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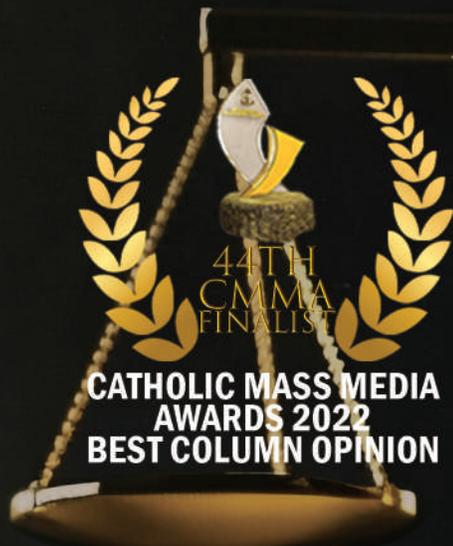


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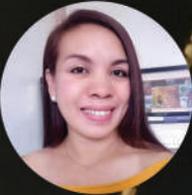
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- TEXTBOOK - OTHER CATEGORIES
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- MYSTERY
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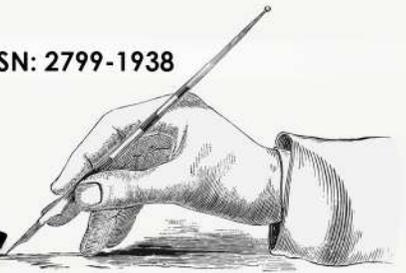
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Leonilo B. Capulso, PhD
CEO/President, Beyond Books Publication
Editor-in-Chief

LAW SCHOOL AND THE WORKING WORLD: A BALANCING ACT

For working law students, balancing the challenging studies of law school with the demands of a job creates a unique set of hurdles. These difficulties can be roughly divided into three categories: academic performance, economic strain, and time management.

The biggest challenge for working law students is probably time management. Law school demands a significant time commitment from its students, who must spend a great deal of time reading cases, getting ready for lectures, and doing coursework. Feelings of fatigue and burnout can commonly result from persistently trying to strike an acceptable compromise between these expectations and work hours.

Economic strain is yet another serious obstacle. The relatively high cost of tuition for law schools and the accompanying living expenses can put a heavy pinch on working students. This pressure may drive them to work longer hours, further reducing their already limited study time.

The combined effects of economic constraints and time restrictions could impact academic performance. Employed law students could find it tough to keep up with the reading and assignments, which could result in low marks and risk their standing in the classroom.

Despite all of this, working law students learn valuable skills, which include resilience, discipline, and time management. Since the legal profession often involves long hours and challenging workloads, these skills can be highly beneficial.



SAPERE AUDE

The Don Honorio Ventura School of Law (DHVSU-SOL) is a newly created law school in the country duly accredited by the Legal Education Board (LEB). Since it is still in its formative years, there are still many things to be done to comply with the requirements of the LEB for it to be fully recognized. Once a law school obtained recognition, it will allow the law school to graduate its students, to confer upon them their degrees and titles and to endorse them to the Office of the Bar Confidant for the Bar Examinations (*Art. II section 31.2 of LEB Memorandum No. 1 series of 2011*). On the other hand, Article V section 24 of the said LEB Memorandum mandates that all law schools shall publish a research journal. Pursuant thereto, LEB issued Memorandum Order No. 23, series of 2019 that provides guidelines for the establishment and publication of Law Journals in all law schools.

In compliance with the said memorandum, the founding dean of the school of law, Atty. David Robert Aquino, asked me to organize the Law Journal for DHVSU-SOL. I am fortunate that there are able and committed students who joined my team, thus, "The Honorian Law Journal" was established. After thorough consultation with my team, we were able to create our motto, "Sapere Aude" which literally means "Dare to Know". Albert Einstein once said, "If we knew what it was we were doing, it would not be called research, would it?"

Though our laws were meticulously crafted by our legislators, there were many instances where a law was declared void for being unconstitutional. We should be reminded that all laws must conform with the constitution it being the highest law of the land. This was eloquently discussed by the late Justice Isagani Cruz in his book "Philippine Political Law, 2002", where he said, "Constitution is the basic and highest law of the land to which all other laws must conform and to which all persons, including the highest officials of the land, must defer or comply. No act shall be valid, however noble its intentions, if it conflicts with the constitution. The constitution must ever remain supreme. All must bow to the mandate of this law". This is what we call the "Supremacy of the Constitution". In the case of Manila Prince Hotel versus GSIS, G.R. No. 122156,

A portrait of Atty. Tranquilino R. Cagurangan, Jr. LLM, a man with dark hair and glasses, wearing a dark suit jacket over a light blue button-down shirt. He is smiling slightly and looking towards the camera. The background is a dark, textured wall.

ATTY. TRANQUILINO R. CAGURANGAN, JR. LL.M
Director, The Honorian Law Journal
DHVSU School of Law
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February 3, 1997, the Supreme Court said that "if a law or contract violates any norm of the constitution, that law or contract, whether promulgated by the legislative or by the executive branch, or entered into by private persons for private purposes, is null and void and without any force and effect. Thus, since the Constitution is the fundamental, paramount, and supreme law of the nation, it is deemed written in every statute and contract".

An example of a law or portion of the law that was declared void for being contrary to the fundamental is the constitutionality of Section 36 (g) of Republic Act No. (RA) 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002, insofar as it requires mandatory drug testing of candidates for public office. To wit:

"(g) All candidates for public office whether appointed or elected both in the national or local government shall undergo a mandatory drug test."

A plain reading of this provision appears to be a good law, after all, we want our elected officials as drug-free to maintain integrity and effectiveness in government roles. However, the Supreme Court, in the case of *Social Justice Society versus Dangerous Drugs Board*, G.R. No. 157870, November 3, 2008, the Court ruled that Sec. 36(g) of RA 9165, is unconstitutional because it effectively enlarges the qualification requirements enumerated in the Sec. 3, Art. VI of the Constitution. It should be noted that there are only five (5) requirements to become a Senator, namely, (1) citizenship, (2) voter registration, (3) literacy, (4) age, and (5) residency. The Constitution did not state that candidates should undergo mandatory drug testing. Hence, Sec. 36(g) of RA 9165 was declared unconstitutional. The Court went to say that, "It is basic that if a law or an administrative rule violates any norm of the Constitution, that issuance is null and void and has no effect. The Constitution is the basic law to which all laws must conform; no act shall be valid if it conflicts with the Constitution".

Another instance where the Court declared unconstitutional is the creation of the "The Philippine Truth Commission of 2010" by virtue of Executive Order No. 1, dated July 30, 2010 issued by then President Noynoy Aquino. The clear mandate of the envisioned truth commission is to investigate and find out the truth "concerning the reported cases of graft and corruption during the previous administration" (of President Gloria Macapagal Arroyo).

There is no question that the intention of creating the "Truth Commission" is laudable, however, the Court in the case of *Biraogo versus Philippine Truth Commission*, G.R. No. 192935, December 07, 2010, ruled that Executive Order No. 1 should be struck down as violative of the equal protection clause (Art. 3, section 1) of the Constitution.

I am pointing out these cases because the focus of our Journal is to study, conduct an in-depth review of, and write about the problems areas and loopholes of the law. In so doing, we will not only be able to contribute to improving legislation, but for our readers to "Know", to further protect their life, liberty, and property as enshrined in the Constitution.

The Honorian Law Journal, though it is still in its infancy stage, aims to publish our first ever journal before the end of the year. Unfortunately, our beloved founding Dean, will not be able to see it anymore since he passed away last August 7, 2024.



THE HONORIAN LAW JOURNAL

Don Honorio Ventura State University
School of Law



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EFFECTIVE STRATEGIES FOR TEACHING NUMERACY IN ELEMENTARY GRADES: A TEACHER'S JOURNEY

Perlita Q. Adina
Master Teacher I
Polangi Elementary School
Taft District, Taft, Eastern Samar
SDO – Eastern Samar

Numeracy is more complex than teaching the concepts and operations of mathematics, especially as an elementary school teacher. Creating number sense with these young learners calls for a lighter touch and numbers to which they can relate. Along this journey, I have discovered some compelling strategies. These strategies revolutionized how I dealt with learners and stimulated their mathematical growth.

I have found one of the most potent methods to be hands-on learning. Manipulatives from blocks to counters and geometric shapes have proved to be an effective method of allowing learners to understand complex mathematical abstractions more efficiently while making learning a fun, interactive experience. One way I do this is - when teaching addition and subtraction. For example, whenever we need to figure out $5+3$ or $8-4$, etc., I will give counters of different colors on which their task will be mostly moving or sharing counter physically, i.e., the learners are turning abstract concepts into concrete ones because this builds more scale models, makes learning a continuous activity, and encourages the learners to learn regularly. I extensively use visual aids to help learners visualize mathematical relationships, and tools such as number lines, bar models, and diagrams are instrumental in this process. Using colors to indicate different parts of a problem, I help learners with organization and logical steps in processing. This approach not only aids in understanding but also encourages proactive thinking in real-life issues.

One of the critical aspects of my teaching is the emphasis on applying numeracy skills to real-life situations. By relating mathematical concepts to everyday circumstances, learners can see the practical relevance of their classroom learning. For instance, in our lesson on fractions, we measured ingredients for a recipe together, demonstrating how fractions are used in practical situations. This enhanced their understanding, stimulated curiosity, and inspired them to delve deeper into the subject.

Furthermore, I emphasize the need to use numeracy abilities in everyday scenarios. I taught the learners how to apply mathematical principles to real-life issues, allowing them to apply what they have learned outside their educational environment. For example, in our fractions lesson, we measured ingredients for a dish to show how fractions are used in ordinary situations. This improved their comprehension, piqued their interest, and encouraged them to learn more about the subject.

Another productive way I teach math is to incorporate games or activities into the classroom. Math games like Bingo, Math Jeopardy, and scavenger hunts allow learners to improve their understanding of mathematics

while encouraging teamwork and critical thinking. Learners are more engaged when they can apply what they've learned in a playful setting, making learning dynamic and collaborative.

Additionally, I believe in differentiated instruction to cater to my learners' diverse interests and needs. By giving different difficulty levels and support, I ensure each child receives individual learning activities that stimulate growth and build numeracy confidence. I can cater to varying learning styles through small group work and one-to-one interventions while offering specific advice that supports ongoing development.

Reflecting on my teaching journey, I appreciate the importance of continuous assessment and constructive feedback. Formative assessments help me monitor learners' progress and identify areas where additional support is needed. Providing timely feedback that focuses on correct procedures and conceptual understanding empowers learners to take ownership of their learning and strive for academic excellence.

In conclusion, teaching numeracy to elementary learners is a rewarding yet challenging endeavor that requires creativity, patience, and dedication. Through hands-on learning, visual aids, real-life applications, games, differentiated instruction, and ongoing assessment, I strive to create a supportive learning environment where learners can develop strong numeracy skills. As a teacher, these strategies have transformed my approach to teaching mathematics and inspired a love for learning among my learners, thus making a solid foundation for their future academic success.





DEALING WITH DIVERSE LEARNING NEEDS: STRATEGIES FOR TEACHERS

Princess Joy E. Baleros
Teacher I
Tambac Elementary School

As classrooms become more diverse, teachers face the challenge of meeting the needs of students with different learning styles, abilities, and backgrounds. It is important for teachers to develop strategies that address the diverse learning needs of their students to create an inclusive learning environment where all students can succeed.

Identify and Understand Different Learning Styles. The first step in addressing diverse learning needs is to identify and understand your students' different learning styles. Students may be visual learners, auditory learners, or kinesthetic learners, among others. By understanding your students' different learning styles, you can tailor your teaching methods to meet their individual needs.

Use Differentiated Instruction. Differentiated instruction is a teaching approach that involves tailoring instruction to meet the individual needs of each student. This can include using various teaching methods, such as visual aids, hands-on activities, and group work to engage different types of learners. By using differentiated instruction, teachers can ensure that all students are challenged and supported in their learning.

Provide Accommodations and Modifications. Accommodations and modifications are changes made to the curriculum or instruction to meet the needs of students with disabilities or other special needs. Accommodations may include providing extra time on assignments or allowing students to use assistive technology such as text-to-speech software. Modifications may involve simplifying the curriculum or adjusting assignments to meet the abilities of individual students.

Foster a Positive Learning Environment. Creating a positive learning environment is essential for meeting the diverse learning needs of your students. This includes promoting respect and understanding among students from different backgrounds and creating a safe and welcoming classroom environment where all students feel valued and supported.

Collaborate with Colleagues and Parents. Collaborating with colleagues and parents can also be an effective way to address diverse learning needs. Teachers can share strategies and resources for meeting the needs of different types of learners. Parents can provide valuable insights into their child's learning needs and may be able to offer suggestions for how teachers can support their child's learning.

Use Universal Design for Learning (UDL). Universal Design for Learning (UDL) is a framework that provides teachers with a set of principles for creating inclusive

environments that meet the needs of all students. UDL offers multiple means of representation, expression, and engagement to ensure all students can access and participate in the curriculum.

Provide Regular Feedback and Assessment. Regular feedback and assessment are essential for meeting your students' diverse learning needs. This can involve using a variety of assessment methods, such as formative assessments, self-assessments, and peer assessments, to provide students with feedback on their progress. By providing regular feedback and assessment, teachers can identify areas where students may be struggling and provide additional support as needed.

Embrace Cultural Diversity. Cultural diversity is an essential aspect of diversity in the classroom. Teachers should embrace cultural diversity by incorporating diverse perspectives into their teaching materials and creating a classroom environment that celebrates diversity. This can help students feel valued and supported, improving learning outcomes.

Provide Opportunities for Student Choice. Providing opportunities for student choice is another effective way to address diverse learning needs. This can involve allowing students to choose topics for assignments or projects or providing options for how they complete tasks (e.g., written report vs. oral presentation). By providing opportunities for student choice, teachers can engage different types of learners and help students take ownership of their learning.

Seek Professional Development Opportunities. Finally, seeking professional development opportunities is essential for teachers who want to effectively address diverse learning needs. These opportunities can provide teachers with new strategies and resources for meeting the needs of different types of learners and help them stay up-to-date on best practices in inclusive education.

In conclusion, addressing diverse learning needs requires a multifaceted approach that involves identifying and understanding different learning styles, using differentiated instruction, providing accommodations and modifications, fostering a positive learning environment, collaborating with colleagues and parents, using Universal Design for Learning (UDL), providing regular feedback and assessment, embracing cultural diversity, providing opportunities for student choice, and seeking professional development opportunities. By implementing these strategies, teachers can.

CREATING SAFE AND INCLUSIVE SCHOOL ENVIRONMENTS: PREVENTING BULLYING AND HARASSMENT



Arlani Agner Bergado MAEd
Teacher III
Kawayan Elementary School

Creating a safe and inclusive environment in schools is crucial for the well-being and development of students. Bullying and harassment are significant issues that can impact students' mental health, academic performance, and overall happiness. Preventing these behaviors requires a community effort involving educators, students, and parents.

One fundamental step in creating a safe environment is implementing clear policies and rules against bullying and harassment. These policies should be communicated to all members of the school community. Students who know what behaviors are unacceptable and understand the consequences are less likely to engage in bullying. Regular training sessions for educators and school staff can help them recognize signs of bullying and respond effectively.

Another critical strategy is fostering an inclusive school culture. This can be achieved by incorporating lessons on empathy, diversity, and respect into the curriculum. When students learn about different cultures, backgrounds, and perspectives, they will likely develop empathy and understanding. Schools can also create clubs and activities that celebrate diversity and encourage students to appreciate one another's differences.

Peer support programs can also play a vital role in preventing bullying. In these programs, trained student volunteers serve as mentors and support their peers. They can help mediate conflicts and offer a safe space for students to express their concerns. Schools can create a sense of community and peer accountability by involving students in the process.

Engaging parents is also essential in addressing bullying. Schools should inform parents about their anti-bullying policies and provide resources to help them talk to their children about the importance of kindness and respect. Parent-teacher meetings, workshops, and newsletters can be used to keep the lines of communication open between home and school.

Finally, providing support for both victims and perpetrators of bullying is crucial. Counseling services should be available for students who have been bullied or harassed, helping them to rebuild their self-esteem and sense of security. For those who bully, counseling can address underlying issues and teach more constructive ways to interact with others.

Creating a safe and inclusive school environment is a shared responsibility. By implementing clear policies, fostering a culture of empathy and respect, engaging parents, and providing support services, schools can significantly reduce instances of bullying and harassment, ensuring a positive and nurturing environment for all students.

TUNGUHING EDUKASYONAL SA PANAHON NG GLOBALISASYON: GAMPANIN NG MGA GURO SA PAGTUTURO NG MALIKHAING PAG-IISIP SA MAKABAGONG PANAHON



Maite C. Calimag
Teacher III
Isabela National High School

Sa ating pagharap sa alon ng rumaragasang globalisasyon, hindi maingatngi na napakaraming mga pagbabago ang naging hatid nito sa iba't-ibang sektor at aspeto ng kasalukuyang lipunan. Kalakip na nito ay ang patuloy na paglaganap din ng paggamit ng teknolohiya na siyang naging pangunahing tulay at instrumento sa pag-unlad ng sangkatauhan na hindi maipagkakaila na tunay na naging kapaki-pakinabang sa ating pang-araw-araw na pamumuhay. Ngunit kaakibat ng mga benepisyo na hatid nito ay ang tila walang katapusan din na mga panibagong pagsubok katulad na lamang ng kompromiso sa kalikasan na pangunahing direktang negatibong epekto nito na sa mundong ating ginagalawan.

Kinakailangan ng sangkatauhan ng malilikot at malikhain na mga isipan na may kakayahan na aktibong makilahok sa diskurso at direktang makibahagi sa paglutas ng mga suliranin na ating kasalukuyang kinakaharap. Kritikal sa isyung ito ang pagpukaw ng kamalayan ng bawat indibidwal sa pamamagitan ng edukasyon. Ngunit sa konteksto ng edukasyon sa Pilipinas, lubos na nakalulugmok ang kalagayan at estado ng kalidad na natatamasa ng ating mga mag-aaral, partikular na sa aspeto ng malikhaing pag-iisip o creative thinking. Kung pagbabatayan ang naging resulta ng isinagawang creative thinking assessment ng Programme for International Student Assessment (PISA) na lumabas kumakailan lamang kung saan sinuri ng nasabing organisasyon ang kagalangan ng mga mag-aaral edad labinlima mula sa animnapu't-apat na bansa sa mundo, napakababa ng pwesto na nakuha ng Pilipinas na nasa ika-animnapu't-isang puwesto. Kung masusing sisipatin, mahihinuha mula sa datos na ito na ito na ito na ito ngang nakararanas ang bansa ng seryoso at malawakang krisis sa edukasyon na kinokompromiso at inilalagay sa panganib ang ating progreso bilang isang developing country. Kaugnay nito, mahihinuha na kritikal ang gampanin ng edukasyonal na sektor sa paglutas ng nasabing isyu sapagkat bilang pangunahing sektor na naatasang buhayin ang kamalayan at hulmahin ang mga isipan ng kabataang henerasyon, malaki ang responsibilidad na iniatang sa balik ng mga namumuno, lubos na sa mga guro na bumubuo rito, sa pagsiguro na ang bawat kabaatang Pilipino ay nagtataglay ng kaukulang kaalaman at kakayahan upang epektibong mapagtagumpayan ang mga pagsubok na dala ng globalisasyon sa kasalukuyang nagbabagong panahon. Ibig sabihin nito, lubos na kinakailangan na ang ating mga guro ay hindi lamang tagapaguro ng mga kaalaman at kasanayan base sa kung paano ito dapat na ituro ayon sa libro, kundi tagapagtaguyod din ng mga aktibidad at karanasang nagbibigay-din sa malikhaing pag-iisip kagaya ng "thinking outside the box" o pag-iisip ng hindi naayon sa karaniwan. Ang krisis na ito ay isa ring tawag sa mga namumuno upang mas maging malikhain sa mga programang ipinapatupad upang makapagbigay ng mga naayong solusyon na mas makakabenepiso sa ating mga mag-aaral.

Samakatuwid, mahalaga ang pagkakaroon ng mga guro na hindi lamang teknikal sa kanilang mga kaalaman kundi mayroon ding kakayahan na magturo at mag-udyok ng malikhaing pag-iisip upang mapalawak ang kasanayan ng kanilang mga mag-aaral sa pag-analisa, paglutas ng problema, at pagbuo ng mga bago at inobatibong ideya. Sa pamamagitan nito, siguradong matutulungan ang mga kabataang Pilipino na maging mas handa at epektibo sa pagharap sa mga pagbabagong dulot ng globalisasyon sa ika-dalawampu't isang siglo.

CLOSING THE SKILLS GAP THROUGH PROJECT LEAP: LITERACY ENGAGEMENT AND ACTIVITY PATHWAYS AT POLANGI

ELEMENTARY SCHOOL

Project LEAP

POLANGI ELEMENTARY SCHOOL
Taft District, Eastern Samar



Perлита Q. Adina
Master Teacher I
Polangi Elementary School
Taft District, Taft, Eastern Samar
SDO – Eastern Samar

A pathway to literacy and bridging the skills gap with a literacy intervention program at Polangi Elementary School, Taft District, Taft, Eastern Samar through project LEAP; this is the priority engaging program for the Grade 3 class of Polangi Elementary School, by Perлита Q. Adina, Master Teacher I. Aimed to bridge the skill deficit gap with our learners relative to reading proficiency, this targeted struggling learners with literacy to attain a more equitable instructional setting.

Among the vital elements that supported this program were whole-class literacy assessments at the beginning of the year to discover the learners who were backward in reading, using data to inform the tailoring of interventions against learners' needs, and conducting small-group reading sessions focused on targeted skills development. Learners whose testing performance revealed the exact support needs were grouped. Instruction emphasized ensuring interactive and engaging lessons and included vital areas such as phonics, vocabulary, and comprehension. Learners who needed more intensive intervention were offered individual tutoring. In this personalized approach, specific challenges are dealt with, and more focused instruction can be delivered. Knowing that families are instrumental in their children's learning process, we established workshops to educate parents on how to use effective reading strategies and support their children in reading development at home. Recognizing the parents' role should make them feel valued and integral to their children's learning.

In the previous school year, 2023-2024, 85% of the learners demonstrated a grade level of growth in reading. The multiple and engaging approaches utilized by the program, such as games and storytelling, created considerably higher learners' interest and engagement in reading. Learners' feedback indicated higher interest and confidence in their ability to read. The parent workshops were efficient; most parents reported feeling better equipped to help their children read at home. This bolstered parental support, which worked to the advantage of the learners' experience. The small group settings and individual sessions provided opportunities for facilitating instruction tailored to individual learner needs in learning. Learners participating in these sessions significantly improved their reading skills and demonstrated healthier reading habits. Despite the successes, several challenges arose in the program. These included a need for appropriate reading materials and an insufficient number of hours conducted due to other ancillary tasks by the program proponent, which could have improved the program's potential effectiveness. Learners also faced difficulties maintaining consistent attendance for intervention sessions due to various issues such as family commitments or health. Even though the small group and one-on-one approaches were influential, differentiating instruction for the groups' varying characteristics was sometimes tricky. Flexibility in time scheduling or other incentives to encourage regular attendance; further professional development for teachers to better differentiate instruction and effectively meet the diverse needs of learners. The reading program successfully bridged the skill deficit gap among grade 3 learners. This was manifested through a significant improvement in reading proficiency, which positively impacted learners' engagement and instilled a sense of optimism about the program's potential.

The grade 3 class engaging program at Polangi Elementary School has positively affected reading proficiency gaps. Leveraging this positive momentum in every area that went right and using areas for improvement as lights to guide our work, we are committed to further enhancing our learners' literacy skills and promoting a love for reading that will last throughout their educational lives. This commitment should reassure the learners and be disseminated or adopted to all grade levels in the school for the continuous improvement of the program and, most of all, the learner's successful learning journey.

OVERCOMING EDUCATIONAL BARRIERS: STRATEGIES FOR INCLUSION AND ACCESS



Arlani Agner Bergado MAEd
Teacher III
Kawayan Elementary School

Education should be a universally accessible right, yet many individuals face barriers that hinder their academic progress. These barriers range from socio-economic challenges to physical or cognitive disabilities. Addressing these obstacles requires concerted efforts and strategic planning to foster a more inclusive and accessible educational environment.

One effective strategy for overcoming educational barriers is the implementation of inclusive teaching methods. Inclusive teaching involves adapting the academic environment to meet the diverse needs of all students. This approach can include varied instructional strategies, differentiated assignments, and assistive technology. Teachers can benefit from professional development programs that equip them with the skills to recognize and address the diverse learning needs of their students.

Another significant strategy is enhancing accessibility through technology. In today's digital age, technology can be a powerful tool to bridge educational gaps. For example, speech-to-text software, screen readers, and other assistive technologies can make learning materials more accessible to students with disabilities. Additionally, online learning platforms enable students from remote or underserved areas to access high-quality educational resources.

Financial barriers often prevent students from pursuing their education. Scholarships, grants, and affordable loan programs can provide critical financial support to needy individuals. Schools and communities can partner with local businesses and non-profits to fund educational programs and provide resources like school supplies and textbooks.

Improving school infrastructure is another crucial step. Schools must have the necessary resources to accommodate all students, including ramps for wheelchair users, proper lighting, and accessible restrooms. Furthermore, classrooms should be designed to create a conducive learning environment for students with sensory needs.

Parental and community involvement plays a vital role in breaking down educational barriers. Parents and community members actively participate in the educational process to create a supportive student network. Schools can encourage this by organizing regular parent-teacher meetings, community workshops, and volunteer opportunities.

Lastly, fostering a culture of inclusion and respect within schools is essential. Students should be taught the importance of empathy and understanding toward their peers. Anti-bullying programs and peer mentoring can cultivate an environment where all students feel valued and supported.

Overcoming educational barriers is a multi-faceted challenge requiring inclusive teaching, technological support, financial aid, improved infrastructure, and community involvement. By adopting these strategies, we can create a more inclusive and accessible education system that empowers every student to succeed.

BREAKING STEREOTYPES: THE RISE OF BASKETBALL GIRLS IN THE PHILIPPINES



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Within the vibrant imagery of Philippine sports, basketball symbolizes enthusiasm, unity, and passion. The country's basketball scene is undergoing a major change, with girls and women making great achievements in the sport, even though the limelight is often focused on the male-dominated leagues. This essay explores the remarkable journey of the basketball girls from the Philippines, emphasizing their accomplishments, tenacity, and influence on the country's sports culture.

In the past, basketball in the Philippines has been closely associated with masculine supremacy, as evidenced by the legendary careers of players like Carlos Lozada and Robert Jaworski. Nonetheless, there has been a noticeable increase in girls' and women's basketball involvement in recent years, driven by expanding possibilities, support for gender equality, and young athletes' unwavering resolve to shatter stereotypes.

The path taken by Philippine basketball girls is not without difficulties. Strong obstacles are frequently presented by cultural expectations, resource scarcity, and gender prejudices. Girls all around the archipelago are putting on their sneakers, dribbling past hardships, and making a lasting impression on the court despite these challenges.

One of the biggest obstacles for female prospective basketball players compared to their male counterparts is the lack of facilities and support. Many girls struggle with inadequate resources, restricted access to training programs, and a lack of opportunity to display their abilities. These difficulties, nevertheless, have only strengthened their will and motivated them to succeed despite all the odds.

Despite the difficulty, Philippine basketball girls are breaking stereotypes, tearing down barriers, and making a name for themselves in the sports world. Their journey is not just about scoring baskets; it is a testament to the power of resilience, grit, and unwavering belief in oneself.

Moreover, the rise of role models like Bea Daez, Jack Animam, and Aril Bernardino has motivated a new generation of girls to follow their basketball aspirations with passion and determination. Their accomplishments on the court represent more than just their talent; they are a source of inspiration, empowerment, and boundless possibilities for Filipino women in sports.

The rise of basketball girls in the Philippines is changing society's views and promoting an inclusive and empowered culture outside the basketball court. By defying gender norms and prejudices, these young athletes are laying the groundwork for a more diverse and equal sports environment.

In addition, the accomplishments of the Philippine basketball girls trigger societal change, sparking discussions about representation, gender equality, and the value of funding women's sports. Their accomplishments have an impact well beyond the world of sports, encouraging young women all around the country to follow their passions with courage and devotion.

In conclusion, the journey of the basketball girls from the Philippines is evidence of the transforming potential of sport in shattering stereotypes, empowering people, and igniting social change. These young athletes represent the Filipino people's tenacity, willpower, and undying spirit as they dribble, shoot, and fly to new heights. Philippine basketball girls are not only chasing goals but redefining what it means to be champions on and off the courts with their passion, determination, and unshakeable belief in themselves.



MEETING A CLASS FOR THE FIRST TIME

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Teacher III
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You can never make a good impression again, especially the first time you meet your students; a new person does not know you at all. And you don't know if meeting them for the first time can make a fresh start of a new school year or even harder than anticipated. New students are a great way to make a first impression. Here are a few suggestions, and please take note of these tips:

1. Please don't forget to introduce yourself. And if need be, write it on the board for the children to see. Those who study in primary schools usually know their teachers personally. Therefore, a situation might get worse during the onset of a new academic year, especially if it involves those beginning students who have never met their teachers before
2. Clarify what you expect from your students in class, including their potential and limitations.
3. Get to know your students' names as soon as possible.
4. Encourage pupils to introduce themselves and learn the names of their peers.
5. Show your pupils where they are heading.
6. Inform your students about the assessment process.
7. Make a diagnostic test to determine what pupils already know about the subject.
8. Explain which resources are available for them to use.
9. Encourage them to take responsibility for the resources in the classroom.
10. Hold your stand strongly against any misdeed. Especially during the first few weeks.
11. Show the class that you are attentive to all aspects of the situation and not hesitant to overlook any potential development.
12. List the students who misbehave, but be aware of individual personalities.

Teachers, by following these guidelines, you can improve your ability to get to the meeting where you first went in your class.



A STUDENT LIFE WITH SPORTS

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Teacher III
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Sports are one of the most significant aspects of a student's school life. Students anticipate participating in their events every time there is a competition. They aspire to be at the top and want their hidden talents and skills acknowledged. In addition, as a coach for almost ten years, an officiating official, and a sports enthusiast, I firmly believe in the positive aspects that sports can have on children's lives.

Sports are a classroom for life lessons. They teach sportsmanship, self-discipline, and the value of sacrifice, often more crucial than those learned in a traditional classroom. Sports not only improve physical health but also nurture emotional and mental development. Students gain social skills and an appreciation for teamwork. Moreover, the opportunity for scholarships from universities further enhances their future prospects.

Through sports, students learn to work hard and persevere to win every match. They can also learn to accept defeat, try harder, and never give up in their games and real-world situations. Because quitters never win. Let us give opportunity students their right to excel, achieve their goals, and become the best athletes and "most valuable players."

FROM PLANS TO IMPLEMENTATION: ENSURING THE ROBUSTNESS OF THE MATATAG AGENDA FOR BETTER EDUCATIONAL LEARNING OUTCOMES



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Iram Elementary School

As a flagship agenda under the tenure of Vice President and Department of Education (DepEd) Secretary Sara Z. Duterte, a new integration to the currently adhered to K to 12 Program, which has been the foundational backbone of the country's current educational landscape, was introduced. Aiming to resolve misplaced learning identified as one of DepEd's major concerns, the DepEd MATATAG Curriculum, which entails a proactive strategy, was piloted at the beginning of School Year 2023-2024 last August 10, 2023. Essentially, the curriculum, which revised the basic education curriculum (BEC) under the K to 12 Program, introduced salient instruction changes from kindergarten to grade 10.

Branded as the MATATAG Program, MATATAG is an acronym where MA stands for "Makabagong Kurikulum na Napapanahon", TA for "Talino mula sa Isip at Puso", TA for "Tapang na Humarap sa Anumang Hamon sa Buhay" and lastly, G for "Galing ng Pilipino nangingibabaw sa mundo". Delving into its technicalities, its implementation is set to begin in the next School Year, 2024-2025, and will be implemented in a fashion that follows a phased implementation. The changes will first be implemented for those enrolled in kindergarten, Grade 1, Grade 4, and Grade 7, then Grades 2, 5, and 8 in the succeeding school year 2025-2026. This will be followed by Grades 3, 6, and 9 for School Year 2026-2027 and, ultimately, those in Grade 10 for School Year 2027-2028. Under this curriculum, subjects to be taken from Kindergarten up until Grade 10 were recalibrated. One of the most salient is the reintroduction of the subject of Good Manners and Right Conduct (GMRC), which is to be taught from Grade 1 to Grade 3. Yet, amidst the comprehensively structured framework and corresponding target outcomes delineated, the main concern about the program falls in its implementation aspect. If not addressed properly, several key factors may pose significant challenges in its implementation moving forward. One of which is whether the bulk of instructional materials, such as the books, for example, tailored specifically to facilitate the instruction of the recalibrated subjects, were accordingly printed and distributed in the education institutions across the country, especially that the incoming School Year is already fast-approaching. Another main concern is whether the educators expected to implement the program at the grassroots level adequately possess the necessary knowledge, skillsets, and strategies to facilitate the effective instruction of the recalibrated subjects. This then calls for enrichment training to ensure that educators are fully equipped and ready to take on the new challenges that may arise from this revolutionary change in the country's educational landscape.

While at face value, the DepEd MATATAG Program indeed holds with it a glowing promise of the institution of an improved educational landscape that targets better learning outcomes for the Filipino youth, challenges in terms of its implementation remain as concerns about its implementation exist, which, if left unaddressed, may end up compromising the instruction to be facilitated rather than bear good results. With a few months to polish these concerns involving the implementation technicalities, authorities may be able to address all of these in time to ensure that its target outcomes are successfully achieved.



VACATION NO MORE, BACK-TO-SCHOOL TIPS

Nestle Joneal Rosales-Rabano
Teacher III
M. Pesig MES-Calapan City

After two months, it was officially time to say goodbye to vacation and hello to school once more. Parents can encourage their kids to jump enthusiastically into the new school year. The Four (4) important back-to-school suggestions listed below will help you have a stress-free and enjoyable transition from vacation to.

1. It's crucial to visit the school your child attends. This allows you to familiarize yourself with the teachers, policies, and the overall atmosphere. Such knowledge will help you and your child transition smoothly into the new school year.
2. One key factor in a child's school performance is sleep. It's important to ensure your child gets enough sleep, especially before the start of the school year. Start regulating your child's sleep schedule at least three weeks before.
3. Make sure your child understands the value of time management. When school starts, your child will need to make adjustments. Do not make them struggle with them. Rather, a more structured schedule was gradually introduced at least two weeks before the start of classes.
4. Be positive and upbeat since your child can sense your emotions. Don't make your child feel stressed about getting ready for school. List the supplies needed at least a month in advance to beat the back-to-school rush.
5. Get your child excited about school by being excited about helping your child prepare for it. Any activity can be fun, as you keep an open mind and positive outlook.
6. Encourage your child to look forward to school by showing enthusiasm for their education. Any activity can be enjoyable if you approach it with positivity and an open mind.



EMPOWERING EDUCATION: THE EVOLVING ROLE OF TECHNOLOGY IN PHILIPPINE CLASSROOMS

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Teacher III
Salug Central School

In recent years, students have heavily relied on traditional learning materials, such as books, for their education. However, the educational landscape has shifted significantly with the integration of Information and Communication Technology (ICT). This change has allowed educators to improve the learning experience for students, making education more dynamic and engaging.

Introducing the DepEd Computerization Program and DepEd Internet Connectivity Program (DCP/DICP) in 1996 was a major turning point in the Philippines' journey towards incorporating ICT in education. These programs have brought about substantial improvements, enabling students to access a wide range of digital resources and materials and promoting a more comprehensive approach to learning.

The COVID-19 pandemic in 2019 presented unprecedented hurdles for the education sector, necessitating a swift transition to remote and home-based learning. This crisis underscored the indispensable role of ICT in ensuring the continuity of education despite physical barriers. In response to these challenges, the Philippines' education sector has shown remarkable resilience and adaptability, leveraging technology in innovative ways to facilitate remote learning.

Looking forward, the integration of technology remains a cornerstone in fostering a flexible and inclusive educational environment. The strides made in the post-pandemic era reflect the unwavering commitment of the DepEd to harnessing technology for the benefit of both educators and students. By embracing technology, the education system in the Philippines is better prepared to navigate challenges and deliver quality education to all students, regardless of the circumstances.

WHERE MINDS AND BODIES BLOOM: CREATING HEALTHY LEARNING INSTITUTIONS



Roberto B. Caper Jr., PhD
Principal II
Socorro Central School

School plays a vital role in developing young minds, but their influence extends beyond academics. By fostering a holistic approach to well-being, institutions can transform into Healthy Learning Institutions (HLIs), nurturing their students' and staff's physical, social, and emotional development. Schools are valuable training grounds for social interaction and emotional intelligence. Schools can equip students with the skills to build healthy relationships, manage conflict, and develop empathy for others.

Pillar 1: Healthy School Policy

A strong foundation for a healthy school starts with clear policies that promote well-being. This includes establishing guidelines on nutrition, physical activity, and mental health. Healthy food options in cafeterias, restrictions on sugary drinks, and designated times for physical activity are just a few examples. Policies should also address bullying prevention, conflict resolution strategies, and procedures for mental health support.

Pillar 2: School Physical Environment

The physical environment plays a crucial role in learning and well-being. HLI prioritizes clean, well-maintained facilities with adequate lighting and ventilation. Safe and accessible spaces for physical activity, both indoors and outdoors, are essential. Additionally, incorporating natural elements like gardens or courtyards can create a calming and stimulating atmosphere.

Pillar 3: School Social Environment

A positive social environment fosters a sense of belonging and safety for students. HLIs promote inclusive practices that celebrate diversity and respect individual differences. Anti-bullying programs, peer support initiatives, and opportunities for social interaction are crucial. Furthermore, building strong relationships between students and teachers fosters a sense of trust and allows early identification of social or emotional difficulties.

Pillar 4: Health Skills and Education

Equipping teachers and learners with the knowledge and skills to manage their physical and mental health is a cornerstone of being an HLI. This includes integrating health education into the curriculum, covering nutrition, personal hygiene, substance abuse prevention, and mental health awareness. Skills-based learning empowers students to make healthy choices, manage stress, and build resilience.

Pillar 5: Links with the Community

HLIs recognize the interconnectedness of school and community health. Building strong partnerships with local healthcare providers, social services, and community organizations allows for a more comprehensive approach to student well-being. This can involve collaborative programs on health awareness, referral pathways for students needing support, and joint initiatives to address community health challenges.

Pillar 6: Access to Health Care

HLI is only complete with ensuring access to essential healthcare services. This can be achieved through on-site clinics or partnerships with healthcare providers like LGU-MHO, which offer regular health screenings, vaccinations, and primary medical care. Additionally, HLIs should provide resources that connect students and families with mental health services when needed.

By focusing on these six pillars, schools can transform into vibrant hubs of learning and well-being. When learners and personnel thrive in a healthy environment, they are empowered to reach their full academic and personal potential. Becoming an HLI is a continuous improvement process, but the rewards are immeasurable, developing a generation capable of living healthy and satisfying lives.



Nestle Joneal Rosales-Rabano

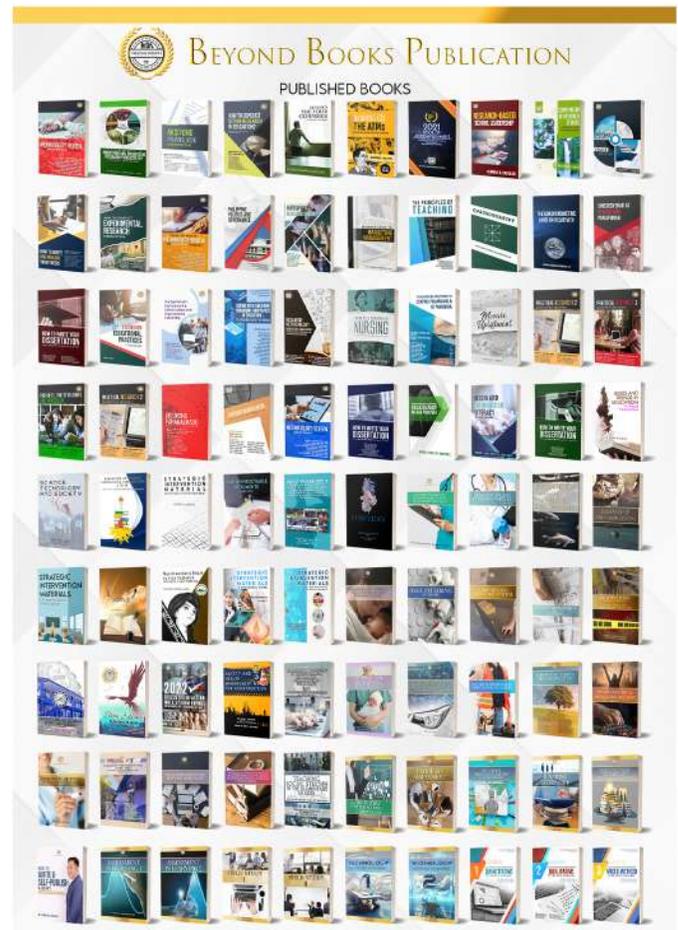
Teacher III
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SYMBOLS IN NATION-BUILDING: A NEW ERA IN CIVIC EDUCATION

In an attempt to further integrate the value of the administration's "Bagong Pilipinas" branding, Memorandum Circular No. 2 from the Office of the President mandates the recital of the "Bagong Pilipinas" Hymn and Pledge in all government institutions, including educational institutions, during flag ceremonies. This means that apart from the singing of "Lupang Hinirang" and recital of "Pangatang Makabayan" and "Panunumpa sa Watawat", these two are now set to be included during the weekly flag raising and flag lowering activities in the said mandated institutions, effective immediately.

Upon its publicization, this directive stirred multiple divided opinions among the general public. Some deem the move impractical and unnecessary. One body, the Teachers' Dignity Coalition (TDC), which seeks to lead Filipino teachers in their struggle for rights, welfare, and dignity, stands firm that the implementation of the directive should be "reconsidered" as it would significantly add up to the length of the flag rites that were already being practiced across educational institutions, leading them to question its practicality. On the other hand, many believe its implementation is necessary to further foster patriotism and nationalism, setting a proper mindset among Filipino youth to forge a stronger country.

Aiming to consciously instill social awareness among Filipinos aligned with the administration's nation-building efforts, the move seeks to catalyze active civic participation and collective action from the public. Although promising, as the branding indicates a new beginning, it has to be backed up by actual institutional reforms to increase efficiency across government institutions and, eventually, reduce corruption for the people to continually rally behind the administration in the hopes of a new Philippines moving forward.



PROMOTING DIVERSITY AND INCLUSION IN EDUCATION: BUILDING EQUITABLE LEARNING ENVIRONMENTS



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Diversity and inclusion in education are essential for fostering equitable learning environments where all students can thrive. Schools and educational institutions play a crucial role in ensuring that every student, regardless of background, has access to quality education and feels valued and supported.

To encourage diversity and inclusion, it is essential to implement policies and practices that recognize and celebrate all students' unique identities and experiences. This includes acknowledging differences in race, ethnicity, gender, sexual orientation, socio-economic status, and abilities. Educators can help students develop a sense of belonging and self-worth by creating an environment that respects and values these differences.

One of the first steps in promoting diversity and inclusion is to ensure that the curriculum is inclusive and representative of various cultures and perspectives. This involves integrating diverse voices and histories into lessons and materials, which can help students see themselves reflected in their education. Additionally, it encourages students to appreciate and understand the experiences of others, fostering empathy and mutual respect.

Professional development for educators is another critical component in building equitable learning environments. Teachers and staff need training on cultural competency, unconscious bias, and inclusive teaching strategies. This helps them better understand their student's diverse needs and equips them with the tools to create an inclusive classroom atmosphere. Continuous learning and reflection on these topics are essential for educators to stay informed and effective.

Creating a supportive and inclusive school culture also requires addressing and combating discriminatory behaviors and practices. Schools must have clear policies and procedures for reporting and dealing with incidents of discrimination, bullying, and harassment. Ensuring these policies are enforced consistently and somewhat is vital to maintaining a safe and welcoming environment for all students.

In addition to policy changes and professional development, fostering open communication and collaboration with students, families, and the community is crucial. Schools should consult with families and community people to better understand their viewpoints and involve them in decision-making. This collaboration can assist in identifying barriers to inclusion and establish strategies for overcoming them, ensuring that all kids' needs are satisfied.

Furthermore, schools should provide support services that address the specific needs of diverse student populations. This includes offering language support for English language learners, counseling services, and accommodations for students with disabilities. By providing these supports, schools can ensure that every student has equal academic and personal success opportunities.

Promoting diversity and inclusion in education is not a one-time effort but an ongoing commitment. It takes a proactive approach and a desire to continuously evaluate and improve practices and policies. By prioritizing diversity and inclusion, educational institutions can create equitable learning environments where every student has the chance to reach their full potential.

In conclusion, building equitable learning environments involves inclusive curricula, professional development, clear anti-discrimination policies, community collaboration, and support services. Through these efforts, schools can ensure that all students feel valued, respected, and supported in their educational journey.



MATATAG: A CATALYST FOR TRANSFORMATION, NOT TRANSITION

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Principal II
Socorro Central School

The arrival of the MATATAG Curriculum for S.Y. 2024-2025 presents a significant shift in Philippine education. While transitioning to a new curriculum can evoke concerns, the MATATAG Curriculum provides numerous opportunities for learners, teachers, and administrators.

Firstly, the MATATAG Curriculum prioritizes core competencies like literacy and numeracy. This foundational skills focus is vital for more profound learning across all subjects. By solidifying these fundamentals, learners gain a solid base to approach more complex concepts confidently.

Secondly, MC emphasizes a holistic approach to education. Through its "Makadiyos," "Makatao," "Makakalikasan," and "Makabansa" pillars, it aims to develop well-rounded individuals. This fosters not just academic excellence but also strong moral character, environmental awareness, and a sense of national identity in learners.

Thirdly, MC promises a decongested learning experience. Streamlining content and reducing the number of competencies students need to master allows for a more in-depth exploration of concepts, fostering critical thinking and a deeper understanding of the subject matter.

Finally, it presents an opportunity for teachers to embrace innovative teaching methods. With a focus on developing well-rounded individuals, they can explore project-based learning, collaborative activities, and technology integration, creating a more engaging and interactive learning environment for learners.

The MATATAG Curriculum is not just a change but a unique opportunity. By focusing on core skills, promoting holistic development, and allowing for deeper learning, this curriculum presents a unique opportunity to empower both learners and teachers. It paves the road for a better future in Philippine education.



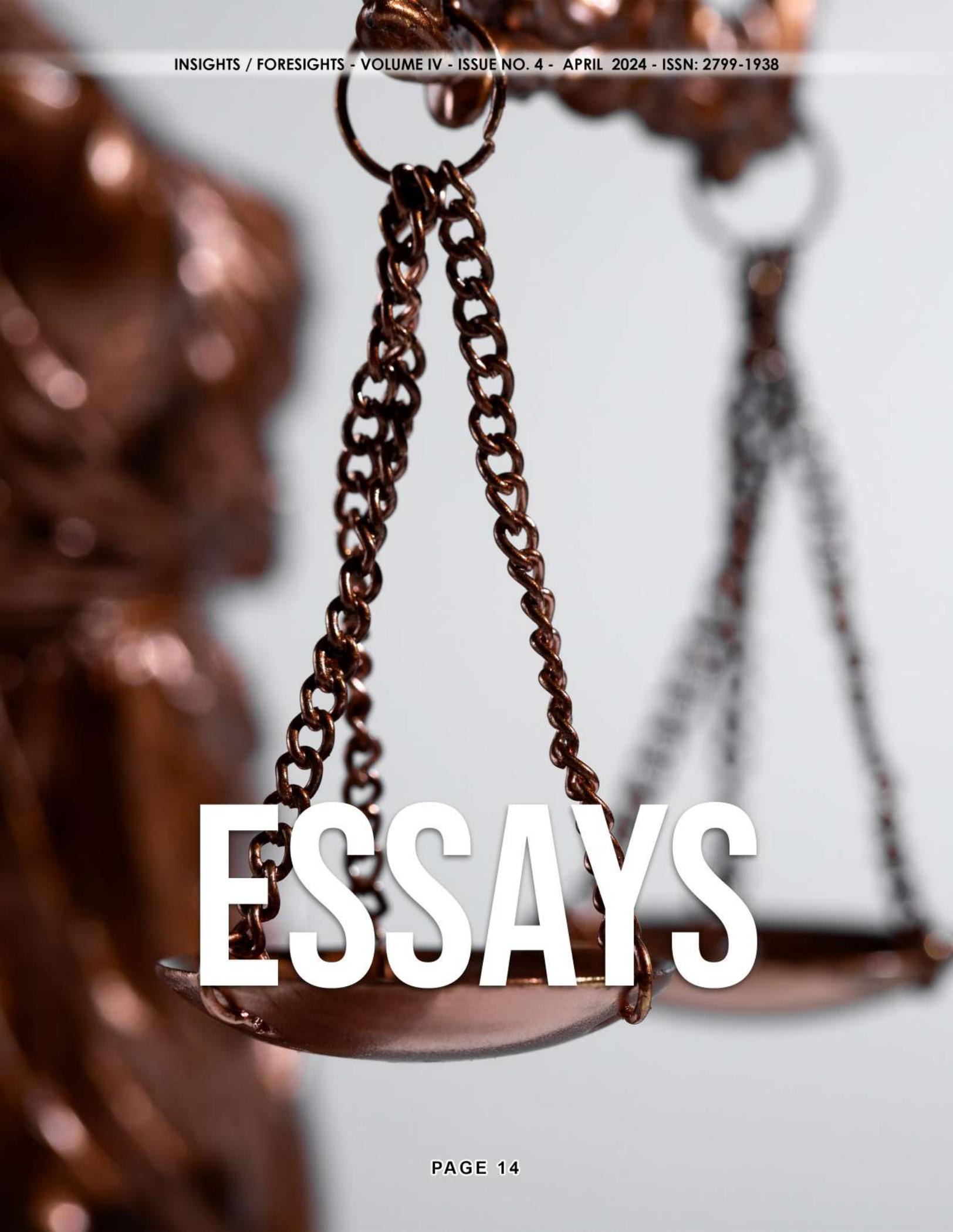
HASTENING THE SCHOOL CALENDAR SHIFT AMIDST THE SCORCHING HEAT

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Following the significant disruption of the previous School Year by intense summer heatwaves, the Department of Education (DepEd) engaged in extensive discussions with various stakeholders. This led to a decision to accelerate the academic calendar shift, originally planned to span five years, to a two-year period.

This has been deemed necessary as the forcible conduct of resorting to Alternative Delivery Mode (ADM) of instruction during the latter part of the previous School Year has been apparent in light of the scorching summer heat, as the conduct of face-to-face classes has been proven to be unbearable. This is due to the classroom conditions being too harsh for learning, usually due to lack of proper ventilation and cooling equipment such as fans to provide repose from the heat, not to mention the equally harsh commute that many have to bear only to get to and from school. For the upcoming School Year, classes are set to commence on July 29, 2024, and end on April 15, 2025. This aims to aggressively revert the 18-day-long academic calendar to normalcy after it was changed during the pandemic, as authorities have noted how it has significantly affected the learner's learning outcomes moving forward.

This move then aims to fully take hold in 2026, bringing back the original April to May summer vacation in two years' time. This will ensure that the learners are in the safety of their own homes amidst the scorching, heat-stricken Philippines, which has been experiencing consistently rising heat indexes over the past few years, significantly impacting our daily lives.



ESSAYS

VIEWPOINTS ON THE FOUR C'S FOR LEADERS' JOURNEY



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Mutia National High School

School leadership is imperfect because of their essential responsibilities and performance standards. School leaders encounter obstacles, problems, and challenges in their roles. Their responsibilities and duties are not accessible. They often face difficulties that they are still learning to deal with promptly. However, leaders who are persistent and grateful for their sworn responsibility can accomplish the arduous tasks.

According to Schmidt (2022), "There are four C's to guide the journey of leaders in a complex and ever-evolving world: connection, clarity, coaching, and commitment." Leaders can have a unique management experience if they implement these concepts, which could benefit coworkers and the workplace.

If school leaders can implement these concepts to benefit coworkers and the workplace, they can have a unique management experience. Some ways to help people with challenges in their leadership path are to use thoughtful planning, demonstrate exceptional behavior, and apply the four Cs of leadership.

Making *connections* is an essential part of being a leader. They must develop the skill and a fantastic method to build harmonious relationships with their subordinates because this can affect the organization they lead and the people they manage. Emphasizing establishing ties with them bolsters their respect, trust, and positive relationships in the workplace. Their good deeds will also win them greater allegiance from their followers.

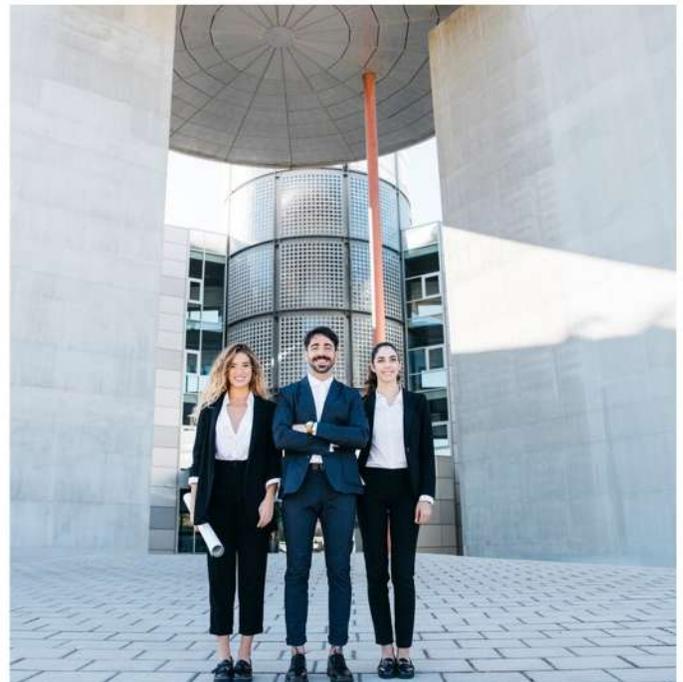
Clarity serves as a practical road map for achieving objectives. A clear set of goals guides the leaders. With the support of a well-defined goal, everyone in a team will be able to move on the proper path. Leaders' efforts help achieve professional growth. People and organizations need to feel driven, aligned, accountable, flexible, and proud of their achievements. They generally have a sense of direction and accomplishment. The ability to concentrate on conquering obstacles in life and at work comes from having a defined purpose.

Through coaching, members of the organization are encouraged to take responsibility and think of

innovative solutions for problems they face. By using the coaching approach, followers might attain achievement and contentment in their tasks. Leaders who use coaching techniques for their subordinates that focus on their professional development will help them succeed in their day-to-day work. For school leaders' benefit, providing technical assistance, building relationships with subordinates, and giving them feedback for growth and development is crucial for the benefit of the entire school.

A committed educational leader devotes time to solving the organization's significant concerns. He must take accountability and keep his word to show that he is committed to his job. Devotional, submissive, and persistent traits toward a particular person or group are signs of a work-related commitment.

Leaders may successfully overcome challenges and accomplish the organization's aim by demonstrating a commitment to work, fostering excellent relationships, and clearly defining the school's mission.



TRANSFORMING EDUCATION: THE IMPACT OF GAMIFICATION ON MODERN LEARNING AND STUDENT ENGAGEMENT



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Looking into the status quo of today's world, it has been evident how the changing times have brought about massive changes in mankind's day-to-day lives. This is true enough, especially in terms of the mode of learning acquisition among the younger generation, primarily in the context of the increasingly early exposure of this demographic to various digital media contents where anything can be accessed easily in just one click. This has posed a significant challenge to the educational sector, both the authorities and educators alike, as this complementarily calls for substantial changes in the strategical efforts to be implemented and integrated within the curriculum currently being adhered to to improve student learning outcomes.

In particular, one novel concept called "gamification" in the context of instruction has recently been introduced in educational pedagogy. Essentially, this strategy involves integrating digital technology in teaching, particularly gamification tools, to "gamify" students' learning experience, mainly incorporating game elements and mechanics during class discussions. Operating around the context of setting goals and delineating mechanics in the form of a game to achieve them, this strategy targets to immerse the students much deeper in every discussion being done so that they become motivated and, in turn, become more engaged during class, directly enhancing the likelihood of achieving the target learning outcomes that are set daily not just within the four corners of the classroom setting, but also in alternative learning settings as well such as the online platform. Delving deeper into this strategy, it is notable that this is particularly popularly utilized among younger age groups, showing promising results in improving the dynamics of discussion and contributing significantly to achieving the target learning outcomes. Across the digital sphere, several gamification tools that have been popular for this purpose are Edpuzzle and Classpoint. Starting with Edpuzzle, this tool allows educators to create many interactive video lessons, which can be existing videos edited according to their liking or animated ones made from scratch. Complementarily, this tool allows particular audio clips or questions to be added, tailored to the specific learning needs of the students. As for Classpoint, this tool can be directly embedded into PowerPoint presentations, which may involve questions and quizzes to gauge student learning in real-time. One of its core concepts is that stars are given once the student picks and submits the correct answers or responses. A leaderboard can also be viewed where top scorers are presented. Operating with the thrill offered by the reward system deeply embedded in this tool, the students are expected to become more enthusiastic and motivated to participate in class actively.

The use of gamification tools in education is a game-changer, particularly due to the immediate feedback they provide. This feature allows educators to adjust their teaching strategies and the course of discussions in real-time, thereby optimizing learning outcomes.

HOW CAN WE ADDRESS THE CHALLENGES POSED BY PROBLEM STUDENTS IN THE CLASSROOM?



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Introduction:

Dealing with student problems in the classroom is a common challenge educators face worldwide. These students exhibit behavior that disrupts the learning environment, hinders the progress of their peers, and poses a significant obstacle to effective teaching. Teachers and schools must have strategies in place to address the needs of these students while maintaining a positive and productive learning atmosphere.

Body Understanding the Root Causes

The first step in addressing problem students is understanding their behavior's root causes. This may involve factors such as personal struggles, learning disabilities, lack of attention, or behavioral disorders. By identifying the underlying reasons for their actions, educators can tailor interventions and support to meet each student's specific needs.

Implementing Individualized Support Plans

Once the root causes are identified, developing individualized support plans for problem students is essential. These plans may include behavior management strategies, academic accommodations, counseling services, and collaboration with parents or guardians. Educators can help problem students overcome challenges and succeed academically and socially by providing targeted support.

Creating a Positive and Inclusive Environment

In addition to individualized support plans, creating a positive and inclusive classroom environment is key to addressing problem students. This involves fostering a sense of belonging, respect, and understanding among all students. Education can cultivate a supportive community where problem students feel valued and motivated to improve their behavior and academic performance by promoting empathy, communication, and collaboration.

Conclusion

In conclusion, addressing the challenges posed by problem students requires a multifaceted approach that combines understanding, support, and a positive learning environment. By identifying the root causes of their behavior, implementing individualized support plans, and creating a nurturing classroom environment, educators can effectively address the needs of problem students and promote a culture of inclusivity and success in the classroom. Schools need to prioritize the well-being and academic growth of all students, including those who may present challenges, to create a safe and enriching learning environment for everyone.

THE FUTURE OF EDUCATION: HOW AI CAN TRANSFORM CLASSROOMS



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Valencia National High School

Artificial intelligence (AI) has significantly improved education by enhancing learning experiences and streamlining administrative tasks. As AI technology advances, its potential to reshape the educational landscape becomes increasingly evident.

AI facilitates customized learning experiences that cater to the unique needs of individual students. Adaptive learning platforms evaluate students' strengths and weaknesses, offering customized resources and exercises. This approach promotes independent learning and ensures concept mastery before progressing. Additionally, it allows teachers to identify and address learning gaps more effectively, improving overall educational outcomes.

Moreover, AI can significantly reduce the administrative burdens on educators. Automated systems handle grading, attendance, and scheduling tasks, allowing teachers to concentrate more on instruction and student interaction. Additionally, AI-powered tools help create lesson plans and educational resources that meet curriculum standards, guaranteeing every student's consistent and high-quality learning experience.

Interactive AI tools, such as virtual tutors and chatbots, engage students in novel ways by providing instant feedback and support. These tools enhance learning by making it more interactive and enjoyable, encouraging students to participate more actively in their education. Furthermore, AI-powered virtual reality (VR) and augmented reality (AR) technologies create immersive learning experiences that bring subjects to life and enhance student engagement.

AI systems can analyze amounts of data, offering valuable insights into student performance and behavior. Educators can leverage this data to inform their teaching strategies and make evidence-based decisions about interventions. For instance, AI can identify patterns in student performance, helping teachers understand which methods are most effective and which areas need improvement.

In special needs education, AI-powered tools offer personalized support and resources. Speech recognition software, for example, helps students with speech impairments communicate more effectively. Additionally, AI can adapt learning materials to meet the needs of students with learning disabilities, ensuring they receive appropriate support and accommodations.

Despite the numerous benefits, challenges, and ethical considerations associated with integrating AI into education, data privacy and security are significant concerns since AI systems often need access to sensitive student information. Ensuring that AI tools are unbiased and do not perpetuate existing inequalities is crucial. Additionally, there is a need for ongoing professional development for educators to integrate AI into their teaching practices effectively.

AI has the potential to transform education by personalizing learning, increasing administrative efficiency, enhancing student engagement, and providing data-driven insights. However, carefully considering the ethical implications and challenges is crucial to ensure that AI is used responsibly and effectively in the classroom. As AI technology continues to advance, its role in education is likely to grow, offering exciting possibilities for the future of learning.

In conclusion, integrating AI in classrooms represents a significant shift in how education is delivered and managed. By leveraging AI's capabilities, educators can create more effective, engaging, and personalized student learning experiences. The future of education, powered by AI, holds great promise for students and teachers, paving the way for a



ENHANCING TVL LEARNING EXPERIENCES WITH STUDENT-FOCUSED PEDAGOGICAL STRATEGIES

Lucy S. Sallao
Teacher II
Libon Agro Industrial High School

There is a significant global demand for technical skills across various fields. The Philippines' educational system has been responsive to this need, incorporating Technical-Vocational and Livelihood (TVL) courses into the curriculum.

Most saliently, this has been established as a track in Senior High School. Particularly, those whose career exits are directed towards either postgraduate employment or entrepreneurship after graduation, students often opt to enroll in the Technical-Vocational-Livelihood track, which banners skill-centered instruction as it primarily offers strands such as Home Economics (HE), Industrial Arts (IA), Agri-Fishery Arts (AFA) and Information and Communications Technology (ICT). With the inherent complexity involved in the instruction of TVL courses, examining the pedagogy in which the instruction is anchored closely is crucial. In its simplest sense, pedagogy involves the teachers' actions, practices, and approaches to teaching that support student-centered learning. In teaching TVL courses, the adopted pedagogy must be strongly aligned with the student's needs. Having said this, it must be individualized as much as possible to ensure that student learning is optimized to its fullest. This is because since TVL courses are focused more on honing the students' skill sets to par with global standards, not everyone must be on equal footing once they start the course.

Indeed, achieving the target learning outcomes expected of everyone after the course has come full circle is no easy feat, as each student will require varying levels of guidance and instruction to grow and improve at par with their peers. Hence, adopting a pedagogy that champions individualized instruction will ensure that students learn at their own pace, optimizing possibilities of growth in terms of their skills moving forward.

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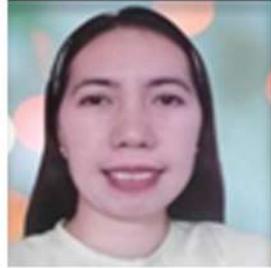
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POEMS

The Essence of True Strength

Perliita Q. Adina

Master Teacher I
Polangi Elementary School
Taft District, Taft, Eastern Samar
SDO – Eastern Samar



In the silence of moments, where forms are thrown about, and the darkness is motionless,
Meditation may have developed the ability to be resilient through pain and never feel weak.

But the courage and boldness spring forth from the steps you walk on the way of life,
facing the trials that challenge your spirit victoriously.

It is not about the eyes that close tightly as the rain falls but the ones that are dry when the sun rises,
or the wind is gone.

But knowing right from the core, you will discover your area by reclaiming the very essence of you through the most grueling and the
longest of journeys.

You should look directly into the eyes of adversity and pass through them without a single drop of sweat on your forehead; like war
and its teachings, all that persists as one ages is a series of discoveries.

Gradually, the words are swallowed by the wisdom of the scars, and their message turns into visions.

In case it happens that you cannot help but cry, and the whispers of sorrow overflow at such a time.

Just be sure that they do not extinguish the light of your dream, but rather, you let yourself grow through them.

You will realize that passion is like a star leading you over and around high and low tides; their light will lead you when the world feels
cold.

Courageously strive through every hassle and bask in the growth of every beat you refuse to let pass.

This is the feeling one gets when the waves of emotion sweep one to the peak and back of bliss.

Besides fundamental learning, let the positive side of heartbreak be that it enables you to understand and evolve better.

True strength lies in the reflective expression you get from life's difficulties.
A balance between life's teachings and your authentic power.

One must never lose sight of the vital reasons for setting out,
And on the go, let crystalized dreams that hide amidst the loudest roars be.

For dreams are the lights that lead the way to places that we sometimes forget,
Also, they are the reasons that push us to do things that make us feel sore on holiday.

By blending fortitude with the lightness of the soul,
Think of your dreams as safe sails to ride on safely and confidently.

And fluctuations with times that are stormy and filled with great distress, amid so many years, you are the victor who overcomes the
challenges and stands out.

Thus, in resilience, in dreams, in the tears,
Strength is more than endurance; in fact, it is as if it grows with us.

Every new morning that follows the dawn, tears are wiped slowly, and the shyness of night is erased,
And in the equalizing of this dichotomy, you will have chosen your most meaningful oath.



Salamat, May Brigada Eskwela

Nestle Joneal Rosales- Rabano
Teacher III
M.Pesig Memorial Elementary School

Damayan sa paaralan, Brigada Eskwela
Sama-samang paggawa, upang paaralan ay maihanda
Isang bayanihang layunin ay pambihira
Lahat ay Kapit-bisig, hindi bibitaw sa Isang Adhika.

Si Itay, si Inay, si Ate maging si kuya, lahat ay abalang-abala,
Sa paggamas ng damo, pagkumpuni at pagpinta.
Pokpok rito, pokpok roon, Damo rito, damo roon.
Tuwing BRIGADA ESKWELA, yan ang makikita.

Ito ay upang paaralan ay ihanda,
Linisin, kumpunihin mga nakitang sira-sira.
Upang sa unang araw, Mag-aaral ay Masaya.
Deretsong aral na, at wala ng pangamba.

Brigada Eskwela ating paghandaan.
Masigasig tayong paaralan ay tulungan,
Gawing malinis, maaliwalas na kapaligiran
Gawing Kaaya-aya sa darating na pasukan.



Wika, Ika'y Alamat

Rebecca B. Llamado
Teacher III
Famy Elementary School

Noon pa mang una'y ikaw na ang kaylangan,
Nitong munting bayang nagugulumihanan,
Lisa ang lahi 'di magkaintindihan,
WIKA nga ang sagot at s'yang naging daan.

Tunay kang alamat sa 'ting kasaysayan,
Maraming pagsubok ngunit nanindigan,
Sa huli'y tagumpay iyong inilaan,
Nang pagkaka'isa'y amin nang makamtan

WIKA, WIKA, WIKA, O kay hiwaga mo
Ilang henerasyon dumaan na sa'yo
Maging hanggang ngayo'y pumapaimbulo
Ang pagkakabigkis, handog mong totoo.



TINATANGI: Isang Oda ng Pasasalamat kay Inay

Sarah S. Competente
Master Teacher I
Upper Bicutan National High School

Tiyak na sa pagsapit ng umaga, ating unang maririnig
"Bangon na kayo mga anak", mula sa isang pamilyar na tinig
Magkukusot ng mata at sabay fitindig
"Nakapagluto na pala si inay", sa kusina'y maririnig kanyang
himig

NAkakapagod man ngunit sa pag-aasikaso sa atin, siya'y halos
di na magkamayaw
Gawa roon, gawa riyon, ganiyan ang eksena sa araw-araw
Huwag lamang gawin ang kaniyang mga ayaw
Kung ayaw mong marinig ang kaniyang hiyaw at bulyaw

TAlaga nga ay minsa'y walang preno ang kaniyang mga bibig
Sermon dito, sermon doon, tayo'y minsa'y nalligalig
Sa kaniyang pagpapangaral saatin, tayo lamang ay makinig
Landas nati'y kanya lamang tinutuwid sapagkat tayo'y kaniyang
lubos na iniibig

NGiti ng ating inay ang siyang pumapawi sa ginaw
Sa madidilim na gabi, siya ang ating nagsisilbing ilaw
Kaniyang presensya'y nagsisilbing tanglaw
Pasalamat natin sila, sapagkat sa magulong mundo, sila ang
tanging nagbibigay linaw



In the Classroom

Lira B. Biñas
Teacher III
Libertad Integrated School

In the classroom, where dreams take flight,
I stand as a guide through knowledge's light.
Each day unfolds, a new page turned,
In hearts and minds, wisdom is earned.

I see your struggles, your doubts, and fears,
But through them all, I wipe your tears.
For in you lies potential untold,
A universe of wonders waiting to unfold.

Through laughter shared and tears embraced,
In every challenge, grace we've traced.
For in this journey, teachers and students stand,
Hand in hand, across the land.

With words of encouragement, I gently steer,
Through doubts and fears, I draw them near.
For in their eyes, I see the spark,
The flame of curiosity ignited the dark.

So let us walk this path together,
Through stormy weather, through sunny weather.
In the classroom, a bond is forged,
A legacy of knowledge forever endorsed.



The Flame of Youthful Minds

Maricel A. Lugmayo
Lihit Elementary School
Ambaguio District

In the dawn of this digital age so bright,
Where knowledge flows with boundless might,
The youth, a force with dreams unfurled,
They bear the future of the world.

Their eager hearts, a flame to ignite,
In the realm of learning's endless flight,
With tablets, books and screens in hand,
They shape tomorrows noble stand.

In classrooms where ideas take flight,
In virtual realms of day and night,
They seek to understand the past's embrace
And in its wisdom, find their place.

With mentor guiding, side by side,
They learn, explore, their fears aside,
To question, ponder and innovate,
For a better world, they dedicate.

They embrace diversity, color so grand,
From every corner of the land,
In unity they stand, hearts intertwined,
For the promise of a brighter mankind.

Let us nurture this flame, bold and true,
For the youth holds dreams not just a few,
In education's embrace, they'll find their way,
To shape a better world, come what may.

So, in this magazine, their voices ring,
In songs of hope, let their dreams take wing,
For education and youth, hand in hand,
Shall guide us to a future truly grand.

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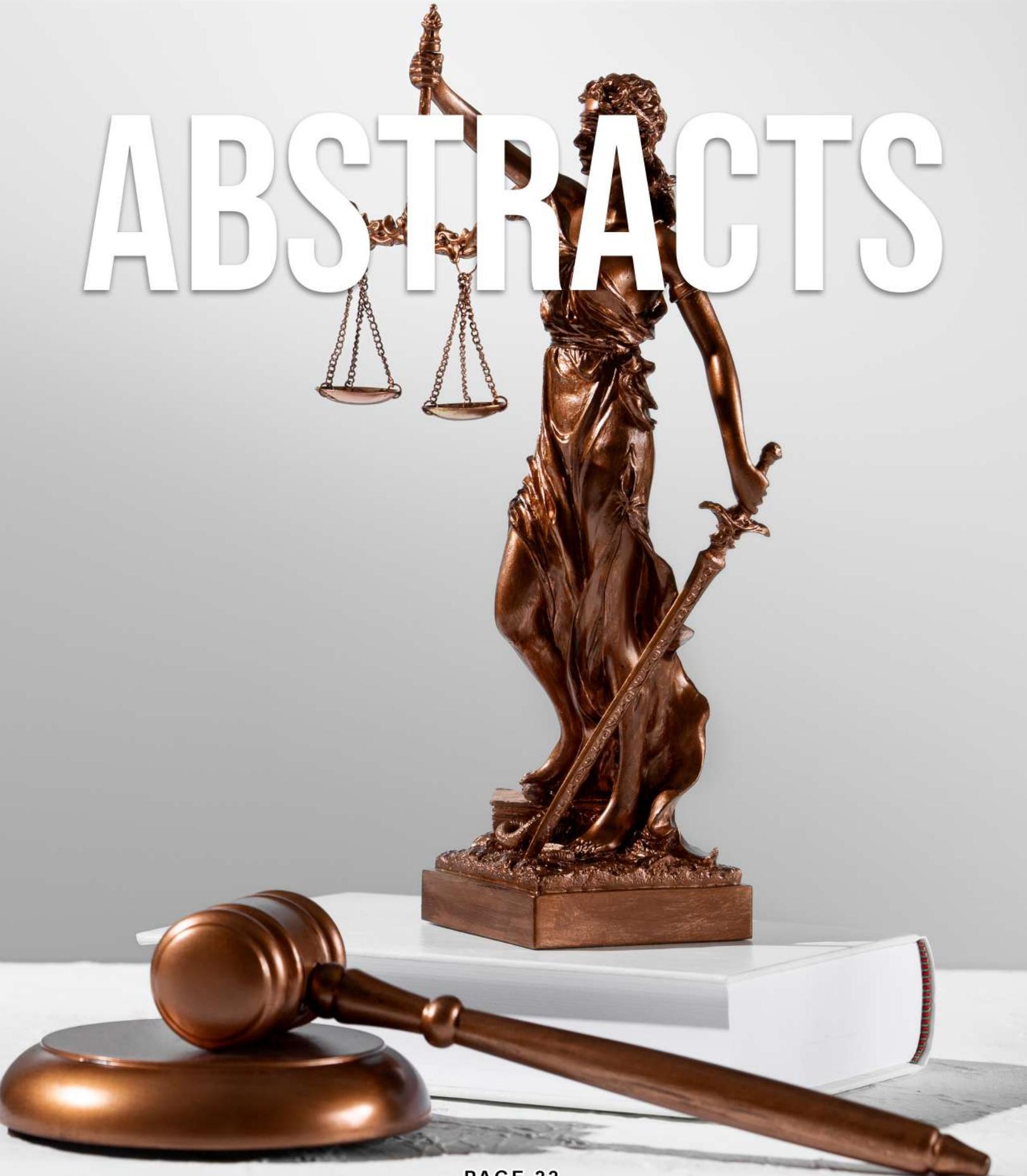
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ABSTRACTS



INTEGRATED SCHOOL BRIDGING THE GAP FROM ELEMENTARY TO SECONDARY IN SAN MIGUEL DISTRICT



Dr. Juvy Tan Empalmado
Public Schools District Supervisor
San Miguel

One of the Department of Education's aims to escalate the literacy rate in the Philippines has been transforming elementary schools into integrated schools. This means that a high school department is added. This ensures that learners who graduated from these schools will pursue their studies, as they are practically located in far-flung locations. Unluckily, the conversion of these elementary schools into integrated schools has been motivating to the current school administrators because from handling just an elementary school, they now need to manage the processes of an elementary and a secondary school, and now, with an added two-year senior high school in one school. This concludes that their accountability has doubled, if not multiplied. This study aimed to help bridge the gap in continuing education by putting up integrated schools in far-flung barangays like Calube. This study also aims to help school administrators manage their newly transformed school from an elementary to an integrated school. The interviews revealed management practices common to the integrated schools in handling the newly opened curriculum being added to their schools. Putting up integrated schools in far-flung barangays helps bridge the gap in education for learners who want to pursue their studies in their respective barangays.

Keywords: *integrated schools, focused group discussions, bridging, gap*



SCHOOL ADMINISTRATORS' PERSPECTIVE ON STUDENTS' AND TEACHERS' MOBILITY: ITS IMPLICATION IN THE INTERNATIONALIZATION OF DEPED, GENERAL SANTOS CITY DIVISION



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Marbel 3 Elementary School



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Teacher I
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Teacher III
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Leonardo G. Dimos
Principal II
District Banga East 1

This study focused on the school administrators' perspective on students' and teachers' mobility and its implication in the internationalization of DepEd, General Santos City Division. The respondents of the study were public elementary and secondary school administrators in General Santos City Division. Hence, total population sampling technique in this study was used.

The study utilized the descriptive method of research in gathering of facts and information on the school administrators' perspective on students' and teachers' mobility and its implication in the internationalization of DepEd.

Findings revealed that perspective of school administrators on students' mobility was highly perceived with a grand mean of 3.49. It also shows that the perspective of school administrators on teachers' mobility was highly perceived with a grand mean of 3.45.

Meanwhile, school administrators agreed to the indicated perceived challenges on students' and teachers' mobility in the internationalization of DepEd with a grand mean 3.25. The findings implies that school administrators agree with the indicated implication of school administrators' perspective on students' and teachers' mobility in the internationalization of DepEd with a grand mean of 3.17.

Findings also revealed that perceived challenges of school administrators on students' and teachers' mobility and its implication to DepEd internationalization were moderately positive correlated with correlated coefficient of 0.25324.



VALUING PERSONAL HYGIENE: ITS EFFECT TO THE HEALTH OF THE LEARNERS WITH SPECIAL EDUCATIONAL NEEDS OF BOGABONGAN ELEMENTARY SCHOOL



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Teacher III

Bogabongan Elementary School



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Learners with disabilities experience barriers and challenges that hinder their full access to and participation in learning. With this information, Bogabongan Elementary School found out that the learners with disabilities enrolled have problems with personal hygiene that affect their learning participation. 4.84% (LIS 2022) of the school's population are identified as Learners with Special Educational Needs (LSEs), which arises from personal hygiene problems.

This study addressed the 17 learners officially enrolled at Bogabongan Elementary School in LSEs class. Out of 17 learners, 83% (14 learners) value personal hygiene, and 17% (3 learners) do not value it. Regularly using the supplied personal hygiene materials taught the learners how to use them properly, such as toothbrushing, combing hair, taking a bath every day, washing hands before and after eating, and using the toilet, were valued. The health effect of the LSEs of Bogabongan Elementary School in valuing personal hygiene results in a well-groomed and physically healthy despite their disability as they go to school and from the school form 2 (recognized the learner's percentage number of attendance from 85% to 95%). This conveys that personal hygiene is valued.

The researchers supply personal hygiene materials as an intervention to show the best love and care to these vulnerable individuals, to prevent the transmission of common colds, coughs, and fevers, and to help them be healthy against any deformities/disabilities they may have.

Keywords: LSEs; Health Effect; Hygiene Materials; Proper use of Personal, Hygiene; Valuing Personal Hygiene



UTILIZATION OF PROJECT: READ
(READING EMPOWERMENT FOR
ACADEMIC DEVELOPMENT) IN
IMPROVING THE READING
COMPREHENSION OF SENIOR HIGH
SCHOOL STUDENTS



Erwin C. Mores

Teacher I

National University - Manila

This study examines the effect of Project READ (Reading Empowerment for Academic Development) as an intervention to improve the reading comprehension of senior high school students. A mixed method design under the quasi-experimental approach was employed using pre-test and post-test for quantitative data and structured interviews for qualitative data. The following data were analyzed using dependent/paired t-tests for the pre-test and post-test of the experimental group and control group. Then, an independent/unpaired t-test was used to analyze the post-tests of both groups and identify improvements after the implementation of the project. In addition, thematic analysis was used to analyze themes from the interview transcripts of the participants. The quantitative analysis revealed an increase in participants' scores from the pre-test and post-test under the experimental group; contrary to that, there was a decrease in the scores of the pre-test and post-test under the control group, the group that did not receive the intervention. The qualitative analysis also revealed that individual reading, pair reading, and reciprocal teaching were the most effective strategies for improving the participants' reading comprehension. Individual reading focused on enhancing decoding knowledge and vocabulary skills and using unfamiliar words. The pair reading strategy focused on sharing ideas, focus, and note-taking. According to the respondents, the last effective strategy was reciprocal teaching that focused on enhancing four reading strategies, namely predicting, questioning, clarifying, and summarizing; in addition, brainstorming, use of roles, and collaboration were utilized. These findings suggest that incorporating fundamental components of reading, cooperative learning, and collaborative learning in reading interventions or programs can enhance students' reading comprehension skills following certain topics like decoding, vocabulary, main idea, cause and effect, predicting, questioning, clarifying, and summarizing.

Keywords: Reading Comprehension, Project: READ, Secondary Students, Cooperative Learning and Collaborative Learning.

MOTHER TONGUE-BASED
READING AND NUMERACY
SKILLS OF GRADE 1 PUPILS



Clarivel L. Torlao

Teacher III

Don Bernardo Elementary School

This study has unveiled the depth of reading and numeracy skills among grade 1 pupils at Don Bernardo Elementary School. Moreover, it has unearthed a significant correlation between the reading and numeracy skills of these pupils. The proposed enhancement plan is a direct result of these enlightening findings.

Out of the eighteen respondents, an equal number of nine (9) were males and nine (9) were females, ensuring a comprehensive and inclusive study. Most of the respondents were 7 years old, with the rest aged 6 years old. They demonstrated a strong commitment to their education, with a low rate of unexplained absences.

Most of the grade 1 pupils were classified as independent in word recognition and reading comprehension.

In both addition and subtraction, most of the grade 1 pupils were in the meeting standard level.

The correlation coefficient (r) between word recognition and numeracy skills is equal to 0.55. This indicates a moderate positive relationship, in contrast to the correlation coefficient (r) between reading comprehension and numeracy skills, which is equal to 0.78 and indicates a strong positive relationship.

For the Grade One (1) pupils of Don Bernardo Elementary School, there is evidence that reading skills (word recognition and reading comprehension) are significantly correlated to numerical skills. In particular, the better the pupil's reading skills (more evident with reading comprehension), the better his numeracy skills are.

EXPLORING THE LEADERSHIP STRATEGIES OF SCHOOL HEADS AND TEACHER'S WELL BEING: AN INPUT TO TEACHERS' DEVELOPMENT PROGRAM



Sophia H. Sagap

Principal I

Mapagong Elementray School

This study entitled “Exploring the Leadership Strategies of School Heads and Teacher’s Well-Being and Performance: An Input to Teachers’ Development Plan” aimed to assess the relationship between school heads’ leadership strategies and teachers’ well-being. This study utilized a descriptive-correlational design. Data were analyzed through weighted mean and Pearson r concerning the school heads’ practices, teachers’ well-being and performance, and their relationship. The study revealed the relevance of leadership techniques and strategies in maintaining and sustaining a positive school culture, maximizing the satisfaction and well-being of teachers, and ultimately improving the learning results for students. The correlations underscore the importance of strategic leadership in shaping the school environment and optimizing teacher effectiveness. School leaders play a crucial role in creating a supportive environment where teachers feel valued, supported, and motivated to perform at their best. By prioritizing professional development, open communication, supportive school culture, support for school needs, and effective rewards and recognition practices, they can empower teachers to enhance their well-being and improve their performance, ultimately benefiting the entire school community. Based on the findings, there should be a regular feedback method, like surveys and evaluations, which can help identify areas that need to be improved to stay in line with the constantly evolving needs of teachers and students. Teachers must engage in programs that support their mental and emotional well-being. Moreover, the school must create a positive learning environment where teachers and students can develop by prioritizing mental health awareness, fostering an inclusive and cooperative culture, and facing challenges head-on with hope and fortitude.

Keywords: *exploring, leadership, well-being, burnout, performance, professional development, leadership style, school culture.*



REMEDIAL INSTRUCTIONAL PRACTICES OF TEACHERS AND PERFORMANCE OF GRADE 7 STUDENTS IN MATHEMATICS

Veronica B. Afable

Secondary School Principal

Nena National High School

San Julian District, San Julian, Eastern Samar

SDO – Eastern Samar

This study aimed to determine if there was a significant relationship between the teachers’ remedial instructional practices and the Grade 7 students’ performance level in Mathematics. Adopting a descriptive research design through the use of the correlational method, the researcher focused on secondary school teachers and Grade 7 students of Units I and II in the Division of Eastern Samar, which comprised 33 teachers who have been implementing remedial instruction and students who have been attending remedial classes. Total enumeration was utilized to facilitate easy access with the respondents. Initially, the study took the descriptive aspect through the survey method to collect information on teachers’ remedial instructional practices and student’s performance levels in Mathematics 7. Finally, it advanced to the correlation aspect to identify if significant relationships exist among the variables. The researcher utilized an adapted survey questionnaire consisting of several indicators on remedial practices via planning, teaching, and assessment and collected the third quarterly grades of the student-respondents as data for their performance level. After conducting the study, the results showed that the teachers’ remedial instructional practices in Planning, Teaching, and Assessment and the students’ performance level in Mathematics 7 were significantly correlated.

Keywords: *remedial, practices, performance, mathematics, assessment*



THE IMPACT OF ZERO COLLECTION POLICY OF LGU - ALABEL TO THE PERFORMANCE INDICATORS OF ALABEL CENTRAL INTEGRATED SPED CENTER S.Y. 2016-22017 BASIS FOR THE ENHANCEMENT OF THE PROGRAM

Marile M. Gutierrez

Teacher II

Alabel Central Integrated SPED Center

The action research was conducted to find out the impact of the Zero Collection Policy of LGU-Alabel to the performance indicators of Alabel Central Integrated SPED Center, East Alabel District particularly school year 2016-2017.

This study used a descriptive-comparative analysis of the performance indicators through graph and tabular presentation. The School Based Management (SBM) data was the basis of the researchers to its impact to the school performance indicators. It was found out that there was a big impact on the performance indicators of the school in terms of the following thematic areas of SBM, the access with the increase of enrollment, efficiency as dropout rate, completion rate and cohort survival and the quality as the general average of the whole school. Thus, this study found out the feelings of the parents about the program and their satisfaction about the subsidy of the LGU-Alabel. 56% of the parents were very happy about the Zero Collection Policy and 56% were not satisfied with the 200.00 php. subsidy.



THE EFFECT OF USING MULTIMEDIA IN THE READING PERFORMANCE AMONG GRADE 3 PUPILS OF ALABEL CENTRAL INTEGRATED SPED CENTER

Sheena Mae B. Arreglado
Teacher 1
Alabel Central Integrated SPED Center

The purpose of this action research study was to determine the impact of using multimedia on the reading performance among grade three pupils of Alabel Central Integrated Sped Center. Early Grade Reading Assessment tool was used to determine the impact of using multimedia in the reading performance of the respondents. The study compares the two groups of learners, control group and an experimental group. Each group is composing 30 heterogeneous pupils. It utilized quasi experimental type of study. The result of this implies that there is a positive impact of using multimedia in the reading performance among grade 3 pupils compared to those pupils who were not using a multimedia in teaching reading. Thus, to determine the statistical analysis of the data the researchers used Social Package for Social Sciences (SPSS) Version 20 and Microsoft Excel.

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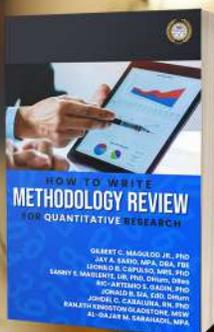
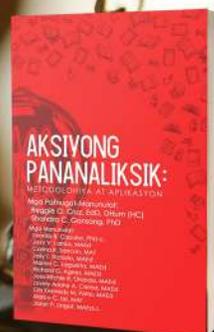
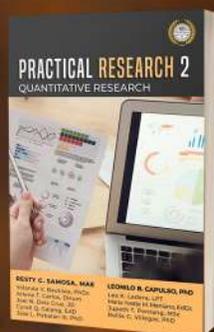
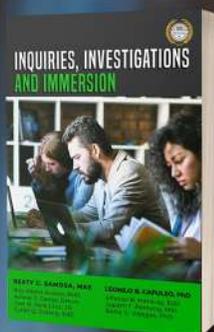
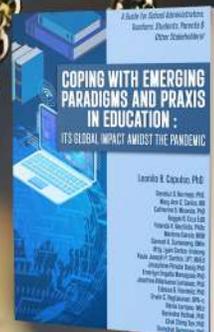
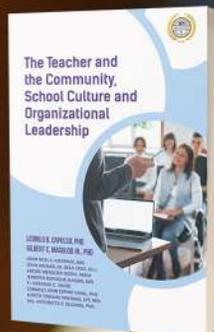
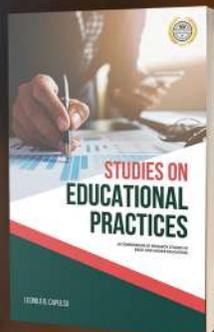
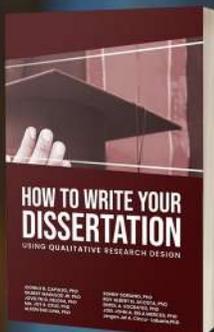
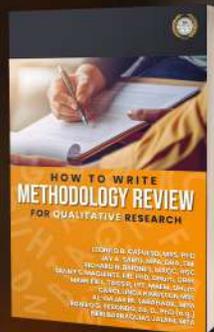
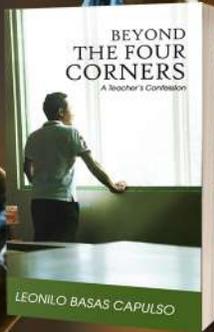
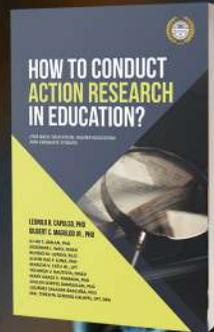
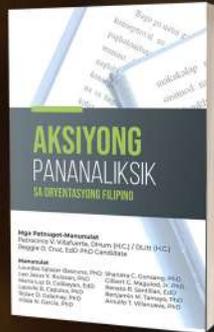
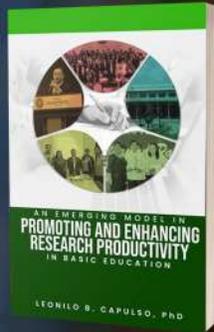
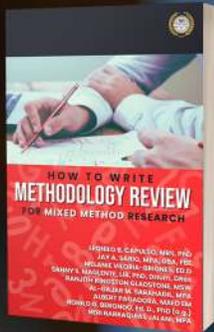
INCLUSION

Book Content Layout,
Book Cover
Book Spine
Cert of Publication with ISBN ,
Membership in BBP Writers & Authors Guild
Assistance - Application for NBDB Membership

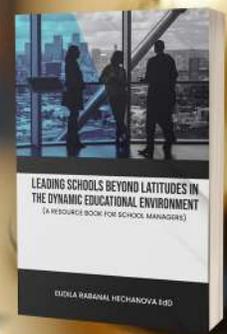
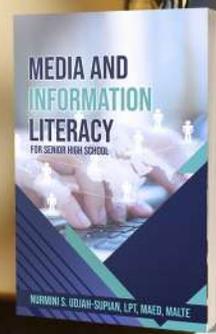
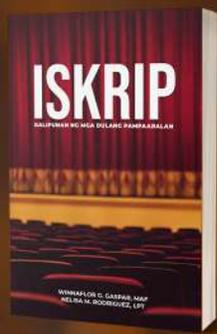
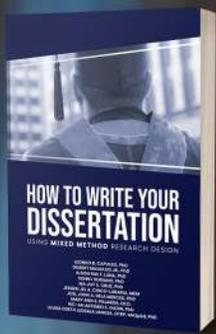
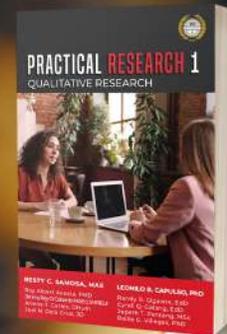
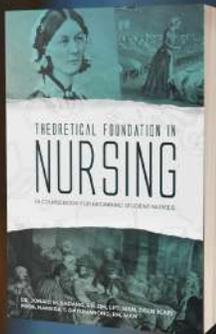
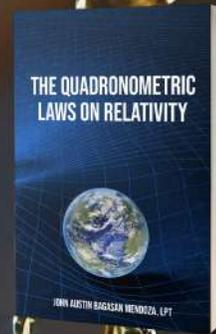
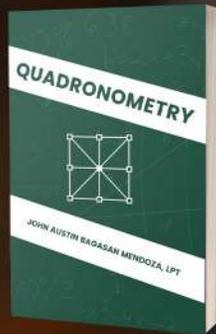
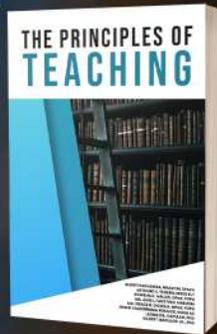
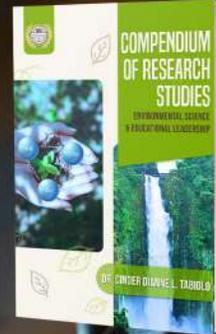
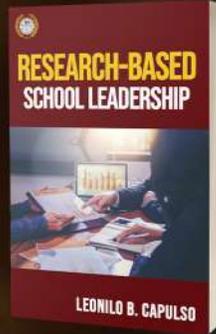
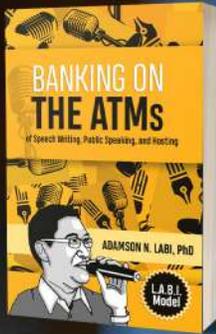
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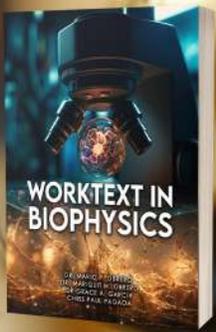
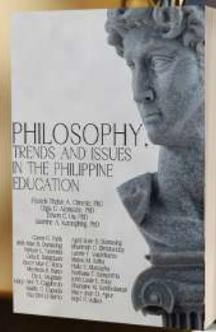
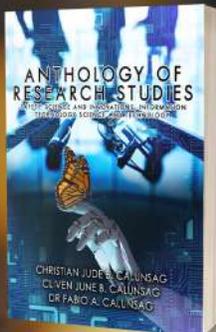
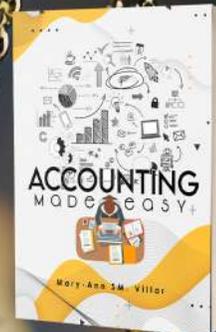
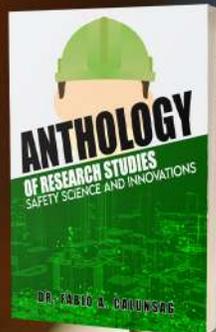
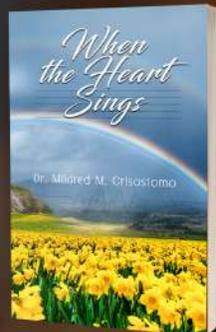
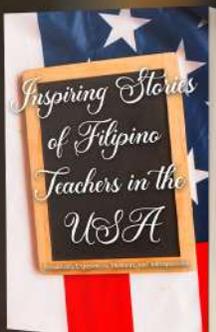
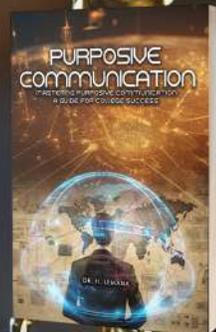
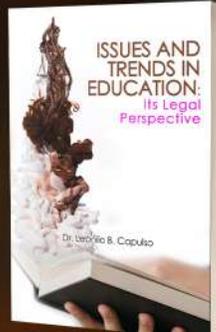
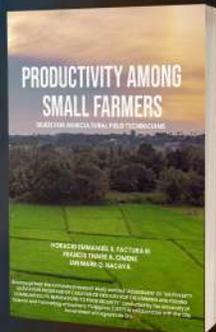
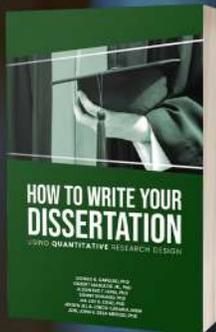
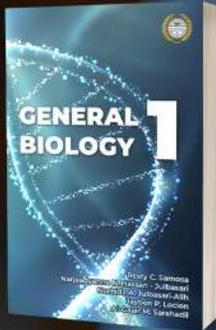
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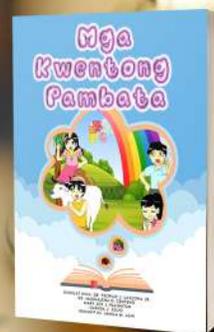
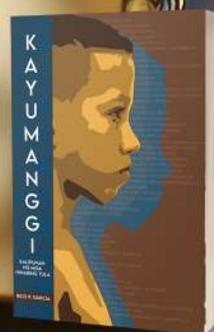
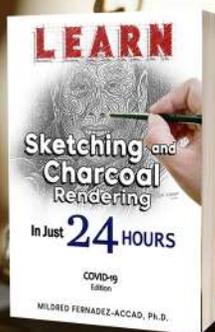
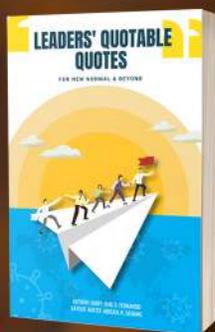
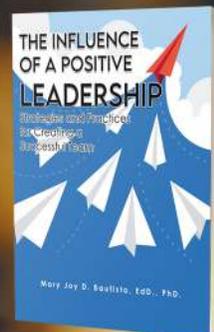
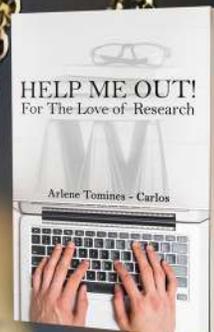
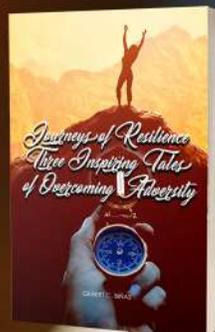
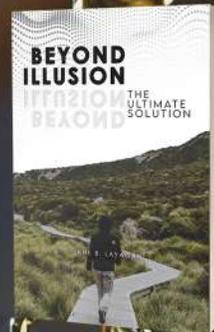
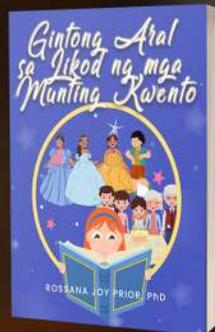
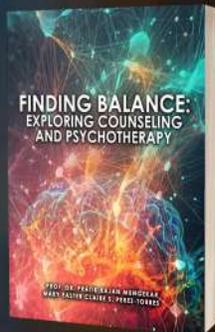
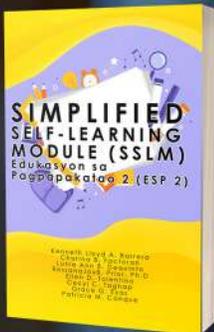
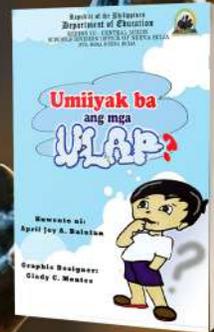
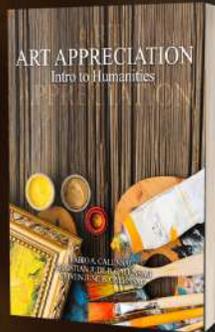
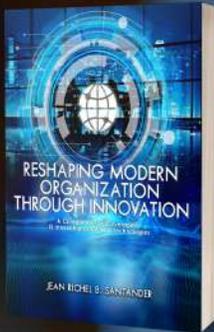
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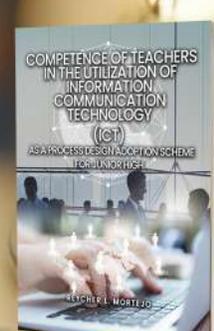
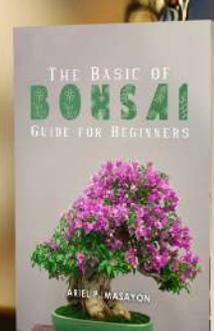
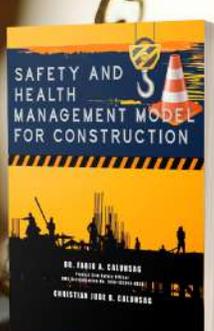
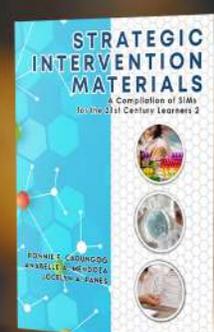
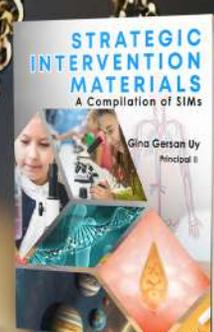
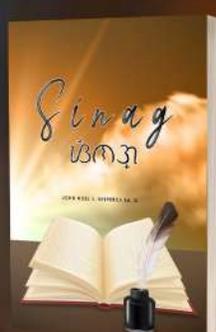
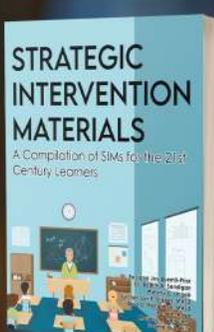
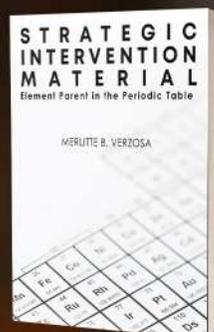
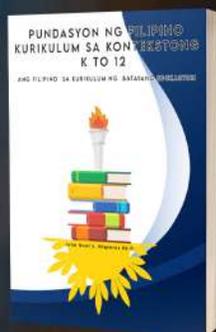
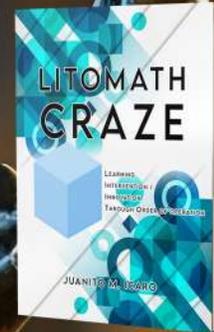
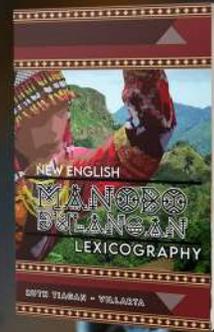
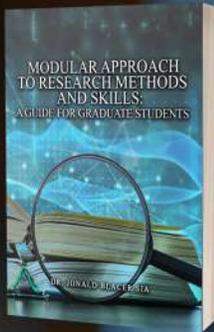
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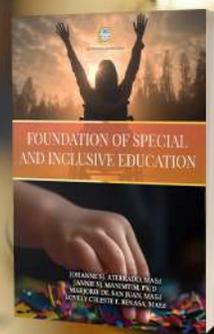
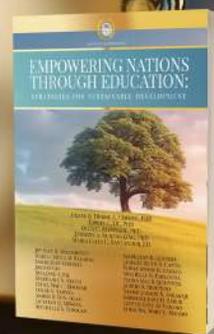
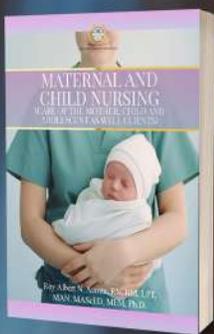
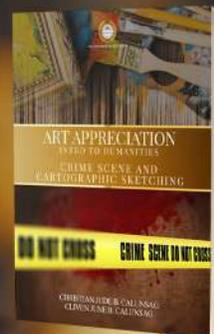
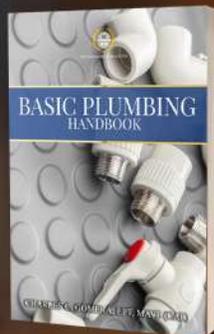
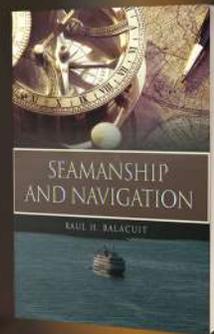
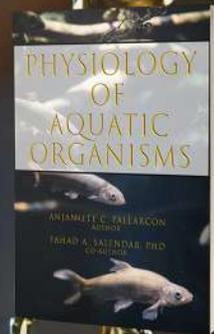
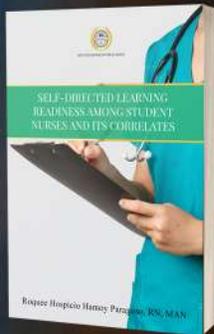
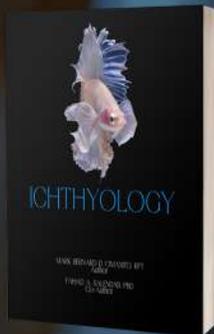
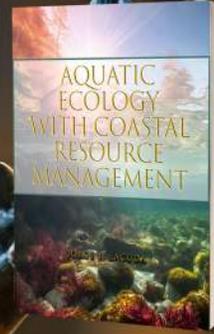
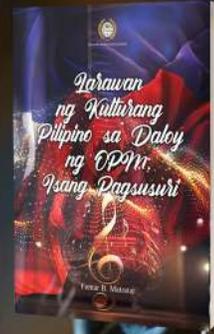
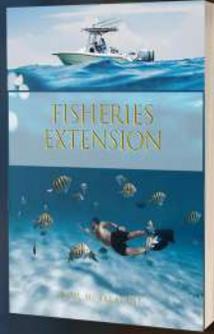
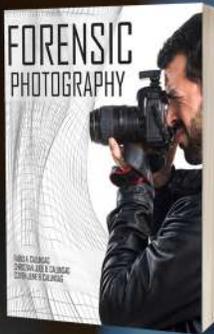
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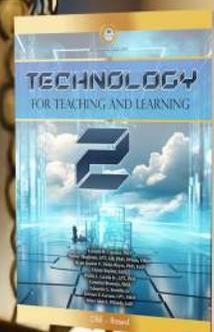
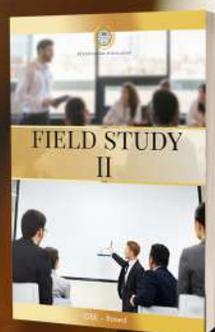
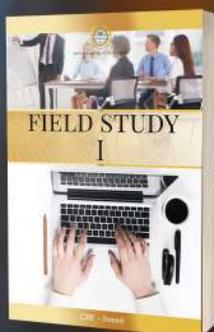
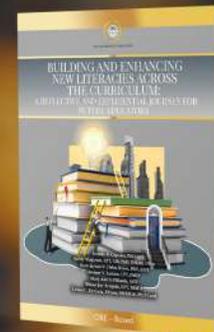
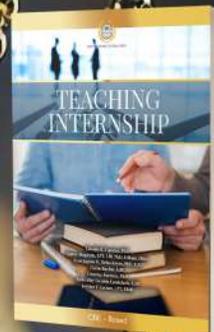
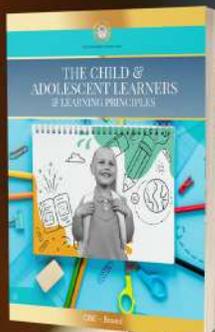
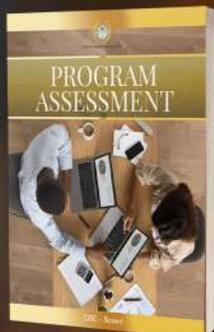
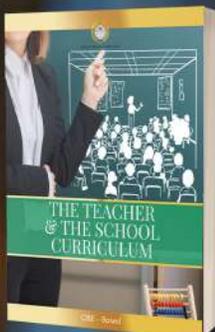
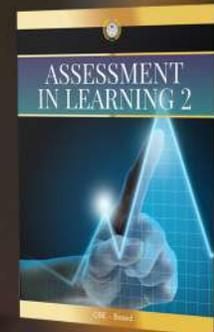
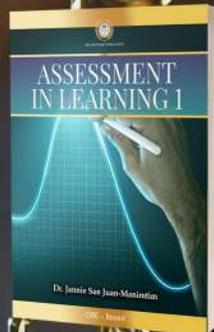
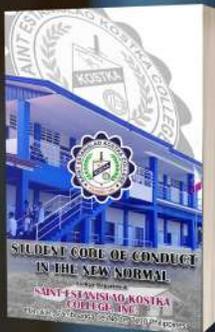
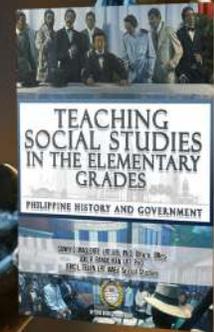
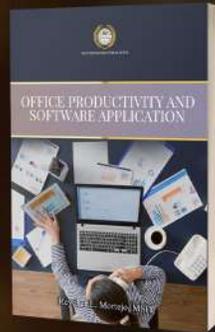
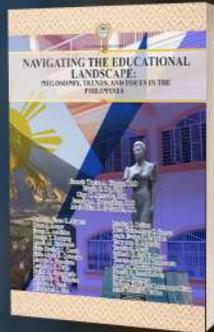
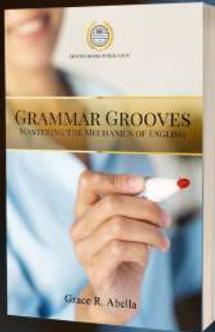
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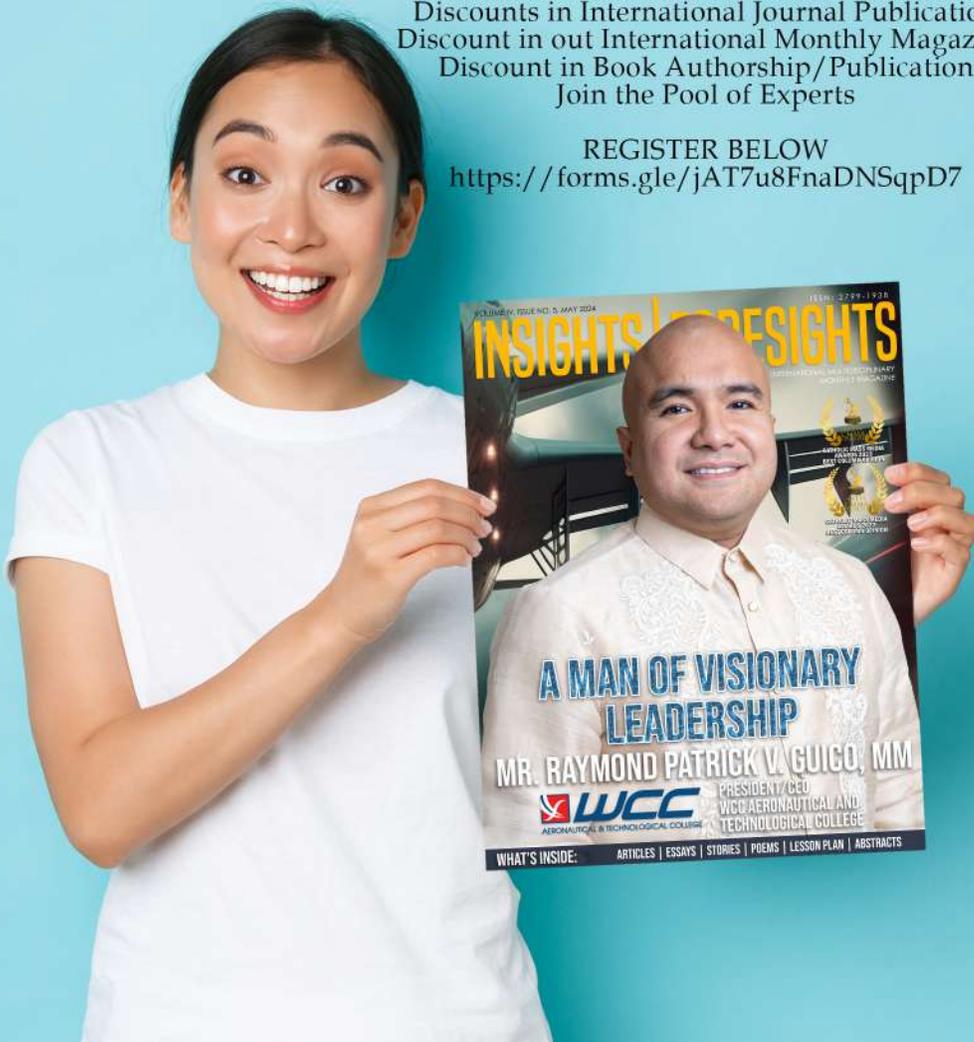
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My gratitude to BEYOND BOOKS PUBLICATION for opening its door and be an instrument to help educators like me. BBP boost my confidence and widen my horizon. May God almighty continue to shower BBP with blessings. To the CEO of BBP may you encourage more educators to write and publish their researches and be part of their professional growth.

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“ The long wait is over! I am amazed. My sincerest appreciation to Beyond Books Publication spearheaded by Dr. Leonilo B. Capulso together with Mam Nancy Malto for assisting and guiding me to publish my article. I am eternally grateful for this wonderful opportunity. God bless BBP.

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I love scribbling and playing with words!

I got the chance of publishing my work in INSIGHTS I FORESIGHTS, an international multidisciplinary magazine, under the tutelage of Rossana Joy Buemil- Pior, PhD and thru Beyond Books Publication.

My heartfelt gratitude to all of you.



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At last I have published an action research which could be used not only in Region XII but also to the whole community of the Department of Education. I would forever be grateful to Beyond Books Publication to leave a legacy to all educators in Region XII and in the whole country. I hope that this action research will also inspire other teachers and education advocates to conduct the same to provide quality interventions and innovations which is research-based. Thank you so much BBP and Thank you Dr. Rossana Joy B. Prior For Facilitating the publication of my research!!!
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My heartfelt gratitude to Beyond Books Publication through Insights/Foresights, an international multidisciplinary magazine, for publishing this masterpiece.

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Allhamdulillah ❤️ I'm happy and thankful for the opportunity & recognition given to me as writer and published my school innovation and insights to INSIGHT FORESIGHT, an International Multidisciplinary Magazine & Beyond Books Publication.

My deepest appreciation to Dr Leonilo B. Capulso CEO For the encouragement and guidance, Dr. Rossana Joy Buemil- Prior our regional focal person who motivated me and be a part of her team ❤️

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Greetings of Peace! I would like to express my special and thanks to Dr. Rossana Joy Buemil Prior for inviting me to join and published my thesis abstract to Beyond Books Publication, it is a big privilege for me because it's my dream has come true.

Again, thank you very much and more power.



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