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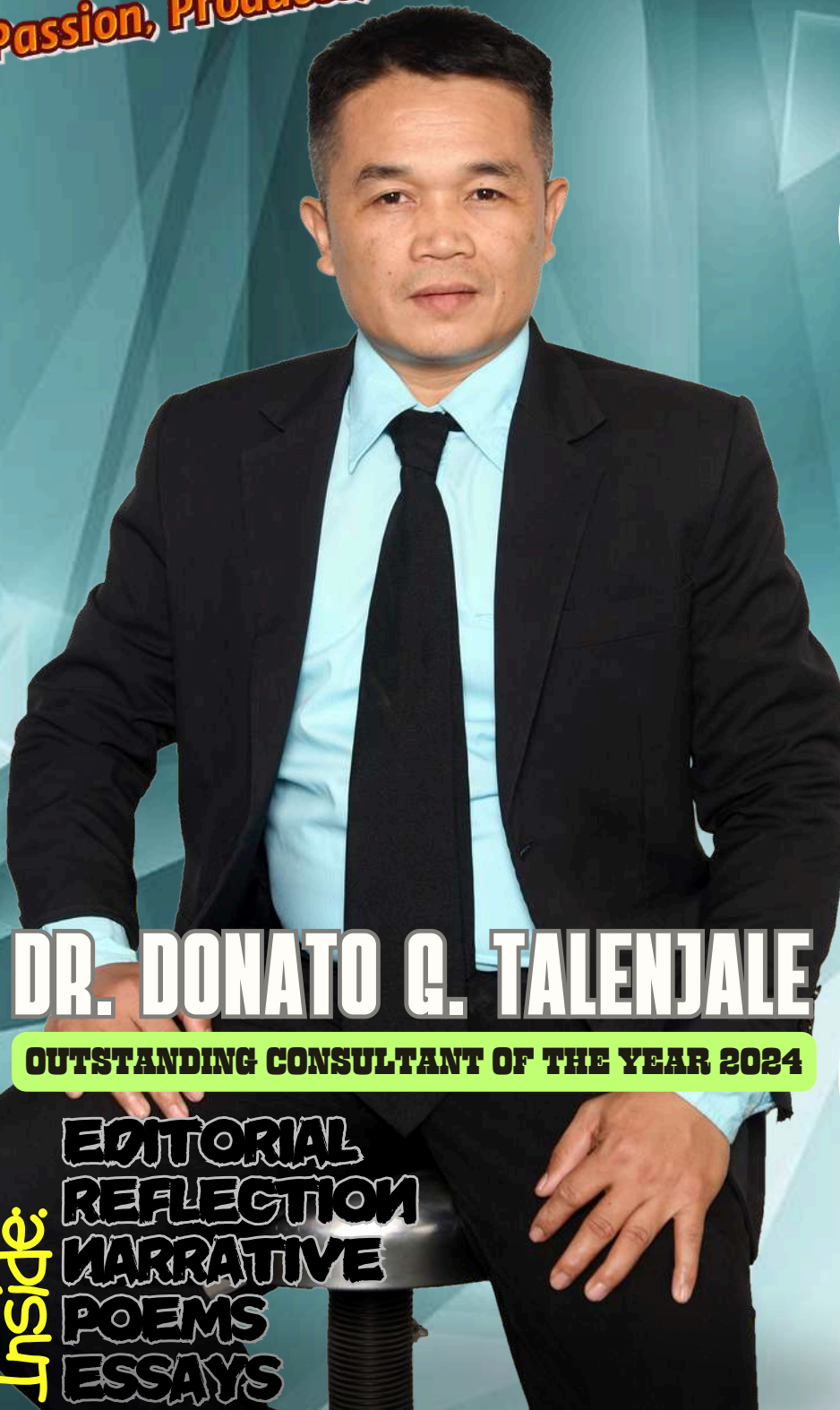


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DR. DONATO G. TALENDALE

OUTSTANDING CONSULTANT OF THE YEAR 2024



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About the Editorial

THE JOURNEY OF DR. DONATO G. TALENJALE: A LIFE OF DEDICATION AND EDUCATIONAL LEADERSHIP

Dr. Donato G. Talenjale's story is one of unwavering dedication, profound commitment, and transformative impact in the field of education. His journey as a public school teacher began with a simple yet powerful goal which is to provide quality education to every learner, regardless of background or circumstance. From the very beginning, Dr. Donato saw teaching not merely as a profession but as a mission—one that demanded heart, perseverance, and integrity.

In the early years of his career, he found innovative ways to engage his students, turning ordinary classrooms into vibrant centers of learning. Colleagues and students alike were drawn to his energy, kindness, and deep understanding of pedagogy. Through decades of service, Dr. Donato became not just a teacher, but a mentor, a leader, and a beacon of hope for countless young minds.

His commitment to educational excellence did not stop in the classroom. Recognized for his leadership, he took on greater responsibilities—coaching fellow teachers, designing inclusive learning programs, and contributing to community-based education initiatives. His efforts have consistently reflected his belief that every child deserves an opportunity to succeed, and that educators must be empowered and supported to make this possible.

In recognition of his remarkable contributions, Dr. Donato was invited to join the editorial board of the Phil-cad Academician Publishing, a prestigious academic publication known for its advocacy of truth, innovation, and inspiration in education. As a respected member of the board, he brings a wealth of experience and insight that enriches the magazine's vision and content. His presence has elevated the publication's standards through his keen editorial sense, literary integrity, and thoughtful guidance.

Dr. Donato's role on the editorial board goes beyond reviewing manuscripts. He actively shapes the publication's direction, championing relevant and high-impact content that speaks to the evolving needs of educators and learners. He is known for his meticulous attention to detail and his ability to balance academic rigor with accessibility. Under his guidance, many thought-provoking articles and research works have found their way to educators across the country, sparking dialogue and driving progress in the educational landscape.

Above all, Dr. Donato remains grounded in his purpose. Whether through the written word or in a classroom full of eager learners, his dedication to truth, learning, and empowerment shines through. He continues to inspire not just with his words, but with his example—a model of what it means to serve with humility, lead with vision, and teach with love. Dr. Donato G. Talenjale's journey is far from over. But already, it stands as a powerful testament to the transformative impact of one educator's life-long commitment to excellence and service.





Articles / Literary Works

VOLUME II, ISSUE NO. 1 SERIES OF 2025



Beyond the Textbook:

INCLUSIVE PRACTICES IN PHILIPPINE SPECIAL NEEDS EDUCATION

By: Milarose Magracia – Salvacion

Philippine Special Needs Education (SNED) is undergoing a significant shift, moving beyond traditional, segregated approaches towards more inclusive practices. This paradigm shift emphasizes the integration of students with disabilities into mainstream classrooms, fostering a learning environment where all students, regardless of their abilities, can thrive. This approach recognizes that every child has unique learning needs and that a one-size-fits-all model is not effective.

A key element of inclusive practices is differentiated instruction. This involves tailoring teaching methods and materials to meet the individual needs of each student. Instead of a standardized curriculum, teachers utilize a variety of techniques, including visual aids, hands-on activities, and technology-assisted learning, to cater to different learning styles and abilities. This personalized approach ensures that all students can access and understand the curriculum at their own pace.

Another crucial aspect is the creation of a supportive and inclusive classroom environment. This requires a shift in mindset from teachers, parents, and even fellow students. It involves fostering a culture of respect, acceptance, and understanding, where students with disabilities feel safe, valued, and empowered to participate fully in all aspects of school life. This necessitates ongoing training and awareness programs for all stakeholders.

Technology plays an increasingly important role in inclusive education. Assistive technologies, such as screen readers, speech-to-text software, and adaptive learning platforms, can significantly enhance the learning experience for students with disabilities. These tools can overcome physical barriers and provide personalized support, enabling students to access information and participate in learning activities more effectively. Access to and training on these technologies are crucial for effective implementation.

However, the transition to inclusive practices faces challenges. These include a shortage of trained teachers equipped to handle diverse learning needs, a lack of appropriate resources and infrastructure in many schools, and persistent societal biases and misconceptions about disabilities. Addressing these challenges requires a multi-pronged approach involving increased investment in teacher training, resource allocation, and public awareness campaigns.

Finally, moving beyond the textbook and embracing inclusive practices in Philippine SNED is essential for creating a truly equitable and effective education system. By focusing on differentiated instruction, creating supportive learning environments, and leveraging technology, the Philippines can ensure that all students, regardless of their abilities, have the opportunity to reach their full potential. Continued efforts in addressing the existing challenges are crucial to achieving this vision.



FUTURE TRENDS IN ACCOUNTANCY, BUSINESS, AND MANAGEMENT

By: Dr. Agnes N. Castro

The fields of accountancy, business, and management are undergoing a rapid transformation, driven by technological advancements, globalization, and evolving societal expectations. Future trends indicate a shift towards data-driven decision-making, increased automation, and a greater emphasis on ethical and sustainable practices. These changes will require professionals to adapt and acquire new skills to remain competitive in the dynamic landscape of the future workplace.

One of the most significant trends is the rise of artificial intelligence (AI) and machine learning (ML). AI-powered tools are already being used for tasks such as data entry, financial forecasting, and fraud detection, freeing up human accountants and managers to focus on more strategic and analytical work. This automation will continue to increase, leading to a demand for professionals who can effectively manage and interpret data generated by these systems. The ability to understand and utilize AI tools will become a crucial skill for future success.

Another key trend is the increasing importance of data analytics. Businesses are generating massive amounts of data, and the ability to analyze this data to identify trends, make predictions, and improve decision-making is becoming increasingly critical. Accountants and managers will need to be proficient in data analysis techniques, using tools like business intelligence software and statistical modeling to extract meaningful insights from data. This will involve not only technical skills but also the ability to interpret data in a business context and translate findings into actionable strategies.

The emphasis on ethical and sustainable practices is also shaping the future of these fields. Stakeholders are increasingly demanding transparency and accountability from businesses, and companies are facing growing pressure to adopt sustainable business models. Accountants and managers will need to be familiar with relevant regulations and standards, such as ESG (environmental, social, and governance) reporting, and be able to integrate sustainability considerations into their decision-making processes. This will require a broader understanding of social and environmental issues and their impact on business operations. Globalization and the increasing interconnectedness of the global economy are also driving significant changes. Businesses are operating in increasingly complex international environments, requiring professionals with a global perspective and understanding of international accounting standards and regulations. The ability to work effectively across cultures and manage diverse teams will be essential skills for future leaders in accountancy, business, and management. Cross-cultural communication and collaboration will be paramount.

Finally, the future of accountancy, business, and management will be defined by a confluence of technological advancements, evolving ethical standards, and the complexities of a globalized world. Professionals who can adapt to these changes, embrace new technologies, and develop a holistic understanding of business operations will be best positioned for success in this dynamic and ever-evolving landscape. Continuous learning and professional development will be crucial for staying ahead of the curve.



A TRULY LOCAL SUPERFOOD FROM BACKYARD TO TABLE: THE HEALTH-BOOSTING PROPERTIES OF SWEET POTATO LEAVES

By: Rodrigo B. Yuson

Due to the country's tropical climate, the Philippines takes pride in such a rich agricultural landscape, as this climate pattern is most favorable to the growth of many crops. In Filipino homes, especially in the rural countryside, it is a common sight for locals to cultivate root crops in their backyards, most often sweet potatoes. Many families utilize this root crop as a staple for rice, as it contains a wide range of nutrients such as high fiber, antioxidants, and beta-carotene content.

However, unlike the root crop itself, another equally nutritious part of sweet potatoes is often overlooked, and these are its leaves. Locally known as "talbos ng kamote", the leaves of sweet potatoes range from a fresh, bright green to purple with a hint of reddish undertones which characterizes it from the leaves of other root crops. In the culinary context, we most often encounter this as a vegetable that is included in fish-based soups, which gives the soup its characteristic purplish color. Concentrating the discussion on its nutritional value, Nguyen et al. (2021) found out in their research that sweet potato leaves are not only a great dietary source of a wide range of nutrients but at the same time, also possess high levels of certain bioactive compounds, such as polyphenols and flavonoids. Bioactive compounds facilitate biological activity with positive direct effects on living organisms. The polyphenols and flavonoids abundant in sweet potato leaves are particularly discovered to have antioxidation, anti-diabetic, anti-cancer, anti-hepatotoxicity, anti-inflammation, as well as antibacterial properties.

With these many dietary benefits, sweet potato leaves have indeed proven that it is truly a superfood. However, it is such a shame that not many were able to reap its nutritional value as many succumb to unhealthy eating habits, particularly the younger generation of today. To address this, it is essential to increase awareness about the health benefits of incorporating sweet potato leaves into daily meals and this change must start in households by routinely incorporating it into soups, stews, or even salads. After all, nutritious food does not have to be costly right?

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SPECIAL NEEDS, EXTRAORDINARY **POTENTIAL** *By: Divine Grace M. Vediosas*

In the sociological context, families are considered as the basic unit of the society primarily due to their fundamental role in shaping individuals and communities. At home, it is within the family where people first learn values, norms and beliefs, which substantially influence how they interact and form relationships once they transition into the broader society.

This dynamic is of greater significance to individuals with special needs. Due to their unique circumstances, it is imperative that they rely almost entirely to their family members to nearly every aspect of their daily lives as they are the ones who routinely tend for their needs as the world often fails to accommodate their personal challenges on a daily basis. However, it is important to recognize that the families of these individuals are not simply their caregivers and should stop limiting themselves as such. This is because first and foremost, the individuals with special needs that they take care of, although significantly challenged in a certain aspect of their lives, are not lost causes. With proper support and empowerment, they all have a great potential to become more. Take for example, the context of education. More often than not, families that have children with special needs choose to just home school them due to fear of their children being bullied at school. However, there actually exists educational opportunities for these individuals to receive tailored support as Special Education (SpEd) centers and classes has been increasing in numbers to accommodate their learning needs, equipped with trained educators and specialized facilities to facilitate structured learning. Additionally, beyond education, families must also shift their perspective from being too overprotective towards encouragement, allowing their loved ones to explore, take risks, and develop essential life skills.

To conclude, it is hence imperative that the love and support of their family to individuals with special needs can mean the difference between being sheltered by fear or being empowered to thrive. Of course the world is often unkind, and challenges will always exist—but does that mean we should shield them from life rather than prepare them for it? Yes, the journey will not be easy, but it is one worth taking.



The Power of Monitoring & Evaluation

By: Ervin I. Gallardo

Behind every successful implementation of programs, projects, and activities is a religiously conducted monitoring activities that consequently lead to effective evaluation. Nobody can attest to its gain without relying on these two intertwined processes. No matter how small or big a program is in terms of its scale, it always ends up in utilizing the result of monitoring and evaluation to gauge or measure its effectiveness.

In its true essence, monitoring and evaluation have their place in all program implementation. Their powerful role fills up the whole process in determining the gains of a particular activity in terms of product or outcome. To say the least, an organization uses the data gathered during the monitoring to come up with a sound judgement to intelligently and objectively make decisions on matters concerning the program implementation. Thus, establishing a comprehensive evaluation.

A program owner conducts monitoring when he does the ongoing review, collection, and gathering of data, which will help him to realize whether anticipated outcomes are being achieved. Conversely, he conducts evaluation when he collects information during or after the implementation of the program or activities in order to formulate judgments about effectiveness against targeted outcomes. Doing these processes, the program owner develops informed decisions for appropriate interventions and for strategic directions.

The role of monitoring and evaluation in policy review and policy making is indispensable. Their significant part transcends beyond the idea of merely preparing the result of data collection but mostly using the gathered data or information to support program and policy development. A certain program is enhanced when monitoring and evaluation processes are put in place and not set aside in a program cycle.

Monitoring and evaluation also deliver important contribution to an organization in terms of managing the activities across all governance levels. Through M & E, programs are managed and monitored effectively and efficiently creating a lasting impact both on the implementer and the beneficiaries.

Further, monitoring and evaluation promote transparency and accountability. They reveal the internal and external processes undertaken by the program implementer as well as the tangible results that lead to the success of the program. The details of program management are unveiled when M & E do exist in the cycle.

Certainly, monitoring and evaluation are the integral parts of a program cycle. If one aims to improve the program or project, the reason to incorporate M & E is his vital step to see the ultimate success.



Dr. Richard Ryan C. Villegas

February Haiku for Teachers

**Hi February
And so is Valentines' Day
When teachers show love**

**Waking up early
Just to beat heavy traffic
On their way to school**

**While inside the room
The students are all busy
Developing skills**

**This February
Students show their teachers love
And appreciation**

**Guiding gentle hands,
Wisdom blooms in hearts and minds,
February's light**

**Hearts of wisdom shine,
Nurturing minds with pure love,
Teachers' endless gift.**

**In classrooms they stand,
Guiding with a gentle hand,
Love's true testament.**

**Chalk dust in the air,
Lessons crafted with great care,
Hearts and minds repair.**

**Valentine's embrace,
Gratitude in every face,
Teachers' love and grace.**

**Knowledge blooms anew,
In the hearts of students true,
Thanks to teachers' view.**



Jhonalyn V. Pidot

Project WINNER: A Winning Formula for Healthy, Happy Kids

Rizal Elementary School, a school in Taguig City tackled a growing concern: a significant number of pupils were overweight or obese. Traditional methods fell short, prompting the creation of Project WINNER – Wellness Integration in the New Normal Education of Rizal ES. This innovative program didn't focus solely on weight loss but on fostering a lifelong commitment to wellness.

Project WINNER integrated health and wellness into students' daily routines, focusing on movement, nutrition, and mental well-being. A key highlight was the "Dance Evolution" sessions, held three times, exposing students to various dance styles to boost creativity, coordination, and love for movement. The program also incorporated traditional Filipino games ("Larong Pinoy") and structured sports like basketball and badminton, fostering teamwork and resilience while promoting regular exercise.

Beyond physical activity, the program emphasized nutrition education. Interactive workshops provided students with knowledge on balanced diets, portion control, and healthy food choices. Parents were actively involved, receiving guidance to create supportive home environments that reinforced healthy eating habits. By engaging families, the program ensured students sustained these changes beyond the classroom.

Understanding the link between physical and mental health, Project WINNER also introduced mindfulness and stress management techniques. Students practiced guided breathing exercises, relaxation strategies, and time management skills to cope with academic pressures and personal challenges. These activities promoted emotional resilience and a positive mindset.

The program's success was evident in more than just BMI reduction. Many students developed a newfound appreciation for physical activity, gained confidence, and built stronger social connections. They learned perseverance, self-care, and discipline—valuable life skills extending beyond school.

Project WINNER is more than just a health initiative; it is one of the best practices of Rizal Elementary School, demonstrating the power of a holistic wellness approach in education. By fostering healthy habits and overall well-being, the program serves as an inspiring model for other schools striving to build a brighter, healthier future for their students. With its comprehensive approach and strong community involvement, Project WINNER stands as a testament to how schools can play a pivotal role in shaping healthier generations.



Ni: Benicio P. Cano

Ambag ng Artificial Intelligence (AI) sa Edukasyon

Sa mabilis na pag-unlad ng teknolohiya, ang Artificial Intelligence (AI) ay unti-unting nagiging bahagi ng ating pang-araw-araw na buhay, lalo na sa larangan ng edukasyon. Sa isang mundong patuloy na nagbabago, ang AI ay nagbibigay ng bagong anyo sa paraan ng pagtuturo at pagkatuto, na nagdadala ng mas epektibo at naaangkop na mga solusyon para sa mga guro at mag-aaral.

Sa pagpasok ng AI sa edukasyon, mas nagiging madali ang proseso ng pagkatuto. Sa pamamagitan ng mga makabagong teknolohiyang ito, nagkakaroon ng personalized learning na tumutugon sa pangangailangan ng bawat estudyante. Hindi na pare-pareho ang paraan ng pagtuturo dahil ang AI ay kayang umangkop sa bilis ng pagkatuto ng bawat isa. Dahil dito, mas nagkakaroon ng mas epektibong pagkatuto at mas mataas na antas ng pag-unawa sa mga aralin.

Bukod sa mas pinahusay na paraan ng pagtuturo, napapadali rin ng AI ang mga gawain ng mga guro. Sa pamamagitan ng automated grading systems, hindi na kailangang gumugol ng maraming oras sa pagwawasto ng mga pagsusulit at takdang-aralin. Ang mga guro ay mas nagkakaroon ng oras upang mas pagtuunan ng pansin ang mismong proseso ng pagtuturo at ang paggabay sa kanilang mga mag-aaral.

Hindi lamang mga guro at mag-aaral ang nakikinabang sa AI kundi pati na rin ang mga may espesyal na pangangailangan. Dahil sa speech-to-text technology at iba pang AI-powered platforms, mas nagkakaroon ng oportunidad ang mga mag-aaral na may kapansanan upang matuto nang mas madali. Sa ganitong paraan, nagiging mas inklusibo at pantay-pantay ang edukasyon para sa lahat.

Gayunpaman, hindi maikakailang may mga hamon ding kaakibat ang paggamit ng AI sa edukasyon. Isa sa mga pangunahing suliranin ay ang hindi pantay na akses sa teknolohiya, lalo na sa mga malalayong lugar. Hindi lahat ng paaralan ay may sapat na kagamitan upang magamit ang AI sa pagtuturo. Bukod dito, nangangailangan din ng sapat na pagsasanay ang mga guro at mag-aaral upang epektibong magamit ang teknolohiyang ito. Dagdag pa rito, may mga isyu rin patungkol sa seguridad at privacy ng mga datos na kinokolekta ng AI systems.

Sa kabila ng mga hamon, hindi maitatangging marami rin ang benepisyo ng AI sa edukasyon. Sa tamang paggamit at sapat na paghahanda, maaaring mapahusay ng AI ang kalidad ng edukasyon sa bansa. Ang teknolohiyang ito ay may kakayahang baguhin ang paraan ng pagtuturo at pagkatuto, na maaaring humantong sa isang mas epektibo at makabagong sistema ng edukasyon. Kaya naman, mahalagang pag-aralan at paghandaan ang mas malawakang integrasyon ng AI sa ating mga paaralan upang makasabay sa mga pagbabagong dala ng makabagong panahon.



Argielyn D. Samson

From Classroom Research to Real-World Impact: What's Missing for Filipino Youth?

When we talk about research, it can be considered as a truly fundamental part of mankind's progress as it facilitates either the acquisition of new knowledge about the world in which we live in, or the discovery of solutions for novel problems that we encounter. In a developing country like the Philippines where research potentially holds immense potential to drive economic growth, technological advancement, and social development, it is deeply ironic how public resistance often hinders its successful pursuit.

Reminiscing Senator Cynthia Villar's controversial remark way back 2019 about research funding in agriculture, in which she stated "Baliw na baliw kayo sa research. Aanhin niyo ba 'yung research? Ako, matalino akong tao pero 'di ko maintindihan 'yung research ninyo", such statement emphasized the broad issue of research undervaluation in the country in terms of policymaking and national development. By stating such, she blatantly dismissed the importance of research in favor of more immediate, practical applications which reflects a mindset that prioritizes short-term gains over long-term innovation. Since she is an influential figure, this perspective has resonated to many, particularly among the Filipino youth, which contributed to the further diminishing appreciation that was already at its all time low for research endeavors. This is truly concerning, as this can be viewed as further adding fuel to the fire since the country's educational framework in itself is already facing difficulties in facilitating research prowess among students, particularly in term of translating theoretical learning to its application to research-based work. More often than not, this is because the way research is taught in most institutions is through a manner that often lacks practical relevance, leaving students ill-equipped to conduct meaningful inquiries that address real-world problems. In particular, many educational institutions focus on rote memorization and theoretical knowledge rather than cultivating critical thinking, problem-solving, and independent research skills. As a result, students graduate with a limited ability to translate their academic knowledge into innovative research that can contribute to national development.

To conclude, these educational gaps, combined with the undervaluation of research at the policy level, clearly create a vicious cycle that poisons national progress. Without strong research training, fewer students develop the skills and interest necessary to pursue advanced research careers, leading to a weaker research culture overall. This, in turn, limits the country's ability to produce innovative solutions for pressing issues in sectors that desperately need research-driven strategies for sustainable development moving forward.



Pasasalamat
Ni: Chona Geronaga

Pasasalamat sa lahat ng bagay
Na nararapat nating iaalay
Anuman ang katayuan sa buhay
Tayo ay naghahanap ng karamay.

Pasasalamat ang lagi kong sambit
Kahit sa panahon ng nagigipit
Napapasayaw at napakandirit
Dahil di ko alam bakit masakit.

Dahil naririyang ka, kayo, sila
Pagsisikap ay pag-ibayuhin ko pa
Magtiwala lagi sa Diyos Ama
Upang hangarin ay matutupad na.

Kaya, walang hanggang pasasalamat
Aking bukambibig para sa lahat
Ngayon, bukas at magpakailanman
Ikaw, kayo, sila aking huwaran.

Maraming salamat po Diyos Ama
Kahit kailan di Ka nawawala
Nariyan Ka sa hirap at ginhawa
Parang katulad nitong nagbabasa.

Bago ko tapusin ang tulang ito
Nais kong magpasalamat sa iyo
Aaminin mo man o hindi ito
May naidudulot ka sa buhay ko.





EDNALYN J. PRESAS

A Child's Future Begins with a Book —But Who Will Turn the Pages?

In today's contemporary society, it is notable how more and more young and middle adults have become heavily career-oriented, transforming the dynamics of modern families being formed as something that leans away from the traditional norms. In particular, a recent trend are double income households, where both parents work full time jobs to sustain their needs.

Although amicable for many due to the more comfortable life that this setup was able to provide, it also have its fair share of downsides, especially in the part of the children from these setups. Due to the bulk of responsibilities that comes along with the demanding nature of their work, time is a scare resource. For most parents, they succumb to relying with digital entertainment to keep their children occupied so that they themselves can rest. More often than not, the introduction of books, stories, and fundamental literacy exercises are not being prioritized in daily routines. This has a significant impact to these children, as it is imperative that it is during their growing years where they need the most guidance and support especially in fostering reading skills, which imperatively requires time and hands-on instruction. While schools and teachers are the key figures in strengthening such skill, they cannot completely fill the gap left by the parent's absence of effort to introduce the basics. This may result in the delayed development of reading skills or a lack of interest in reading altogether. To navigate these challenges, parents in double-income households must extend every effort to adopt strategies to support their children's literacy development despite their busy schedules. Simple yet effective approaches may include setting aside dedicated reading time even just for a few minutes, incorporating storytelling into bedtime routines, and utilizing technology by using audio books or educational apps that promote reading skills. Additionally, collaboration with schools, caregivers, or extended family members can help provide a supportive literacy environment.

This write-up, shows a picture of a child staring at a book, not with curiosity, but with frustration as words blurred into meaningless symbols, causing opportunities for growth to slip away before they even begin. Hence, striking a balance between the relentless pursuit of the demands of modern times and hands-on parenting is not just a choice—it is a responsibility.



WALTHER W. ANGUILIO

The Silent Crisis: The Manpower Crisis as an Overlooked Factor in School Improvement in Philippine Education

In the context of the Philippine educational system, one of the aspects that have become the major focus of authorities in the past decades is in terms of initiating tangible changes and improvements in the curriculum and physical assets of educational institutions across the country. Specifically, directives were implemented to facilitate a monumental paradigm shift in the curriculum being adopted, along with the construction of educational facilities and procurement of equipment and materials to augment such major step towards a more improved delivery of education that is of quality to the Filipino youth.

However, another critical aspect that seemed to have been overlooked along the conduct of these major steps is the notable crisis in terms of manpower being faced by the educational system. In particular, the issue lies over two major concerns regarding manpower. First is regarding the educators, along with the long overdue concern of inadequate teacher to student ratio. This is truly an enigma, as we all know that every year, thousands of individuals are inducted as professional teachers. However, the difficulty and the competitive dynamics in entering the Department of Education for service dishearten many not to pursue a career in teaching. Also, for those who were successfully able to enter the system, the issue of teacher retention is another concern, as many factors such as non-competitive salary, burden of heavy workload and lack of professional growth opportunities pushes educators to find for better opportunities for themselves, contributing to a high turnover rate that exacerbates the shortage of qualified teachers in the country.

The second concern in terms of manpower is the lack of support staffs in schools, such as school nurses, guidance counselors, librarians, maintenance workers, and other non-teaching staff. Apart from the administration, teachers, students and other stakeholders, these personnel's have their own fair share in ensuring that the institution is seamlessly running, yet in the current status quo, they often remain underappreciated and insufficiently funded, leading to inefficiencies in school operations and placing an additional burden on teachers and administrators.

To wrap this writeup, one conclusion can be inferred, and that is how the people is the strength of institution. Yet, when these very pillars of education are weakened—overworked, underappreciated, and unsupported—the foundation of learning begins to crumble. This is the reality of our educators and school staff, carrying the weight of a system that often forgets to carry them in return.



Special Needs Education (SNED) in the Philippine Education System

NELLY N. NOGA

Education is a fundamental right that every child should have access to, including those with special needs. In the Philippines, Special Needs Education (SNED) is designed to ensure that learners with disabilities and exceptionalities receive quality education tailored to their unique requirements. Over the years, the country has made significant efforts to integrate SNED into the mainstream education system, yet challenges remain in fully realizing an inclusive educational environment.

The Philippine government has laid the foundation for SNED through various laws and policies. One of the earliest legislative measures is Republic Act No. 7277, also known as the Magna Carta for Disabled Persons, which safeguards the rights of persons with disabilities, including access to education. The passage of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, further strengthens the commitment to inclusive education by incorporating learners with special needs into the K-12 curriculum. In addition, Department Order No. 72, s. 2009 advocates for inclusive education, emphasizing the need to integrate learners with special needs into regular school settings. More recently, Republic Act No. 11650 reinforced the government's dedication to inclusive education, ensuring that learners with disabilities receive appropriate support services.

To address the diverse needs of these learners, the Department of Education (DepEd) has implemented various programs. Special Education (SPED) Centers have been established in certain schools to provide specialized facilities and trained teachers catering to children with disabilities. Inclusive education initiatives have also been introduced, allowing students with special needs to learn alongside their peers in mainstream classrooms. For learners requiring individualized attention, the Individualized Education Program (IEP) has been adopted to customize learning plans according to their specific needs. In cases where children cannot attend formal schooling due to physical or cognitive limitations, home-based and community-based programs have been developed to provide educational opportunities outside the traditional classroom setting.

Despite these efforts, the implementation of SNED in the Philippines continues to face several challenges. One major concern is the shortage of trained educators specializing in special education. Many teachers are not adequately equipped with the necessary skills to handle students with exceptionalities, which affects the quality of learning provided. Additionally, there is a lack of sufficient resources, such as assistive learning materials, specialized equipment, and accessible school infrastructure. In many rural areas, access to SNED facilities remains limited, preventing children with special needs from receiving the education they deserve. Furthermore, societal stigma and discrimination still persist, making it difficult for learners with disabilities to be fully accepted in mainstream education settings. The inconsistent implementation of policies across different regions also hampers the effectiveness of inclusive education programs.

To move forward, several key steps must be taken to enhance SNED in the Philippines. First, there is a need to strengthen teacher training and development programs to equip educators with the knowledge and skills required for special education. Increasing funding and allocating more resources to SNED programs will also be crucial in improving infrastructure, learning materials, and support services. It is equally important to ensure that inclusive education policies are uniformly implemented across all schools in the country. Raising public awareness about the significance of inclusive education can help reduce stigma and foster a more accepting society. Collaborating with non-governmental organizations, private institutions, and international partners can further enhance the effectiveness of SNED initiatives and provide additional support to learners with special needs.

Special Needs Education in the Philippines has made notable progress, but there is still much work to be done. Ensuring that every child, regardless of their abilities, has access to quality education is not just an option but a necessity. By addressing existing challenges and reinforcing inclusive education policies, the country can create a learning environment where all children are given the opportunity to thrive and succeed. Inclusive education is a step toward a more equitable and progressive society—one that values and supports the potential of every learner.



Managing a School: A Principal's Journey to Excellence

Victor C. Cea

The morning bell rings, and I take a deep breath as I step into the school grounds. As a principal, each day brings new challenges and opportunities to make a difference in the lives of students, teachers, and the community. Managing a school is not just about policies and procedures—it's about passion, dedication, and the relentless pursuit of excellence.

I remember the first time I walked into my office as principal. The weight of responsibility sat heavily on my shoulders, but I knew that with vision and commitment, I could transform the school into a thriving center of learning. My journey has taught me invaluable lessons, and I share them now with the hope that they will inspire others who lead schools.

A Vision that Guides the Way

From the very start, I understood that a school must have a clear vision—a guiding star that directs every decision we make. I worked tirelessly to ensure that our mission was not just words on a wall but a living principle that shaped our daily interactions. I engaged teachers, students, and parents in crafting a shared vision, one that emphasized excellence, inclusivity, and continuous learning.

Leading by Example

I have always believed that leadership is not about commanding but about inspiring. If I wanted my teachers to be dedicated, I had to show them dedication. If I wanted students to be disciplined, I had to embody discipline myself. Each day, I walked through classrooms, not just as an administrator but as a mentor, a cheerleader, and sometimes, even as a student—always learning, always growing.

Building a Culture of Respect and Growth

One of my proudest achievements has been fostering a positive school culture. I made it a point to acknowledge and celebrate even the smallest achievements, whether it was a student mastering a difficult math problem or a teacher trying an innovative teaching method. Creating a culture where people feel valued and supported has led to remarkable improvements in both morale and academic performance.

Empowering Teachers as Pillars of the School

Teachers are the heart of any school. I knew that if I wanted to see change, it had to start with them. I provided professional development opportunities, encouraged collaboration, and created an environment where they felt safe to innovate. When teachers feel empowered, their enthusiasm transfers to the students, creating an enriching learning atmosphere.

Keeping Students at the Center of Every Decision

Education is about the students, and every choice I made was with their success in mind. I worked hard to ensure a well-rounded education, one that nurtures both intellect and character. I encouraged extracurricular activities, leadership training, and values formation, knowing that a child's success is not just measured by grades but by the kind of person they become.

Harnessing Data for Smart Decision-Making

I quickly learned that gut feeling alone was not enough to run a school effectively. I relied on data—student performance records, teacher evaluations, and feedback from parents—to guide improvements. With the right information, I was able to implement changes that truly addressed the needs of the school community.

Strengthening Partnerships with Parents and the Community

A school cannot function in isolation. I reached out to parents, local businesses, and government agencies to form partnerships that benefited the students. Whether it was inviting professionals to conduct career talks or collaborating with the community for school projects, these connections strengthened the support system around our students.



DEAN HAILEY S. VILLANUEVA & VON ANGELO S. HERRERA

“Senior High School Curriculum Revision Towards College-Ready Minds”

“When K-12 was introduced way back in 2013, it promised that Senior High School graduates will be job-ready or college-ready. But this is not the case we are seeing now,” EDCOM 2 Co-chairperson Rep. Roman Romulo said. It has been 13 years since the K-12 program was implemented. Do you think we were able to achieve its goal? Does it really create a workforce and college-ready individuals?

This article discusses the recent report of EDCOM 2 with regard to the collaboration of Department of Education (DepEd) and Commission on Higher Education (CHED) in revising the senior high school curriculum that aims to streamline the required competencies students must have to better prepare them for higher education.

In response to these challenges, EDCOM 2 has proposed a significant revision in the SHS curriculum, decreasing from 31 to an estimated 7 to 20 subjects only. This approach includes the core subjects and up to 16 supporting subjects, leading to the doorway or cross-tracking pathways for the students. Its goal is to create a more focused, aligned, and efficient curriculum that focuses on the competencies required for students to succeed in higher education.

In connection with this, DepEd intends to cut the number of SHS tracks from four to two: academic and technical professional, according to Asec. Janir Datukan, Assistant Secretary for Curriculum and Teaching, the goal of this simplification is to provide SHS graduates with exit opportunities, such as job or higher study.

In the hearing last March 13, 2025, Romulo encouraged DepEd and CHED to make sure the updated SHS curriculum reflects the fundamental skills needed to be prepared for college. He emphasized that CHED, as the governing body that oversees higher education, ought to give DepEd precise instructions on the particular competencies that students must possess to succeed in college. “Hinabaan na ang basic education, pero wala pa ring changes in the GE subjects in college, kasi sinasabi ng CHED na hindi pa daw college-ready ang students, and that they still need bridging programs.” Romulo said.

Furthermore, this reform underscores the EDCOM 2’s recent report which revealed that 66% of Grade 12 students scored below nearly “Nearly Proficient” level in assessing 21st-century skills such as problem-solving, critical thinking, and information literacy. Problem-solving helps students solve problems in the real world (Sukariasih et al., 2020), and it connects them to their own thoughts and understanding (Fitriani et al., 2020). Moreover, academic success depends on critical thinking, which is the set of abilities that students need to think clearly and effectively about their goals and what they think is the best course of action. Lastly, information literacy is critical to finding, evaluating, using, and creating information as it influences how we navigate daily life, workplace environments, and civic participation. These findings highlight the need of reformation to address these significant deficiencies that are crucial for academic success.

To achieve the success of this revamp, active close collaboration in revising the SHS curriculum is needed. Such collaborative efforts are pivotal to ensure the curriculum does not only meet the standards of higher education but also the K12 program objectives. By focusing on streamlining the essential competencies needed by the students will change the report of the EDCOM 2 into positive, thereby fulfilling not just the goal of the program but also the desire of each learner in the classroom.

This revision will be a game changer, benefiting thousands of students in the country. If successfully revised and implemented, the country will be progressive with individuals who are workforce and college-ready going to a brighter future.

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Educational Leadership in the Philippine Setting: Navigating Challenges and Opportunities

Edgar Jr B. Perez

Educational leadership in the Philippines is a role that extends far beyond administrative duties. School heads, principals, and district supervisors are expected to be visionaries, problem-solvers, and advocates for their students and teachers. They are at the forefront of implementing the Department of Education's (DepEd) policies, ensuring that schools adhere to national standards while addressing the unique needs of their communities. But in a country where public education often struggles with resource shortages, achieving these goals requires creativity, resilience, and strong leadership.

One of the biggest challenges facing school leaders like Principal Maria is the lack of resources. Many schools operate with insufficient classrooms, outdated textbooks, and a shortage of learning materials. Some rural schools even lack electricity or internet access, making it difficult to integrate modern teaching methods. To overcome these limitations, school leaders must be resourceful—seeking support from local government units, partnering with private organizations, and engaging the community to secure donations and funding.

Another pressing concern is teacher development and retention. Filipino teachers are known for their dedication, but they often face heavy workloads, low salaries, and limited opportunities for professional growth. As a school head, Principal Maria takes it upon herself to ensure that her teachers receive the necessary training and encouragement. She organizes regular workshops, motivates her staff, and fosters a culture of collaboration. She knows that when teachers feel valued and supported, they perform better in the classroom, ultimately benefiting the students.

The implementation of the K-12 curriculum also presents both challenges and opportunities for educational leaders. Since its introduction, school heads have had to navigate curriculum changes, ensure the availability of learning materials, and prepare teachers for new teaching methodologies. Principal Maria embraces this challenge by actively participating in training sessions and working closely with her teachers to align their teaching strategies with the curriculum's goals.

Technology is another aspect that educational leaders must navigate. While digital learning has become a powerful tool in modern education, not all schools have access to the necessary resources. In urban areas, schools are integrating e-learning platforms and digital tools into their teaching methods, but in more remote locations, internet connectivity remains a challenge. School leaders must find ways to bridge this gap, whether through offline digital learning resources or community partnerships that provide technological support.

Despite these obstacles, Principal Maria finds inspiration in the opportunities that come with her role. She collaborates with local businesses and organizations to bring additional resources to her school. She encourages parents to take an active role in their children's education, knowing that strong community involvement leads to better learning outcomes. Above all, she remains hopeful that through strong leadership, commitment, and innovation, Filipino schools can continue to improve and provide quality education for all.

Educational leadership in the Philippines is not just about managing a school. It is about shaping the future of young learners. Leaders like Principal Maria embody the resilience and dedication required to overcome challenges and seize opportunities. Their role is crucial in ensuring that, no matter the circumstances, education remains a beacon of hope for every Filipino child.



Pagbabago ng mga Tradisyong Pilipino: Nawawala na ba?

Ni Lieda A. Robillos

Sa bawat paglipas ng panahon, parang unti-unting humihina ang tunog ng mga alaala ng nakaraan—mga tradisyong minsang buhay na buhay sa bawat tahanan at komunidad. Noong araw, ang bawat piyesta, pagdiriwang, at simpleng gawi sa araw-araw ay puno ng makulay na kaugaliang nagpapakilala sa ating pagka-Pilipino. Ngunit sa kasalukuyan, tila ba nagiging alaala na lamang ang ilan sa mga ito.

Ang Unti-Unting Paglaho ng mga Nakagisnang Kaugalian

Maalala ko pa noong bata ako, tuwing dumarating ang mga lolo't lola sa bahay, agad kaming nagmamano at gumagamit ng “po” at “opo” bilang paggalang. Ngayon, mas madalas ko nang makita ang mga bata na simpleng “Hi” o “Hello” lang ang bati, minsan pa’y nakatingin na lang sa kanilang mga gadget. Dati, kapag may nagpapatayo ng bahay, kusang nagkukumpulan ang mga kapitbahay upang tumulong—walang bayad, walang kontrata, basta’t tulong mula sa puso. Ang tinatawag na bayanihan. Ngayon, kung may magpapatayo ng bahay, kailangan pa ng kontrata at suweldo. Nawawala na ang diwa ng pagtutulungan na dating yaman ng ating lipunan.

Tuwing Pasko, ang aming buong angkan ay nagkikita-kita upang maghanda ng mga tradisyonal na pagkain tulad ng bibingka, puto bumbong, at lechon. Ang bawat lutuin ay may kwento at saysay. Ngunit sa panahon ngayon, mas madali na ang mag-order ng fast food o magpadeliver—mabilis, praktikal, ngunit kulang sa puso.

Bakit Kaya Nawawala ang mga Tradisyong Ito?

Maraming dahilan kung bakit nagbabago o nawawala ang mga kinaugaliang kaugalian. Una, ang modernisasyon at teknolohiya. Dahil sa internet at social media, mas exposed na ang mga kabataan sa kultura ng ibang bansa. Mas gusto na nilang manood ng K-pop o maglaro ng online games kaysa maglarong piko o tumbang preso.

Pangalawa, ang mabilis na takbo ng buhay sa mga lungsod. Sa dami ng trabaho at responsibilidad, sino pa ang may oras para maghanda ng masalimuot na tradisyonal na pagkain o mag-ensayo ng katutubong sayaw? Mas madali na ang instant at modernong pamamaraan. At panghuli, ang pagkawala ng pagpapasa ng kaalaman. Kung hindi itinuturo ng mga magulang sa kanilang mga anak ang kahalagahan ng mga tradisyon, paano ito mapananatili?

Paano Natin Mapapanatili ang mga Tradisyon?

Hindi pa huli ang lahat. May mga paraan upang buhayin muli ang mga nakagisnang kaugalian.

Una, dapat ituro ito sa mga paaralan. Bakit hindi isama sa curriculum ang mga katutubong laro, sayaw, at kwentong-bayan? Sa ganitong paraan, matututunan ng mga kabataan ang yaman ng kanilang kultura.

Pangalawa, dapat aktibo ang mga lokal na pamahalaan at komunidad sa pagdiriwang ng mga kultural na event. Ang mga piyesta, parada, at palatuntunan ay dapat puno ng mga tradisyonal na elemento upang maalala at maipagmalaki ng lahat.

At higit sa lahat, nasa pamilya ang pinakamalaking papel. Sa simpleng pagturo ng pagmamano, pagdarasal, o pagkukuwento tungkol sa mga pamahiin at alamat, naipapasa natin ang ating identidad sa susunod na henerasyon.



Teaching Technology and Livelihood Education (TLE) Agriculture: A Comprehensive Guide

By: Rosemen Mirando Magdasoc

Introduction

Technology and Livelihood Education (TLE) is a crucial component of the Philippine education curriculum, equipping students with practical knowledge and skills to prepare them for future careers. Among its many strands, Agriculture stands out as a field that is essential to the country's economy and sustainability. Teaching TLE Agriculture requires a well-rounded approach that integrates theoretical knowledge, hands-on experience, and the development of entrepreneurial skills. This article delves into the significance, methodologies, challenges, and best practices in teaching TLE Agriculture effectively.

Importance of Teaching TLE Agriculture

Agriculture is the backbone of the Philippine economy, employing millions of Filipinos. By incorporating agricultural education in schools, students gain valuable insights into food production, sustainability, and agribusiness opportunities. Teaching agriculture in TLE helps students:

- 1. Develop Agricultural Skills**—Students learn farming techniques, crop management, livestock care, and sustainable agricultural practices.
- 2. Encourage Entrepreneurial Mindsets**—Exposure to agribusiness and farm management nurtures young entrepreneurs who may venture into agriculture-related enterprises.
- 3. Promote Food Security**—Educating students on agriculture fosters awareness of food sustainability and the importance of self-sufficiency.
- 4. Bridge Rural and Urban Development**—Agricultural education can inspire urban students to appreciate farming and contribute to the agricultural sector.
- 5. Prepare for Future Careers**—With knowledge in agriculture, students may pursue careers as farmers, agribusiness managers, agricultural engineers, and more.

Effective Teaching Methodologies

Teaching TLE Agriculture requires an interactive and practical approach to engage students. Below are some effective methodologies:

1. Hands-On Learning

Practical activities such as planting, animal husbandry, and composting allow students to apply theoretical knowledge. School gardens and demonstration farms serve as excellent learning environments.

2. Project-Based Learning

Assign students agricultural projects such as growing crops, maintaining a small poultry farm, or creating an urban garden. These projects help students develop responsibility and problem-solving skills.

3. Integration of Technology

Using modern agricultural technologies such as hydroponics, vertical farming, and precision farming tools makes learning more engaging and relevant to current industry trends.

4. Field Trips and Industry Immersion

Visiting farms, agribusiness companies, and research institutions provides students with firsthand experiences and insights into the agricultural industry.

5. Guest Lectures from Experts

Inviting farmers, agronomists, and agricultural entrepreneurs to share their knowledge and experiences enhances students' understanding and interest in the field.

6. Use of Multimedia Resources

Educational videos, virtual farm tours, and digital farming simulations can make lessons more interactive and visually engaging.

7. Incorporation of Entrepreneurial Concepts

Teaching students how to market agricultural products, manage farm finances, and develop business plans prepares them for agribusiness ventures.

Challenges in Teaching TLE Agriculture

Despite its importance, teaching TLE Agriculture faces several challenges:

- 1. Limited Resources**—Many schools lack the necessary facilities, tools, and materials for hands-on agricultural learning.
- 2. Climate and Environmental Factors**—Agricultural education depends on natural conditions, making it susceptible to climate changes and environmental constraints.
- 3. Lack of Student Interest** – Some students, especially those in urban areas, may find agriculture less appealing compared to other fields.
- 4. Teacher Training and Expertise** – Some teachers may need additional training to effectively teach modern agricultural techniques.
- 5. Time Constraints** – The school schedule may not always provide enough time for long-term agricultural projects.

Best Practices for Teaching TLE Agriculture

To address these challenges and maximize learning outcomes, educators should adopt best practices such as:

- 1. Utilizing Community Partnerships**—Collaborate with local farms, agricultural businesses, and government agencies to enhance resources and learning opportunities.
- 2. Implementing Sustainable Practices**—Teach students about organic farming, waste management, and eco-friendly agricultural techniques.
- 3. Encouraging Student-Led Initiatives**—Let students take charge of agricultural projects, allowing them to develop leadership and decision-making skills.
- 4. Adapting to Local Contexts**—Tailor lessons to the local agricultural environment and available resources.
- 5. Continuous Teacher Training**—Teachers should stay updated with the latest agricultural trends and methodologies through seminars and professional development programs.

Conclusion

Teaching TLE Agriculture plays a vital role in fostering a new generation of agriculturally literate and skilled individuals. With effective teaching strategies, hands-on experiences, and community involvement, students can develop a deep appreciation for agriculture and contribute meaningfully to the industry. By overcoming challenges and implementing best practices, educators can ensure that TLE Agriculture remains a dynamic and impactful subject in the Philippine educational system.



PATH FIT IN A MODERN EDUCATIONAL SYSTEM

Prof. Arman L. Eugenio

In today's fast paced world, promoting a healthy lifestyle among the students is more important than ever. The Path Fit for students program aims to culture healthy habits and empower students to lead fulfilling lives. This article delves into the key components of the program and its impact on students well being.

PathFit for Students is a comprehensive program designed to address various aspects of healthy living, including physical activity, nutrition, mental health, and overall well-being. It is tailored to meet the unique needs of students at different educational levels, from elementary school to college.

Components of the Program:

1. **Physical Activity:** The program encourages regular physical activity through fun and engaging exercises. It includes activities such as sports, yoga, dance, and outdoor adventures to promote cardiovascular health, strength, and flexibility.
2. **Nutrition Education:** Students learn about the importance of balanced nutrition and make informed choices about their diet. The program provides information on healthy eating habits, meal planning, and the benefits of consuming fruits, vegetables, whole grains, and lean proteins.
3. **Mental Health Support:** PathFit for Students emphasizes the significance of mental well-being. It offers resources and strategies to manage stress, build resilience, improve self-esteem, and foster positive relationships.
4. **Life Skills Development:** The program equips students with essential life skills such as time management, goal setting, decision making, and conflict resolution. These skills enhance their ability to navigate challenges and make healthy choices.

In conclusion, PathFit for Students is a transformative program that empowers students to adopt healthy habits and thrive in all aspects of their lives. By prioritizing physical activity, nutrition, mental health, and life skills development, the program lays a foundation for lifelong well-being and success.



Research Abstract

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INSTRUCTIONAL COMPETENCIES AND MANAGEMENT BEHAVIOR OF SCHOOL HEADS AS PERCEIVED BY TEACHERS IN THE EAST TACURONG CLUSTER

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Abstract

This study examines school heads' instructional competencies and behavior as perceived by teachers in the East Tacurong Cluster. Utilizing a descriptive research design, 101 teachers from eight elementary schools were surveyed to evaluate school heads' effectiveness in instructional leadership and management practices.

The results revealed that school heads are competent in instructional functions such as lesson planning support, curriculum evaluation, and fostering teaching methodologies. Teachers rated their instructional competencies with a grand mean of 3.83, categorized as "Competent." Regarding management behavior, school heads demonstrated "Highly Effective" performance, with a mean of 3.76. This includes their ability to lead by example, encourage collaboration, recognize achievements, and adapt to future trends.

The findings highlight the pivotal role of school heads in prioritizing instructional goals and effectively managing school operations to support teacher and student development. The study underscores the necessity for continuous professional development of school leaders to align their competencies with evolving educational demands.

Recommendations include bridging the gap between perceived and actual instructional practices and fostering a culture of innovative leadership in education. These insights can guide policy formulation and capacity-building programs aimed at enhancing instructional leadership and management behavior among school heads.

Keywords: *Instructional Competencies, Management Behavior, School Heads, Teacher Perception, Educational Leadership.*



CORPORATE CULTURE, EMPLOYEE ENGAGEMENT, AND JOB PERFORMANCE IN BUSINESS PROCESS OUTSOURCING COMPANY

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Abstract

This study identified how Infosys Philippines' business process outsourcing workers' engagement and job performance were related to corporate culture.

A descriptive-correlational research design was used for the study. The purpose of this study was to ascertain how corporate culture manifests itself in terms of performance improvement, social responsibility, and management leadership.

Conversely, the degree of commitment and professionalism among employees was also determined. Finally, the leaders evaluated the workers' job performance based on their timely output, communication, and task proficiency. 132 respondents (100%) from the Infosys Philippines operation team in Bonifacio City, Taguig, were chosen by total enumeration sampling.

Survey questionnaires served as the tool for collecting the required data, which was validated by specialists and had a content validity index of 1.00 before data collection. It also underwent tests for dependability. Additionally, Cronbach's Alpha Reliability coefficients for job satisfaction, employee engagement, and corporate culture were .815, .859, and .846 correspondingly. These results are all considered valid and reliable.

The study's findings demonstrated a significant correlation between employee engagement and the degree of corporate culture manifestation. R values of .172 and .262 were considered to have a low positive correlation. Furthermore, it demonstrated the significance of the relationship between job performance and corporate culture, with r values of .177, .205, .158, and .254 indicating a low positive correlation.

Based on the implication, employees become more professional, committed, and productive when the workplace culture is positive. A program that can bridge the gaps and meet the needs of the employees was proposed.

Keywords: Corporate Culture, Employee Engagement, Job Performance.



ENHANCING THE MATHEMATICS COMPUTATIONAL SKILLS OF GRADE 1 LEARNERS

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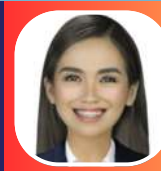
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Abstract

This study employed a descriptive-exploratory approach to enhance the mathematics computational skills of 30 Grade 1 Mabini Central School. Initial testing revealed a low mean percentage score (23%) against the Department of Education's 75% target, with identified difficulties in language comprehension, memory, arithmetic skills, cognitive processing, and visual-spatial abilities. A series of targeted activities significantly improved learner performance (average mean of 3.81, exceeding the 75% target), as evidenced by a high Pearson r correlation (0.89). The study concludes that the implemented activities effectively addressed computational difficulties and recommends teacher training, resource procurement, and further research to validate these findings.

Keywords: *Mathematics computation, Learning difficulties, Instructional interventions, Descriptive-exploratory research, Pearson correlation, Student performance.*



EVALUATING INTERVENTION MATERIALS FOR ENHANCING GRADE 5 MATHEMATICAL PROBLEM-SOLVING SKILLS

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Abstract

This study focused on the development and evaluation of intervention materials for teaching mathematical problem-solving to Grade 5 learners in Binmaley I District. Specifically, it investigated the difficulties encountered in mathematical problem-solving in terms of learners' attitudes, teaching skills, and instructional materials. It also assessed the level of teachers' difficulties in teaching mathematical problem-solving, their competency in using intervention materials, and the effectiveness of the developed materials. Employing a descriptive research method, data were collected using survey questionnaires, checklists, and pre- and post-tests to analyze the impact of the intervention materials.

Findings revealed that learners need to cultivate a positive attitude toward problem-solving in Mathematics. Teachers frequently demonstrated strong teaching skills and were found to be highly competent in teamwork, communication, accountability, and problem-solving. However, challenges such as limited access to technology hindered effective implementation of project-based learning. The intervention materials significantly improved the learners' academic performance in mathematical problem-solving.

Based on these findings, the study recommends enhancing classroom activities with interactive problem-solving exercises, real-life application tasks, and diverse instructional materials to sustain learners' interest. Teachers should be provided with continuous professional development opportunities to improve their skills and knowledge. Additionally, the intervention materials should be endorsed for further evaluation and division-wide implementation by the Department of Education. These steps aim to improve the teaching and learning process in Mathematics, addressing existing challenges and fostering academic success among learners.

Keywords: *Intervention materials, Mathematical problem-solving, Grade 5 learners, Learners' attitudes, Teaching skills, Instructional materials, Teachers' difficulties, Teacher competency, Effectiveness, Positive attitude.*



EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN BOGTONG ELEMENTARY SCHOOL, MANGATAREM DISTRICT II

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Abstract

This study investigates the effectiveness of modular distance learning at Bogtong Elementary School, focusing on teacher perceptions regarding its impact on student engagement, communication skills, critical thinking skills, and media literacy skills. A descriptive research design was employed, utilizing a questionnaire to gather data from 31 teachers. The study aimed to determine the profile of the teachers and analyze the relationship between their profile variables and the perceived effectiveness of modular distance learning. Findings revealed that the majority of teachers are young, female, married, and hold advanced degrees. The results indicated a high level of effectiveness of modular distance learning in enhancing students' media literacy, engagement, and communication skills, while critical thinking skills were identified as the least effective area. Furthermore, no significant relationship was found between the teachers' profile variables and the effectiveness of modular distance learning. Recommendations include the implementation of professional development programs and targeted interventions to enhance critical thinking skills within the modular distance learning framework.

Keywords: *Modular Distance Learning, Teacher Perceptions, Student Engagement, Communication Skills, Critical Thinking Skills, Media Literacy Skills, Descriptive Research, Educational Effectiveness.*



SELF-LEARNING MODULE IN THE TEACHING OF MAPEH INDEPENDENT LEARNING AND ADDRESSING CURRICULUM GAPS

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Abstract

This study proposes a Self-Learning Module (SLM) in Music, Arts, Physical Education, and Health (MAPEH) for Grade 9 learners at 2024-2025 Enrico T. Prado National High School. The study addresses the need for improved MAPEH instruction, particularly in light of the observed low performance of Grade 9 students in the subject. The SLM aims to address identified weaknesses in student learning and provide a competency-based resource aligned with the Department of Education's (DepEd) Minimum Learning Competencies (MLCs).

The study utilizes Schulman's "Theory of Precursor of Teaching Expertise" as its theoretical framework, emphasizing the importance of high-quality instructional materials in enhancing teaching effectiveness. The conceptual framework employs an Input-Process-Output (IPO) model, highlighting the proposed SLM as an input that will influence the independent learning process and ultimately lead to improved student performance as the output.

The study will evaluate the proposed SLM based on its acceptability to MAPEH teachers and experts, using criteria aligned with the DepEd MLCs. The research will also explore the potential impact of the SLM on student performance in MAPEH.

Keywords: *MAPEH, Self-Learning Module (SLM), Grade 9, Curriculum, Instructional Materials, Teacher Expertise, Student Performance, DepEd MLCs.*

BACKGROUND KNOWLEDGE ACTIVATION THROUGH SONG ANALYSIS TOWARDS READING COMPREHENSION ENHANCEMENT

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Abstract

Reading comprehension is a critical skill that is essential to education and literacy. It is a complex process that requires various strategies to understand, analyze, and interpret texts effectively. This study explored the effectiveness of background knowledge activation through song analysis in enhancing reading comprehension among students. Previous studies on background knowledge activation have demonstrated its potential to enhance comprehension, yet limited research has explored using songs. This study addressed this gap by examining how song analysis can serve as a tool to activate prior knowledge and improve comprehension. The research employed a quasi-experimental pretest-posttest non-equivalent group design involving 70 Grade 9 students from Paliparan National High School. It composed of two sections with 35 students each and divided into the control and experimental groups. The control group participated in traditional reading strategies, while the experimental group analyzed songs to activate background knowledge. The data were gathered using a reading comprehension assessment tool, parallel with the Philippine Informal Reading Inventory (Phil-IRI). The results indicated that both groups showed significant improvements in their post-test. However, there was no significant difference between the reading comprehension scores of the control and experimental groups in the post-test. Furthermore, the experimental group exhibited higher normalized gains (58%) than the control group (43%), suggesting that song analysis was a moderately effective strategy for enhancing reading comprehension. The result of these findings suggests that integrating background knowledge activation through song analysis into reading sessions could provide an engaging and effective method for improving reading comprehension.

Keywords: Background Knowledge Activation, Reading Comprehension, Song Analysis.



CHALLENGES IN THE IMPLEMENTATION OF THE MODULAR DISTANCE LEARNING AS ENCOUNTERED BY GRADE 4 TEACHERS

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Abstract

This study investigates the efficacy of manipulative materials in enhancing recognition skills among Grade 1 teachers. The research focuses on how hands-on learning tools, such as blocks and puzzles, contribute to the development of teachers' abilities to recognize shapes, colors, letters, and numbers. By exploring the multisensory engagement these materials provide, the study aims to assess their effectiveness in promoting active learning, accommodating diverse learning styles, fostering social interaction, and facilitating gradual skill progression. The findings conclude that manipulative materials are vital in bridging the gap between concrete and abstract concepts, thereby enriching the learning experience. They promote active participation and exploration, cater to various learning styles, and encourage social interaction among teachers. The study highlights the importance of integrating these materials into the Grade 1 curriculum to nurture cognitive and social development, laying a strong foundation for future academic success.

Keywords: *Manipulative materials, Recognition skills, Grade 1 teachers, Hands-on learning, Multisensory engagement, Active learning, Educational tools, Cognitive development, Curriculum integration.*



USING STORIGAMI FOR GRADE 7 ENGLISH IN ST. VINCENT COLLEGE OF CABUYAO

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Abstract

This study focused on reading strategies for Grade 7 students who had difficulty in reading comprehension. The inquiry into the effectiveness of storigami led the researcher to discover the use of origami in storytelling for students. The study utilized a matched-pairs design with two treatment conditions, where subjects were grouped into pairs based on variables like age or gender and randomly assigned to different treatments. Based on the results, it is recommended to implement targeted therapies to address specific deficiencies in the reading comprehension abilities of Grade 7 students, considering the basic literacy gaps identified in the control group. To meet each learner's needs, teachers should offer engaging and dynamic teaching resources, and clearly define expectations to help struggling readers understand the lessons. Educators should design engaging lesson plans that use a variety of instructional techniques, such as interactive activities like origami, to encourage creativity, memory, and engagement. Teaching materials like origami can foster creativity, enhance recall, and build reading comprehension skills. Future research should consider longitudinal studies to track the long-term benefits of such educational materials and investigate the flexibility and scalability of effective interventions across different educational settings. More training should be provided to teachers to use and apply excellent teaching resources, and innovative teaching tools like origami should be reexamined and adapted to draw students in, encourage creativity, and boost retention. A reading comprehension intervention program has been proposed based on these findings.

Keywords: *Elements of the story, origami, plot, reading intervention, reading comprehension, storigami, structure of narrative story.*



COMPUTER AIDED MATERIAL IN ENGLISH 6: ITS ACCEPTABILITY

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Abstract

In today's technology, the computer is one of the most beneficial and useful tools in learning. Technology provides an environment in which learners increase their knowledge and creativity. The development of information technology has permeated the application of computers as a teaching activity to provide a better result. Teaching is about transferring knowledge to the students.

This research study is predicted on the idea of problems which brought about the scarcity of instructional and supplementary materials to support teaching and learning effectiveness. The researcher responded with exigency to computer aided materials developed Computer based approach which can motivate and encourage learners to learn and acquire the knowledge and skills in reading comprehension in English subject. This could serve as the foundation for lifelong learning. Likewise, the researcher also wanted to determine the validity and effectiveness of the Computer Aided Materials to enhance the performance of the learners after using it and assessed to its acceptability from teachers and experts.

This research work focuses on the effectiveness of computer aided materials in English 6. The teacher should be effective in bringing about the changes to students as being dependent on the teaching techniques or strategies of the teachers in delivering the lesson effectively.

Based on the findings and conclusion, the following are the recommendations:

- 1. Adopt Computer Aided Materials to enhance interest and motivate learners to expedite learning.*
- 2. Perpetual used of the developed instructional materials in teaching English for Grade 6 to improve the learning competencies of the learner.*
- 3. Encourage teachers to develop instructional materials cut across other subjects to improve and enhance the teaching capability vis a vis to improve the academic performance of the learners.*
- 4. Encourage higher officials in the division office to use the developed instructional materials.*

Keywords: *Computer aided, supplementary materials, teachers, learners, experts, technology, acceptability.*



ASSESSMENT OF COMPUTER AIDED INSTRUCTION IN TEACHING MATHEMATICS AND THE ACADEMIC PERFORMANCE OF GRADE 6 PUPILS OF NAGPAYONG ELEMENTARY SCHOOL DIVISION OF PASIG BASIS FOR PROTOTYPE MANUAL

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Abstract

The study aimed to assess the effectiveness of the use of computer aided instruction in teaching Mathematics to the Grade 6 pupils of Nagpayong Elementary School, Division of Pasig City basis for prototype manual.

Specifically, the study sought to answer the following questions:

1.What is the profile of the Grade 6 pupils using the computer aided instruction versus the traditional method class in terms of:

1.1Age; and

1.2Gender?

2.What is the performance during the pre-test of the experimental and control groups of the Grade 6 pupils?

3.What is the performance during the post-test of the two groups of Grade 6 pupils?

4.What is the performance of Grade 6 experimental and control group of students in:

4.1Written works; and

4.2Performance tasks?

5.What is the performance during the first grading period of the experimental and control group respondents in Mathematics 6?

6.Is there a significant difference in the pre-test mean scores of the two groups?

7.Is there a significant difference in the post test mean scores of the two groups?

8.Is there a significant difference bet.the performances of respondents in terms of the following:

8.1Written works; and

8.2Performance Task?

9.What manual of prototype lessons with computer aided instruction activities may be proposed to enhance the performance of pupils in Mathematics?



THE INFLUENCE OF THE LEARNING ENVIRONMENT ON THE PUPILS' ACADEMIC ACHIEVEMENT: BASIS FOR IMPROVED PERFORMANCE

Mishel S. Cornelio, MAED

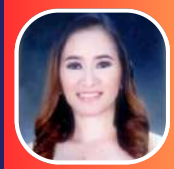
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Abstract

This correlational study determined the influence of the learning environment on the pupils' academic achievement as basis for improved performance. The learning environment includes the physical, social and emotional environment. The pupils' academic achievement is represented by their average academic grades as of the second grading period, school year 2017-2018. A total of 32 grade six teachers and 320 randomly selected grade six pupils composed the respondents of this study. A researcher-made validated questionnaire was the main research tool while Pearson's r was the statistical treatment used to test the relationship between the learning environment and the academic performance of the pupils.

After careful analysis of data, the following findings were gained: On teacher's assessment of the learning environment in terms of physical, the overall mean is 4.58, rated as outstanding; for social environment, the overall mean is 4.68, and for emotional environment, 4.61, all rated outstanding. On pupils' assessment of the learning environment, the overall mean for physical environment is 4.40; for social environment, 4.27 and for emotional environment, 4.62, all rated outstanding. On significant differences in the assessment between the teachers and the pupils, only in the social environment where there are significant differences. The computed t of -4.08 is greater than t value of 2.10. In physical environment, the computed t is 1.77 which is less than the t value of 2.10, while in emotional environment, the computed t is -0.25 which is lesser than the t value of 2.10, thus, there is no significant difference in the assessment of the two groups. On the academic performance of the grade six pupils, majority 165 or 52 percent have grades from 81-85, described as satisfactory. On significant relationship between the learning environment and pupils' academic achievement, all the computed r 's for physical environment, 0.236; for social environment, 0.206 and for emotional environment, 0.215, indicate negligible positive correlation. However, the t -test results of 4.349 for physical environment, 3.767 for social and 3.947 for emotional environment are all greater than t value of 1.96, indicating that there is significant relationship between the learning environment and the academic achievements of the pupils.



Furthermore, based on the findings, the following conclusions were derived: The outstanding quality of the school learning environment is a priority concern of the school head and teachers. Both teachers and pupils are partners in promoting quality school environment. Although the pupils' academic achievement is generally satisfactory, this can be further enhanced by promoting a healthy, safe and child-friendly school environment.

In addition, based on findings and conclusions, the following recommendations are offered: The school head should, therefore, revise a class dismissal to minimize noise; put up moveable recreational facilities in the covered court and library convertible as a classroom. Science and Araling Panlipunan classes should be evolved in community work as part of their learning experiences. These are priority subjects; all can be integrated in all areas. The school head should clearly monitor teachers' behavior to ensure the implementation of the child-friendly school concept. The principal and other stakeholders should stress to further improve and maintain the social and emotional climate in line with the implementation of the child-friendly school system. For future research, an evaluation of the quality of student services may be conducted.

Keywords: *Influence, Learning Environment, Pupils, Academic Achievements, Performance.*



PROJECT POWER (PUPILS ONLINE WORTHWHILE AND ENHANCED READING STRATEGY): AN INTERVENTION TOWARDS IMPROVING THE READING COMPREHENSION OF THE GRADE 6 LEARNERS

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Abstract

The study is conducted to enhance the reading comprehension skills of the grade six learners using the graphic organizers as intervention. The researcher used the quantitative-descriptive design to attain the answers for the problems of the study. The result showed that the learners gained a satisfactory level of reading comprehension after using the graphic organizers. In addition, among the graphic organizers used by the learners, the story grammar was the most interesting graphic material found by the pupils. The study further revealed that the learners found the use of graphic organizers interesting, learner-friendly, and helpful for them to understand the text better.

Keywords: *Graphic Organizer, enhance, reading comprehension, skill, effective.*



THE IMPACT OF SCHOOL FEEDING PROGRAMS ON THE ATTENDANCE RATE AND ACADEMIC PERFORMANCE OF PUPILS

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Abstract

This study examines the impact of a school feeding program on academic performance and attendance among Grade Six pupils at Ganatan Elementary School in North Cotabato Division. Recognizing the persistent challenge of hunger-related absenteeism and low academic achievement, the study employed a quasi-experimental pretest-posttest design to evaluate the effectiveness of providing daily nutritious meals in enhancing student engagement and learning outcomes. The participants were divided into control and experimental groups, with both groups initially recording an equal attendance rate of 75%. After the implementation of the feeding program, the experimental group's attendance significantly increased to 95%, while the control group showed only a marginal increase to 76%. Similarly, academic performance improved markedly among students who received the intervention, with their mean score rising from 28.12 to 36.64, whereas the control group's performance remained relatively unchanged. Statistical analysis confirmed a significant difference in post-test results, reinforcing the effectiveness of the feeding program in enhancing cognitive function, concentration, and participation. The findings highlight the critical role of nutritional support in education, emphasizing that school feeding programs are essential not only for reducing absenteeism but also for improving academic performance and overall student well-being. It is recommended that the feeding program be sustained and expanded, integrating nutrition education, parental involvement, and regular monitoring to maximize its benefits. This study underscores the importance of policy-driven interventions in ensuring that students from disadvantaged backgrounds have equitable access to proper nutrition, ultimately fostering better learning outcomes and educational success.

Keywords: School Feeding Program, Academic Performance, Attendance, Nutrition, Elementary Education, Educational Interventions.



CORRELATION BETWEEN GRADE 10 READING ACHIEVEMENT AND METACOGNITIVE AWARENESS: BASIS FOR A PROPOSED REMEDIATION PROGRAM

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Abstract

The purpose of this study aimed to determine the reading achievement level of the grade 10 students of the Eulogio Rodriguez Integrated School using McCall Crabbs standardized test. The researcher described the level of performance of the participants in the reading skills in the pre test and post test. The study also aimed to identify the metacognitive awareness of the participants is satisfactory in terms of knowledge about cognition in areas of declarative, conditional, procedural, and planning; and in regulation of cognition as to information management strategies, comprehension monitoring, debugging strategies, and evaluation. The subjects were taken from grade 10 students; nevertheless, the number is adequate for the purpose. There were 410 grade 10 students in the school year 2015-2016 will be comprised of this study. It was found that the students are categorized as readers based on their performance in the reading skills in the pretest and in the post test. The level of the metacognitive awareness of the participants is satisfactory in terms of knowledge about cognition in areas of declarative, conditional, procedural, and planning; and in regulation of cognition as to information management strategies, comprehension monitoring, debugging strategies, and evaluation. The reading achievement level of the grade 10 students affects their metacognitive awareness. The researcher recommended identifying effective reading programs and activities that cater to the expressed needs of readers in junior high school, and that the school administrators need to create cooperative systems that put emphasis on the students' reading progress that will organize opportunities for parent involvement in their children's school activities with particular emphasis on reading development. Moreover, the school administrators, teachers, and stakeholders need to collaborate in finding ways and means to provide more educational reading materials in the school library and encourage teachers of reading remediation to update the reports regarding the implementation which will be presented to the administrator, and educational planners for monitoring and evaluation purposes regarding the development of a reading program.

Keywords: Metacognitive Awareness, Reading Management Strategies, Comprehension Monitoring, and Reading Achievement.



UTILIZATION OF PERMA MODEL OF WELL-BEING INSPIRED INTERVENTION PROGRAM FOR ANTIFRAGILITY AMONG SENIOR HIGH SCHOOL STUDENTS

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Abstract

The main objective of this study was to determine the significant effect of PERMA Model of Well-being in enhancing the well-being and antifragility of the selected Senior High School students. This study used an experimental-quantitative research design, specifically a between-subject design. Moreover, this research study used a purposive sampling wherein certain criteria were to be met. This criteria was low-level of well-being. Additionally, the aforementioned criterion was determined through the pre-test conducted before the implementation of the intervention. There were 208 Senior High School students who took the pre-test and among them, 20 students were chosen. Furthermore, this selected 20 students were divided into two groups which were the experimental and control group. The experimental group underwent the PERMA Model of well-being inspired intervention to enhance their well-being as well as whether anti-fragile mindset would be developed.

In addition, this study used two research instrument, a PERMA Profiler which measured the five factors of well-being; positive emotions, engagement, relationship, meaning, and achievement/accomplishment. The other instrument was a 10-item researcher-made questionnaire that measured an individual's general anti-fragility. It was implied that PERMA Model of Well-being inspired intervention, significantly enhanced certain factors of well-being which were engagement and relationship. Nevertheless, the result concluded that even though PERMA Model of Well-being inspired intervention had no significant effect on other factors, the overall well-being of the Senior High School students who underwent the intervention showed a significant effect. On the contrary, the PERMA Model of Well-being inspired intervention had no significant effect on the development of anti-fragile mindset among the students.

Keywords: *Guidance Program, Antifragility, Well-being, PERMA Model, Intervention.*



MEDIATING ROLE OF SELF-ESTIMATE BETWEEN SPIRITUAL INTELLIGENCE AND MENTAL HEALTH AMONG TEACHER COUNSELORS

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Abstract

This study explored the mediating role of self-estimate between spiritual intelligence and mental health among teacher counselors. This study followed a correlation and mediation analysis method and used an adopted questionnaire to assess self-estimate, spiritual intelligence, and mental health levels among teacher counselors. Moreover, this study used purposive sampling and involved the total population of 22 teacher counselors in certain division.

Findings revealed that the spiritual intelligence level of teacher counselors was high, while in terms of their mental health, depression and anxiety were found to be high. Consequently, the overall mean of their self-estimate was reported to be very high. Further, the regression analysis on the impact of spiritual intelligence level on mental health showed a significant result. However, the main goal of this paper, which was to determine the mediating role of self-estimate between spiritual intelligence and mental health, yielded a not significant result. With that, this paper proposed a guidance program to offer aid to practicing teacher counselors.

Keywords: *self-estimate, spiritual intelligence, mental health, teacher counselors*



EXPLANATORY SEQUENTIAL STUDY ON JOB MISMATCH AND INTEREST AMONG ZILLENNIALS

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Abstract

The primary goal of the study was to determine the relationship between job mismatch and interest among Zillennials in Calamba City. A preliminary investigation of this relationship was conducted using partial correlation. The study aimed to raise awareness and provide specific, positive recommendations to Zillennials, professionals, and employers. By addressing these concerns, the study aimed to enhance the overall career experience of Zillennials and contribute to the development of more effective employment strategies.

An explanatory-sequential mixed methods design was employed in the study, focusing on Zillennials experiencing job mismatch in Calamba City. Purposive sampling and convenience sampling methods were utilized to select participants. A total of 127 respondents took part in the quantitative phase, while six Zillennials experiencing job mismatch were involved in the qualitative phase. Four themes emerged from the qualitative data: misaligned job responsibilities, adapting new interests and skills in mismatched jobs, difficulties and outcomes, and confronting unchangeable situations with a positive outlook.

An interview questionnaire guide was used for the qualitative aspect of the study. Statistical tools such as frequency distribution, percentage, weighted mean, and Pearson's correlation coefficient were employed in the quantitative phase. Additionally, interpretative phenomenological analysis was used to analyze the qualitative data. The results of the study revealed a significant relationship between job mismatch and interest. The r value of 0.357 was interpreted as indicating a low positive correlation between the level of job mismatch and the level of interest among Zillennials in Calamba City. This study contributes to the body of literature, impacts the lives of Zillennials, and aids those at risk of experiencing job mismatch.

Keywords: *Explanatory-sequential, person-environment fit theory, holland's theory of vocational personalities, Zillennials, city of Laguna, interest, job mismatch*

TREND ANALYSIS OF ENROLMENT YEAR 2009 TO 2023 AND DEMOGRAPHICS OF TRECE MARTIRES CITY COLLEGE STUDENTS

*Prof. Francisco B. Sosa, Prof. Maria Alma S. Ojeda,
Ms. Denise Marie G. Castillo, Ms. Theryl G. Pandan,
Ms. Aleck Beatriz L. Sodsod, Mr. Winston John S. Perey,
Ms. Baby Joy Quines*

Trece Martires City College, Trece Martires City, Cavite

Abstract

The study aims to make an analyses of enrolment trend of all the program of Trece Martires City College. It focused on the enrolment from 2009 to 2024 of the programs on what is the ongoing trend and the demographic profiles of the students enrolled for the 1st semester of AY 2024-2025, utilizing the file data of the registrar office. To attain the objectives of the study, the descriptive method of research was used.

The following are the findings of the study: Trece Martires City College started its academic activities in 2009. The enrolment in TMCC is upward trend, total population of students enrolled is getting higher every year.

The enrolment of Trece Martires City College is in upward trend. The demographic profile of students of Trece Martires City in 1st semester of AY 2024-2025, majority belongs to College of Management, majority do not have disability, however most common disability is visual impairment, majority with family monthly income of below 10,967 pesos, majority are TMC residents, majority are female and majority are regular students.

In light of the findings and conclusion of the study the following are recommended:

- 1. The Board of Trustee should evaluate and establish fundamental strategic policies in light of the ongoing increase in enrolment. The Board of trustees must appropriate additional resources commensurate with the rising students' enrolment regarding classroom space, facilities and instructional personnel. Moreover, given that must students had an average family income of PHP 10,957 or less, the board of Trustee ought to reevaluate financing for initiatives aimed at supporting students from economically disadvantaged homes. The board should also strive to enact rule that benefit student with liabilities , particularly those with visual impairment.*
- 2. TMCC administrators should prioritize operations, planning in order to improve infrastructure and resources utilization to facilitate enrolment development of additional scholarship and grant for underprivileged students is contingent upon an understanding of the economic requirement of families and learners.*

3. In order to enhance students' services, administrators should concentrate on targeted programs and project that cater to the requirement of the majority such as female students and local residents in Trece Martires City utilizing demographic data.

4. The Dean of students Affairs occupies an indispensable role, as their principal objectives is to guarantee the well-being of students, Consequently, it is imperative to enhance the provision of counselling services, which encompass career guidance, counselling, and other forms of support for regular students . In order to guarantee that students with visual impairment receive an equal education as their peers. The Dean should established programs and implement the requisite provision. It is imperative to prioritize the enhancement of community outreach programs, as their expansion will significantly increase future growth and sustain enrolment.

5. Academic deans should concentrate on program development and faculty recruiting. The elevated enrolment of the College of management requires the innovation of curricula and the introduction of programs that correspond with the present and future market needs. Recruiting candidates with appropriate expertise to those disciplines for faculty roles will guarantee superior educational experience. We should implement effective strategies to assist students from lo income backgrounds in addressing their academic and personal challenges.

6. Teachers address the growing diversity in students' enrolment, necessitate the development of diverse teaching, methodology and the integration of technology. We must extent additional tutorial and academic support to disadvantaged students, both financially and personally as they may face challenges in completing their education. Faculty members must participate in professional development to improve their capacity to meet the needs of students with disabilities and thus facilitate their access to an inclusive education.

7. To students, they are encouraged to participate in awareness programs that tackle issues related to money management, career development and self-improvement. Students with disabilities or from disadvantage background should form groups to foster fellowship and peer support. Thus, students may engage in college activities and promote changes that more effectively address the need of minority group within the institution.

8. Future researchers should extend this study by implementing a longitudinal analysis of students' outcome associated with financial and inclusiveness programs. Future researches ought to prioritize the examination of challenges encountered by low income and disabled students to enhance comprehension of strategies for improvising their performance. TMCC can gain insights from comparable institution to enhance and implement effective practices.

Keywords: Trend Analysis, Enrollment, Academic, Activities, Students.

TRACER STUDY OF BACHELOR OF SECONDARY EDUCATION MATH MAJOR

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Trece Martires City College, Trece Martires City, Cavite

Abstract

The study aims to make an analyses of enrolment trend of all the program of Trece Martires City College. It focused on the enrolment from 2009 to 2024 of the programs on what is the ongoing trend and the demographic profiles of the students enrolled for the 1st semester of AY 2024-2025, utilizing the file data of the registrar office. To attain the objectives of the study, the descriptive method of research was used.

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- 2. TMCC administrators should prioritize operations, planning in order to improve infrastructure and resources utilization to facilitate enrolment development of additional scholarship and grant for underprivileged students is contingent upon an understanding of the economic requirement of families and learners.*
- 3. In order to enhance students' services, administrators should concentrate on targeted programs and project that cater to the requirement of the majority such as female students and local residents in Trece Martires City utilizing demographic data.*

Keywords: *Tracer, graduates , Bachelor of Science in Education; math.*

SOCIO-ECONOMIC CONDITION OF RELOCATEES OF GOLDEN HORIZON HOUSING PROJECT, TRECE MARTIRES CITYCAVITE TOWARDS QUALITY OF LIFE

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Abstract

The present work had been carried out to assess the socio-economic status of relocatees of Golden Horizon Housing Project in order to determine what possible solutions to the common problems of the relocatees in terms of their social condition/services, social control and Income/Employment Generation Programs that will be addressed to the concerned governing bodies towards their quality of life. The study was descriptive in nature and the researchers used semi structured interview guide questions in gathering data. A total of 20 household heads were interviewed during the study. Fifty five (55) percent of the house heads in the barangay are males under the age of 61 and above. The results of the study also revealed that participants have a large household number with insufficient monthly income of less than 5 000pesos only to support the basic needs of the family as most of the participants in which are household heads, are vendors and construction workers. Access to safe drinking water, competitive and sufficient healthcare service and supplies, sustainable livelihood programs and financial assistance are the major areas of concerns identified; thus, the mentioned areas of concern are also the priority needs of the community. Peace and order is not that a major concern since the effort of CPAG volunteers to actively respond when needed is provided, but only lacking on preventive and proactive measures of the concerned law enforcing bodies and effective community policing. The researchers therefore suggest that there should be scholarship grants financial assistance to improve the educational status of the residents. Health checkups, house-to-house distribution of vitamins and medicines and the like, and feeding activities would be possible to conduct in order to improve the health status of the relocatees in terms of their health services. On the part of the law enforcing bodies, they should improve relationship and mutual trust with the community they serve and close monitoring to maintain public safety and a more effective community policing. Activities to develop a better relationship between the schools, Barangay officials and the community that would promote environmental awareness should also be conducted and most important is there shall be implementation of sustainable livelihood projects/programs, such as the conduct of training and seminars that would complement the interest and capability among the residents.

Keywords: Household; Household head; Socio-economic status; relocatees; quality of life; Golden Horizon Housing Project; livelihood; peace and order.

CHALLENGES OF ONLINE TEACHING OF FACULTY AND STUDENTS OF TRECE MARTIRES CITYCOLLEGE TOWARDS QUALITY OUTPUT

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Abstract

The main objective of the study was to determine the perceived factors of students and teachers' affecting the quality of online teaching-learning. It investigated the challenges and problems encountered on online classes through experiences on online classes. The focus of this study to improve the quality of online teaching.

The findings reveals, teachers have moderately familiarity and capability in using technology used in online teaching such as Google Classroom, Google Meet, and Zoom Cloud application and other online platforms . They adapted digital/ online learning and kept an open-mind to create strategies to help enhance their knowledge in the digital teaching and learning environment. The teacher apply time management, practice social responsibility, legal use of information, communication technology (ICT) tools and resources. For teacher providing students clear instructions and communication in every learning activities, utilize variety of information sources, making discussions valuable in their learning activities, helping students construct and explain solution, stimulating students 'curiosity, creating students sense of belonging, flexibility and making students able to use variety of techniques to communicate and learn with peers. Teachers and students believed that all factors are very important and needed in maintaining the quality of online classes. Students' participation is an essential element for active and engaged learning (Bloom, 2014).

There were no significant difference on challenges encounter by teachers and students, both experienced the same challenges in online teaching-learning modality. Among them: weak internet connection, lacks better computer equipment, prone to technical difficulties with teaching tools, better understanding on online communication etiquette. Teachers mastery on learning objectives, acquire and improve skills in digital teaching.

Students and teachers need stable internet connection, moderate to high-functioning electronic gadgets, and financial support. They need consideration in submitting their outputs given the socioeconomic and personal constraints. They need to secure good internet connection and functioning electronic gadgets with application for online teaching, and equipping teachers the skills they needed for online teaching is a must.

The following were recommended: teachers must attend training on the different online platform, Fast and stable internet connection must be installed. Desktop, laptop, speakers, teaching space conducive to online teaching, and a personal cubicle to maintain social distancing, must be provided to the faculty.

Purchasing and investing of premium and unlimited access to different online applications needed for online teaching such as Canva, Google Suite, and the like, must be funded by the institution.

Redesigning and revisiting the teaching materials being used in online teaching to suit the new leaning modality, realigning the teaching materials/instructions to the essentials of the curriculum is recommended. Factors that hinder the learning of students particularly on the instruction must be eliminated such as delayed feedback from instructor, unavailability of technical support from the instructor, lack of self-regulation and self-motivation, sense of isolation, monotonous instructional methods, and poorly-designed course content.

Keywords: Online teaching, challenges; quality output.

READINESS AND ACCESSIBILITY TO ONLINE TEACHING AND LEARNING OF TMCC: BASIS FOR AN ACTION PLAN

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Abstract

The study aimed to assess the readiness and accessibility of the faculty and students of TMCC to online teaching and learning, respectively as basis for an action plan. Respondents of the study were faculty members and students of Trece Martires City College who were enrolled during the first semester of Academic Year 2020-2021.

The study determined the level of accessibility and connectivity of respondents, their level of experience and familiarity to technology, and the extent are the respondents ready in the implementation of online teaching and participation in online learning. This will be the bases for the formulation of an action plan to ensure quality education despite the limitations posed by the present crisis.

Findings revealed that most of the respondents owned a mobile phone. However, with the case of the students, its use is limited because they share it with their family members. Students are dependent to mobile and free data, and had fair access on it. Faculty members had high access to wifi connection. The teachers and students are capable in using different applications used for instruction.

Faculty members were highly familiar and capable in using technologies used in online instruction. The faculty members were ready, while the students were only quite ready.

Researchers believe that frequent use of the applications would eventually harshness the students' capability in using the identified technology applications. The faculty members are ready to online instruction as compelled with the covid-19 pandemic community quarantine restrictions. However, the students are not that ready to the situation. However, the mere fact of them enrolling to TMCC signifies their willingness to pursue their studies with the institution.

To ensure that quality education is still assured in Trece Martires City College, an action plan was formulated. Key actions were grouped according in two goals, namely: to Enhance capability of the faculty and students in online distance mode of instruction and learning, and to ensure sustainable online/flexible instruction of TMCC. Action steps include: establish a Learning Management System (LMS) for TMCC; formulation of concrete guidelines; Capability-building/ enhancement programs for Instructors and Students; Facilitate in the lobbying of public wifi spot initially within Trece Martires City and eventually to its neighboring LGUs and the Provincial LGU, and the conduct of Monitoring and Evaluation in its implementation.

It is strongly recommended that the action plan proposed by the researchers be considered and adopted

Keywords: Readiness; Accessibility; Online teaching; Action plan.

PROBLEMS AND COPING MECHANISM IN THE PANDEMIC SITUATION AMONG STUDENTS AND TEACHING PERSONNEL OF TRECE MARTIRES CITY COLLEGE: BASIS FOR A DEVELOPMENT PLAN

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Abstract

Coping in the midst of pandemic may be a new phenomenon specially in the case of teachers and students in the tertiary education. There is a need to understand this phenomenon to better improve ways by which people in the academe could overcome the challenges brought about by the global crisis. This study aimed to identify problems experienced by students and teaching personnel of Trece Martires City College most especially at this time of pandemic. Thus, this study was conducted to investigate the problems and, likewise, the coping mechanism employed by the respondents. Using the survey-questionnaire based on existing literature on coping inventories, 298 students and 36 teaching personnel of TMCC were surveyed. Data gathered were analyzed using frequency counts, percentages, weighted means, and ranking.

Results show that most of the student-respondents were female, were in the appropriate age to attend college, and belong to a family whose income is 10,000 and below. Meanwhile, most of the faculty-respondents were female, belong to a diverse age range, belong to a family whose income is 12,00 to 49,999, and were Bachelor's Degree holders. Results also revealed that health and safety problems were perceived to be the most challenging problem among both the student-respondents and teacher-respondents. In terms of coping mechanism in a pandemic situation, both groups of respondents reported that they mostly employ the coping mechanism of thinking and acting positively, followed by being more religious for the students, and for teaching personnel, soliciting advice from family and friends. Based on these results, a development plan was proposed by the researchers including participation in webinars related to coping skills, health and safety protocol, full support from the college administrators and maintaining a strong self-esteem and relationship with God.

Keywords: Pandemic, Problems, Coping Mechanism, Development Plan.

LEARNING STYLES AND STUDY HABITS OF FIRST YEAR STUDENTS: BASIS IN IMPROVING THE TEACHING-LEARNING PROCESS

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Abstract

This study determined the learning styles and study habits of the first-year students enrolled in Trece Martires City College during the Second Semester of Academic Year 2018-2019. Specifically, it addressed the following questions: What is the demographic profile of the respondents with regard to : age, sex, and Program?; What are the learning styles of the respondents?; What are the respondents' study habits? and What strategies may be proposed to improve the teaching - learning process?

The findings:

Majority of the respondents were 18-19 years old, with 282 out of 541 or 52% of the total population, predominantly female respondents and, mostly belonging to the College of Education and College of Governance. Respondents were the first batch of graduates after the K-12 curriculum was implemented in the country.

Majority of the respondents' age ranged from 18-19 years old, which comprising 52% of the total population, predominantly women, and belonging to the Colleges of Education and Governance.

Among the learning styles, visual is highly used in the four colleges. As for the respondents' study habits, their strongest point is motivation while the areas of study skills that need improvement are concentration, remembering, organizing time, and listening and taking notes. The researchers also have taken into consideration that it is possible that the socioeconomic demographic profile of the respondents and personal goals can be counted as possible factors that can contribute to the manifestation of their current learning styles and study habits.

To close the gaps as seen in the findings of this research it is recommended that:

1. The implementation of the following teaching strategies in order to improve the teaching-learning process. Concentration. Teachers can develop specific target goals per learning session and direct students to achieve desirable learning outcomes. Promote conducive learning environment. Remembering. Teachers can creatively think of acronyms, songs, and mnemonics that associate with the lesson. Organizing Time. Teachers are advised to establish classroom rules and management during the first meeting. Give emphasis on the importance of being punctual. Plan ahead and create a timetable of activities and present it to the class. Practice reward system for the early bird submission of deadlines. Listening and Taking Notes. Teachers are encouraged to make a summary of the topic.

2. Future researchers will have a follow-up of the same respondents to verify their current learning styles and study habits if they have improved or remained as is. And consider including the socioeconomic status, personal goals, and learning environment as possible factors affecting the learning styles and study habits of the respondents for further analysis.

Keywords: Learning style, study habit, teaching-learning procedure.



A SCALE DEVELOPMENT OF CRITICAL THINKING SKILLS OF STUDENTS IN SCIENCE USING HOTS-SOLO TAXONOMY

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Malibatuan High School

Abstract

The need to develop students' critical thinking skills in science is a global educational challenge, especially in relation to the 21st-century learning paradigm. This study aimed to develop and validate a Critical Thinking Skills Scale based on the HOTS-SOLO Taxonomy to assess students' cognitive progression in science education. The study used an exploratory sequential mixed-methods design, a qualitative data was collected through interviews with teachers and focus groups with students to determine key cognitive indicators according the SOLO Taxonomy. The quantitative phase involved administering a survey to 200 high school students, followed by Exploratory Factor Analysis (EFA) to validate the scale's structure. Results indicated five components of critical thinking which are Higher-Order Thinking and Conceptual Understanding, Assessment Challenges and Instructional Support, Instructional Strategies and Pedagogical Support, Integration of Technology in HOTS-SOLO Assessments, and Cognitive Engagement and Academic Confidence. Reliability analysis showed a high internal consistency ($\alpha = 0.965$) supporting the robustness of the refined- 39 item scale. This study supports findings related to structured assessments, differentiated instruction, real world use, all enhance deeper level of cognition. The impact of science learning can be strengthened through teacher professional development and formative assessment tools, according to the published study. The validated HOTS-SOLO-based scale serves as an empirical foundation for educators to systematically assess and improve students' critical thinking across a spectrum of assessment formats in science education.

Keywords: *Critical Thinking Skills Scale, Higher-Order Thinking, HOTS-SOLO Taxonomy, Science Education, Cognitive Assessment, Malibatuan High School.*



FACTORS AFFECTING THE STUDENTS-AT-RISKS IN THE COMPLETION OF THEIR SECONDARY EDUCATION: A BASIS FOR A PROPOSED ACTION PLAN

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Abstract

This study investigates the psychological and social dimensions affecting at-risk Students' ability to complete secondary education. The analysis reveals that stress, with a mean score of 3.28 (SD=0.68), is a predominant psychological factor, indicating moderate stress levels among these students. Community support emerged as the most influential social dimension, with a mean score of 3.39 (SD=0.62), underscoring the importance of community engagement. From 2020 to 2023, dropout rates significantly decreased, and retention rates improved, highlighting the effectiveness of existing support systems. Significant correlations were found between stress and dropout rates ($r = 0.895$, $p < 0.05$), and other academic outcomes, emphasizing the need to address psychological factors. Test anxiety showed strong correlations with dropout rates ($r = 0.776$, $p < 0.05$), further stressing the importance of psychological interventions. Social factors, including personal and family issues, were significantly correlated with dropout and retention rates, leading to the rejection of the null hypothesis (H_0). Lived experiences of at-risk students revealed eight key themes, highlighting financial difficulties, mental health issues, lack of academic support, and family responsibilities as critical barriers. Comprehensive support systems are essential to address these multifaceted challenges. Recommendations include implementing early identification and intervention strategies, enhancing support services, strengthening school-community ties, and establishing an Open High School Program. Specific actions involve developing a student data tracking system, providing feeding programs and mental health services, promoting positive behavior, and enforcing the Open High School System Act.

Keywords: *Students' At-Risk, Psychological Dimensions, Social dimensions, Comprehensive support systems.*



APP RISE: ADVANCING PROGRAMMING PROFICIENCY THROUGH REAL-WORLD IMMERSION WITH SKILLS ENHANCEMENT

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Abstract

The K-12 Basic Education Program for ICT aims to develop foundational programming skills among students, yet a gap persisted between theoretical learning and real-world application. To address this, the study titled “APP RISE: Advancing Programming Proficiency through Real-world Immersion with Skills Enhancement” explored the integration of MIT APP INVENTOR as a work immersion tool for Grade 12 ICT students at Sto. Domingo Integrated High School.

The research evaluated how the MIT APP INVENTOR platform influenced students’ programming proficiency, identified challenges faced during its use, and assessed its impact on their confidence and readiness for IT-related careers. The intervention involved guiding 32 participants through a hands-on application development process, from ideation to deployment, complemented by pre- and post-tests, surveys, and interviews to gather data.

Findings from this study informed curriculum improvements and highlighted the potential of MIT APP INVENTOR to bridge the gap between academic learning and industry expectations, equipping students with practical skills and enhancing their preparedness for future career opportunities. Results were disseminated through institutional presentations and shared with DepEd for broader application in ICT education programs.

Keywords: Foundational Programming Skills, Theoretical Learning, Real-world Application, Programming Proficiency, Immersion.



FOCUS GROUP DISCUSSION (FGD) AS INTERVENTION IN IMPROVING PERFORMANCE OF THE SELECTED STUDENTS IN ARLING PANLIPUNAN GRADE 9

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Abstract

Academic failure is one of the significant concerns in the school setting. This problem happens even in simple assessments where learners do not achieve the intended learning standards. When unresolved, this may result in a display of incompetence in real life and work situations. Hence, providing intervention is important to enable learners to demonstrate the target learning competencies. Intervention refers to instructional support provided by teachers to low-performing learners for the latter's achievement of the learning objectives. Focus Group Discussion (FGD) could be a form of intervention strategy due to its mixture of learning approaches: inquiry, cooperative, and constructivist learning approaches. However, FGD has been only extensively known as a form of qualitative research method. Little is known about its effectiveness as an intervention strategy. Thus, this study investigated the effectiveness of FGD as a form of intervention in Araling Panlipunan 9. A one-group pretest-posttest experimental design was utilized to determine the improvement of 13 identified low-performing students in the subject. The pretest results showed that the 13 students possessed Low to Average Mastery achievement levels. On the other hand, after participating in FGD, all of them improved and exhibited Moving Towards Mastery to Mastered achievement levels based on the posttest results. Their mastery levels were above average. Furthermore, the calculated MPS in their pretest and posttest performance were 30.2 and 83.4 respectively. These values show a significant increase in their performance ($t=19.0$; $p\text{-value} < .001$). The effect was also considered a large effect ($d=5.26$). The results suggest that conducting FGD could be an effective intervention for low-performing students. Hence, teachers should try FGD as an intervention for the determination of its effectiveness in their respective learning areas and classes.

Keywords: Focus Group Discussion, Academic Failure, Intervention, Inquiry-based Learning, Cooperative Learning.



ENHANCING MATHEMATICAL PROBLEM-SOLVING SKILLS THROUGH CONTEXTUALIZED LEARNING IN THE MATATAG CURRICULUM

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Abstract

This study aims to explore the impact of contextualized learning on the mathematical problem solving skills of Grade 7 learners under MATATAG Curriculum at Ganatan High School. Among the most widely used methods are pre-and-post-test designs by which a quasi-experimental research design was conducted among students to determine their improvement before and after the intervention, with a single group being studied. A purposive sampling was used to select a total of 45 students for the study. Pre-test scores show that students scored at a mean of 28.25 (SD = 2.85) which shows some problems towards applying mathematical concepts in real-life situation but only moderate skills for problem solving. After implementation of the contextualized learning strategies, the post-test mean score rose significantly (38.70, SD=4.32), indicating a substantial improvement in the students problem-solving abilities. A paired sample t-test analysis validated the effectiveness of the intervention, with a significant difference ($p < 0.05$) in pre-test and post-test scores between groups. Cohen's d effect size of 2.46 also suggests that contextualized learning had a powerful and meaningful impact on students' mathematical reasoning, analytical capabilities, and ability to apply mathematically relevant concepts to their lives; 2. As noted above, the effect size was identified as large. These findings are consistent with the MATATAG Curriculum below, which emphasizes strengthening numeracy skills through solving real-world problems. Based on these findings, the authors suggest that mathematics instruction for children should continue to be contextualized, teachers should receive training on how to teach it effectively, and assessment tools should be designed to assess both abilities to do math computations and to apply them. Further research is needed examining the long-term impact, and scalability of contextualized learning approaches in mathematics education.

Keywords: Teaching Math With Context, Trees Growing, Effect Size, Contextualized Learning, MATATAG Curriculum.



STORYTELLING PRACTICES AND LANGUAGE DEVELOPMENT AMONG KINDERGATEN LEARNERS

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Abstract

This study explored to determine the level of storytelling practices and language development among kindergarten learners in the Kidapawan City and Cotabato Divisions during the school year 2024-2025. Specifically, it assessed the storytelling practices and language development and examined the significant relationship and influence between these variables. It also identified issues and concerns in enhancing language development and proposed an intervention program for improvement. A mixed-method approach was employed to enhance data credibility, incorporating a descriptive-correlational design. Quantitative data were collected from 347 kindergarten teachers through simple random sampling, while qualitative insights were gathered from 25 kindergarten master teachers using purposive sampling. A researcher-made instrument was used, yielding high reliability scores (Cronbach's Alpha = .992 and .822). Statistical analyses included mean, Spearman rho, and multiple linear regression. Results showed that storytelling practices such as comprehension and recall, engagement and participation, creativity and imagination, and focus and attention were often employed. Language development in terms of scaffolding, sentence structure, vocabulary usage, and dialog imitation were all developed among learners. A significant relationship was found between comprehension and recall practices and scaffolding development. Furthermore, engagement and participation significantly influenced vocabulary usage, while comprehension and recall influenced scaffolding. Key issues and concerns identified included inadequate access to developmentally appropriate language materials, lack of structured curriculum and standardized language development frameworks, limited teacher preparation, training, and professional development, overwhelming class sizes and time constraints, diversity in language backgrounds and lack of language access, and limited administrative and family engagement support. Despite these, learners developed vocabulary enrichment and word use in context, sentence construction and grammatical development, listening comprehension and narrative understanding, increased confidence and willingness to express ideas, improved social communication and peer collaboration, and enhanced emotional expression, creativity, and empathy. These findings informed an intervention program aimed at further enhancing language development through effective storytelling practices.

Keywords: Story Telling Practices, Standardized Language Development Frameworks, Scaffolding, and Structured Curriculum.



TEACHER'S COMPETENCY ON PRACTICAL SKILLS DEVELOPMENT AND CAREER READINESS AMONG SENIOR HIGH SCHOOL STUDENTS IN THE TVL TRACK

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*Norhata M. Plang, EdD.
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Abstract

The aim of this study was to examine teacher's competency on practical skills development and career readiness among senior high school students in the TVL track in selected schools in Matalam, Tulunan, M'lang, Kabacan, and Carmen, North Cotabato for the school year 2024-2025. Utilizing a mix method, the study involved 250 teachers and 262 TVL senior high school students randomly selected and 25 purposively selected teacher-students in the interviews. Data were gathered using standardized and validated survey questionnaires. Statistical analyses included means, Spearman Rho, multiple regression analysis, and thematic analysis. Findings revealed that teachers demonstrated a competent level of expertise across all measured domains: technical expertise, pedagogical knowledge, and industry knowledge. Moreover, teachers exhibited developed levels in key dimensions of technical skills development, including communication, mastery, and knowledge skills. This indicates a readiness to meet the evolving instructional demands of the TVL curriculum. The study also found that teachers were prepared to support learners' career readiness, with strong ratings in self-efficacy, outcome expectations, career exploration, and career planning. However, despite high competency ratings, no single dimension of teacher competency significantly influenced students' development in communication, mastery, or knowledge skills. Interestingly, technical expertise was found to have a significant negative relationship with technical skills development, suggesting the need for more effective translation of expertise into applicable teaching strategies. In contrast, pedagogical knowledge showed a significant influence on students' career exploration, while industry knowledge was a significant predictor of career planning outcomes. These findings point to the importance of instructionally aligned and industry-informed teaching practices in guiding TVL learners toward professional preparedness.

Keywords: *Technological Skills, Teacher Self-Efficacy, Teaching Proficiency, Technology Integration, and Arakan, North Cotabato.*



TEACHERS' INSTRUCTIONAL PRACTICES AND FLEXIBILITY IN SHAPING SCHOOL CLIMATE

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Abstract

This study aimed to examine teachers' instructional practices and flexibility in shaping school climate in selected schools in Kidapawan City Division, Kidapawan City, North Cotabato during the 2023-2024 school year. A mixed-method approach was used, combining quantitative and qualitative data from 250 respondents and 25 participants selected through random and purposive sampling. Data were analyzed using mean, Spearman Rho, multiple regression, and thematic analysis.

Findings revealed that teachers consistently applied effective strategies in lesson planning, classroom management, assessment and feedback, and especially technology integration. They also demonstrated flexibility by adapting to student needs, managing unexpected situations, and engaging in reflective practices. These elements contributed positively to school climate enhancing student safety, academic atmosphere, and relationships.

Notably, technology integration significantly influenced student safety and well-being, while assessment and feedback predicted stronger interpersonal interactions. Reflective practice was the only flexibility component with a notable impact on the academic environment.

In conclusion, strengthening instructional practices and reflective flexibility can foster a more inclusive and effective school climate. The proposed intervention plan emphasizes professional development, reflective collaboration, and responsive teaching strategies based on the study's findings.

Keywords: *Instructional Practices, Teacher Flexibility, School Climate, Reflective Practice, and Technology Integration.*



FACTORS INFLUENCING CAREER CHOICES OF GRADE 12 STUDENTS IN NORTHERN ABRA NATIONAL HIGH SCHOOL

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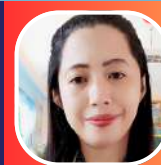
Abstract

Education is widely recognized as the answer to socio-economic problems of the country. Individuals look at education to elevate poverty, ignorance, joblessness, inadequate shelter, and other challenges. For many students choosing a major in their career is a vital decision, determining their entire life plan, success, and professional career. The factors affecting their choice as location, cost, socioeconomic status, and many more might have different weights in the choice of their major.

This study investigated the factors influencing the career choices of Grade 12 students at Northern Abra National High School. The majority of the students were 17-year-old females, mainly from the HUMSS strand. Most students came from low-income families, with parents who are either farmers or stay-at-home mothers. The study showed that job-related factors, especially job security and opportunities for career advancement, had the strongest impact on students' career decisions, followed by personal interests. Peer influence had the least effect.

The study also found that students from the TVL strand were more affected by all influencing factors than those in other strands. These results highlight the significant role of socioeconomic status in shaping students' career preferences, pushing them to prioritize practicality and job availability over personal or social considerations. The study recommends stronger career guidance programs, increased parental involvement, and policy improvements from the Department of Education.

Keywords: Career choices, Grade 12 students, socioeconomic status, job security, career advancement, academic tracks, HUMSS strand, TVL strand, ABM strand, peer influence, personal interests, parental involvement, career guidance, education policy.



PRACTICES TOWARD STUDENTS' PROBLEM-SOLVING SKILLS IN MATHEMATICS

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Abstract

This study aimed to examine the role of teachers' metacognitive instructional practices in enhancing students' problem-solving skills in mathematics in selected elementary schools. A mixed-methods research design was employed, utilizing standardized survey instruments, statistical analysis (mean, Pearson r , and multiple regression), and thematic analysis to assess instructional practices and student outcomes. The study involved a total of 250 teacher respondents selected through random and purposive sampling across various schools.

Findings revealed that teachers consistently applied high levels of metacognitive strategies, particularly in the areas of peer tutoring, collaborative learning, monitoring, and the art of questioning. Likewise, students demonstrated strong problem-solving performance, especially in mathematical comprehension, learning techniques, reading, and reasoning. Among these, peer tutoring and monitoring were found to have significant relationships with students' comprehension and reasoning skills, respectively. Peer tutoring also significantly influenced mathematical comprehension, while all strategies combined had a notable impact on students' learning techniques.

Notably, peer tutoring helped improve students' understanding of math problems through structured collaboration, while monitoring guided logical thinking and critical reasoning. However, other strategies like collaborative learning and questioning, although frequently practiced, showed no significant predictive influence on certain areas, indicating a need for more targeted applications.

In conclusion, the study highlights the effectiveness of focused metacognitive instructional practices particularly peer tutoring and monitoring in strengthening students' mathematical problem-solving abilities. The proposed intervention framework recommends integrating these strategies into school policies, professional development, and instructional planning to further enhance math learning outcomes.

Keywords: *Metacognitive Strategies, Mathematical Problem-Solving Skills, Instructional Practices, Reflective Teaching Framework in Mathematics.*



ASSESSMENT ON THE IMPLEMENTATION OF SEGREGATION OF BIODEGRADABLE ANDNON-BIODEGRADABLE SOLID WASTE MANAGEMENT PROGRAM IN TAGUIG CITY: BASISFOR AN ACTION RESEARCH

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Abstract

The study assessed the implementation of segregation of Biodegradable and non-Biodegradable solid waste management program in Taguig City a basis for a proposed action plan.

Specifically, it sought to answer the following questions:

1. What was the profile of the three groups of respondents in terms of the following:

- 1.1 Age
- 1.2 Sex
- 1.3 Civil Status
- 1.4 Educational Attainment
- 1.5 Monthly Income
- 1.6 Number of Siblings

2. How did the respondents assessed the extent of the implementation of segregation of biodegradable and non-biodegradable solid waste management program based on:

- 2.1 Objectives
- 2.2 Personnel and Staff
- 2.3 Solid Waste
- 2.4 Budget
- 2.5 Administrative Support
- 2.6 Monitoring Scheme

3. What were the issues and concern encountered in the implementation of the program?

4. Was there a significant differences among the extent of implementation of segregation of biodegradable and non-biodegradable solid waste management program?

5. Were there significant relationship between the extent of implementation of segregation of the solid waste when grouped according to profile?

6. Based on the findings of the study what action plan can be recommended?

Summary of Findings

Based on the presentation and analysis made in chapter IV, the following were the salient findings:



1. Profile of the Three Groups of Respondents

1.1 Age

Majority of the respondents were in the age bracket of 19-28 which was 68.40 percent and as a whole were more young age. The average of the three groups of respondents was 23.88.

One hundred ninety-one (191) or 76.40 percent

1.2 sex

female respondents out number the male respondents.

1.3 Civil Status

Two hundred thirteen (213) or 85. 2 percent single/respondents out number the married, widow/er, separated and divorce.

1.4 Educational Attainment

One hundred one (101) or 40.4 percent of the respondents were high school graduate.

1.5 Family Monthly Income

The computed mean monthly income was Ph 16,579.50 which was below the poverty line.

1.6 Number of Siblings

Seventy (70) or 28.00 percent had less than four siblings.

2. Assessment of the Extent Implementation of Segregation of Biodegradable and Non- biodegradable Solid Waste Management Program in Taguig City.

2.1 Objectives

The over-all weighted mean of 3.09 with standard deviation of 0.1672 shown that the objectives of segregation of biodegradable and non- biodegradable based on objective were “ moderately implemented”.

2.2 Personnel and Staff

The over-all weighted mean of 2.78 with deviation of 0.0958 shown that the implementation of segregation of biodegradable and non- biodegradable based on personnel and staff were “ moderately implemented”.

2.3 Solid waste

The over-all weighted mean of 2.61 with standard deviation of 0.2690 shown that the implementation of segregation of biodegradable and non- biodegradable based on solid waste were “ moderately implemented”.

2.4 Budget

The over-all weighted mean of 2.99 with standard deviation of 0.1452 shown that the implementation of segregation of biodegradable and non- biodegradable and non-biodegradable based on the budget were “ moderately implemented”

2.5 Administrative Support

The over-all weighted mean of 2.85 with standard deviation of 0.1155 shown that the implementation of segregation of biodegradable and non- biodegradable based on administrative support were “ moderately implemented”.

2.6 Monitoring Scheme

The over-all weighted mean of 2.85 with standard deviation of 0.0663 shown that the implementation of segregation of biodegradable and non- biodegradable based on monitoring scheme were “moderately implemented”



3. Issues and concerns encountered in the implementation of the program.

3.1 Issues and concern in the Implementation of Segregation of Biodegradable and Non- biodegradable Solid Waste Management Program.

The issues and concern encountered in the implementation of the program. The main issue was the irregular inspection, monitoring and surveillance of solid waste and plastic garbage. The number 2 issue was the weak information drives to persuade the public about the program. Number 3 issue was the sufficient delivery of the government programs and implementation. Number 4 issue was the plastic bags. Submerged down through the drainage system. Number 5 issue was the environment charges fee of P2.00 for the replacement of the new plastic bag. The street cleaners were not doing their job satisfactory and non- compliance of garbage collectors on solid waste disposal.

The over-all assessment on the implementation of segregation of biodegradable and non-biodegradable solid waste management program in Taguig City moderately implemented with general weighted mean of 3.04

4. Significant differences among the extent of implementation of segregation pf biodegradable and non- biodegradable solid waste management program.

There were significant differences among the assessment on the extent implementation of segregation of biodegradable and non- biodegradable solid waste management program in terms of objective, personnel and staff, solid waste, budget, administrative support and monitoring scheme.

5. Significant relationship between the extent of implementation of segregation of the solid waste when grouped according to profile.

The respondent's profile with regard to age, gender, civil status, educational attainment, monthly family income and number of siblings was significantly related to the problems encountered in the extent of implementation of segregation of biodegradable and non- biodegradable solid waste management program.

Conclusions

Based on the findings of the study, the following conclusions were formulated.

1. Majority of the respondents were female, between 19-28 years old predominantly single, most were high school graduate having an average income of Php 16,579 with less than four siblings.
2. Generally, the three groups of respondents assessed the extent of implementation of segregation of biodegradable and non-biodegradable as " moderately implemented" in terms of objective, personnel and staff, solid waste, budget, administrative support and monitoring scheme.
3. Issues and concern encountered in the implementation of the program were the irregular inspection, monitoring and surveillance of solid waste and plastic garbage, the weak information drives to persuade the public about the program, sufficient delivery of the government programs and



implementation, the plastic bag submerged down through the drainage system, environmental charges fee of P2.00 for replacement of the new plastic bag, street cleaners were not doing their job satisfactory and non-compliance of garbage collectors and solid and plastic waste disposal.

4. There were significant differences among the assessment on the extent implementation of segregation of biodegradable and non-biodegradable solid waste management program in terms of objective, personnel and staff, solid waste, budget, administrative support and monitoring scheme.

5. The respondent's profile with regard to age, civil status, educational attainment, monthly family income and number of siblings was significantly related to the extent of implementation of segregation of biodegradable and non-biodegradable solid waste management program.

Recommendations

In the light of findings and conclusions derived from this study, the researcher recommended the following:

For the Local Government Unit

1. Recognition should be given to garbage collectors and street sweepers.
2. Focus on the construction of sanitary landfills.
3. Provide new equipment for the preparation of recyclable materials,

For the Barangay Officials

1. Training or seminars on livelihood program for unemployed residents
2. Daily monitoring on all service areas assigned to street sweepers.
3. Provide trash can for every street.

For the Community

1. Integrate Waste Management based on sorting, collection and recycling program to reach Zero Solid Waste.
2. Should be aware on the knowledge and role in Solid Waste Management.
3. Attended seminar and conferences conducted by DEN to discussed ways of solving problem on Solid Waste Management.

For the Street Sweeper

1. Residents should given small amount of money to the street sweeper for maintaining the cleanliness of the street.
2. Attended seminar on health and sanitation program.
3. Educated the young ones on segregation of wastes.

For the Garbage Collectors

1. Proper protection on health should be monitored by the municipal health office.
2. Incentives should be given semi-annually.
3. Announced to the public the schedule of collection of garbage.



UTILIZATION OF SUSTAINABILITY AND PRODUCTIVITY OF HYDROPONIC URBAN FARMING PROGRAM IN THE CITY OF TAGUIG : BASIS FOR A PROPOSED POLICY OF TAGUIG

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Abstract

This research uses a descriptive quantitative approach to assessed the sustainability and productivity of the hydroponic urban farming initiative in the city of Taguig as a foundation for proposed policy development. ative in Taguig City. The study identifies key elements and evaluates the frequency with which participants acknowledge and value them. The procedures for gathering and handling data are stated that as is the statistical analysis used to look at the current state of matters in the area of study.

The findings show that, when labor and material costs are taken into account, the hydroponic system provides excellent productivity in terms of return on investment and harvest yield. It also helps to create jobs and improves the environment, which helps to create a resilient urban environment. According to statistical analysis, there were no significant differences in the respondents' perceptions of urban farming's productivity in terms of resilience, environmental quality, job creation, and revenue generation.

The respondents' assessments of the effectiveness of urban farming are significantly correlated with their characteristics, which include gender, education, and occupation. By converting waste into fertilizer, the hydroponic system helps to reduce pollution, improve food security, keep food prices steady, and combat malnutrition by promoting the growth of nutrient-dense crops. The study recommends that local government units continue to support and expand urban farming programs, engage youth through social media, offer agricultural training, integrate urban farming into educational courses, promote waste reduction, and allocate resources to foster community engagement. This study will not only robust urban economy that ensures food security and long-term prosperity but also maintain and conserved Taguig identity as "PROBINSYUDAD".

Keywords: *Hydroponic, Sustainability, Urban farming, Probinsyudad*



AN INTERVENTION TO ENHANCE COMPUTATIONAL SKILLS OF THE GRADE 2 LEARNERS IN MATHEMATICS AT MAGALONG ELEMENTARY SCHOOL

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Abstract

This study investigates the computational difficulties faced by Grade 2 learners at Magalong Elementary School, utilizing both test results and direct observations made by the researcher. Employing a descriptive and exploratory research method, the study involved 65 learners who underwent assessments and participated in a series of targeted activities aimed at enhancing their computational skills. Data analysis tools included mean percentage scores, average weighted means, and Pearson r correlation. Findings reveal that the mean percentage score of learners was significantly below the Department of Education's mastery target of 75%, with an average performance score of 52%. The study identified several common causes contributing to these difficulties, including language-based learning disabilities, memory issues, and cognitive problems. After engaging in the designed activities, learners demonstrated substantial improvement, achieving an average performance score of 75.38%, indicating effective intervention. Additionally, a Pearson r value of 0.89 confirmed a significant positive difference in performance pre- and post-intervention. The study concludes with recommendations for enhanced training for teachers and further research to validate these findings across different educational settings.

Keywords: Computational difficulties, Grade 2 learners, Magalong Elementary School, Descriptive research, Learning disabilities, Mathematical skills, Educational intervention, Performance improvement, Pearson correlation, Mathematics curriculum.



PROPOSED INTERACTIVE LESSON IN MATHEMATICS TO GRADE 6 LEARNERS

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Abstract

This descriptive study evaluated the effectiveness of an interactive mathematics lesson for Grade 6 learners at Surod Elementary School. Using a diagnostic test, the study assessed learners' mathematics proficiency (48% achieving 75% or higher), identified moderate challenges faced by teachers and learners, and evaluated a proposed K-12-aligned interactive lesson. The interactive lesson received a "Very Much Effective" rating (weighted mean of 4.50) from teachers. The study concludes that the proposed interactive lesson can significantly enhance mathematics instruction and recommends its wider implementation, supported by additional learning resources.

Keywords: *Interactive lesson, Mathematics education, K-12 curriculum, Teacher evaluation, Student performance, Diagnostic test, Descriptive research.*



PROPOSED LEARNERS ACTIVITY SHEETS ON THE TEACHING OF NUMBER SENSE TO GRADE 3 LEARNERS

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Abstract

This study proposes instructional materials aimed at enhancing the teaching of number sense to Grade 3 learners at Mabini Central School, Mabini District. Utilizing a descriptive research method, the study assessed the performance of 108 Grade 3 learners based on their pre-test results across four measures of number sense: oral counting, number identification, quantity discrimination, and missing numbers. The findings revealed that learners exhibited low performance in all areas, with mean percentage scores of 60.6, 46.3, 38.15, and 55.44, respectively. These results indicated significant weaknesses compared to the DepEd standard mean percentage score of 98%. In response, instructional materials were developed using a developmental method, and their effectiveness was evaluated through try-out and post-test assessments, which demonstrated a marked improvement in learner performance. The study concludes that the proposed materials serve as an effective intervention strategy for teaching number sense among Grade 3 learners, highlighting the need for their implementation and further refinement based on learner needs.

Keywords: *Instructional materials, number sense, Grade 3 learners, pre-test, post-test, Mabini Central School, performance assessment, educational intervention.*



**LEADERSHIP EFFECTIVENESS OF SCHOOL HEADS AND NEWLY-HIRED
TEACHERS' PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS
IN THE DIVISION OF CABUYAO CITY**

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Abstract

This research examined the leadership effectiveness of school heads and the performance of newly hired teachers in public elementary schools within the Division of Cabuyao City. It employed a quantitative research approach, specifically utilizing descriptive-correlational analyses through survey questionnaires. Data were collected from nineteen public elementary schools in the Division of Cabuyao City using simple random sampling. The respondents included nineteen school heads and one hundred twenty-two public elementary teachers. The study utilized two research instruments: a researcher-made questionnaire validated by experts. The frequency, mean, and four-point Likert scale were used to measure school heads' leadership effectiveness and newly hired teachers' performance. An independent t-test was employed to determine the significant difference between the assessments of the two respondent groups, while Pearson's r was used to establish significant relationships between the variables.

Moreover, it was revealed that school heads exhibited high levels of leadership effectiveness ($\bar{x}=3.73$), and performance level ($\bar{x}=3.70$). The assessments of the school heads and newly hired teachers as to the level of manifestation of leadership effectiveness had a significant difference in adaptive leadership ($F=8.348$, $p<.005$), leader-member exchange ($F=10.757$, $p>.001$), and servant leadership ($F=35.354$, $p<.000$).

In addition, the manifestation level of leadership effectiveness significantly influenced the performance level of the newly hired teachers. The r values (.210 to .221) had a low positive correlation in terms of servant leadership and performance level with the p -value (.023, .024, .015, .032) less than the level of significance. A feedback mechanism was proposed to improve the leadership effectiveness of school heads, significantly contributing to teachers' performance.

Keywords: Adaptive leadership, servant leadership, leader-member exchange, educational methods.



PANDEMIC RELATED STRESSES OF TEACHERS AND THEIR COPING STYLES: INPUTS FOR A SUSTAINED PSYCHOSOCIAL HEALTH PROGRAM

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Abstract

This study aimed to narrate the experiences of the pandemic-related stress of teachers and their coping styles. The respondents of the study were composed of 297 teachers of Nagpayong Elementary School, Division of Pasig City for the school year 2020-2021. Total population sampling was used in selecting the participants which means that all the teachers were tapped as respondents. The results revealed that among the behaviors presented, being cooperative was always manifested by the teachers. There were four (4) themes formulated from the transcripts during the interview. The assessment resulted to a development of the output of the study which is about the sustained psychosocial health program of teachers in Nagpayong Elementary School Cluster II, Division of Pasig city.

KeyWords: *Challenges, Exploration, Pandemic, Stress, Coping Styles.*



PERCEIVED STATE OF WELLNESS AND TEACHING PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS: INPUTS FOR FACULTY DEVELOPMENT PROGRAM

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Abstract

Majority (84) or 51 percent are in the age bracket of 23-32 years old. Only 14 or 9 percent are 43 years old and above. Majority (149) or 90 percent are females and only 17 or 10 percent are males. There are 149 or 90 percent married and only 17 or 10 percent single. As to family, 91 or 55 percent have 0-1 child ; or 40 percent have 2-3 children and 8 or 5 percent have 4-6 children. As to years in service, 80 or 46 percent have 1-5 years ; 62 or 37 percent have 6-10 years ;and 20 or 12 percent have 11-15 years. Majority (145) or 87 percent are Bachelors degree holder ; 19 or 11 percent have master of arts degree and 2 or one percent, doctorate degree. As to grade level assigned, majority (121) or 75 percent are in the primary level –grades 1- 4 and only 45 or 25 percent are in grades V-VI level.

All the 6 wellness dimensions were rated “ Much Agree”, however they differ in rank based on the overall mean scores. Rank 1 are spiritual (4.17); and occupational (4.17); rank 2 is social wellness (4.14) rank 3 is emotional wellness ;(4.11) rank 4 is physical wellness (3.68) and the last is intellectual wellness (3.48)

All the computed Fs for age (0.961693) civil status (0.191807) family size (0.872327) ; years in service (0.748254) ; grade level assigned (0.156574) and educational attainment (2.011748) were lesser for the F critical value of 1.76. All these justified the acceptance of the null hypothesis at 5% level of significance.

Majority (150) or 90 percent got ratings of VS and only 16 or 10 percent got excellent ratings. The computed r of 0.0432 indicated a negligible positive correlation while The computed t of 0.554 which is lesser than the t values of 1.96 shows no significant relationship, thus the null hypothesis is accepted at 5% level of significance. Inputs for faculty development program are proposed.



IMPLEMENTATION OF RA10149, GOVERNANCE COMMISSION FOR GOVERNMENT OWNED OR CONTROLLED CORPORATIONS (GOCCs): BASIS FOR POLICY ENHANCEMENT

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Abstract

The implementation of RA10149 helps the government to monitor various GOCCs in the Philippines, such monitoring requires huge amount of effort and persistence in the government. Thorough this study, people can identify the different aspects and factors that affect the function, performance, relevance and fit and proper rules of GOCCs.

The objective of this study is to assess the implementation of RA10149- Governance Commission for Government-owned-or Controlled Corporation in terms of their function, performance, relevance and fit and proper rule and identify possible policy enhancement that these GOCCs under government financial institutions (GIF) can adopt to further implement the said law.

The researcher has used descriptive quantitative method of research. This method is important to the study since this part will serve as a bridge of the different data gathered by the researcher. Purposive sampling was utilized to select the best respondents that have knowledge in the said GOCC factors.

Based on the findings of the study, the implementation of RA10149 in terms of function, relevance and fit and proper rule is highly implemented, while only implemented in terms of performance. The identified facilitating and hindering factors show affirmation from the respondents with the high composite means.

The implementation of RA10149 proves that the government is serious in monitoring the operations of theses GOCCs but there are still missing in terms of the implementation of the performance. Policy enhancement must be introduced in improving the performance and eradicate the hindering factors in the implementation of the said law.

Keywords: Wellness, Teaching Performance, Teachers, Government, GOCCs, Development Program.



PEDAGOGICAL STRATEGIES IN LITERACY AMONG EARLY CHILDHOOD EDUCATION TEACHERS

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Abstract

This study aimed to determine the extent of utilization of pedagogical strategies in literacy among kindergarten teachers along with storytelling, reading aloud, shared reading, guided reading, and independent reading, as well as the significant difference and relationship between the extent of utilization of pedagogical strategies in literacy by kindergarten teachers and their profile variables. The study employed a descriptive method under an ex post facto one-shot case study research design as this is the most appropriate means to determine the extent of utilization of pedagogical strategies in the literacy among kindergarten teachers and the significant difference and relationship between the extent of utilization of pedagogical strategies in literacy by kindergarten teachers and their profile variables. The participants of the study were the 37 kindergarten teachers from Rosales District I and Rosales District II in the Pangasinan II Division, and the data were collected through a questionnaire and focus group discussion. The study revealed that most respondents are millennials and mostly have bachelor's degrees. Moreover, the respondents lack international, national, and regional training in literacy. Shared reading, guided reading, and independent reading were often used and considered "very extensive" in terms of utilization. Moreover, there is no significant difference or relationship between the extent of utilization of pedagogical strategies in literacy by kindergarten teachers and their profile variables. Therefore, the null hypothesis was accepted. The study concludes that kindergarten teachers have used these strategies in literacy differently, but can still enrich the literacy of kindergarten pupils.

Keywords: *Pedagogical strategies, literacy, kindergarten teachers, utilization, story telling, reading aloud, shared reading, guided reading, independent reading.*



CONSUMER ACCEPTABILITY OF BAMBOO SHOOT (*BAMBUSA VULGARIS*) AND TOFU BALLS AS A PLANT-BASED FOOD PRODUCT

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Abstract

*This study determined the consumer acceptability of Bamboo Shoot (*Bambusa vulgaris*) and Tofu Balls as a plant-based food product. The study was conducted on the first quarter of Year 2025 in the Tibiao Public Market at Tibiao, Antique, Philippines. The respondents were 96 consumers and 30 vendors. The experimental research design was used. A sensory evaluation sheet was used as validated data-gathering instrument based on the appearance, aroma, taste, texture, and general acceptability. The data gathered was tallied, tabulated, and computed using the appropriate statistical tools. All statistical computations were analyzed and interpreted using the Mean and Standard deviation, while ANOVA was applied to determine the significant difference in three formulations. The 0.05 alpha levels were the criterion for the acceptance or rejection of the null hypothesis. Findings of the study revealed that the consumer acceptability level of Bamboo Shoot (*Bambusa vulgaris*) and Tofu Balls as a plant-based product in three formulations is extremely liked and the third formulation was the highest overall with the mean score of 8.608 with the standard deviation of 0.492. It simply shows that the third formulation is the most preferred by the respondents than the first and second formulations. No significant differences were noted in the consumer acceptability level of bamboo shoot (*Bambusa vulgaris*) and tofu balls as a plant-based product in three formulations in terms of appearance, aroma, taste, texture, and general acceptability.*

Keywords: *consumer acceptability, bamboo shoot, tofu balls, plant-based food, sensory evaluation*



SCHOOL HEADS' TECHNOLOGY LEADERSHIP, TEACHERS' TECHNOLOGY COMPETENCE AND QUALITY OF TEACHING AND LEARNING IN PRIVATE ELEMENTARY SCHOOLS IN CALAMBA CITY

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Abstract

This study investigated the relationship between school heads' technology leadership, teachers' technology competence, and the quality of teaching and learning in private elementary schools in Calamba City. This study took place in Calamba City, officially known as the City of Calamba, a bustling city located in the Laguna province of the Philippines. To ensure a representative sample, a stratified random sampling technique was employed. The data were gathered from the teachers and school heads of private elementary schools in Calamba City through questionnaires administered to school heads and teachers. The study utilized descriptive statistics, a T-test for independent samples, and Pearson-Product Moment Correlation to analyze the data.

It was revealed that the computed probability values of 0.412, 0.859, 0.506, 0.773, 0.901, 0.704, 0.847, 0.571, and 0.513, are all greater than the level of significance at .05. The result showed that there is no significant relationship between the assessment of the school heads and teachers' technology leadership, teachers' technology competence, and quality of teaching and learning in private elementary schools in Calamba City. Furthermore, significant relationships were found between the level of school heads' technology leadership and the quality of teaching and learning with r values of 0.648, 0.605, 0.623, 0.621, and 0.666. Also, a significant relationship was revealed between the level of teachers' technology competence and the quality of teaching and learning with r values of .728, .760, and .777. The study concluded that effective technology leadership from school heads significantly influenced teachers' technology competence, which in turn positively impacted the quality of teaching and learning. "Tech-Savvy Teachers: Empowering Educators to Conquer Tech Troubles" is an action plan that aims to enhance teachers' technology proficiency by providing targeted training, resources, and ongoing support, ultimately empowering them to effectively troubleshoot minor technical issues and improve the overall quality of education.

Keywords: School heads, Technology Leadership, Teachers, Competence, Quality of Teaching, Learning.



SCHOOL HEADS' ETHICAL LEADERSHIP STYLES AND TEACHERS' BEHAVIOR IN CLUSTER 4 DIVISION OF CALAMBA CITY

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Abstract

This quantitative study determined the relationship between ethical leadership styles and teachers' behavior in the Cluster 4 Division of Calamba City. A descriptive-correlational research design was employed. The locale of the study was Cluster 4 Division of Calamba City, Philippines. The respondents comprised school heads and public school teachers randomly selected from eight public schools within the cluster. A validated questionnaire was used to gather data on ethical leadership styles (integrity and honesty, fairness and justice, ethical decision-making, communication, and empathy) and teacher behavior (classroom management, professional development, student interaction, and collaboration with colleagues).

The findings revealed that both school heads and teachers perceived high levels of ethical leadership in terms of integrity and honesty (3.80), fairness and justice (3.79), ethical decision-making (3.78), and communication and empathy (3.79) and positive teacher behavior in terms of classroom management (3.90), professional development (3.87), student's interaction (3.90), and collaboration with colleagues (3.89) within the cluster. However, significant discrepancies emerged between their assessments, indicating varying perspectives on the extent to which ethical leadership and desired teacher behaviors were effectively demonstrated. Notably, a strong positive correlation was established between ethical leadership styles and teachers' behavior, suggesting that a conducive ethical leadership environment fosters positive teacher behaviors.

Based on these findings, there was a notable discrepancy in the evaluations of school heads and teachers regarding the degree of ethical leadership demonstrated by teachers and their corresponding behavior in the significant difference between the assessments of the School Heads and Teachers' level of manifestation of Ethical Leadership Style and teachers' behavior level of manifestation. It was revealed that the computed probabilities were all below the significance level of .05. The probability values are 0.001, 0.001, 0.001, 0.001, 0.001, 0.045, and 0.001, which lead to the rejection of the null hypothesis.

Keywords: Ethical leadership, styles, correlation, behaviors.



FINANCIAL LITERACY, BEHAVIOR, AND PRODUCTIVITY AMONG PRIVATE INSTITUTION EMPLOYEES IN CALAMBA CITY, LAGUNA

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Abstract

Financial literacy improves employee financial behaviors, resulting in greater work satisfaction and productivity. However, demographic variations in economic behavior and integrating programs into corporate objectives presented challenges regardless of the availability of financial literacy programs. This study aimed to bridge this gap by emphasizing the importance of a comprehensive view of promoting financial literacy programs for excellent financial behavior and productivity. The study utilized a quantitative descriptive correlational research design to identify how financial literacy affected the productivity and behavior of private institution employees in Calamba City, Laguna. Using a total enumeration method with 133 respondents, the study revealed the financial literacy levels with means of 3.26 for financial knowledge, 3.21 for financial attitude, and 3.17 for financial behavior. The study also showed the behavior levels of the employees with means of 3.63 for saving, 3.55 for spending, 3.11 for budgeting, 3.15 for investing, 3.12 for planning and setting financial goals, and 2.70 for availing loans. The productivity levels had means of 3.40 for creative energy, 3.57 for focus, 3.40 for motivation, 3.51 for aptitude, and 3.63 for ideal time. There was a significant relationship between financial literacy and behavior.

Keywords: *Financial literacy, financial behavior, work productivity, personal finance, debt management.*



UTILIZATION OF NEARPOD ACTIVITY BANKS IN THE READING COMPREHENSION OF GRADE FIVE PUPILS IN NIUGAN ELEMENTARY SCHOOL

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Abstract

The main goal of the study was to investigate the effectiveness of Nearpod Activity Banks in improving reading comprehension. This research applied a quasi-experimental design over 10 weeks for this experimentation process that focused on Grade 5 pupils. A quasi-experimental design that incorporated features of both the pretest-posttest and the nonequivalent group that were often superior to both designs. A treatment group was given a pretest, and a posttest before getting further testing. The overall performance of the grade five pupils was 67.36%, interpreted as Did Not Meet Expectations. The overall performance of the grade five pupils was 67.36%, interpreted as Did Not Meet Expectations. There was no notable disparity in the performance of the control and experimental groups during the pretest. All probability values exceeded the significance level of .05, leading to the acceptance of the null hypothesis. The overall performance of the grade five pupils was 71.38% interpreted as “Did not meet expectations”. The overall performance of the grade five pupils was 89.18% interpreted as “Very Satisfactory”. The probability values for all measures fell below the significance level of .05, prompting the rejection of the null hypothesis. To further support these findings, a reading program called “Reading to Progress: A Reading Program” was developed, which incorporated the strategies found effective in this study.

Keywords: *Nearpod activity banks, reading comprehension, pupils.*



IMPACT OF SOCIAL MEDIA AS INSTRUCTIONAL SUPPORT FOR TEACHERS IN SELECTED PUBLIC SCHOOLS AS BASIS FOR A PROFESSIONAL TRAINING PROGRAM

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Abstract

This study aims to assess social media's impact as instructional support for teachers in selected public schools as a basis for a professional training program. The respondents of this study are ninety (90) selected teachers from different Schools through a face-to-face survey, the sampling framework of the study includes the determination of the sample population and population size. In this study, Slovin's formula is used to determine sample populations.

The study adopted the descriptive research utilizing a researcher-made questionnaire checklist composed of four parts: the first part gathered the demographic profile of the respondents in terms of sex, age, position title, and length of service; the second part gathered data about the social media platforms being used by the respondents as sort of instructional support in teaching, the third part gathered data on the level of utilization of the respondents of social media as their instructional support in teaching concerning communication, collaboration, monitoring, and sharing, while the fourth and last part gathered data on the perception of the respondents on the impact of social media as a form of instructional support in teaching.

It can be deduced from the results that the majority of the respondents who participated in the study are composed of females, in their mid-30s, and mostly General Education majors. The most popular social media platforms rated by the respondents were YouTube and Facebook. Additionally, the respondents claimed that social media was beneficial for their instructional materials in every way that may aid in the process of teaching and learning. The results showed that the respondents' disparities in sex, age, position, and duration of service only caused them to disagree on how they saw their usage of social media as instructional support—except for sharing. According to the results, social media use certainly had a significant impact on student's learning experiences and increased access to resources when used as instructional support. The objective of this study is to examine the impact of social media as an instructional support tool for teachers in selected public schools. It aims to assess how social media platforms influence teaching strategies, resource sharing, and student engagement, identifying both the benefits and challenges faced by educators. The findings will serve as a foundation for designing a professional training program that enhances teachers' competencies in effectively integrating social media into their instructional practices to improve educational outcomes.

Keywords: Social Media, Instructional Support, Teaching Strategies, Resource Sharing, Student.





AWARENESS OF SALIENT PROVISION OF RA 10742 AND PERFORMANCE OF SANGGUNIANG OF SANGGUNIANG KABATAAN OF SELECTED BARANGAYS OF DAVAO KABATAAN OF SELECTED BARANGAYS OF DAVAO CITY: BASIS FOR A LEADERSHIP TRAINING PROGRAM

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Abstract

The Sangguniang Kabataan (SK), as a crucial component of local governance, underwent significant reforms with the implementation of Republic Act 10742, also known as the Sangguniang Kabataan Reform Act of 2015. This legislation aimed to empower and engage the youth in community development, fostering a new era of responsible and accountable youth leadership.

The findings of this study aim to contribute to a better understanding of the SK's effectiveness, offering practical recommendations for improvement. As we navigate the intricate landscape of youth governance, the outcomes of this research will be instrumental for policymakers, community leaders, and stakeholders committed to enhancing the role of youth in local development.

On the other hand, Balane (2015), said that young people around the nation are improving the globe by speaking up on topics such as gender equality, sustainable development, inadequate urban planning, and other pertinent matters. He further attested that young people are becoming increasingly inventive in their advocacy of significant legislative changes through art protests. The Commonwealth (2015) ruling brought attention to the fact that young people are empowered when they can make decisions in life, are conscious of the consequences of those decisions, are free to choose freely, act on that decision, and take accountability for the results of their actions.

Finally, the UNRC (2015), encompasses a message that Youths have the right to express their views and to give their opinions. It is indisputable that youth are essential to nation-building and creating a progressive, neutral future.

Descriptive research is a quantitative research method that aims to gather quantifiable data for statistical analysis of the sample population. It is the research strategy and method used in this study. It is a widely used marketing tool that enables us to gather and characterize the characteristics of the demographic group. It was used in the study to show how to quantify and give meaning to the results.



The first congressional district, specifically the Población and Talomo, which have respective populations of 320 and 112 was the focus of the study. Slovin's method was utilized in the study to determine the population size of each barangay. The anticipated sample size consists of 208 participants.

In presenting the profile of the respondents of Sangguniang Kabataan of selected barangays of Davao City in terms of age, sex, educational attainment, and position. The weighted mean, percentage, frequency, Pearson r , and linear regression were used. Furthermore, the researcher computed the weighted mean using the 5-point Likert Scale and used the degree of agreement for verbal interpretation based on the data collected on the awareness of the salient provision of RA 10742 and the performance of Sangguniang Kabataan. Moreover, to ascertain whether, when grouped by profile, there is a significant correlation between the respondents' assessments of their awareness of the salient provision of RA 10742. Additionally, to determine whether there is a significant difference between the awareness of the salient provision of RA 10742 and the performance of Sangguniang Kabataan of selected barangays of Davao City. Lastly, to find out whether there is a significant correlation between the awareness of the salient provision of RA 10742 and the performance of Sangguniang Kabataan of selected barangays of Davao City.

Based on the findings of the study, the following conclusions and recommendations were offered:

Conclusions:

- 1. There are 208 respondents in the study with the dominance of ages ranging from 22-28 years old with 63.5 %. Most of the respondents were males with 73.6%. Further, the majority were college undergraduates with 60.1%. Lastly, the political positions of the respondents were SK members with 73.6%.*
- 2. The awareness of the salient provisions of RA 10742 of Sangguniang Kabataan of selected barangays of Davao City was High.*
- 3. The relationship between the level of assessment of the respondents on the awareness of the salient provision of RA 10742 when grouped according to their profile. Regarding the age groupings of 18-23 years old, obtained an r -value equal to 0.753 and a p -value equal to 0.000. Then, followed by gender, the male respondents' groupings obtained an r -value equal to 0.665 and a p -value equal to 0.000. Further, in terms of educational attainment of the respondents, the respondents with college undergraduates got the highest r -value equal to 0.863, and a p -value equal to 0.003. Moreover, regarding respondents' handled position, the SK member's respondents' groupings obtained an r -value equal to 0.621 and a p -value equal to 0.000.*
- 4. The level of Performance of Sangguniang Kabataan (SK) in the awareness of the salient provisions of RA 10742 was also High.*
- 5. There is a significant difference between the awareness of the salient provision of RA 10742 and the performance of Sangguniang Kabataan of Selected Barangays of Davao City.*



6. There is a strong significant correlation between the awareness of the salient provision of RA 10742 and the performance of Sangguniang Kabataan of selected barangays of Davao City.

7. The leadership training program was drawn according to the highest and lowest area concern of awareness of the salient provision of RA 10742 and the performance of Sangguniang Kabataan Selected Barangays of Davao City. It helps to enhance the management of challenges in the workplace and strengthen the performance of SKs in their respective barangays.

Recommendations:

After obtaining the derived conclusions, the following were offered:

1. Organize information campaigns and orientations to educate the youth and community members about the provision of RA 10742, the roles and responsibilities of SK officials, and the importance of youth participation in local governance.
2. Provide re-training and capacity-building programs for SK officials to enhance their leadership skills, governance knowledge, and project management abilities. This will enable them to carry out their duties and responsibilities effectively.
3. Implement monitoring mechanisms to assess the performance of SK officials in fulfilling their mandates, implementing projects, and engaging with the youth and community. Regular evaluations can help identify areas for improvement and ensure accountability.
4. Encourage collaboration and partnerships between SK officials, barangay officials, youth organizations, schools, and other stakeholders to maximize resources, and address community needs effectively.
5. Create platforms and opportunities for meaningful youth participation in decision-making processes, community projects, and policy development. Empowering the youth to voice their opinions and contribute to local governance can lead to more inclusive and responsive initiatives.
6. Establish a system for monitoring and evaluating the SKs' performance, including setting clear goals, tracking progress, and conducting regular assessments to identify areas for improvement and celebrate successes.
7. The current study on awareness of the salient provision of RA 10742 may be modified by future research to verify the performance of Sangguniang Kabataan's effectiveness.

Keywords: Awareness of salient provision of RA 10742, performance of SK, leadership training program.



THE QUALITY ASSURANCE COMPLIANCE AND ORGANIZATIONAL COMPETITIVENESS AMONG SELECTED PUBLIC HIGHER EDUCATIONAL INSTITUTIONS IN CALABARZON: AMONG SELECTED PUBLIC HIGHER EDUCATIONAL INSTITUTIONS IN CALABARZON: BASIS FOR QUALITY MODEL IN MANAGEMENT SYSTEM

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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 public higher educational institutions in CALABARZON are situated.

This study is an opportunity to measure the level of compliance in the implementation of quality assurance and to rate the organizational competitiveness of the selected public Higher Educational Institutions (HEIs).

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 in terms of the 10 Areas of Accreditation has been rated as “Complied”. The level of Organizational Competitiveness is described as “competitive”. There is no significant difference on the level of compliance in the implementation of quality assurance; and the level of organizational competitiveness when grouped according to the number of Accredited Programs, and Satellite Campuses. Based on the results of the study, there are significant relationships between the level of compliance in the implementation of quality assurance and the level of organizational competitiveness.

A contextualized QMS must be adopted by HEIs 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.

PHYSICAL THERAPY OPERATIONS AMONG SELECTED TERTIARY HOSPITALS: A PATHWAY TO STANDARD OPERATING PROCEDURES FOR QUALITY SERVICES

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Abstract

This study aimed to evaluate how effectively the physical therapy department adhered to the ISO 9001:2015 standard and how various factors influenced its operations. The ultimate goal was to propose a set of new Standard Operating Procedures (SOPs) to improve service quality.

The research employed a descriptive correlational design, using stratified random sampling to target physical therapists in tertiary hospitals. Data was collected through a survey questionnaire based on the key clauses of the ISO 9001:2015 quality management system. Descriptive and inferential statistical analyses were then applied to examine the relationships between these factors.

The findings revealed a strong positive relationship between adherence to the ISO 9001:2015 standard and operational factors affecting physical therapy services. Close adherence to the standard demonstrated active leadership involvement in driving quality management, fostering a culture of commitment among physical therapists to deliver high-quality services.

As a result, the study proposed three new SOPs, namely, Efficient Resource Allocation (ERA), Management Standards Consistency (MSC), and Asset Operational Optimization (AOO). ERA was designed to maximize the effective use of both human and physical resources to meet patient needs. MSC ensures that local physical therapy practices align with international healthcare standards, enhancing patient safety and care quality. AOO focuses on maintaining physical therapy equipment and facilities to minimize downtime and improve overall service delivery.

Keywords: *ISO 9001:2015, quality management system, physical therapy, standard operating procedures.*



THE HIDDEN CULTURE: AN IN-DEPTH OBSERVATION OF THE FACTORS LEADING INDIVIDUALS TO THE UNDERGROUND ECONOMY IN CALAMBA CITY, LAGUNA

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Abstract

The underground economy has significantly contributed to the country's overall economic framework, despite remaining largely unrecognized and unregulated by the government. Historically, the term "underground" has carried negative connotations and has been linked to various societal challenges. However, the underground economy has proven to be essential for many individuals, as it has profoundly impacted their daily lives and provided critical means of livelihood.

This study investigates the various factors contributing to the increasing number of individuals engaging in the underground economy in several barangays in the City of Calamba, Laguna. Furthermore, it presents the lived experiences of the co-researchers involved in the underground economy. By the end of this paper, the researchers will consolidate and present the findings, conclusions, and recommendations identified throughout the study.

Keywords: *Hidden Culture, Observation, Underground Economy, Laguna, Experiences.*

ACCOUNTING INFORMATION SYSTEM ON ORGANIZATIONAL PERFORMANCE IN SELECTED SMALL AND MEDIUM ENTERPRISES IN CALAMBA CITY

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Abstract

This study examines the impact of Accounting Information Systems (AIS) on the organizational performance of small and medium enterprises (SMEs) in Calamba City. Specifically, it assesses the level of AIS implementation in terms of key performance areas: Accounting Knowledge, Managing Support, and Record Keeping Performance. Using a quantitative approach, data was collected from SME respondents, revealing a high level of AIS implementation across these dimensions. The findings underscore the positive role of AIS in enhancing the accuracy, efficiency, and overall performance of SMEs in the region. By providing real-time insights and improving record-keeping accuracy, AIS enables SMEs to make informed financial decisions and maintain operational efficiency. This study concludes that while SMEs in Calamba City benefit significantly from AIS, ongoing training and support are essential to optimize system usage and address minor challenges

Keywords: *Hidden Culture, Observation, Underground Economy, Laguna, Experiences.*

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