

INSIGHTS | FORESIGHTS

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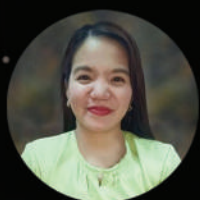
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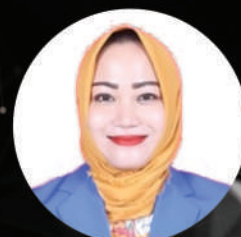
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INSIGHTS|FORESIGHTS

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Bolstering Students Performance through Differentiated Instruction

Ensuring quality and responsive education is the main goal of the academe, both in the basic and higher education institutions. The Global pandemic however added to the challenge not only to teacher and school leaders but to the whole educational stakeholders. As we transition to the face-to-face modality, there is a need to reassess paradigms and strategies to ensure continuum in the academe while adapting to the advancement of society both locally and globally.

In this note, we see the recurring importance of adopting differentiated instruction in school, both on-site and hybrid modality. Carol Ann Tomlinson, an education expert of DI from University of Virginia describes differentiated instruction as "factoring students' individual learning styles and levels of readiness first before designing a lesson plan." Moreover, DI the process of tailoring lessons to meet each student's individual interests, needs, and strengths. This requires instructional clarity and defined rules for learning in order to provide students their choice and flexibility on how they learn.

Alicia Ivory, an Editor in Shaped and copywriter from Houghton Mifflin Harcourt (HMH) identified four importance of Differentiated Instruction. According to her, DI improves outcomes, increases engagement, promotes inclusivity and informs teachers. As cited from Tony Dela Rosa, Differentiated Instruction, as a student-centered strategy that provides challenging experience to students, propels students engagement because "it meets them at their

zone of proximal development (ZPD). Once you teach within someone's ZPD, you have a stronger level of engagement, and therefore, more learning happens." He added that working with people they trust make them more engaged and develop stronger relationship in the group. In a classroom where students culture and background are respected, they have a better chance of success. Furthermore, teachers utilizing DI will also find different entry points on discussing the topics from the data of students perspectives and profile.



Ivory shared Dela Rosa's Tips for Differentiated Instruction that can be adapted to several areas/subjects:

1. **Learning Stations:** To decenter the teacher, you can frontload the instructions for each station and ensure the directions and materials are reposted at the station.

2. **Task Cards:** Using Task cards, students can play several roles: A) the scribe, B) the question reader and synthesizer, C) the researcher, and D) the presenter. Students can take turns until all task are perform by each student.

3. **Reflection through Journal/Voice/Video Recording:** Allow students to express and reflect their learning using these strategies.

4. **Clay or Modeling Compound:** Students can use this during assignment and presentation. This will challenge students creativity and artistic skills. Different group can be ask to express their appreciation of their classmates output.

5. **Student Teacher:** Students can be given a chance to act as teachers . It will help students see themselves as the leader, practices eustress (good stress) and sharpens confidence, and build their public communication skills. By doing this, student learn to express concepts in their perspective and allow their classmates to see other channel of understanding concepts through their peers.

Tolimson proposes Four Ways to Differentiate Instruction

1. **Content :** Considering students' different mastery of the standards of learning, DI can by applied utilizing Blooms Taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating). Students who are not so familiar with the lesson can be given activities/task completing lower level such as remembering and understanding while the rest can be asked to focus on high-level of mastery such as application, analysis and creating.

Tolimson provided the following examples:

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.

- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.

2. **Process :** Students can help differently: visual, auditory, kinesthetic or by words. Some students can learn through their peers/group or by themselves. Teachers will provide support as need.

Sample Activities:

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

3. **Product :** Allow students to present their output (tests, projects, reports, etc.) based on their learning style that demonstrate their mastery.

Sample Activities:

- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.

4. **Learning environment :** The classroom structure should be properly arrange to support both individual and group activities that will facilitate engaged learning. Teachers are expected to apply effective strategies using these physical learning spaces to optimize learning.

Sample Activities:

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.

Source:

Ivory, Alicia (May 2022), Why Is Differentiated Instruction Important in the Classroom?

Retrieved:<https://www.hmhco.com/blog/why-is-differentiated-instruction-important>

Wesely, Cathy . (April 2021) What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom, retrieved:

<https://resilienteducator.com/classroom-resources/examples-of-differentiatedinstruction/>

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<https://www.learninga-z.com/site/company/what-we-do/differentiated-instruction>

COVER STORY

LEADING A GOVERNMENT BASIC EDUCATION SCHOOL: SYSTEMS AND STRATEGIES

GINA G. UY

Principal II
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General Santos City

Leading is also coupled with a lot of challenges. School heads need to consider a lot of things. From teachers, parents, down to students, and other responsibilities that they have to accomplish in a day. They have to see to it that the school is in good hands. It's a clear manifestation that school heads are ready to conquer the impossibilities. No doubt that they could fulfill their duties and responsibilities with a higher degree of excellence.

More importantly, the school heads can multitask. It means that they can be a leader, a teacher, a motivator, a planner, and a lot more. Their duties are not only confined to the aspects of leading. Sometimes in the absence of the teacher, they have to take responsibility. Also, they tried to see to it that the overall operation of the school is smooth. Thus, this mirrors that school operations are on the right path.

Though the schools always have problems, it is indeed easy for the school head to respond to them especially when teachers are on his side. He is not afraid to implement the programs because he knows that these can be done. School heads know how to deal with every teacher so that they could have their total support. Divisiveness has no room in their organization. Everyone works in accordance with their assigned tasks.

Furthermore, in the post-COVID era, school heads are facing problems. One of which is the implementation of the new guidelines in making sure that all learners are safe. It is within this context that they find ways to follow the orders of the Department of Education. As school heads, they tapped the Local Government Units and



other stakeholders in helping them in the opening of the school year. Without the support coming from the stakeholders, the school operations would be in vain.

Correspondingly, basic education in the Philippines is always marred with challenges. Lack of classrooms, and chairs, are some of the few to be given utmost attention and consideration by the government, especially by the Department of Education. Generally, school heads and teachers have to walk hand in hand for the continuity of the delivery of quality basic education. These challenges may just be part and parcel of our educational system. But at the end of the day, school heads and teachers alike are able to empower the learners and allowing to savor the fruits of their sacrifices.

Some of the aforesaid problems were already existing since the pandemic. It is the very reason why the Philippines is always at the bottom. The PISA results showed that students from the secondary level failed to comprehend the texts. This is also true with their performance in Mathematics. Our country is already left by our neighboring countries in Southeast Asia. We had been a progressive country.

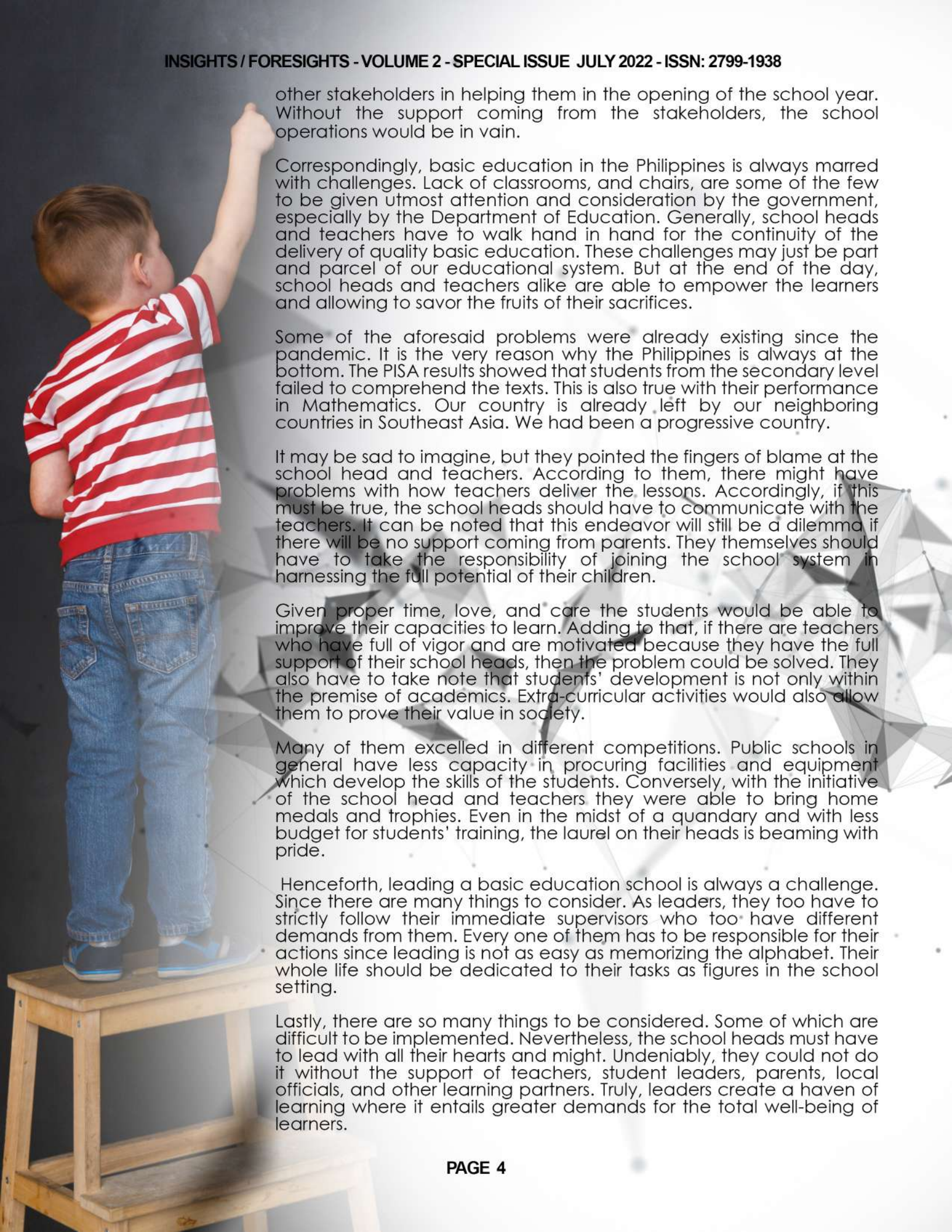
It may be sad to imagine, but they pointed the fingers of blame at the school head and teachers. According to them, there might have problems with how teachers deliver the lessons. Accordingly, if this must be true, the school heads should have to communicate with the teachers. It can be noted that this endeavor will still be a dilemma if there will be no support coming from parents. They themselves should have to take the responsibility of joining the school system in harnessing the full potential of their children.

Given proper time, love, and care the students would be able to improve their capacities to learn. Adding to that, if there are teachers who have full of vigor and are motivated because they have the full support of their school heads, then the problem could be solved. They also have to take note that students' development is not only within the premise of academics. Extra-curricular activities would also allow them to prove their value in society.

Many of them excelled in different competitions. Public schools in general have less capacity in procuring facilities and equipment which develop the skills of the students. Conversely, with the initiative of the school head and teachers they were able to bring home medals and trophies. Even in the midst of a quandary and with less budget for students' training, the laurel on their heads is beaming with pride.

Henceforth, leading a basic education school is always a challenge. Since there are many things to consider. As leaders, they too have to strictly follow their immediate supervisors who too have different demands from them. Every one of them has to be responsible for their actions since leading is not as easy as memorizing the alphabet. Their whole life should be dedicated to their tasks as figures in the school setting.

Lastly, there are so many things to be considered. Some of which are difficult to be implemented. Nevertheless, the school heads must have to lead with all their hearts and might. Undeniably, they could not do it without the support of teachers, student leaders, parents, local officials, and other learning partners. Truly, leaders create a haven of learning where it entails greater demands for the total well-being of learners.





STRATEGIC
INTERVENTION
MATERIALS

**STRATEGIC
INTERVENTION
MATERIALS**



SIMPLE PHENOMENA OF MAGNETISM SCIENCE 10 SIM

ROVELAINE SAGUN ANDALLON
Teacher III
NICAAN HIGH SCHOOL
SDO COTABATO

TITLE CARD

Topic/Subject Matter:
SOME BASIC PRINCIPLES OF MAGNET

Competency:
Demonstrate the generation of electricity by movement of a magnet through a coil. (S10FE-III-53)

Objectives:
Explore some basic principles of magnetism through simple experiments:
1. identify magnetic and non-magnetic materials;
2. identify the forces (attraction/repulsion); between, two magnets; and
3. make an artificial magnet.

GUIDE CARD

Background

Science is our understanding of how the world works—and generally the world works fine whether we understand it or not. Take magnetism, for example. Magnetism is a class of physical phenomena that are mediated by magnetic fields. The most familiar example of magnetism is a bar magnet. Playing with magnets is one of the first bits of science most children discover. That's because magnets are easy to use, safe, and fun. They're also quite surprising. Remember when you first discovered that two magnets could snap together and stick like glue? Remember the force when you held two magnets close and felt them either pull toward one another or push away? One of the most amazing things

of the most amazing things about magnets is the way they can attract other magnets (or other magnetic materials) "at a distance," invisibly, through what we call a magnetic field. In this SIM, you will explore and experience the phenomena of magnetism. To understand electromagnetic induction and its applications especially on electric motors and generators, the next set of activities will help you revisit concepts about magnets and forces associated with it and checking polarities.

ACTIVITY CARD 1

Stuck on It!

Task: Identify magnetic and non-magnetic materials.

Procedures:

1. Use your magnet to identify objects around you that is attracted or not to it. Do this in 5 minutes.
2. List those items that get stuck to it on the left column of the table below.
3. Write the other items that do not stick to the magnet on the right column of the table below.

OBJECTS THAT GET ATTRACTED TO MAGNET	OBJECTS THAT DO NOT GET ATTRACTED TO MAGNET

Questions:

1. What is/are common among the things that are attracted to the magnet?

2. What is/are common among the things that are not attracted to the magnet?
3. Why do you think are some objects are attracted to the magnet while others are not?

ACTIVITY CARD 2

Rules of Magnets

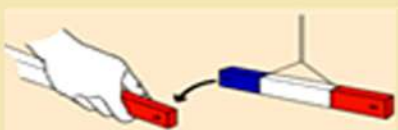
Task:

Identify the forces (attraction/repulsion) between two magnets.

Materials: 2 bar magnets, and string

Procedures:

1. Suspend one bar magnet (as shown in figure below) at its geometrical center by a string.



2. Get the other bar magnet then bring it near to the suspended magnet following the order below:

- a Bring the N pole of the magnet to the S pole of the suspended magnet.
- b Bring the S pole of the magnet to the S pole of the suspended magnet.
- c. Bring the S pole of the magnet to the N pole of the suspended magnet.
- d. Bring the N pole of the magnet to the N pole of the suspended magnet.

Questions:

1. What happens to the suspended magnet when:
 - a. the S pole of the other magnet is brought near its N pole?
 - b. the N pole of the other magnet is brought near its N pole?
 - c. the N pole of the other magnet is brought near its S pole?
 - d. the S pole of the other magnet is brought near its S pole?

ASSESSMENT CARD

Direction: Choose the letter of the best answer.

1. Which of the following materials can be attracted to magnet?
 - a. wood b. slipper c. nail d. paper
2. The N pole of a permanent bar magnet freely suspended on a thread at its geometrical center points towards the
 - a. geographic North c. geographic South
 - b. magnetic North d. magnetic South
3. If the poles of two magnets repel each other
 - a. both poles must be S poles.
 - b. both poles must be N poles.
 - c. one pole is an S and the other is an N.
 - d. both a and b.
4. Magnetizing a piece of iron is a process by which
 - a. magnetic atoms added to the iron.
 - b. magnetic lines of force are brought into line.
 - c. existing atomic magnets are brought into line.
 - d. each atom in the iron is converted into a magnet.

ENRICHMENT CARD

Induce Magnetism

Task:

Make an artificial magnet.

Materials:

big iron nail, magnet, pins, clips and small nails.

Procedures:

1. Gather all the needed materials.
2. As shown in the figure below, stroke several times the end of big iron nail with the magnet. (Do it in one direction only)



3. Place the big iron nail near pieces of paper clips, pins and small nails. Observe what happens.

Question:

1. From the activity, explain your observations.



PO
EMS

POEMS

GEN Z STUDENTS (SONNET)



MARY JOY L. MASINCAP

Master Teacher II
Romana C. Acharon Central Elementary School
General Santos City

They learned to despise the sound of their phone,
The Skies turn gray as they picked their module.
Online classes are of a boring tone,
How lovely would it be to change this rule!

Days of bliss is something they long to see,
Missing the lines at the cafeteria,
And the chitchats with friends just like a bee,
Singing songs like "Black pink in your area".

They might have missed an experience or two,
But don't under estimate their power.
They really are unique breed its true,
They're great in tech! Look it up on twitter
I'm excited for this generation,
I hope they're the hope of the nation

ARAY



CYNTHIA E. LAURIE

Master Teacher II
Romana C. Acharon Central Elementary School
General Santos City

Hindi masasabi sa salita ang hirap na nararanasan,
Ng buong mundo sa pagharap sa pandemya sa kasalukuyan.
Hindi mawari ang pagod na nadarama ng lahat,
Ngunit wala silang magawa, kundi bumanat lang nang bumanat.

Sila ang mga frontliner, ang makabagong bayani,
Na dinidinig ang hirap, ang sakit at ang hikbi,
Ng buong mundong pilit na nilalabanan ang nakakamamatay na sakit.
Napapagod man, lalaban pa rin pagkatapos ng konting pikit.

Sila ang mga frontliner, ang nagsisilbing tulay sa lunas,
Na sana'y makuha at makamit na ng lahat bukas.
Kasabay ng dasal, kasabay ng Panginoon,
Ang buong mundo, bukas ay babangon.

Kami'y saludo sa mga driver, nars at mga doktor,
Wag nating kaligtaan ang mga minamahal na janitor.
Kanilang taglay na lakas ng loob ay walang kapantay,
Mapapagod man, magugutom man, kailama'y hindi aaray.

SHORT STORIES

A close-up photograph of a vintage red and white typewriter. A sheet of white paper is inserted into the carriage. A person's hand is visible on the left, typing on the white keyboard. The background is softly blurred, showing a desk and a window with light coming through.

SHORT
STORIES

KAMBAL



ROSSANA JOY B. PRIOR, Ph.D
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Lagao 2nd Elementary School
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Sa isang bayan, may nakatirang isang malaking pamilya. Ang mag-asawang sina mang mokong at aling ninit ay may pitong anak, ang bunso ay kambal. Sila ay sina mahal at ganda. Si mahal ay matalino ngunit umahiyaan. Samantalang si ganda ay may kagandahan ngunit madaldal.

Lumaki ang kambal sa mahirap na pamumuhay. Pinalaki ng mag-asawa ang kanilang anak sa maayos na pamamaraan nag pakahirap silang mag-asawa sa pagluluto ng bukayo. Maaga pang, naghahanap na ng mga niyog upang may maluluto na may maibenta sa merkado.

Sa araw araw ay mayroon silang benta at bagong puhunan sa kanilang negosyo. Kaya ang ibang kapatid nila ay nag-aaral sa elementarya. Ngunit naging pabaya sa pag-aaral at palaging lumiliban sa klase, nagbabarkada, at minsan naghahanap ng away. Palaging hinahanap at pinatatawag ng punong guro.

Nang ang kambal ay nasa anim na taong gulang, nakitaan nang hilig sa pagsayaw at pag kanta. Naging bibong bibo, kaya pinaaral nan g magulang nila. Halatang halata sa kanila ang kabaitan, aktibo sa pag-aaral at kasipagan lalong nagsumikap ang mag-asawa dahil ang kambal ang nagging inspirasyon.

Mula elementarya hangang sekundarya ay palaging nasa listahan ng mga may karangalan. hindi sila nagpabaya hanggang dumating ang araw ng kanilang pagtatapos. Nasa ikalawang karangalan. Si mahal,



samantalang nasa ikalimang karangalan naman si ganda. Tuwang-tuwa ang kanilang mga magulang sa kanilang pagsusumikap. Pinagmalaki nila ang kanilang magulang dahil sa mga pangaral at pagsisikap upang makapag. Aral ng maayos.

Hinahangaan sila ng kanilang mga kapatid. Dahil sila na kambal palang ang nakapagtapos ng sekundarya. Nangangako rin ang mga kapatid na magbigay sila ng suporta sa kambal. Habang tinatahak ang kolehiyo. Dahin sa matalino silang dalawa, maraming kamag-anak ang magbibigay ng tulong pinansyal hanggang makatapos.

Hinahangad pa rin ng magulang ng kambal na makatapos upang may maitulong na sa kanilang kahirapan. Kaya naisip nina mahal at ganda ang importansiya ng edukasyon. Hindi hadlang ang kahirapan sa pag-aaral. Tatahakin nila ang kolehiyo ng sabay at nakapagtapos na may karangalan.

Gintong Aral: Maging mabuting mag-aaral. Hindi hadlang ang kahirapan sa batang gustong matutu at nakapagtapos.

KAY NGÀ SLARANG



DEVIE ROSE M. SIM
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Romana C. Acharon
Central Elementary School
General Santos City

Di mawag banwe nun lwe slarang fanak di lam ilib. "Nang ge magu Tò, du funa gu lamwà, mngabal agu kakaan to. Nang ge lamwà du keng nun sasè glumfakam di lwà," flau yê slarang di kenen.

"Kan kè, Yê? Kan ku làam du gal falwà?" salek ngà slarang.

"Ta man ta ge ngà bayà ge ge lamwà, du keng nun sasè glumfakam di lwà. Flinge di do, du nun fati déé di lwà," man yêan. Na ta mbal yêan du mngabal kakaan la.

Mdà yê slarang, gtagak i ngàan. Too mgalam kafaldam ngà slarang di man yêan di kenen. "Kan kè ku too klen yê agu lamwà? Dét kè i nun di lwà?" salek ngà slarang di kton. Laman faldam ta manan, "Tilew gu kun damwèng di lwà, ku dét duen yê kamlen do lamwà." Kanto lamwà i ngà slarang smanil, teenan ditù tay bong kdatal too ti lamwah du di lam ilib too ti kmifun. "Taman kari too la mayè yê ku lamwà agu du tay bong kafye kari dini di lwà. Bong tahà dalan mata mite. Too ti fye sa kari dini. Funa gu fles lamwà," lê man ngà slarang di kton.

Na too ti fles lamwà ngà slarang. Dee teenan mlunu bnas. "Ani too ti fye knaan ani sa. Tay yê gu toon agu ti gal klen. Tukay kari nawan do, du là neben agu lamwà," man ngà slarang. Fles magu kenen, too dee teenan dad fye neye di glibut na ta tahà dalanan. Ta là teenan dalanan samfulê. Toon fanngabab dalanan mule. "Nè gumdà



gu tù gine?" 2salekan di kton. Di lam slarang mngabal dalanan samfulê ta nun dad to kel. Dad to mlok nun ayem la na mbà kiten ku slarang. Dluh ayen i ngà slarang. Na fabaltik kamgis milah i ngà slarang ta là site le yêan, ta la garè yêan i gaslokan. Na ta gafit dad ayem ngà slarang, na gakét kenen. Fnge ta kel dad to mfun ayem na ta fnati la kenen. Ta tnatê la i ngà slarang.

Ta mule yê slarang di lam ilib na fanngabalan i ngàan. Là teenan dun. Lê uman lamwà kenen, di ktoon kafngabal di ngàan kel ditù dad to mlok. Teenan ta tmatê ale. Teenan laweh ngàan ta falnak la. Kiten dun fabaltik milah. Manan di fandaman, "Ku lo mimen sen i ngà gu di do là matin. Kamdo ngà gu sa di ktagak gu dun maling mati."

SI ROSAL AT SI SAMPAGUITA



JENNIFER B. LEYSA
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Tampakán SPED Center
South Cotabato

Sa isang malakas na hardin, ay may magkaibigang si Rosal ay isang kaakit akít na bulaklak at si Sampaguita ay ang pinakamabango sa lahat ng mga bulaklak sa hardin silang dalawa ay matagal nang magkaibigan maraming mga insekto ang palaging nanliligaw sa kanila.

Isang araw, habang natutulog pa si Sampaguita may nanliligaw na kay Rosal. Nauna si Paruparo, dumapo ito sa mga mapuputing bulaklak. Sumunod si Bubuyog, at sinundan naman ni Langgam. Masayang masaya si Rosal sa mga manliligaw niya.

Nang dumilat si Sampaguita, ay nabigla sa kanyang nasaksihan. Sumama ang kanyang loob, biglang may naisip ito. Naligo siya at nagpaganda. Nagpabango si Sampaguita upang maakit at lumipat sa kanya, ang mga nanliligaw kay Rosal.

Hindi nagkamali si Sampaguita sa kanyang plano. Lumipat si paruparo. Naiwan sina Langgam at Bubuyog. Nahahalina si Paruparo sa mga bulaklak na mababango. Hinayaan na lamang ito ni Rosal. Dahil alam nitong marami pang manliligaw na darating.

Lumipas ang ilang araw, may isang tao na may masamang plano. Dali-daling lumapit sa mga halaman. Una niyang nilapitan si Rosal. Gusto ng tao na pitasin ang bulaklak na puti. Dahil sa takot ni Rosal, humingi siya ng tulong. Narinig ni Langgam ang nagsisigaw na si Rosal.



Humingi ng tulong si Langgam sa kanyang mga kasamahan. Dali daling nagsiakyatán sa mga sanga ni Rosal. Lahat ng mga sanga ay kanilang pinuntahan, bilang guwardiya ni Rosal. Ngunit hindi napansin ng tao ang mga nagtatagong langgam.

Lumapit ang tao, akmang pipitasin ang mga bulaklak, nagluksuhan ang mga langgam sa dalawang braso ng tao. Kanya kanya sila ng paraan sa pagkagat. Nang sumigaw ang tao, ay biglang narinig ni Bubuyog. Lumipad ng mabilis si Bubuyog at nilapitan ang tao, upang takutin at maitaboy sa malayo.

Nagpasalamat si Rosal sa kanyang mga manliligaw. Sa tulong nila, naitaboy ang tao at takot na takot kay bubuyog. Nang makita ni Rosal ang tao na papunta kay Sampaguita, nahintakutan ito. Naawa siya kay Sampaguita. Nakisuyo si Rosal sa mga manliligaw niya na tulungan ang

kaibigan. Dalidaling bumaba ang mga langgam at pinuntahan nila si Sampaguita.

Papalapit na sana ang tao para mamitas ng mga mababangong bulaklak ni Sampaguita, ay may narinig silang sigaw mula sa tao. Nakita ng namimitas ang mga uod na gumagapang sa mga dahon nito. Tumawa na lamang si Sampaguita.

Dahil sa hindi madamot si Rosal kay Sampaguita, pareho silang hindi napahamak. Nalaman ni Rosal na si Paruparo ay hidi lamang lumilipad kundi macari na rin silang maging uod na kinatatakutan ng ibang tao.

Simula noon, lalong sumigla ang kanilang pagkakaibigan. Lalo na rin dumami ang kanilang manliligaw. Nahihirapan na rin ang ibang tao na makalapit at mamitas ng mga bulaklak dahil alam ng tao na maraming mga Langgam at Bubuyog sa halamang si Rosal at maging kay Sampaguita na marami na ring mga uod sa mga dahon.

Naging masaya ang kanilang pagsasama. Maraming tao ang humahanga sa kanilang dalawa dahil pareho silang mapuputi at mabango naman si Sampaguita.

GINTONG ARAL;

Huwag sisirain ang pagkakaibigan, nang dahil lang sa maling ugali. Dapat maging totoo sa isat isa.



SI ITIM AT SI PUTI



RITCHIE SALAMANTE PEROY
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Pedro Acharon Sr. Central
Elementary School
General Santos City

Sa isang matahimik na pook, ay may nakatira na isang pamilya. Ang ama na si Mang Kiko at ang inang si Aling Susan, ay masayang namumuhay. Nagkaroon sila ng kambal na supling. Si Itim na isang lalaki at si Puti na isang babae. Si Itim ay mabilog ang pangangatawan. Nakakabighani ang mga mapupungay niyang mga mata. Samantalang si Puti naman ay matangkad, at kaakit-akit ang kanyang mapupulang labi. Kahit magkaiba ang kanilang kulay, ay hindi sila nagbabangayan at mahal na mahal nila ang isa't isa.

Isang araw sa eskwelahan, habang sila'y naglalakad patungo sa kantina, marami ang mga mag-aaral ang nakatuon ang paningin sa kanila. Titig na titig sa kanila ang mga ito. Magkahalong tawa at kilig ang naramdaman nila dito. Pinagtatawanan si Itim sa kanyang kulay habang kinikilig naman ang karamihan ng mga lalaki na nakatitig kay Puti.

Nasa ika-limang baitang na ang kambal. Matalino si Puti, at mahilig sa Damath si Itim. Palaging nangunguna si Puti sa klase habang si Itim naman ay hindi pa natatalo sa larong Damath.

Araw ng kanilang paligsahan sa larong Damath, maagang dumating sa eskwelahan si Itim. Ngunit si Puti ay hindi makakapunta sa paligsahan, dahil sa may sakit ito. Hindi maipinta ang mukha ni Itim sa kanyang nalaman na may sakit ang kanyang kambal.



May iniabot na liham ang ama ni Itim. Galing pala iyon kay Puti na humihingi ng paumanhin kay Itim. May inihabilin pala si Puti para kay Itim na dapat manalo si Itim sa paligsahan, kahit wala ang kambal nito. Isang matamis na ngiti ang naging sagot sa habilin ng kanyang kambal.

Habang nasa kalagitnaan na ng paligsahan, biglang dinaya ng kalaban si Itim, at hindi iyon napuna ng nagbabantay sa kanila. Binalewala na lamang ni Itim ang nangyari. Nang dahil sa mga pandaraya ng kalaban, hindi siya nagpadala. Mas lalong ginalingan at naging kalmado si Itim.

Kahit anong pandaraya ang kanilang gawin, ay hindi natatalo si Itim sa Damath dahil sa umaapaw nitong kagustuhan na matupad ang habilin ng kanyang pinakamamahal na si Puti. Kahit wala si Puti, siya ay di nadismaya. Sa halip, masayang binitbit ni Itim ang tropeyo na kanyang napanalunan pauwi ng bahay.

Nang dumating na si Ilim sa kanilang bahay, bigla siyang nalungkot dahil walang tao sa kanilang bakuran. Pagpasok niya, siya ay nagulat. Sinorpresa siya ng kanyang mga magulang, pati na rin ng kanyang kambal. Sobrang kagalakan ang naramdaman ni Ilim dahil sa nangyari kaya lubos siyang nagpapasalamat sa inihandang sorpresa. Kalaunan, nagkaroon sila ng handaan.

Nang si Puti na naman ang sumabak sa patimpalak ng mga matatalinong estudyante, si Ilim naman ang hindi nagpakita sa eskwelahan. Hindi maitago ni Puti ang kalungkutan. Ngunit kinaya niya ang lahat at nanalo si Puti sa paligsahan. Pag-akyat ni Puti sa entablado ay nasorpresa din siya sa kanyang nakita. Si Ilim ang siyang nagsabit ng medalya. Tuwang-tuwa silang dalawa at nagyakapan. Bumaba silang dalawa sa entablado at kinamayan sila ng mga guro.



Mula noon, nagbago ang pakikitungo ng mga mag-aaral sa kanila. Wala silang kaaway o mga pang-aasar na naririnig. Lumapit ang mga nagiging kaaway noon at humingi ng kapatawaran sa mga masamang ipina kita kay Ilim. Pinatawad na rin ni Puti ang mga nambabastos sa kanya noon.

Nagagalak sina Mang Kiko at Aling Susan sa ugali ng kambal. Hindi sila naghinayang sa mga turo at payo upang lumaki silang modelo ng mga bagong sibol.

Gintong Aral:

Sundin ang mga payo at aral ng mga magulang upang hindi mapariwara.



ANG BATANG SI RUBEN



CHARINA B. FACTORAN
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General Santos City

Sa isang mataong pamayanan, may isang pamilya na hinahangaan ng mga taong nakakakilala sa kanila. Ang mag-asawang sina Mang Kardo at Aling Lucing ay may negosyong karenderya. Biniyayaan sila ng isang batang makulit at mabait na anak.

Nang munti pang bata si Ruben nakikitaan na ng hilig sa pagkanta. Sa tuwing may pagtitipon ang kanilang mag-anak, siya ang palaging umaawit sa gitna ng kanilang programa. Hanggang sa lumaki at tumuntong sa pitong taong gulang, naging kabisado niya na ang pagkanta, at lalong pinahanga nito ang mga kaanak sa kagalingan sa pag-awit.

Tuwing Sabado at Linggo, si Ruben ay walang pasok sa paaralan. Tumutulong siya sa mga gawain sa kanilang karenderya. Ginagawa niya ang lahat ng mga turo ng kanyang mga magulang. Tulad ng paghuhugas ng pinggan, pagwawalis sa sahig, pag-aayos ng mga baso at pinggan sa lalagyan, at paglilinis sa mesang marumi.

Minsan, naging pilyo si Ruben kapag may gustong bilhin. Nagpapabili siya sa kanyang mga magulang ng mga mamahaling laruan, ngunit hindi lahat ng gusto niya ay kayang bilhin ng kanyang magulang. Dahil inuuna muna ang mga importanteng bagay at mga pagkain sa



pang-araw araw. Hindi naging madali kay Ruben ang mga desisyon ng magulang, kaya wala siyang magawa kundi umiyak na lang at magdadabog.

Pinagalitan ni Aling Lucing ang kanyang anak dahil sa asal na pinakita. Umiyak na lamang at pumanhik sa kanyang kwarto. Nilapitan ni Mang Kardo ang umiiyak na bata. Kinausap at pinayuhan upang mamulat sa ginawang di kaaya-ayang asal.

Kinabukasan maagang gumising si Ruben. Kumatok at pumasok sa silid ng mga magulang. Nahihiyang lumapit si Ruben sa nanay niya. Humingi siya ng kapatawaran at nangangakong di na uulitin ang ginawang kamalian. Niyakap ni Aling Lucing ang kanyang anak.

Araw ng Sabado, walang pasok si Ruben. Biglang may narinig si Ruben na kumalbog. Dali-daling bumaba si Ruben upang tignan ang nasa kusina.

Nakita niyang nakahiga si Aling Lucing sa sahig. Nawalan pala ng malay sa sobrang sama ng pakiramdam.. May sakit pala ang nanay niya. Tinawag niya ang kanyang tatay ngunit walang sumasagot. Umalis si Mang Kardo upang mamili ng karne, mga sahog at gulay.

Dumating si Mang Kardo sa bahay at maraming dalang pamilya. Nakita niyang malinis na ang kusina at nasa gilid si Ruben, inaayos ang mga silya't mesa. Nagsumbong si Ruben sa tatay niya na may sakit ang nanay kaya siya na lamang ang naglinis at nag ayos ng mga silya at mesa.

Nagpasalamat si Mang Kardo sa ipinakita ni Ruben. Naging responsable at lalong nagsumipag sa paglilinis ng bahay at karenderya. Laking tulong kay Ruben ang mga payo at ang mga itinuro nilang mag-asawa upang maging matino at maging mabait ang kanilang anak.

Gintong Aral:

Makinig sa mga payo ng mga magulang sapagkat walang magulang ang magtuturo ng kamalian sa kanilang mga anak na makakasira sa buhay o sa kinabukan ng kanilang mga anak.



“MAGANDANG BUHAY”



IHRYN T. JARANILLA
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General Santos City

Isang lalaki ang nakaratay sa sakit. Sa ospital kung saan siya namamalagi ay abalang-abala ang lahat para tulungan siyang makaligtas sa malubha niyang karamdaman. Makikitang marami ang mga medical na kagamitan ang nakakabit sa kanya para madugtungan ang kanyang buhay. Si Bert ay isang masayahing ama, inspirado sa buhay, mapagmahal na asawa at ama sa mga anak. Isang magaling at masipag na empleyado.

Dalawang araw nang inuubo at hirap huminga si Bert, kaya naisipan niyang magpatingin sa doktor, laking gulat lamang niya ng sinabi ng doktor na hindi na siya makakauwi dahil dinapuan siya ng Coronavirus (COVOD-19) isang sakit na nakakahawa at delikado. Bakit?... Paano?... Bakit ako?... mga katanungan sumagi sa isip niya na may paghihinagpis. Ilang linggo na ang nakaraan, lalo nang humina at hindi na niya maikilos ang buong katawan, hirap na hirap na rin siyang huminga. Sa kadahilanang iyon, ipinapasa Diyos na niya ang lahat.

Isang araw, nakiusap siyang alisin ang lahat ng kagamitang medical sa kanyang katawan at payagan na siyang mamatay sa kapayapaan. Ngunit tumanggi ang mga doktor. Binigyan siya ng mga ito ng pag-asang kalabanin ang kanyang kalagayan.



Doon napagtanto niya kung paano pinapahalagahan ng mga doktor ang kanyang buhay. Buhay na kanyang isusuko.

Kaya ko! Lalaban ako! mga katagang nasambit niya sa isip habang abalang abala ang mga doktor sa pagligtas sa nag-aagaw niyang buhay.

Makalipas ang ilang araw, nagising siyang nakita ang matamis na ngiti ng isa sa kanyang mga doktor, sabay sambit ng katagang “Magandang Buhay” ligtas kana, ilang araw nalang ay puwede ka nang umuwi.

Ngumiti si Ruben sa doktor tanda ng kanyang pasasalamat, sabay sambit ng mataimtim na pasasalamat sa Panginoon sa kanyang pangalawang buhay.

UNANG ADLAW SA KLASSE



JEONELYN M. ABASOLO
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General Santos City

Si Dante ay usa ka singko anyos na bata. Wala siya kasabot sa iyang gibati kay magsugod na pagkaugma ang ilang klase sa Kindegarten.

Alas otso palang sa gabii natulog na siya aron sayo makamata pagkaugma kay unang adlaw na sa iyang pag-eskwela.

Pag mata niya pagkabuntag, nakulbaan siya kay alas syete na siya nakamata. Nagdali-dali siya ug bangon, nisulod sa banyo ug naligo.

Pagkahuman ug ilis, nikaon dayon siya. Bisan pa nagadali, wala siya nakalimot ug ampo usa mukaon.

Wala usab siya nakalimot sa pagtoothbrush pagkahuman ug kaon kay mahadlok siya nga madaot ang iyang mga ngipon.

Nagsuot dayon siya ug sapatos og gikuha niya ang iyang bag og balon nga pagkaon og tubig aron muadto na sa eskwelahan.

Malipayon siyang nilakaw padulong sa eskelahan kauban ang iyang Mama Lina. Gihatod siya sa iyang Mama hangtod sa gawas sa ilang klasrum og nilakaw dayon ang iyang Mama pauli sa ilang balay.





FEATURES

CHALLENGES OF DIGITAL TECHNOLOGY IN PHILIPPINE EDUCATION



ROSALIE ONG PAJARILLO, ED.D

Principal II
Pedro Acharon Sr. Central Elementary School
General Santos City

Technology and communication barriers are the greatest obstacle to developing an efficient and productive pedagogical experience for students and instructors in the Philippines. Currently, there is still a wide digital divide in our education system. This digital divide refers to the lack of equality in access to digital technology among learners, teachers, and schools, such as the internet and digital tools for online education. The hybrid learning approach mandates that both teachers and students have access to the right digital tools and equipment for optimal online learning. While other nations have seen an exponential rise in the use of digital technology in higher education, developing nations like the Philippines continue to lag behind. Access to learning-specific gadgets and a steady internet connection pose a challenge for students whose parents were suffering financially, and instructors would have difficulty monitoring pupils' progress and documenting their learning. Particularly, the high cost of internet data, the sharing of devices with siblings or parents, and the lack of interaction during classes, as well as the failure of education assessment methods to accurately measure student progress and identify learning losses, have placed stress on the educational system in the country.

Furthermore, more than half of Filipino households do not have access to the Internet, and the country's fixed and mobile Internet penetration are lower than its Southeast Asian neighbors, according to the National Economic Development Authority and the World Bank's Philippines Digital Economy Report 2020. This discrepancy is thought to have a role in the unequal distribution of Internet-delivered services.

Moreover, Filipino teachers were interviewed for a study and they reported that they attempted to broadcast their lessons via Facebook Live; however, the lack of interaction resulted in inefficient workflows and students sending their teachers multiple direct messages, which in turn resulted in significant workload, stress, financial cost, and extended work hours for teachers.

These logistical difficulties, such as the availability of digital technology, internet access, and devices, provide a substantial impediment to the development of pedagogical digital competence among educators and learners. Furthermore, there are regions in the Philippines, especially in rural and remote areas, that lack access to electricity and the internet. Access and connection issues in the use of digital technology therefore significantly hinder instructors' ability to become adept at combining information technology with teaching and learning, resulting in low levels of digital literacy among

teachers and students alike and inadequate school readiness to implement various distance education strategies.

Despite the Philippines' reputation as "the world's social media capital," many individuals still lack access to the internet. Many students are falling behind in their studies as a consequence of the digital gap, as a result of the fact that too much learning occurs online or involves acquiring information technology skills, which many of them cannot access nor afford. During this pandemic, students may lack the technology required for online learning success. In a country of 108 million people, where only about a fifth of households have the internet and many people don't have mobile devices, the shift to online classrooms, self-learning modules, and television and radio programs has been very challenging. The digital divide prevents certain students from fully benefiting from their education and has substantial repercussions for developing nations and may deprive individuals with little or no access to these technologies of socioeconomic possibilities and opportunities. While smartphone adoption has increased across all socioeconomic groups, it is still no replacement for broadband internet access for things like working from home and attending online classes, making the digital divide a complex and multifaceted problem. Consequently, closing the digital gap is more crucial than ever.

SAILING TO SERVE



ERLYN R. GARAY
Principal II
Bula Central Elementary School
General Santos City

Each one of us has different experiences and challenges to get where we are now as school heads. I'm sure that most of us started from scratch and really struggled to become who we are today to bring smiles to the children and to the community.

For 21 years, I was a school teacher in a public school and it was the year 2014 when I was promoted to being a school head. Everyone might think that it was a smooth sail but I was assigned to a far-flung area with our beloved indigenous people. Honestly, I didn't know what to feel because I am always happy to serve but hearing that it would take an hour to travel and you have to ride a motorcycle or what we call "habal-habal" to reach the area safely, I was a little worried. However, people were so supportive and a lot wanted to help the community and enhance the school. We were even awarded as the cleanest school in South Fatima District. It was a humbling experience to be able to serve the community and to see the smiles of children who are eager to learn and experience different things. I even used to take some of them to the city once in a while so they would be immersed in how life is here. Four years after, I was transferred to Francisco Oringo Elementary School which is just within the city. Because of the projects and successful programs that we had, we were awarded 3rd place as the best implementer during the Brigada Eskwela for the regional level and the best implementer of the school feeding program at the division level. The support of parents and stakeholders didn't stop there. Whatever I have in mind, we materialize it and we really go beyond. Because of that, we were validated by the region and awarded SBM Level 3 Advanced level of Practice.

For the years that I served there, I was awarded the Most Outstanding Principal. Of course, as school heads, we don't just stay in one place. We have to change as many communities and serve as many people as we can. We have to cater to the different needs of the children and make sure that they will be provided with everything that they deserve. Just last year, I had to say goodbye to the school and move to another which is Bula Central Elementary School. When I was transferred, I didn't know what to feel. I was happy that I was able to accomplish a lot of things in my previous school but too worried about how I'm going to make a difference in the new one. When I stepped foot in it, I knew that it needed a 360-degree transformation. I have a lot of things in mind but during that time, I was not sure if I could pull it off or if I would get the same amount of support. But in just a year, the school fully transformed and was featured in our local news where they named it a "resort school" for how beautiful the environment is and how transformed the area is. For a short period of time, the school was validated by the region as SBM level 3 advanced. We were even benchmarked by almost 16 schools within our division and even those outside. Our school was awarded as the best implementer for Brigada Eskwela 2022 and we are currently preparing for the regional evaluation as the representative of our city. It was quite a long ride but it was worth it.

My take from my experience is that as long as there are people like us who really thrive on change and improvement, a lot will follow. Through our micro efforts as school heads, it will create a macro impact on the people in the community. Our role is not just to supervise but to transform the lives of the students by giving them a conducive and safe space where they can enjoy studying and learning.

BENEVOLENCE TO HABITAT COMMUNITY ELEMENTARY SCHOOL



LIBERTINE V. SALVADICO
Principal I
Habitat Community
Elementary School
General Santos City

"As we express our gratitude, we must never forget that the highest appreciation is not to utter words but to live by them" JOHN F. KENNEDY.

Habitat Community Elementary School is truly a home to school children, a place where they convene to mold their intellectual prowess, at the same time enjoy socio-emotional life. A classroom is like a home to them without which developing all essential skills is inimical.

Today, in its 20th year and 4 months of existence, it has acquired 27 available concrete classrooms. The number of pupils reached to 1 348 last September 2022, comprising of 37 sections with 40 teachers. With this population, following the teacher-pupil and classroom ratio, the school is in need of 9-10 classrooms.

As we prepare for the 5- day in-person classes this coming November 2, as mandated in DepEd Order No. 34 s. 2022, there were issues and concerns identified as the result of the situational analysis of the School Planning Team. One of which is the lack of classrooms that can greatly affect the delivery of quality classroom instructions to our learners. Consultative meetings were conducted with the parents, school planning team, PTA and SGC officials to address the aforesaid concerns. Immediate solutions were proposed, that made some adjustments as we re-visited our Annual Implementation Plan for this school year. Double Shifts of classes among the grade V and VI learners of which said to be the first recourse effected immediately a week after



the opening of SY 2022-2023 classes. Upon assessment, consensus has arrived to effectuate the second alternative which is the KD makeshift.



Thankful to the Philippine Medical Society of the Philippines, General Santos City Chapter, Coach Dolriech "Bo" Perasol, Grace Utana Hannah, friends, parents of the kiddie learners and other stakeholders who helped us to actualize the construction of the 2-makeshift classroom for KD learners. Said tenement is located near the entrance gate connecting the KD-AGAPP Building (Aklat, Gabay, Aruga tungo sa Pag-angat at Pag-asa (AGAPP) Foundation. It will be ready for occupancy this November 2,2022, pending finishing touches.

It is the school's desire for the safety and comfort of the entire community. Hence, HCES lived on the Deped Mantra, "Sirbisyong Heneral Dikalidad at Marangal, Dahil Una sa Lahat Bata", as well as the school's motto, "Edukasyong Dekalidad at Tapat, Kulturang Habitat".

"A community where everyone is a family".

ALICE'S FIRST DAY AT SCHOOL



CHARLYN P. LAROSA, MAED
Teacher I
Manapla National
High School
SDO Negros Occidental

It was the first day of class and everyone was excited. Alice was one of the Junior high school students who feels happy when she tries to wear her new set of uniforms in front of the mirror. Alice knew how hard it was to learn through modular instruction without the help of her parents. Fortunately, she was able to finish the previous school year and got promoted with honours.

It was early in the morning and she was walking toward her school. She noticed a group of students forming a line outside the school gate. The guard was checking their temperature. It was Alice's turn. She felt relief when her temperature was normal. Then, she followed the yellow arrows on the pavement that led her toward her classroom.

Before she entered the classroom, she sanitized her hands with alcohol and pressed her feet on a foot bath. She saw how the chairs were arranged. It was one meter away from each other. All her classmates were wearing facemasks except for one kid. She saw her seatmate hiding his facemask in his pocket while talking to a friend in front of him.

Alice greeted her seatmate cheerfully, "Hello."

"Hi," the boy replied then went back to his other friend and chuckled.



Alice felt a little bit worried. She thought it may sound rude to cut off their chitchat, but it was the right thing to do.

"May I ask? Why are you not wearing your facemask?" She asked politely.

"It feels uncomfortable." The boy shrugged.

Knowing that the students must abide by safety protocols to avoid the possibility of spreading the virus, Alice told him, "Please wear your mask. As a student, we should all be responsible for the safety of our classmates. You should be aware that in case you carry the virus, every one of us here will be infected, don't you think?"

The boy and her other classmates were surprised at how bold she was. The boy felt embarrassed and wore his mask again. The teacher heard Alice and praised her for her caring attitude towards everyone in the class.

After that incident, Alice was surprised to gain lots of new friends on her first day at school.

#RISEABOVE



HANNAH VI LORRAINE M. ABAO
Teacher I
Romana C. Acharon Central
Elementary School
General Santos City

For the past six years, I saw challenging yet inspiring chapter in my journey in teaching. Anxiety and burn-out moments haunt frequently that lead me to lose my passion in teaching. But then right here in the middle of busy schedules, Thank God, I am able to surpass those challenges and somehow gained wisdom that helped me to understand more about my journey in rediscovering my passion in teaching.

Along the journey, there were three enablers that fuel me to keep going. First, I would like to give full credits to my God, for His words are my number one source of strength and wisdom in this huge school called life. He made my journey possible and helped me to where I wanted me to be. Next would be my purpose because it guides and redirects me when I feel drained and lost.

Teaching profession demands a lot from my 3T's- time, talent and treasure. And so my purpose in life is to share and assess how these can be of great help to my pupils and to others. Lastly, I would like to cite my emotional buffers in a form of my family, pupils and friends who inspired me to do more in life.

Those enablers played an important part in sustaining my passion as a teacher because it affects in ways that I developed more motivation, confidence and stay committed to give my best for them and continue to help more. Hence, it also boosts my passion for teaching.

Years from now I envision myself in going out



of the shell and explore more of my potentials. Sometimes we're too comfortable in our zone that we forget there's something way better than it usually is. And I think being an exceptional teacher is too big to catch because it demands a "new you". But I believe that when you have the willingness to learn, unlearn and relearn that surely will be the key to become one. As an old cliché says "nothing ventured, nothing gained".

Achieving greater heights and surpassing many challenges in teaching profession would never be easy. But I developed an action plan in mind and so here it goes. This journey would be bearable if and only if there's a prioritization of goals. I think that should be the number one in my to-do list because this helps me to easily focus on the things that should really be done. Secondly, we all know that pressure at work is at the corner and there will be days when burn-outs may knock us down but there should be time for pleasure so that we'll be renewed and recharged. Lastly, teachers are having tons of concerns in school piling up daily and that I should fight hard to avoid procrastination in the best way possible. And that's what I am really working at every day.

And like Nelson Mandela's quote, "Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do."

And so do I.

ENABLER OF PASSION



MARY FIEL P. DIONO
Teacher II
Romana C. Acharon
Central Elementary School
General Santos City

Mahatma Gandhi once said, "Be the change that you wish to see in the world." Seeing my late grandmother does her job and how teachers are being valued way back in my elementary days, I have chosen this path – or maybe, God has chosen me. I've always thought to myself that being an educator, you have the power to inspire and develop potential in others and that's what keeps me in the field after 11 long years of mundane tasks.

Being assigned to Grade VI for the longest time, I can say that one of my proudest moments is seeing my kids becoming better individuals. I remember when I got my batch 2016 to perform on a school level activity despite being in the regular section. That made them more confident to take on whatever challenge they may face. There was also this instance when I had to attend a seminar leave my class for a week. This was my batch 2017. I told them before I left to take care of each other and that I don't want any bad news when I come back and they did it so well that I can't help crying whenever I look back on that instance.

Throughout my journey, I learned that passion alone cannot sustain us in this job. There are factors to keep the fire burning. With the ever-changing landscape of the learning environment, teaching will never be easy.

One important enabler for me is to have a vision of your purpose and keep on

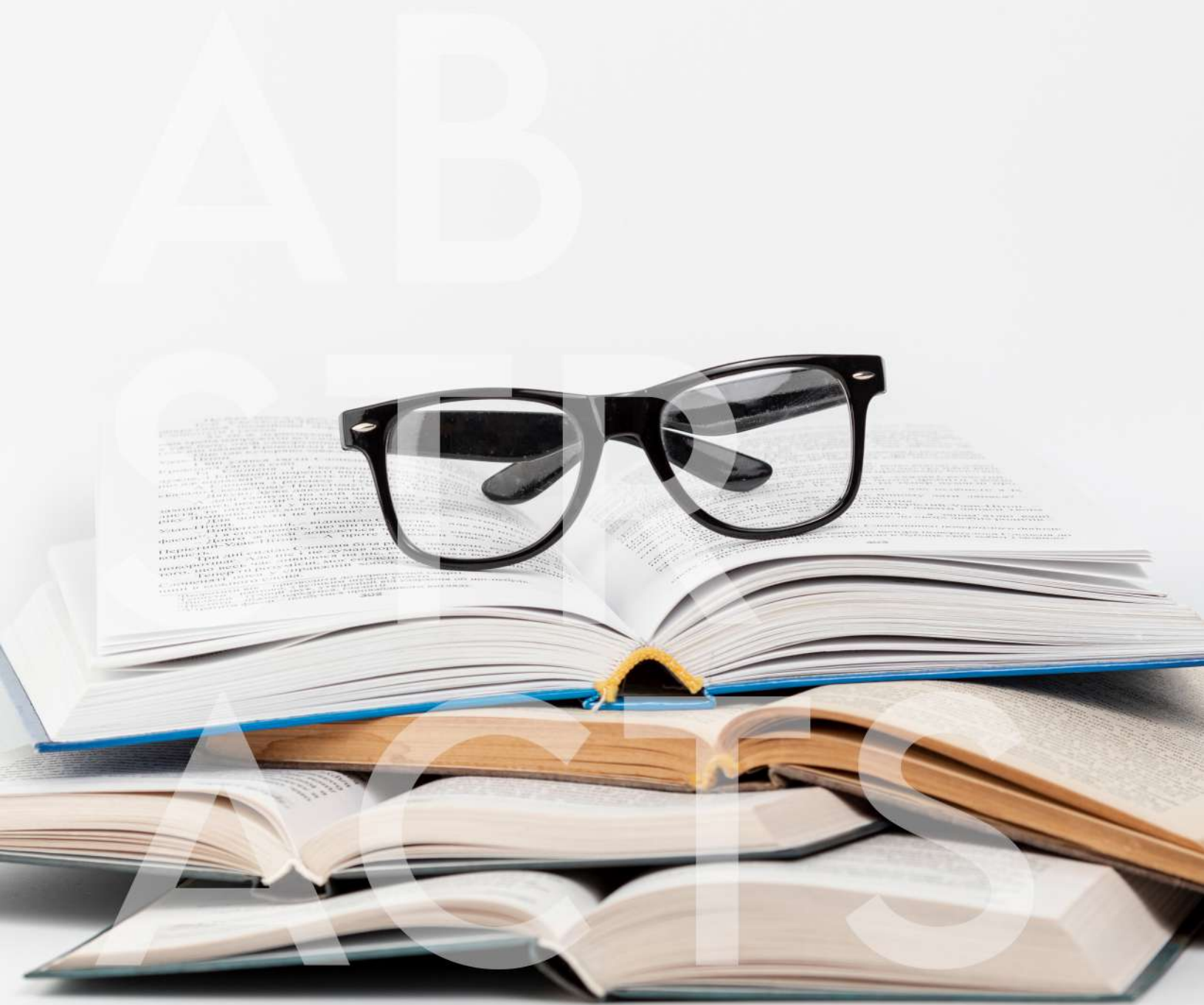


learning. I felt like have been stuck during the pandemic period but in the end, it's really a matter of choice to become better or to remain in your comfort zone.

The people I surround myself with also enable me to go on. My greatest inspiration is my mother. the eldest and the only girl in the family, I witnessed all the hardships my mother went through to get us where we should be. Witnessing her sacrifices for us, I could never grasp the depth of love she has for us. That is why I want to make her and my father proud. I want them to feel that they did a good job in raising us.

Finally, after so many safe choices I made in life, I will choose take more risks because sometimes, the fear of the unknown and uncertainty keeps me from outgrowing my old self. I will fight for what I deserve and continue to do what is right. As human, we have the tendency to become insensitive to the needs of others when we are too focused on our own suffering and success. So, I'm also going to work on being grounded when things are not going my way and even more humble when my plans are falling into place.

RESEARCH ABSTRACTS



SPECIAL EDUCATION FUNDS: ITS INFLUENCE TO SCHOOL PERFORMANCE IN THE MINISTRY OF BASIC, HIGHER, AND TECHNICAL EDUCATION – BARMM



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The Government in its power and authority wanted to extend its best to alleviate the education condition of the Filipino. In fact, this is assured by the 1987 Constitution Article XIV Section 1 and Section 2. Given the legal premises, the Special Education Funds as mandated under the Local Government Code of 1991 is meant to provide supplemental assistance to education accrued from the Real Property Tax. Having said this, the primary objective of the study was to determine the influence of Special Education Funds to School Performance in the Ministry of Basic, Higher, and Technical Education - BARMM. The total population of the study was eighty-nine (89) using a total complete enumeration as statistical collection strategy to all Principals of Central Elementary Schools and Education Committee of all First-Class municipalities in the BARMM. The study employed the descriptive correlational analysis since the study is meant to describe between two variables. The study covered the implementation of Special Education Funds in terms of Construction and Repair of School Building, Facilities and Equipment, Educational Research, Purchasing of Books, and Sports Development. Likewise, its influence to school performance in terms of Teachers' Satisfaction, Learners' Achievement, Enrollment Rates, and Graduation Rates. Further, the study established a significant relationship between the level of influence of Special Education Funds and the school performance in the MBHTE. Based on the regression analysis, the SEF established a significant influence to school performance in the MBHTE along the mentioned indicators. It implied that there was a strong positive



correlation between the independent variable and the dependent variable. It concluded also that the independent variable is "Observed" for having a Grand Mean of 3.629. Similarly, the extent of influence to school performance in terms of Teachers' Satisfaction, Learners' Achievement, Enrollment Rates, and Graduation Rates were also "Observed" for having the Grand Mean of 3.746. These would mean that Special Education Funds is contributing for the development of schools and progress of learners as well the professional growth of the teachers.

Keywords: Government, Constitution, Local Government Code, Real Property Tax, First-class Municipalities, Local Government Units, Special Education Funds, School Performance, professional growth, supplemental assistance

INCOME GENERATING PROGRAM FOR PUBLIC SCHOOL FINANCES OF UPPER TAMBLER 1 CENTRAL ELEMENTARY SCHOOL, DIVISION OF GENERAL SANTOS CITY



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General Santos City

This study aimed to investigate the Effects of Income Generating Program for Public School Finances of Upper Tumbler 1 Central Elementary School, school year 2018 – 2019.

The study employed descriptive survey research design and semi-structured interview. Purposive sampling was used in selecting the seven (7) respondents specifically the Assistant Principal, Administrative Assistant III, Disbursing Officer, Canteen Coordinator, Gulayan sa Paaralan Coordinator, Feeding Program Coordinator and Manokan sa Paaralan Coordinator of the said school. The respondents respond to the semi-structured interview and questions on the extent to which income generating project affect education in public schools using the Likert scale to elaborate their responses.

The findings of the study revealed that income generating programs to a greater extent supports academic programs, motivation of staff and students, improved access to education, improved retention and completion, increased enrolment and improved academic performance but does not cater for physical facilities, does not offer bursaries to needy students and eased burden on parents.

Keywords: *Income Generating Program, Public School Finances*



VARIABLES AFFECTING LEARNING OUTCOMES IN SCIENCE IN THE DIVISION OF COTABATO CITY



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The prime objective of this study was to determine the variables affecting learning outcomes in science in the Division of Cotabato City. Furthermore, the study focused to determine the significant relationship between academic performance and access on computer and attitude of the students in science.

This study utilized the descriptive- correlation research design. Statistical tool such as frequency distribution, percentage, mean and Pearson r were used to describe and interpret the data. The results revealed the following: (1) The gender profile of the respondents is mostly females and Maguindanaon by tribe. (2) The respondents have occasional access on computer and internet as tool in learning science. (3) Science teachers as well occasionally used gadgets like LCD projector and laptop when presenting lesson to their students. (4) The respondents rarely used computer in class reporting and solving mathematical problems in science. (5) The respondents always used computer and internet in searching for required reports or research project. (6) The respondents have positive attitude toward science as subject. (7) The respondents' academic performance in science is good. (8) The respondents' access to computer have negligible positives relationship with students' academic performance. (9) The respondents' attitude shows significant relationship with the students' academic performance.

On the basis of the findings of this study, the researcher concluded that female Maguindanaons have positive attitude in learning science. Furthermore, students in Cotabato City Division have positive attitudes and good in terms of academic performance in science. Finally, the researcher concluded



that students' academic performance in science is attributed by their attitude towards the subject.

SCHOOL-BASED MANAGEMENT (SBM) IN DISRUPTIVE TIME THROUGH THE LENS OF THE SCHOOL HEADS OF LIBUNGAN WEST DISTRICT, COTABATO



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SDO Cotabato

SBM, as a reform strategy, has a strong appeal due to its participative decision-making and autonomy wherein schools under a high level of SBM are expected to be more efficient in the use of resources and more responsive to local needs. The current disruption to education has schools and education systems considering the humanity of education, rather than its measurable outcomes. This study aimed at exploring the experiences of school heads in the implementation of SBM in disruptive time. It reveals that the school heads were subjected to overwhelming pressure as they pull out all the stops to lead and safeguard the schools during the most significant upheaval to education in living memory. School heads were challenged of the multiple demands from the schools, division office, and the central office. They were pushed to the brink by massive workloads. However, this study also presents how the resilience of school heads in coping with the challenges in the implementation. The school heads were able to handle the challenges in the performance of duties in this disruptive time through their maintained positive well-being. Moreover, this study gathered some insights to cope with the difficulties encountered in the implementation of SBM in disruptive time, to wit is the leadership transition and transformation, open and honest communication, and capacity building, which enables them to design excellent plan for leadership development plan and make intensive investment in school.

Keywords: *disruptive time, school-based management, school heads*



PERCEIVED EFFECT OF STRESSORS AND RESILIENCY ON PUPILS' ACADEMIC INTEREST IN RURAL SCHOOLS



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Elementary School
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This research determined the perceived effect of stressors and resiliency on pupils' academic interest. Specifically, it examined the demographic profile of the pupils, the learning stressors, the resiliency and the academic interest. It examined further if there is a significant relationship between the socio-demographic profile and the pupils' academic interest; if the perceived stressors are significantly related to the academic interest of pupils; as well as if there is a significant relationship between resiliency and academic interest of pupils. The researcher used the descriptive correlation research design to obtain the 150 samples. A Multi-stage sampling technique with complete enumeration was utilized to determine the number of samples. The statistical tools used were the Mean to determine the level of perception, and Spearman Rho Correlation Coefficient to test the relationship. Result revealed that the personal learning stressors were found to be significantly related to the academic interest of pupils in Mathematics. Academic stressors were significantly related to the interest of pupils in English, Math, bodily kinesthetic and computer technology. Environmental stressors were significantly related to the academic interest of pupils in bodily kinesthetic interest of pupils. Hence, parents are encouraged to monitor and supervise their children to assist their learning at home. Significant others in the academic system like principals, teachers and guidance counselors should address the personal, academic, and social stressors as it found to be related to the students learning. Resiliency should be sustained to increase the academic interest of pupils.



“STRESS, HANDLE IT WELL” - HOW TEACHERS COPE WITH THE PHENOMENON

This phenomenological study aimed to identify and describe the stressful experiences and coping mechanisms of female teachers. Utilizing qualitative phenomenological approach, the data gathered were transcribed, coded, categorized and analyzed. There were seven conversational partners for the in-depth interview who came from Midsayap Southwest District. Based on

the findings, the conversational partners revealed varied stressful experiences through physical, emotional and mental disturbance, work pressures, home factors, personal problems and coping mechanisms. The participants also shared that teachers' stress was greatly affected by different factors called the "stressors". It is asserted that all stressful experiences must be dealt and managed well.



IVY ELAINE F. HUBILLA
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Modern life is full of frustrations, deadlines and demands. For many people, stress is so common place that it has become a way of life. Stress is not always bad, though. Stress within your comfort zone can help you perform under pressure, motivate you to do your best, even keep you safe when danger looms. But when stress becomes overwhelming, it can damage one's health, mood, relationships, and quality of life.

The study revealed that we can do something when we are in a state of feeling stressed. Some people deal with stressors better than others and utilize strategies, consciously or not, to cope with the demands of events, whether this is due to personality or different coping mechanisms to the challenges that occur day-to-day.

ENTERPRETING THE LIVED EXPERIENCES OF DESIGNATED GUIDANCE FACILITATORS IN PUBLIC SCHOOLS

Even though counseling in the Philippines began several decades ago, guidance facilitators working in local settings are of recent origin. Not much is known about the problems, difficulties, and challenges they are facing. The current study is done within the qualitative framework describing public school teachers'



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experiences upon taking the role of being a designated guidance facilitator. This study employed a phenomenological design for which five (5) participants who were working in various schools in General Santos City were chosen through criterion sampling and were interviewed. The audio-recorded interviews were transcribed and analyzed using qualitative template analysis. The themes that arose from the experiences of the guidance facilitators were about the problems they encountered, which included limited skills to facilitate counseling, multiple roles and responsibilities to fulfill, and the weight and number of counseling cases being handled. Participants reported feelings of stress, a sense of achievement and contentment about their work performances and task completion. The effects of such experiences included stress, strained relationships with co-workers, and eventual adjustment. The study showed, among others, that the counselors faced several problems, difficulties, and challenges but were able to make the necessary adjustments afterwards. The results of the study could not create a generalization of the experiences. And to determine the extent of the problem and to provide interventions to address such, other research methods may be deemed beneficial.

Keywords: *Challenges, Counseling Practices, Guidance Facilitators*

PREPAREDNESS OF PUBLIC SECONDARY SCHOOLS OF MAGUINDANAO II DIVISION



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Datu Alamada Memorial
National High School
Division of Maguindanao

The study's goals and objectives are to determine the school preparedness in terms of academic instruction, extra-curricular activities, instructional technologies, library holding, laboratory facilities, and immersion activities of the Municipality of Sultan Kudarat and Sultan Mastura of Maguindanano in the School Year 2018-2019.



The study's goals and objectives are to determine the school preparedness in terms of academic instruction, extra-curricular activities, instructional technologies, library holding, laboratory facilities, and immersion activities of the Municipality of Sultan Kudarat and Sultan Mastura of Maguindanano in the School Year 2018-2019.

Specifically, the research answers the following problems:

- 1) To what extent is the preparedness of schools in academic instruction?
- 2) To what extent is the preparedness of the schools' in extracurricular activities?
- 3) To what extent is the preparedness of the schools' in terms of instructional technology?
- 4) To what extent is the library holding adequacy to facilitate students' learning?
- 5) To what extent is the adequacy of laboratory facilities?
- 6) To what extent is the facilitates immersion activities of the school?

This study used descriptive survey method of research. The 92 respondents were used as sources of data and information. The researcher-made questionnaire and interviewed were used as research instruments. And Weighted Mean was used to analyze and interpret the data of this study.

The following presents the major findings:

- (1) The school preparedness in academic instruction evaluated as "Highly Evident" as shown by its Mean value of 3.60, which mean teaching instructions observed all the times by the teachers.
- (2) Likewise, the school preparedness in extra-curricular activities rated as "Highly Evident" with a Mean value of 3.59. Meaning extracurricular school activities were observed all the times.
- (3) The instructional technologies rated as "Highly Adequate" with a Mean value of 3.59, which mean, the Instructional Technologies were available and very useful to teachers and students.
- (4) The library holding evaluated as "Highly Adequate" with a Mean value of 3.56, meaning library facilities were available and very useful to teachers and students in the teaching-learning process.
- (5) The laboratory facilities rated as "Highly Adequate" with a Mean value of 3.59, which mean; laboratory facilities were available and useful to teachers.
- (6) And the school preparedness in immersion activities rated as "Highly Evident" with the highest Mean value of 3.65, this indicates that the immersion activities of students was observed all the times in teaching-learning process.

The implication of the results of the study says the prevalence of technology affects society many positive ways, and that includes education sector. The public secondary schools under Sultan Kudarat and Sultan Mastura Municipalities were well prepared in basic education is the education intended to meet basic learning needs which lays the foundation to achieve competent students, teachers and the schools.

The following recommendations were:

(1) The study serves as a reference of schools' division superintendent and will adopt by other secondary schools in other municipality under Maguindanao II division.

(2) Since the findings are positive and "highly evident" it should be implemented in the whole division and other division. Also adopt this study to measure the preparedness of certain secondary schools.

And finally, it is recommended for further study that it will be done in other secondary school and municipalities such as Parang, Upi, Matanog, Buldon and Datu Odin Sinsuat under division of Maguindano II to evaluate the secondary schools preparedness in terms of academic instruction, extracurricular activities, instructional technologies, library holdings, laboratory facilities and immersion activities so that the whole division will provide support base on the needs of the schools surveyed.



SCHOOL PRACTICES AND QUALITY OF EDUCATION IN THE NEW NORMAL IN BANGSAMORO AUTONOMOUS REGION IN MUSLIM MINDANAO



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Datu Saudi Uy
Ampatuan Memorial
National High School
Maguindanao I

One of the challenges of the education system is the need to empower schools to attain quality education in the new normal. Thus, this study aimed to determine the school practices of school administrators and teachers and the level of quality of education in Division of Maguindanao I and II-BARMM. Specifically, the research focused on the significant relationship between school practices in terms of mobilization of SLACs, adherence to child-friendly school, administration of standardized tests and adoption of modular-printed distance learning and quality of education in terms of outcome-based learning, innovation, curriculum development and stakeholders' collaboration. Stratified random sampling utilizing proportional allocation was used in the study. Descriptive-predictive survey method was also utilized. Research findings revealed that mobilization of SLACs, adherence to child-friendly school, and administration of standardized tests were rated as evident while adoption of modular-printed distance learning was rated as highly evident. Meanwhile, outcome-based learning, innovation, curriculum development and stakeholders' collaboration were rated as satisfactory. Further, the findings revealed that school practices made a significant relationship on quality of education. Therefore, the hypothesis there is no significant relationship between school practices and quality of education was rejected. The regression analysis between quality of education and school practices in terms of mobilization of school learning action cells, adherence to child-friendly school and administration of standardized tests showed



significant effect. Thus, the hypothesis there is no school practices that best influence the quality of education was rejected. However, the school practice on adoption of modular-printed distance learning did not show significant effect. The null hypothesis was accepted. Therefore, school practices have a great impact on the attainment of quality of education and the improvement of schools' performance.

Keywords: *Bangsamoro Autonomous Region in Muslim Mindanao, New Normal, Quality of Education, School Practices*

ARMED CONFLICT AND CHILD EDUCATION IN CENTRAL MINDANAO



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This study aimed to find out the Effects of Armed Conflict on Child Education in Central Mindanao. Specifically, the study sought to answers the following questions; what is the profile of the respondents in terms of age, sex, status, occupation, educational attainment and length of service? What are the dimensions of Armed conflict in Central Mindanao in the aspect of; political dimension; family feud; land dispute; and struggle for the right to self-determination? What are the contribution of Armed Conflict on the education of the children in Central Mindanao terms of; classroom attendance, academic performance, behavior, and lifestyle? What are the intervention program that can be proposed to improve the education of the children in conflict area of Central Mindanao in the aspects of: counselling; debriefing; provision of livelihood; and co-curricular and extra-curricular activities?

The researcher used the cross-sectional survey design and utilized qualitative descriptive research approach in the analysis and interpretation of data in determining the effect of armed conflict on the child education in Central Mindanao during the school year 2018-2019. The locale of the study was in Central Mindanao, specifically Elementary and Secondary Schools of Talayan, Datu Anggal and Datu Saudi. A descriptive statistic such as frequency, percentage and weighted mean were the statistical analytical tools used in the study.

The following findings were revealed: The dimensions of armed conflict in Central

Mindanao in the aspect of Political dimension, Family feud, Land Dispute and Struggle for the right to self-determination got a total mean of 3.087 describe as agree. The effects of Armed Conflict on the education of the children in central Mindanao in terms of Classroom attendance, Academic Performance, Behavior and Lifestyle revealed a total mean of 3.048 interpreted as agree. This implies that the respondents agreed that the children in the armed conflict area experienced poor classroom attendance, poor academic performance, not eased behavior and poor comfortable lifestyle. The intervention program that can be proposed to improve the education of the children in conflict area of Central Mindanao is Counselling, Debriefing, Provision of livelihood and Co-curricular and extra-curricular activities yielded a total mean rating of 3.363 interpreted as often.



Based on the findings of the study, the researcher concludes that the armed conflict has effects on the children's education. Thus, the government should have program to improve the education of children in conflict area in Central Mindanao and to help them overcome their worst experiences. In general, provision of livelihood to the parents of the children in the armed conflict area in central Mindanao must be provided. The government should prioritize the implementation of giving housing project, additional 4p's and recipients of scholarship program for education to those affected household on armed conflict.

Keywords: Armed Conflict and Child Education

IMPACT OF MODULAR LEARNING MODALITY ON STUDENTS' GRADE POINT AVERAGE AMONG SECONDARY LEARNERS



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The study intended to find out the impact of modular learning modality on students' grade point average among secondary learners at Padura – Espabo High, Montay, Libungan, Cotabato during the school year 2020 – 2021. It finds out the students' grade point average (GPA) in using modular learning modality in all core subjects. It also determines the struggles of the students in the modular learning modality and distinguish the effectiveness of instructional modular learning modality in aiding students' learning. Lastly, it determines if modular learning modality aids students' learning.

With the used of mixed method data on students' grade point average. The impact of modular learning modality was measured through an actual grade point average. Hence, the complete enumeration method was used. The respondents of this study were the thirty-three (33) Grade 10 section Excellence students of Padura – Espabo High School for the S.Y. 2020 – 2021. The results of the study indicate that modular learning modality on students' grade points average among secondary learners has significant impact.

When it comes to students' grade point average in using modular learning modality in all core subjects in quarter 1 for school year 2020 – 2021, there were two core subjects belonging to very satisfactory result, the English subject with the GPA of 88.76 % and Science subject with the GPA of 87.94%. Filipino and Mathematics subjects belong to satisfactory results with the GPA of 84.27% and 83.73% respectively. For students' grade point average in using modular learning modality in all core subjects in quarter 2 for school year 2020 – 2021, there were very satisfactory results in all core

subjects, in fact the GPA for English subject of 89.15%, Filipino subject of 89.09%, Science subject of 88.18%, and Mathematics subject with 85.79% were recorded. Lastly, modular learning modality is effective in the teaching - learning process during these trying times because it illustrates the positive impact based on the increasing student's grade point average with computed t- value of 89.97 compared to the critical or tabular t – value of ± 2.045 set at 0.05 level of significance. This indicates that modular learning modality on students' grade point average among secondary learners has significant impact.



Based on the findings and conclusions, the following are recommended: The teachers may utilize the output of the study and might consider using instructional modular learning modality not only in current pandemic situation but also in the future if it is suitable or possible in the teaching and learning process. Also, the writers or teachers may provide rigid instruction through using meaningful interactive instructional modular learning modality. Moreover, the students should actively engage in instructional modular learning modality so they will further improve their macro skills while the school administrators should allow their faculty members to attend trainings and seminars on instructional modular learning modality to update them on the differentiated instructions. Finally, other researchers may conduct a study relative to the impact of modular learning modality on students' grade point average among secondary learners to other settings and respondents to further validate the results of the study.

CLASSROOM MANAGEMENT AND MOTIVATIONAL SKILLS EMPLOYED BY KINDERGARTEN TEACHERS IN HANDLING HYPERACTIVE PUPILS



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SGA-BARMM

Classroom management and motivational skills are very important concerns of every teacher, experienced or novice, man or woman, old or young.



The study used descriptive-correlational method of research. It was conducted in Midsayap, Libungan and Aleosan districts and participated by 110 kindergarten teachers. A questionnaire was used in data gathering. Frequency, percentage, weighted mean, Kruskal-Wallis test, Mann-Whitney U test, Spearman Rho and ranking were used in treating the data.

The most common observable behavior of the pupils is, they play with their hands or feet and the least common behavior is climb walls.

The top three highest motivational skills employed by kindergarten teacher in handling hyperactive pupils are: flexibility in allowing the children to stand up or sit on the floor, taking time to talk to the pupils individually and letting pupils do physical exercises.

The classroom management skills Always employed by teacher in handling hyperactive pupils are posting and reviewing classroom behavioral expectations. The teacher's effectiveness rating is handling hyperactive pupils was described by them as Very effective. The least employed classroom management skills were: the use of timer to stop and giving pupils a short break.

The extent of employment of the classroom management and motivational skills of respondents is Always and they found the skills Very Effective.



There is no significant difference between the motivational skills and management skills when grouped according to selected profile of the respondents. There is no significant relationship between the motivational and management skill employed by the teachers in handling hyperactive pupils.

EXPERIENCES AND COPING MECHANISMS OF ELEMENTARY SCHOOL TEACHERS OF COTABATO CITY DIVISION IN THE NEW NORMAL EDUCATION



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The abrupt switch to full-distance learning has been particularly stressful for many instructors and students who prefer in-person instruction (Hew, K.F. et al., 2020). The new situation brought many changes in the educational system and provided various teaching and learning stories. The study aimed to determine the different experiences and coping mechanisms used by elementary school teachers of Cotabato City Division in the new normal education. The challenges and struggles experienced by the teachers and their coping mechanisms to the new methods of teaching due to the outbreak of the COVID-19 pandemic can impact the learning of the students. The study used hermeneutic (or interpretive) phenomenology where fourteen (14) elementary school teachers from the Schools Division of Cotabato City served as the respondents.

The findings of the study revealed that teachers are indeed struggling to adjust to the new teaching strategies. Different factors affect the delivery of these new learning modalities, such as lack of proper funding and resources for the needed materials, poor internet connection, and lack of knowledge in ICT. To help them cope with these challenges, initiatives such as teacher-parent kumustahan and Bayanihan were applied to support the students and parents and facilitate a more effective teaching and learning experience.

Moreover, this study revealed that teachers had shown positive attitudes like flexibility, calmness, and patience in dealing with their students' needs and shortcomings. These acts are proven to be effective coping mechanisms that lessen the stresses and tensions of teachers and students in the new normal education. Furthermore, the elementary school teachers' coping mechanisms help make sure that education would continue and that learning could still be taken place despite the pandemic crisis.

Keywords: experiences, challenges, coping mechanism, new normal education

PROJECT KABASABADO FOR THE THIRD GRADERS' READING DIFFICULTIES



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Ten students in Grade 3 at Midsayap Pilot Elementary School were labeled as "not ready" to read and as non-readers as identified by the Early Grade Reading Assessment (EGRA) pre-test results. This is a very concerning number of non-readers, and other schools in the Midsayap Municipality are struggling with it as well. Acute obstacles include a lack of parental involvement, a lack of teacher motivation and support, and a lack of learning materials impair the transition from home to school (Ngwaru, 2014). This study aimed to know the reading level among Grade 3 pupils of Midsayap Pilot Central Elementary School for the school year 2021-2022. Specifically, this study aimed to know the reading level of the identified pupils before and after the intervention, the significant difference between the reading level before and after the intervention, the effect size of the intervention, and the insightful experiences of the pupils during the conduct of the intervention. "Project Kabasabado" is the study's intervention. The parents and family members of the students who struggle with reading are included in this intervention. The teacher-researcher provided them with the skills they needed to assist the students in reading. To assist parents in educating their children at home, the teacher provided movies and other extra reading resources. On Saturdays, the teacher and students' sessions took place concurrently. With the consent of everyone involved in the intervention, the teacher led the sessions. The lesson adhered to activities which addressed the issue and worries of the students regarding to reading readiness. It was revealed that after the intervention, the reading level of



the identified nonreaders increased significantly. Furthermore, the intervention had a medium effect on the increase of the reading level of the pupils. Lastly, the grade 3 pupils who are the respondents of this study expressed that they found the intervention effective and engaging.

Keywords: Reading Difficulties, Kabasabado, Grade 3 pupils, Reading Intervention

ASSESSMENT OF ZUMBA DANCE PROGRAM OF THE TEACHER OF COTABATO CITY SCHOOLS DIVISION: A PROCESS OF DOCUMENTATION



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Cotabato City National High School-Main Campus
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This study aimed to assess the level of implementation and effectiveness of the Zumba Dance Program of the teacher of Cotabato City Schools Division. The study made use of descriptive-correlational design in data gathering using a self-made questionnaire to the randomly selected 150 teachers from the six selected schools. The statistical tools used were mean and person r Correlation in the analyses of data. The study revealed that the implementation of the Zumba Dance Program in terms of meditation, stretching and exercising was moderately implemented. The level of effectiveness of the Zumba Dance Program revealed in terms of healthy lifestyle, weight control, and stress management was moderately evident. there is a significant relationship between the implementation and effectiveness of the Zumba Dance Program; therefore, the null

hypothesis was rejected. The study generally concluded that the schools had implemented the Zumba Dance Program that contributed to improving the health condition of the teacher.

Keyword: Teacher, Assessment, Zumba Dance Program, Documentation

EFFECTIVENESS OF PRE-RECORDED VIDEO MATERIALS IN TEACHING MAPEH 6



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The primary objective of this study was to determine the effectiveness of pre-recorded video materials in teaching MAPEH 6 at Roman C. Acharon Central Elementary School during the School Year 2020-2021. This was an experimental method of research involving the homogeneously chosen 15 grade six pupils utilizing pre-test post-test, single group design. Teacher-made Test in MAPEH 6 was the research instrument to gather the needed data.



Mean, Mean Percentage, Standard Deviation and "t" test for the dependent sample were employed to arrive at valid and precise results. It was observed that using pre-recorded video materials in teaching MAPEH 6 was effective in improving the learners' learning performance. With the continuous existence of COVID-19, the result of this study emphasized the potential of pre-recorded videos as a contributory factor on learners learning.

Keywords: educational managements, pre-recorded video materials, MAPEH 6, grade 6 pupils, Philippines

SECOND LANGUAGE ANXIETY AND INTERCULTURAL COMMUNICATION COMPETENCE OF INDIGENOUS PUPILS IN FATIMA CENTRAL ELEMENTARY SCHOOL



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Anxiety in communicating in second language is inevitable but it can be controlled over time to achieve intercultural communication competence. This study tested the relationship between the second language anxiety and intercultural communication competence.

Following the correlation research design, this research aimed to determine relationship between the variables. It involved twenty-seven (27) purposively sampled B'laan intermediate pupils who were officially enrolled in Fatima Central Elementary School during school year 2014-2015. The instruments used were modified questionnaire following the survey method. The data of this study were treated using frequency distribution, weighted mean and Pearson Product Moment Correlation Coefficient.

The results showed that the pupils were uncertain in their second language anxiety and they agree that they have intercultural communication competence. The result of this study furthered revealed that there is no significant relationship between the second language anxiety and intercultural communication competence of the pupils. Thus, this study concluded that second language anxiety does not influence intercultural communication competence of the pupils. The study recommended that the teachers should employ differentiated activities to cater all the needs of the learners and for them to interact with their classmates who belong to other culture.

Keywords: Second Language Anxiety, Influence Intercultural Communication Competence, Fatima Central Elementary School

EFFECTIVENESS OF SUPPLEMENTARY LEARNING MATERIALS IN MAPEH 6 USING TECHNOLOGY ENHANCED-LEARNING APPROACH (TELA)



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This study aimed to determine the effectiveness of supplementary learning materials in MAPEH 6 using Technology Enhanced-Learning Approach (TELA) in grade Six learners for school year 2020-2021. This was experimental research, a one group pre-test and post-test design involving one class of Grade Six learners.



Frequency counts and Wilcoxon Signed Rank Test was employed to arrive at valid and precise results. It was revealed that the supplementary learning materials utilizing TELA yield significant difference on learners' learning in MAPEH. Hence, the supplementary learning materials utilizing TELA improved the academic performance of the subjects.

Keywords: *educational management, supplementary learning materials, technology-enhanced learning approach (TELA), MAPEH, Philippines*

GRADE SIX PUPILS' PERCEPTION TOWARDS THEIR READINESS IN ENROLLING IN GRADE 7 IN THE NEW NORMAL: BASIS FOR SCHOOL PROJECT WORK PLAN



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The teaching and learning process assumes a different shape in times of crisis. When disasters and crises (man-made and natural) occur, schools need to be resilient and find new ways to continue the teaching-learning activities (Chang-Richards et al., 2013). The study on "Grade Six Pupils' Perception towards their Readiness in Enrolling in Grade 7 in the New Normal: Basis for School Project Work Plan" sought to answer the questions about the readiness, preferred mode of learning, and limitations encountered by the grade six pupils. This study is a qualitative research design in nature, specifically, descriptive-survey method. The respondents of the study were grade six pupils of Romana C. Acharon Central Elementary School who were enrolled in the school year 2021-2022. Specifically, there were two hundred fifty-five (255) pupils were included in the study. The research instrument that was utilized in this study was an adopted and modified questionnaire of Guansi et. al. research journal. The questionnaire was arranged based on the sequence of problems of this study. Through google form and printed survey, the questionnaires were given to them. After this, the data were gathered, collected, and processed through applying statistical treatments that include frequency counts and weighted means.

The study reveals that the grade six pupils are moderately ready in the New Normal Learning in the three aspects of learning which are knowledge, skills, and attitude as indicated by the average weighted mean of 2.51. While in terms of learning preferences, grade six pupils prefer printed modules and actual face to



face to be scheduled by teachers for interactions/assessment and remediation. Further, the limitations in the New Normal Learning encountered by the grade six pupils are moderately serious as indicated by their average weighted mean of 2.63 which also reveals that problems in wifi connection are the main concerns of pupils.

Online learning, Blended learning, face-to-face online as scheduled by the teacher, and module are then recommended to be used. However, consultations by the learners and discussions by the teacher via online are highly recommended making sure that the learners really understood the lessons, since the delivery of lessons via online is a difficult task on the part of the teacher due to poor internet connection and to the students, since they have limited attention span, time for the discussion should be limited. Virtual or image design should be improved. Thus, the administration should conduct webinars and hands-on seminar workshops about online presentations and applications. Likewise, the administration should provide load allowance to the learners who cannot afford mobile data. Since classes will be conducted via module and online, it is highly recommended for the school administration to utilize and provide to their learners the services they needed.

Keywords: Effectiveness, Learning, New Normal, Readiness, Pandemic, Blended Learning, Knowledge, Skills, Attitude

CLAIM, DROP, AND WIN: A REWARD SYSTEM FOR IMPROVING PARENTS' PUNCTUALITY IN MODULES DISTRIBUTION AND RETRIEVAL



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This action research was conducted to increase the promptness and responsiveness of the parents in getting and returning the modules of their students at Romana C. Acharon Central Elementary School for Year 2021-2022. The researcher came up with an intervention named "Claim, drop and Win", as a motivation to the parents in getting the modules of their students on the set schedule to address the recurring problem of late submission of the students of their modules. The raffle included an entry of ticket every releasing of modules and simplified self-learning module to encourage every parent to claim earlier. The parents who claimed on the first day of the set schedule have an entry ticket for a raffle. The raffle has prize that includes different kinds of groceries and was done at the end of the week or Friday.

The research involved three (3) sections from same grade level consists of forty-six (46) parents or guardians of Grade IV-Bonita; forty-seven (47) parents or guardians of Grade IV-Silabay; and forty-eight(48) parents or guardians of Grade IV-Panlaque. Data gathered was analyzed using T-test to compare the means of two measurements taken from the same, and weighted mean as the statistical tool. The result revealed that there is no significant difference between the promptness of the parents in acquiring the modules of their students before and after the implementation of the intervention "Claim, Drop and Win". In conclusion, with or without the use of price motivation, the parents' promptness is basically dependent to their eagerness to help their children excel in their study and circumstances at home. The researchers proposed alternative ways in delivering the modules to the students such as House to House Visitation, "Pasabay", and On-line delivery.

Keywords: *Promptness, intervention, parents, claim, drop, win*



DEVELOPMENT OF INSTRUCTIONAL VIDEOS ON SUFFIXES FOR GRADE FOUR PUPILS OF ROMANA C. ACHARON DISTRICT



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Video is an innovative medium of enhancing teaching instruction and competence of learners in a 21st century teaching- learning process. This study was set out to develop instructional videos on suffixes for Grade 4 pupils of Romana C. Acharon District for the purpose of enhancing the vocabulary competence of pupils and addressing the inadequacy of ICT - based instructional materials, which still hounds the Philippine K to 12 Curriculum.



The study utilized the descriptive research design in describing the vocabulary competence of Grade 4 pupils, the challenges encountered by the teachers on use of instructional materials in English and the validity of developed instructional videos on suffixes relative to content, instructional and technical quality. The respondents of the study were the randomly selected 364 Grade 4 pupils who took the vocabulary test, teachers who shared challenges encountered on use of instructional materials in English and the six (6) video validators comprising English Teachers, Master Teachers, ICT Expert and School LRMDs Coordinator. Data gathering tools employed were DepEd LRMDs Rating Sheet for Non-print

Materials, questionnaires and Key Informant Interviews. The quantitative data were interpreted using frequency distribution and weighted mean.

The findings of the study showed that the Grade 4 pupils are fairly competent in vocabulary and the use of instructional materials in English is challenging for teachers because of the inadequacy of ICT – based instructional materials, excessive workload,



lacking time for contextualizing daily lessons and financial constraints. This inspired the development of instructional videos on suffixes, which were found to have high validity in content, instructional and technical quality. The study recommended that these materials would be used as a tool to enhance teaching instruction and learners' competence in English.

Keywords: Development, Validation, Instructional Videos, Suffixes

PROFILING EMOTIONAL INTELLIGENCE AND DECISION-MAKING STYLES OF INSTRUCTIONAL LEADERS: BASIS FOR AN INTERVENTION PROGRAM



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This study endeavored to describe the profile of emotional intelligence and the decision-making styles of instructional leaders as basis for an intervention program in Romana C. Acharon District during the school year 2020-2021.

With the use of an adapted survey questionnaires, the researcher described the profile of Emotional Intelligence (EI) and Decision-Making Styles of the respondents. The study used total population sampling wherein there were 35 instructional leaders of Romana C. Acharon District who were involved and the data were statistically treated using mean average.

The general sense of the study revealed that based on the instructional leaders' Emotional Intelligence profile, Well-Being achieved the highest, which means they have a stronger preference for that particular emotional trait. It also indicated that Self-Control got the lowest score in which it implies that it is the least particular trait. Results further indicated that most of the instructional leaders were rational in decision-making. It also shows that avoidant decision-making style achieved the lowest score which shows that this is the least preferred style.

The results of the study become the basis of a proposed intervention program that focuses on developing further the Emotional Intelligence and decision making styles of instructional leaders.

Keywords: emotional intelligence profile, decision making styles profile



INTEGRATIVE COOPERATIVE LEARNING STRATEGY EMPLOYED BY PUBLIC SECONDARY TEACHERS AND SCHOOL PERFORMANCE OF STUDENTS AND EVALUATION



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The monotonous environment inside the classroom, discourage most students to concentrate on their studies and would rather play games online. Thus, employing new schemes in arousing their interest is a better alternative. The study investigated the Integrative Cooperative Learning Strategy employed by public secondary teachers and school performance of the students by utilizing descriptive correlation and used Frequency Count ,Percentage ,Mean, t-test ,ANOVA and Pearson r in the treatment of the data, the findings are presented as follows : The demographic profile of the respondents is consisted of gender and age ;majority of the respondents are female teachers within the age bracket 22-28; the level of the Integrative Cooperative Learning(ICL) employed by public secondary teachers is high; the level of school performance of students is high; the top three challenges encountered by the teachers are as follows : Readiness of members to do difficult task; Student in a positive interdependence activity refuses to participate and would not; and, stupidity of group members that hinder group progress on task given; there is no significant difference on Integrative Cooperative Learning Strategy employed by public school teachers when analyzed according to gender; there is no significant difference on Integrative Cooperative Learning Strategy employed by public school teachers according to age; and, here is a significant relationship between Integrative Cooperative Learning Strategy and School Performance of Students. The school administrators and principals should augment the Integrative Cooperative Learning Strategy.

Strategy in the area of positive interdependence and social skills.

Keywords: Integrative Cooperative Learning (ICL) Strategy Employed, Public Secondary Teachers, School Performance of Students and Evaluation

UTILIZATION OF BASA ARON MAKAKAT-O(BAM) TO IMPROVE READING PERFORMANCE OF GRADE ONE LEARNERS



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Teaching reading to non-readers and frustration-level readers today is different from the past. Teachers need to focus on extensive comprehension instruction with all students not just successful readers.

This action research aims to raise the reading proficiency of Grade-One pupils at Romana C. Acharon Central Elementary School in General Santos City during the academic year 2021–2022. With the aid of Authentic Reading Materials, Basa Aron Makakat-on (BAM) as instructional materials, the researcher aims to improve the reading proficiency of Grade-One

pupils. Reading strategy instruction served as the treatment in this experiment using the experimental case approach. The documentary analysis will serve since the result of the school pretest in EGRA-ARATA was used as the source of data wherein 120 Grade One pupils were involved as the respondents of the study. The results of the study indicate that the pupils had an improvement to a great extent using Basa Aron Makakat-on (BAM).

Keywords: Reading strategies; predicting; visualizing; inferring; making connections; questioning; and phonemic awareness.



PEER LEARNING IN UNDERSTANDING THROUGH SOLVING (PLUS) PROGRAM: A STRATEGIC INTERVENTION IN IMPROVING STUDENTS' PERFORMANCE IN MATHEMATICS



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The research study sought to describe the effectiveness of the PLUS Program as a strategic intervention in improving students' performance in

Mathematics especially during the time of pandemic. Specifically, it determined the average grades of the students in Mathematics before and after the intervention; computed the significant difference between the average grades of the students in Mathematics before and after the intervention; identified the difficulties encountered by the students during the implementation of the intervention; and assessed the effectiveness of the intervention in the increase of participation of every learner in Mathematics.

This study utilized descriptive comparative research design in identifying the difficulties encountered by the students during the implementation of the intervention and in describing the effectiveness of the intervention in the increase of participation of every learner in Mathematics.

The statistical tool used in the study were frequency, percentage distribution and the average to determine the average grades of the students, the significant difference between the averages and assess if the intervention is essential for the progress of the students in Mathematics during the time of pandemic. After the implementation of the PLUS Program, seven (7) or 22.58% students got grades of 78-80 from eleven (11) or 35.48 before the implementation. Most students got grades of 84-86 and 87-89 which are seven (7) or 22.58% and three (3) or 9.68% respectively

compared to three (3) or 9.68% and seven (7) or 22.58% respondents respectively before the implementation. The significant increase in the average grades of the students was 0.9% after the implementation of the PLUS Program.

There was a significant increase in the average grades of the students after the implementation of the PLUS Program and the intervention was effective in the increase of their participation in Mathematics. Thus, the continuation of the implementation of the PLUS Program is essential for the students to cope with their performances.



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Along with the awarding is the Two-Day Hybrid International Research Multidisciplinary Conference in collaboration with Colorado Global Schools _ Colorado, USA and University of Technology and Applied Sciences – Shinas , Oman. The activity supports the continuing professional development of teachers as stated in DepEd Order No. 42, series of 2017 or the Philippine Professional Standard for Teachers (PPST) which recognizes and supports teacher vital role in raising student achievement by enhancing quality education for sustainable nation building. The standards described the expectations of teachers' increasing levels of knowledge, practice and professional engagement. Likewise, the provisions of DepEd Order No. 39, series of 2016 otherwise known as Adoption of the Basic Education Research Agenda which shall guide in the conduct of basic education research to ensure alignment with DepEd's vision, mission, and goals, maximize existing resources, and set up platforms for the sharing and uses of results.

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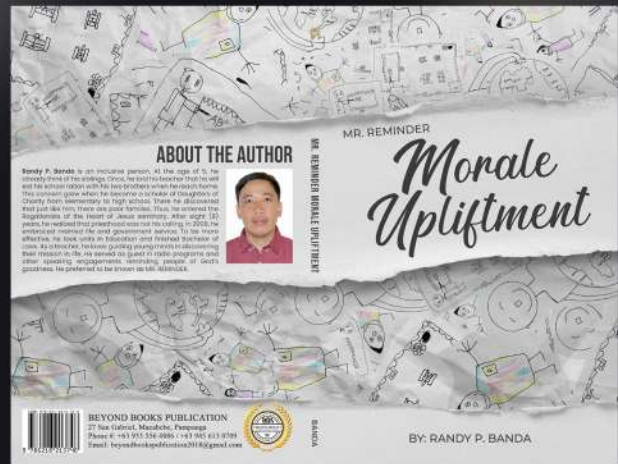
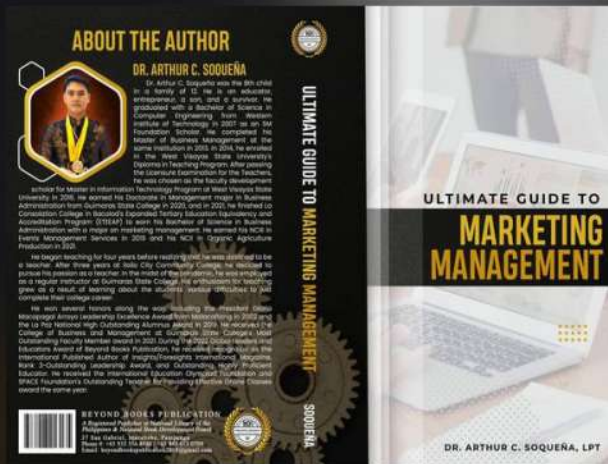
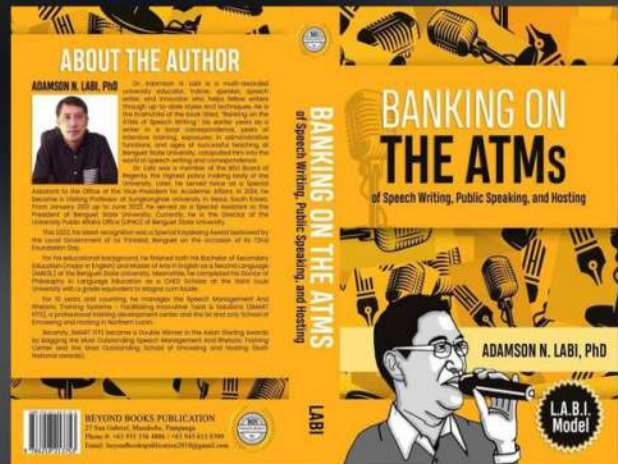
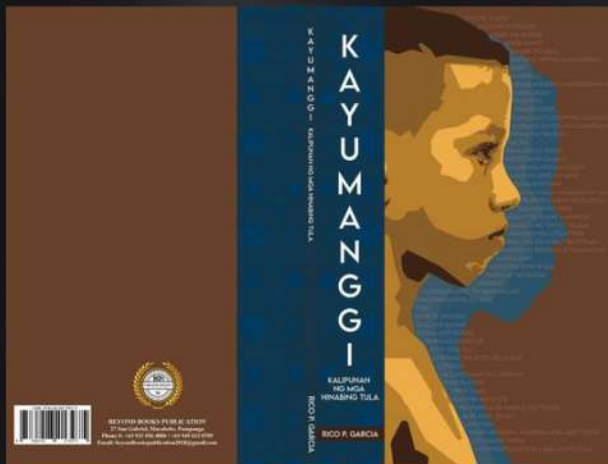
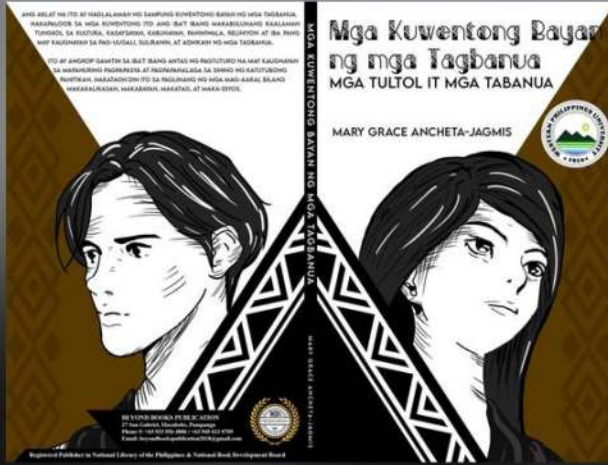
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My dream of publishing my simple work turns to reality, you have played such important part. Your help won't be forgotten. To Beyond Books Publication and Dr. ROSSANA JOY BUEMIL- PRIOR thank you for your invaluable mentoring



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I love scribbling and playing with words!

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

My heartfelt gratitude to all of you.



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At last I have published an action research which could be used not only in Region XII but also to the whole community of the Department of Education. I would forever be grateful to Beyond Books Publication to leave a legacy to all educators in Region XII and in the whole country. I hope that this action research will also inspire other teachers and education advocates to conduct the same to provide quality interventions and innovations which is research-based. Thank you so much BBP and Thank you Dr. Rossana Joy B. Prior for facilitating the publication of my research!!!
Kudos to all other authors and writers! Publish with us today!!!

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My heartfelt gratitude to Beyond Books Publication through Insights/Foresights, an international multidisciplinary magazine, for publishing this masterpiece.

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

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

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