

INSIGHTS | FORESIGHTS

International Multidisciplinary Monthly Magazine

Volume IV, Issue No. 3

MARCH 2024

COPYRIGHT 2024

No part of this publication may be reproduced, stored, in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the author.



Published by BEYOND BOOKS PUBLICATION

27 San Gabriel, Macabebe, Pampanga

Tel # 04-5306004/ 09335564886

ISSN: 2799-1938

Lay-out Artist: Justine M. Quiroz

BEYOND BOOKS PUBLICATION AFFILIATIONS



With Advisory from DepEd



BOOK DEVELOPMENT
ASSOCIATION OF THE
PHILIPPINES



ACCREDITED CPD PROVIDER NO. 77008, LONDON, UK
ISO CERTIFIED 9001-2015, LONDON, UK

NOW OFFICIALLY REGISTERED ON THE OG
STATE OF COLORADO
UNITED STATES OF AMERICA
REGISTRATION NUMBER
20211905947

INSIGHTS | FORESIGHTS



Securities and
Exchange
Commission
PHILIPPINES

SEC Registration:
2023100122132-00



BEYOND BOOKS PUBLICATION RECOGNITIONS



**CATHOLIC MASS MEDIA
AWARDS 2022
BEST COLUMN OPINION**



**CATHOLIC MASS MEDIA
AWARDS 2023
BEST COLUMN OPINION**

**INTERNATIONAL
QUALITY CERTIFICATION**

Beyond Books Publications
Leonilo B Capulso (President and CEO)
Macabebe (Pampanga)
Philippines

Has been certified for
providing outstanding Multidisciplinary
research publication services and organizing global
academic conferences to promote the insights and
foresight of authors and researchers
across the world.

Unique ID No. : 1023
Issuance : 02 December, 2022 | Validity : 01 December, 2025

Willi Jezler
Wilhelm Jezler
Head of Europe

iudex.
QUALITY CERTIFICATION LIMITED
www.iudex.uk

Small text at the bottom right: Digital Certificate © iudex

INTERNATIONAL SOCIETY OF TEACHERS, ADMINISTRATORS AND RESEARCHERS, INC.
DDB Reg. No. 0203564000907, SEC Reg. No. CN202103568, CPD Accreditation No. 770922

in honor of its organizational affiliates
acknowledges the laudable accomplishments of

BEYOND BOOKS PUBLICATION
(CEO & President: LEONILO B. CAPULSO, PhD)

and is pleased to confer this


**INTERNATIONAL LUMINARY AWARD AS
OUTSTANDING PUBLISHING COMPANY**

In gracious recognition of its impassioned and dedicated services in providing
book authors, researchers and literati a platform to leverage their institutions' pursuit for
excellence in instruction, research, extension and production through publications and work
citations making it an outstanding role model of publishing companies
in its home country and beyond borders.

Lionized on this 3rd day of June, 2023 on the eve of the
3rd International Conference on Educational Leadership
and
**1st Students' International Convention on Research Innovation
and Sustainable Development**
at Kasetsart University, Bangkok, Kingdom of Thailand.

CHRISTIAN C. GANDEZA, PhD
President, ISTAR

ROMMEL V. TABULA, PhD, FRIEdr
CEO, Founder & President Emeritus



BEYOND BOOKS PUBLICATION

EDITORIAL BOARD



INSIGHTS | FORESIGHTS

INTERNATIONAL MONTHLY MAGAZINE



LEONILO B. CAPULSO, PhD
EDITOR-IN-CHIEF/CEO/PRESIDENT



DR. CINDER DIANNE L. TABIOLO
ASSOCIATE EDITOR
JOSE RIZAL MEMORIAL STATE UNIVERSITY



JOEL N. DELA CRUZ, MBA, JD
ASSOCIATE EDITOR
BUENAVENTURA ALANDY HIGH SCHOOL



ARLENE T. CARLOS, MAN, DHUM
MANAGING EDITOR
SUCAD NATIONAL HIGH SCHOOL



DR. CYRELL Q. GALANG
MANAGING EDITOR
STA. MARIA NATIONAL HIGH SCHOOL-MINALIN



JULIBERT S. FERNANDEZ
CONTENT EDITOR
J5FERNANDEZ@UP.EDU.PH

MANAGING STAFF



JUSTINE M. QUIROZ
ART DIRECTOR
KEYROSEBELLASARTES@GMAIL.COM



CHRISTIAN JAMES CHU
WEB DEVELOPER/DESIGNER
CJACHU@OUTLOOK.COM



ANGELYN B. CRUZ
MARKETING STAFF
CRUZANGELYN695@GMAIL.COM
0977-3304-205



PRINCESS H. DE CASTRO
BBP STAFF
DCSTR.HERRERAPRINCESS@GMAIL.COM
0960-8457-257



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

INTERNATIONAL EDITORS/PEER REVIEWERS



DR. GIRISH PRASAD RATH

ASSISTANT PROFESSOR
CENTURION UNIVERSITY OF TECHNOLOGY &
MANAGEMENT DEPARTMENT OF ENGLISH
ODISHA, INDIA



DR. LEONILO B. CAPULSO

EDITOR-IN-CHIEF
IJAMS & INSIGHTS | FORESIGHTS
INTERNATIONAL MAGAZINE
CEO/PRESIDENT
BEYOND BOOKS PUBLICATION
PHILIPPINES



RANIA LAMPOU, MED

GREEK MINISTRY OF EDUCATION
GREECE
(STEM)



MARIQUIT M. OBRERO, PHD

PROFESSOR III
UNIVERSITY OF NORTHERN PHILIPPINES



MELROSE A. SALI-OT, ED.D.

PUBLIC SCHOOLS DISTRICT SUPERVISOR
DUMINGAG DISTRICT I
ZAMBOANGA DEL SUR DIVISION
PHILIPPINES



DR. SHINETH CUNANAN-GONZALES

PRESIDENT
COLORADO GLOBAL SCHOOLS
COLORADO, USA



MUTHMAINNAH, PHD

UNIVERSITAS AL ASYARIAH
MANDAR, INDONESIA
(ICT IN EDUCATION/CYBERGOCY, EFL)



**ALSON RAE F. LUNA, PHD, EDD,
FRIEDR, DRHUM(H.C), PHD(O.G)**

PUBLIC SCHOOLS DISTRICT SUPERVISOR
DEPARTMENT OF EDUCATION
-STA. ROSA CITY, PHILIPPINES



**TULSI RAM PANDEY, MBA,
MPHIL, PHD SCHOLAR**

LIMKOKWING UNIVERSITY, NEPAL
(BUSINESS MANAGEMENT)



**STEVE CHRISTOPHER S. WONG, LPT,
MBA, PH.D.**

SCHOOL HEAD
PHILIPPINE CHEN KUANG HIGH SCHOOL



GILBERT C. BIÑAS, PH.D.

CAMPUS DIRECTOR
KNOWLEDGE MANAGEMENT
INNOVATION AND TECHNOLOGY
TRANSFER (KMITT)
NORTHERN ILOILO STATE UNIVERSITY
BATAD CAMPUS, PHILIPPINES



CAGDAS INAN, PHD

NAMIK KEMAL UNIVERSITY, TURKEY
(TOURISM MANAGEMENT)



SANNY S. MAGLENTE, LLB, PHD

DEAN, COLLEGE OF TEACHER EDUCATION
AND GRADUATE STUDIES AND RESEARCH
MASBATE COLLEGES
PHILIPPINES



**JOHN NOEL S. NISPEROS,
LPT, MPS, MAED, ED.D.**

ASSOCIATE PROFESSOR V
BOARD OF DIRECTOR- FACULTY ASSOC.,
DON MARIANO MARCOS
MEMORIAL STATE UNIVERSITY-
SOUTH LA UNION CAMPUS
AGOO, LA UNION,
PHILIPPINES



RANDY GIGAWIN, EDD

ASSISTANT PRINCIPAL II
PONTEVEDRA NATIONAL HIGH SCHOOL
PHILIPPINES



GENELUZ D. BERMEJO, PHD

ASSOCIATE PROFESSOR III
NORTHERN ILOILO STATE UNIVERSITY -
CONCEPCION CAMPUS
PHILIPPINES

INTERNATIONAL EDITORS/PEER REVIEWERS



SONNY SORIANO, PHD

DIRECTOR, EXTERNAL AFFAIRS
AND LINKAGES
URDANETA CITY UNIVERSITY
PHILIPPINES



DR. HENRY E. LEMANA II

HEAD OF STUDENT PROGRESS IN ENGLISH
(CAMBRIDGE DEPARTMENT)
/ CREATING COMMUNITY OF
INNOVATORS (CCI) LEADER
GEMS EDUCATION - AL AIN, ABU DHABI, UAE



JEFFERSON S. MARCELO

ETHICS REVIEW COMMITTEE
AND RESEARCHER
UNIVERSITY OF MAKATI
PHILIPPINES



CHAI CHING TAN, PHD

MAE FAH LUANG UNIVERISTY
THAILAND



RAVINDRA PATHAK, PHD

MEDI-CAPS UNIVERSITY
INDIA
(ENGINEERING)



DR. ROMEO A. PILONGO

MASTER TEACHER I (SHS)
STA ELENA HIGH SCHOOL- SDO MARIKINA
PHILIPPINES



DR. RAYMUND M. PASION

DIREKTOR
SENTRO NG WIKA AT KULTURA
DAVAO ORIENTAL STATE UNIVERSITY
PHILIPPINES



ANDI ASRIFA, PHD

UNIVERSITAS MUHAMMADIYAH,
INDONESIA
(EFL, RESEARCH AND DEVELOPMENT)



DR. RANULFO L. VISAYA

DIRECTOR FOR ACADEMIC AFFAIRS
BENEDICTO COLLEGE
PHILIPPINES



DR. MOSHAROFF HOSEN

UCSI UNIVERSITY
MALAYSIA



DR. JOEFRELIN C. INES

HEAD, MARKETING AND BUSINESS STUDIES
UNIVERSITY TECHNOLOGY & APPLIED
SCIENCES, SHINAS, SULTANATE, OMAN



NELIA O. DU, PHD

FACULTY, KAGAWARAN NG WIKA
AT PANITIKANG FILIPINO-USM
UNIVERSITY OF SOUTHERN MINDANAO
PHILIPPINES



DR HARUNA ABUBAKAR

SENIOR LECTURER
UNIVERSITE AFRICAINE FRANCO-ARABE
MALI



JOSEPHINE P. DASIG, PHD

HEAD, COMMUNITY EXTENSION
SERVICES FACULTY,
GRADUATE SCHOOL OF EDUCATION
UNIVERSITY OF PERPETUAL HELP SYSTEM
DALTA
PHILIPPINES



JENNIFER M. OESTAR, PHD

SCHOOL HEAD
ISABANG ELEMENTARY SCHOOL-BOCOHAN
/ PROFESSOR I
COLLEGE OF SCIENCES,
TECHNOLOGY AND COMMUNICATIONS
PHILIPPINES



ANGEL LHI D. ALCALDE

COLLEGE INSTRUCTOR
NOTRE DAME OF MIDSAYAP COLLEGE
PHILIPPINES

INTERNATIONAL EDITORS/PEER REVIEWERS



MARILYN C. ARBES, PHD

EXTERNAL PANEL
SAINT MARY'S COLLEGE INC.
PHILIPPINES



FAHAD A. SALENDAB

ASSISTANT PROFESSOR III
SULTAN KUDARAT STATE UNIVERSITY
PHILIPPINES



DR. ANNA MAY E. CANDELARIO

CHAIRPERSON, SAS
CAPIZ STATE UNIVERSIT
-PILAR SATELLITE COLLEGE
PHILIPPINES



MARIA ELENA B. CASAS

TEACHER II-SENIOR HIGH SCHOOL
DAGATAN INTEGRATED
NATIONAL HIGH SCHOOL
PHILIPPINES



DR. MILDRED M. CRISOSTOMO

DIRECTOR,
OFFICE FOR INTERNATIONAL
PARTNERSHIPS AND PROGRAMS
DON HONORIO VENTURA STATE UNIVERSITY,
BACOLOR, PAMPANGA, PHILIPPINES



DOMINGO S. SAGNIP JR., PH.D.

MASTER TEACHER II
SHS DULONG BAYAN/DEPED BACOR CITY
PHILIPPINES



JOYCE KEITHLY C. MAYOR, PHD

COORDINATOR, SENIOR HIGH SCHOOL
LAL-LO NATIONAL HIGH SCHOOL
PHILIPPINES



DR. ASUNCION PACALDO PABALAN

DIRECTOR
PLANNING, QUALITY ASSURANCE
AND RISK MANAGEMENT
HOLY NAME UNIVERSITY, TAGB CITY, BOHOL
PHILIPPINES



MICHAEL B. CADUCOY, MBA

DIRECTOR
CENTER FOR INSTITUTIONAL PLANNING,
QUALITY ASSURANCE AND ACCREDITATION
OLIVAREZ COLLEGE, PARANAQUE,
METRO MANILA, PHILIPPINES



PROF. JO-MAR E. GREGORIO

FACULTY
POLYTECHNIC UNIVERSITY
OF THE PHILIPPINES
STO. TOMAS BRANCH
PHILIPPINES



DR. JONAS B. SIA

DEAN/ASSOCIATE VICE PRESIDENT
FOR ACADS AFFAIRS
OSMEÑA COLLEGES
MASBATE, PHILIPPINES



JOSEPHINE C. EVANGELISTA, PH.D.

DEAN/ INSTRUCTOR
MABALACAT CITY COLLEGE
PHILIPPINES



DR. PRATIK RAJAN MUNGEKAR

DEAN
CCOL, LONDON, UK

CONTRIBUTING WRITERS/EDITORS



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



ALSON RAE F. LUNA, PHD
UNIVERSITY OF PERPETUAL HELP
SYSTEM-DALTA
DEPARTMENT OF EDUCATION
(EDUCATIONAL MANAGEMENT)



MYRA G. FLORES, DIT
COLEGIO DE SANTO CRISTO
DE BURGOS, QUEZON
(ICT)



RODELITA P. VILLALOBOS, DBA
DEPARTMENT OF EDUCATION
(BUSINESS)



ETHEL REYES-CHUA, ED.D.
EMILIO AGUINALDO
COLLEGE - CAVITE
(EDUCATIONAL MANAGEMENT)



CINDER DIANNE L. TABIOLLO, EMD
JOSE RIZAL MEMORIAL
STATE UNIVERSITY
(ENVIRONMENTAL SCIENCE)



ASUNCION P. PABALAN, PHD
HOLY NAME UNIVERSITY
(BOHOL, PHILIPPINES)
(EDUCATIONAL MANAGEMENT)



FRANCIS THAISE A. CIMENE, PHD
UNIVERSITY OF SCIENCE AND
TECHNOLOGY OF SOUTHERN PHILIPPINES
(EDUCATIONAL MANAGEMENT)



STEVE CHRISTOPHER WONG
PHILIPPINE CHEN KUANG
HIGH SCHOOL FOREIGN LANGUAGE
(MANDARIN), (HUMAN RESOURCE MANAGEMENT)



DR. ULYSSES YU
ST. STEPHEN'S HIGH SCHOOL
(EDUCATIONAL MANAGEMENT,
ADMINISTRATION, CHINESE STUDIES)



JOSEPHINE P. DASIG, PHD
UNIVERSITY OF PERPETUAL
HELP SYSTEM DALTA
LAS PINAS CITY
(EDUCATIONAL MANAGEMENT
/ EXTENSION SERVICES)



CRISTETA M. MONTANO
RESTORED CAMPUS DEAN
CAVITE STATE UNIVERSITY-
CAVITE CITY CAMPUS
PART TIME FACULTY
DE LA SALLE UNIVERSITY -
DASMARINAS CITY (DLSU-D)
(EDUCATIONAL MANAGEMENT)



DR. MARIQUIT M. OBRERO
PROFESSOR III
UNIVERSITY OF NORTHERN PHILIPPINES
VIGAN CITY, ILOCOS SUR
(SCIENCE EDUCATION, PHYSICS, RESEARCH)



DR. MARIO P. OBRERO
PROFESSOR VI
UNIVERSITY OF NORTHERN PHILIPPINES
VIGAN CITY, ILOCOS SUR
(RESEARCH, STATISTICS, SCIENCE EDUCATION, PHYSICS)

REGIONAL COORDINATORS

REGION I



DR. MARIQUIT M. OBRERO

UNIVERSITY OF NORTHERN PHILIPPINES

REGION II



DR. GILBERT C. MAGULOD JR.

CAGAYAN STATE UNIVERSITY

REGION III



DR. RIOGEL L. SANTIAGO

GORDON HEIGHTS NATIONAL HIGH SCHOOL

REGION IV-A



JOEL N. DELA CRUZ, MBA, JD

BUENAVENTURA ALANDY NATIONAL HS

MIMAROPA



DR. JERGEN JEL C. LABARIA

WESTERN PHILIPPINES UNIVERSITY

NCR



DR. SAMUEL SUMAOANG

CHRISTIAN EDUCATORS' NETWORK

REGION XII



DR. ROSSANA JOY B. PRIOR

LAGAO 2ND BO ELEMENTARY SCHOOL

NCR



DR. ELVIRA B. BAGACINA

UPPER BICUTAN ELEMENTARY SCHOOL

REGION V



SANNY S. MAGLENTE, LLB, PHD

MASBATE COLLEGES

REGION VI



DR. JU-IM JIMLAN

TAMALAGON INTEGRATED SCHOOL

REGION VIII



JAYBEN P. LOCION

SAMAR NATIONAL SCHOOL

REGION IX



DR. CINDER DIANNE L. TABIOLO

JOSE RIZAL MEMORIAL STATE UNIVERSITY

REGION X



ARMANDO A. AGUSTIN, MAT

BUKIDNON NATIONAL HIGH SCHOOL

BARMM



JONAIID M. SADANG, MAN, PHD.C.

MINDANAO STATE UNIVERSITY-MARAWI

REGION XI (DAVAO CITY)



DR. KARREN NYLEE D. ATON

MTI, DAVAO CITY NATIONAL HIGH SCHOOL

MARKETING STAFF



CRISTINA A. MALTO

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



NANCY M. MALTO

MARKETING STAFF
0951-4946-063



PERFECTO C. CARBON JR.

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



CLAIRE B. MASINDA

MARKETING STAFF
0945-4753-058



MADILYN B. POVADORA

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



ARNEL P. ALVIAR

MARKETING STAFF
0997-6088-166



DR. JERGEN JEL C. LABARIA

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



DAISY L. QUIMPO

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



DR. ROSSANA JOY B. PRIOR

MARKETING STAFF
ROSSANAJOYPRIOR@GMAIL.COM



ANGELICA B. CRUZ

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



SUYA G. ALEJANDRO

MARKETING STAFF
SUYA.ALEJANDRO098@DEPED.GOV.PH
0936-1071-751



DR. JOSEPH C. INGGAN

MARKETING STAFF
0966-3066-976



MARICEL B. FRANCIA

MARKETING STAFF
MARICELCABRALBUHAT@GMAIL.COM
0938-0680-735



DR. ELVIRA B. BAGACINA

MARKETING STAFF
SUYA.ALEJANDRO098@DEPED.GOV.PH
0936-1071-751



GEMALYN S. HIDALGO

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



MARY JOY J. PALIGUTAN

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



ERLINDA M. MALTO

MARKETING STAFF
ERLINDAMAESTRADO3@GMAIL.COM
09061325032/09486616239



FABIO A. CALUNSAG, PH.D

MARKETING STAFF
FABIOCALUNSAG@TRMSU.EDU.PH
065-918-1965/0910-276-8627

TABLE OF CONTENTS

ARTICLES

BUILDING A BETTER TOMORROW: THE POWER OF TRANSFORMATIONAL LEADERSHIP IN LOCAL GOVERNMENT
LEONILLO B. CAPULSO, PHD
PAGE 1

A CITY TRANSFORMED: HOW ONE MAYOR CHANNELS THE SPIRIT OF ST. TERESA OF CALCUTTA
HON. VILMA CALUAG
PAGE 3

INDIGENOUS COMMUNICATION OF TAGBANUA
IRISH MEBELE P. ESCANDALIO
PAGE 6

DESMOS: GRAPHING THE SUCCESS OF MATHEMATICS EDUCATION
RAYMOND G. GALANG
PAGE 7

COMMUNICATION: HOW IS THIS IMPORTANT IN EDUCATION AND EDUCATIONAL MANAGEMENT?
IRA B. DOMINGO
PAGE 8

EMBRACING SOCIOCULTURAL GLOBALIZATION: SHAPING THE MINDS OF FILIPINO STUDENTS
CATHERINE B. ALZAGA
PAGE 9

TEACHING: A HEAVEN'S CALL
ALLEN DAVE D. LAGAT
PAGE 10

MATH IN ACTION: MAKING MATH RELEVANT WITH INTEGRATIVE PERFORMANCE TASKS AND GRASPS MODEL
RAYMOND G. GALANG
PAGE 11

EMBRACING DIVERSITY: UNDERSTANDING PALAWAN-MUSLIM LEARNERS IN OUR COMMUNITY
ROLYN JANE A. NABAYRA
PAGE 12

UNVEILING THE LIVED REALITIES: HOW DOES DAILY LIFE AMONG THE PALA'WAN IMPACT THEIR LEARNING JOURNEY?
PRINCES DIAN D. TIBIO
PAGE 13

I AM A TEACHER... LOADED AND FIRING
NOIME RISSA L. POMASIN
PAGE 14

BRIDGING TOMORROW'S SUCCESS: THE IMPERATIVE ROLE OF TECHNICAL VOCATIONAL LIVELIHOOD EDUCATION
JOANA MARIE F. CATAMA
PAGE 15

FIGHT AGAINST HUNGER: FEEDING PROGRAM FOR MORE PRODUCTIVE YOUTHS
MALOU P. MARASIGAN
PAGE 15

TABLE OF CONTENTS

LEVELING UP LEARNING: THE ROLE OF GAMIFICATION IN CLASSROOM ENGAGEMENT

LYRA F. EITO
PAGE 16

PROMOTING CULTURAL COMPETENCE IN EDUCATION: VALUING AND EMBRACING DIFFERENCES

NORLIE V. ALVIOR PHD
PAGE 16

EDUCATION BEYOND FOUR CORNERS: ADDRESSING LEARNING GAPS THROUGH MAKESHIFT CAMPS

EMMANUEL P. SATOR
PAGE 17

EMBRACING PLURALISM: BUILDING INTERCULTURAL COMPETENCE THROUGH NURTURING INTERCULTURAL SENSITIVITY IN LEARNERS

RAECHELLE JOY G. PIS-AN, MAED
PAGE 17

REMNANTS OF THE PANDEMIC: ADDRESSING LEARNING LOSS AND ATTAINING LEARNING STANDARDS THROUGH THE NATIONAL LEARNING CAMP

SARAH JANE A. BAGAY
PAGE 17

EXPLORING MULTIMEDIA FOR EFFECTIVE LEARNING

MONALISA M. OLALISAN
PAGE 18

ESSAYS

THE ROLE OF EDUCATION IN SUSTAINABLE DEVELOPMENT: CREATING GLOBAL STEWARDS

JOCELYN DE LA ROSA SABRIDO
PAGE 20

NAVIGATING THE MATHEMATICAL FRONTIER: EMPOWERING MINDS FOR THE 21ST CENTURY

CHEMBY P. OBORDO
PAGE 20

ENHANCING STEM LEARNING: THE ROLE OF GAMES IN SCIENCE 10 INSTRUCTION

HYDEE T. BALBA
PAGE 21

POEMS

ALAY PASASALAMAT

MARISSA A. CANASTRA
PAGE 22

A TEACHER'S PLEA

MARY JANE Y. SERNA
PAGE 23

INDAYOG NG BUHAY

MICO GUSTAM LUCAS
PAGE 24

MORE THAN A FRIEND

GEMMA CIPRIANO TABALBAG
PAGE 25

LILLY'S WHIMSICAL ADVENTURES

AILA M. ALONZO
PAGE 26

TABLE OF CONTENTS

THE EVERLASTING LEGACY OF EDUCATION
DR. SHINETH CUNANAN-GONZALES
PAGE 26

YUMMY SPAGHETTI
FLORA MAY C. CAPARIDA
PAGE 26

PIKIT, AMING SINISINTANG BAYAN
TARHATA B. IDSLA
PAGE 26

MATALIK NA MAGKAIBIGAN
RUBY LYN B. CARDINES, DHUMS, PHD
PAGE 27

PANGARAP NA AYTEM
JOANNA MARIE G. BUENO
PAGE 28

STORIES

THE FULFILLMENT OF MY AMERICAN DREAM: A REMARKABLE JOURNEY
GLADELYN T. RULL, DEM
PAGE 29

ISANG LIMOT NA BAYANI
MILAGROS L. VALDEZ, PHD.
PAGE 30

THE RICH AND THE POOR
DUANE IVY E. LAWAG
PAGE 30

KAIBIGAN KA SA TUWINA
IVY GRACE S. MESAYA
PAGE 30

ANG BANGO NG PANDAN
RICHARD A. COCHANGCO
PAGE 31

ANG PULANG BLUSA NI LALA
LAILANIE A. MASILUNGAN
PAGE 32

ABSTRACTS

THE TEACHING OF ENTREPRENURSHIP IN SENIOR HIGH SCHOOL: BASIS FOR THE CONSTRUCTION OF DIGITAL AND NON-DIGITAL EDUCATIONAL RESOURCES
JOCIL M. NAVARRETE
PAGE 34

EXTENT OF IMPLEMENTATION OF THE SPECIAL SCIENCE PROGRAM AT GENERAL LICERIO GERONIMO MEMORIAL NATIONAL HIGH SCHOOL: BASIS FOR AN ACTION PLAN
NOLLY T. IDALA
PAGE 35

STORY -MAPPING STRATEGY IN TEACHING READING COMPREHENSION: PRACTICAL PROGRESSION ACTIVITIES FOR GRADE 11
MELANIE D. GALLANO-ABALLE
PAGE 36

TABLE OF CONTENTS

**ENHANCING SOCIAL STUDIES EDUCATION AT PAGUDPUD NATIONAL HIGH SCHOOL:
EXPLORING THE LEVEL OF PERCEPTION, CHALLENGES, AND IMPLICATIONS OF ICT
INTEGRATION**

PRETZEL L. RAGONJAN
PAGE 36

**BENEFITS, CHALLENGES, AND PRACTICES ON THE UTILIZATION OF DIGITAL PLATFORM
AMONG SECONDARY SCHOOL TEACHERS IN A DIVISION**

SHEILA MARIE M. GARCIA
PAGE 37

**DEVELOPMENT AND VALIDATION OF MATH RACE SELF-LEARNING MATERIAL IN
GENERAL MATHEMATICS**

ANJENET PAYANAY OLAYRES
PAGE 37

A PROPOSEDE-MODULAR INSTRUCTIONAL SUPPORT IN PRE-CALCULUS

EDMON F. MATUCINIO
PAGE 37

**DEPED ACTIVE AND PRIVATE MADARIS PROGRAM TOWARD CHILDREN ISLAMIC
VALUES**

ESMAIL M. SAMPULNA
PAGE 38

PROJECT TTAS ON THE PERFORMANCE OF GRADE 9 LEARNERS

JENIFER A. TUPAS
EDILBERTO P. PANTALEON
MICHAEL B. MILAN
PAGE 38

**GENERAL MATHEMATICS INSTRUCTIONAL VIDEO EXPLAINER (GIVE) FOR STRUGGLING
LEARNERS UNDER THE MODULAR DISTANCE LEARNING**

MARILOU S. PEDREGOSA
ANA LUZ ARWENA L. DELIZO
JOCELYN T. CAVAN
PAGE 38

**EXPLORING ENGLISH INSTRUCTION WITH IP LEARNERS: CHALLENGES, HOPES AND
COPING STRATEGIES AMONG TEACHERS**

SYRELLE C. LETIGIO-MANGA
DR. GAUDY C. ORTIZO
PAGE 38

**PERSONAL AND EDUCATIONAL IMPACT OF THE PANTAWID PAMILYANG PILIPINO
PROGRAM (4PS)**

JANET A. GERSAVA - ANIÑON
PAGE 39

**THE SUPERVISORS' EXPERIENCES, INITIATIVES AND CHALLENGES IN THE K-12
IMPLEMENTATION**

FAIRUZ PANGATO- AKIL
PAGE 40

LESSON PLAN

SEMI DETAILED LESSON PLAN IN FUNDAMENTALS IN ACCOUNTING BUSINESS

MANAGEMENT THELMA P. ODIMER
PAGE 42

INSIGHTS / FORESIGHTS - VOLUME IV - ISSUE NO. 3 - MARCH 2024 - ISSN: 2799-1938

INSIGHTS | FORESIGHTS

MONTHLY MULTIDISCIPLINARY
MAGAZINE/ TABLE BOOK
VOLUME IV, ISSUE NO. 3
MARCH 2024

REGISTRATION NOW OPEN!



5th International Multidisciplinary Research Conference 2024

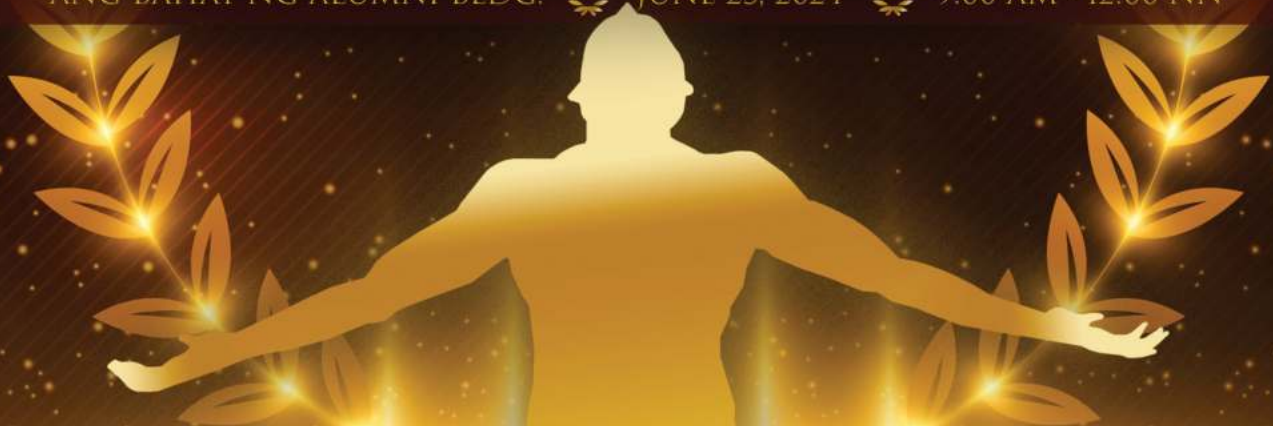
DEMO TEACHING GENERAL BOOK LAUNCHING MEMBERSHIP ASSEMBLY

UNIVERSITY OF THE PHILIPPINES
Diliman Campus, Quezon City
JUNE 22 - 23, 2024
8:00 AM - 5:00 PM



AWARDING CEREMONY

ANG BAHAY NG ALUMNI BLDG. JUNE 23, 2024 9:00 AM - 12:00 NN



Contact No.: 0933 556 4886
Facebook Page: beyondbookspublication
Email Address: beyondbookspublication2018@gmail.com

Websites.: <https://www.bbpublication.net/>
<https://www.ijams-bbp.net/o>

5th International Multidisciplinary Research Conference 2024

UNIVERSITY OF THE PHILIPPINES - Diliman Campus, Quezon City, JUNE 22 - 23, 2024, 8:00 AM - 5:00 PM



AWARDING CEREMONY

ANG BAHAY NG ALUMNI BLDG. ⌚ JUNE 23, 2024 ⌚ 9:00 AM - 12:00 NN

RESEARCH CONFERENCE

1. POSTER PRESENTATION, ON-SITE
2. ORAL PRESENTATION, ON-SITE

DEMO TEACHING

REGISTER NOW!



Scan the QR Code

REGISTER NOW!



Scan the QR Code

5th International Multidisciplinary Research Conference 2024

UNIVERSITY OF THE PHILIPPINES - Diliman Campus, Quezon City, JUNE 22 - 23, 2024, 8:00 AM - 5:00 PM



AWARDING CEREMONY

ANG BAHAY NG ALUMNI BLDG. ⌚ JUNE 23, 2024 ⌚ 9:00 AM - 12:00 NN

GLOBAL LEADERS & EDUCATORS AWARDS

- OUTSTANDING PROFICIENT EDUCATOR
- OUTSTANDING HIGHLY PROFICIENT EDUCATOR
- OUTSTANDING DISTINGUISHED EDUCATOR
- OUTSTANDING GLOBAL EDUCATOR - HUMSS & LANGUAGES
- OUTSTANDING GLOBAL EDUCATOR - ICT CATEGORY
- OUTSTANDING GLOBAL EDUCATOR - TECHNOLOGY AND VOCATIONAL LEVELHOOD
- OUTSTANDING GLOBAL EDUCATOR - ACCOUNTING, BUSINESS, MANAGEMENT
- OUTSTANDING GLOBAL EDUCATOR - SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS
- OUTSTANDING GLOBAL EDUCATOR - RESEARCH
- OUTSTANDING GLOBAL EDUCATOR - INNOVATION (Subject Area Specialization)
- OUTSTANDING GLOBAL EDUCATOR - BOOK AUTHOR CATEGORY
- OUTSTANDING GLOBAL EDUCATOR IN JOURNALISM
- OUTSTANDING GLOBAL EDUCATOR IN TV BROADCASTING
- OUTSTANDING GLOBAL EDUCATOR - MODULE WRITER CATEGORY
- OUTSTANDING LEADERSHIP AWARD IN EDUCATION
- OUTSTANDING LEADERSHIP AWARD IN BUSINESS
- OUTSTANDING LEADERSHIP AWARD IN GOVERNMENT SERVICE

HUWARANG GURO

HUWARANG GURO SA LARANG NG INOBASYON
HUWARANG GURO SA LARANG NG PAGTUTURO
HUWARANG GURO SA LARANG NG PANANALIKSIK

REGISTER NOW!



Scan the QR Code

REGISTER NOW!



Scan the QR Code

5th International Multidisciplinary Research Conference 2024

UNIVERSITY OF THE PHILIPPINES - Diliman Campus, Quezon City, JUNE 22 - 23, 2024, 8:00 AM - 5:00 PM



AWARDING CEREMONY

ANG BAHAY NG ALUMNI BLDG. ⌚ JUNE 23, 2024 ⌚ 9:00 AM - 12:00 NN

BOOK AWARDS

CATEGORY (FICTION & NON-FICTION)

- BIOGRAPHY
- PERIODICALS
- NARRATIVE NON-FICTION
- SELF-HELP
- RELIGION/THEOLOGY
- SPEECH
- REFERENCE BOOK
- MEMOIR
- TEXTBOOK - ACCOUNTING, BUSINESS, ECONOMICS
- TEXTBOOK - COMMUNICATION, PERFORMING ARTS, VISUAL ARTS
- TEXTBOOK - COMPUTER SCIENCE, ENGINEERING
- TEXTBOOK - LANGUAGE LITERATURE, RELIGION, SOCIAL SCIENCES
- TEXTBOOK - LIFE SCIENCE, MATHEMATICS, PHYSICAL SCIENCE
- TEXTBOOK - RESEARCH - ACTION RESEARCH, INNOVATION
- TEXTBOOK - OTHER CATEGORIES
- FANTASY
- SCIENCE FICTION
- HISTORICAL FICTION
- REALISTIC FICTION
- CRIME
- MYSTERY
- SUSPENSE
- HORROR
- HUMOR
- SATIRE
- COMIC-GRAPHIC
- ROMANCE
- ANTHOLOGY
- FAIRY TALE

WRITERS AWARD

CATEGORIES

- POEM
- FEATURE ARTICLE - LONG
- FEATURE ARTICLE - SHORT
- ESSAY
- COLUMN
- NEWS ARTICLE
- EDITORIAL
- EDITORIAL CARTOON
- LESSON EXEMPLAR
- INNOVATION - SCHOOL
- SIM - STRATEGIC INTERVENTION MATERIAL
- RESEARCH ABSTRACT
- RESEARCH-JOURNAL ARTICLE
- BOOK REVIEW
- LITERATURE REVIEW

REGISTER NOW!



Scan the QR Code

REGISTER NOW!



Scan the QR Code

Contact No.: 0933 556 4886

Facebook Page: beyondbookspublication

Email Address: beyondbookspublication2018@gmail.com

Websites: <https://www.bbpublication.net/>

<https://www.ijams-bbp.net/o>





Insights Foresights



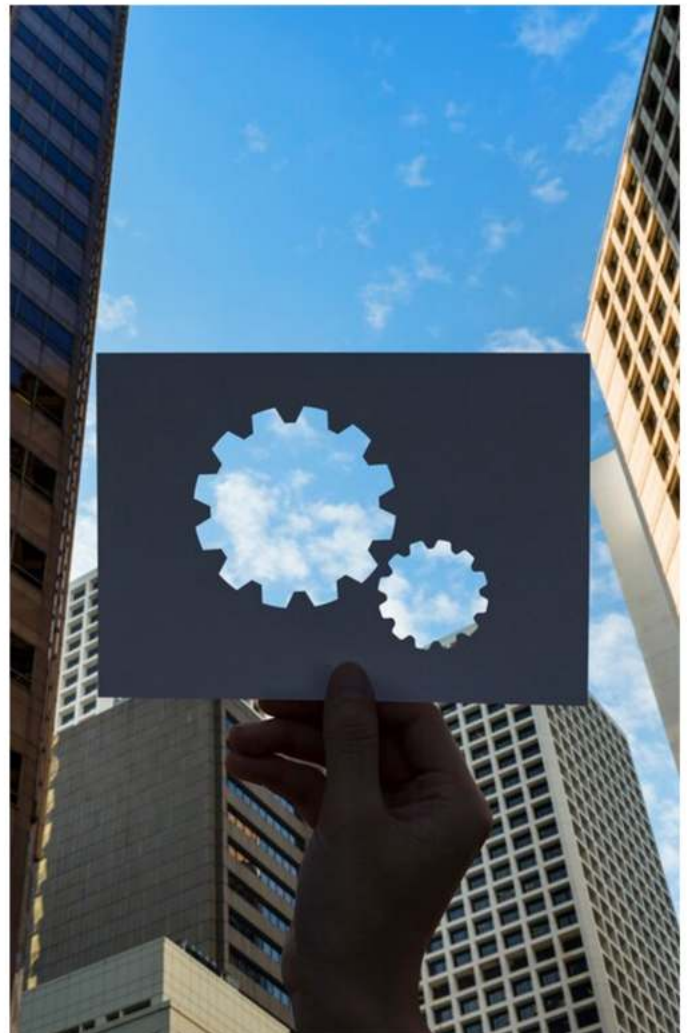
Leonilo B. Capulso, PhD
CEO/President, Beyond Books Publication
Editor-in-Chief

BUILDING A BETTER TOMORROW: THE POWER OF TRANSFORMATIONAL LEADERSHIP IN LOCAL GOVERNMENT

Local governments, as the backbone of thriving communities, play a unique and crucial role. However, to drive real progress, they need leadership that transcends the ordinary. This is where transformational leadership steps in.

Transformational leaders are visionaries who paint a clear picture of a brighter future for their communities. They don't just tell people what to do; they inspire them to believe and work towards a shared vision. But inspiration alone isn't enough. These leaders also understand the importance of:

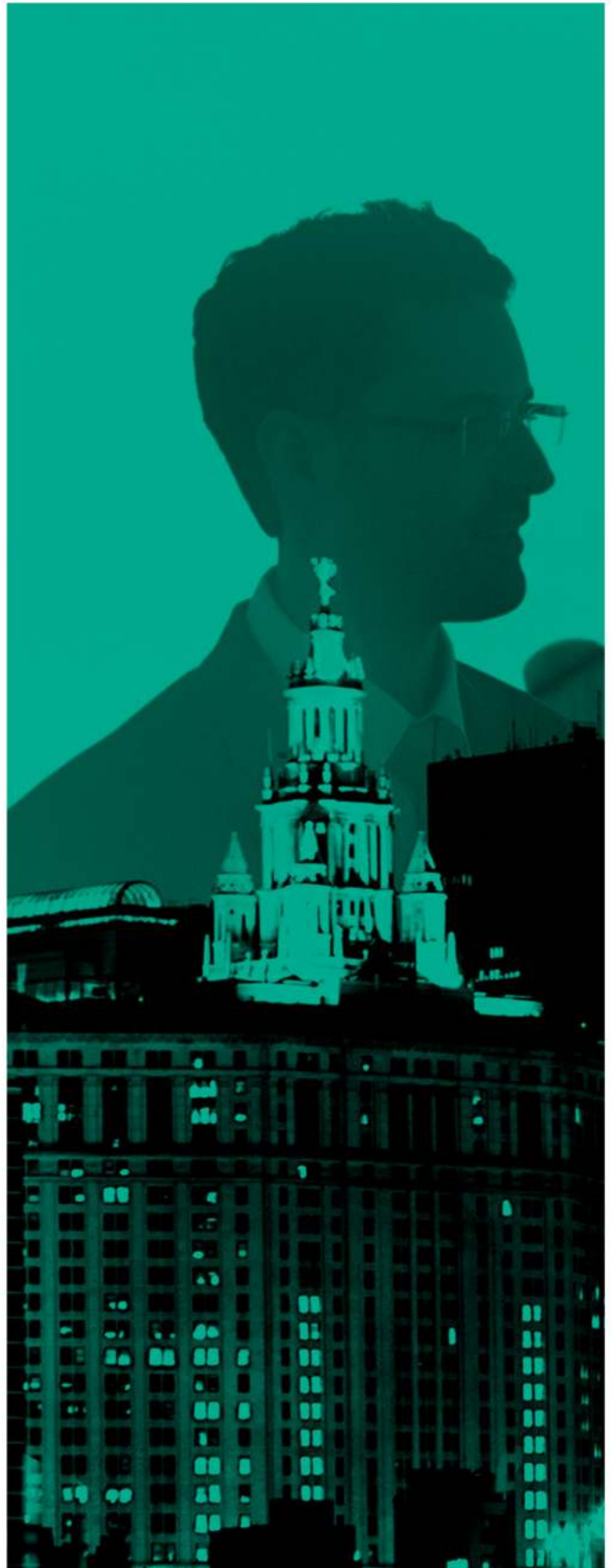
- **Empowerment and Collaboration:** They create an environment where everyone feels valued and capable of contributing. Collaboration and diverse perspectives are key to innovative solutions.
- **Accountability and Transparency:** Trust is paramount. Transformational leaders hold themselves and others accountable, ensuring decisions are made in the community's best interests. Open communication is crucial.
- **Innovation and Adaptability:** The world is in a constant state of flux. Transformational leaders, rather than being passive observers, actively embrace new ideas, challenge the status quo, and adapt to better serve the community's evolving needs.
- **Relationship Building:** Strong relationships with stakeholders, residents, and other government agencies are essential for success. These relationships are built on a foundation of trust, which transformational leaders actively cultivate, fostering a collaborative environment.



- **Strategic Planning and Execution:** Visions need a roadmap. These leaders create strategic plans that translate dreams into action, monitor progress, and adjust when needed.

- **Emotional Intelligence and Resilience:** Leading isn't easy. Transformational leaders possess high emotional intelligence, gracefully navigate challenges, and inspire confidence through resilience.

Transformational leadership in local government is about more than just getting things done. It's about inspiring, empowering, and working together to create a better future for everyone. It's the key to unlocking a community's full potential and building a brighter tomorrow.



A CITY TRANSFORMED: HOW ONE MAYOR CHANNELS THE SPIRIT OF ST. TERESA OF CALCUTTA

Edited by: Juliebert S. Fernandez

HON. VILMA CALUAG

City Mayor
San Fernando City, Pampanga

In a world full of darkness wherein vanquished by self-interest and political maneuvering, where the poor are constantly getting poorer and neglected of some fundamental human rights are ignored due to immense corruption and conceited services of the majority government and political leaders, here comes the story of a city transformed by a servant leader shines as a beacon of hope.

Right after her oath on the 30th of June 2022, Mayor Vilma Caluag started her promise for a better City of San Fernando - a drive for inclusivity and a vow to serve every sector of local government with a comprehensive agenda¹.

Mayor Caluag's way of transforming the city is not simply about metropolitan growth or economic worth but a deep commitment to good governance and service to low-income constituents, mirroring the timeless spirit of St. Teresa of Calcutta. The mayor at the heart of this narrative symbolizes a leadership pinnacle that prioritizes the dignity and well-being of every citizen, notably the most vulnerable. Let us explore how Mayor V has successfully funneled the ethos of St. Teresa of Calcutta, fundamentally reshaping the city's fabric via servant leadership and compassionate governance.

The Spirit of St. Teresa: Caluag's Brand for Modern Leadership

St. Teresa of Calcutta, known for her tireless commitment to the poor and marginalized, epitomized the core of servant leadership. Her life was a testament to the belief that authentic leadership is about serving others selflessly. This vibrancy is vividly humming in our mayor's path, who acknowledges that "No one should have to beg for a dignified life and death, especially where there are leaders and local governments duty-bound to uphold these human rights."² This quote is not just an ideological contention but a guiding compass that has steered transformative policies and initiatives in our city.



Good Governance: The Cornerstone of Transformation

Good governance is the foundation upon which any noteworthy transition is built. Mayor V has redefined what it means to rule with integrity, transparency, and accountability. Under her leadership, the city saw a marked improvement in public services, infrastructure, and community engagement right after her oath as the first woman mayor. These claims were all presented during her State of the City Address (SOCA) 2023, wherein one of the significant victories was when she fought the arbitrary bills collected by SFELAPCO to its consumers. By boosting a culture of openness and participatory decision-making, Mayor V has assured that the voices of all citizens, especially the marginalized, are heard and considered in policy-making processes.

Service for the Poor: A Moral Obligation

Paramount to this, Mayor V's dream is the uncompromising adherence to service for individuals experiencing poverty. Illuminated by St. Teresa's determined advocacy for the destitute, the local executive has launched numerous initiatives to uplift those in need. Infrastructure, Social Welfare Development, accessible healthcare services, and educational programs with youth programs have been rolled out to provide a safety net for the city's poorest locals. These endeavors are not mere acts of charity but strategic actions to build an inclusive society where everyone can lead a dignified life. Comprehensive healthcare is one of the most significant programs in her first 100 days as the local executive. Mayor V's governance has enforced a revolutionary healthcare program through a public-private partnership to bridge the hole between the privileged and the underprivileged. This includes creating a state-of-the-art dialysis center and medical centers staffed by healthcare professionals and concentrating on preventative care and health education. This strategy has led to a significant reduction in common conditions and improved public health metrics. Caluag's success is ascribed to her ability to motivate private entities to invest in the community.

A City Renewed: The Power of Compassionate Leadership

The impact of Mayor V's servant leadership is tangible across the city. Fernandinos feel renewed trust in their local government, knowing their leader genuinely cares about their welfare. This trust has been climacteric in promoting a collaborative atmosphere where residents vigorously partake in

community development projects, further amplifying the positive changes initiated by the mayor.

Moreover, the emphasis on service for people with low incomes has enhanced the lives of people in need and supplemented the entire community. Businesses prosper in a more steady and impartial environment, schools are sufficiently funded and more inclusive, and healthcare assistance is more efficient and accessible. This holistic strategy to governance, profoundly embedded in the principles of servant leadership, has developed a city that stands as a testament to what can be accomplished when leaders prioritize compassion and justice.

A Heritage of Hope and Dignity

The narrative of our city is a potent reminder of the deep blow that servant leadership can deliver on a community. By piping the spirit of St. Teresa of Calcutta, Mayor Vilma Balle-Caluag has exhibited that good governance and service for low-income people are not just aspirational dreams but achievable truths. Her tireless devotion to guaranteeing that "No one should have to beg for a dignified life and death" has recast our city into a beacon of hope and dignity for all its residents.

As we look to the future, this mayor's leadership heritage will continue to inspire and direct us. It is a heritage built on the confidence that everyone deserves to be treated with respect and compassion, an idea that can transform not just cities but the world.



ARTICLES



INDIGENOUS COMMUNICATION OF TAGBANUA

Irish Mebele P. Escandalio
Teacher I
Barake Elementary School
Barake, Aborlan, Palawan

Indigenous communication refers to the diverse traditional communication practices indigenous communities employ to convey knowledge, values, and cultural heritage. These methods often involve oral storytelling, rituals, symbols, and communal activities that foster deep connections between community members and their cultural identity. Native groups talk and share stuff in special ways, like stories and rituals. It's like their unique language of communication that passes on their history and traditions.

Palawan is also known for its cultural heritage, where indigenous communities live. One of the indigenous people living here is the Tagbanua. The Tagbanua people are abundant in culture, beliefs, and traditions. They also use different communication terminologies.

"Surugidén" is a Tagbanua word which means "pag-uusap" or "to communicate". It is a communication process that needs to be resolved whenever there is a conflict, problem, or misunderstanding among the people living in the community. The authorized persons to settle these problems are called the Ginoo and Bageral. Both parties are being summoned to sort out and resolve their misunderstanding. If a Tagbanua couple plans to get married or live together, surugiden is also settled. They will discuss important matters such as "bandi" or dowry. It is money that a groom gives to her bride. If the couple had a conflict and misunderstandings due to different circumstances and decided to part ways, they must also communicate with the respected elders and settle surugiden.

"Rundingan" is also a Tagbanua term that means "pakikipagkuwentuhan" or "to talk with someone." There is also another term, which is "sugi'sugid." Communication is also crucial to the Tagbanua people. They are very affectionate with their family members and have strong family ties. Whenever they confront difficult situations, they communicate to lend a helping hand. Having a little chat makes them feel loved and important. It enables them to express their needs, wants, and concerns to each other. Their open and honest communication creates an atmosphere that allows them to express their differences, love, and admiration for each other.

Tagbanua also believes in communicating between the world of the living and the underworld of the dead. Pagda'ton is a ritual or offering to communicate and appease the deities and the departed kin. This is done during birthday celebrations and when there is a sick person. Magbuwis is also a ritual for the well-being and safety from deadly diseases. Sagkat is a way of asking permission to have "kaingin" as a sign of respect from the deities and gods of the forest. Kaingin is a technique to clear land by slashing and burning trees. This is also an indigenous practice of cultivating small farms in the upland to grow crops and source their food and income. Lambay is also a ritual when there is a long period of extreme heat, and the people call for rain. They offer chickens to the deities. Pagdiwata is a ritual dance that is their Thanksgiving feast for a beautiful rice harvest and food offerings to gods and departed kins.

These indigenous ways of communicating with the gods, deities, and departed kin are part of the culture of the Tagbanua people. Although their perspectives may differ from those of others, we should respect their beliefs and traditions. Some people are abusing their culture and making money out of it. Respecting other cultures and traditions is important. It helps to create a more inclusive and harmonious society where everyone feels valued and accepted.





DESMOS: GRAPHING THE SUCCESS OF MATHEMATICS EDUCATION

Raymond G. Galang

Teacher III

Aliaga National High School

Pob. East II, Aliaga, Nueva Ecija

The pursuit of helping students understand the logic and beauty of numbers has long been a motivating factor for every mathematics teacher. While valuable, Textbooks and lectures can need more dimension and be more engaging. This is where technology enters, and DESMOS App has become a transformative tool in General Mathematics classes.

The DESMOS App is more than just a graphing calculator. It is an interactive platform that uses visually captivating experiences to bring abstract notions to life. Students can plot equations, manipulate functions, and explore transformations in real-time scenes. Witnessing the immediate impact of their actions on the graph fosters a deeper understanding of mathematical relationships, which can help students communicate their strengths and weaknesses to mathematics educators.

Traditional math problems can often feel tiresome and repetitive, so DESMOS App injects a dose of excitement. Plotting complex equations allows students to become artists in mathematics. This promotes a sense of ownership and pride in their work. Thus, it is no longer just about solving a complex equation and getting the correct answer; it is about the exploration, discovery, and satisfaction of bringing a mathematical concept to life visually and creatively. This transition empowers students, transforming them from inactive learners into active explorers eager to delve deeper into the fascinating world of mathematics. DESMOS App becomes a training ground for every student's curiosity, where they can experiment, push boundaries, and discover the hidden art within equations.

Additionally, collaborative learning environments are ideal for DESMOS App. Students can work together on a shared graph, manipulating functions and discussing the resulting changes. Students can express their thoughts and gain insight from one another's viewpoints, which promotes critical thinking and communication skills.

The DESMOS App accommodates a range of learning preferences. Students grappling with a concept can use the graphing tool to visualize the

problem, leading to a more active student-teacher engagement. Advanced learners can delve deeper by trying out complex equations and exploring their properties, for DESMOS offers a level playing field, allowing each student to improve at their own pace. No rush, no pressure. DESMOS extends its capabilities beyond the classroom walls. Students can access the app at home to revisit concepts or explore topics further, re-study the equations, and understand the problems. This empowers them to take charge of their learning, showcasing a sense of independence and responsibility.

While DESMOS App is a powerful tool, it will not equalize the role of a true mathematics teacher. With the responsibility of guiding instruction, providing explanations, and offering support stays, DESMOS App acts as a bridge, making complex concepts more accessible and making the mathematics world enjoyable—portraying the famous quote, "Mathematics is Fun." The DESMOS App is a prime example of how innovative technical developments are changing education—mathematics education. Educators must embrace these tools and incorporate them into their classrooms and classes. By doing so, teachers can create a dynamic learning environment wherein students are empowered to explore, discover, and unlock the magic within the world of mathematics.





COMMUNICATION: HOW IS THIS IMPORTANT IN EDUCATION AND EDUCATIONAL MANAGEMENT?

Ira B. Domingo
Teacher I
Barake Elementary School

Developing strong communication skills and being open to having difficult talks are essential for effective education leadership, whether somebody is a teacher or an administrator. Stakeholders in schools include family, teachers, administrators, and students. Every group has high expectations for the educational system, and achieving those goals requires good verbal and nonverbal communication skills.

Information is transmitted from a source to an audience through communication. The audience/receiver must comprehend the message in its intended form for communication to be effective. Teachers who can communicate effectively can carry out their duties and ensure that children obtain the best education. It increases collaboration, promotes a learning culture, and strengthens the bond between educators, learners, parents, and the school community.

In both education and educational administration, communication is essential. To ensure that our students succeed, communication is vital—whether it is between teachers and students, teachers and parents, teachers and administrators, or administrators and parents. Effective communication reduces the possibility of negative emotions arising throughout the teaching process. During the lecture, the student needs to pay full attention to their teacher to learn. Information is transferred through media from a sender to a recipient during communication. A teacher's communication ability is essential to delivering instruction, classroom management, and interactions with pupils. The teacher must instruct pupils using a variety of methods of thinking. Teachers must develop communication skills by encouraging pupils to modify their instruction to fit each learner's potential and ability. Through communication tools, parents, students, and teachers can build a stronger community that collaborates to provide the best quality education.

Regarding educational management, communication is essential to the school's ability to accomplish its primary objective. There should always be open communication between the leader of the school and those under them. In school settings, the value of communication is

strongly felt. Principals/school heads are expected to stay informed about all school correspondence. Adequate communication among all stakeholders—including educators and parents—guarantees the giving of appropriate guidance. Thanks to modern technologies, involving families and learners is now simpler than ever. Principals, teachers, and families can engage through various methods, including writing school memorandums and letters, conducting meetings, SMS messaging, group chats in Messenger, email blasts, or social media updates.

These strategies have become an advantage in communication nowadays. Any communication media plays an integral part in effective communication in educational management, enabling it to achieve its goals and objectives.

Communication plays a vital role in human life. It facilitates the process of sharing information and helps people build relationships with others. We meet different people and communicate with them to get to know them better. How can we live every day without communication? Can we survive without having a companion to talk to? That is why communication is essential to us in everyday life and to the success of our education.





EMBRACING SOCIOCULTURAL GLOBALIZATION: SHAPING THE MINDS OF FILIPINO STUDENTS

Catherine B. Alzaga
Teacher III
Tabaco National High School

In the interconnected globe of the twenty-first century, the Philippines is at a crossroads of sociocultural globalization, with global trends, ideas, and values permeating the educational environment. Filipino students undergo tremendous upheaval in their ideas, values, and behaviors as cultural boundaries blur and information sharing becomes immediate. This essay investigates the multidimensional impact of sociocultural globalization on Filipino students and the ramifications for their education and identity.

Diverse Points of View:

Exposure to varied ideas worldwide is one of the most significant effects of sociocultural globalization on Filipino pupils. Through digital platforms, social media, and international communication channels, students receive access to a plethora of knowledge and opinions that transcend geographical and cultural borders. This exposure cultivates a more tolerant and global attitude, extending their understanding of many cultures, beliefs, and societal standards.

Hybridization of Cultures:

Cultural hybridization has resulted from sociocultural globalization, in which traditional Filipino values combine smoothly with global influences. This fusion is visible in many facets of students' lives, including fashion, music, language, and gastronomy. For example, the entry of Western ideas has resulted in a dynamic interplay of cultures, resulting in a distinct Filipino identity incorporating local traditions and global influences.

Language Evolution:

English has become more than just a language in the age of sociocultural globalization; it is a symbol of global connectivity and possibility. English proficiency among Filipino students has increased, giving them a competitive advantage in the international employment market. However, this linguistic shift raises concerns about preserving local languages and dialects. Balancing global communication and preserving language diversity becomes critical in the changing educational context.

Educational Values in Transition:

There is a notable shift in ideals among Filipino students as global concepts permeate the educational realm. Individualism, critical thinking, and invention become more prominent, challenging old concepts of collectivism and compliance. This shift in ideals has the potential to transform education by emphasizing innovation, adaptability, and global awareness.

Opportunities and Challenges:

While sociocultural globalization provides many benefits for Filipino students, it also poses certain obstacles. The unfiltered flow of information might contribute to cultural dilution and identity problems. Balancing global influences while preserving cultural origins becomes tricky for educators and governments.

Sociocultural globalization is an irreversible force that has entered the lives of Filipino students, influenced their educational path, and altered their worldview. Accepting this occurrence opens possibilities for a more connected and internationally conscious generation. However, navigating the hurdles is critical to preserving the rich fabric of Filipino culture as students embark on a journey of learning and adaptation in a globalized world. As the educational landscape evolves, a deliberate and balanced strategy is required to capitalize on the good features of sociocultural globalization for the benefit of both students and the nation.





TEACHING: A HEAVEN'S CALL

Allen Dave D. Lagat
Teacher III
Aliaga National High School
Pob. East II, Aliaga, Nueva Ecija

A career in education has the potential to significantly impact society and the future. As a teacher, I've grown to see the significant influence instructors can have on their pupils' lives, encouraging academic progress, character development, and personal improvement.

One of the most impressive teaching elements is witnessing students' transformations as they learn new information, acquire critical thinking abilities, and identify their passions. It is gratifying to see a struggling student finally understand a concept they had previously found difficult or to see their excitement when they establish connections between several concepts.

Teaching is more than just imparting knowledge; it also entails igniting students' interest and cultivating a passion for learning. It assures children to inquire, investigate, and think for themselves. To ensure that all students feel valued and motivated to engage in their learning fully, it is crucial to cultivate a good and inclusive classroom environment. I have discovered that adaptation is essential as a teacher. Because every student is different, their learning preferences, aptitudes, and difficulties vary widely. To ensure that every student achieves their maximum potential, I must be able to modify my teaching strategies to meet various learning needs. However, there are also difficulties in teaching. It can be challenging to navigate administrative requirements, control substantial class sizes, and manage a range of student behaviors.

Nevertheless, every obstacle offers a chance to develop and improve teaching abilities. Furthermore, teaching extends beyond the classroom. It involves providing guidance, support, and occasionally counseling to students who may be going through personal difficulties. Building a trusting bond with students and serving as a source of support for them improves not only their educational experience but also aids them in navigating the challenges of daily life.

Teachers shoulder immense accountability due to our profound and multifaceted impact on young minds. The role of an educator transcends the mere transmission of knowledge. Teachers act as architects, shaping a student's intellectual

foundation and critical thinking abilities, moral compass, and overall approach to the world. By fostering a culture of inquiry and analysis, teachers equip students with the crucial skill of critical thinking, enabling them to become informed and responsible individuals. The teacher's influence extends beyond academics and is vital in nurturing moral and inclusive values. Promoting respect, tolerance, and social responsibility helps students develop the ethical foundation necessary to contribute to society positively.

In conclusion, teaching is a tremendous vocation that helps students develop their knowledge, talents, and moral principles. It calls for commitment, sympathy, and a sincere love for fostering the growth of others. The benefits are immense since teachers see their pupils succeed and improve while knowing that we contribute to molding future leaders. Teachers can motivate their students by sharing their enthusiasm for a subject or vocation. Students can find their abilities and interests with the assistance of a helpful instructor, who can then direct them toward acceptable career possibilities.

A teacher's effect goes outside of the immediate classroom. The influence of a passionate and committed teacher can be passed on to future generations by motivating students to pursue careers as leaders, professionals, or educators. Overall, education and teachers significantly impact students' lives, influencing their academic achievement, personal development, and goals for the future. Teachers' advice, encouragement, and inspiration can impact students and make a massive difference in how they develop as people.





MATH IN ACTION: MAKING MATH RELEVANT WITH INTEGRATIVE PERFORMANCE TASKS AND GRASPS MODEL

Raymond G. Galang

Teacher III

Aliaga National High School
Pob. East II, Aliaga, Nueva Ecija

Educators constantly strive to make mathematics more entertaining and relevant for their students. Many people associate math with dull textbooks containing abstract symbols and formulas. Here, integrated performance tasks (IPTs) emerge as a dynamic alternative, offering a fresh approach to learning through the lens of the GRASPS model.

IPTs go beyond traditional math challenges. They are challenging, open-ended assignments that require learners to use various mathematical concepts and skills to address real-world situations. Collaboration, communication, and critical thinking are essential for addressing these challenges and better understanding the underlying mathematical principles. IPTs allow students to engage actively with the subject, making connections and building mathematical knowledge rather than mindless memorization.

Integration is at the heart of IPTs. Students do not explore different islands of mathematical notions; instead, they discover how these tools might be used to solve a single fascinating problem. It is a task comprising learning competencies in different subject areas at the same grade level that are observable and applicable in a single task. Here, students are focused on an output or performance in one activity. It is like "hitting two or more stones in one shot." Consider an IPT that entails determining the ideal dimensions for a solar panel array while considering cost efficiency, energy output, and even geometric restrictions. This teaches mathematical concepts and demonstrates their practical application in the real world. Students no longer question the "why" of math; they see its importance directly in different fields.

The GRASPS model provides a valuable framework for crafting effective IPTs. This acronym stands for goal, role, audience, situation, product, and standards. By utilizing the GRASPS model, educators can craft IPTs that are engaging and deeply aligned with curriculum goals. A well-designed IPT with a clear "Goal" ensures that students actively work towards a specific mathematical understanding. The "Role" encourages students to take responsibility for their learning, resulting in deeper engagement. Consider an IPT in which students are assigned the role of "architects" and are tasked with constructing a structurally sound bridge using geometric principles and calculating weight distribution. "Audience" broadens the scope of learning by encouraging students to explore their communication and presentation skills. Imagine an IPT that culminates in a presentation to the school board during which students must explain their mathematical reasoning and design decisions. "Situation" places the job in a familiar setting, bridging the gap between abstract mathematics and real-world applications. An IPT could include determining the best

exercise through a city park, considering distance, topography, and desired running duration. The "Product" creates an apparent benefit for student learning. Perhaps the running path of IPT will culminate in a digital map with thorough calculations and explanations, which will be displayed on the school's website. Lastly, the "Standards" ensure consistency with the curriculum and learning objectives in which criteria for scoring are lifted from the rubrics. A well-designed IPT incorporates targeted mathematical ideas while allowing students to demonstrate their comprehension through the activity.

Collaboration and communication become vital tools for successful IPT completion. Students collaborate, sharing ideas, explaining their justifications, and presenting their discoveries. This encourages teamwork and improves communication skills, equipping students for success in collaborative contexts outside the classroom. IPTs are also a valuable tool for assessment and differentiation. Observing students during the assignment allows educators to obtain significant insights into individual comprehension and learning patterns. IPTs' open-ended nature allows for various approaches and products, accommodating different learning styles and allowing students to demonstrate their strengths.

In conclusion, harnessing the power of IPTs and the GRASPS model transforms math education from a passive experience to an active, engaging journey. Students become architects of their learning, applying mathematical concepts to solve real-world problems. A deeper understanding of math takes root as they collaborate, communicate, and critically analyze situations. IPTs prepare students for success in future math courses and equip them with valuable problem-solving skills applicable across disciplines and throughout life. The classroom transforms into a sterile environment.





EMBRACING DIVERSITY: UNDERSTANDING PALAWAN-MUSLIM LEARNERS IN OUR COMMUNITY

Rolyn Jane A. Nabayra
Teacher I
Tagbita Elementary School

In a various and multicultural society like ours, it's crucial to apprehend and respect each individual's specific backgrounds and perspectives. One group deserving of our understanding and support is the Palawan-Muslim people in our community. Their excellent cultural history and religious beliefs enrich the material of our society, and we must create an inclusive studying environment that caters to their wishes.

The Palawan-Muslim community, often known as the "Pala'wan" or "Palaweno Muslims," is a considerable part of the cultural mosaic of Palawan, Philippines. Descendants of early Muslim settlers within the area have wealthy records and backgrounds that predate colonial impacts. Their customs, language, and manner of lifestyles are deeply rooted in Islamic traditions, which play a vital function in shaping their identification.

Understanding the Palawan Muslims starts with acknowledging their cultural distinctiveness. Palawan-Muslim students might observe exceptional spiritual practices, adhere to particular nutritional restrictions, and rejoice in a specific gala. For instance, Ramadan, the holy month of fasting, holds fantastic importance for them, and resorts have to be made to admire their religious responsibilities for the duration of this period.

Language is every other important aspect of their identity. While many Palawan-Muslim students may be talented in Filipino or English, their number one language at home and in their network might be the Palawan dialect, maybe Tausug, or other local languages. Recognizing and valuing their linguistic heritage can foster a feeling of belonging and pleasure among those students.

Moreover, Palawan-Muslim students may also encounter demanding situations stemming from cultural misconceptions or biases. Educators and the more comprehensive network must debunk stereotypes and promote cultural sensitivity. By fostering an environment of mutual appreciation and information, we will create a safe space where the Palawan-Muslim learners' experience is prevalent and valued.

In the instructional context, tailor-made assistance is essential to address the precise wishes of Palawan-Muslim students. This consists of providing spiritual areas, such as prayer spaces and bendy scheduling for the duration of Ramadan, as well as ensuring admission to halal food options in faculty cafeterias/canteens. Additionally, educators must strive to incorporate numerous perspectives into the curriculum, such as training on Palawan-Muslim records, way of life, and contributions to society.

Collaboration among schools, the nearby government, and community leaders is crucial to effectively aiding Palawan-Muslim students. By engaging with parents and community members, educators can gain precious insights into those students' cultural nuances and aspirations, thereby fostering significant partnerships that enhance their instructional fulfillment.

Ultimately, understanding Palawan-Muslim learners in our community calls for us to embody variety, challenge stereotypes, and provide a tailored guide that respects their cultural identification and religious ideals. By fostering an inclusive knowledge of surroundings that celebrates cultural differences, we empower Palawan-Muslim students to thrive academically and increase the cloth of our network with their unique perspectives and contributions.





UNVEILING THE LIVED REALITIES: HOW DOES DAILY LIFE AMONG THE PALA'WAN IMPACT THEIR LEARNING JOURNEY?

Princes Dian D. Tibio
Secondary School Teacher I
Taburi National High School

Nestled in the lush forests and pristine landscapes of Palawan, the indigenous Pala'wan network embodies a lifestyle deeply intertwined with nature, tradition, and cultural background. As they navigate the complexities of modernity, even as they retain their indigenous identity, the day-by-day rhythms of Pala'wan life profoundly impact their instructional reviews and pathways. Understanding these dynamics is essential for fostering educational environments that honor their specific views and aid their holistic development.

At the coronary heart of Pala'wan, day-to-day life lies a profound connection to the environment. Living in concord with the environment, Pala'wan families engage in subsistence activities such as farming, fishing, and accumulating, drawing sustenance from the land and sea. These traditional practices imbue Pala'wan youngsters with priceless know-how of nearby ecosystems, aid control, and indigenous wisdom, which are foundations for his mastering journey.

Yet, the Pala'wan community, despite the encroachment of modernity and external pressures, stands resilient. Deforestation, mining activities, and land disputes may threaten the ecological stability and cultural integrity of Pala'wan territories, but they have not broken the interconnectedness between the community and its surroundings. In the face of these challenges, the Pala'wan community's commitment to maintaining and revitalizing indigenous knowledge structures is a testament to their strength and determination, nurturing their feelings of identity and belonging.

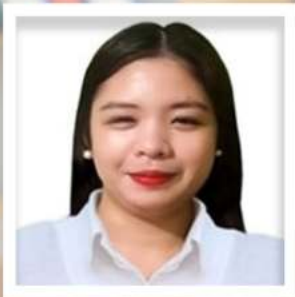
The Pala'wan language is not just a means of communication, but a gateway to Their cultural history and oral traditions. It encapsulates millennia of indigenous information and storytelling, a treasure trove of wisdom. Yet, the dominance of mainstream languages in academic settings threatens to marginalize Pala'wan languages, diminishing opportunities for intergenerational transmission and cultural continuity. The urgency to include Pala'wan languages into the curriculum and promote bilingual schooling cannot be overstated. It is a crucial step towards preserving the linguistic diversity and cultural satisfaction of Pala'wan students.

Family and network play pivotal roles in shaping Pala'wan children's instructional trips. Strong kinship ties, communal reciprocity, and collective decision-making underscore the social fabric of Pala'wan society. Elders serve as repositories of conventional know-how, guiding and mentoring younger generations in cultural practices and values. However, economic pressures, migration, and academic disparities pose demanding situations to familial support structures, necessitating community-led projects to reinforce social cohesion and resilience.

Access to exceptional training remains a continual mission for many Pala'wan learners. Remote geographical locations, insufficient infrastructure, and socio-financial limitations restrict instructional possibilities, exacerbating disparities in getting to know results. Bridging the gap requires holistic approaches that deal with systemic inequalities, empower nearby groups, and center indigenous views in academic policy and practice. In our community, Pala'wan learners often face unique challenges that impact their educational journey. As teachers, it's crucial to understand and address these challenges to create a supportive learning environment that empowers Pala'wan learners to succeed academically and culturally. However, by fostering cultural sensitivity, community engagement, flexible learning arrangements, and holistic support, we can create an inclusive learning environment where Pala'wan students can thrive academically and culturally. Together, we and communities can empower Pala'wan learners to realize their full potential and contribute meaningfully to society.

In conclusion, the day-by-day dwelling of the Pala'wan people is intricately intertwined with their instructional journey, shaping their identities, aspirations, and demanding situations. Educators and policymakers can create inclusive mastering environments that empower Pala'wan learners to thrive academically, culturally, and spiritually by recognizing and honoring their cultural history, ecological information, and community resilience. Embracing indigenous awareness and fostering collaborative partnerships are vital steps in figuring out the capability of Pala'wan schooling in Palawan.





I AM A TEACHER... LOADED AND FIRING

Noime Rissa L. Pomasin
Teacher III
Castor Alviar National High School

What does it take to be called a great teacher? Definitely, one has to be imbued with knowledge, expertise, and experiences to become a teacher. However, becoming a great teacher is more than being intellectual and well experienced. To becoming a great teacher entails more than what the job description requires. A great teacher is loaded and firing.

Many people think that the job of a teacher is simply to make students excel academically and do well in tests. Loads of work, files of reports, hard-headed students, and problem with discipline-- these are just some of the burdens that a teacher has. In reality, those are just small pieces of a very big and complex responsibility that a teacher shoulder.

I can still remember well when one of my college professors said that as a teacher, you must always speak and act as one. You have to prove that more than anything else; you are a teacher and no other things. I perceived it as a challenge to do my best so that I will be intellectually competent who will gain respect and admiration from others because of what I know. However, when I am already in the field, I realized that being a teacher is more than teaching the minds of students. No books, lessons, or lectures were able to fully prepare me to the real task of being a teacher. I never thought that as a teacher, I have to wear different hats. Sometimes a teacher has to become a legal counsellor, doctor, psychologist, baby sitter, actress, singer, etc. Definitely, becoming a teacher is a tough job and it is more than what I know rather it is more on what I can do and willing to do to change the way students see the world.

As one receives her appointment to serve as a teacher in any school, she also receives the bullet of opportunity to serve as an agent of change in the lives of students and in the community. A teacher is like a gun loaded with bullets of hope, trusts, dreams, and change. Once a teacher stands and speaks in front of her class, she should fearlessly start aiming directly to the heart, mind, and soul of students, pull the trigger, and continuously fire through words, deeds, and examples until she sees that gradually change is taking place. It is very impossible to educate the minds of students without touching their hearts.

Despite all the handworks, and perseverance of a teacher, you cannot overlook the fact that there are still many students who are not easy targets. Time comes when you can no longer understand what you missed to do just to tap them and make them want to go to school and love learning. It is actually the toughest part of being a teacher. How can you possibly reach out and help those students who themselves already surrendered and lost hope? There are many students out there who at a

very young age, are already wounded, and physically, emotionally, and spiritually battered in the battle field called life. These withdrawn students tend to build walls around them which make it hard for teachers to do their tasks but a teacher has no choice but to consider them with a broader mind. Yes! It's really hard but that is how great teachers are because true teachers with a heart for their students will never surrender the fight. They will continuously fire until they break the walls. They will have endless patience and resources on how to take away those students from the misery they are in.

Every day that a teacher spends in school is a battle against ignorance. It is not such an easy battle for in every classroom of about at least 45 students, a teacher has to rescue and to encourage 45 different individuals, with different personalities, needs, wants, learning styles, and dilemmas to fight with her. Teachers start their battle through believing that their students have the capacity to learn, and do great things. Unknowingly, through this, they are already igniting a small fire of hope among their students and gradually you will see that the students are already starting to believe that they can really do things, and that they really have potentials. The small fire of hope then turns into a blazing fire of trusts, self-esteem, courage, and dreams. You will then realize what power teachers possess to bring such amazing change in the lives of children.

The greatness of the teaching profession lies in the opportunity that a teacher has to create change in the way children see the world. Each hour per day that a teacher has to spend with students is the most meaningful time when you can use your hands, deeds, words, and examples as bullets that are directly aim to the heart, soul, and mind of each student.

The hands of a teacher are like the hands of a potter, which mold them from a formless and shapeless clay into becoming the best that they can be. Those are like the hands of the carpenter that build the dreams of the children, hands of soldiers holding the promise of protection and secured future, and hands of parents which are tender, warm, and loving that can make the children feel safe, wanted, and love. Above all these things, the hands of the teachers are blessings from Above which give peace and assurance that nothing is impossible. Change is in the hands of teachers.

If you are a teacher, you have all the rights to proudly say "YES! I AM A TEACHER... LOADED AND FIRING" and everyday thank God for being one.

BRIDGING TOMORROW'S SUCCESS: THE IMPERATIVE ROLE OF TECHNICAL VOCATIONAL LIVELIHOOD EDUCATION



Joana Marie F. Catama
Senior High School Teacher II
Dalanguiring Integrated School

With the growing demand for skilled workers here in the country in various sectors, Technical Vocational Livelihood (TVL) education is crucial for students to be equipped with the proper knowledge and practical skills, preparing them to contribute to a much more progressive society in the future. With technical expertise in different vocations, students can gain hands-on automotive repair, culinary arts, welding, and computer programming training. By engaging students in real-world simulations, they develop proficiency and valuable experience in such aspects, preparing them to enter relative jobs and careers in the future.

Technical Vocational Livelihood (TVL) education is an essential learning track offered in the Philippines, and it has a specific curriculum designed for students to address the gaps observed in economic development. This subject promotes advanced or practical skills that consider the growing demand for jobs highly influenced by our progressive dependency on such modern innovations. As 21st-century learners are becoming more exposed to the use of advanced technology, it is considered one factor contributing to the growing need for skilled workers in the future. The utilization of TVL education and its curriculum helps students hone the competencies required to thrive in this society, making it easier for them to survive in the modern workplace. As there's a need for skilled workers nowadays, we can't deny the fact that it's either the ones equipped with the proper knowledge or the ones who are trained well who are most likely to be hired for such positions that are in need.

Additionally, as this curriculum provides a comprehensive range of learning possibilities, it values various forms of intelligence and capabilities, promoting inclusivity for each individual who continues to strive and achieve their preferred career paths related to their interests and abilities. TVL provides academic gains and fosters lifelong learning and personal development. Learnings that can be applied in real life are relevant for survival and personal advantages, whether you can use them to prepare a healthy meal for yourself, to fix house issues or even computer problems. TVL equipped us with not just mere learning but useful and practical ones that may enhance our quality of life, enabling everyone to be self-sufficient and resourceful.

Learning technical-vocational livelihood education suggests many benefits and advantages, but drawbacks could negatively impact those who attend its curriculum. A potential disadvantage in line with learning is the stigma of vocational education as a less prestigious path than traditional academic routes, as some individuals perceive it as having a different level of effectiveness than the theoretical knowledge offered by educational programs. This perspective limits the opportunities they can grasp, posing a challenge to their job certainty in the future.

To sum it all up, the role of TVL for students is crucial, but it still possesses the same degree of drawbacks depending on the perceptions provided by our society. Nevertheless, the importance of teaching TVL cannot be overstated. The capacity of this curriculum to help improve students' practical skills is vital and could aid in promoting the country's economic progress. TVL education is a critical investment for guaranteeing a skilled workforce and a secure, prosperous future as we adapt to the ever-changing world.

FIGHT AGAINST HUNGER: FEEDING PROGRAM FOR MORE PRODUCTIVE YOUTHS



Malou P. Marasigan
Teacher III
Maria Paz Elementary School
Maria Paz, Tanauan City

The imminent growth of the population in today's society brings a lot of issues that affect many facets of our economic growth. Emphasizing society's state, one of the most affected would be the Department of Education (DepEd). The biggest issue that the institution continues to face today is the challenges of sudden shifts and adjustments to learning, affecting students' levels of digital literacy, independent learning, comprehension, and critical thinking skills. Although these academic-related activities are top-tier problems, these impacts are just a few factors that affect students' behavior and performances in the school environment.

Due to poverty in the nation, the issue of starvation is always present, and the most affected individuals would be the vulnerable ones—the students. In line with the issues of poverty, access to adequate and quality education is also an issue for those who are financially challenged and cannot afford tuition fees for private schools and colleges. Even if there are schools in the country that offer "free education," allowances and budgets for necessary things are still issues that, when not addressed, result in student hunger. In addition, students under or above the "normal level" of their body mass index (BMI), measured yearly at school, also propose effects that could make them struggle to do or achieve their academic duties. Due to these observations, DepEd viewed them as a huge factor affecting students' abilities and potential to be honed, therefore limiting their skills. To solve this, DepEd organized a program to address hunger, malnutrition, and abnormal BMIs, equipping students with a healthy physical state that will reflect on their overall performance at school.

School feeding programs provide an extended hand for the Department of Health (DOH) to address malnutrition, especially for young students. With the decline in the level of literacy and knowledge attained every year by students after undergoing several achievement tests and post-tests, DepEd supposed that this might be caused by health problems concerning a child. With the help of this feeding program, students who fall below or above their normal BMI are guided to achieve a balanced diet that will let them either lose weight or gain weight by offering them a complete meal at school. They distribute morning snacks, lunch, and afternoon snacks for them. By implementing this, students face fewer issues, making them more focused on achieving their goals and participating even more in school-related activities.

After all, feeding programs didn't just help students in terms of their physical and educational benefits; they also helped them feel included and equal with other students, boosting their self-esteem. This school program is only one of the government's actions needed to address certain economic problems. It only makes way for the realization that learning and education can take place even during the toughest times. There is always a way for educational opportunities, and financial challenges are just some boundaries we need to climb to continue the journey toward success.

LEVELING UP LEARNING: THE ROLE OF GAMIFICATION IN CLASSROOM ENGAGEMENT



Lyra F. Eito
Teacher II

Lydia Aguilar National High School

In recent years, the traditional classroom setup has undergone numerous transformations to adapt to students' evolving needs. Among these changes, the integration of gamification into learning processes has emerged as a standout method for increasing classroom engagement. Gamification, applying game design ideas outside of games, can make learning more engaging and enjoyable.

At its core, gamification in education involves using game principles such as point scoring, competition, and rules of play to enhance teaching methods. This strategy has proven effective in motivating students by tapping into their natural desires for competition, achievement, and collaboration. By presenting academic material in the context of gaming scenarios, educators can create a more dynamic and exciting learning environment.

One of gamification's main advantages is its capacity to boost student motivation. Traditional learning methods can sometimes lead to disinterest or a lack of engagement among students. However, when lessons are gamified, competition and rewards can inspire students to participate more actively and invest in learning outcomes. For instance, earning badges or advancing to new levels as a reward for completing assignments or mastering new concepts can make learning more exciting and rewarding.

Furthermore, gamification supports differentiated learning. Not all students learn the same way, and the flexible nature of gamified learning allows educators to cater to diverse learning styles. Whether a student prefers visual, auditory, or kinesthetic learning, gamification can provide varied content delivery methods, ensuring all students can engage with the material in a way that suits them best.

Another advantage is the enhancement of collaboration among students. Many gamified learning activities require teamwork, encouraging students to communicate, strategize, and work together towards common goals. This improves social skills and fosters community and cooperation in the classroom.

Despite its benefits, integrating gamification into educational settings does come with challenges. It requires careful planning to ensure the gaming elements stay within the academic content. Moreover, educators must ensure that the competition fostered by gamified learning remains healthy and does not lead to undue stress among students.

To summarize, gamification is an effective instrument in the modern educator's toolkit. Making learning more interactive, personalized, and fun offers a promising path to higher student engagement and improved learning outcomes. As educational technologies continue to evolve, the role of gamification in the classroom is set to become even more significant, paving the way for an educational experience that is both enriching and enjoyable.

PROMOTING CULTURAL COMPETENCE IN EDUCATION: VALUING AND EMBRACING DIFFERENCES



Norlie V. Alviror PhD
Head Teacher II/ School Head
Cagandungan West Elementary School

In the tapestry of today's global society, where the mingling of cultures is more prevalent than ever, schools play a pivotal role in knitting together the diverse threads of students' backgrounds. Promoting cultural competence in education is not just an option but a necessity. It involves recognizing, respecting, and valuing the rich tapestry of differences students bring to the learning environment. This approach fosters an inclusive atmosphere and prepares students for a multicultural world, transforming them into global citizens.

Cultural competence in education demands a shift from a monolithic approach to teaching and learning to a more inclusive, adaptive framework. It requires educators to develop an understanding and appreciation of their students' diverse cultural backgrounds, including their languages, traditions, beliefs, and perspectives. Achieving this involves comprehensive professional development, multicultural curricula, and an environment where every student feels seen, heard, and valued.

The curriculum is at the heart of promoting cultural competence. A multicultural curriculum integrating global perspectives and cultural diversity across subjects can significantly broaden students' understanding and appreciation of different cultures. This includes incorporating literature, history, art, and languages from various cultures into the daily lesson plans. This approach enriches learning, breaks stereotypes, fosters empathy, and encourages mutual respect among students from diverse backgrounds.

Moreover, engaging families and communities in the education process is crucial. Schools can host cultural exchange events, workshops, and activities that involve parents and community members, fostering a sense of belonging and acceptance. These initiatives promote cultural awareness among students and help bridge the gap between different cultures, creating a more cohesive and supportive learning environment.

Teachers also need to actively seek to understand their cultural prejudices and how they could influence their instruction in order to embody cultural competency. By practicing self-reflection and continual learning, teachers can better accommodate their students' different needs and viewpoints. This fosters an educational environment that is truly inclusive.

In conclusion, promoting cultural competence in education is about valuing and embracing the differences that each student brings to the classroom. It's about creating an environment where all students feel valued, and diversity is seen as a strength, not a challenge. Cultural understanding in education enhances learning and prepares students for an interconnected world, which is crucial for developing empathetic, inclusive, and globally-minded individuals who positively contribute to diversity.



EDUCATION BEYOND FOUR CORNERS: ADDRESSING LEARNING GAPS THROUGH MAKESHIFT CAMPS

Emmanuel P. Sator

Teacher III
Cambitala national high school

As the Philippines continues to face challenges despite the utilization of technology, factors still need to be improved to provide an adequate education. Those far from urban places need help engaging in sudden shifts of modalities now being implemented by the Department of Education (DepEd). Due to these gaps, children tend to have limited access to education, making them more unaware of the vital role of learning. With these issues bounding DepEd to provide excellent support, they find alternative and effective ways to address them.

There are many reasons why schools use temporary classrooms, known as "makeshift rooms." Though these rooms are not durable enough to withstand unprecedented events, they hope to continue learning despite complex situations. One of the uses of makeshift rooms is accommodating students beyond institutions' yearly learner slots. Simply, the number of enrollees is higher than the maximum room capacity of schools, pushing them to create alternatives to aid the problem. Another possible reason is due to the natural calamities that destroy schools. Since re-building takes much time, they temporarily build classrooms, enabling them to continue quickly while recovering. Despite the advantages, we can't eliminate the fact that there are many challenges, too. As it is less durable than standard concrete classrooms, its primary opponent is the varying weather conditions, which make it more prone to risks. Also, a lack of resources can limit students' participation, but these are just proof of hope that there's always a door of opportunity, even during the darkest times.

To sum up, the use of makeshift rooms indeed impacts students' academic performance but offers a temporary way to continue learning. But we must always remember that for it to be truly effective, DepEd should provide its maximum support to execute new learning strategies, easing the situation both teachers and students face. Lastly, the government should make every effort to make these rooms just "temporary rooms" and not another left-unsupported establishment forced to be a permanent learning space.



EMBRACING PLURALISM: BUILDING INTERCULTURAL COMPETENCE THROUGH NURTURING INTERCULTURAL SENSITIVITY IN LEARNERS

Raechelle Joy G. Pis-an, MAEd

Teacher
Banago Elementary School - I
Bacolod City

In the current educational sphere, one salient observation that can be inferred is how teaching strategies are now mostly gravitating toward cultivating a generation of learners with knowledge, skills, and attitudes anchored on the value of being intercultural sensitive. Intercultural sensitivity, in its simplest sense, essentially involves recognizing that people are from different upbringings and backgrounds. Hence, how they think, communicate, and behave may differ substantially from ours or what is acceptable based on society's norms.

Much more particularly, it entails the ability of a person to fully understand, appreciate, and act appropriately when caught in situations where salient cultural differences are evident. This is because, as individuals, our task is to navigate through those differences objectively, which means that there should be no judgment or bias in how we interact and connect with people. For this to occur, acknowledgment of the existence of these differences is paramount; thus, discernment comes at the forefront. Ideally, in the vast expanse of the current society saliently operating digitally, it is much easier now to connect with people from any point in the world from varying backgrounds and upbringings. While this exposure can be enriching, it also comes with inherent risks, particularly for the younger generation, where excessive exposure to unfiltered media content is rampant. This is a pressing concern, for when children lack the guidance to evaluate and contextualize the contents they encounter critically, unprecedented outcomes may result. As a proactive measure, parents, educational institutions, and other involved stakeholders must work collaboratively to address this issue comprehensively. This is to ensure that during these critical formative years in the lives of the children, the potential negative impacts of digital media consumption may be mitigated while, at the same time, harnessing the transformative power that technology can offer in cultivating intercultural competence moving forward.

REMNANTS OF THE PANDEMIC: ADDRESSING LEARNING LOSS AND ATTAINING LEARNING STANDARDS THROUGH THE NATIONAL LEARNING CAMP



Sarah Jane A. Bagay
Teacher III
Zapote Elementary School

In the context of the Philippine educational setting, learning loss has emerged as one of the most salient concerns in the academic sphere to date, and this phenomenon is particularly concerning among elementary learners. As we all know, this phase of an individual's learning journey is where the basic knowledge concepts are cultivated, laying the foundation for future academic and professional trajectories. Much more particularly, during these formative years, fundamental skills such as reading, writing, and numeracy are established, as well as the attitudes and perspectives gravitating towards cultivating a teachable spirit, essentially setting the stage for lifelong growth and achievement.

Rooted on various factors, the majority of the catalysts of this phenomenon can be traced back to the significant educational disruption almost four (4) years ago due to the unexpected onslaught of the pandemic. To protect the learners and safeguard their well-being from the unseen threat, constraints on mobility were imposed, rendering face-to-face classes to a halt. A significant call to change the modality of learning delivery was recognized, and instruction then proceeded to utilize newly delineated set-ups, such as Modular Learning, which primarily became the forefront modality of choice across areas where online facilitation of classes was rendered impossible. A salient challenge is how many learners, particularly those from underserved communities, faced significant difficulties in completing modular materials due to limited parental guidance, lack of resources, and language barriers, which further widened the initially existing learning gaps pre-pandemic. Now, the remnants of this phenomenon are still evident. Frankly, foundation learning skills needed to be more adequately reinforced at this point, and subsequently, the targeted learning outcomes still required to be achieved.

The Department of Education (DepEd), under the MATATAG Bansang Makabata, Batang Makabansa Agenda, has devised a recovery plan to address this phenomenon. The agenda aims to make the curriculum more relevant to produce job-ready, active, and responsible citizens, take steps to accelerate delivery of basic education facilities and services, take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and Give support to teachers to teach better, the National Learning Camp was established. Promising results were observed with its phased implementation that began last academic year and ran for about three to five weeks. Essentially, this program involves conducting enrichment classes during the end-of-school-year (EOSY) break, with three camps established under this initiative that target three different outcomes by facilitating targeted interventions that cater to diverse learning needs:

- 1.The Enhancement Camp, crafted mainly for advanced learners, aims to enhance their competencies across various learning areas by providing greater breadth, depth, and complexity.
- 2.The consolidation Camp, whose core facilitates further practice and application of previously taught skills and concepts.
- 3.The Intervention Camp is crafted to support learners who have not grasped Foundational Mathematics and English skills.

Through these camps, DepEd aims to bridge the educational gaps exacerbated by the pandemic and ensure that learners receive equitable opportunities for academic growth.

Reference: DepEd Order No. 014, s.2023.
https://www.deped.gov.ph/wp-content/uploads/DO_s2023_014.pdf



EXPLORING MULTIMEDIA FOR EFFECTIVE LEARNING

Monalisa M. Olalisan
School Planning/ District ICT
Tubuan Elementary School

In this era, we cannot deny the fact that children are more engaged in technology, with the rampant utilization of gadgets, the integration of multimedia elements within educational settings has witnessed a significant rise. Multimedia, encompassing an array of formats like text, audio, video, graphics, and animations, stands as a catalyst for delivering a dynamic and immersive learning journey for students spanning various subjects and age brackets. Its utilization not only amplifies comprehension levels but also nurtures traits like creativity, critical thinking, and collaborative skills. This article delves into the advantages of embedding multimedia into educational methodologies while offering pragmatic approaches for seamless integration.

Engagement Amplification and Knowledge Retention:

The foremost advantage of multimedia in education is its unparalleled ability to capture students' attention and enhance their retention capacities. Unlike conventional text-based resources, multimedia materials appeal to multiple senses, rendering the learning process more interactive and enduring. By incorporating videos, simulations, or virtual reality experiences, educators can transport students to different realms or historical epochs, thereby fostering deeper comprehension and empathy.

Catering to Diverse Learning Modalities:

Each student possesses a distinct learning style, and multimedia empowers educators to cater to varied preferences. Visual learners may benefit from infographics, diagrams, and charts, while auditory learners can engage with podcasts, lectures, or audio recordings. Kinesthetic learners, in turn, may thrive with interactive simulations or hands-on activities. By presenting information in diverse formats, educators ensure inclusivity and equitable learning opportunities.

Facilitating Conceptual Grasping:

Complex concepts and abstract notions often pose challenges through traditional pedagogical methods. Multimedia serves as a versatile tool for elucidating intricate ideas and rendering them more comprehensible. Animations can elucidate biological processes, while interactive simulations can elucidate scientific principles in action. Moreover, multimedia facilitates the integration of real-world examples and case studies, thereby bridging the theory-practice gap effectively.

Promoting Active Learning and Collaboration:

Multimedia fuels active participation and collaborative endeavors among students, thereby fostering a learner-centric ecosystem. Interactive platforms enable learners to explore content at their own pace, engage in self-assessment activities, and collaborate with peers on projects or discussions. Furthermore, multimedia facilitates remote learning and asynchronous instruction, empowering students with flexible access to educational resources.

Practical Strategies for Seamless Integration:

- * Alignment with learning objectives: Ensure that multimedia resources align with curriculum goals and reinforce intended learning outcomes.
- * Enhancing accessibility: Cater to diverse student needs, including those with disabilities, by providing captions, transcripts, and alternative formats for multimedia content.
- * Stimulating critical thinking: Encourage students to analyze and evaluate multimedia sources critically, discerning between credible and unreliable information.
- * Fostering creativity: Empower students to craft their multimedia projects, such as videos, podcasts, or digital presentations, to demonstrate comprehension and express their insights effectively.

The integration of multimedia into educational paradigms holds immense promise, offering a vibrant and immersive learning experience that accommodates diverse learning modalities and cultivates critical thinking and collaborative skills. By harnessing the potential of multimedia, educators can construct enriching learning environments that inspire curiosity, deepen understanding, and equip students for success in the digital age.



MARCH

ESSAYS

THE ROLE OF EDUCATION IN SUSTAINABLE DEVELOPMENT: CREATING GLOBAL STEWARDS



Jocelyn de la Rosa Sabrido
Teacher III
Teodoro Hernandez National High School

Understanding Education's Critical Role in Sustainable Development is vital for fostering a generation of global stewards. Education not only imparts knowledge; it molds the values, skills, and behaviors of individuals, steering them toward sustainable practices and environmental stewardship. As we face global concerns like climate change, resource depletion, and biodiversity loss, integrating sustainability into education emerges as a powerful tool for equipping people with the capability to tackle these issues and contribute to a more sustainable future. At its core, education for sustainable development (ESD) aims to provide students with knowledge on environmental issues, the skills to make informed decisions, and the motivation to act for the health of the planet. This multidisciplinary approach encourages learners to explore the interconnectedness of society, economy, and the environment, enabling them to recognize their role in the world and the impact of their actions. The implementation of ESD across various levels of education cultivates critical thinking, problem-solving, and decision-making skills necessary for sustainable living and global citizenship. It inspires young minds to challenge societal norms, innovate sustainable solutions, and take action toward a more equitable and sustainable world. By instilling a sense of accountability and empowering individuals to make changes, education becomes a catalyst for environmental stewardship and social transformation.

Moreover, incorporating sustainability into the curriculum promotes an understanding of the delicate balance between meeting our current demands and protecting the environment for future generations. It emphasizes the importance of resource conservation, renewable energy, and sustainable agriculture, among other practices that contribute to the health of the planet. Through hands-on learning experiences and community involvement, students can see the excellent effect of sustainable behaviors, motivating them to adopt and advocate for them in their communities. Global collaboration and sharing of information and resources are also vital aspects of education for sustainable development. By creating an international network of learners and educators, we can foster a global perspective on sustainability challenges and solutions. This concerted effort may result in the development of innovative strategies that address local and global environmental issues, demonstrating the power of education in building a sustainable future for all.

In conclusion, education plays a pivotal role in sustainable development by creating informed, empowered, and responsible global stewards. By fostering an understanding of the interdependence of human and natural systems, education for sustainable development provides individuals with the tools to make a positive difference on the planet. It is through this transformative approach that we can cultivate a more sustainable, equitable, and resilient world for current and future generations.

NAVIGATING THE MATHEMATICAL FRONTIER: EMPOWERING MINDS FOR THE 21ST CENTURY



Chemby P. Obordo
Teacher III
Compra National High School

In the 21st century, the realm of mathematics has transcended traditional boundaries, evolving into a dynamic landscape that demands innovative thinking and problem-solving skills. As we navigate this mathematical frontier, it becomes increasingly evident that empowering minds is essential for success in an ever-changing world.

At the heart of mathematical empowerment lies the recognition that mathematics is not merely a subject confined to textbooks and classrooms but a vital tool for understanding and shaping the world around us. In today's digital age, where data is abundant and technology is ubiquitous, proficiency in mathematics is more crucial than ever before. From analyzing complex datasets to developing algorithms for artificial intelligence, the applications of mathematics are virtually limitless, permeating every aspect of modern life.

Moreover, the challenges we face in the 21st century—from climate change to global health crises—require interdisciplinary solutions that draw upon mathematical principles. By fostering a deep understanding of mathematics and its real-world applications, we empower individuals to tackle these complex problems with creativity and confidence.

However, empowering minds in mathematics goes beyond mere technical proficiency. It encompasses cultivating critical thinking skills, fostering a growth mindset, and instilling a passion for lifelong learning. In a rapidly changing world, where new technologies emerge and old paradigms shift, adaptability and resilience are invaluable traits. By equipping individuals with a solid foundation in mathematics and the confidence to embrace new challenges, we empower them to thrive in an uncertain future.

Furthermore, empowering minds in mathematics requires fostering diversity and inclusion within the field. Historically, mathematics has been perceived as a male-dominated discipline, with women and underrepresented minorities facing barriers to entry and advancement. To truly harness the potential of mathematics in the 21st century, we must strive to create an inclusive environment that celebrates diverse perspectives and experiences. By breaking down barriers and expanding access to mathematics education, we can tap into a wealth of untapped talent and drive innovation forward.

In conclusion, navigating the mathematical frontier in the 21st century requires empowering minds with the knowledge, skills, and confidence to thrive in an increasingly complex and interconnected world. By embracing mathematics as a powerful tool for understanding and shaping our world, fostering critical thinking and adaptability, and promoting diversity and inclusion within the field, we can unlock the full potential of mathematics to drive positive change and create a brighter future for all.

ENHANCING STEM LEARNING: THE ROLE OF GAMES IN SCIENCE 10 INSTRUCTION



Hydee T. Balba
Teacher III
Pacita Complex National High School

In education, more specifically in Science, Technology, Engineering, and Mathematics (STEM) subjects, new teaching methods are increasingly regarded to engage and empower students. Of them, the use of games for the improvement of teaching methods has raised promising ways in which student experience of learning in Grade 10 science classes could be accomplished.

Games are remarkable in the way they capture students' attention and in the way they challenge students actively to interact with the content of study. In Grade 10 science classes, where the students are introduced to abstract concepts and complex theories, games can be used as a way to break the boundaries of understanding. The inclusion of game elements—such as challenges, competition, and rewards—in any educational process encourages an engaging learning environment, challenging students to actively engage with the scientific concepts.

Science is primarily an attempt to ensure that the students understand the core concepts and principles. By incorporating game elements to provide platforms for the reinforcement of conceptual understanding through interactive simulations and problem-solving activities, science courses offer students hands-on experiences that deepen their understanding of scientific phenomena. Virtual ecosystems, virtual experiments, and scientific puzzles, to mention a few, are games that enable students to have hands-on experience in grasping the core concepts of the science subjects.

Collaboration and communication are core skills that are required of STEM students, and games provide students with an avenue to acquire these skills in a supportive environment. Whether through games where the students must work together or through activities demanding the students work together to solve problems, students learn to effectively communicate ideas, share knowledge, and work with others to achieve common goals. Such collaborative experiences mirror the situations that are found in scientific research and engineering projects.

In Grade 10 science, concepts grow harder and require more critical thinking and analysis skills. By

tackling challenging situations and scenarios, games require students to think strategically and analyze information to arrive at decisions that hold considerable worth—a process that mirrors the scientific method. Whether one is developing hypotheses, doing experiments, or analyzing outcomes, games offer a risk-free platform for students to experiment and refine their powers of problem-solving.

Every student is unique and learns differently. Games can be uniquely adaptable in meeting the various learning strengths and weaknesses of individual students. Using adaptive learning technologies and personalized feedback mechanisms, games can adjust to individual students and offer them specific support and opportunities for enrichment. This personalization ensures that every student gets the support they need to succeed in Grade 10 science.

In STEM disciplines, resilience, and the ability to bounce back are key for success. Games provide a risk-free environment in which students are allowed to experiment, fail, and learn from their mistakes without fear of consequences. It is through this kind of learning that students will learn to embrace failure as part of the process of learning and develop a growth mindset—a sense of believing that they can improve only through the application of effort and perseverance. Such a mindset not only helps the students in their learning goals but also prepares them for challenges in their future science careers.

Hence, in Grade 10 STEM education, using games in science instruction brings with it a slew of advantages, such as engagement and collaboration, critical thinking, and personalized learning. Using the power of games, teachers can create dynamic learning experiences that stimulate curiosity, create important skills, and empower students to thrive in science and beyond. As we continue to uncover some of the most ground-breaking innovations in STEM education, games hold significant potential in transforming learning and shaping the future of science education.

POEMS



MARCH

Alay Pasasalamat

Marissa A. Canastra

Teacher ApSchool Principal II
Bartolome Lira Sr. NHS/
Sindangan South District plicant
Malatgao, Narra, Palawan



Sa buhay na punung-puno ng talinghaga at hiwaga
Ikaw, oh Diyos ang nagbigay kasagutan sa bawat katha
Mahirap mang mawatas ang kabanatang S'yang akda
Buong-pusong niyayakap at tiwalang tinatalima.

Sa muling pagtiklop nitong kasalukuyang pahina
Nawa'y mabigyan ng panibagong sigla
Sa lugar na lyong tinurang tadhana
Mawari nawa, kahulugan ng muling pagpupunla.

Kasanayang hangad matamo nang iniirong Mong kabataan
Malilinang sana nang taus at makatarungan
Ng naaatasang tagahubog maging pilantik na isipan
Nang kanilang magagamit nang may kalayaan.

Sa pagtahak ng karunungan landasin
Ng mga kabataang tangan nitong isip at damdamin
Nawa'y kanilang mapagbulayan na itong mga gawain
Panatag nilang kinabukasan siyang pinakalayunin

Mawalay man kami ngayon sa nakasanayang kandungan
Sa loob ng mahaba man o maiksing pananahanan
Dito sa ami'y nakapagdulot ng malalim na pakahulugan
Nang totoo at wagas na paninilbihan nitong kagawaran

Itong payak na akdang pasasalamat sa Iyo iniaalay, oh Panginoon
Nawa'y kalugdan, mismong araw ng aming paglisan
Nang kami man muli ay patuloy Mong babasbasan
Sa Iyo palaging i-aalay, pasasalamat na walang pakundangan

Hanggang sa muli mga kaibigang tunay
Mga kasamahang guro naming minamahal
Kahit pa man kayo sa amin ngayon ay mawalay
At di-na sa tuwina palagiang makaulayaw,
Damhin sana pabaon naming pagmamahal na tunay

Sa dasal at panalangin sa tuwina'y kaagapay
Na ang Poon sa inyo man ay patuloy na gagabay...
Pagpapala Niya'y sa ating lahat ang siyang papatnubay
Na sa ating pagkikitang muli may panibagong tagumpay!

A Teacher's Plea

Mary Jane Y. Serna

*Teacher Applicant
Malatgao, Narra, Palawan*



In a room filled with dreams and chalk dust,
An eager teacher feels a powerful thrust.
Aiming high, reaching for the sky so vast,
Wishing to join the department at last.

With books in hand and ideas so grand,
They envision a future where they'll stand,
Among colleagues with the knowledge to impart,
Ready to give from their passionate hearts.

Each application sent is a hopeful plea.
Hoping the department will finally see,
The dedication burning brightly within
The desire to teach, inspire, and win.

Their classroom, they imagine, will be a space.
Where curiosity takes the leading place,
With lessons crafted with love and care,
Their eager spirit is beyond compare.

So to the teacher with dreams so wide,
May the Department soon decide,
To welcome you in with open arms,
To share your passion and your charms.

Indayog ng Buhay

Mico Gustam Lucas

Teacher I
Panitian National High School
(Sofronio Espanola)



Kailan ba nagiging perpekto ang mundo? Araw-araw tayo ay naglalakbay, may nakakasalubong na tao at alam natin na sa bawat tao ay may kaniya-kaniyang kagustuhan.

Alam ba natin kung ano talaga ang ating nais? Masasabi ba natin na ito ay naging tama? Bata pa lang tayo, kapag tayo ay tinatanong ng matatanda "ano ang gusto mo sa iyong paglaki"? gusto ko maging doktor para makatulong sa mga maysakit, maging guro, pulis, sundalo at iba pang propesyon na naghahangad na makatulong sa kapwa. Lahat tayo ay naghahangad ng ganito, naranasan natin ito ng mga bata pa tayo sumusuot ng mga uniporme ng ating mga tatay o nanay dahil gusto natin itong maranasan. Madalas tayo ay nagkakaroon ng imahinasyon na lumilikot sa ating isipan. Masaya ba tayo dito? O pinapaniwala lang natin ang ating

mga sarili sa imposibleng mangyari? Sabi nga natin ang mundo ay umiikot lahat nagbabago, hindi natin alam ang mangyayari bukas, sa susunod pa na araw. Pero magugulat na lang tayo na nakarating na tayo sa punto na tayo mismo ang gagawa ng desisyon sa ating buhay na ang iniisip natin noong unang taon pa lang tayo ay hindi pala tugma sa mga pangyayari sa ating buhay. Sa paglalakbay natin na ang ating kagustuhan at iniisip na mangyayari sa ating kinabukasan ay napakalaking pagbabago sa ating buhay. Ang musmos nating kaisipan ay akala natin ang lahat ay ganito lang. Madali ang buhay kakain ng tatlong beses sa isang araw, mangangarap na kailangan lang tuparin ang mga masasayang pangyayari na binubuo sa ating isipan ay hindi pala ganun kadali.

Minsan dahil sa ating kagustuhan natuto tayong maging matapang, malakas at tumayo sa ating mga sariling paa. Anuman ang ating pangarap o maging desisyon sa buhay dala man ng imahinasyon o hindi ang mahalaga sa huli nakikita natin ang halaga ng ating buhay.

More than a Friend

Gemma Cipriano Tabalbag
Teacher II
Baleno National High School



Your memories, like stars, brightly gleam,
The day we met a cherished dream.
As friends, our bond began to soar,
Yet fate led us to part once more.

"I love you," whispered in my heart's embrace,
A love I must restrain, a delicate grace.
Though feelings bloom, forbidden, true,
I guard them close, from sight and view.

Now, as I release you, my dear friend,
May happiness upon your path descend.
Recall the moments, sweet and rare,
For in my heart, you'll find me there.

So farewell, my friend, with love I send,
A silent prayer until the very end.

ABOUT BBP

BEYOND BOOKS PUBLICATION is a self-publishing sole-proprietorship situated at Macabebe, Pampanga and Greeley, Colorado, USA. Since we started in 2018, it has been our advocacy to promote professional development among teachers and leaders in the academe and the different fields of industry in the service of humanity. This institutional advocacy was materialized by providing a different platform through research conference, publication, awards and recognition and capacity building. Moreover, Beyond Books Publication is a registered publisher in the National Library of the Philippines (with ISBN and ISSN) and National Book Development Board (COR No. 5347), both a nationally recognized institution. Furthermore, the company is also a Registered CPD Provider (No. 779008) from London, United Kingdom.

SERVICES OFFERED

Book Publication with ISBN

INSIGHTS | FORESIGHTS: International Monthly Magazine with ISSN

IJAMS : Intetnational Journal of Advanced Multidisciplinary Studies - with ISSN

Outcome-Based Capacity Building / Training / Seminars / Virtual Consultancies / Webinars

Local and International Research Conferences

Global Leader and Educators Awards

Search for Huwarang Guro Awards

Search for Outstanding Authors and Writers Excellence Awards

International Guild of Educators, Author, & Researchers (IGEAR) Membership



Lilly's Whimsical Adventures

Aila M. Alonzo
Education High School
University of Santo Tomas

Little bunny plushie, oh, how I imagine you hop.
Your name "Lilly" makes your personality pop!
I love making little friendship bracelets for you.
Little bunny plushie, our bond is true!

Your faux fur reminds me of caramel.
Yet your beady eyes are just lovable!
Your nose is as cute as a button
And your pink ribbon shows fashion

Whenever I drift off,
I meet you to rest at a hill, the very top
Making little flower crowns for you to munch
Dandelions are your favorite out of the bunch!

We love to frolic about in the flowery fields.
Chasing butterflies always keeps our eyes peeled.

Dear Lilly, if only you weren't stuffed,
I would have loved to do these things with you very much
But still, you're here with me, even as a plush



Yummy Spaghetti

Flora May C. Caparida
Teacher III
Libungan National High School
SDO Cotabao

Oh, yummy Spaghetti!
Give me some, please;
You're driving me crazy.

White pasta must be chewy,
Sprinkle it with ample cheese;
Oh, yummy Spaghetti!

I'm so happy!
For you don't make me sneeze,
You're driving me crazy.

I love you a lot, Spaghetti,
You make me shiver and squeeze;
Oh, yummy Spaghetti!

Can't wait any longer, cheesy-meaty,
My cravings never cease;
You're driving me crazy.

You're awesome, meaty-saucy!
Covered with gravy cheese,
Oh, yummy Spaghetti!
You're driving me crazy.



The Everlasting Legacy of Education

Dr. Shineth Cunanan-Gonzales
President
Colorado Global School - USA

In a world filled with endless dreams,
Where knowledge reigns and wisdom gleams,
Education stands tall, a guiding light,
Igniting minds, illuminating the night.

It opens doors to a world unknown,
Expanding horizons, like seeds that are sown,
With each lesson learned, a new path unfolds,
Empowering souls, as stories are told.

Education is the key, a powerful tool,
Unlocking minds, breaking barriers, and the rule,
It empowers the weak, gives voice to the meek,
Bringing hope and change, to those who seek.

Through books and lectures, minds take flight,
Exploring ideas, embracing the night,
For education fuels innovation and creation,
Building a future, for every generation.

It teaches us to question, to seek the truth,
To challenge the norms, to be bold and uncouth,
For in the pursuit of knowledge, we find our way,
A journey of growth, each and every day.

Education is a gift, a precious treasure,
A beacon of hope, beyond measure,
With it, we rise, we soar, we thrive,
For education is the foundation, on which we strive.

So let us cherish, let us embrace,
The power of education, in every place,
For it holds the key, to a brighter tomorrow,
A world of possibilities, free from sorrow.



Pikit, Aming Sinisintang Bayan

Tarhata B. Idsia
Teacher III
Pag-Asa Elementary School
Pag-Asa, Bansud, Oriental Mindoro

Simple lamang kahilingan
Ng bawat mamamayan
Hangad lamang namin kapayapaan
Sa sinisinta naming bayan!

Sigalot ay wakasan na
Upang pamumuhay umunlad pa
Pagmamahalan at pagkakaisa
Simulan natin ngayon na!

Di pagkakaunawaan isantabi muna
Muslim kristiyano o lumad
Sa labanang ito walang mananalo
Pakiusap aming pagsusumamol!

Ilang tao pa ba ang magbubuwis ng buhay?
Kailangan pa bang may mga batang madamay?
Upang magising lamang sa katofohanan?
Kailanman hindi sagot ang karahasan!

Bawat buhay ay mahalaga
Wag sanang gawing laro lamang
Buhay ng mga inosente
Wag gawing kasangkapan!

Masdan ang mga batang nauulila
Mga magulang na lumuluha
Sakit at bigat ng pusoy
Walang mapagsidlan!

Itatak sa puso't isipan
Paghihiganti walang patutunguhan
Tama na ang sisihan
Agarang solusyon aming kailangan!

Hindi pa siguro huli ang lahat
Upang itama ang mga maling paniniwala
Kapayapaan sa mahal naming bayan.
Ang higit na kailangan ninuman!



Matalik Na Magkaibigan

Ruby Lyn B. Cardines, DHUMS, PHD
 Teacher III
 Dagadas Elementary School
 SDO-SGA

Sa bawat sandali, tayong dalawa'y magkasama
 Sa tuwing may problema, hindi tayo nag-iisa
 Kahit anong pagsubok, tayo'y nagtutulungan
 Magkaibigan na tunay, walang katulad sa mundo.

Sa bawat tawa at luha, tayo'y nagbabahagi
 Ang mga sikreto natin, tayo lang ang nakakaalam
 Kahit na magkalayo, puso natin'y magkasama
 Magkaibigan na tunay, walang makakapaghiwalay.

Kahit na dumating ang unos at unos
 Tayo'y magtatagumpay, magkasama sa laban
 Sa bawat tagumpay, tayo'y magdiriwang
 Magkaibigan na tunay, walang hanggang samahan.

Sa bawat pagkakataon, tayo'y nagmamahalan
 Ang matalik na pagkakaibigan, walang katulad
 Kahit na magbago ang mundo, tayo'y hindi magbabago
 Magkaibigan na tunay, hanggang sa dulo ng mundo.

Sana'y maging inspirasyon ang tula na ito
 Na ang tunay na pagkakaibigan ay mahalaga
 Sa bawat sandali, tayo'y magkasama
 Magkaibigan na tunay, walang katulad sa mundo.

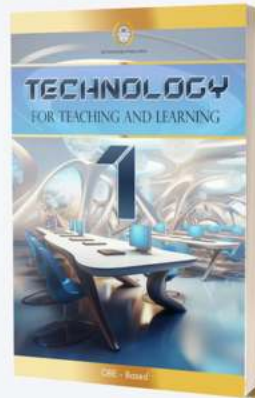
Nawa'y magpatuloy ang ating samahan
 Magkaibigan na tunay, hanggang sa kawalan.

GRAB YOUR COPY NOW!



SCAN ME!

@ Beyond Books Publication



Contact No.: 0933 556 4886
 Facebook Page: beyondbookspublication
 Email Address: beyondbookspublication2018@gmail.com

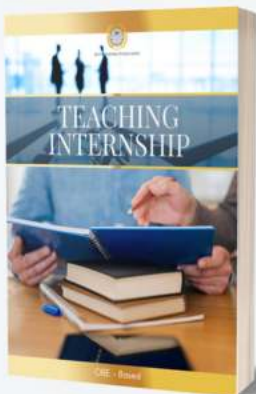
Websites: <https://www.bbpublication.net/>
<https://www.ijams-bbp.net/o>

GRAB YOUR COPY NOW!



SCAN ME!

@ Beyond Books Publication



Contact No.: 0933 556 4886
 Facebook Page: beyondbookspublication
 Email Address: beyondbookspublication2018@gmail.com

Websites: <https://www.bbpublication.net/>
<https://www.ijams-bbp.net/o>

GRAB YOUR COPY NOW!



SCAN ME!

@ Beyond Books Publication



Contact No.: 0933 556 4886
 Facebook Page: beyondbookspublication
 Email Address: beyondbookspublication2018@gmail.com

Websites: <https://www.bbpublication.net/>
<https://www.ijams-bbp.net/o>

Pangarap na aytem

Joanna Marie G. Bueno

Teacher Applicant
Antipulan, Narra, Palawan



Pangarap ko'y pangarap n'yo rin
Ilan taong pag-aaral para sa bokasyong pinagsikapan
Napagtapusan at napagtagumpayan sa paglaon ng panahon
Nakapasa sa board exam na ramdam ay kaligayahan at kasiyahan.

Sayang sa aking hinuha'y nakamit na ang titulo ng tagumpay
Titulo at lisensya'y na isang simula palang ng pakikibaka sa buhay
Isang yugto napagtagumpayan at nakamit ng mahusay
Sa larangan ng pakikipagtagisan ng talino at diskarte sa buhay

Pangarap o panagarap bakit napakahirap mong hangarin
Para kang isang bituin napakahirap abutin at kamtin,
Lumilipas na mga oras, araw, buwan at taon
Dumadagdag ang idad at edukasyon

Ngunit pangarap na aytem ay mukhang malaon
Pangarap o pangarap ika'y nasaan?
Naway mapakinggan ang aking kahilingan
Kahilingang aytem ngayon tao'y naway makamtan.



Gladelyn T. Rull, DEM
Special Education Teacher
White Mountain Elementary School, Ruidoso New Mexico, USA

THE FULFILLMENT OF MY AMERICAN DREAM: A REMARKABLE JOURNEY

Growing up, I never imagined I would be where I am now. I always dreamt of visiting the United States and wondered what life there would be like. Becoming a teacher has been one of the most outstanding achievements of my life, as it allows me to fulfill my desire to help others. When the opportunity to teach in the United States arose, I applied without hesitation—my dream job in my dream country. Little did I know this journey would be anything but easy.

As a Filipino teacher, I always dreamed of teaching in the United States. My journey to fulfill this American dream is a testament to perseverance and can inspire others to pursue their dreams.

I faced numerous challenges along the way. I struggled and stumbled many times, facing rejection due to my service length and doctorate degree. These rejections brought me pain and sorrow. I cried countless times and endured humiliation and personal attacks. Despite these hardships, I never gave up.

My journey began with my family's struggles. Despite working hard, my salary was never enough to meet our needs, forcing me to take on extra jobs. One day, while looking through a newspaper, I found a listing for teaching jobs in the US from an agency called Jobs Connect USA (JCU). I had previously applied to other agencies and online without success. During the pandemic, I paused my applications as everything reached a standstill.

However, I remained hopeful and determined. One morning in September 2020, I woke up to three missed calls from JCU. Without hesitation, I called them back and received the good news that I had an interview in New Mexico. My dream was beginning to take shape.

I was interviewed by the CEO of a charter school and passed the interview. With the support and encouragement of friends, I embarked on this new chapter of my life. My journey to teaching in the US has been challenging, but it has also been gratifying.

Through God's divine provision, I achieved my dream. I meticulously prepared all my documents for the embassy interview, trusting that nothing is impossible with God. When the consulate told me, "Welcome to the United States of America!" I was overwhelmed with happiness.

Raising the funds for my US airfare, apartment, and allowance was a significant challenge. However, my sisters in the Philippines and the US provided financial and emotional support, and my family and friends were unwavering in their encouragement.

Upon landing in my dreamland, I vowed to inspire and support others aspiring to fulfill their dreams in the US. Although my life here has difficulties, achieving my most significant dream has made every hardship worthwhile. My winding roads have led to a beautiful journey—the fulfillment of my dream to become an international educator.

I firmly believe that with strong determination, nothing is impossible. If you take action toward your dreams, they can come true. As my motto says, "A winner never quits."

STORIES



MARCH

ISANG LIMOT NA BAYANI



Milagros L. Valdez, PhD.
Head Teacher III
Talipitip National High School

Mapuputing hibla ng buhok na tanda ng katandaan, kulubot na mga balat, na nagpapakita ng paglipas ng kabataan at mga pelekis sa pisngi at noo na sumisimbulo sa mga mabubungang taong nagdaan sa kanyang buhay.

"Ito na ba si Ma'am ngayon?" sambit ko sa aking sarili. Naaalala ko pa noong ako'y isa pang mag-aaral, si ma'am ang isa sa nagsilbing inspirasyon ko sa aking pag-aaral. Laging maaga siyang pumasok upang ihanda ang lahat ng bagay na may kaugnayan sa aming gagawin sa buong maghapon.

Bihira siyang ngumiti ngunit di mo masasabi na siya ay masungit. Piling-pili ang mga salitang kanyang binibitiwan, siguro marahil ay ayaw niyang makasakit ng damdamin kung sakaling makadampot siya ng salitang maaaring sumugat sa puso ng kanyang kaharap.

Minsan sa aming pag-aaral, napunan niyang matagal may katagalan nang hindi pumapasok ang kamag-aral kong si Ric. Finilit niyang alamin ang dahilan ng pagliban nito. Hanggang sa isang araw ay nakita ko siyang naglalakad sa lugar na malayo sa akin. Ang dahilan pala nito ay nakatanggap siya ng balita na naroroon si Ric. Pinuntahan niya ito sa kadahilanang nais niyang malamang kung bakit tila baga pinabayaan na nito ang kanyang pag-aaral.

Kinumbinsi niya ang mga magulang nito na ipagpatuloy ang pag-aaral ng bata sa kabila ng kahirapang kinahaharap ng kanilang pamilya. Wika niya na ito lamang ang tangi kayamanan na maipamamana nila sa kanilang anak kaya naman naisip ng mga magulang nito na tama lang na maipagpatuloy ni Ric ang kanyang pag-aaral.

Napakabusilak ng puso ni ma'am. Ganito ko nailalarawan ang aking guro. Sa kabila ng kanyang mga suliranin sa buhay ay inuuna niya ang kapakanan ng kanyang mga eskwela.

Madalas ay nabibigyan ng parangal sa iba't-ibang larangan. Napagwawagian niya ang karamihan ng mga kumpetisyon na sinasalihan ng aming paaralan sa pamamagitan ng paggabay at pagtuturo niya sa mga mag-aaral naming kalahok. Kadalasan din ay nakikilahok siya sa mga gawaing pangkumunidad at tumutulong din sa ilang mga mag-aaral na nangangailangan.

Hindi rin mabilang sa mga daliri sa kamay ang mga taong humahanga sa kanyang kahusayan sa maraming larangan lalo na kung pagdating sa pagmamahal sa kanyang mga mag-aaral sukdulang maisakripisyo paminsan-minsan ang kapakanan ng kanyang pamilya.

Ang totoo n'yan, maraming taon ang ipinagsilbi niya sa Kagawaran ng Edukasyon. Ito ang nagsilbing kanyang pamilya na kung saan ay tulay din upang matulungan ang maraming mga batang naghahanap ng karunungan.

Ngayong nasa harap ako ng kanyang labi, di ko mapigil ang aking mga luha sa sobrang habag ko sa kanya. Kapuna-punang kakaunti lamang ang nakaalala sa magiting na guro na nasa aking harapan. Ganito ba talaga ang buhay ng isang taong nalipasan na ng panahon? Kasabay ng kanyang pagreretiro ay ang unti-unti nang paglimot sa kanyang mga naging kontribusyon.

Masama mang isipin ngunit ito ang umuukilil sa aking puso't isipan. Sadya bang ganito lang ang kanyang kahihinatnan? Isang limot na bayani? Isang limot na ina na umaruga at nagmahal sa kanyang mga anak sa paaralan. Na nagsilbing sandalan sa oras ng pangangailangan ng kanyang mga kasamahan sa hanapbuhay.

Ganyan man ang nangyari sa iyo ma'am, mananatili kang maliwanag na tanglaw sa aking buhay. Habang ako'y may hininga, magsisilbing gabay ko sa aking landas ang mga itinuro mo, ipinakit mo at higit sa lahat ang mga ipinadama mo sa akin.

Naging malaki kang bahagi ng aking pagtatagumpay sa lahat ng bagay kung anuman ang mayroon ako sa buhay. Isa kang malaking piraso na bumubuo sa aking kasaysayan. Isang bayani, tama isa kang bayani. Napakahapdi sa aking puso't isipan na sa iba'y isa kang LIMOT NA BAYANI.



THE RICH AND THE POOR

Duane Ivy E. Lawag
Teacher III
GSC SPED Integrated School
General Santos City

In this planet, two avenues split off.
The wealthy tread on one, the poor walk on the other.
Every voyage molded by the curvature of fate,
Still, very different, that's for sure.

The wealthy, decked out in lavish clothing,
Swing through life in the embrace of prosperity.
Their appetites are greater, their fortunes grow,
Grand mansions are where they find a home.

However, beneath the gloss and glitter of gold,
Belies an emptied center and loneliness.
Because if riches exclude love, what good is it?
And bonds of friendship fade, in perpetuity?

Compare this to the poor, the lowly spirits,
They barely make ends meet.
They labor during the day, congregate at night,
But in the face of adversity, resilience shines.

Inside their humble homes, they discover warmth.
Their souls find joy in the little things.
Despite not having the greatest wealth,
They treasure relationships, their love blazing.

For wealth is not accumulated in coins,
Not in large and splendid possessions.
It's found in the generosity shown, the unwavering bonds,
In the proximity of an aiding hand.

Thus, let's consider, both wealthy and poor;
The real gifts that life truly bestows.
Because when empathy, love, and compassion strike,
Real riches and prosperity spike.



KAIBIGAN KA SA TUWINA

Ivy Grace S. Mesaya
Teacher III
Nicomedes Tolentino Elementary School
SDO Sarangani

Sa landas ng buhay, kaibigan ay mahalaga,
Kapiling sa hirap, sa ligaya't pagdurusa,
Tulad ng bituin sa dilim ng gabi,
Sa bawat habbang, sila'y kasama't katabi.

Sa pusong handang makinig at umunawa,
Ang mga kaibigan ay siya ring pamilya,
Kanilang mga ngiti'y may lihim na mensahe,
Ng pag-asa't pagmamahal, walang kahati.

Sa bawat kwento, alaala'y nagbabalik,
Mga araw ng kabataan, saya't pag-ibig,
Kasama sa laban, tagumpay ay mas maligaya,
At sa pagkakamali, sila'y laging nagpapatawad.

Kahit anong layo, tayo'y magkakasama,
Sa puso't isipan, hindi mawawala,
Ang tali't samahan, tila ginto'y walang kamatayan,
Sa pagkakaibigan, saya'y walang hanggan.

Ipinagdiriwang ang bawat pagkakaibigan,
Tulad ng bulaklak, na sa araw ay sumisilip,
Ang bawat sandali'y kayamanan sa dibdib,
Kaibigan, magpakailanman, tayo'y di magkawalay.



ANG BANGO NG PANDAN

Richard A. Cochangco
Head Teacher I
Pandanan Elementary School

Noong mga unang panahon, sa isang magandang baryo, may isang halaman na kilala sa buong lugar dahil sa kakaibang bango nito. Ang halaman ay ang Pandan, isang masayahing halaman na palaging nagbibigay ng masarap at nakakarela na amoy.

Tuwing umaga, maririnig ang malamig na simoy ng hangin na nagdadala ng bango ng pandan. Ang mga tao sa baryo ay nagiging na punong-puno ng kasiyahan at inspirasyon dahil sa nakamit nilang masayang pagtulog sa tulong ng kahanga-hangang halimuyak.

Isang araw, dumating ang isang dalagang nagngangalang Rosas. Siya ay nanggaling sa kalapit na baryo at narinig na rin ang kuwento tungkol sa bango ng pandan. Nais niyang maramdaman at makita kung gaano ito ka-kaningningan.

Nang Makita ni Rosas ang Pandan agad siyang nahalina sa kagandahan ng mga makulay na dahon at sa nakakarela na bango nito. Tinanaw niya ito at sinabi, "Wow! Ang bango naman talaga ng pandan na ito! Hindi ko ito malilimutan."

Mula noon, ang bango ng pandan ay nagdala ng ligaya sa buong baryo. Ang mga tao ay mas lalo pang nagmahal at nag-ingat sa puno ni Pandan. Naging inspirasyon ang bango nito sa kanilang pang-araw-araw na pamumuhay.

At ang Pandan, punong-puno ng kasiyahan sa kanyang puso, nagpapatuloy sa pagbibigay ng masarap at nakakarela na bango. Ang bango ng pandan ay naging simbolo ng pagmamahal, pag-asa, at pagkakaisa sa buong baryo na hindi malilimutan.

BOOK PUBLICATION

Are you passionate about writing? Do you have a story to tell or knowledge to share? Don't miss this incredible opportunity to showcase your talent and connect with fellow writers.

Share your experiences, insights, and unique perspectives with thousands of readers. Let your words inspire, entertain, and make a difference in people's lives.



BE PART OF OUR PUBLISHED AUTHORS & WRITERS

@ Beyond Books Publication



Lailanie A. Masilungan
Teacher III
Paiisa Elementary School

ANG PULANG BLUSA NI LALA

"Bu...sa....bul....sa" ang bigkas ng aking bunsong kapatid na si Neneng.
"BLU-sa....Blusa ang basa dito." ang turo ko. Sige nga, ulitin mo nga."
"Blusa. Bago ang blusa ni lola" ang basa niya.

"Tama! At dahil ginalingan mo, mayroon kang premyo kay ate." ang wika ko sabay palakpak sa aking kapatid.

"Gusto mo ba ng miryenda? Teka at bibilhan kita".

Ganito kaming magkapatid tuwing bakasyon. Tinuturuan ko siya ng pagbabasa lola na at nalalapit na naman ang pasukan. Alas-tres ng hapon. Lumabas muna ako papuntang tindahan upang bumili ng miryenda. Hindi naman ito kalayuan kaya madali kong narating. Agad akong bumili at paalis na nang mapansin ko ang isang batang babae. Di siya pamilyar sa akin at ngayon ko lamang nakita. Akmang ngingintan ko siya nang bigla naman itong tumungo na fila hiyang-hiya at naillang. Palagay ko ay sampong taong gulang na din siya. Hindi ko nga lamang napagmasdan ang batang babae dahil nagmamadali ito.

"Ano ba naman iyan, Aba! kabago-bago pa lang ninyo ay utang na agad!",ang masungit na sabi ng tindera.

"Pasensya na po" paumanhin ng batang babae.

"Siguraduhin lamang ninyo na sa katapusan ng buwan ay makakapagbayad kayo." ang hamon ng tindera.

"Opo" ang mahinang tugon niya at umalis na bitbit ang isang kilong bigas.

Unang araw ng pasukan. Maaga kaming pumasok magkapatid. Inihatid ko muna si Nakita sa kanyang silid-aralan at pagkatapos ay nagtungo na ako sa aming silid. Sabik na akong makita ang aking guro at mga kaklase.

Nakita kong muli ang batang babae na nakasabay ko noon sa tindahan. Kaklase ko pala siya. Hanggang balikot ang buhok nito at medyo kulot. Lalapitan ko na sana siya ngunit nakarinig kami ng malakas na tunog.

Kringggg...kringggg...kringggg. Kasabay ng pagtunog ng buzzer ay dali-dali naming iniwan ang mga bag sa silid upang ang lahat ay pumila nang maayos. Hudyat din ito ng pagsisimula ng Flag Ceremony.

Samantala, nang magsimula ang klase ay binigyan kami ng aming guro ng pagkakataon na magpakilala.

"Anak, ikaw naman ang magpakilala sa mga bago mong kaklase" ang sabi ng aming guro sa aking kaklase.

Nahihyang siyang tumayo at talagang kinakabahan. Mahiyain siya,hindi ko alam kong dahil wala siyang kakilala o baka naman dahil sa suot niyang unipormeng medyo bitin at luma na.

"A...a...ako po si Lala, Lala A. Maralit po." ang pakilala niya sa klase.

Nang sumunod na araw, oras ng rises. Pinagmasdan ko siya at nais ko sanang lapitan. Nakatsinelas siya. Hindi siya nakasuot ng uniporme. Suot niya ang paldang pamasok at pulang blusa na halatang kupas na. May mga sulsi ito na fila kanyang ikinkubli ngunit aking nakita naman nang kunin niya sa bag ang isang paborito. Ito ang kanyang baon at ang tubig na dala. Hindi ko na naman siya nakausap hanggang sa inabot na kami ng kasunod na klase. Kapag bakante naman ay hindi siya nakikihalubilo sa aming magkakaklase.

Isang araw, habang oras ng pananghalian, saglit munang nagtungo sa kantina si fitser.

"Ano ba naman iyan Lala? Damit mo ba ay dadalawa?" ang panunukso ni Klara. "Dalagita ka na, magsuot ka naman ng magagandang damit."

"Oo nga,saka palitan mo na iyang damit mo. Ang baho!" ang panlalait naman ni Ursula, sabay taas ng kilay at ismid ng ilong.

Napaluha si Lala sa masasakit na napakinggan mula sa aming mga kaklase. "Ibigil ninyo iyan." ang pigil ko sa kanila. Nilapitan ko sila upang ipagtanggo si Lala. "Kinakampihan mo pa talaga si Lala...si Lala na paulit-ulit ang blusa.Ha! Ha! Ha!", ang tawang-tawa at patuloy na pang-inis ni Klara.

"Nilalabhan ko naman ito" hibking sagot ni Lala habang nagpupunas ng luha. "Asus!!!Kaya pala sa halip na pula ay naging puti na. Kupas na kupas na! Ha!Ha!Ha!" sabad naman ni Ursula. Lalo silang nagtawanang at tuloy pa rin ang pangungutya.

"Sumusobra na kayo. Tifigil ba kayo o isusumbong ko kayo kay Mam?" ang malakas kong boses. Natahimik sila sa narinig at umalis. Samantala, nilapitan ko naman si Lala. Inihingi ko na din ng pasensya ang aking mga kaklase dahil ako ang napahiya sa hindi magandang pakikitungo ng mga ito.

"Pasensya ka na,Lala",ang paumanhin kong sinabi kay Lala. Ikinuwento sa akin ni Lala ang dahilan kung bakit dito na sila nanirahan. Nasalanta sila

ng bagyo at nasira ang tahanan at kabuhatan. Nanuluyan sila bilang tagabantay ng manukan. Nabanggit din ni Lala na wala naman silang sapat na salapi kaya ang lumang unipormeng bigay lamang ang isinusuot niya. Tuwing hapon nilalabhan niya ito at ang kapalit na pulang blusa. Pinaglilitan pa pala ito ng kanyang kapatid. Salitan niya itong isinusuot bilang pamasok sa eskwelahan.

Isang hapon, buhat sa paaralan, giliv na giliv si Lala sa kanyang nakita sa shop. Isa itong blusa na may maliit na laso sa dalawang manggas. Sigurado akong dito siya nakatingin lalo na at paborito niya ang kulay pula.

"Gusto mo bang bilhin ang damit na iyan?tanong ko kay Lala. Ngunit sa halip na oo o hindi ay iba ang kanyang naisagot sa akin.

"Ang ganda!", ang may paghangang sagot niya.

Isang umaga habang naglalakad kami ng aking kapatid at ni Lala papuntang paaralan ay nakasabay namin sina Klara at Ursula. Naghahagikhikan sila sa aming likuran at fila may pinagbubulungan. Huminto kami saglit at nilingon sila. Tiningnan ko sila na fila ba may pagtatanong.

"Aba!Aba! Wala kaming sinasabi ha!" sabay taas ng dalawang kamay ni Klara.

"Ano Lala, may bagong damit na ba?" tanong ni Ursula.

"Wala pa pero makakabili din ako." sagot ni Lala.

Tuwing walang pasok naman ay nakikita kong dumaraan si Lala sa amin. Halos malapit lamang kasi ang tinutuluyan nila sa aming bahay. May bitbit siyang basket at bote ng suka. Naglalako siya ng penoy pero kahit na mahiyain ay nagsisikap siyang ialok sa sinumang madaanan at makita.

Araw na ng Biyernes. Nagtaka ako dahil wala sa kanyang upuan si Lala. Nakaramdam ako ng pag-aalala dahil hindi naman siya lumiliban sa klase kung walang dahilan. Hindi rin hadlang sa kanya kung walang pambaon lalo pa nga at kahit salit-salit ang luma niyang damit ay tuloy pa rin sa pagpasok. Hanggang sa nalaman ko sa aming guro na parehas nagkasakit ang kanyang ama at ina. At dahil maliit pa ang dalawang kapatid ay sila muna ng kanyang ate ang nagbantay pati na rin sa kanilang magulang na maysakit.

Lumipas ang ilang araw, pumasok na muli si Lala. Matamlay siya.Tahimik na nakaupo at fila may inisip. "Lala, kumusta na? lumapit ako sa kanya. Bigla siyang yumakap at umiyak. Napag-alaman kong hindi na niya mabibili ang damit na gusto niya. Ibinigay na lamang niya ang kanyang ipon sa ina upang ibili ito ng gamot. Ganunpaman ay hindi niya ito pinagsisihan dahil mas mahalaga pa rin naman aniya ang kanyang magulang kaysa doon sa pulang blusa.

Nang hapon ding iyon ng awasan, sinadyang hindi tumingin ni Lala sa damit na lagi niya noong pinagmasdan sa tindahan. "Naku, tunay na malungkot si Lala."

Samantala kinabukasan, sa pagdaan naming muli sa tindahan ng mga damit ay balak ulit niyang siliping ang nais na pulang damit. Wala na ito sa manikin. Wala na doon ang damit na pula, may nakabili na nito. Nasilyan ko sa mukha ni Lala na bigla siyang naging matamlay.Labis siyang nalungkot dahil hindi na niya talaga maisusuot pa ang damit na inaasam niya. Wala akong ibang nasabi bagkus ay tumahimik na lamang hanggang sa inaya na ako ni Lala upang umuwi.

Isang umaga pagpasok niya sa silid-aralan, walang pumapansin kay Lala. "Magandang umaga po binibini",ang bati ni Lala ngunit tila hindi siya narinig ng aming guro.

Mababakas na walang sigla si Lala at marahang umupo sa kanyang upuan. Nagtataka siya sa papalapit na sina Klara at Ursula, dala ang isang regalo.

"Maligayang bati sa iyong kaarawan. Maligayang maligaya,maligayang bati Lala", sabay-sabay kaming nagkantahan at bumati kay Lala.

"Dahil walang pasok sa kaarawan mo kaya naisipan naming agapan ang pasorpresa sa iyo anak. Salamat din sayo Mara, isa kang tunay na kaibigan" ang wika ng aming guro at ngumiti sa akin.

"Patawarin mo kami Lala, naging mapanghusga at laitera kami." ang wika ni Klara. "Heto ang aming regalo sa iyo Lala", saad ni Ursula sabay abot sa hawak nito.

Hindi makapaniwala si Lala sa kakaibang karanasan.Binuksan niya ang regalo at kumislap ang kanyang mga mata nang makita ang pulang blusa.Naluluha niyang pinagmasdan ang damit na hawak.

Linggo. Kaarawan ni Lala. Natanaw ko si Lala kasama ang kanyang pamilya upang magsimba. Suot niya ang pulang blusa. Ang ganda ni Lala! Kakaibang Lala ang aking nakita. Kayganda ng kanyang ngiti at puno ng sigla. Sigurado akong walang pagsidalan ang tuwa niya, nakita na rin niyang magsuot muli ng pulang damit ang kanyang ina. Parehas pa namang kulay pula ang paborito nila ng kanyang mama. Matagal na daw kasi niyang hindi nakikitang nagsusuot ng pula ang ina, palaging kulay itim, puti at kulay abo lang daw ang isinusuot nito buhat ng mawala ang kanyang lola. Ngayon, kakaiba at espesyal ang araw na ito. Kakaibang ligaya at pag-asa ang taglay ng pulang blusa ni Lala.

ABSTRACTS

M
A
R
C
H

THE TEACHING OF ENTREPRENEURSHIP IN SENIOR HIGH SCHOOL: BASIS FOR THE CONSTRUCTION OF DIGITAL AND NON-DIGITAL EDUCATIONAL RESOURCES



Jocil M. Navarrete

Teacher II

St. Louise De Marillac College Of Sorsogon ,Sorsogon City

Summary

Providing entrepreneurial education among Senior High School learners is essential in honing their critical thinking and problem-solving skills and a valid modality in preparing them for college, career, and 21st-century success. With this, teachers are expected to provide their students with quality teaching and learning experiences to acquire competencies needed for an entrepreneurial world.

This study, "The Teaching of Entrepreneurship in Senior High School: Basis for the Construction of Digital and Non-Digital Educational Resources," was designed to explore the realm of entrepreneurial instruction in Senior High School.

Specifically, this study answered the following questions:

1. What are the different approaches and instructional materials employed by teachers in teaching entrepreneurship?
2. What is the level of utilization of the different approaches and instructional materials employed by the teachers in teaching entrepreneurship?
3. What are the hindering and facilitating factors encountered by teachers in teaching entrepreneurship?
4. What supplementary digital and non-digital instructional materials may be designed to improve the teaching of entrepreneurship?

This study's respondents were the 25 Entrepreneurship teachers from Matnog National High School, Sta. Magdalena National High School, Bulan National High School, Sua National High School, Culasi National High School, and Tiong Hen So Memorial High School.

This study was descriptive-evaluative and developmental research, for it tried to determine the approaches and instructional materials used by Entrepreneurship teachers in teaching. It also identified the utilization level of the abovementioned indicators and the facilitating and hindering factors. This was developmental since it constructed digital and non-digital learning resources for teaching entrepreneurship.

Subsequently, the data were tabulated, analyzed, and interpreted using the frequency count and the weighted mean to categorize the teachers' approaches, methods, strategies, and instructional materials.

Findings

Based on the analysis and interpretation of data, the following are the findings of this study.

1. The most common approaches employed by the teacher in teaching entrepreneurship in Senior High School were group and individual instruction, which was affirmed by 18 teacher respondents and ranked first, and lecture methods, which ranked 17 frequently. The reflective method and the Inquiry-Based Approach were claimed by 15 teacher respondents as employed by them, and these ranked 3.5. Differentiated instruction, project methods, and cooperative learning were also used.

Regarding instructional materials, the textbooks and the photos were commonly used by 25 and 21 teacher respondents, respectively. These learning media ranked first and second, respectively. Using a projector and videos was true for 20 respondents, while modules and workbooks were affirmed by 12 and 9 respondents, respectively.

2. Allowing learners to have the opportunity to solve problems had a 4.64 weighted mean value and was described as utilized by the teacher to a "very high" extent. The teacher utilized crafting plans for students for projects at a "satisfactorily high" level, as evidenced by the 4.59 weighted mean obtained by this indicator. Further, the teacher respondents encourage learners to reflect on their learnings and employ direct

individual or group discussion to a "satisfactorily high" extent with weighted mean values of 4.45 and 4.43, respectively.

Meanwhile, providing business problems and letting the learners be familiar with business plans were utilized by the teacher with mean values of 4.67 and 4.59 and described as utilized at a very high and satisfactory level, respectively. Using local resources and encouraging learners to develop products for business simulation had 4.4 as its obtained weighted mean and described as utilized at a "satisfactorily high level." The use of ICT in the delivery of lessons was also at a Satisfactory "satisfactorily high" level. It had 4.35 as its weighted mean.

3. Among the identified hindering factors to teaching entrepreneurship, the lack of textbooks, teachers' guides, and reference books ranked first with 19 frequency. 17 teacher respondents felt a lack of training on unpacking entrepreneurial competencies as the second problem. The lack of training in teaching entrepreneurship and instructional materials that can be used in teaching entrepreneurship ranked 3.5 and was affirmed by 16 teacher respondents.

Meanwhile, the facilitating factor encountered by teachers in teaching entrepreneurship was the provision of assistance from a co-teacher on how to deliver topics, with 25 as its frequency, which ranked first. Self-studying concepts relative to entrepreneurship and using ICT and social media were considered by 21 respondents and ranked 2.5.

4. Supplementary digital and non-digital instructional materials to assist entrepreneurship teachers were designed to improve the delivery of the lessons and, thus, the teaching process.

Conclusions

1. Entrepreneurship teachers use the traditional approach in teaching and choose to use printed materials in delivering the lesson
2. Teachers utilized a student-centered curriculum to develop the students' competency in Entrepreneurship.
3. Entrepreneurship teachers from other schools and co-teachers were very powerful sources of information whenever vague concepts were involved.
4. Supplementary digital and non-digital instructional media were needed to improve the teaching of Entrepreneurship.

Recommendations

1. Teachers should prepare varied and effective activities for individual and group instruction.
2. Sufficient textbooks and reference books should be provided to Entrepreneurship teachers to facilitate the lessons easily.
3. Students should be provided with adequate performance-based learning media activities to develop their competence and critical thinking.
4. Sufficient and appropriate sample problems in entrepreneurship should be made available for the students to use as guides in creating their own output.
5. School administrators should provide entrepreneurship teachers with adequate textbooks, reference books, and teachers' guides for ease of use and referencing.
6. In-service training (INSET) for Entrepreneurship teachers should be conducted to allow for the sharing of ideas on how to deal with difficult lessons.
7. Future researchers are encouraged to conduct studies along the suggested topics;
 - a. The Effectiveness of Immersion in Developing Entrepreneurial Skills of the Students
 - b. Input of Innovative Approach in Entrepreneurship Education

EXTENT OF IMPLEMENTATION OF THE SPECIAL SCIENCE PROGRAM AT GENERAL LICERIO GERONIMO MEMORIAL NATIONAL HIGH SCHOOL: BASIS FOR AN ACTION PLAN



Nolly T. Idala
Teacher II
San Isidro Senior High School

This study was conducted to determine the extent of implementation of the Special Science Program in General Licerio Geronimo Memorial National High School, Rodriguez, Rizal, during the School Year 2017-2018, which served as the basis for an action plan.

More specifically, it sought answers to the following questions:

1. What was the extent of implementing the Special Science Program as perceived by the science teachers and master teacher respondents in terms of the following aspects?
 - a. Goals and Objectives
 - b. Physical Facilities / Equipment
 - c. Teachers' Qualifications and Instructional Competencies
 - d. Students' Admission Requirements / Policy
 - e. Canteen Services
 - f. Medical and Dental Clinic
2. Was there a significant difference between the perceptions of the special science teachers and the master teachers on the extent of implementation of the Special Science Program in terms of the abovementioned aspect?
3. What was the special science students' performance level in the past three years?
4. Was there a significant correlation between the extent to which the Special Science Program was implemented and the level of performance of the Special Science students?
5. What plan of action was developed to address the findings of the study?

The study used the descriptive method of research. It was limited to 33 teachers and four master teachers from General Licerio Geronimo Memorial National High School.

The data gathered were tallied, analyzed, computed, and subjected to the following statistical treatment for

interpretation: The mean and standard deviation were used to determine the extent of implementation of the Special Science Program. The t-test was used to determine the significant difference between the perceptions of the two groups of respondents, and Pearson r was used to find the relationship between variables.

The salient findings of the study are the following:

1. Both the teachers and the master teachers evaluated the Special Science Program in terms of its goals and objectives, teachers' qualifications and instructional competencies, and students' admission requirements/policies as a "Very High Extent" of implementation. Meanwhile, regarding physical facilities/equipment, the teachers and master teachers equally evaluated the "High Extent" of implementation. On the other hand, teachers perceived that the canteen services have a "Very High Extent" in implementation while master teachers evaluated a "High Extent" in implementation.
2. There was no significant difference between the evaluation of the teachers and master teachers on the extent of implementation of the Special Science Program in General Licerio Geronimo Memorial National High School in the following criteria: goals and objectives, physical facilities/equipment, students' admission requirements/policy, canteen services, and Medical and dental clinic. However, there was a significant difference in the extent of implementation of special science programs in terms of teachers' qualifications and instructional competencies.
3. The students' overall level of performance for the past three years was verbally interpreted as "Proficient."
4. There was a low correlation between the extent to which the Special Science Program was implemented and the level of performance of the Special Science students.
5. A proposed action plan was crafted based on the study results.

STORY -MAPPING STRATEGY IN TEACHING READING COMPREHENSION: PRACTICAL PROGRESSION ACTIVITIES FOR GRADE 11



Melanie D. Gallano-Aballe
Teacher II
Sta. Ana National High School

This study aimed to develop a Story Mapping Strategy for Teaching Reading Comprehension and practical Progression Activities in Grade 11.

The respondents involved in this study were a total of six hundred seventy (670) Grade 11 senior high school students and eleven (11) English teachers, Department Heads, and School Head-respondents who were involved in the study in La Paz Municipality, Leyte Division during the School Year 2019-2020.

The study made use of the descriptive survey method of research to investigate the problem with the achievement test and the survey questionnaire determining the 1) performance level of the Grade 11 students in Reading Comprehension, 2) extent to which the performance standards in Reading Comprehension were developed by teachers among Grade 11 students, 3) extent to which the instructional materials were commonly used by teachers among Grade 11 students, and 4) extent to which the identified teaching strategies/methods were utilized by the teachers teaching Reading Comprehension for teachers and the instructional procedures undertaken by teachers in teaching Reading Comprehension. With the survey questionnaire for teachers, data were duly analyzed using frequency, mean percentage score, and weighted mean.

Based on the study's findings, the output was a Story Mapping Strategy in Teaching Reading Comprehension, Practical Progression Activities for Grade 11. These practical progression activities were formulated based on the study's results. The parts of the practical progression activities for Grade 11 are a) Learning Area, b) Learning Situation Analysis c) Pre-lesson Assessment d) Learning Limitation and Possibilities e) Learning Needs and Challenges f) Learning Objectives (formative test) g) Learning Strategies h) Learning Engagement, i) Learning Exercise Motivational Activities, j) Learning Practical Progression Activities, and k) Learning Evaluation with the objectives for the tasks that the learner is expected to accomplish in the study. It must be noted that the said output shall aim to enhance the performance level of the Grade 11 students.

Results of the achievement test to determine the performance level of Grade 11 students in Reading Comprehension revealed an average mean percentage score of 68.74, described as Average Performing. The extent to which the performance standards in Reading Comprehension were developed by teachers among Grade 11 students obtained an average mean percentage score of 2.47, interpreted as Satisfactorily Developed. The extent to which the teachers commonly used instructional materials in teaching Reading Comprehension obtained an average mean of 2.51, described as "Seldom Used." The extent to which the teachers used the identified teaching strategies/methods in teaching Reading Comprehension obtained an average mean of 2.14, described as "Seldom Used." Therefore, it is concluded that the Grade 11 students acquired a low-performance level in "Reading Comprehension in English." Lastly, it is recommended that the Story Mapping Strategy in Teaching Reading Comprehension and Practical Progression Activities be available to English teachers and Grade 11 students.

ENHANCING SOCIAL STUDIES EDUCATION AT PAGUDPUD NATIONAL HIGH SCHOOL: EXPLORING THE LEVEL OF PERCEPTION, CHALLENGES, AND IMPLICATIONS OF ICT INTEGRATION



Pretzel L. Ragonjan
SHS Teacher II
Pagudpud National High School

Over the last two decades, the rapid rise of ICT has become one of the most important issues of discussion among educational experts. This mixed-method study descends into the domain of social studies education at Pagudpud National High School, focusing on incorporating Information and Communication Technology (ICT) to improve the learning experience.

The study investigates the level of perception of students and teachers in the use of ICT technologies in the social studies curriculum, to create a more dynamic and participatory educational environment. It included 267 students from grades 7-12 and 10 teachers teaching social studies, it was conducted at Pagudpud National High School. The study reveals that the level of perception of the students and teachers in ICT integration in Social Sciences is very high with an overall mean rating of 3.58. However, it can be gleaned from the study sets of the problem and challenges are identified as indicated by the students and teachers.

The difficulties include technical obstacles, teacher training, and infrastructure constraints, illuminating the multidimensional aspect of implementing ICT in a resource-constrained society. In addition, the study investigates the effects of ICT integration on student engagement, critical thinking, and overall academic achievement in the context of social studies education.

The study collects useful information from teachers and students by using qualitative and quantitative research approaches. This study's findings contribute to a broader discussion about the efficient integration of ICT in educational settings, providing practical advice for overcoming hurdles and optimizing the benefits of technology in social studies classes. The consequences go beyond Pagudpud National High School, giving useful insights for educators, policymakers, and academics looking to improve social studies education through ICT integration in a variety of educational settings.

Keywords: Enhance, Social Studies, Exploring Strategies, ICT Integration, problems, Challenges, ICT tools/technologies, professional development

BENEFITS, CHALLENGES, AND PRACTICES ON THE UTILIZATION OF DIGITAL PLATFORM AMONG SECONDARY SCHOOL TEACHERS IN A DIVISION



Sheila Marie M. Garcia
Teacher II
San Guillermo National High School

The utilization of digital platforms in education has become increasingly prevalent, particularly among secondary school teachers. This study aims to explore the benefits, challenges, and practices associated with the incorporation of digital platforms in the teaching methods of secondary school teachers within a specific division. Teachers experience enhanced engagement and interaction within their classrooms, resulting in improved student participation and comprehension. Moreover, digital platforms offer flexibility in delivering instructional materials, accommodating diverse learning styles and paces. However, alongside these benefits, teachers encounter notable challenges. Technical barriers, such as limited access to devices and internet connectivity, hinder the seamless integration of digital platforms. Privacy and security concerns, coupled with the need for digital literacy skills, further complicate the adoption process. Moreover, the transformation of traditional teaching methods to suit digital platforms necessitates time and effort. In this context, various practices emerge among secondary school teachers. Effective integration of digital platforms requires strategic planning, encompassing content creation, delivery modes, and assessment methods. Collaborative approaches, where teachers share experiences and resources, mitigate challenges, and foster professional growth. Furthermore, adapting to students' digital fluency, tailoring content for different subjects, and harnessing interactive features prove crucial to successful implementation. By examining the benefits, challenges, and practices related to digital platform utilization, this study contributes insights that can inform educational policies, professional development programs, and instructional strategies. The findings underscore the importance of acknowledging challenges while harnessing the opportunities digital platforms offer to enhance the teaching and learning experience in secondary education.

Keywords: *Digital platforms, Digital fluency, Teaching-learning process, Utilization, Integration of digital platforms*



DEVELOPMENT AND VALIDATION OF MATH RACE SELF-LEARNING MATERIAL IN GENERAL MATHEMATICS

Anjenet Payanay Olayres
Teacher III
Ligao National High School

This study aimed to determine the least mastered competencies in General Mathematics of Grade 11 learners of Ligao National High School, Schools Division of Ligao City, as the basis for developing and validating Math RACE Self-Learning Material. The research design used in this study was developmental. The study resulted in the following findings: 1. The least mastered competencies based on the result of the First Quarterly Examination in General Mathematics for the SY 2019-2020 were competencies under Rational Functions; 2. The self-learning material developed by the researcher dubbed Math RACE Self-learning Material, contains a series of multi-stage activities; 3. The summary of the results of the curricular validation includes the following quantitative descriptions and verbal interpretations on four factors: 1) Content (with an AWM of 3.93 which means "Very Satisfactory" and earned 28 points which mean the material has passed in the said criterion); 2) Format (with an AWM of 3.91 which is interpreted as "Very Satisfactory" and earned 70 points which means the material have passed in the criterion); 3) Presentation and Organization (with an AWM of 3.95 which is interpreted as "Very Satisfactory" and earned 20 points which means the material have passed in the criterion); 4) Accuracy and Up-to-datedness (with an AWM of 4.00 which is interpreted as "Very Satisfactory" which means the material have passed in the criterion). The study recommends that the developed self-learning material be used as supplemental, instructional support, intervention, and enhancement material in teaching General Mathematics. The material could be replicated as an online resource for distance learning. The material is curricularly valid. Therefore, it can be used by other learners to target the Basic Performance Level of at least 75% and increase the Mathematics Proficiency Level, especially in teaching competencies under Rational Functions.

Keywords: *Education, Self-Learning Material, Intervention Material, Supplemental Material, General Mathematics*



A PROPOSEDE-MODULAR INSTRUCTIONAL SUPPORT IN PRE-CALCULUS

Edmon F. Matucinio
Teacher II
Ligao National High School

This study aimed to determine the proficiency level, least mastered, and most mastered competencies in Pre-Calculus of Grade 11 STEM students of Ligao National High School of Schools Division of Ligao City as the basis for developing and validating E-modular instructional support.

The study resulted in the following findings: 1) The proficiency level of STEM students in Pre-Calculus in the First Semester "Did Not Meet Expectations," with performance levels of 61.19 and 64.68, respectively; 2) The least mastered competencies in the First and Second Quarterly Examinations in Pre-Calculus in the school 2019-2020 is, solve situational problems involving conic sections. The e-modular instructional support developed by the researcher from the data gathered is a slide presentation entitled ReConics. The findings of this study lead to the following conclusions: 1) The Grade 11 STEM students of Ligao National High School A.Y 2019-2020 did not meet the expectations in the First and Second Quarterly Examinations in Pre-Calculus; 2) The Grade 11 STEM students of Ligao National High School A.Y 2019-2020 showed low mastery in Pre-Calculus specifically in solving situational problems involving conic sections; 3) The developed e-modular instructional support was centered on giving the students learning opportunities at a different context. The material also targeted the least mastered competency under Conic Sections. Lastly, the developed e-modular instructional support is curricularly valid.

Keywords: *Education, E-Module, Situational Problems, Pre-Calculus, Conic Sections, supplementary material, modular support, instruction, problem solving skills, critical thinking.*



DEPED ACTIVE AND PRIVATE MADARIS PROGRAM TOWARD CHILDREN ISLAMIC VALUES

Esmail M. Sampulna
Teacher III
Dagadas Elementary School
Special Geographic Area

Generally, this study aimed to determine the DepEd alive and private madaris program toward children's Islamic values in province of North Cotabato. Specifically, the objective of the study was to describe the influence management of DepEd alive and private madaris in terms of financial, capability building, school leadership on Islamic values of children. Result revealed that the respondents moderately agreed on the DepEd alive program in terms of Islamic values of children. While they agreed on private madaris program management in terms of capability building and school leadership on Islamic values of children. Furthermore, the DepEd alive program management significantly contributed to the Islamic values of children in capability building, while school leadership did not significantly contribute to the Islamic values of children. Among the private madaris program considered in the study, financial, capability building, school leadership contributed much in developing Islamic values of children while capability building was found to be the best indicator of the Islamic values. It can be deduced from this study that the programs of Islamic education both the alive and madaris contributed to the development of children's Islamic values.



GENERAL MATHEMATICS INSTRUCTIONAL VIDEO EXPLAINER (GIVE) FOR STRUGGLING LEARNERS UNDER THE MODULAR DISTANCE LEARNING



Marilou S. Pedregosa
Master Teacher I
Alabel National High School - Sarangani



Ana Luz Arwena L. Delizo
Teacher III
Alabel National High School - Sarangani



Jocelyn T. Cavan
Teacher III
Alabel National High School - Sarangani

The shift from a classroom to a home learning environment in this time of COVID-19 pandemic have impacted the teaching-learning process especially in mathematics. The subject is inherently difficult and translating mathematical concepts into skills requires repetitive explanation and more illustrative examples with the physical presence of the teacher.

GIVE is both an intervention and a strategy with the goal of filling the vacuum between learners and the mathematics teacher during the pure modular distance learning. GIVE served as teacher-substitute where the topics are simplified through series of video lessons constructed by the teacher based on least learned competencies in General Mathematics. When GIVE was used alongside their SLM or LAS, learners' 2nd quarter performance increases significantly as compared with their 1st quarter performance using pure modular distance learning. Meanwhile, 5 learners classified in the first quarter as "did not meet expectations" were promoted to "fairly satisfactory" and "satisfactory", respectively and 4 out of 30 have moved up to "very satisfactory". Findings also revealed that learners were troubled with understanding the SLMs and the LAS during the first quarter due to the following factors: lack of teacher's intervention, low level of comprehension and limited content and examples of the LAS. Despite these difficulties, learners' adaptive coping mechanisms were observed by viewing you tube and peer collaboration. Furthermore, GIVE bridges the gap between the teacher and the learner in as much as the instructions are simplified and learners can replay the video repeatedly until concepts and tasks are fully understood.

PROJECT TTAS ON THE PERFORMANCE OF GRADE 9 LEARNERS



Jenifer A. Tupas
Teacher III
Alabel National High School - Sarangani



Edilberto P. Pantaleon
Teacher I
Alabel National High School - Sarangani



Michael B. Milan
Teacher I
Alabel National High School - Sarangani

Project - Teaching Through Algebrator Software (Project TTAS) determined the effectiveness of Algebrator Software on the performance of Grade 9 learners in quadratic equation and inequalities. The quasi-experimental method of research was used where learners in the two Grade 9 classes at Alabel National High School composed of 30 learners for each class were the subjects of the study. One section was assigned as the experimental and the other section as the control group. The conventional lecture method was used in teaching quadratic equation and inequalities in the control group while the Algebrator Software was used in the experimental group. A 30-item pretest and posttest were administered to the learners before and after the discussion of the lessons to evaluate the learners progress. The findings of the study revealed that the Grade 9 learners perform poor in quadratic equation and inequalities at the start of the study in both the control group and the experimental groups. After the discussion of the lessons, there improvements in the learning performance of the learners in both groups. Based on the results of the statistical analysis, there are significant differences in the pretest and the posttest scores of the learners in the control group and in the experimental group. When two groups were compared using t-test, it was found out that there is a significant difference in the mean gain scores of the learners in the control group and the experimental group. The mean gain scores of the learners in the experimental group is higher than the mean gain scores of the learners in the control group. The use of Algebrator Software is a more effective approach than the lecture method in teaching quadratic equation and inequalities.

Keywords: quadratic equation and inequalities; algebrator software; lecture method; quasi-experimental research

EXPLORING ENGLISH INSTRUCTION WITH IP LEARNERS: CHALLENGES, HOPES AND COPING STRATEGIES AMONG TEACHERS



Syrelle C. Letigio-Manga
Teacher III
Alegria National High School
Sarangani



Dr. Gaudy C. Ortizo
Graduate School Dean
Notre Dame Dadiangas University
General Santos City

The education landscape within Indigenous Peoples (IP) communities poses unique challenges and opportunities for educators teaching English as a second language. The study is aimed at bridging the gap in our understanding of the challenges, hopes, and coping strategies employed by teachers while instructing English among IP learners. This investigation utilized a qualitative research design, specifically employing the descriptive-phenomenological method. The study involves six (6) English teachers teaching the English subject in Alabel IP Communities. These teachers participated in Key Informant Interviews (KII), providing rich, firsthand insights into their experiences. Thematic analysis, using the Collaizi Method was employed to comprehensively analyze the qualitative data gathered. The qualitative findings shed light on how English teachers articulate their challenges, hopes, and coping strategies in teaching English among IP learners. The challenges faced by these teachers encompass several key themes, including language barriers, curriculum congestion, poor foundation in learning English, and a dearth of adequate teaching resources. Their hope for "Learners' Continuous Progress" elucidates the hope for learners' continuous advancement. While the hope for "learners' Improved Communication Skills" illustrates a desire to equip students with language skills that can unlock broader educational and employment prospects. Moreover, the hope for "IP Learners' Cultural Embrace" underscores the significance of incorporating cultural inclusivity within the curriculum, fostering a strong sense of cultural identity and mutual respect. The study highlights various coping strategies and techniques employed by teachers, emphasizing culturally responsive teaching methodologies through contextualization, innovative teaching strategies, code switching, and the constant encouragement among students. Drawing from these results, there's a compelling case for the development of a tailored teacher training program. Such a program could significantly enhance the skills of English teachers and provide necessary support in effectively teaching English among IP learners, ultimately contributing to a more inclusive and effective educational environment.

Keywords: Challenges, Hopes, Coping Strategies, English Teachers, IP Learners, Phenomenology, IP Schools

PERSONAL AND EDUCATIONAL IMPACT OF THE PANTAWID PAMILYANG PILIPINO PROGRAM (4PS)



Janet A. Gersava - Aniñon
Buhang National High School
School Principal II

This descriptive study aimed to determine the personal and educational impact of the Pantawid Pamilyang Pilipino Program (4Ps).

The study's respondents were 272 Junior and Senior high school students who were 4Ps beneficiaries from Sibalom, Antique, Philippines, in the 2019-2020 school year, and they are currently receiving education cash grants under the 4Ps program.

Data were gathered using a questionnaire checklist on the personal impact of the 4Ps on students' academic and psychosocial profiles and the educational impact of the 4Ps. The instrument was subjected to jury validation for validity.

Statistical tools used were frequency, percentage, mean, and standard deviation as descriptive statistics, while multiple regression analysis was set at a .05 alpha level as inferential statistics. Data were processed using the Statistical Packages for Social Sciences (SPSS) software version 22.0.

The study's findings revealed that The 4Ps beneficiaries in the different public secondary schools in the municipality of Sibalom are characterized by the following demographic profile: as to sex, the majority are female, from prominent families with 7-8 family members, with fathers and mothers who are high school graduates, with less than Php1,200 or no monthly net income.

The academic profile of the 4Ps beneficiaries, specifically in terms of (a) academic performance during the in-person instruction is 80 – 85, (b) school attendance of 4 to 9 absences, (c) Involvement in extracurricular activities with majority of not active 4Ps beneficiaries, (d) learning progress/completion of curricular requirements during the modular instruction, with good standing, (e) and (f) discipline/behavior in school with majority of no disciplinary cases.

The psychosocial profile of the 4Ps beneficiaries in terms of parent's support of studies is excellent, the level of aspiration is very high, financial literacy is very high, and the drop-out rate was zero percent. Regarding numeracy level, non-numerates were zero percent, while numerates were very high. In terms of literacy level, results revealed a high frequency when classified as dependent and a low frequency when classified as independent. Furthermore, results showed that all students obtained a very high frequency of promotion rate.

The status of secondary schools in terms of drop-out rate and

promotion rate is zero percent, numeracy level is zero percent for non-numerates and numerates were 100%, literacy level with majority of dependents, with a 100% promotion rate.

The students considered the impact of the 4Ps program on students' academics and psychosocial well-being as positive. The personal impact of the 4Ps program is a determinant/ not determinant of their academic profile as to general weighted average and psychosocial well-being. The well-being of the 4Ps program determines the performance profile of public secondary schools in terms of parents' support of studies, level of aspiration and self-esteem, and financial literacy.

Among the policies, this study proposes to improve the implementation of the 4Ps and school programs to enhance students' improvement, including:

- strengthening the "Every Child a Reader Program" of the Department of Education,
- students' literacy with interventions provided,
- regular departmental meetings/consultations among teachers,
- regular communication among teachers,
- developing parental involvement/engagement policy,
- monitoring of support systems among parents,
- promoting constructive criticism to students,
- stimulating problem-solving discussions among students,
- enhancing resiliency characteristics,
- integrating financial literacy matters in discussions,
- developing innovative teaching strategies.

The study indicated that students from 4Ps beneficiaries with high academic performance are more likely to report higher outcomes in their education. Further, this implies a positive personal impact of the 4Ps program on students in terms of their academic profile. Students from 4P beneficiaries who receive more care and attention from their parents, desire and expectations, and knowledge in handling and managing their finances are likely to report a higher impact on their psychological and social well-being. Further, this implies a positive personal impact of the 4Ps program on students' psychosocial profiles.

It is recommended that the 4Ps beneficiaries' students appreciate the government's program and the efforts of the DSWD by improving their literacy level and maintaining their good financial literacy level. They should also contemplate the learning strategies of their teachers for them to develop their literacy at school.



THE SUPERVISORS' EXPERIENCES, INITIATIVES AND CHALLENGES IN THE K-12 IMPLEMENTATION

Fairuz Pangato-Akil
School Head
Tapadoc Elementary School

The study aimed to determine the supervisors' experiences, initiatives and challenges in the K-12 implementation among the 50 administrators from the ten districts of North Cotabato Division chosen using convenient sampling technique. Specifically, it sought answers to the objectives such as respondents' profile, schools' profile, supervisory experiences, challenges and initiatives particularly on parents' participation, teachers' preparation and instructional resources. The study employed quantitative and qualitative research designs. A content validated self-made survey questionnaire was used. Key Informant Interview was also conducted to solicit additional responses for confirmation from the administrators. Frequency, percentage, mean and SD were used to analyze the data. The findings showed that the administrators' age ranged from 45 to 49 years old mostly female, masters' degree holders and had 10 years and above in service. Most of the schools have 10 to 14 teachers with student population ranging from 201 to 400 and the school years of existence ranged from 30 to 39 years. The administrators supervisory on parents' participation were: positive feedback in creating a dynamic home community school partnership. Moreover, among the common challenges that the administrators encountered were the financial burden to the parents, lack of training among the teachers and limited learning resources. Furthermore, with the experiences and challenges, the administrators-initiated programs and activities involving the parents, teachers were oriented to the new curriculum and were sent to training. Support to teachers was also ensured through assistance especially in providing necessary instructional resources.

In conclusion, supervision entails leadership and managerial skills. Supervisory experiences on parents' participation, teachers' preparation, and learning resources development could be the tools in order for the success of the program implementation. Issues on learning resources were even addressed. The supervisors were able to initiate programs involving the parents and teachers to make the K to 12 program implementations become successful.

BEYOND BOOKS PUBLICATION
PUBLISHED BOOKS

INTERNATIONAL MULTIDISCIPLINARY MONTHLY MAGAZINE PUBLICATION (INSIGHTS/FORESIGHTS) WITH ISSN (2799-1938)

INTERNATIONAL RESEARCH JOURNAL PUBLICATION (INTERNATIONAL JOURNAL OF ADVANCED MULTIDISCIPLINARY STUDIES (IJAMS)) WITH ISSN (2782-893X) AND EISSN (2799-0664)

AFFILIATIONS

Contact No.: 0933 554 4886
Facebook Page: beyondbookspublication
Email Address: beyondbookspublication2018@gmail.com

Websites: <https://www.bbpublication.net/>
<https://www.ijams-bbp.net/>

REGISTER NOW!

5th International Multidisciplinary Research Conference 2024

DEMO TEACHING GENERAL BOOK LAUNCHING MEMBERSHIP ASSEMBLY

UNIVERSITY OF THE PHILIPPINES
Diliman Campus, Quezon City
JUNE 22 - 23, 2024
8:00 AM - 5:00 PM

AWARDING CEREMONY

ANG BAHAY NG ALUMNI BLDG. JUNE 23, 2024 9:00 AM - 12:00 NN

LESSON PLAN

March

SEMI DETAILED LESSON PLAN IN FUNDAMENTALS IN ACCOUNTING BUSINESS MANAGEMENT

Thelma P. Odimer

Teacher II
Pigcawayan National High School
SDO Cotabato



I. Objectives

- Identify the forms of business organization
- Present the advantage and disadvantages of the forms of business organization and
- Value the importance of the forms of business organization

II. Subject Matter

Topic: Forms of Business Organizations
References: Fundamentals of Accounting, Business and Management
by RC Ferrer&ZBV Millan

III. Procedures

Preliminary Activities:

- Prayer (in Christian, Muslim & IP)
- Checking Attendance
- Reminders on the classroom rules.

ELICIT (5 minutes)

Activity 1: UNSCRAMBLED LETTERS

Learners will arrange the unscrambled letter to form a correct words pertaining from previous topic.

T S S E A S I E S L I B I A T L I E T Y Q U I
S E S E X P E N N U E R E E V

ENGAGE (8 minutes)

Activity 2: PHOTO ANALYSIS

Ask the students to label the photo below by choosing from the word box and identify the form of business organization described by the situation.



(pictures were taken from www.google.com on sole proprietorship, partnership, cooperative and corporation)

EXPLORE (12 minutes)

Activity 3: CASE STUDY ANALYSIS

Students will analyze real-life scenarios to determine the most appropriate form of business organization.

- What form of business organization would be most suitable for a small family-owned bakery? Justify your answer.
- Why would a multinational corporation choose to operate as a corporation rather than a partnership?
- In what situation would a cooperative be the most appropriate form of business organization?

EXPLAIN (10 minutes)

Activity 4: Graphic Organizer

Each group will choose the correct advantages and disadvantages of each form of business organization from the statement given

Forms of Business Organization	Advantage	Disadvantages
Sole Proprietorship		
Partnership		
Cooperative		
Corporation		

Sole Proprietorship
Partnership
Cooperative
Corporation

ELABORATE (15 minutes)

Activity 5 : ROLEPLAY

Directions: Divide yourself into 4 groups and have yourself ready for the assigned task of particular forms of business using draw lots strategy.

EVALUATE (10 minutes)

Activity 6: If Given the Chance

Ask: If given a chance, which form of business organization you want to start to (*Kung bibigyan ka ng pagkakataon makapagsimula ng Negosyo.*),

- What would it be? (*Anong uri ito*)
- How are you going to start the said form of business organization you choose? (*Paano mo umpisahan ang nasabing negosyong iyong napili?*)
- Why is your chosen form of business organization beneficial to TVL, HUMSS, STEM graduates?

Generalization:

Activity 7: 3-2-1 (Individual Work)

Let the students fill the 3-2-1 chart:

- 3 things learned
- 2 most important facts still in mind
- 1 question remains in mind

EVALUATE (10 minutes)

Answer the following items. Choose only the letter of your best answer.

- Which of the following is NOT a form of business organization?
 - Sole proprietorship
 - Partnership
 - Corporation
 - Limited liability company (LLC)
- What is a sole proprietorship?
 - A business owned by multiple individuals
 - A business owned by shareholders
 - A business owned by a single individual
 - A business owned by the government
- What is a partnership?
 - A business owned by multiple individuals
 - A business owned by shareholders
 - A business owned by a single individual
 - A business owned by the government
- Which of the following is a characteristic of a corporation?
 - Limited liability for owners
 - Simplicity in formation and operation
 - Joint ownership by partners
 - Unlimited liability for owners

5. What is a limited liability company (LLC)?

- A business owned by multiple individuals
- A business owned by shareholders
- A business owned by a single individual
- A business structure that combines characteristics of a corporation and a partnership

EXTEND

What is the difference between the two classification and cite some examples.

- Current vs. Non-Current Assets
- Tangible vs. Intangible Asset



BE PART OF OUR PUBLISHED AUTHORS & WRITERS

@ Beyond Books Publication

Join our community of published authors and writers!

Share your creativity and get recognized by a wide audience.

Are you passionate about writing? Do you have a story to tell or knowledge to share? Don't miss this incredible opportunity to showcase your talent and connect with fellow writers.

Whether you're an aspiring author or an experienced writer, we welcome you to join our supportive community.

Share your experiences, insights, and unique perspectives with thousands of readers. Let your words inspire, entertain, and make a difference in people's lives.

BE PART OF OUR PUBLISHED AUTHORS & WRITERS!!

BOOK PUBLICATION *with ISBN*

*Size of the book
Number of pages
Intended Number of copies*

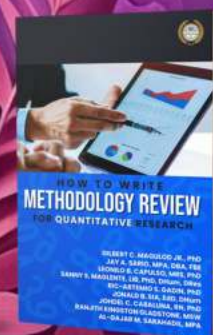
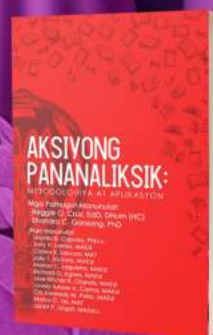
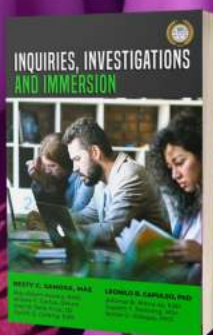
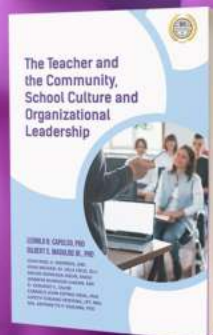
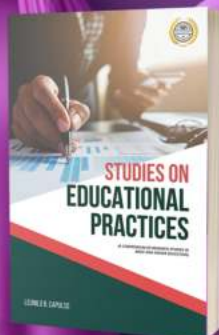
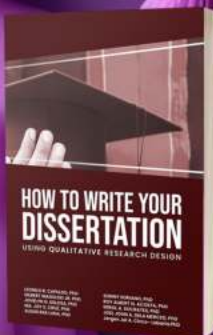
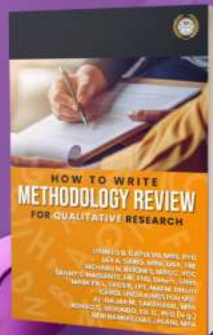
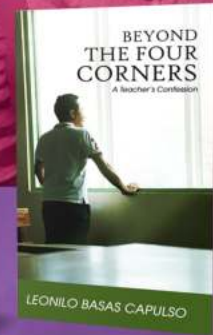
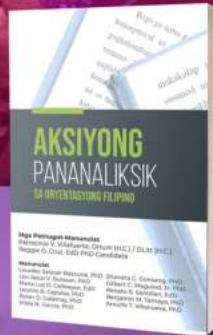
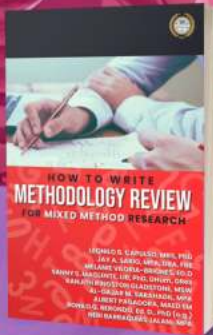
INCLUSION

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

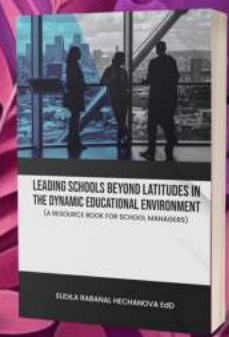
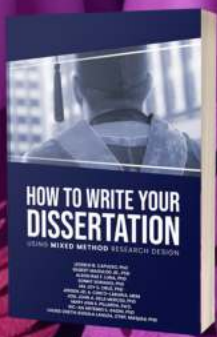
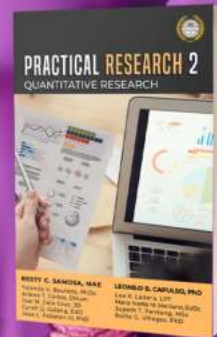
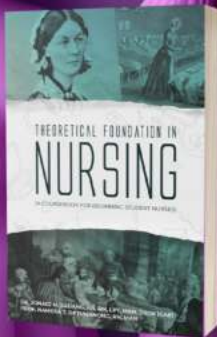
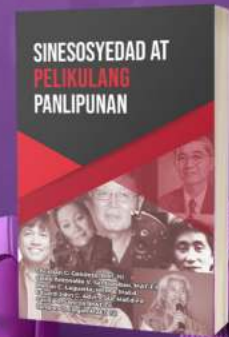
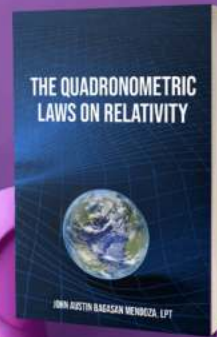
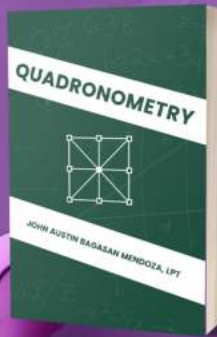
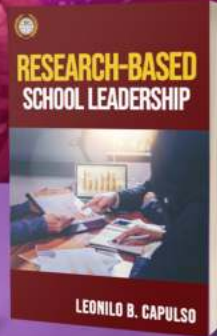
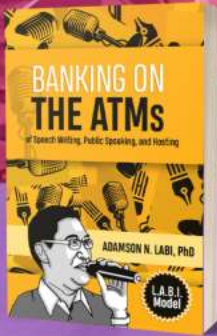
Optional

*Manuscript Content Editing (with Additional Cost)
Application for Copyright (with additional Cost)*

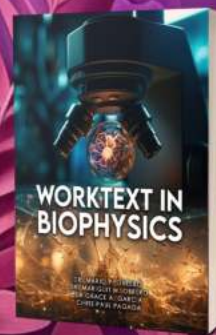
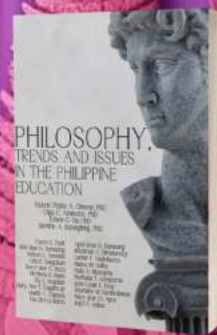
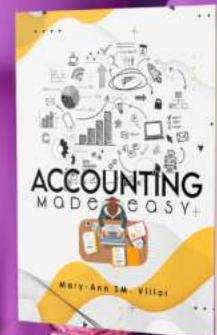
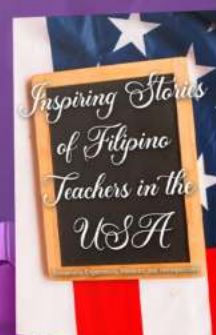
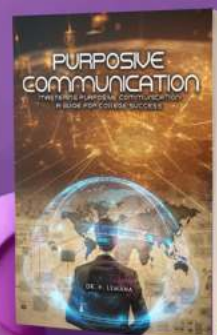
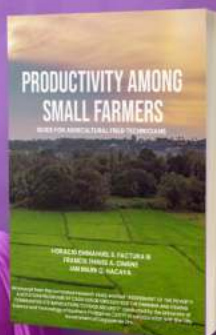
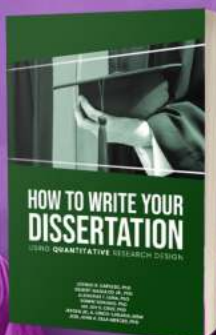
PUBLISHED BOOKS



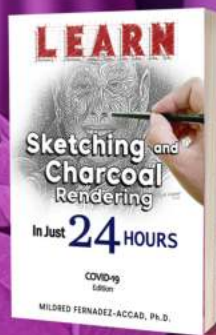
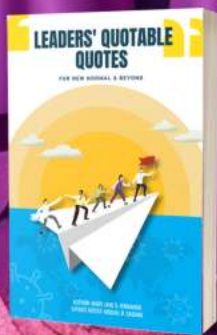
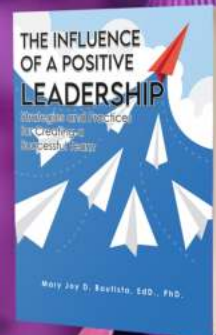
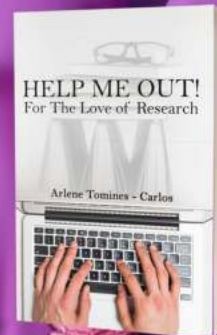
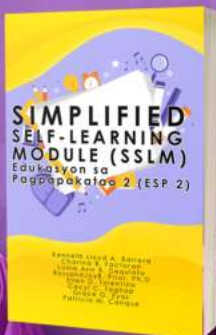
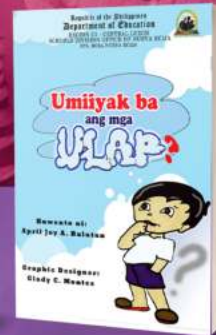
PUBLISHED BOOKS



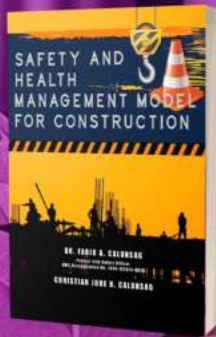
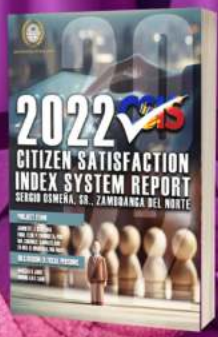
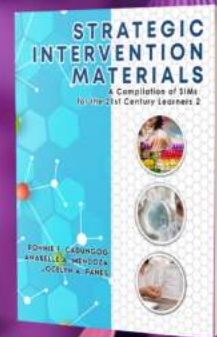
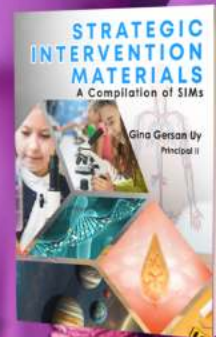
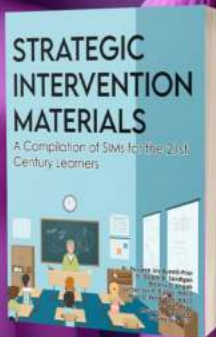
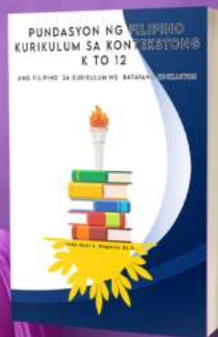
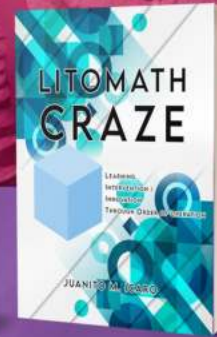
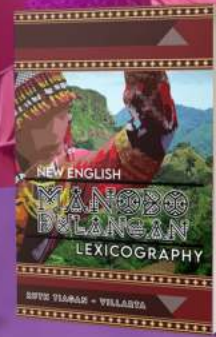
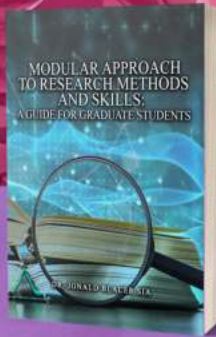
PUBLISHED BOOKS



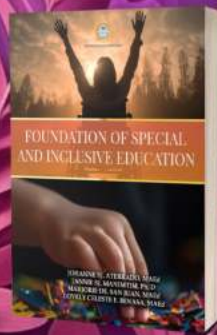
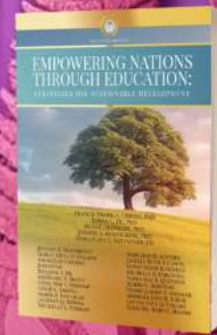
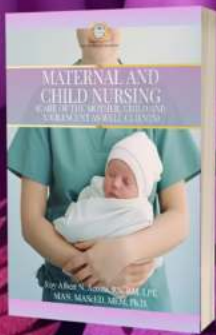
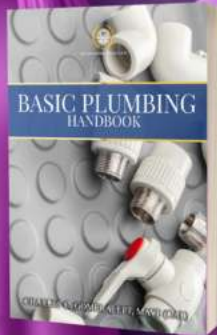
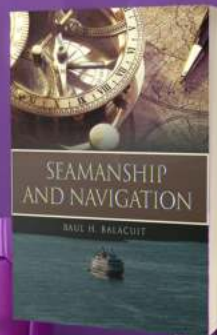
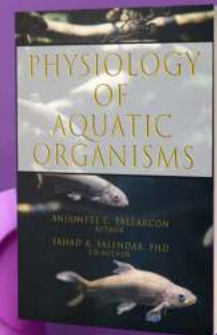
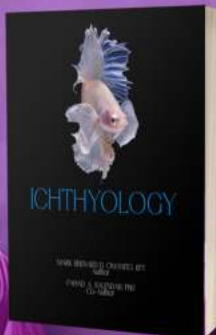
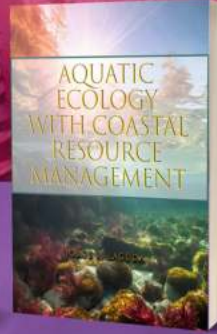
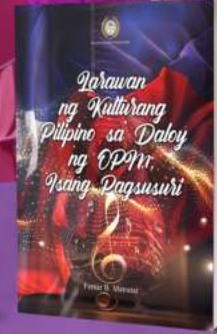
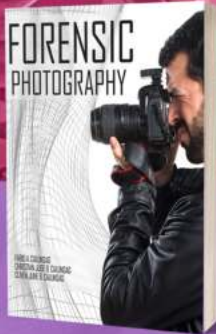
PUBLISHED BOOKS



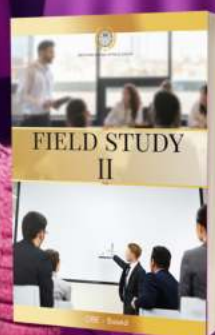
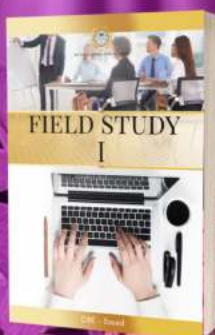
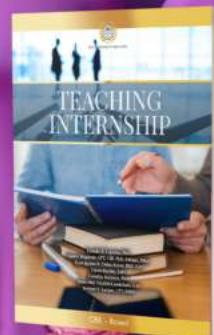
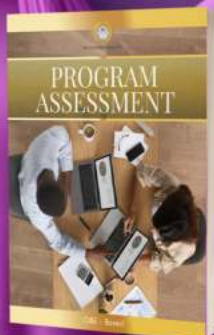
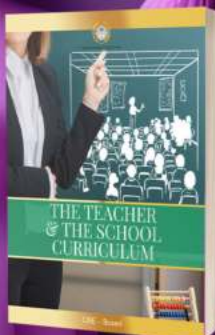
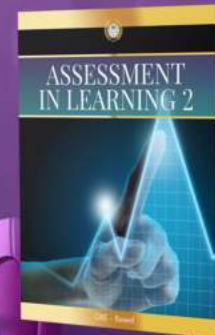
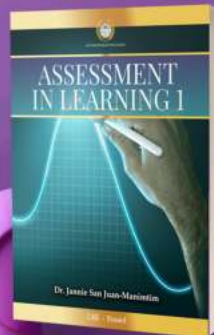
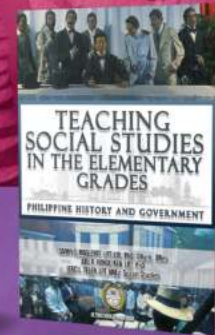
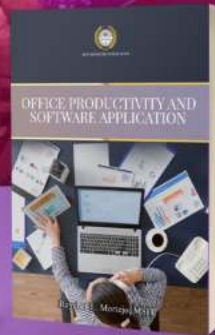
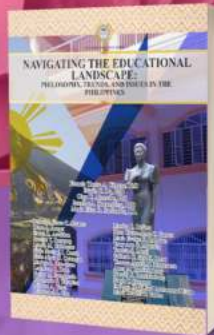
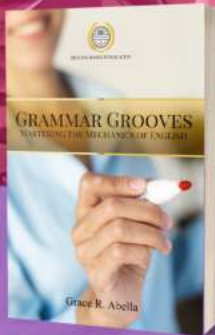
PUBLISHED BOOKS



PUBLISHED BOOKS



PUBLISHED BOOKS





PUBLISH YOUR RESEARCH ARTICLES
IJAMS - International Journal of Advanced
Multidisciplinary Studies

Frequency:

Online: Monthly Publication - 12 Issues / Volume
Printed: Quarterly Publication - 4 Issues / Volume
-Year

Journal Website:

<https://www.ijams-bbp.net/>

ISSN: 2782- 893X

eISSN: 2799-0664

Areas Covered: Multidisciplinary

Accepted Language: English/ Filipino

Type of Articles: Research Paper, Survey Paper,
Informative Article, Case Studies, Review Papers,
Comparative Studies, Dissertation Chapters Re-
search Proposals or Synopsis, M. Tech / M.E /
PhD Thesis, Photo Essay

**PUBLISH
YOUR
RESEARCH
ARTICLE
WITH US!**



CALL FOR MEMBERSHIP!

@ Beyond Books Publication

INTERNATIONAL GUILD OF EDUCATORS AUTHORS & RESEARCHERS



Securities and
Exchange
Commission
PHILIPPINES

SEC Registration:
2023100122132-00

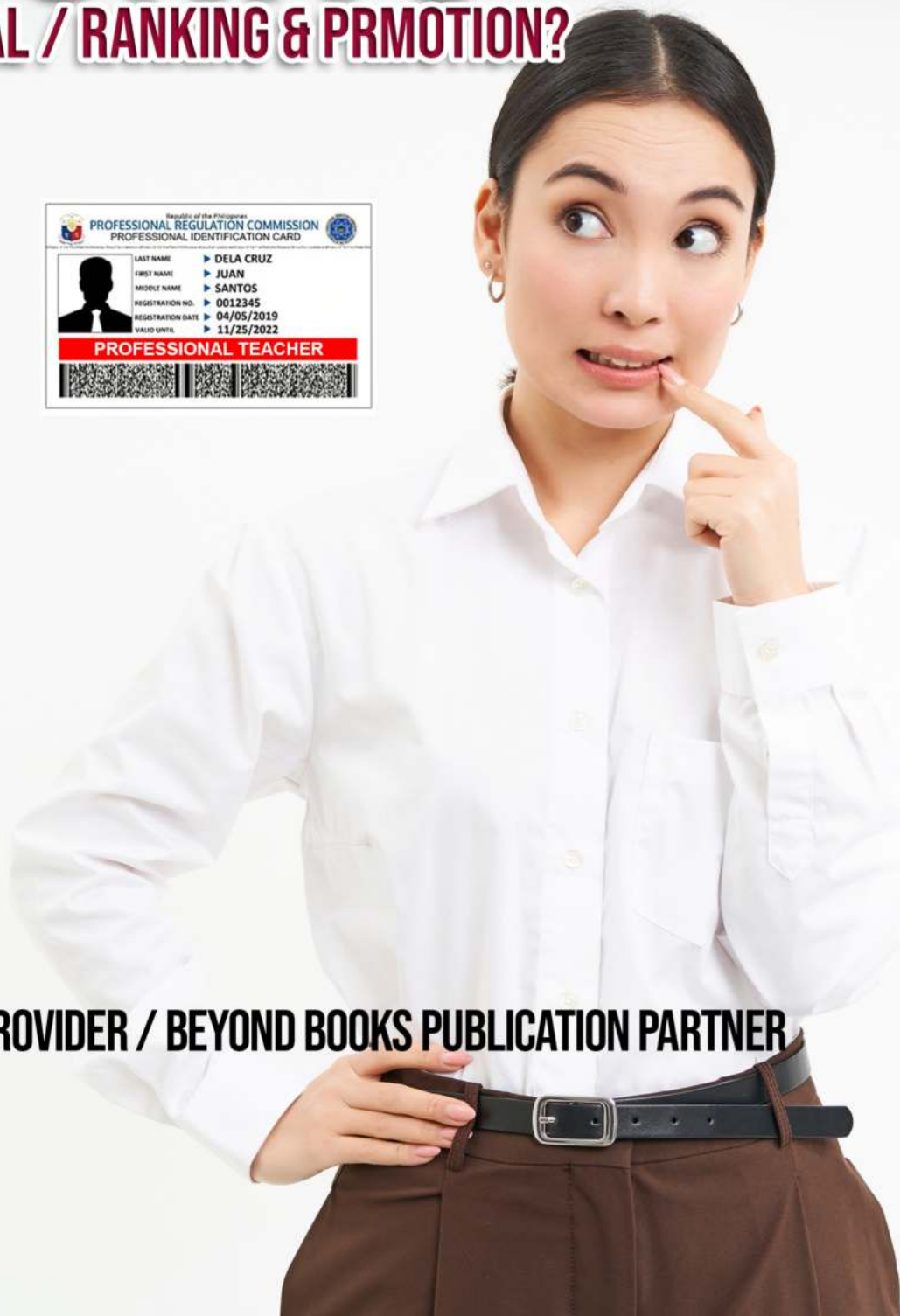


BE AN INDIVIDUAL / INSTITUTION MEMBER

DO YOU NEED...

CPD UNITS

FOR PRC RENEWAL / RANKING & PROMOTION?



BY REGISTERED CPD PROVIDER / BEYOND BOOKS PUBLICATION PARTNER

DO YOU NEED...

10 POINTS FOR RQA?

DEPED TEACHER RANKING



BY REGISTERED CPD PROVIDER / BEYOND BOOKS PUBLICATION PARTNER

CALL FOR ARTICLES!

@ Beyond Books Publication

INSIGHT'S | FORESIGHTS

International Multidisciplinary Monthly Magazine
ISSN 2799-1938

SUBMIT ARTICLES

Send to: insights.foresights2021@gmail.com

PUBLISH WITH US NOW & AVAIL FREE MEMBERSHIP

FOR ASSISTANCE, CONNECT TO OUR STAFF:

<https://www.facebook.com/profile.php?id=100074347723201>

MARKETING COORDINATOR

<https://www.facebook.com/maltonancymoreno>

JOIN US!!! REGISTER BELOW!!!

Be a Member of BEYOND BOOKS PUBLICATION Group

Avail several discounts and promos in all our events and services

INCLUSIONS:

Discounts/Free access to our international Events

Discounts in International Journal Publication

Discount in out International Monthly Magazine

Discount in Book Authorship/Publication

Join the Pool of Experts

REGISTER BELOW

<https://forms.gle/jAT7u8FnaDNSqpD7>



Insights Foresights-
International Monthly
Magazine

WHAT TO PUBLISH?

- Poems
- Essays
- Features
- News Article
- Editorials
- Editorial Cartoon
- School/Institution Best Practices
- Lesson Exemplar
- Research Abstract
- Advertisement
& More!

BE PART OF US!

REGIONAL EVENT COORDINATOR MARKETING COORDINATOR



COME AND ENJOY THE PERKS

WHAT DO OUR PUBLISHED AUTHORS SAY?

“

It is said that learning is a lifelong process so if we don't want it to permanently vanished, make Beyond Books Publication your one and only partner.

LOURDES S. BASCUÑA, PHD

Published Author
Chair, Humanities, PE, Math & STS
Central Bicol State University of Agriculture

 Insights Foresights- International Monthly Magazine

SUBMIT YOUR ARTICLE TO :
Insights.foresights2021@gmail.com



“

"It was an awesome experience to have written and published an article with Insight/Foresight magazine that reflects our struggle, success and aspiration as a family and as member of our community. It would have been kept to ourselves but through Beyond Books Publication, it was shared for posterity. Thank you very much, BPP!"

DENNIS Q. MOTOL

Published Author

 Insights Foresights- International Monthly Magazine

SUBMIT YOUR ARTICLE TO :
Insights.foresights2021@gmail.com

BBP
News



“

Beyond Books Publication is an avenue to global educators to go beyond an extra mile. We are being innovative and competitive even in the height of the pandemic ..

ARMANDO B. ANDICOY

Published Author
Domingo Ledesma Mapa High School

 Insights Foresights- International Monthly Magazine

SUBMIT YOUR ARTICLE TO :
Insights.foresights2021@gmail.com

BBP
News



" I am so grateful to be a Marketing Staff because I was one of the instruments of Beyond Books Publication to share the opportunities to all the teachers in order for them to achieve their career goals. I feel overwhelmed every time my clients share their good feedbacks on how awesome services of BBP especially Insights/Foresights Magazine really helps them, to achieve what they are aiming for. Thank you BBP and to all teachers for trusting me. To God be all the Glory!"

NANCY M. MALTO

Marketing Coordinator
Insights/Foresights International Magazine
BEYOND BOOKS PUBLICATION

 Insights Foresights- International Monthly Magazine



SUBMIT YOUR ARTICLE TO :
Insights.foresights2021@gmail.com

“

"It's pointless to sit down to write if you haven't stood up to live" With Beyond Books Publication - Insights/Foresights, get up and start writing and living!

DR. CINDER DIANNE L. TABIOLLO

Published Author
Associate Dean, Jose Rizal Memorial State University - Dipolog Campus

 Insights Foresights- International Monthly Magazine

SUBMIT YOUR ARTICLE TO :
Insights.foresights2021@gmail.com


BBP
News



NEWS & BEYOND

INSIGHTS | FORESIGHTS

Writer's Feedback






MA. JOY S. CRUZ, PHD
Published Book Author
Polangui Community College

★★★★★

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

Publish with us!

 Beyond Books Publication  beyondbookspublication2018@gmail.com  09335564886

NEWS & BEYOND

INSIGHTS | FORESIGHTS

Client- Author's Testimonials

★★★★★



SONNY SORIANO, PH.D.
Published Book Author
Director an International Linkages
Urdaneta City University

Beyond Blessed through Beyond Books Publication. I would like to express my deepest gratitude for the excellent service in making my ambition possible. The positive vision of BBP drives us (educators) to firmly believe that everything happen for a purpose and reason, and that is to share what we have. I am indeed grateful for opening this great opportunity to share our passion in teaching and serving our community through publication. More power Dr. Leonilo Capulso (CEO) and may God continually bless BBP! Soli Deo Gloria! -

Publish with us!

 Beyond Books Publication  beyondbookspublication2018@gmail.com  09335564886

NEWS & BEYOND

INSIGHTS | FORESIGHTS

Client Testimonials

★★★★★



DR. TEOFILO LASCONA JR.
Teacher III
Brigada Eskwela Coordinator
Gages Elementary School
Writer: Si Ralph ang Batang Matalino

“ Thank you so much for the opportunity for being part of Beyond Books Publication. God bless. Publish your stories and articles now! Thank you Mam Maestra Ligaya Maria Yoj for the encouragement and support. More power Beyond Books Publication.

Publish with us!

 Beyond Books Publication  beyondbookspublication2018@gmail.com  09335564886

NEWS & BEYOND

INSIGHTS | FORESIGHTS

Client Testimonials

★★★★★



GLEND F. AVENIDO
Teacher III
PONGTOD ELEMENTARY SCHOOL
PONGTOD, SAN AGUSTIN, SURIGAO DEL SUR

“ Expect the unexpected is my ultimate joy, being happy and satisfied beyond my expectations, overwhelming happiness fill my heart all this time. Thank you so much BBP for publishing one of my poems. Indeed the magazine is well made / published, so beautiful, amazingly done, and expensive looking.

Publish with us!

 Beyond Books Publication  beyondbookspublication2018@gmail.com  09335564886

NEWS & BEYOND

INSIGHTS | FORESIGHTS

Client Testimonials

★★★★★



JOHN AUSTIN B. MENDOZA
Multiple Published Book Author
Quadronometry

“ This is my dream come true! For almost 12 years of waiting, at last I have established and published my mathematical invention that we could say to be a proudly Pinoy-Made! I highly recommend Beyond Books especially Doc Leonilo Capulso for giving me such wonderful opportunity to share my knowledge to the mob!.”

Publish with us!

 Beyond Books Publication  beyondbookspublication2018@gmail.com  09335564886

NEWS & BEYOND

INSIGHTS | FORESIGHTS

Client Testimonials

★★★★★



PATRICK B. LACONSAY, LPT, MAED
Published Writer, HEAD TEACHER III
FORTUNE HIGH SCHOOL
FORTUNE, MARIKINA CITY

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

Publish with us!

 Beyond Books Publication  beyondbookspublication2018@gmail.com  09335564886

What Our Authors Say About Us testimonials



My dream of publishing my simple work turns to reality, you have played such important part. Your help wont be forgotten. To Beyond Books Publication and Dr. ROSSANA JOY BUEMIL- PRIOR thank you for your invaluable mentoring



DR. DEDITH A. SANDIGAN
TIC, FORT PIKIT ELEMENTARY SCHOOL
PIKIT, COTABATO

PUBLISH WITH US



Find us on Facebook



CALL US NOW!



BEYOND BOOKS PUBLICATION

09335564886

What Our Authors Say About Us testimonials



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.



ESPIRIDION F. APOSTOL
SECONDARY SCHOOL PRINCIPAL - I
LIBUNGAN NATIONAL HIGH SCHOOL

PUBLISH WITH US



Find us on Facebook



CALL US NOW!



BEYOND BOOKS PUBLICATION

09335564886

What Our Authors Say About Us testimonials



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!!!

MA. TERESA P. DINERO - PRINCIPAL III
LABANGAL NATIONAL HIGH SCHOOL
GENERAL SANTOS CITY



PUBLISH WITH US!!!

INSIGHTS | FORESIGHTS

What Our Authors Say About Us testimonials



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

LEONILA A. PALMA, PHD, PRINCIPAL I
USMAN BAUNGA ELEMENTARY SCHOOL, SCHOOLS
DIVISION OF
COTABATO CITY



PUBLISH WITH US!!!

INSIGHTS | FORESIGHTS

What Our Authors Say About Us testimonials



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

My deepest appreciation to Dr Leonilo B. Capuiso 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 ❤️

RAHMEA RAKAMAL, TEACHER III
LAURENCE E.S
DIVISION OF COTABATO CITY
ROMANA



PUBLISH WITH US!!!

INSIGHTS | FORESIGHTS

What Our Authors Say About Us testimonials



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

Again, thank you very much and more power.



NASRODIN O. IBRA
EDUCATION PROGRAM SUPERVISOR,
MHTTE, SDO-SGA

PUBLISH WITH US



Find us on Facebook



CALL US NOW!



BEYOND BOOKS PUBLICATION

09335564886

What Our Authors Say About Us testimonials



I can't believe how far I have come when I started my publish article. This awesome Beyond Books Publication made my dreams into reality. A grateful thanks to the CEO Dr. Leonilo B. Capuiso for giving me the chance to be part of your company. I am just where I dreamed of being and now so thankful for the company and to Dr. Rossana Joy Prior for the ways of support in making my dreams into reality.



MAAM GINA G. UY, SCHOOL PRINCIPAL II
ROMANA ACHARON CES, GEN. SANTOS CITY

PUBLISH WITH US



Find us on Facebook



CALL US NOW!



BEYOND BOOKS PUBLICATION

09335564886