE SCHOOL**  
Iloilo City

122

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Iloilo City

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Page 3.