

We are now



"The magic of publication is turning thoughts into words, words into pages, and pages into a legacy"

THIRD ISSUE 2024



What's Inside:

EDITORIAL BOARD

ARTICLES

REFLECTION

NARRATIVE

POEMS

ESSAYS

REVIEWS

RESEARCH ABSTRACT

FEATURES

OTHERS

THE PHILCAD

PHILIPPINE ACADEMICIAN

International Quarterly Magazine

VOLUME I, ISSUE NO. 3 SERIES OF 2024



Dr. Clara Vanessa C. De Castro
Editor-in-Chief



Dr. Markrinello M. Sarical
Associate Editor



Dr. Minsoware S. Bacolod
Founder

Published by:

Phil-cad Academician Publishing

Send your articles now and join our community of talented writers!



0927-77-53471



filcad2023@gmail.com



Block 20 Lot 7, Purok Rosal Brgy.
Datu Esmael-H1, Dasmariñas
City, Cavite, Philippines

PUBLISH WITH US!

Registered



ISSN

INTERNATIONAL
STANDARD
SERIAL
NUMBER
PHILIPPINES

NBDB
NATIONAL BOOK
DEVELOPMENT BOARD
PHILIPPINES





PHIL-CAD ACADEMICIAN PUBLISHING
VOLUME I, ISSUE NO. 3 SERIES OF 2024

Copyright Page

COPYRIGHT 2024

Juliet V. Abaday
Kimberly G. Andonga
Judith G. Andres
Marc Darish P. Alcazar
Dindo R. Aseron
Dr. Minsoware S. Bacolod
Dr. Divina D. Barros
Christian B. Barquilla
Juliet L. Bernabe
Roshan Marie S. Cabral
Kathrine T. Cadalso
Olive Jeanne F. Cagampang
Salve V. Cedo
Dr. Ethel Reyes-Chua
Aussie Claire Austria-Cruz
Grenalyn R. De Chavez
Rodelyn Emperado
Norie Escueta
Queenie Mae G. Estelo
Ofelia Franco
Dr. Dennis L. Janda
Ailene D. Katigbak
Sarah May A. Lico
Ninette N. Mataac
Irene B. Manabeng
Rogelyn D. Mañego
Catherine Quiñones-Mindanao
Dr. Francia Formalejo Murao
Dr. Jizelle C. Naval
Noreen Jean G. Pascua
Dr. Ruth Roldan Pinpin
Myrna E. Quilinguen
Ellaine E. Relato

Jake Mark R. Ricalde
Wilfredo T. Reyes
Dr. Jonathan P. Roque
Milarose Magracia-Salvacion
Raymond Robert L. Santos
Jerome M. Simborios
Dr. Donato G. Talenjale
Mark Anthony H. Tampol
Dr. Lenelyn Barlas-Tomas
Mark DA. Valdevieso
Rufino U. Viernes
Dr. Richard Ryan C. Villegas

NO PART OF THIS PUBLICATION MAY BE REPRODUCED, STORED IN A RETRIEVAL SYSTEM, OR TRANSMITTED, IN ANY FORM OR BY ANY MEANS, ELECTRONIC, MECHANICAL, PHOTOCOPY, RECORDING, OR OTHERWISE, WITHOUT THE PRIOR PERMISSION FROM THE AUTHOR/S AND PUBLISHER.

The PHILCAD Philippine Academician-International Quarterly Magazine

Block 20 Lot 7, Purok Rosal, Brgy. Datu Esmael-H1 Dasmariñas City, Cavite, 4114, Philippines

Contact Number: 0927-7753-471

Website: www.philcadademian.com

Email Address: filcad2023@gmail.com

Publication Date: Third Issue, July, August, September 2024

Layout & Graphic Artist: Ms. Christine Joy Pineda

Medium of Instruction: English and Filipino

ISSN: 3028-0141 (PRINT)

About the Magazine



The history of The Philippine Academician (PHILCAD) traces its roots to the year 2023 when a group of passionate academic writers, and professionals came together with a shared vision of creating a platform to promote and celebrate scholarly and creative endeavors across the Philippines. Recognizing the need for a space where professionals from diverse backgrounds could share their expertise and insights; the idea for PHILCAD was born and owned by Dr. Minsoware S. Bacolod.

The PHILCAD is a dynamic publisher at the forefront of educational discourse, established on the month of January, 2024. Dedicated to the field of education, The PHILCAD Magazine serves as a vital platform for educators, professionals, and anyone who are passionate about writing and publication of creative works.

With a commitment to excellence, The PHILCAD Magazine features thought-provoking articles, insightful analyses, and innovative practices that help shape the landscape of education in the Philippines and across the world. From discussions on pedagogical methodologies to explorations of emerging trends, each issue offers a comprehensive exploration of diverse topics relevant to education. Driven by a vision of fostering collaboration and knowledge-sharing, The PHILCAD Magazine invites contributions from educators and professional experts both locally and internationally. Whether it's sharing best practices, advocating for educational reform, or celebrating the achievements of educators, and provides a space for voices to be heard and ideas to be exchanged.

As an authoritative resource in the field, The PHILCAD continues to inspire, inform, and empower educators worldwide. Join us! on this journey of discovery and transformation in the pursuit of educational excellence.

Editorial Board

Dr. Clara Vanessa C. De Castro
Editor-in-Chief

Dr. Markrinello M. Sarical
Associate Editor

Prof. Dindo R. Aseron
Rubie Anne M. Barnedo
Dr. Zenaida D. Calumpang
Prof. Adrian Eusyle V. Gutoman
Dr. Francia Formalejo Murao
Ms. Sheela Anne C. Maraan
Prof. May Acob-Marcelo
Prof. Glen B. Millar
Mr. Bryan Jay P. Ortazo
Prof. Norvin M. Palma
Dr. Resty Samosa
Prof. Mark Anthony H. Tampol
Rizzalyn Vargas-Tamura
Mr. Amein A. Umpa
Prof. Najera R. Umpar
Prof. Kharll Lewis A. Quizon
Reviewers

Ms. Rhea Mhey N. Tungal
Executive Assistant

Mrs. Bairona Dilaus-Bacolod
Marketing & Financial Head

Ms. Christine Joy Pineda
Layout & Graphic Artists

Dr. Ricky S. De Leon
Head Consultants

Dr. Divina D. Barros
Mr. Gabriel S. Cabardo
Dr. Cherrie Lyn L. Casco
Dr. Vida D. Jimenez
Dr. Leah B. Laforteza
Dr. Jizelle C. Naval
Prof. Norvin M. Palma
Dr. Remedios A. Sanchez
Dr. Donato G. Talenjale
Dr. Lenelyn B. Tomas
Dr. Conrado Jr, F. Vidal
Dr. Seng Yaw
Consultants

Prof. Esperanza E. Gallano
Head Site Coordinators

Prof. Norie A. Escueta
Russel P. Bitchayda
Prof. Grace Perey-Basa
Dr. Armida B. Ducao
Prof. Roman P. Jacinto
Dr. Maria Alma S. Ojeda
Dr. Jonathan P. Roque
Maricor M. Salado
Ms. Janali Manasis-Sultan
Prof. Arche R. Tudtod
Prof. Roderick T. Verzosa
Site Coordinators

Rodalyn Emperado
International Site Coordinator
United Kingdom

Fe Villanueva Ibe
International Site Coordinator
D7 Ho Chi Minh City, Vietnam

Table of Contents

CONTENT

- Cover Page
- Copyright Page
- About the Magazine
- Editorial Board
- Table of Contents
- Message from the Editor-in-Chief
- Message from the Associate Editor
- About the Editor-in-Chief
- About the Associate Editor

Articles

	PAGE
Pursuing To Be Effective or Reflective <i>Dr. Ethel Reyes-Chua</i>	1
The Power of Passion and Commitment: A Reflective Journey <i>Dr. Minsoware S. Bacolod</i>	2
The Life of All Filipinos in 2040: Matatag, Maginhawa, at Panatag na Buhay: Basis of the Matatag Curriculum <i>Dindo R. Aseron</i>	3
Enhancing Education: The Transformative Impact of AI on Teaching and Learning Approach <i>Mark Anthony H. Tampol</i>	4
Beyond Test Scores: Underscoring the Importance of Formative Assessments <i>Dr. Jizelle C. Naval</i>	5
Celebrating Resilience and Determination: A Tribute to Unlikely Graduates <i>Rufino U. Viernes</i>	7
With Gratitude Undying Admiration <i>Queenie Mae G. Estelo</i>	9
Singliwanag <i>Judith G. Andres</i>	10
God is Love God is Power <i>Rodalyne Emperado</i>	11
Navigating the Matatag Curriculum: Strategies for JHS Science Teachers in the Philippines <i>Aussie Claire Austria-Cruz</i>	13
The Advantage oF Alternatives Learning System in Schools Division of Quirino: A Case Study <i>Noreen Jean G. Pascua</i>	14
The Journey of the 20-Peso Bill <i>Dr. Ruth Roldan Pinpin</i>	15

Table of Contents

Essay on Buwan ng Wika: “Filipino Wikang Mapagpalaya” <i>Dr. Francia Formalejo Murao</i>	18
The Journey of Mountain Teacher: Riding Habal-habal to Educate <i>Catherine Quiñones-Mindanao</i>	19
Matatag Curriculum: An Analysis of Salient Features <i>Milarose Magracia-Salvacion</i>	20
Pagyakap sa Teknolohiya: Pakikilahok at Motibasyon ng mga Mag-aaral sa Panahon ng Digital na Rebolusyon sa Edukasyon <i>Ailene D. Katigbak</i>	21
The Double Burden: The Overlooked Link between Healthcare Disparities and the State of Special Education (SpEd) in the Philippines <i>Ellaine E. Relato</i>	21
Hustisyang Salat <i>Jerome M. Simborios</i>	22
Aklat	23
Benepisyo ng Pagbabasa <i>Dr. Divina D. Barros</i>	23
Breaking the Chains of Selfishness <i>Dr. Jonathan P. Roque</i>	24
A Point of View: Addressing ALS in the Philippines—A Call for Urgent Action <i>Wilfredo T. Reyes</i>	25
Reflections and Memoir of a Neophyte Museum Curator <i>Dr. Richard Ryan C. Villegas</i>	26
Cultivating a Diverse and Inclusive Classroom: An Assessment <i>Milarose Magracia-Salvacion</i>	30
Shaping Responsible Citizens as Critical Role of Students <i>Christian B. Barquilla</i>	32
The High Stakes of Education in the Philippines: Balancing the Scale amidst Unrelenting Academic Pressure	33
Molding Minds and Leaders: Schools as Crucibles of Leadership <i>Salve V. Cedo</i>	34
POV: The Importance of Values Education for Grade 5 Pupils at Libis Baesa Elementary School <i>Myrna E. Quilinguen</i>	35

Table of Contents

Research Abstracts	
Principals' Leadership Styles and Teachers' Collaboration in the New Normal in the City Schools Division of Cabuyao	36
<i>Norie A. Escueta</i>	37
The Quality Assurance Practices and Organizational Competitiveness Among Selected Colleges and Universities in Calabarzon: Basis for Contextualized Quality Management System Model	38
<i>Dr. Dennis L. Janda</i>	
Factors Influencing Voting Decisions: A Comprehensive Review of the Voting Behavior of Registered Voters in the Municipality of Silang, Cavite	39
<i>Marc Darish P. Alcazar</i>	
3D App: Applying the Digital Drill and Practice Method in Teaching Grade 10 Students Towards Dexterity in 5S and 3RS	40
<i>Kimberly G. Andonga</i>	
 	41
Assessment Practices in Preschool Education	
<i>Olive Jeanne Faba Cagampang</i>	
Integration of Technology in Pre-school Assessment: An Analysis of Strengths, Weaknesses, Opportunities, and, Threats	42
<i>Ninette Mataac, Juliet Bernabe, Roshan Cabral, Irene Manabeng</i>	
 	43
Enhancing the Oral Communication Skills of Grade Eleven Information and Communication Students of Sto. Domingo Integrated High School Using Sustainable Module in Learning English (SMILE)	
<i>Ofelia Franco</i>	
 	44
The Extent of Parental Involvement on the Academic Performance of Grade Three Pupils in Rizal Elementary School	
<i>Judith G. Andres</i>	
Spectrum Teaching and Its Cognitive Imprint in Science	45
<i>Mark DA. Valdevieso</i>	
Knowledge, Attitude, and Styles in Science of Stakeholders in the Municipality of Cuyapo	46
<i>Sarah May A. Lico</i>	
The Provincial Government of Sarangani Towards God-Centered Responsible Public Governance: Evidence Based Moses Theoretical Frameworks	47
<i>Dr. Lenelyn Barlas-Tomas</i>	
Enhancing the Computer Literacy and Reducing Computer Anxiety of Middle-Aged Teachers Through Project SICLAP	48
<i>(School Intensive Computer Literacy and Advocacy Program)</i>	
<i>Dr. Donato G. Talenjale</i>	
Strategic Onboarding of HUMSS Teachers in Inclusive Classrooms of Lemery Senior High School	50
<i>Jake Mark R. Ricalde</i>	

Table of Contents

Contextualized Activity Material in Fostering Automaticity in Multiplication Facts from 1-10 of Grade 3 Pupils <i>Rogelyn D. Mañego</i>	51
Project TABLET: (Tablet Lending for Efficient Teaching Delivery) An Innovation to Digital Learning in TLE <i>Grenalyne R. De Chavez</i>	52
Project Gets Guided Activity and Experiment in Teaching Science: An Innovation to Increase Interest and Participation in Science Class <i>Julieta V. Abaday</i>	53
The Impact of MAPEH Teachers on Holistic Student Development in Junior High School of Nampicuan National High School <i>Kathrine T. Cadalso</i>	54
Evaluation of the Philippine Cultural College Basic Education Library: Basis of a Five-Year Development Program <i>Raymond Robert L. Santos</i>	55

Message



A Commitment to Excellence

Dear Readers,

Greetings and welcome to the third edition of Philcad Academician Publishing. I am delighted and excited to introduce this latest collection of works, which highlights the outstanding research and perspectives from our dynamic academic community.

We are dedicated to creating a platform that encourages scholarly dialogue and creativity, and this dedication remains strong and unchanged. This issue highlights the wide range of viewpoints and innovative concepts that contribute to the progress of education and knowledge in different disciplines.

I express profound gratitude to our committed contributors, whose ardor and meticulousness are apparent in each essay. Their endeavors not only enhance our comprehension but also stimulate novel paths for investigation and implementation.

I would like to express my sincere gratitude to our editorial board and reviewers. Through their painstaking efforts, we are able to maintain the utmost level of academic quality.

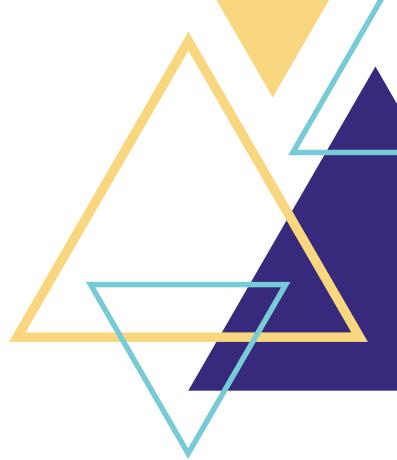
As you delve into this matter, I trust that you discover motivation and significant revelations that will ignite additional discourse and cooperation. We appreciate your ongoing support and involvement with Philcad Academician Publishing.

The individual holding the highest editorial position at Philcad Academician Publishing is referred to as the Editor-in-Chief.

Warm regards,

Dr. Clara Vanessa C. De Castro
Editor-in-Chief
The PHILCAD Philippine Academician – International Magazine
PHIL-CAD Academician Publishing

Message



Dear Readers,

Greetings!

PHIL-CAD Academician Publishing was launched to provide support to the life-long learners, and those aspiring authors. One of the published outputs of PHIL-CAD Academician Publishing is the Quarterly International Magazine under The PHILCAD Philippine Academician, this is entirely independent, each of our Authors is free to contribute as much of their unique, talented selves as they like in the form of essays, poems, opinion pieces, research articles, creative writings, personal narratives, and other works.

The PHILCAD Philippine Academician International Quarterly Magazine is grateful to all of the writers who contributed their masterworks to this issue. In one way or another, you will encourage empathy, spark discussion, and alter people's perspectives across time and space. Our knowledge and dedication are the cornerstones of advancement.

We are grateful that you have chosen PHILCAD Philippine Academician as a platform to demonstrate your excellence to uplift others, your passion to drive you forward, and your moral character to set an example. Let me share with you my personal mantra, which motivates me to keep working toward leaving a lasting legacy: "To become a better leader and educator, never stop educating yourself; this will be your tool in leading others to achieve their success in life."

This mantra aligns with PHIL-CAD Academician Publishing's goal of providing access to people who aspire to lead and advance their careers thru the quarterly issue of PHILCAD Philippine Academician - International Magazine.

Enjoy reading, learning and progressing!

Dr. Markrinello M. Sarical

Associate Editor

The PHILCAD Philippine Academician – International Magazine

PHIL-CAD Academician Publishing

About the Editor-in-Chief



DR. CLARA VANESSA CAPARAS DE CASTRO

Dr. Clara Vanessa Caparas de Castro is an accomplished educator currently pursuing a Ph.D. in Language Studies with a focus on English at De La Salle University-Cavite. With a Doctor of Education in Educational Management and a Master of Arts in Education from Trece Martires City College, she also holds a Teacher Education Certificate. Her academic journey began with a Bachelor of Arts in Communication Arts from St. Paul University-Manila.



Dr. De Castro boasts extensive experience in higher education administration, demonstrated leadership skills, and a deep understanding of educational programs and services. She excels in developing and implementing instructional curricula and is known for her innovative approach to e-teaching. Her contributions to educational research include four journal publications.



Throughout her career, she has held various roles, including Associate Professor, Teacher, and Associate Dean, consistently showcasing her ability to design effective educational strategies and create transformative learning environments.

About the Associate Editor



DR. MARKRINELLO M. SARICAL

Dr. markrinello M. Sarical, holds a Doctorate Degree in Business Management with a focus on Human Capital and Labor Relations from Philippine Christian University. He also earned his Master's Degree in Business Administration from the same university, following his undergraduate studies in Financial Management at Rizal Technological University.

Dr. Sarical is distinguished by numerous certifications from esteemed organizations, including Certified Motivational and Productivity Trainer (CMPT), Certified Organizational Leadership Trainer (COLT), Certified People Skills Trainer (CPST), Certified Mental Health Trainer (CMHT), Certified Learning and Development Professional (CLDP), Certified Guest Service Professional (CGSP), Certified Lean Six Sigma Yellow Belt (CLSSYB), Chartered Professional in Human Resources (CPHR), Food Safety Compliance Officer (FSCO), Chartered Professional Life Coach (CPLC), Certified Human Resources Professional (CHRP), and Accredited Safety Practitioner (Services) from the Occupational Safety & Health Center, Department of Labor and Employment.

With a diverse career spanning hospitality, manufacturing, retail, occupational safety, and education, Dr. Sarical has led and participated in numerous projects that promote diversity and inclusivity, employee and community development, employee welfare and safety, and nationalism. His work has made a lasting impact and earned him widespread respect. Additionally, he has received several accolades in leadership, human resources, research publication, and education from various local and international award-giving bodies.

Currently serving as the Human Resources Director at a distinguished hotel in Clark, Pampanga, he is also a dedicated speaker, trainer, and educator for various organizations. Committed to lifelong learning, he is pursuing a post-doctorate program in Strategic Management and Leadership. Dr. Sarical lives by the belief, "To become a better leader and educator, never stop educating yourself; this will be your tool in leading others to achieve their success in life." This mantra drives his continuous efforts and progress in building a leadership legacy.

Articles

THE PHILCAD PHILIPPINE ACADEMICIAN - VOLUME I, ISSUE NO. 3 SERIES OF 2024 - THIRD ISSUE 2024



PURSUING TO BE EFFECTIVE OR REFLECTIVE

By: Dr. Ethel Reyes-Chua

Research Coordinator

Air Link International Aviation College (ALIAC), Philippines

*A*s a teacher with over thirty years of experience, I would prefer to focus on developing my reflecting skills over my effectiveness since being a reflective teacher inevitably leads to becoming an effective teacher as well. My goal is to educate my students with values, lessons, and how to become more critical and reflective thinkers in order to help them learn and to enhance their quality of life. An educator who is reflective will be able to comprehend what transpired, why it occurred, and what more may be done to make improvements.

It takes time, effort, and sacrifice to be reflective. Time, as you must go over what was covered throughout the learning and instruction process. What went wrong, why did students get less than a 50%, and how can it be resolved? Efforts, since you need more time to consider potential teaching strategies for learners. Although nobody is perfect in our society, you may train your students to be more reflective. Ultimately, you must sometimes make sacrifices since the reflective approach to teaching and learning requires time and effort. You have to give up time for your family and yourself in order to take care of the requirements of other students. Giving them the time and additional effort to study their courses with you is extremely crucial, thus making a sacrifice is also essential.

Lastly, being reflective involves considering what is best for the students and the community at large rather than just going above and beyond what is required of you. It takes time, effort, and sacrifices to be reflective!



image source : georgecouros.ca & ph.pinterest.com



THE POWER OF PASSION AND COMMITMENT: A REFLECTIVE JOURNEY

*By: Dr. Minsoware S. Bacolod
National University, Philippines*

Passion and commitment are two powerful forces that drive individuals to achieve greatness and fulfillment in their personal and professional lives. As I reflect on these concepts, I am reminded of their profound impact on our journey towards realizing our dreams and goals.

Passion is the spark that ignites our enthusiasm and fuels our drive. It is the deep-seated love for what we do, the excitement that propels us out of bed each morning, and the energy that keeps us going even in the face of challenges. Passion is more than just a strong interest; it is a fervent dedication that brings joy and meaning to our lives.

When we are passionate about something, we are willing to invest our time, energy, and resources into it. This enthusiasm often translates into a sense of purpose, guiding us toward our goals with a sense of direction and clarity. Passionate individuals are often more resilient, finding motivation in their love for their work rather than external rewards. They are the ones who light up a room with their enthusiasm, inspiring others to pursue their own passions.

While passion is the spark, commitment is the steady flame that keeps the fire burning. Commitment is the unwavering determination to stay the course, regardless of obstacles or setbacks. It is the decision to see things through to the end, even when the initial excitement wanes and the road becomes tough.

Commitment requires discipline, patience, and perseverance. It is about making a promise to oneself to achieve a goal and sticking to that promise, day in and day out. This steadfast dedication often involves sacrifices, such as time, comfort, or immediate gratification, but the rewards of staying committed are immense.

Passion and commitment are not mutually exclusive; rather, they complement and reinforce each other. Passion without commitment can lead to fleeting enthusiasm that fizzles out when faced with adversity. On the other hand, commitment without passion can result in a sense of duty without joy, leading to burnout and dissatisfaction.

These two create a powerful synergy that propels us toward our goals with unwavering determination and a sense of fulfillment. Passion keeps the journey exciting and meaningful, while commitment ensures that we stay the course and achieve our objectives in life.

Reflecting on my own life, I recognize moments where passion and commitment have played pivotal roles. There have been times when my passion for a project or cause has given me the energy to push through long hours and challenging circumstances. Equally, there have been moments when my commitment to a goal has kept me moving forward, even when my enthusiasm waned.

I have learned that nurturing both passion and commitment is essential for sustained success and fulfillment. It involves continuously reconnecting with what excites me and finding ways to stay disciplined and focused on my long-term goals. It also means being adaptable, willing to pivot and adjust my path while remaining true to my core values and passions.



THE LIFE OF ALL FILIPINOS IN 2040: MATATAG, MAGINHAWA AT PANATAG NA BUHAY: BASIS OF THE MATATAG CURRICULUM

*By: Dindo R. Aseron, LPT, MAED
National University, Philippines*

In envisioning the Philippines in 2040, the aspiration is for every Filipino to experience a life that embodies "Matatag, Maginhawa at Panatag" (Stable, Comfortable, and Secure), serving as the fundamental ethos of the Matatag Curriculum. This future envisions a society where stability is reflected in robust economic opportunities, ensuring sustainable livelihoods and equitable growth across regions. Comfort signifies enhanced living standards supported by modern infrastructure, accessible healthcare, and inclusive social services that cater to the diverse needs of the population. Security extends beyond physical safety to encompass resilient communities, effective disaster preparedness, and comprehensive health and wellness initiatives that promote both physical and mental well-being.

The Matatag Curriculum is designed to prepare future generations to thrive in this envisioned society by fostering a holistic educational approach. It emphasizes a learner-centered and competency-based framework that integrates global best practices with local cultural contexts. Teachers are empowered through continuous professional development to deliver quality education that equips students with critical thinking skills, creativity, and adaptability. Community engagement is pivotal, encouraging collaborative partnerships between schools, families, and local stakeholders to support educational goals and nurture a sense of civic responsibility.

Community involvement is a pivotal aspect of this curriculum, encouraging active participation from parents, local organizations, and volunteers to create a supportive educational ecosystem. Continuous monitoring and evaluation ensure that the curriculum remains responsive and effective, adapting to the evolving needs of the society it serves. Ultimately, the Matatag Curriculum not only aims to produce academically proficient graduates but also individuals who are ready to contribute meaningfully to a stable, comfortable, and secure future for all Filipinos.

Through continuous monitoring and evaluation, the Matatag Curriculum aims to ensure its relevance and effectiveness in meeting evolving societal needs. By preparing students not only academically but also ethically and socially, the curriculum aims to cultivate future leaders who are equipped to contribute positively to a stable, comfortable, and secure Philippines in 2040.

Source: <https://2040.neda.gov.ph/>



ENHANCING EDUCATION: THE TRANSFORMATIVE IMPACT OF AI ON TEACHING AND LEARNING APPROACH

*By: Mark Anthony H. Tampol
National University, Philippines*

With the rapidly accelerating integration of artificial intelligence (AI) in our work, life, and classrooms, educators all over the world are re-evaluating the purpose of education considering these outsized implications. Our hope is that the advent of AI will spur educators, students, parents, and policymakers to come together to consider what skills our students really need to navigate uncertainty, solve complex challenges, and shape meaningful futures in a changing economy. This means embracing the challenge to provide learning that fosters agency, awareness, critical thinking and problem-solving skills, connectedness, and well-being. We already see that AI tools deployed by well-trained and well-supported teachers can be invaluable for accelerating progress towards this vision.

According to McKinsey & Company Teacher and Student Survey, a teacher's workweek isn't just about standing in front of the class. Sure, they spend almost half their time about 49% doing exactly that: teaching, keeping students engaged, and helping them develop important social and emotional skills. But that's just the tip of the iceberg. A good chunk of their time over 10 hours goes into prepping those lessons and materials that make all the difference in the classroom. Then there's the crucial task of grading homework and tests and giving feedback that takes another 6.5 hours. They even invest 3 hours in their own learning to stay on top of new teaching methods.

But let's not forget the piles of paperwork and administrative tasks. Those terrible things steal a good 8 hours a week from teachers. It's a lot to manage, but it shows how dedicated teachers are. They wear many hats to make sure their students get the best education possible.

But for today's generation of education with AI, Gen Z students, who are now entering higher education, have grown up in a digital world. They are more open to adopting technology, including AI for learning and communication. And they are also dependent on technology that they expect seamless integration of tech tools in their learning experiences. Gen Z students are confident about AI's benefits including enhanced productivity, efficiency, and personalized learning. They state goals in using AI for various educational purposes that makes Gen Z students nowadays already a tech-savvy. But raising critical thinking skills is also an essential that students still need to understand AI's limitations and ethical considerations. Students will possibly experience more teacher-AI collaboration in their school, where AI assists teachers and educators in tasks like grading, personalized recommendations, and content creation.

The magic happens when human expertise and AI join forces. Gen Z gets an education that's cutting-edge yet grounded, tech-driven yet thoughtful. So, here's to the AI generation shaping education, one algorithm at a time.



BEYOND TEST SCORES: UNDERSCORING THE IMPORTANCE OF FORMATIVE ASSESSMENTS

By: Dr. Jizelle C. Naval, LPT, MAELT

Part-time Faculty, Emilio Aguinaldo College-Manila

A well-acclaimed personality, Albert Einstein, once said: “Education is not the learning of facts, but the training of the mind to think.” This means that what one knows does not automatically make him or her educated; hence, he or she should be able to reflect on how he or she thinks. Thus, learning does not occur in a vacuum, so the assessment tools used to gauge it should not be based on norms and standards which can be very limiting in determining an individual’s progress and development.

This paper attempts to counter-argue the general principles of the Classical Test Theory (CTT) in favor of Formative Assessment (FA). It will focus on how the two different approaches regard errors, as well the pedagogical approaches, Multimodal Literacy and Service-Learning, respectively, which cannot be qualified by CTT.

In the Classical Test Theory (CTT), errors are viewed as necessary components that will affect a student’s observed score, which is not the same as the actual score that was obtained by a student. According to CTT practitioners, there are several factors that can affect the actual score of a student on a test, like how instructions were phrased, a student’s current condition, and the format of the exam, among many others (Brown, 2012). Through analyzing the variance in the errors committed by a certain group of students on a given test, the test takers may be given an indicator from the result of the computation they will get, whether there is a need to re-evaluate, and eventually, overhaul some items, if not, all items in a specific test. Therefore, errors become important indicators whether a test is good or if it needs improvements. On the other hand, Formative Assessment believers regard errors as opportunities for learning (Shepard, 2005). This indicates that when a student commits an error, it does not necessarily mean that he or she totally failed to grasp the concept that was taught. It may be an indication that is the level he or she is in now, but it does not mean that he or she will not be able to achieve the target goal in the future, considering the teacher’s help and guidance along the way (scaffolding). As FA is grounded on Vygotsky’s theory of Zone of Proximal Development (ZPD), it focuses on what a learner can do now, with the teacher’s assistance in some complicated instances, rather than on what was not achieved. It then gives a leeway for the learner to reach the target at a pace that is comfortable for him or her.

Some pedagogical approaches like Service-Learning (SL) and Multimodal Literacy (ML) could not be qualified using CTT. According to the 2009 study of Carracelias-Juncal et. al., Service Learning (SL) is not simply a learning tool but a methodology. It is a combination of community service with academic instruction wherein students develop their critical and reflective thinking, as well as civic responsibility. Basically, it is a model of education which fuses traditional classroom learning with outside-of-the-classroom experiences for students to be engaged in. However, SL is not merely an internship, for it is about the integration of service with learning where immersion is only a part and parcel of. Among the salient features of SL mentioned in the aforementioned study were the following: can accommodate different types of learning styles, develop critical thinking and problem-solving skills, and bridge the gap between traditional curricular content and society’s needs for new competencies for workers and citizens.

In effect, reflection (analysis of own observations of the experience, experiential meanings) becomes a central element not only of SL, but also the scholarship of teaching. Thus, SL is deemed to be a “counter-normative pedagogy” because it fosters both academic and experiential learning (Carracelas-Juncal et.al., 2009).

Multimodal literacy, on the other hand, had its humble beginnings from the University of London professors Gunter Kress and Carey Jewitt. It is a pedagogical approach which focuses on understanding the different ways of knowledge representation and meaning-making. According to a website on the Glossary of Multimodal Terms, it involves the different semiotic resources or means of meaning making like language, gesture, and images found across a variety of modalities like visual, aural, and somatic (Lim, 2018). Furthermore, it also dwells on the interaction and integration of the aforementioned concepts in the construction of a coherent multimodal text such as advertisements, posters, news reports, websites, films, and the like. Going multimodal gives learners, a leeway to convert their meaningful connections with a material to an output which they like doing best, and hence, in which they may excel and show expertise.

Both SL and ML are ways to cater to different learning styles and differentiated instructions that may be enhanced and made easier by technology integration and mediation. The existence of such pedagogical practices magnifies the limited assessment and evaluative principles of the CTT. Though CTT remains to be the basis of experimental and emerging assessment and evaluation designs, the continuous and fast-paced evolution in educational trends would call for a reformatting of seemingly outdated approaches.

CTT's being a foundation of all other succeeding forms of assessment is both its strength and weakness. It is a manifestation of strength because at the end of the day, it is a well-established authority in the field of assessment and evaluation. However, its weakness is that it has been made to set a standard, a norm, which is very limiting in sense. Thus, a major drawback is that it does not cater to evaluation and assessment practices that require more personalized and customized designs, which I believe, could yield not just definite scores, but a variety of more meaningful ones like narratives, anecdotal reports, and the like. After all, we should be open to ideas of revolutionizing our approaches as educators. Instead of placing our students in norm-based labels, let us help and guide them to be the best versions of themselves. Yes, carrying out such a practice will really demand more effort and time from us teachers, but we always have to be reminded of these questions whenever we think of it that way: Why are we in this profession and what is our ultimate goal as educators?

REFERENCES:

- Brown, J. D. (2012). Classical test theory. In G. Fulcher & F. Davidson (Eds.), *The Routledge handbook of language testing measurement*. <http://doi.org/10.4324/9780203181287.ch22>.
- Carracelas-Juncal, C., Bossaller, J., & Yaoyuneyong, G. (2009). Integrating Service-Learning Pedagogy: A Faculty Reflective Process. *InSight: A Journal of Scholarly Teaching*, 4, 28-44. https://aquila.usm.edu/fac_pubs/19899
- MODE (2012). Glossary of multimodal terms. <https://multimodalityglossary.wordpress.com/>
- Lim, F. V. (2018, May 1). Multimodal literacy. *Multimodal Literacy*. <https://multimodalstudies.wordpress.com/>
- Shepard, L. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63(3), 66-70.



CELEBRATING RESILIENCE AND DETERMINATION: A TRIBUTE TO UNLIKELY GRADUATES

*By: Rufino U. Viernes
Jose V. Palma Senior High School*

In a world that often defines success by conventional standards, there are those whose journeys remind us of the extraordinary power of resilience and determination. Today, we celebrate seven remarkable stories that inspire us all: a garbage collector, a sixty-year-old mother, twenty-three persons deprived of liberty, a single mother, a school maintenance worker, and a caregiver, all of whom have defied the odds to complete their senior high school education.

First, we honor the story of Albert Dominic A. Buan a garbage collector, whose daily labor has kept our streets clean and our environment healthy. Despite the physical demands and societal challenges of his job, he has shown an unyielding commitment to education. Balancing work and studies, often under the most trying conditions, he has proven that no dream is too distant and no obstacle too great. His achievement is a powerful reminder that education is a lifelong journey, not confined by age or occupation.

Next, Marina L. Tulay a sixty-year-old mother of two, who stands as a beacon of hope and perseverance. Her journey is a testament to the enduring power of dreams and the strength of the human spirit. Balancing the roles of caregiver, provider, and student, she has demonstrated that it is never too late to pursue one's aspirations. Her success serves as an inspiration to all, showing that with determination and resilience, any goal is within reach.

We also recognize the extraordinary achievements of twenty-three person deprived of liberty graduates from the BJMP-Quezon City Female Dormitory. Their graduation, held outside the jail facility for the first time, marks a historic milestone. Despite the constraints of their environment, these individuals have shown an unwavering dedication to their education. Their success is a powerful symbol of hope and transformation, illustrating that education can thrive even in the most challenging circumstances.

Daylen D. Nierves, a single mom of two, has also completed her senior high school education. Her journey of balancing motherhood and studies is a testament to her unwavering commitment to self-improvement and her determination to set a positive example for her children. Her accomplishment underscores the belief that it is never too late to pursue one's dreams.

Rodelio Calso Jr., a school maintenance worker, has shown that dedication and hard work can break down any barriers. Despite his demanding job, he found the time and energy to pursue his education, proving that perseverance and determination are the keys to success. His story is a powerful reminder that every role in our society is vital and that education is accessible to all who are willing to strive for it.

Finally, Daisy M. Falcunit, a caregiver whose compassion and dedication extend beyond her professional life. Balancing the demands of her job with her studies, she has demonstrated that it is possible to care for others while also investing in one's own future. Her achievement is a shining example of resilience and determination.

To these incredible graduates, I extend my deepest admiration and heartfelt congratulations. Your achievements are a testament to your indomitable spirit and your refusal to let circumstances define your future. You have shown us all that resilience and determination are the true measures of success.

As you step into this new chapter of your lives, may you carry forward the lessons you have learned and the strength you have gained. Continue to strive for excellence, be ambassadors of hope, and inspire others with your story. Your success today lays the foundation for a brighter tomorrow, not only for yourselves but for your families, communities, and beyond.

May you be blessed with continued success and fulfillment in all your future endeavors. Your remarkable journeys have brought immense pride and joy to us all, and we eagerly anticipate the incredible impact you will make in the world. God bless you all, and congratulations once again on this monumental achievement!





WITH GRATITUDE
*By: Queenie Mae G. Estelo
 Calatrava National High School*

Steadfast and unwavering, that is what you are. You believed, therefore you did. Because you understand that after years of toil, your efforts will pay off. Your industry and sacrifice will let someone build a house, cure a sick, free a convict or perhaps, be a teacher like yourself. Your hands are full but your pockets maybe empty, for now. Others may think that your work is quite simple but in my opinion, it is way more complicated than others think. Critics don't realize the pressure you carry on your shoulders every day. I cannot fathom how you were able to wear different hats at the same time.

We owed you the lives of a number of students you have touched and minds you have filled. All these you handle with a happy facade in front of your learners without them knowing the problems you face at home because of an ailing loved one, an argument you had with your husband or wife the night before or the sum of monetary obligations due and demandable.

Dear teacher, your will power is astounding. Your unceasing zest and gusto to give your best shot is exhilarating. People like you make this world a better place. Your aspiration to raise the bar of our nation's educational system will help every Filipino citizen a success story because their teacher has had already a success story himself though he is flawed.
 Happy Teacher's Month!

UNDYING ADMIRATION
*By: Queenie Mae G. Estelo
 Calatrava National High School*

The title may seem familiar to the fans of American singer, David Pomeranz. When I hear the song, I will always remember my teachers especially my first teachers, my Nanay and Tatay. I could have never been this far if not because of their sacrifices (my favorite cliché).

I am a public school teacher myself, and I deeply acknowledge the hardships our educators face, more so those who are teaching in far-flung areas. I am awed by how much courage and preparation they have to bring with them every single day just to deliver their lessons to their learners.

This write-up is nothing but pure appreciation and respect to the teachers who risk their lives just to arrive at their station no matter how far it is. It seems to me that they are not just there to earn and pay bills or to put food in their family's tables, because they could be somewhere else in a more high-paying and comfortable job.

These teachers are extraordinary because they hurdle extra challenge. They have to leave behind the comforts at home like fast internet connection, abundant water supply or even electricity supply. Imagine living without these amenities while working far away from home. What can they get in return of all their sacrifices? The smiles of their students (who are also living a distant home from school and have to travel by foot from home to school back and forth, everyday), though struggling and impoverished, but still manage to show interest and delight whenever their teachers show a new book to read stories to. I hope these teachers get the energy and motivation to realize what seem to be unreachable and never stop believing in the unseen, though still blurry. Kudos to our heroes!



SINGLIWANAG

Ni: Judith G. Andres

Rizal Elementary School

Schools Division Office of Taguig City and Pateros

Akala ko'y parang kagat lang ng langgam,
Ngunit ang pangyayari ay kasing bilis ng kidlat sa kalangitan.

Mabuti nalang at mayroon ang tila Darna
na ilaw ng tahanan,

At haligi ng tahanan na nagmistulang 'di matibag bundok na sandalan.

Nang makauwi galing ospital ay kasing kupad ng pagong ang aking galaw,
Ngunit ang pag-asa ay sumisilip tulad ng bukang liwayway

At dahil sa mga naranasan ay parang inukit sa bato ng isipan ko,
Na may makakaharap ka mang hamon ay ilabas ang katangian simbangis ng leon.

Katulad ko na may sumubok sa aking kakayaan.

Natakot ako at umiyak ng maraming beses dahil masakit nga naman.

Hindi ko itinago ang tunay na nararamdaman.

Oo, ako ay matapang at patuloy na lalaban.

Pakiramdam man ay gumuho ang mundo sa iyong palad,

Madapa man sa rota na iyong tinatahak.

Mahirap mang bumangon dahil mabigat ang pasanin,

Alalahain walang imposible kung lahat ay gagawin.

Salamat sa aking pamilya- mama, papa at dalawang kuya.

Tinuturuan akong maging ehemplyo sa madla.

Sa murang edad aking naintindihan na ganoon pala,

Malungkot man o masaya ay dapat karamay ang pamilya.

Ang karanasang ito ay aking idadagdag sa listahan,

Tinta ng pluma ay ihahaplos sa pahina ng aklat.

Magsisilbing ala-ala na marami akong pinagdaanan na aking nalagpasan,

Aking itatanim sa puso at isipan- ngayon at magpakailanman.



GOD IS LOVE GOD IS POWER

*By: Rodalyn Emperado
United Kingdom, Home Deputy Manager*

It is written “God is Love God is Power” with humanity’s hands raising upwards to worship Him and with the Holy Spirit amongst them.
(This reminds me of the Pentecost)

I asked GOD in my silent prayer to grant me the gift of discernment.

“Speak Oh GOD your beloved daughter is listening”, “What exactly you want me to do with this phrase?”

It's been many years since I last open my Bible perhaps GOD is reminding me of my most important to do list that is to make HIM a priority not my work , my profession or my family life. Not my “me or business day but having the ability to spend quality time reading His WORD. I trust GOD as the Highest and Divine Author of my life hence He can send me as many messages as He likes. Despite my setbacks and vulnerabilities in the tapestry of my life, I am facing a remarkable yet challenging tasks that requires me to ponder and pray over this mission. My unwavering faith with GOD allows me to overcome the world. I disciplined myself to listen to His voice as much as synchronicities from the Universe are there to give me good signs... all because I let Him. I surrender my entire being with GOD. Surrendering oneself is the Key and being grateful is another. He sent me to places I never thought I would be able to. Such wonderful dream reminds me of my visit to Israel in 2008 when I visited places like Nazareth Jesus Town, Galilee, Capernaum. Jerusalem, Cana, Haifa and Caesarea, The Dead Sea and more. Sadly with the current war in Israel and Gaza Strip I am absolutely certain GOD wants me to remind humanity about His Divine GODLY LOVE over rulers and nations. To unite instead of division. To make peace instead of war.

This reminds me of the Moses era where He summoned Moses to get back to Egypt to lead the Israelites via the Red Sea departing and the most epic biblical Exodus . God didn't stop here . I recalled my biblical connectivity back then which prompted me to open the Holy Bible once more and there it is written “God is love whoever lives in love lives in GOD and GOD in them.” This is how Love made complete among us so that we will have confidence on the day of the judgement . In this world we are like Jesus“

“There is no fear in love but perfect love drives out fear. Fear has to do with punishment.“ 1 John 4- New Testament Psalms & Proverbs page 332.

God also teaches us to love our enemies. “But I tell you who hear me Love your enemies, do good to those who hate you, bless those who curse you and pray for those who ill treat you. If anyone hits you on one cheek let him hit the other one too. (Matt5- 38-48)“

Love is a profound Word of GOD that even God the Father Himself has sent His one and only begotten son Jesus Christ to be baptized in the Jordan River. The Baptism of Jesus (Matt 3. 13-17, Mark 1, 9-11) After all the people has been baptized Jesus also was baptized while He was praying, heaven was opened and the Holy Spirit came down upon Him in bodily form like a dove and a voice came from heaven “You are my own dear Son I am pleased with you”.

God manifest His love for us by His death on the Cross and God the Father manifest His Divine love for Jesus by resurrecting Him again after 3 days prior His Ascension to Heavenly Kingdom.

I also experienced the amazing gifts of The Holy Spirit who is the Truth, and where can I continuously find the Truth? In His Own Divine Words written in the Bible .

Interestingly to believe that Jesus is the son of GOD is to believe in the Divine Authority of the Bible which contains the Word of GOD. As Apostle Paul wrote in (2 Timothy 3:16) All Scriptures is “GOD - Breathed“. The Bible has lots of Power & Effect. Thru the Bible God’s WORD has the Power not only to inform but also to reform and to transform Lives. (New Testament Psalms & Proverbs 9)

Speaking of GOD’s power this reminds me again of His Victory in the Moses Story vs the Pharaoh of Egypt whom God showed His Almighty power by turning Moses stick to a serpent that killed two others of Pharaohs Magicians , by turning the water of River Nile into blood, multitude of frogs, lice in hairs of Egyptians, Severe pestilence, Animals died, All of Pharaoh’s first born will die , raining hail over Egypt, countless Locusts. God said “I will harden Pharaoh’s heart “and as He keeps telling to Moses“. I am what I am and what will I become “ God’s power has been victorious when He asked Moses to raise his stick for the departing of the Red Sea .

On reflection of this dream and many other dreams that GOD showed me which I will gladly share on my next post I find it relevant to the current epoch of our times this makes me think “Humanity GOD is giving us signs, REPENT for our sins and ask GOD’s forgiveness! Not only GOD is love God is Power God is my every Alphabet.

My <http://www.Jesus.com> (Holy Trinity in Three Person in One. Word, Water. Wine (turned into blood) J- just. E- Eternal S- Savior of our S- Sins. C- Christ O- Our m- Messiah) is how I remember GOD each time I carry out my computer works. Being a Global influencer I trust GOD wants us all to prepare for what is written in the Revelation. Hence this piece of Article is a humble invitation to visit GOD’s Word to fully understand the depthless of His Love and the Unlimited Sources of His Divine Power on the Judgement day because the rest of the dreams actually happens. Let us all prepare our Souls for Eternal Salvation.

Whilst there is time let us not be Pharaoh with the hardened heart but be like Moses obedient to the Word of GOD. Be like Jesus Christ our Almighty Savior who subjected Himself on the Cross to die for ours sins.

Why Jesus Christ is my everything and my entire alphabet? watch out on my next post and more amazing dreams to follow.
Read for more... something to look forward to.



NAVIGATING THE MATATAG CURRICULUM: STRATEGIES FOR JUNIOR HIGH SCHOOL SCIENCE TEACHERS IN THE PHILIPPINES

By: Aussie Claire Austria-Cruz

Navotas National High School

The MATATAG Curriculum was launched by the Philippine Department of Education (DepEd) to improve educational quality through an emphasis on concept mastering, critical thinking, and knowledge application in the real world. It will take a deliberate and planned approach for junior high school science teachers to adjust to this curriculum to guarantee that students are given a comprehensive and engaging science education.

It is important to have a thorough understanding of the MATATAG Curriculum's structure. The objectives, competencies, and performance indicators of the curriculum must be understood by teachers. With this information at hand, they may create lesson plans that support the curriculum's emphasis on a learner-centered approach, which motivates students to participate actively in the subject matter and hone their critical thinking abilities.

Professional development and collaboration are crucial components in this transition. Teachers can acquire new pedagogical approaches and instructional practices that are in line with the MATATAG Curriculum by taking part in seminars and training sessions. Professional learning communities (PLCs) can also help teachers share materials, experiences, and best practices in a supportive setting that improves their teaching methods as a group. These PLCs can be established within districts or schools.

Incorporating inquiry-based learning is another important approach. With inquiries, practical exercises, and experimentation, this method encourages students to investigate scientific ideas. Teachers can assist students in gaining a deeper comprehension of scientific principles and their practical applications by planning experiments and investigations. This approach develops students' critical thinking and problem-solving skills in addition to keeping them engaged. Multimedia materials and technological integration can improve the educational process even more. For students, complex scientific subjects can be made more approachable and interesting through the use of digital tools, simulations, and interactive presentations. Students can study subjects outside of the classroom with the use of virtual labs and internet resources, which enhances the learning process.

To meet the various learning needs of students, differentiated instruction is also essential. By providing a variety of instructional resources and assessments that accommodate varying learning levels and styles, teachers can customize their sessions. This method guarantees that any learner, regardless of ability, can understand the lessons being taught. Effective learning requires a classroom setting that is inclusive and positive. Teachers should encourage a growth mentality, open communication, and respect for one another. Acknowledging and applauding students' accomplishments can increase their self-esteem and drive, fostering a positive environment that supports learning.

Finally, effective adaptation requires reflective instructional practices. Teachers need to routinely evaluate the success of their strategies and ask for feedback from colleagues and students. This continual evaluation makes it possible to adjust and improve in response to the changing requirements of the curriculum.

In summary, adopting the MATATAG Curriculum necessitates a holistic approach that includes learning the curriculum, participating in professional development, integrating technology, incorporating inquiry-based learning, differentiating instruction, creating a supportive learning environment, and engaging in reflective teaching. Junior high school science teachers can successfully manage curriculum changes and give students a thorough and interesting science education through utilizing these strategies.



THE ADVANTAGE OF ALTERNATIVE LEARNING SYSTEM IN SCHOOLS DIVISION OF QUIRINO: A CASE STUDY

By: Noreen Jean G. Pascua

Teacher II

Aglipay West Central School - Integrated Sped Center

Comes the obstacles brought about by the tides of the changing times, it cannot be denied that almost every sector has to, in one way or another, adapt to these changes by recognizing the arising societal concerns and the needs that has to be immediately addressed alongside it. The same is true for the educational sector, for the past few decades has been a witness to how the educational landscape has continuously evolved, revolutionizing education and its provision to greater heights in order to achieve its commitment to the facilitation of quality education for all.

In the context of the Philippines, the government has recognized how a developing country such as ours still has so much to improve when it comes to our educational landscape. Distinctively, our country is known to adhere to a very rigid basic educational framework as implemented by the Department of Education (DepEd), which is the governmental agency mandated to oversee and implement thrusts for the betterment of our country's educational system. Under this curriculum, students are warranted to notably spend a significant amount of time in school. In particular, the most common scheme is the seven (7) am to four (4) pm schedule during weekdays for attending classes, and in most cases, even include weekends as students take on other extra-curricular activities. However, amidst the continuing thrusts to bring quality and inclusive education much nearer to its people, the Department of Education (DepEd) has recognized a concerning phenomena that has been prevailing in our society, and that is how there are still individuals who are unable to go to regular school due to varying constraints that they are facing. The introduction of the Alternative Learning System (ALS) aims to address this, as it offers a flexible educational arrangement irregardless of one's age as long as they are willing to learn and actively participate to the learning arrangement delineated. More often than not, classes are held in a community setting in any area conducive for learning. This program has been a revolutionizing thrust as it offer individuals unable to finish basic education to be able to do so with much more ease through the efforts of competent ALS implementers. This program is truly beneficial, and one of the provinces which has been excellent in ensuring that the program is implemented well is the Schools Division of Quirino. Notably, trained ALS implementers were able to penetrate almost every barangay in the municipalities comprising the province, bringing access to quality and flexible education much closer to the people.

Unlike before in which only a few of the general public were aware of the existence of the program, the proactive information campaign of community ALS implementers brought more people to get to know its existence and the benefits that it offers. In turn, a higher turnout in enrollment are now being constantly achieved. Indeed, with dedication, perseverance and passion to help the people and bring about positive change, anything is bound for success, just like what has been achieved in the province of Quirino with their stellar implementation of the ALS program.



THE JOURNEY OF THE 20- PESO BILL

*By: Dr. Ruth Roldan Pinpin
Dr. Jose P Rizal Senior High School*

In a small town in the Philippines, a crisp 20-peso bill lay nestled in the cash register of a bustling bakery. The bill, adorned with the image of Manuel L. Quezon, had no idea of the adventures that awaited it.

One sunny morning, Rina, a young girl with a sweet tooth, entered the bakery with her mother. Her eyes sparkled as she pointed to a delicious-looking ensaymada. Her mother smiled and handed over a 50-peso bill to the cashier. The ensaymada costs 30 pesos, and as a change, the cashier gave the 20-peso bill to Maria's mother. The 20-peso bill was now in Maria's tiny hands, and she clutched it tightly as they left the bakery.

Rina and her mother walked to the nearby park, where they enjoyed the ensaymada together. As they sat on a bench, a street musician began to play a beautiful melody on his guitar. Rina was captivated by the music and decided to give the musician a tip. She approached him shyly and handed over the 20-peso bill. The musician, named Jerry, smiled warmly and thanked her.

Jerry continued to play his guitar, and the 20-peso bill rested in his guitar case, surrounded by coins and other bills. Later that day, Jerry decided to buy a refreshing drink from a street vendor. He handed the 20-peso bill to the vendor, who gave him a cold bottle of calamansi juice in return.

The vendor, an elderly man named Lolo Ben, placed the bill in his apron pocket. As the day went on, Lolo Ben sold many more drinks and snacks. When the sun began to set, he decided to buy some fresh vegetables from the market for his dinner. He handed the 20-peso bill to a vegetable vendor, who gave him a bundle of fresh kangkong.

The vegetable vendor, a young woman named Ara, placed the bill in her cash box. She had a long day at the market and was looking forward to going home. On her way, she stopped by a small convenience store to buy some snacks for her children. She handed the 20-peso bill to the store owner, who gave her a bag of chips and some candies.

The store owner, Mr. Santos, placed the bill in his register. The next morning, a young man named Carlo entered the store to buy a bottle of water before heading to work. He handed over a few coins and received the 20-peso bill as change. Carlo slipped the bill into his wallet and went on his way.

As Carlo walked to his office, he passed by a charity box for a local children's hospital. Feeling generous, he decided to donate the 20-peso bill. He dropped it into the box, knowing it would help make a difference in someone's life.

The 20-peso bill found itself in the charity box, surrounded by other bills and coins. As the box filled up, the bills and coins began to share their stories, each one more humorous than the last.

"Hey there, newbie!" said a 50-peso bill with a slight tear on its edge. "Welcome to the club. I'm Fifty, and I've been around the block a few times. What's your story?"

The 20-peso bill, feeling a bit shy, replied, "Hi, I'm Twenty. I started my journey at a bakery and have been passed around quite a bit. I even got to listen to a street musician play some beautiful tunes!"

A shiny 10-peso coin chimed in, "That's nothing! I once got stuck in a vending machine for three days. The machine kept rejecting me, and I thought I'd never see the light of day again!"

Everyone laughed, and a 100-peso bill, looking a bit worn out, added, "Well, I once ended up in a washing machine. Let me tell you, that spin cycle is no joke! I came out all crumpled and soggy."

The coins and bills continued to share their tales. A 5-peso coin, with a slight dent, said, "I was once used as a makeshift screwdriver. Can you believe it? Someone actually tried to fix their glasses with me!"

A 200-peso bill, looking quite regal, said, "I was once part of a grand tip at a fancy restaurant. The waiter was so thrilled, he almost danced! But then, I ended up in a wallet that was stolen. Thankfully, I was found and returned to the rightful owner."

The 20-peso bill listened in awe, realizing that every bill and coin had its own unique journey. They all had stories of adventure, mishaps, and moments of joy.

As the night went on, the bills and coins continued to share their humorous stories, filling the charity box with laughter. The 20-peso bill felt a sense of camaraderie and belonging, knowing that it was part of a larger community of currency, each with its own tale to tell.

And so, the 20-peso bill's journey continued, enriched by the stories of its fellow bills and coins. It knew that wherever it went next, it would carry with it the memories of its adventures and the laughter of its newfound friends.

Years passed, and the 20-peso bill, now known as Twenty, had seen countless hands and pockets. It had become worn and faded, with creases and small tears marking its once crisp surface. Twenty felt tired and old, longing for a place to rest.

One day, Twenty found itself in the hands of a kind-hearted bank teller named Rosa. As Rosa sorted through the bills, she noticed how worn out Twenty had become. She gently placed it aside, knowing it was time for Twenty to retire.

That evening, Rosa took Twenty home and placed it in a special box where she kept old and worn-out bills. Twenty felt a sense of relief, knowing it could finally rest. But as it lay there, it couldn't help but feel a bit sad. It missed the adventures and the stories shared with other bills and coins.

Sensing Twenty's sadness, a wise old 500-peso bill, who had also retired, spoke up. "Don't be sad, Twenty. You've had a wonderful journey and touched many lives. Now it's time to rest and cherish those memories."

Twenty sighed, "I know, but I feel so useless now. I miss the excitement and the people I met along the way."

The 500-peso bill smiled warmly. "Every bill has its time to shine and its time to rest. You've done your part, and now you can enjoy the peace and quiet. Besides, you never know what new adventures might come your way, even in retirement."

Just then, Rosa's young daughter, Lily, opened the box. She loved to look at the old bills and imagine their stories. When she saw Twenty, her eyes lit up. "Mom, can I keep this one? It's so special!"

Rosa nodded, and Lily carefully took Twenty out of the box. She placed it in a scrapbook, surrounded by drawings and notes about its journey. Twenty felt a warm sense of belonging, knowing it would be cherished and remembered.

As the days went by, Twenty realized that its journey wasn't over. It had found a new purpose, bringing joy and inspiration to Lily. It might not be traveling from hand to hand anymore, but it was still part of a story, one that would be told and retold for years to come.

And so, Twenty rested peacefully, content with its new role. It had lived a full life, filled with adventures and laughter, and now it could enjoy the quiet moments, knowing it was still making a difference in its own special way.

The story "The Journey of the 20-Peso Bill" teaches us that every small thing in life has its own journey and significance. Just like the bill, we all have our own paths filled with adventures, challenges, and moments of joy. Along the way, we touch the lives of others and leave a lasting impact, even in the simplest of ways.

As the bill traveled from person to person, it brought smiles, helped in small ways, and became part of many stories. This reminds us that our actions, no matter how small, can make a difference. And when we feel worn out or tired, it's okay to rest and reflect on the journey we've had.

Ultimately, the story encourages us to appreciate the value of our experiences and the connections we make, knowing that every step of our journey has meaning and purpose.



ESSAY ON BUWAN NG WIKA: "FILIPINO WIKANG MAPAGPALAYA"

By: Dr. Francia Formalejo Murao

Teacher-III, San Miguel Elementary School

Part-time Professor, Emilio Aguinaldo College-Cavite

Graduate School Part-time Professor, Philippine Christian University-Dasmariñas

Buwang Wika is a significant celebration in the Philippines that highlights the importance of the Filipino language in the country's identity and culture. In 2024, the theme "Filipino Wikang Mapagpalaya" emphasizes the liberating power of language in uniting the nation and preserving its heritage. This theme resonates deeply with the Filipino people, as language is not just a means of communication but a symbol of freedom, resilience, and unity.

Language plays a crucial role in shaping a nation's identity and fostering a sense of belonging among its people. Through the celebration of Buwan ng Wika, Filipinos are reminded of the rich history and cultural diversity that make up the fabric of their society. The theme "Filipino Wikang Mapagpalaya" serves as a reminder that language is a tool for empowerment and liberation, enabling individuals to express themselves freely and assert their rights.

The Filipino language, also known as Tagalog, is the foundation of the country's national identity and serves as a unifying force among its diverse population. By promoting the use of Filipino in various aspects of society, Buwan ng Wika encourages inclusivity and cultural appreciation. The theme "Filipino Wikang Mapagpalaya" underscores the importance of embracing one's language and heritage as a source of strength and pride.

In a world where globalization and modernization are rapidly changing the cultural landscape, preserving and promoting the Filipino language is crucial to safeguarding the country's unique identity. Buwan ng Wika provides a platform for Filipinos to celebrate their linguistic heritage and recognize the role of language in shaping their collective memory. The theme "Filipino Wikang Mapagpalaya" challenges individuals to reflect on the power of words in influencing perceptions, building connections, and fostering understanding.

Language is not just a means of communication but a reflection of one's values, beliefs, and aspirations. The theme "Filipino Wikang Mapagpalaya" encourages Filipinos to use their language as a tool for social change, empowerment, and liberation. By embracing and promoting the Filipino language, individuals can break free from linguistic barriers, celebrate their cultural roots, and contribute to the enrichment of their community.

To sum up, Buwan ng Wika 2024 with the theme "Filipino Wikang Mapagpalaya" serves as a poignant reminder of the transformative power of language in shaping society and preserving cultural heritage. This celebration is not just a tribute to the Filipino language but a testament to the resilience, unity, and freedom that it represents. As Filipinos come together to honor their language and identity, they reaffirm their commitment to upholding the values of inclusivity, diversity, and cultural pride.



THE MOUNTAIN TEACHER'S JOURNEY: RIDING THE HABAL-HABAL TO BRING EDUCATION

By: Catherine Quiñones-Mindanao

Teacher III

Salay Elementary School Mansalay Oriental Mindoro

In the remote mountain areas of Mansalay, dedicated teachers embark on a unique and challenging journey to bring education to children in isolated communities. We as educators often rely on *habal-habal*, a common mode of transportation in the town, to navigate the rugged and steep terrain.

Every day, teachers like us start our mornings early, preparing for a long ride. The *habal-habal*, a two-wheeled vehicle, is our lifeline. It allows us to traverse narrow, winding paths that are often inaccessible by larger vehicles. Despite the bumpy and sometimes perilous roads, we remain undeterred, driven by our commitment to our students.

The journey is not without its challenges. During the rainy season, roads can become muddy and slippery, making the ride even more treacherous. Mechanical issues with the *habal-habal* are also common, requiring us teachers to have basic repair skills or rely on the kindness of locals for assistance. Despite these obstacles, we resolve remains strong.

The presence of our dedication and commitment as teachers in mountain communities has a profound impact. We provide not only education but also hope and inspiration to our students. For many children, attending school would be impossible without the efforts of educators like us. Our dedication ensures that students receive a quality education, opening doors to future opportunities and building their dignities as an IP's.

On the other hand, local communities play a crucial role in supporting us. Parents and community members often help maintain the *habal-habal* and provide shelter and food for the teachers. This sense of community and mutual support is vital in ensuring the sustainability of education in these remote areas.

For me as a professional teacher in the field, our work is more than just a job; it is a labor of love, and calling of passion from our Almighty above. I understand the importance of education in breaking the cycle of poverty and providing a brighter future for the next generation. Our daily rides on *habal-habal* symbolizes our unwavering dedication and the lengths of our willingness to go to make a difference.



MATATAG CURRICULUM: AN ANALYSIS OF SALIENT FEATURES

By: Milarose Magracia-Salvacion

Teacher III

Salay Elementary School Mansalay, Oriental Mindoro

The Matatag Curriculum, a framework for Philippine education, aims to cultivate well-rounded individuals equipped with the skills and knowledge necessary to thrive in the 21st century. This curriculum, with its focus on holistic development and a learner-centered approach, boasts several salient features that distinguish it from previous educational models.

One key feature of the Matatag Curriculum is its emphasis on 21st-century skills. Recognizing the evolving demands of the modern world, the curriculum integrates skills such as critical thinking, problem-solving, communication, collaboration, and creativity into its core competencies. This ensures that students are not only equipped with academic knowledge but also possess the practical skills needed to navigate the complexities of the digital age and contribute meaningfully to society.

Another notable feature is the integration of technology. The Matatag Curriculum actively promotes the use of technology in learning, recognizing its potential to enhance engagement, personalize learning experiences, and provide access to a wealth of information. This integration extends beyond simply using computers in classrooms, encompassing the development of digital literacy skills and the use of online platforms for collaboration and communication.

Furthermore, the Matatag Curriculum prioritizes learner-centered education. This approach shifts the focus from teacher-centric instruction to empowering students as active participants in their learning journey. By fostering student autonomy, encouraging self-directed learning, and valuing individual learning styles, the curriculum aims to create a more engaging and effective learning environment.

The Matatag Curriculum also emphasizes holistic development. Recognizing that education encompasses more than academic achievement, the curriculum incorporates elements of physical, emotional, social, and spiritual well-being. This holistic approach aims to nurture students' overall development, fostering their physical health, emotional intelligence, social skills, and ethical values.

Finally, the Matatag Curriculum is responsive to the needs of the Filipino learner. It acknowledges the unique cultural context and diverse learning experiences of Filipino students, incorporating elements of Filipino culture and values into the curriculum. This cultural sensitivity ensures that the curriculum is relevant and meaningful to students, fostering a sense of belonging and pride in their heritage.

In conclusion, the Matatag Curriculum represents a significant shift in Philippine education, focusing on the development of well-rounded individuals equipped with the skills and knowledge necessary for success in the 21st century. Its emphasis on 21st-century skills, technology integration, learner-centered education, holistic development, and cultural sensitivity makes it a promising framework for fostering a more equitable and effective education system in the Philippines.



PAGYAKAP SA TEKNOLOHIYA: PAKIKILAHOK AT MOTIBASYON NG MGA MAG-AARAL SA PANAHON NG DIGITAL NA REBOLUSYON SA EDUKASYON

Ni: Ellene D. Katigbak

Teacher III, Bubuyan Elementary School

Bubuyan Mataasnakahoy Batangas

Sa patuloy na progresibong pagsulong ng ating lipunan patungo sa mas mataas na antas, hindi maipagkakaila na totoong malaki ang naiaambag ng teknolohiya sa kasalukuyan. Mula sa sari-saring suliranin na kaya nitong solusyunan, hanggang sa aspektong pagpapaghawa ng ating pang-araw-araw na pamumuhay sa pamamagitan ng iba-ibang pamamaaran, masasabing tunay ngang instrumental ang teknolohiya sa ating pag-unlad.

Kaugnay ng konteksto ng pagtalakay sa teknolohiya, malimit na paksa ng mga diyalogo ang pag-usbong din ng sari-saring midyum ng midya na kinokonsumo ng publiko sa kasalukuyan. Pinakanangunguna na siguro sa listahan ay ang social media, kung saan milyon-milyong Pilipino ang nahuhumaling sa paggamit nito, na siyang naging sanhi upang tayo ay hirangin na isa sa mga bansa sa Asya na may pinakamataas na "average screentime" o average na oras na ginugugol sa paggamit nito. Kung sisipatin ang penomenang ito, agad na mahihinuha na medyo nakakaalarmang ipinaparating ng naturang ulat. Ito ay sa kadahilanang alam naman natin na malaki ang papel na ginagampanan ng social media, pagdating sa konteksto ng paghubog ng kamalayan ng kasalukuyang henerasyon. Ngunit kung titingnan sa mas positibong anggulo, maaaring makita na isang oportunidad ang penomena na ito, partikular na ng Kagawaran ng Edukasyon (DepEd) upang magsagawa ng mga stratehiya na naglalayong mas pagtibayin ang kasalukuyang mga hakbang na isinasagawa upang mas pataasin ang antas ng edukasyon ng bansa. Ayon sa mga pag-aaral, ang kasalukuyang henerasyon ay mayroon nang higit na mas maikling attention span, isang suliranin na kinakaharap ng mga guro sa tuwing sila ay magtuturo sa loob ng silid-aranlan sapagkat kapansin-pansin na hindi napapanatili ng mga mag-aaral ang kanilang atensyon na tutok sa diskusyon, dahilan upang makompromiso ang kanilang pagkatuto. Bilang tugon dito, mahalagang bigyang-diin ang integrasyon ng teknolohiya sa edukasyon hindi lamang upang umangkop sa uso, ngunit dahil sa napakalaking potensyal nito na maging isang estratehikong hakbang upang matugunan ang mga kasalukuyang hamon na kinakaharap, pati na rin ang mga bagong pangangailangan ng mga mag-aaral sa bansa. Halimbawa na lamang nito ay ang paggamit ng social media upang maging supplemental na instrumento sa paghahati ng instruksyon sa pamamagitan ng paggamit ng mga interaktibong biswal na mga bidyo o ilustrasyong pampagkatuto. Sa ganitong paraan, makapagbibigay ng oportunidad ang mga guro na mas magkaroon ng personalized na pagkatuto ang bawat mag-aaral, isang konsepto na naglalayong iakma ang mga materyales at istratehiya ng pagtuturo ayon sa kanilang mga indibidwal na pangangailangan. Dagdag pa rito, maaari ding imaximize ang paggamit ng mga social media chat groups bilang espasyo sa mga mag-aaral upang magtanong at makipagpalitan ng kanilang mga ideya at kuro-kuro.

Bilang pagtatapos, ang pag-aangkop ng kasalukuyang sistema ng edukasyon upang iayon ito sa kasalukuyang progresibong takbo ng teknolohiya ay hindi lamang isang pansamantalang solusyon kundi maituturing na isang mahalagang hakbang tungo sa pagbubuo ng isang mas modernong edukasyonal na sistema. Sa pamamagitan ng paggamit ng mga platforms gaya ng social media, nagbibigyang-daan ang mas malawak na access sa impormasyon, at mas nakakaengganyong mga paraan ng pagkatuto na kapag lumaon ay nag-aalok ng walang katapusang posibilidad sa mga mag-aaral na mas maging handa sa mga hamon ng modernong mundo.



THE DOUBLE BURDEN: THE OVERLOOKED LINK BETWEEN HEALTHCARE DISPARITIES AND THE STATE OF SPECIAL EDUCATION (SPED) IN THE PHILIPPINES

By: Ellaine E. Relato

SPED Teacher

Santa Rosa Elementary School Central 3

Although we are already in the 21st century where advancements in almost all aspects of our lives are imperatively evident, the Philippines continue to face the harsh truth that there still exists significant disparities in our healthcare system. One of these concerns is lack of access, particularly in the diagnostic domain as the medical fees remain unaffordable to those who are economically challenged. This is a huge concern and can be considered as huge obstacle in our country's quest towards a more inclusive society, for its effects ripple towards all the other relevant sectors who are the prime movers of our development as a nation.

Take for example the educational sector spearheaded by the Department of Education, who, for the past few decades, has been proactive in its commitment to providing inclusive education for all Filipino learners. One demographic in which they focused are those learners with exceptionalities and special needs by implementing and restructuring strategies under the Special Education (SpEd) program. At its very core, the program intends to be able to effectively facilitate the learning process of learners with a myriad of special needs such as those with physical impairments in hearing, vision, and mobility, impairments in speech and communication, as well as those with emotional and behavioral disorders too, such as autism spectrum disorders. This wide range of learners require the supervision and guidance of skilled SpEd educators. However, a significant challenge arises from the absence of accurate diagnoses for these exceptionalities, which is a key issue that makes the facilitation of relevant instruction difficult. Going back, this issue is often rooted in the broader healthcare disparity, where families from marginalized sectors, who are more likely to enroll their children in public institutions, face barriers to accessing necessary diagnostic services. The lack of proper diagnoses impedes educators from developing effective Individualized Education Plans (IEPs) tailored to each student's specific needs. Without these crucial assessments, creating meaningful and targeted instructional strategies in a timely manner becomes challenging, limiting the learners from achieving their full educational potential and as we all know, time is of essence. So, with the lack of timely interventions, long-term consequences may result, both academically and socially, which may further exacerbate the inequalities faced by those from disadvantaged backgrounds. Moreover, looking at the much bigger picture, this may unfortunately contribute to a cycle of underachievement and marginalization that persists into adulthood.

To conclude, this write-up explored one of the many key issues in the current implementation of DepEd's SpEd Program and that is the growing need to address diagnostic gaps in the case of individuals with various exceptionalities. Focus on improved healthcare access should certainly be carried out, as it brings with it the promise to greatly enhance the effectiveness of SpEd programs so that at the end of the day, it can be ensured that all learners receive the personalized education they need to maximize the learning that they are able to acquire within the four corners of the classroom.



HUSTISYANG SALAT

Ni: Jerome M. Simborios

Teacher 1

Fourth Estate Elementary School Bf Homes

*Ang hustisya kaya ay para sa lahat?
Ngunit bakit sa mahihirap ito ay salat.
Makakamtan din kaya natin ito bukas?
O ang kaapihang ito ay hindi na magwawakas?*

*Anong silbi ng mga taong inyong inihalal,
Kung ang mga bibig nito ay may busal.
Makukuha pa kaya ito sa dasal?
O lalo lang hihigpit ang kamay na sa atin ay sumasakal.*

*Paano kaya natin masusulusyunan,
Itong matagal ng sakit ng ating bayan.
Meron kayang dapat sisihin
Sa kawalan ng katarungan na nangyayari sa atin?*

*Marami tayong mga katanungan
na gustong malaman ang kasagutan.
Kaya tayo ay magtulungan,
At ang pang-aaping ito ay wag na nating hayaan.*

*Huwag nating ipikit ang ating mga mata,
Sa mga problemang sa bayan ay nang aalipusta.
Tayo'y tumayo at magkaisa,
Upang ang kalayaan ay lubos na madarama.*



Ni: Dr. Divina D. Barros
Parañaque National High School - Main

AKLAT

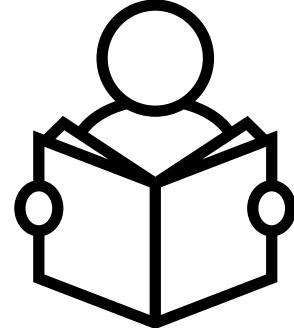
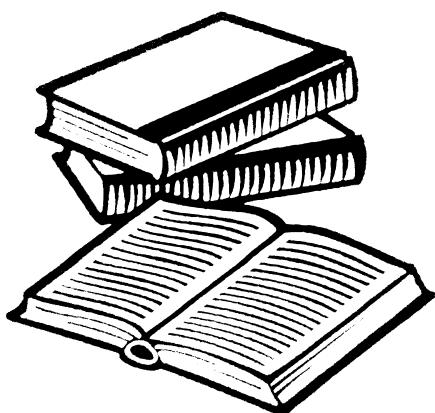
*Ang bawat pilas nito'y mahalaga sa atin
Kaya dapat ito'y ating pakamamahalin
Sa bawat butil ng aral na mabasa natin
Dapat na ito'y ibahagi sa kapwa natin*

*Kung ako man ay papipiliin?
Mas gusto kong magbasa kaysa computer geyms
Kahit na ito'y nakakawili rin
Pagbabasa ay bibigyan ko ng pansi*

*Lahat tayo'y mayroong karapatan
Sa lahat ng nais nating malaman
Kaya't halina't ako'y inyong samahan
Upang ito'y maging kapaki-pakinabang*

*Ako, bilang tagapayo sa Gurong-Filipino
Ay lubos na sa inyo'y nagsusumamo
Na kayong mga batang tinuturuan ko
Ay umaasang may tumatak sa utak niyo*

*Tandaan natin, pagmamahal sa aklat ay ugaliin
Pagbabasa nito ay nakakapawi rin
Ng mga suliranin dinadala natin
Halina't ating gawin hanggang sa pagtanda natin*



BENEPISYO NG PAGBABASA

Ang aklat ay punong-puno ng iba't -ibang kaalaman, sa pamamagitan ng pagbabasa nito ay marami tayong matutunan, tayo ay makakapaglakbay sa ibang dako saan man.

Mahalin natin ang aklat na siyang nakapagbibigay sa atin ng nakapagbibigay sa atin ng kasiyahan. Sa aklat din natin mababasa ang iba't ibang kuwento ng buhay, may malungkot at may kasiyahan na siya ring nagbibigay sa atin ng gintong aral. Maliit pa lamang tayo ay tuwang-tuwa tayo kapag tayo binabasan ng iba't ibang kuwentong bayan.

Sa pagbabasa ng aklat, tayo ay nakakuha ng mga karunungan, subalit sa mga pagbabago ng panahon marami nang hadlang sa ating mga kabataan na nanaisin pang maglaro ng gadgets kaysa sa magbasa.

Paalala lang, dapat nating tandaan na ugaliin ang pagbabasa nang tayo ay maraming matutunan, dapat din tayong maging mapanuri sa ating binabasa. Piliin natin ang mga aklat na kapaki-pakinabang at kapupulutan ng mga aral.

Maligayang Pagbabasa!



BREAKING THE CHAINS OF SELFISHNESS

*By: Dr. Jonathan P. Roque
Faculty, Internal Quality Auditor of ISO 9001:2015
Document Control Officer
Sultan Kudarat State University*

*In the realm where ego reigns,
And self-interest maintains,
Lives a beast with many chains,
That's where selfishness sustains.*

*It looks out for number one,
No concern for what it's done,
In its wake, friendships none,
Selfishness, a setting sun.*

*It takes more than it gives,
In its shadow, nothing lives,
A hollow heart, through sieves,
Selfishness, no reprieves.*

*But the world spins not for one,
Underneath the same bright sun,
Life's more beautiful when done,
In the service of everyone.*

*Break the chains, let the beast be,
From the clutches of "me, me, me",
Set your heart and spirit free,
Embrace love, let selfishness flee.*

*For in giving, we receive,
In loving, we believe,
A life lived for others, perceive,
The true joy it can achieve.*

*So let's cast selfishness aside,
On this wonderful life ride,
With open hearts and arms wide,
Let compassion be our guide.*



A Point of View: ADDRESSING ALS IN THE PHILIPPINES - A CALL FOR URGENT ACTION

By: Wilfredo T. Reyes

FOURTH ESTATE ELEMENTARY SCHOOL BF HOMES

In a country where access to education is often a challenge, the Department of Education's (DepEd) Alternative Learning System (ALS) stands as a beacon of hope for millions of Filipinos. The ALS program has provided opportunities for out-of-school youth and adults who, for various reasons, were unable to complete formal schooling. As the Philippines continues to face educational challenges exacerbated by the pandemic, it is more critical than ever to strengthen and expand ALS to ensure that no Filipino is left behind.

The ALS program is a vital component of the Philippine education system. It offers flexible learning options that cater to those who are unable to attend regular classes, whether due to poverty, distance, or other personal circumstances. For many, ALS represents a second chance to obtain an education and improve their life prospects. This is particularly important in a country where poverty and inequality are widespread, and where education is often seen as the key to breaking the cycle of deprivation.

Despite its noble goals, the ALS program faces significant challenges. Limited resources, inadequate training for ALS facilitators, and a lack of awareness about the program are just some of the obstacles that hinder its effectiveness. Moreover, with the ongoing COVID-19 pandemic, the shift to remote learning has exposed the digital divide in the country. Many ALS learners, particularly those in rural areas, lack access to the internet and digital devices, further widening the education gap.

To address these challenges, the government must prioritize the ALS program in its education agenda. This includes increasing funding for ALS, improving the training and support for ALS facilitators, and ensuring that learning materials are accessible in both urban and rural areas. Additionally, partnerships with local government units (LGUs), NGOs, and the private sector can help bridge the resource gaps and bring ALS to more communities across the country. The DepEd should also consider integrating digital literacy into the ALS curriculum, given the increasing reliance on technology in today's world. By equipping ALS learners with digital skills, we can better prepare them for the modern workforce and provide them with more opportunities to succeed.

One of the strengths of the ALS program is its inclusivity. It caters to diverse learners, including indigenous peoples, persons with disabilities, and those from marginalized communities. However, more can be done to ensure that these learners are given the recognition they deserve. ALS graduates should be provided with equal opportunities for employment and further education, and their accomplishments should be celebrated on par with those who complete formal schooling.

In essence, the Alternative Learning System (ALS) is a lifeline for many Filipinos who would otherwise be deprived of an education. As the country battles with the challenges of the pandemic and beyond, it is essential that the government and society continue to support and invest in this crucial program. By strengthening ALS, we not only provide education to those who need it most but also help build a more inclusive and equitable education system in the Philippines. The future of our nation depends on ensuring that every Filipino, regardless of their circumstances, has access to quality education and the opportunity to achieve their full potential.



REFLECTIONS AND MEMOIR OF A NEOPHYTE MUSEUM CURATOR

*By: Dr. Richard Ryan C. Villegas
National University, Manila, Philippines*

Finding someone's niche in an institution where one's field of specialization is not offered is quite a challenge for an educator of history. You must transform yourself a bit to comply with the needs of the department and of the university. In my case, I was able to produce some non-historical research publications which are somehow related to what I was teaching in a quantitative manner.

Horizons expanded when I was appointed, founding cluster coordinator of NU's institutional course, The Nationalian when I was tasked to put up the curriculum as well as the course materials almost alone. I was thankful enough that NU President/CEO Dr. Renato Carlos H. Ermita Jr. appointed me as a member of the revived NU Heritage Committee for a coffee table book project about the stories and anecdotes of the Jhocson family who owned NU as well as their distinguished alumni and employees. Though the pandemic hindered our progress, it did not stop me from my quest as I was able to produce and co-produce more than 20 webinars regarding NU's rich legacy. Most of which are used as course materials for the Nationalian. Furthermore, the fledging 1-unit, non-credited and non-numerical course evolved to a 3-unit, credited, and numerically graded one in a span of 4 years.

A month before my term as coordinator ended in 2022, I was approached by our then committee chair (now director) Dr. Marius Hernani S. Garcia about the plan of Pres. Ermita to put up a museum for NU which will serve as the physical ambassador of the main campus. That was when we started gathering artifacts, memorabilia, and other items that can be found inside the campus. A few months after that, an online meeting was held between myself, and the other members of the committee regarding who will manage the museum, or otherwise known as the curator. When the portfolio was asked to me and the choice was unanimous, I accepted it toward the end of the year.

The Beginnings

As the year 2023 entered, I paced myself for the new challenges that I will face as the pioneer curator of the NU Museum. Aside from my usual teaching duties, I must balance my time with administrative tasks especially with the gathering of artifacts and memorabilia. I started communicating with college deans and directors if they could donate anything sentimental that they do not use anymore. There are several items turned over to us by the 1st quarter of the year however, how are we going to arrange everything in order to make it look like a museum piece. Our group composed of myself, Dr. Garcia, Alumni Affairs Director Ms. Ronnet B. Altuna, and Athletics Academic Development Office Supervisor Dr. Lilibeth P. Diaz brainstormed at least twice a week about our ideas regarding the design but none of us have that skill to finish the job.

The Accidental Designer and Consultant



Ar. Joel V. Rico after his courtesy call to NU President/CEO Dr. Renato Carlos H. Ermita Jr. with the Legacy Council members.

Long and behold, a returning architect alumnus returned and was supposed to avail of an NU alumni card by the name of Joel V. Rico was introduced by Ms. Altuna to the group. She mentioned to Ar. Rico that NU was about to open its own museum within the year. Suddenly, Ar. Rico mentioned that he was the restorer of some key heritage structures in the country. Since then, everything started falling into the right direction. He agreed to design the layout perspective of the museum for free. He said that he will do it as payback to his Alma mater which molded him to be the professional, he is today.

We introduced him to Pres. RJ (Dr. Ermita's nickname) for a courtesy visit and weeks later, he already presented his preliminary design. It took a series of revisions until finally; we were able to have our target design based on the approved budget.

Memorabilia Gathering

We started gathering memorabilia from the old NU Dome (which became a storage room), then sought donations from the Jhocsons and other alumni members. Some colleges were also able to turnover some of their vintage equipment thru their respective deans. Deans Rogelio Aniez, Ma. Reina Rose Gulmatico, and Ms. Medelene Forbes specifically where supportive of our project.

There were also vintage photos that were stored inside the Archives and Special Collections Section of the Learning Resource Center in NU Manila. With the support of LRC, Ms. Jeojilyn Nabor, we were able to have these photos scanned thru the help of their librarian-in-charge, Ms. Ferayros P. Mercado who briefly joined our group.



Groupie with Ar. Joel V. Rico (extreme left) after the astronomical telescope was transferred to the museum.



The assembling of the pedestal of the astronomical telescope.

On May 2023, I assisted Ar. Rico and his assistants to dismantle a 10-feet astronomical telescope to become the center piece of the Museum.

Preparations

The physical preparations started when we gathered collecting memorabilia inside the museum area. It lasted for almost 10 months including the assembly of the board-up, wall-painting, installation of the tracklights, and of the sticker on sintra board walls. Ar. Rico visited the museum area months leading to its much-awaited opening. We also had briefings with newly appointed NU Manila Asst. Vice-President for Administrative Services Michael John Andres regarding the flow of the inauguration.

In the last week before the inauguration of the museum, the Legacy Council worked almost overtime for the finalization of the program invitations in coordination with the then Corporate Communications Office, Security Office, Marketing Office among others. The museum marker was installed that Friday, while the Donor's list was mounted the next day. We ensured that everything was in place considering that our Chairman of the Board, Dr. Hans T. Sy will grace the event together with the members of the Jhocson family and other NU Officials.

While all members have their designated tasks to fulfill, I was assigned to create the tour script to be delivered by the designated student tour guides among others.

The Inauguration

On the 20th of November 2023, we made history as National University inaugurated its museum which showcased its rich history and legacy. The program began at 10:00 am when Sir Hans arrived at the Camilo Osias Hall. He was the first one to sign the guestbook to be followed by the guests and NU Officials.



From left: Ms. Ferayros P. Mercado, Dr. Lilibeth P. Diaz, Dr. Richard Ryan C. Villegas, Ar. Joel V. Rico, Dr. Marius Hernani S. Garcia, Dr. Hans T. Sy, Ms. Ronnet B. Altuna, Dr. Renato Carlos H. Ermita Jr. Ar. Bibiano Luzande, and Ar. Chona Ponce

The program started with an invocation followed by the singing of the National Anthem. Pres. RJ and Dr. Garcia gave their respective welcoming remarks and was followed by the unveiling of the museum marker and ribbon-cutting. Students from the AB English Studies Program led a short tour inside the museum. Right after, a short cocktail was served at the 12th Floor of the Annex Building. Dr. Gabriel Jhocson thanked Dr. Garcia and yours truly for the efforts poured by our group in preserving their patriarch's legacy.

Curatorial Duties

Since the inauguration of the museum, the members of the Legacy Office had wide roles to fulfill not just in managing the museum but also, it's other programs. As curator, I made sure that all visitors were able to sign in the guestbook upon their entry inside the museum. I also led the guided tours intended for students taking up the Nationalian Course. I managed to train selected student-assistants to do the tour guiding. It also opened doors to the College of Tourism and Hospitality Management Student Ambassadors to showcase their skills in your guiding. I also occasionally welcome our guests, particularly alumni members who were fascinated with the vast collection of memorabilia that brought back memories of their stay in NU.

Apart from tour guiding, I also accepted artifact donations from different visitors as I also manage the exhibits along with Dr. Garcia and Dr. Diaz.

Time Management

Performing curatorial duties while teaching full-time is a very tough task to make. I was only deloaded with 12 units of teaching. I really must exert a lot of effort in mastering my job in the museum while also maintaining quality instruction with my classes. At times, I have to pace my lesson delivery in order not to have pending tasks in the museum.

At first, I was worried of the possible outcome in my performance evaluation because I intentionally passed on doing research and community extension duties to make sure that the museum performed well in its infancy stage under my curatorship. As months went by, I was able to meet several visitors who paid their visit to the museum with the accompaniment of our officials particularly Pres. RJ.

Until today, I manage to balance both assignments and thank God that I can do so now that the museum is fully operational.

Reflections and Milestones

I challenge myself to preserve NU's legacy in managing the museum. As a unit in the Legacy Office, we complement each other's weaknesses. I am very thankful to the opportunity that was given to me by Pres. RJ to prove myself based on my field of specialization in history. Just like any neophyte position, it requires more time for improvement mastery to preserve NU's rich legacy at its best. It was where I appreciated the importance of aesthetics in curatorial displays. Indeed, every memorabilia is worth a thousand words as far as its antiquity is concerned.

In the first eight months (2nd and 3rd term of 2023-2024) of operations, we were able to welcome 5549 visitors. Aside from that, I was featured in the UAAP based series entitled School Spirit by Pilipinas Live as I toured NU Pep Squad Co-captain Vigie Ann Calleja and episode host Sam Corales inside the museum. When the NU Community celebrated its double-championship victory for Men's and Women's Volleyball last May, the museum became one of the holding venues of the team members as they also donated their autographed volleyballs for exhibit.



Tour guiding set of School Spirit with Vigie Ann Calleja and Sam Corales

As we welcome AY 2024-2025, the NU Museum continues to showcase voluminous memorabilia to its stakeholders and visitors. While I'm the curator, I ensure that the museum will serve its purpose as the premiere physical ambassador of NU Manila across the all campuses under our program of One NU, One Culture which provides an education that truly works.

-Doc Ryan



CULTIVATING A DIVERSE AND INCLUSIVE CLASSROOM: AN ASSESSMENT

By: Milarose Magracia-Salvacion

Teacher III

Salay Elementary School Mansalay, Oriental Mindoro

A classroom is more than just a space for learning; it is a microcosm of society, a crucible where young minds forge their understanding of the world. In an increasingly diverse and interconnected world, creating an inclusive classroom environment is not just a moral imperative, but a necessity for fostering critical thinking, empathy, and a sense of belonging. This assessment delves into the various facets of a diverse and inclusive classroom environment, exploring its impact on student learning and development.

The Power of Diversity

A diverse classroom is one that reflects the rich tapestry of our society, embracing students from different backgrounds, cultures, abilities, and perspectives. This diversity enriches the learning experience, exposing students to a wider range of ideas, experiences, and ways of thinking. It challenges preconceived notions, encourages empathy and understanding, and prepares students for a globalized world where collaboration and cross-cultural communication are essential.

Building an Inclusive Foundation

- Creating an inclusive classroom is not simply about acknowledging diversity; it's about actively fostering a sense of belonging for all students. This requires a conscious effort to create a safe and welcoming space where everyone feels valued, respected, and empowered.
- Respectful Communication- encouraging open dialogue, active listening, and respectful communication among students.
- Inclusive Curriculum- ensuring that the curriculum is representative of diverse voices and perspectives, challenging biases and promoting critical thinking.
- Accessibility- providing accommodations and resources to meet the needs of all learners, regardless of their learning styles, abilities, or disabilities.
- Positive Classroom Culture- creating a positive and supportive classroom culture where differences are celebrated, and students feel comfortable expressing themselves authentically.

Assessing the Impact

The impact of a diverse and inclusive classroom can be assessed through various indicators.

1. Student Engagement-increased levels of student engagement, participation, and enthusiasm for learning.
2. Academic Performance-improved academic performance, particularly for students from marginalized backgrounds.
3. Social-Emotional Development-enhanced social-emotional development, including increased empathy, tolerance, and understanding of others.
4. Sense of Belonging-a strong sense of belonging among all students, regardless of their background or identity.

Challenges and Strategies

Creating a truly diverse and inclusive classroom is not without its challenges. Some common hurdles include the following:

- Implicit Bias-unconscious biases that can influence teacher expectations and interactions with students.
- Lack of Resources-limited resources and support for students with diverse needs.
- Resistance to Change-resistance from some students or parents to embracing diversity and inclusion.

Various Strategies:

- Professional Development-engaging in ongoing professional development to learn about diversity, inclusion, and culturally responsive teaching practices.
- Collaboration-collaborating with colleagues, parents, and community members to create a supportive network for all students.
- Advocacy-advocating for policies and resources that support diversity and inclusion in education.
- Beyond the Classroom-the benefits of a diverse and inclusive classroom extend far beyond the walls of the school. Students who experience this type of learning environment are better prepared to navigate the complexities of a diverse society, contributing to a more just and equitable world. They develop the skills and values needed to become active citizens, empathetic leaders, and global collaborators.

Conclusion

Creating a diverse and inclusive classroom is an ongoing journey, requiring constant reflection, adaptation, and commitment. It is a journey that demands a conscious effort to dismantle systemic barriers, celebrate differences, and foster a sense of belonging for all students. By embracing diversity and inclusion, we create not only a more equitable and enriching learning environment, but also a more just and compassionate world for generations to come.



SHAPING RESPONSIBLE CITIZENS AS CRITICAL ROLE OF STUDENTS

By: Christian B. Barquilla

Teacher III, Senior High School Coordinator

Cawayan National High School-Cawayan, Bacacay, Albay

Students are not merely passive recipients of knowledge; they are active participants in the construction of a responsible and thriving society. The pivotal role of students in the community extends beyond the classroom, encompassing their ability to shape attitudes, foster civic engagement, and contribute positively to the collective well-being.

Foremost, education serves as the bedrock for instilling values and fostering a sense of social responsibility among students. In the classroom, students not only acquire academic knowledge but also develop a framework for understanding ethical principles, empathy, and a commitment to the common good. The curriculum, when designed to include lessons on civic education, social justice, and community service, empowers students to recognize their role in shaping a harmonious and responsible society.

Students, as future leaders and contributors to society, have the responsibility to cultivate critical thinking and engage in meaningful civic activities. Critical thinking skills enable students to analyze information, question assumptions, and make informed decisions. By participating in civic activities such as debates, community forums, and service projects, students actively contribute to the democratic fabric of society. These experiences not only broaden their perspectives but also instill a sense of agency and responsibility in shaping the world around them.

The development of character and values is a cornerstone of a student's journey toward responsible citizenship. Schools play a pivotal role in nurturing qualities such as integrity, respect, and empathy. When students internalize these values, they become compassionate individuals who understand the importance of treating others with dignity and fairness. The ripple effect of such character development extends beyond the school gates, positively impacting the wider community.

Students have the power to foster a sense of community and inclusivity within and beyond their educational institutions. By promoting a culture of respect for diversity, students contribute to the creation of environments where everyone feels valued and included. This sense of community extends to the broader society, where students, as advocates for inclusivity, can challenge stereotypes, combat discrimination, and work towards a more equitable and harmonious world.

Engaging in service learning and community involvement is a tangible way for students to translate theoretical knowledge into practical actions. By volunteering, participating in community service projects, and collaborating with local organizations, students actively contribute to addressing societal challenges. These experiences not only provide students with a deeper understanding of real-world issues but also instill a sense of responsibility to contribute positively to the welfare of their community.

As students develop character, embrace inclusivity, and actively participate in community initiatives, they contribute to the creation of a society characterized by responsibility, empathy, and collective well-being. By recognizing and embracing their role in shaping the future, students become catalysts for positive change, laying the groundwork for a society that values integrity, justice, and the common good.



THE HIGH STAKES OF EDUCATION IN THE PHILIPPINES: BALANCING THE SCALE AMIDST UNRELENTING ACADEMIC PRESSURE

By: Salve V. Cedo
Asst. Principal II

Libon Agro Industrial High School - Zone II Poblacion Libon Albay

In the Filipino societal context, it is not uncommon that families regard one's educational attainment as the determinant of an individual's future success in life, much like a golden ticket. As a direct result, Filipino families are very willing to go beyond the "most extreme of measures", exerting as much time, effort as well as resources as possible only to ensure that their prized children are to finished their formal education. After all, unlike tangible properties, many Filipino families live on the mantra that education is the only thing that one can possess but cannot stolen.

On the other side of the coin, a conversation about the most extreme of measures is not complete if we are to not talk about how many families put too much pressure on their children to do well at school. Since early childhood is where a huge part of intellectual and cognitive formation is honed, many parents or guardians use the reward system to motivate their children to do well on their studies. This kind of positive reinforcement is effective in the childhood phase of an individual's development as it indeed motivates children to do their best in school and achieve high marks. However, overtime, it is not only the child's knowledge and achievement which increase tenfold, but their parent's or guardian's expectation and eventually, their thirst for academic validation as well. As an individual progress into puberty and young adulthood, the same level of academic prowess and distinction is expected so for many, the pursuit of academic validation continues. However, with the adjustments in environment and the growing pains of transitioning, adolescents and young adults often find difficulty in navigating life due to its increasing complexity. However, the weight of the expectations on their backs is heavier than ever, so much so that many end up compromising their health. One of the most common health effects is the adoption of unhealthy habits. Many students resort to sacrificing their sleep in order to meet deadlines or to cram for exams, leading to sleep deprivation. Another pervasive health effect to some is the increase in stress and anxiety levels. Adolescents and young adults who are under relentless pressure to meet or exceed academic expectations often find themselves trapped in an unending cycle of worry and fear of failure as more uncertainties and chances to make mistakes loom. This anxiety can manifest in various ways, and in some cases, even end up contributing to the development of more serious mental health issues, such as depression.

To conclude, while it is indeed true that education is undeniably the key to future success, an individual under extreme pressure to achieve academic excellence can have serious health implications if approached the wrong way. Regardless whether the family consciously or unconsciously imparts this pressure due to their aspiration for their child to succeed, it is crucial for families, educators, and society as a whole to recognize the struggles of students and adopt a balanced approach to education—one that equally values academic achievement with one's mental, emotional, and physical well-being.



MOLDING MINDS AND LEADERS: SCHOOLS AS CRUCIBLES OF LEADERSHIP

By: Salve V. Cedo

Asst. Principal II

Libon Agro Industrial High School - Zone II Poblacion Libon Albay

A

—

X

—

A

,

,

X

e

n



POV:

THE IMPORTANCE OF VALUES EDUCATION FOR GRADE 5 PUPILS AT LIBIS BAESA ELEMENTARY SCHOOL

By: Myrna E. Quilinguen

Teacher III

Libis Baesa Elementary School

In today's rapidly changing world, the role of education extends far beyond academic achievement. While subjects like mathematics, science, and language are essential for intellectual development, it is equally important to focus on nurturing the moral and ethical foundations of young learners. At LIBIS BAESA ELEMENTARY SCHOOL, values education plays a crucial role in shaping the character and future of Grade 5 pupils, helping them to grow into responsible, compassionate, and ethical individuals.

Why Values Education Matters

Values education is the process of teaching children the principles and behaviors that help them differentiate between right and wrong, respect others, and contribute positively to society. For Grade 5 pupils, who are at a pivotal stage of development, these lessons are especially significant. At this age, children are beginning to form their own identities and develop a deeper understanding of the world around them. By instilling strong values early on, educators can help guide their students in making good choices and developing a sense of responsibility that will serve them throughout their lives.

Building a Foundation of Respect and Empathy

One of the key components of values education AT LIBIS BAESA ELEMENTARY SCHOOL is teaching respect and empathy. These values are fundamental in creating a positive school environment where every student feels valued and included. Grade 5 pupils learn the importance of treating others with kindness, understanding different perspectives, and recognizing the impact of their actions on others. Through activities like role-playing, group discussions, and community service projects, students are encouraged to practice empathy and consider how their behavior affects those around them.

Responsibility and Integrity

Another crucial aspect of values education is engaging a sense of responsibility and integrity among students. Grade 5 pupils at LIBIS BAESA are taught the importance of being accountable for their actions, whether in their academic work or in their interactions with peers and teachers.

Lessons on honesty, fairness, and diligence help students understand that their choices have consequences and that they are responsible for upholding the values they have learned. By emphasizing these principles, educators aim to prepare students to become trustworthy individuals who can be relied upon by others.

Sense of Community and Cooperation

Values education also emphasizes the importance of community and cooperation. At Libis Baesa, Grade 5 pupils are encouraged to work together, support one another, and contribute to the well-being of their school and local community. Through group projects, collaborative learning experiences, and school events, students learn the value of teamwork and the benefits of working towards a common goal. This sense of community fosters a supportive and inclusive atmosphere, where students are motivated to help one another succeed.

Preparing Young minds for Future Challenges

As these Grade 5 pupils move forward in their educational journey, the values they learn at LIBIS BAESA ELEMENTARY SCHOOL will continue to influence their decisions and behavior. Whether they are facing academic challenges, navigating social situations, or making important life choices, the principles of respect, responsibility, integrity, and cooperation will serve as a moral compass to guide them. By prioritizing values education, LIBIS BAESA is not only preparing its students for success in school but also equipping them with the tools they need to lead fulfilling and ethical lives.

To wrap up, values education is an essential part of the curriculum AT LIBIS BAESA ELEMENTARY SCHOOL, particularly for Grade 5 pupils who are at a crucial stage of personal development. By teaching respect, empathy, responsibility, and cooperation, the school is helping to shape well-rounded individuals who are prepared to contribute positively to society. As we look to the future, the importance of values education cannot be overstated - it is the foundation upon which a better, more compassionate world is built.

Research Abstract

THE PHILCAD PHILIPPINE ACADEMICIAN - VOLUME I, ISSUE NO. 3 SERIES OF 2024 - THIRD ISSUE 2024

PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' COLLABORATION IN THE NEW NORMAL IN THE CITY SCHOOLS DIVISION OF CABUYAO

Norie A. Escueta

Researcher

Vivien E. Untalan, PhD

Adviser

Abstract

The main purpose of this study was to determine how significantly related was the principals' leadership styles to teachers' collaboration strategies in the City Schools Division of Cabuyao.

This study used a quantitative research design and utilized the Descriptive Correlational Research Method. The respondents of the study were composed of principals and teachers, nine elementary schools involving 168 respondents, nine principals, and 159 teachers. This study used frequency percentage, mean, four-point Likert Scale, T-Test Independent, and Pearson's Correlation Coefficient.

The level of manifestation of leadership styles in terms of Coaching Leadership Style, Visionary Leadership Style, Servant Leadership Style, Democratic Leadership Style, and Transformational Leadership Style was interpreted as Fully Manifested. There was no significant difference between the assessments of the principals and teachers. The level of manifestation of teachers' collaboration strategies in terms of developing and agreeing upon a shared vision and mutual goals, fostering a sense of community, establishing group norms and expectations, and leveraging discussion to work through conflicts were interpreted as Fully Manifested. There was no significant difference between the assessments of the principals and teachers. This implies that principals raised morale by engaging in communication, teamwork, and collaboration. There was a significant relationship between the principals' leadership styles and teachers' collaboration strategies. This connotes that the higher the principal's leadership, the higher the teacher's collaboration. The good qualities shown by the principals in performing their functions in leading their teachers only means that there is an effective indication of having a sense of leadership among themselves.

Keywords: *principal, leadership styles, teacher, collaboration, new normal*

THE QUALITY ASSURANCE PRACTICES AND ORGANIZATIONAL COMPETITIVENESS AMONG SELECTED COLLEGES AND UNIVERSITIES IN CALABARZON: BASIS FOR CONTEXTUALIZED QUALITY MANAGEMENT SYSTEM MODEL

*Dr. Dennis L. Janda
Calamba City, Laguna, Philippines 4027
dennisjanda@gmail.com*

Abstract

This paper aims to develop a “Contextualized Quality Management System Model”. Its direction is to formulate a QMS model that considers the real scenario where the colleges and universities in CALABARZON is situated.

This study is an opportunity to measure the quality assurance practices, to rate the organizational competitiveness, and to evaluate the efficiency of quality management system of the selected colleges and universities.

The research method is Descriptive-Quantitative-Correlational that explores the relationship between or among variables. The relationship between or among the variables is hypothesized in correlational investigations.

The Quality Assurance practices in terms of the 10 Areas of Accreditation has been rated as "implemented". The degree of Organizational Competitiveness is described as "competitive". QMS practices obtained to be "somehow efficient". There is no significant difference on the degree of implementation of quality assurance practices; and the degree of organizational competitiveness when grouped according to the number of Accredited Programs, and Satellite Campuses. There is no significant difference on level of efficiency of QMS, when grouped demographically. Based on the results of the study, there are significant relationships between the degree of implementation of quality assurance practices; the degree of organizational competitiveness; and the level of efficiency of quality management system.

A contextualized QMS must be adopted by colleges and universities in order to achieve a culture of quality, to deliver quality service, to have a commitment to continuous improvement, and to attain a high level of organizational competitiveness described as a glocalized higher educational institution.

Keywords: *quality assurance, organizational competitiveness, quality management system*

FACTORS INFLUENCING VOTING DECISIONS: A COMPREHENSIVE REVIEW OF THE VOTING BEHAVIOR OF REGISTERED VOTERS IN THE MUNICIPALITY OF SILANG, CAVITE

Marc Darish P. Alcazar

College Instructor

College of Arts and Sciences, Cavite State University –

Don Severino De las Alas Campus, Indang, Cavite

marcdarish.alcazar@cvsu.edu.ph

Abstract

In Article V, Section 1 of the 1987 Philippine Constitution, it is stated that suffrage may be exercised by all citizens of the Philippines who are not otherwise disqualified by law. For that constitutional provision, suffrage is the right to vote and to be voted in public elections, both local and national, in certain circumstances.

In the Philippines, voters are attracted by sociocultural issues. Elections are usually regarded as the embodiment of public will and the manifestation of the people's sovereign authority in contemporary democratic countries. In a democratic society, it is necessary to understand the patterns of how people vote for political candidates and how voting behavior affects them due to several factors and strategies that are given in every election.

In this study, the factors and strategies affecting the voting behavior of registered voters in the municipality of Silang, Cavite, were discussed. Specifically, it also sought answers to the following questions from the respondents: (1) Determine their demographic profile; (2) identify the factors affecting their voting behavior; (3) determine the election campaign strategies used by a political candidate to affect the voting behavior of the respondents; and (4) determine if there are significant relationships between factors, election campaign strategies, and voting behavior.

Moreover, it understands how given factors such as educational background, family affiliation, political party affiliation, and platforms with strategies such as campaign jingles, social media advertisements, and giving merchandise like a jacket, cap, bracelet, fan, and others affect the choice of the voter.

Keywords: *election, platforms, political party affiliation, family affiliation, campaign strategies*

3D APP: APPLYING THE DIGITAL DRILL AND PRACTICE METHOD IN TEACHING GRADE 10 STUDENTS TOWARDS DEXTERITY IN 5S AND 3RS

*Kimberly G. Andonga
Junior High School TLE-ICT Teacher
Lingunan National High School-SDO Valenzuela*

Abstract

Mastery level among students is often measured through different forms of assessment. This became one of the important bases to evaluate if teaching strategies used were effective. This study aimed to determine the effectiveness of the digital drill and practice method in teaching the Five S (5S) methodology and Three Rs (3Rs) among the Grade 10 students who are taking Computer Systems Servicing (CSS) in TLE. The data were gathered from pretest and posttest scores of students in control and experimental groups. The results showed that there is a great increase in the posttest scores of students who are exposed to the digital drill and practice method. Moreover, students' posttest scores from experimental group achieved the "Closely Approximating Mastery" based on the scales provided in the DepEd Memorandum No. 160, s. 2012 in determining the Mastery Level during assessments of students. Conclusions and suggestions were provided based on the results of the study.

Keywords: *3Rs, 5S, computer, dexterity, digital, drill and practice, mastery level*

ASSESSMENT PRACTICES IN PRESCHOOL EDUCATION

Olive Jeanne Faba Cagampan

Kindergarten Teacher- Ho Chi Minh City, Vietnam

Graduate School Student -Philippine Christian University – Manila, Philippines

Abstract

The Vietnam was ranked second in Southeast Asia in Program for International Student Assessment (PISA) ranking. This signifies that the educational system of Vietnam is remarkable. Vietnam gives notable attention to the education system. This is significantly true in the early childhood education. This study focused on feedback and observations of teachers in relation to the perceived effectiveness of assessment practices in early childhood education within the context of Ho Chi Minh City, Vietnam. It is a qualitative research which employed semi-structured interviews to collect data from Vietnamese preschool teachers.

The study revealed that the current assessment practices of teachers include conducting assessments on a weekly and monthly basis using observations and skill checklists that ensures regular monitoring of students' progress which covers cognitive, social-emotional, and behavioral domains. The tools are culturally responsive tailored to the Vietnamese context, integration of play-based assessment and with emphasis on authentic assessment. Play-based assessment enhances the overall assessment process by providing a more holistic understanding of children's development. By integrating play into assessment practices, teachers can observe children in naturalistic settings and gain insights into their cognitive, social-emotional, and behavioral skills. Play-based assessment aligns with developmentally appropriate practices and promotes active engagement, creativity, and exploration among preschool students. (Pyle, A., DeLuca, C., Danniels, E., & Wickstrom, H., 2020) This underscores the shift towards more child-centered and developmentally appropriate assessment practices in Vietnamese preschools. By incorporating play-based assessment, teachers aim to gain a deeper understanding of children's strengths and areas for growth, promoting more tailored instructional approaches.

The respondents generally perceived their assessment practices in preschool classes as effective. Teachers' perception of the effectiveness of assessment practices influences how they engage with assessment and the value they place on assessment data. Teachers expressed confidence in the validity and utility of their assessment practices, believing that they provide valuable insights into students' development. Moreover, teachers are also using portfolio assessments, and project-based assessments to capture children's learning in meaningful ways. Using these assessments, the teachers are certain that preschool students are ready for the next level when they passed. Interventions are given when the students did not meet the expected outcome.

It is recommended that the administration give support and acknowledge the importance of creating a playful learning environment that fosters holistic assessment as Vietnamese preschool teachers expressed a growing interest in integrating play-based assessment methods into their practices. It is also recommended that teachers may be given more workshops to strengthen their knowledge in doing activities that can be included in portfolio and make standardized checklist for play-based learning.

Keywords: assessment practices, play-based assessment, portfolio, authentic assessment

INTEGRATION OF TECHNOLOGY IN PRE-SCHOOL ASSESSMENT: AN ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND, THREATS

Ninette Mataac, Juliet Bernabe, Roshan Cabral, Irene Manabeng

Graduate School Students

Philippine Christian University - Manila

Abstract

Early childhood education plays a vital role in shaping a lifelong learning and development foundation, thus, preschool assessment is valuable in providing insights about the students' overall progress. However, traditional assessment methods in the Philippines, often relying on standardized paper-and-pencil tests, can be time-consuming, lacking engaging elements and limiting the assessment to a narrow range of skills. Research suggests that technology-based assessments can give results of score in no time, can be more engaging, can lead assessing wider range of skills.

This study specifically analyzed the Strengths, Weaknesses, Threats and Opportunities (SWOT) of integrating technology for the improvement of preschool assessments. Employing the survey research method, a quantitative approach to data collection, the researchers utilized a researchers-made questionnaire.

The study revealed the following findings: Strengths - the number of teachers who are willing to use technology for assessment and are somewhat comfortable in using it is increasing, the perceived benefits like increased engagement and richer data collection regarding the students' abilities is evident, the software application can automatically give scores of assessments, thus reduced checking time for teachers. Weaknesses – teachers make or avail their own app or software to be used in assessing preschool, hardware to be used is not enough vis-à-vis the number of students, poor internet connection, and lack of technical support for troubleshooting. Opportunities – the teachers can collaborate with other teachers on developing and implementing technology-based assessments, there are available free trainings online to enhance the ability of teachers to use and develop technology-based assessments. Threats - there is limited resources or funding for purchasing educational apps or software and hardware and funding for professional development program of schools.

The researchers recommend increasing funding for technology, educational apps, and professional development workshops for teachers; creating guidelines to ensure all students can access technology during assessments. Finally, the study calls for collaboration among policymakers, educators, and technology developers to create the best possible assessment experience for preschool children in the Philippines.

Keywords: *preschool assessment, technology-based assessment*

ENHANCING THE ORAL COMMUNICATION SKILLS OF GRADE ELEVEN INFORMATION AND COMMUNICATION STUDENTS OF STO. DOMINGO INTEGRATED HIGH SCHOOL USING SUSTAINABLE MODULE IN LEARNING ENGLISH (SMILE)

*Ofelia Franco
Sto. Domingo Integrated High School
DepEd Division of Sta. Rosa Laguna*

Abstract

A quasi-experimental study was conducted to assess the effectiveness of S.M.I.L.E or Sustainable Module in Learning English in enhancing the oral communication skills of Grade 11 Information and Communication Students of Sto. Domingo Integrated High School. Further, it aimed to describe the students' proficiency in oral communication skills in terms of their pre-test and post-test scores.

Two (2) matched groups of students participated in the study with 30 members in each group. The developed module served as the main research instrument which was used by the students in the experimental group. The control group however, was not exposed to the intervention material. T-test was utilized to answer the inferential questions posed in this study.

Both groups obtained a passing average score in the pre-test. The mean difference of more than 4 points in favor of the experimental group indicates that S.M.I.L.E. or Sustainable Module in Learning English sustains the students' proficiency in oral communication skills. The satisfactory rating in the post-test of the students exposed to the intervention material implies that the S.M.I.L.E. facilitates enhancement of the students' oral communication skills.

The hypotheses stating that there are no significant differences in the pre-test and post-test mean score of the two groups were rejected. These findings indicate that the students in the experimental group outperformed those students in the control group in terms of their mean score. If this trend will continue, we are certain that students' future performance in oral communication skills can be predicted to be better and satisfactory.

The S.M.I.L.E. served its purpose in enhancing the students' oral communication skills which is vital as they venture in the BPO industry, hence, it is suggested that the DepEd may adopt this material to support effective teaching and quality learning of ICT in public school.

Keywords: *oral communication skills, information contact center and servicing, communication technology*

THE EXTENT OF PARENTAL INVOLVEMENT ON THE ACADEMIC PERFORMANCE OF GRADE THREE PUPILS IN RIZAL ELEMENTARY SCHOOL

*Judith G. Andres
Rizal Elementary School
Schools Division Office of Taguig-Pateros*

Abstract

Active participation and involvement of parents in curricular and extracurricular activities could result in a better understanding of the nature of the educational institution and the learning process. The pupils, teachers, and parents' relationship are strengthened through associations in these activities. More active participation and involvement of parents should be done, since they are the first ones to influence the child's development, and have always been the most important agents of socialization of their children.

The study showed that the involvement of parents to pupils' academic performance is important. It is recommended that, 1. Meeting with parents should be before the grading period, 2. Give in advance the lesson guide to parents, 3. Extrinsic motivation should be given to parents so they will be encouraged to participate, 4. There should be regular meetings with parents not only during giving of report cards, 5. Stronger partnerships between the parents, teachers and the school administrators must be strengthened. The Mean Percentage Score were utilized to measure the mastery level of the respondents and to further identify what measure is to be used. Wide dissemination of this research findings will enable the teachers to improve the instruction, teaching performance and learner's performance. "Program for Family Active Involvement" is a program recommended for.

Keywords: *participation, parental involvement, academic performance, extrinsic motivation, mastery level, mean percentage scores*

SPECTRUM TEACHING AND ITS COGNITIVE IMPRINT IN SCIENCE

*Mark DA. Valdevieso
Graduate School Student
National Teachers College*

Abstract

Through systematic approach in shifting decision making towards learning from the teacher to the students, the pedagogical process of an academic institution can be improved using various teaching styles enclosed in the spectrum theory, igniting consciousness among the students to decide on how they will learn in conjunction with the proper facilitation of the teacher. In this study the universal applicability of the Spectrum was investigated to determine the cognitive imprint of spectrum teaching of Grade 8 Science. The study made use of a quasi-experimental using regression discontinuity design, where OLSAT scores were used to determine which subjects will be grouped into average and low performing students. The quasi-experimental study was designed to determine the cognitive imprint of Spectrum teaching in Science 8 along with the pretest and posttest which were prepared by the researcher and validated by the experts in Science education together with the lesson plan and task sheets.

Selected grade 8 students from La Consolacion College Valenzuela were taken as the subjects of the study. The researcher utilized purposive sampling in choosing the subjects where stanine scores were used to determine the cutoff of the two experimental groups. There were ten (10) students per group who took the pre and post program measure to determine the cognitive imprint of spectrum teaching. The pre and post program measures were subjected to statistical procedures such as dependent/correlational t-test, mean, standard deviation and z score.

The data revealed that there was a significant difference between the pretest and posttest of the average performing group and low performing students proving the applicability of the spectrum teaching in Science. On the other hand, low performing students showed a 0.2 increase on the gain score than the average group with -0.1. This demonstrated the immense effect that spectrum teaching has. The cognitive performance of the low performing students showed an increase of 80% and, consequently, neither decrease or increase of 20 percent. Meanwhile, the average students had an increase of 10 percent, neither decrease or increase of 50 percent and decrease of 40 percent in their cognitive performance.

Based on the analysis of the entire result, it established that spectrum teaching has a superb cognitive imprint on the low performing students than the average one.

Keywords: *cognitive imprint, spectrum teaching, teaching styles*

**KNOWLEDGE, ATTITUDE, AND STYLES IN SCIENCE OF STAKEHOLDERS
IN THE MUNICIPALITY OF CUYAPO**

Sarah May A. Lico
Teacher 1
Salagusog National High School

Abstract

This study determined the science attitude of the stakeholders in the public Secondary Schools in Cuyapo, Nueva Ecija. Specifically, it sought answers on the questions of the profile of teacher respondents in terms of: age; gender; highest degree obtained; teaching experience; methodologies/strategies; teaching parameters; ; attitude; the profile of school in terms of: science facilities; science activities;; science experiments;; attitude; the profile of the students in terms of: age; year; gender; attitude; the profile of the parent respondents in terms of: social background (occupation, educational attainment, family income, family resources, work status); family characteristic (family size, structure); and attitude. It also tested the significant difference between and among the four respondents in attitude in science.

The study used experimental research design particularly the descriptive method with the questionnaire as a tool in gathering data. One Way ANOVA were set at .05 level of significance and all other data like profile of the respondents were analyzed and treated by using the mean, frequency counts and percentage or descriptive statistics. There were four types of respondents namely: the teacher, the school administrator, science teacher, students and parents. Ten public schools participated in the study, 38 science teachers, 340 students, and their parents.

Majority of the science teacher ranges from 26 - 30 years old, female, less than 5 years of experience and took masteral degree. They often use and do the teaching methodologies/strategies and they strongly agree on the five teaching parameters and have a high descriptive rating and highly favorable on their attitude in science.

Majority of students share equipment. While the school conducts contests, organized science club, participate in community activities and lesser seminar on the application of science. Schools attitude is very highly favorable in motivating, investigating and reflective attitudes and highly favorable in group/participating attitude.

Majority of the students' age respondents are within 13 - 14 years old and 15 - 16 years old and female, second and third years. Highly favorable students rated group/participating and reflective attitudes and moderately favorable on motivating and investigating attitude. Majority of the parents had a monthly income of P9, 000 and above, college graduate and working with the average 5 - 8 members in the family.

Young female, and future Masteral degree holders dominate most teachers of the diocesan schools of La Union. Oftentimes teachers utilized different teaching methodologies/strategies and parameters in teaching science. Science activities, and experiments affected the involvement and attitude in science of the school administrator but science facilities do not affect. Students of the public schools whether freshman or senior, male or female has nothing to do with their attitude in science. Family income of parents affected their attitude in science.

The present study provides rooms for innovations of research, that is many problems could be uprooted which could enliven the unsatisfied minds of researchers to continuously quest for solutions to these evolved problems thus, this is the very essence of research.

Keywords: knowledge, attitude, styles, stakeholders, students, innovation, researchers

THE PROVINCIAL GOVERNMENT OF SARANGANI TOWARDS GOD-CENTERED RESPONSIBLE PUBLIC GOVERNANCE: EVIDENCE BASED MOSES THEORITICAL FRAMEWORKS

*Lenelyn Barlas-Tomas, PhD
Armed Forces of the Philippines (AFP)
lenelyntomas32@gmail.com*

Abstract

The provincial government of Sarangani is on a mission to become a God-centered and responsible public governance. This has been made possible through the implementation of evidence-based Moses theoretical frameworks. These frameworks are anchored on the principle of servant leadership, which is a critical component of the God-centered approach to governance. The leadership of Sarangani has recognized the need to put God at the center of its decision-making processes, as this is believed to be the key to achieving sustainable development and social progress.

The Moses theoretical framework is based on the life and teachings of Moses, who was a great leader in biblical times. The framework is anchored on the principles of servant leadership, which emphasizes the importance of serving others and putting their needs first. This approach is critical in creating a culture of accountability, transparency, and responsibility in governance. By putting God at the center of the decision-making process, the government of Sarangani has been able to create a sense of purpose and direction in its leadership.

The evidence-based approach to governance is also critical in ensuring that decisions made by the government are based on sound data and research. This approach involves the use of data-driven decision-making, which is based on evidence and research. This approach is critical in ensuring that decisions made are objective, unbiased, and based on facts. The use of evidence-based frameworks has enabled the government of Sarangani to make informed decisions on critical issues such as health, education, and the environment.

The God-centered approach to governance has also enabled the government of Sarangani to create a culture of accountability and transparency. This has been achieved through the implementation of various anti-corruption measures, such as the use of open procurement systems and the adoption of transparent budgeting processes. The government has also put in place mechanisms for citizen participation, such as public consultations and feedback mechanisms. These measures have enabled citizens to hold the government accountable for its actions, thereby promoting transparency and accountability in governance.

Keywords: *good governance, God-centered, sustainable, accountability, transparency, evidence-based, governance, servant leadership, social progress, citizens participation, sustainable, social progress.*

**ENHANCING THE COMPUTER LITERACY AND REDUCING COMPUTER ANXIETY
OF MIDDLE-AGED TEACHERS THROUGH PROJECT SICLAP
(School Intensive Computer Literacy and Advocacy Program)**

*Dr. Donato G. Talenjale
Master Teacher II
Nagpayong Elementary School - Pasig City*

Abstract

Information and Communication Technology has totally pervaded and impacted every single aspect of human society including the educational landscape. Educational institutions are rushing and moving towards computerization especially under the new normal. Distance learning is the best alternative for education to continue. This is the very reason why the researchers were so highly motivated to conduct this study to find out the readiness of the middle-aged teachers as we shift to online teaching by enhancing the computer literacy of the teachers and reducing their anxieties or fear regarding the computer technology.

Logically, the researchers deemed it proper to utilize the descriptive survey design for it deals with a phenomenon prevailing in the environment. In short, it describes the fundamental characteristic of a phenomenon. In this study, the researchers used a locally-made survey questionnaire, pre-test and post-test and interview to generate data.

The subject of the study were the middle-aged teachers of Nagpayong Elementary School belonging to age bracket 35 to 50. Purposive or deliberate sampling led to the selection of 38 teachers as the respondents of the study. A researchers-made survey questionnaire and pre-test and post-test were the main data gathering tool used complemented by interview and observation.

In the Philippines, the Department of Education has already introduced several years ago the use of computer in the delivery of instruction. DepEd Order No. 78, s. 2010 provides that with the legal mandate of promoting the right all citizens to take appropriate steps in making education accessible to all, the Department of Education (DepEd) is geared towards the transformation of education through the DepEd Computerization Program (DCP). This program aims to provide public schools with appropriate technologies to enhance the teaching-learning process and meet the challenges of 21st century. However, in spite of these opportunities to improve teachers' competence over the use of computers, low level of computer literacy is still evident among public school teachers specially in the elementary level.

In response to this problem, the proponents conducted an action research titled "Enhancing the Computer Literacy and Reducing Computer Anxiety of the Middle-Aged Teachers Through Project SICLAP (School Intensive Computer Literacy and Advocacy Program).

Based on the data collected, the study revealed that the middle-aged teachers have moderate level of computer literacy in consideration of computer operation and concepts, social and ethical standards and pedagogical standards. Conversely, the respondents manifested low level of computer literacy in the area professional standards. With regards to computer anxiety, it came out that the teachers experience moderate level of anxiety. This implies that there is still much to improve among teachers with regards to computer literacy and what is redeeming is the fact that the openness of the teachers to change and willingness to learn the technology.

On the basis of the conclusions drawn, the following recommendations are proposed:

1. Improve and enhance the level of teachers' computer literacy skills to the optimum to achieve an effective delivery of service.
2. The study revealed that an appropriate and intensive computer literacy and advocacy program enhances the computer knowledge of the middle-aged teachers. Thus, the training must be appropriate, intensive, and developmental.
3. Computer anxiety can be reduced by enhancing the computer literacy of the teacher respondents. Since the level of computer anxiety is just moderate it will not be difficult to implement a friendly school-based computer literacy program like hands on activity on word processing, excel, internet, electronic mail and use of different platforms.
4. Computer advocacy programs like hands on activities, seminars and mentoring are proven effective in developing the computer literacy and reducing anxiety over the use of computers if teachers maintain positive attitude and embrace the importance of technology.
5. That this study be replicated by future researchers from other cluster of the Division of Pasig City to cover a wider area thus, making the result more conclusive and comprehensive.

Keywords: *Computer Literacy, Computer anxiety, Middle-aged teachers*

STRATEGIC ONBOARDING OF HUMSS TEACHERS IN INCLUSIVE CLASSROOMS OF LEMERY SENIOR HIGH SCHOOL

Jake Mark R. Ricalde

Author

Lemery Senior High School - Batangas Province

Abstract

The aim of this research was to create a strategic onboarding program specifically designed for Humanities and Social Sciences (HUMSS) teachers who teach in inclusive classrooms at Lemery Senior High School, located in Lemery Sub-Office of the Division of Batangas Province. It utilized descriptive-type quantitative research and employed a validated researcher-made questionnaire in data collection. Simple random sampling via draw lots was used after selecting 46 out of 51 HUMSS teachers through Raosoft application. Data obtained were treated using statistical tools such as Weighted Mean, ANOVA and t-test. Based on the findings, it showed that the HUMSS teachers were mostly female and have been teaching for a period of 1 to 5 years with the age range from 21 to 30. Moreover, teachers' competence in fostering inclusive classrooms was considerably affected by compliance or their adherence to rules and regulations of the school, clarification or their understanding of the job descriptions and responsibilities, connection or their relationship with colleagues, and culture or their school norm. Furthermore, the capacity of teachers to promote inclusivity was not heavily influenced by their age, sex and years of teaching experience. Additionally, teachers in inclusive classroom usually encountered difficulties regarding weak stakeholder cooperation, complicated teaching instruction, unclear Inclusive Education policies, insufficient of support from school administration and lack of teamwork with school workforce. A strategic onboarding program to be embedded in Department of Education's Teacher Induction Program, was created to strengthen HUMSS teachers' competencies necessary to enable them to have relevant skills for creating an inclusive atmosphere suitable for all learners.

Keywords: *Inclusive Education, Learners with Disabilities, Strategic Onboarding Program, Inclusive Classroom, Compliance, Clarification, Connection, Culture*

CONTEXTUALIZED ACTIVITY MATERIAL IN FOSTERING AUTOMATICITY IN MULTIPLICATION FACTS FROM 1-10 OF GRADE 3 PUPILS

*Rogelyn D. Mañego
Teacher I, Balatong B Elementary School*

Abstract

This action research aimed to determine the effect of the utilization of Contextualized Activity Material on automaticity of multiplication facts from 1-10 of Grade 3 non-numerates and nearly numerates in Mathematics. The researcher used Explanatory Sequential Mixed Method Research Design to gather both quantitative and qualitative data to attain the objectives of the study. The pre-experimental one-group pretest-posttest design was used to determine the significant difference in the level of automaticity in multiplication facts before and after implementing the Contextualized Activity Material. On the other hand, in the qualitative part, thematic analysis was used to describe the perceptions of Grade 3 learners after using the Contextualized Activity Material. The participants of this study were 23 Grade 3 learners. These learners were chosen based on the result of Project All Numerates: 5 non-numerates and 18 nearly numerates. The data-gathering instrument was a 30-item-teacher-made test (pre-test & post-test) and the Contextualized Activity Material. The result gained from the Paired sample t-test was that the t stat is greater than the critical value ($-3.877 > 0.000434$), the null hypothesis was rejected moving to the conclusion that there is a significant difference in the pre-test and post-test scores of Grade 3 pupils. Furthermore, Contextualized Activity Material helped the learners to memorize multiplication facts based on thematic analysis. Therefore, Contextualized Activity Material is proven effective that future researchers may create another compilation of activities and add more weeks in administration of Contextualized Activity Material.

Keywords: *Contextualized Activity Material, Automaticity of Multiplication Facts, Grade Three*

**PROJECT TABLET: (TABLET LENDING FOR EFFICIENT TEACHING DELIVERY)
AN INNOVATION TO DIGITAL LEARNING IN TLE**

*Grenalyn R. De Chavez
Putingkahoy Elementary School
Rosario East Sub-Office*

Abstract

In today's rapidly evolving digital age, the demand for innovative educational solutions is more pressing than ever. The Philippines' K to 12 law promotes the integration of technology in education, encouraging the use of digital tools like computers, tablets, and online platforms to enhance students' learning experiences. It also stresses the importance of teacher training in effectively incorporating these technologies into teaching practices. This project responds to this call by exploring the impact of tablet lending on the delivery of Technology and Livelihood Education (TLE).

The project introduces an innovative tablet-lending program aimed at improving teaching delivery in TLE. A descriptive survey method was employed to collect and analyze data from participants, which were then presented through tables and graphs to provide a clear representation of the results.

The findings show that 15 pupils (23%) scored between 75-79, indicating a fairly satisfactory performance, 21 pupils (32%) scored between 80-84, showing a satisfactory performance, 18 pupils (27%) scored between 85-89, reflecting a very satisfactory level, and 12 pupils (18%) scored between 90-100, demonstrating outstanding achievement.

The data indicates that most pupils achieved satisfactory or better performance levels, with a significant number reaching very satisfactory or outstanding achievements. These results suggest a diverse range of performance levels, but overall, the use of tablet lending contributed to improved academic outcomes in TLE.

Keywords: *TABLET, digital learning, technology*

PROJECT GETS GUIDED ACTIVITY AND EXPERIMENT IN TEACHING SCIENCE: AN INNOVATION TO INCREASE INTEREST AND PARTICIPATION IN SCIENCE CLASS

Julieta V. Abaday

Putingkahoy Elementary School

Rosario East Sub-Office

Abstract

Science is considered as one of the most challenging subjects to learn leading to low engagement in science activities and experiments. KRA 1-Objective 2- that teachers must use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. Guided activity and engagement in teaching science also aligns with the Next-Generation Science Standards, which emphasizes the need for students to engage in science and to develop their understanding of science concepts. The use of guided activity and engagement in teaching science provides an effective way to promote student-centered learning, foster students' curiosity and creativity, and enhance their learning outcomes. This project is an intervention to enhance the interests and participation in science class. This study used descriptive research method. A questionnaire and checklist were utilized for some points of getting results. Activities and Experiments through guided demonstration had a great impact in the learning achievement in science class. Targeting higher percentage of interests and participation of pupils through guided activities and experiments. Incorporate hands-on and interactive activities into the lesson plans to make science classes more engaging and interesting. Encouraging their curiosity and participation creates a more conducive learning environment and increases interest in the subject.

Keywords: *teaching science, activity, experiment, innovation, interest & participation, science*

THE IMPACT OF MAPEH TEACHERS ON HOLISTIC STUDENT DEVELOPMENT IN JUNIOR HIGH SCHOOL OF NAMPICUAN NATIONAL HIGH SCHOOL

Kathrine T. Cadalso

Master of Arts in Education

Lyceum-Northwestern University Institute of Graduate

and Professional Studies Dagupan City

Research Adviser: Dr. Bernadette C. Luzadas

Abstract

Based on the preceding findings, several conclusive observations emerge. Firstly, the hypothesis positing that there exists no significant relationship between students' demographic profiles and their perceived holistic development is refuted. This suggests that demographic factors indeed play a role in shaping students' overall development, indicating a need for further exploration into the specific demographic variables that influence holistic growth. Secondly, the hypothesis asserting the absence of a significant relationship between health-related physical fitness variables and students' perceived holistic development is also disproven. This underscores the importance of physical fitness in the holistic development of students, highlighting the interconnectedness between physical well-being and overall personal growth. These conclusions challenge previous assumptions and emphasize the multifaceted nature of holistic development, which encompasses various dimensions beyond academic achievement. By rejecting these hypotheses, the study underscores the significance of considering diverse factors in understanding students' holistic development trajectories. Additionally, these findings underscore the need for tailored interventions and support systems that address the holistic needs of students, considering both their demographic backgrounds and physical fitness levels.

Keywords: *MAPEH Teachers, holistic student development, student, physical fitness, personal growth, academic achievement*

EVALUATION OF THE PHILIPPINE CULTURAL COLLEGE BASIC EDUCATION LIBRARY: BASIS OF A FIVE-YEAR DEVELOPMENT PROGRAM

Raymond Robert L. Santos

Researcher

Evangelina Q. Mallillin

Adviser

Abstract

This study evaluated the basic education library anchored by the DepEd school library standards to formulate a five-year development program. This study also attempted to identify the problems that the respondents encountered.

The researcher meticulously used the descriptive method of study to interpret and analyze the data gathered. A formal survey questionnaire was utilized to extract the necessary data and evaluate the three groups of respondents in the eight research areas and the problems encountered, supported by an informal interview and observation. The purposive sampling method was used to select the students, namely the Grade 6, Grade 10, and Grade 12, while the researcher used the entire faculty and non-teaching personnel of the different offices.

For data analysis, the researcher used the Weighted Average to analyze the current status of the Philippine Cultural College basic education library and the problems encountered by the respondents. Another treatment was the one-way Analysis of Variance (ANOVA), which compares the responses of the three groups of respondents whose sample sizes are significantly different.

The questionnaire led to the respondents' evaluations on the satisfaction rate of the eight areas of the basic education library, the problems encountered by the three groups of respondents, and the formulation of a five-year development program, which was the product of this study. Informal interviews and observations supported the data gathered.

After interpreting and analyzing the data, the researcher drew up the conclusions. 1) There are aspects of the DepEd School Library Standards that the Philippine Cultural College basic-education library, such as Collection management, information technologies facilities and services, linkages, and networks, did not attain. 2) The student respondents rated the following provision in human resources as the lowest among the areas: being approachable and resourceful in giving information, efficient in rendering services, and having genuine interest and willingness to help. 3) The areas of mission, goals and objectives, administration, information technology facilities and services, and Linkages and networking did not have significant differences according to the evaluation of the three groups of respondents. 4) The three groups of respondents' low satisfaction rating of information technology facilities are evident. 5) The program initiated by the library is effective among all the respondents.

The researcher came up with the recommendation of maximizing the use of referral services and benchmarking, as well as practical solutions to address the issues about the head librarian as the head of the library department and the issue about the poor connection of the WIFI in the library. It is also recommended the additional activities of the library and the adaptation of the five-year development program for the betterment of the library provides a clear path for improvement.

Keywords: *library evaluation, library users' satisfaction, library leadership, library standards, library five-year development plan.*



THE **PHILCAD** PHILIPPINE ACADEMICIAN

THE PHILCAD PHILIPPINE ACADEMICIAN

International Quarterly Magazine

Block 20 Lot 7, Purok Rosal, Brgy. Datu Esmael-H1

Dasmariñas City, Cavite, 4114, Philippines

Website: philcadacademian.com

Facebook Page: <https://www.facebook.com/profile.php?id=61556235612405>

Contact Number: 0927-7753-471

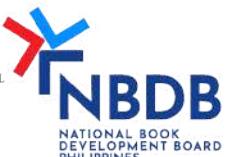
Email Address: filcad2023@gmail.com

PHIL-CAD ACADEMICIAN PUBLISHING 2024

Registered



INTERNATIONAL
STANDARD
SERIAL
NUMBER
PHILIPPINES



NATIONAL BOOK
DEVELOPMENT BOARD
PHILIPPINES



PHILIPPINE SOCIETY FOR QUALITY • SINCE 1969