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Reyna Elena and Santa Cruzan: IN SEARCH OF THE REAL CROSS (It's Origin and Significance in our Present Times)

Origin of the Santa Cruzan:

The Santa Cruzan has its roots in the Philippines' Spanish colonial era, which lasted more than three centuries. The custom evolved from the Catholic habit of staging processions to honor and celebrate the discovery of the Holy Cross by Saint Helena, Emperor Constantine's mother. As Catholicism spread in the Philippines during Spanish colonialism, this religious practice adapted to local culture and evolved into what is today known as the Santa Cruzan.

Some Important Dates:

324 AD

Constantine the Great's mother, St. Helena, discovered the Cross 300 years after Christ's death. At 75, Mary discovered three crosses and tested them on a sick servant, identifying the one with Christ. The feast day of St. Helena is August 8, but the anniversary is celebrated on May 3rd, resembling the Mexican Santa Cruz de Mayo in the Philippines.

1800

Filipino tradition, known as Santacruzán, has been a part of Filipino culture for over 100 years, originating from Spanish conquerors. Today, Filipino communities and associations worldwide celebrate the event with pageantry and glamour, with the Franzuela Family in New Orleans and The Filipino Community in Belgium hosting the Euro-Santacruzán.

1865

It was believed that Flores de mayo first observed at Malolos Bulacan.

Reyna Elena and the True Cross of Jesus

Helena embraced Christianity at 63, but historians dispute its certainty. After Constantine's accession, she became more passionate about her faith. Empress Helena performed charitable acts, caring for the needy, and liberated imprisoned and exiled individuals.

With her wealth and influence, she built Churches in the Roman Empire including the Churches of the Nativity and the Mount of Olives during her pilgrimages to the Holy Land within Israel and Palestine.

But the most notable event in the life of the Empress was her discovery of the True Cross of Jesus. With her son's visions and dreams of this miraculous symbol of Jesus, she herself desired to lay her hands on the Cross.

She ordered a church on the hill of Calvary, where Jesus' death occurred. She ordered the construction of a church with St. Macarius' help. During excavation, they found three crosses, nails, and a placard with the message "INRI." There are various versions of how Helena found the cross, with the common finding being a dying woman recovering after touching the third cross.

Symbolism in Religion:

The Santa Cruzan is primarily a religious festival that honors the Christian religion. The procession is often held in May, which is considered the month of the Virgin Mary in Catholic tradition. It gives the faithful a chance to exhibit their love to the Blessed Virgin Mary.

The parade of young ladies, known as "sagalas," who symbolize various biblical figures and virtues is the centerpiece of the Santa Cruzan. Other sagalas show biblical figures such as Mary Magdalene, Veronica, Ruth, and Esther, with the principal sagala portraying Reyna Elena. Each sagala is dressed in exquisite clothes and escorted by escorts.

The Reynas in Santa Cruzan

The parade itself features a lot of reynas (upwards of 20, depending on the size of the community). The more prominent ones, however, are as follows:

- *Reyna Fe* – represents the virtue of faith. She carries a cross.
- *Reyna Esperanza* – symbolizes hope. She carries an anchor.
- *Reyna Caridad* – represents charity. She carries a red heart.
- *Divina Pastora* – has a shepherd's staff.
- *Rosa Mistica* – carries a bouquet of roses.
- *Reyna de las Flores* – the Queen of Flores de Mayo. She carries a bouquet of flowers. Not to be confused with the next two reynas.
- *Reyna Emperatriz* – a representation of Queen Helena's title Augusta (Empress or Queen Mother), a title given to her by Constantinople
- *Reyna Elena* – the personification of St. Helena. Often seen as the most beautiful or important maiden in the community, some communities keep her identity as a secret until the day of the parade. In other communities, they have as many as three. She is also accompanied by a small boy dressed as Constantine.

Significance and Cultural Impact:

The Santa Cruzan holds immense cultural significance for Filipinos. Firstly, it serves as a way to preserve the country's Spanish colonial history and its fusion with local traditions. Despite the end of Spanish rule, the Santa Cruzan continues to be celebrated across the Philippines, showcasing the resilience and continuity of Filipino culture.

Furthermore, the Santa Cruzan reinforces family and community ties. Families actively participate by offering their daughters as sagalas, preparing lavish gowns, and organizing processions in their communities. This fosters a sense of unity and cooperation among neighbors and strengthens the social fabric of the community.

Moreover, the Santa Cruzan showcases Filipino creativity and craftsmanship. Communities invest significant time and effort into designing ornate floats and intricate gowns for the sagalas. These artistic displays, often adorned with flowers, lights, and religious motifs, reflect the Filipino people's creativity and their commitment to preserving their cultural heritage.



Dr. Leonilo B. Capulso: Dungog sang Banwa 2023 - Most Outstanding Caguyuman & Lifetime Awardee - Municipality of Pontevedra, Capiz



To Every Caguyumanon,

We always have the cause of knowing those who made names for themselves and for the Municipality of Pontevedra, Capiz and we are always quick enough, to acknowledge every piece of information, details of nominations, financial resources, and other forms of support to this Dungog sang Banwa Awards Year 13; We hope to still see you in the next best years of the Dungog sang Banwa Awards; And we will always say Madamu gid nga Salamatt for taking part in keeping the passion burning for every Caguyumanon to strive hard and be worthy of the name, **DUNGOG SANG BANWA.**

THE MUNICIPAL AWARDS & RECOGNITION COUNCIL

Logo and Programme Design by Ar. Paulina Krystlye A. Contreras

MAYOR HENRY D. TUMLOS
and THE MUNICIPAL AWARDS
& RECOGNITION COUNCIL
PRESENT

THE 13TH DUNGOG SANG BANWA MUNICIPAL RECOGNITION DAY 2023

SUNDAY | MAY 14 | 5 PM
MAR HALL, PONTEVEDRA PUBLIC PLAZA

PROGRAMME

Opening Prayer

Singing of the National Anthem

Singing of the Capiz Hymn

Special Performance by Zion Christian Lirazon,
Ephiphany Heart Lirico

Welcome Remarks

JOENIFER B. TUMLOS, RN, LPT
Municipal Administrator
2023 Fiesta Director-General

Presentation of the **Dungog sang Banwa HONOREES**

by Hon. VICENTE RAMIL BOLINA
In **AGRICULTURE (3)**
In **AGRICULTURAL AND BIOSYSTEMS ENGINEERING (0)**

Presentation of **Dungog sang Banwa HONOREES**

by HON. JOSHUA D. DUMASAP
In **CIVIL ENGINEERING (2)**
In **ELECTRICAL ENGINEERING (2)**
In **ELECTRONICS ENGINEERING (1)**

Presentation of **Dungog sang Banwa HONOREES**

by HON. ERWIN BORRES
In **SOCIAL WORK (1)**
In **MEDICAL TECHNOLOGY (1)**
In **NURSING (13)**

Presentation of **Dungog sang Banwa HONOREES**

by HON. KLINT BERNARD ALMEIDA
In **REAL ESTATE (1)**
In **INTERIOR DESIGN (1)**
In **ARCHITECTURE (1)**

Presentation of **Dungog sang Banwa HONOREES**

by HON. VICENTE DANGAN & HON. DRESDEN JAN BELDIA
In **JUDICIARY (5)**

Presentation of **Dungog sang Banwa HONOREES**

by HON. MAXIMO SIMON AVELINO & HON. ANNIE ROSE BORRES
In **MEDICINE (8)**

Inspirational Message

Hon. FERMIN NEMESIO M. OGUENDO
Municipal Vice Mayor
Vice-Chairman, Fiesta ExeCom

Presentation of **Dungog sang Banwa AWARD** to

KALUPI FEDERATION OF PONTEVEDRA
2023 **Dungog sang Banwa MOST OUTSTANDING ORGANIZATION**
by HON. JORGE CASPIIT AND MA CHERYLL CORDENILLO

MR. AND MRS. JUAN AND MARYLOU BICLAR
2023 **Dungog sang Banwa MOST OUTSTANDING PARENTAL ACHIEVEMENT**
by MEEDO ANTHONY MARLOU DIESTRO AND MBO LANI TERESA BOLINA

MR. RICKY BELO
2023 **Dungog sang Banwa MOST OUTSTANDING ENTREPRENEUR**
by HON. HECTOR MORALES AND MT ARNOLD BICLAR

MS. ALLYN BLANCO, RN, LPT
2023 **Dungog sang Banwa MOST OUTSTANDING WOMAN IN NATION BUILDING**
by DR. MARIZEN V. NOLASCO AND MENRO RAMIE DETARO

DR. LOUIS PLACIDO LACHICA, Ph.D.
2023 **Dungog sang Banwa MOST OUTSTANDING EDUCATOR**
by MEZALDY BIBIT AND MA REYCIL SEVILLE

DR. HONEY LEE E. CASA, DPA
2023 **Dungog sang Banwa MOST OUTSTANDING ADMINISTRATOR**
by MDRRMO RICKY BOLLUSO AND MCR GAZELLE GRACE BADOLES

Presentation of the 2023 **Dungog sang Banwa**
LIFETIME ACHIEVEMENT AWARD to
DR. LEONILO B. CAPULSO, PhD.
2023 MOST OUTSTANDING CAGUYUMANON
by MA JOENIFER B. TUMLOS AND SB SEC. JULIUS ESTOLANO

Inspirational Message

Hon. HENRY D. TUMLOS
Municipal Mayor

Presentation of the 2023 **Dungog sang Banwa SPORTS AWARDS & SPECIAL CITATIONS**

Presentation of the 2023 **Dungog sang Banwa ACHIEVEMENT CITATIONS**
to Academic Achievers in **DOCTORAL STUDIES**
to Academic Achievers in **MASTERAL STUDIES**
to Academic Achievers as **HONOR GRADUATES**
to Academic Achievers in **ELEMENTARY LEVEL**
to Academic Achievers in **SENIOR HIGH SCHOOL**

Closing Remarks

MPDC MARION A. BALASA
Program Director

Hosted by:
HRMO/OIC-MA RODNEY BLOR DOLETIN, LPT, ENP, REB, REA
MTO GYNNY ROSE V. BOBON
Anchorperson:
DR. JAN MARINI B. BICLAR, Ph.D.

TECHNICAL WORKING GROUP



A MOTHER'S DAY TRIBUTE

Dedicated to my Wife, Dr Zashi Lagman-Capulso, A Mother of my Unica Hija Eli & To my Mother Alicia Basas Capulso & My Mother in Law , Aurora Yeng Lagman



13TH DUNGOG SANG BANWA AWARDEES



MOST OUTSTANDING CAGUYUMANON

DR. LEONILO B. CAPULSO
Hipona, Pontevedra, Capiz

DR. LEONILO BASAS CAPULSO, is a native of Hipona, Pontevedra, Capiz. He is a multi-awarded Filipino researcher, Publisher, book author, motivational speaker, teacher, researcher and International Consultant. He is a former Senior High School Master Teacher (MT- 1) at San Matias National High School, SDO Pampanga, is a Dangal ng Bayan Awardee of the Civil Service Commission – Honor Awards Program (CSC-HAP), Region III as Outstanding Government Worker. He was also awarded as Most Outstanding Teacher of Department of Education Region 3 and the School Division Office of Pampanga . At present, he is the President and CEO of Beyond Books Publication, a self-publishing company , that caters to books and research journal publications indexed in National Library of the Philippines with International Serial Book Number (ISBN) and International Standard Serial Number (ISSN).

He holds a Bachelor's Degree in Education (BSED) major in Religious Education from Colegio dela Purisima Concepcion- Roxas City, Capiz and Master in Religious Studies (MRS) - Catechetics (CUM LAUDE) from Don Bosco Center of Studies,Paranaque City – an affiliate of Salesian Pontifical University, Rome , Italy. He took a Master of Arts in Education (MAEd - bridge course) from De La Salle University- Dasmarias and University of Perpetual Help System - DALTA, Las Pinas City. He finished a Doctor of Philosophy (PhD) in Educational Management from the University of the Assumption, City of San Fernando, Pampanga . Currently, he is taking JURIS DOCTOR at Don Honorio Ventura State Univeristy - School of Law. He is currently residing in San Gabriel, Macabebe Pampanga. He is a husband to Dr. Sheryl Lou Castillo Lagman – Capulso, an Occupational Health Physician and a father to his unica hija, Eliana Louisa whom he dearly called “Eli”.



Most Outstanding ENTREPRENEUR

RICKY BELO
Seafood Supplier and Dealer

- our Most Outstanding Entrepreneur is owner of RMR Crab Dealer and Sari-Sari Store and Ray Ray Construction Supply. All are registered businesses in the municipality and have been operating for years in the service of our constituents.
- the income and experiences of being a Pawod-maker and fishpond worker to crab sizer has been earned and saved to be able to raise his own Crab Buy & Sell Business.
- from the generosity of blessings from a start-up business, Mr. Ricky Bechayda Belo was able to sustain the needs of the family, pay taxes due to the government and flourish to a successful business enterprise in the municipality.
- the registered business of our Most Outstanding entrepreneur is based on the industry known for the seafood of Pontevedra which thus promotes tourism, provides employment and generates revenue for the government in terms of business registration and religious payments of fees, charges and taxes.



MOST OUTSTANDING PARENTAL ACHIEVEMENT

Mr. and Mrs. JUAN and MARYLOU BOCALA-BICLAR
Tabuc, Pontevedra, Capiz

- the family is an epitome of success as through hardwork and perseverance, they struggled and learned to hurdle life's challenges as a family.
- from a former OFW who became an unemployed father and an Elementary School teacher, what a delight to produce an all professional children. The struggle of a single parent breadwinner with such meager income of an ordinary Teacher, who make do with a loan after another to pay for their children's education. The eldest, Jhoanna Marie, graduated Cum Laude in BSBA, the second finished BS Computer Science from Filamer Christian University with Masteral Degree and the youngest has completed her Doctoral Degree in Philosopy at a very young age.
- the success story of our 2023 Most Outstanding Parental Achievement not only rests on having all children finished their collegiate education but on the productivity they all bring to the community. The eldest now works as an Overseas Filipino Worker in Dubai, the second child works as Professor in the College of Education, Arts and Sciences of CapSU Pontevedra and the youngest works as Secondary School Teacher in DepEd Capiz.
- Our Most Outstanding Parental Achievers managed to make both ends meet for life in order to make their children and the whole family become successful and become beneficial members of our community.



Dungog sang BANWA 2023

MOST OUTSTANDING EDUCATOR

DR. LOUIS PLACIDO F. LACHICA
Professor, CAPSU Bailan

- Our Most Outstanding Educator is presently the Director of the Social Science Research and Development Center of the Capiz State University System since June 2017.
- He is Associate Professor V of Capiz State University Pontevedra Campus and is a faculty member of the Teacher Education Department of CAPSU Pontevedra and of the Graduate School for MAEd English, EdD, and DPA programs of CAPSU Pontevedra and CAPSU Buriás Campuses.
- He finished elementary at Bailan Elementary School, secondary at Panay State Polytechnic College, and his Bachelor of Secondary Education major in English from the West Visayas State University.
- He finished his Doctor of Philosophy in Development Communication with a cognate in Strategic Planning and Public Policy in 2014 from the University of the Philippines in Los Baños, Laguna.
- His most outstanding educational qualification can be seen in his stints in educational research presentations and academic conferences, having been awarded in the field both locally and internationally and for having facilitated and moderated the conduct of such in various platforms and levels
- He has authored and co-authored several publications published in research journals.
- He has also been actively introducing, implementing, and managing several initiatives and research project linkages with DILG, DA, NCCA, DENR, CHED, DOST, and UP Visayas for academic and community development utilizations.



Dungog sang BANWA 2023

MOST OUTSTANDING WOMAN IN NATION-BUILDING

ALLYN M. BLANCO, RN, LPT
LGU Pontevedra, Capiz

- she is a woman with a heart and passion for health service.
- she is a Registered Nurse and has been performing the functions and responsibilities of public nursing service for over nine (9) years in the Municipality of Pontevedra
- from her functions as a Registered Nurse for Health Enhancement and Local Services, for being under a Nurse Deployment Project of the Department of Health (DOH) Center for Health Development Western Visayas to being a Nurse of the Local Government Unit, all of her efforts were directed to help communities in the area of public health
- she is a Centennial Nurse Awardee in Capiz, a member of the Blood Galloons Club by the Philippine Red Cross and a Fellow in the Philippine Surgical Infection Society
- she has been awarded also the Dungog sang Banwa for 2012 and 2017 in the Nursing Profession
- from DOH, she transferred to the Local Government Unit to continuously offer herself in public health service delivery and vows to commit a passion and dedication to model a life of a woman in nation-building.



Dungog sang BANWA 2023

MOST OUTSTANDING ADMINISTRATOR

DR. HONEY LEE E. CASA, DPA
Campus Administrator, CAPSU Bailan

- Dr. Honey Lee Estolano Casa is the present school administrator of Capiz State University Pontevedra campus since September 8, 2020.
- She has also served as the Human Resource Director of Capiz State University System from 2016 to 2022 and as Dean of the College of Business Administration of CapSU Pontevedra from 2011 to 2016
- she rose from the ranks with her diligence and academic persistence, that which led her to deliver exemplary services as administrator
- she is a Doctor in Public Administration
- As an administrator, she has offered her expertise in management and administration in mentoring her human resource complement to strive and even deliver above par excellence
- She has served as a member-accreditor of AACUP, a national organization of accreditors in the Philippines, among her many other network linkages and affiliations
- She has presented research and papers in various platforms and levels which provided for modeling and motivation to her colleagues to also deliver far better as academicians and professional researchers as well as served as panelist and adviser to research works of several others which were published.



Dungog sang BANWA 2023

MOST OUTSTANDING ORGANIZATION

KALIPI
Municipal Federation of PONTEVEDRA

- KALIPUNAN NG LIPING PILIPINA or KALIPI is an organization of 850 members in the 26 barangays in the Municipality of Pontevedra
- working on for women empowerment, KALIPI PONTEVEDRA is an organization that is DOLE-registered, DSWD Accredited and recognized by the Sangguniang Bayan of Pontevedra, Capiz as a People's Organization
- it is an organization existing in Pontevedra for over ten (10) years already which provided for loan programs, clean-up drives, health and wellness initiatives, various symposia on VAWC and responsible parenthood, various skills training, mangrove reforestation projects, blood donation programs among many others.
- KALIPI has ventured into various income-generating projects which provided for income and additional sources of funds for its members
- KALIPI has been actively involved in local special bodies in the municipality and even in Municipal Convergence Committees partnering in the development thrusts and ideals of the municipality.



ARTICLES

ARTI CLES

MENTAL HEALTH MATTERS IN A WORKPLACE



ANGELINA P. OCBINA
Principal I
Itaran National High School
Itaran, Polangui, Albay

How does mental health matters in a workplace? Mental health includes our emotional, psychological, and social well-being. It is in this context that the emotional, psychological, and emotional condition of an individual really matters in a workplace. It is very important that we take good care of our mental health because it affects how we respond to every situation that we encounter in our workplace. It is also in this context why the Department of education advocates the wholesome development of an individual learner. The school personnel as the frontliners in educating learners doesn't only focus in enhancing the academic and skills performance of the young learners. They also develop learners who are mentally healthy and with good personality. The intelligence quotient of an individual is not the only basis of success of an individual, but more so with the development of the emotional quotient to develop a wholesome personality. Many successful individuals have a balance of both the intelligence and emotional quotient. The school has its role of developing both the intellectual and emotional intelligences of their learners for them to produce successful individuals in the future.

Along this notion that the school is one institution that scaffold learners in improving both the intellectual and emotional intelligences of the learners, it is also important that the workforce in the school should also have good mental health because they serve as models to the young learners. There are many benefits if all the personnel in the school are mentally healthy. The workplace having employees who are both mentally and physically healthy is believed to be a contributory factor that the organization will succeed. **This is a key to success in all aspects of life. It also builds good relationships more effectively.** If an individual is suffering in an abnormal way of thinking, the individual's emotion is also affected. It can also lead the unexpected emotional outburst for being so sensitive and may affect or influence other people around them. The action of an individual may vary depending on how an individual respond to a certain circumstances or situation. It is, therefore, very important that our emotions should always be in calm condition to avoid mis interpretation and

responding differently to every situation that we may encounter in our workplace. We dealt with different people with different personality. It is therefore very important that we understand different personality in the workplace so that everything will be smoothly carried out without experiencing so much fatigue. **Third benefit of having good mental health is that we make decisions appropriately.** In everyday life, we make decision from the moment we wake up in the morning we already started making decision. We make decision on the mode of transportation are we going to use to reach our destination. This simple decision making we made can help us to make our day more productive. In all the small things that we made decision, we start processing things, and we started making decision which will guide and help us in making our day meaningfully and productively. All these simple decisions making we made will lead us to a happy and meaningful day ahead which can also help us to live with a better outlook in life. Happy and meaningful dispositions would always lead to harmonious relationship with our co-workers in our respective workstation. Making decision needs processing of the mind, and having good mental health, processing would also be easier and making decision is an easy task to do. **The fourth benefit is developing good teamwork.** Teamwork works better in our changing role and responsibility. The teams remain agile whenever changing roles and responsibility happen in a workplace. The person with good mental health can easily overcome difficulties in the workplace. It is easy for them to adjust and manage stresses in work and boost their resilience which will lead them develop their highest potential. It is sometimes the reason why there are some people who cannot work effectively because they do not know how to properly manage their work-related stresses that sometimes aggravate their prior mental problem or illnesses. Work productivity is also affected once the mental health of a person is not in good condition. In work, focus is very important. Those suffering from emotional instability may also have lost their focus in whatever they are doing. This may result to poor performance and resulting errors in the discharge of their work. This is how I see the importance of having good mental health of the workforce especially in

the department of education, so that they can work with focus and expecting productivity in whatever task they are doing. Noting that the school personnel are surrounded with young learners who are very observant in everything they do, it is also very important that the school personnel must be very careful in whatever they do and say because the young learners expect much from them. Incorporating the mental wellness of the school personnel from the time of hiring them is very indispensable for us to produce more productive individuals in the future. **Fifth, it makes us become more productive** when we have good mental health. The productivity itself of an individual depend on how we think and how we process things. If we are free from disturbance, we can easily process things because we have our focus. Unlike those persons who are being disturbed due to fears, anxiety and negative thoughts, processing would be very difficult. These scenarios may affect the persons' productivity. Knowing all the benefits of having good mental health, it is very significant that we must be aware of improving our mental health if symptoms or signs of having mental problems occur and being experienced by an individual. **If you are experiencing severe sadness and feeling down** for no reasons at all, don't neglect that feeling. You must consult to the expert so that at an early stage the symptoms can be given necessary intervention. However, we can also be the one to address that mental health problem if we know how to control our emotions. Too much sadness is dangerous because it will sometimes lead to depression. Depression is unhealthy to a person because it will lead to some emotional state or condition that are dangerous to an individual's mental health. The **second symptoms** that is harmful is having **confused thinking or reduced ability to concentrate**. If you are working and this symptom is being experienced by you, you need to have a break. But if the work break that you avail doesn't work at you, then you must consult to the expert. Inability to focus will greatly affects your work productivity. If you are working in a workplace which needs focus and concentration, continuously working may cause harm to you not only mentally but also physical harm. In all aspects of work, concentration and focus is very important for you to do the task with efficiency and effectiveness. Doing so without concentration may cause you to reduce your productivity, that is why some employers would suggest to the worker must take a break as a way of giving opportunity to a person to recover from that symptom of mental health problem. **Third, is the feeling of fears, worries and extreme feelings of guilt**. If you are experiencing these symptoms, then you need to address this at once. Never neglect or ignore to address these feelings because these are symptoms already that you are not in good state of the mind. Sometimes, these feelings are being provoke by some situation or circumstances in life. It is very important that we know how to overcome this emotion because these are symptoms of mental health problems. Simple fear may lead to severe anxiety that may damage you not only your mental health but sometimes can also damage other systems of our body. A person may feel differently

that may somehow also affects our relationship with the people that surrounds us. It is better to cure when these symptoms persist. **The fourth symptom is extreme changes in mood**. Changing moods of an individual signifies that there is something wrong with how you feel and how you perceived things. Mood shifts is sometimes normal, but a sudden mood shifts from high to low mood in frequency signifies abnormality in the mental condition of a person. If this condition happens to a person in a workplace, this may affect other working employees with good mental health as it will provoke by those persons experiencing an abnormal shift and changes in mood. It is very indispensable that we should take care of our mental health. Knowing all these symptoms can help us control the damaging effects of our abnormality if at an early stage we give attention to the symptoms evident to our behaviors and emotional changes. It is all in the state of the mind, and therefore we can control ourselves from these symptoms and disturbances that may arise in us so that we could always take good care of our mental health. Mental health matters in our workplace for us to work productively, meaningfully and building good relationship and teamwork as we deliver our services to our clientele. Let us all see the importance of good mental health in a workplace.



REFLECTIVE LEARNING TODAY'S PEDAGOGICAL PRACTICES IN EDUCATION



ANALYN L. AGOTO
Teacher III
Sta. Rosa Elementary School (SDOIN)

In the rapidly changing landscape of education, pedagogical practices need to adapt to meet the diverse needs of learners. Reflective learning has emerged as a powerful pedagogical practice that stimulates and enhances learner's active engagement with their own learning experiences, critical analysis of their thoughts and behaviors, and metacognitive skills. It is an iterative process that develops self-awareness, comprehension, and personal growth in preparing students for the challenges of today's world.

This pedagogical practice plays an essential role in their everyday living. Reflective Learning increases Self-Awareness and metacognition skills. Learners become more aware of their strengths and shortcomings by reflecting on their learning processes, allowing them to develop effective learning strategies and self-regulation skills. Learners who actively participate in the process become more independent who can set goals, monitor progress and easily adapt changes in the society.

Reflective learning fosters a growth attitude and a love of lifelong learning. Students learn how to seek out new information, reflect on their learning experiences, and apply what they've learned to future learning initiatives. It also encourages students to explore their emotions, reactions, and responses to different situations. It fosters empathy, emotional intelligence, and the ability to work effectively with others.

Reflective learners Improved Problem-Solving Skills efficiently. They have better decision making. They are more equipped to detect issues, investigate root causes, and devise novel solutions. They devise a methodical

approach to problem solving that incorporates insights gained through introspection.

Hence, teachers must integrate Reflective Learning into classroom practice by giving learners specific time and space to reflect on their learning experiences. Journaling, internships, field visits, project-based assignments and reflective essay for example, provide abundant opportunity for reflection. Learners can reflect on their experiences, difficulties encountered, and lessons acquired, integrating theory to real-world circumstances.

Teachers may adopt collaborative reflection activities which promote peer interaction and the exchange of perspectives. Group discussions, peer feedback sessions, or cooperative learning tasks allow learners to share their insights, learn from others, and gain new perspectives on their own learning.

In the area of teaching-learning process, Reflective learning must be adopted and applied as a modern pedagogical method that encourages critical thinking, metacognition, and self-directed learning. Teachers can empower students to become lifelong learners who actively engage with their own learning experiences, adapt to a rapidly changing world, and contribute meaningfully to society by incorporating reflective practices into educational settings.



TEACHING VITAL LIFE LESSONS TO CHILDREN THROUGH PLAY AND OTHER ACTIVITIES



IVAN ROMMEL M. CALIG
Teacher III
Lanigay Elementary School
Polangui, Albay

Children learn more about their surroundings and themselves via play, provided basic safety precautions are implemented. In addition, it allows children to take care of their own education by allowing them to choose the context of their play and by encouraging their creative potential. They are able to expand their imaginations through the use of games such as adventure, fiction, and virtual reality, which in certain cases also provide the opportunity to exercise physically.

It is considered that play promotes the three fundamental concepts of child development that are taught in elementary school: developing relationships, enhancing important life skills, and reducing conflict causes. Due to its ability to reduce levels of stress hormones, play is an effective treatment for both children and adults with depression. Both role-playing games and strategy-based role-playing games have been demonstrated to benefit in the cognitive development of youngsters, while role-playing games foster imaginative play.

Games that assist children improve their grip strength and sense of balance will serve as a firm basis for the development of vital life skills in the future. This needs youngsters to be able to handle their notebooks appropriately while studying, as well as feed themselves, button their garments, and secure their shoes and socks.

Your child's cognitive and communication skills will be enhanced through the use of games and role play since these activities will encourage them to ask questions, assume a range of personalities and attitudes, and give them with suitable role model settings that they may imitate. Depending on their age, youngsters acquire a great deal of knowledge through crucial social lessons such as taking turns, exercising self-control, and cooperating.

Last but not least, role playing tends to foster the development of children's imaginations. This provides parents with a wonderful opportunity to train their children in the skill of maintaining emotional control. You can provide your child with valuable educational opportunities by employing pretend or make-believe settings to calmly assist them through unfamiliar or frightening topics. It is also an excellent method for assisting individuals in overcoming childhood anxieties. Therefore, encouraging your children to play is not just about allowing them to have fun, but also about giving them with a pleasurable opportunity to learn about themselves and the world around them. The parents can significantly improve their child's social abilities by incorporating more role-playing into the child's everyday activities.



DOMAINS OF PROFESSIONAL STANDARDS FOR TEACHERS



MARLOU MOLINA INOCALLA
Teacher III
Palanan Elementary School

The Department of Education released the DepEd Order No. 42, s. 2017 to implement the Philippine Professional Standards for Teachers (PPST). This promotes the professional advancement and development of Filipino teachers to enrich the quality of learning under the K-12 program. The PPST has 7 domains that covers different areas as guidelines for teacher's improvement.

Domain 1, Content Knowledge and Pedagogy. This domain revolves around the teacher's ability to provide updated, significant and accurate information to their students. The proper use of language be it the Mother Tongue, Filipino and English are encouraged to improve the interactions and participation between the teacher and the students. Teachers are to practice Information Communication Technology (ICT) tools and strategies in their lesson plans. By using ICT, teachers are to develop media, information and technological literacy to enhance the quality of their teachings and thus inspire their student to also develop these 21st century skills.

Domain 2, Learning Environment. Teachers are expected to create a safe and healthy learning environment for their students. They need to simulate a classroom environment that allows equal and fair opportunities for the student so that they can freely express themselves. The classroom should be a safe haven for the students and it is expected that each teachers are to support their students not just in their studies but also their development as a person.

Domain 3, Diversity of Learners. The teachers are expected to deal with students from different diversities in a respectful and healthy manner. Teachers are required to properly implement both cultural and multi-cultural based learning in their lesson plan to have their students gain cultural appreciation and respect.

Catering to the needs, strengths and interest of the students from different gender, religion and culture is one of the responsibilities of the teachers.

Domain 4, Curriculum and Planning. Each teachers are to properly map out their lesson plans to maintain the required level of teaching competencies. Teachers are encouraged collaborate with their co-teachers and other educational professionals to improve the quality of the lesson plans and foster good relations. ICT should be the forefront in curriculum and lesson plan implementation to enhance the quality of learning that the teachers can provide to their students.

Domain 5, Assessment and Reporting. The school faculty, supervisors and grade leaders are tasked to design, select, organize and utilize of assessment strategies that each teachers to follow to maintain the high quality of teaching that they provide. The educational faculty are to give feedback to the teachers in their teaching methods and classroom management to improve the overall quality of teaching. Teachers are encouraged to communicate and report to their seniors and superiors to enhance their teaching and learning practices and create programs that will help increase teaching efficiency.

Domain 6, Community Linkages and Professional Engagement. Teachers are to conduct themselves in a friendly and professional manner to develop good relations with their peers, students and parents. They are to establish a learning environment that corresponds to the needs and suggestions of the community. Teachers are to promote a respectful demeanor that embodies the ethics and policies of the school in their every interactions in the community.

Domain 7, Personal Growth and Professional Development. Teachers are required to put in effort to their personal growth as a teacher and as a person. The educational community inspires the teachers to develop bonds between their peers and colleagues and practice the numerous teaching philosophies to boost the professional development of each teachers.

The goal of the PPST and its domains, is the continuous growth of Filipino Teachers.

TOWARDS PRODUCTIVITY AND MEANING



DESEREE R. DOLOR, EdD
SHS Teacher of PCSHS
Part-Time Professor of IHMC and SBCA

The individuals' purpose in life has been the behind reason for work or extended effort. It develops an individual personality and social identity in the society. Hence, it gives meaning to a person's existence and shape their life depending on the effort they do. This has been emphasized in the beginning of everything, which was implicit in the six-day creation. Everything started with God's amazing power and goodness including the human beings who were created according to God's image and likeness. While God's image is mirrored by everyone, all then are stewards of this earth by doing one's part of multiplying the received gifts and by being productive. An opportunity to discover one's potential and ability. It takes courage and passion to be high-spirited in daily endeavors though it is exhausting. When work is done with passion it brings meaning and inspiration to keep going.

Re-discovering one's ability spells of teacher's competency which is an inherent element of an effective teaching and learning process that leads to practical strategies, develop good practices in the school. A guide for teachers to effective instruction and quality work experience for improve students' performance. Truly, teachers are the most powerful influence on student success (Babu & Mendro, 2003; Sanders & Rivers, 1996). This denotes challenge of remaining highly spirited in work, remain motivated and dedicated for an effective teaching-learning experience. Likewise, a response to the mission entrusted during oath taking as all teachers pledged to accept their daily moral duties of being professionals. Implicitly, encouraging working individuals to be productive in the best way they could be, such as becoming team oriented, possess work ethics, develop strong interpersonal relationships in dealing with everyday challenges.



An implication of staying motivated despite of losing enthusiasm exacerbated by different challenges of teaching and personal situation. In the present context of education where students are diverse because of different family orientation, still some people are scarred by pandemic, resiliency is needed. A possible response to unsustainable level of stress and different uncertainties. This elucidates creativity when everything becomes routinary, a change of mindset to welcome opportunities and explore some possibilities. In time of losing enthusiasm at work, diversion of mind is practically suggested to boost up one's motivation and find meaning even in small things to make everything purposive. Happiness at work means creativity and innovations that contributes to quality work. Rethinking patterns and habits can always secure better system in an individual's work. Staying motivated is continuing one's passion that could always create a big difference from what has been started.

CLASSROOM DIVERSITY AND INCLUSIVITY



IVAN ROMMEL M. CALIG
Teacher III
Lanigay Elementary School
Polangui, Albay

In education, "inclusion" is a popular buzzword. The Department of Education desires that schools and teachers ensure that all children, regardless of their requirements, can learn effectively. In education, inclusion implies ensuring that every student, regardless of their needs or barriers to learning, has the same learning opportunities and chances of success.

Inclusion in schools goes beyond simply assisting children with special education needs in other ways. It involves creating an accessible learning environment for all students, regardless of handicap.

Supporting and celebrating diversity and inclusion in the classroom is effective because it gives all children the chance to thrive and develops an environment in which individuals with special needs are not segregated and perceived as "different"; they are members of the same community of learners. Inclusion combats negative cultural attitudes and prejudices against those with disabilities and minority groups.

Establish specified minimal behavior expectations. Every student in your class should comprehend the minimum, fundamentally acceptable behavior requirements. These guidelines should be ones that you and your students have discussed and agreed upon. Why not have students sign a class contract once the rules have been agreed upon to guarantee that they understand that everyone must abide by them? You may even have kids create a classroom rules exhibit.

Handle minor disruptions with prudence. Remember how we were instructed not to write the student's name on the board who kept calling out? This is due to the insensitivity of dealing with a problem that singles out a student in front of everyone. When a student's name is written on a sheet of paper, they realize they

have misbehaved. They also have the option of pausing and altering their behavior without incurring extra consequences.

Create a forum where all students can be heard. This is especially important for resolving student conflicts. Allow the children sufficient time to recount in detail how they believe the incident occurred and why it has troubled them. Create everyday opportunities for kids to be heard throughout classroom activities. This fosters student participation in the learning process and helps them feel engaged.

Make your learning environment calm and purposeful. Additionally, it promotes the inclusion of all students in your school. To learn, we must all maintain peace. Creating a peaceful classroom, on the other hand, is a challenging ability to master. Establish specifically when group discussion or collaboration is necessary and appropriate and when it is not. Many of your children will benefit from a tranquil environment, whether or not they have a special need for it.

Inclusion is effective because it gives pupils what we all want and need: a sense of belonging. It is really effective to create a classroom where everyone feels appreciated.



THE VITALITY OF CULTIVATING RECEPTIVENESS AND FLEXIBILITY AMONG EDUCATORS TEACHING SPECIAL EDUCATION (SPED) PROGRAM



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As a brief rundown, Special Education (SPED) is a type of education that specifically encompasses a crafted formal system that entails particular teaching strategies aimed to deliver individualized instruction to cultivate the optimal learning in students belonging to the wide spectrum of minority with learning needs, such as the gifted/talented, the mentally retarded, the visually impaired, the hearing impaired, the orthopedically handicapped, the learning disabled, the speech defectives, the children with behavior problems, the autistic children and those with health problems that are unable to cope up with formal school under the regular curriculum. In the context of the Philippines, although special schools implementing SPED has already been existing since 1907, there is still evidently a significant lack in terms of the delivery of holistic Special Education, with its reach most often limited to urban schools where a significant number of learners with special needs reside.

With such very limited reach, it then seems that the quest towards "genuine inclusivity" in the country's educational landscape remain only as a grandeur facade and is not fully realized through and through. With such, in its quest to further strengthen its thrust to foster inclusivity in the country's educational scene, the Department of Education then decided to craft a Department Order mandating the institutionalization of Special Education (SPED) Programs in all schools in 1997. The main aim of the program is to expand the "access" to SPED program in order to provide equal learning opportunities to every Filipino learner with special needs. Such institutionalization encompassed a wide array of provisions, with its centrality revolving around tapping districts with "identified students with special learning needs" and carry out the necessary arrangements to organize a SPED program in the school where they intend to enroll. Then, the districts are to integrate and confide their concerns and issues to a central SPED center

to be established in each division. These will also serve as the main source of SPED program resources, as well as the training of teachers who are to directly manage those learners with special learning needs to be enrolled under the program. This is the most crucial part as it is the educators who are in the delivering end, directly relating to the learners in order to relay and facilitate the educational process to them. In relation to this, one of the most important characteristic that these educators should possess is receptiveness, and hence, they must be trained to be as receptive as possible in identifying the individual needs of each students, and subsequently be able to address them by facilitating the right educational intervention at the right time using the right approach.

Additionally, flexibility among educators is a must as well, because in one classroom, special needs extremes are to be encountered, ranging from physical to cognitive, hence each of them then faces unique obstacles that require alternative teaching strategies apart from traditional methods. Through adapting their instructional materials and assessment methods to accommodate individual needs, it can be then ensured that every student receives an equal opportunity to succeed. But of course, possessing flexibility as an essential attribute is not only limited within the confines of the four walls of the classroom as it may also extend beyond instructional practices through the ability to relate and collaborate with other professionals, such as therapists and counselors in order to gain a deeper understanding of their student's ever-evolving needs. This then enable educators to embrace new ideas and adjust their teaching techniques to achieve an end goal of providing comprehensive support to each of their students at the end of the day moving forward.

THE AWARENESS OF LGBTQ COMMUNITY ON SENATE BILL NO. 1934 OR THE SOGIE BILL: AN ASSESSMENT



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A good community should have safe places for everyone, free from discrimination, bullying or sexual assault. In the Philippines, discrimination is rampant in the lesbian, gay, bisexual, and transgender (LGBTQ) community, and it's a serious problem for the country. Through the action of this issue, Senate Bill No. 1934 was imposed to prohibit discrimination, marginalization, and violence committed on the basis of sexual orientation, gender identity, gender expression, and sex character. According to Senator Risa Hontiveros, who endorsed for plenary approval Senate Bill No. 1934, or the so-called SOGIESC-based anti-discrimination act, this bill is a battle cry of the younger generation searching for validation and acceptance; it is the answer to making a comfortable community.

According to the 2019 report of the Pew Research Center, 73% of Filipinos said that homosexuality should be accepted by society. This puts the country in a position ahead of other Asia-Pacific nations. The Philippines placed second as the most gay-friendly country in the whole Asia Pacific, after Australia. Despite this, the Philippines is more tolerant than accepting of the LGBTQ community. On the other hand, according to Zamboanga City LGBTQ President and Mujer-LGBT Organization Head Alvin Fernandez (2020), LGBTQ were finally protected through this bill and it provided breathing space for the LGBTQ sector. This is believed to be the major recipient of stigma in society. Before Senate Bill 1934, Zamboanga City was full of discrimination against LGBTQ people, and they remain voiceless as there is no special protection being imposed.

On the other hand, the bill is not only punitive but, more importantly, preventive. It orders the

inclusion of SOGIE concerns in all police station activities and services, with the renaming of the Women's and Children's Desks to Women's, Children's, and LGBTQ Protection Desks, and the imposition of human rights-based training on the police. It directs the promotion of non-discrimination through social protection and diversity programs and even incentivizes the positive portrayal of the LGBTQ community in the media.

The SOGIE Equality Bill is meant to fulfil the rights set forth in the 1987 Constitution, particularly the equal protection clause. It recognizes the LGBTQ community as equals and ensures that their rights are protected in the same way as everyone else's. The bill also acknowledges the Philippines' obligations under international law, particularly the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. It thus recognizes the non-discrimination of the LGBTQ community as both a national and international duty. Therefore, the SOGIE Bill aims to stop a range of economic and public accommodations-related discriminatory practices against people based on their sexual orientation, gender identity, or gender expression.



HELPING DIFFICULT READERS: WHAT TEACHERS CAN DO?



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Reading comprehension has long been a serious issue all over the country, particularly in the years after the pandemic. Majority of pupils' poor comprehension presents a problem for the educational system.

The most important skill pupils must master in order to succeed is reading skills. All academic disciplines require high level reading ability as a requirement. It is essential to pupils' academic achievement.

One of the countries reported with the lowest reading comprehension scores is the Philippines. On ways to enhance pupils' reading comprehension abilities, extensive research has been done.

Reading comprehension is already taught by teachers using a variety of techniques and strategies, but these never work for all learners. Many pupils remain struggling readers among today's school children.

When pupils struggle to comprehend the meaning of words, phrases, and other sentences or paragraphs that they read, these may have issues in all of their subjects. Many students frequently struggle with comprehension and vocabulary of substantial portions of the readings they are assigned. Therefore, it only makes sense to teach pupils sentence structure and word meanings.

Pupils may experience struggle in all disciplines if they have reading difficulties; but if they are extremely motivated and have a solid foundation in their early years of learning, there's a possibility that they will acquire excellent reading abilities and perform well in school. To lessen the problem with reading comprehension, each pupil uses reading as a foundation to grasp ideas in other subjects.

As an educator, I fervently hope to bring back the approach that places an emphasis on students' early primary reading literacy abilities. This will help kids learn a lot because they will understand what they are reading.

Teaching reading in elementary level is a difficult task. Teachers must comprehend the various levels of cognition as well as the internalization of sounds, words, and ideas. But there is a lot of hope that pupils who have reading difficulties can improve their performance with a suitable reading environment, reading strategies, reading program, and complete teachers and family support.

Pupils' reading difficulties can be used by teachers as a springboard for developing a more useful reading ability. To promote the entire learning and development of learners, it is crucial that teachers collaborate as a team of educators.

Instead of one teacher working alone to address reading issues in school, a group of teachers with a common objective might develop solutions that are more beneficial for children. They need to be knowledgeable about the most recent strategies for imparting academic information in order to teach reading in the most successful way.

To improve pupils' reading comprehension, teachers will teach in the simplest and most effective reading strategies, because reading is worthless if the reader does not understand the meaning of what he reads. So, in order to achieve reading mastery, the learner will receive the right instruction.

Reading teachers must possess more in-depth information and creative abilities to raise pupils' levels of reading skills. To minimize the issue of reading comprehension among elementary pupils.

FORGING BETTER INSTITUTION-BASED OUTCOMES: FOSTERING AN ENVIRONMENT WHERE OPEN COMMUNICATION THRIVES BETWEEN TEACHERS THE SCHOOL ADMINISTRATION BODY



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Open communication between teachers and the school administration is fundamental for creating a positive and effective learning environment. For teachers, this is an excellent opportunity for them to communicate their support and expectations for the administration. In turn, this is expected to foster collaboration, and when teachers and administrators collaborate, share ideas, and address concerns openly, it leads to improved institution-based outcomes. In this essay, we will explore the importance of fostering an environment where open communication thrives, and discuss strategies to achieve this goal.

To begin, open communication between teachers and the school administration is vital because it fosters collaboration, enhances trust, and promotes a positive school culture. When teachers and administrators engage in open dialogue, they can share their respective perspectives, exchange ideas, and collaborate on finding effective solutions. This collaboration leads to the development of innovative teaching methods, curriculum improvements, and student-centered policies. Moreover, open communication builds trust between teachers and administrators, as it demonstrates respect for each other's expertise and experiences. A positive school culture is also nurtured when open communication thrives, creating a supportive and inclusive environment where everyone's sentiments are valued and heard.

Now, fostering an environment where open communication thrives, inevitably requires the implementation of particular strategies to achieve such. Firstly, establishing clear communication channels is crucial. This includes formal channels such as regular staff meetings and one-on-one sessions, as well as informal channels like email or online platforms for collaboration. These channels provide opportunities for regular and structured communication between teachers and administrators. Secondly, active listening is vital. Both teachers and administrators should actively listen to each other's perspectives, concerns, and

suggestions. This fosters empathy, understanding, and a sense of mutual respect. Thirdly, involving teachers in decision-making processes enhances open communication. Seeking their input when formulating policies, implementing new initiatives, or making changes demonstrates trust in their professional judgment.

Trust is a cornerstone of open communication. To build trust, administrators should maintain an open-door policy, where teachers feel comfortable approaching them with concerns, questions, or ideas. This accessibility and responsiveness foster transparency and demonstrate that the administration values the input of teachers. Additionally, providing due appreciation for teachers' efforts and contributions is also essential. Celebrating their achievements and providing constructive feedback when necessary creates a positive environment that encourages open communication. When teachers feel valued and appreciated, they are more likely to engage in open dialogue and share their insights, ultimately benefiting the entire institution.

Also, nurturing a mindset within the institution committed to growth is also equally essential for it also fosters open communication. Emphasizing the importance of taking risks, embracing new ideas and learning from past mistakes creates an environment where feedback is sought after and accordingly valued. Teachers should be encouraged to engage in continuous professional development, share their learnings with the administration, and collaborate on implementing innovative approaches. Administrators should lead by example, actively seeking feedback, engaging in collaborative discussions, and demonstrating a willingness to listen and learn. When a growth mindset is nurtured, teachers and administrators become more receptive to feedback and open to exploring new possibilities, resulting in a culture of continuous improvement and open communication.

EMOTIONAL EPISODES AMONG STREET CHILDREN (THE “RUGBY BOYS”): BASIS FOR STRENGTHENING THE REHABILITATION PROGRAM



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Records show that there are about 1.5 million street children in the Philippines. In fact, it is a common sight to see at least six street children walking along the streets every day. Today, the phenomenon of street children is alarming in itself, and it has become a significant problem where approximately 70% are boys.

A variety of different factors are found to contribute to their growing number. And as elsewhere in the world it is rooted to poverty where the burden and the harm of which fall most heavily on children. It cannot be overemphasized that dealing with its effects, like the risk and exposure to drug use, is a complex task. The estimates of street children at particular risk due to solvent abuse can be made by simply watching packs of them, huddling together, sniffing solvent from plastic bags. In fact the office of the National Drug Control Policy asserted that the abuse of these solvents have long started among children as early as seven years old to alleviate them from hunger.

While sociologists point to no single factor to predict one's addiction to the solvent, there are basically three kinds that may influence it, namely: biology, environment and development. The more risk factors one has, the greater the chance that the drug leads to addiction.

What exactly causes the street children to use and smell the solvent is a vital issue closely linked to food. It prevents hunger. Because money is scarce and it is all they can afford to buy. The impoverished population becomes the victim of dangerous and illegal solvents, of which the most common are inhalants like solvent, rugby, shabu, and marijuana.

Solvents, particularly rugby, are an inhalant of choice among teenagers. Inhalants cause nausea, blurred vision, memory lapses, and motor loss. These effects cause minor discomfort to the user right after inhalation, but the permanent damage inhalants cause is irreversible. It damages vital organs of the body like the liver, kidneys, and brain, thus creating social problems leading to rape, theft, pick-pocketing, robbery, and other forms of petty crimes.

In the twin cities of Dipolog and Dapitan, there are Rugby Boys who dominate among poor families. Keeping the future of these street children and provide them safe from hazardous chemically contained solvent known as rugby is actually a serious responsibility of the government.

For the above-stated premise, this researcher closely immersed herself with the street children to get a first-hand experience of the basic emotions they feel when using rugby as a stimulant or depressant. Likewise, the study intended to help these children and address their concerns to the local government agencies, especially the Department of Social Welfare and Development. Hopefully, the Department will be able to redefine its role and strengthen its competencies in the care of children who become dependent on the so-called solvent "rugby".



A REVIEW OF THE COMPETENCIES REQUIRED OF BSHRM INSTRUCTORS IN RELATION TO STUDENT PERFORMANCE



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The ASEAN Economic Integration has significantly altered several aspects of member nations' life and technology security. Trade, industry, the economy, and education make up the majority of these changes. A tool that enables qualification comparisons among Association of Southeast Asian Nations Member States (AMS), the ASEAN Qualifications Reference Framework (AQRF) is a standard reference framework. The ASEAN Qualification Reference Framework targets the coaching and education industries, therefore addressing the larger goal of fostering womb-to-tomb learning. The ASEAN Qualification Reference Framework defines the education sector as including informal, non-formal, and formal learning in an incredibly broad sense. The Philippine National Qualification was implemented, and the AQRF, which is the umbrella of the PNQF, describes qualifications in terms of learning outcomes. Its implementation, however, is confined solely to the higher academic and technical education sectors. Which formal learning includes but is not limited to post-secondary education, adult and community education, technical and vocational education and training (TVET), and higher education.

In order to prepare students to compete on a global scale, schools, colleges, and institutions must first align their curricula with the pattern of education followed by nations in the ASEAN area. It entails a switch from evaluating the suitability of the curriculum and other factors to evaluating results such as graduate skills. The ASEAN zone of trust makes it easier for people to move around and for occupations and skill levels to be mutually recognized in the labor markets. The improvement is in meeting the objectives of the ASEAN Qualification Reference Framework (AQRF), which include supporting recognition of qualifications, facilitating lifelong learning, encouraging credit transfer for both students and workers, improving national and TVET education and qualification systems, and serving as a

mechanism for recognition against other regional qualification frameworks. Hopefully, these improvements will benefit the nations that are perceived as being left behind.

Furthermore, the Philippines' considerable interest in the issue has improved the nation's educational system. As a national policy, the Philippine National Qualifying Frameworks outline the various educational levels and establish the benchmarks for qualifying achievements. RA No. 10647 (2014) establishes a quality-assured nationwide system for the creation, acknowledgement, and granting of credentials based on standards of knowledge, abilities, and values that learners and employees have gained through various techniques.

As stated in Section 2 of EO No. 83, the countries worked to implement the ASEAN Qualification Reference Framework in 2012, and the National Coordinating Committee for the Philippine Qualification Framework, which included representatives from the Technical Education Skills and Development Authority, Commission on Higher Education, Department of Labor and Employment, and Professional Regulation Commission, was established. 2012. One of the outstanding features of the ladderized system and the competencies developed in TESDA is the portability of credits earned to any part of ASEAN. As emphasized in the AQRF, TESDA training is associated with a lifelong continuum of knowledge, values, attitudes, competencies, and skills. Thus, a reform was in place in the education framework, particularly in basic education, and a ladderized system of education and training was created, establishing the Technical Education and Skills Development Authority (TESDA).

SPORTS AS A DIVERSION AT THIS TIME OF PANDEMIC



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At the time of global pandemic (Covid19), the world seems to be in devastation and world shut down. People feels hopeless due to loss of income, work and it becomes heavy when their love ones have this illness. Because of this some people loss their motivation to do things and become helpless, that why at this time engaging in physical activities is much more needed at diversion and sort of entertainment for all. Doing regular physical activity can benefits both the body and mind. It can reduce different chronic diseases like high blood pressure, and also it can help us to manage weight and reduce the risk of heart disease, stroke, type 2 diabetes, and various cancers - all conditions that can increase susceptibility to COVID-19.

Doing physical activity can increase self-confidence and improve mind to relax and lower the symptoms of anxiety depression. Sports engagement or participation during this time of pandemic is significant for physical, mental and spiritual health. That is why more and more people are engage in different physical activities to maintain themselves healthy and live in a healthy life style for everyone.



COMMUNICATIONS AND INFORMATION TECHNOLOGY IN THE HOTEL AND RESTAURANT SECTOR



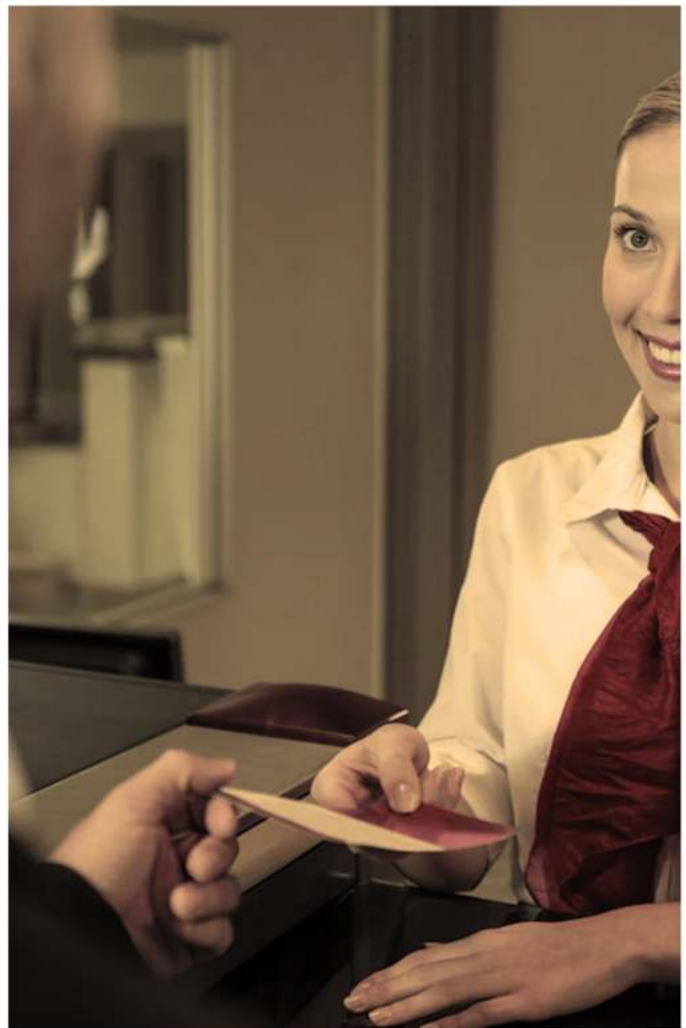
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Information systems are a fascinating and constantly expanding topic of this article. When it comes to adopting data technology, the hospitality sector has historically lagged behind other sectors, but in recent years, this trend has changed, and research on its application has followed pace. Today's business environment is one of intense competition, which means that businesses in the tourist and hospitality sectors must work hard to maintain and increase their competitiveness. A company's ability to gather and use up-to-date data to support its leadership and marketing practices can have an impact on how successful it is.

By assisting decision-makers in making wise investments and decisions, IT aids companies in handling data dynamically and influences firm competitiveness. IT has recently spread at an unheard-of rate in the tourist and hospitality industries, helping to meet consumers' need for quick and accurate data. This is evident from the pervasiveness of IT solutions that enable CEOs to provide their clients with high-quality service while improving operational efficiency and cost management. According to research, IT acts as a protector and enhancer for visitors' experiences and behaviors.

Executives in the travel and hospitality industries, as well as marketers, can benefit, leaders should be aware of the most recent IT developments and how they relate to customer service. The selection, analysis, implementation, and management of new IT systems may grow more challenging for business professionals, educators, and legislators as IT development progresses. As a reliable route for the distribution of information, research papers may offer peer-reviewed and unbiased data on IT assessment, assessment,

and industry best practices. There are just a few evaluations of the papers published on IT or the evolution of IT in the tourist business since its rapid expansion in the early 1980s, despite the enormous effort made by tourism and hospitality scientists to examine it.



EDUCATION'S ROLE IN DEVELOPING STUDENTS' CHARACTER AND SHAPING THEIR FUTURE



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Education is an integral part of every individual's life and plays a vital role in shaping their character and future. Education is about acquiring knowledge and developing skills and qualities that will help individuals lead successful and fulfilling lives. Character development is an essential aspect of education, as it helps individuals become responsible citizens who can contribute positively to society.

Character development refers to instilling the values, beliefs, and ethics that shape individuals' behavior and attitude toward life. Education plays a vital role in this process by providing a platform for individuals to learn and develop these values and qualities. Schools and colleges are not just places where individuals learn academic subjects but also where they learn to become better human beings.

Education can help individuals develop several positive qualities crucial for success in life. These qualities include empathy, respect, responsibility, self-discipline, perseverance, and leadership. When individuals possess these qualities, they become more confident, resilient, and adaptable to changes. They are better equipped to face and the challenges of life and overcome obstacles that come their way.

Education can also play a crucial role in shaping the future of individuals. It gives them the necessary skills and knowledge to succeed in their chosen field. Moreover, education enables individuals to pursue higher education and secure well-paying jobs. Individuals with access to quality education are better equipped to meet the demands of the job market and succeed in their careers.

Furthermore, education also promotes personal growth and development. It helps individuals become self-aware and develop emotional intelligence, essential in building meaningful relationships with others. Education can also help

individuals identify their strengths and weaknesses, which can help them make better decisions in life.

In today's fast-paced and complex world, the importance of education in character development and shaping the future of individuals cannot be overstated. The challenges of the modern world require individuals to possess academic knowledge, essential life skills, and qualities. Education provides individuals with a platform to learn and develop these skills and qualities, which are critical for success in life.

However, access to quality education is still challenging for many individuals, particularly those from low-income families and marginalized communities. Lack of access to education can lead to a numerous social and economic issues, such as poverty, unemployment, and inequality. Therefore, it is crucial to ensure that all individuals have access to quality education regardless of their socio-economic background.

In conclusion, education plays a vital role in developing individuals' character and shaping their future. It provides them with the necessary skills, knowledge, and values that are essential for success in life. Character development is an integral part of education, as it helps individuals become responsible citizens who can contribute positively to society. Therefore, it is essential to prioritize education and ensure that all individuals have access to quality education, regardless of their socio-economic background. By doing so, we can create a generation of individuals who possess the qualities and skills required to lead successful and fulfilling lives and positively impact society.



IT IS ESSENTIAL FOR HOSPITALITY MANAGEMENT INDUSTRIES TO STAY COMPETITIVE



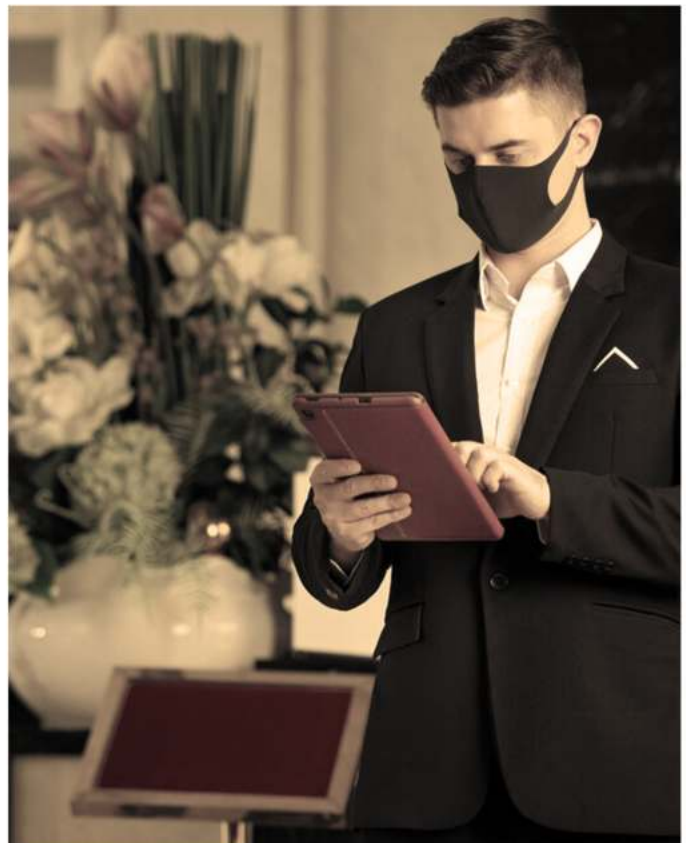
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This article reviews the latest contemporary information technologies in the hotel industry. The evaluation revealed four extensive research areas: consumer-to-computer costs, customer relationship management, distribution effects of the Internet, and technical progress. There will inevitably be an increase in online reservations as internet apps are used more often. Today, the majority—if not all—of travel agency services may be found online. As a result, there is no choice but for travel businesses to use Internet technologies. Their regular practices and procedures in order to maintain their competitiveness. A sensible approach would utilize the Internet responsibly and view it as a chance rather than a threat. To put it another way, suppliers and middlemen in the various hospitality and tourist sectors should be ready for a technical change in the situation.

Even if online and mobile technologies are increasingly being used for booking purposes, some customers may still view travel agencies as the best place to make reservations and buy associated goods and services. Variations in culture, population, and geography may be responsible for this disorder. Technology just cannot take the place of the private service provided by kinsmen. Additionally, a few, if not many, of the existing technology limitations will continue to be an issue in the future. As a result, some clients will continue to use the professional services of travel agencies, but they will anticipate that these businesses will switch from making bookings to providing advice on travel arrangements.

The possible use of online negotiating models by management, cost variations in relation to demand, and individuals Hotel prices are fixed, and potential consumers must accept their offers or stay elsewhere. Given that customers frequently look in numerous places for the best deal and anticipate lower prices online, Whether

one channel consistently costs less; whether the apparent price plan makes sense from the perspectives of each client and the building No network consistently provides the best value for money, but the data shows that different market segments have different variances. At the lower end of the market, customers are more likely to find the best deals through direct channels (chain websites and decision centers) and, conversely, through intermediaries at the upper end. In other words, opulent lodging appears to have the most cost-effective prices despite the greatest distribution channels.



SCHOOL BEST PRACTICES



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Reading is one of the fundamental skills that students need to learn. The ability to read is vital for their success in school as it allows them to acquire and process new concepts and information in all other disciplines. Reading makes the mind healthy, productive and alert. It enhances thinking and exercises our mental muscles. It refreshes our minds with new ideas and facts. Also, it introduces new people, new ideas and new events into life. It is a vital way to make a child become successful in his/her life.

The teaching of reading is a great challenge every teacher and parent is facing nowadays. Intervention is one of a valuable method of increasing children's reading speed, which can benefit them to read faster. Also, by improving their reading fluency, students gain the ability to read smoothly and more efficiently which can be an advantage to all parts of their education. It also helps build and expand their vocabulary.

Reading is one of the major concerns of teachers in Talumpok Silangan Elementary School. Based from their Early Grade Reading Assessment (EGRA) and Philippine Informal Reading Inventory (PHIL-IRI), it has been noticed that most of their pupils are slow readers and at the same time cannot comprehend well. To address this problem, Mrs. Evangelina P. Espeleta, Reading Coordinator formulated and implemented a reading program entitled "**CARD**" which means **Collaborative Approach for Reading Development**, a joint force of school heads, teachers, parents and stakeholders since 2020. It aims to improve the reading ability and comprehension level of pupils and also to increase the literacy rate of the school. This program caters the needs of individual pupils who have difficulty in reading. A variety of approaches are used by teachers to address

the main issues. The integration of different techniques allows pupils to improve their knowledge and skills in comprehension. Learning these skills at an early age allows them to become independent readers. Pupils gain confidence and improve their skills in decoding, comprehension and writing. Until now, the program still continues and pupils benefit from it.



ON MODERN DUAL WORKING PARENTAL SETUPS: STIPULATING HOW DECREASED PARENT INVOLVEMENT AFFECT STUDENT LEARNING



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In modern society, the traditional family structure has evolved significantly. With an increasing number of families opting for dual working setups, which in essence, involves both the parents having their respective works. This shift has brought about numerous benefits, such as improved financial stability and a more equal distribution of household responsibilities. However, it has also raised concerns regarding the potential negative impact on student learning due to decreased parental involvement. This essay explores the effects of reduced parent involvement on student learning in families where both parents work, highlighting both the challenges and potential solutions.

One of the primary challenges faced by dual working families is the limited amount of time parents can dedicate to their children. Juggling professional commitments, household chores, and personal responsibilities leaves little time for active engagement in their children's education. Consequently, parents may find it challenging to participate in their child's academic life, resulting in decreased involvement and potential setbacks in learning outcomes. Moreover, since parental involvement encompasses not only academic support but also emotional support and guidance, the absence of the parent due to work commitments may lead to feelings of isolation and detachment of their children. Without a strong emotional support system, children may experience increased stress and difficulty in coping with academic challenges, potentially hampering their motivation and overall learning experience. Furthermore, a setup where both parents are working impairs the parent's ability to provide continuous supervision and monitoring of their child's study habits and progress. As we all know, parental supervision plays a crucial role in setting goals, keeping students focused and maintaining a disciplined routine. But in its absence, students may lack the necessary structure and guidance, making it easier to deviate from academic responsibilities and succumb to distractions. In addition, it is also

important to point out that the busy space of dual working parents often hinder regular and effective communication between parents and teachers. This communication gap can result in lack of awareness about a child's academic progress, difficulties or behavioral issues. Consequently, delayed interventions or insufficient support may further exacerbate the negative impact on student learning.

Despite the challenges faced by dual working families, several strategies can help mitigate the negative effects on student learning. First would be establishing a structured routine. Implementing a consistent schedule that balances work, family time and study can help maintain a sense of stability and discipline in the child's life. Also, prioritizing quality time is a must. This involves allocating dedicated time for meaningful interactions and involvement in a child's education, such as helping with homework or engaging in discussions about their academic interests that can foster a sense of support and motivation. Lastly, seeking for additional external support is another viable option that includes asking for assistance from extended family members, tutors or after-school programs that can provide students with additional guidance and supervision when parents are occupied with work commitments.

In conclusion, it can be indeed inferred that the modern parental setup of dual working families presents challenges for maintaining high levels of parental involvement in a child's education. With this, acknowledging its potential negative impact on student learning is hence crucial. But fortunately, through recognizing the importance of parental involvement and implementing strategies to mitigate its limitations, families can strive to strike a balance between professional and educational responsibilities in achieving better outcomes for children who are living under such a setup.

“THE IMPACT OF TECHNOLOGY LITERACY AMIDST THE PANDEMIC”



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Every industry and sphere of life observes COVID-19. To stop the spread of Covid-19, nearly all governments chose to temporarily close educational institutions and to execute limited closure. In an effort to reduce crowding and the spread of viruses, almost all schools, colleges, and universities throughout the world opted to postpone or cancel all student and campus events. However, these actions have negative effects on everyone's economic, educational, medical, and social well-being. Declared a nationwide lockdown of all schools, colleges, and institutions on March 16. The usage of digital technologies for lecture delivery has accelerated because of COVID-19. The trend in educational institutions is toward blended learning. People are encouraged to learn about and use digital technology by the pandemic scenario, which raises the level of digital literacy. It is encouraged for all kids to become more tech aware. Students utilized their phones for time pass in lockdown situations in the past, primarily for talking, playing games, watching movies, and other pointless videos. However, today they have changed their mindset and behavior. Students today utilize mobile devices and technology mostly to learn new things, such as in lectures about the usage of Zoom, Google Meet, and Google Classroom. Additionally, they learn how to submit assignments and upload files to Google Classroom. Students who are viewing several online lectures according to their course program. They developed more intelligence and awareness, and they prepared for online exams by looking up and resolving multiple-choice problems related to each subject. The largest shift in pupils is this. The use of technology in the educational system is the first thing that comes to mind when we talk about how COVID-19 will be beneficial. Aside from the various detrimental effects of the epidemic, the impact of COVID on schooling has few good effects. The majority of educational institutions simply had the option of using eLearning. Many schools have taken advantage of the online teaching possibility to give students engaging and interactive classes.

eLearning is now simply a method to fill the gap left by the lack of classroom instruction. Here, we spoke about how universities, colleges, and schools have a good influence on students, teachers, researchers, and staff. Compared to conventional modes, online learning increases engagement for both teachers and students. Weaker pupils can review the videos that their professors have given them, as well as look for comparable videos on YouTube and understand the idea at home. Online instruction gives all students an equal chance to study. Due to the usage of e-content in education, students have complete control over the speed, location, and time of their learning. Students of the new generation are more at ease using a laptop and a mobile device than a book and a pen. In online classrooms, there is no such thing as a rear bench, and everyone is seated in the front row. Online learning offers a fantastic chance for independent study. Students are more equipped to evaluate what they are taught. Due to the fact that they must complete several tasks using a computer or laptop solely, students undoubtedly acquire new computer abilities. The students may readily exchange educational resources, and questions can be answered by email, SMS, Facebook, or other social media platforms. Online education helps students manage their time more effectively during pandemics. There is no time constraint or physical classroom boundaries with online instruction. The fact that there is no restriction on the number of students who may study at once is a wonderful feature of online classrooms.



THE EFFECTS OF COME, HANGOUT AND READ (CHAR) TO THE READING COMPREHENSION LEVEL OF THE FRUSTRATED READERS IN SAN CRISTOBAL INTEGRATED HIGH SCHOOL



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Reading plays a vital part in the students' learning journey because if they cannot read, it will be hard for them to comprehend the ideas and concepts of the lessons they are reading. However, reading without comprehension is nothing because the appreciation of the selection will be nonsense if the students do not understand its meaning.

As the pandemic hits us, there are changes in the educational system that have great effect in the educational processes of formal and informal learning environments. As the educational system focused on the lessons to be covered in the Most Essential Learning Competency (MELC), there are lots of challenges that students encountered such as studying and reading with the absence of the teacher or even their parents at home, lack of communication between the teachers and students, lack of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus. One of the important skills that was being negated in this alarming situation is the ability of the students to read with comprehension.

Reading comprehension is one of the reading competencies that every student has to develop. However, there are still students who are below the proficiency level of reading comprehension despite the reading instructions and strategies provided by the teachers for the improvement of students' reading comprehension (Bilbao, 2017).

Based on the pretest result in reading, 49% or 309 students out of 632 Junior High School students in San Cristobal Integrated High School fell under Frustration Level in their reading comprehension. The result was alarming considering the fact that they are high school students already. Nevertheless, if

this will not be given immediate action, this will affect the students' performance and achievement in most subject areas due to very limited reading comprehension skills. They will be having difficulty in understanding the lessons in other subject areas since reading comprehension skill is needed for them to fully acquire all their lessons.

In line with DepEd Memorandum no.267, s.2021 or the "Guidelines on the Utilization of Program Support Funds for Building Partnership and Linkages Program (BLP) specifically on the part of school programs in Brigada Pagbasa; San Cristobal Integrated High School launched Come, Hangout And Read (CHAR) which aimed to improve the reading comprehension level of the students by providing teacher's made reading modules and their corresponding video lessons.

The result of this study showed a significant difference between the mean scores of the students based on their pre-test and post-test scores. This implies the improvement of the students' reading comprehension level after their exposure to the reading program. This study clearly proved that using audio-visual resources in teaching reading comprehension has a substantial effect on students' interest and achievement in reading comprehension. At the same time, this proved the importance of stakeholders' participation in the improvement of reading outcomes.



SILENT STRUGGLES: SHEDDING LIGHT ON TEACHERS BATTLING DEPRESSION



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Teaching, often hailed as a noble profession, carries with it the weight of immense responsibility. Behind the cheerful demeanors of teachers, however, lies a silent struggle that many of them face: battling depression. The demanding nature of their job, coupled with personal challenges, can take a toll on their mental well-being. It's time we address and shed light on the often-overlooked issue of teachers battling depression.

Teachers endure significant stress as they navigate the various demands of their profession. From managing crowded classrooms to designing lesson plans and meeting curriculum standards, the responsibilities can feel overwhelming. The long hours spent grading assignments and preparing for classes further add to their workload. The cumulative effect of these pressures can contribute to chronic stress and anxiety, eventually leading to depression.

Moreover, the emotional investment teachers make in their students puts them at greater risk of depression. They not only educate but also serve as mentors and often provide emotional support to their students. Witnessing the struggles faced by their students, such as poverty, abuse, and mental health issues, can deeply affect teachers. The constant exposure to such challenging circumstances can leave them feeling helpless and overwhelmed.

Unfortunately, the education system often falls short in providing adequate support and resources for teachers. Many educators feel isolated, lacking avenues to seek help or share their struggles. The stigma surrounding mental health further hinders their willingness to seek assistance, as they fear being perceived as weak or unfit for their role. This pressure to

maintain a facade of strength only compounds their internal battles.

It is crucial that schools and educational institutions prioritize the mental well-being of teachers. By implementing comprehensive support systems and fostering open dialogue about mental health, we can create safe spaces where teachers feel comfortable seeking help without fear of judgment. Offering access to counseling services and professional development programs on stress management is vital in addressing this issue. Additionally, creating a culture that promotes work-life balance and acknowledges the humanity of teachers can go a long way in supporting their mental health.

Society as a whole also has a responsibility to recognize and acknowledge the emotional toll teaching can have on individuals. Teachers should be seen as more than just educators; they are human beings with their own struggles and vulnerabilities. Encouraging empathy, gratitude, and support for teachers can make a significant difference in their well-being.

In conclusion, the silent struggles endured by teachers battling depression must no longer be ignored. These dedicated professionals, who play a crucial role in shaping young minds, face immense pressures and challenges. It is imperative that we create an environment within the education system where teachers can seek help without fear or stigma. By shedding light on this issue, we can ensure that teachers receive the care and support they need, allowing them to continue making a positive impact on their students' lives. Let us unite in addressing their silent struggles and working towards a healthier, more compassionate educational landscape.

TO GUARANTEE STUDENT ACHIEVEMENT, BSHRM INSTRUCTORS MUST HAVE SPECIFIC COMPETENCES



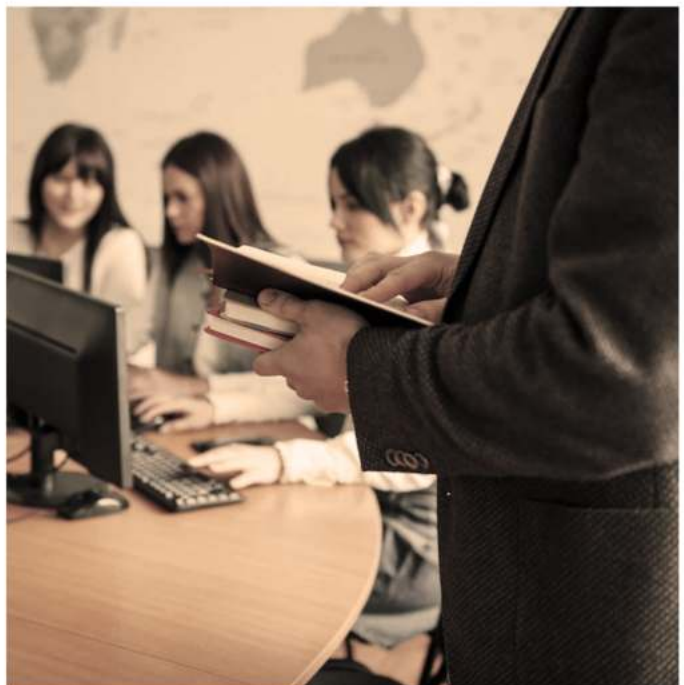
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The dimensions of member nations' life technology security have significantly changed as a result of ASEAN Economic Integration. Trade, industry, the economy, and education all underwent transformation in this period. In order to prepare students for global competition, schools, colleges, and institutions must first align their curricula with the ASEAN region's model of education. It entails shifting the focus from evaluating the effectiveness of the curriculum and other factors to evaluating results, such as the competence of graduates. The ASEAN zone of trust makes it easier for people to move around and for labor markets to recognize each other's occupations and skill levels. The improvement is in meeting the objectives of the ASEAN Qualification Reference Framework (AQR), which include supporting recognition of qualifications, facilitating lifelong learning, encouraging credit transfer for both students and workers, improving national and TVET education and qualification systems, and serving as a mechanism for recognition against other regional qualification frameworks. Hopefully, these improvements will benefit the nations that are perceived as being left behind.

The main factor, according to Emmanuel Angeles, a former chairman of CHED, is the country's shorter educational cycle than that of the rest of the globe. Basic education only requires 10 years, while undergraduate education only requires 4 years. The extra two years are intended to address the declining standard of education in the Philippines and the under preparedness of Filipino high school graduates for the workforce. The junior and senior high school years are what high school students experience under the K12 system. The first batch of Grade 11 implementation has begun, and teachers, instructors, and

professors are busily setting up the prerequisites for the senior high school's availability.

It sought to examine the capabilities of BSHRM instructors in public and private higher education institutions in Region IX based on the ASEAN Qualification Reference Framework in relation to student performance in hotel and restaurant management. It also influences how well BSHRM students perform in courses linked to food and drink, such as bartending, food and beverage service, cooking, and bread and pastry manufacture. The findings of this study also highlight the gender-based disparities in instructors' competency as well as the substantial links between instructors' competence and students' performance levels in the Hotel and Restaurant course.



STREAMLINING TEACHING APPROACHES AND STRATEGIES FOR LEARNERS WITH SPECIAL NEEDS



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Education is a fundamental right that should be accessible to everyone, regardless of their abilities or disabilities. In such sense, learners with special needs should then be provided with the same quality of education given to normal individuals their age, necessitating the use of specialized teaching strategies to guarantee their inclusive education. It is essential to streamline teaching methods for these children in order to give them the assistance and chances they need to fully realize their potential for academic and personal growth. By understanding their unique needs and implementing appropriate strategies, educators can create an inclusive learning environment that promotes equal participation and opportunities for success. This essay discusses the importance of streamlining teaching approaches for learners with special needs and explores effective strategies to meet their diverse educational requirements.

To start off, learners with special needs encompass a broad range of students, including those with physical disabilities, sensory impairments, learning disabilities, autism spectrum disorders, and emotional or behavioral disorders. Inarguably, each student has unique strengths and challenges, requiring individualized approaches to maximize their learning potential. Recognizing the diversity within a group is essential to design effective teaching strategies that cater to their specific needs and abilities.

Streamlining teaching approaches for learners with special needs mainly involves adapting instructional methods to accommodate their diverse learning styles. Visual learners may benefit from the use of visual aids, such as charts, diagrams, and videos. Auditory learners may require verbal explanations and opportunities for discussion. Kinesthetic learners could benefit from hands-on activities and movement-based tasks. By incorporating a variety of teaching methods within the educational process, educators can engage students with special needs, enhancing

their capacity to gain understanding and retention of information.

In addition, integrating assistive technology and resources in the teaching process can also significantly enhance the learning experience for students with special needs. Tools such as text-to-speech software, screen readers and graphic organizers enable learners to access and interact with educational materials more effectively. Also, providing supplementary resources such as audio recordings, enlarged print, and tactile materials can further support their learning process. By leveraging assistive technology and resources, educators can ensure that students with special needs have equal opportunities to participate in classroom activities and achieve academic success.

Lastly, creating an inclusive learning environment is essential for streamlining teaching approaches for learners with special needs. This involves fostering a sense of belonging, respect, and acceptance within the classroom among all students. Methods such as facilitating peer support programs, cooperative learning activities, and inclusive classroom practices can certainly promote collaboration, empathy, and social integration. By encouraging positive relationships and interactions, educators can create a safe and inclusive space where learners with special needs can thrive academically, emotionally, and socially.

In conclusion, streamlining teaching approaches for learners with special needs is crucial to provide them with equitable educational opportunities. By understanding their unique needs, adapting instructional methods, utilizing assistive technology, and fostering an inclusive learning environment, educators can empower these students to reach their fullest potential as individuals moving forward.

LOOKING FROM THE GRASSROOT LEVEL AND UP: STRIVING TO ACHIEVE A FULL-SWING EFFECT IN ADMINISTRATION-TEACHER RELATIONSHIPS CAN THROUGH IMPROVING SCHOOL CULTURE AND CLIMATE



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In the setting of educational institutions, a lot of factors are inarguably present, be it internal or external ones, which either play a major role or at times, contribute to how student learning outcomes are being achieved. In most cases, any educational institution who strives to move forward and progress exert every effort to ensure that all these factors that interplay end up interacting with each other harmoniously. One of which is the relationship of the institution's command center which is the administration and the institution's backbone, which are the teachers or educators.

Since time immemorial, it is without a doubt that teacher-administrator relationships are basically essential to ensure that the institution operates and functions seamlessly day in and out. As we all know, it is the administrators, also referred to as the "higher ups" who are essentially tasked to formulate and carry out programs and provisions directed towards the improvement of not just the student body but also, the whole institution as well at the end of the day. But, in order for them to be able to pinpoint where the gaps, problems or challenges lie in the grassroots level that needs to be immediately addressed, they need to facilitate an open conversation with teachers of course because they are the ones in the frontline of the scene, and the ones who are able to directly witness such concerns and issues with their very own eyes as they carry out their teachings and facilitate the education process. Now, in order for open communication to take place in an effort to foster better administration-teacher relationship, an appropriate school culture has to be first cultivated anchored on the values of respect, cooperation, trust and transparency. But before a good school culture that fosters open communication can be established, a pre-requisite mindset which should be ingrained in both the administration and the teacher's minds is the value of persistence and consistency

in every endeavor; persistence in a sense that everyone should be able to be determined enough to make ends meet and resolve issues, and consistency, which can be showed by exerting a constant effort and repetitive practice. But, persistence and consistency alone is pointless if proper channels are non-existent. This is where setting up particular channels where grievances and suggestions can be communicated then enters the picture. This is because conversely, if concerns and issues are just thrown out by mouth right then and there without undergoing a certain process, chaos is expected to eventually break out. This just goes to show how truly important it is to have appropriate channels where concerns and issues can be communicated in order to prevent such negative loop of issues not reaching resolve.

But, that does not end there. In order to achieve a full-swing effect, the final formula to facilitate optimal open communication between the administration and the teachers is to bolster teacher confidence by eradicating any prejudice that may be present in the part of the administrators over the course of processing, synthesizing and deliberating the concerns and issues communicated from the grassroots level.



EQUALITY IN EDUCATION: THE ROLE OF INCLUSIVE PRACTICES IN ACHIEVING FAIRNESS



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Inclusive education is a transformative approach that aims to provide equal educational opportunities for all learners, regardless of their abilities, backgrounds, or identities. It is founded on the belief that every individual has the right to participate in and benefit from quality education. It focuses not only on accommodating students with disabilities but also recognizes and values diversity in all its forms.

Inclusive education promotes equality by ensuring that every learner, regardless of their differences, is treated with respect and dignity. It upholds the principle that every person has the right to education and should not be excluded or segregated based on their abilities or characteristics. By bringing together learners from diverse backgrounds and abilities, inclusive education fosters social cohesion. It provides opportunities for students to interact, collaborate, and develop mutual understanding, breaking down barriers and prejudices. Inclusive education recognizes and addresses the unique needs and potential of each learner. It fosters holistic development by promoting individual strengths, self-esteem, and self-advocacy skills, thereby preparing students for active participation in society.

Inclusive education has been shown to positively impact academic achievement for all students. When learners with diverse abilities and learning styles are included in mainstream classrooms, they benefit from differentiated instruction, peer support, and exposure to varied perspectives, enhancing their overall learning outcomes. It also ignites empathy, acceptance, and a sense of belonging among students. By interacting with diverse peers, learners develop social skills, emotional intelligence, and learn to appreciate differences. This fosters a positive school climate and reduces bullying and

discrimination. It allows students to recognize their own strengths and challenges, promotes self-reflection and personal growth, encourages them to set goals, overcome obstacles, and build resilience, enabling them to become self-directed learners and confident individuals.

One of the major challenges to inclusive education is negative attitudes and stereotypes towards disability and differences. To overcome this, awareness campaigns, teacher training programs, and inclusive curricula should be implemented to promote a culture of acceptance and inclusivity. Therefore, adequate resources, including assistive technologies, specialized support services, and accessible facilities, are essential for inclusive education. Governments and educational institutions must invest in infrastructure and allocate resources to ensure the effective implementation of inclusive practices. Teachers' plays a vital role in inclusive education, they need to be equipped with the knowledge, skills, and strategies to cater to diverse learners. Teacher training programs should focus on inclusive pedagogies, differentiation techniques, and creating inclusive classroom environments.

Inclusive education is a powerful approach that embraces diversity, promotes equality, and empowers all learners. By providing an inclusive learning environment, we can create a society that values and respects every individual, regardless of their abilities or backgrounds. Implementing inclusive education requires a collaborative effort involving educators, policymakers, parents, and communities. It is through this collective commitment that we can ensure the right to quality education for all and create a more inclusive and equitable world.

CLASSPOINT – THE MAGIC IN THE CLASSROOM



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Information and communication technology (ICT) integration in teaching and learning activities has become a crucial component of education now to meet contemporary needs. Traditional face-to-face teaching techniques have changed into more interactive and innovative techniques as a result. Technology-enhanced teaching methods are not only more innovative, but they also support the growth of students' cognitive abilities, boost satisfaction, promote engagement, increase the value of assessments, provide immediate feedback, and enhance academic performance.

Several types of interactive platforms have been used in teaching Science in Junior High School to increase student involvement, interest, and learning satisfaction.

With the aim to encourage student engagement and learning, a Classroom Response System called ClassPoint was implemented as it allowed real-time interaction between the teacher and students.

Why ClassPoint App?

ClassPoint is an all-in-one teaching tool integrated into Microsoft PowerPoint. Designed to help educators teach more efficiently without switching between different apps, ClassPoint adds advanced annotation & presentation tools to your slides such as unlimited whiteboard slides, a name picker, a timer, integrated web browsers, draggable objects, & more during teaching.

The goal of ClassPoint is to improve student engagement & motivation. ClassPoint turns slides into interactive quizzes that collect real-time responses from every audience member and adds gamified star rewards that can be used with or without student-joined devices. When students join, they can see their star rewards and answer interactive questions, right into PowerPoint. ClassPoint includes several modes of questions, including multiple-choice question, short questions, quick poll to name a few.

ClassPoint enhances presentations of the teachers in 3 main ways; 1. Added presentation tools, 2. Interactive Quiz Questions, and 3. Gamified Reward System.

Added presentation tools help students learn in the presentation, annotate right on the slides, and elaborate on concepts by opening a custom whiteboard anytime, engaged the students by dragging the slides object during the slide show, manage classroom activities by the timer and the random name-picker, and even browse the web without leaving power point. These are all accessible right in the tool bars.

ClassPoint further engage the students by turning the slides into interactive questions and get live responses for every participant. Teachers can add fun and learning text in the presentation that will make the learning process in engaging way. Using ClassPoint App, teacher can even make formative assessment with auto-graded quiz mode.

The use of ClassPoint for some courses is a supplement to the traditional teacher - centered lecture setting that promotes student engagement by allowing the students to demonstrate their learning progress and knowledge in a fun and interactive way.

In addition, the students can use either their smart-phone or computer-based devices to participate in the quizzes as well as follow along the instructor slide-presentation. All they need is to use the browser, <http://classpoint.app>, enter the classcode and create a username that would be used throughout the lesson.

From collecting opinions, to assessing the students, ClassPoint activities engage the student in endless ways.

So, "Why ClassPoint?"

Simply because it makes power point supercharged!

Can Teacher Use ClassPoint in Face-to-Face Teaching?

The answer is a big YES!

Since ClassPoint is integrated into Microsoft PowerPoint, the teacher will just share his PowerPoint and use the enhanced features ClassPoint provides to make the online presentations more interactive

and engaging.

ClassPoint application can offer the following during online or face-to-face teaching.

1. **Laser and annotating on-screen** where the teacher simply use laser pointer. Here the teacher can point out information on the slides for the students to follow along with. The laser pointer even turns into a spotlight too! To take it one step further, the teacher can use pens, highlighters, shapes, and text boxes to draw on the slides. Annotating on screen is convenient as the teacher can take notes, fill in blanks, or explain ideas. The students can follow along in real time without the worries of blurry projector screen or being too far away. One more advantage is that when the presentations are complete, they will be saved in the slides in PowerPoint so the teacher will have a very accurate copy of the lesson that can also be shared to the students just in case needed.

2. **Digital whiteboarding** is a very good alternative for the teacher who is a hard core whiteboard user in the classroom. In ClassPoint, there is no limit to the number of whiteboard pages that the teacher can have in the presentation for they will be inserted as new slides into the teacher presentation. One take away of it is that the teacher doesn't have to take the time to erase the board, worry about pens not working, or find ways to save the notes. Another thing is that the teacher can even define his own whiteboard backgrounds. For example, a math teacher might always want to use a graph paper background.

3. **Interactive quizzing** calls to boost student engagement with live responses from every single one of the students. Students who have gadgets can follow along by joining the class at classpoint.app., while those who do not have can use the teacher's ClassPoint to engage in the activity. Both sets of students will see the options on the screen and can submit their answers. The student can explain their answer through the chat or verbal sharing. This interactive presentation tool can help transform teacher's presentation and the students' attitudes.

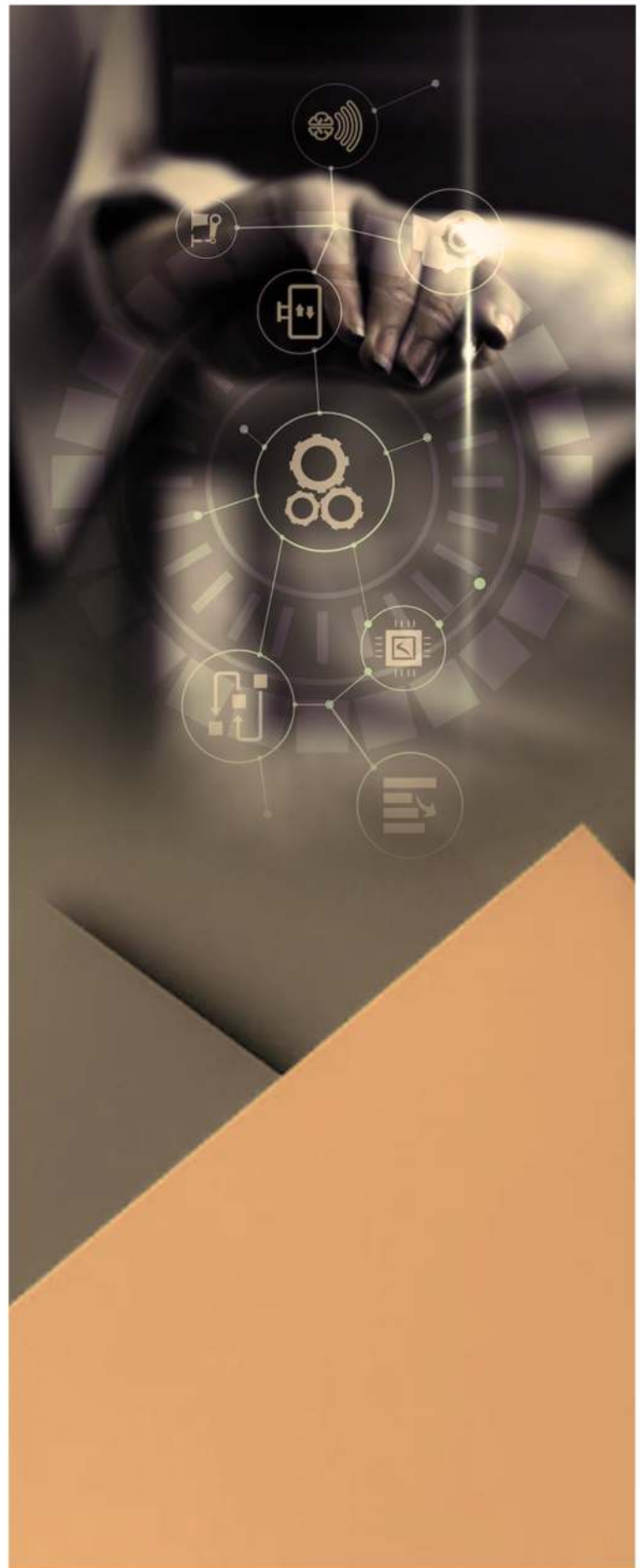
With all of these, ClassPoint makes the class one step closer to replicating the in-person experience. So, let the magic begin!

These references will help you understand more of the ClassPoint App.

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ESSAYS

ES SAYS

WIKA AT KULTURA SA KASALUKUYANG PANAHOON



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Sa kasalukuyang panahon ang mga kapaligiran at kabataan ngayong henerasyon nandyan sila sa makabagong kagamitan at mga pagkaing gawa ng teknolohiya at siyensya.

Una sa lahat, ang wika at kultura ayon sa aking sinasabing makabago ay nagbibigay ng malaking adbentaha at dis-adbentaha sa kasalukuyan, ngunit ang napakaganda ay nandito tayo ngayon sa panahon ng siyensya at teknolohiya ating niyakap sa walang pag-aatubili.

Karagdagan, aking nakikita ang wika at kultura, sa kasalukuyang panahon hindi lang sa adbentaha kundi nandyan din ang dis-adbentaha ayon sa nabanggit sa unahan, ang mga kagamitan gaya ng mga gadgets, cellphone, loptop, kompyuter at ito'y nakakatulong sa kasalukuyan sa komunikasyon at madaliang paggawa, subalit ito'y mayroon ding dis-adbentaha sa teknolohiya at siyensya na siyang makakasira sa ating kalusugan sa sobra at palaging paggamit ng mga klaseng gadgets dahil sa kanyang (radiation). Sa mga pagkain din ngayon ay hindi mabuti sa ating kalusugan o pangangatawan dahil sa ilinagay na mga preservative o kemikals.

Pangkalahatan, ang Wika at Kultura sa kasalukuyan nadama natin at nakikita na natin ang mga epekto sa kapaligiran nagbibigay siya ng adbentaha tungo sa komunikasyon at transportasyon, subalit nadama din at na eksperyensyahan na natin ang mga pagkain gawa ng siyensya at teknolohiya ay nagdudulot ng mga iba't ibang sakit na ating nakita at napansin ngayon at ito ang mga dis-adbentaha sa kasalukuyan.

"A REFLECTION PAPER ON THE VALUE OF SCIENCE AND TECHNOLOGY IN THE SOCIETY"



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Our culture has been significantly altered by social media. However, criticisms about the way social media and technology interact are so pervasive that we tend to ignore them. But it's also risky to lose sensitivity to these criticisms. I'm concerned about how reliant we've become on technology to communicate. We rely on our phones to live, rather than being in the moment. Our need to document our lives ultimately prevents us from truly living them. The most tragic thing is that as we get more reliant on technology, we can't stop questioning it. As technology gets more and more interwoven into our everyday lives, we must be cautious in how we handle it. We should pay close attention to the moral principles that should guide these encounters. But before we can act normatively, we must first turn to ontology.

The work Concerning Technology by philosopher Martin Heidegger popularized this subject. In this book, Heidegger attempts the philosophical challenge of understanding the nature of technology and, consequently, the condition of being-in-the-world; the need for discovering truth is perceiving things as they are and allowing them to appear as they are. The primal phenomenon of truth, another theory added by Heidegger, contends that we can only understand who we truly are as a result of the world's unveiling. Something's essence and its behavior are not always the same. Although diverse technologies are employed for various purposes, technology itself is essentially the same. Technology is more than just a tool or a hobby. It alters our perspective of the world and, as a result, how we relate to it. Technology is not an impartial force either. Its purpose reflects the ideals of the people.

There are many hidden sources around the world that are simply waiting for us to find them and free them from their hiding places. Enframing is the process through which people try to draw out more scientific information from their environment. Since framing requires us to fit the pieces of the world around us together, it is helpful to conceive of it as what Heidegger refers to as a confronting claim. Desein, the creature under consideration, is obliged to acquire knowledge in order to affirm its own existence. The interaction between individuals and their surroundings leads to framing. Additionally, framing introduces the concept of a "standing reserve". "Standing reserve" is another Heideggerian expression that has an instrumental connotation. In an effort to maintain order, society reserves resources by placing them in "standing reserve" until they are required. We assemble and organize things, but if we are negligent, we run the risk of being so consumed with creating order in the universe that we view everything as just a tool to achieve a certain end. It becomes perilous when we embrace an instrumental viewpoint and put the planet in jeopardy as a result. We consume natural resources without realizing the damage we are doing to the environment, making it a clear victim of instrumentality. Nowadays, phones are used for more than simply communication; they also provide us with the ability to regulate our inner selves. It's difficult to conceal with phones. We do more than simply capture the photo; we also edit it, objectifying the person. We behave like things when we change our appearance in order to garner undeserved praise. Every time a new technology is created, we have to reevaluate our ethical standards since we now confront brand-new problems. Technology development, the switch from landlines to mobile phones, and the advent of smartphones all bring distinct challenges. The reality of the world is revealed by technology. And contemporary technology is demonstrating that we are not actually inhabiting our surroundings. We are only aware of ourselves through social media; we are living in a dystopia created by technology. We need to get away from the world of social media for more than just a bad habit.

ANG RELASYON SA SARILI AT PANGINOONG MAYKAPAL



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Ang tao ay likha ng Panginoong Maykapal, binigyan ng ka-aya-ayang buhay at pisikal na kaanyu-an na iginuhit sa imahе sa ating Panginoon. Simulat sa mga araw na tayo'y isinilang nasisiyahan ang ating Panginoong maykapal at ang ating mga magulang dahil ito'y bunga ng pagmamahalan, at dito at dito nagsimula ang pagbigay ng magandang buhay sa tao sa isang sanggol na isinilang.

Una sa lahat, napakalaki n gating responsibilidad tungo sa ating Panginoon biyayang binigyan tayo ng buhay na puno ng pag-asa, pag-asang makukuha sa kapalihiran, kapaligirang kalikasan. Kaya't sa masasabi ko at maipayo habnag patuloy na naglalakbay ating respifuhin at mahal in ang Inang kalikasan, dahil ito'y, bigay ng Panginoon at ito'y sa pagmamahal ng ating Poong Maykapal.

Karagdagan, kaya't ang taoy malaking relasyon o ugnayan sa Panginoon, sapagkat, hindi tayo mabubuhay simula sa pagsilang hanggang sa mga oras oras nga ating paglalakbay. Samakatuwid, mahal in natin ang ating sarili, pamilya, kaibigan, kapaligiran at kapaligirang kalikasan na kung saan kapag ika'y magtanim ng pagmamahal, pagmamahal ang iyong aanihin at sa gawaing ito sobrang mahal ka ng Panginoon, dahil sa, ginawa mo ang tam.

Pangkalahatan, mahal in ang Panginoon higit sa lahat at mahal in ang lahat ng kanyang likhang kapaligiran, kapaligirang kalikasan at tayo ay bahagi ng kalikasan at huwag manlait sa kapwa tao at huwag din abusuhin ang ibang likhang kalikasan gaya ng kabukiran, karagatan, mga ibon at iba't iba pa...

ASSURING QUALITY EDUCATION AGAINST MASS PROMOTION



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Luis was a Grade 6 student during the onset of the pandemic where online classes started to be implemented in all schools in the country. His father was a tricycle driver who could not earn a penny during pandemic because of the travel restrictions while his mother lost her job as a house cleaner. The family could not afford to subscribe to a stable internet connection. Luis was given good performance evaluation despite his frequent absences and failed exams and was even promoted to the 7th grade without knowing how to read with comprehension.

This is one situation where unofficial mass promotion becomes the resulting behavior to the teachers who attempted to achieve zero dropout rates during pandemic as strongly promoted by the DepEd. Some schools and universities have decided on mass promotion by giving their students deferred grade allowing them to complete additional requirements. This was a "compassionate action" implemented by a number of schools in recognition of the disastrous economic, mental and emotional effects of the pandemic to the students and their families.

Simply described, mass promotion is the policy of promoting students to the next grade level despite of having poor achievement at their current grade level. It is not a routine process. It can be given under extraordinary and unavoidable circumstances such as law and order crisis, national emergency, natural calamity, etc. While some schools decided on mass promotion, a number of education institutions, agencies and stakeholders discouraged mass promotion with a common belief that it is a bad practice and should end. According to some, mass promotion will only produce more problems in the future particularly with the harm it may inflict in the overall study and career upbringing of a student. Some groups and organizations in the country even urged the DepEd to stop mass promotion.

Those who oppose the mass promotion commonly stated that children have right to quality education, in whatever circumstance, in all situations. To deny students of their right to quality education is to be inhumane and to turn away from compassion. Others consistently stated that the final rating or grading of a student should be based solely on his or her scholastic performance, and only existing institutional academic policies shall determine the appropriate grading system.

Personally, as an educator, I would support the mass promotion only in circumstances where it is most needed. Nobody ever thought that COVID-19 would come to destroy lives, impair the economy, produce broken home and hearts among families and even disrupt the education system. No human being was ready for it. An act of compassion may be unreasonable for many people and organizations but denying suffering people a little compassion during tumultuous times like the pandemic would be cruel and harsh.

I believe there is always a chance to repair whatever is the damaging effect of mass promotion to some learners. There are many ways to give children the proper intervention and approach in their learning process. Quality of education may be enhanced and achieved in the future. Business may recover, industries may rise again. Dreams may be dreamt again. But there will be no chance to bring back lost lives, lost family members, and lost souls as the result of the pandemic. A little compassion can give hope to the hopeless and the sorrowful, but a harsh system can kill an already broken heart in a broken world.



INFORMATION TECHNOLOGY AND ITS IMPACT ON SOCIETY



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"Information technology" refers to any technology that is used to generate, store, distribute, or modify information. The kind of data or information does not matter for the purposes of this definition. The term "technology" refers to any device that can process this data. It is well known that performing any kind of computation manually is exceedingly laborious and time-consuming. However, we could save a lot of time and effort if we could create effective programs in a variety of languages and have them fully evaluated before being used. If the programs are created with the precise specifications that are desired and designed effectively to meet the issues appropriately and without difficulties, human mistakes that may happen when things are done manually may also be avoided. On the basis of these basic ideas, information technology operates. As far as we are aware, it has a plethora of uses in daily life, from simple addition and subtraction to autopilot flight and remote control of a spacecraft that has landed on Mars. Digital databases today are able to hold enormous amounts of data that is very easily usable and can be accessed over the internet for any information on any activity.

When it comes to information technology, it dates back to the late 1960s, when the USA's Department of Defense supported the introduction of the Arpanet. After that, the technology sector made great strides toward its current state, where technology dominates nearly every aspect of our lives. It has radically altered information collection, distribution, and international communication. It is establishing a workplace that is essentially paperless. Additionally, we can quickly and simply send a message to anyone, anywhere on the globe.

From the perspective of education, we may have a virtual class where the teacher can be located anywhere in the world and his pupils are dispersed around the globe. This class will include the presentation of study materials as well as question-and-answer sessions. A surgeon might operate on a patient who is now lying in another location while he or she is seated anywhere in the world. These straightforward illustrations demonstrate where we stand now in relation to where we were fifty years ago. But as we all know, there are dark sides to everything; therefore, nothing in this life is truly nice. In this essay, we will examine the benefits and drawbacks of deploying IT on a worldwide scale, as well as our future plans.

KULTURA AT WIKA SA SINAUNANG KAPALIGIRAN



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Noong unang panahon simpleng pamumuhay lamang ang pangangailangan ng mga naninirahan at hindi magulo ang kapaligiran at mayroong pag-iisa.

Una sa lahat, napakagandang pagmasdan o balik tanaw ang kapaligiran nong unang panahon, simpleng pangangailangan at walang maraming sagabal sa pamumuhay, ang mga tao, nandyan ang mapag panginoon ibig sabihin matakutin sa Diyos sa may Likhang Maykapal at magalang ang mga bata sa nakakatanda at nandyan din ang pagbibigayan, pag-iisa, pagtutulongan, kayat ating mapagmasdan ang sinaunang kultura at wika ito'y hindi maaaring kalimutan kailanman.

Karagdagan, ang kultura at wika sa sinaunang panahon ito'y nagbibigay sa atin magandang pananaw o impluwensiya sa mga bagong henerasyon, bilang isang Pilipino nagmamahal sa sariling kultura at wika.

Pangkalahatan, ang wika at kultura sa sina-unang kapaligiran ating mapagmasdan na napakaganda, napakasaya at napakalusog ang mga pagkain dahil abunda sa masustansya at organic. Sa ibang larangan sa buhay noong una, masimoy at malamig ang hangin at aking na imahinasyon ang sarap balikan noong unang panahon.

THE PSYCHOLOGICAL EFFECT OF CYBERBULLYING



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Bullying is widespread in our culture and has turned into an urgent public health issue. It is a deliberate kind of bad aggressiveness that is repeated and involves an imbalance of power between the bully and the victim. It has a big impact on a large number of kids and is frequently subtle and disguised. The knowledge gained in the activity that follows will give physicians skills for better understanding and early detection of bullying, which in turn is likely to lead to the creation of methods for prevention and intervention with regard to this important social problem. This exercise examines the etiology, pathophysiology, presentation, and interprofessional team role in the assessment and treatment of individuals who have been bullied.

Bullying is an extremely prevalent, intricate, and sometimes harmful type of violence among kids and teenagers. Bullying is characterized as unwelcome, hostile conduct, including a real or imagined social power imbalance. The definition eliminates one-off or minor instances since the conduct is repeated or has the potential to be repeated over time. These behaviors are deliberate attempts to harm or distress the victim.

Bullying may take many different forms. It can be subtle and mysterious, physical, verbal, relational, or cybernetic. Verbal bullying, such as calling someone names, is the most prevalent type of bullying that affects both males and females. Although it happens more frequently in schools, bullying may happen anywhere. It frequently happens in open spaces like playgrounds, cafeterias, halls, and buses. As the use of electronic devices has expanded, attention to cyberbullying has grown as well. Despite its prevalence, bullying that occurs online is behind verbal and physical bullying in terms of frequency. Generally speaking, bullying is a frequent kind of what kids refer to as "getting picked on."

Bullying in children is a complicated problem that results from social and physical interactions. The institutional and social circumstances, as well as the personal traits of the bullied and victimized children. The behaviors and attitudes of classmates, teachers, and other school personnel, as well as the physical features of that place, all contribute to bullying interactions, in addition to the unique traits of the targeted kid. Bullying interactions can also be influenced by cultural norms, family relationships, and even community reactions.

Provide assurance to the children that bullying is not his or her fault. Work with the school and other agencies as necessary to safeguard the victim. Assist the child and family in creating a supportive and safe environment. Defuse or de-escalate an urgent situation.

Teach children not to bully and prevent bullying.

Enhance supervision in places that are frequently under-supervised, such as the playground, cafeteria, corridor, and bus. Bullying prevention tactics should be obvious to other students. Educate children about the negative effects of bullying and make sure they understand that it is wrong and a serious offense.

Enforce consequences for poor behavior, such as demanding community service.

Keep in mind that punishment-based tactics like suspension and expulsion should only be used in extreme cases of disruptive and hostile behavior.

PANGINOONG HESUS KRISTO ANG BUHAY NA BUHAY MAKAPANGYARIHAN SA LAHAT NG LIKHA



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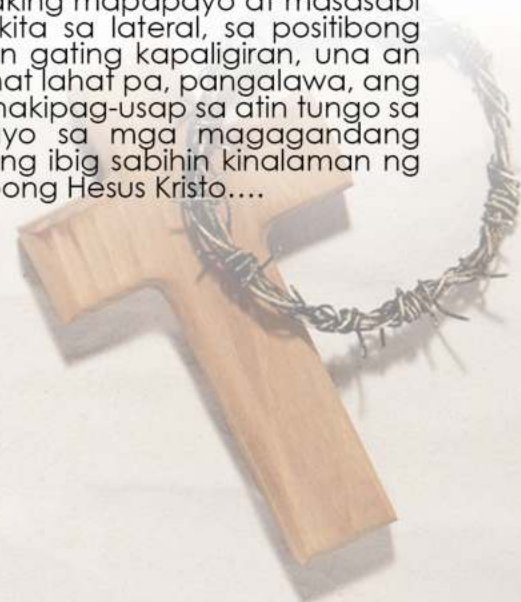
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Sa panahon ngayon kinakailangan natin sa buhay na mayroon tayong gabay sa ating paglalakbay, dahil sa, ang bawat araw, oras, segundo ay walang katiyakan kung ano man ang darating bukas, kayat, at walang ibang nakaka-alam sa ating buhay sa bukas, kundi ang Panginoong Maykapal.

Una sa lahat, hindi natin maiwawaglit ang o sa katotohanan na mayroong mga taong kampon sa masamang impluwensya, siguro at dahil ang mga kadahilanan ang kanilang kinagigisnan, at mayroon ding ang mga taong alam ang totoong katotohanan sa mundo na natafakot silang gumawa ng mga masama, o kasalanan sa magandang pagkakataon silay lumaki sa tamang gabay ng mga magulang na lumaki silang kasama ang Panginoon sa kabutihan itinuro ng mga magulang ang "Panginoong Maykapal".

Karagdagan, tayong mga tao dito sa paglalakbay sa mundo, ayon sa nabanggit sa unahan hindi natin makamit ang magandang kinabukasan kung hindi natin kasama ang nagmamay-ari n gating buhay, sa mabuting gawa, siya ang lahat-lahat n gating ginagalawan. (Ang aking maipayo sa lahat tungo sa aking sariling eksperyensya at tungo sa aking malawak na kaalaman ng spiritwal na panginoong maykapal ay napakamabait), matulungin at maunawain kapag ika'y nakagawa din ng kabutihan sa iyong kapwa tao, magagalit ang Panginoon kapag ika'y hindi maganda o mabuti ang iyong pakikitungo, ito'y tinatawag na (karma o gaba), kung ano man ang iyong ginawa sa kapwa ito y babalik sa iyo at may pasubra.

Pangkalahatin, bilang isang tao at sa sarili kong karanasan ang aking mapapayo at masasabi ay buhay na buhay ang Panginoon kahit hindi natin siya makikita sa lateral, sa positibong pananaw ay talagang nandyan ang kanyang presensya, tungo n gating kapaligiran, una an gating buhay na may paghinga, nakakita tayo, kumain tayo, at lahat lahat pa, pangalawa, ang araw, buwan, hangin at lahat lahat pa, pangatlo, ang Panginoon nakipag-usap sa atin tungo sa pangarap, pang-apat, mayroong pagkakataong magulat tayo sa mga magagandang pangyayari ng hindi inaasahan, panglima, ay ang WISDOM, ay ang ibig sabihin kinalaman ng spiritwal. Sa aking pagtuturo ng salita at eksperyensya ang Panginoong Hesus Kristo....



WHEN REJECTION TURNS TO STRENGTH



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You choose. Rejection or Redirection?

We all know that being rejected is the worst feeling people can feel. No one wants to be rejected. We all feel hopeless because of that. We all start to feel how worthless we are, how unlucky, how different we are from others, and how untalented we are.

We feel lost whenever rejection hits our lives. We feared that word because it crushed one's hope, dreams, and confidence.

You see, rejection is just a simple word with the worst meaning. It brings darkness to everyone who experiences it. This word brings horror and unluckiness—a bad omen. It's a worse feeling than breaking up with your lover.

Mr. Google and the dictionary say rejection means not accepting, believing, or considering something.

But for others who experience it, this word means redirection, learning something new, an opportunity to grow, and opening a new door. Starting a new beginning in which you are much better than the old you

Every person has a different point of view. Some see this as a painful paradise, but some see it as an opportunity to be better and more successful.

We can't deny that rejection has corresponding effects on people, such as anxiety, depression, jealousy, insecurities, and sadness.

But rather than criticize the darkness inside the word rejection, why not turn it into strength? Rather than seeing the bad side of this, why not see the rainbow after the dark?

Rejection is such a frightening word, but can you not conquer your fear? Isn't there a saying that when you fall, you learn to stand up again and start anew? It just means that rejection is not the end of your life; it is an opportunity for you to be better, to learn, and to be strong.

As I sought opinions about the meaning of rejection, one comment caught my attention: Let's just name this girl Cathiana, an aspiring writer who is just beginning her journey in the world of writing. Because Cathiana is just a newbie, many things need attention. She makes so many errors and mistakes in her writing that sometimes she wants to stop, but everyone cheers her up until she finishes her outline of the story.

It took three weeks until the result came. Cathiana's excitement turned to tears. Her hard-worked story was rejected because the platform wanted a story to have a more exciting plot. As she was a beginner, she accepted her defeat, and instead of complaining, she rearranged the story and submitted it again. Three weeks later, just when she thought that it was good news, her hope died again. The platform didn't accept her story for the second time.

During those times, Cathiana fell into a depression. She hid from everyone and turned off all social media for fear of being laughed at because almost all her writer friends were finishing their novels. She could hardly eat because of the sadness, and then she asked God if there was something wrong with her or if she just had no talent for writing.

It took a few weeks before she realized why she would be defeated by the initial rejection if she could rise again and accept that rejection as an opportunity to start over again and open a new door for her dreams.

Cathiana tries writing again, but now with determination and uses prior rejection as her strength to become better than she was before. She uses rejection as a shield from the negative thoughts that surround her. She makes rejection a weapon that can protect her until she reaches the destination she wants to be at. This time, while fighting against the rejection, she finally achieved what she wanted. The novel she reconstructed was well received and is now enjoyed by many.

So, all in all, rejection is not a powerful attack that can defeat you; rather, rejection acts as our strength and weapon to defeat different circumstances in life. Rejection is a shady word, but it has a wonderful meaning when you just look deeper. When rejection hits, smile and rest for a while, then start all over again until you get what you wish to have.

Rejection is just a word that can make or unmake you. You are the one to choose it as your weapon to be a better and stronger person, not in physical power but in emotional strength that nobody can break through.

You choose.

THE GUIDING FORCE IN BUILDING TOMORROW'S LEADERS: TEACHER ADVISORS AND THEIR ROLE IN UNLOCKING THE LEADERSHIP POTENTIAL OF STUDENTS IN SCHOOL-BASED ORGANIZATIONS



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In today's rapidly changing world, the need for effective leadership has never been greater. As we look towards the future, it is essential to develop leaders who can navigate the complexities of the 21st century. While traditional classroom instruction plays a vital role in education, school-based organizations offer unique opportunities for students to develop leadership skills. However, unlocking the full potential of these young leaders requires the guidance and mentorship of teacher advisors. Teacher advisors serve as the guiding force in building tomorrow's leaders, providing support, mentorship, and a nurturing environment for students to develop their leadership potential within school-based organizations.

To tackle first our central role, teacher advisors serve as mentors for students involved in school-based organizations. Few of our major responsibilities is to provide valuable insights and knowledge in order to help students navigate the challenges and complexities of leadership. Through one-on-one interactions, group discussions, and workshops, teacher advisors impart essential leadership skills such as effective communication, decision-making, problem-solving, and teamwork. This help students identify their strengths and weaknesses, encouraging them to leverage their strengths while working on areas that need improvement. By offering guidance and support, teacher advisors enable students to develop a strong foundation for their leadership journey. Another key role of teacher advisors is to empower student voice and agency within school-based organizations. Through actively involving students in the decision-making process and allowing them to have a say in shaping the direction and activities of the organization, this in turn encourage students to take ownership of their projects and initiatives, instilling a sense of responsibility and accountability. This empowerment not only develops leadership skills but also fosters a sense of ownership and commitment among students, leading to greater engagement and dedication to their roles. Additionally, teacher advisors facilitate the building of relationships and networks among students in school-based organizations. They encourage collaboration, teamwork, and networking opportunities, allowing students to connect with like-minded peers who share similar passions and goals. Through organizing events, conferences, and workshops, teacher advisors provide platforms for students to interact with leaders from different fields and industries. These connections broaden students' perspectives, expose them to diverse ideas, and inspire them to become effective leaders in their chosen domains moving forward. This then contribute to the personal and professional growth of students involved in school-based organizations.

But for all these to take place, it is of course important to create a nurturing environment within school-based organizations by establishing a safe space where students can freely express their ideas, voice their opinions, and explore their potential as leaders. Through anchoring advisorship strategies in order to achieve a culture of respect, inclusivity, and collaboration, teacher advisors create an environment that encourages students to step forward and take on leadership roles. This provides a platform for students to learn from their experiences, grow from their failures, and develop the essential qualities of empathy, resilience, and perseverance. Also, giving constructive feedbacks, helping students reflect on their experiences, identifying areas for improvement, and setting goals for their leadership development also helps. By pushing students out of their comfort zones, teacher advisors challenge them to take on new responsibilities and opportunities for growth.



PROGRESO SA PAGBABAGO: TUNAY NGA BA ITO?



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Sa konteksto ng pormal na pampublikong edukasyon sa Pilipinas, hindi maipagkakaila na maraming mga gawi ang nagsimula nang maging kultura sa loob ng sistema. Isang partikular na aspeto ng usapin na ito ay ang kawalan ng permanenteng baitang na hahawakan ng mga guro, na kung saan pagbago-bagong baitang ang "ina-assign" sa isang guro kada akademikong taon. Bilang resulta ng madalas na taunang "reassignment" na ito patungo sa bagong baitang, nagiging guro na naman siya ng isa o mga partikular na mag-aaral sa susunod na grado matapos siyang maging guro ng mga iyon sa huling baitang na kanilang pinanggalingan. Ang ganitong kalagayan ay tunay na nakaalarna hindi lamang para sa mga guro, kundi pati na rin sa mga mag-aaral dahil sa mga maraming mga kadahilanan.

Sa proseso ng paghubog ng mga isipan at karakter ng mga mag-aaral, hindi maipagkakaila na napakalaki ang papel at parte na ginagampanan ng mga guro sa pagkamit nito. Ito ay higit na partikular sa mga mag-aaral na nasa elementarya sapagkat bilang mag-aaral na katutungtong lamang sa primeryang baitang ng pormal na edukasyon, ang presensiya ng mga guro ang mistulang sentro ng kanilang prosesong pampagkatuto. Sa unang tingin, maaaring ipunto na pabor nga ang ganoong "setup" para sa mga mag-aaral sapagkat kung ganoon, mistulang "masusubaybayan" ng isang guro ang kaniyang pang-akademikong pagkahubog sapagkat nagkataon na ilang beses siyang naging guro ng mag-aaral na yaon. Ngunit kung mas lalaliman natin ang ating paghihimay sa sitwasyon, bilang nasa elementarya ang mga mag-aaral na siyang ating pokus sa usapin na ito, pinakamahalagang elemento sa kanilang prosesong pampagkatuto ang pagsisiguro na sila ay mapanatiling interesado sa mga bagay-bagay na kaugnay ng kanilang pag-aaral. Kung ganon, higit na mahalaga na mayroong variation sa kanilang "learning environment" taon-taon, at isa na roon ay ang nararapat na pagbabago sa guro na hahawak sa kanila. Paano na lamang ito kung halimbawa, malalaman na lamang nila na sa konsekutibong mga taon ay siya at siya at iisa pa rin ang kanilang guro? Maaaring posibilidad na mawala ang kanilang "sense of achievement" sapagkat maaari nilang maisip na imbes na sila ay umaangat tungo sa susunod na baitang, ang kawalan ng bago sa sitwasyon ay tila magbibigay ng ilusyon na sila ay na-stuck na lamang sa isang baitang at walang progresong nagaganap. Sa parte naman ng mga guro, ang pinakamalaking hamon kaugnay ng sitwasyon na ito ay ang kaakibat na pagbabago-bago ng lesson plan na kailangang ihanda. Tunay itong impraktikal sapagkat kailangan na namang maglaan at maggugol ng napakaraming oras upang magawa lamang ito at mapunan ang mga responsibilidad na kalakip ng taunang pagbabago.

Bilang konklusyon, kalakip ng propesyon ng pagiging guro ay ang napakaraming mga sakripisyo na di mapantayan. Ngunit kahit totoong di maipagkakaila na karugtong na rin talaga ng ating mga responsibilidad ang pagiging flexible sa pagbabago, hindi ba mas higit na magagampanan ng bawat isa ng buong kagalingan ang mga responsibilidad na ito sa ilalim ng mas maayos na sistema? Hindi nakakatakot ang pagbabago dahil madalas itong iniuugnay sa progreso. Ngunit kung palagian na lamang ang pagbabagong ito, magkakaroon ba talaga ng tunay na progreso?

REACHING GREATER HEIGHTS: EXPLORING THE PARAMOUNT ROLE OF LEADERSHIP IN EDUCATION

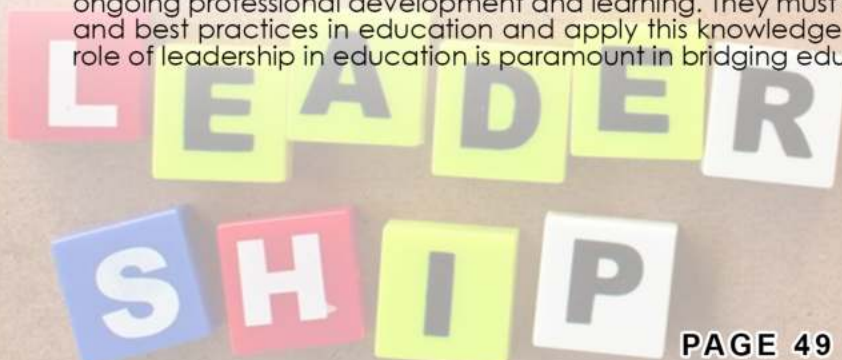


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As what we all know, education is essential for the development of individuals, societies, and nations. Hence, it is then a fundamental human right in which everyone is entitled to enjoy. However, despite the numerous efforts to provide access to education for all, educational gaps still exist, and not everyone has the same opportunities being enjoyed. The role of leadership in education is paramount in bridging these gaps and reaching greater heights. In this essay, we will explore why leadership is essential in education and how it can make a difference in the lives of students and the society in general.

To start off, leadership in education is a game changer as it plays a major role in creating a visionary school environment with concrete goals set aimed to inspire and motivate stakeholders. Educational leaders, such as school principals or district superintendents, play a critical role in shaping the direction of education and creating a shared vision for the future. They set goals and expectations for students, teachers, and staffs that are challenging yet achievable, and correspondingly ensure that all stakeholders are aligned and are to stay committed to achieving those goals. Furthermore, leadership in education is essential for creating a culture of excellence that directs all its efforts towards continuous improvement that encourage innovation and experimentation, without being afraid to take risks to improve the quality of education by fostering a culture of high expectations that is reasonable where students, teachers, and staffs alike are held accountable for their performance.

In addition, leadership in education is critical for promoting equity and inclusion. Educational leaders have a responsibility to ensure that all students, regardless of their background or circumstances, have equal access to quality education and the resources they need to succeed. With this, what we need are leaders that are committed to closing educational gaps and addressing disparities in achievement, and are willing to work tirelessly to ensure that every student has the opportunity to achieve their full potential within the confines of the academic institution. Moreover, leadership in education is crucial for building partnerships and collaborations that enhance the learning experience. Effective educational leaders are expected to collaborate not just with parents, but with community leaders, and other stakeholders as well to create a supportive and nurturing environment for students as they recognize the importance of community engagement and involvement in education, in their journey of promoting student success moving forward. So, how can we ensure that leadership in education is effective and impactful? Firstly, educational leaders must have the necessary skills, knowledge, and experience to lead effectively. They must be able to communicate a clear and compelling vision for education, build relationships with stakeholders, and make difficult decisions that benefit the entire community. Secondly, educational leaders must be committed to ongoing professional development and learning. They must stay up-to-date with the latest research, trends, and best practices in education and apply this knowledge to their leadership practice. In conclusion, the role of leadership in education is paramount in bridging educational gaps and reaching greater heights.



AN EMPTY STOMACH: A THREAT OR NOT TO LEARNING



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Enduring the distance from my home to my assigned school; not to mention how rocky and muddy the pathway is, there is really a part of me hoping for my learners to learn. I'm not certain if I'm just being too naïve or focused on my goal or on my experience and sacrifices that I somehow missed to see how my learners endured hunger just to be present in school.

Just this morning, my learner told me that he was not able to attend the class last day because all they had was sweet potato. Luckily, their father gained enough money from gardening to buy two kilos of rice. Guess what? That's all that they got, no viand at all.

I was thinking, will this child survive and endure hunger? With an empty stomach, how can he catch up in school? Is hunger a threat to learning? I then asked him, "How were you able to come in school with hunger? Can you still give focus?" He's so determined, "Teacher, it depends on someone's mindset. I want to aid our hunger; education is my tool." Wow! What a vibe? I admire his positivity but something in me pricked me to reality, "Until when can he be like that? What can hunger cause him?" when an empty stomach, no matter how positive and determined you are; you'll end up losing control.

I wish to do something about the empty stomach issue of most of our learners. I know this trigger some of our learners to take absences. This should be addressed. But how? Aside from feeling pity for them and the desire to feed them, what else can I do? I can't shoulder their meal, woaah! That's totally a tough obligation.

At the end, I found myself surrendering all my worries to Him. I know He's watching; He's full of mercy after all. By His loving grace, everything is in control, let's just trust the process. But if anyone out there can be an extension of his goodness, well then please show up! You may our learners' wingless angel. Their pretty little hearts will surely be of so much joy and glory!





STORIES

STORIES

The Untold Lessons: Teachers' Dilemma



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Ring!! Ring!! A cellphone calls alarmed Elijah. It is a Friday morning and Elijah was stunned because other than his mother, no one calls him at seven in the morning. With heavy eyes, he picked up the phone.

"Hello.." "Hello, am I speaking with Mr. Elijah Cruz?" the caller asked. Elijah is not familiar with the voice on the other line, with hesitation he answered "Yes."

"Good morning Sir Cruz, I am Joel Villasin, I'm the father of Jeric Villasin one of your students."

"Yes sir, good morning."

"I'm sorry for calling you this early. I got your contact number from my son's adviser yesterday." Elijah thought why a parent would call him.

"It's okay sir. Why would like to talk?"

"I have an urgent concern, Sir Cruz. My son persisted to go out of the house because he needs to do a survey for their research paper yesterday. I wanted to clarify this personally with you, based on Jeric's adviser you are the research teacher."

"Yes, I am the research teacher for Grade 12 in LHS Mr. Villasin. With regards to their research paper, I instructed my class that if they will conduct a survey the respondent must be within their sitio. But I never require them to survey outside their municipality."

"Can't they just do their project without going out of the house?"

"They can do an online survey. I've also mentioned that to my class."

"If that's the case, I will not allow Jeric to go to Kawayan next week. Thank you, sir, for the clarification."

"You're welcome sir and thank you also for your sharing your concern"

The phone call ended. Elijah stood up and went to the kitchen. As he was about to drink a glass of water, a message pop up from his phone.

This is Mrs. Ventura. If you're available today I'd like to have a Zoom meeting with you. Mrs. Teresa Ventura is the current Principal of LHS. After reading the text message, Elijah quickly washed his face and brushed his teeth. In about a minute, he replied to Mrs. Ventura

Good morning Mrs. Ventura. Yes, I am available now. Attached to this message is the Zoom link. Thank you.

Elijah puts on his AirPods and opened the camera for the meeting.

"Good morning again Mrs. Ventura."

"Yes yes, good morning.. I was notified by Ms. Fuentes that several parents from her advisory class have texted and complained that there were a group of students that persisted to go to Kawayan for their research paper."

"Uhm Mrs. Ventura, I can explain.."

"Wait.. That's not the end of the complaints. One of my friends from MMDRMO notified me that several students were persisted to pass the border and for the same reason, for the research!" Mrs. Ventura said in anguish.

"Mrs. Ventura I did not require the students to travel to a different municipality for their paper." Elijah calmly said.

"Why are the students surveying in this time of pandemic? They need to be inside their respective homes."

"With due respect Mrs. Ventura, it is not my liability if the students can't follow protocols." Elijah's voice was distorted

"Did you follow all protocols in giving the performance task to your students? It is your responsibility to keep your students safe."

"That's my priority also. But aside from keeping them safe, it is also my job to guide with their academics. I've instructed them that if they will conduct a survey it must be only within their sitio."

"You should have excluded that part in their project."

"I told them that they must utilize online surveys because it will be safer and more convenient."

"Some students did not follow your direction because you've given them the option to do a survey face to face. You should have given clear instruction NOT TO GO OUTSIDE to do their paper."

"Mrs. Ventura.."

"No more reasons. Just fix this"

The call was dropped and Mrs. Ventura forwarded a message.

Good day. This is Mr. Salazar from MMDRMO. We would like to inform you that we received various complaints from the border control group in Naval that there were a group of students that persisted to pass the border several times this week. One of the personnel at the border asked the students what's their purpose for traveling and if they have permission from their parents. The group of students answered that their purpose is to do a survey for their research paper and that they have permission from their subject teacher. The students persisted to enter because the submission is imminent. One of the students was wearing an ID lace of LHS, they tried to leave behind their ID so that they can pass the border but they were not permitted by the border control group.

Elijah was staggered with all the news he was hearing. He felt scared because the commotion might affect his promotion. He waited for years for that promotion. He felt anxious and hungry; but he did not bother to prepare a breakfast. He scrolled his messenger and searched for the group chat of his research class.

Class we need to talk. I'll send a Zoom link.

An hour had passed and nobody viewed his message in the chat room. Elijah felt disappointed with the Grade 12 students. He knew that he has given clear guidelines and direction so that his students will continue learning amidst the pandemic.

Ring!! Ring!! Another call startled Elijah. This time the call comes from his mother.

"Hello Jing."

"Ma.."

"Are you busy?"

"No ma." Elijah was puzzled because the tone of his mother's voice is different.

"Jing.. I have terrible news. Your Papa got the virus while working in Tacloban."

Elijah felt like an arrow pierced his heart.

"Ma.. who told you?"

"Your Papa called last night. He told me that he felt the symptoms 3 days ago. Now he's in quarantine. He's not feeling well Jing but he's taking now the medication to fight the virus." Her mother said with crooked voice.

Elijah was shaking hearing another bad news. He couldn't speak anymore tears just fell from his eyes. He knew that he can't personally comfort his mom because she lives in another municipality. He couldn't break the protocols. Breathing heavily, he closed both of his eyes and when he opened it, he realized it was all just a nightmare.

Pangarap ni Onyok



MA. LIGAYA M. AZUR
Teacher III
Silangan Elementary School

Uwian na. Nagliligpit ng mga gamit si Onyok para makauwi na sa bahay. "Siguradong masarap na naman ang tanghalian naming dahil nanghuli ng manok na native si Apay kanina at siguradong ititinola iyon ni Amay, wika ng kanyang isipan. "Onyok hali ka na kumain na tayo", wika ni Amay. Pagkatapos ng kanilang pananghalian agad na tumulong si Onyok magliligpit ng kanilang pinagkainan at dumeretso siya sa kanyang maliit na mesa na ginawa ni Apay. Mahilig magdrawing si Onyok ng mga bahay kubo pati na rin mga building at pag-natapos na niya ang kanyang mga drawing ay ipinapakita niya agad kila Amay at Apay at sabay wika niya, "Gusto ko po makagawa ng disenyo ng bahay nyo po".

May humintong tricycle sa harap ng bahay. "Amay, Apay may tao po", sigaw ni Onyok. Nang bumaba ang sakay ay tumakbo si Onyok palapit kay Amay. "Huwag mo akong ibibigay sa kanila ha, promis ha", umiyyak na wika niya. Sila mama, papa at ate pala ni Onyok ang dumatingna may mga dalang pasalubong.

Pagkatapos ng isang linggong pananatili ng pamilya ni Onyok ay isasama na pala siya sa Taguig, sa kanilang tahanan. Ayaw niya sana sumama kaya lang ay sinabihan siya na may aasikasuhin lang muna ang kanyang lolo at lola ay susunod rin sila sa Taguig.

Pag-uwi nila sa Taguig ay malungkot si Onyok at palagi niyang hinahanap ang kanyang lolo at lola. Kaya naman tuwing bakasyon sa eskwela ay umuuwi ang pamilya ni Onyok sa kanilang probinsiya. Habang lumilipas ang panahon patuloy pa rin ang pangarap ni Onyok na magawan ng magandang disenyo ang bahay na ipapagawa kanyang ng lolo at lola niya sa kanilang probinsiya. Sa kasalukuyan ay nasa kolehiyo na si Onyok at kumukuha ng kursong Arkitektura at patuloy na nagsusumikap na matapos ang kanyang pag-aaral para matupad na niya ang kanyang pangarap para sa kanyang lolo at lola.

Pag-unawa sa binasa. Sagutin ang sumusunod na tanong.

1. Ilarawan si Onyok kung anong katangian ang ipinakita niya sa kwentong binasa?
2. Sino ang mga dumating na may dalang pasalubong?
3. Sa iyong palagay, matutupad kaya ni Onyok ang pangarap niya? Bakit?
4. Sa paanong paraan mo masasabing may pagkakatulad kayo ng pangunahing tauhan sa kwento?
5. Ano ang natutuhan mo sa kwentong binasa?

"Ang Malikhaing Isipan ni Mam Marina"



MARINA B. BINÁS
Teacher III

Gat, Andres Bonifacio High School, Taguig City

Si Marina B. Binás ay isang gusro sa Gat, Andres Bonifacio High School sa Taguig City siya ay walong taon na sa Pagtuturo at gurong tagapayo ng Baitang Pito- Mendel siya ay nagtuturo ng Social Science at Management marami siyang naiisip na paraan atistratehiya kung paano matatalakay at mauunawaan ng husto ang tinatalakay nia sa klase. Gumagamit siya ng mga stratehiya sa pagtuturo upang mas lalong maunawaan ng kanyang klase ang kanyang tinatalakay at upang mas makatotohan ang agham at teknolohiya sa kanyang mga estudyante.

Lunes ng umaga ay papasok na naman ang gurong si Marina sa eskwela inihanda na niya ang lahat ng gagamitin niya sa kanyang pagpasok lesson plan, powerpoint at maging ang iba pang kagamitan sa pagtuturo bang siya ay nag aayos ng kanyang gamit sumagi muna sa isipan niya kung bakit may mga studyante siyang hirap intindihin ang kanyang aralin at nakaisip siya ng pamamaraan upang ganahan ang kanyang mag-aaral sa kanyang klase at ang lahat ng ito ay maging aktibo sa pagsagot at maaring mas maraming matutunan ito sa kanyang pagtuturo.

Marina: Ano kaya ang gagawin ko sa klase ko sa group activity mag pa dula dulaan kaya ako sa aking klase at huhulaan nila ang bagay na itatanong ko bago sila sumagot? o hindi kaya kakanta muna sila bago ako mag sisimula sa aking aralin hmmm! Kailangan mas matuto at palawakin nila ang kanilang imahinasyon lalo na third Quarter na kmi? At kailangan mas mapataas pa nila ang kanilang grado dahil nga hirap sila sa subject ko ang social science & Management. Makaresearch ng ng iba pang stratehiya sa assignatura ko kung paano nila mas mamahalin ang subject na itinuturo ko?

Nakapag ayos na si Mam Marina at handang handa na siyang pumasok sa paaralan habang siya ay nag lalakad papasok ay nag iisip naman siya kung paano mas mamahalin at at magiging interesado ang kanyang mga mag -aaral sa knyang subject na social science & Management dito kasi ay paloob sa subject na ito ang agham at teknolohiya at unting unti ay nakaisip na siya ng paraan at siya ay masayang masaya kung paano na niya ito sisimulan na hindi aantokin at gaganahan na sa pakikinig ang kanyang mga mag-aaral.

Magandang Araw mga Bata! Ang bati ni Marina sa kanyang mga mag-aaral, magandang araw din po Mam Marina ang pag sangayon ng mag-aaral sa bati ng kanilang guro? At dito ay kanyang naiisp na gawin sa kanyang pagtuturo ay kanyang naapply bago siya mag simula sa klase ay nagpahula muna siya ng mga tanong na related sa social science na halintulad sa pinoy henyo at nagpakanta din siya na related din sa social science & management at pang huli ay nagpadula dulaan siya hinati hati niya ang kanyang istilo sa pagtuturo pinalawak niya ang kanyang imahinasyon upang hindi antokin at mahalina na ng kanyang mag-aaral at tumaas ang marka ng kanyang mga studyante.

The Mystery Box



JOEMEL M. ESTABILLO
Instructor 1 and College IGP
Cagayan State University Piat Campus

Once upon a time, There was a man named Joemel, and he had been in love with his longtime partner Ingeline Joy. Their partnership resulted in the birth of a child, whom they named RV after spending more than 10 years together. They resided in the seclusion of the Ara-naar village in Alcala. It's obvious how much he loves his spouse. One week before they celebrate their wedding anniversary, he plans to surprise his faithful wife with a straightforward yet stunning gift. He bought the most expensive jewelry online while simultaneously attempting to construct a box out of narra wood on his own.

One evening after dinner, he stood up and headed straight for their storage room while his wife stood to leave the table and take a break. For his box project, he completes the mise-en-place and mise-en-scene. Among the equipment at hand are pencils, push-pull rule, L-squares, marking gauges, chisels, mallets, saws, and wood shaving planes. To begin making the jewelry box, he measured, laid out, and cut a piece of stock. He uses dovetail joints to make sure that all its edges are firmly fastened. He always Double check all the angles until he got the best way form. He applied Varnish to give its shine before rising from the table, grinning with the jewelry box. He placed his unique, pricey jewels in his custom-made jewelry box.

When his wife realized that her husband was not in her bed, she became irritated. She believes he visited his mistress. Nevertheless, Joemel entered their bedroom. He endured hearing undesirable comments, but he nevertheless demonstrated and brought shock when he presented her the strange gift and saying Happy Anniversary Momhie. His wife cried and asked for forgiveness and they exchanged kisses and lived happily ever after.

Anecdote of a Selfish Sister



RISA MAE BUENDIA LOSPE
SST-I

Cagdianao National High School- Dinagat Islands Division

Mr. and Mrs. Lospe has two children. The elder one named Risa and his sibling is Irvin. The couple are both busy managing their company and so they give little attention to their children who are always left at home together with their Nannies.

As the younger child, Risa always gets what she wants and pampers by her parents most of the time that is why Irvin is jealous. Whenever Risa has new toys, shirts and even food, he doesn't share them to his younger brother.

One afternoon, their Mom came home with a pizza from Greenwich. Kim was at school and only her sister was left at home. "Dear, I bought you pizza. Give one half of this to your brother when he gets home, okay?" Mrs. Lospe, said. "Yes Mom, I will." The daughter answered. Upon eating his share, Risa suddenly had an evil plan of not giving her brother his share. "Aha! What if I just keep Irvin's share under my bed so I could have something to eat in the midnight?" Risa speaks through his mind.

Risa continued his plan and pretended nothing happened when her brother arrived from school. They went on their house routines and as usual was fighting with each other until late night came and it's time for them to sleep. Risa already forgot about the pizza that she hid under her bed as she was tight asleep.

At 3 am, Risa was disturbed by the itchiness all over her body and found plenty of ants under the bed sheet. She turned left to right and continues scratching her skin until she called the attention of her parents but they were nowhere to be found. She was bothered by where did the ants came from until she realized it was because of the pizza for her brother that he hid under her bed. Risa was regretful with what she did and realized that being selfish especially to her own brother is not good. Since that incident, she swears to be good and giving to her younger brother all the time.

PO EMS

POEMS



Dakila ka Ama



MONALIZA ROQUE-NARDO

Faculty/ Asst. Professor II
Cagayan State University Piat Campus

Sa araw na ito ako'y nagpupugay
Sa isang taong sa aki'y nagbigay buhay
Mga pangangailangan ko'y kanyang ibinibigay
Masiguro lamang maganda kong kinabukasan

Hindi ka man perpekto sa paningin ng iba
Ngunit para sa akin ikaw ay dakila
Pagmamahal mo'y walang kapara
Nagbibigay sigla sa akin sa tuwina

Bilang ganti sa iyong mga sakripisyo
Tutuparin ko lahat yaring mga pangako
Manatiling maka-Diyos at mabuting tao
Upang mabuhay ng payapa sa mundo

Sa iyong pagtanda ako ang iyong magiging kamay at paa
Aalagaan kita hirap man ay di alintana
Mahal kong ama na aking tinitingala
Ipinagpapasalamat sa dakilang lumikha.

Guro Ako



CHINKY T. QUIÑONES-SALDE, PhD.

Principal I

Pulang Lupa Elementary School/San Jose North District/DepEd Occidental Mindoro

GURO, apat na letra lang pero napakahalaga, hindi man nakikita ng iba
Pero malaki ang ambag sa nila, sa buhay ng mga batang gustong pumasa
Andiyan sila palagi, handang magbahagi ng kaalaman sa iba
Sobrang happy na nila, kapag ang mga bata'y natututong sumulat at bumasa.

Maagang gumigising para pumasok sa paaralan
Hindi alintanan ang layo at hirap ng dinaraan
Makapaghatid lang ng tapat na serbisyong kailangan
Sa mga batang paslit na nkaenroll sa mga paaralan.

Suot ang maayos na uniporme, may bag pa na malaking dala
Laman naman noo'y sandamakmak na visuals aids at lesson plan gamit pang eskwela
Pinagpupuyatan nila mam at sir gabi-gabi yan, para sa kanila
Kaya sila'y marapat lamang na mahalina, igalang at saluduhan pa.

GURO, salitang madaling bigkasin pero mahirap ang mga gawain
Kayang isakripisyo ang sariling pamilya para makapagsilbi sa atin
Hindi nagpapabaya sa kanyang sinumpaang tungkulin
Kaya't pakiusap ko lang, utos nila'y wag baliwalain.

Mapapagod pero hindi susuko, motto ng isang guro
Mga pangaral at payo niya lagi naming isinasaisip at isinasapuso
Kulang ang salitang salamat dahil hindi sila sumusuko
Sa mga batang paslit, layo na iyong nasa malalayong dako.

Ngiti mo lang sapat na, para sa maghapon pagod nila na nararanasan
Hindi alitana lahat ng hirap na pinagdaraan
Laging positibo sa mundo na kanyang ginagalawan
Kaya si TEACHER, tunay na kahanga-hanga yan.

In The Bivouac of Life



CLIFFORD T. PADILLA, PhD
CTEd Faculty
Cagayan State University at Piat Campus

Black as the night of Plutonian shore
Arise like the skylark at Maundy dawn
Covered by the frost of twilight zone
But the sun-kissed morn undressed its frozen saffron.
Like the seed beneath the crag
As seasons roll the Earth gives birth to a new world
Like the life in the cocoon in the season of loneliness and isolation
Hard, painful but beautiful
Remember this the next time you caught alone.
In the Martinmas leaves are falling
But in Jove's Grace bud forth brings
And the Nightingale of its new plume sings
Just like an August cicada shedding its skin
And a passerine breaking out of its cryptic shell.
The journey of shedding is tough, but worth it.
To grow the old skin must be shed to give way to the new
Like the pearly nautilus inside its sealed chamber
Despite wrecked, it continues to grow silently but beautifully.
In the bivouac of life when it gets hard
Remember that grape in the vine is crushed to make wine
That diamond, a treasure is made under pressure
And gold is tested by fire.

Euphoria of a Father to a Son



JOHNY P. ALVAREZ
Associate Professor V
Cagayan State University at Piat Campus

That exceeding joy exudes the desire
To scribble on a white paper
The words that sprung in the very core of my heart
Which gives fulfillment to the greatest of plea

Your birth is the greatest of gifts
A present beyond compare as new sprout
of the seed that was sown a long time ago
It ignites new hope, strengths and aspirations

Unspeakable emotions engulf my whole being
Of the mix feelings, joy, and exceeding gladness
Your first cry is a melody that penetrates my bones
A music that exudes a rarity of a caress

Truely I claim that you are the mystery of life
That is showered as manna by the heaven above
An answered to an earnest of all pleas and supplications
I am as Abraham who prayed and you're my Isaac

Your birth is the coming fulfillment
the attainment of a prayer
the realization of a highest desire
of adding to my breath and existence for a thousand years

You are the greatest of progeny that brings
Half of all my breath and the very life
Your wholeness I claim is my wholeness too
My pride and crowning glory that shines

Kapit Lang



MYRA OSMA LIPNICA
Master Teacher I
Itaran National High School

Sa buhay, pagsubok dumarating sa'tin
Kumapit lang, tulad ng punong tumubo
Sa punong animo'y wala ng halaga
Nagsilbing sandigan, nagbigay pag-asa
Upang mabuhay at maging
Inspirasyon

Ang bawat nilalang na naliligalig.
Sa mundong puno ng hilahil at dusa
Kumapit lang, sapagkat tayo'y may Diyos
Handang kapitan, sa pangangailangan.

Puno ng pagdusa subalit may pag-asa
Tingnan ang paligid, iyong makikita
Mga bagay, akala'y wala ng halaga
Huwag maliitin may silbi pa pala.

Kung ang buhay natin, puno ng hilahil
lisiping hindi na kayang batahin
Bakit itong puno, makayang tumubo
Sa punong patay at marupok na yata.

KUMAPIT ka lang sa KANYA Kaibigan
Siguradong di ka NIYA hahayaan
Ikaw na KANYANG anak handing kupkupin.
Tulad ng punong kumapit lang sa sanga.
Kaya...KAPIT LANG.



STRATEGIC PLAN

STRATEGIC PLAN

Area of Uncertainty



JENNIELYN A. ABELLO, LPT.
Teacher III
BINHS

Title Card

Area of Uncertainty

Task Analysis

Least Learned Competency

Finds the probability of a simple event.



Subtasks:

1. distinguish certain from uncertain events
2. order events as being more or less likely
3. use a scale from 0 to 1 to informally place everyday chance-related events

Guide Card

This material was designed specially to help you develop your skill in distinguishing certain from uncertain events.

Probabola is here to help you.



Hi! I'm Probabola. I will guide you on this journey. Every time you see me, I have information to tell you which may help you learn from this learning material. Enjoy learning!!!

Your Task:

- a. Read, understand and answer the Activity Cards.
- b. Complete the Assessment Card to note if you have learned something for the activities taken.
- c. Go further through answering the Enrichment Card.



Happy Learning!



Activity Card



Simple events are the events where one experiment happens at a time and it will be having a single outcome.
The probability of simple events is denoted by $P(E)$ where E is the event.
The probability will lie between 0 and 1. For example, tossing of coin is a simple event.

Activity 1: Where do I belong?

Decide whether the probability of each situation is certain to happen or not certain.

Someone from class will be sick tomorrow.

The event that it will rain today.

The day after Thursday is Friday.

Finding a person capable of running 2000 km per

The date after the 29th is the 30th in a month.

Activity 2: Whether you like it or not!

In each row, an event is described, put a check which best describes the likelihood of each event.

Event:

1. The event that it rains in summer.
2. You win first prize in a competition.
3. Drawing a red marble from a bag containing 6 red marbles.
4. A die is rolled and a prime number lands at the top.
5. The canteen in BINHS serves food for lunch.

Event:	Im-possible	Un-likely	Like-ly	Cer-tain
1. The event that it rains in summer.				
2. You win first prize in a competition.				
3. Drawing a red marble from a bag containing 6 red marbles.				
4. A die is rolled and a prime number lands at the top.				
5. The canteen in BINHS serves food for lunch.				



Likelihood is the chance that something will happen.

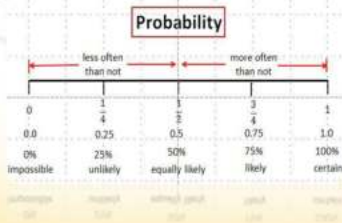
Measuring probability
As there is no chance of impossible events happening; the probability of **impossible** events is zero. **Certain** events will definitely happen; the probability of certain events is one.
All other events have a probability between 0 and 1. **Unlikely** outcomes have a probability closer to 0 than 1. **Likely** outcomes have a probability closer to 1 than 0.

Activity 3: Voice it out!



Say whether each event is **certain (C)** or **impossible (I)**

1. I am breathing
2. I will see President Marcos, Jr. tonight
3. I will stay awake for a month
4. Tomorrow will be another day
5. If I choose a card from a pack, it will be a heart, diamond, club or spade



Assessment Card

A. Order these events from the most **LIKELY** to most **UNLIKELY**.

Win the lottery	
Become the next President	
Have a Maths lesson	
I will clean my bedroom	
I will eat within the next 12 hours	

B. Describe these probabilities as:

certain, very likely, likely, even chance, unlikely, very unlikely, impossible.

Enrichment Card

- a. 1 Describe an event (not mentioned elsewhere on this sheet) which is:
 - b. 0.5
 - c. 0.99
 - d. 0.2
 - e. 0.8
 - f. 0
- a) very unlikely
 - b) very likely
 - c) likely
 - d) even chance

Reference Card

- <https://www.slideshare.net/06426345/simple-probability-35741253>
- <https://www.cazoommaths.com/maths-worksheets/statistics-worksheets/probability/probability-scale/>
- <https://www.slideshare.net/amiller666/probability-36697375>



STRATEGIC INTERVENTION

MATERIALS IN MATH 8

Fourth Quarter: Probability

$$\text{probability} = \frac{\text{event/s}}{\text{number of outcomes}}$$

How to Calculate Probability

The background of the page features a soft, out-of-focus image of several daisy flowers. The flowers are light-colored, possibly white or pale yellow, and their shadows are cast onto a light, textured surface, creating a gentle, naturalistic aesthetic. The overall tone is bright and airy.

ACTION RESEARCH

ACTION RESEARCH

Reading Assignment Notebook (RAN): A Teacher-Parent Collaborative Intervention Material to Improve the Reading Comprehension Skills of Grade 6 Learners



ALMER JANE B. DAMAYO
Master Teacher II
Pining Paglingap Elementary School

BACKGROUND AND RATIONALE

Reading is the most essential skill for success in school society. It is important because it is the basis of learning. While it isn't the sole source of learning, it is the standard backbone for the spread of the human knowledge. The written word is one of our main sources for the archival of information, so it is the key to unlocking that information vault.

Evidently, reading does make us knowledgeable. The more we read, the diverse books we read, each time we are adding valuable pieces of knowledge to our mental database. Everyone knows how important it is to be knowledgeable to succeed in any area of life that we choose. It will perhaps be less surprising to learn the most successful people in many walks of life would be the persons who are the most well-read. Wherefore, habitual reading will help improve the comprehension skills of a person because it will develop ones' critical thinking. Being able to find that Grade 6 learners can read and recognize words on the selection or stories given, but in terms of comprehending the text, they find themselves difficult. One evident result was during the conduct of Pre-Oral Reading Test last August 2022. All of the learners were in the Frustration Level, wherein they passed the word recognition but failed in comprehension from reading selection with five WH HOTS (Higher Order Thinking Skills) Questions.

Thus, the researcher decided to conduct a teacher-made reading test in English through Reading Assignment Notebook (RAN) with full collaboration and partnership to parents in order to improve the learners' reading comprehension skills and to make reading as their daily habit. The teacher prepared a daily reading material with questions to be answered by the Grade 6 learners at home with parents' signature attached. From the result of the teacher-made reading test in English for Grade 6, the researcher found out the improvement of the reading comprehension level of the learners.

This Reading Assignment Notebook (RAN) also provides many opportunities for the development of learners' language proficiency such as constructing sentences, correct spelling, strengthening vocabulary, correct grammatical structure, correct oral reading interpretation, correct intonation, and many others. This intervention material was also in one way of reconnecting the bond of parents and their children at home. Parents would spend time to follow-up the assignment of their children affixing their signature. Hence, learners would feel the emotional and mental support from their parents, and that, they will be motivated in accomplishing the tasked given. Thus, inculcating the love for reading will be embodied and manifested by the learners.

With this, the utilization and implementation of this innovative material help achieved the zero-out non-reader target during the conduct of Post-Oral Reading Test of Grade 6 learners of Pining Paglingap Elementary School, Tabango South District for class academic year 2022-2023.

ABS TRACTS

ABSTRACTS

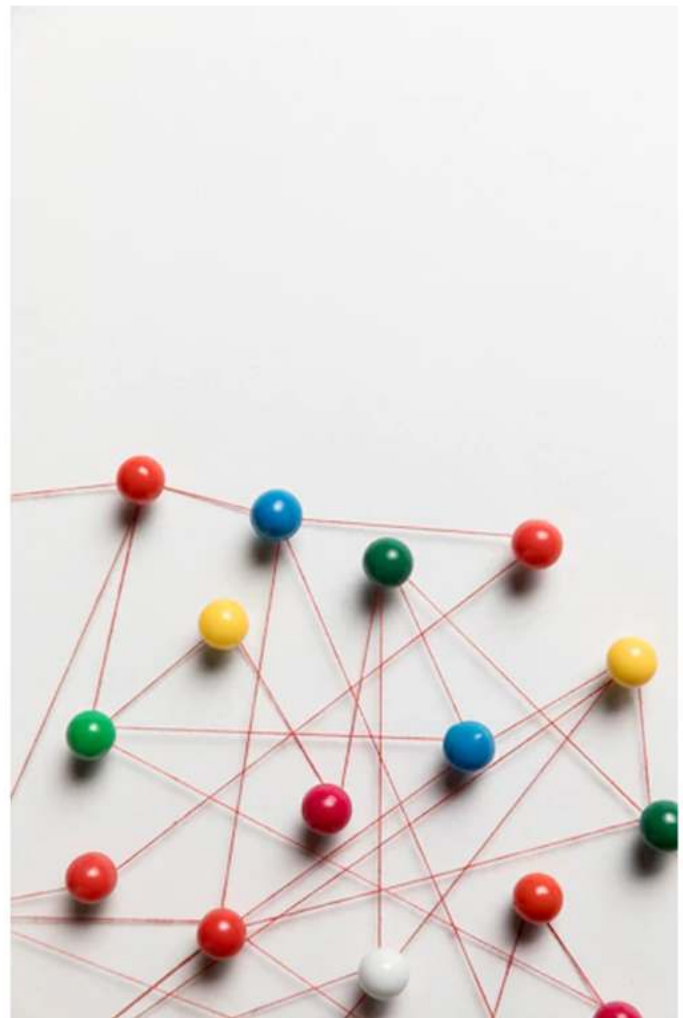
DOCUMENT DIGITALIZATION OPTIMIZATION PROCESS USING MATCHING ALGORITHM



CLIVEN JUNE B. CALUNSAG, LPT, MSIT
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Jose Rizal Memorial State University

The aim of this project was to create a matching algorithm-based document digitalization optimization process. The design, development, and evaluation of educational processes, programs, and products that must satisfy internal consistency and effectiveness requirements were studied systematically using the developmental research technique. The evaluation questionnaire, which the researchers created based on ISO 9126 for the software quality factor, served as the primary assessment instrument. In this survey, 30 respondents were used. The frequency count and mean calculation were the statistical methods that were employed. According to the study, a sophisticated feature was added to the document digitalization optimization process using the matching algorithm used in the system's conversion of the document to PDF. The fact that the system responds in five to ten seconds and displays the results of a search for documents that meet end-user requirements showed that the system produced is acceptable to the user. It entered the data accurately and without making any mistakes. It includes a special capability that digitizes paper documents. Thus, the optimization process is accomplished by a matching algorithm that enables consumers to reduce the amount of paper they file. Future researchers may use the generated software as a starting point to integrate keyword searches into picture files and photos.

Keyword: digitalization, matching algorithm, optimization process, system



THE LEVEL OF EFFECTIVENESS OF SINGAPOREAN MATH AS AN ENHANCEMENT APPROACH TO GRADE II MATHEMATICS



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The Singapore math method is child-focused, and seeks to make sure that the pupil gains a full and complete understanding of the fundamental mathematical concepts, rather than merely memorizes a rote collection of facts. This approach not merely enhances mathematical learning; it also offers a firm foundation from which broader mathematical principles can be extrapolated. The present study tries to find out the effectiveness of Singapore math strategies in learning mathematics among grade II pupils. Two equivalent group experimental-designs are employed for this study. The researcher has chosen 60 grade II pupils for the study. According to the scoring of pre-test, 30 pupils were chosen as control group and 30 pupils were chosen as experimental group.

The Quasi-experimental research using two-group design and pre-test and post-test design were used.

Based from the foregoing, the researcher concludes; the experimental group pupil is better than control group pupils in their gain scores. There is no significant difference between control group and experimental group pupils in their pre-test scores and post-test. There is significant difference between control group and experimental group pupils in the scores of posttest attainment of knowledge, understanding and application objectives.

Keywords: Singapore Math Strategies, Learning, Effectiveness, Mathematics



INNOVATIVE READING TUTORIAL AT HOME PROGRAM: A STRATEGY TO IMPROVE THE READING PERFORMANCE LEVEL OF STRUGGLING READERS AMIDST PANDEMIC



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This study endeavored to find out the Innovative Reading Tutorial at Home Program: A Strategy to Improve the Reading Performance Level of Struggling Readers Amidst Pandemic. This study involved Grade III struggling readers of Maasim Central Elementary School, Maasim, Sarangani Province enrolled during the school year 2020-2021. The researcher employed pre-experimental research utilizing a single-group design. Based on the findings of this study, it was found that the Innovative Reading Tutorial at Home Program: A Strategy to Improve the Reading Performance Level of Struggling Readers Amidst Pandemic was effective and has improved the reading level performance of Grade III struggling readers based on the Phil-IRI Posttest results in terms of word recognition and comprehension. It was recommended that employing the strategy may be continued to improve the reading level of the learners.

Keywords: innovative, reading tutorial, reading performance level, struggling readers, pandemic, Philippines



MOBILE APPLICATION FOR INTERACTIVE JOB PLACEMENT

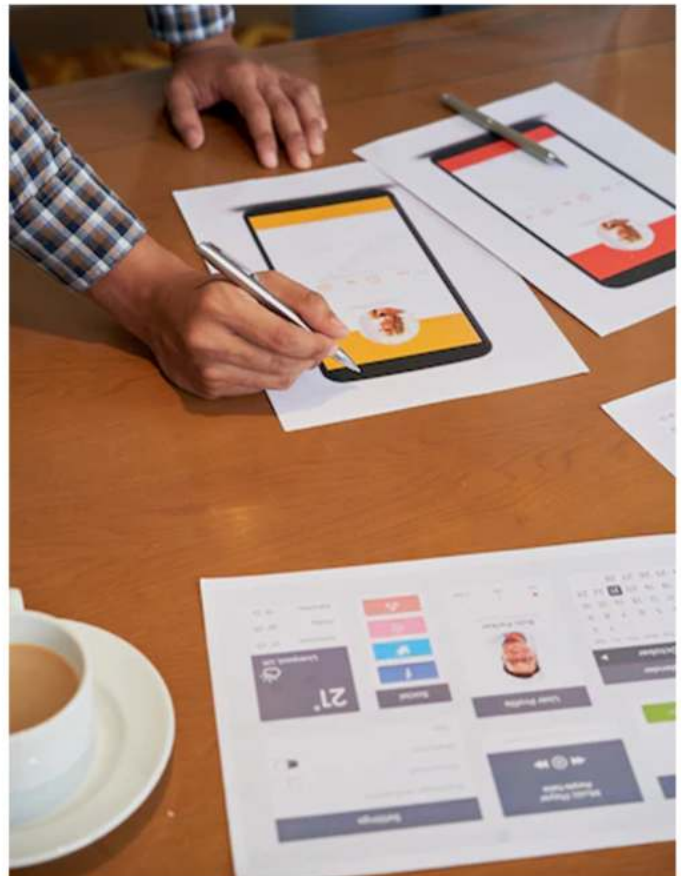


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The objective of the study, known as Mobile Application for Interactive Job Placement, was to create a system that enables and supports all users in having the simplest possible means of communication while seeking employment or a worker and to place the appropriate person in the right position.

The project development process, also known as the system development life cycle, which involves data collection, requirements analysis, designing, coding, testing and evaluation, implementation, and documentation, was used to complete this study. The aforementioned program greatly facilitates work for both clients and employees.

The research study was conducted in the province of Zamboanga del Norte, where many talented employees can have trouble finding employment. After doing a final test and assessment of the application system, the researcher concluded that it is dependable, useful, and functioning. There were three (3) groups of evaluators totaling twenty-five (25) who were used in the study. The group is made up of five (5) employees, fifteen (15) students, and five (5) IT instructors and professionals. The researcher discovered that the assessors judged the criterion outcomes to be highly satisfactory. The outcome demonstrated how useful, dependable, and functional the proposed application system is. The Interactive Job Placement Mobile Application is suggested to employers and competent individuals alike by the researcher.



Keyword: Mobile Application, Application System, Job Placement

CRITICAL THINKING SKILLS AS PREDICTOR OF DANCE PERFORMANCE PERCEIVED BY JUNIOR HIGH STUDENTS



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Rigorous dance preparation in connection with critical thinking skills is highly associated with a mastery of dance movements. With that, this study hypothesized that students' thinking skills are an essential component of their dance performance. Specifically, this study seeks to determine the domains of critical thinking skills that would predict the dance performance of students. Since the researcher has not found yet any scholarly articles that clarify which among the five indicators of critical thinking skills, namely: thinking, comprehension, remembering, reasoning, and paying attention significantly predicts the dance performance among the students. The statistical tools used in the study were mean, Pearson-r and regression analysis. The study employed a quantitative non-experimental research design utilizing causal-effect technique, where 206 Junior High School students were randomly selected using Slovin's formula at a 5% allowable error to respond to the adapted Likert-survey instrument. Through multiple regression analysis, the study revealed that the dance performance of the students is highly associated with critical thinking skills. Thus, critical thinking skills are related to the use of interpretation, analysis, evaluation, inferences, explanation, and self-regulation. These skills are all good predictors of dance performance. Therefore, critical thinking skills play an essential role in dance, and without critical thinking, students cannot dance properly.

Keywords: MAED-Teaching Physical Education, critical thinking skills, dance



UTILIZING MATHEMATICS LABORATORY TEACHING AIDS: ITS IMPACT TO THE ENHANCEMENT OF CRITICAL THINKING SKILLS IN STATISTICS AND PROBABILITY



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The quality of instruction is a challenge that education is now working to solve. The classroom environment is insufficient to pique students' interest and encourage them to listen to and engage in the lecturers' lectures. Teachers adopt new educational technologies and more potent instructional strategies as a result, all the while assessing the caliber of their own work.

One discipline that aids in the development of scientific structure, reasoning, and problem-solving skills is mathematics. Higher proficiency in this subject requires teachers who can incorporate additional curriculum components or teaching methods and who are logical, competent, and informed in their field. Numerous tools or aids are effective ways to encourage students' critical thinking skills and serve as fantastic sources of inspiration for learning mathematics.

Mathematics Laboratory refers to the venue where students can learn and explore various mathematical concepts and verify different mathematical facts and theories using varieties of activities and materials. Digital technology refers to teaching aids such as projectors, interactive boards, scientific calculators, and the like; E-Learnings refers to teaching aids that involve using computers with an internet connection; And Manipulatives where the process of using physical objects as a teaching aid.

Increasing the level of performance of Grade 11 students in Statistics and Probability is the basis of the author conducting this research.

This study attempted to determine the impact of Mathematics Laboratory Teaching Aids on the enhancement of critical thinking skills in Statistics and Probability of Grade 11 Senior High School Students at Aplaya National High School, Division of Santa Rosa City. This study used a quasi-experimental research design that was participated in by ninety (90) out of one hundred forty-six (146) students.

The result of the study shows that the use of mathematics laboratory teaching aids namely e-learning, digital technology, and manipulatives help the students increase their critical thinking skills level of performance. The result showed a significant difference between the pre-test and post-test scores in the performance of the student who was exposed to the Mathematics Laboratory teaching aids based on critical thinking skills assessment in terms of analyzing, evaluating, applying, problem-solving, and reasoning. The result also indicated that there is a significant difference among the post-test scores and performance of the three groups of respondents on critical thinking skills assessment in terms of analyzing, evaluating, applying problem-solving, and reasoning.

It implies that after the implementation of the users of different mathematics laboratory aids, they gain an understanding of the concept of the test of hypothesis, and correlation and regression analysis. Of the three mathematics laboratory aids, utilizing e-learning had the most impact on the critical thinking skills of the students.

PERSPECTIVE OF LOURDES ELEMENTARY SCHOOL TEACHERS ON FACTORS AFFECTING LEARNERS' READING COMPREHENSION SKILLS IN NEW NORMAL: A BASIS FOR INTERVENTION



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It is essential to have good reading comprehension skills to achieve effective learning, especially in primary education. In 2018, the educational sector found out via Program for International Student Assessment (PISA) that the Philippines ranked the lowest in Reading, which alarmed educators, school administrators, and parents (stakeholders) nationwide. Education authorities considered several causal factors; the K-12 curriculum, environment, teachers, and other stakeholders. The researchers conducted a study to identify which factor/s contributed the most to the decline. This study utilized mixed-method research in gathering the opinions of teachers of Lourdes Elementary School in Panglao, Bohol. The researchers employed an online survey via Google Forms to collect data. The eleven (11) elementary school teachers strongly agreed that parents are the most impactful and influential factor in the decline of students' reading comprehension skills. In addition, the recommendations from the respondents supported the idea of stronger collaborations between parents and teachers in addressing the decrease in reading and comprehension skills. The researcher humbly recommends that parents, with the support of schools and teachers, exert much more effort to motivate their children to value reading to increase their overall skills eventually.



SOCIO-ECONOMIC STATUS AND READING SKILLS OF LEARNERS: BASIS FOR FAMILY LITERACY PROGRAM DEVELOPMENT AND IMPLEMENTATION



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This study aimed to determine the relationship between the reading level of learners and three socio-economic factors namely, father's educational attainment, educational attainment of the mother and the family's monthly income. It also sought to determine the difference between the reading level of the respondents under lower income and higher income brackets.

One hundred seventy nine (179) learners and their parents were employed as respondents of this study. Descriptive and inferential statistics were utilized in order to analyse data gathered through documentary analysis using the Modified Learner Enrolment Survey Form (MLESF), Parents Teachers Association membership form and Philippine-Informal Reading Inventory (Phil-IRI) results.

Data revealed that among the three factors considered in this study, the educational attainment of mother has significant relationship with the reading level of the learners as implied by the computed p-value of 0.015 which is less than 0.05, indicating significant relationship. It was also found out that there is a significant difference between the reading level of learners under the higher income brackets and those under the lower income brackets as shown by the computed t-value of 4.54 with degree of freedom at 179 with the computed p-value of $<.001$ which is less than 0.05, the null hypothesis that there is no significant difference between the reading level of the learners with higher and lower income brackets was thereby rejected.

Based on the findings of the study, it was concluded that the mother has a significant impact

on the child's reading skills development. The capacity of the mother to assist the learner is an important aspect that will help foster the development of reading skills at home.

Family income is another important predictor of the learners reading progress. Although it does not have significant relationship to the reading level of the learners, it was found out that learners who are under the higher income brackets have a different reading level than those under the lower income brackets.

The conclusions drawn from this study strongly justify the recommendation that Family Literacy Program that seeks to improve the ability of the mothers to assist their children in reading while contributing to the livelihood development must be developed and implemented.



MANAGEMENT OF STUDENT'S SPECIALIZED PROTECTION PROGRAM AND HANDLING OF INTERVENTION PROGRAMS AMONG PUBLIC SECONDARY SCHOOLS IN SOUTH CENTRAL MINDANAO



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The study evaluated the management of student's specialized protection program and handling of intervention programs among public high schools in South Central Mindanao using the descriptive- predictive design to the randomly selected 355 respondents using Roasoft method. The study made use of mean, Pearson Product Moment Correlation, Full Model and Stepwise Regressions in the analysis of data. The major findings revealed the extent of management capability of public secondary schools for specialized student's protection program in terms of: professional capability of school personnel and capability building, provision of functional office and material resources interpreted, campaign strategies on crime prevention in school campus and community and management concerns for capacity building activities of CAR in school improvement plans were interpreted as moderately evident respectively. The extent of teachers' psychological core competencies, primary level interventions, secondary level interventions and tertiary level interventions were interpreted as moderately evident respectively. The correlational analysis between the management capability for specialized student's protection program and the teacher's psychological core competence to manage school strategies and programs in handling intervention programs for CAR and CICL revealed significant relationship in all aspect. The best predictors that emerged were management concerns for capacity building activities of CAR in school improvement plans, professional capability of school personnel and capability building to handle CAR and CICL circumstance and campaign strategies on crime prevention in school campus and community. The study concluded that there are children at risk and in conflict with the law

which are part of the challenges of the schools; but, good preventive measures, management program to handle and manage the children in conflicts with the law provided better chances for helping them return to normal life. An intensification of the student's specialized protection program is recommended to concern agencies.



PROJECT EINSTEIN: A SUPPLEMENTARY TEACHING AND LEARNING RESOURCE IN MATHEMATICS FOR ASYNCHRONOUS LEARNING



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Several approaches have been studied and tried to improve students achievement and performance in Science and Mathematics education. Innovation and technology can be used to provide educational opportunities to learners who had no access to education, such as scattered and rural populations, person with disabilities and in time of national emergencies. In the new setting amidst the threat of COVID 19 in the Philippines, the educators, students, and the school are still coping and adjusting to the distance learning education. Communication and access to the learning resources are the primary challenge considering that some of the students are coming from remote areas where signal and internet connections are weak.

The researcher developed Project EINSTEIN that can help the students in the asynchronous settings in which instructional aid from the teacher is limited. This supplementary device aims to guide the students in a step-by-step process in which it simultaneously help students enhance skills and participate meaningfully in the performance of the target skill and competencies. Project EINSTEIN stands for **ENhancing Student Skills** through **TE**chnology and **IN**novation. It is a device run by Arduino Microcontroller using Arduino Integrated Development Environment purely crafted by the proponent to address geographical situation of the proposed recipient. It is a solar-powered device using Solar Energy Board and Solar Panel as a renewable energy source to maintain cost effective and reliability.

The study analyzed the impact of Project EINSTEIN as supplementary teaching and learning resources to the performance of the students in Mathematics. The targeted population consists of 30 students of Sindangan National Agricultural School coming from different remote areas of Sindangan Zamboanga del Norte who adopted the asynchronous learning. The data revealed

that there is a significant difference on the student's academic performance with the aid of Project EINSTEIN as a supplementary teaching and learning resource in mathematics. Furthermore, it showed that engagement and motivation of the learners improved the academic performance in Mathematics 10 competency. The researcher strongly perceived that using Project EINSTEIN as supplementary device has significant effect to the students' academic performance as teaching and learning resource in the asynchronous learning.



KEYWORD: Innovation, Teaching and Learning Device, Solar Powered SciMath Calculator, Renewable Educational Technology

PARENTAL ENGAGEMENT AS SCHOOL INSTRUCTIONAL PARTNERS IN THE LIGHT OF BASIC EDUCATION LEARNING CONTINUITY



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Methodology

Descriptive Survey Research Design

Findings, Conclusions and Recommendations

The study focused on parental engagement as school instructional partners in the light of basic education learning continuity in selected public elementary schools in Taytay Sub-Office during the School Year 2021-2022. The study considered two groups of respondents. The first group consists of 100 percent of the total population of teachers in the said sub-office. Purposive sampling technique was used in the selection of the teacher-respondents. They were described in terms of age, sex, civil status, educational attainment, position title, length of service and webinars attended. The second group of respondents were selected parents in the same sub-office. They were described in terms of age, sex, monthly family income, number of children in the family, educational attainment, and occupation. Quota sampling technique was used in the selection of the parent-respondents. Descriptive survey research design was applied utilizing a questionnaire-checklist as a tool in gathering the needed data. The instrument measured the level of parental engagement as school instructional partners in the light of basic education learning continuity with respect to orientation on the module, clarification of the lessons, involvement in homework, parent-teacher relationship and support extended to school. Problems encountered by teachers and parents in the light of basic education learning continuity in public elementary schools were also determined.

The study reveals that majority of the teacher-respondents are female with ages 31-40 years old, married, bachelor's degree graduates having a Teacher I position. Most of them have served the institution for 1-10 years and have attended webinars on the national level. Meanwhile, most of the parent-respondents have ages 31-40 years old, female, married and have two children in the family. The majority of families earn a monthly income of below P10,000, parents are high school graduates and unemployed. Level of parental engagement as school instructional partners in the light of basic education learning continuity is perceived by both teachers and parents as Much Engaged with respect to the cited aspects. The null hypothesis is rejected and found significant on the level of parental engagement as school instructional partners as perceived by the two groups of respondents with respect to the different

aspects. As perceived by the teacher respondents the null hypothesis is accepted and found not significant on the level of parental engagement as school instructional partners with respect to the different aspects in terms of the selected variables. However, in terms of educational attainment with respect to the different aspects, the null hypothesis is rejected and found significant. On the other hand, as perceived by the parent respondents the null hypothesis is accepted and found not significant in terms of the selected variables with respect to the different aspects. In terms of educational attainment with respect to involvement in homework, the null hypothesis is rejected and found significant. The most encountered problems by teachers in the light of basic education learning continuity is Working schedule of parents/guardians" while parents encountered the most problem "Safety of teachers and parents".

The study concluded that parents and teachers have different perspectives on the level of parental engagement as a school instructional partner. Educational attainment of the parents and teachers affect the perceptions on their level of parental engagement as school instructional partners in the light of basic education learning continuity.

It is recommended that teachers may contact parents in a more informal setting to give feedback about the status of their children in school. School may provide space for parents request for face-to-face meetings which will enable real time dialogue between teachers and parents. School administration may support teachers for partnership and engagement with parents to build strong relationships. Further studies may be conducted utilizing other variables.



PROJECT TAPP (TEACHER AND PARENT PARTNERSHIP): STRENGTHEN THE PARENTS' INVOLVEMENT IN THE SUCCESSFUL IMPLEMENTATION OF MODULAR DISTANCE LEARNING.



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The purpose of this study is to strengthen the teacher and parent partnership for the successful implementation of modular distance learning.

This is descriptive quantitative research that aims to know the teacher and parent partnership during modular distance learning.

The result of this study San Juan Elementary School strengthens the teacher and parents' partnership by giving intervention for the common reason of the parents who cannot provide instructional support for their children.

This study showed that the teachers have a list of pupils who cannot provide instructional support from their parents based on the given reason the parents. These are the intervention to intensify their support that they agree with this intervention to conduct Online kamustahan for those pupils with gadgets and internet access while the pupils with no access to the internet can call or text to know the status of the pupils. They have constant communication between the parents and teachers for the success of this modality. The school launched Project Kapitbahay Ko! Pananagutan Ko helps parents who are not capable to assist their children. The said project encourages their relatives who are near to the pupils who need support for their studies.

Therefore, Modular Distance learning is more effective through the partnership of the teacher and parent to attain the goal of the DepEd to have quality education during the pandemic situation.

Based on the result of all interventions for the teacher and parent partnership during modular distance learning are effective at San Juan Elementary School based on the school form 5 all the respondents are promoted at the end of the school year through a collaborative partnership of the teacher and parents for the learning process of the pupils.



IMPACTS OF NON-ACADEMIC SCHOOL ACTIVITIES ON LEARNERS' MENTAL HEALTH



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The Philippines' system of education has taught beyond academic skills. As the country is known to excel in different fields, schools around the nation continue to hone students' potential and skills through numerous activities that enable them to improve and develop at a young age. The Department of Education has extended its curriculum beyond just adding knowledge to students' minds; they now engage them in several extracurricular activities at schools that let students realize their passion, whether it is in sports, literature, leadership, clubs, bands, theater, or a lot more. Extracurricular activities refer to activities at schools that provide opportunities for students to develop specific knowledge or skills that usually take place outside school hours.

Since students vary in different fields, not just academics, extracurricular activities at school have a huge role to play in boosting learners' self-esteem by doing the things they are happy and passionate about. Extracurricular activity is a non-academic activity that is included in development courses to help students think more clearly about themselves and the world around them. Extracurricular activities are a type of teaching strategy that incorporates experience, practice, and observation. Through numerous school events, those who are good in specific areas of learning are measured and given achievements, thus letting their hidden skills be shared and recognized by lots of people. By doing extracurricular activities, learners have the chance to showcase their abilities, which is an essential ingredient for their education, social functioning, and personal development. In addition, learners' engagement in school activities helps them find their interests, which will also help them in their future endeavors and careers. Participation is also developed, and they learn the process of teamwork, realizing their strengths and weaknesses in various fields that will enable them to improve physically, socially, and mentally. But despite all of the self-improvement benefits, it also adds advantages to our everyday lives by helping us become more productive, reduce stress, and provide a sense of purpose and fulfillment.

The role of extracurricular activities in schools is indeed to give students something to excel at aside from just doing schoolwork and focusing on academics. Through these activities, it makes students realize the importance of socializing since participating allows them to gain new friends, improve their social skills, and learn the values of their community as well as their culture. In simple words, these types of activities at school allow students to pursue interests outside the typical academic setting, helping them discover or explore new things beyond the academic context. On the other hand, engaging in school activities not only improves students' participation skills, it also enhances their habit of responsibility in all the actions they take, improves their time management skills, their communication skills, and their creativity. But despite all of these advancements, there are also numerous drawbacks. While extracurricular activities offer many benefits for students, some also believe that they are not that important.

As we all know, participating in extracurricular activities means being available all the time. With this, time is very fragile. Since practices require and can take up a lot of time, they can affect or interfere with students' academic performance by limiting their ability to just focus and prioritize their study. Although some can "multi-task", the amount of effort given to a task with limited and pressing time is not that high. Another factor is that not all students are interested in extracurricular activities, as not all things they are interested in fall under this kind of curriculum. They may have some hobbies that they find enjoyable, but school activities do not cover them. Also, engaging in this is not just about "time", it also needs financial support, so financial constraints are another factor as the majority of extracurricular activities are required to have equipment that is somehow expensive and not easy to afford. Individual differences also contribute to this matter. Every learner is different, and what works for one student may not work for another. With all of these factors, we could definitely say that engaging in extracurricular activities is not directly related to academic success. But what's worse is that this issue could potentially grow into a much more serious issue. It might reflect on students' mental health since it isn't easy to overcome such factors regarding school activities.

Although the majority of extracurricular activities' effects and impacts on students are positive, we should keep in mind that there are also disadvantages that they cause for our mental health. Burnout is one of the prime reasons for this; it plays a huge role in developing mental illnesses in line with stress and pressure. A weak immune system as well as a decline in performance or productivity are also contributors to this issue. Stress can be triggered by many different situations or life events, including school-related activities. On the other hand, participating in organized and extracurricular activities at school can have a positive impact on mental health in students since it helps them develop a higher self-image, better emotional regulation, and a lower risk of emotional distress. Students who are mentally healthy are more likely to arrive at school prepared to learn, participate actively in classroom activities, form affectionate and encouraging relationships with others, and achieve better academic and life accomplishments.

With all of the challenges mentioned above, it is now clear why maintaining a balance between academics and extracurricular activities is important for a more successful educational journey. Maintaining equilibrium between tasks will eventually lessen the risk of poor performance in one area. Doing both academic and non-academic activities will help students discover their true potential; however, academics come first. While extra-curricular activities are important, your first responsibility is to excel and get high grades since you will use all the knowledge you gain at school in future circumstances. In addition, to maintain a balance between these two, students must choose wisely between the fields in which they are truly interested and those that will help them on their way to success. Learning how to prioritize is crucial, so just participate in some activities that you enjoy rather than jumping into everything.

ON AND BEYOND THE CLASSROOM WALLS: UTILIZING FACEBOOK AS LMS IN CONDUCTING REMEDIAL CLASSES



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The purpose of this research was to determine the perception of the students under the remediation program for the subject Earth and Life. A survey was done by determining the perception of the respondents on the low performance in Earth and Life Science based on the Platform's utilization as Learning Management System during the time of remote learning brought about by COVID 19 pandemic. It was hypothesized that there was no significant difference in the respondents' engagement. The researchers also proposed that this platform can be used as an intervention program in the future when students will be back to the old normal way of learning face-to-face to address low performance in Earth and Life Science.

A purposive sampling was done among 10 Grade 11 lagging students in Earth and Life Science. A survey was done using a questionnaire on the perception of the students who had gone to the remediation. After the survey, the results were tabulated, and the weighted mean was computed for respondents. It is shown in the weighted mean result that three indicators are highly acceptable and two indicators are moderately acceptable as evidenced by the weighted means. The average weighted shows are highly acceptable. As the researchers interpret the data, it means that the use of Facebook was highly accepted. Table 3 shows the t-test analysis on the Frequency of the Engagement of the Respondents as Shown on the turned In Outputs before and after the use of Facebook as LMS in Earth and Life Remediation. The computed p-value of 0.16 is within the range of critical t-values, +1.968, at the 5 % level of significance as presented in Table 3, the statistical decision is rejecting the null hypothesis. Hence, the evidence is sufficient to support the claim that there is a significant difference in Frequency of the

Engagement of the Respondents as Shown on the turned In Outputs before and after the use of Facebook as LMS in Earth and Life Remediation. Due to this, the researchers proposed to implement the use of Facebook in remediation/ intervention program to strengthen the students' engagement. The researchers believed that this can also be a helpful way to increase the learners' performance in Earth and Life Science. The researchers will also see its impact on their performance attaining an increase in the mastery levels.



STRIKING A BALANCE: CULTIVATING THE FOUNDATIONAL MATHEMATICAL SKILLS OF HIGH SCHOOL STUDENTS ALONG WITH THE INTEGRATION OF DIGITALIZATION IN THE INFORMATION AGE



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Inarguably, we are now in an era where almost every field of study inevitably starts to intersect with the digitalization brought about by the information age and the field of mathematics is no exception. In such sense, stating that teaching mathematics education in the information age indeed presents a unique set of challenges, particularly to high school students is still an understatement. With the rapid advancements in technology and the widespread availability of information, students must learn to navigate a complex landscape where traditional mathematical skills intersect with emerging digital tools and applications. In this essay, we will explore the contemporary challenges faced by high school students in mathematics education and discuss potential strategies to address them.

One of the key challenges faced by high school students in the information age is the need for computational thinking skills. With the increasing prevalence of computers and digital devices, students are expected to understand how to use technology to solve mathematical problems effectively. The incorporation of computational thinking in mathematics education presents both opportunities and challenges. On one hand, computational tools can enhance students' problem-solving abilities and provide visualizations that aid in conceptual understanding. They can also enable students to explore complex mathematical concepts through simulations and modeling. On the other hand, the reliance on technology may overshadow the development of foundational mathematical skills and the ability to reason mathematically without the aid of digital tools.

Another significant challenge faced by high school students in the information age is the increasing focus on data analysis and statistical reasoning. However, the country's current high school curricula revolves only on the basics, the foundations. It would have had been more beneficial if it is to be reframed in a manner that are to provide opportunities for students to work with authentic data and develop skills in data visualization and interpretation. By incorporating real-world data into the curriculum, students can gain a deeper

understanding of the role of mathematics in extracting knowledge from data. Furthermore, the interdisciplinary nature of mathematics in the information age poses additional challenges for high school students. Mathematics is no longer confined to traditional fields but intersects with areas such as computer science, engineering, finance, and even social sciences. Students must understand how mathematical concepts are applied in various disciplines and develop the ability to think flexibly and solve problems in interdisciplinary contexts.

To address these contemporary challenges, mathematics education should embrace a more holistic approach. High school curricula need to strike a balance between developing foundational mathematical skills and integrating digital tools and interdisciplinary applications. Students should be encouraged to explore connections between mathematics and other subjects through project-based learning and collaborations with professionals from different fields. Moreover, teachers play a crucial role in supporting students in navigating the challenges of mathematics education in the information age. They need to be equipped with the necessary knowledge and pedagogical strategies to integrate technology effectively and create engaging learning experiences. Professional development programs, mentoring, and collaborative networks can help teachers enhance their skills and stay updated with the latest developments in mathematics education.



IMPORTANCE OF SCIENTIFIC LITERACY AMIDST THE PANDEMIC: A REFLECTION PAPER



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The level of scientific literacy in the Philippines right now is appalling. In international comparisons of scientific literacy, the ordinary Filipino student is abysmally uninformed about fundamental scientific ideas. This is a severe issue since scientific literacy is necessary for a nation to grow and prosper in the twenty-first century. The Philippines' flawed educational system is the main contributor to the nation's problem with scientific illiteracy. Most schools in the Philippines are overcrowded, understaffed, and underfunded, contributing to the abject quality of education there. Many teachers are compelled to teach outside their competence areas and are frequently inadequately qualified and underpaid. Students must therefore acquire a top-notch education and be suitably equipped for the challenges of the twenty-first century. There are two ways to address the issue of scientific illiteracy in the Philippines. The nation must first make changes to its educational system. This will necessitate a significant resource investment, teacher preparation, and infrastructure. Second, promoting scientific literacy among the people requires collaboration between the public and commercial sectors. Public awareness campaigns, educational initiatives, and ensuring that science and technology are available to everybody can accomplish this. It will take time for the Philippines to catch up to wealthy nations regarding scientific literacy, but it is achievable. The Philippines can acquire the scientific literacy required to succeed in the twenty-first century with the appropriate reforms and the dedication of the public and commercial sectors.

The outbreak of the COVID-19 pandemic has been a wake-up call for many people around the world. The pandemic has highlighted the importance of scientific literacy amidst a global health crisis.

The World Health Organization has declared the COVID-19 outbreak a pandemic. A pandemic is "an epidemic that has spread across a large region, multiple continents, or even worldwide". As of March 2020, there have been over 118,000 confirmed cases of COVID-19 and over 4,200 deaths. The outbreak has caused widespread panic and disruption, with many countries imposing travel restrictions and shutting down schools and businesses.

The COVID-19 pandemic has highlighted the importance of scientific literacy. Scientific literacy is understanding and using scientific information to make decisions about personal and public issues. Clearly, the general public needs to be more scientifically literate to make informed decisions about their health and safety during a pandemic.

There is a lot of misinformation about COVID-19 circulating on social media and the internet. This is dangerous as it can lead to people making poor decisions about their health. For example, there are false claims that drinking hot water can prevent you from contracting the virus. This is not true and can lead to scalding injuries.

The challenges posed by the lack of scientific literacy are many and varied. One of the most significant challenges is the proliferation of misinformation on the internet. This is compounded by the fact that many people are not aware of the difference between reliable sources of information and sources that are not to be trusted. This can lead to people making decisions based on false information, which can have serious consequences. For example, the anti-vaccination movement has gained traction in recent years, despite the overwhelming evidence that vaccines are safe and effective. This has led to a resurgence of preventable diseases, such as measles, which had been all but

eradicated in developed countries. Another challenge posed by scientific illiteracy is the inability of people to critically evaluate claims made by others. This can lead to people accepting false claims as facts and can have a negative impact on society as a whole. Finally, scientific illiteracy can lead to a general mistrust of science and scientists. This can make it difficult for scientists to communicate their findings to the public and can make it harder for society to make progress on important issues. It is crucial to be able to critically evaluate information before believing it. This is an essential skill of scientific literacy. There are a few simple questions you can ask yourself to help you determine if a claim is true or false:

- Who is making the claim?
- What is the evidence?
- Does the evidence support the claim?
- Is the claim backed by scientific experts?

If uncertain about a claim, it is always best to consult with a scientific expert or health authority. In the case of COVID-19, local health authorities or the World Health Organization may be consulted.

The COVID-19 pandemic has also highlighted the importance of scientific research. Scientists worldwide work tirelessly to learn more about the virus and develop treatments and vaccines.

It is essential to support scientific research to find ways to prevent and control future pandemics. Scientific investigations may be supported by donating to reputable charities, such as the World Health Organization's COVID-19 Solidarity Response Fund. Scientific research may also be supported by sharing accurate information about COVID-19 and promoting scientific literacy.

The COVID-19 pandemic has been a wake-up call for many people worldwide. The pandemic has highlighted the importance of scientific literacy amidst a global health crisis.

There is a lot of room for improvement when it comes to scientific literacy in our current educational system. One way to improve scientific literacy is to make sure that students have access to quality science education. This means teaching them not only the basics of scientific concepts but also how to apply those concepts to real-world situations. It also means exposing them to different fields of science so they can see how vast and interconnected the world of science really is. Another way to improve scientific literacy is to encourage students to ask questions and think critically about the world around them. Too often, students are taught to simply accept what they are told without questioning it. If we can get students to start questioning and thinking critically about the world around them, it will go a long way toward improving their scientific literacy.



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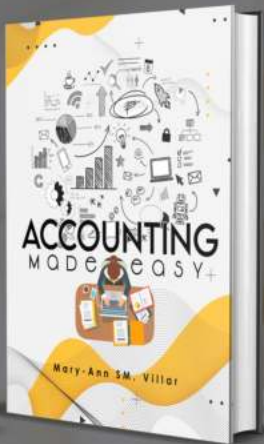
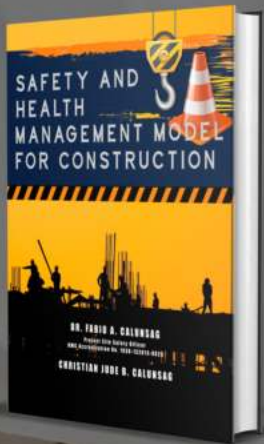
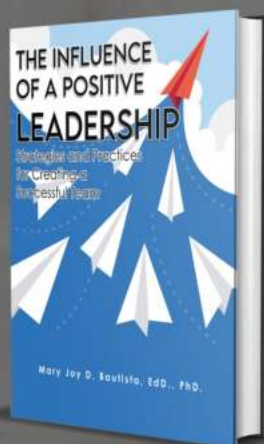
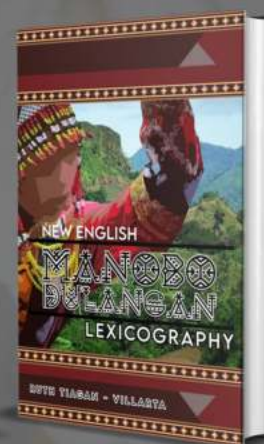
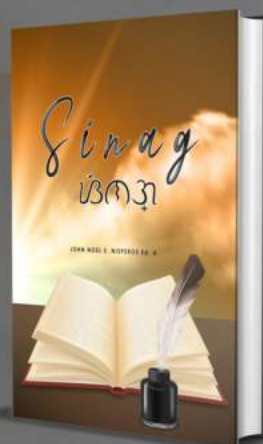
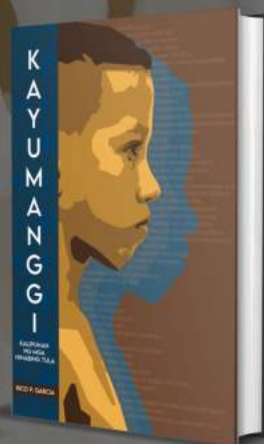
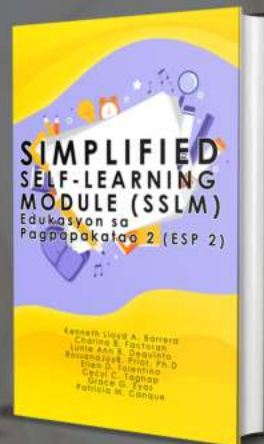
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