

INSIGHTS | FORESIGHTS

International Multidisciplinary Monthly Magazine

Volume 2, Special Issue

August 2022

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Published by BEYOND BOOKS PUBLICATION

27 San Gabriel, Macabebe, Pampanga

Tel # 04-5306004/ 09335564886

ISSN: 2799-1938

Lay-out Artist: Justine M. Quiroz

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INSIGHTS | FORESIGHTS

MONTHLY MULTIDISCIPLINARY
MAGAZINE/ TABLE BOOK
VOLUME 2, SPECIAL ISSUE
AUGUST 2022



INSIGHTS|FORESIGHTS

Leonilo B. Capulso, PhD
President/CEO, Beyond Books Publication
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What Makes You Happy? The Power of Positivity: Thoughts and Happiness

What makes us happy is related to our individual views, values, and life priorities. Our interactions with friends, family, and coworkers on a daily basis determine how happy we are personally. Our impression of happiness is also correlated with our sense of accomplishment and personal success. Nevertheless, despite our differences, we each find distinct kind of fulfillment.

In her book "Success: The Psychology of Achievement", Dr. Deborah A. Olson contrasted possessions and experiences as sources of happiness. She highlighted that despite giving us certain "feel good" experiences, possessing monetary stuff won't make us truly happy. According to Thomas D. Golovich, a psychologist at Cornell University who conducted a 20-year study on the subject, reliance on material possessions can have detrimental impacts for a number of reasons:

1. Once the novelty wears off, it becomes addictive, but the person still has the same desires and feelings.
2. Our desires change with time, and we continue to yearn for better things.
3. As a result of constant comparison with others, there is unhealthy competition.

However, relying on our experience is more significant and tenable. Gilovich claims the following as the reason why:

1. There is nothing to compare it to. Everybody has had different experiences.
2. Our identities are shaped in part by our experiences. Our nature is influenced by how we perceive ourselves and others.
3. The anticipation of an experience is more delightful than the stress and impatience that come with waiting to be able to purchase a material object.

Research has shown that cultivating and appreciating our personal experiences can improve our happiness both in the short term and over the long term.

According to Dr. Olson, neuroscience has shown that human brains are "plastic," meaning they can change shape even as adults. Just as we must put up our best efforts to exercise in order to enhance our physical bodies, changing mental habits is not an easy undertaking.

Based on a study done by the Group of Martin Seligman, a group of researchers, here are 5 Ways to Improve Wellbeing:

- a) At the end of each day, jot down three positive events that occurred and consider what led to them;
- b) Write a thank-you note to a person you have never properly acknowledged;
- c) Describe an instance in which you performed at your peak;
- d) Recognize and employ your five distinctive strengths;
- e) Employ one of your best qualities in a novel way.

Last but not least, Dr. Deborah offered these easy ways to improve mood that Happiness Researcher Shawn Achor has shown to be the greatest way to do so:

1. List three things for which you are grateful.
2. Send a supportive note to a loved one.
3. Spend two minutes in meditation.
4. Spend five minutes working out
5. Write about the most meaningful experience you experienced in the last 24 hours for two minutes.
6. Contact someone from your social network.

May we continue to live our lives according to our values and priorities while juggling all the demands of this fast-paced world, especially those who are less fortunate. Despite our own struggles and difficulties in life, let's be the reason that makes others smile. May we decide to become the giver and let others discover God in our straightforward acts of generosity and hope. We will all ultimately be judged by the good deeds we performed for our brothers and never by the quantity of material possession we own. Activate a happiness agent!

Source:
Olson, D.A. (2017). Success: The Psychology of Achievements, Penguin Random House

COVER STORY

QUALITY & RESPONSIVE EDUCATION THROUGH THE LENS OF ISLAMIC EDUCATIONAL LEADERSHIP

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Leadership is the practice of getting other people to work hard to achieve goals. It is the essential component that enables a person or organization to set goals. Without leadership, a company would merely be a jumble of tools and personnel.

By demonstrating how to make decisions as a group, a leader must guide the group toward the correct goals. As a result, in order to accomplish the objectives of the group or organization, the leader must use a great deal of effort to persuade others to follow the decisions and regulations imposed. To inspire their followers to put in extra effort and work together to forward the goals of the company, leaders must establish a strong rapport with their subordinates. Good leaders create a vision and motivate people to achieve goals by using the vision to push themselves over their usual boundaries. Fortunately, leadership abilities may be developed via practical work experience, management education, and role model observation.

In Islam, the idea of leadership dictates that its sole purpose and main duty be to carry out Allah's rules on earth. Islamic leadership theories hold that their sole duty is to uphold Allah's rules on earth. Islam views leadership as a holy trust (Amanah) that may assist people find enduring solutions to their issues, leading to better lives both now and in the hereafter. As a result, Islamic leadership must take into account both humanity and the fulfillment of Allah, the Almighty.

“Kullukum Ra'in Wa Kullu Ra' in Mas'ulun 'An Ra'iyatihi”

According to a Hadith attributed to the Prophet Muhammad, peace be upon Him, "Everyone of you is a leader, and you will be held accountable for your leadership." All of these things are priorities for a Muslim leader in any organization. Along with the organization's success, he is also concerned about Allah's approval (s.w.t.).

In addition to carrying out teaching and learning, educators are responsible for creating the laws and regulations that underpin educational initiatives. Given the breadth of their responsibilities, educators must develop their leadership abilities in order to create effective solutions to educational issues. Leadership is "a process whereby a person influences a group of others to achieve a common purpose," according to Northouse (2016). Four essential components of leadership are outlined in this definition: (a) leadership is a process; (b) leadership involves influence; (c) leadership occurs in groups and (d) leadership involves common goals (Northouse, 2016).

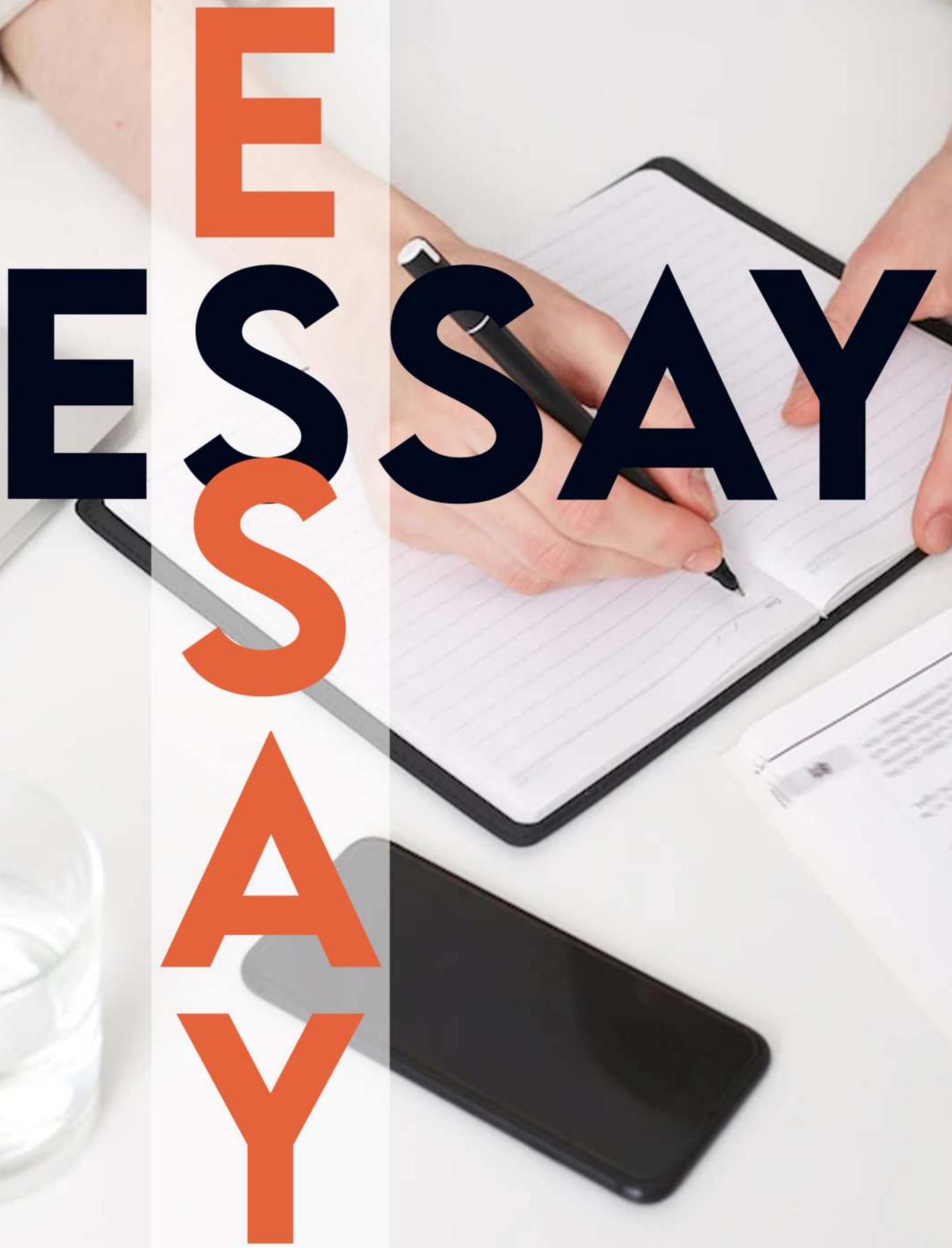
These imply that in order to accomplish our aims, being a leader calls for teamwork. Commitment is necessary to keep up motivation to go through life's processes.

Islam views leadership as a component of its religious traditions. It becomes the cornerstone for good manners and effective leadership. Islamic leadership is therefore viewed as a crucial movement to change the educational system (Dakir & Fauzi, 2020).

In reality, leaders are born among Muslims. Our souls possess a leadership quality. Finding leadership qualities, however, is a difficult task because it links to one's self-identity. We have just recently discovered our latent talents and interests. We may better understand our strengths and weaknesses by exposing our intrinsic capability. We may use our strengths to make up for our weaknesses as we go forward in our search for leadership qualities. The school management may suggest working with a public or private institution to upgrade the school's facilities.

It's not always a natural process to become a good leader. Some people may be naturally born leaders, while others might not discover their love for leadership until they have completed the reflective process. Every person discovers himself in a different way. We gradually develop leadership qualities depending on our experiences.

Without a strong team, a school manager cannot resolve every educational issue. Unfortunately, teamwork is not always as effortless as one might want. The ability of leaders and team members to learn from one another is essential for effective teamwork. Sometimes, individual ego gets in the way of collaborative decision-making. Al Quran has really often emphasized the value of developing humility in its readers.

A top-down view of a person's hands writing in a lined notebook on a white desk. A laptop is partially visible on the left, a smartphone is at the bottom, and a glass of water is on the left. The word 'ESSAY' is overlaid in large, bold letters, with 'E', 'S', and 'Y' in orange and 'E', 'S', 'S', 'A', 'Y' in dark blue.

ESSAY

SAGRADONG KORONA



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Isang sagradong tela ang nagbabalot sa aking pagkatao na tinuring kong isang koronang kumikislap sa tuwing nakapatong ito sa aking ulo.

Isa ako sa humigit kumulang 12 bilyong Muslim sa mundo ang nananampalataya at sumusunod sa relihiyong Islam. Isang kautusan sa relihiyong Islam ang pagsusuot ng Hijab ng mga kababaihang Muslim. Ang salitang hijab ay nagmula sa salitang Arabic ma "Hajabah" na ang kahulugan ay itago sa paningin o ikubli. Layunin nito na pangalagaan ang isang babae ang kanyang dangal, puri, at ang kanyang buhay may-asawa (kapag may asawa na).

May iba't-ibang uri ng Hijab, depende sa kaugalian, interpretasyon, ng panitikan at kultura, etniko, heyograpikong lokasyon at pampulitikong sistema. Ito ay ang hijab, niqab, burqa, chador, at shalwar gamis.

Ang hijab ay isang headscarf na sumasaklaw sa ulo at itaas na leeg ngunit inilalantad ang mukha. Dito sa bansang Pilipinas, ang hijab ang karaniwang gamit ng mga kababaihang Muslim. Ang niqab ay sumasaklaw sa mukha at ulo ngunit inilalantad ang mga mata. Sa mga bansa ng Gulpo ng Persia ang karamihang gumagamit nito. Ang burqa naman na karamihang gumagamit nito ay sa Pashkan Afghanistan ay sumasakop sa buong katawan, na may mga crocheted sa mata. Samantala ang chador, karamihan sa Iran at Iraq, ay isang semi-bilog, haba na takip na nakabitin mula sa tuktok ng ulo, na dumadaloy sa ibabaw ng damit sa ilalim upang itago ang hugis ng

katawan ng isang babae. At nag shalwa gamis naman ay isang tradisyonal na sangkap ng mga kalalakihan at kababaihan sa Timog Asya. Isa itong tuhod-haba na tukina at pantalon.

Hindi maikukubli na karamihan sa mga kababaihang nagsusuot ng hijab ay dumanas ng matinding diskriminasyon at panghuhusga. Ang masakit pa nito ay tawagin kang isang terorista. Oo mahirap at sobrang sakit sa isang babaeng nananampalataya sa relihiyong Islam ang makarinig ng panghuhusga at iparamdam sayo na hindi ka parte ng lipunan, ngunit kapag inisip at isinapuso ang iyong layunin kung bakit mo ginagawa ito ay hindi handling ang panghuhusgang iyon bagkus mas lalo pang titibay ang iyong pananampalataya.

Lumalabas ako bilang isang babaeng Muslim, isang paalala sa akin at sa lahat ng nakakakita sa akin na ako'y nagsisikap mamuhay ng maayos at malinis. Suot- suot ko man ang aking sagradong korona, normal pa rin kung maituring, isang ordinaryong babaeng Muslim. hindi terorista!



FOR KEEPS



SARAH H. ABDULLAH
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A friend is a most precious gift to us. Friendship is a relationship where no blood relation exists. It's a special connection and unique relation of love and affection to any other person in the world. True friendship never sees that caste, creed, religion and color of a person. It only sees the internal beauty, simplicity, and soul of the two or three persons going to be involved.

Friendship and relationships are underpinned by principle of trust, honesty, loyalty, integrity, and respect amongst other criteria in equal measure by each party to that friendship. Of these trusts is not a God given right but needs to be earned over a period of time.

Some people become very selfish and do friendship with rich, clever, and high social status people only for their own benefits. Such friends never support in bad times of the life instead always want to get benefited by them. They leave their friends in bad times however true friends never leave their friends alone and help them whenever they need. There is a common saying "a friend in need is a friend indeed".

The kind of friends you have determines the kind of person you are. Choose someone with good thoughts and character, because thoughts and feelings are affected by the place we live in and with the people we live with. Be friends with someone who makes you feel free, positive, and alive. If you have these kinds of friends, cherish them, treasure them coz that friends are for keeps.





FEATURES

FEA

TURES

MY WORST MOM



MICHELLE S. ZOLINA
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General Santos City

Think of the worst mother you could ever imagine? To me, it was my mom. I came from the worst family too, a broken one. I grew up without the comforting gestures that a father could offer to her wondering daughter. It was only my worst mother who provided all the basic needs in our family. With her loaded duties as a single parent, she forgot so many important things for a child like me to be treasured. That is why for me she is the worst mom ever.

Let me enumerate some for you not to judge me that I am just exaggerating. I never experienced to be sent into school by her and be fetched too just like usual mothers have been doing now a days. I never remembered a single birthday of mine being celebrated, it was like normal days that caused me to hate it instead of being felt special and loved. She never hired nanny to do all the stuffs inside our house. But instead, she gave me all the household chores and scolded me harshly if I committed mistakes. She never went to any meetings in school even during recognition days to celebrate with me my success. She would always say, "I am too busy to go. You can do it by yourself." This statement of her led me to hate her even more.

Until one day, she left us without turning back. It was then I realized all the worst actions she showed for me to call her my worst mom. It was her lost that made me discover how tough my mother was to be pretending a worst mom she could be for me to visualize indirectly what is the world without her.



TINAPAYAN: TRADISYUNAL NA ULAM NG MGA MAGUINDANAON



NANCY M. MAGANOD
Teacher III
Batulawan Central
Elementary School
SDO - SGA

Tinapayan, ito ay isa sa pina popular na ulam ng mga maguindanaon. Ito ay pinakamalinamnam sa panlasa. May kakaibang amoy at sa unang tikim nito maaaring di magugustuhan dahil kakaiba ito. Ito'y karaniwang gawa sa "Pangus" (dried dalag).

Upang makagawa ng Tinapayan, kailangan mo ng pamburo na ang tawag ay "tapay" salitang Maguindanaon, ito ay pinaghalong bigas at sili na ginawang pulbos, pinatigas at ginawang bilog. Kung wala ang tapay na ito, walang tinapayan.

Ang mga sangkap nito ay; tapay, pangus, tikwas (lengkuwas), ahus at mantika. Paano ginagawa and tinapayan? Una, ibabad ang "pangus" o durong isda ng mga sampung minute (10min) sa mainit na tubig, hugasang mabuti ang pangus,



Paghaluin ng mabuti ang lahat ng sangkap saka ilagay sa balde at takpan ng apat hanggang pitong araw.

Ang ulam na ito ay paboritong pagkain ng mga Maguindanaon hindi lang pampagana sa pagkain kundi pangunahing ulam din.

Kadalasan nilalagay ito sa "Dulang" o Kanduli tulad ng Taajiyah o Pakikiramay, pagdiriwang ng E'idl Adha at E'idl Fit'r o ibang okasyon.

Ito ay kadalasan niluluto ng mga matatanda dahil meron daw itong orasyon ayon sa kanilang paniniwala. Paano niluluto ang tinapayan? May dalawang klase ng pag luluto una, lulutuin ito gamit ang mantika, pangalawa lulutuin ito gamit ang kakang gata ng nyog.

Tara sa Maguindanao tikman natin ang lasa ng tinapayan!!!

KUMUKUNSI! PANLASANG MAGUINDANAON



ALMIRA G. MAGUED
Teacher I
Fort Pikit Elementary School
SDO - SGA

Kumukunsi nagmula sa salitang Maguindanaon na "Kumu-Kumo" na ang ibig sabihin ay "paghahalo gamit ang kamay." at "Kunsi" na ang ibig sabihin ay "pagpipilipit/paikid (Spiral).

Ito ay kadalasang nakikita sa mga Kanduli o piging ng mga Maguindanaon tulad ng Aquiqah o pagbibinyag ng mga sanggol, Kalilang o Kasalan, Tajiyah o Pakikiramay, Pagdiriwang ng Eid o Fiesta ng Islam at marami pang iba;t-ibang okasyon.

Ayon sa mga nakakatanda, ang kauna-unahang paggawa nito ay hinahalo ang lahat ng sangkap at hinuhulma sa prituhan gamit ang kamayna siyang hinanguan ng kanyang katawagan. sa makabagong panahon ngayon ay mayroon ng mga pwedeng gamitin para maporma ito ng maayos.



FOOD OF
THE
MONTH

Ang mga sangkap nito ay harina o galapong, itlog, tubig at asukal. Kung minsan ay hinahaluan ng gatas para mas espesyal ang lasa nito. Kapag nahalo na ang lahat ng sangkap ay saka dahan-dahang huhulmahin sa mainit na mantika hanggangito ay maging kayumanggi.

Ito ay mahahalintulad sa donut ngunit ang kumukunsi ay mahaba at paikid (spiral) ang hugis. Ang Kumukunsi ay masarap kapares ng mainit na kape.

TULAY NG PANGARAP



RUBY LYN B. CARDINES
Teacher III
Dagadas Elementary School
SDO - SGA BARMM Cluster 2

Ako ay isang gurong nagnanais na makapagtapos ang aking mga mag-aaral at makamit nila ang mga pinapangarap nila sa buhay. Ako ay nagtuturo sa liblib na lugar na kung saan ang mga mag-aaral ay kailangan pang dumaan sa isang "HANGING BRIDGE" o tulay para makapunta sa paaralan. Araw-araw ay dito sila dumadaan. Bumagyo man o umaraw ito ay bahagi na ng kanilang buhay ang dumaan sa tulay na ito. Sa loob ng sampung taong pagtuturo, iba't-ibang mukha ng mga mag-aaral ang aking nakikilala at nakasasalamuha sa araw-araw. Masaya ako pag nakikita ko sila sa loob ng silid aralan. Hanggang sa isang araw ay nasira ang tulay na kanilang dinadaan at akoy lubos na nababahala sa may dalawa akong batang nahulog sa tubig at Salamat at marunong din silang lumangoy at nakapasok pa rin sa eskwela. Umuuwi ako ng bahay kinahapunan na mabigat sa aking loob ang pangyayari.

Lumipas ang isang lingo at sira pa din ang tulay ngunit nag-aaral padin ang aking mga mag-aaral. Ako ay nagtuturo bilang isang PRESCHOOL teacher sa mga musmos pa lamang na mga bata ngunit makikita mo sa kanila ang pagsusumikap na makapag-aral.

Sumapit ang NOBYEMBRE ng taon at

kaming mga guro ay nakatanggap ng BUNOS at sa walang pasubali ko itong agad ipinagawa sa tulong ni USTADZ GANDA ang tulay para di ako mababahala na makakatawid ang mga mag-aaral ng ligtas. Sa awa ng PANGINOON madali kaming nakakita ng malaking puno para gawing kahoy at sa tulong ng mga may mabubuting loob agad na natapos ang nasabing tulay at Nakita ko ng mga kumikinang na ngiti sa mga mag-aaral na dumadaan doon sabay sabi sa akin na **SALAMAT MA'AM.**

Lesson:

**MAGANDA ANG MATULUNGAN KA,
PERO MAS NAKAKATABA NG PUSO ANG
TUMULONG SA IBA**



ANG TINAGTAG; ESPESYAL NA LUTO NG MAGUINDANAON



TARHATA B. IDSLA
Teacher III
Bulol Elementary School
SDO - SGA BARMM

Ang **Tinagtag** ay katutubong pagkain ng mga maguindanaon. Ito ay karaniwang inihahanda sa mga mahahalagang okasyon tulad ng kasalan, Ed'I fit'r, Eid'I Adha at iba pa. Ito ay gawa sa ginaling na bigas hinahалан ng brown sugar. Ito ay maaaring tumagal ng ilang buwan bago masira.

Bakit ito tinawag na TINAGTAG?

Dahil ito ginagawa sa paraan na unti unting tinatagtag o tinatapik ng dahan dahan ang coconut shell strainer o lutuan habang ito ay niluluto.

Ano ang mga sangkap na dapat ihanda sa pagluluto ng tinagtag:

1. bigas
2. mantika
3. asukal (brown)
4. tubig

Mga paraan kung paano ito ginagawa:

1. Maghanda ng ginaling na bigas.
2. Haluing mabuti ang ginaling na bigas at asukal sa tubig hanggang sa lumapot ito.
3. Painitin ang kawali at panitiliing nasa katamtaman ang init nito
4. Itapat ang coconut shell strainer sa taas ng kawali (15-20 cm ang distansya)

5. Dahan-dahan ang pagpukpok o pagtapik sa coconut shell strainer para ito mahulog na parang noodles direkta sa mainit na kawali.

6. lindayog ito paikot ng pahalang para mahulog sa mga butas ng coconut shell strainer ang lapot nito ng sa ganun ay makakalikha ng net-like pattern sa kawali.

7. Tupiin ito kung makakabuo na ng bilog ayon sa kagustuhang hugis.

8. Lutuin ito hanggang sa magkulay brown at malutong na ito.

At sa wakas nakaluto ka na ng Tinagtag. Pwede mo ng kainin at malimit ito ay mas masarap kapag ipinares sa mainit na kape.

Sa wakas nakagawa ka na ng tinagtag. Pwede na itong kainin at mas masarap itong ipares sa mainit na kape.



Photo: Pinterest

ONE LAST CRY



REABELLE A. AGARRADO
Teacher II
Alamada High School
SDO - Cotabato

“Waray”

A label, a name, an identity...my mother.

When was the last time I heard people calling her Waray? As far I could remember, neighbors, family, and the whole community called her so. Why? It's something I could not comprehend.

She was born from a Cebuano father and a Waray mother but her features resembled much of that her mother. But she is not her mother - for she is better, as for me. She used to look chubby, with her curly black hair and pouty lips that made her look cute even more. Those deep brown eyes that used to convey a silent message for all. Her built, that not so tall height, but enough to be noticed. My father did notice him. A one of a kind girl- indeed!

She was not called Waray because she spoke like one. She did not use their language, not even once. She spoke Cebuano and Hiligaynon, Tagalog and good English too. She could speak spontaneously in every gathering she would attend to. But there was something about her that made it intriguing, which made other people disliked her. She never looked down in front of others. I knew she was strong... beyond words!

She married a soldier, a very dedicated soldier who would selflessly serve his country at his best. He was always out, I mean always. I remembered the days when she gave birth to her children without him. Living away from her own family, she was alone in a stranger's land. I never saw her cry. She never complained. Many times, her children got sick from simple fever to complicated tuberculosis. She did

not cry. She did not falter. She would just sit silently in the corner of the hospital and close her eyes.

She used to dream of becoming a teacher. How she loved to become one. She was a frustrated one. Rulers of different kinds, belts and sticks were her weapons to teach while her passion and love were her fuel to keep going. She patiently taught her children to read, write and speak. She was their trainer, coach and avid fan. She clapped hard whenever her children win a contest. She climbed up the stage and proudly held her head high up while putting the medals on their necks alone.

During the time of war, when her husband was away from home, fighting to keep the peace in the land, she would kneel down in the altar and pray the whole night. Yet, she never cried and never did I hear she uttered a word of desperation. She would just say, “Papa is safe.” I wondered what was running on her head, but her eyes said more, whenever she looked at me... it's something I would never forget. It felt like a reminder, that I have to be strong... stronger too.



Being an eldest daughter, gives me a greater responsibility. But she never said anything about it. She would just tell me that when we would be living on our own, I should know how to cook, clean the household, and protect my siblings at all times- when they are gone. I would just laugh back then. I would just shrug my shoulders. We were not allowed to shout at our younger brothers and sisters. We were not allowed to spank them when they commit mistakes, only, when they are gone. Yet, we grew with utmost respect to our elders. We were always scared to snap back or even speak in higher tone. No, we are not allowed. And, we never questioned such authority for we love her very much.

She dreamt of a perfect family, but she never had one. She discovered her husband cheated on her many times. Her eyes would swell in the morning, tired and sad, but she would just say, "At least, Papa is safe". We never heard them fight. He would always come home to her. When he got involved in a conflict in the community or in his family, she would stand by him and take the fight as if it is hers. She was his Wonder woman at all times. And we thought of no day we would be living without her.

Yet, the time has come...One day, she cried, with too much pain...physical pain that even songs of love and praise could not ease. She crawled in the floor clutching her belly and with closed eyes, I saw her tears. In the 27 years of my life, I saw her cry. It sent us all crying...in vain. We did not know what to do then. I suddenly lost all my thoughts about her supernatural strength. She was not strong at all... She was weak and sick. Yet, did she ever complain? No! She did not. She would just ask to leave and go find somewhere else. She did not want us to join her in her sufferings.

Living my life away from her, made me thought of becoming like her. I had always wanted to become independent and strong too. I face people, I work with them and live with confidence because I was raised to be one. But my vision of life crumbled when I saw her the first time. "The Waray has fallen...she's broken and dying", I whispered. She was slowly fading right before our eyes. She held my hand, wiped her tears and with trembling voice, she said, "Forgive me, that I pretended for a long time". She gasped with air and whispered, "It is ok to be weak, let it out..." I ran...away...and cried, scared of what life may bring.

She was very thin, very frail and very weak. Yet the beauty was still there. She will always be the "Waray" we adored and loved the most. Even in her last breath, she sobbed...and said, "I'm sorry". We could only hold her hand and smile. No tears, no regrets...for we want her to bring the strength she showed us as we grew and the legacy of being the children of the "Waray". Mamang Lyn would always be that woman who stood strong amidst the test of time and whose time was about to come to an end. Cancer has brought those strong knees down and pushed her to the ground.

She was a woman whose strength was undoubtedly unfazed, whose spirit was always indomitable, whose smiles offer courage and whose hands lend strength. Will I be another version of Mamang Lyn? I don't think so...

A life well- chosen is a life well lived. She is in my dreams...in my heart...in my memory. A woman whom I will always look up to and when get confronted with troubles, I think of her. She did not falter, why should I. She, who is a mother of 9, a sister of 7...a wife of a soldier...I wish I could turn back the time...I wish could hug her one more time...

Our "Waray"!



A person with long dark hair, wearing a grey t-shirt, is seen from the back, holding a bouquet of small blue flowers with green foliage. The background is a blurred natural setting with green plants and rocks.

PO

POEMS

EMS

KAIBIGAN



AMIRA T. HASIM, Ph.D

Teacher I
Mababang Paaralan ng Pagalamatan,
Cotabato City Division

Kaibigan ito ay iyong pakinggan
Tula na ito ay alay sa'yo lamang
Kaya saan man naroon laging tandaan
Ang ating pinagsamahan.

At kung tayo ay maghiwalay na
Wag mo sana akong kalimutan
Pinagsamahan natin kaytagal
Mananatili sa aking ala-ala.

Kaibigan mo ako
Magpahanggang ngayon at kailanman
Kahit anong mangyari
Di kita malilimutan.

Sa kasayahan o kalungkutan
Karamay natin ang isa't isa
Sa mga problema,
Kakampi ko lamang ay ikaw, **KAIBIGAN.**

SUNDAY



VENUS D. CATALYA

Master Teacher I
Maragusan National High School
Davao de Oro, Philippines

I won't forget this day,
Though it's been a week since you show me,
Two days after you passed away,
Early morning you awaken me,
And reminds me that it is Sunday.

Yes, you are five meters away from me,
As in you smile and starred at me,
While you are passing at the hallway,
Going on and sit beside your family,
To attend the mass and listen to the homily.

Oh! It is Sunday by the way,
Hurriedly I awake my hubby,
And tell him immediately,
That I have seen you all the way,
Inside the church at that very day.

Thank you so much for reminding me,
My Godfather who is dear to me,
That the highest form of prayer is Sunday,
In the church we must listen and pray,
Together with our love ones, friends, and family.

I never expect that this gonna happen to me,
Such an experience that was rare and surprisingly,
Though it was a dream only,
I thank God for showing you and reminds me,
The importance of PRAYER in our LIFE,
Every minute, and seconds every day,
Most especially on Sunday.

ILAW SA KARIMLAN



HANISA M. SAIDINA

Teacher II
Aniceto C. Lopez Sr. National High School
Division of Sarangani

Ano ka? Ano siya? Ano ako? Ano tayo?
Sabi nila'y Pilipino, Oo Pilipino
Nananahan sa isang bansang hindi dayo,
Isang lahi't bansang Pilipinong-Pilipino.

Wika ang nag-uugnay sa ating mga buhay,
Ang siyang pumupuno at tanging gabay
Sa pagkakaisa't pagkakaunawaan nagsisilbing tulay
Mabago ma't tanggapin, pagkat sa huli'y karamay.

Nahahati man ng maraming imperyo
Ilokano'y laging Ilokano
Bikolano'y Bikolano
Ang Cebuano ay mananatiling Cebuano

Ang Muslim laging Muslim
Ngunit sa Puso ng bawat isa'y masasalamin
Hangad natin ang iisang Mithiin
Wikang Filipino lamang ang tatangkilikin.

Kailangan natin ngayon ay wikang magbubuklod,
Nang mga dayuhan at buong sansinukob
Bukas ang kamalayan at matufong sumunod
Sa pagbabago ng wikang simbilis ng kulog.

Tayo'y nakakulong na sa makabagong panahon
Ang wika nati'y sa ikadalawampung siglo naaayon
Kaya nararapat lamang na tayo'y nakatuon
Puso't isipan ay bukas sa makabagong hamon.

Patuloy nating galugsisilbing tunay na daan
Huwag magapi sa alaala ng nakaraan
Humayo tayo, at pagyabungin pa ang kaalaman.

At salamat sa karimlan
Sumilay ang liwayway ng maningning na liwanag
Sa mapagbagong wika, ekonomiya, sosyedad at gobyerno
Edukasyo'y nakaaangkop sa lahat ng pagbabago.

Kailangan natin ngayon ay uri ng paturuang magbubuklod
Sa bawat Pilipinong ang isipa'y mahimbing na natutulog
Sambandila't isang awit, isang wikang hindi hiram
Dapat itong maging bunga nitong bagong kaayusan.

At kapag ito'y natupad na.
At kapag ito'y naganap na
Ikaw, siya, sila at ako'y
Mga bagong Pilipino.



SPOKEN

**SPOKEN
POETRY**

POETRY

GURO, DAKILA KA!

A SPOKEN POETRY DEDICATED TO THE UNSUNG HEROES



JOAQUIN B. TRUMATA
Teacher III
Sero Central School
SDO Cotabato City

Na kahit itong pandemya ay alam kong
kaya namin
Alam kong kaya natin, kayang-kaya
nating lampasan at pagtagumpayan.
Mabuhay ka Gurong Cotabateño para sa
Kabataang Cotabateño!

Happy World Teachers Day!

GURO, DAKILA KA dahil ikaw, ikaw ang
ilaw sa aming munting pangalawang
tahanan

Ang siyang gabay, kaagapay
ng bawat bata sa paaralan
Ikaw ang tanglaw sa madilim na daan
tungo sa magandang kinabukasan
Kasangga sa paghubog at pagpanday
ng aming sandata sa bawat laban.

GURO, DAKILA KA dahil sa mga
paghihirap at sakripisyo mo para sa amin
Ito'y di alintana't anumang unos
ay kayang suungin

Sariling bulsa man sa ginto't pilak
ay kakapusin

Maibigay lamang ang dekalidad na
edukasyong nararapat sa tulad namin.

GURO, DAKILA KA, dakila ka sa
propesyong iyong pinili at ipinagmamalaki
Kaya nararapat lamang na ika'y aming
bigyang pugay hanggang sa huli
Maaaring hindi ito ang pinangarap mo
sa iyong buhay

Ngunit saludo kami sa iyong
pagpupursige, tapang, at tibay.

GURO, DAKILA KA at nawa'y ang liwanag
ng iyong nakakaakit na inspirasyon
Ay manatiling magniningas
dumaan man ang ilang henerasyon
Dahil alam kong sa puso ko'y
di kailanman kukupas
Ang munting binhi na iyong
matiyagang ipinunla

Sa aking mura at musmos na isipan
Na ngayo'y unti-unti nang yumayabong
sa bawat araw at gabing
Sa aking buhay ay dumaan.





SONG

SONG

TADEMAN DILI PATANAN (MAGUINDANAON SONG)



SAMRAH A. DUCAY
Teacher III
Buliok Elementary School
MBHTE-SDO-SGA

Malido ta pekiran
Su taw a da maka pekir
Ka danin kalala kawi
Su naipus a nanggula

Tademan dili patanan
Su sinemagad a lagun
A minukit a rangkuno
Sa dalpa sa Islamic

Sagadan a ginawa
Su Amerol Mujahidden
Ka daden makadsambayang
Sa masjid sa Islamic

Su buka no Lillah Ya Hajj
Ka guligaw den su inged
Aka mimbetu su bazooka
Ku padsudan nu Islamic

Sandengen su lumpukan
Ku embala bala inged
Ka makalat den sa nanam
Ka tanan migkalaw kalaw

Sinigayon, natutung
Su daludog o Mindanao
Makalat den sa nanam
Su natala nu sibilyan

Ka namba e kasegad ko
A mamba e kaulyang tanu
Uman ku bon masadeng
Su munala nu masjid

Masjid sa Islamic
San den minggaganat
Su Amerol Mujahidden
Ku timpo nu kinalalakaw

Niya nin naka papata
Kanu langon nu mapulo
Egkakalimua kanu
Na edtatabanga kanu

O di kanu mamagayun
A kanugo nu umpungan
Madadag den su sigay
A sigay nu kapen Jihad

A panun den su madakel
A panun den su agama
O mapandeng su lakitanu
Na duwan-duwan tanu den

Tademan dili patanan
Su Amerol Mujahidden
Tademan Dilipantanan
Su nanggula sin sa Buliok.

A close-up photograph of a hand holding a blue book cover. The book is tilted, and the cover has a subtle texture. In the top left corner of the cover, the text '1 of 96' is visible. A semi-transparent horizontal band is overlaid across the middle of the image, containing the word 'STORIES' in large, bold, dark blue capital letters. The background is a blurred indoor setting with white architectural elements.

STORIES

**STO
RIES**

SI FATIMA A MATULANGED



MARICEL L. ELIGINO, MAED
Teacher III
Fort Pikit Elementary School
SDO SGA BARMM

Sa mawatan a dalpa, dala makengel nin na aden isa a embatay a pendalpa endo baguyag-uyag sa mapia, su ngala na wata nilan a babay n mana si Fatima, sekanin a matulanged e kapangagi nin. Pedtabang sekanin sa langun a galbekan siya sa walay.

Si Fatima na mategel sumulat, mategel matya endo mategel endrawing siya sa ludep na iskwelan. So mga bamamando lon na kalilinyan nilan si Fatima.

Wata, Fatima....Kadtalo ni ina nin seka umpan eN tameng kanu duwa kataw a ali nengka s ataman a dala ako pan! Saki umpan e lemu sa padiyan mamasa ako pan sa begas. Uway Ina...Sumpun ni Fatima sabap sa malini ged si Fatima mangagi, pinamanduan nin su mga suled nin matya sa mga liblo.

Aden isa a gay, nakadtagapeda nin so mga pakat nin endo mindalmet silan sa mana bamangagi silan mantatig lo sa iskwela, Si Fatima na sekanin e bamando, pinamanduan nin matya so mga pakat nin, na sangat a nalilini so mga pakat nin ka pegkataw silan bangagi.

Napia I ginawa no mga pakat nin sa kina dalmet nilan lo sa taligkudan na walay .Noraida!

Warda!, Syakano aden bago a liblo ko batyan tano.... na minatya den so ebpapakat taman sa magabi den kinatulog ni Fatima ka pina ngagyan nin so liblo nin. Taman sa pinggula nin so mga galbekan nin sa walay. Sangat a matulanged endo kasaligan a wata si Fatima.

Apya mawatan so walay nilan na nangagi dsamikal si Fatima, timigkel endo midsabar sekanin sa langun a bataluan lon. Nauma so timpo na na kwa ni Fatima so kahanda nin ka nakapasad mangagi taman sa naka pamando den sekanin. Si Fatima sabap sa katulaged nin na nailay no mga pakat nin na naumbal sekanin a modelo na katulangedan.

Ilsa:

1. Ngin e kadtalo a tudtulan a nabatya no?
2. Teyn e wata sa tudtulan?
3. Ngin kalinyan nin a galbek?
4. Ngin e pangagi a napundot tano kano tudtulan?



ANG GURYON NI PEPE



JOCELYN R. RABANG
Master Teacher I
Miguel Intes
Elementary School
SDO Cotabato

Maraming kabataan ang naaalih sa pagpapalipad ng saranggola. Marami na rin ang humahanga sa makukulay na saranggolang lumilipad sa himpapawid. Isa sa mga kabataang naaalih ay si Pepe. Hanggad niyang makapagpalipad ng saranggola. Kaya naisipan niyang gumawa ng maganda at makulay na ipapalipad sa himpapawid.

Umuwi saglit si Pepe, upang pagplanuhan ang gagawing saranggola. Naghanap agad siya ng plastik at mga patpat. Nagpatulong siya sa mga kaibigan upang madaling matapos at nang makakasali na sa pagpapalipad ng saranggola. Naiiba ang kanyang ginawa dahil sa matinkad na kulay nito.

Nang umihip ang malakas na hangin, ay sabay bitaw paitaas. Dirediretso ang lipad ng saranggola. Matayog ang lipad nito at maraming kabataan ang natuwa sa ganda ng saranggola. Ang gandang pagmasdan sa himpapawid.

Naudlot ang tuwa ng mga kabataan nang makita nilang may tumabi na saranggola ni Pepe. Mataas din ang lipad nito. Di inaasahang pumulupot ang tali sa kabilang saranggola. Nang hilahin ni Pepe ang tali upang iiwas sa katabi ay biglang naputol ang tali nito. Dahan dahang bu-

mulusok pababa ang saranggola.

Galit na umuwi si Pepe. Nasasayangan ito sa ginawang saranggola. Napansin ito ni Aling Nora. Lumapit ang kanyang ina upang damayan ang anak. Kinausap niya ang anak upang kalmahin at hinipuhipo ang likod nito upang makatulog na ng mahimbing. Nang makatulog na anak ay dalidaling nagsaing at nagluto ng paborito nitong ulam. Gulay ang paboritong ulamin ni Pepe tuwing hapunan.



Nang makadama na ng gutom si Pepe ay dumilat ang mga mata. Bumangon ito at sumilip sa bintana. Madilim na ang paligid, kaya naghilamos na siya bago kumain.

Lumipas ang isang oras, ay dumating na si Mang Kanor galing sa trabaho nito. Nagmano at humalik sa ama at pumanhik agad sa kanyang silid. Napansin agad ito ni Mang Kanor. Nagtanong agad ito sa kanyang asawa.

Nang malaman ni Mang Kanor ang nangyari sa saranggola , ay biglang naawa ito sa anak. Kaya naisipan ni Mang Kanor na igawa ito ng malaking guryon. Gawa sa mamahaling plastik at matitingkad na kulay nito. Matiyagang tinapos ni Mang Kanor ang ginawang guryon bago ito matulog. Guryon ang ireregalo nila sa kaarawan nito. Tuwang tuwa ang ina ni Pepe sa bagong tapos na guryon.

Mahimbing na natutulog si Pepe. Hinayhinay na ipinasok ang guryon sa loob ng silid nito. Isinabit upang madaling Makita ni Pepe sa pagbangon nito. Dalidaling lumabas ang mag asawa upang hindi mabulabog ang pagkakatulog ni Pepe.

Kinaumagahan, tuwangtuwa si Pepe nang siya ay dumilat. Napaigtad si Pepe at patakbong nilapitan ang nakalambitin na guryon. Maluhaluhang lumabas sa kwarto upang puntahan ang kanyang mga magulang. Yumakap ng mahigpit si Pepe sa ama nito. Pasayaw sayaw naman si Pepe na lumapit sa inang nagluluto pa ng almusal. Tuwangtuwa na nagpasalamat sa magulang sa magandang regalo. Kaarawan pala ni Pepe ang araw na iyon.

Habang nagluluto ng maihahanda sa kaarawan ni Pepe, ay abalang abala si Mang Kanor sa pagdedekorasyon. Habang tumatakbong daladala ni Pepe ang malaking guryon. Handang handa na si Pepe sa pagpapalipad ng kanyang bagong guryon.

Natulala ang mga kabataan nang makitaang kagandahan ng guryon. Naadliw rin ang mga taong nakakita nito. Maraming nagpapaturo kay Mang Kanor sap ag gawa ng guryon. Iba't ibang hugis at matitingkad ang mga kulay.



Mula noon, naging kaaliwan na ang pagpapalipad ng guryon. At naging paligsahan na ito. Patayugan ng lipad at magandang pundasyon ang mananalò.

GINTONG ARAL:

Dapat maging pantay pantay, at huwag mandaya sa paglalaro. Maging isport kang manlalaro. Magpasalamat sa taong gumawa o nagbigay at pahalagahan ang bagay na ibinigay.

“READING FOR ALL: EDUCATION FOR ALL”



CRISTILENE L. MALADIAN
Teacher II
Aniceto C. Lopez Sr.
National High School
Division of Sarangani

What is reading? Who are today's readers?
Some loves to read, others hated to read.
Why they love to read? It gives them
pleasure,
It gives them knowledge and hope.
Why others hated to read? It feels them lazy,
It feels them bored and a waste of time.

Who are of today's readers?
Is reading for the rich?
Is reading for the intellects?
Is it for the poor?
Is it only for the students?
Let us have a story.

One day, a rich student shared his experience. "I have toured the Seven Wonders of the World. They were all amazing and perfect! Great Pyramid of Giza sounds, Hanging Gardens of Babylon sounds, Temple of Artemis sounds, Statue of Zeus at Olympia sounds, Mausoleum at Halicarnassus sounds, Colossus of Rhodes sounds, and Lighthouse of Alexandria sounds. Oh! those places were stunning!"

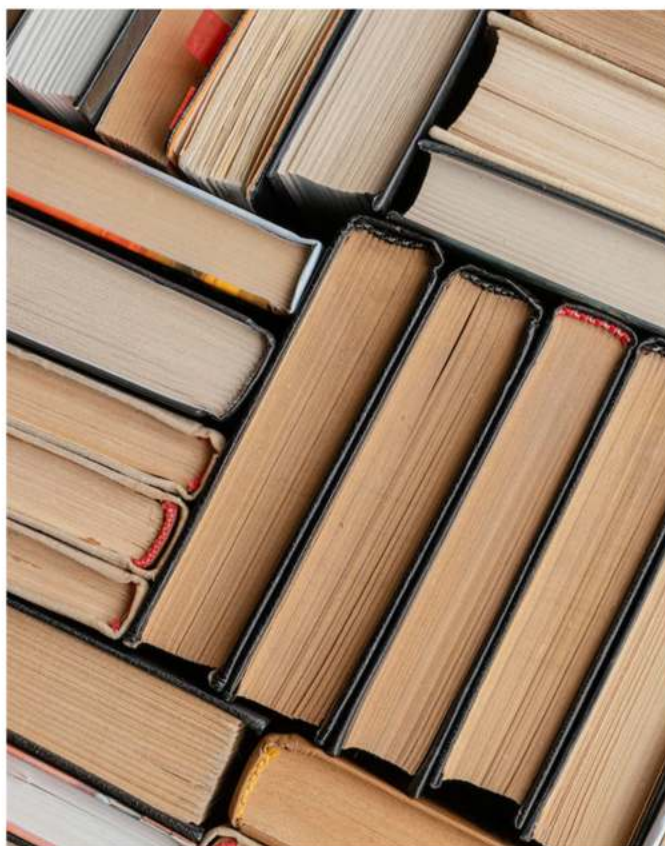
Nearby, a young boy who came from a poor family listening and proudly responded; "Yeah! I certainly knew those places. Great Pyramid? It was the oldest of the seven wonders of the Ancient World. Hanging Gardens? They may have built by King Nebuchadnezzar II. Temple of Artemis? was located in Eastern Turkey.

Statue of Zeus? was built sometime around 435 BC by the Greek sculptor Phidias. Mausoleum at Halicarnassus? was located in Bodrum, Turkey Collosus of Rhodes? was a statue of the Greek Sun god Helios. And Lighthouse of Alexandria? was built around 280 BC and was the tallest building in the world for centuries."

The audiences were surprised, and they ask the boy, "Have you gone in those places?" "No", he firmly said, "I just read them all from books." Suddenly, a girl exclaimed; "Wow! what a brilliant experience!, me too, I travelled to many places and even to the magical world, just through reading." "Oh really?" "Do you want to know it?" ask the girl. Eagerly everyone replied; "Yes, we want to know it." "Well, I've been to London, oh! how huge was the Big Ben! and was a big clock. (tick...tack...tick...tack...) I've been to the moon! (shh...shh...shh...) I saw the big and small craters! And don't you know? I met Voyager, the Robot Explorer at the red dusty planet Mars!



Have you tried riding a camel? Oh! I did it myself, traversing the sandy lands of Cairo. I even met Santa Clause at the North Pole. (ho...ho.... ho... Merry Christmas!) Do you know the feeling when you were in Antarctica? it was the coldest dessert I've ever been. My nose, ears, and toes seem forming like ice. Have you gone to the magical world of Harry Potter? He got an awesome magical wand! LAVIOSA! Oh... things became different!" Suddenly, a clapping of hands. "Terrific! What a nice idea!" said their teacher who preferred to stay when she passed by hearing what the students were talking. "All of you have a worth telling stories. Through reading we can travel around the world, books take us to places we could only dare to dream of and introduce us to characters we can't help but fall in love with. In reading, we let our imagination run free, we become more aware of things we haven't realized and learn more about life, love and friendship. Unexpectedly, the bell rings. Oh! my dear students, it's time for your next subject.



Now, my dear friends,
Is reading for the rich?
Is reading for the intellects?
Is it for the poor?
Is it only for the students?

Reading has no boundaries
Reading has no limits,
Reading is fun,
It is for all.
As education for all.

We may have different religions,
Different languages,
Different colored skin,
But we all belong,
To one human race and dignity.

We are of today's readers,
That no one will be left behind,
The pillars to the next generation,
Who put love for reading to each one,
Thus; Today's Readers: Inclusivity in Diversity.



ANG BANTAY



ROSSANA JOY B. PRIOR
Teacher III
Lagao 2nd Bo.
Elementary School
General Santos City

Sa isang bayan, may isang pamilya na mahirap. Ang ama na Si Mang Gorlo at inang si Aling Rosa. Biniyayaan sila ng dalawang anak. Si Dan ang panganay at si Rene ang bunso. Sila ay nasa elementarya pa lamang. Isang magsasaka si Mang Gorlo at labandera naman si Aling Rosa. Kahit mahirap lamang sila, marunong silang magtiis at masayang namumuhay.

Isang umaga, habang naglalakad ang mga magkapatid, patungo sa paaralan, May isang matandang babae na tumawag sa kanilang pangalan. Natakot silang dalawa sa kanilang nakita. Akmang patakbo pa lamang sila, biglang tumampad sa harapan nila. Nagmamakaawa na humingi ng maiinom na tubig. Hindi sila nandamot. Pinainom ni dan ang matanda, samantalang iniabot din ni Rene ang baong kendi. Naawa sila sa matanda. Nagpapasalamat sa kanila at bigla itong Nawala. Dali daling nagtakbuhan ang magkapatid upang hindi sila mahuli sa klase.

Sa oras ng kanilang recess, wala silang mainom at makain. Dahil wala silang pera. Inabutan sila ng kanilang kamag-aral. May mga tinapay at kendi. Laking pasalamat nila sa nag bigay. Pagkatapos ng klase sa hapon ay nagmamadaling lumakad pauwi sa kanilang kubo.

Sa kalangitan ng kanilang paglalakad, may narinig naman silang matandang tinatawag ang pangalan nila. Huminto sila at nakita nilang may matandang babae na may dala dalang tuta. Isang kulay kape. Malusog at napakaamo sa kanila. Binigay ng matanda ang tuta. Masaya silang dalawa dahil mayroon na silang silang alagang tuta. Nang sila ay nakarating na sa kanilang kubo. Pinainom nila ng tubig. Dahil hingal na hingal na ito. Nang makita ng kanilang magulang, walang atubiling kinarga ang tuta. Tuwang tuwa ang mag asawa. Ikinuwento din ng magkapatid ang mga pangyayari sa loob ng silang araw. Hangang hanga si Mang Gorio sa kabaitan ng dalawa at pinayuhan din ni Aling Rosa ang magkapatid na ipagpatuloy ang mga magagandang ugali at mabubuting asal.



Ilang taon ang lumipas, lumaki na ang tuta. Pinangalan nilang Bantay. Dahil hindi ito umaalis sa kubo mula umaga sa kanilang pag-alis hanggang sa hapon. Kaya parang kapatid na ang turing sa aso. Napakatalino at madaling turuan.

Isang gabi, habang nagsasaing ang magkakapatid naiwan nilang may apoy pa ang gasera sa ibabaw ng mesa. Nakalimutan ni dan na patayin ito. Habang natutulog. Nang luksuhin ng pusa ang mga mesa at nasagi ang gasera. Biglang nag-aapoy. Dahil sa matinding init, magising si Bantay. Tumahol siya ng malakas, upang magising ang magkakapatid ngunit himbing na himbing ang dalawa.

Tumatakbong tumatahol si Bantay patungo sa palayan kung saan naroon sina Mang Gorlo at Aling Rosa. Nakita nilang kumakaripas ng takbo. Patungo sa kanila. Dali-daling kinagat ni Bantay ang pantalon ni Mang Gorlo, hinila papauwi. Malayo pa man ay tanaw na tanaw nila ang umaapoy na kusina, dali daling binuhusan ni Mang Gorlo ng tubig ang nasusunog na kusina. Mabuti nalang at maraming naigib na tubig sina Dan at Rene.

Laking pasalamat nila sa matandang babae na nagbigay ng tuta sa magkakapatid. Sa kabayanihan ni Bantay naligtas sa kapahamakan sina Dan at Rene.

Gintong Aral:

Maging matulungin ka sa mga matanda. Huwag tawanan at manlait sa mga taong may kapansanan.





BEST

BEST
PRACTICES

PRACTICES

PROMISING PRACTICES IN MATH 4-6 FOR TO 2ND QUARTER



JANET M. CLEMENTE
Master Teacher II
Fulgencio Dolino
Elementary School
Toledo City Division

A. Introduction

What Is Mathematics?

The abstract science of number, quantity, and space. mathematics may be studied (pure mathematics), or as it is applied to other disciplines such as physics and engineering (applied mathematics). math helps us think critically and have better reasoning abilities. analytical thinking refers to the ability to think critically about the world around us. reasoning is our ability to think logically about a situation.

Mathematics seek out patterns, formulate new conjectures, and established truth by rigorous deduction from appropriately chosen axioms and definitions.

Mathematics has several very useful benefits to our mind if we go into its study. It develops our reasoning, helps us to have analytical thinking, quickens our mind, generates practically and its use can be applied in the day to day. it is present in our daily lives.

5 Reasons Math Is Important

1. Math Is Good for Your Brain
2. Math Helps You with Life Skills
3. Math Helps You Better Cook
4. Math Increases Your Problem-Solving Skills

5. Math Will Help You in Any Career

II. Activities:

Provide instructional learning activities appropriate to the learners, level of comprehensions. provide the instructional support to parents in facilitating their child, conduct home visitation. conduct virtual instructional support to the learners. during the activity the following is a size are given for the written works and performance.

Critical Thinking Exercise for Elementary Education

- *Real World Problem Solving
- *Asking Questions
- *Bellringers
- *Project-Based Learning
- *Connect Different Ideas
- *Brainstorming



III. Importance of Critical Thinking

Critical Thinking is an important factor in understanding math. discover how critical thinking can help with real-world problem solving, using examples and activities. critical thinking is at the heart of scientific inquiry. a good scientist is one who never stops asking why things happen, or how things happen. science makes progress when we find data that contradicts our current scientific ideas. it can be developed through focused learning activities.

Students need to learn how to think critically and evaluate different options to make the right decision. Of course, these decisions could be related to academics, as with choosing the most logical answer to a question. However, critical thinking skills will also serve the students well as they grow older and need to decide about a future career, how to treat a friend, or even whether they should drink or drive.

Teaching critical thinking to students allow them to identify biases and try to focus on the facts of a situation. As a teacher it is a part of the job to prepare them for the real world and life after school.

IV. Parents Involvement:

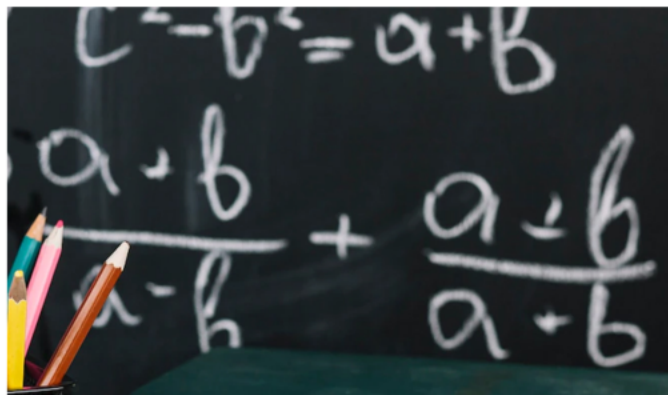
Due to the covid-19 pandemic, and the subsequent closure of schools, it became apparent that parent have to assume the full-time role of education their children and support their learning virtually, in our survey, we asked whether parents were helping them children learn during the pandemic and only few of parents in our survey affirm that they were actively helping their children learn during the pandemic were likely to be parents with post-secondary education. The differences between these two groups were also

statistically significant. These findings provide evidence not just that some children may have been missing out on learning during the pandemic but that the reason for their exclusion from learning varies along the lines of their parents' education.

Majority of the parents in our survey are supporting their children's learning through various means. However, this has not been without its own challenges and drawbacks. Parents with younger children are more likely to be involved in teaching them, while older children are more likely to pursue independent learning. Overall, parents reported that their children were adopting virtual learning platforms that ranged from low-tech platforms, such as radio and television, to high-tech platforms such as online classes and virtual conferencing. Parents reported that they explored different learning solutions for their children, both traditional and modern methods as well as tools. We asked parents to rate the effectiveness of the learning platforms their children were adopting during the pandemic, their ratings ranged from "very poor" to "very good".

Success Indicator:

Based on the result of the summative tests and performances in first quarter, 100% of the learners met the 75% meeting criteria.





LESSON

LESSON PLAN





PLAN

LESSON EXEMPLAR IN ENGLISH 6



RAHIM G. MANIPAK
TEACHER III
TAKEPAN CENTRAL ELEMENTARY SCHOOL
SDO - COTABATO

Grades 6 DAILY LESSON LOG	School	Takepan Central Elementary School	Grade Level	VI
	Teacher	RAHIM G. MANIPAK	Learning Area	ENGLISH
	Teaching Dates and Time		Quarter	4 th
I. OBJECTIVES				
A. Content Standards	Demonstrates understanding of text types for comprehension.			
B. Performance Standards	Identifies story perspective of text elements.			
C. Learning Competencies/ Objectives Write the LC code for each.	<p>Knowledge: Summarize the information from a text heard, (ENGLC-IVf-2.23) -Create a summary from a given informational text</p> <p>Skill: Perform the given tasks individually, by pair and by group following the given house rules/standards/guidelines.</p> <p>Attitude: Observe politeness at all times, (ENGA-IIId-16)</p>			
II. CONTENT/TOPIC	Summarizing an Information From a Text Heard			
II. LEARNING RESOURCES				
A. References				
1. Teacher's Guide pages				
English CG for Grade 6 page 138-139				
2. Learner's Materials pages				
3. Textbook pages				
Essential English Work text 6 pages 356 Essential English Teacher's Resource Material 6 pages 254-255				
4. Additional Materials from Learning Resource (LR) portal				
B. Other Learning Resources				
Pictures Smart TV, laptop, power point presentation, video clip				

	<p>Video clip-A Visit To The Farm https://www.youtube.com/watch?v=yIVufl8FN0E</p>
<p>IV. PROCEDURES</p>	
<p>A. Reviewing previous lesson or presenting the new lesson</p>	<p>*Review: What is an Informational Text? *Unlocking of Difficulties:</p>
<p>B. Establishing a purpose for the lesson/Motivation/Motive Questions</p>	<p>*Ask: Who has a farm? Have you visited a farm? *Show a video clip entitled, "A Visit To The Farm". https://www.youtube.com/watch?v=yIVufl8FN0E</p>
<p>C. Presenting examples/instances of the new lesson</p>	<p>*Show a picture of a farm destroyed by a drought or a storm.</p> 
	 
	 <p>Ask: How will you summarize the information given through these pictures? Can you give a title to these pictures or a sentence?</p>

<i>D. Discussing new concepts and practicing new skills #1</i>	*Presenting the informational text through power point. *We have tried giving summaries to information through pictures and videos; now let us go to the main lesson which is giving a summary to the informational text heard.												
<i>E. Discussing new concepts and practicing new skills #2</i>	*Independent Practice:												
<i>F. Developing mastery (leads to Formative Assessment 3)</i>	Guided Practice												
<i>G. Finding practical applications of concepts and skills in daily living</i>	*Differentiated Activity in four groups with 9 to 10 members, each group will have a leader.												
	<p>Rubrics in Participation/Group Activities:</p> <table border="1" data-bbox="581 548 1109 842"> <thead> <tr> <th data-bbox="581 548 667 573">POINTS</th> <th data-bbox="675 548 1109 573">INDICATORS</th> </tr> </thead> <tbody> <tr> <td data-bbox="581 579 667 655">5</td> <td data-bbox="675 579 1109 655">Shows eagerness and cooperation to do the task, participate actively, do great help to the group</td> </tr> <tr> <td data-bbox="581 661 667 709">4</td> <td data-bbox="675 661 1109 709">Shows eagerness and cooperation to the task, good followers only</td> </tr> <tr> <td data-bbox="581 716 667 764">3</td> <td data-bbox="675 716 1109 764">Participated but late, with teacher's supervision</td> </tr> <tr> <td data-bbox="581 770 667 819">2</td> <td data-bbox="675 770 1109 819">Activity was done but does not show eagerness to participate or cooperate</td> </tr> <tr> <td data-bbox="581 825 667 842">1</td> <td data-bbox="675 825 1109 842">No interest in participating the activities</td> </tr> </tbody> </table>	POINTS	INDICATORS	5	Shows eagerness and cooperation to do the task, participate actively, do great help to the group	4	Shows eagerness and cooperation to the task, good followers only	3	Participated but late, with teacher's supervision	2	Activity was done but does not show eagerness to participate or cooperate	1	No interest in participating the activities
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2	Activity was done but does not show eagerness to participate or cooperate												
1	No interest in participating the activities												
<i>H. Making generalizations and abstractions about the lesson</i>	<p>Ask:</p> <ol style="list-style-type: none"> 1. What is a summary? 2. How do we summarize an informational text heard? 3. Did you follow the given house rules when performing the task given to you? 												
<i>I. Evaluating learning</i>	<p>Evaluation: Direction: Listen to your teacher as he/she reads the following passage and then answer the question.</p>												
<i>J. Additional activities for application or remediation</i>	<p>Assignment: Look for a passage and then write your own summary of it in a sheet of paper.</p>												



ABS

ABSTRACTS

TRACTS

GOVERNANCE WITH CSO: AN ASSESSMENT ON SOCIO-POLITICAL REFORM IN ARMM



ANISA U. MATULA-KUDTO. MPP, MAEM
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Coordinator
BARMM/SGA

This paper analyzes and reveals the roles played by civil society organizations (CSOs) in advancing socio-political reform in Autonomous Region of Muslim Mindanao (ARMM) and its implications towards a more systematic and institutionalized government and civil society organization cooperation. While existing studies have paid much attention to the rebel groups led by Muslim people in Mindanao, or Bangsamoro people, and international non-governmental organizations, this research shed a light on emerging Bangsamoro CSOs in ARMM. It assesses the ARMM reform in governance, conflict resolution and education. The researcher argues that CSOs can play an essential role to achieve good governance in ARMM. Civil society involvement in governance embolden transparency and accountability, thus, it can minimize corruption in the bureaucracy. Strong public involvement in the region's governance will promote ownership within the community and will raise awareness for social support not for militant rebellion but for reform in the region. CSOs have also been helpful in the peace negotiations and mitigation over rampant clan feuds in the region. They play a vital role in current negotiation which is lacking in the previous peace building initiative of the government. Despite various limitations, the Bangsamoro CSOs began to be an essential part of good governance in ARMM.



SUPERVISORY PRACTICES AND PERFORMANCE OF SCHOOL HEADS

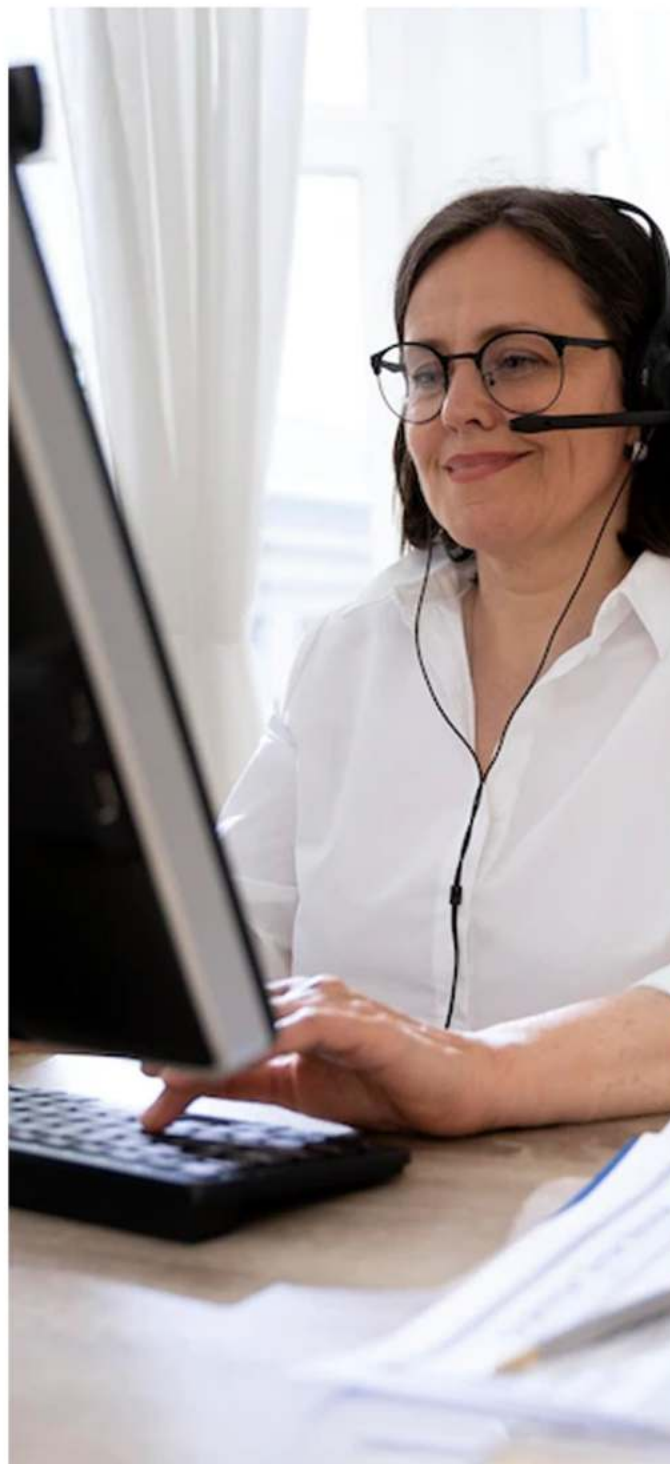


MUSANIP SALAMAN ADZAL
Education Program
Supervisor
BARMM / SGA

The study on "Supervisory Practices and Performance of School Heads" was conducted primarily to determine the supervisory practices of school head-respondents and school performance. Specifically, it determined: the socio-demographic characteristics of school head-respondents, their supervisory practices, the school academic performance and the relationship between the school heads' socio-demographic characteristics and their school academic performance, and the school academic performance.

The study utilized a descriptive-correlation design to describe data on school heads socio-demographic characteristics, the supervisory practices of school head-respondents, and the school academic performance and to correlate the school heads' socio demographic characteristics and the school performance; and the school heads supervisory practices and school performance.

Respondents were 100 randomly selected and 500 teachers in six municipalities of 3rd Congressional District of Cotabato Province. Data were gathered through a questionnaire adopted the study of Mr. Tungko S Paglala on School Heads





Supervisory Practices School Performance was taken from the result of the National Test selection of 100 school heads and five teachers per school was done Descriptive data were analyzed using frequency and percentage Level supervisory practices was analyzed using mean. The hypotheses were tested using multiple regression analysis Findings are summarized as follows.

As to socio-demographic characteristics of school heads. majority were female. marred and had 3-4 household members. most 52-59 years MAMS graduate, holding the position of Principal 1 and have been school heads for 23-27 years,

With regard to supervisory practices in the areas of Motivating Teachers, Monitoring Instruction. Accessibility and of Provision of Support and Giving Action about Instruction. mean ratings had only two descriptions. Excellent and Very Good. Majority had Very Good Practices which means that the extent of supervision was observed in most occasions.

Based on the National Achievement Test, majority of the 100 schools were in the level of Moving Towards Mastery.

Regression analysis showed no significant relationship school heads' socio-demographic characteristics and school performance. However, household size was a significant predictor. School heads supervisory practices did not significant influence school performance.

DEVELOPMENT AND IMPLEMENTATION OF PROFESSIONAL LEARNING COMMUNITIES AT LIGAYA ELEMENTARY SCHOOL



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Principal II
Upper Tumbler Elementary School 2
General Santos City

This study aimed to develop and implement Professional Learning Communities (PLC) to focus on student development and teacher's professionalism at Ligaya Elementary School.

To inform the result for the future, school administrator appointed all teachers to pilot the innovation model for two months. Qualitative research approach was used wherein the study utilized the data collected from focus group discussions, individual interviews and teachers' journals. Overall, the perceptions of the teachers were that the implementation of professional learning communities were in the beginning stages at this school of study. Many teachers saw a positive impact over the 2 months of the study, while some of the teachers were apprehensive about the process. Continuity of the processes will be important to the further implementation of PLCs. Evidence showed that they have begun the process of sharing and working together in teams. There was a strong support system among them and they were very eager to move the PLC process forward next year.

Keywords: *Professional Learning Communities, Student Development, Teachers Professionalism*



THE DECISION - MAKING PROCESSES AND SCHOOL IMPROVEMENT PLAN OUTCOMES OF SULTAN KUDARAT 1 DISTRICT DURING NEW NORMAL EDUCATION SETTING



COROCOY O. MASTURA
Teacher I
Nuling Central
Elementary School
Division of Maguindanao I

The study aimed to determine the decision-making processes in the School Improvement Planning of the schools during new normal education setting in Sultan Kudarat 1 District using the descriptive-correlational research design to the randomly selected 110 selected respondents using Raosoft method. The study made use of mean and Pearson r Correlation analysis on the data gathered. The major findings revealed the extent of decision-making processes of the schools in School Improvement Planning in terms of planning, organizing, controlling and activating were all evident. The extent of attaining the outcome of School Improvement Plan in terms of improved instructional delivery, instructional resource development and students learning development were all evident. The correlational analysis between the decision-making process and School Improvement Plan outcome during the new normal education setting revealed that there is a significant relationship. This means that the null hypothesis is rejected.

The study concludes that the decision-making process in School Improvement Plan is done in a collaborative manner. The schools had involved major stakeholders like the parents and other agencies towards provi-

ding guidance in making the right plans in new normal education setting. The proper planning, organizing, controlling and activating strategies adopted by the school helped in providing the needed resources and technical supports for teachers' development. The study recommended for the additional funding to provide modern technology equipment and gadgets to improve instructional delivery during new normal education setting.

Keywords: *Decision-making Processes, School Improvement Plan Outcome*



IN-BOX READING MATERIAL: IMPROVING READING SKILLS OF GRADE 2 PUPILS



ANN KRISTINE S. PONDAVILLA
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Malengen Elementary School
Schools Division Office
of Cotabato

The study was conducted to address the problem on the reading skills of the identified Grade 2 learners in reading and comprehension. That issue led the researcher investigated the following:

- 1.) The mean word per minute delivered by Grade 2 pupils before and after utilizing to the In-Box Reading materials intervention
- 2.) The significant difference of word per minute delivered by Grade 2 pupils before and utilizing In-Box Reading
- 3.) The Effect size of the In-Box Reading materials to the word per minute delivered by Grade 2 pupils.

The findings indicated increase from the result of pre-test to the post test it further showed that there was a highly significant difference and has a large effect on the performance of the learners in terms of reading word per minute. With these results, it can be concluded that the intervention has a positive and great impact on the learning performance of the learners and had addressed the issue on improving the reading skills of the identified pupils among Grade 2 class after utilizing the use of in-Box Reading intervention.

Keywords: *In-Box Reading Materials, Reading Skills, Perception*



PHILIPPINE PROFESSIONAL STANDARD FOR TEACHERS IMPLEMENTATION IN COTABATO CITY SCHOOLS DIVISION: AN ASSESSMENT



ARBAYA T. ABAS
Principal I
Datu Usman Elementary School
SDO Cotabato City
MBHTE-BARMM

Specifically, the study sought to answer the following questions:

1. To what extent is the level of PPST implementation of teachers on content knowledge and pedagogies?
2. To what extent is the level of PPST implementation of teachers on learning environment?
3. To what extent is the level of PPST implementation of teachers on diversity of learners?
4. To what extent is the level of PPST implementation of teachers on curriculum and planning?
5. To what extent is the level of PPST implementation of teachers on assessment and reporting?
6. To what extent is the level of PPST implementation of teachers on community linkages?
7. To what extent is the level of PPST implementation in terms of personal growth and professional development?
- And 8. What are the problems being encountered by teachers while cascading the seven domains of PPST?

A descriptive-survey, utilizing correlational analysis was utilized. The researcher designed a self-made questionnaire which was distributed to 120 teacher-respondents from selected public elementary teachers of Cotabato City Division.

The questionnaire was validated and passed through reliability test after dry run

was conducted. The data were consolidated and converted into Parametric Statistics through the application of Central Limit theorem. The arithmetic mean (\bar{x}) was employed in the tabulation (SPSS) analyzed and interpreted.



The findings were summarized as follows:

1. The Philippine Professional standards for Teachers (PPST) in terms of Content Knowledge and Pedagogy has the Mean value of 3.42 and rated as "Implemented";
2. Philippine Professional Standards for Teachers in terms of learning environment obtained the Mean value of 3.52 and rated as "Highly Implemented";
3. Philippine Professional Standards for Teacher in terms of diversity of learners has the Mean value of 3.34 and rated as "Implemented";
4. Philippine Professional Standards for Teachers in terms of curriculum and planning obtained the Mean value of 3.37 which was rated as "Implemented";
5. Philippine Professional Standards for Teachers in terms of assessment and Reporting obtained the Mean value of 3.41 and was rated as "Implemented";
- and 6. Philippine Professional Standards for Teacher in terms of community linkages has the Mean value of 3.42 and rated as "Implemented".
7. Philippine Professional Standards for Teachers in terms of Personal Growth & Professional Development has the Mean of 3.40 and interpreted as "Implemented".
- And 8. The problems being encountered by teachers while cascading the implementation of PPSTs are: Performance pressures from school heads and Balancing Diverse needs of learners.

Crafted from findings of the study, the researcher concludes that:

Crafted from findings of the study, the researcher concludes that: domain on "learning environment" was fully implemented by teachers through maintenance of a safe, clean and orderly classroom free distractions, and recognizing that every learner has a strength, potential and skills. These enabled learners to enjoy attending their classes due to the conduciveness and

safety of school environment as a whole.

On the other aspects, the teachers carried out their roles and functions moderately although they are having problems on overload or having multi-tasking. The adaptation of the environment and some innovations enabled teachers to work successfully.

Based on the formulation of conclusion, the researcher strongly recommends the following:

1. Teachers should strengthen the use of teaching strategies that combine with content, technologies and learn approaches about the activities in the classroom.
2. School heads should provide enhancement capability training for teachers to coordinate the use of content, technologies and teaching approaches.
3. Teachers should empathize and understand the psychological foundations of learners' growth and development.
4. Both district and school heads should capacitate teachers through training/mentoring for professional development about learner diversity and the differentiated instruction necessary to maximize the learning of all students.
5. School heads should provide timely and robust data analysis directly relevant to making improvements in instruction and achievement for diverse learners.
6. Teachers should strengthen the use of multi-disciplinary integrative modes and techniques of teaching the subject area through application of 21st century skills.
7. Teachers should strengthen the use of standardized designs, selection, organization and utilization of assessment strategies.
8. School heads should always employ the charismatic and transformational style of leadership to teachers to avoid performance pressures from school heads.

PEER TUTORING STRATEGIES IN MODULAR LEARNING DURING THE PANDEMIC PERIOD



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The peer tutoring interventions are proposed as a tool to measure and examine the academic achievements of students in modular learning during the pandemic period. Two types of peer tutoring investigated were reciprocal peer tutoring (RPT) and peer assisted learning (PAL) on Grade 9 students in learning respiratory and circulatory system. This study determined whether there was a significant difference in the pre-test, post-test and gain scores performance of students in the control and experimental groups. The study was conducted in Pebpoloan High School, Pebpoloan, Carmen, North Cotabato. A revised and validated questionnaire were used to compare the performance of students. An experimental research design was used to determine the difference on the pre-test and post-test scores. The PAL group has students with comparable performance based on their previous grade point average, grouped by two, with a total of 10 pairs. The RPT group have a pairing of high performing students with low performing students, with a total of 10 pairs. The group with individual students (no pairing) was composed of 20 students. The result showed that the pre-test performance of the control and experimental groups were significantly different. Students under PAL, RPT and individual learning have different

ial knowledge on the respiratory and circulatory systems topic indicating heterogeneity of the students. Post-test scores of students in all groups showed significant increase compared to the pre-test scores. However, the post-test performance of students in the reciprocal peer tutoring significantly increased compared to those in peer assisted learning and individual learning. It was concluded that the peer tutoring and individual learning significantly enhanced the academic performance of the students, however, reciprocal peer tutoring resulted to much higher scores in learning respiratory and circulatory systems. Peer tutoring strategy helped the students to achieve greater understanding of the subject matter, become more engaged, motivated, and pleased in completing the academic tasks in learning respiratory and circulatory systems.



Keywords: *Reciprocal Peer Tutoring, Peer Assisted Learning, Strategy, Intervention, Modular Learning, Academic Achievements, Students*

“ORGANIZATIONAL JUSTICE, PSYCHOLOGICAL CONTRACT AND COMMITMENT OF TEACHERS”



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MBTHE SGA Division
Kabacan Cluster

Transactional and relational contract significantly influenced teachers' continuance commitment.

This study to look ascertain into the challenges of organizational commitment and as influenced by organizational justice and organizational contract.

Specifically, it determined the extent of organizational justice practiced by the school heads, psychological and commitment of teachers. Descriptive-correlation research design was employed in the study, there were 155 teachers from west Kabacan District, Datu Montawal District and Matalam South District who served as the respondents of this study.

Mean, pearson r correlation coefficient, and multiple linear regression were statistical tools employed. Results revealed that teachers rated moderately agreed on their school heads observance of distributive, interpersonal and information justice, moderately agreed in transactional. relational and transitional contracts and moderately agreed towards their affective. continuance and normative commitment.

There is no significant relationship between organizational justice and organizational psychological contract of teachers with their commitment. Organizational justice did not significantly influence teachers' commitment.



Teachers could remain committed to the delivery of quality and efficient education without the interference of the organizational justice and psychological contract. Whether teachers. experienced unfair treatment in the organization. they would remain committed towards their job. Transactional and relational contract were the significant indicators that pushed teachers to remain and perform their duties and obligations in the organization.

INTEGRATING DIGITAL TECHNOLOGY ENHANCED LEARNING APPROACHES (IDTELA): ITS EFFECT TO THE DEVELOPING LEARNING OF GRADE SIX LEARNERS OF LAGAO 2ND BO. ELEMENTARY SCHOOL



SHIRLY C. KALI
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Lagao 2nd Bo. Elementary School
General Santos City

This study attempted to find out the effectiveness of Integrating Digital Technology Enhanced Learning Approaches (IDTELA) in improving learning and attitude towards Science among Grade Six learners of Lagao 2nd Bo. Elementary School, North District, General Santos City.

Further, the result of this study helps to the Department of Education as they set its program and strategies for curriculum improvement to attain quality education. It availed the use quasi-experimental method of research, specifically on the possible influence of Integrating Digital Technology Enhanced Learning Approaches (IDTELA) in Science on the performance of learners and was delimited to two groups of Grade Six learners: One group was composed of thirty learners under the experimental group and the other group was composed also of thirty learners under the control group.

The findings of the study revealed that Integrating Digital Technology Enhanced Learning Approaches (IDTELA) applications was effective in improving learners' performance in Science.

Keywords: Learners. IDTELA.



TRIALS, TRIUMPHS AND PROSPECTS OF NEWLY HIRED TEACHERS: EXPLORING DEEPER INTO THEIR PERSONAL EXPERIENCES IN THE TEACHING WORLD



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This study aimed to explore the trials, triumphs and prospects of the newly hired teachers. Specifically, it sought to answer the following questions: What are the lived experiences of the newly hired teachers in the field of teaching in the areas of instruction, students, co-teacher and administrators? How do they describe their feelings and dealings with the various challenges experienced? What do they consider as triumphs being newly hired teachers and what are their prospects in the field of teaching?

This study used the Husserlian descriptive phenomenology method to describe the everyday lived experience of newly hired teachers particularly their trials, triumphs and prospects in the world of teaching. The participants of the study were twenty public school teachers who described their lived experiences in the field of teaching in the areas of instruction, students, co-teacher and administrators, their feelings and dealings with the various challenges and their triumphs and prospect in the field of teaching.

The data explication was done through text reading, coding, aggregating and finalizing common themes for presentation. The lived experiences which they freely narrated and discussed were categorized into themes based on the core ideas.

Themes that emerged are struggling condition emanating from lack of experience, difficulties in instilling classroom discipline, relationship with co-teachers, administrative support, despite challenging situation, learners' achievement, accomplishment and work appreciation and aspiring for professional growth and molding competitive learners. Subthemes that emerged are stressful workload, poor learning environment and positive and gainful experiences. The conversational partners had positive views in their experiences though sometimes affected by difficulties and pressing pressure; they manage to adjust amidst difficulties.

The positive results can be integrated to the Teachers' Induction Program or intervention by the Department of Education such as, Orientation for newly hired teachers, In-service Training which promotes support and guidance of teachers, and set awareness, inspiration and motivation about the lived experiences of neophyte teachers and how they manage to survive despite challenges encountered.

Keywords:
Husserlian descriptive phenomenology, trials, triumph, prospects, education

COMMUNICATIVE COMPETENCE: ITS IMPACT TO STUDENTS' ACHIEVEMENT IN ENGLISH



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This study determined the impact of the students' communicative competence on their achievement in English in the selected secondary schools at Sultan Kudarat during the school year 2019-2020. Specifically, this study found out the level of the students' communicative competence in terms of listening, speaking, reading and writing; the level of students' achievement in English; the extent of the effect of students' communicative competence to their achievement in English; how the students' communicative competence affects their academic achievement in English.

Mixed method, specifically the phenomenology and descriptive-correlational was employed in this study. Thirty participants were chosen using purposive random sampling technique. Based on the data gathered, the communicative competence of the students is low; however, their achievement in English is proficient. It further revealed that communicative competence and achievement in English are significantly related set at 5% level of significance. In addition, the students' achievement in English is affected by their communicative competence because of unconcentrated listening, speaker's pronunciation, stage fright, wait time, anxiety, assessment, poor vocabulary, reading endurance, lack of interest, poor vision, and technology reliance. Therefore, it is concluded that communicative competence in the four aspects affects students' achievement in English.

Keywords:
Communicative competence, Students' achievement in English, Extent of impact



SCHOOL HEADS' SUPPORTS: ITS RELATIONS TO TASKS OF MASTER TEACHERS' DURING NEW NORMAL IN SPECIAL GEOGRAPHIC AREA DIVISION



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Ulamian Elementary School
SDO Cotabato

The study was conducted in order to determine the extent of the tasks of master teachers and its relationship with the supports of their school heads in the Division of Special Geographical Area (SGA) during the school year 2021-2022. Specifically, the study would seek answers of the following questions:

1). What is the extent of school heads supports for master teachers in terms of: a)? administrative and b). supervisory supports? 2). What is the extent of master teachers' tasks in terms of: a)? instructional management; b). instructional supervision; c). curriculum adaptation; and d). monitoring pupils' progress? And 3. Is there a significant relationship between school heads supports and master teachers' tasks in educating children?

A descriptive-survey utilizing correlational analysis was employed. The researchers crafted a researcher-made questionnaire supplemented with observation and online/face to face interview. A 50 teachers from Special Geographical Area (SGA) Division were employed as sample - respondents of investigation which was obtained through Gay principle.

The following were findings of the study.
1). The overall results of school heads'

supports were summarized as follows: a). administrative supports (3.52) interpreted as "manifested"; b). supervisory supports (3.55), interpreted as "Manifested". 2). The overall Mean of master teachers were as follows: a). instructional management (3.620 interpreted as 'manifested"; b). instructional supervision (3.66) interpreted as "Manifested"; c). curriculum adaptation (3.67) interpreted as "Manifested"; and d). monitoring pupils' progress (3.70) also interpreted as "Manifested". 3). The correlation between school heads' administrative supports and master teachers found highly significant hence, the null hypothesis was reflected.

Based on the findings of the study, the researcher concluded that: School heads' supports specifically on administrative, and supervisory greatly affect the master teachers' tasks showing their significant relationship. In other words, school heads' administrative and supervisory supports are the strong basis or determinants of efficiency, effectiveness of master teachers' tasks. The more effective the school heads' supports are, the better the tasks the master teachers will be in the delivery on quality instruction of basic education to the learners.



COMMUNITY INTERVENTION ON BULLYING CASES IN PAGALAMATAN, TAMONTAKA III, COTABATO CITY



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Elementary School
Cotabato City,
MBHTE- BARMM

The main focus of the study was to find out the Community Intervention on Bullying Cases in Pagalamatan, Tamontaka III, Cotabato City. Barangay officials particularly the barangay chairman, barangay council members and councils elders were selected as a respondent.

In this study, descriptive qualitative design was used. It is a case study on Bullying cases in Pagalamatan, Tamontaka III, Cotabato City and also it will explore on the intervention of such cases by the community. The study describe what type of bullying were experiences by the pupils, how it affects them and what interventions were done by the community in response to cases of bullying in Pagalamatan, Tamontaka III, Cotabato City.

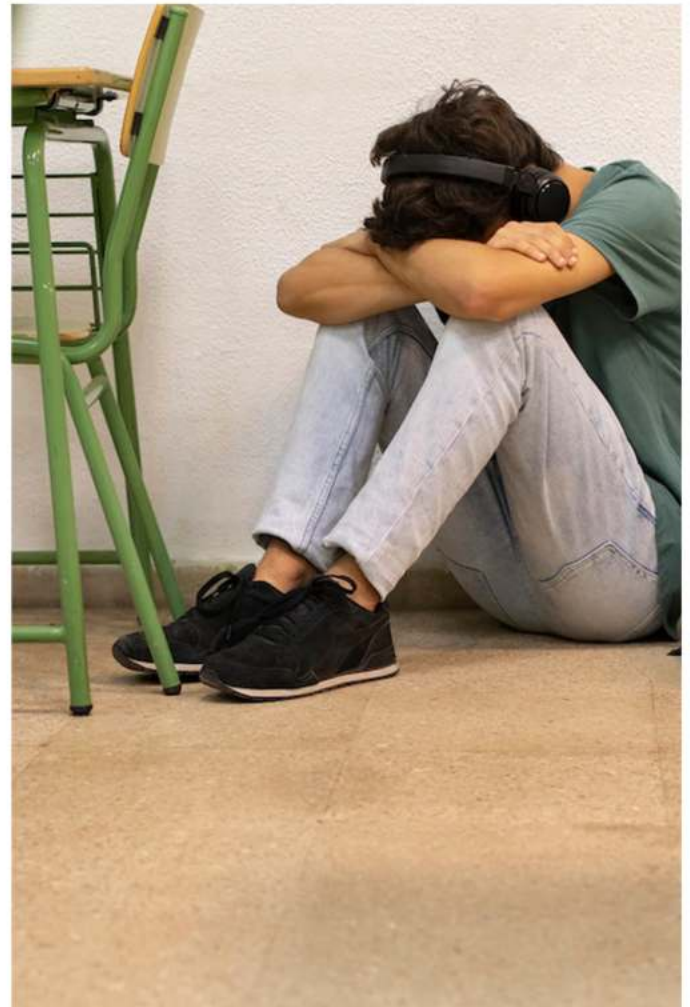
The study revealed that there were bullying cases reported to Barangay Pagalamatan. The cases cited by the participants were on verbal bullying and physical bullying. On cases of verbal bullying, the victims encountered verbal criticisms or abuse due to physical characteristics. Some were verbally bullied due to his physical incapacity like having a cross-eyed and regarding physical hygiene.

The bullying cases reported resulted to varied effects to the victims of bullying. The results revealed that the victims resulted to cause absences to school, had brought emotional and psychological effect to the victim and in worse cases it caused dropping from school.

The cases of bullying were raised to the barangay level. Since it's the duties of the barangay officials to settle for conflicts that

arise in the said area of jurisdiction, several intervention were done.

Several mechanisms were made by the barangay officials, the elders and the members of the community to resolve cases of bullying.



EXPLANATORY STUDY TOWARDS CONTEXTUALIZED LEARNING ACTIVITY SHEETS: PANACEA IN IMPROVING ACADEMIC PERFORMANCE



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HERMIE Q. CENIZA
Teacher I
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High School
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The main objective of the study is to explore the possible ways of helping the students meet the required competencies, knowledge and skills that is suited to their present capabilities in the implementation of the Modular Distance Learning through the use of contextualized learning materials. It aims to ascertain the different strategies and methods used by the teachers in handling students with specific needs that should be addressed even in a non-face to face setup. It also aims to determine the needs of the students and the effectiveness of using contextualized learning activity sheets in assessing Grade 8 students' performance for the School Year 2021-2022 of Libungan National High School.

From the result of the study, the researchers found out that the contextualized learning activity sheet was a helpful tool for students who need specific skills and are faced with the dilemma of not having the opportunity to understand and obtain the knowledge guided by a teacher. It shows a very large development on the students' performance since it became easy for them to comprehend the task at hand since most of the needed skills were addressed by the contextualized LAS.



Specifically, the findings of the study further revealed that the learning performance of the students is significantly high with the use of contextualized LAS in Science. Moreover, it can be deduced also that the use of contextualized LAS as an intervention to the slow learners is highly effective. It can also be concluded that the students' needs are addressed through the use of contextualized LAS serves as an effective tool in improving the performance of the Grade 8 Students.

The researchers therefore recommend the use of contextualized LAS in Science specifically to the slow learners in Grade 8. A further study is also recommended to further test the validity and reliability of the LAS. Construction and use of contextualized LAS in all subject areas is also highly recommended.

STATUS OF STUDENTS' ENGLISH PERFORMANCE: A BASELINE STUDY



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Teacher I
Schools Division Office of Maguindanao II

The study used Descriptive Survey Method of Research. This method of analysis is designed to gather information on conditions existing at a particular period. Survey research method was used and the study sampled the total number of 78 respondents in Maguindanao II Division Secondary School Heads and English Teachers. A questionnaire constructed by the researcher and re-structured by three experts was used for data collection. The reliability was confirmed with the use of Cronbach Alpha with .851 and item – total statistics indices shows internal consistency among the items. The findings revealed with highly evident description in terms of the extent of interventions conducted by the school heads in enhancing the Students' English Performance the school conducts various activities especially in English to develop the performance of the students, the issues of the English teachers are the number of students for non-readers is increasing, poor reading comprehension, and limited learning resources. The students are mostly not interested in reading and analyzing the English texts because they do not get used to doing the related activity in their daily routines. English teachers must attend training and seminar workshops to enhance new pedagogical approaches in teaching and learning process in English subject. Teacher development provides

opportunities for students to learn more. Among other recommendations, the Ministry of Basic, Higher, and Technical Education MBHTE-BARMM should consider the result of this study to use the gaps in the status of students' academic performance. The Schools Division Superintendent, Education Program Supervisor, and School Heads should continuously monitor to attain quality education.

Keywords: *status; remedial class; quality education; learners; academic; performance*



COUNTING STARS: AID IN ADDING AND SUBTRACTING NUMBERS FOR GRADE 1 PUPILS



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The study was conducted due to the low performance of pupils in adding and subtracting numbers. Based on the records, 10 out of 23 or 44% of the Grade 1 pupils encountered difficulty in addition and subtraction. This is clearly evident based on their submitted written and performance tasks. The results showed that using Counting Stars as intervention, there was a noticeable increase in the level of their performance in adding and subtracting numbers.

Moreover, the scores of the participants had a mean difference of -9.10 with a p-value of 0.00, stating that there is very significant difference in the pupils' learning performance before and after the intervention.

Before the intervention, it is evident that the mean score of the pupils was just 2.80 out of 15 items with a standard deviation of 1.6. After the intervention, the mean score of the pupils significantly increased to 11.90 with a standard deviation of 1.5. This implies that indeed the counting stars had a great impact in improving the scores of the pupils in the addition and subtraction of numbers. Thus, the intervention has a great impact on the learning performance of the respondents. Also, it was found out that the intervention was helpful in adding and subtracting numbers for the respondents. They tend to be motivated and interested in answering because they used Counting Stars as intervention. In conclusion, the study addressed the issue on difficulty in adding and subtracting numbers by the respondents.

As a recommendation, the researcher suggests that this intervention can be enhanced for other grade levels who have the same problems. Also, this study can also be conducted to a larger population with varying difficulty in activities.

Keywords: Level of Performance, Difficulty in Adding and Subtracting, Counting Stars as intervention



"TEACHING- LEARNING ENVIRONMENT FOR SCIENCE IN MAGUINDANAO II SECONDARY SCHOOLS"



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MOST BARMM
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The study examined the relationship Of Teaching -Learning environment and students' performance of both private and public secondary schools of Maguindanao II Division for the school year 2018 - 2019. Descriptive statistics such as means, standard deviation, t-value and t-probability were used in the study. The respondents were 44teachers teaching science subjects and 240 students from Grade 7-10 using their Grades in first and second quarter Grading period. The mean of the grades of students both in the private and public secondary schools were satisfactory for the first and second quarter grading.

The competence of Teachers in teaching science for private and public schools is "fair level of competence". In the community support by parents and I-GUS both private and public school is of fair support. The administration of the private schools more supports to the improvement of science instruction than those of the public schools. The teachers had same belief teachers' competence in teaching. There is high positive correlation between quality leaning environment and students' performance.



THE STUDENTS' ABILITY LEVEL AND CHALLENGES IN WRITING PARAGRAPHS AT SULTAN KUDARAT ISLAMIC ACADEMY



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Sultan Kudarat II
Division of Maguindanao II

This study aimed to determine the grade 11 students' writing ability and their challenges in writing paragraphs at Sultan Kudarat Islamic Academy during this school year 2019-2020.

Specifically, it sought to reveal the students' ability level in writing the following types of paragraphs; descriptive, narrative, persuasive, and expository and the challenges encountered by the students in writing the different types of paragraphs. It also sought to know the coping strategies to overcome the different challenges. To find the answers to these questions, both the quantitative and the qualitative methods of research was used. The study utilized the grade 11 students' writing ability and their challenges in writing paragraphs at Sultan Kudarat Islamic Academy during this school year 2019-2020. The writing test and the focus group discussion were generated as part of data gathering. The students' ability level in writing paragraphs was described as proficient while the focus group discussion tells that there are still needs to develop which among the writing skills of the participants anchored on the responses of the participants.

Therefore, it is concluded that the students' ability level and challenges in writing paragraphs need more trainings

and development to improve their writing abilities and skills.

Keywords:
Sultan Kudarat Islamic Academy, students' ability level in writing, challenges in writing paragraphs



TEACHERS' EXPERIENCES ON VIDEO LECTURE AS A MODE OF INSTRUCTIONAL DELIVERY IN COTABATO CITY DIVISION



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Video create a more engaging sensory experience than using print materials alone. Learners actually get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions. As to the teacher, video let them establish authority and a more personal feel to their lesson. They will be far more likely to connect on an emotional level with audience, it is also important to consider the personal insights or views of teachers using the video lecture in elementary level. This study focused on realizing the particular experiences of the teachers as they use video lecture during their instructional delivery. The study attempted to understand the various sentiments of them as they share their personal experiences. Along also with this are their coping mechanisms in meeting various challenges encountered by them.

This research study used a qualitative research design to investigate the various issues mentioned earlier. From its nature, the researcher used an interview guide questioner to answer research questions presented in the study. Specifically, the research was conducted in the Schools Division of Cotabato City. Seven elementary teachers served as the main participants of the study. Each of them was



interviewed personally. Thematic analysis was used to analyse their answer to each relevant question. Coding system was first to use in order to fully transcribed each participants' statement that led to creation of various themes.

Based on the findings, although most of the teachers enjoyed and appreciated the video lecture system, it was also found out that teachers encountered various problems in dealing with it. It is highly recommended that the school may provide an aid to assist teachers' professional development in instructional delivery of video lecture. Almost all respondent demanded the need for acquiring more knowledge in using video lecture to enhance their skills.

Moreover, training and the availability of materials/devices was an issue of the teachers. All respondents felt the need for sufficient training and devices to successfully teach video lecture. Without sufficient training and materials, it is unlikely that most teacher member would attempt to teach video lecture or see the value of this approach. Thus, a program of initial and continuous training is essential to address both the misconceptions about video lecture and to provide the skills necessary for successful video lesson and delivery.

Keywords:

Video lecture, Teacher Experiences, Challenges, Sentiments, Instructional Delivery, Cognitive Theory of Multimedia Learning, Coping Mechanism, Professional Development, Training, Devices



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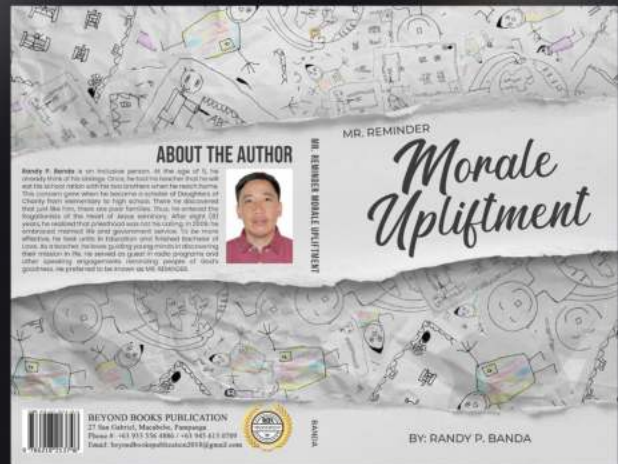
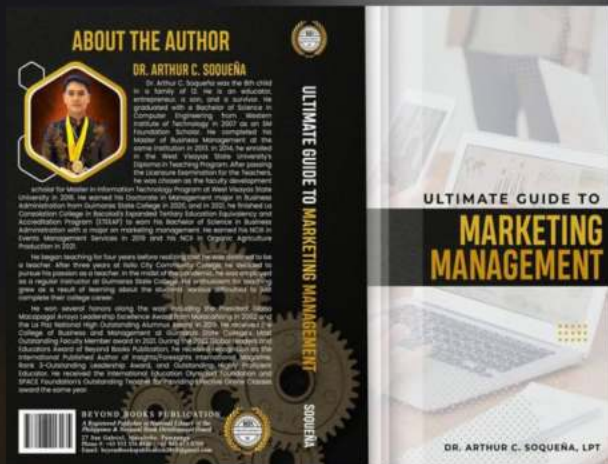
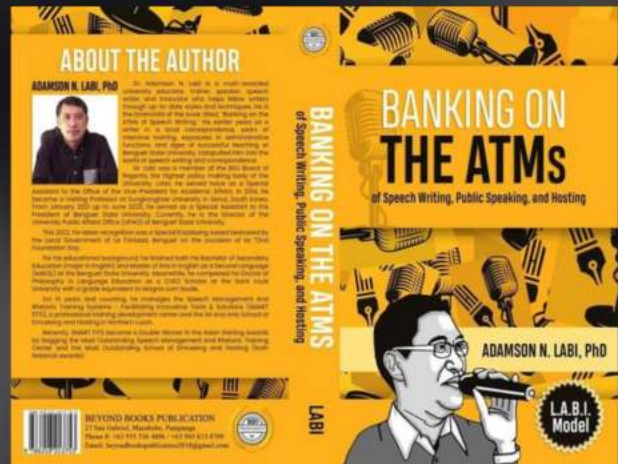
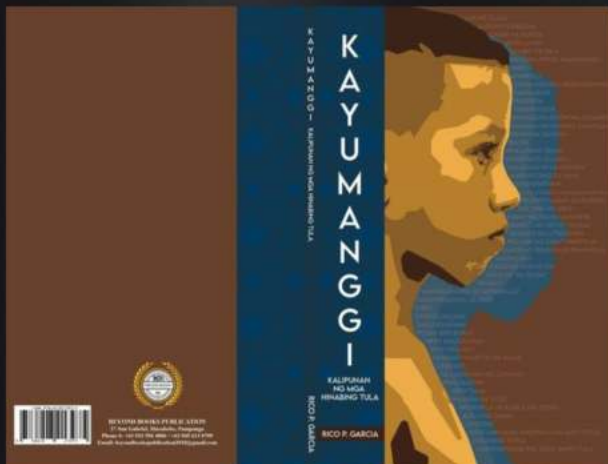
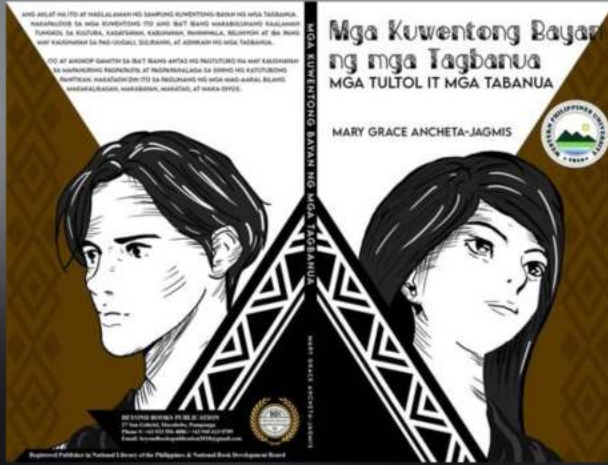
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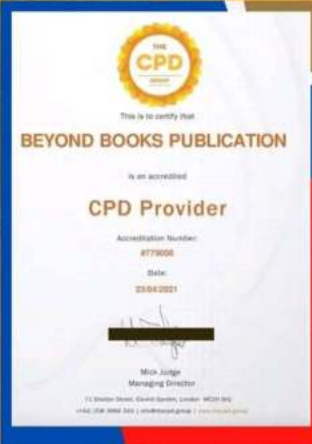
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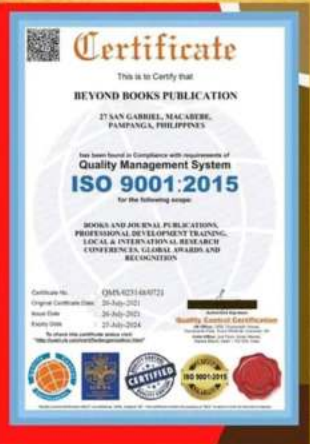
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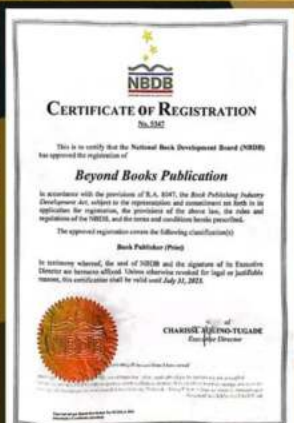
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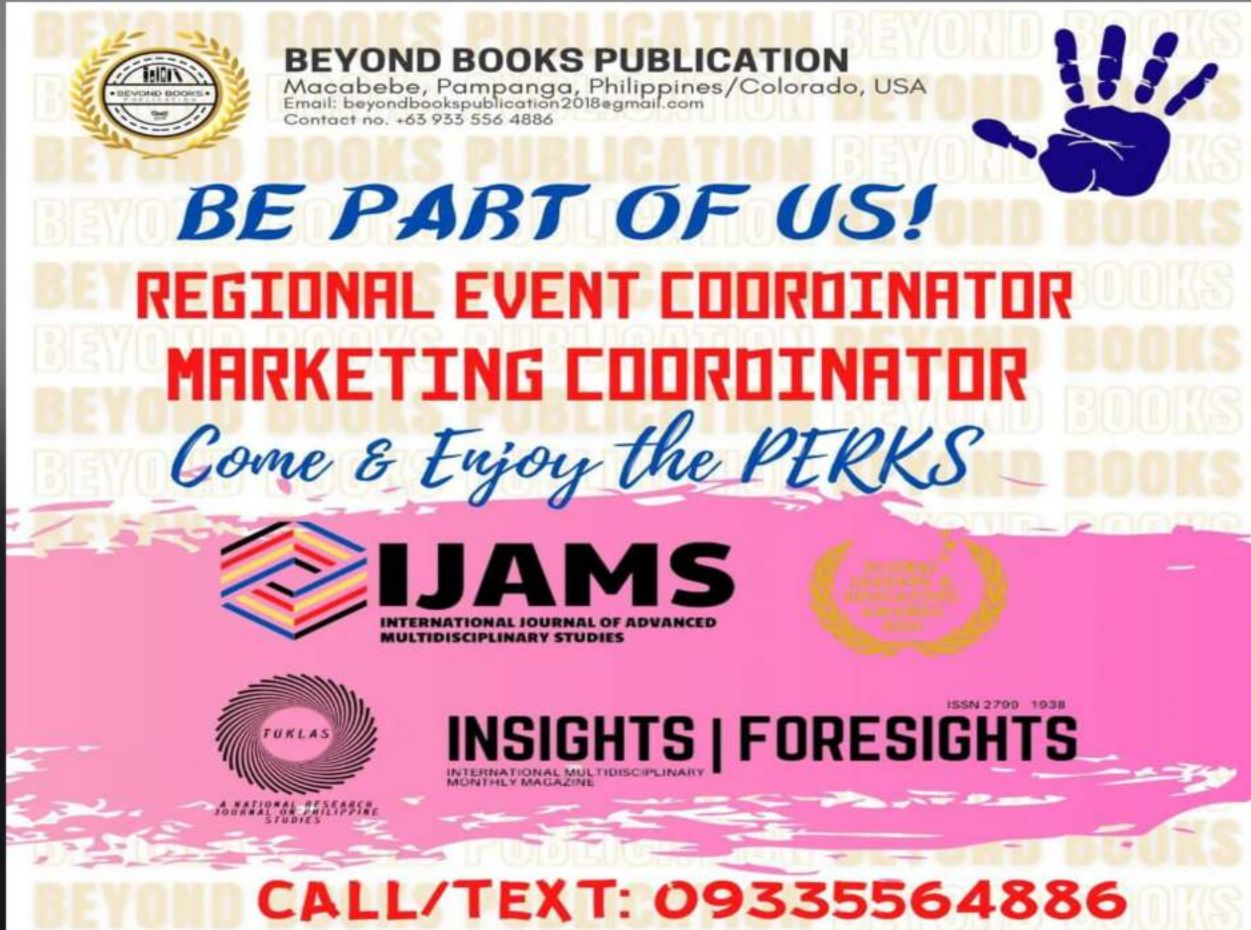


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Again, thank you very much and more power.

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Macabebe, Pampanga, Philippines/Colorado, USA
Email: beyondbookspublication2018@gmail.com
09335564886 2799-1938

INSIGHT'S|FORESIGHTS

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