



NATIONAL COMMISSION  
FOR CULTURE AND THE ARTS

The  
NATIONAL LIBRARY  
OF THE PHILIPPINES  
joins the celebration of



# ANI<sup>ng</sup> SINING

## Bayang Malikhain

# National Arts Month 2024



[www.ncca.gov.ph](http://www.ncca.gov.ph)  
NCCAOfficial



# INSIGHTS | FORESIGHTS

International Multidisciplinary Monthly Magazine

Volume IV, Issue No. 2

FEBRUARY 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



**44TH  
CMMA  
FINALIST**  
**CATHOLIC MASS MEDIA  
AWARDS 2022  
BEST COLUMN OPINION**



**45TH  
CMMA  
FINALIST**  
**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

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 3<sup>rd</sup> day of June, 2023 on the eve of the  
**3<sup>rd</sup> International Conference on Educational Leadership**  
and  
**1<sup>st</sup> 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  
JSFERNANDEZ@UP.EDU.PH

## MANAGING STAFF



**JUSTINE M. QUIROZ**  
ART DIRECTOR  
KEYROSEBELLASARTES@GMAIL.COM



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



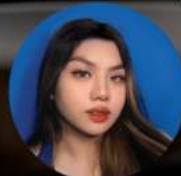
**ANGELYN B. CRUZ**  
MARKETING STAFF  
CRUZANGELYN695@GMAIL.COM  
0977-3304-205



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



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



**JOY KRIZELLE ISIP**  
BBP STAFF  
JOYKRIZELLE@GMAIL.COM  
0998-3117-017



**ROLANDO G. CASTRO**  
BBP STAFF  
ROLANDOCASTRO027@GMAIL.COM  
0905-6302-402

# 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**  
RETIRED 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.ALEJANDRO008@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.ALEJANDRO008@DEPED.GOV.PH  
0936-1071-751



**GEMALYN S. HIDALGO**

MARKETING STAFF  
CEMALYN.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@JRMISU.EDU.PH  
065-918-1965/0910-276-8627

# TABLE OF CONTENTS

## ARTICLES

### **LAW SCHOOL AND THE WORKING WORLD: A BALANCING ACT**

Leonilo B. Capulso, PhD  
PAGE 1

### **HOW TO ACHIEVE YOUR DREAMS WITHOUT SACRIFICING TIME WITH YOUR LOVED ONES**

Anselmo S. Rodiel IV  
PAGE 3

### **CRISIS IN THE PHILIPPINES EDUCATION**

Gay Galleposo Icao, LPT, MAED (CAR)  
PAGE 5

### **PROJECT BASA-ISTORYA A GUIDED READING INTERVENTION PROGRAM**

Robert S. Suyo  
PAGE 6

### **SCHOOL ADMINISTRATORS AND TEACHERS' ROLES IN IMPROVING THE READING PROFICIENCY OF LEARNERS**

Rolly N. Marfil  
PAGE 7

### **THE POWER OF PARENT-TEACHER PARTNERSHIPS: ENHANCING STUDENT ACHIEVEMENT THROUGH COLLABORATION**

Randy A. Maño  
PAGE 8

### **THE IMPACT OF SOCIAL MEDIA ON EDUCATION: OPPORTUNITIES AND CHALLENGES**

Pinky F. Moran  
PAGE 9

### **EFFECTIVENESS OF THE READING INTERVENTION PROGRAM IN SAN PABLO ELEMENTARY SCHOOL, TAFT DISTRICT: THE BEST PRACTICES**

Robert S. Suyo  
PAGE 10

### **SHARE A SMILE 2023: HSBUDDIES'99 SPREADS JOY AT GENERAL LICERIO GERONIMO MEMORIAL NATIONAL HIGH SCHOOL**

Nolly T. Idala  
PAGE 11

### **KINDERGARTEN: A FOUNDATION FOR LIFELONG LEARNING**

Mary Grace B. Berte  
PAGE 12

### **A THIRST FOR PROFICIENCY: DIGITAL LITERACY IN MODERN SOCIETY**

Lyn D. Pitapit  
PAGE 13

### **UPSKILLING OF BAGONG BUHAY G TEACHERS TO ENHANCE SELF-COMMITMENT IN DEVELOPING LEARNERS HOLISTICALLY**

Jocelyn B. Cabalquinto  
PAGE 14

### **INSPIRING OUTSTANDING TEACHER**

Jesser Albert G. Bulabos  
PAGE 15

### **THE STATE OF SPECIAL EDUCATION IN THE PHILIPPINES: CHALLENGES AND OPPORTUNITIES**

Jeric Hizon Pediglorio, LPT, DSPED, GDCE  
PAGE 16

# TABLE OF CONTENTS

**A PASSIONATE EDUCATOR INSTILLS A LOVE OF LEARNING**

Fe H. Colong  
PAGE 17

**A LOVE OF TEACHING: THE FOUNDATION OF A STRONG TEACHER-PUPIL RELATIONSHIP**

Editha M. Marfil  
PAGE 18

**FILIPINO TEACHERS SEEKING OPPORTUNITIES ABROAD: A QUEST FOR BETTER COMPENSATION AND REDUCED PAPERWORK**

Catherine B. Alzaga  
PAGE 19

**EVIDENCE-BASED READING INTERVENTION STRATEGIES TO IMPROVE THE BEGINNING READING ABILITY OF GRADE 1 LEARNERS IN NATO ELEMENTARY SCHOOL, TAFT DISTRICT**

Annafe J. Achay  
PAGE 20

**REINSTALLING THE LOVE FOR READING WITH THE CATCH UP FRIDAYS INITIATIVE**

Evanisa B. Llarena  
PAGE 21

**REFLECTION PAPER ON EFFECTIVE TEACHING STRATEGIES**

Dr. Cinder Dianne L. Tabiolo  
PAGE 22

**INNOVATED RECYCLE BEARING CONCRETE HOLLOW BLOCKS FOR WALL PANEL**

Redjie D. Arcadio, Ph.D.  
PAGE 24

**COMPUTERIZED INVENTORY SYSTEM**

Marites B. Bejoc, Ph.D.-TM  
PAGE 24

**THE LIGHT AND SHADOW OF A DANCING TEACHER**

Wheann L. Quilala  
PAGE 25

**BRAIN DRAIN: A WAKE-UP CALL TO THE DEPARTMENT OF EDUCATION**

Joy Anne V. Sonsona  
PAGE 25

**SCHOOL MANAGEMENT ON HANDLING CHALLENGES**

Jennifer Bungue-Ilagan, EdD  
PAGE 26

**BALANCING CONVENIENCE AND SUSTAINABILITY: BUILDING A SUSTAINABLE FUTURE THROUGH CULTIVATING SUSTAINABLE MINDSETS**

Gervy R. Valeroso  
PAGE 26

**THE CORE OF TEACHER-STUDENT DYNAMICS: EXPLORING THE INTERPLAY OF TEACHERS AND STUDENTS TOWARDS EDUCATIONAL GROWTH**

Arriane Kay F. Balaoing  
PAGE 27

# TABLE OF CONTENTS

**EXTENDING CLASSROOMS: IMPARTING EDUCATION THROUGH NEW MODALITIES**

Gervy R. Valeroso  
PAGE 27

**ADAPTING EDUCATION FOR THE DIGITAL NATIVE GENERATION: UNDERSTANDING GEN Z LEARNERS**

Shirley R. Vergara  
PAGE 28

**LOVE IN THE CLASSROOM: A TEACHER'S HEART ON VALENTINE'S DAY**

Judy Emily R. Armeña  
PAGE 28

**LASTING IMPACT OF LACK OF HANDS-ON EXPERIENTIAL LEARNING IN ACHIEVING DIGITAL AND TECHNOLOGICAL PROFICIENCY AND LITERACY AMONG LEARNERS**

Gervy R. Valeroso  
PAGE 28

**TECHNOLOGY AS A WAY OF BRINGING ADEQUATE EDUCATION**

Monalie C. Ramos  
PAGE 28

**BUILDING RESILIENT SCHOOLS: STRATEGIES FOR CRISIS MANAGEMENT AND EMERGENCY PREPAREDNESS**

Shirley R. Vergara  
PAGE 29

**NURTURING 21ST CENTURY SKILLS: PREPARING STUDENTS FOR THE FUTURE WORKPLACE**

Shirley R. Vergara  
PAGE 29

**A RACE AGAINST TIME: IGNITING CHANGE THROUGH INGRAINING ECO-CONSCIOUSNESS VALUES AMONG STUDENTS**

Gervy R. Valeroso  
PAGE 29

**NURTURING EFFECTIVE LEARNING THROUGH THE DEPED'S COMPUTERIZATION PROGRAM**

Princes V. Villamer  
PAGE 29

**PROBLEM-SOLVING ABILITIES IN MATHEMATICS AND READING COMPREHENSION**

Ma. Nanette C. Belandres, Ph.D (CAR)  
PAGE 30

## ESSAYS

**ENHANCING QUALITY ASSURANCE IN SECONDARY EDUCATION: A COMPREHENSIVE EVALUATION**

Lorenzo N. Inofre  
PAGE 32

**INTEGRATING FAITH AND LEARNING IN THE CLASSROOM**

Rowena C. Tebrero  
PAGE 32

**PROMOTING SOCIAL EMOTIONAL LEARNING: BUILDING EMOTIONAL INTELLIGENCE IN THE CLASSROOM**

Arniel S. Magallanes  
PAGE 33

# TABLE OF CONTENTS

## THE ART OF QUESTIONING: IGNITING CURIOSITY AND CRITICAL THINKING SKILLS IN STUDENTS

Arniel S. Magallanes  
PAGE 33

## THE POWER OF MENTORSHIP: INSPIRING AND GUIDING THE NEXT GENERATION

Arniel S. Magallanes  
PAGE 34

## THE POWER OF PARENT-TEACHER PARTNERSHIPS: ENHANCING STUDENT ACHIEVEMENT THROUGH COLLABORATION

Arniel S. Magallanes  
PAGE 34

## POEMS

### BEYOND GRADES: RETHINKING ASSESSMENT IN THE DIGITAL AGE

Arniel S. Magallanes  
PAGE 35

### KAKAIBANG MUNDO

Roy A. Cepeda  
PAGE 37

### KAKAYANIN KAYANG BITAWAN KA?

Abegaile P. Pajanel  
PAGE 38

### ANG DIGNIDAD NG TAO

Cristina A. Domingo  
PAGE 38

### WIKA KO'Y AKING GABAY AT YAMAN

Celeste F. Celestial  
PAGE 38

### PARA SA PANGARAP, GAGAWIN ANG LAHATI!

Jayson F. Robea  
PAGE 38

### LIVING ONE DAY AT A TIME

Annafé J. Achay  
PAGE 39

## STORY

### SI LINA, ANG BATANG MATIYAGA

Maricar T. Sagayap  
PAGE 41

## LESSON PLAN

### LESSON EXAMPLER MATH 6

Saila P. Sumalampong  
PAGE 43



## ABSTRACTS

**PARENTS INVOLVEMENT IN READING AMONG GRADE ONE LEARNERS IN THE IDENTIFIED PUBLIC ELEMENTARY SCHOOL**

Nancy C. De Luna  
Jennielyn B. Velayo  
Gladys Joy V. Tampus  
PAGE 45

**LEARNERS' VOCABULARY SKILL AND VERNACULAR VOCABULARY WALL AS MNEMONIC VOCABUARY BUILDING STRATEGY**

Geneveve A. Asuncion  
PAGE 46

**IMPLEMENTATION OF TECHNICAL-VOCATIONAL STRAND DURING THE NEW NORMAL AT COTABATO CITY DIVISION**

Harmie D. Gullon, Maiem  
PAGE 46

**TEACHERS' LEVEL OF IMPLEMENTATION OF NCBTS DOMAIN 1 AND 2 AND ITS RELATIONSHIP TO THE PERFORMANCE OF THE STUDENTS IN ARLING PANLIPUNAN 9 IN JUDGE FELICIANO BELMONTE SR. HIGH SCHOOL**

Revy O. Andres  
PAGE 47

**IMPROVING BASIC MATHEMATICAL OPERATIONS PROFICIENCY FOR TVL STUDENTS: A FOCUS ON REAL-WORLD APPLICATION AND PROBLEM-SOLVING SKILLS**

Rochelle V. Millondaga, PhD  
PAGE 47

**SELF-REGULATED LEARNING STRATEGIES AMONG ALTERNATIVE LEARNING SYSTEM STUDENTS IN LAGUNA, PHILIPPINES**

Jeramie O. Oraye, LEPT, MAED  
PAGE 48

**TEACHERS' SELF-EFFICACY AND PRINCIPAL EMOTIONAL MATURITY**

Normina M. Usop  
PAGE 48

**LEKTURA – PALIHAN: PAGLINANG SA ANTAS NG KAKAYAHANG PANLINGGUWISTIKA NG MGA GURONG NAGTUTURO GAMIT ANG WIKANG FILIPINO SA PANAHON NG BAGONG KADAWYAN**

Emegeline Argulla – Velarde  
Racquel Oirada – Regidor  
Elizabeth Panuncillo - Sollano  
PAGE 48

**AVATAR READING HUB, AID TO STRUGGLING READERS**

Wilson S. Villa Jr., MAEd  
PAGE 49

**JOB STRESSORS AND COPING MECHANISM: ITS EFFECT TO TEACHING CLIMATE**

Betty M. Ali  
PAGE 49

**ASSESSMENT ON THE READINESS OF ELEMENTARY SCHOOLS IN THREE YEARS IMPLEMENTATION OF K-12 IN COTABATO CITY DIVISION**

Alibai Talusob  
PAGE 48

**THE INFLUENCE OF MATHEMATICAL KNOWLEDGE IN THE PROBLEM SOLVING ACCURACY OF STUDENTS**

Irish Joy M. Cagatin  
PAGE 49

# TABLE OF CONTENTS

**DIFFERENTIATED INSTRUCTION AND ACADEMIC PERFORMANCE OF GRADE 9 SCIENCE LEARNERS**

Jenelyn Maduay Panchito  
PAGE 50

**CONCEPT MAPPING: A STRATEGY IN IMPROVING THE SCIENCE CONCEPT RETENTION AMONG GRADE VI STUDENTS**

Melanie U. Tenorio  
PAGE 50

**THE TEACHERS MORAL DUTY AND THEIR EMPOWERMENT IN MANAGING SCHOOL PROGRAM**

Noria A. Kalipa  
PAGE 50

**CASSAVA PEEL (*Manihot esculenta*) AS ORGANIC FERTILIZER FOR EGGPLANT PRODUCTION**

Reyna Ann F. Pidot  
PAGE 50

INSIGHTS / FORESIGHTS - VOLUME IV - ISSUE NO. 2 - FEBRUARY 2024 - ISSN: 2799-1938

# INSIGHTS | FORESIGHTS

MONTHLY MULTIDISCIPLINARY  
MAGAZINE/ TABLE BOOK  
VOLUME IV, ISSUE NO. 2  
FEBRUARY 2024

# REGISTRATION NOW OPEN!



## 5th International Multidisciplinary Research Conference 2024

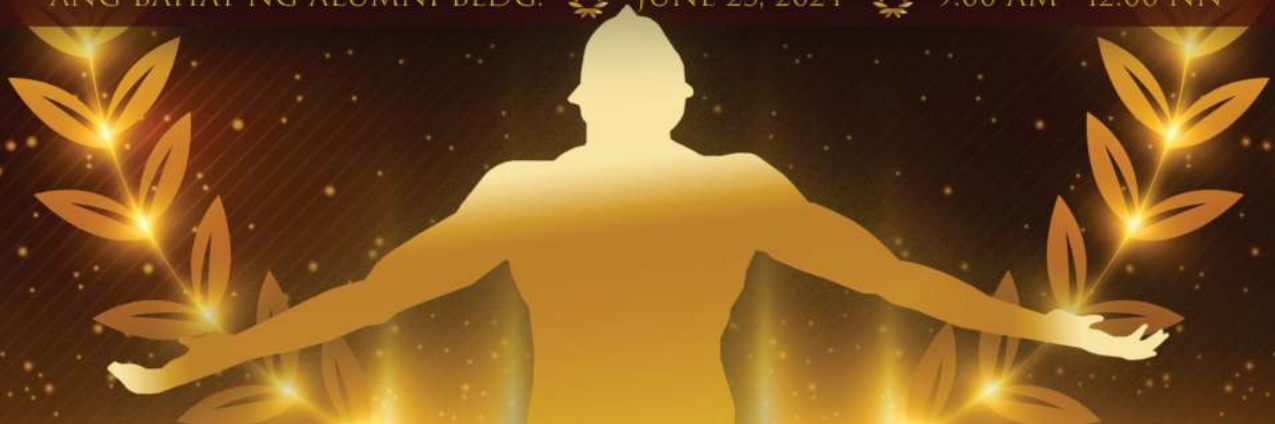
DEMO TEACHING GENERAL BOOK LAUNCHING MEMBERSHIP ASSEMBLY

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.ijms-bbp.net/o>





# *Insights Foresights*



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

## **LAW SCHOOL AND THE WORKING WORLD: A BALANCING ACT**

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

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



Economic strain is yet another serious obstacle. The relatively high cost of tuition for law schools, together with the accompanying living expenses, can put a heavy pinch on working students. They may be driven by this pressure to work longer hours, which would further reduce their already little study time.

Academic performance could be impacted from the combined effects of economic constraints and time restrictions. Law students who are employed could find it tough to keep up with the reading and assignments, which could end up in low marks and risk their standing in the classroom.

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



# HOW TO ACHIEVE YOUR DREAMS WITHOUT SACRIFICING TIME WITH YOUR LOVED ONES

Owner, Anselmo Rodiel Review Center INC.  
Content Creator

Each of us has different life dreams, but one thing we have in common is that we all work hard to make these dreams a reality. Pursuing our aspirations can be a demanding journey. We must make sacrifices, but how can we fulfill our aspirations without sacrificing time with family and friends?

First, we need to be focused and disciplined. As we adapt to this fast-paced world, we must prioritize the tasks that will help us achieve our dreams and set boundaries to prevent wasting time on unnecessary tasks.

Second, we must delegate tasks to experts. We cannot do everything ourselves, and we are not the best at everything. By recruiting people who are better than us, nothing is impossible! We will realize our dreams much faster.

Third, believe in ourselves. In life, it is customary to be confronted with various challenges. However, no matter how hard it is, we must trust our strengths, knowledge, and capabilities. That is how we can achieve our dreams despite the odds.

Lastly, we must persevere. We must ensure that all our plans remain as planned. Every day, we must take action and work hard to achieve what matters most to us.

## **Bionote**

Attorney Anselmo S. Rodiel IV is a graduate of San Beda University and one of the exemplary passers in the 2020-2021 Bar Examination. Despite facing various problems in his life, he has demonstrated an unwavering dedication to assisting others in attaining their goals, particularly those aiming to be lawyers. His strategic teaching approach has earned him recognition for effectively conveying lessons to students. He is the founder and president of the Anselmo Rodiel Review Center INC., commonly known as ARRC, which strives to provide a simplified understanding of legal topics to equip future lawyers with the knowledge and skills needed to manage the challenges of the Bar Examination.







# ARTICLES



# CRISIS IN THE PHILIPPINE EDUCATION

**Gay Galleposo Icao, LPT, MAED (CAR)**

Teacher III

Polo Elementary School  
Dapitan City, Philippines

Filipinos residing in developed, urban, or affluent areas have more access to private schools. On the other hand, low-income populations are more likely to experience a lack of educators, resources, and classrooms necessary to provide adequate education. According to a 2018 survey, among students in 79 other nations, a sample of 15-year-old Filipino youngsters scored lowest on reading comprehension. They received 78th place in math and science. The majority of the participants in the study attended public schools, which is a significant finding.

Therefore, more than half of the Filipino population struggles with reading and basic math. This increases the difficulty. The country's class divide between wealthy and impoverished children is indisputable. Even with this caveat, less developed nations may prioritize education if it is one of their top concerns. The Philippines makes comparatively fewer investments in high-quality education than its neighboring countries. Even though we live in the digital era, many public educational institutions still need computers and other necessary supplies. In addition, one of the country's most urgent issues is the lack of public school teachers, as they are among the lowest-paid state employees.

Furthermore, since the schools closed, almost 3 million children, adolescents, and adults have not enrolled in classes. It should go without saying that a protracted crisis has long-term repercussions. These comprise inaccurate and deceptive information, poor decision-making, and other social problems. The COVID-19 pandemic has exacerbated the already-existing weaknesses in the Philippines' educational system. The rapidity of the health issue necessitated the employment of modular or online distance learning solutions. As a result, the new learning requires that both teachers and students have access to the Internet. This adds an issue to the present arrangement.

Millions of Filipinos cannot benefit from blended learning because they need home access to computers or other digital devices. Thus, the significance of technology in education affects many youngsters. Parents and guardians are most concerned about the following: the price of mobile

data, a lack of devices, a poor internet connection, students' inability to focus and learn online, etc.

Acquiring information is necessary for education to understand the various disciplines we will use in our everyday lives better. In addition to the information we get from our experiences in books and classrooms, "education" refers to our experiences as members of society, parents, and students. Our viewpoint shifts when we learn new things. Both individual and social advancement depends on education. Human education is a vital instrument in their lives. There is a big difference between someone who is and someone who needs to be more disciplined. Even if the nation's literacy rate has lately increased, more individuals still need to understand the importance of education. All male or female children must go to school and remain there. Both individuals and society benefit from education. A well-educated individual contributes to society and improves its social and economic position. Someone like that is always eager to help the country and society. Education is indeed essential to both national and individual success.





# PROJECT BASA-ISTORYA

## A GUIDED READING INTERVENTION PROGRAM

**Robert S. Suyo**  
 Teacher III / Teacher In-Charge  
 San Pablo Elementary School

Comprehension refers to the ability to understand written words. It is different from the ability to recognize words. Recognizing words on a page but not knowing what they mean does not fulfill the purpose or goal of reading, which is comprehension. Imagine, for example, that a teacher gives a child a passage to read. The child can read the entire passage, but he or she knows nothing when asked to explain what was read. Comprehension adds meaning to what is read. Reading comprehension occurs when words on a page are not just words but thoughts and ideas. Comprehension makes reading enjoyable, fun, and informative. It is needed to succeed in school, work, and life. Comprehension is making sense of what someone reads and connecting the ideas in the text to what the readers already know. Comprehension is the purpose of reading. Readers read texts to get opinions. They try to understand what the text tells about. After getting ideas, they can answer questions or make predictions. Mikulecky and Jeffries (2007:74).

Reading intervention provides additional strategies and activities to boost reading skills in decoding, comprehension, and fluency for struggling readers. This Project Basa-Istorya aimed to impart a love for reading and to provide experiences that will expand and intensify each child's interests; help learners attain grade-level proficiency; help learners achieve basic and more advanced skills; help learners show progress toward meeting the desired outcomes of their grade level; and to help learners raise their reading comprehension level. Aside from reading and retelling, the teachers in the program can teach phonetics to readers of the initial stage, help them pronounce the sounds of letters and words correctly, and emphasize writing tasks in the primary grade as it is directly associated with the reading program and syllabication to recognize new words. This supports the Every Child A Reader Program (ECARP), a national program that addresses the thrust of DepEd to make every Filipino child a reader at his or her level. The Project Basa-Istorya, a guided reading intervention program, was started in the 2022-2023 school year in San Pablo Elementary School, Taft District, Taft, Eastern Samar. The first implementation of the program was successful through increasing literacy and

grade-level readiness. The identified 15 learners' who belonged to the frustration level under grades 4 to 6 class during the pre-test successfully learned and no longer belonged to the frustration level after the first-year implementation of the program.





## SCHOOL ADMINISTRATORS AND TEACHERS' ROLES IN IMPROVING THE READING PROFICIENCY OF LEARNERS

**Rolly N. Marfil**  
Head Teacher I  
Bitugan Elementary School

Reading ability is the best weapon for students to understand all concepts of lessons in all subjects. It is also an important factor in improving students' academic performance. However, no amount of school staff effort can ever be perfect because the problem of poor reading performance among students remains a fact.

In the past, many students struggled with reading comprehension, particularly during the pandemic period. Learners' interest in reading is low, which has a negative impact on their learning performance in all subject areas. Nobody had mentored or coached them as they struggled through their self-paced education. Reading difficulty among students becomes a challenge for school administrators and teachers.

It is true that teachers noted that pupils were suffering with reading comprehension at the start of face-to-face lessons. Despite increased efforts by teachers in their classrooms, struggling readers persist. Teachers, in reality, struggle to help pupils improve their learning performance since many students struggle with word recognition and understanding simple words and paragraphs.

The issue of students with poor reading comprehension might be a concern for teachers in the country that has not been resolved until the present time. The issue of kids with poor reading comprehension may be one of the worries of teachers in the country that has yet to be resolved. Reading materials have been provided for learners to review over short vacations, holidays, and when there are no classes, but it appears that it will take more effort without someone to guide them while they are at home.

School administrators must be strong instructional leaders in order to help teachers adopt teaching strategies that promote student reading competence. They should design a school reading program. They must supply localized or contextualized reading resources to teachers in order for them to deliver effective coaching and mentoring to kids.

Teachers play an important role in the implementation of DepEd reading programs for

students. They must be knowledgeable in order to appropriately guide and assist in the selection and implementation of programs and techniques that meet the requirements of all kids with reading issues. For teachers to effectively support children in improving their reading achievement, administrators in the school must supervise them in an appropriate manner.

They should be more patient in order to provide the most effective teaching strategies for increasing students' reading achievement.

It is enjoined that school administrators, teachers, and parents work together to improve reading proficiency among students. By doing so, teachers can assist students in improving their reading skills and making it easier for them to understand and learn. Learners can be prepared to read and understand when they develop positive reading attitudes and study habits.

In today's world, children must be able to learn from what they have read in order to be part of a literate society. If children can read, they can teach and influence others to learn. Students who can read proficiently contribute significantly to the development of the community in which they reside.





## THE POWER OF PARENT-TEACHER PARTNERSHIPS: ENHANCING STUDENT ACHIEVEMENT THROUGH COLLABORATION

**Randy A. Maño**  
Master Teacher I  
Molino Elementary School

Parent-teacher partnerships play a pivotal role in fostering students' overall development and academic success. When parents and teachers work together, they create a powerful support system that can significantly enhance the child's learning experience. This collaboration is instrumental in promoting a positive learning environment, addressing individual student needs, and fostering a sense of community within the school. Examining the dynamics of this crucial partnership provides insights into how it influences student achievement and ways to enhance it for the benefit of our children's educational journey.

Effective parent-teacher partnerships enhance student development by involving parents in their child's education. This engagement reinforces learning at home, with regular communication and involvement deepening parents' understanding of their child's strengths and challenges. This knowledge allows parents to provide tailored support, complementing teachers' efforts in the classroom for a seamless learning experience.

Furthermore, collaborative efforts between parents and teachers are instrumental in addressing the diverse needs of students. Every child is unique, and by working together, parents and teachers can develop individualized strategies to support each student's academic, social, and emotional growth. Whether through targeted interventions for struggling learners or enrichment activities for high-achieving students, the partnership enables a more personalized approach to education. Parents and teachers, by using their insights, can recognize and address the individual needs of students, making sure each child has the chance to succeed academically and in other areas.

In addition to personalized support, the impact of parent-teacher partnerships extends to the overall school community. When parents are actively involved in school initiatives, they create a supportive and inclusive environment. This involvement not only benefits their child but also enriches the educational experience of the entire student body. Through participation in parent-teacher associations, volunteering, or attending school events, parents show their children that education is a priority and that the

school is a welcoming place for the entire family. As a result, students feel a stronger sense of belonging, and the school becomes a hub for collaboration between educators, parents, and the community.

Despite the undeniable benefits of parent-teacher partnerships, establishing and maintaining effective collaboration requires intentional effort and clear communication. Both parents and teachers must actively seek opportunities to connect, share insights, and align their efforts to support the student's learning journey. Regular parent-teacher conferences, open communication channels, and utilizing technology to keep parents informed about classroom activities and student progress are all vital components of a successful partnership. By fostering transparency and mutual respect, parents and teachers can build a strong foundation for collaboration, thereby maximizing the impact on student achievement.

In conclusion, the power of parent-teacher partnerships is undeniable. When parents and teachers unite to support students' educational growth, the impact is far-reaching and profound. From creating a nurturing home environment to addressing individual student needs and fostering a sense of community within the school, this collaboration is essential for enhancing student achievement. By recognizing the significance of this partnership and investing in its strength, we can unlock our children's full potential and cultivate a learning culture that sets the stage for lifelong success.



# THE IMPACT OF SOCIAL MEDIA ON EDUCATION: OPPORTUNITIES AND CHALLENGES

**Pinky F. Moran**  
Teacher III  
Sigamot Elementary School



In the current digital environment, the significant influence of social media has introduced a revolutionary period, fundamentally altering the dynamics of communication, interaction, and information dissemination. This paradigm shift is not confined to the realms of personal and social spheres; instead, it has seamlessly permeated the education fabric, introducing many opportunities and challenges for educators and students. As we navigate the ever-evolving landscape of the digital age, the omnipresence of social media continues to reshape the educational landscape, prompting a critical examination of its multifaceted implications on the teaching and learning process. In this intricate interplay between technology and education, the role of social media emerges as a dynamic force that warrants exploration, analysis, and a nuanced understanding of its evolving impact.

One of the most significant opportunities social media presents in education is its capacity to facilitate communication and collaboration. Online platforms like Facebook, Twitter, and Instagram facilitate educators to engage with students in real-time, creating opportunities for interactive discussions, sharing learning materials, and fostering a sense of community within the learning environment. Additionally, social media enables students to connect with their peers, share ideas, and engage in collaborative learning experiences, transcending geographical limitations and cultural boundaries.

Another substantial opportunity lies in the potential for resource dissemination and access to information. Educators can leverage social media platforms to share relevant educational materials, articles, and videos, enriching students' learning experiences. Furthermore, social media is a gateway to vast educational resources and online courses, broadening students' access to knowledge and expertise from around the globe. This democratization of information has the potential to level the playing field and empower students from diverse backgrounds.

However, integrating social media into education also ushers in many challenges. A central issue revolves around the possibility of social media

causing distraction and being misused within educational environments. The allure of social media can divert students' attention from the learning objectives and impede their academic focus. The constant temptation to check notifications and engage in non-educational content poses a significant challenge for educators in maintaining an environment conducive to learning.

Moreover, the proliferation of misinformation and inappropriate content on social media platforms poses a challenge for educators in guiding students toward reliable and credible sources of information. Navigating the sea of content available on social media requires critical thinking skills and digital literacy, which not all students possess. Educators are responsible for equipping students with the tools necessary to discern the validity of information encountered on social media and cultivate a healthy skepticism towards online content.

Tackling these challenges necessitates a comprehensive approach that includes digital literacy education, promoting responsible digital citizenship, and purposefully integrating social media into the educational ecosystem. Embracing the opportunities while mitigating the challenges presented by social media in education can lead to a more enriched and inclusive learning experience for students.

In conclusion, social media's impact on education is multifaceted, with opportunities and challenges vying for attention. While social media can revolutionize how educators and students interact, collaborate, and access information, it also necessitates a thoughtful and proactive approach to mitigate potential pitfalls. By harnessing the opportunities presented by social media and addressing its associated challenges, the realm of education can evolve to embrace the digital age while preserving the integrity and efficacy of the learning experience.



# EFFECTIVENESS OF THE READING INTERVENTION PROGRAM IN SAN PABLO ELEMENTARY SCHOOL, TAFT DISTRICT: THE BEST PRACTICES

**Robert S. Suyo**

Teacher III / Teacher In-Charge  
San Pablo Elementary School

Reading is an important language skill and a highly complicated one. Reading is not solely a sole skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling, and other language aspects. These help learners understand the world and themselves, develop appreciation and interests, and find solutions to their personal and group problems. Al-Mansour, N. S., & Al-Shorman, R. A. (2011).

On the other hand, the reading intervention program in San Pablo Elementary School, Taft District, allows learners to increase reading, writing, test-taking, and study skills at their instructional level. The teacher's initiative in first through fourth grade significantly contributed to the learning experience, especially since small groups of learners met regularly with the teachers during remedial instruction. These also aim to receive supplemental support that complements classroom curricula and instruction. Teachers in San Pablo Elementary School believe that effective instructional programs and materials emphasize the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These big five essentials are the strategies utilized by the teachers in the school deemed beneficial to the learners because the reading intervention strategies are essential for helping learners who are struggling with reading by using specific interventions tailored to the needs of the learners. Also, teachers can help learners improve their reading skills and become successful readers. The reasons for reading may vary, but the primary purpose of reading is to understand the text. It is because reading is a thinking process. It allows the reader to use what they may already know, also called prior knowledge. Reading has many benefits, from inspiring the imagination to improving academic abilities. When learners embrace the importance of reading, they can reach their full potential. Hence, San Pablo Elementary School's reading intervention implementation helped active reading become widespread throughout childhood development and even into adulthood, with the help of other programs and projects related to reading.

More so, continued implementation of the school programs focused on reading, the DepEd programs, and projects may boost a wide range of reading journeys. Aside from the school-based project Basa-Istorya, Cup of 3Rs, and other related activities, the school continuously does remedial instruction deemed necessary in learning development. In addition, the new trend stipulated in DepEd Memorandum 001 s. 2024, Catch Up Friday's program. The program dedicates half of every Friday and the other half to values, peace, and health education. The focus of Catch-Up Fridays is really on enhancing the reading skills of learners. The reading intervention focuses on developing skills and provides an inclusive learning environment for those with difficulty in reading. Through this various program offers and its careful implementations at the school level, the learners may now be able to read and be grade-level ready.





## SHARE A SMILE 2023: HSBUDDIES'99 SPREADS JOY AT GENERAL LICERIO GERONIMO MEMORIAL NATIONAL HIGH SCHOOL

**Nolly T. Idala**

Teacher II

San Isidro Senior High School

La Solidaridad Estate Homes Phase 1-B, San Isidro, Montalban, Philippines

Amidst the hustle and bustle of the holiday season, General Licerio Geronimo Memorial National High School in Rodriguez, Rizal, became the epicenter of joy and goodwill as HSBUDDIES'99 hosted "Share a Smile 2023." With the theme "Spreading Joy, Nourishing Souls: Share a Smile, Share the Love," the event promised to ignite hearts and uplift spirits on December 16, 2023, at 9:00 AM. As the clock struck 9:00 AM, the school grounds buzzed with excitement and anticipation.

Volunteers adorned in bright smiles and colorful attire welcomed students and guests alike, setting the stage for a day filled with laughter and camaraderie. "Share a Smile 2023" was more than just a gathering, it was a celebration of compassion and generosity. From engaging activities to heartwarming performances, every element of the event was meticulously crafted to evoke happiness and warmth.

Attendees had the opportunity to participate in interactive workshops focused on creativity, mindfulness, and personal development. Led by passionate facilitators, these sessions encouraged self-expression and fostered a sense of empowerment among participants.

The event's highlight was undoubtedly the entertainment extravaganza, featuring performances by talented students and special guests. From lively dance numbers to soulful musical renditions, each act captivated the audience and left them with smiles that radiated from ear to ear. In the spirit of giving back, "Share a Smile 2023" also included a community outreach initiative aimed at supporting local causes and organizations. Through donations and volunteer efforts, attendees contributed to making a positive impact beyond the school gates, spreading love and compassion throughout the community.

As the day drew to a close, the organizers of "Share a Smile 2023" delivered a poignant message of hope and unity. They emphasized the importance of kindness, empathy, and solidarity, urging everyone to continue spreading joy and love long after the event concluded. "Share a Smile 2023" was more than just a one-day affair, it was a testament to the power of collective action and

the enduring spirit of humanity. Through their unwavering commitment to spreading joy and nourishing souls, HSBUDDIES'99 and the participants of the event exemplified the true essence of the holiday season.

As smiles lingered and hearts were touched, "Share a Smile 2023" served as a reminder that even in the darkest of times, a single act of kindness has the power to illuminate the world. The echoes of laughter faded and memories lingered, organizers turned their attention to assessing Share a Smile 2023's performance. Through comprehensive evaluation, they analyzed the project's progress, effectiveness, and impact against predefined objectives and performance indicators. This critical reflection would serve as a roadmap for future endeavors, guiding efforts to further improve and expand the project's reach.

Share a Smile 2023 stood as a testament to the power of collective action and compassion. Through meticulous planning, unwavering dedication, and heartfelt generosity, HSBUDDIES'99 succeeded in spreading joy and love to the community of General Licerio Geronimo Memorial National High School. As smiles lit up faces and hearts were uplifted, the event left an indelible mark, reminding us all of the profound impact of simple acts of kindness.







# KINDERGARTEN: A FOUNDATION FOR LIFELONG LEARNING

**Mary Grace B. Berte**

Teacher II

Maximo Dais Elementary School

District of Pontevedra Division of Capiz

In the intricate tapestry of education, few threads are as crucial and transformative as the kindergarten experience. Serving as the initial step on the academic journey, kindergarten is not merely a rite of passage but a cornerstone upon which a lifetime of learning is built. Within the vibrant walls of the kindergarten classroom, young minds embark on their maiden voyage into the world of structured education, laying the groundwork for intellectual, social, and emotional development that will shape their future endeavors.

As the first formal introduction to schooling, kindergarten plays a pivotal role in shaping children's attitudes toward learning, fostering a love for exploration, curiosity, and discovery. Beyond the realms of ABCs and 123s, this formative stage nurtures crucial skills such as critical thinking, problem-solving, and creativity, which are indispensable in navigating the complexities of the modern world. Moreover, kindergarten serves as a laboratory for social interaction, where children learn to communicate, collaborate, and empathize with their peers, laying the foundation for healthy relationships and constructive social dynamics. By examining its role in cognitive development, socio-emotional growth, and academic preparedness, we illuminate the transformative power of this foundational stage in education. From the nurturing guidance of dedicated educators to the boundless potential of young learners, the journey through kindergarten epitomizes the essence of education as a voyage of discovery, growth, and empowerment. Join us as we explore the profound impact of kindergarten on shaping the trajectory of lifelong learning.

Kindergarten is the cornerstone of a child's educational journey, laying the foundation for lifelong learning and development. Beyond its traditional role as a preparatory stage for formal schooling, kindergarten is pivotal in shaping a child's cognitive, social, emotional, and physical growth. In this article, we delve into the importance of kindergarten as a critical stage in a child's educational journey and explore how it sets the stage for lifelong learning.

## **Building Cognitive Foundations:**

Kindergarten provides a rich environment where children can explore, discover, and make sense of the world around them. Through play-based activities, hands-on experiences, and guided instruction, young learners develop essential cognitive skills such as language acquisition, numeracy, problem-solving, and critical thinking. These early experiences lay the groundwork for academic success in later years, fostering a love for learning that endures throughout life.

## **Fostering Social and Emotional Development:**

Beyond academics, kindergarten is a crucial period for fostering social and emotional development. Children learn to navigate social interactions, cooperate with peers, and develop empathy and resilience. Through collaborative activities, group projects, and structured play, they cultivate essential social skills that form the basis of healthy

relationships and effective communication. Moreover, kindergarten provides a supportive environment where children learn to manage their emotions, build self-confidence, and develop positive self-esteem – all vital components of lifelong well-being.

## **Encouraging Curiosity and Creativity:**

Kindergarten nurtures the innate curiosity and creativity of young learners, encouraging them to explore their interests, express their ideas, and think innovatively. Creative activities such as art, music, storytelling, and imaginative play stimulate the imagination and allow children to unleash creativity. By fostering a sense of wonder and curiosity about the world, kindergarten instills a lifelong thirst for knowledge and inquiry-driven learning.

## **Promoting Physical Development and Well-being:**

Physical activity promotes healthy growth and development in kindergarten education. Children enhance their gross and fine motor skills, coordination, and spatial awareness through outdoor play, structured games, and motor skill activities. Moreover, promoting healthy habits such as proper nutrition, hygiene, and rest lays the groundwork for lifelong well-being, instilling habits that contribute to overall health and vitality.

## **Preparing for Future Success:**

Kindergarten sets the stage for future academic achievement and success in life. Providing a solid educational foundation and instilling a passion for learning equips children with the skills, attitudes, and dispositions necessary for lifelong success. Beyond academic knowledge, kindergarten cultivates essential life skills such as problem-solving, collaboration, adaptability, and resilience – increasingly valued in today's rapidly changing world.

Kindergarten marks the first formal step into the world of education for many children, serving as the cornerstone of their academic journey. More than just a place for ABCs and 123s, kindergarten lays the groundwork for a lifetime of learning. Through playful activities and guided exploration, they begin to grasp fundamental concepts that will shape their understanding of the world. Beyond academics, kindergarten fosters emotional intelligence and resilience, teaching children to navigate challenges and confidently express themselves. Research shows that the quality of early childhood education significantly impacts future academic success and overall well-being. Therefore, investing in high-quality kindergarten programs is essential for nurturing the potential of every child and building a solid foundation for lifelong learning.

Kindergarten is the child's educational journey, laying the groundwork for lifelong learning, development, and success. Kindergarten fosters cognitive, social, emotional, and physical growth through its holistic approach to education, equipping children with the skills and attitudes they need to thrive in school and beyond. By recognizing the pivotal role of kindergarten in shaping our children's future, we can ensure that every child receives the nurturing foundation they need to reach their full potential.



# A THIRST FOR PROFICIENCY: DIGITAL LITERACY IN MODERN SOCIETY

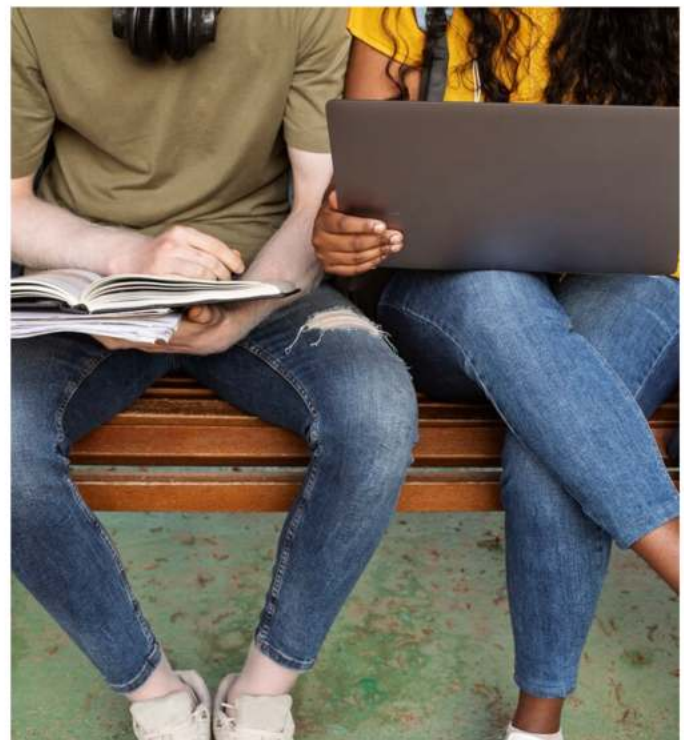
**Lyn D. Pitapit**  
Master Teacher I/School Head  
Laurente Elementary School  
Laurente, San Pascual, Masbate

As the world continues to track its way to a much more advantageous modern technological age, its aspects have inevitably altered the usual way of living. As new tools arise that can be used for development and improvement, we could say that this fast-paced thing could impact humans positively and negatively.

Since a significant fraction of our society nowadays relies on science and technology in their operations, as they are more accurate, innovative, and complete with endless opportunities, we have progressively become more dependent on them. Our culture and norms have shifted in line with their integration into life, and different disciplines have also integrated technology into their environment. The Department of Education is one of those institutions that uses digital innovations to deliver adequate and high-quality education into their curriculum. As they utilize technology, teachers are also responsible for learning and practicing digital literacy, and it has become a real challenge for them to keep up.

Education in the digital age requires skills to ensure a strong link between the teacher and its students. Teachers must have a precise yet unique approach to teaching to provide for and meet the objectives students are tasked with. Practicing the method of the "five qualitatively different perspectives on teaching" could be an effective way. According to this theory, school leaders must deliver their content objectively. The transmission of knowledge must be unbiased to ensure reliability, but with how tricky the digital age is, it is quite a challenge for them to know what is legit and trustworthy, avoiding what so-called "misinformation and fake news are." Since digital age education uses digital tools, apprenticeship must also be practiced. They are modeling learning methods under school leaders' supervision to avoid unethical behaviors that could cause serious issues. The following steps are the development and nurturing of proficiency in the field. The last perspective is social reform. By learning all the necessary skills in this digital age, students and teachers must still aim to seek a better digital society. All their learnings must be applied practically in the real world and contribute positively to its advancements.

However, although teachers are practicing their roles as modern digital instructors nowadays, with the advent of the digital age in different facets of our lives, the role of teachers has frequently been called into question and debated. Is hiring a teacher still essential? Or can intelligent learning tools, the internet, and technological advancements completely replace the need for human teachers? Although there is no denying the shift in teaching methods, the requirement for a competent teacher—someone who can provide students with a solid foundation and unwavering character—has, however, never changed. The information available on the internet is limited to pieces. However, the information provided can be organized by a teacher into a cohesive whole and presented in a way that the student will understand. Technology could never replace teachers and their roles in educational institutions. After all, they are the ones who teach you how to use these modern advancements nowadays. Learning can only become better with its aid.





## UPSKILLING OF BAGONG BUHAY G TEACHERS TO ENHANCE SELF-COMMITMENT IN DEVELOPING LEARNERS HOLISTICALLY

**Jocelyn B. Cabalquinto**

Teacher III

Bagong Buhay G Elementary School  
Citrus, City of San Jose Del Monte, Bulacan

In mid-year In-service Training for Teachers (INSET) 2024, the atmosphere changed with anticipation, marked by a palpable enthusiasm for learning and growth.

Registration started at exactly 7:30 in the morning, and the Opening Program was facilitated by the host/facilitator. The day commenced with a moment of reflection and unity as everyone joined in prayer, followed by the resonant notes of the National Anthem and the DepEd Division Hymn. An invigorating energizer session was conducted to infuse the room and prepare everyone for the day ahead.

The esteemed school principal, Zenaida B. Aguirre, P-III, graced the gathering with her opening remarks. Her words resonated with inspiration, setting a positive and encouraging tone for the day. As the educational community leader, she highlighted the significance of continuous learning and its role in shaping future education. She gave the training orientation by starting with the house rules, especially regarding attendance during INSET. She discussed the INSET proceeding based on DepEd Order No. 22, s.2023, and memorandum DM OUHROD 2024 -0037 Guidelines in the Conduct of the In-Service Training for Teachers (INSET) for the school year 2023-2024. She encourages the full participation of every participant to make this Mid-Year In-Service Training successful. Every program's success depends on every participant's active participation. She reiterated that we need to embrace the latest trend of learning.

The facilitator masters of ceremonies introduce the resource speakers. She discussed "Helping Students with Special Need Succeed." She emphasized the needs of learners with impaired disability that are neglected; teachers need to aid them. Teachers shared different situations they met in their classrooms, and they identified the needs of these learners. They concluded that learners need attention to come up with their needs. To overcome these challenges, the internal and external stakeholders need to work hand in hand to come up to be achieved.

The second resource speaker discussed learners' anxiety and how to address it. Strategies for

addressing anxiety were discussed and shared, and it stated that anxiety could affect the learning of the learners.



The school principal started the afternoon session with an orientation about the DepEd Memorandum 001, s. 2024, on the Catch-up Fridays. She talked about the strategies that the teachers can integrate into their classrooms for the learning recovery of the learners. The subsequent sessions harmoniously blend formality and informality, creating an environment encouraging active participation.

The training venue's atmosphere was characterized by energy and engagement. Interactive activities and group discussions interacted with informative presentations, ensuring that the participants were not just passive observers but active contributors to their own learning. The day concluded with a renewed spirit for teaching, an enhanced understanding of effective strategies, and a network of colleagues ready to embark on this educational journey together. The training ended with certificates of recognition being awarded to the resource speakers of the day.



# INSPIRING OUTSTANDING TEACHER

**Jesser Albert G. Bulabos**  
Teacher III  
Palawan National School

Let us be inspired and an inspiration to others. You can be qualified; you can be eligible. Be the outstanding version of yourself. It takes a lot of hard work and perseverance to be named one. Your utmost dedication is tested over the years of experience. It is never about how close you are to your boss or superior; honest and genuine interaction with colleagues is more critical. Stay focused, and do not allow negativity to undermine your positivity. Do not be an advocate for criticism. Instead, encourage optimism in all situations, work ethically, and accept constructive feedback. Always give your best. Prove that you can be a great leader. Act and represent your group. Be consistent and a role model by creatively turning your profession into a real passion. Humble yourself above all praises and commendations.

Be thankful for any remarkable achievement, no matter how big or small, that significantly enhances your job and your primary clients - the learners we serve. Be prepared and consistent when opportunities and duties arise. Look brighter and constantly say "yes" rather than grumble while complaining. Be appreciative if your superior believes in your skills and abilities. Take it with heart, have faith in yourself, and you will be astounded afterward. Have courage, learn from your mistakes, and move on. Whatever difficulties you face, maintain your finest smile. Remember that your loved ones believe in you. Take note, turn your failures into lessons, for you will reap success if you continue and endure. Be creative. Think beyond the box. If it is for the best, why not? If, in the end, everyone benefits. Do not hesitate. Be innovative. Remember, we are all born unique; bring it out and make it real. If you have an idea, put it in writing, discuss it with your group, gain their support, and plan. Get involved in the community, take part, and offer what you can contribute. Participating in as many organizations as possible is a more meaningful experience since it will eventually give you a broader view of your professional engagement. The field of education continues to grow. Learning lasts a lifetime. We must adapt and welcome change. Make a move, break a leg, begin your graduate studies, and let the kite fly.

Be up to date. Attend training, courses, seminars, and workshops. Active involvement in extracurricular activities is also essential. You can be a coach of sporting events, an adviser of any recognized clubs, or even serve as a coordinator. Taking care of your health is vital while aspiring to be the most excellent version of yourself, alongside all the hard work and inspiration. Live life and spend quality time with family and friends. Rest and enjoy what nature has to offer. Play and take a rest. Pray and submit all your endeavors to almighty God. Seek the Lord's guidance and providence. Among all this, it only begins when you start believing and take the first step today.





# THE STATE OF SPECIAL EDUCATION IN THE PHILIPPINES: CHALLENGES AND OPPORTUNITIES

**Jeric Hizon Pediglorio, LPT, DSPED, GDCE**  
 Education Specialist/ SPED Teacher  
 Jefferson High School, Daly City, California, USA  
 Daly City, California, USA

In the Philippines, special education has made significant progress regarding accessibility and resources for children with disabilities. Notwithstanding noteworthy advancements, the system is not without problems. This essay will examine the current situation of special education in the Philippines and focus on areas that require development as well as its successes.

## Progress and Achievements

Over the years, the Philippine government has implemented measures to address the needs of students with disabilities. The passage of the Republic Act No. 7277, also known as the Magna Carta for Disabled Persons, provided a framework for protecting and promoting the rights and welfare of individuals with disabilities, including their right to education.

Furthermore, special education (SPED) centers have been developed in public schools nationwide to address the particular requirements of kids with disabilities. These facilities include qualified special education teachers on staff who can work with a variety of disabilities, including autism spectrum disorders, intellectual disabilities, visual and hearing impairments, and more.

Another significant advancement has been the introduction of inclusive education, which promotes the inclusion of students with disabilities in ordinary classes. Equal chances are promoted via inclusive education for all students, irrespective of their skills or limitations. This strategy lessens societal stigmatization and promotes an inclusive society.

## Challenges in the System

Despite the advancements, the Philippine special education system still has a number of issues. Finance is still a significant barrier. Sufficient funding is essential to provide the infrastructure, skills, and resources needed to guarantee an inclusive and encouraging learning environment. Unfortunately, financial limitations might occasionally make hiring more specialized staff members and carrying out successful interventions more difficult.

Another issue is the lack of competent special education teachers. The need for qualified special education teachers has been growing, but the supply has not kept up with the demand. The lack of experts hampered the provision of high-quality instruction and support services to students with impairments.

In addition, there has to be increased cooperation and coordination between communities, non-governmental groups, and government authorities.

## Opportunities for Improvement

To further enhance the state of special education in the Philippines, several opportunities exist for improvement:

**Increased funding:** Allocating sufficient resources to special education programs can enhance the quality of education, provide necessary assistive devices, and improve school facilities for students with disabilities.

**Teacher training and capacity building:** Special training programs can attract more individuals to special education and equip them with the skills needed to address the diverse needs of students with disabilities.

**Community involvement:** Engaging communities and parents in the educational process can create a support network for students with disabilities and foster a more inclusive society that values the contributions of all its members.

**Focused research and data collection:** Conducting research studies on special education in the Philippines can provide valuable insights into the system's current state. This data can guide policy-making and resource allocation decisions.

## Conclusion

Even though the Philippines has come a long way in special education, much more has to be done. The nation can foster a more inclusive and equitable learning environment for students with disabilities by tackling issues including funding, teacher shortages, and stakeholder collaboration. The Philippines' special education system can continue to develop and improve with more awareness, focused interventions, and teamwork, guaranteeing a better future for all students.





# A PASSIONATE EDUCATOR INSTILLS A LOVE OF LEARNING

**Fe H. Colong**

Teacher III

Sergio Osmeña National High School

Sergio Osmeña, Zamboanga del Norte

An enthusiastic educator never stops exploring life. She takes care of her job, family and herself every day. She must accomplish what her heart demands. Her trust in God comes first, followed by her obligation to teach and her duty to his family. A teacher always encountered challenges in life and learners bear an equal share of duty in her profession.

It is the educator's responsibility to teach her students appropriate behavior. She needs to instill in her students a love of learning, proper behavior, and the capacity to learn and increase performance. She has a significant impact on the students' overall development. Her impact on the community and on molding students into worthy individuals cannot be understated. It is the teacher's responsibility to direct the students' growth and development.

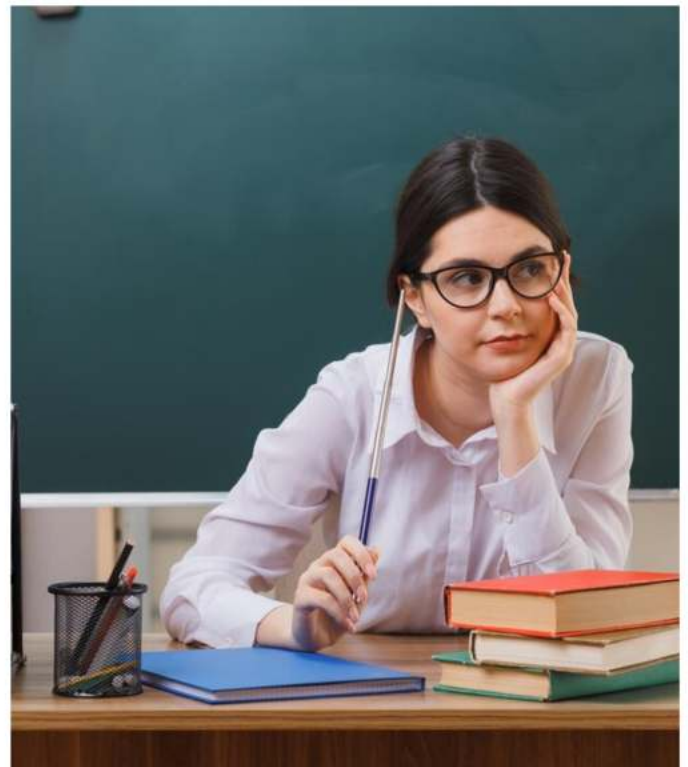
Students learn more effectively when they are taught by a passionate teacher who actually cares about their education. They would rather attend school, listen to instruction, and take part in classroom activities. Learners were motivated when they sensed teacher's love for them. When the teacher perceives she is as kind and amiable, schoolchildren make an effort to demonstrate their kindness and ability.

When the educator treats students well, they feel even more confident in themselves. Rewarding students who are achievers and best performers in the class will enable them to exert more effort and advance their skills and expertise. They will be able to fully explore their academic potential and demonstrate their passion for learning. The teacher is proud of the way she shaped each student's personality and showed them love and protection.

If a teacher fosters a love of learning in her students, especially if she is enthusiastic about teaching comprehension strategies in addition to reading instruction, the students will easily assimilate the topic covered in each lesson. The kids who can read well can also understand the lessons in other disciplines. What the teacher has done for her students is really advantageous. It is undeniable that if kids can read effectively and comprehend what they read, it is simple to involve them in educational and interesting activities.

The teacher's knowledge shared with learners has developed a love for learning. The knowledge imparted by them with honesty and complete skill sets the students and the next generation up for success in the future. Students will be kind to their teachers when teachers exhibit unfathomable quantities of love for their students. Knowledgeable and skilled school children are a wonderful asset to their community and will always be the pride of the country. It is genuinely astounding how dedicated and passionate the teachers are about what they do, especially for their students.

Therefore, it may be concluded that teaching is a very vital profession. Educators deserve the utmost respect for their commitment and diligence. Because teaching entails fostering in children a desire to learn about not just academic aspects but also personal development and overall well-being. It is right to honor and express thanks to educators who embrace their work more than anything else.





## A LOVE OF TEACHING: THE FOUNDATION OF A STRONG TEACHER-PUPIL RELATIONSHIP

**Editha M. Marfil**  
Head Teacher I  
Sirawai National High School

The love that a teacher has for his work is one of the most influential factors in education. Teaching benefits young people so much, and the love of teaching is inspiring. Paul Francis Webster and Sammy Fain both assert that "love is a splendid thing.". People are drawn to love because of its strength and positive attributes.

Teachers have the power to totally change a learner into a different person. The pupil's affection increases immensely when the teacher cares for him. He experiences happiness, which serves as a weapon against the anxieties and challenges he faces.

If the pupil feels the depth of love in his heart, he will discover the change. Because he will learn the trait to forgive, help, care for, and sacrifice for the other person. He is willing to humble himself, do what is right, and help make his family and the world he lives in peaceful.

When a teacher truly loves his or her pupils, worries and fears will disappear, all hatred in the heart will vanish, and all tiresome days will turn to inspiration. When the teacher is willing to sacrifice, he can change himself and the pupils he loves. A love for teaching is beneficial because it can encourage a pupil and bring him closer to God. The greater the love for a pupil, the greater the satisfaction and peace in the teacher's profession.

The foundation of a strong relationship between a teacher and student is love. The main objectives of love are to foster happiness, understanding, and harmony. If educators adhere to each of these guidelines, the pupils will be happy. He feels at home if they sense the kind affection at school. Much more, if the teacher possesses exceptional teaching skills, a deep affection, and a willingness to dedicate sufficient time, he is more likely to impart wisdom to his pupils. The pupil is happy, having learned something, as he exits the classroom.

Teachers need to get to know their learners and give them more time, attention, and understanding if they want to inspire children to be interested in learning. Loving the pupils will instill in them many values that they should remember for the rest of

their lives, including respecting God above all else and their elders, families, and teachers.

The teacher's love for what he does is crucial since it will form the basis of both his struggles in life and any type of education. A passionate educator must be passionate about what they do each and every day in the classroom, particularly in the way he engages with both his pupils and other educators. If pupils feel cared for, they will be happier and more motivated in life. If a teacher truly cares about their students, we can be certain that no young person will stray from their course.

Love plays a significant role in pupils' lives. A loving teacher is at peace both within and out. It is comparable to a plant that grows with care. Thus, there is a reason to cherish and care for the lives of learners.





## FILIPINO TEACHERS SEEKING OPPORTUNITIES ABROAD: A QUEST FOR BETTER COMPENSATION AND REDUCED PAPERWORK

**Catherine B. Alzaga**  
Teacher III  
Tabaco National High School

In the heart of the Philippines, where education is deeply ingrained, many instructors are being pushed to pursue possibilities abroad. The chief drivers of this flight are the low pay and excessive paperwork that educators, particularly those in public schools, encounter in their native country. This tendency raises questions about the long-term influence on the Philippine education system and the well-being of individuals who devote their careers to developing the brains of the country's youth.

The continually poor earnings received by Filipino teachers in their home country are one of the most prominent reasons they seek teaching opportunities in other nations. Despite their critical role in influencing the nation's future, many educators struggle to make ends meet with minimal pay. Financial stress frequently extends to their families, limiting their capacity to provide a quality education for their children and stifling their personal and professional development.

Teachers at public schools face the burden of this problem, dealing with insufficient resources and compensation that fails to represent the importance of their role in society. As a result, attracting higher pay and better benefits in foreign countries becomes increasingly compelling.

Aside from low pay, Filipino teachers deal with excessive paperwork, which has become a widespread problem in the local education system. The administrative demands made on instructors, particularly in public schools, can be burdensome, diverting time and energy from actual teaching.

Endless reports, forms, and documentation requirements add to fatigue and impair educators' ability to focus on their primary responsibilities—nurturing their students' intellectual and emotional growth. Many professors seek positions abroad where administrative constraints are generally less onerous to escape this bureaucracy.

The departure of skilled and experienced teachers in search of better possibilities abroad endangers the quality of education in the Philippines. The brain drain reduces the pool of

qualified instructors, leaving a complex void to fill. This impacts not just students' learning experiences but also the overall development of the education system.

Furthermore, the phenomena exacerbate social disparities by allowing individuals with the means to depart for greater chances, leaving behind a system that disproportionately benefits those with fewer resources.

While the flight of Filipino teachers to other countries is understandable, given the challenging circumstances they face at home, the Philippine government needs to address these issues urgently. It is imperative to recognize educators' crucial role in the nation's progress, enhance their working conditions, improve compensation, and streamline bureaucratic processes.

Efforts to reform the education system must be rooted in a commitment to prioritize the welfare of teachers, ensuring they are adequately supported and motivated to contribute to the nation's development. By addressing the issues of low salaries and excessive paperwork, the Philippines can retain its skilled educators, fostering a brighter future for the country's youth and the education system.





## EVIDENCE-BASED READING INTERVENTION STRATEGIES TO IMPROVE THE BEGINNING READING ABILITY OF GRADE 1 LEARNERS IN NATO ELEMENTARY SCHOOL, TAFT DISTRICT

**Annafa J. Achay**  
Master Teacher I  
Nato Elementary School

Actual reading involves thinking, learning, and expanding a reader's knowledge and horizons. It involves building on past knowledge, mastering new information, and connecting with the minds of those you have never met. Reading comprehension is the ability to read text, process it, and understand its meaning. It relies on two interconnected abilities: word reading (decoding the symbols on the page) and language comprehension (understanding the meaning of the words and sentences). Zimmerman, S. and Hutchins, C. (2003)

Nato Elementary School, Taft District, Taft, Eastern Samar conducted and utilized Evidence-Based Reading Intervention Strategies to improve the reading ability of grade 1 learners, such as the (1) Phonemic Awareness: Provide opportunities for grade 1 learners to segment, blend, and manipulate phonemes that are presented orally before moving to print. (2) Decoding: Instruct grade 1 learners on letter-sound correspondences and word patterns. Have learners apply that knowledge when decoding as they segment and blend letter sounds to form words. (3) High-frequency words: Deliver discrete lessons on high-frequency words from regular phonics lessons so that grade 1 learners know there are some words that they should commit to memory when reading sentences (4) Syllabication: Teach the six syllable types and have grade 1 learners break down longer multisyllabic words into syllables and readable chunks. (5) Spelling: Explicitly teach grade 1 learners spelling patterns and complement their reading activity with spelling tasks. To develop grade 1 learners' fluency skills, the proponent utilized strategies such as (6) Modeled fluent oral reading (teacher-led and audio) – Grade 1 learners listen to the text read aloud by the teacher or through audiobooks and eBooks that emphasize expressive reading and intentional pausing. (7) Assisted reading - Grade 1 learners listen to a modeled reading (either teacher-led or at a computer station) and actively read the exact text simultaneously. Echo and choral reading are examples of assisted reading. (8) Guided oral reading - Grade 1 learners read a text aloud with feedback and explicit guidance from the teacher. Providing error correction for the learners is paramount to reinforce appropriate word reading strategies and phrasing that will aid in

text comprehension. (9) Partner reading - The Grade 1 learners read a section of text, and a partner will read the next section of text alternately. Alternating reading texts aloud allows for sufficient cognitive breaks needed for learners to persevere through longer texts, stay engaged, and build reading stamina. (10) Prosody development - Explicit instruction on prosody development is needed so grade 1 learners can focus beyond word reading recognition and rate of reading. Prosody elements include intonation, volume and stress, smoothness, phrasing, and expression.

The intervention program was conducted every day, Monday to Friday, after class in the afternoon session. The result of the remedial instruction on Evidence-Based Reading Intervention Strategies became the basis for crafting contextualized reading materials for the activities to enhance the beginning reading ability of the grade 1 learners. These strategies were found very effective and recommended for grade 1 learners and other grade levels.





# REINSTALLING THE LOVE FOR READING WITH THE CATCH UP FRIDAYS INITIATIVE

**Evanisa B. Larena**  
Teacher III  
Maria Paz Elementary School

Along with the sweeping phenomenon of technological advancements and the exponential rise of digital gadget ownership among the general public, the total screen time individuals spend in the digital realm is concerning and seeing an upward trend. This is especially true for the younger generations, notably the Alpha Generation. Considered the most technologically-infused demographic up to date, they are the first generation born entirely within the 21st century, starting in 2010, with the oldest in this generation currently in junior high school. Unlike previous generations, whose early childhood learning comes in the form of reading physical books, this generation, on the other hand, has most likely held and learned how to use a mobile phone before learning to read.

While there are indeed undeniable advantages that come along with being hardwired with technological savviness due to early exposure to technology, such as improved cognitive development due to unrestricted access to a wealth of information available within the virtual realm, there is also a long list of downsides that may arise with excessive and unmonitored use. The most salient of these is digital addiction, which compromises the growth, development, and learning of the young if left unaddressed. In the context of the Philippines, recognizing its central role in the cultivation of young minds for our country's nation-building efforts, the Department of Education (DepEd) launched its Catch-Up Fridays: Drop Everything and Read (DEAR) Initiative last January 12, 2024, in order to reinstall the value of reading among learners, all the while taking a break from technological exposure. This is conducted every Friday and will continue until the end of the school year. This initiative aligns with the country's Eight Point Socioeconomic Agenda and the MATATAG Educational Agenda, which aims to produce citizens with the essential competencies and skill sets for lifelong learning. More particularly, the initiative primarily revolves around promoting independent silent reading among students, aiming to actualize and further strengthen the intent of the primary education curriculum to develop holistic learners with prowess in reading, writing, critical thinking, and analysis. For its particulars, the first half of the day is dedicated to allowing the learners to

pick and read their preferred learning material. Values, Peace, and Health Education will commence in the afternoon.



Overall, implementing this learning mechanism has been good so far, as it has shown promising potential in bridging the gaps in the current educational system, which has been compromising the quality of learning being acquired by the learners. The initiative has also been beneficial in reducing screen time among learners, promoting healthier habits, and reducing the risk of digital addiction. It encourages students to develop a love for reading and emphasizes the importance of taking a break from technology for overall well-being. Moreover, it aligns to produce well-rounded individuals who can navigate the complexities of the modern world with a strong foundation in literacy and critical thinking skills.



# REFLECTION PAPER ON EFFECTIVE TEACHING STRATEGIES

**Dr. Cinder Dianne L. Tabiolo**

Associate Professor III

Jose Rizal Memorial State University-Dipolog Campus

One of the great advances that has been made in the last 5 years in the education sector is the increasing influence of large scale research and evidence informing what we know about how students learn, and consequently how we can better teach them. Teaching strategies are methods and techniques that a teacher will use to support their students through the learning process; a teacher will chose the teaching strategy most suitable to the topic being studied, the level of expertise of the learner, and the stage in their learning journey. In one lesson a teacher may use many different teaching strategies with different end goals. The most effective teaching strategies are those proven to work over large scale trials.

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Franklin, 2001). This same criterion was also put forth by Thomas Angelo, when he said; "teaching in the absence of learning is just talking," Doyle.T. (n.d.). A teacher's effectiveness is again about student learning.

Although there are many different design models available, all of them include the following essential phases of instructional design: analysis, design, development, implementation, and evaluation phases. Our main task is to perform instructional analysis to determine instructional goals, develop instructional strategies, and develop and conduct an evaluation to assess and revise instructional materials. Like instructional designers, faculty members also use aspects of instructional design. They consider the program objectives to identify their session objectives, develop learning activities to reach these objectives, and assess learners' progress toward achieving those objectives. However, faculty activities in planning educational experiences or designing educational investigation should be guided and supported by the science of learning and instruction.

For me, student cognition employs two types of

rehearsal that are extremely useful when processing information in working memory: maintenance and elaborative rehearsal. Maintenance rehearsal, or rote memorization, occurs when the learner goes over the learning material many times to remember it without thinking (surface learning), whereas elaborative rehearsal is the process of organizing the information to reach meaning (understanding or deep learning). The process of rote memorization is more passive and leads only to short-term retention, whereas elaborative rehearsal is an active learning process that is useful for transferring the information into long-term memory. Unlike working memory, long-term memory is unlimited in capacity and stores information permanently in forms of organized schemas. Therefore, the goal of instructional delivery is to encourage understanding over rote memorization and to facilitate the process of elaboration for better encoding of content to be learned. Strategies to promote understanding or deep learning are not limited to instructional delivery but are also linked to assessment strategies.

There were five domains of learning that affect the learning process: 1) motor skills, 2) verbal information, 3) intellectual skills, 4) cognitive strategies, and 5) attitudes. Motor skills require repetitive practice to master and include such examples as taking a pulse, the introduction of a nasal tube, and performing dissection in the laboratory. Verbal information refers to the factual knowledge and principles in the curriculum, and their learning requires organized presentation and meaningful context. Intellectual skills are the elaboration of basic concepts and rules, the learning of which is based on prior assimilation of prerequisite skills. The subcategories of intellectual skills are discrimination (distinguish between an isometric and isotonic contraction), concrete concepts (e.g., identify the differences between the cerebrospinal fluid and plasma), defined concepts (e.g., classifying the different groups of sensory nerve fibers), rule learning (e.g., calculating the ideal gas pressure and vapor pressure), and higher order rules (e.g., problem solving). A simple example to illustrate the difference between verbal information and intellectual skills is that to recall the definition of creatinine clearance is verbal information; however, using the Cockcroft-Gault equation to estimate creatinine clearance to assess the function of the kidneys is an intellectual skill.

I believe that Cognitive strategies are internally organized skills that control learning behaviors, remembering, and thinking, which are learned through practice. Learners develop these strategies by reflecting on their own experiences or they may be taught effective learning strategies. Attitudes are considered to be in the affective domain and are not learned by practice. Changing attitudes requires human modeling with reinforcement and feedback. Attitudes affect a student's motivation to learn. For example, a student with a positive attitude and interest in chemistry will regularly attend chemistry classes.

I also believe in constructivist theory, which holds that learners are active participants in their learning journey and that knowledge is constructed through experiences. As events occur, each person reflects on their experience and incorporates the new ideas with their prior knowledge. Learners develop schemas to organize acquired knowledge. The theory of constructivism has many elements. These principles outline the theory as a whole and how they affect the learning of the students. The main points are listed below:

- *Knowledge is constructed.* Every student begins the learning journey with some preexisting knowledge and then continues to build their understanding on top of that. They will select which pieces of the experience to add, making everyone's knowledge unique.
- *Learning is a social activity.* Interacting with others is vital to constructing knowledge. Group work, discussions, conversations, and interactions are all important to creating understanding. When we reflect on our past experiences, we can see how our relationship with others is directly connected to the information learned.
- *Learning is an active process.* Students must actively engage in discussions and activities in order to construct knowledge. It is not possible for students to take on a passive role and retain information. In order to build meaningful ideas, there must be a sensory response.
- *Learning is contextual.* Isolation is not the best way to retain information. We learn by forging connections between what we believe and the information we have already. Learning also occurs in the situation within the context of our lives, or alongside the rest of our understanding. We reflect on our lives and classify the new information as it fits into our current perspective.
- *People learn to learn, as they learn.* As each student moves through the learning journey, they get better at selecting and organizing information. They are able to better classify ideas and create more meaningful systems of thought. They also begin to recognize that they are learning multiple ideas simultaneously, for

example, if they are writing an essay on historical events, they are also learning elements of written grammar. If they are learning about important dates, they are also learning how to chronologically organize important information.

- *Learning exists in the mind.* Hands-on activities and physical experience are not enough to retain knowledge. Active engagement and reflection are critical to the learning journey. In order to develop a thorough understanding, students must experience activities mentally as well.
- *Knowledge is personal.* Because every person's perspective is unique, so will be the knowledge gained. Every individual comes into the learning activity with their own experiences and will take away different things as well. The theory of constructivist learning is based entirely around each individual's own perspective and experiences.
- *Motivation is key to learning.* Similar to active participation, motivation is key to making connections and creating understanding. Students cannot learn if they are unwilling to reflect on preexisting knowledge and activate their thought process. It is crucial that educators work to motivate their students to engage in the learning journey.

Educational theory informs the design of instruction and instructional design models provide guiding framework for the development of effective, appealing, consistent, and reliable instruction. The effectiveness of the cognitive and constructivist approach in designing instruction provides an empirical and replicable process for reliable assessment to continuously and empirically improve the developed learning experience. Faculty members who are interested in advancing the education of their disciplines by conducting interventional pedagogical research must have developed competence and understanding of educational theories and the science of instruction.

#### References

- Cohen, P. A. (1981). Student Ratings of Instruction and Student Achievement: A Meta-Analysis of Multisection Validity Studies. *Review of Educational Research*, 51, 281-309.
- Deggs, D.M., Machtmes, K.L., and Johnson, E. (August 2008). The Significance Of Teaching Perspectives Among Academic Disciplines. *College Teaching Methods & Styles Journal*, 4(8), 1-7. Retrieved November 12, 2009 from <http://www.cluteinstitute-onlinejournals.com/index.cfm>.
- Doyle, W. (1983). Academic Work. *Review of Educational Research*, 53(2), 159-199. <https://doi.org/10.3102/00346543053002159>
- Kochkar, S.K. (2000). *Methods And Techniques Of Teaching*. New Delhi: Sterling.
- Sajjad, S. (1981). EFFECTIVE TEACHING METHODS AT HIGHER EDUCATION LEVEL. [https://www.schoollearningresources.com/PDF/\\_1.Effectiveteachingmethodsathighereducationlevel.pdf](https://www.schoollearningresources.com/PDF/_1.Effectiveteachingmethodsathighereducationlevel.pdf)

## INNOVATED RECYCLE BEARING CONCRETE HOLLOW BLOCKS FOR WALL PANEL



**Redjie D. Arcadio, Ph.D.**  
Campus Director

Cebu Technological University Pinamungajan Campus  
Brgy. Pandakan, Pinamungajan, Cebu City, Philippines

Recycled Bearing Concrete Hollow Blocks for Wall Panels are part of an innovation that meets the needs of the students of Cebu Technological University-Pinamungajan Extension Campus, Pina-Mungajan, Cebu, Philippines, in introducing new features and design strengths. The acceptability of the price variables per piece of traditional concrete hollow block is higher than the proposed recycled-bearing concrete hollow block for wall panels. The result on the acceptability of the variables' compression strength of the proposed recycled bearing concrete hollow block for wall panels is higher than the traditional concrete hollow block.

Recently, we have become very aware of the effects of improper waste management in our country and worldwide. One of the causes of floods is the garbage thrown in rivers and canals, mainly plastic, that clogs and makes water overflow. Plastics are classified as non-biodegradable materials and contain a chemical toxin that has miserable effects on humans and the environment. We cannot get rid of plastic directly for many reasons. One of the reasons is its durability; we can use it for more extended periods and save money. The researcher makes a study to make plastics more useful. The study aims to solve our environmental problem partially, but at least help lessen it, and most significantly, it will make us aware that products can be made from waste materials.

Cement, on the other hand, is the primary raw material used in this study. The aggregates are collected from rivers. The result of the universal testing machine evaluates the strength of hollow blocks under compression testing. Using the crossing point elements to represent the confinement effect at the top and bottom of concrete hollow blocks has been considered appropriate. Laboratory tests were carried out on the elastic and inelastic parameters: compressive strength, stress-strain relationship, and fracture energy, which were acquired from concrete samples that constitute the blocks. The laboratory test result of the experimental concrete hollow blocks found higher strength than commercialized concrete hollow blocks.



## COMPUTERIZED INVENTORY SYSTEM



**Marites B. Bejoc, Ph.D.-TM**  
Instructor III

Cebu Technological University,  
Danao Campus Cebu City  
Danao, Cebu City

Inventory management is an essential component of any business. Monitoring every transaction phase gives managers the critical information they need to make informed decisions.

Before the development of computers, the usual technique for achieving the goal, as mentioned above, was to use logbooks. Because time is money, this approach is labor-intensive and requires a significant amount of the company's resources. As the workload grows, there is a greater likelihood of counting and recording mistakes, which can substantially influence management choices (Abisoye Opeyemi A. et al., Design of a Computerized Inventory Management System for Supermarkets, 2015).

There are various processes for developing automated software for this type of inventory. A few things to consider include

- thoroughly analyzing the organization's demands and operating processes,
- identifying the target audience,
- outlining the benefits, drawbacks, and constraints,
- precisely defining the system's requirements and
- selecting the appropriate software for development.

Furthermore, providing manuals, post-implementation help, and comprehensive training is critical to the implementation phase's success. TanerArsan (2017) describes an inventory management software architecture.

Cebu Technological University's inventory consists of six (6) medical clinics spread across its central and northern campuses. Both campuses have large student populations, with 2-7,000 on the north and 17,000 on the central campuses. Typically, medical staff personnel must manually count visits by course, department, section, gender, complaints, and quantity or name of medication dispensed while collecting reports from log books. Medical workers must spend a considerable amount of time documenting. It is not immediately feasible to establish the current status of prescriptions, such as whether they are about to expire or have already expired and how much remains. Following treatment, the patient's ledger must be manually updated to remain current.

It is necessary to evaluate Cebu Technological University's inventory system. It is now time to consider an automated medical inventory management system that will be advantageous to all CTU clinics. This will minimize the time spent on each procedure for this repetitive chore.



## THE LIGHT AND SHADOW OF A DANCING TEACHER



**Wheann L. Quilala**  
Teacher II

Don Pablo Lorenzo Memorial High School School  
Gov. Ramos Sta. Maria, Zamboanga City

In the world of movement, the instructor has the special role of directing yearning artists through the complex steps of self-expression. Like a conductor organizing an orchestra, the moving educator epitomizes both light and shadow in their travel.

The light radiates from their enthusiasm for the craftsmanship frame, an infectious vitality that lights the start of imagination inside their understudies. As they share the delight of development, the moving educator becomes a reference point, enlightening the way toward self-discovery. Through understanding instruction and support, they support certainty in their understudies, cultivating an environment where each misstep may be a chance to memorize and develop.

However, the shadow goes with the light—an update of the challenges characteristic within the interest of flawlessness. The moving instructor faces the overwhelming assignment of adjusting valuable feedback with positive fortification. Inside this sensitive harmony, they explore the fine line between motivation and disheartening, mindful that too much shadow can dim the excitement of the foremost dedicated artist.

The moving instructor becomes a storyteller within the classroom, utilizing the dialect of development to communicate stories of adore, misfortune, and triumph. Through choreography, they weave stories that rise above words, permitting understudies to investigate the profundities of their feelings. The light of imagination sparkles brightly as artists decipher and pervade each step with individual meaning, making an ensemble of bodies in movement.

Be that as it may, the shadow looms when the educator stands up to the confinements of their understudies. Not every artist handles the complexities of strategy at the same pace, and the moving instructor must explore the challenge of cultivating development while recognizing personal contrasts. This sensitive move between pushing boundaries and recognizing impediments requires shrewdness and sympathy.

The light of accomplishment radiates when an understudy masters a challenging schedule or prevails in a once-daunting move. The Dancing Educator revels in the success of their understudies, pleased witnesses to the blooming of potential. In those minutes, the association between instructor and understudy is profound—a shared celebration of challenging work, devotion, and the transformative control of move.

However, the shadow of competition and comparison sneaks within the wings. The dancing teacher must direct understudies absent from the trap of measuring their worth exclusively against others, emphasizing the significance of individual development and creative expression. In a world that regularly lauds flawlessness, the educator becomes a source of consolation, reminding their artists that the travel is as noteworthy as the goal.

The moving educator epitomizes the catch-22 of light and shadow within the highlight and behind the scenes. Their part is not, as it were, to give specialized abilities but, moreover, to develop versatility, inventiveness, and an adoration for the craftsmanship shape. Through instructing, they explore the complexities of motivation and challenge, forming artists and people who carry the light of self-expression into each step of their lives.

## BRAIN DRAIN: A WAKE-UP CALL TO THE DEPARTMENT OF EDUCATION



**Joy Anne V. Sonsona**  
English and Filipino Teacher  
NeXTgen Agape Academy Inc.  
Abugon, Sibonga, Cebu, 6020

The Philippines is a country that produces high-skilled teachers. These teachers study diligently and apply what they have learned in the teaching and learning process. They focused on the four walls of the classroom and developed the child holistically -from academics to God-fearing. However, our country is experiencing different social issues that are affecting our education. These include poverty, unemployment, underemployment, inequality, drug war, harassment, child labor, and child abuse. These issues have a great impact on our learners and our teachers, as well. In the Department of Education, they experience a social issue that they consider a big problem: the shortage of teaching staff. This problem is what we call brain drain. What do you mean by brain drain?

Brain drain is a significant challenge to many countries, especially those that rely on skilled workers and professionals to drive their economies. It usually happens when skilled individuals and professionals leave their home countries and go elsewhere to take advantage of better opportunities. It can also lead to a shortage of professionals in various fields, including healthcare and education. The loss of these professionals can significantly impact the country's development and growth. This migration results in a significant loss to the countries where they are born and educated.

Brain drain is a serious problem. It causes developing countries to lose the ability to progress. Moreover, that is what we are experiencing right now. If only the Department of Education gave importance to our professional teachers, they would not seek better opportunities in another country for greener pastures, but instead, they would willingly use their skills to enhance our future generation. If only they could give our professionals the best salaries with good benefits without giving them a hard time being employed, our learners would not suffer. If only they treasured our teachers who teach all other professions and never gave them overload and too much paperwork, brain drain would never happen. This is a wake-up call for everybody. What will happen to the best teachers we mold here if they find a place where they feel they are more valued than in our nation? What will happen to the next generation without teachers? What are the questions for you to ponder? So, let us stand in unity and treasure our beloved teachers.



## SCHOOL MANAGEMENT ON HANDLING CHALLENGES



**Jennifer Bungque-Illagan, EdD**  
Principal III  
Dau Homesite Elementary School  
Guava St. Dau Homesite, Dau, Mabalacat City,  
Pampanga

Being at the helm of an institution in this era presents many opportunities to impact young individuals' lives positively. However, it also brings forth a myriad of challenges. Principals and school administrators bear a spectrum of responsibilities, which include adapting programs, managing financial resources and personnel, integrating technology, supervising facilities, and ensuring the safety and success of students. The intricate mix of debates, financial constraints, community expectations, strict regulations, information overload, and emergency scenarios create a landscape filled with obstacles at every corner. Nonetheless, school administrators can adeptly navigate these hurdles by honing their leadership skills.

For example, resilient leaders steer clear of fixes or point fingers when confronted with rising high school dropout rates. Instead, they lead analyses to identify root causes such as attendance policies, unengaging course offerings, or inadequate mental health support services. By gathering both data and qualitative insights through surveys and discussions with disengaged students, as well as interviews with educators and counselors, they gain a holistic view. Equipped with evidence-based assessments, administrators can then strategically address deficiencies.

Similarly, leaders faced with budget reductions due to declining enrollment or reduced state funding should approach the situation in a measured, analytical, and collaborative manner. As a teacher layoff approach, it is crucial to communicate and seek input from teachers and parents to avoid making decisions. We can gain support from those involved by considering the impact of cost-saving measures and revenue-generating ideas.

School leadership is filled with numerous difficulties, but project management, data analysis, empathetic listening, consensus building, and communication skills can help turn obstacles into opportunities. Responsibly leading prevents impulsive actions. Key to this is fully understanding the context before planning the next course of action, reinventing the curriculum to make it more engaging for students, smoothing student population mergers after closures, or even managing media-covered fallouts from scandalous issues.

Openly, if cautiously, embracing these challenges allows principals to encourage teacher morale, better community relationships, and sustainable increases in their students' achievements over time. Nevertheless, today, running an educational institution within a complex landscape is not easy; instead, it requires the proactive development of leadership competencies that turn stumbling blocks into growth.

## BALANCING CONVENIENCE AND SUSTAINABILITY: BUILDING A SUSTAINABLE FUTURE THROUGH CULTIVATING SUSTAINABLE MINDSETS



**Gervy R. Valeroso**  
Teacher II  
Bartolome Sangalang National High School  
Barawid Street, St. John District, Guimba, Nueva Ecija

In the present day and age where the only thing that is constant is change, a multitude of advancements across various fields has made mankind's life much easier, particularly in the field of technology. Everything now has its digital counterpart, which even includes us, humans. Hence, another inference that can be drawn from this status quo is how the digitalization of almost everything and the ease of access that the acquisition of a variety of resources entails is now becoming an ingrained culture within our society. Looking at the bigger picture which surrounds this, recognizing that this situation is concerning at the very least is an understatement. It is a pressing issue that endangers the generations to come, which is why it has to be dealt with a sense of immediacy.

In particular, this entails the salient trend of having almost everything being easily replaceable due to the ease in access that the highly-globalized society now offers. Instead of investing our resources as a society towards sustainability for the achievement of long-term goals, the pervading popular culture where opting for short-term, band-aid replacements became the trend has made genuine development as a society difficult to achieve. This is where the realm of education enters the picture. Regarded as one of the foundational structures of the society, the type of education being ingrained in the students of today is crucial towards the achievement of our nation-building efforts in the near future. With this, it is then imperative that the education being fostered to these students is anchored on the concept of sustainable development. In its simplest sense, sustainable development involves the use of our currently available resources in a balanced and equitable manner to meet our present needs without compromising the ability of the generations to come to meet their own needs. Several key aspects has to be considered in order to achieve this, which includes sustained economic, social and environmental efforts from all of us, the members of the society, to achieve long-term viability of our resources. The status quo has to be changed, and it can be. With this, the huge role of the educational sector in realizing this feat cannot be undermined for a significant change can only be made possible if a shift in mindset can be fostered. Hence, cultivating the knowledge and skillset required to succeed in this ever-changing world should not be the only priority, but all while cultivating those, values such as restraint and austerity has to be instilled to them rather than valuing short-term convenience.

To conclude, nothing is ever inherently bad or unbeneficial, and same goes with popular culture. But the trick is, we as a collective society, has to live in harmony with it, and not live for it. What we have to aspire to achieve is to find the middle ground and balance human development and resource preservation to ensure an equally bright, or even a much brighter future ahead of us moving forward.

**THE CORE OF TEACHER-STUDENT DYNAMICS:  
EXPLORING THE INTERPLAY OF TEACHERS AND  
STUDENTS TOWARDS EDUCATIONAL GROWTH**



**Arriane Kay F. Balaoing**  
Teacher I  
Tambac Elementary School  
Tambac, Dasol, Pangasinan

Once placed in a particular environment, our natural tendency is to seek order and connection. Once orderliness and significant connections are fostered, we start to plant our roots and grow as individuals with our own unique characteristics and prowess in our areas of interest. This is an absolute truth that imperatively resonates in every societal setting, with educational lore not being an exception.

Within educational institutions, it is imperative that the entities and stakeholders that make its operation possible can foster a sense of order and significant relationships with one another as time progresses, considering how the school environment takes up a considerable amount of time, be it in the side of teachers, students, and stakeholders, as it upholds its mission to foster quality education. Amidst the intensive academic stress and rigor that persists within, these relationships make the journey meaningful for everyone. In this light, educational settings have seen how many relationships have bloomed within the realms of the institution. The commonality of these is peer-to-peer relationships, which range in a complete spectrum, including platonic, romantic, and transactional, to name a few, and which exist in varying degrees of genuineness. However, looking deeper into the intricacies of the dynamics within educational institutions, the relationship that holds the most significance as it is an essential factor in determining the overall course of the facilitation of the educational process yet is often overlooked is the teacher-student relationship. This entails the dynamics in terms of the connection between educators and students, which primarily plays a role in student engagement, knowledge retention, and overall learning within the four walls of the classroom. Strain in this relationship could lead to a significant compromise in a student's academic performance. Commonly, factors that hinder the development of amicable teacher-student relationships may stem from either the side of the teacher or the student, or multiple factors may interplay concurrently, thereby contributing to the occurrence of unpleasant outcomes that make the facilitation of the educational process difficult. Examples of this may include an indifferent attitude of the teacher toward a particular group of students, which may stem from the student's display of certain unacceptable behaviors in class, significant lag in knowledge acquisition, or poor socioeconomic or cultural background. The vice versa may also occur, in which students develop an indifferent attitude towards their teachers, which may be due to their ineffectiveness in instruction, the difficulty of the subject being taught, or personal dislike, to name a few.

With all these, efforts to genuinely foster teacher-student relationships within institutions must be proactively carried out to improve the educational landscape and overall educational outcomes. This can be achieved by employing strategies to modify the learning dynamics within the classroom environment through particular approaches that can eradicate factors that put a significant strain on it and simultaneously strengthen and capitalize on potential factors that can facilitate its effective cultivation.

**EXTENDING CLASSROOMS: IMPARTING EDUCATION  
THROUGH NEW MODALITIES**



**Gervy R. Valeroso**  
Teacher II  
Bartolome Sangalang National High School  
Barawid Street, St. John District, Guimba, Nueva Ecija

Education is more than engaging in activities within the school's environment. Since every student's preference for learning modality varies, education is extended even beyond the four corners of classrooms. With the shifts the institution made over the past few years due to the pandemic, it became an eye-opening situation for a new, diverse, and improved delivery of quality education to students. From a bounded classroom-based learning approach, the institution integrated the use of different tools and techniques to provide the best possible modality to students.

Extending the doors of opportunity outside schools is the aim of the Department of Education (DepEd) nowadays as we progressively embrace the advancements of modern technologies. Through the existing innovations that anyone can access anytime and anywhere, the issues that we faced back then regarding learning are gradually addressed, and in fact, the solutions are much better than the pre-existing ones. As we become more digitally literate individuals, it is easier for not just the students but also the teachers to interact with or communicate lessons and activities. Through the use of different media platforms, we can now acquire knowledge simply by clicking through the internet. And frankly speaking, the challenge of how to navigate these digital tools is not an issue nowadays since 21st-century students are knowledgeable enough about using various mediums.

Since a large fraction of students can comprehend technical language regarding this field, they develop skills not just in line with using technologies but also with their academics, improving their critical thinking and problem-solving skills. After the operations of schools returned to the new normal, many of their previous practices were developed or expanded. Because of these fast shifts within the institution, they were forced to use the internet as a means of service to be able to continue learning online. With this being stated, students and teachers both utilized applications such as Google Classrooms, Gmeets, GDocs, and more, which all have the feature of diversity. These adjustments have continued to be practiced even now, which is a great way to make learning interactive, even though they are all learning separately outside school premises.

Learning to gain knowledge alone is not effective if it is not applied practically in real-world settings. Because of this, teachers usually encouraged students to join academic field trips, which helps them connect the ideas they are acquiring to real-life scenarios and make them realize how crucial these things are and how they work with purpose. In addition to this, we all know that DepEd organizes yearly academic or sports activities that enables contingents compete outside schools to showcase their skills in a particular field. During this kind of meeting, they are able to enhance their potential, which absolutely opens up more big opportunities as a large number of people recognize their talents. The point is that, when education is just bounded to classroom learning scenarios, there's a large chance that students are no longer interested since this is just the standard and common way of learning. Because of this, they tend to not step outside their comfort zones, thereby stopping their potential from actually shining. By immersing them in outside school activities, it encourages them to build stronger social connections, which strengthens their core values, such as makadiyos, makatao, makakalikasan, and makabansa.





## ADAPTING EDUCATION FOR THE DIGITAL NATIVE GENERATION: UNDERSTANDING GEN Z LEARNERS

**Shirley R. Vergara**

Teacher III  
Pugo Elementary School  
Pugo, Bauang, La Union

Generation Z's arrival in classrooms and lecture halls has catalyzed a fundamental shift in teaching methods. Born into a world of rapid digitalization, these learners are innately tech-savvy, with an affinity for instantaneous access to information that technology provides. As digital natives, their learning preferences are distinctly different, demanding an educational adaptation that mirrors their digital environment.

Generation Z students are characterized by their short attention spans and a preference for visual and interactive content. They are accustomed to multi-tasking and toggling between different sources of digital media. This necessitates moving from traditional lecture-based models to more dynamic, participatory approaches. Engagement is critical for these learners, and interactive platforms incorporating multimedia elements help maintain their attention and foster a more profound understanding.

Project-based learning has gained ground to hook Gen Z's interest. It simulates real-world challenges and requires applying knowledge in collaborative settings, which aligns well with their preference for social and experiential learning. Integrating social media into educational content can also help create communities of learners who exchange ideas and learn collectively.

Gamification is another strategy that resonates with Gen Z. Educators can make learning more engaging and rewarding by introducing elements typically found in games, such as point scoring and competition. This approach makes learning fun, can enhance retention, and motivates learners to set and achieve goals.

The key to adapting education for Gen Z students is flexibility and personalization. Digital tools allow for customized learning experiences, giving students control over the pace and style of their learning. Adaptive technology responding to a learner's needs can foster a more personalized learning environment that champions self-directed study and enhances outcomes.

Educators are refining their tactics to ensure that learners are not just passively consuming information but are actively engaged and equipped with critical thinking and problem-solving skills. Through these tailored, interactive, and technologically integrated educational experiences, Generation Z will be prepared to navigate the complexities of an increasingly digital world.



## LOVE IN THE CLASSROOM: A TEACHER'S HEART ON VALENTINE'S DAY

**Judy Emily R. Armeña**

Teacher III  
Taysan Elementary School

As Valentine's Day approaches, the focus is usually on romantic love, but another kind of love deserves just as much attention—the love teachers have for their students. At the same time, chocolates and roses may be the traditional symbols of this holiday. Still, the passion and dedication teachers pour into their students daily are powerful and beautiful expressions of love.

Valentine's Day is an opportunity for students to express their appreciation for their teachers by creating handmade cards, writing heartfelt letters, or even giving small tokens of gratitude. These gestures may seem simple, but they hold immense meaning for teachers, reinforcing their sense of purpose and impact on their students' lives. On the other hand, it is also a chance for teachers to express their love and compassion for their students. Using heartfelt notes and thoughtful gestures, teachers aim to empower and comfort their students during this day.

As we honor and cherish love, in all its variations, on Valentine's Day, let us pause and acknowledge the immense love teachers share in their classrooms daily. Their boundless devotion, compassion, and tireless efforts can transform the world, one student at a time.



## LASTING IMPACT OF LACK OF HANDS-ON EXPERIENTIAL LEARNING IN ACHIEVING DIGITAL AND TECHNOLOGICAL PROFICIENCY AND LITERACY AMONG LEARNERS

**Gervy R. Valeroso**

Teacher II  
Bartolome Sangalang National High School  
Barawid Street, St. John District, Guimba, Nueva Ecija

Delving into how technological digitalization has pervasively found its way to our daily lives, it cannot be denied that this phenomena has greatly influenced the skills and competencies required to achieve success in the present time. Much more particularly, proficiency in utilizing digital tools and platforms has become indispensable for it has been primarily shaping our daily interactions, productivity, and overall societal structure. Along with proficiency, digital and technological literacy is another equally important competency which should be acquired for literacy primarily serve as the guiding compass in navigating the technological complexity encompassing today's world.

In the Philippines, the integration of Information and Communications Technology (ICT) subject into the Basic Education Curriculum (BEC) under the Technology and Livelihood Education (TLE) learning area in Junior High School underscores the recognition of the possession of digital and technological proficiency and literacy as a cornerstone of modern education. In order to cultivate the learner's prowess in ICT, hands-on experiential learning needs to be facilitated. But for effective teaching to take place, the presence and access to digital equipments and resources such as computer sets within schools is needed. But looking at the status quo that prevails in a huge fraction of educational institutions across the country, the lack or in worst cases, the absence of these technological equipments makes the educational process a challenging feat for as initially mentioned, the instruction in ICT has to be first-hand. This disparity is more evident in far-flung frontiers, where access to the internet is similarly either poor or totally absent. This disparity perpetuates an education system that is ill-equipped to prepare learners for the demands of the digital era, making it pressing concern as it outlines the issue of digital divide, which should immediately be addressed if we are aiming for a progressive society moving forward.



## TECHNOLOGY AS A WAY OF BRINGING ADEQUATE EDUCATION

**Monalie C. Ramos**

Teacher III  
San Juan Elementary School  
San Juan, Maria Aurora, Aurora

In our fast-paced world, there is no denying how much science and technology impact our way of life. Such modernization and advancements lead to new techniques, innovation, and development, which can make a big difference for every institution. As new practices arise, people are eager to utilize them for good, and one department that integrates these changes is the educational sector.

Since the school's operations in the country returned to their "new normal set-up," many of its standard practices have been shifted to a more accessible and diverse one. With the adjustments over the last few years of online learning, students and instructors brought back the knowledge they gained and utilized it in their journey today. It somehow affected our perspectives, skills, and comprehension of new technologies, continuously challenging us to engage with new tools and techniques. Students and teachers' digital literacy is crucial in today's circumstances since they are now integrating what they know about these tools into their learning activities. With this being stated, they are now using online platforms for a diverse learning experience, smart TVs and projected lessons at school, online learning materials, and computer components for their information and communication technology (ICT). These are the best practices they can use to provide interactive and adequate education to students who are basically into digital learning.

As 21st-century students rely more on and are knowledgeable about using various digital innovations, it is undeniable that a significant fraction of students are literate in using them. As they spend their time more on these things, they positively develop skills that they can use to navigate their future on a bright path. However, with them also being exposed often to these things, they develop a sense of dependency on things that are not supposed to control them. However, they become more addicted and irresponsible users of it.

However, despite these, teachers aim to use advancements positively by teaching students about ethics and limitations. As for school set-ups, televisions are bound only to be used for discussions and presentations. Computers are also limited to being used for educational purposes only, as are online learning tools like Google Classroom, Sheets, and Meet. In addition, online learning materials are also handed out, such as copies of modules, activities, and portfolios, to ensure students' track and progress even outside school premises. Teachers also instruct students to avoid using artificial intelligence (AI), as it declines the possibility of students enhancing critical thinking skills.



## BUILDING RESILIENT SCHOOLS: STRATEGIES FOR CRISIS MANAGEMENT AND EMERGENCY PREPAREDNESS

**Shirley R. Vergara**

Teacher III  
Pugo Elementary School  
Pugo, Bauang, La Union

In a world punctuated by unforeseen emergencies, ranging from natural disasters to human-induced upheavals, constructing resilient educational institutions has become an undisputed imperative. As foundational pillars within communities, schools serve as custodians of stability and as sanctuaries for the youth. Consequently, reinforcing schools to withstand potential calamities has become a critical mandate.

The groundwork for resilient schools is laid by formulating a robust crisis management framework, a living document that must undergo continuous refinement. This essential script catalogs response strategies for diverse emergency scenarios. Embedded within this plan is a well-structured communication apparatus designed to relay crucial information swiftly and succinctly to teachers, students, and guardians when crisis knocks on our doors.

At the core of building a reactive educational space is procuring staff training partnered with systematic emergency drills. Such proactive measures ensure that reactions are not sluggish but swift and prudent when faced with actual events. These simulated crisis exercises are more than just practice; they expose weaknesses in emergency plans and meld a culture of preparedness into the fabric of the academic community.

Capital investment in the physicality of school buildings also presents a significant stride towards fortification. Facilities retrofitted to resist the wrath of natural onslaughts do not merely reduce structural impairment; they act as shields for human life. Schools furnished with emergency essentials, from medical supplies to sustenance and reliable lines of communication, emerge as ready-to-support strongholds in turbulent times.

The enthusiasm for community participation further anneals the robustness of schools. Alliances with local emergency entities and professionals furnish schools with expert insights and supplementary aid. Drawing in parents and community cohorts fosters an extensive support network, fortifying the school's emergency conduct and revitalization capacities.

The concept of resilient schools does not simply arise from detailed contingencies but also emanates from an intense devotion to preserving the welfare of the educational populace. By intertwining strategic foresight, continual preparedness exercises, structural hardiness, and collective involvement, educational establishments can rise as beacons of security amidst the unpredictable storms of emergencies.



## NURTURING 21ST CENTURY SKILLS: PREPARING STUDENTS FOR THE FUTURE WORKPLACE

**Shirley R. Vergara**

Teacher III  
Pugo Elementary School  
Pugo, Bauang, La Union

In the 21st century, the workplace is undergoing a seismic shift, compelling education systems to re-evaluate and reformulate their teaching strategies to prepare students for future job roles. Nurturing critical skills is no longer a forward-thinking luxury; it has become necessary.

In this digital age, technical proficiency is just the tip of the iceberg. A growing emphasis on skills machines cannot easily replicate is often characterized as '21st-century skills.' These encompass critical thinking, creativity, collaboration, communication, information literacy, adaptability, and emotional intelligence.

Educators are now responsible for creating environments that are laboratories for innovation rather than simple information repositories. Classrooms must transform into incubators where students can engage in project-based learning, teamwork, and problem-solving activities. These scenarios mirror the modern workplace, where siloed tasks give way to projects that require diverse skill sets and cooperative effort.

Communication skills are essential, as they form the foundation for leveraging diversity, driving teamwork, and fueling innovation. Similarly, the ability to critique, synthesize, and innovate is paramount, as these skills help students navigate an ever-changing professional landscape marked by rapid technological advancements.

Emotional intelligence is another critical area. Empathy, emotional management, and understanding interpersonal nuances are prized abilities that foster cohesive teams and effective leadership.

Education must use technology to facilitate and monitor skill development. Virtual reality and AI can provide immersive learning experiences that teach through doing, thus embedding more profound knowledge and understanding.

Information literacy is also essential, equipping students to sift through data deluge, assess its reliability, and use it ethically to inform decisions and create knowledge.

Ultimately, nurturing these 21st-century skills within educational frameworks involves a delicate balance. It is not about eschewing traditional learning but integrating it with innovative pedagogical strategies to craft well-rounded, future-ready individuals capable of contributing meaningfully to ever-evolving workspaces. Today's educators have the profound task of forging the agile, adept minds that will drive the workforce of tomorrow.



## A RACE AGAINST TIME: IGNITING CHANGE THROUGH INGRAINING ECO-CONSCIOUSNESS VALUES AMONG STUDENTS

**Gervy R. Valeroso**

Teacher II  
Bartolome Sangalang National High School  
Barawid Street, St. John District, Guimba, Nueva Ecija

With every pulsate of our being, the planet which cradles us since we sprang into existence is slowly deteriorating beneath our feet. Heat indexes across the globe are exponentially rising due to the drastic levels of greenhouse gases in our atmosphere that is beyond the threshold which our ozone layer can tolerate. Our oceans are becoming more and more clad with waste. The degree of natural disaster occurrences are becoming more and more extreme and unpredictable. The clock is ticking, and we only have little time before everything comes into a point of irreversibility.

This is where the importance of raising awareness enters the picture. A stimulus has to be first initiated for action to take place, and that is where we can start. But it is indeed, for a fact, that the world and the damage that it has suffered, cannot be changed overnight. What is needed is sustenance, and strong, collective efforts from everyone in order to spark hope and make a change. Educating people, particularly those younger generations within educational institutions is a great point to start. This is because since they are the ones who will eventually take on the society's nation-building efforts in a few years, it is imperative to ingrain values within them this early on. Strongly integrating environmental education is a pivotal starting point in creating a ripple that can ignite further call to action in our endeavor towards fostering change. Teaching students about practicing mindfulness in terms of how our surroundings should be valued, and how to utilize resources and various forms of energy in our everyday lives can be integrated within the educational process in order to produce individuals who possesses eco-consciousness. By simply teaching them about austerity measures such as switching off appliances when not in use, not throwing away their trash just anywhere but rather in the designated waste bin and separating them accordingly, and using water judiciously, these little things, if are to be collectively put into practice every single day, can make a significant difference towards the change we are advocating for.



## NURTURING EFFECTIVE LEARNING THROUGH THE DEPED'S COMPUTERIZATION PROGRAM

**Princes V. Villamer**

Teacher III  
Famy Elementary School  
Brgy. Asana, Famy, Laguna

One of the current educational programs of the Department of Education is the "DepEd Computerization Program" started way back 2011. This program aims to have public elementary and secondary schools nationwide use Information Communication Technologies (ICT) in teaching, learning and school management. Through this program, pupils' experiences virtualization inside a classroom. A more of lively interactions and collaboration can be easily imposed throughout the development of the lesson.

In utilizing this modernized equipment students respond essentially. Thus, it is often the advantage of teachers to use many different formats and modes to teach the subject matter of a lesson. In recent times, the computer has dominated the scene in education, and now, educational sectors are at the point where these remarkable machines can do just about anything that all things were not previously able to do. Thus, teachers who do not have to go through the "learning curve" of old-fashioned and out-of-date technology, have a real advantage.





## PROBLEM-SOLVING ABILITIES IN MATHEMATICS AND READING COMPREHENSION

**Ma. Nanette C. Belandres, Ph.D (CAR)**

Assistant Professor IV  
Jose Rizal Memorial State University,  
Katipunan Campus  
Katipunan, Zamboanga del Norte

Word problem-solving in mathematics is crucial for learning and thinking, but students often struggle daily. This action research used a pretest/post-test method to determine improved problem-solving performance and reading comprehension after a remediation program. A multiple-choice questionnaire assessed pretest and post-test performance, and percentages were used to measure qualitative descriptions. The study found that students' problem-solving performance significantly improved post-tests, along with their enriched reading skills.

Students must speak the language of mathematics to be successful in learning mathematics. Understanding the words included in problems is particularly difficult, as not understanding certain words can lead to the misapplication of appropriate mathematical operations. Research has shown that the development of mathematical vocabulary and comprehension affects students' abilities in mathematics, with a need for an understanding of mathematical terms affecting problem-solving capabilities.

There is a direct link between problem-solving and reading comprehension success. Students feel that understanding mathematical terms is significant and increases their achievements. Vocabulary instruction directly impacts students' understanding of mathematical concepts and makes problem-solving easier.

## INTERNATIONAL JOURNAL

### TWO OPTION ON HOW YOU CAN PUBLISH YOUR JOURNAL:

- Online (Monthly)
- Printed (Quarterly)

### WHAT TO PUBLISH?

- Research Paper
- Survey Paper
- Informative Article
- Case Studies
- Review Paper
- Comparative Studies
- Dissertation Chapters Research Proposal or Synopsis
- M. Tech / M.E / PhD Thesis
- Photo Essay

### INCLUSION

- 1 Copy of Research Journal (For Printed)
- Certificate of Publication with ISSN

For sample article and article styling, please visit [ijams-bbp.net](http://ijams-bbp.net)



## INTERNATIONAL GUILD OF EDUCATORS AUTHORS AND RESEARCHERS (IGEAR)

### CALL FOR MEMBERSHIP!

SEC Registration No. 2023100122132-00

JOIN US! REGISTER NOW

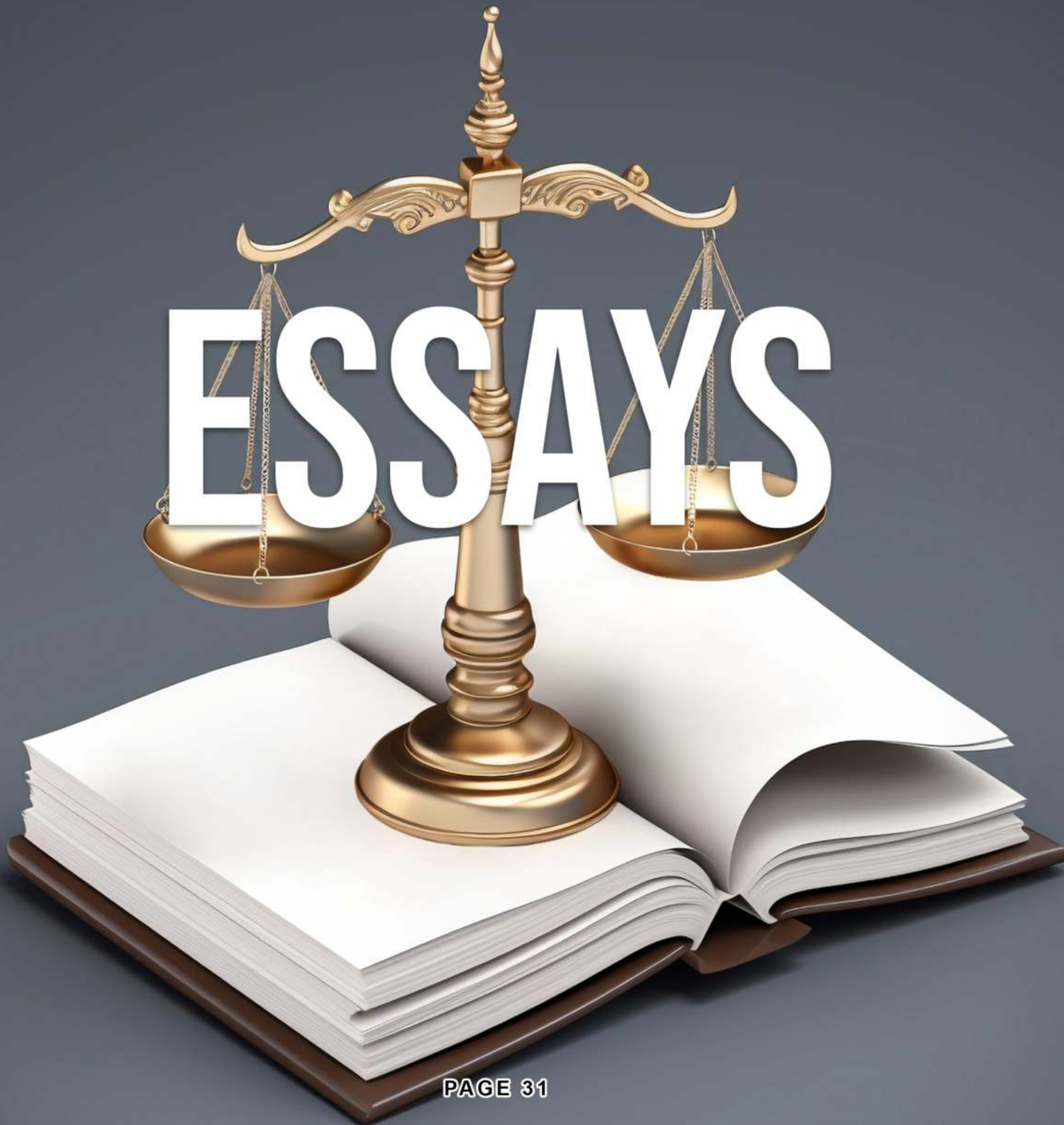
- Individual International Membership (Annual/Lifetime)
- Institutional Membership (5 years/Lifetime)

### PERKS:

- Free Professional Webinar / Training for Members
- Discounted Rate for MASTERCLASS
- Discounts during Local and International Conferences/Capacity building
- Opportunity to become Local/International Research Speakers
- Become part of the Research Experts/Consultant
- Discounts in Book Publication
- Discounts in International Research Journal Publication
- Discount in International Magazine Publication
- and More..

SCAN THE QR CODE BELOW:





## ENHANCING QUALITY ASSURANCE IN SECONDARY EDUCATION: A COMPREHENSIVE EVALUATION



**Lorenzo N. Inofre**  
Teacher III

General Mariano Alvarez Technical High School  
#688 Congressional Road, Poblacion 1, General Mariano Alvarez, Cavite

In pursuit of enhancing educational standards, a meticulous study was undertaken to assess the effectiveness of the training program monitoring and evaluation system, alongside teachers' performance, within the General Mariano Alvarez District. This endeavor aimed to bolster the existing Quality Assurance, Technical Assistance, Monitoring, and Evaluation processes for secondary school educators.

Key inquiries delved into the outcomes of the QATAME Evaluation Tools for teachers, encompassing Session Evaluation and Program Evaluation. Additionally, the study scrutinized teachers' performance levels based on their Individual Performance Commitment and Review for the academic year 2019-2020. Specifically, the evaluation centered around crucial areas such as Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Plus Factor. Furthermore, it explored the correlation between QATAME Evaluation results and Teachers' Performance, while also addressing the challenges encountered and proposing a sustainable quality assurance model.

Conducted across two secondary institutions within the General Mariano Alvarez District—General Mariano Alvarez Technical High School and San Jose Community High School—the study targeted the Secondary School Teachers.

Employing a probability sampling approach, the research utilized the In-Service Training Program Monitoring and Evaluation System for Teachers, along with the Individual Performance Commitment and Review Form as primary instruments.

The sample size comprised 50 percent of the teacher population from each school, totaling 263 respondents—188 from General Mariano Alvarez Technical High School and 75 from San Jose Community High School. Notably, the evaluation assessed the In-Service Training Programs conducted in May and December 2019, focusing on session evaluations and program assessments.

The study discerned disparities in the outcomes of the May and October 2019 in-service training program evaluations, correlating them with teachers' performance levels and identifying associated challenges. Utilizing the survey questionnaire for Quality Assurance, Technical Assistance, Management, and Evaluation (QATAME), the research findings are poised to inform the formulation of a continuous quality assurance model.

The proposed Continuous Quality Assurance Model is envisioned to empower educators, headteachers, and school principals in fulfilling strategic commitments, ensuring quality outcomes, and meeting regulatory obligations. Anchored in the pursuit of quality management objectives, this model promises to elevate educational standards and foster a culture of excellence within the educational landscape.

## INTEGRATING FAITH AND LEARNING IN THE CLASSROOM



**Rowena C. Tebrero**  
Teacher II

Area J Elementary School  
Paris Street, Brgy. J. Lumbreras, General Mariano Alvarez, Cavite, 4117, Philippines

Faith is one of those words that is commonly used but not always understood. Some of that confusion comes from the many different ways the word faith is used in everyday conversation; One common way that people use the word faith is to refer to belief in something despite lacking any evidence for it. But is that what the Bible means by faith? The answer is a resounding no! So what does faith mean? Bible description that comes closest to is Hebrews 11:1 – "Now faith is the assurance of things hoped for, the conviction of things not seen.", belief and trust in and loyalty to GOD; belief in the doctrines of a religion; firm belief even in the absence of proof. It means that trust or confidence is the main component of faith. Life-changing and restorative education that combines knowledge of GOD with information pertinent to the learning of a valued skill or preparation for entering a vocation results in the creation of "better people, citizens, and employees." The goal of real education remains "holistic education," a word that some would find overused. When a Savior is not perceived, education pedagogy can nevertheless provide a person's holistic needs (mind, body, and soul). However, if faith is integrated into students' educational experiences, the goal is to develop men and women who have strong personalities and embody strong values like integrity, compassion, emotional strength, honesty, honor, humility, discipline, and moral firmness. The relationships that students have a greater influence on them. "Integration is as much about a who as it is about a what: affectively engaged relationships seemed to shape how students learn integration, with current mentoring relationships. To encourage integration in class, get to know the students more, arrive early before your class hour and stay after class so you can interact with the students. Checking their prayer requests and their lives. Encourage the students to connect with each other through group work, problem-solving and critical thinking. The pursuit for truth, reason, and morality, as well as a student's academic, social, and spiritual growth, all depend on faith learning integration. The integration of faith and values with teaching and learning is a deliberate and systematic process of approaching the entire educational enterprise. Faith-based education profoundly impacts students' lives, combining spiritual growth with academic excellence and character development. By incorporating core values and biblical principles, prepares students to become responsible, compassionate, and spiritually grounded individuals who can positively influence the world around them. Faith gives us direction and purpose in life, it gives us an assurance that anything we want we can have, even if it is knowledge and wisdom. It is possible as long as we have faith in GOD the Almighty.



**Arriel S. Magallanes**

Teacher III  
Parañaque National High School-Main  
Kay Talise Street, Dr. A. Santos Drive, San Dionisio,  
Parañaque City

## PROMOTING SOCIAL EMOTIONAL LEARNING: BUILDING EMOTIONAL INTELLIGENCE IN THE CLASSROOM

Social-emotional learning (SEL) is a crucial component in the modern educational landscape. It effectively intertwines with academic learning and contributes to a child's overall development. Building emotional intelligence (EI) within the classroom enables students to recognize and manage their own emotions and understand and influence the emotions of others.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) outlines five core competencies that form the basis of Social-Emotional Learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies serve as a strong foundation for cultivating emotional intelligence and creating a productive and empathetic classroom environment.

To start with self-awareness, it is vital to encourage students to identify and understand their emotions. Teachers can create opportunities for reflection through activities like journaling or discussions about feelings and reactions to certain situations. This reflection enables students to understand the "why" behind their emotions, leading to greater self-knowledge and improved self-control.

Self-management, the second SEL competency, focuses on harnessing self-awareness to regulate emotions and behaviors. This involves teaching stress-relief techniques such as deep breathing or progressive muscle relaxation, cultivating a growth mindset, and setting personal goals in the classroom. By developing these skills, students learn to cope with academic and emotional challenges positively and constructively.

The third aspect, social awareness, involves cultivating empathy and respect for others. Educators can foster this by threading cooperative learning activities into their lessons, where students work in diverse groups and are encouraged to share different perspectives. Additionally, incorporating service-learning projects can bridge classroom learning with community issues, broadening students' understanding of various social dynamics and human behavior.

Establishing and maintaining healthy and fulfilling connections with others relies on vital relationship skills. In educational settings, these skills can be nurtured by promoting teamwork, imparting effective communication and active listening skills, and addressing conflicts constructively. Engaging in role-playing, peer mediation, and collaborative projects provides excellent opportunities to apply and hone these skills within a secure learning environment.

Lastly, responsible decision-making involves making ethical, constructive personal and social behavior choices. Classroom debates, critical thinking exercises, and moral dilemma discussions are vital tools for educators to teach students how to analyze situations, consider consequences, and make thoughtful, informed decisions.

Integrating SEL into the curriculum requires a deliberate and consistent approach. Educators must model emotional intelligence and establish a classroom atmosphere of openness and trust. Technology, such as apps and online platforms, can support SEL by offering personalized learning opportunities and facilitating collaboration.

The benefits of SEL can resonate far beyond the classroom walls, equipping students with the EI essential for success in today's complex, interconnected world. When children learn to cope with their emotions and understand those of others, they build a groundwork for academic success and a lifetime of meaningful, engaged citizenship. In essence, prioritizing SEL is an investment in individual students and a more compassionate, emotionally intelligent future society.

## THE ART OF QUESTIONING: IGNITING CURIOSITY AND CRITICAL THINKING SKILLS IN STUDENTS

The art of questioning in education is a powerful catalyst for learning, sparking curiosity and critical thinking in students. Well-crafted questions facilitate a transformative shift from passive recipients to active, analytical thinkers, fostering intellectual growth and encouraging critical thinking. In the digital age, questioning gains renewed significance with technology enabling inquiry-based learning. The interplay between closed and open-ended questions affirms foundational knowledge. It cultivates essential critical thinking skills, shaping how students approach learning and instilling a lifelong love for curiosity and understanding.

A well-crafted question opens the door to exploration, leading students to quest for understanding and knowledge. More than the answers, the questions drive the intellectual journey, challenging young minds to venture beyond the superficial. The artful teacher knows that through questions, one can guide students to discover patterns, connections, and insights that would remain concealed otherwise.

Questions can be classified into two main categories: closed and open-ended. Closed questions, often involving recall of facts, have their place in affirming foundational knowledge. However, the open-ended questions—those that cannot be answered with a simple 'yes' or 'no'—truly foster critical thinking. These questions encourage students to reason, analyze, and synthesize information.

A Socratic seminar exemplifies the symbiotic relationship between questioning and learning. Through a facilitator's guidance, students engage in a dialogue driven by open-ended questions about a text or topic. As students take turns inquiring and responding, the collective understanding deepens. This method improves comprehension and empowers students with the confidence and skill to ask thoughtful questions.

In a world where information is abundant, the challenge is less about finding answers and more about asking the right questions. Integrating technology in classrooms can further bolster this skill. Educational apps and online forums can provide platforms for students to pose questions when encountering real-world problems, extending the art of questioning beyond the classroom walls.

The effect of encouraging questions in education is profound. It drives independent thinking, fosters a deeper understanding of content, and prepares students to tackle complex problems. However, how do we measure this impact? Educators may track the evolution of students' questions, observe their participation in discussions, and assess their ability to connect disparate ideas. Over time, improving these areas can indicate curiosity and critical thinking growth.

Ultimately, the art of questioning is about more than academic success. It is about inspiring young individuals to become lifelong learners with an insatiable thirst for understanding the world around them. By embedding the art of questioning into educational practice, we can equip our students with the tools necessary for a lifetime of inquiry and discovery.

In conclusion, questioning is a valuable skill that should be cultivated from the earliest stages of education. By challenging students to think critically, seek answers, and persist in their intellectual pursuits, educators are not just teaching a subject. However, they impart a crucial learning approach that will benefit students throughout their lives.



**Arniel S. Magallanes**  
Teacher III  
Parañaque National High School-Main  
Kay Talise Street, Dr. A. Santos Drive, San Dionisio,  
Parañaque City

## THE POWER OF MENTORSHIP: INSPIRING AND GUIDING THE NEXT GENERATION

Mentorship is an age-old concept where wisdom and skills are transferred from one individual to another. As society advances, the essence of mentoring becomes ever more critical, especially for nurturing the burgeoning talents of the next generation. It is about passing the torch—a guiding light that illuminates the path and warms the bearer.

A mentor acts as a compass—a living atlas containing maps of avoiding pitfalls and trails to tread. For the protege, the experience is akin to a seed nestled in fertile soil, surrounded by nurturing conditions. This relationship is less about instructing on the minutiae and more about inspiring a sense of curiosity, resilience, and the pursuit of excellence.

The advantages of mentorship are manifold. Mentees gain insights into professional fields, develop vital networking skills, and build confidence in their capabilities. Only some classrooms can offer personalized direction and encouragement through one-to-one mentoring. This guidance is crucial, particularly during the formative years of a young person's career journey when the road ahead can seem daunting.

Mentors, likewise, benefit from this partnership. Mentoring fosters leadership skills, promotes reflection on one's practices, and can reinvigorate the mentor's passion for their field. Moreover, working with the fresh perspectives of younger generations can lead to innovative ideas and approaches.

In today's fast-paced world, mentors' roles are ever-evolving. Technology has expanded the reach of mentorship, eliminating geographical barriers and allowing connections across continents. Digital platforms have opened up avenues for micro-mentoring, where professionals can offer guidance on specific issues or projects. This democratization of knowledge and expertise makes mentorship more accessible and inclusive.

Successful mentorship programs are invaluable in educational institutions and the workplace. By fostering open channels for exchanging knowledge, schools and companies can create vibrant ecosystems where experienced professionals help shape forward-thinking, skilled young minds ready to take on future challenges. Such investment in human capital is indeed an investment in our collective future.

As the next generation steps forward, there is a need for guides who have traveled the road before to assure them that while the journey may be laborious, the rewards at its end are often bountiful. The enduring legacy of mentorship is not just in the knowledge imparted but also in the lives altered—the trajectories forever changed for the better.

In conclusion, the power of mentorship is undeniable. It is a bridge connecting the wisdom of experience with the eagerness and innovation of youth. Such a bridge must be continually nurtured and expanded if society hopes to flourish. Mentors are not just sculptors of individual futures; they are the architects of society's destiny, inspiring and guiding the next generation toward a horizon of unbounded potential.

## THE POWER OF PARENT-TEACHER PARTNERSHIPS: ENHANCING STUDENT ACHIEVEMENT THROUGH COLLABORATION

The synergy between home and school environments is an undeniable force in education. Student achievement is not solely dependent on the efforts within classroom walls or at the dining room table with homework—it thrives on the collaborative energies of parent-teacher partnerships. Bridging these two worlds can transform a child's educational experience, offering a supportive network that extends learning beyond individual efforts.

Collaboration between parents and teachers originates from a shared objective: the well-being and academic success of the child. When parents and educators align their goals, the child receives a consistent message about the value and expectations around their education. This united front reinforces academic endeavors and presents a cooperative problem-solving and communication model.

Educators provide professional insights, including assessments of a student's strengths, areas for growth, and social dynamics. When combined with a parent's intimate knowledge of the child's personality and learning style, tailored strategies can be crafted to support the child's unique educational journey.

Effective communication is critical in this partnership. Regular sharing of observations and progress facilitates a fluid exchange of information. Informed parents can reinforce learning at home, ensuring consistent messages about education's importance. Technologies like educational apps and online portals have revolutionized this exchange, offering real-time insights and seamless communication.

Parent-school partnerships yield diverse benefits. Parents' involvement correlates with positive student attitudes, increased class participation, and improved behavior. This collaboration also fosters a sense of security, reducing potential anxiety and enhancing academic performance.

Moreover, parents who engage in their children's education can foster a culture of learning that transcends formal education. Discussions about school projects at the dinner table or informal learning activities during family time can encourage curiosity and a love for discovery.

Parent-teacher collaboration also equips educators with valuable context. Insights shared by parents can inform differentiated instruction strategies, allowing teachers to modify their approach to meet individual student needs. This can be particularly beneficial in identifying and supporting students facing academic, social, or emotional challenges.

In creating a collaborative environment, it is vital to recognize and celebrate diversity. Cultural backgrounds, family structures, and communication preferences vary widely. Schools that embrace diversity and work to understand the unique contexts each family brings can build stronger, more respectful, and effective partnerships.

Implementing structures to foster these relationships is crucial. From organized parent-teacher conferences to educational workshops for parents and volunteer opportunities in the classroom, schools can provide a variety of avenues for parental involvement.

## BEYOND GRADES: RETHINKING ASSESSMENT IN THE DIGITAL AGE



**Arniel S. Magallanes**

Teacher III

Parañaque National High School-Main  
Kay Talise Street, Dr. A. Santos Drive, San Dionisio,  
Parañaque City

In the ever-evolving realm of education, the Digital Age has instigated profound shifts in disseminating and evaluating knowledge. The conventional grading system, once the cornerstone of academic assessment, is now under scrutiny as educators recognize the limitations of traditional methods in meeting the demands of contemporary learning environments and the vast potential of digital technologies.

Past assessment philosophies, like the bell curve and percentile rank, are inadequate and somewhat antiquated. They narrowly focus on memorization, standardized testing, and a competitive hierarchy, limiting creativity, collaboration, and the growth of 21st-century skills. Grades often must improve to reflect a learner's complete journey, understanding depth, and potential application in new contexts.

Rethinking assessment involves embracing diverse and nuanced methods that leverage digital tools to offer more personalized and meaningful feedback. This includes formative assessments, digital portfolios, peer reviews, and project-based evaluations designed to transcend rote learning and foster critical thinking, problem-solving, and other crucial competencies.

In contrast to traditional summative assessments, formative assessments provide real-time insights into student progress through regular check-ins and interactive platforms. Digital tools facilitate this process with analytics that empower educators to tailor instruction to individual needs, surpassing the limitations of traditional report cards.

Digital portfolios allow students to curate and showcase their learning journey, offering a comprehensive collection that reflects growth and diverse abilities. These portfolios serve as dynamic repositories that students can continually expand upon, contributing to a more holistic education profile.

Peer-reviewed assessments harness the collaborative power of the digital realm, allowing students to evaluate each other's work and providing diverse perspectives on the same content. This enhances critical analysis skills and fosters community and shared learning objectives.

Project-based evaluations transcend traditional testing by situating learning within the context of real-world challenges. These assessments become dynamic as students apply their knowledge to innovate and solve problems, facilitated by digital platforms that support various project formats.

Despite the undeniable benefits of reimagined assessment strategies, challenges abound. Ensuring equitable access to digital tools, training educators to leverage these new methods effectively, maintaining academic integrity in online evaluations, and finding balanced approaches that align with college admissions and employer expectations are all hurdles that demand attention.

However, the potential benefits of these reimagined assessment strategies are profound. They reflect the digital fluency expected of today's learners and emphasize learning as a process, not just an outcome. Rather than a singular grade, a spectrum of feedback and experiences can shape a learner's path, instilling a lifelong love for learning and preparing them for a future where adaptability and critical thinking reign supreme.

The digital transformation of education marks a pivotal moment to redefine success and competence. Beyond grades, educators and technologists are collaboratively forging paths toward assessments that are as diverse and dynamic as the learners they aim to understand and support. This paradigm shift can potentially improve students and, more importantly, better thinkers, innovators, and global citizens ready for the complexities of the modern world.

# 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!!

### TYPE OF BOOK PUBLICATION

*Sole Authorship*

*Co-Authorship*

### BOOK PUBLICATION *with ISBN*

*For Quotation, send the following information:*

- 1. Size of the book*
- 2. Number of pages*
- 3. 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)*



A wooden gavel with a brass band is positioned on the left side of an open book. The book is open to two pages of text. The word "POEMS" is written in large, bold, black capital letters across the center of the image, overlapping the book and the gavel.

# POEMS

# Kakaibang Mundo

**Roy A. Cepeda**

Teacher III  
San Gabriel Elementary School  
Borongan 3 District  
Borongan City Division  
Borongan City, Eastern Samar  
Region VIII – Eastern Visayas



Ano itong mundong, ating kinagisnan?  
Tila kakaiba, kanyang kalakaran;  
Ang tao'y alipin, ng katalinuhan,  
Malkhaing isip, di matatawaran.

Itong digital world, ating finitirhan,  
Sa isang pindot lang, lahat ay nariyan;  
Ang lakas ng bisig, di na kailangan,  
Utak ng kompyuter nagpapaligsahan.

Instant kung tawagin, ang mga solusyon,  
Sa mga problema, ng ating panahon;  
Binura salitang, "impossible" noon,  
Ngayo'y nayayari, lahat natutugon.

Opo't kay gagaling, kaybilis gumawa,  
Mga bunga nito, ay nakamamangha;  
Ang lahat ng tanong, may sagot na bigla,  
Ang hindi mo alam, search mo lang, ka-kosa.

Sa komunikasyon, wala nang malayo,  
May mundong virtual, kaharap mo mismo;  
Connected ang lahat, kahit saang dako,  
Internet ang tulay, nitong bagong mundo.

Hanapbuhay kamo, at mga negosyo?  
Online selling ngayon, itong nauuso;  
Online buying na rin, itong gagawin mo,  
Ang parcel darating, door to door pa kamo.

Wala nang 'santambak, aklat mga libro,  
Google na at YouTube, ating sinasamo;  
Wala nang mahirap, para di matuto,  
May sagot ang lahat, sa katanungan mo.

Mga gadgets ngayon, napakatalino,  
Problemang equations, na nakalilito;  
Di ka papawisan, may sagot sa app mo,  
Na hindi matarok, ng utak di-mano.

Sa ibang bansa nga, di mo matatanto,  
Kung sino ang robot, at tunay na tao;  
Nakapagtataakang, mga naimbento,  
Na di mo mawari, kung naging paano.

Sa agrikultura, wala nang araro,  
Maging ang kalabaw, sa Tiktok natuto;  
Ang sanggol sa bahay, cellphone na ang yayo,  
Cocomelon itong, kaharap, katuto.

Maging ehersisyo, artipisyal na rin,  
Makina'y fatakbo, sasakay ka lang din;  
Kakaibang ganda, na gusto ay kamtin,  
Lahat natatamo, di na suliranin.

Vlog dito, vlog doon, podcast ng kung ano,  
Kita na at dinig, buhay ng kung sino;  
Luma nang narating, ang buwan ng tao,  
Explored ang universe, ocean floors ng mundo.

Mga pangyayaring, walang nalilihim,  
Social media itong, unang tumitikim;  
Sa Facebook naka-post, ikaw'y gugulatin,  
Ngunit fake news pala, kung pakasuriin.

Ano itong A.I., madalas banggitin?  
Nauuna pa nga, sa 'yong sasabihin;  
May prompt nakahanda; na puwede mong sundin,  
Icons at emojis, maka-agaw pansin.

Ngunit mayro'ng tanong, na gustong iklaro,  
Saan tatagpuin, ang touch na may puso;  
Kayang umunawa, nitong pagkatao,  
Mga kahinaan, nitong ating ulo.

Nawala na kasi ang konting pasensya,  
At ang pagtititis sa hirap na dala;  
Ang gusto ay agad lutas ang problema;  
Walang sakripisyo't pagkandaugaga.

Bukal ng pag-ibig, saan bumabalong,  
Sa mundo na ngayo'y, aking nasalubong;  
Mainit na bati, ngiting bumubulong,  
May pag-asang dala, sa luhaang dunong.

Ibig kong sabihin, itong kamunduhan,  
Kung walang pag-ibig anong kahantungan?  
Rurok ma'y maaabot di kakikitaan,  
Totoong tagumpay, ng kahinahunan.



## Kakayanin Kayang Bitawan Ka?

**Abegaile P. Pajanel**

Teacher III/Filipino Coordinator  
Towerville High School  
Ph.4a Towerville Minuyan Proper, City Of San Jose Del Monte  
Bulacan

Sabi nga sa isang kanta;  
"If happy ever after did exist,  
I would still be holding you like this."

Hawak pa sana kita kung hindi ka lang bumitaw,  
Hawak pa sana kita kung "di mo lang piniling umayaw,  
Hawak pa sana kita kahit ilang beses mo na'kong sinaktan,  
Hawak pa sana kita ngunit mas pinili mo kong iwan.

Anong oras na?  
Oras na ba para bitawan na kita?  
Oras na ba para hayaan ka  
O patuloy kong kukumbinsihin ang sarili ko na interesado ka pa?  
Parang Gusto kong huminto,  
Tila may bagay na pumipigil sa akin para tahakin ang daan na sayo ay patungo.

Pero kakayanin ko kaya?  
Kakayanin ko kayang bitawan yung taong matagal kong pinaglaban,  
Yung taong pinili kong sugalan,  
Yung taong ayokong pakawalan,  
Yung taong parang kahit kailan hindi ako nagawang pahalagahan.  
Kakayanin ko bang tuluyan na siyang bitawan?

Habang nakikita kong ayos ka lang kahit wala ako,  
Habang tanaw kitang masaya kahit wala ako sa tabi mo,  
Unfi-unfi kong napagtanto na hindi na kailangan ng ako,  
Para lumitaw ang ngiti sa mga labi mo,  
Hindi na kailangan ng ako dahil kakayanin mo.

Kakayanin mo...  
Kakayanin mo kong mawala,  
Kakayanin mo kong bitawan,  
Kakayanin mo kong pakawalan...

Sa oras na'to,  
Kakayanin ko na ring masaktan, kasi ayos ka lang...  
Kakayanin ko na ring punasan ang mga mata kong luhaan,  
Kumbinsido na'kong kaya mo,  
Susubukan ko na rin baka sakaling kayanin ko...



## Ang Dignidad Ng Tao

**Cristina A. Domingo**

Teacher III  
Tayug National High School  
Brgy. A Tayug, Pangasinan

Paanong nagiging pantay-pantay ang lahat ng tao kung tayo ay magkakaiba ng itura, edad, kasarian, talento, kakayahan, at estado sa buhay? Ano nga ba ang batayan sa pagsasabi ng pahayag na ito? Bagamat ang tao ay maraming hindi pagkakatulad sa kaniyang kapuwa, hindi ito nangangahulugan na nakaangat siya sa hull. Halimbawa, magaling sa Math at Science ang iyong kaibigan. Sa kaniya ka humihingi ng paliwanag kung may hindi ka naiintindihan sa inyong klase. Maganda rin ang boses ng kaibigan mong ito at mahusay pa na emcee o Guro ng Palatuntunan. Kaya, siya lagi ang kinukuha na emcee ng mga guro sa tuwing may palatuntunan kayo sa Baitang 7. Ngunit kahit matalino, talentado at magaling siya sa maraming bagay, hindi ito nangangahulugang angat siya sa iyo at sa iba pa ninyong mga kamag-aral. Bakit? Ito ay dahil may pagkakaiba man ang bawat tao, hindi nito iniiaalis ang pagkakapantay-pantay ng lahat. Paano nangyari ito? Saan nagmumula ang pagkakapantay-pantay ng tao? Ito ay mula sa kaniyang dignidad bilang tao at ang mga karapatan na dumadaloy mula rito. Ano ang dignidad ng tao? Ang dignidad ay salitang Latin na dignitas, mula sa dignus, na ang ibig sabihin ay "karapat-dapat". Ibig sabihin, dahil sa taglay niyang dignidad, karapat-dapat ang tao sa pagpapahalaga at paggalang ng kaniyang sarili at kapuwa. Hindi ito nagmula sa lipunan o pananaw ng tao dahil likas na taglay ito ng tao. Hindi ito nakabatay sa kaniyang kalagayan o estado, yaman, karangyaan sa buhay, taas ng inabot sa pag-aaral, relihiyon o lahing pinagmulan o posisyon sa organisasyon o pamahalaan.



## Wika Ko'y Aking Gabay At Yaman

**Celeste F. Celestial**

Public Teacher  
Rosario Complex Elementary School  
Dolorosa St. Rosario Complex, San Pedro Laguna

Walang katapusang problema at kaguluhan,  
Tila ba wala ng pagkakaintindian at pagkakasunduan,  
Sa hindi mabatid na kadahilanan, nagdedebate sa ibat-ibang ideolohiya ng relihiyon, pulitika at iba pa.  
Ang bawat isip natin ay tila ba wala ng katahimikan, ang damdamin ay watak-watak at masalimuot ang kapaligiran.  
Totoo nga yatang bilanggo na tayo ng mga kaisipan at damdamin nating walang kapayapaan.

Ikaw na mismong Pilipino,  
Ano bang wika ang ginagamit mo?  
Tila napapamahal na tayo sa kultura ng kalapit bansang kagaya nating Asiano.  
Hindi masamang humanga sa mga Koreano  
Ngunit sana'y huwag matabunan ang pagpapahalaga at pagtangkilik na tayo pa din ay Pilipino..

Kung tayo'y nagtatanghal at nagmamahal  
Hindi ba't mas magandang nagkakaintindihan ng hindi nagpapagal?  
Sariling wika ang binibigkas upang maipabatid ang saloobin ng may dangal.  
Tunay na yaman ang wikang sinasalita na sinasambit sa lupain nating mahal  
Ito ay isang importanteng pagkakakilanlan kung saan tayo ay nakasandal.

Ang pagmamahal sa sariling wika ay katumbas ng pagpapahalaga kung saan ka nagmula  
Pilipino tayo, bagamat sa hiwa-hiwalay at sa higit pitong libong isla nagmula,  
Hiling ko sanay inyong mabatid na magkaugnay-ugnay ang ating diwang makabansa.  
Gamitin ang sariling wika, mahal in ang bansa at higit sa lahat laging maging handang umunawa.

Mga mamamayang makabansa, tayo na at magkaisa  
Pairalin natin sa komunidad na ang bawat wika ay biyaya at mahalaga  
Bagamat higit sa dalawang daang dialekto ang mayroon tayo  
Ipabatid natin ng taas noo, nagkakaunawaan tayo dahil mapagmahal at mapagpapahalaga ang pusong Pilipino!



## Para sa Pangarap, Gagawin ang Lahat.

**Jayson F. Robea**

Teacher III  
Pag-Asa Elementary School  
Pag-Asa, Bansud, Oriental Mindoro

Kahit may mga araw na nakalulunod,  
Titilisin na lang ang pagod,  
Sisipagan pa rin ang pagkayod—  
Hanggang sa dumating ang puntong ako naman ang susunod.

Mararanasan ko rin ang gusto kong buhay.  
Malpagagawa ko rin na nais naming bahay.  
Masusuklian ko rin ang mga sakripisyo nina nanay at tatay—  
Sapagkat sa dulo nitong paglalakbay, mararating ko rin ang tagumpay.

Sa ngayon, tuloy lang muna.  
Uusad kahit sa baku-bakong kalsada.  
Sasagwan sa gitna man ng karagatang sinasakop ng sigwa—  
Hindi magpapatalo sa mundong puno ng pagsubok at problema.

Mas matimbang sa aking puso ang kagustuhang lumaban,  
Kaysa sa mga samu't-saring dahilan.  
Hindi alintana ang sugat at mga pagkabigong naranasan—  
Dahil maaari namang muling subukan.

Kahit mahirap—  
Gagawin ko pa rin ang lahat para sa pangarap.  
Para sa Pangarap



## Living One Day at A Time

Anafé J. Achay  
Master Teacher I  
Nato Elementary School

At the present moment, I reside,  
Living life one day at a time, I abide,  
The trials and the triumphs I embrace,  
As each new day unfolds, I find my place.

The world outside may be untamed,  
But within my heart, I have found a flame,  
That guides me through each passing day,  
It helps me find my way.

I take it one step at a time,  
One breath, one thought, one rhyme,  
Living life in the present tense,  
With no regrets and no sense of pretense.

The past may hold its regrets and pain,  
But today is a new beginning again,  
I will take it one day at a time,  
And let my heart be my guide.

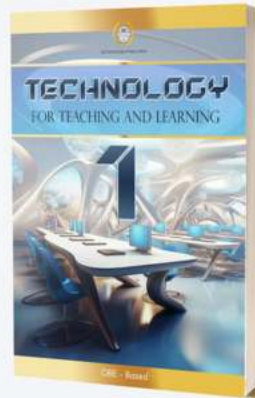
So let us live and love and laugh,  
And cherish each moment as it comes,  
For life is precious and fleeting fast,  
And we must make the most of every moment, at last.

# GRAB YOUR COPY NOW!



SCAN ME!

@ Beyond Books Publication



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

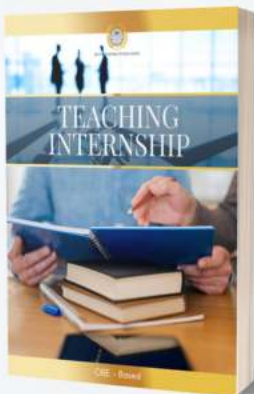
Websites: <https://www.bbpublication.net/>  
<https://www.ijams-bbp.net/o>

# 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!



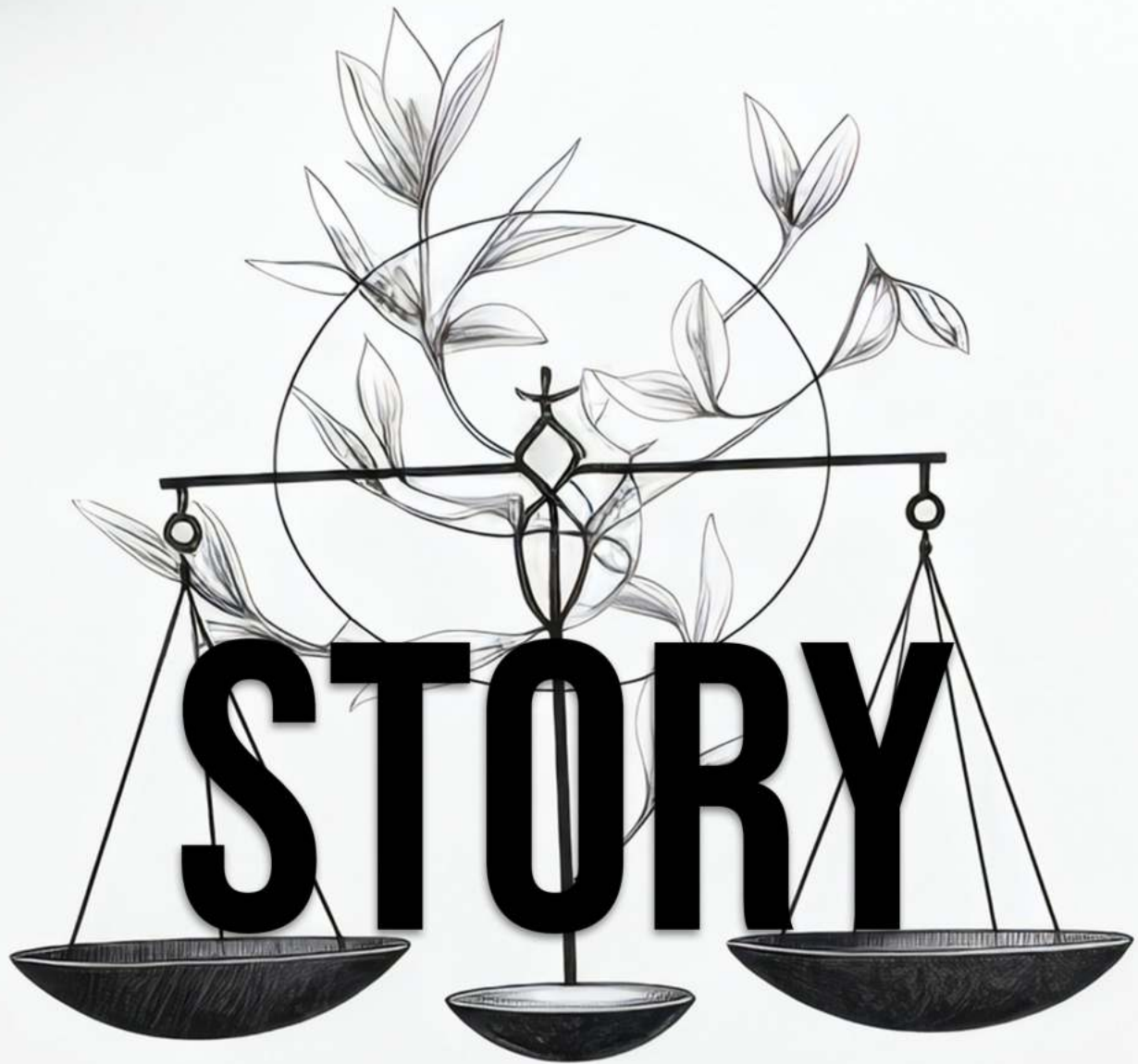
SCAN ME!

@ 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>



# SI LINA, ANG BATANG MATIYAGA



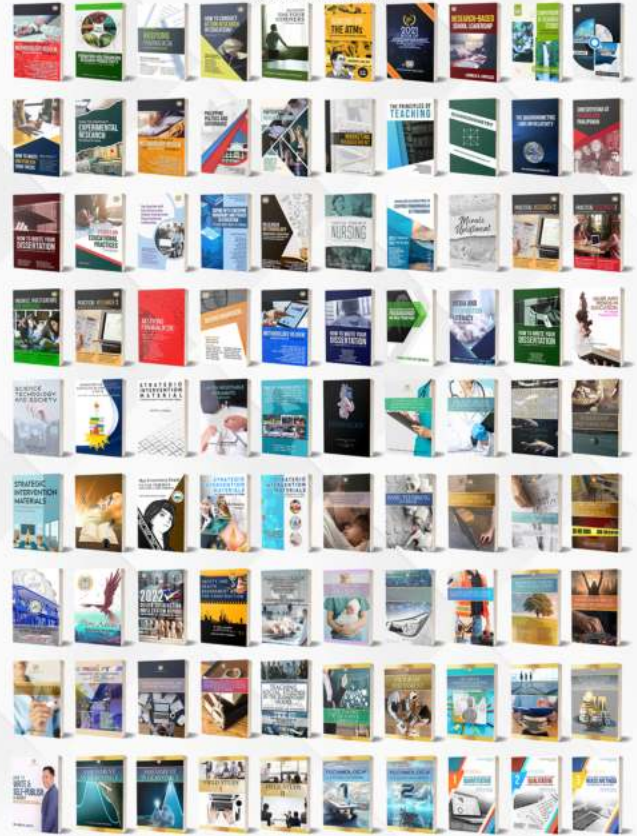
**Maricar T. Sagayap**  
Teacher II  
Isaub Elementary School  
Isaub, Aborlan, Palawan

Sa isang malayong lugar ay nakatira ang pamilya ni Lina . Sa mura niyang edad ay namulat na siya sa kahirapan ng kanilang pamilya. Kaya naman, tumutulong na siya sa kanyang mga magulang. Tumutulong siya sa mga gawaing bahay at sa pagtatanim sa bukid ng mga gulay at prutas kagaya ng saging, pakwan at mais .Meron din silang tanim na bayabas, kamatis at abokado. May mga alaga din silang mga hayop gaya ng manok, kambing at mga itik. Tuwing Sabado,tumutulong din siya sa pagtitinda ng kanilang mga produkto sa palengke sa kanilang bayan. Kahit hapon na, ay matiyaga pa din siyang nagtitinda upang maubos ang kanilang mga paninda. Matiyaga siya sa kanyang pag-aaral sapagkat pangarap niyang maging guro kaya naman nagsusumikap siya at hindi nawawalan ng pag-asa na balang araw ay magtatagumpay siya sa buhay. Malayo ang kanyang nilalakad at minsan kahit wala siyang baon ay hindi siya lumiliban sa klase sapagkat naniniwala siyang kapag araw-araw siyang pumapapasok sa paaralan ay marami siyang matutunan. Nagbebenta din siya ng nilagang saging sa kanyang mga kamag-aral upang may pambili siya ng kanyang gamit gaya ng lapis at papel. Bagamat may kahirapan sa buhay ,masayahin at positibo parin si Lina na balang araw ay matutupad ang kanyang mga pangarap



## 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 556 4886  
Facebook Page: beyondbookspublication  
Email Address: beyondbookspublication2018@gmail.com

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

A golden scale of justice is the central focus, resting on an open book. The scale has two pans, one higher than the other. A quill pen lies on the right page of the book. The background is a bright yellow gradient.

# LESSON PLAN





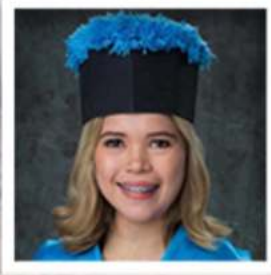


# ABSTRACTS

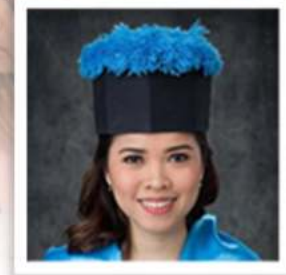
# PARENTS INVOLVEMENT IN READING AMONG GRADE ONE LEARNERS IN THE IDENTIFIED PUBLIC ELEMENTARY SCHOOL



**Nancy C. De Luna**  
Teacher III  
Tingub Elementary School



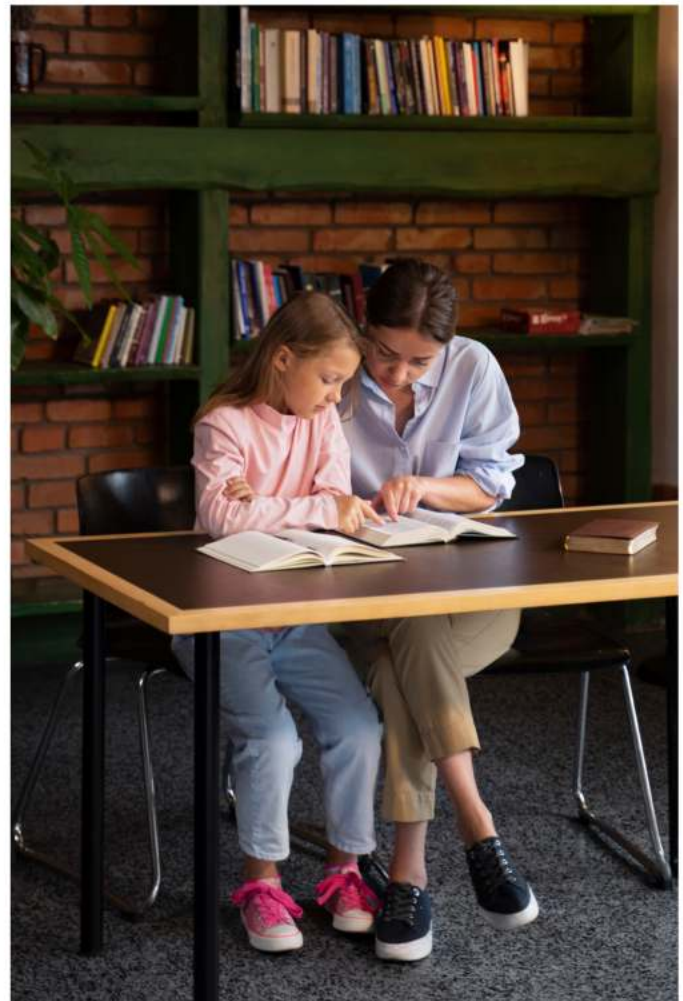
**Jennielyn B. Velayo**  
Grade 8 Science Teacher  
Wallace Junior high school



**Gladys Joy V. Tampus**  
1st Grade Elementary Teacher  
Tecoy Porter College prep

This study determined the nature of parents' involvement in reading among Grade 1 learners in the three identified public elementary schools for the school year 2020–2021. It employed the mixed method to gather data regarding the parents' involvement in reading. There were 13 teachers and 174 parents who responded to the researcher's questionnaire. The gathered quantitative data were statistically treated using the frequency, simple percentage, weighted mean, and Chi-square test of independence. Also, the qualitative data gathered from the interviews was analyzed using thematic analysis. The study revealed that issues and problems are being encountered; nonetheless, several respondents have acknowledged the essentiality of their practice of such methods and intervention strategies. It was concluded that the parents were already oriented and had facilitated the instruction following several practices on parental involvement in reading despite some minor and manageable obstacles. It is recommended that the action plans be adopted.

**Keywords:** *Early Childhood Education, parental involvement, descriptive method, Cebu Philipines*



## LEARNERS' VOCABULARY SKILL AND VERNACULAR VOCABULARY WALL AS MNEMONIC VOCABULARY BUILDING STRATEGY



**Geneveve A. Asuncion**  
Teacher-In-Charge  
Felicitas Lawa Panes Elementary school  
SDO Sarangani

This study investigates the efficacy of utilizing a Vernacular Vocabulary Wall (VWV) as a mnemonic strategy to enhance Grade 4 learners' vocabulary acquisition skills at Felicitas Lawa Panes Elementary School in the Division of Sarangani during the school year 2022-2023. The research explores the potential of integrating culturally relevant and personally significant vocabulary items into a physical or digital display, referred to as the Vernacular Vocabulary Wall, to facilitate vocabulary retention and recall among Grade 4 students.

Drawing on cognitive psychology and sociocultural theory principles, this study examines how Grade 4 learners at Felicitas Lawa Panes Elementary School engage with and benefit from the VWV compared to traditional vocabulary learning methods. The research employs a mixed-methods approach, combining quantitative measures such as pre-and post-tests assessing vocabulary retention and recall, with qualitative data gathered through interviews and observations to gain insights into learners' experiences and perceptions of the VWV.

Preliminary findings suggest that the Vernacular Vocabulary Wall is an effective mnemonic device, enhancing Grade 4 learners' vocabulary acquisition by leveraging their existing linguistic and cultural knowledge. Moreover, the VWV promotes a sense of ownership and engagement with the learning process among Felicitas Lawa Panes Elementary School students.

This research contributes to our understanding of innovative mnemonic strategies in language education and highlights the importance of incorporating learners' cultural and linguistic backgrounds into vocabulary instruction. The findings have implications for educators and curriculum developers seeking to design more inclusive and effective vocabulary teaching methods that resonate with diverse learner populations, particularly in elementary education settings such as Felicitas Lawa Panes Elementary School in Sarangani Division.



## IMPLEMENTATION OF TECHNICAL-VOCATIONAL STRAND DURING THE NEW NORMAL AT COTABATO CITY DIVISION



**Harmie D. Gullon, MAIEM**  
Teacher II  
Cotabato City National High School- Main Campus

This study focused on the assessment of the effectiveness of online instruction for the technical vocational strand learners in the Cotabato City Division. Specifically, the study determined the extent of the implementation of online instruction, human resources, leadership, and technological resources in the technical-vocational strand. In addition, the study also determined the level of strategies of online instruction in technical-vocational learners in terms of: technical process, motivation, and engagement. Finally, the research determined the level of improvement of the technical skills of the vocational learners.

The researcher utilized a self-composed questionnaire in the conduct of this research. The study was conducted in Cotabato City, specifically to Senior High schools offering the Technical-Vocational Track within its jurisdiction. There were a total of 20 respondents from 7 public high schools namely: Cotabato City National High School (CCNHS) - Main Campus, Rojas Site, and Don E. Sero Site, Datu Ayunan National High School, Notre Dame Village National High School, Canizares National High School, and Pilot Provincial Science & Technology High School (PPSTHS). Purposive sampling was utilized by the researcher in the selection of the respondents, specifically, total population sampling since the population is of manageable size. The self-made research questionnaire was also subjected to a validity and reliability test to ensure that research question are aligned with the objectives of the study. The test showed that Cronbach's Alpha Coefficient is .894 which is interpreted as "Very Reliable". To interpret the data effectively, the researcher employed descriptive statistical tools such as mean and frequency.

Based on the data gathering, results showed that online learning, human resources, leadership, and technological resources are considered to be highly implemented for the technical-vocational strand. In addition, results also showed that technical process, motivation, and engagement are also highly implemented strategies of online instruction for technical-vocational learners. Finally, technical skills of the technical-vocational learners showed high improvement through online instruction.

The study concluded that: Online instruction improved learning by repeatedly reviewing the course materials online. Consultations with teachers are readily available. Technology is used to analyze student achievement/performance with immediate feedback. Respondents are satisfied with the interaction/cooperation and collaboration among teachers and learners. Teachers employed online information to learn and to motivate learners. Able to receive constructive criticism and give one in return. Learners develop self-efficacy involving computer utilization and application for learning.

**TEACHERS' LEVEL OF IMPLEMENTATION OF NCBTS DOMAIN 1 AND 2 AND ITS RELATIONSHIP TO THE PERFORMANCE OF THE STUDENTS IN ARALING PANLIPUNAN 9 IN JUDGE FELICIANO BELMONTE SR. HIGH SCHOOL**



**Revy O. Andres**  
Master Teacher I  
Quezon City High School  
Sct. Ybardolaza St., Brgy Sacred Heart, Diliman, Quezon

The study aimed to know if teachers' value and experience are related to the performance of the Grade 9 students in their Araling Panlipunan class at Judge Feliciano Belmonte Sr. High School. It focuses on the National Competence-Based Teacher Standard (NCBTS) domains: Social Regard for Teaching and Teachers' Experiences. The participants in the action research are Grade 9 students. The second quarter grade in Araling Panlipunan will be the basis for the student's performance. Closed-ended questionnaires were used to determine if their Araling Panlipunan teacher was competent in helping their students learn. Random Sampling was used in this study. The statistical tool used in this study is the Pearson coefficient.

Results revealed that in terms of the relationship between the social regard of teaching and the performance of the student, there is a positive correlation between the two variables, which was statistically significant since the computed  $r$ -value = 0.517. If the teacher constantly reminds the students of the value of pursuing learning, it can strongly affect their performance. Thus, there is a significant relationship between social regard and student performance.

There is a positive correlation between the learning environment and student performance, which was statistically significant since the  $r$ -value = 0.656. We may conclude that a learning environment that promotes fairness and safety and is conducive to learning affects students' performance.

Thus, a teacher that has high social regard for learning and focuses on providing a social and physical environment within which all students, regardless of their differences in learning, will significantly affect their performance inside the classroom. Rest assured that this teacher affects the child's life and develops a lifelong learner for God, country, and humanity.



**IMPROVING BASIC MATHEMATICAL OPERATIONS PROFICIENCY FOR TVL STUDENTS: A FOCUS ON REAL-WORLD APPLICATION AND PROBLEM-SOLVING SKILLS**



**Rochelle V. Millondaga, PhD**  
Teacher III  
Pigcawayan National High School

Mathematical skills serve as a foundation for success in various fields, including Technical-Vocational-Livelihood (TVL) education. Enhancing TVL students' proficiency in basic mathematical operations is crucial to equip them with the necessary tools for aimed to investigate the effectiveness of interventions targeted at improving TVL students' basic mathematical operations proficiency and their long-term impacts on academic achievements among 160 TVL students from Computer Systems Servicing (CSS) NC II and Shielded Metal Arc Welding (SMAW) NC II. The interventions focused on developing the students' proficiency in basic mathematical operations through real-world applications and problem-solving scenarios. These included hands-on activities, group discussions, and the use of technology-based tools. Pre- and post-tests were administered to assess the students' baseline knowledge and measure their improvement. Additionally, surveys were conducted to gather qualitative feedback on the effectiveness of the interventions. The data analysis revealed significant improvements in the TVL students' basic mathematical operations proficiency after the interventions. The mean scores increased by 48% from the pre-test to the post-test. These results indicate that the selected interventions effectively enhance the students' understanding and application of basic mathematical operations in real-world scenarios. The positive outcomes observed in this study highlight the importance of incorporating real-world applications and problem-solving skills into the teaching of basic mathematical operations for TVL students. By providing hands-on activities and interactive learning experiences, students were able to contextualize mathematical concepts and develop a deeper understanding of their practical implications. The interventions employed in this study were designed to mirror the challenges faced by professionals in various TVL fields. By simulating these real-world situations, students were exposed to authentic problem-solving scenarios and encouraged to think critically and analytically. This approach not only heightened their mathematical proficiency but also fostered their ability to apply these skills outside the classroom. However, further research is necessary to investigate if the improvements in basic mathematical operations proficiency observed in this study translate into enhanced academic achievements in TVL subjects beyond the scope of mathematical applications. Finally, this study demonstrates the efficacy of interventions that focus on the real world application and problem-solving skills in improving TVL students' basic mathematical operations proficiency. By incorporating these strategies into the curriculum, educators can equip students with necessary mathematical competencies required for the success of their future careers. Further research is needed to explore the long-term impacts of these interventions and to identify strategies for sustaining and maximizing their benefits in TVL education.

## SELF-REGULATED LEARNING STRATEGIES AMONG ALTERNATIVE LEARNING SYSTEM STUDENTS IN LAGUNA, PHILIPPINES



**Jeramie O. Oraye, LEPT, MAED**

Teacher III  
Pakil Elementary School

This study investigates the self-regulated learning strategies employed by Alternative Learning System (ALS) students in selected municipalities within the Division of Laguna, Philippines. The research population consisted of 264 ALS learners from Cluster 5 Division of Laguna, surveyed via questionnaires during November- December 2018 at ALS centers. The study focuses on ALS students enrolled during the 2018-2019 school year from various Community Learning Centers (CLC) or schools implementing the ALS Accreditation and Equivalency (A&E) Program. Findings reveal high self-regulated learning in forethought and motivational strategies among ALS students. Based on functional literacy test results, performance improvements were observed, indicating a significant relationship between students' profiles and performance levels. However, the status of ALS students showed no significant relationship with performance. The study underscores the importance of teachers' guidance in maintaining students' motivation and recommends further training for teachers to enhance their ability to support ALS students' self-regulated learning. Additionally, it suggests future research to explore and refine self-regulated learning strategies tailored to the ALS context, aiming to improve student learning outcomes and transitions.

**Keywords:** *Self-regulated learning, Alternative Learning System (ALS), Functional literacy test (FLT), Self-attributes.*



## TEACHERS' SELF-EFFICACY AND PRINCIPAL EMOTIONAL MATURITY

**Normina M. Usop**  
Assistant to the Principal  
Ibotigen Elementary School

The study aimed to determine the level of elementary school principal emotional maturity and teachers' self-efficacy.

The study used of correlational methods of research. The study population was geographically restricted to elementary schools in Maguindanao II Division. The respondents of the study are school administrator and teachers of elementary school from Maguindanao II Division. A self-made questionnaire was used in gathering the data needed for the emotional maturity of the principal. Weighted mean and Pearson r was used to described the data derived from the questionnaire.

The level of emotional maturity of the elementary school principals in terms of dealing with teachers was rated matured with a grand mean of 3.96. Similarly, the level of emotional maturity of the elementary school principals in terms of dealing with school problems was rated matured with a grand mean of 4.14. Likewise, the level of emotional maturity of the elementary school principals in terms of dealing with school critical situation was rated highly matured with a grand mean of 4.36.

The level of teachers' self-efficacy in managing students learning development of the elementary teachers in Maguindanao II Division was rated observed with a grand mean of 4.08. Furthermore, the level of teachers' self-efficacy in managing extra-curricular activities of the elementary teachers in Maguindanao II Division was rated observed with the grand mean of 3.75.

The correlational analysis between the level of emotional maturity of the elementary school principals in terms of dealing with teachers, school problems and school critical situation and level of teachers' self-efficacy in managing students learning development and extra-curricular activities of the elementary teachers in Maguindanao II Division shows positive relationship.

Although principal in different elementary school in Maguindanao II were emotionally matured. A training workshop shall be given to them to make their skill in dealing with people excellent. Seminar workshop in developing the skill of the teachers in managing co-curricular and extra-curricular highly recommended.

### LEKTURA - PALIHAN: PAGLINANG SA ANTAS NG KAKAYAHANG PANLINGGUWISTIKA NG MGA GURONG NAGTUTURO GAMIT ANG WIKANG FILIPINO SA PANAHON NG BAGONG KADAWYAN



**Emegeline Argulla - Velarde**  
Teacher III  
Alabel National High School - Sarangani



**Racquel Oirada - Regidor**  
Master Teacher II  
Alabel National High School - Sarangani



**Elizabeth Panuncillo - Sollano**  
Master Teacher I  
Alabel National High School - Sarangani

Layunin ng pananaliksik na ito na matukoy ang demograpik profayl, mga suliranin, at antas ng kakayahang panlingguwistika ng 26 na mga guro ng nagtuturo gamit ang wikang Filipino bilang midyum ng instruksiyon sa Alabel National High School, Dibisyon ng Sarangani sa panahon ng Bagong Kadawyan, taong panuruan 2020-2021. Ginamitan ang pananaliksik ng Disenyong Kuwanitatibo at Kuwalitatibo sa pamaraang Palarawan. Ang Sarbey-Kuwestiyuner at Diyagnostikong Pagsusulit ang dalawang pangunahing instrumento na ginamit ng mga mananaliksik sa pagkolekta ng mga datos na nabigyan-interpretasyon sa tulong ng mga nararapat na estadistika. Gamit ang chi-square, natukoy sa demograpik profayl na ang bilang ng seminar na nadaluhan ng mga respondent kaugnay sa lingguwistika mula taong 2017-2020 ang nagpakita ng makabuluhang ugnayan na nangangahulugang faktor sa pagkakaroon ng depkripsiyong Hindi Gaanong Magaling ang antas ng kakayahan ng mga guro dahil sa mababang bilang ng mga seminar na kanilang nadaluhan sa tatlong magkakasunod na taong panuruan. Ang layuning mabigyang-tugon ang mga natukoy na suliranin at malinang ang antas ng kakayahang panlingguwistika ng mga guro ay natugunan sa pamamagitan ng pagsasagawa ng lektura-palihan. Malinaw na naipakita sa resulta ng mga datos na pagkatapos naisagawa ang programa ay may makabuluhang pagtaas ng mean na nagpapatunay na ang pagmugna ng lektura-palihan ay sadyang nakatulong tungo sa lubusang paglinang at pagpapataas sa antas ng kakayahan ng mga guro sa lingguwistikang Filipino. Sa kabuoan, naging epektibo, mabisa at kapaki-pakinabang ang nabuong programa at maikokonsiderang lubusang nakatutugon sa pangangailangan sa bagong normal na konteksto ng pagtuturo-pagkatuto.

**Susing Salita:** *Bagong Kadawyan, Demograpik Profayl, Diyagnostikong Pagsusulit, Kuwalitatibo, Kuwanitatibo, Lektura - Palihan, Lingguwistika, Sarbey-Kuwestiyuner*



### AVATAR READING HUB, AID TO STRUGGLING READERS

**Wilson S. Villa Jr., MAEd**  
Teacher-III  
Kapayawi Elementary School

This study focused on the effectiveness of Avatar Reading Hub to Struggling Readers in Grade III-Monstera Albo of Kapayawi Elementary School. It aimed to identify the effectiveness of the said intervention. It covered 8 learners as respondents. They were composed of 5 males and 3 females chosen through Criterion Purposive Sampling Procedure. The research investigated the level of reading skills of the learners before and after the intervention, its significant difference, and the effect size. The research employed was Descriptive Explanatory Sequential Mixed Method Research Design.

The findings indicated increase from the results of pretest to the posttest. The results of posttest based on computed mean which is 52.88 as their familiar words and 48 in inverted word, while 50.88 in oral passage was found significantly higher than the pretest results which was 16.13, 12 and 10.63 respectively. A t-value of 20.83 for familiar word, 22.94 for inverted word and 16.15 for oral passage with 0.984, 0.987 and 0.970 measures of effectiveness indicated a large effect. It is recommended that the conduct of Avatar Reading hub intervention should be implemented consistently for the learners to develop genuine love for reading, supported by digitized reading materials



**Keywords:** Reading Hub, Avatar, Digitized Reading Materials, Smart Phone/Laptop, Television Set, as pedagogical tool to deliver learning instruction, Experiences.



### ASSESSMENT ON THE READINESS OF ELEMENTARY SCHOOLS IN THREE YEARS IMPLEMENTATION OF K-12 IN COTABATO CITY DIVISION

**Alibai Talusob**  
Teacher I  
Sero Central School

The study aimed to assess the three years implementation of the K-12 in the different elementary school in Cotabato City division.

The study used descriptive survey methods of research. The study was conducted in the different elementary school in Cotabato City division. The respondents included in this study are teachers of different elementary school in Cotabato City division. Stratified sampling techniques using proportion allocation was used in determining the sample included in this study.

A self-made questionnaire was used in gathering the data needed in this study.

Data in this study was collected in the following stages. The first stage of the data collection was the preparation of all the needed instrument, this includes revision of the self-made instrument based on the recommendation of the screening committee. The descriptive statistics such as weighted average mean was used.

The level of readiness of the elementary school in Cotabato City division in implementing K-12 curriculum was found ready.

Although most of the Elementary School in Cotabato City division are ready in terms of instructional materials in implementing K-12 curriculum, there's still a need of additional instructional materials to make the elementary school in Cotabato City much ready. Seminar and Training for teachers in different Elementary School in Cotabato City division should be given so that they could be more efficient and effective in classroom management. Assessment of pupils' progress should be done regularly to monitor the effectiveness of the program. Human resources, financial and physical resources of the Elementary School in Cotabato City division should be upgraded every year to anticipate number of enrollees in the preceding years.



### JOB STRESSORS AND COPING MECHANISM: ITS EFFECT TO TEACHING CLIMATE

**Betty M. Ali**  
School Head  
Balong Primary School

This study is aimed to determine the influence of the job stressors in to teaching climate.

The study used the descriptive correlation methods of research, conducted in the different elementary schools in Datu Piang District, Division of Maguindanao I. The respondents of the study are teachers in the elementary schools in Datu Piang District, Maguindanao. Cluster sampling techniques was used in determining the sample included in the study.

A self-made questionnaire was used in gathering data needed in this study. The weighted average mean and Pearson Moment Correlation was used to analyze data in this study.

The school facilities in the different elementary schools in Datu Piang Maguindanao was described has poor condition with a grand mean of 1.97. The instructional materials in the different elementary schools in Datu Piang district are adequate with a grand mean of 2.63. The level of parents support in the different elementary school in Datu Piang District were supportive with a grand mean of 2.72. The coping mechanism of the teachers in job stressor more often like joking, laughing with colleagues, watching TV, log-in to social network, doing some exercise, get away from stressors, reduce work load, established rapport with peers, established rapport with superior with a grand mean of 3.18. The teaching climate observed in the different elementary schools in Datu Piang district were colleagues are friendly, pupils shows respect to teachers, superior are approachable, school perimeter are free from violence, teachers, parents and pupils are cooperative in school activities with an average means of 2.69.

It is recommended that School facilities shall be given priority, provision of general reference and textbook shall be given priority, parents should be given task to be more active in school activities and the school should designed program or activities that should help teachers coup up stressors.



### THE INFLUENCE OF MATHEMATICAL KNOWLEDGE IN THE PROBLEM SOLVING ACCURACY OF STUDENTS

**Irish Joy M. Cagatin**  
Teacher I  
University of Southeastern Philippines  
Apokon, Tagum City.

It was found that the students' mathematical knowledge level in Asuncion, Davao del Norte, is moderate. This means that the level of their mathematical knowledge is satisfactory. The conceptual and procedural knowledge level was made evident based on the student's responses to the given mathematical questions. The data revealed that students have higher procedural knowledge than conceptual knowledge. Students displayed satisfaction in dealing with algebraic expressions that follow procedures and patterns. However, they were too dependent on algorithms and rules and could not provide explanations or justifications for certain items that needed them to. This indicates that students are more inclined to follow patterns and procedures and cannot explain the concepts or ideas behind the algorithms. Students are prone to using procedures rather than knowing how the procedures are achieved. They focus more on calculation procedures, not the conceptual ones.





**DIFFERENTIATED INSTRUCTION AND ACADEMIC PERFORMANCE OF GRADE 9 SCIENCE LEARNERS**

**Jenelyn Maduay Panchito**  
Teacher I  
Tupaz National High School  
( DepEd\_ SDO- DAVAO de Oro)

This study aimed to determine the effectiveness of differentiated instruction, a strategy that would cater to learners' diversity towards their academic performance in mastering and engaging in the least learned competencies of Earth and Space. Participated by grade 9 students, the research employed a quantitative quasi-experimental design, specifically a pretest-posttest, with a control-grouped design. Heterogeneous students were identified in the three sections of the teacher/researcher. The experimental group was exposed to Differentiated Instruction, while the control group was taught with the conventional approach. After the sessions, the data showed a significant difference between the academic performance of the experimental and control groups. Findings showed that the mean values indicate that the scores gained by the learners from the experimental group taught in differentiated instruction were significantly higher than those obtained by the control group taught in a conventional approach. It can be concluded that students taught in differentiated instruction had a better academic performance than those taught in a conventional method. The researcher recommended using differentiated instruction strategies to enhance the achievement of the least learned competencies. It is also suggested that science teachers and school administrators adopt differentiated instruction to cater to the learners' differences. Participation in seminars and workshops was also recommended to develop differentiated instruction further to enhance the teachers' knowledge and skills.



**THE TEACHERS MORAL DUTY AND THEIR EMPOWERMENT IN MANAGING SCHOOL PROGRAM**

**Noria A. Kalipa**  
Principal I  
Datu Mapandala elementary School

The study is aimed to determine the association between the teachers involvement in participative management in creating environment for learning.

Descriptive research design was adopted and utilized for the study. The study was conducted in Talitay District, Division of Maguindanao I.

The respondents of the study are elementary teachers in Talitay district.

Simple random sampling techniques was used in determining the respondents included in this study. A survey questionnaire was used in this study. The survey questionnaire are divided into parts. Weighted Average Mean and Pearson r was used in analyzing data in this study.

The level of teachers' empowerment in managing school in terms of academic program was involved with a grand mean of 3.19. The level of teachers' empowerment in managing school in terms of extra-curricular activities was involved with a grand mean of 3.12. The level of teachers' empowerment in managing school in terms of student service was involved with a grand mean of 3.27. The level of teachers' empowerment in managing school in terms of faculty development was less involved with a grand mean of 2.31. The level of teachers' moral duty in terms of morale and contribution to school growth was rated agree with a grand mean of 3.24.

The level of teachers' empowerment in managing school in terms of academic program, extra-curricular activities, students service, faculty development show positive relationship with the level of teachers' moral duty in terms of morale and contribution to school growth.



**CONCEPT MAPPING: A STRATEGY IN IMPROVING THE SCIENCE CONCEPT RETENTION AMONG GRADE VI STUDENTS**

**Melanie U. Tenorio**  
Teacher III  
Libertad Central School

This study aimed to determine the effectiveness of concept mapping as a strategy for improving concept retention in Science subjects. The respondents were 21 Grade VI students officially enrolled at Libertad Central School for 2022-2023. A pre-test and post-test result was used in the study. Results of the Pre-test showed that before the intervention was done, only a few Grade VI pupils got a passing score. Their level of science concept retention was "Proficient." After the implementation of the intervention, the Post-test was administered, and it was found that there was a substantial increase in the Post-test result. This showed that the level of science concept retention of the Grade VI students was "Advanced." The difference between the Pre-test and Post-test results manifested that the intervention implemented positively impacted science concept retention among Grade VI students.



*Keywords: concept mapping, strategy, science concept retention*



**CASSAVA PEEL (MANIHOT ESCULENTA) AS ORGANIC FERTILIZER FOR EGGPLANT PRODUCTION**

**Reyna Ann F. Pidot**  
Teacher III  
Doña Francisca Lacsamana de Ortega  
Memorial National High School

It was conducted to determine the nutrient composition of cassava peel fertilizer, their effect on the soil physical and chemical properties and their influence in plant growth and development.

The experiment was laid out using Completely Randomized Design. The soil analyses were done in Soils Laboratory of Department of Agriculture and DMMMSU-NLUC.

Cassava peel is good sources of nutrients to support the plant needs. After application of cassava peel there were increase and decrease of the soil nutrients and the physical properties were sustained. Likewise, these significantly increase the height, number of leaves, number of shoots, number of marketable fruits, length and girth and weight of the eggplant.



*Keywords: cassava peel, marketable fruit, physical and chemical properties*



# 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**

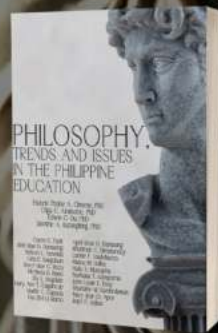
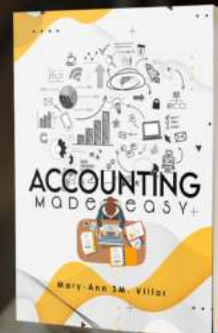
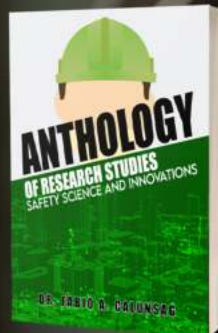
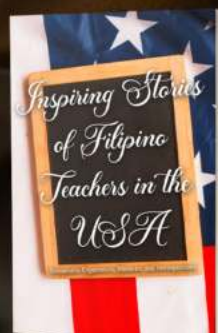
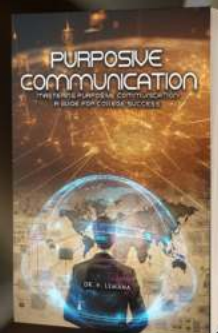
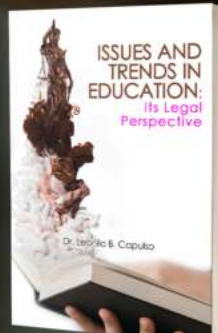
*Manuscript Content Editing (with Additional Cost )*  
*Application for Copyright (with additional Cost)*



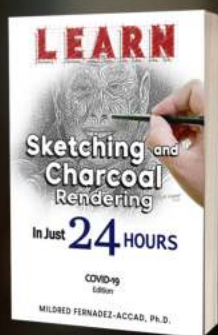
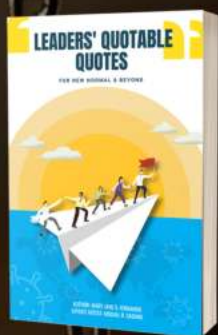
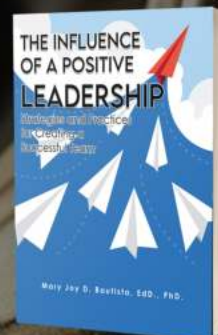
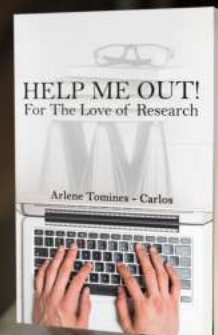
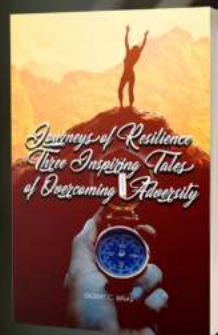
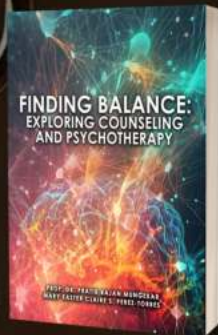
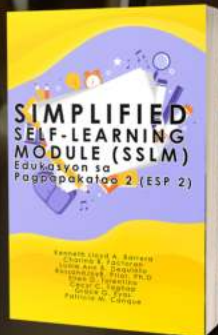
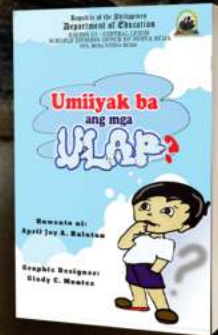




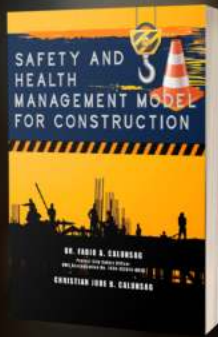
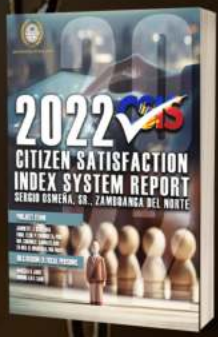
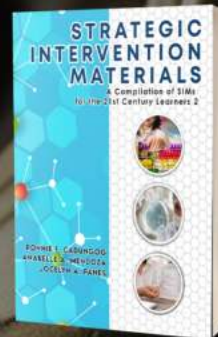
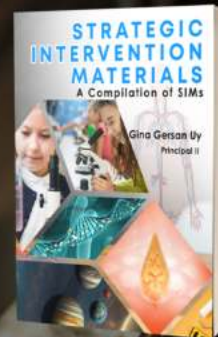
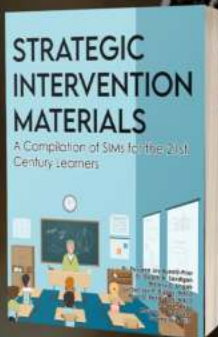
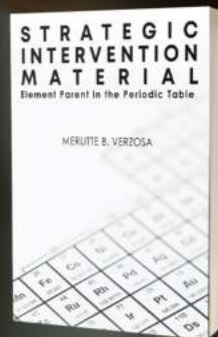
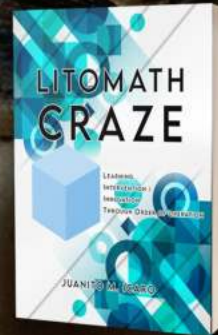
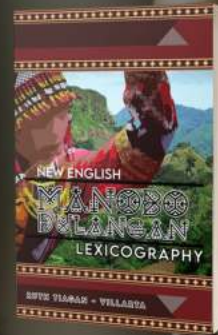
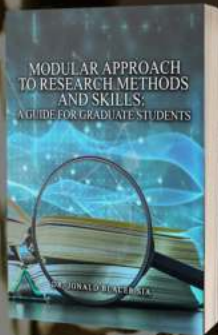
# PUBLISHED BOOKS



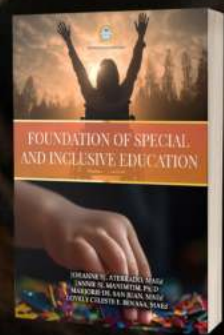
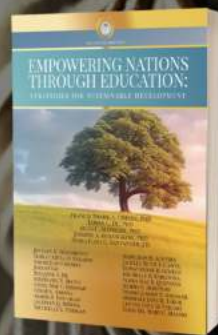
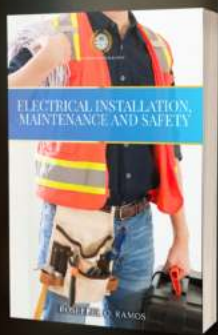
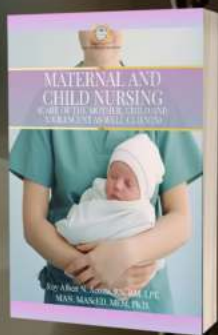
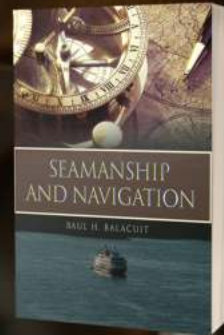
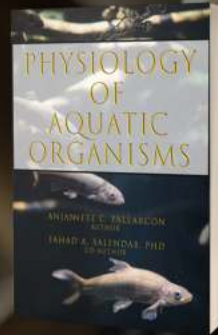
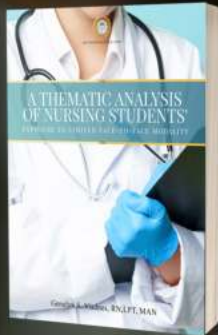
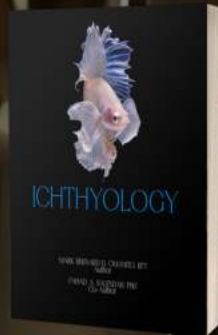
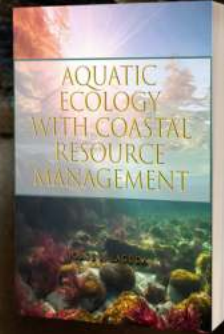
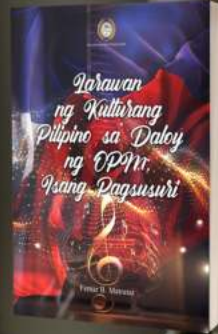
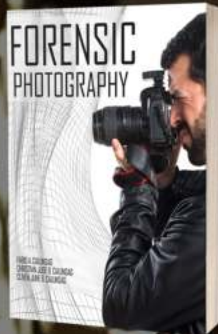
# PUBLISHED BOOKS



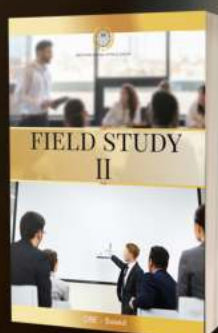
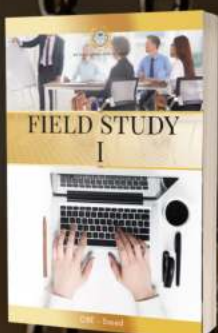
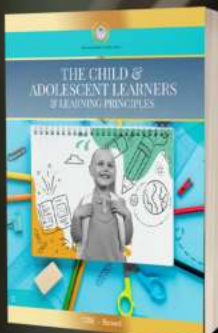
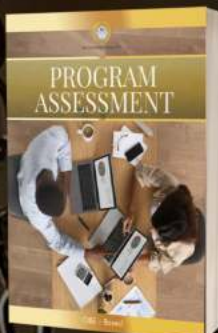
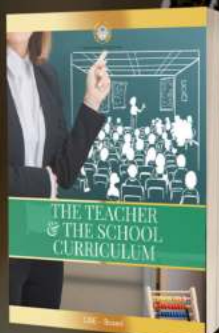
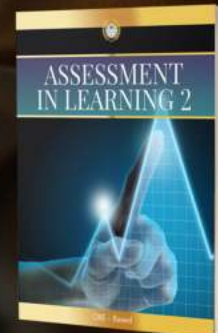
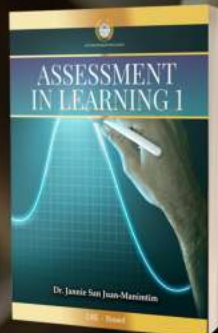
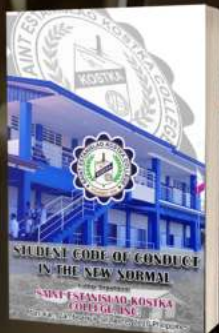
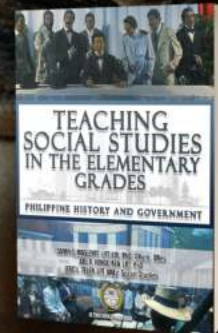
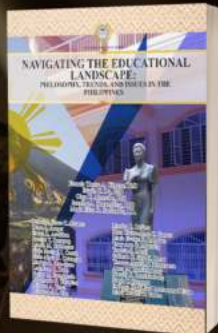
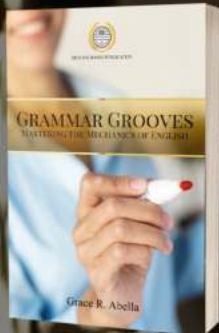
# PUBLISHED BOOKS



# PUBLISHED BOOKS



# PUBLISHED BOOKS





**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](mailto: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 our 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. TABIOLA**

*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 on 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



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

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

**RAHMA RAJAMAL, TEACHER III**  
JALIGREZ ES  
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,  
MIBTE, 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. Capulso 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

