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JUSTINE M. QUIROZ
ART DIRECTOR
KEYROSEBELLASARTES@GMAIL.COM
0975-4760-384



ANGELYN B. CRUZ
MARKETING STAFF
CRUZANGELYN895@GMAIL.COM
0977-3304-205



CHARMAGNE KYLA S. CABRERA
BBP STAFF
CHARMAGNEKYLA5C@GMAIL.COM
0969-6465-701



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0960-8457-257

INTERNATIONAL EDITORS



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SHANDRA C. GONSANG, PHD
UNIVERSITY OF SOUTHERN
MINDANAO
(FILIPINO LANGUAGES)



ALSON RAE F. LUNA, PHD
UNIVERSITY OF PERPETUAL HELP
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ETHEL REYES-CHUA, ED.D.
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CAVITE CITY CAMPUS
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(EDUCATIONAL MANAGEMENT)



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PROFESSOR III
UNIVERSITY OF NORTHERN PHILIPPINES
VIGAN CITY, ILOCOS SUR
(SCIENCE EDUCATION, PHYSICS, RESEARCH)



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MTI, DAVAO CITY NATIONAL HIGH SCHOOL

MARKETING STAFF



CRISTINA A. MALTO

MARKETING STAFF
KRISTINAALMONTEMALTO@GMAIL.COM
0909-2902-274 / 0955-5030-040



NANCY M. MALTO

MARKETING STAFF
0951-4946-063



PERFECTO C. CARBON JR.

MARKETING STAFF
PERFECTO.CARBONJR@GMAIL.COM
0945-6748-134



CLAIRE B. MASINDA

MARKETING STAFF
0945-4753-058



MADILYN B. POVADORA

MARKETING STAFF
MADILYN.POVADORA@DEPED.GOV.PH
0946-8059-320



ARNEL P. ALVIAR

MARKETING STAFF
0997-6083-166



DR. JERGEN JEL C. LABARIA

MARKETING STAFF
JERGENJELCINCO@YAHOO.COM
0955-9303-232



DAISY L. QUIMPO

MARKETING STAFF
DAISYHLQUIMPO22@GMAIL.COM
0977-2168-163



DR. ROSSANA JOY B. PRIOR

MARKETING STAFF
ROSSANAJOYPRIOR@GMAIL.COM



ANGELICA B. CRUZ

MARKETING STAFF
CRUZANGELICA1106@GMAIL.COM
0906-7816-597



SUYA G. ALEJANDRO

MARKETING STAFF
SUYA.ALEJANDRO05@DEPED.GOV.PH
0936-1071-751



DR. JOSEPH C. INGGAN

MARKETING STAFF
0966-3066-976



MARICEL B. FRANCIA

MARKETING STAFF
MARICELCABRALBUHAT@GMAIL.COM
0938-0660-735



DR. ELVIRA B. BAGACINA

MARKETING STAFF
SUYA.ALEJANDRO05@DEPED.GOV.PH
0936-1071-751



GEMALYN S. HIDALGO

MARKETING STAFF
GEMALYN.HIDALGO@DEPED.GOV.PH
0927-8420-138



MARY JOY J. PALIGUTAN

MARKETING STAFF
MARYJOY.PALIGUTAN@DEPED.GOV.PH
0966-3066-976



ERLINDA M. MALTO

MARKETING STAFF
ERLINDAMASSTRADO3@GMAIL.COM
09061323032/09486616239



FABIO A. CALUNSAG, PH.D

MARKETING STAFF
FABIOCALUNSAG@3RMSU.EDU.PH
065-918-1963/0910-278-8627

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INSIGHTS|FORESIGHTS

Leonilo B. Capulso, PhD

CEO/President, Beyond Books Publication

PROVOST, St. Robert's International University – Cambodia

Admission and Study Center Pampanga

Pursuing International Education Through Hybrid Mechanism: Its Pros & Cons

In today's linked world, international education is extremely important. Students and recent graduates must be prepared with the information and abilities necessary to thrive in the 21st century environment, which is marked by intense rivalry and productivity among possible employers of various institutions.

Pursuing international education can bring about the following benefits:

1. Cultural Exchange: International education fosters communication and understanding between individuals from various origins and nations. People can discover various cultures, customs, languages, and points of view, increasing their understanding of the world and their respect for variety;

2. Academic Excellence: Numerous nations are well known for their excellent educational systems. Students get the chance to access renowned educational institutions, cutting-edge research, and cutting-edge learning settings through international education, which improves their academic knowledge and abilities;

3. Career Possibilities: The chances of landing a job are greatly improved by

having foreign schooling experience. It gives people the ability to communicate across cultural boundaries, to be interculturally competent, and to have a deeper awareness of global concerns, making them more appealing to employers in a labor market that is becoming more international;

4. Personal Development: An international education promotes personal development. People are forced to leave their comfort zones, become independent, develop resilience, and improve their problem-solving abilities when they live and study abroad. It frequently results in higher levels of self-assurance, self-awareness, and comprehension of one's own principles and identity;

5. Research and Innovation: International education collaboration promotes cross-border knowledge, research, and innovation sharing. It makes it possible for academics, researchers, and scientists to work together on global issues, exchange knowledge, and come up with fresh concepts that progress several disciplines; and

6. 6) Diplomacy and Peacebuilding: Pros:

Promoting diplomacy and peacebuilding initiatives is one of the main functions of international education. It promotes friendly connections and international collaboration by bringing together students and academics from other countries and fostering the development of friendships, networks, and a shared understanding.

Therefore, international education is very important in today's linked world since it fosters cross-cultural understanding, academic excellence, professional prospects, personal growth, and international cooperation. To avail such kind of education, enrolling in an international school provides opportunities to realize students' potentials. Moreover, being in an international can propel (a) Multicultural Environment, (b) High-Quality Education, (c) Language Acquisition, (d) Smooth Transition, (e) Global Perspective, (f) Extracurricular Activities, (g) College and Career Preparation, and (h) Global Networking.

Furthermore, the advent and continued development allows potential international student to acquire such education through hybrid mechanism which is offered by many international university including St. Robert's International University registered in Cambodia. Its Admission and Study Centers in different part of the Philippines and neighboring Asian Countries made it easier for student to avail such quality education. Admission and Study Center in Pampanga is located in Macabebe, Pampanga Philippines.

However, hybrid mechanism, also known as blended learning which combines traditional in-person instruction with online learning components has its pros and cons.

1. **Flexibility:** Hybrid learning offers flexibility in terms of time and location. Students can engage in online learning activities at their own pace and convenience, allowing them to balance their study schedules with other commitments.

2. **Personalized Learning:** Hybrid learning often incorporates online resources, videos, and interactive platforms that can be tailored to individual student needs. This personalized approach to learning can accommodate different learning styles and paces, enabling students to progress at their own speed.

3. **Enhanced Engagement:** Hybrid learning often integrates technology tools and multimedia content that can make learning more engaging and interactive. This can include simulations, virtual labs, interactive exercises, and gamified elements that enhance student participation and motivation.

4. **Access to Resources:** Online components of hybrid learning provide students with access to a wide range of resources and materials. They can explore multimedia content, e-books, online libraries, and educational websites, expanding their learning beyond the limitations of traditional classroom resources.

5. **Collaboration and Communication:** Hybrid learning can facilitate collaboration and communication among students and between students and teachers. Online platforms, discussion boards, video conferences, and group projects enable students to work together, share ideas, and

engage in meaningful discussions, regardless of their physical location.

Cons:

1. Technological Requirements: Hybrid learning mainly relies on technology, which can be a barrier for students without access to dependable internet or the required gadgets. Students who don't have equitable access to technology may not be able to participate as fully in online learning activities.

2. Self-Discipline and Time Management: Hybrid learning calls for students to have strong self-motivation, self-control, and time management skills. Some students can find it difficult to stay organized, manage their study time, and keep up with online assignments and deadlines in an unstructured learning environment.

3. Limited Face-to-Face Interaction: Hybrid learning limits students' and teachers' face-to-face interaction. While some of this may be made up for by online communication tools, some students might miss the face-to-face engagement, quick feedback, and close relationships that come with conventional classroom education.

4. Potential for Isolation: Students may have feelings of loneliness or a lack of social connection as a result of hybrid learning, particularly if they spend the majority of their time online. The social contacts and peer relationships that are natural parts of a regular classroom environment may be lost on students.

5. Technical Challenges: The learning process in hybrid environments might be hampered by technical problems

and gremlins. Online platform navigational challenges, software compatibility concerns, and connectivity issues can all frustrate students and stop their study.

6. Teacher Training and Support: In order to successfully implement hybrid learning, teachers must modify their teaching strategies and make efficient use of online tools and resources. To ensure that instructors have the knowledge and abilities to successfully use hybrid learning methodologies, it is essential to provide them with the appropriate training and assistance.

Hence, it's vital to keep in mind that hybrid learning's efficacy and acceptability can change based on a range of elements including student age, subject topic, technology infrastructure, and resource availability. To maximize the benefits and solve any issues for all associated stakeholders, hybrid learning models need to be properly developed and deployed. For an efficient and thorough education, finding a balance between the role of human instructors and the internet is crucial. The learning process can benefit from the complimentary roles of teachers and the internet. Utilizing each party's advantages and acknowledging their different responsibilities are necessary to strike a balance between instructors and the internet. While the internet offers a wealth of knowledge, interactive resources, and chances for research, teachers give direction, support, and personal connection. Effective integration of both may produce a thorough and rich learning environment.



St. Robert's International University

ABOUT SRIU

The year 2022 saw the expansion of St. Robert's Group of Companies. In twenty two years, it had ventured into its most ambitious project - the St. Robert's International University located in Phnom Penh, Cambodia.

Its business template is bolstered by the mindset brought about by the Covid 19 pandemic - the new normal educational services powered by digital technology. Capitalizing on its eLearning technology, SRIU will provide access to education via the SRIU International On-Line College operating in the Philippines, Thailand, Vietnam, the UAE, India, and Nepal.

To ensure a smooth management system required for the delivery of quality educational services - SRIU have constituted the membership to the SRIU International university system in the seven countries with headquarters in Cambodia.

St. Robert's International University envisions itself to become the leading international university in Southeast Asia making available quality university education to every Asians to provide leadership to the Asian industries.



DR. ROBERT F. GALINDEZ
PRESIDENT / RECTOR
St. Robert's International University
Cambodia

ST. ROBERT'S INTERNATIONAL UNIVERSITY

Borey Sunway, #40, Street, Pine Avenue Sabgkat Beoung Kak, Khan Toulkok,
Phnom Penh, Cambodia



The Guiding Principles

The Robertines of the 21st Century are masters of Communication, Creativity and Collaboration, SRIU is the leading element in nurturing creativity and capacity for independent and empowered educational landscape for Cambodia and the ASEAN region.

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An international Research and Development university leading the way towards excellent, world-class, God-centered, and learner-oriented education in the 21st Century and beyond.

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1. Excellent and World-class. SRIU is committed to transforming every Robertine to exhibit the optimum performance at a global level that stood the test of time.

2. God-Centered and Learner-Oriented. SRIU is committed to nurturing a community of global leaders that demonstrates faith and life in their quest for service to God, men, and country.

Pedagogical Motto

1. Challenge students with real problems, and they will deliver.
2. Believe in them, and they will begin to believe in themselves.
3. Engage them with rigorous projects, and they will SHINE.



SOUTHEAST ASIA UNIVERSITY CONSORTIUM GRADUATION OPTIONS VIA TWINNING ARRANGEMENT

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1. St. Robert's International University (SRIU) is registered with the Ministry of Education, Youth and Sports in Cambodia;
2. SRIU offers a total of 90 degree courses in the Bachelors, Masteral and Doctoral offered by seven (7) Colleges;
3. St. Robert's International University offers on its off-campus program courses on Twinning arrangement with: Northwest Samar State University (Philippines); Rangsit University (Thailand); and Dire Dawa University (Ethiopia);
4. The degrees granted by SRIU International On-Line College is conferred by St. Robert's International University, a higher educational institution registered in Cambodia;

Double Program

1. Second degrees acquired via Twinning arrangements is conferred by both SRIU and Northwest Samar State University (Philippines); and/or Rangsit University (Thailand); and/or Dire Dawa University (Ethiopia).

Instructional Program

Blended Program

1. 45 hours per 3 unit non Lab subject
2. 18 hours Lecture
 - 3 hours per session x 6 sessions
 - Exclusive of Final Exams schedule
3. 27 hours Independent Study via LMS

Hybrid: On-Line & In-Person

1. 50% of enrolled subjects via On-Line Classes
2. 50% of enrolled subjects via In-Person Classes
3. Seminar Type classes with visiting Professors from Harvard, Oxford, Cambridge, London School of Economics, Etc.
4. With Certificates of Attendance



Cambodia

ST. ROBERT'S INTERNATIONAL UNIVERSITY



NORTHWEST SAMAR STATE UNIVERSITY



Philippines

SAN BEDA UNIVERSITY



RANGSIT UNIVERSITY



Thailand

SRIPATUM UNIVERSITY



Ethiopia



DIRE DAWA UNIVERSITY





ST. ROBERT'S INTERNATIONAL UNIVERSITY

Phnom Penh, Cambodia

● www.saintrobertsgroup.com

📍 Borey Sunway, # 40, Street, Pine Avenue, Sangkat Beoung Kak, Khan Toulkok, Phnom Penh, Cambodia

COURSE OFFERINGS

Inventory of Courses/Degrees

1. 4 Colleges/Faculty
2. 16 Courses (BS, MA & PhD)
3. 64 Major Disciplines
4. 4 Post Doctoral

I. COLLEGE / FACULTY OF SOCIAL SCIENCES AND COMPARATIVE GOVERNANCE

1. Degree Programs (Bachelor of Arts)

- i. BA Major in:
 1. Political Science
 2. Public Management
 3. Social and Community Development

Ladderized Program leading to: Diploma & MA

2. Masteral Degree Programs (Master of Arts)

- i. Dip/MA Major in:
 1. Political Science
 2. Public Management
 3. Social and Community Development

3. Doctoral Degree programs (Doctor of Philosophy)

- i. PhD Major in:
 1. Political Science
 2. Public Management
 3. Social & Community Development

4. Post Doctoral Program in:

- i. Political Science
- ii. Public Management
- iii. Social & Community Development

II. COLLEGE / FACULTY OF ARTS AND EDUCATION

1. Degree Programs (Bachelor of Arts)

- i. BA Major in:
 1. Communication Arts
 2. English Language and Literature

2. Degree Programs (Bachelor in Education)

- i. BEd Major in:
 1. Curriculum Design and Instruction
 2. Educational Management
 3. Early Childhood Education

4. Special Education
5. English Teaching
6. Mathematics Teaching
7. Science Teaching
8. Social Science Teaching

Ladderized Program leading to: Diploma & MA

3. Masteral Degree Programs (Master of Arts)

- i. Dip/MA Major in:
 1. Communication Arts
 2. English Language and Literature

Ladderized Program leading to: Diploma & MEd

4. Masteral Degree Programs (Master of Education)

- ii. Dip/MEd Major in:
 1. Curriculum Design and Instruction
 2. Educational Management
 3. Early Childhood Education
 4. Special Education
 5. English Teaching
 6. Mathematics Teaching
 7. Science Teaching
 8. Social Science Teaching

5. Doctoral Degree Programs (Doctor of Philosophy)

- i. PhD Major in:
 1. English Language and Literature

6. Doctoral Degree Programs (Doctor of Education)

- i. EdD Major in:
 1. Curriculum Design and Instruction
 2. Educational Management

7. Post Doctoral Program in

- i. English
- ii. Education



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COURSE OFFERINGS

III. COLLEGE / FACULTY OF BUSINESS AND HOTEL & TOURISM MANAGEMENT

1. Degree Programs (Bachelor in Business Management)

- i. BBM Major in:
 1. Accounting Management
 2. Business Management
 3. Economics
 4. Entrepreneurship
 5. Human Resource Management
 6. International Business Management
 7. Marketing Management

2. Degree Programs (Bachelor of Science)

- i. BS Major in:
 1. Hospitality and Tourism Management
 2. Airline Business Management

Ladderized Program leading to: Diploma & MBA

3. Masteral Degree Programs (Master in Business Administration)

- i. Dip/MBA Major in:
 1. Accounting Management
 2. Business Management
 3. Economics
 4. Entrepreneurship
 5. Human Resource Management
 6. International Business Management
 7. Marketing Management
 8. Hospitality and Tourism Management
 9. Airline Business Management

4. Doctoral Degree Programs (Doctor of Business Management)

- i. DBM Major in:
 1. Business Management
 2. Hospitality and Tourism Management

5. Post Doctoral program in:

- i. Business Management
- ii. Hospitality and Tourism Management

IV. COLLEGE / FACULTY OF SCIENCE AND TECHNOLOGY

1. Degree Programs (Bachelor of Science)

- i. BS Major in:
 1. General Science
 2. Computer Science
 3. Electronics and Telecommunications
 4. Information Digital Business
 5. Information Technology

Ladderized Program leading to: Diploma & MS

2. Masteral Degree Programs (Master of Science)

- i. Dip/MS Major in:
 1. Public Health
 2. Hospital Management
 3. Computer Science
 4. Electronics and Telecommunication
 5. Information Digital Business
 6. Information Technology

3. Doctoral Degree Programs (Doctor of Science)

- i. DSc Major in:
 1. Health Science Management

4. Post Doctoral Program in:

- i. Health Science Management
- ii. Information Teechnology

THE BIRTH OF ST. ROBERT'S INTERNATIONAL UNIVERSITY (Transformative Asian Education by Asian Educators & Practitioners)

The year 2022 saw the expansion of St. Robert's Group of Companies. In twenty two years, it had ventured into its most ambitious project - the St. Robert's International University located in Phnom Penh, Cambodia.

Its business template is bolstered by the mindset brought about by the Covid 19 pandemic - the new normal educational services powered by digital technology. Capitalizing on its eLearning technology, SRIU will provide access to education via the SRIU International On-Line College operating in the Philippines, Thailand, Vietnam, the UAE, India, and Nepal.

To ensure a smooth management system required for the delivery of quality educational services - SRIU have constituted the membership to the SRIU International university system in the seven countries with headquarters in Cambodia.

St. Robert's International University envisions itself to become the leading international university in Southeast Asia making available quality university education to every Asians to provide leadership to the Asian industries.

St. Robert's International University is the newest member of St. Robert's Group of Companies but probably the most illustrious.

SRIU boasts of the following unique programs and comparative advantage, viz:

1. International education system operating in seven countries;
2. Wide-range of courses/disciplines to choose from with 90 courses offered by 7 colleges;
3. Top notch, well-credentialed international educators;
4. International immersion program
5. High impact researches in collaborations with consortium HEIs in Southeast Asia;
6. International network of governments, higher educational institutions and research collaborators, viz:
 - i. Asian Center for Comparative Governance (ACCG),
 - ii. Southeast Asian University Consortium (SEAUC),
 - iii. International Conference on Contemporary Education (ICCE)

St. Robert's first company was established in Iloilo City in April of 1999, officially registered as St. Robert's Training and Management Center (SRTMC). As an educational marketing company, St. Robert's managed the Graduate School Extension program of the International Academy of Management and Economics (IAME) located in San Antonio Village, Makati City.

With the phenomenal success of SRTMC, other client Graduate Schools like PWU, PCU, JRU, and OLFU and a number of state colleges and universities (SUC's) were added to the graduate offerings marketed and locally and abroad.

In 2004, St. Robert's established its first educational company the St. Robert's International Academy (SRIA) initially registered under the Technical Education and Skills Development Authority (TESDA). In 2010 SRIA became a full fledged educational institution registered with the Department of Education offering complete K to 12 programs. In 2022 the Securities and Exchange Commission granted its request converting SRIA into St. Robert's International College (SRIC).

The year 2022 proved to be a banner year for St. Robert's. SRIC received its membership from the Council of International Schools (CIS); Deuzert, a German ISO Education Management certifier approved its request for certification.

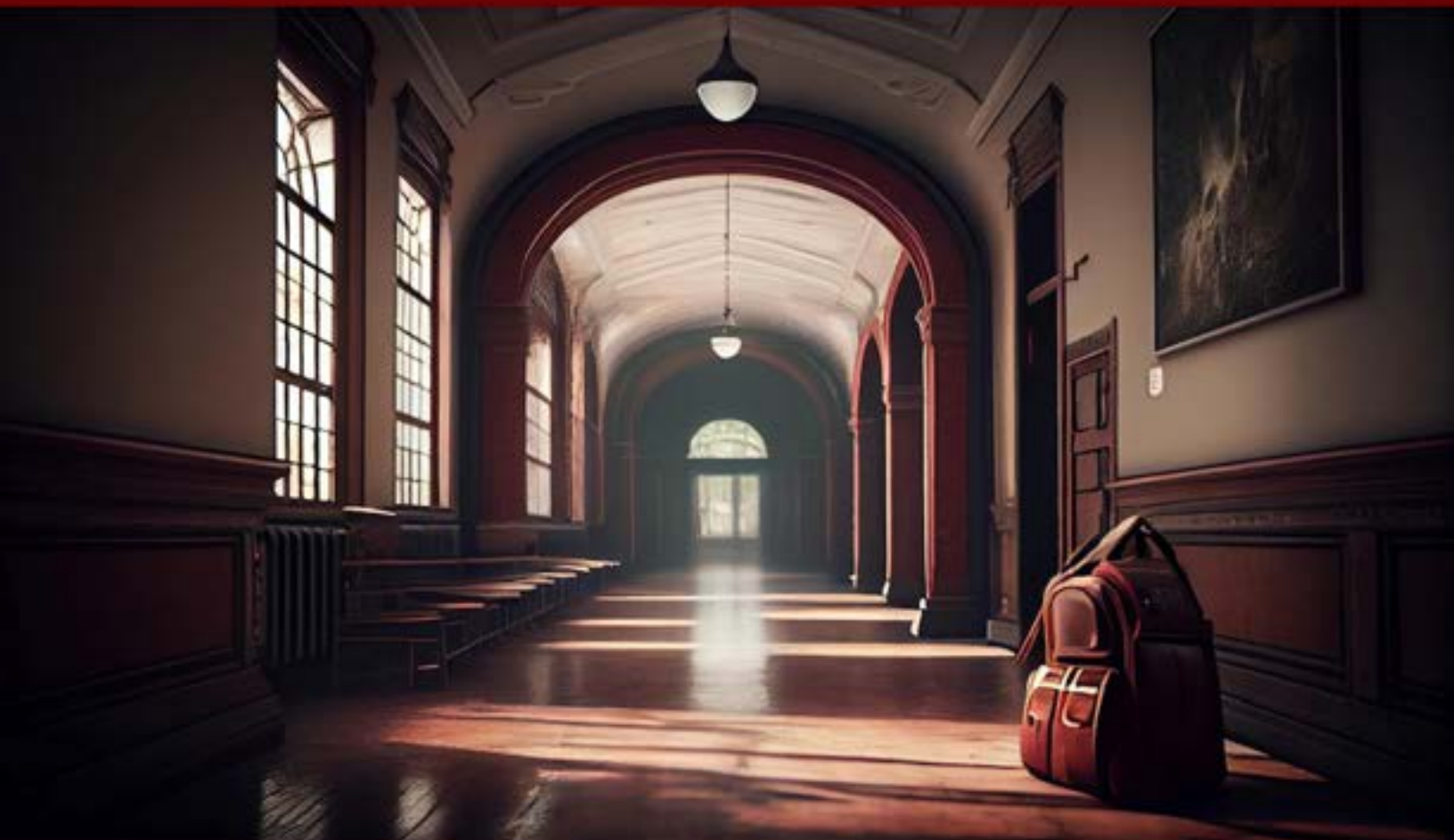
St. Robertine Global Education. In 2008 St. Robert's ventured into its first international operation upon the invitation of then Ambassador Antonio Rodriguez who suggested to offer a Teacher Certificate program to save many Filipino Teachers from being retrenched for lack of then newly required Thai Teaching License. After Thailand, the Hong Kong Learning Center was established followed by the Jakarta Learning Center. To date, the global operations of St. Robert's includes Thailand, Vietnam, Abu Dhabi, India, and Nepal.

St. Robert's had secured its global presence via the ACCG and ICCE. The Asian Center for Comparative Governance is mandated to provide services to its host country in terms of high impact research, policy initiatives, and capacity building programs. The International Conference on Contemporary Education provided the necessary platform for international conferences, and publication.



Contact Us!

- www.sriu-online.com
- Borey Sunway, #40, Street, Pine Avenue Sabgkat Beoung Kak, Khan Toulkok, Phnom Penh, Cambodia



AR TICLES

ARTICLES

EMPHASIS OF SPS IN TEACHING SCIENCE



DENNIS O. POLINAR

Instructor
Bohol Island State University-Bilar Campus

The abilities that scientists utilize to carry out their research are known as scientific process skills. These skills include observation, experimentation, data analysis, and communication. Attitudes towards science are the beliefs and values that people hold about science. These attitudes can be positive or negative, influencing how people think about and use science in their everyday lives.

SPS is emphasized in teaching science by stressing the importance of the scientific method and encouraging students to ask questions and think critically about the world around them. I have always emphasized acquiring science process skills among the students in my Chemistry classes. These skills are essential for students to be successful in science. Various strategies are available to help students acquire these skills. These include hands-on activities, especially in the lab or even simple computations in my lecture class, cooperative learning, and problem-based learning. I have also worked to create a positive learning environment in my classroom where students feel comfortable asking questions and working together. There are numerous ways to ensure your students feel comfortable asking questions and working together. This can be achieved by creating an environment where everyone feels valued and appreciated. As teachers, we can also encourage our students to actively participate in their learning by asking them questions and involving them in discussions. Finally, we can model positive behavior by being enthusiastic and engaged learners.

The skills required for chemistry are often integrated into teaching and learning activities in several ways. For example, when teaching the properties of different chemicals, a teacher

may ask students to identify and describe the changes that occur when two or more chemicals are mixed. This would require students to use their knowledge of chemical processes and skills to provide a more detailed description of the changes. In another example, when teaching the concept of chemical reactions, a teacher may ask students to write and balance equations for various reactions. This would require students to use their knowledge of chemical processes and skills to write the equations correctly.

There are many advantages to learning skills, such as observation, experimentation, data analysis, and communication. These skills can be used in various settings, from the classroom to the workplace. These can help the students better understand the world around them and to communicate their ideas more effectively. Observation skills can also help them notice details that they might otherwise miss. This can be useful in many situations, from studying for an exam to solving work problems. Experimentation skills can help them test their ideas and find new solutions to problems. Data analysis skills can help students to make sense of large amounts of information and to find trends and patterns. Communication skills can help them share their ideas with others and persuade them to see things their way. Learning these skills can give a significant advantage in many areas of life. These skills can help them succeed in school and careers.

Science skills are being emphasized in teaching science in a variety of ways. One way is by using inquiry-based instruction. This instruction allows students to ask questions and investigate the answers through scientific experimentation. This encourages students to think like scientists and to use the scientific

method to solve problems. Another way science skills are emphasized in teaching is by using technology. Technology can be used to help students visualize scientific concepts and to conduct experiments. This allows students to see their work's results and learn from their mistakes. Finally, science skills are emphasized in teaching science by incorporating problem-based learning. In problem-based learning, students are given a problem to solve. They then have to use their scientific knowledge to solve the problem. This type of learning encourages students to think critically and to apply what they have learned. All of these methods are effective in teaching science skills. By using inquiry-based instruction, technology, and problem-based learning, students will be better prepared to use science skills in the real world.

However, analysis is essential in science instruction because it enables students to break down complex ideas into smaller, easier-to-understand chunks. By understanding how a concept works at a fundamental level, students can build a strong foundation of knowledge that will help them better understand more complex ideas. Additionally, analysis can help students identify and correct errors in their thinking, which can lead to a deeper understanding of the material.

After teaching different topics in Chemistry, students may now demonstrate a variety of specific skills and outcomes. For example, students can identify and describe different chemical reactions, chemical compounds, and the periodic table. Additionally, students can explain the significance of these topics in Chemistry and how they are used in real-world applications. As students who enjoy learning science-related subjects, they have an edge in terms of critical thinking and analysis. One advantage is that science-related matters often require students to think critically and analytically to understand complex concepts. This type of thinking can be beneficial in a variety of real-world situations.

Additionally, science-related subjects often involve studying data and evidence, which can help students learn how to evaluate information effectively. Finally, many science-related topics also apply mathematical concepts and formulas, which can help students develop strong problem-solving skills. Developing strong problem-solving skills is important to the real world because it allows students to find



solutions to their problems. It also allows them to communicate better and work together to find solutions.

TOURING GRACE PARK ELEMENTARY SCHOOL



ANALIZA D. LABUAC
Principal
Grace Park Elementary School

Upon entering the main gate of Grace Park Elementary School, one could say that the school is small. But as you go beyond the first building which is the administration building, you'll come to realize that the school has a vast area. Yes, GPES as they call it, lies in a 10,010 sq.m. area, located at the corner of C3 Highway and the North Luzon Expressway segment 10. It is one of the oldest elementary schools in the Aromar District, of SDO Caloocan. It was built in 1952. Approximately, it is about 71 years old.

The school is consisted of thirteen buildings before but today, there are only eleven buildings.

Small old buildings were demolished and changed by four-storey buildings big buildings. Two twenty-classroom buildings were constructed a few years ago. One of this was the PAGCOR building inaugurated by the late President Benigno Aquino Jr. last March 30, 2016.

With the vast land area, it is not surprising that GPES has big gardens planted with a wide variety of vegetables and fruit bearing trees. Not only that, the school has implemented *Gulayan sa Paaralan* showcasing different urban projects that use recent technologies like the hydroponics, and aquaponics. Other projects were vertical urban gardening, traditional plot urban gardening, mushroom farming, and poultry.

The *Gulayan sa Paaralan* Project is a part of the national effort to ensure the development and nutrition among Filipino students by providing the needed vegetables for the school feeding program and to ensure the quality of education surpassing the malnutrition among students. It also aims to boost the awareness of the students on the significance of growing vegetables. This project also conforms with our Honorable President Ferdinand Marcos Jr.'s project, The HAPAG KAY PBBM which aims to increase local production of fruits and vegetables by turning urban, peri-urban, and rural areas into patches of green edible landscapes.

The GPES hydroponic project which is personally maintained by the school's School Head is continuously improving and it is in its third cycle of lettuce plants. Though the second cycle was not as successful as the first and the present cycle, it is estimated that it will make its target of reaching the ROI (return of investment) in six to eight months.

Through the efforts and support of the teachers, parents, learners, and the community, the operation of the hydroponics will continue to grow. Maintaining the cultivation of a vast area is not an easy task. But because of the collaborative efforts of the teachers, learners, parents, utilities, and other stakeholders, impossible tasks were made possible. The different grade level gardens were cultivated, planted, and maintained by the teachers and parents. Also, learners are made to help with watering and weeding their gardens during their EPP time and after classes.



Grace Park Elementary School
Hydroponic Garden



With our guest from Department of
Agriculture-ATI and
other Urban Gardening enthusiasts.

The PAGCOR building is reserved for the Special Science Elementary School which in good faith will be opened in the next school year. This will be a way to increase the enrolment of the school which was greatly affected by the construction of the C3 highway and the North Luzon Expressway. The school is a second home of 1,417 polite pupils and 58 hardworking and innovative teachers. Pupils always greet teachers and visitors they met. You will be surprise because they always do the Filipino tradition of kissing the hand of elders or "mano" a Filipino tradition showing respect to elders.



The PAGCOR Building
which is intended for
Special Science
Elementary School.

The improvement and success of an institution greatly depend on its stakeholders. As Helen Keller said, "Alone we can do so little, together we can do so much." With the hope of more success of this institution, I wholeheartedly believe in the people who work hand-in-hand in making this school a "number one".

OVERCOMING BARRIERS TO COLLEGIAL HARMONY IN SCHOOLS



KRISTINE C. CONSULTA

Teacher III
Patnanungan Norte Elementary School
Patnanungan District - SDO Quezon Province

Creating a culture of collegial harmony in schools is essential for the success of both students and teachers. When teachers work together effectively, students benefit from a more cohesive learning environment, and teachers enjoy a more positive and supportive workplace. However, creating a culture of collegial harmony can be challenging, as there are many barriers that can get in the way of successful collaboration. This article discusses some of the most common barriers to collegial harmony in schools and strategies for overcoming them.

One of the primary barriers to collegial harmony is a lack of trust among teachers. This lack of trust can be caused by a variety of factors, such as previous negative experiences with collaboration, fear of judgment or criticism, or a lack of communication. To overcome this barrier, school leaders can create opportunities for teachers to get to know each other and build relationships. By fostering a sense of community, school leaders can help teachers develop a greater sense of trust and respect for each other, which can lead to more effective collaboration.

Another significant barrier to collegial harmony is limited time. Teachers are often overwhelmed with the demands of their job, including lesson planning, grading, and meeting with parents. This can make it challenging to find time to collaborate with colleagues. To overcome this barrier, school leaders can prioritize collaboration and create dedicated time for it. By setting aside time specifically for collaboration, teachers will have the opportunity to work together to improve instruction, share best practices, and build relationships.

Effective communication is also essential for successful collaboration. When teachers struggle to communicate with each other, it can lead to misunderstandings and conflict. Communication challenges can arise when teachers have different communication styles, when there is a lack of clarity around expectations, or when there are language or cultural barriers. To overcome communication challenges, school leaders can provide training on effective communication strategies. Additionally, school leaders can encourage open and honest

communication by creating a culture where feedback is valued and respected.

Resistance to change can also be a significant barrier to collegial harmony. When teachers are resistant to new ideas or processes, it can prevent them from collaborating effectively with colleagues. To overcome this barrier, school leaders can provide clear and compelling reasons for why change is necessary. Additionally, school leaders can involve teachers in the change process by soliciting feedback and providing opportunities for input.

Lastly, teachers may feel unsupported in their efforts to collaborate with colleagues. This can be caused by a lack of resources, such as time, funding, or technology, or by a lack of administrative support for collaborative efforts. To overcome this barrier, school leaders can provide the necessary resources for collaboration. Additionally, school leaders can model collaboration themselves and provide administrative support for collaborative efforts.

Although various hindrances may impede efficient collaboration, school leaders can overcome these barriers by giving priority to collaborative initiatives, fostering trust and a sense of fellowship among teachers, offering communication training, involving teachers in the process of change, and providing necessary resources and administrative support. Effective collaboration among teachers leads to a more cohesive learning environment for students and a more positive and supportive work environment for teachers.



LEADERSHIP THAT OPENS THE GATES



FELIX A. BAREÑAN, JR.

Principal II
Principal In-Charge - Central Glan District

*"I put my armor on, show you how strong I am."
"I put my armor on, I'll show you that I am unstoppable."*

-from Musixmatch: An American song by Sia Furler

The ground is being cleared of a myriad of leaves, the tall grasses in the field are being mowed, some classrooms are undergoing renovations and... and the gates will be opened?

I have been on a hiatus for nearly three years. While it was empty due to the pandemic and many things altered, the educational system remained the same. How is it possible? Here I go again, filling the four corners of this office with the sound of my shoes rubbing against the floor. I wonder whether they realize that despite all odds, this institution is still standing because of the seekers of knowledge. The improvement of the school is the result of a passion motivated by the desire to achieve. One step, two steps, three steps, multiple steps? I was petrified by the sounds of children running around the mowed field and chitchatting students occupying the renovated rooms. What is happening? Are my gates open? "Today, August 23, 2022 is the continuation of classes" I declared; Wait, It is open! My gates are open!

As soon as they stepped foot in the place known as second home, a warm welcome was extended to them all by the breeze blowing from the acacia trees. Everybody had a genuine smile plastered on their faces, especially me. My happiness is evidently deeply ingrained in my heart. Sleepless nights, several documents that need to be signed, impromptu meetings, and planning. The night

beside several used coffee cups and of the sound of clicking keyboards in the middle of the night due to overtime labor. It must be gratifying to see how the sacrifices have paid off so spectacularly. That in the midst of any challenges, I stood firm and tall and surpassed it. I witnessed it! I witnessed all my colleagues who were selfless and fearless in responding to the call of the times.

Not just I, but every living thing that ever-demonstrated outstanding leadership in school, I saw it because I was there since time immemorial. I want to sincerely thank them for their sacrifices made in dealing with me. I am hoping it will have a lasting impact and hoping it will leave an indelible legacy.

"I'm so confident, I'm unstoppable today" says a line from the song of Sia Furler which clearly implies that as long as we use our healthy body and unwavering faith in God as an armor, then, I am confident that we will be unstoppable in opening gates of opportunities.



ADDRESSING LEARNING GAPS



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

Learning gaps pertain to the difference between what learners should have acquired at a specific grade level and what they have learned up to that time, according to various educators¹. These learning gaps are frequently accumulating, which means that if they are not addressed quickly, learners will likely fall farther behind as a result of the skills and knowledge they have lost. The curriculum for each subject area in any specific grade level is such that the concepts and skills need to be mastered by the learner to prepare him for higher concepts and skills in the next grade level. Hence, teachers need to be very careful in assessing student learning and in providing intervention activities to avoid learning gaps.

Learning gaps can have negative effects on students' academic performance, self-confidence, motivation, and future opportunities. This is the reason why teachers need to address this issue in collaboration with the parents and the students themselves. They need to work together to identify and address learning gaps in a particular subject area or areas.

Learning gaps are caused by the following:

- The COVID-19 pandemic that disrupted the normal delivery of education and forced students and teachers to shift to remote instruction such as modular and blended modalities;
- The limited personal teacher-student interaction that somehow impaired students learning and receiving feedback from teachers.
- The uneven preparation and access to resources among students from different backgrounds and locations. Some students do not have enough access to internet connections that they are not able to participate in online classes. Students residing in remote areas are oftentimes deprived of the use of modules distributed by the teachers.
- The differences in learning styles, preferences, and abilities among students.
- The gaps and limitations of previous studies and curricula that may not reflect the current needs and demands of learners.

There are possible strategies to address the problem about learning gaps. By applying these strategies, teachers, parents, and students can work together to bridge and close the learning gaps. This will help students achieve their academic goals, boost their confidence, and prepare them for higher levels of education. The following are some suggested strategies:

- Giving formative assessments such as quizzes, tests, projects, and portfolios to measure what students have learned and where they need improvement.
- Providing differentiated instruction to address the diverse needs and levels of students.
- Implementing remedial and intervention programs that target the specific skills and competencies that students lack or struggle with.
- Establishing learning support centers in schools and other learning resource areas where students can access additional materials, guidance, and assistance.
- Strengthening the school-home partnership and involving parents in their children's learning process.
- Addressing the socio-emotional and behavioral recovery of learners who may have experienced stress, anxiety, isolation, or trauma during the pandemic.
- Providing incentives, recognition, and encouragement to motivate students to learn and overcome their challenges.

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SIGNIFICANCE OF ETHICAL VALUES IN PHILIPPINE EDUCATION



DEXTER ROSS C. FABRICANTE

School Principal III
Gulyan National High School

Educational institutions in the Philippines indeed measure and hone students' capabilities when it comes to academic excellence in various fields. In fact, there are lots of curriculums offered to students that specifically prioritize their talents, such as STE, SPA, etc. Skilled and athletic students are also improved through school activities that involve physical education and sports. With these, students are developed in the different potentials that they have, but in line with this, their behaviour and values should also be observed and improved.

Education is much more than learning "academically". It is not just about our mental capacity; knowledge should also cover our overall aspects as individuals. Education could be physical, since the majority of schools teach subjects related to our wellbeing. It could also be "spiritually", since some Catholic schools in the country teach catechism to students. But aside from these two, education should also mean and be shown through values and character. This is a crucial component of education as it imparts to children the attitudes, punishments, and conduct necessary for them to develop into responsible citizens. Learning, aside from using our minds, must also use our hearts. There is indeed a fine line between our behaviour and our desire to learn. The role of our values when it comes to education is crucial, as it affects our engagement as well as our desire to learn. When we enjoy what we do, the time we spend doing it becomes worth it. Similarly, when we put our hearts into education, we don't just fill our curiosity; we also fill our hearts with joy and happiness.

In the education system in the Philippines, *Edukasyon sa Pagpapakatao* or "ESP," is included among the subjects in the K-12 basic education curriculum. But even if it exists, it seems that its true essence cannot be observed since it seems that students just take it for granted. The importance and role of this subject should be practiced by young people, as the knowledge they will get from it will help them develop as citizens. Character education is essential in schools because it instills in children fundamental values and ethical standards that aid in their development into decent individuals. In addition to teaching pupils what is appropriate and inappropriate, it also involves applying the ideas to actual circumstances. Character education needs to be taught in an organized manner so that students of any age may comprehend it and apply it to their everyday activities. In addition, it can also positively impact students' lives in several ways.

Moral education is presented in schools, which in change results in good attendance, decreased violence, and fewer disciplinary issues. Also, it highlights respect and responsibility, both of which are essential for success in the four corners of classrooms. The virtues of kindness, compassion, justice, perseverance, and work ethic are urged in character education programs, which assist young people in setting priorities and deciphering complex situations. Last but not least, character education can assist children in acquiring a growth mindset, which is the conviction that intelligence and skills can be developed through perseverance and hard work.

UNLOCKING THE POTENTIAL OF EVERY STUDENT: THE CRUCIAL ROLE OF DIFFERENTIATED INSTRUCTION IN IMPROVING AND INCREASING SCHOOL PARTICIPATION RATES



JIARENE P. DANDOY
Teacher-In-Charge
Combis Elementary School

As educators, one of our foremost objectives is to ensure that every student has a chance to succeed. However, traditional classroom instruction can often leave some students behind, resulting in disengagement and low school participation rates. This is where differentiated instruction comes in. By adapting instruction to the specific requirements and abilities of each student, differentiated instruction can help increase engagement and boost school participation rates.

Differentiated instruction is an approach to teaching acknowledging that each pupil is unique and has different learning needs and styles. Rather than providing a one-size-fits-all approach to instruction, differentiated instruction focuses on providing instruction tailored to each student's needs and abilities. This can involve a range of strategies, such as adjusting the pace and level of instruction, providing targeted feedback, and using various teaching materials and approaches. Differentiated instruction can ensure that every student is engaged and invested in their education by providing instruction tailored to each student's strengths and weaknesses.

There are numerous advantages to implementing differentiated instruction in the classroom. One of the key advantages is that it can help to make learning more accessible and engaging for all students. For instance, a pupil who struggles with reading may benefit from audio recordings of texts, while a student who excels in math may benefit from more challenging assignments. Teachers can ensure that every student is engaged and invested in their education by providing instruction tailored to each student's unique needs and abilities.

Another advantage of differentiated instruction is that it can help to build a sense of community in the classroom. When students feel that their needs are being addressed, they are likelier to feel a sense of belonging and investment in the

classroom. This can translate into increased participation in school activities and a greater understanding of commitment to academic success.

Most importantly, differentiated instruction can help address the needs of students at risk of disengaging from school altogether. Students who feel frustrated or discouraged by traditional classroom instruction may be likelier to skip class, fall behind, or drop out altogether. Teachers can keep these students engaged and invested in their education by providing instruction tailored to their unique needs.

By providing instruction tailored to each student's unique needs and abilities, differentiated instruction can increase engagement and boost school participation rates. Students who feel that their individual needs are being met are more likely to feel invested in their education, which can translate into increased attendance, participation in school activities, and, ultimately, academic success.

Additionally, differentiated instruction can help address the needs of students at risk of disengaging from school altogether. By providing instruction tailored to their unique needs, teachers can help keep these students engaged and invested in their education, reducing the risk of absenteeism, and dropping out.

Differentiated instruction is a powerful tool for increasing school participation rates among children. By providing instruction tailored to each student's unique needs and abilities, teachers can help ensure that every student is engaged and invested in their education. Whether a student struggles with reading, excels in math, or is at risk of disengaging from school altogether, differentiated instruction can help unlock their potential and ensure that every child can succeed. By prioritizing differentiated instruction in our classrooms, all pupils can benefit from a more inclusive and equitable education system.

THE IMPORTANCE OF STUDENT SELF-ASSESSMENT IN EDUCATION



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

Education is a fundamental aspect of human development, and it plays a crucial role in shaping individuals' lives and the society they live in. As educators, it is our responsibility to ensure that students are provided with the necessary tools and resources to succeed in their academic pursuits. One such tool that has gained significant attention in recent years is student self-assessment. This essay aims to highlight the importance of student self-assessment in education and how it can contribute to the overall success of learners.

Student self-assessment refers to the process through which students evaluate their own learning progress, identify areas of strength and weakness, and set goals for improvement. It is a powerful tool that fosters a sense of ownership and responsibility for one's learning, thereby promoting a growth mindset and a proactive approach to education.

One of the primary benefits of student self-assessment is that it encourages metacognition, which is the ability to think about one's own thinking. Metacognition is an essential skill for lifelong learning, as it enables individuals to monitor their cognitive processes, regulate their learning strategies, and adapt to new challenges. By engaging in self-assessment, students develop a heightened awareness of their learning process, which empowers them to make informed decisions about their academic progress and future goals.

Moreover, student self-assessment fosters a sense of autonomy and motivation in learners. When students are given the opportunity to assess their own performance, they are more likely to take ownership of their learning and become more invested in their academic success. This sense of ownership and responsibility leads to increased motivation and engagement, as students are more likely to put forth the effort required to achieve their goals when they believe they have control over their learning outcomes.

In addition to promoting autonomy and motivation, student self-assessment also helps to develop critical thinking and problem-solving skills. As students evaluate their own work, they are required to analyze their performance, identify areas for improvement, and devise strategies to address these issues. This process of reflection and analysis not only enhances their understanding of the subject matter but also hones their ability to think critically and solve problems – skills that are essential for success in the 21st century.

Furthermore, student self-assessment can lead to more effective communication between students and their teachers. By providing students with the opportunity to share their thoughts and concerns about their learning, teachers can gain valuable insights into the unique needs and challenges faced by each individual. This information can then be used to inform instructional decisions and tailor teaching strategies to better support student learning.

Finally, student self-assessment can contribute to a more positive and inclusive learning environment. When students are encouraged to reflect on their learning and share their insights with their peers, it fosters a sense of collaboration and mutual support. This collaborative atmosphere not only promotes a healthy learning environment but also helps to build a strong sense of community within the classroom.

In conclusion, student self-assessment is an essential tool in modern education, as it promotes metacognition, autonomy, motivation, critical thinking, effective communication, and a positive learning environment. By incorporating self-assessment strategies into our teaching practices, we can empower our students to take charge of their learning and set them on a path to lifelong success.

"PAG-AARAL PARA SA KINABUKASAN: ANG MAHALAGANG PAPEL NG EDUKASYON SA PAGHUBOG NG KARAKTER NG MGA KABATAAN"



MYRA S. ESPIÑA
Master Teacher I
Minuyan National High School

Sa panahon ngayon, napakalaking papel ang ginagampanan ng edukasyon sa pagbuo ng karakter ng mga kabataan para sa kanilang kinabukasan. Hindi lamang ito nagbibigay ng kaalaman sa mga paksang pang-akademiko, kundi nagtuturo din ito ng mga kasanayan at halaga na kailangan ng mga kabataan upang maging responsableng mamamayan at maging lider sa kanilang komunidad.

Isa sa mga pangunahing layunin ng edukasyon ay ang pagtuturo ng mga kaalaman na kailangan ng mga kabataan upang magtagumpay sa kanilang mga larangan ng propesyon. Ang edukasyon ay nagtuturo ng mga konsepto at prinsipyo na kailangan upang maunawaan ang iba't ibang disiplina at larangan tulad ng agham, teknolohiya, kalakalan, at iba pa. Sa pamamagitan nito, natututo ang mga kabataan na magpakadalubhasa sa kanilang mga propesyon at magpakalawak ng kanilang kaalaman sa mga iba't ibang larangan.

Gayunpaman, hindi lamang ito ang layunin ng edukasyon. Ang edukasyon ay nagbibigay din sa mga kabataan ng mga kasanayan at kakayahan upang maging mga responsableng mamamayan at lider sa kanilang komunidad. Isa sa mga halimbawa nito ay ang pagtuturo ng mga halaga at moral na kailangan upang maging mabuting mamamayan. Sa pamamagitan ng edukasyon, natututo ang mga kabataan na maging magpakatotoo, magpakumbaba, at magpakatapat. Natututo rin silang maging mabuting lider na handang tumulong sa kanilang kapwa.

Sa panahon ngayon, napakahalaga ng mga kasanayan na ito upang magtagumpay sa iba't ibang aspeto ng buhay. Halimbawa na lamang ang pagiging mahusay na lider sa kanilang propesyon, pagkakaroon ng mabuting relasyon sa kanilang pamilya at kaibigan, at ang pagpapakita ng magandang halimbawa sa kanilang komunidad.

Bukod pa rito, ang edukasyon ay nagbibigay din ng oportunidad sa mga kabataan upang maipakita ang kanilang kakayahan at talino sa iba't ibang aspeto ng buhay. Sa loob ng paaralan, mayroong mga klase at mga proyekto na nagbibigay sa mga kabataan ng oportunidad na ipakita ang kanilang kahusayan sa larangan ng musika, sining, pagsulat, at iba pa. Ito ay nagbibigay sa kanila ng pagkakataon na magpakadalubhasa sa mga bagay na kanilang mahal at interesado. Bukod pa rito, ang mga oportunidad na ito ay nagbibigay rin sa kanila ng kumpiyansa sa sarili at lakas ng loob upang magpakita ng kanilang mga talento. Sa pamamagitan nito, maari din nilang maibahagi sa kanilang mga kapwa ang kanilang mga talento na maaari ding makaimpluwensya at maipakita na ang pagkakaroon ng kumpiyansa at tiwala sa sarili maaaring maging daan sa anumang oportunidad at tagumpay.

Sa pagtatapos, hindi maikakaila ang kaugnayan ng edukasyon at pagpapaunlad at paghubog ng karakter. Binibigyan nito ng magandang hinaharap ang bawat mamamayan lalo na sa paghubog ng mga kabataan na dalubhasa sa iba't ibang propesyon lalo na sa paghubog ng atin mga susunod na lider. Ang mga pag-aaral sa akademiko ay may malaking epekto sa tagumpay at kakayahan sa pamumuno ng isang tao sa hinaharap. Sa pamamagitan ng pagpapahalaga sa mga matatag na moral values, pagpapalaganap ng kritikal na pag-iisip at kasanayan sa paglutas ng mga suliranin, at pagbibigay ng mga pagkakataon para sa personal na paglago at pagpapaunlad, ang edukasyon ay maaaring bumuo ng matatag at makatuwirang mga lider na makakatulong ng positibo sa lipunan. Dapat nating ipagpatuloy ang pagbibigay ng prayoridad sa paghubog ng karakter sa ating mga sistemang pang-edukasyon upang matiyak na ang mga lider ng kinabukasan ay mayroong kinakailangang mga katangian upang malagpasan ang mga hamon ng mabilis na nagbabagong mundo.

TRANSCENDING BOUNDARIES: CRITICAL THINKING AS THE SALIENT FEATURE OF 21ST CENTURY LEARNING



JORLYN M. FABRICANTE
Head Teacher I
Siayan National High School

With the advent of the 21st century, critical thinking has been identified as one of the most essential skills in achieving success in this complex and rapidly changing world we thrive in. The ability to think critically allows individuals to transcend boundaries and break through the limitations that hinder their personal and professional growth. Hence, critical thinking is a salient feature of 21st century learning as it enables learners to analyze, evaluate, and synthesize information effectively, and make informed decisions based on garnered evidence and logical reasoning applied to them.

To start off, one of the key benefits of critical thinking is that it allows individuals to transcend boundaries of traditional modes of thinking and subsequently expand their horizons. This skill enables individuals to question established beliefs and practices which has already been considered as a norm, and alternately, explore new and innovative ideas for development. It enables individuals to consider multiple perspectives and possibilities, and to develop creative solutions to complex real-life problems being encountered on a day-to-day basis. Critical thinking also enables individuals to challenge the status quo and to pursue alternative paths that may lead to better outcomes.

Additionally, in today's information-rich society, critical thinking is essential for individuals to navigate through the vast amount of information available most especially in the digital realm. The ability to evaluate and synthesize information is crucial in determining the reliability and credibility of sources. Critical thinkers are able to identify biases and assumptions, and to differentiate between facts and opinions. They can also evaluate the strengths and weaknesses of arguments, and use evidence-based reasoning to make informed decisions.

Furthermore, critical thinking is a vital component in order to facilitate effective communication. The ability to express ideas clearly and logically, and to support them with evidence, is essential for effective persuasion and negotiation to take place. Critical thinkers are also able to listen actively and to ask insightful questions, which allows them to engage in productive discussions and to build constructive relationships with others. However, developing critical thinking skills is not an easy task as it requires individuals to be open-minded, curious, and willing to question their own assumptions and beliefs. Also, it requires practice and guidance, as well as exposure to a wide range of experiences and perspectives.

To promote critical thinking in the 21st century classroom, educators must create a learning environment that equally fosters curiosity, inquiry, and exploration. They must encourage students to ask questions, to challenge assumptions, and to seek out evidence-based information. Educators can also use a variety of instructional strategies, such as problem-based learning, collaborative learning, and inquiry-based learning, to help students develop critical thinking skills.

In conclusion, critical thinking is a salient feature of 21st century learning as it enables individuals to transcend boundaries and to break through limitations. It is essential for success in today's complex and rapidly changing world, and it is a skill that can be developed through various means. Inarguably, educators play a huge role in its cultivation so the task of creating a learning environment that promotes critical thinking is on their hands, as providing students with the tools and strategies they need to become effective critical thinkers at present is what will hone them to become members of the society inclined to succeed soon moving forward in this ever-changing world.

THE IMPACT OF SOCIAL MEDIA ON THE ROLE OF TEACHERS AND THE TRADITIONAL TEACHING MODEL: EMBRACING CHANGE AND ENCOURAGING GROWTH



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

The advent of social media has transformed the way we communicate, interact, and learn. As a result, the role of teachers and the traditional teaching model have also been significantly impacted. Educators must now adapt to these changes to remain effective and relevant in the digital age. Embracing the potential of social media and integrating it into the educational process can lead to an enriched learning experience and foster innovation within the classroom.

Social media platforms such as Facebook, Twitter, Instagram, and LinkedIn have made it easier for people to connect and share ideas, knowledge, and experiences. For teachers, these platforms present a unique opportunity to expand their reach beyond the confines of the classroom, engage with students in new and exciting ways, and create a dynamic learning environment. By leveraging the power of social media, educators can encourage collaboration, promote critical thinking, and inspire creativity.

One of the most significant ways that social media has impacted the role of teachers is by providing them with an avenue to extend their professional networks. Through social media, educators can collaborate with their peers globally, exchange ideas, and access resources that may not be available locally. This collaborative approach can lead to the development of innovative teaching strategies and a more comprehensive understanding of the subject matter. Moreover, it enables educators to stay current with the latest trends and research in their field, ensuring that they remain up-to-date and equipped to provide their students with the best possible education.

In addition to professional networking, social media has also transformed the way teachers interact with their students. By incorporating social media into their teaching practices, educators can create a more engaging and interactive learning experience. For instance, teachers can use platforms like Facebook or Twitter to facilitate discussions, share relevant

resources, and encourage students to collaborate on projects. Furthermore, social media provides an opportunity for students to showcase their work, receive feedback from their peers and teachers, and develop valuable digital literacy skills.

The integration of social media into the educational process has also led to a shift in the traditional teaching model. As opposed to the one-way, top-down approach of the past, social media encourages a more collaborative and student-centered learning environment. Teachers are no longer the sole dispensers of knowledge but rather act as facilitators and guides, empowering students to take control of their own learning. This approach encourages students to develop critical thinking skills, problem-solving abilities, and a sense of ownership over their education.

Despite the numerous benefits, it is essential to acknowledge the potential challenges that come with integrating social media into the classroom. Issues such as cyberbullying, privacy concerns, and the spread of misinformation must be addressed to ensure a safe and productive learning environment. To mitigate these risks, educators must establish clear guidelines and expectations, model responsible online behavior, and educate students on digital citizenship.

In conclusion, the impact of social media on the role of teachers and the traditional teaching model presents an opportunity for growth and innovation within the education sector. By embracing the potential of these platforms, educators can create a more engaging and dynamic learning experience that fosters collaboration, critical thinking, and creativity. As we navigate this ever-evolving digital landscape, it is essential that teachers remain adaptable and open to change, recognizing the value of social media as a powerful tool for enhancing the educational experience. By doing so, we can work together to shape the future of education, ensuring that our students are well-equipped to thrive in a rapidly changing world.

INVESTING IN THE FUTURE: THE IMPORTANCE OF EDUCATION FOR THE FUTURE OF STUDENTS



RESCEL C. BAGABALDO
Teacher I
Binakalan Elementary School

Education is the cornerstone of a nation's development, and investing in education is one of the most important ways to secure a better future for its citizens. Education is highly regarded in the Philippines, and there has been a deliberate push to improve the quality of education in schools. This article explores the importance of education for students' future and how investing in education can lead to a more prosperous and sustainable future for the country.

Education has a significant impact on students' futures. It equips students with the required skills and information to succeed personally and professionally. Education teaches students to think critically, solve problems, and communicate effectively, essential skills for success in any field. It also exposes them to a wide range of subjects, which helps them to discover their passions and choose their career paths.

Moreover, education has the power to lift people out of poverty. In the Philippines, poverty is a significant challenge, and education is one of the most effective ways to address this issue. Education provides students with the skills and knowledge needed to secure better-paying jobs, leading to better living standards and a higher quality of life.

Investing in education has many long-term benefits for the country as well. Educated citizens are more likely to contribute positively to their communities, participate in the democratic process, and participate in the economy. Education is essential for building a skilled workforce, which is critical for the economic growth and development of the country.

Furthermore, education is crucial for addressing some of the pressing challenges that the Philippines is facing. Climate change, environmental deterioration, and resource shortages are among the country's most pressing

issues. Education can raise awareness of these concerns and give students the knowledge and skills to discover creative solutions to these problems.

The Philippine government has recently implemented efforts to increase school education quality. The K-12 program is one of the most significant reforms introduced. This program aims to provide students with a more comprehensive education that includes basic instruction and senior high school education. It also seeks to provide students with the necessary skills and knowledge to succeed in the 21st century.

In addition, the use of technology in education has become more widespread in the Philippines. Online learning platforms and educational technology tools are becoming more prevalent, making education more accessible to students. With the COVID-19 pandemic, schools have shifted to remote learning, and technology has become an essential tool for delivering instruction. This transition to online learning has shown the importance of technology in education. Students with technology skills are better prepared for the future.

In conclusion, education is essential for the future of students in the Philippines. It gives them the skills and information to flourish personally and professionally, pulls people out of poverty, and helps the country's growth. Investing in education is among the most successful measures for ensuring the future of the country and its citizens. The government's initiatives to improve school education quality and educational technology tools are assisting in equipping pupils with the required skills to succeed. By investing in education, the Philippines can create a more prosperous and sustainable future for its citizens.

SECURING STUDENTS MENTAL HEALTH THROUGH A HEALTHY LEARNING ENVIRONMENT



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

While school is an environment where the academic skills of pupils are evaluated, it is also the place where their capacity, potential, and talents are developed. Educational institutions have a significant role in encouraging academic achievement in students, but schools ought to motivate students' mental health and wellbeing.

Department of Education (DepEd) should really take students' mental health in the classroom seriously. Students who are in good mental health are more likely to be socially and productively inclined. Since little attention is often given to mental health as a person cannot be seen to be visibly afflicted by mental health issues, individuals frequently ignore them. And for this reason, raising awareness is vital, as is promoting a number of tactics that schools can employ to support student mental health. Learning youths coping mechanisms and becoming aware of their mental health can be extremely beneficial to their general health. In order to enhance mental health and fight against mental health issues, schools can also conduct general interventions. By doing this, schools can create an environment that is favorable to the wellbeing and mental health of their pupils.

On the other hand, a teacher's responsibilities go much beyond simply instructing students. They can also serve as the ones who can see the effects of pupils' stress firsthand, allowing for immediate assistance. By learning what to look for and how to react when they sense that a student may be struggling, teachers can be equipped to see symptoms of discomfort in those they teach. Additionally, teachers must keep a close eye out for any abrupt or extreme changes in student activity, mood, or behavior. It can be quite beneficial to teach pupils stress management techniques. Other strategies to encourage mental health in schools include making secure and motivating spaces, providing resources like counseling and mental health services, and offering chances for physical activity and stress-relieving activities.

What has to be done in our society is to normalize and prioritize mental health needs, improve mental health literacy, reduce stigma and other access barriers, and put evidence-based prevention approaches into practice. Early detection is essential, thus it's crucial for educators to recognize the indicators that a student might be dealing with mental health difficulties in order to prevent them from becoming much more serious. Teachers should pay attention to what students are saying, encourage discussion from them, and then restate what they have heard. When teachers are aware of the symptoms and effects of trauma, they can stop thinking of students' actions as fixed aspects of their personalities and start viewing them as acquired coping mechanisms that help the students stay safe when they are under extreme stress from their surroundings and experiences.

The key to addressing mental health in schools is to establish a secure and encouraging environment. By fostering a healthy school culture, schools can further encourage a sense of community and belonging. It will undoubtedly be resolved quickly through the help received from everyone involved, including the institution and the families and friends of the person who is struggling with mental health concerns.



LANGUAGE LEARNING PROCESS: THE ROLES OF THE TEACHER



LAIZEL A. DANGATAN-DE DIOS
Assistant Professor I
Cagayan State University Piat Campus

"Learning never occurs in a vacuum."

This principle greatly helps in facilitating an effective teaching-learning process. Teachers must always remember that learning, particularly learning a language should not be confined within the four walls of the classroom. It is important to consider the external forces that assist the learner in the learning process. Hence, providing a good motivation will support the learner achieve communicative competence.

Language learning can be influenced by internal and/or external factors. The success of learning by the learner only depends on the extent of influence of the internal and external factors. Intrinsic motivation is driven by enjoyment, interest without thinking of rewards. On the other hand, extrinsic motivation can be directed by the people in a learner's environment such as parents, peers and teachers, his/her resources, rewards, and others.

Teachers are essential to a child's language acquisition. They are responsible for stimulating the intrinsic motivation to a learner. Teachers must pique their learner's interest and curiosity by looking for activities personally relevant to the learner's utilization of knowledge. It should be noted that chosen activities should help the learners set their own goals in language learning. Also, teachers can also help kindle the significant others in the language learning process by providing a supportive learning environment, mediated learning experiences, rewards, and feedback. They must not forget that boosting the self-esteem of a learner would elicit a positive result in the language learning process by recognizing their achievements and good performances, providing pointers where they can better improve their performances and others.

On the other hand, learning a language requires a student to employ methods to lessen the difficulty of language learning. A set of

abilities utilized with a specific learning goal constitutes a learning strategy. This calls for the capacity to assess the issue, make plans, choose the right capabilities, and modify those plans, as necessary. Therefore, it is crucial for teachers to identify the proper strategies required for the language learning process. They must present methods that allow students to grow in their feeling of personal significance or authenticity. They will aid students in identifying and utilizing the tactics that are most important to them and personally pertinent to them. Through this, learners will be able to use techniques with a sense of ownership and a purpose in mind, leading to learning autonomy and self-directed learning. Teachers will then play the roles of partners, co-communicators, consultants, advisors, facilitators, and problem-solvers. Teachers must consider the consequences of every language learning activity they assign to facilitate successful language learning. This goes beyond simply assigning a specific learning task. It is crucial to consider the degree of difficulty of each learning job that will be given to the students. From easy to difficult duties must be introduced first.

Indeed, teachers take a great responsibility in language learning process of a child. Though it can be stated that learning can be driven by intrinsic motivation, it is the job of the teachers to strengthen the intrinsic motivation and develop extrinsic motivation of the learner. The success of language learning lies on the ability of the teacher to determine appropriate strategy to be used by the learner, provide learning tasks which starts from simple to complex.

These principles and concepts would help teachers better facilitate the learning process considering their roles as teachers in the language teaching-learning process. These will help teachers develop learners become independent learners in language learning.

ATTUNING TEACHER AND SCHOOL ADMINISTRATION RELATIONSHIP THROUGH BOLSTERING COLLABORATION AND TEAMWORK IN THE WORKING ENVIRONMENT



CLARK KENT F. BATUCAN
Teacher II
Dalipuga National High School
Hindang High School - ANNEX

Apart from the student body, the two other essential components of an educational institution that makes up the triad necessary for its proper functioning includes the school administration and of course, the teachers. While these two components may have different roles and responsibilities, both inarguably shares the same goal of educating students and paving the way for the achievement of better learning outcomes for them. However, this relationship can sometimes be strained, with misunderstandings and miscommunication entering the picture, leading to unprecedented conflict and tension. Therefore, it is essential to attune teacher and school administration relationships through primarily bolstering collaboration and teamwork in the working environment as well as adherence to other strategies to achieve optimal outcomes.

As initially method, the key approach that can bolster collaboration between teachers and administrators is to encourage teamwork. Teachers and administrators should work together to develop and implement strategies that are to impact the institution positively. Teachers should be included in decision-making processes that affect their students, and administrators should seek out their input on matters that directly impact their work. This approach will not only enhance teacher morale and job satisfaction, but it will also lead to better outcomes for students.

Apart from such, another effective way to strengthen the relationship between teachers and administrators is to promote open and transparent communication. Teachers and administrators must be able to communicate regularly, and above all, effectively, to ensure that they are on the same page regarding the school's goals, policies, and procedures. This means that communication should not be one-sided, with administrators only conveying information to teachers. Instead, teachers should also be encouraged to share their ideas, concerns, and feedback with administrators. By doing so, administrators can gain a better understanding of the challenges that teachers face

in the classroom and work collaboratively to address them.

Also, it is also important to address any conflicts or issues that arise in a timely and constructive manner. Conflict resolution should be approached collaboratively, with both teachers and administrators working together to find a solution. This can be achieved through mediation or facilitated discussions, where both parties can express their concerns and work towards a mutually beneficial solution. By addressing conflicts in a constructive manner, the teacher and school administration relationship can be strengthened, and a more positive working environment can be fostered.

Finally, recognizing and celebrating the achievements of teachers can go a long way in bolstering collaboration and teamwork. Administrators should acknowledge the hard work and dedication of teachers, and provide opportunities for them to showcase their accomplishments. This can be done through awards programs, highlighting success stories in school newsletters, or even acknowledging their efforts in staff meetings. This approach will not only help to retain talented teachers but by doing so, teachers feel valued and appreciated, which can lead to a more positive and productive working environment.

In conclusion, attuning the teacher and school administration relationship through bolstering collaboration and teamwork in the working environment is truly necessary in maintaining orderliness within the institution and ultimately, in achieving longevity. By directing efforts toward the promoting collaboration and teamwork, establishing open and transparent communication channels, addressing conflicts constructively, and recognizing achievements, it can be then ensured that both groups work together towards a common goal – providing students with a high-quality education that prepares them for success in life moving forward.

THE ROLE OF TEACHER PROFESSIONAL DEVELOPMENT IN THE 21ST CENTURY



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

As education continuously evolve in the 21st century, teacher professional development has become more and more critical in its quest to deliver high quality instruction that addresses the needs of the students. Hence, it is necessary to look into the role of teacher professional development in the 21st century education as well as its impact on student learning, various types of professional development, and technologies used to facilitate teacher professional development.

With the fast pace of technology and new teaching strategies, education in the 21st century needs updated knowledge and skills to adequately prepare students for the future. Therefore, teacher professional development is essential to ensure that teachers are equipped with the necessary skills to deliver comprehensive instruction that could meet the diverse needs of the students. Professional development is proven to positively impact teacher performance and student outcomes, making it an essential component of the 21st century education.

Professional development for teachers has been shown to improve student learning outcomes. A study of professional development for teachers found that it has a positive impact on student learning outcomes such as test scores, course completion, and college-going rates. Throughout professional development, teachers develop teaching skills increase in their confidence and learn new approaches to teaching that result in better student outcomes [1]. Opportunities for teachers to engage in professional development can also improve student engagement and motivation, as teachers are able to create a more engaging learning environment for students [2].

There are different types of Professional Development offered to teachers which they may engage in, either formally and informally. Formal professional development courses may be organized and typically include DepEd initiated workshops, conferences and other courses offered by professional associations or universities. Informal professional development involves participation in professional learning communities, discussion groups, online communities of practice and action research. Informal methods of professional development can be beneficial to teachers to engage with others in their field, share best practices, and learn from their colleagues' experiences [3].

Advancement in technology brought about significant changes in the teaching and learning process. It has posed a great impact to teacher professional development. Technologies like webinars, online courses, and digital resources are now in demand especially during the time of the pandemic and even at present. They are a big support the continuous learning of teachers. Webinars and online courses offer a flexible and convenient way for teachers to update their professional skills and remain updated with new developments. Online platforms like blogs or social media groups can also help teachers engage with their peers and participate in self-directed learning [4]. The use of technology in professional development has also been found to enhance teacher motivation and engagement with learning content [5].

Finally, teacher professional development is essential in contemporary education, because it helps educators to acquire new competencies required to meet the changing learning needs of students. Professional development opportunities facilitate the acquisition of new knowledge and skills, which positive impact on teacher performance and, ultimately student outcomes. Formal and informal professional development opportunities and the use of technology can help educators continually develop, update their skills and keep up with evolving trends.

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UNDERSTANDING DIVERSE CULTURE THROUGH A MULTICULTURAL EDUCATIONAL APPROACH



GLADYS DACULA OTERO

Teacher III
Warlito E. Pulmones Elementary School

Education in the new generation seems to have lots of approaches in order to incorporate and appreciate different perspectives, cultures, and ethnicities. The multicultural education approach in the 21st century aims to show the uniqueness and importance of various cultures to students in order for them to have a deeper understanding of and respect for numerous ethnic perspectives. This curriculum in our educational institution allows learners to consider cultural identities and grow beyond the dominant "basic learning environment".

As schools in our country consist of a large number of ethnic groups, its education system must be flexible enough to create equal educational opportunities for all youth regardless of their roots, beliefs, and race. This is the exact reason why multicultural education matters. Even if it seems to be a challenge for the institution to have different ethnicities inside the four corners of classrooms, their dedication to promote and advocate knowledge to create a better future for the youth is what keeps their passion from burning. Implementing this kind of approach is not as easy as it seems, since language is the main barrier. As students enter the multicultural classroom, they are at a disadvantage because they must learn how to interact with new individuals, their cultures, and their languages. Teachers must guide students through this unknown environment and help them achieve their goals. The main purpose of multicultural education is "equity". It strives to eliminate limits and barriers to educational opportunities for students of different ethnicities, thus also modifying techniques, strategies, and instructional practices to be non-discriminatory. Schools implementing this kind of approach should make their environment not just a "progressive one", but also a safe place for students in which they can express themselves freely and comfortably

without the fear of being judged, as well as a place in which they can feel loved, supported, and appreciated. Multicultural education must make students realize and develop a positive interpretation and acceptance of their friends' cultural backgrounds and traditions, which will help them understand diverse cultures. In addition, with this approach, students become more confident in their own identity and heritage and value or become more proud of their culture rather than being ashamed of it.

On the other hand, multicultural education does not just improve learners' value; it also helps them excel academically since it provides a more engaging and inclusive learning environment. Moreover, as they are exposed to different cultural backgrounds, they are also encouraged to be more empathetic. They also develop critical thinking by becoming more aware of their own biases. Overall, multicultural education can help students become more open-minded and culturally competent individuals. Also, multicultural education does not just benefit students; it also contributes lots of advantages to our society as a whole. By encouraging respect for and understanding of variety, dismantling stereotypes, and lowering prejudice and discrimination, it improves society. By exposing students to a range of cultures and viewpoints, multicultural education can also aid in preparing them to be responsible and future-ready citizens. Students would not have access to curriculum connections, prejudice reduction, empowering learning environments, and social culture without multicultural education, all of which are essential elements of providing a multicultural school. The value of multicultural education is found in its capacity to advance social justice and educational equality.

THE IMPACT OF TEACHER WORKLOAD ON STUDENT LEARNING



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

Teacher workload is a critical issue that affects the quality of instruction delivered inside the classroom and has a significant impact on student learning outcomes. It has both positive and negative effects. Positive, when the additional workload is given ahead of time due giving the teacher ample time to do it and to submit on time. On the other hand, workloads that are not directly related to instruction results in neglect to monitor the performance of the pupils during the day-to-day classroom setting. It can decrease motivation and cause disengagement from learning activities. There are so many teachers' workload that affect the performance of pupils such as too much paper works, administrative tasks, scheduled meetings that interrupt the lessons, lesson planning, making of grades, making of assessment tools, conducting item analysis after the assessment, preparing parent-teacher meeting/communications. With these heavy loads, teachers get exhausted and at times neglect to perform his/her duty. They are no longer motivated to perform well because of fatigue. Teacher workloads often hinder or interfere with the most important functions that should be given priority to engage time on task in teaching the learner.

The teacher plays a very significant role in molding the learners. So, instead of doing a lot of reports and other workloads, teachers need to physically interact with the learners during instruction time so as to provide better opportunities and lifelong impact on each and every learner in the class. By doing so, the teacher can very satisfactorily assess students' learning and can make plans for further improvement of instruction and assessment

results. Reduction of workload will give a positive impact on the quality of instruction and learners' outcomes.



CHALLENGES OF PHYSICS TEACHERS IN THE FIELD DURING THE PANDEMIC



VANESSA J. GAYOSO
Master of Arts in Teaching (MAT) Physics
Samar State University

Teachers deal with a variety of challenges at work. Such challenges may affect the performance and work engagement of teachers. This research on the challenges faced by 2016 SSU Physics graduates as teachers during the pandemic provided valuable insights into their employment status, the challenges they faced, and the coping strategies they employed. The analysis of the dataset on the employment status of 15 secondary school teachers revealed that the majority of the participants have a stable employment status, with 14 out of 15 being regular permanent employees. Job security is an essential factor in attracting and retaining high-quality teachers in the teaching profession. However, the presence of a contractual employee in the dataset highlights the need for further investigation into the factors that contribute to variations in the employment status of teachers, especially those in less secure positions. The pandemic posed several challenges for teachers, including difficulty in instructional delivery and student engagement; challenges in constructing and reproducing instructional materials; problems in assessing student learning and ensuring quality learning; safety concerns and logistical difficulties in monitoring students; and an increase in workload and the need for new skills in digital instruction. These challenges have implications for the quality of education received by students during the pandemic. The SSU Physics graduates utilized various strategies to cope with these challenges, including adaptation and flexibility, planning and time management, seeking help and collaboration, home visitation and personalized assessment, and the use of technology and alternative learning delivery.

Developing these skills can better equip students and teachers to face similar challenges in the future. In general, the study highlights the importance of job security, developing adaptability and flexibility skills, effective planning

and time management skills, seeking social support and collaboration, personalized assessment and individualized instruction, and technology and alternative learning delivery skills in coping with the challenges brought by the pandemic in the teaching-learning process.



REVAMPING TEACHER-STUDENT RELATIONS IN FACING 21ST CENTURY CHALLENGES IN THE DIGITAL ERA



MARIA VICTORIA B. SANCHEZ
Teacher III
Victory Village Elementary School
Legazpi City Albay

In today's digital era, the relationship between teachers and students has become more complex due to various challenges that arose which hence need to be addressed. The onslaught of the pandemic has further amplified these challenges, with distance learning becoming a modality added in the new norm, providing a gateway for students to learn anywhere they are. As such, it is essential to revamp teacher-student relations to ensure that students receive quality education and be able to thrive in a digitally-inclined environment where we live at present.

First and foremost, the use of digital technology has become an integral part of education. As a result, teachers need to be tech-savvy to keep up with the latest trends in the digital world. They must know how to use various platforms and applications that can enhance the learning experience of their students. Additionally, teachers must be well-equipped with digital teaching tools that can help them create engaging and interactive lessons. This will enable them to meet the diverse needs of their students and ensure that they are able to access education regardless of their location.

Secondly, teachers must adopt new teaching strategies that can help them deliver quality education in the digital era. For instance, they should develop personalized learning plans that can cater to the unique needs of each student. This approach will help to create a more inclusive learning environment and provide students with an opportunity to learn at their own pace. Additionally, teachers must also foster collaboration among their students, which can help them learn from each other and develop critical thinking skills.

Thirdly, it is essential to create a conducive environment for learning that fosters positive teacher-student relations. Teachers must create an atmosphere that revolves around trust and mutual respect, where students feel free to express themselves without fear of being judged. This will enable them to develop strong bonds with their students, which can enhance their motivation to learn. Furthermore, teachers must provide regular feedback to their students, which can help them understand their strengths and weaknesses and work on improving them.

Fourthly, teachers must also recognize the importance of emotional intelligence in building effective teacher-student relations. Emotional intelligence involves the ability to understand and manage one's emotions and those of others. By developing emotional intelligence, teachers can be more attuned to the emotional needs of their students, which can help them create a more supportive and nurturing learning environment. This will enable students to feel more connected to their teachers, which can have a positive impact on their motivation to learn.

Lastly, it is essential to create a learning community that fosters collaboration among teachers and students. This can be achieved through various initiatives such as online forums, webinars, and other collaborative activities that can promote learning and professional development. By creating such a community, teachers can learn from each other and share best practices that can enhance their teaching skills. This will also provide students with an opportunity to interact with their peers and learn from them.

In conclusion, revamping teacher-student relations in facing 21st-century challenges in the digital era is crucial in an effort to foster quality education for our learners. Few of the many ways to achieve so is through teachers striving to be tech-savvy, adopt new teaching strategies, foster positive relations, develop emotional intelligence, and create a learning community. By doing so, they can create a conducive learning environment that meets the diverse needs of their students and prepares them for the challenges of the digital era moving forward.



ADMINISTRATORS' COMPETENCE IN INSTRUCTIONAL LEADERSHIP, TEACHERS' EFFECTIVENESS AND PUPILS' PERFORMANCE



VIVENCIO BENSULAN
Teacher III/ Teacher-In-Charge
Sto. Niño Elementary School

In the context of the educational landscape, administrators play a crucial role in ensuring the consistent growth of a learning institution. One of the most important aspects of their role encompasses is their competence as it can have a significant impact on the effectiveness of teachers and the performance of pupils. Much more particularly, such competence is oftentimes manifested in terms of providing instructional leadership. Instructional leadership is a process where administrators provide direction, support, and resources to teachers to help them improve their teaching effectiveness.

This process involves setting clear goals and expectations for teachers, providing regular feedback and evaluations, and ensuring that teachers have the necessary resources and support to carry out their functions competently. Instructional leadership also involves creating a positive school culture that fosters effective teaching and learning. This is important as the effectiveness of teachers is closely linked to the quality of instructional leadership provided by administrators. When administrators are competent in instructional leadership, they can help teachers to improve their teaching skills and become more effective.

Furthermore, administrators who are competent in instructional leadership can help teachers to develop new teaching strategies and techniques. They can provide training and professional development opportunities that enable teachers to continuously improve their skills and stay up-to-date with the latest developments in education. This, in turn, can lead to improved teaching effectiveness and better academic performance of pupils.

Pupils' academic performance is the ultimate measure of the success of any educational institution. The competence of administrators in providing instructional leadership and the effectiveness of teachers are two critical factors that can influence pupils' academic performance. When teachers are effective in their teaching, and administrators are competent in instructional leadership, pupils are more likely to perform well

academically. Effective teachers are those who have a good understanding of their pupils' individual needs and are able to adapt their teaching to suit those needs and provide them with constructive feedback in order to create a positive learning environment, engage their pupils in the learning process.

Effective teachers can also create a culture of high expectations, where pupils are encouraged to aim for academic excellence. They can motivate pupils to work hard, set goals, and achieve their academic aspirations. Pupils who are motivated and engaged in their learning tend to perform better academically. When administrators are competent in instructional leadership, they can provide teachers with the necessary support, resources, and guidance needed to create a positive learning environment for pupils.

In conclusion, administrators' competence in providing instructional leadership is the primary catalyst in ensuring the effectiveness of teachers and the academic performance of pupils. The role of administrators is to provide guidance, support, and resources to teachers to help them improve their teaching effectiveness. When teachers are effective in their teaching, they can create a culture of high expectations, motivation, and engagement that can positively impact pupils' academic performance. Therefore, it is essential for educational institutions to invest in the training and development of administrators in instructional leadership to ensure that they are competent in their role, which will ultimately lead to improved teaching effectiveness and better academic performance of pupils.



AUGMENTING PANDEMIC LAPSES: REVITALIZING LEARNER'S READING AND NUMERACY PROWESS THROUGH AN EFFECTIVE SCHOOL LEADERSHIP



ALMA C. LAPINIG
Principal I
Binuangan Elementary School

Inarguably, the onslaught of the COVID-19 pandemic has indeed brought about a massive disruption of education worldwide as evidenced by the school closures and distance learning that has been implemented in order to still at least continue the educational process amidst the unseen threat. As a result, many learners have experienced a decline in their reading and numeracy skills. To address this issue, an effective school leadership approach is needed to revitalize learners' reading and numeracy prowess.

The first step in this process is to provide learners with access to quality reading materials. School leaders should invest in a variety of books and other reading resources that are age-appropriate, culturally relevant, and engaging for learners. This will help learners to develop their reading skills, expand their vocabulary, and increase their knowledge of different subjects. Additionally, school leaders should promote a culture of reading by encouraging learners to read for pleasure and providing opportunities for them to share their reading experiences with others.

Apart from reading skills, numeracy skills are also essential for learners to succeed in school and in their future careers. School leaders should prioritize honing the learner's numeracy skills by providing them with opportunities to practice basic math skills, such as addition, subtraction, multiplication, and division. They should also encourage problem-solving and critical thinking skills through real-life situations that require numeracy skills. Furthermore, school leaders should provide learners with access to technology and digital tools that can help them to develop their numeracy skills.

The third step is to support teachers in their efforts to revitalize learners' reading and numeracy prowess. School leaders should provide teachers with professional development opportunities that focus on effective teaching strategies for reading and numeracy. They should also provide teachers with access to high-quality teaching resources and instructional materials that can support their efforts to teach reading and numeracy effectively. Additionally, school leaders should provide

teachers with ongoing feedback and support to help them improve their teaching skills and effectiveness.

The fourth step is to engage parents or guardians in the process of revitalizing learners' reading and numeracy prowess. School leaders should communicate regularly with parents or guardians about the importance of reading and numeracy skills and provide them with resources and strategies to support their child's learning at home. They should also encourage parents and caregivers to read with their children regularly and practice numeracy skills through everyday activities such as grocery shopping and cooking.

The fifth step is to monitor and evaluate the progress of learners in their reading and numeracy skills. School leaders should establish clear benchmarks for learners' reading and numeracy skills and regularly assess their progress towards these benchmarks. They should also use data to identify learners who are struggling and provide targeted support to help them improve their skills.

In conclusion, the COVID-19 pandemic has caused significant disruptions in education, leading to a decline in learners' reading and numeracy skills. An effective school leadership approach is needed to revitalize learners' reading and numeracy prowess. School leaders should prioritize access to quality reading materials, prioritize numeracy skills, support teachers, engage parents and caregivers, and monitor and evaluate learner progress. By implementing these strategies, schools can help learners to develop the reading and numeracy skills they need to succeed in school and beyond.



IMPACT OF PARENTS AND FAMILY INVOLVEMENT ON STUDENT MENTAL HEALTH



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

Mental health is a very important aspect of a student's life considering that it is closely associated with their academic performance, social relationships, and overall well-being. Poor mental health, including conditions like anxiety, depression, and stress, can significantly hamper a student's academic achievements and hinder their ability to form positive relationships with peers, teachers and even with family members. Hence, it is crucial to look into how parents and families involvement can support mental health for their children.

Raising children to become mentally and socially secure is the ultimate goal of parenthood. Parents really have to work hard to promote positive mental health in order for their children to cope with the numerous challenges in society, from the home, to school and with peers. Mental health is a very crucial aspect of a student's life and is closely related to their academic performance and overall well-being.

Studies have consistently revealed that parents and family involvement play a crucial role in promoting positive mental health among students. Studies have found that parents can offer emotional support and create a nurturing environment that fosters a sense of self-worth and self-esteem, leading to reduced anxiety and depression levels [1]. Family involvement has been linked to a direct, positive impact on student academic performance, motivation, and sense of belonging, with frequent family dinners being a reliable indicator of better mental health among students [2]. Parental involvement has been found to reduce risky behaviors such as substance abuse, which can have detrimental effects on mental health [3].

Here are some ways by which parents and families can support mental health of their children. 1) Communication: Parents and families can support their children's mental health by promoting open and honest communication. Having open channels of communication between parents and children can reduce anxiety levels, improve academic performance, and foster a sense of security and well-being [4]; 2) Emotional Support: Emotional support is critical to promoting positive mental health. Parents and families can offer praise, show empathy, and understanding toward their children's

struggles, providing a safe space for children to express their emotions [5]; 3) Healthy Behaviors: Parents and families can model healthy behaviors such as proper sleep hygiene, regular exercise, and healthy eating habits. These behaviors significantly reduce stress levels and promote mental health [6]; 4) Create a Positive Home Environment: Parents and families can establish a positive home environment by fostering a sense of belonging and security, setting clear boundaries, and expectations for children. Positive home environments promote mental health and academic success; 5) Seek Professional Help: If a child is experiencing mental health challenges, parents and families can seek professional help from a counselor, therapist, or mental health professional. Professional care can manage mental health issues and provide support for the child and family during the recovery process.

It is, therefore, reiterated that parents and family involvement is very essential in promoting positive mental health among students. Creating a nurturing and supportive environment, fostering open communication, modeling healthy behaviors, and seeking professional help when needed can significantly impact a student's mental health and academic achievements.

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THE IMPORTANCE OF STUDENTS CRITICAL THINKING IN EDUCATION



MA. VIRGINIA A. ADORABLE
Teacher III
Santa Rosa City

"Education is not the filling of a pail, but the lighting of a fire." - William Butler Yeats

Education is often viewed to an end, a way to acquire knowledge and skills necessary for success in life. However, the true value of education lies in its ability to ignite a passion for learning and discovery within students. It is not enough to simply fill their minds with information, but rather we must kindle a flame that will drive them to seek out knowledge and pursue their passions.

Too often, we approach education as a series of checkboxes to be ticked off. We teach our students what we believe they need to know in order to succeed in the world, but we fail to inspire them to want to learn more. This approach may produce competent professionals, but it does not foster the kind of creativity, innovation, and ingenuity that are necessary to solve the complex problems of our time.

Instead of simply imparting knowledge, we must inspire our students to become lifelong learners, individuals who are passionate about discovering new ideas and exploring new fields of study. We must instill in them a sense of curiosity and wonder, encouraging them to question everything and seek out answers for themselves.

This is not to say that the acquisition of knowledge is unimportant. On the contrary, it is vital that students have a solid foundation of information upon which to build their understanding of the world. However, the true value of education lies in its ability to inspire students to go beyond what they know, to explore new areas of study and push the boundaries of what is possible.

To accomplish this, we must shift our focus from rote memorization to active engagement.

We must encourage our students to think critically and creatively, to challenge assumptions and explore new ideas. We must create a learning environment that is dynamic and engaging, one that fosters a sense of excitement and curiosity about the world around us.

This may require us to rethink the way we teach. Rather than standing at the front of the room, imparting information to a passive audience, we must become facilitators of learning, guiding our students on a journey of discovery. We must provide them with the tools and resources they need to explore their interests and pursue their passions.

This may also require us to rethink the way we assess student learning. Rather than simply testing their ability to regurgitate information, we must assess their ability to think critically and creatively, to solve problems and generate new ideas. We must create assessments that are authentic and meaningful, ones that allow students to demonstrate what they have learned in a way that is relevant to their lives.

Ultimately, the true value of education lies in its ability to inspire students to become lifelong learners. We must ignite a passion for learning and discovery within our students, encouraging them to go beyond what they know and explore new areas of study. This may require us to rethink the way we teach and assess student learning, but the rewards will be well worth the effort.

As educators, it is our responsibility to ensure that our students are prepared not just for the challenges of today, but for the challenges of tomorrow. We must create a learning environment that fosters creativity, innovation, and ingenuity, one that inspires our students to become agents of change in their communities and the world at large.

CHALLENGES FACED BY TEACHERS IN REMOTE AREA SCHOOLS IN THE PHILIPPINES IN ADDRESSING POST-PANDEMIC STUDENT'S READING PROBLEMS



ELSIE U. ESPINA
Teacher III
New Visayas Elementary School

The COVID-19 pandemic has brought about numerous challenges in the education sector worldwide. In the Philippines, one of the primary concerns is the reading problems of post-pandemic students. According to the Department of Education, the closure of schools due to the pandemic has led to a significant decline in students' reading abilities, particularly in the primary level.

The shift to remote learning has significantly affected students in remote areas of the country. These students often lack access to resources and technology, making it difficult to keep up with their lessons. Furthermore, many families in these areas are struggling financially, making it challenging for them to provide their children with the necessary materials and equipment for remote learning.

Teachers in remote areas are faced with a multitude of challenges in addressing the reading problems of their students. One of the primary issues is the lack of training and resources to implement effective reading interventions. Many teachers in these areas have limited access to professional development programs, making it difficult for them to keep up with the latest teaching methods and best practices.

Moreover, the limited resources available in remote area schools make it challenging for teachers to provide individualized support to their students. In most cases, teachers have to handle large classes, making it impossible to give each student the attention they need to improve their reading abilities.

Another significant challenge is the language barrier. In many remote areas, students speak different languages or dialects at home, making it difficult for them to learn in the Filipino language, which is the medium of instruction in schools. Teachers have to navigate this language barrier and find ways to communicate with their students effectively.

Furthermore, the lack of parental involvement in their children's education is also a significant issue in

remote areas. Many parents in these areas are uneducated, making it difficult for them to support their children's learning at home. Some parents may also lack the necessary resources to provide a conducive environment for their children's remote learning.

To address these challenges, teachers in remote area schools need support from the government and other stakeholders. The government needs to provide teachers with access to professional development programs and resources to improve their teaching skills and knowledge. Additionally, the government needs to invest in infrastructure and technology to ensure that all students, regardless of their location, have access to quality education.

Parents also need to be involved in their children's education, regardless of their level of education. They can provide support to their children by creating a conducive learning environment at home and by encouraging their children to read and practice their reading skills regularly.

In conclusion, the post-pandemic reading problems faced by students in remote areas of the Philippines are complex and multifaceted. Teachers in these areas face numerous challenges in addressing these problems, including the lack of resources and training, language barriers, and limited parental involvement. However, with the support of the government and other stakeholders, teachers in remote area schools can overcome these challenges and provide quality education to their students.



THE POWER OF PARENT-TEACHER COMMUNICATION: UNLOCKING POTENTIAL AND CULTIVATING SUCCESS



MARIA VICTORIA B. SANCHEZ

Teacher III
Victory Village Elementary School
Legazpi City Albay

The role of parent-teacher communication in education is paramount to the academic success and personal growth of students. By fostering a strong partnership between parents and teachers, we can create a supportive environment that promotes learning, nurtures potential, and equips students with the tools they need to succeed. Encouraging open and honest communication between parents and teachers can have a profound impact on a child's educational journey, leading to improved academic performance, emotional well-being, and the development of essential life skills.

Parent-teacher communication goes beyond the traditional parent-teacher conference. It involves a continuous and collaborative dialogue that keeps both parties informed about the student's progress, strengths, and areas that need improvement. By actively engaging in this exchange of information, parents and teachers can work together to identify strategies and resources that will best support the child's learning needs. This collaborative approach allows for a more comprehensive understanding of the student's unique abilities and challenges, ultimately leading to a more personalized and effective educational experience.

One of the key benefits of strong parent-teacher communication is the increased engagement of parents in their child's education. When parents are actively involved in their child's learning process, they are better equipped to provide the support and encouragement necessary for academic success. This involvement can manifest in various ways, such as helping with homework, discussing school-related issues, or participating in school events. Research has consistently shown that parental involvement is linked to improved academic performance, increased motivation, and the development of essential skills such as problem-solving and critical thinking.

Moreover, effective parent-teacher communication can lead to the early identification and intervention of potential

learning difficulties or behavioral issues. By maintaining an open and honest dialogue, teachers can promptly inform parents of any concerns, allowing for the implementation of appropriate support strategies before these challenges become more significant obstacles. This proactive approach can have a lasting impact on a student's educational trajectory, ensuring that they receive the necessary support and resources to overcome their challenges and reach their full potential.

A strong parent-teacher partnership also contributes to the development of a positive and nurturing learning environment. When students feel supported and encouraged by both their parents and teachers, they are more likely to develop a growth mindset and a love for learning. This collaborative approach fosters a sense of belonging and connectedness, promoting emotional well-being and resilience in the face of challenges. Furthermore, it encourages students to take ownership of their education, empowering them to become active participants in their own learning journey.

To foster effective parent-teacher communication, it is essential to establish a consistent and accessible means of communication. This may include regular meetings, email updates, phone calls, or the use of digital platforms such as messaging apps or online portals. By making communication a priority, both parties can stay informed, engaged, and involved in the student's educational journey. The role of parent-teacher communication in education cannot be overstated. By fostering a strong and collaborative partnership between parents and teachers, we can unlock the potential of our students, cultivate success, and create a learning environment that is both nurturing and empowering. As we navigate the ever-changing landscape of education, it is crucial that we recognize the value of open and honest communication as a catalyst for growth, innovation, and progress. Together, we can shape the future of education and create a brighter tomorrow for our students.

THE ROLE OF LITERACY IN THE FIELD OF EDUCATION



LETICIA C. DECIAR
Head Teacher III
Pacita Complex 2 Elementary School
San Pedro, Laguna

The two most crucial abilities that a person should possess, develop, improve as well as learn early in life are reading and writing. They are vital components of a person's life because we depend on it every day. It helps us to understand different thoughts and to easily solve every problem we face and will face in the future. As you read and write more, you become better in observing and analyzing. Literacy refers to the ability to read, write, and talk in order to comprehend and create meaning. On the other hand, writing is used by people to express their feelings or hone their talents when they cannot express something "orally". Both of these components plays a key role in helping you fully achieve the dreams and goals that you want to fulfil in life.

Literacy is a direct instrument of communication. With its help, we understand the words and also the idea that the writer wants to convey. On the other hand, the reading factor of being a specific literate individual is a process of understanding the meanings of concepts conveyed by printed words. It does not only cover the ability to recognize letters, words, and sentences; the message contained in the text must also be understood with the help of the previous knowledge and experience of the reader himself. But a person can only be said to be literate when he or she can take into account the element of "comprehension". Comprehension is important in order to make sense of anything you read or listen to. Through this, various skills are developed and improved, such as critical thinking skills, analytical skills, and many more. Writing is important because, through it, people in

different places and at different times come closer, understand each other, and develop as sense of unity. Aspects of our culture are kept alive by this.

Literacy involves more than just reading and writing; it also involves certain ways of thinking about and engaging in these activities with the aim of comprehending or expressing ideas or thoughts in written form in a given environment. Additionally, literacy is not mutually exclusive and can be used in a variety of fields, including those that are crucial to healthcare, governance, and specially to the educational institution in which they can improve their skills in computer literacy, statistical literacy, critical literacy, media literacy, ecological literacy, disaster literacy, health literacy, linguistic literacy, and social literacy. The achievement of pupils inside the four corners of school classrooms as well as beyond or outside the institution is greatly influenced by their level of literacy. Students who struggle or have difficulties with reading may experience poor self-esteem, negative feelings like shame, fear, and helplessness, as well as a sense of exclusion from their academic peers. But students who are literate, on the other hand, have better attention spans, analytical and critical thinking abilities, and a higher level of confidence. Thus, literacy is a crucial competency and an indicator of a population's level of education.

"BRIDGING THE PANDEMIC GAP: THE HEROIC PURSUIT OF EDUCATION AT NABILID ELEMENTARY SCHOOL"



LIGAYA D. DURAN
Teacher II
Nabilid Elementary School
Dipolog City

In the quiet town of Pres. Manuel Roxas, nestled in Zamboanga del Norte, sits the Nabilid Elementary School - a beacon of hope, perseverance, and relentless pursuit of knowledge amidst an extraordinary global crisis. Its story is one of resilience, ingenuity, and the unwavering dedication of its teachers, battling an unforeseen enemy: the COVID-19 pandemic.

The pandemic has left no stone unturned, influencing every aspect of human life, including the crucial domain of education. The Nabilid Elementary School has been no exception. The virus's influence is particularly evident in the reading skills of the Grade 5 pupils, where delays have been noted, likely due to the pandemic's disruption of traditional learning methods.

However, Nabilid's teachers are not ones to stand idly by in the face of adversity. They have responded with an intervention strategy as personal as it is effective: one-on-one reading sessions. This approach requires a tremendous amount of patience, time, and energy, often resulting in educators leaving school late into the evening. But their dedication to their pupils is resolute. They're willing to extend their efforts, employing every possible means to reach the students and bridge the learning gap caused by the pandemic.

As an outsider looking in, one cannot help but be moved by this display of commitment. Yet it's crucial to understand that this is not just about making up for lost time. It is about ensuring that every child gets the education they deserve, about not letting a global crisis undermine their potential, and about maintaining the integrity of our educational institutions.

The realization is as profound as it is challenging: the pandemic has exposed considerable gaps in the learning processes of pupils due to the sudden shift to remote, face-to-face learning

etups. A system that was once hands-on has been compelled to adapt to distance learning, creating an educational landscape filled with uncertainty and requiring innovative solutions.

Parents, as critical partners in the educational journey, have had their roles magnified during these testing times. Their homes have transformed into classrooms, and they've become co-educators alongside the teachers. However, not all parents can promise to provide dedicated teaching at home, either due to lack of resources, time, or expertise. This situation underscores the importance of societal support and collaboration in these trying times.

Reflecting on these challenges and realizations, it is evident that we have a long road ahead. The pandemic has undeniably created gaps, but it has also highlighted the resilience of our educators, students, and parents. At Nabilid Elementary School, the commitment to overcome these gaps is as robust as ever.

The teachers of Nabilid are not just educators; they are frontline heroes in this pandemic-stricken educational landscape, fighting not just for the continuity of learning, but for the future of their pupils. Their story is a testament to the power of dedication and resilience, reminding us that even in the face of adversity, the pursuit of knowledge remains a noble and valiant effort.

Despite the darkness, the light of learning continues to shine brightly at Nabilid Elementary School. As we navigate these challenging times, their story serves as an inspiration and a reminder: education is not just a journey, but a mission that we must uphold, regardless of the circumstances.

DEPED'S DIGITAL RESOURCES: A LIFELINE FOR TEACHERS AND A BEACON FOR PUPIL PERFORMANCE



PAULO O. DURAN
Teacher III
Nabilid Elementary School
Dipolog City

In today's digital era, the Department of Education's (DepEd's) internet resources play an essential role in the pedagogical journey of teachers and students alike. This article recounts my study that delves deep into the utilization of these resources, providing a fresh perspective on the impact of teacher's capabilities and, in turn, pupils' academic performance.

The Backdrop

As an educator, I often pondered how the vast digital resources provided by DepEd influence teachers in crafting high-quality instructional materials. My curiosity didn't stop there, though. I wanted to explore the ripple effects this has on our primary beneficiaries - the students. And so, I embarked on a research journey.

Navigating the Research Process

Correlational research, with its ability to explore relationships, proved to be the perfect tool for my quest. Employing purposive sampling, I chose thirty-seven Grade V science teachers from two school districts in Manuel A. Roxas, Division of Zamboanga del Norte. An equal number of master teachers were included for their invaluable insight. Finally, to complete the picture, 543 pupils were selected using a randomized quota sampling method.

Each teacher, equipped with DepEd's digital resources, was tasked with creating their own instructional materials. These were then submitted to the master teachers for an evaluation based on a detailed analytical rubric. Simultaneously, I maintained a keen eye on the academic performance of the pupils, the central focus of our endeavor.

Deciphering the Data

Upon analyzing the collected data, I was greeted with compelling results. Our teachers, it seemed, had embraced the digital resources provided by DepEd wholeheartedly. This was evident in the quality of the instructional materials they created.

But the most significant revelation was yet to come. Our pupils, who were the recipients of these instruction materials, demonstrated exceptional academic performance, particularly in Grade V science. This strongly indicated a significant relationship between teachers' utilization of DepEd's net resources and pupils' academic performance.

Interestingly, while teachers showed high capability in developing instructional materials, the correlation between this capability and the pupils' academic performance was not as pronounced. This intriguing paradox demands further exploration.

In Retrospect

This research journey, enlightening and invigorating, has brought into sharp focus the importance of DepEd's digital resources as catalysts for academic success. As educators, it is imperative that we leverage these tools to their full potential to enable an enriching learning environment for our pupils.

However, let us not forget the surprising insight this study unearthed - a clear connection between a teacher's capability in crafting quality instructional materials and students' academic performance remains elusive. As we sail further into the sea of education in this digital age, let this serve as a guidepost for our future explorations.

POEMS



PO

EMS



FAITH DONGUINES DITCHON
Administrative Officer II
Mangelen Integrated School

THE TWINING OF PEACE AND HARMONY

Peace and harmony are truly eternal,
when you learn to forgive and forget.
Love the people that hurt you.
Hate the pain that they gave you.
For people may change and pain may pass.

Have peace in your past
And let peace be the guiding star for your present life.
Live in peace, and let harmony be the way
to unlock your heart's desire.

Let your peaceful face transform people,
Ignite your passion of peace and harmony,
by simply letting them know that you are into them
And they are into you.

Be true to yourself,
for this is the key to gain peace and harmony.
Speak in peace, and let your foe blow their negativity away.
Your foe might bring chaos to you,
But you will bring peace and harmony to your foe.

The louder you are into bringing peace,
The closer you are to harmony.
Find peace and harmony,
For the twining of peace and harmony
Will make you bloom every day.

Your desire of peace and harmony,
Surely it makes you blooming every day.
The more peaceful you are, the more you may bloom;
The more blooming you are, the more peaceful you may be.

Stand for peace and harmony,
Kick the chaos away.
Take every day as a chance of peace and harmony.
Live in peace, for peace will bring you harmony.



JERAME N. GAMBOA
Associate Professor V
Principal, Laboratory High School
Don Honorio Ventura State University

UNCULTURED GEM

Aspiring to be special...
Nothing to waste in any spatial,
Grif towards excellence,
Empowered in everyone's lens.

Loving and living....
On things you are, and you become.
Inspiring on the being,
Dedicated to the worth to come.

Achieving expectations and even reality,
Laugh not even counting the quantity.
Amiable to accept life's truths and fallacy,
Not restricting based on currency.

Astonished of the present,
Leap in faith during fears,
Believe on the hopes sent,
Earnest to pray from tears.

Beautiful in disasters,
Encouragement from blisters,
Act even in loses, loss, and disappointment;
Grateful in every contentment.

Being occupied with lots of things,
Judgments open gates of scar,
Overemphasizing on unimportant things,
Reflect what kind of gem we are?

Be good and remain good in this borrowed life;
Be good and remain good even in the cuts of knife;
Be good and remain good despite of imperfections;
Be good and remain good without justifications.



LADY LOUISE N. DELA CRUZ
Teacher III
Pedro Guevara Memorial National High School

LET IT FLOAT

The memories visiting your dream every night
The songs building a railroad of lyrics back to the past
The scent of the sun-kissed ground when rain catches it off
Guard and travels straight to a spot in your head
where your 7-year old broken heart is displayed
like an artifact in a museum

Let it all float

Like a period film,
A montage of growing trees
Sprouting from your skin
Making a forest out of you

There's wilderness
That blooms when you breathe
So when the world dangles pain
And heartache in front of you

Let it float
Pluck the best one
And swallow it whole

STO RIES



STORIES

KADKAD: A STORY OF FINDING THE FUTURE THROUGH READING



DESIREE L. ANDILAB
Teacher III
Candaping National High School

The once chill out with friends at the book collection unfolds the start of an important hustle for life. All it took was the flip of a page with the pound of courage that paved the way to a destined future.

Noon on the 10th day of November, 2022, a sound of a message notification broke the silence of the room. Just minutes after my last period class in the morning, I took time to drink a glass of water before picking up the phone from my table with oozing eagerness in my hands. I opened my messenger while watching the messages as they kept on swooping like children fighting to get my attention. The first chat came from my learner with an attached audio saying, "Ma'am, naa nami diri! (Ma'am, we're here!)", it took a minute for it to sink into my mind. As the school shifted anew from the Modular Distance Learning to the full face-to-face classes, the former empty facilities are now filled with youngsters in their school uniforms. The activity center has been invigorated with loud cheers and chants. The Mini Library having previously vacant seats is now occupied with nourished souls. There are no void corners. There are no books left untouched.

For someone who has been designated as school librarian, looking at the facility renewing its purpose and restoring its life makes me elated. I have seen not just a green room filled with vivid-colored books in different genres. I have witnessed not just bright faces of individuals watching pictures and murmuring texts while flipping pages from time-to-time. I have figured out not just curious beings quenching their thirst for knowledge on matters their heart echoes. I have heard not just peers and acquaintances conveying experiences. I have heard and I have seen beyond what the senses can. My imagination goes beyond the bounds of the four walls to the point that it carries me to the future, the future where these learners become somebody.

From the lens of my eyeglasses, I can see those enthusiastic hands scanning the covers of reading materials. The numbers multiply from two hands to four, to eight until it becomes almost uncountable in one glance. In the midst of all the silence in the library, the bookworm spirit within me hears pieces of my learners' minds struggling through chaos and finding peace thereafter as they got answers to their quest. The sound of the flipping pages seemingly work as a recorder in my mind, which rewinds my reading journey and takes me back to a certain point in time when I was like them- a high school student, starting to figure out life.

Back then, choosing career paths was no doubt a mind-boggling experience for 16-year-old high schoolers. Most of us are left perplexed with career choices and struggled with a lot of what ifs. While others leave decisions to their families on where to go and what to take in college, there are many who have been so brave to introspect on what they truly desire and chase own dreams despite all odds. Proudly, I am one of them.

Twelve years ago, we visit the school library out of the necessity to scavenge books and count the number of people from each page to secretly do litik- a popular game back in the day where we had the chance to gently flick other's hands for fun. While choosing a good book, my eyes came across a thick, brown-covered book with dust on its edges revealing the amount of years it spent on the shelf. It contained stories of remarkable people and events. Among them is the life story of Helen Keller. I was stunned with the works of Keller's teacher, Anne Mansfield Sullivan, who had introduced her to the first words in the human language. The fact that her influence propelled little Keller to develop a love for learning despite her condition fueled me to chase my childhood dream of becoming a teacher.

It never occurred to me that the once chill vibes I shared with my friends at the book collection unfolds the start of an important hustle for life. That Helen Keller's story brought light to my path. I had never imagined that all it took for me to attain a firm decision to pursue teaching was a flip of a page with the pound of courage that paved the way to my destined future- be an English teacher.

Everytime learners visit the library and inquire on available books relating to their interests, I can see figures of future teachers, scientists, medical doctors, interpreters, farmers, explorers and a lot more. By starting a single act of "kadkad", which is a Siquijodnong Binisaya term for the flipping of a page, reading unveils the future of a single person while it brings a single person to its future making both ends meet in between.

Fostering a passion in reading among learners is challenging especially in times of pandemic yet it is our hope. We can bring back literacy in the Philippines to its glory if teachers, learners, administrators, stakeholders and every individual comprising the academic community focus on a common reading goal and work together. Each of us has a fair share of responsibility in cultivating reading skills so may we strive to be an example by becoming readers ourselves. After all, reading is free. There might be no definite time or a definite venue to read but there is always a definite future, which is promising and transformational lying in the hands of every great reader.

FRONT LINER DIN KAYA AKO KWENTONG COVID-19



MARJORIE F. BATAN
Teacher I
Pasig Elementary School

"Nanay, nanay paano po ba ako makakatulong sa mga doktor?" Tanong ni Lita kay Aling Tina isang hapon.

"Bakit mo naman naitanong anak?" Sagot ni Aling Tina habang nagluluto ng adobong sitaw.

"Napanood ko po kasi sa balita na madami ng mga doktor at mga sundalo ang nahihirapan na labanan ang sakit ngayon, ano nga po ulit nay yung tawag doon?" Sambit ni Lita.

"Coronavirus ang tawag doon anak, at tama ka kaya sa ngayon kailangan muna nating sumunod sa utos ng ating pangulo." wika ni Aling Tina.

"Kapag po ba hindi ako lumabas nanay, makakatulong na po ako sa mga doktor?"
Pagtatanong ni Lita.

"Oo anak, ang hindi natin paglabas ng ating bahay ay makakatulong upang bumaba ang bilang ng mga may sakit na Coronavirus." Wika ni Aling Tina.

"Kapag po ba nagsuot ako ng face mask nanay makakatulong po ba ako sa doktor?"
Muling tanong ni Lita.

"Oo naman anak kapag ikaw ay nagsusuot ng malinis na face mask makakaiwas ka sa sakit o kaya naman ay hindi ka makakapanghawa ng sakit." Muling sagot ni Aling Tina. Nagpunta si Lita sa kanilang lababo at naghugas ng kamay. "Nanay, kapag po ba naghugas ako ng kamay habang kinakanta ang happy birthday ng dalawang beses makakatulong na ako sa mga doktor?" Malungkot na sabi ni Lita.

"Tama ka anak, ang palagiang paghuhugas ng ating mga kamay ay makatutulong upang malabanan ang mga virus." Sambit ni Aling Tina.

"Nanay, nanay, kapag po ba kumain po ako ng masusustansyang pagkain katulad ng gulay makakatulong na po ba ako sa mga doktor?" Nag-aalalang wika ni Lita.

"Oo naman anak, kapag lagi kang kumakain ng masusustansyang pagkain, nageehersisyo at umiinom ng bitamina siguradong magiging malusog ka at maiiwasan mo ang sakit." Natutuwang wika ni Aling Tina.

Matapos kumain naglinis si Lita ng kanyang katawan at dumungaw siya sa bintana ng kanyang kwarto. Nakita naman niya ang kanyang kaibigan si Ate Sita na nakatanaw rin sa bintana.

"Napanood ko po sa TV na bawal muna daw tayong maglaro ate Sita kaya sa ngayon maliit na puso muna at kaway kaway muna tayo ngayon." Masayang sambit ni Lita.

"Tama ka Lita dahil sa maliit na ginagawa mo makakatulong kana sa mga doktor o mga frontliners." Masayang wika ni Ate Sita "Ngayon sa tingin ko po makakatulong na ako sa mga doktor, sundalo at sa gobyerno ngayon po masasabi ko na frontliner din ako." Masayang sabi ni Lita.

-Wakas-

THE BUSINESSWOMAN OF TOMORROW



DR. ANELYN A. JANABAN
Asst. Dean, CBM, Doctor of Mgt Program Head
Guimaras State University

Chapter 1 - The Dream

Everyone gets to have a dream. Some may have already figured it all out completely while others remain skeptic. Regardless, a dream provides one with a sense of direction towards success. For Alexah, her journey all started with a dream – a dream of becoming more than just a teacher.

Markers, whiteboards, and class records were all staple to her. Admittedly, teaching in Arizona was a herculean task yet she was living a life of fulfillment seeing her students learn and become adept with knowledge. She might not have a family of her own but she felt almost complete. Teaching was her way of life.

But one day, she woke up and knew it was time for a change. It wasn't really a decision out of impulse; it was her long-time dream. She wanted something that would give her the freedom to work on her own terms and make a bigger impact on the world. But should she leave her students behind? Did she need to risk the life she had built for ages? Would it be worth it? She already had the answers. She loved teaching, but she knew that she had more to offer. She was determined to take a leap of faith.

Alexah had always been an ambitious person. From the moment she started attending school, she knew that she was capable of achieving something big. She took school matters seriously. Interestingly, unlike many students her age, she paid much more attention in acquiring life skills than memorizing the sentence patterns or mathematical formulas. She was more of a practical type. However, this didn't mean that she was academically mediocre. In fact, her practical skills made it easier for her to adopt efficient study habits to ace exams including her SAT. Alexah didn't come from an affluent family that could afford university studies and she could simply settle with a job at the local drive-thru after high school, but she decided to finish a university degree banking on scholarships. It wasn't a walk in the park though considering that she still needed a student loan to earn her teaching diploma. She needed more funds for her living and school expenses so she had to work for 20 hours a week as a private tutor and a telemarketer while at Arizona State University. It meant that she had less time for rest or leisure yet all these didn't make her falter. Instead, her desire to make a mark on the world only grew stronger. Lo and behold, she became a teacher.

Alas, she reached a career plateau and despite how risky starting on a new venture, she had to take action now. After all, it was her dream and it's high time for her to materialize it. But what's more for Alexah beyond teaching?

Chapter 2 - The Idea

Alexah knew that venturing on a new endeavor required preparation and thorough thinking. She learned her lesson the hard way back in middle school. She joined the baseball club despite not being athletic herself. It was out of impulse. Actually, it was because of Brent Connigan, the school's baseball superstar. It turned out that Alexah signed up for the baseball club to get closer to him. But sports weren't her forte. One time during the practice, she was tasked to be the catcher and as expected she wasn't able to catch the baseball. In fact, the baseball went straight to her face. While spending a couple of hours at the clinic with an ice pack on her forehead, she realized that she could have prevented such a thing from happening if she didn't sign up out of impulse. That mishap taught her a huge lesson that came in handy when she decided to quit teaching in a school. Before making up her mind, she spent months brainstorming ideas for her new venture. She wrote lists while having her morning coffee, created mind maps while on class breaks, and even sought advice from friends and family whenever she could. Finally, she landed on an idea that she was truly passionate about - starting her own school teaching children how to code. As someone who had always been interested in technology, Alexah knew this was the perfect fit. She settled on starting her own tutoring company, with the intention of helping students who were struggling academically. Alexah had always been a skilled educator, and she believed that creating a company that focused on one-on-one tutoring could help even the students who were struggling the most. She knew that she had the skills required to make a real difference in their lives, and she was excited to get started.

Alexah began mapping out her business plan, taking into account everything from marketing and branding to how much she would need to charge for her services. It was a daunting task, but Alexah was determined to make it work. She knew that if she could create a company that was successful, she could not only help more students, but she could also create a better life for herself. As she poured over spreadsheets and business plans, Alexah couldn't help but feel nervous about the future. Starting a business was a huge risk, and she knew that she was taking a chance. But she also reckoned that if she didn't take the risk, she would forever be stuck in a job and wouldn't be able to fulfill her own dream. This was her chance to make a real difference and take what she had learned as a teacher and apply

it in a new and exciting way. Alexah was determined to see her dream through to the end, no matter what challenges lay ahead.

Chapter 3 - The Research

Before diving headfirst into her new journey, Alexah knew she needed to do her research. She spent countless hours reading books, attending workshops, and even shadowing other entrepreneurs who had successfully started a similar business. She wanted to learn everything she could about the industry, the potential challenges, and the best practices for success. She started by researching the latest coding languages and techniques, attending technology conferences, and connecting with other educators in the field. She even enrolled in coding classes herself to refine her skills and stay up-to-date on the latest advancements. She went on with understanding the market demand for teaching children how to code. She discovered that the demand was high, and there were only a few competitors in their city. She decided to focus on providing high-quality coding education to children who were not being served by existing programs. Alexah's research also led her to understand the different coding languages that children could particularly learn. She realized that coding was not just about building apps and websites but also about developing problem-solving skills and creativity. She got so hyped up. As a teacher, she knew that she could brush up a handful of practical activities for her students. Streams of ideas popped up in her head as she imagined the class she would soon launch. Through workshops and seminars she had attended, she learned different teaching methodologies, curriculums, and approaches to coding education. Teaching kids could be an ordeal with their short attention span and varying attitudes towards learning and Alexah knew that she could only succeed with the perfect curriculum that could blend learning and fun.

Chapter 4 - The Plan

With her research complete, Alexah began to develop a detailed business plan. She had spent countless hours studying the industry, attending workshops, and shadowing successful entrepreneurs. Now, she had to put all that knowledge to use by creating a plan that would turn her dream into a reality. Alexah started by outlining her goals, both short-term and long-term. She wanted to create a business that had a positive impact on the community and provided a valuable service to parents and children alike. She also wanted to make sure that the business was financially sustainable and would be able to grow over time. Next, Alexah focused on her target market. She knew that there was a growing demand for coding education among children, but she needed to refine her target audience to make sure she was reaching the right people. She conducted more research and spoke with parents to better understand their needs and preferences. Alexah then developed a pricing strategy that was competitive but also reflected the value of her services. She wanted to offer affordable options for families of all income levels while also ensuring that her business could remain profitable. She also considered different payment options and discounts for repeat customers. Marketing was a critical aspect of Alexah's plan, and she devoted a lot of time and energy to developing a comprehensive strategy. She wanted to create a website that was easy to navigate and provided all the information parents needed to make an informed decision about her services. She also planned to use social media, targeted advertising, and word-of-mouth referrals to spread the word about her business. Throughout the planning process, Alexah sought advice from mentors and financial advisors to make sure she was on the right track. She knew that starting a business was a complex and often challenging endeavor, but she was determined to succeed. As she finalized her business plan, Alexah felt a sense of excitement and anticipation. She knew there would be obstacles and challenges along the way, but she was confident in her vision and her ability to make it a reality. The next step would be to put her plan into action and take the first steps toward building her dream business.

Chapter 5 - The Launch

During her research, Alexah discovered a hidden gem - a local community center that she could utilize to start her tutoring company and begin teaching coding to children from underprivileged backgrounds. She saw this as a perfect opportunity to give back to the community while also testing her business model. Alexah proposed her idea, and the community center was enthusiastic about the prospect of coding education for children. She added that while enrollment came with a fee, it could be offered for free to students coming from low income families. Alexah spent the next few months developing a comprehensive curriculum, focusing on teaching the fundamentals of coding to children through fun and interactive activities. She created games and puzzles that taught children about algorithms and encouraged them to approach problems creatively. Alexah's curriculum also included lessons on building simple apps and websites, which could build the children's confidence and motivate them to learn more.

After months of preparation, Alexah launched her coding school for kids. It started small, with just a handful of students, but quickly grew as word spread about the high quality of instruction and the fun, engaging learning environment. Alexah was thrilled to see the kids she taught flourishing, learning new skills and feeling confident in their abilities. She had always believed that coding was an essential skill that could help children succeed in the modern world, and she was happy to be making a difference in their lives.

As the classes went on, Alexah realized that she had hit upon something special. The children were learning quickly, and their enthusiasm was contagious. Some of them had never been exposed to coding before but were now showing a keen interest in the subject. Alexah was incredibly proud of what she had accomplished and knew that her business idea had the potential to make a significant impact.

As her coding school continued to grow, Alexah realized that she had found her true calling as an entrepreneur. She loved the process of building a business, from developing new programs to marketing and networking. She thrived on the challenge of finding new ways to reach her audience and stay competitive in a rapidly evolving industry. Alexah's hard work and dedication paid off. Within just a few years, her coding school had become one of the most successful in the region. She had a loyal following of students and parents who raved about her program, and her reputation for excellence had spread far beyond her community. In addition to her work at the coding school, Alexah also began

speaking at conferences and events about the importance of teaching kids to code. She wrote articles for tech magazines and appeared as a guest expert on TV and radio shows.

Despite her busy schedule, Alexah never lost sight of what was most important to her - empowering kids to learn and grow through technology. She remained committed to her mission of providing the best possible education to every child who walked through her door, and her passion was contagious. It wasn't always easy. There were long hours and plenty of challenges along the way. But Alexah's unwavering drive and determination kept her focused on her goals, and she never lost faith in herself or her vision. As Alexah looked back on all that she had accomplished, she smiled. It had been a wild ride, but she knew that she had found her calling. She was a successful businesswoman, yes, but more than that, she was a mentor, a teacher, and a changemaker. And in that, she knew she was truly living her best life.

Chapter 6 - The Next Level

While her classes at the community center were successful, she needed to figure out how to turn her idea into a sustainable business. She knew that she needed to create a scalable model that could be replicated in other communities. She also needed to attract paying customers who were willing to invest in their children's education. Alexah began exploring different revenue models, ranging from a subscription-based service to one-time workshops. Her current success didn't deter her from updating and upgrading her knowledge. She researched how to market her business, how to create a strong online presence, and how to use social media to attract more customers. Alexah also joined coding education groups and reached out to other coding teachers for advice and support. After months of hard work, Alexah had finally created a business plan that she was confident in. She had identified her target market, developed a strong curriculum, and created a scalable revenue model. With the support of her family and friends, Alexah decided to take the plunge and launch her business, which she named "Code Kids."

Finally, the day arrived for Alexah to launch her business. She had hired a team of skilled developers and educators to help her build and launch the platform. She held a launch party to announce the platform's release to the public and received overwhelming positive feedback from everyone in attendance. As she raised her glass to propose a toast, she got teary eyed seeing all the fruits of her labor right in front of her.

Within weeks of the launch, Alexah had already gained a growing community of early adopters. Parents and teachers from all over the state were using her online platform to teach children how to code. And with every new user, Alexah became more and more confident that she had made the right decision in starting her own business.

Chapter 7 - The First Hurdles

Despite the promising start, Alexah knew that it wouldn't be an easy path to success. The first few months were challenging as Alexah tried to build her brand. She faced numerous hurdles in those early days - from technical glitches to cash flow problems. Catering to more customers demanded much more technical support. She had to set up customer support lines for Code Kids users. With limited manpower, she even had to sacrifice her own sleep to cater to the needs of her clients. But with each challenge, Alexah remained persistent and found innovative solutions to overcome the obstacles. The hard work paid off, and soon, Code Kids was a huge success. Children from all over the city were learning to code, and parents were raving about the program's effectiveness. Alexah had achieved her dream of becoming a successful entrepreneur, and she knew that her journey had just begun.

Chapter 8 - The Pivot

As she gained more insight into her target audience, Alexah realized she needed to pivot her business model. The business was going strong but she believed that it could still be better. She decided to expand her offerings to include physical coding camps and workshops. Her goal was to offer both online and offline learning experiences to reach more students and provide even more value to parents. Diversifying her service modes could attract more and more users and consequently grow her business. To some business owners, it could be a risk, but Alexah was confident to beat the odds.

Chapter 9 - The Rapid Growth

With the pivot, Alexah saw rapid growth in her business. The demand for her services continued to climb, and she realized she needed to scale up her team and infrastructure to keep up with the demand. She had to transition from being a sole entrepreneur to a full-fledged CEO managing a team of over fifty people. She managed to open three more physical coding camps outside Arizona and leased a building to house the equipment used in her online services including a team of technical support people.

Chapter 10 - The Fundraising

To fuel her rapid growth, Alexah decided to seek venture capital funding. She knew that the revenue of the existing company wasn't enough to fund expansion. Alexah understood the ways of the industry so she confidently pitched her business plan to multiple investors. In exchange for the funding, she gave up a portion of equity in her company. In spite of excellent numbers and company performance, not all investors paid full interest to buy some equity. Alexah knew that it was normal and she continued to approach multi-million dollar investors until she landed multiple offers.

Chapter 11 - The Challenges of Leadership

As she grew her team, she faced new challenges as a leader. Alexah had to learn how to delegate tasks, manage

expectations, and maintain the culture and values that she had established from the beginning. It was a steep learning curve, but Alexah always remained focused on the bigger picture. The organizational structure became complex. The original set of people she had during the start of the tutoring company became her training managers and operations officers. Besides their technical knowledge, Alexah trusted them and witnessed their commitment and loyalty to the company. The coding camp expansions also required managers. But beyond the organizational chart, Alexah ensured that the company had shared vision, mission and goals which everyone in the company should seek to attain. In addition, the employees manual was created to rationalize the policies and rules of the company.

Chapter 12 - The Industry Recognition

With each success and milestone, Alexah's reputation in the industry grew. She was recognized as an innovator and leader in the edtech space. She was invited to speak at conferences and was even featured in major publications like Forbes and The New York Times.

Chapter 13 - The International Expansion

With the significant growth of her business, Alexah began to think about expanding her services internationally. She saw the potential to bring her coding camps and courses to students all over the world, and started the groundwork to make it a reality.

Chapter 14 - The Global Success

The international expansion was a resounding success. Alexah's coding platform went global, and she continued to see significant growth worldwide. She had to adapt to new languages, cultures, and regulations, but ultimately, she learned how to thrive in the global marketplace.

Chapter 15 - The Social Impact

As her business continued to grow, Alexah never lost sight of her original mission to make an impact on the world. She launched numerous social impact initiatives to provide free coding education to underserved communities. She also donated a portion of her profits to various charities and causes.

Chapter 16 - The Mentorship

Alexah realized that her success was due in large part to the mentorship she had received over the years. She started to pay it forward by mentoring other aspiring entrepreneurs, especially women and minorities. She believed that everyone deserved the opportunity to turn their dreams into reality.

Chapter 17 - The Company Culture

As her team continued to expand, Alexah focused on cultivating a company culture that was inclusive, diverse, and supportive. She wanted her team to feel valued and empowered to do their best work. She implemented unique perks like flextime and unlimited vacation to promote work-life balance.

Chapter 18 - The Collaboration

As Alexah's business established itself as a leader in the industry, she started to explore collaboration opportunities with other companies and organizations. She forged partnerships with non-profits, technology companies, and even schools. She believed that collaboration was critical for innovation and progress in the edtech space.

Chapter 19 - The Innovation

After years of success, Alexah knew that she had to continue to innovate to stay ahead of the competition. She invested heavily in research and development to launch new technologies and methodologies. She was always looking for the next big thing to make learning even more engaging and impactful.

Chapter 20 - The Legacy

Alexah's entrepreneurial journey had been a long and winding one. But through hard work, perseverance, and a relentless pursuit of her dream, she had built an incredibly successful business that had made a tangible impact on the world. As she looked back on her journey, she knew that it was just the beginning of her legacy, and she was excited for what lay ahead.

Chapter 21 - Facing Burnout

Running a business can be exhausting, and Alexah knew that she couldn't keep up the pace forever. She faced burnout and knew that she needed to take a step back to recharge. Alexah took a break from her business and spent some time traveling and exploring new passions. She knew that taking care of herself was essential to her success as a businesswoman.

Chapter 22 - Hitting Roadblocks

As Alexah continued to grow her business, she hit roadblocks that she hadn't anticipated. She faced staffing challenges, equipment failures, and other setbacks that threatened to derail her progress. Alexah knew that she

needed to stay resilient and keep pushing forward, even when things got tough.

Chapter 23 - Rebranding the Business

As Alexah's business entered its next phase of growth, she realized that it was time to rebrand. She wanted to create a new look and feel for her business that would better reflect its values and mission. Alexah worked with a branding agency to create a new logo, website, and marketing materials. The new branding helped her business stand out even more, and Alexah knew that it was worth the investment.

Chapter 24 - Inspiring Others

As Alexah's business grew and became more successful, she began to inspire others to follow in her footsteps. She became a mentor to other women entrepreneurs, and started speaking at conferences and events to share her story. Alexah felt a sense of pride in what she had accomplished, and hoped to inspire others to pursue their own dreams.

Chapter 25 - Conducting Research

As Alexah's business grew, she knew that she needed to stay up-to-date on the latest trends and best practices in the tech education space. She began conducting research, attending conferences, and even partnering with universities to conduct studies on the impact of tech education on children. Alexah felt that research was essential to her business's success, and was excited to be contributing to the field.

Chapter 26 - Responding to Criticism

As Alexah's business grew in popularity, it also attracted its fair share of criticism. She was accused of taking advantage of parents' fears about their children's futures, and of perpetuating stereotypes about who should be interested in technology. Alexah knew that she couldn't make everyone happy, but she also knew that she was making a real difference in children's lives. She responded to criticism thoughtfully and respectfully, and stayed committed to her mission.

Chapter 27 - Adjusting to the Pandemic

The COVID-19 pandemic brought unprecedented challenges to Alexah's business. She had to quickly adjust to remote learning and find new ways to engage with her students. Alexah found creative solutions, such as mailing coding kits to her students, and started offering virtual coding camps. She knew that adaptation was essential to survival during tough times, and was proud of how her team responded to the crisis.

Chapter 28 - Launching New Programs

Alexah's business continued to evolve and expand, as she launched new programs to meet the needs of her students. She started offering advanced coding classes, summer camps, and even after-school programs. Alexah was always looking for new ways to engage and educate her students, and was excited about the possibilities.

Chapter 29 - Celebrating Milestones

Alexah celebrated each milestone along the way, from signing up her first student to reaching 100,000 students around the world. She knew that each achievement was worth celebrating, and made sure to take a moment to reflect on how far she had come. Alexah felt grateful for the support of her team and her community, and knew that she couldn't have done it without them.

Chapter 30 - Dealing with Copycats

As Alexah's business became more successful, she encountered copycats who tried to steal her curriculum and business model. She was frustrated, but also knew that imitation was the sincerest form of flattery. She faced copycats head-on and worked to protect her intellectual property. Alexah knew that she needed to stay vigilant to protect her business's success.

Chapter 31 - Navigating a Changing Landscape

The tech education space was constantly changing, and Alexah knew that she needed to stay ahead of the curve. She stayed on top of the latest trends, such as artificial intelligence and blockchain, and worked to incorporate them into her lessons. Alexah felt that it was essential to stay on the cutting edge of technology, and was excited about the possibilities for her business.

Chapter 32 - Giving Back

Even more as Alexah's business continued to grow, so did her commitment to giving back. She started offering free coding classes to underprivileged children, and partnered with nonprofit organizations to bring coding education to even more communities. Alexah felt that it was her responsibility to use her success for good, and was proud of the impact that her business was having.

Chapter 33 - Going Public

As Alexah's business became even more successful, she decided to take it public. She felt that it was the right move for her business, and wanted to raise additional capital to fuel its growth. Alexah faced new challenges as a public company, but was confident in her team and her vision.

Chapter 34 - Navigating a Merger

Alexah's business received an unexpected offer for a merger with a larger company. Alexah knew that it could be a great opportunity for her business, but also knew that it would mean a major change. She spent long hours evaluating the pros and cons, and ultimately decided to move forward with the merger. It was a challenging process, but Alexah felt that it was the right move for her business's long-term success.

Chapter 35 - Planning for the Future

As Alexah looked ahead to the future, she knew that there were still many more opportunities for growth and impact. She started planning for the next phase of her business's evolution, and looked for new ways to expand and innovate. Alexah knew that success was never guaranteed, but also knew that she had the drive and the determination to keep pushing forward.

Chapter 36 - Staying Grounded

Despite her success as a businesswoman, Alexah never lost sight of what was really important - staying grounded. She made sure to spend time with her family and friends, and pursued her passions outside of work. Alexah knew that a healthy work-life balance was essential to her success, and was determined to maintain it.





LESSON

LESSON PLANS

PLANS




LEA A. GOTERA, MS
Master Teacher I
Batad Central School

SEMI-DETAILED LESSON PLAN IN SCIENCE 6

QUARTER 4, WEEK 5

I. OBJECTIVES	
A. LEARNING COMPETENCIES	Differentiate between rotation and revolution and describe the effects of Earth's motion
B. LEARNING OUTCOME	Differentiate earth's rotation from revolution
C. LEARNING OBJECTIVES	<ol style="list-style-type: none"> differentiate rotation from revolution; observe through a video clip how the earth rotates on its axis and revolve around the sun; simulate the motion of the planet earth around the sun; and recognize the importance of the earth's motion in the existence of life on earth.
II. CONTENT	<p>Motions of the Earth Rotation and revolution</p> <p>Science Ideas:</p> <ol style="list-style-type: none"> Rotation is where the Earth spins on its own axis. This causes the occurrence of days and night. Axis is an imaginary where the planets spin. It takes the earth 24 hours or one day to complete its one rotation on its axis. Revolution is where the Earth travels or revolves around the sun through its orbit. This causes occurrence of season. Orbit is an imaginary line where the planets move in a circular path around the sun. It takes 365 $\frac{1}{4}$ days or 1 year for the earth to complete one revolution around the sun. The earth's motion is counter clockwise. <p>Processes Stressed: Observing, describing, inferring</p> <p>Value Focus: Cooperation, appreciate the movement of the earth</p>
III. LEARNING RESOURCES	
A. REFERENCES	<p>MELCS 2020 PELC, VI 6.2 Into the Future: Science and Health VI pp 218-219 Let's Investigate Science "The Weather" by Robin Kerrod ,p45 Science and Health 6 by Coronel p229 Science and Health Today 6 by Ronquillo pp. 218-219 Sci-Tech Wonders 6, Clarisa C.Avila,</p>

	pp.282 -285 Science A Field of Wonder, Noble & Estolano, pp.317-337 https://www.youtube.com/watch?v=cDed5eXmngE										
B. OTHER LEARNING RESOURCES	video clip, globe, manila paper, pentel pen, scotch tape, Television, and Laptop										
IV. PROCEDURE											
A. Pre- activities											
1. RECITATION OF SCIENCE IDEAS											
2. REVIEW OF THE LESSON	<p>Connect and Match</p> <table border="0"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> </tr> <tr> <td>1. altitude</td> <td>a. tells how far north or south of the equator a place is located</td> </tr> <tr> <td>2. latitude</td> <td>b. tells how low or high a place is from sea level</td> </tr> <tr> <td>3. wind system</td> <td>c. size of water bodies near or around a place</td> </tr> <tr> <td>4. bodies of water</td> <td>d. show pattern of wind movement over a place annually</td> </tr> </table>	A	B	1. altitude	a. tells how far north or south of the equator a place is located	2. latitude	b. tells how low or high a place is from sea level	3. wind system	c. size of water bodies near or around a place	4. bodies of water	d. show pattern of wind movement over a place annually
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3. wind system	c. size of water bodies near or around a place										
4. bodies of water	d. show pattern of wind movement over a place annually										
3. Motivation/ Establishing a purpose of the lesson	<p>The teacher will show different pictures of movement. The learners will tell something about the pictures.</p> 										
4. Presenting examples/ instances of the new lesson	<p>If human as we are have movements, the place where we are living have also its own movements. Today we are going to learn the two movements of the planet earth specifically: Rotation of the earth on its axis and the revolution of the earth around the sun.</p>										
A. Grouping and giving of instruction											
B. Activity proper	<p>Video presentation https://www.youtube.com/watch?v=cDed5eXmngE Here are the guide questions: Activity sheet no. 1</p> <p>Group I</p> <ol style="list-style-type: none"> 1. What are the two motions of the planet earth? 2. What is rotation? What is axis? <p>Group II</p> <ol style="list-style-type: none"> 1. How long does it take the earth to rotate on its axis? 2. What is the effect of earth's rotation? <p>Group III</p> <ol style="list-style-type: none"> 1. What is revolution? What is orbit? 2. How long does it take the earth to complete one revolution around the sun? <p>Group IV</p> <ol style="list-style-type: none"> 1. What is the effect of earth's revolution? <p>As soon as you are done answering your guide questions the secretary will post or publish your output.</p>										
C. Post Activities											
1. Group reporting and publishing of report											

2.Discussion	<p>What can you say about the movement of the earth? Where the earth does rotates? How long does the earth complete its rotation? What is its effect? How does the earth move around the sun? How long does the earth complete its one revolution around the sun? Why there is autumn, winter, summer and spring? What movement of the earth causes these four seasons?</p>
3.Generalization	<p>What are the two motions of the planet earth? Differentiate the rotation from revolution</p>
4.Application/Valuing (Simulation)	<p>Distribute Activity Sheet no. 2 The learners will perform the simulation activity. Activity sheet No. 2 Group I Perform the earth's rotation on its axis Group II Perform the earth's revolution around the sun. Group III: (Observer) Tell what movement of the earth causes day and night. What will happen to us if there is no day or night. Group IV What movement of the earth causes the four seasons? Is this motion of planet earth is important to us? Why? What will happen if we experience throughout the year a summer season, a rainy season? What science concepts have learned from our today's lessons?</p>
IV. Evaluation:	<p>Choose the letter of the correct answer.</p> <ol style="list-style-type: none"> The earth has two general movements. One movement follows its path around the sun. What is the movement called? A. Rotation B. Spinning C. Revolution D. tilting Which of the following tells how the earth moves around the sun? A. The earth moves around the sun with its north pole always facing the sun. B. The earth moves around the sun with one side only facing the sun. C. The earth tilts on its axis as it rotates and revolves around the sun. D. The earth do not rotate as it revolves around the sun. How long does it take the earth to complete its revolution around the sun? A. 350 days B. $465 \frac{1}{4}$ days C. $365 \frac{1}{4}$ day D. 150 days One complete rotation of the earth on its axis is equivalent to A. 40 hrs. B. 365 days C. 24 hours D. 1 year What is the effect of earth's rotation and revolution? A. The occurrence of day and night and four seasons. B. The occurrence of leap year C. The occurrence of lunar eclipse D. The occurrence of solar eclipse
V. Assignment /Agreement/ Enrichment	<p>Group 1. Make a jingle on how the movement of the earth affects the four seasons. Group 2. Create an infographic on the importance of the of the earth's motion in the existence of life on earth.</p>



RICHELLE Y. RECOMENDABLE
Teacher III
Krus Na Ligas High School

TVL-HOME ECONOMICS

FACE TO FACE MODALITY

LESSON EXEMPLAR

Learning Area	TVL-Home Economics
Learning Delivery Modality	Face to Face Modality

	School	Krus Na Ligas High School	Grade Level	Grade 11
	Teacher	Richelle Y. Recomendable	Learning Area	Cookery
	Teaching Date	August 20, 2022	Quarter	FIRST
	Teaching Time	8:30-10:40AM	Week	6

I. OBJECTIVES:

A. Content Standard:

The learner demonstrates an understanding the knowldege, skills and attitudes required in preparing appetizers.

B. Performance Standard

The learner independently prepares appetizers.

C. Learning Competencies/Objectives

TLE_HECK9-12PA-Ic-3

1. Identify the different parts of canapés;
2. Create canapés by following the step-by-step procedure; and
3. Develop self-confidence and cooperation in performing a task.

II. LEARNING CONTENT:

A. Topic: Canapés

Sub-Topic: Guidelines in Preparing Canapé

III. LEARNING RESOURCES:

A. **Reference:** Technical Vocational and Livelihood Education-Home Economics Prepare Appetizers First Edition, 2020.

B. **Materials:** Powerpoint Presentation, laptop, projector, canapés ingredients, PPE and materials in preparing canapés

C. Other Learning Resource/Reference

<https://www.bertrandmunier.co.uk/canapes-are-the-perfect-mini-tasting-food-for-your-drink-party/>
<https://www.youtube.com/watch?v=fOae9KFe1OU>

IV. STRATEGIES:

Demonstration Teaching, Experiential Learning, Technology in the classroom, HOTS, Game based learning, Differentiated Instruction.

Essential Questions:

- A. Why is there a need to identify the suitable ingredients for canapés?
- B. Why is it important to apply safety precautions when preparing food?
- C. How can you use canapés in achieving healthy lifestyle?

Values Integration: "Learn to appreciate simple things in life"

Sharing and giving a portion or bite size of your food will give a great impact to someone in need.

V. INSTRUCTIONAL PHRASES

The teacher will review past lesson through complete the sentence game.

A. ELICIT Complete the sentence game

1. An appetizer is _____.
2. I learned that appetizer _____.
3. The important lesson that I learned _____.

B. ENGAGE Food Riddle Activity

The teacher will arouse the interest of the learners with the new lesson through riddle activity. She will read the statement on the PPT slides and the learners will guess the food that is being described in the statement.

1. I am round and red.
I am also red inside.
I don't grow on trees.
People like to use me in salads.
WHAT AM I?
2. I am soft and fluffy.
You need me to make a sandwich.
I am a good source of carbohydrates.
WHAT AM I?
3. I am made of milk.
You put me on your pizza and sandwich sometimes.
I am an excellent source of Calcium.
WHAT AM I?

C. EXPLORE The teacher will have an interactive discussion on the following points:

- Definition of Canapé
- Composition of Canapé namely:
 - a. Structure/Base
 - b. Spread
 - c. Topping/Garnish

- Examples of Canapé
- PPTT Perform Mise en Place, Plan and Organize, Tools and Equipment, Tips
- Safety Precautions should observe while performing a task.

D. EXPLAIN The teacher will demonstrate the step-by-step procedures in Preparing/Assembling Canapé, plated (with garnish) play with colors and texture or wrapped. (The teacher will show in the class the proper procedure in preparing canapé following the standard guidelines. She will also inform and instruct the learners to utilize ingredients, tools and equipment that are available in their table. She also reminds the learners to wear their PPE's to avoid food contamination and observe safety precautions while preparing/assembling the said task. She will emphasize the following important points:

- Definition of Canapé
- Composition of Canapé namely:
 - d. Structure/Base
 - e. Spread
 - f. Topping/Garnish
- Examples of Canapé
- PPTT Perform Mise en Place, Plan and Organize, Tools and Equipment, Tips
- Safety Precautions should observe while performing a task.

E. ELABORATE Based on the lesson, what are the things that you have learned and realize? (Definition of Canapé, Composition and Examples of Canapé)

The teacher will let the learners arrange the procedure in preparing/assembling canapé in chronological order.

- _____ Arrange canapés carefully and attractively on trays
- _____ Keep it simple
- _____ Choose a base
- _____ Choose a garnish
- _____ Choose a topping
- _____ Choose a spread

F. EVALUATE Return Demonstration Divide the class into four groups. The teacher will give the theme and ingredients from each group. Each member of the groups will create their own version of canapé to show their skills in preparing/assembling the said dish. Their performance and finish product will be rated based on the rubric below. Again the teacher reminds the learners to wear their PPE's to avoid food contamination and observe safety precautions while preparing canapé.

GROUP 1 (Birthday)	GROUP 2 (Wedding)	GROUP 3 (Dinner)	GROUP 4 (Christmas)
Ingredients: Crackers Toast bread Cucumber Cheese spread Mustard Catsup Hotdog Bacon Cheese Pincapple tidbits Lettuce	Ingredients: Toast bread Crackers Cucumber Strawberry Jam Strawberry Tuna Spread Tuna Ham Lettuce Ham Bacon	Ingredients: Eggs Potato Toast bread Crackers Cucumber Cheese Mayonnaise Bacon Hotdog Lettuce Ham	Ingredients: Toast bread Potato Crackers Cucumber Strawberry Jam Strawberry Lettuce Eggs Mayonnaise Tuna Spread Tuna Shrimps

Criteria	Score
A. PALATABILITY ✓ The canapé was full of flavour, delicious and appetizing.	20%
B. PROCEDURE ✓ Appetizer was neatly and creatively arranged. ✓ Attractiveness, Orderliness and cleanliness in making of canapé.	40%
C. WORK HABITS ✓ Cleanliness and sanitation were observed in plating canapé. ✓ Sanitary measures in handling tools and ingredients and safety precautions while working.	30%
A. TIME MANAGEMENT ✓ Finishes within the prescribed time with appropriate pacing. ✓ Cleans up working areas on time.	10%
TOTAL	100%

G. EXTEND Apply principles and techniques in plating your canapés.

ABS TRACTS

ABSTRACTS



THE LEADERSHIP BEHAVIORS OF THE PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN THE DISTRICT OF CABUYAO CLUSTER II AND ITS RELATIONS TO THEIR TEACHERS PERFORMANCE



GRACE M. CARDOZA

Teacher III
Mamatid Elementary School

INTRODUCTION

Leadership can be defined as a process by which one individual influences others toward the attainment of group and organizational goals. The study aimed to investigate the leadership behaviors of school principals and its relationship to the teachers' performances. It focused primarily on the the following problems: How are the leadership behaviors of public Elementary School Principals in the District of Cabuyao Cluster II as assessed by themselves and by their teachers in terms of Integration, Representation, Consideration, Initiating Structure, Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Superior Orientation, Tolerance of Freedom, Tolerance of Uncertainty, and Role Assumption; How do the assessments of the two sets of respondents on the leadership behavior of Public Elementary School Principals along the above-mentioned areas differ; How do the teachers perform based on Content-Based Performance Appraisal System for Teachers (CB- PAST)?; and How are the leadership behaviors of the school principals related to the teachers performance

METHODS

This descriptive study investigated 233 teachers and 5 school principals from five schools in Cabuyao district cluster II. Their perceptions of the school principals' leadership behavior was measured by the twelve subscales of the survey questionnaire as mentioned above. A demographic profile is also asked to further determine the respondents' school status.

RESULTS

Results obtained from the survey questionnaire were displayed in tables with the

twelve leadership behaviors as dependent variables with means of teachers and school principals' perceptions of the school principals' leadership behavior. The frequency and percent distributions were used in presenting the profile of the respondents; while concerning the manifestation of leadership behaviors of school administrators, the five-point Likert Scale and the simple mean were used; and to establish the relationship between leadership behaviors and teachers' performance based on CB-PAST, the Pearson product-moment correlation was used.

DISCUSSIONS

The following conclusions were based upon the data collected and analyzed in the study. In all perceptions of twelve leadership behaviors tested, school principals tended to rate themselves higher than the teachers. All areas were rated differently, for school principals the twelve leadership behaviors were highly manifested whereas for teachers they were just manifested. Recommendations for more school principals and teachers awareness seminar for them to totally understand their works and behaviors. It is also suggested to have further study using a larger population sample and different instruments to assess the areas in which principals and teachers to further prove the difference in their perceptions of school principals' leadership behaviors and so specific actions to improve such behaviors will be utilized.

KEYWORDS: Leadership Behavior, Teacher's Performance

FOLLOW-THROUGH ACTIVITIES OF PARENTS AND THE ACADEMIC PERFORMANCE OF GRADE ONE LEARNERS: BASIS FOR AN ADVOCACY PROGRAM



GENILYN D. RIVERA
Teacher III
University of Caloocan City

Learning is continuous. In school, teachers provide direction. Outside school the parents consciously or unconsciously direct the learning.

This study aimed to determine the significant relationship between the follow-through activities and academic performance of the learners.

It may be of great value to have parents involved in our students' learning, for instance if both the family and the teacher are focusing on the learner, there might be strengthening of motivation towards the student.

Parental involvement is of great importance. It will ensure the improvement of the children's learning. At home, parents can monitor their children of what their children have studied at school and whether or not their children have understood subjects learned. By actively monitoring the children's learning or study, parents help their children learn. Eventually, it will give encouragement to the learners to learn more since they feel that their parents give an attention to their learning.

This study specifically focused on 545 Grade 1 learners in Cielito Zamora Memorial School for academic year 2018-2019 through using 120 parent respondents from 4 sections specifically sections 9, 10, 11 and 12 together with 10 grade one teacher respondents. Hence, 30 parents' respondents were taken from each section by using multi-sampling technique.

The descriptive survey method research design was used by the researcher in this

study to come out the data needed through the use of questionnaire/ checklist research instrument.

Percentage, Rank, Weighted Mean, Standard Deviation and Pearson-R were the research measurement used in this study.

In this study, it was found out that majority of the respondents were 31-35 years old, followed by 36- 40 years old, 26-30 years old and the last was 51- 55 years old.

In terms of sex, there are more female at 106 respondents compared to male with only 16 respondents.

Majority of the respondents were able to finished high school only (42%), followed by vocational school (28%), bachelor's degree (26%), undergrad in high school (5%), undergrad in elementary (3%), finished elementary (2%) and no one reached the master's degree.

It shows that out of different social media being used today by the parents, facebook (93) has the most number of users and the findings was agreed by the teachers when the researcher conducted a focus group discussion. Wikipedia has the least number of users as their follow-through activities at home. It implies that facebook is the most common social media used by the parents as their follow-through activities at home.

The findings correlate with the fact that almost all respondents were using textbooks (57) which is available all the time as their reference materials. Both the learners and the parents are depending on the availability of the materials. It was also agreed by the

teachers in the Focus Group Discussion done by the researcher.

Parents tutor their children at home has the greatest number of responses (101) followed by using their siblings. It shows that the parents are more convenient on hands on as their follow-through activity of their children's study. According to the teachers who were interviewed by the researcher, tutoring is the easiest way for the parents to help the study skills of their children.

In flexible learning modalities in which teaching concept any time is rank 1 with frequency of 35. It simply implies that follow-through activities may take time as the need arises by the learners because the child's drive to learn is strong and urgent.

Reinforcement is of one of the follow-through activities at home in which doing their homework/ assignment has the greatest number of responses (87). Parents and the learners are used to do their homework/assignments regularly as their follow-through activities at home. It was also coincided by the teachers in the said interview.

It can be clearly seen that the academic performance of the learners in the second grading was slightly increased or there was an increment of mean of 0.73 meaning after the constant implementation of the follow-through activities at home would greatly affect the academic performance of the learners and so this aspect was also considered as one of the variables.

Meanwhile, there is a significant relationship between the follow-through activities and the academic performance of the learners. The findings indicated that constant follow-through activities done by parents at home would be of great help for the performance of the pupils.

Lack of available time to conduct follow-through ranked 1 with a frequency of 34. This finding was also concurred by the teacher respondents through focus group discussion. This implies that one of the greatest factors that may cause to stop doing the follow-through activities at home is lack of time with parents.

Learner's profile such as highest educational attainment of parents and

academic performance has a significant relationship in parental involvement received by learners.

A collaborative activity was proposed by the researcher and it is entitled "Advocacy Program to Enhance Teacher-Parent Partnership".

Based on the findings and conclusions presented, the researcher recommended the following: 1) Learners should have follow-through activities at home so that they can cultivate good study habits and better academic performance 2) Parents must spend time with their children. Their children need attention and interaction from their parents specially in conducting follow-through activities at home 3) Parents should continue to collaborate with the school to provide support and guidance for their child. Parents and teachers should have good communication to know the performance of the child inside and outside the school. 4) Opportunities should be given to the parents for orientation or training sessions to acquaint them with the most effective strategies in conducting follow-through activities at home. 5) Formulate a program that will help to establish strong parent-school partnership and will make parents more involve in the academic performance of the learners.



RESEARCH WRITING CAPABILITIES OF ELEMENTARY SCHOOL MASTER TEACHERS IN RODRIGUEZ SUB-OFFICE: INPUTS FOR AN ENHANCEMENT TRAINING PROGRAM



JEFFREY S. SUBION
Teacher II/SDRRM Coordinator
Kasiglahan Village Elementary School - Unit I

This study primarily aimed to determine the level of research writing capabilities of elementary school master teachers in Rodriguez Sub-office District: input for an enhancement training program during the school year 2021-2022. The study sought the profile of the elementary school master teachers in terms of age, gender, position, civil status, highest educational attainment and length of service as teacher; the level of research writing capabilities of the elementary school master teachers described in terms of different indicators -technical skills, skills in conceptualizing a research problem, designing the research plan, research data processing; and research dissemination; the challenges encountered by the elementary school master teachers in conducting research studies; and the enhancement training program proposal as the main output of the said research study. The respondents were 31 elementary school master teachers from Rodriguez Sub-Office District, Rodriguez, Rizal. The descriptive-correlative method of research design was utilized. A survey- questionnaire used as main instrument to gather the necessary information. The data collection was conducted on November-December, 2022.

Based on the results of the study, most of the elementary school master teachers are age in 41-50 years old, female, master teacher I, married, master's degree with units only and more than 15 years in service. It was also found that the level of research writing capabilities of elementary



master teachers was a significantly influenced across profile variables in terms of age, gender, position, highest educational attainment and length of service as teacher except the civil status. The researcher recommends providing teachers with thorough and high-quality enhancement training program to help them in the development on their research writing skills and be part of the school improvement plan (SIP).

COMMUNICATIVE CHALLENGES OF TEACHERS AND PUPILS IN ENGLISH VI IN THE DIVISION OF PARANAQUE CITY



JOSEPHINE T. TORRES

Teacher III
San Antonio Elementary School
Division of Paranaque City

The concern of communicative challenges has existed in businesses, organizations, and schools around the globe for decades and overcoming them should be a priority, especially in today's technology-driven world. It's a fact that countries around the world are affected by communicative challenges.

English has been increasingly used internationally and globally. Communication is known as the process by which ideas, information, opinions, attitudes, and feelings are conveyed from one person to another. Hence, communication is a vital skill for almost any profession, especially for teachers in teacher-student relationships. Effective communication is essential to the success of both the pupils' and the teachers' studies. Teachers impart new knowledge to students. The approach in fostering a positive relationship can vary to make a learning experience more enjoyable for students to learn. This is why communication is an essential component of the teaching-learning process.

In relation with the Department of Education (DepEd) vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, s. 2013). Teachers must allow pupils to practice their overall skills and potentials. Institution should provide environments that will enable learners to make sense of their world through hands-on experiences that emphasize collaboration and creativity. With the aid of effective strategies and quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and capable of propelling the country for further progress. The significance of the current study lies in its goal to address the barriers in communication, which is crucial in setting the direction towards achieving goals effectively.

Communication barriers are anything that prevents people from receiving or understanding messages, ideas, and information to the right person at the right time as well as preventing messages from being sent effectively. Recognizing these issues is the first step in improving communication skills since these barriers prevent the effective exchange of information between individuals. Teachers and students are facing different communication challenges in learning and teaching English, this may be due to physical environment, high levels of security or inaccessible locations that can prevent effective communication, it could also be because of perception barriers that may receive and hear the same message but interpret it differently. Emotional barriers are social and mental issues of a speaker towards communicating with others as well as cultural barriers that are encountered by students due to their own personal values, beliefs and traditions which are in conflict with others, and lastly, language barriers which affects delivery of statements to have different meanings, especially in different places. On the other hand, verbal communication helps in expressing thoughts, or emotions. Some problems in language communications include using words with ambiguous meanings, slang speech, use of facial expressions etc. In addition to the aforementioned issues, gender barriers also contribute to it since the communication of between different genders affects the interpretation and understanding of information. Interpersonal barriers are form of communication that takes place between two individuals and thus a one on one conversation. Some communication problems with relationships, such as feelings that interfere with others to ensure that the statement is not just heard but also understood by the person you are speaking with. These are all typical barriers in teaching and learning English in classrooms.

HOMWORK POLICY ON STUDY HABITS AND ACADEMIC PERFORMANCE OF LEARNERS IN SELECTED PUBLIC ELEMENTARY SCHOOLS



MARY JANE C. TORILLAS

Teacher III
Cielito Zamora Memorial School

No homework on weekends will allow learners to catch up on things that they could be behind on such as past school work, or more importantly, sleep! Give learners a chance to also do other things outside of schoolwork. This provides learners with the opportunity to live a better rested life, increasing academic performance and providing them to complete other goals in their lives. Without weekend homework learners can complete community service projects, compete in sporting events, and most importantly sleep.

This study aims to determine the effects of homework policy and its effects on study habits and academic performance of learners in selected public elementary schools. The study used a descriptive method of research method of research utilizing a survey questionnaire to solicit perception from the respondents on the effects of homework policy in terms of study habits and academic performance. Focused group discussions were also conducted to get some comments and suggestions from the respondents on the Homework Policy.

The study yielded the following findings: 1) It shows the assessment of a group of teachers and parents on the effects of Homework Policy in terms of Study habits. "Motivated to study his/her lesson with 2.72 and assessed as Often" and "Come to school well-prepared" with 3.57 and assessed as always has the highest numerical rating in study habits. This findings manifest that group of teachers and parents still believe that study habits of students in general still viewed as "Often" despite of the implementation of Homework Policy.

The results of an assessment for the group of teachers and parents on the effects of Homework Policy in terms of academic performance of learners. "Shows improvement

in their academic performances" and "More participative in his/her class" are equally rated in the first rank in terms of numerical rating at 2.63 and assessed as High and Gets passing grades in all of his/her subjects" recorded the highest numerical rating with 3.52 and assessed as Very High In terms of academic performance of learners, a group of teachers still viewed it as "high" while a group of parents viewed it as "very high". Revealing that Homework Policy does not affect the academics of learners.

This clearly manifests that the implementation of Homework Policy never hinders the learning capability of the students and the education system. 2) The study habits reveal that the null hypothesis is rejected, hence there is a significant difference between the assessment of the group of teachers and the group of parents on Homework Policy to Study Habits of learners. This confirms the mean difference of the assessment with 0.53 for the groups of teachers and parents implying that the points of views of the aforementioned groups of respondents differ on the effect of Homework Policy to Study Habits of Learners.

The academic performance also reveals that the null hypothesis is rejected, hence there is a significant difference between the assessment of the group of teachers and group of parents on Homework Policy to Academic Performance of learners. This confirms the mean difference of the assessment with 0.71 for the groups of teachers and parents implying that the point of views of the aforementioned groups of respondents differs on the effect of Homework Policy to Academic Performance of Learners. 3.) The null hypothesis is generally rejected implying that there is a significant relationship between the academic performance and study habits of learners.

These findings imply a very strong relationship between the study habits and academic performance of learners. 4.) As the results of focused group discussions done by the researcher. For comments about homework policy. The highest frequency is "No continuity of the lesson" with a frequency of 36 followed by "Low performance" with a frequency of 35 on the second rank. Meanwhile, "Have more quality time with their parents" recorded the least frequency at 31.

For the suggestions about homework policy the highest frequency rating is on "Give an assignment everyday but not on weekends" with a frequency of 34 followed by "Provide more exercises during weekdays" with a frequency of 32 on the second rank. On the other hand, "District and school should establish clear policies regarding the use of homework." recorded the least frequency rating at 29. 5.) The researcher came up with the proposed program for the school year 2019-2020 entitled "Advocacy Learning Program" to improve the quality of education and promote a happy learner.

Based from the findings of the study, the following conclusions were drawn 1.) Most of the teachers still believe that the study habits of students in general are still viewed as "Often" despite the implementation of Homework Policy while a group of parents viewed study habits of learners as "Often". In terms of academic performance of learners, a group of teachers still viewed it as "High" while a group of parents viewed it as "Very High". 2.) There is a significant difference between the assessments of the group of teachers and parents on the Homework Policy. The test reveals that the null hypothesis is rejected. 3.) There is a significant relationship between the Study Habits and Academic Performance of Learners. The null hypothesis is generally rejected findings. This implies a very strong relationship between the study habits and academic performance of learners. 4.) Majority of the teachers and parents participant in the Focused Group Discussion agreed that it is good to give an assignment during weekdays but in a limited subjects meaning to say that not all subject will be given to the learners in one day only just to enhance their skills but not on weekend because it is the only time for them to relax. Teachers should be given more additional learning activities every day to the learners. 5.) The researcher came up for the proposed program for school year 2019-2020 entitled "Advocacy Learning Program" to improve the quality of education and promote a happy learners.



Based on the findings and conclusions of this study the following recommendations are considered. 1.) The researcher recommends that teachers should give an assignment during weekdays but in a limited amount so that there is still continuous learning. 2.) Teachers may also give more activities during class discussions so that there is no need to give an assignment during the weekend and they have enough time to relax and enjoy their childhood days. 3.) Get parents involved, without the homework being a point of conflict with learners. Make it a sharing of information, rather than a battle. 4.) Other researchers may also use two different sections, the first section may have homework while the other section may not be given to. 5.) Make a program that will help the learners to improve the academic performance and study habits of learners even though there is a homework policy.

EVALUATION OF THE ELECTRONIC BUSINESS PROCESSING IN THE MUNICIPALITY OF GERONA



ROGEN F. MANUEL
Master of Public Administration,
Tarlac State University, Tarlac City

This study evaluated the electronic business processing in the Municipality of Gerona. Specifically, it described and evaluated the electronic business processing and licensing system in the Municipality of Gerona in terms of procedures, requirements, customer orientation and processing time; The problems encountered by the implementers on its process were discussed, analyzed and measures to improve the business processing and licensing system in the municipality of Gerona were given; the implications of this study to public administration were presented. The participant of the study was composed of thirty (30) business owners in the municipality, seven (7) from the treasury office, four (4) from the business processing and licensing office, three (3) from the bureau of fire protection, two (2) were from engineering office, planning office and sanitary section respectively. Lastly, the study covered the year 2022. To gather the necessary data needed in the study, the researcher used documentary analysis, questionnaires and interviews. Respondents was the main tool in gathering data.

Based on the findings of the study, procedures and requirements on electronic business processing and licensing system were rated as always implemented because business owners have been followed these parameters in securing business permit. At the same time, they share the same sentiment relative to their lack of a personnel to provide assistance during peak season. In addition, prioritizing first come first serve basis in relation to customer orientation and actual of processing of time is very significant in securing business permit to avoid delay and

complaints from the business owners.

Lastly, the ambulant vendors listed some of their recommendations for actions that the LGU could take to assist them including: Providing more personnel to assist the business owners especially during peak season and fully implementation of no noon break policy; prioritizing first come first serve basis; benchmarking is a tool to become more efficient in service delivery; and must furnish the business owners with the notice of assessment of their business establishment before securing business permit to avoid delay of time.



ENHANCING STUDENT'S ACHIEVEMENT THRU LESSON PLANNING DEVELOPMENT: A LESSON STUDY



RICHARD ARIS S. YABUT

Teacher II
Division of City Schools of Manila

Lesson planning, which always begins with setting the lesson objectives and concludes with evaluating the lesson, is one of the major skills expected of a teacher and is an integral part of his obligations. This is understandable for effective teaching and learning purposes. Since then, the policy has required daily lesson plan preparation for basic education. Even now, in our recently introduced K-12 educational system, most grade and high school teachers consistently complete this work (DepEd, 2016). Lesson preparation has also been conducted on an individual level, meaning that the teacher creates his or her own plan to use during a particular teaching session in the classroom daily.

Lesson plans must be improved and developed in a more thorough manner if they are crucial components of classroom education if instruction is to be improved and student learning to be enhanced. It may be determined that the basic education instructors' exclusive and solitary approach to lesson planning needs to change in favor of collaborative efforts on the part of the teaching staff, such as the strategy entailed in a lesson study. A lesson study is a cooperative approach to improve instruction that entails assembling a team of teachers to plan and design a lesson, while another member teaches it and others observe and collect evidence of student learning. The team then studies the results and revises the lesson plan considering the findings.

The idea of lesson study was born from class observations of instructional strategies and procedures that were initially used in schools. The participants gained an understanding of teaching strategies from the observation and learnt how to apply them.

Lesson study can be implemented and contextualized for a particular educational setting and is seen as a potential improvement to lesson plans and thus the teaching-learning process. Lesson study is thought to be a promising strategy to ultimately boost student accomplishment, and educators throughout the world have adapted it from its Japanese origins which includes the Philippines together with other countries.

Practically all the available literature and studies discussed in this research, including those used in public schools in the Philippines, achieved conclusions in favor of the lesson study. But there aren't many local studies taught in public schools, and they're few even in private ones. Thus, there is a need to record more teaching-learning environments and classroom settings in the grade levels where fundamental scientific education is continually being expanded and enhanced. It takes more deliberate efforts and informed decisions on the part of school administrators and educators to further develop lessons and curricula, to improve teaching practices, and to optimize student learning, for which the application of the K-12 educational system, also known as the Enhanced Basic Education Program, was the catalyst for the addition of two years to the Philippine basic education. When it comes to achieving the nation's educational objectives, these developments must be continuously fed by the multiparty and collaborative efforts of both new and seasoned teachers, educational specialists, educational researchers, and school administrators.

PHONEMIC AWARENESS OF GRADE ONE PUPILS: INPUT FOR PROPOSED LOCALIZED READING MATERIALS



MARIBETH M. MUSONG

Teacher III
Cielito Zamora Memorial School

This study aims to help to determine the Phonemic Awareness of Grade One Pupils: Inputs for Proposed Localized Reading Materials.

Specifically, it sought to answer the following questions the following questions were addressed;

1. What is the level of Phonemic Awareness of Grade One Pupils at Cielito Zamora Memorial School during the first Quarter in terms of: Picture Reading, Letter sound, Letter Knowledge
2. Based on the identified level of Phonemic Awareness,
3. What Reading Intervention Materials can be utilized based from HAPAG
4. What is the result of mean scores of pre-test and post-test?
5. Is there a significant difference between the result of pre – test and post – test mean scores?
6. Based on the findings of the study, what inputs for localized reading materials may be proposed?

The level of Phonemic Awareness of the Grade one Pupils at Cielito Zamora Memorial School during the First quarter out of the Hundred pupils participants all of them fall under the category of less aware in the Picture Reading, Letter Sound Letter Knowledge. The reading materials utilized reading intervention topics utilized based from Hakbang Sa Pagbasa were as follows: Aralin 1 Patinig , Aa,Ee,Ii.Oo,Uu; Aralin 2 Mga

Katinig unang pangkat Bb,Mm,Kk,Ll,Ss; Aralin 3 Mga katinig Ikalawang Pangkat Tt, Pp,Gg, Dd,Hh; Aralin 4. Mga Katinig Ika-apat na Pangkat. Rr,Yy,Nn,Ww,Ngng; Aralin 5 Mga Hiram na Letra at Salita. Cc, Ff, Vv, Jj, Zz, Xx,Qq. The mean scores results of the pre-test and post-test categories were as follows: (1.) For picture reading, Pre-Test is 36.2 while the Post-Test 79; for Letter Knowledge, Pre-Test is 32.4 while Post- Test 83.8 and for the letter sound, the Pre-Test is 27 while the Post-Test is 77.00. (2.) There is a significant difference between the Mean Scores of the Pre and Post-tests as evident in the increment on the results of the mean score of the Pre and Post Test of Picture Reading Letter Knowledge and Letter sounds (3.) Based from the result of the study the researcher found out that one of the best localized reading materials to be proposed is the Big book. (4.) The level of Phonemic Awareness of grade one pupils at Cielito Zamora Memorial School during first quarter were all less aware from Picture Reading, Letter knowledge and letter sound categories. (5.) All reading intervention topics utilized based on Hakbang sa Pagbasa (HAPAG) materials were all effective based on the pre-test and post-test mean scores.1. The result of the pre-test and post –test mean scores supported conclusion number two as evident by the increment of the mean scores.2. The researcher concluded that using appropriate materials integrated with good strategies and activities shall result a significant difference between the pre-test. 3. The best localized reading materials is the Big Book.

The researcher utilized a descriptive method and experimental. Descriptive method is used in describing and narrating the results of the given study as well as the

statistical tool and treatment being used in the utilization of the given study. While the experimental method is used to determine the students' performance in the pre – test and post – test after applying the teaching Using Hakbang sa Pagbasa of the non-reader learners.

The level of Phonemic Awareness of the Grade one Pupils at Cielito Zamora Memorial School during the First quarter out of the Hundred pupils participants all of them fail under the category of less aware in the Picture Reading , Letter Sound Letter Knowledge.

The reading intervention topics utilized based from Hakbang Sa Pagbasa were as follows: Aralin 1 Patinig , Aa,Ee,Ii.Oo,Uu; Aralin 2 Mga Katinig unang pangkat Bb,Mm,Kk,Ll,Ss; Aralin 3 Mga katinig Ikalawang Pangkat Tt, Pp,Gg,Dd,Hh; Aralin Mga Katinig Ika-apat na Pangkat. Rr,Yy,Nn,Ww,NGng; Aralin 5 Mga Hiram na Letra at Salita. Cc, Ff, Vv, Jj, Zz, Xx,Qq.

The mean scores results of the pre-test and post-test categories were as follows:

1. For picture reading, Pre-Test is 36.2 while the Post-Test 79; for Letter Knowledge, Pre-Test is 32.4 while Post- Test 83.8 and for the letter sound, the Pre-Test is 27 while the Post-Test is 77.

There is a significant difference between the Mean Scores of the Pre and Post-tests as evidenced in the increment on the results of the mean score of the Pre and Post Test of Picture Reading Letter Knowledge and Letter sounds.

Based from the result of the study the researcher found out that one of the best localized reading materials to be proposed is the Big book.

In the level of Phonemic Awareness of the Grade one Pupils at Cielito Zamora Memorial School during the First quarter, all pupils participants failed under the category of less aware in the Picture Reading , Letter Sound Letter Knowledge.

The result reading materials utilized based from Hakbang Sa Pagbasa were as follows: Aralin 1 Patinig , Aa,Ee,Ii.Oo,Uu; Aralin 2 Mga Katinig unang pangkat Bb,Mm,Kk,Ll,Ss; Aralin 3 Mga katinig Ikalawang Pangkat Tt,

Pp,Gg,Dd,Hh; Aralin 4. Mga Katinig Ika-apat na Pangkat. Rr,Yy,Nn,Ww,NGng; Aralin 5 Mga Hiram na Letra at Salita. Cc, Ff, Vv, Jj, Zz, Xx,Qq. 1. The mean scores results of the pre-test and post-test categories were as follows: For picture reading, Pre-Test is 36.2 while the Post-Test 79; for Letter Knowledge, Pre-Test is 32.4 while Post- Test 83.8 and for the letter sound, the Pre-Test is 27 while the Post-Test is 77. There is a significant difference between the Mean Scores of the Pre and Post-tests as evident in the increment on the results of the mean score of the Pre and Post Test of Picture Reading Letter Knowledge and Letter sounds. Based on these results, the researcher found out that the best localized reading materials to be proposed is the Big book.



GRAMMATICAL DIFFICULTIES MANIFESTED BY SENIOR HIGH SCHOOL STUDENTS IN SANTA MARIA DISTRICT, DIVISION OF LAGUNA: BASIS FOR THE DEVELOPMENT OF AN ENRICHMENT MATERIAL IN ENGLISH GRAMMAR



RENEEROSE PEÑANO-MANZANO

Teacher I
Labas Senior High School

Grammar is a part of language that many may find difficult to master. The study intended to find out the grammatical difficulties manifested by SHS students of Santa Maria District that will serve as basis for the development of an enrichment material in English grammar. The study was descriptive-correlational research using purposive sampling design employing the modified grammar test questionnaire adapted from Belk and Thompson's Grammar Inventory. The test measured the respondents' knowledge in different grammar areas, particularly in classes of words, types of sentences, correct use of verbs, modifiers, subject-verb agreement and pronoun usage. The respondents were 283 SHS students enrolled from the two (2) tracks of specialization offered by four (4) senior high schools in the district. The data were collected, tallied, and treated with appropriate statistical tools.

The results revealed that most of the SHS students in Santa Maria District were aged 17 years old, female, enrolled in TVL track and came from public junior high schools. Generally, the students manifested average level of grammatical difficulty. However, the majority of them (42.76%) have a high level of grammatical difficulty. The students have a low level of grammatical difficulty in modifiers, classes of words, and pronoun usage but still have a high level of difficulty in sentence types, correct use of verbs and subject-verb agreement. The findings also showed that the causes of students' difficulties in grammar are lack of background knowledge and confusion about grammatical features. Moreover, a significant relationship exists in the level of grammatical difficulties manifested by the students and their age, gender, grade level, the track they are taking, and type of school from which one graduated as well as the perceived causes of difficulties. Additionally, the researcher developed an Enrichment Material in English Grammar to address the difficulties in the aforementioned grammatical areas.

In light of the findings and conclusions made in this study, the researcher recommends the following: 1) Curriculum planners of the K to 12

program should come up with specific classroom strategies that teachers will use to cater the needs and address the difficulty of the students coming from different ages, gender, grade levels, and tracks of specializations when it comes to English grammar competency; 2) English teachers should have a regular senior high school diagnostic test to identify the weaknesses in English grammar and eventually address the identified difficulties through implementing grammatical competence enhancement programs; 3) To address the difficulties in grammar identified in this study, it is reasonable to recommend that SHS students should engage in reading for competence enrichment. One way to help enhance their grammatical competence is through personal support and development through reading grammar books to supplement their knowledge, and use correct English grammar in both writing and speaking activities; 4) English teachers should give consideration on the data on the causes of students' grammatical difficulty as influential to the students' English language learning. By uncovering the causes of these difficulties, teachers can find ways to reach these students and promote greater success in their English grammar competency; 5) Instructional materials developers should utilize the findings of this study in developing instructional materials that are relevant to the needs and characteristics drawn from students' socio-demographic profile, the level of their grammatical difficulty, and variables that signify to their grammatical difficulty to be more linguistically equipped and competent in the Senior High School English; and 6) Essentially, the output of this study, which is the enrichment material in English grammar can be used in the English instruction sessions to improve the students' level of grammatical competence. An enrichment material in the form of a module was developed by the researcher to address the difficulty of the students in different grammatical areas. This enrichment material is made to be subjected for evaluation for further improvement. The Enrichment Material in English Grammar was prepared after this study was completely finished.

ENHANCING TEACHERS' COMPETENCIES ON THE DELIVERY TO QUALITY EDUCATION IN TEACHING K TO 12 CURRICULUM FOR SENIOR HIGH SCHOOL IN CLUSTER 9, DIVISION OF PASAY CITY



ELMA B. ACAL
Teacher II
Pasay City National High School

This study used the descriptive method of research. It determined the profile of the K to 12 teachers in terms of educational attainment and length of service as well as the extent of readiness on the enhancement of teaching competencies and problems or challenges encountered in teaching the K to 12 curriculum.

On the basis of the stated research problems of this study, the statistical treatments were applied, and the respondents of this study were the group of intermediate teachers who are presently teaching the K to the curriculum in Senior High School Cluster 9, Division of Pasay City.



SWOT Analysis of the Implementation of Special Program in Sports (SPS) of LPNHS: Basis for Enhanced SPS Plan



PRECIOUS L. ABELLA, Ph.D.

Teacher II

Lun Padidu National High School
Sarangani Division, Region XII



HEZEL L. AURORA, Ph.D.

Master Teacher I

Lun Padidu National High School
Sarangani Division, Region XII



ROSELYN A. EMBAC

Teacher II

Lun Padidu National High School
Sarangani Division, Region XII

This study was conducted to design an enhancement plan of SPS (Special Program in Sports) of Lun Padidu National High School from the SWOT (Strength Weakness Opportunities Threat) analysis of the implementation of the existing program. The study is qualitative using semi-structured interview to 11 participants. From the interview, the following themes emerged: competent trainers as the strength, lack of sports equipment and facilities, insufficient funds and absence of incentives and rewards as the weakness, benefits as the opportunities and low number of enrollees as the threats of Special Program of Sports.

Based on the result, an Enhanced SPS Plan was developed to strengthen the program by focusing on weak areas of the implementation such as lack of equipment and facilities, low enrollees of learners, absence of incentives and rewards system and insufficient fund to provide high quality program to learners by addressing the gaps of the program and the needs of the talented athletes in different disciplines to produce globally-competitive players and holistically developed learners to equip SPS graduates for employment or higher learning in the field of sports and related areas.

Keywords:

SWOT Analysis, Special Program in Sports



THE LEVEL OF COMPETENCE AND ATTITUDE OF PUBLIC SCHOOL TEACHERS IN USING E- LEARNING PLATFORMS IN SELECTED MEGA SCHOOLS IN THE DIVISION OF TAGUIG CITY AND PATEROS: BASIS FOR ENHANCED TRAINING PROGRAM



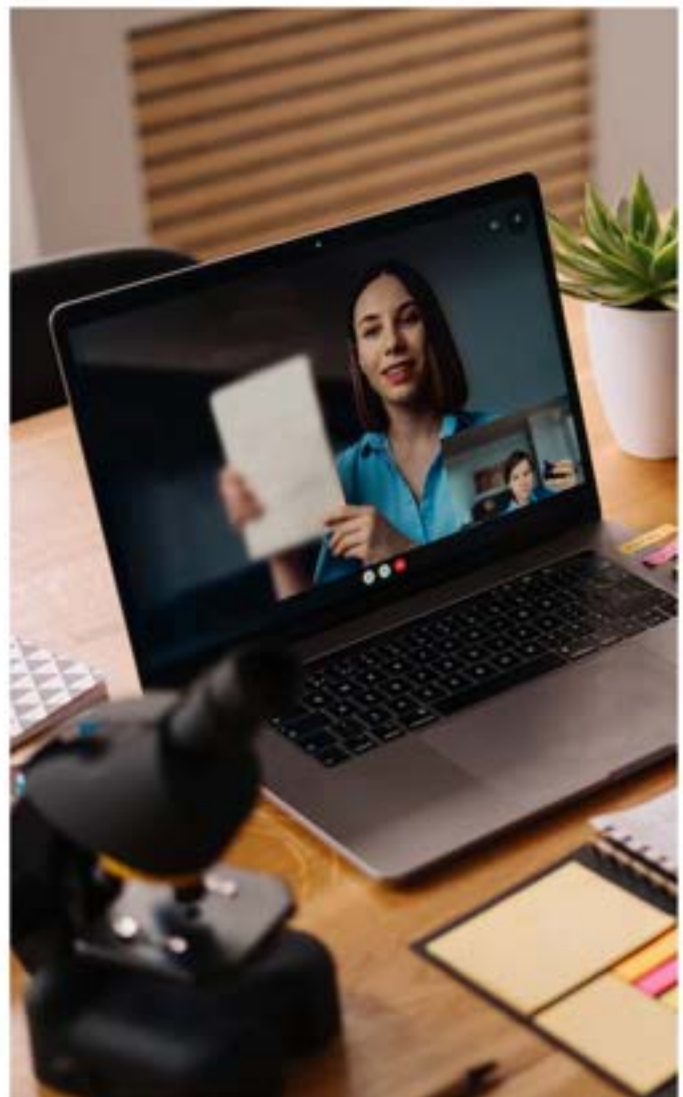
RIZA P. GAMBA
Assistant Principal
Ususan Elementary School

This study aimed to determine the level of competence of public school teachers in using E- Learning Platforms in the Division of Taguig City. The result of the study may be used for crafting a proposed an enhanced teacher training program in ICT.

This study primarily focused on competent of teachers in utilizing ICT knowledge and skills in using E- Learning platforms, Teachers' perceptions of their attitude towards the use of ICT knowledge and level of competence of teachers in ICT significantly dependent on their attitude.

This study covered the total population of 203 Elementary teachers from selected public schools at Taguig City and Pateros such as Upper Bicutan Elementary School, Bagong Tanyag Elementary School (Main) and Tenement Elementary School. Percentage, mean/average, ANOVA and chi-square were used as statistical tools to quantify the data. The questionnaire was designed to be simple and contains the appropriate questions that we're able to gather needed data for the study. It has undergone a series of validations with five respective thesis experts and another face validation by the researcher's adviser. Their corrections, comments, and suggestions were considered in improving the questionnaire. The findings of the study show that there is no significant difference in the competency level in utilizing ICT knowledge and skills when the teachers are grouped according to their profile variables. The study concludes that there exists a significant gap (difference) in the

level of competence in ICT knowledge and skills and in using E- learning platforms on their attitude towards ICT.



"REVOLUTIONIZING LITERACY ASSESSMENT: THE SUCCESS OF THE FAST PROJECT"



LITO M. OBSTACULO, JR.
Teacher III, ALS Teacher
Guinobatan West Central School
SDO - Albay

The FAST (Facilitating Analysis and Summary of Test) Project is a tool aimed at making the tasks of ALS teachers easier when analyzing, summarizing, and interpreting the results of literacy assessments for Elementary and Junior High School learners. The project was initiated by ALS teacher Lito M. Obstaculo Jr. in 2019 and was approved for implementation in the Schools Division of Albay through Division Memorandum No. 37, s. 2020. Orientation and capacity-building training was conducted for ALS teachers, BPOSA, and Community ALS Implementors prior to the tool's use. With the support of DepEd Region V, the project was adopted in the entire region and all 13 divisions were mandated to train their ALS teachers and Community ALS Implementors on the full utilization and adoption of the project.

The FAST Project is based on DepEd Order No. 13, s. 2019, which launched the implementation of the ALS K to 12 Basic Education Curriculum. The Functional Literacy Test (FLT) was aligned with the enhanced curriculum, making it more comprehensive with more test items for each learning strand. However, this required more time for the ALS teachers to check, analyze, and interpret the results, which is where the FAST Project comes in. The electronic tool facilitates the assessment of FLT results, analyzes and interprets scores based on the FLT benchmarks, and provides a summary of the least learned competencies of the learners so that teachers can respond better to their learning needs.

The FAST Project has received positive feedback from its users: ALS teachers, Community ALS Implementors, and BPOSA teachers. They found the tool helpful, efficient, and teacher-friendly in analyzing FLT results. With just a click, the teacher can see the summary of FLT results of each learner and the commonalities of least learned competencies of a group of learners in a certain community learning center. The project received recognition and was

awarded the Division's Most Innovative Award at the 2022 ARUGAN Awards of the Schools Division of Albay.

The project has been widely recognized for its significant impact on the teaching and learning process of the ALS A&E Program. The tool has made the analysis and interpretation of the FLT results easier, more efficient, and less time-consuming for the ALS teachers. Furthermore, it has been a huge help in ensuring that the ALS teachers have accurate and complete information about the learning needs of their students, crucial in developing responsive and need-based learning interventions.

Aside from the benefits it brings to the ALS teachers, the FAST Project also greatly contributes to the improvement of the ALS program. With the help of this tool, the ALS A&E Program can deliver quality education that is aligned with DepEd standards. Moreover, the FAST Project has been instrumental in promoting a more equitable and inclusive education for all ALS A&E Program learners, particularly those from marginalized communities.

In conclusion, the FAST Project has proven to be an innovative solution to the challenges faced by the ALS A&E Program. Its success is a testament to the commitment and dedication of the proponent and the support of DepEd Region V. The FAST Project serves as an inspiration to others who wish to contribute to the improvement of the education system. With its continued utilization and support, the FAST Project has the potential to bring even greater benefits to the ALS A&E Program and its learners.

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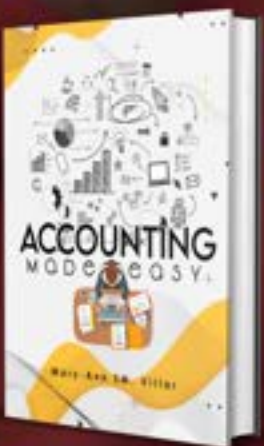
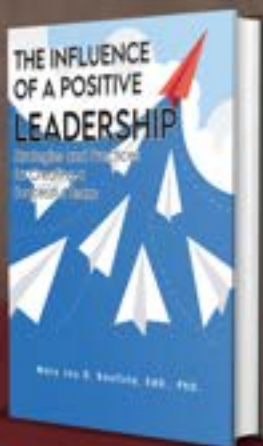
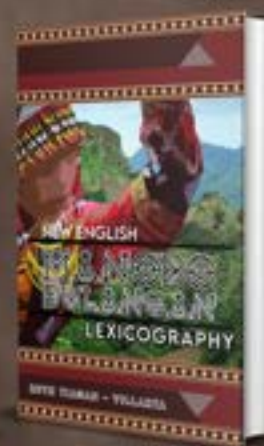
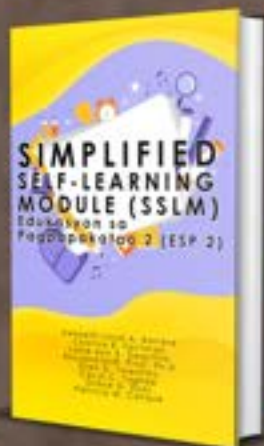
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 **CHARMAGNE KYLA S. CABRERA**
 charmagnekylasc@gmail.com
 09696465701

 **IRENE Y. TUBIG**
 09653413041
 tubigirenee.y@gmail.com

 **ANGELYN B. CRUZ**
 cruzangelyn695@gmail.com
 09773304205

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My deepest appreciation to Dr. Leonila B. Capullo 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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