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ISSN



THE PHILCAD

PHILIPPINE ACADEMICIAN

ISSN: 3028-0141 (PRINT)
VOLUME I, ISSUE NO. 2 SERIES OF 2024

The PHILCAD Philippine
Academician

&

PHIL-CAD ACADEMICIAN
PUBLISHING

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NU MOA



EDITORIAL
REFLECTION
NARRATIVE
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OPINION
REVIEWS
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WHAT'S INSIDE

INTERNATIONAL QUARTERLY MAGAZINE

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PUBLISHED BY:

The PHILCAD Philippine Academician
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City, Cavite Philippines
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ISSN: 3028-0141 (PRINT)

About the Magazine

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

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

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

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

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INTERNATIONAL QUARTERLY MAGAZINE

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essage

Dr. Minsoware S. Bacolod

Dear Readers,

As we journey through the pages of this PHILCAD magazine, let's remember that each word, idea, and creation has the power to ignite inspiration, spark innovation, and cultivate change to world.

To all the contributors, writers, and authors of this first maiden issue of the PHILCAD magazine, your words have the ability to transcend time and space, touching hearts, challenging minds, and shaping perspectives. Our expertise and dedication are the pillars upon which progress is built. Let your passion drive you, your integrity guide you, and your excellence inspire others.

Your unique talents and contributions enrich the vision and mission of this magazine, weaving together in a diverse voices and experiences. Your creativity knows no limits, and your collaboration knows no bounds.

Together, let us celebrate the beauty of human creativity, the power of collective wisdom, and the limitless potential that lies within each of us. May our shared journey through these pages inspire us to dream vividly, create passionately, and make a difference to the world.

With showing of gratitude and excitement for the journey ahead.

Dr. Minsoware S. Bacolod

The PHILCAD Philippine Academician- International Magazine

PHIL-CAD Academician Publishing

Founder & CEO





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essage

Dr. Christian S. Castillo



Christian Greetings!

As we embrace the new- highly modernized cycle and breed of generation, we have able to witness how technology obviously affecting, shaping and influencing our global industries and it slowly vanishes and disrupts traditional business epitomes. It is then imperative for leaders to navigate through this breakthroughs of transformations with Strategic Management and Leadership foresights with an in-depth understanding and with vivid perceptions towards ultra-modernisms and technological advancements.

Inspite of the diverse scientific and societal multifarious happenings worldwide, still, we cannot set aside writings which is indispensable, over and beyond digitalization era. With great honor, I am extremely excited to share my journey of my never -ending and continuous learnings amidst the adversities and day to day challenges that yield somehow into uncertainties .

In furtherance, it is very evident that writing is powerful and combative amulet for self expressions, expositories, persuasions and narrations, so strive to be a consistent and responsible writer. Through the pages and chapters of my history and stories, It is my hope and expectation to inspire more the resilient members of the Editorial Board to ignite more their uncompromising effort and diligence in the formulation of articles composing sequence of issues embodying the core values, objectives, philosophies, objectives missions and visions of PHILCAD Publishing Company.

In my capacity as the Editor- In- Chief and Head Consultant of this Publishing Group, I had able to encounter challenges and surpassed it all, These circumstances and experiences are just but normally expected because I have to deal with individuals with varied norms, traditions, behavioral patterns with various unique origins, status in life, family background, religion, race, gender, belief, and Professional Degrees, who are at the same manner, ultimately excelled in their major fields and expertise in the different and varied chosen inclinations and disciplines.

To all you, particularly the members of this Publication, the road to reaching our goals may be harshed and seemingly arduous but we must go on and never to stop. Always bear in mind that a million miles begin with a single footprint. Once again, congratulations to the Editorial Board of this particular year emanating the success of our series, issues and volumes executed. With your existing pace of unwavering passion, I am of full - confidence, that the PHILCAD Publishing Company will continue to soar high and reach greater heights for a triumphant endeavors in the future.

Thank you and Godbless us all!

EDITOR-IN-CHIEF & HEAD CONSULTANT



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Dr. Clara Vanessa C. De Castro



To our distinguished contributions and colleagues,

I hope you have a healthy and inspiring day as you read this message. I am honored to serve as the Assistant Editor-in-Chief of PHILCAD-Philippine Academician, where I can speak on behalf of the dedicated team of academicians and researchers that continually enhance the intellectual fabric of our community. I am delighted to share my thoughts on our joint work, since your consistent commitment to excellence has been the driving force behind the success of our publication.

Please accept my heartfelt gratitude for the wonderful submissions received in our first issue. Our intellectual atmosphere is enhanced by the diversity of subject matter and depth of understanding displayed in our publications. I encourage everyone of you to continue your pursuit of pioneering research that challenges existing paradigms, since it is undeniable that our contributions are pushing the boundaries of knowledge.

It is of the utmost importance that we use digital platforms and adopt new technology as we traverse the dynamic realm of academia. In order to maintain our journal's prominence in the academics, it is imperative that we comply with the developing landscape of scholarly communication. In pursuit of augmenting the accessibility and influence of our academic endeavors, we should investigate novel pathways for distribution, interact with our audience via social media platforms, and use the potential of technology.

Proposed within Philippine Academician in the spirit of cooperation is the formation of multidisciplinary forums. Scholars hailing from many disciplines will have the opportunity to convene in these forums, exchange thoughts, and investigate the possibility of working together. Our ability to generate new research at the intersections of several disciplines and promote interdisciplinary conversation will result in a more comprehensive knowledge of difficult situations.

Additionally, I prescribe that our editorial staff proactively pursue and endorse nascent perspectives inside the academic sphere. Intellectual development is fundamentally reliant on diversity of viewpoint; thus, we foster a more inclusive academic community by elevating the contributions of underrepresented researchers. To safeguard the ongoing progress and achievement of our peers, particularly those who are just beginning their academic journeys, let us collaborate in establishing avenues for mentoring, networking, and professional development.

ASSOCIATE EDITOR-IN-CHIEF



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I underline the significance of robust peer review procedures in accordance with our dedication to academic honesty. Ensuring the legitimacy of our publication and the lasting influence of the research we publish are both contingent upon upholding the highest standards of intellectual rigor. In our peer review procedures, may we persist in adhering to the tenets of integrity, openness, and scholarly integrity.

Finally, I would want to convey my positive outlook and unwavering faith in the trajectory of Academician Philippines. Collectively, we possess the ability to forever alter the course of our esteemed newspaper, which has a substantial historical background. With great eagerness, unwavering resolve, and a collective pledge to promote excellence within our scholarly community, let us wholeheartedly accept the forthcoming difficulties and prospects.

Continued diligence and effort are much appreciated.



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essage

Dr. Conrado Jr, F. Vidal



Dr. Conrado F. Vidal Jr.

To all the Contributors, Authors, and Writers of PHILCAD,

As we embark on another chapter of our journey together, I want to take a moment to express my deepest gratitude for the incredible dedication and passion you bring to our shared mission. Each of you plays a vital role in shaping the future of PHILCAD and leaving a lasting impact on the world through your words.

In the realm of academia and beyond, your contributions are the building blocks of knowledge, understanding, and progress. Your insights, research, and creativity inspire others to think critically, to dream boldly, and to push the boundaries of what's possible.

But beyond your professional achievements, it's your unwavering commitment to excellence and your relentless pursuit of truth that truly sets you apart. In the face of challenges, you rise with resilience. In moments of doubt, you find courage. And in times of uncertainty, you lead with clarity and conviction.

Remember, each word you write, each idea you share, has the power to ignite minds, spark change, and shape the course of history. So continue to write fearlessly, to dream ambitiously, and to believe wholeheartedly in the transformative power of knowledge.

Together, we are not just contributors, authors, or writers—we are architects of understanding, builders of wisdom, and champions of progress. Let's continue to inspire, to innovate, and to leave our mark on the world in ways that are profound and everlasting.

Thank you for all that you do. Your contributions are truly invaluable, and the impact you make extends far beyond the pages of PHILCAD.

Keep writing, keep dreaming, and keep changing the world.

With gratitude and admiration,

Dr. Conrado Jr, F. Vidal
Consultant, PHILCAD



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M
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Mr.Gabriel S. Cabardo



To all Contributors of PHILCAD's Second Issue,

As we embrace and embark on the journey of crafting our second issue, I am filled with a sense of excitement and anticipation for the extraordinary work that lies ahead. Each of you brings a unique perspective, expertise, and passion to the table, and together, we have the opportunity to create something truly remarkable.

As the PHILCAD Consultant, I've had the privilege of witnessing the dedication and talent that each of you possesses. Your commitment to academic excellence and your willingness to push the boundaries of knowledge is truly commendable. With your contributions, we have the power to spark new ideas, challenge existing paradigms, and inspire others to think critically and creatively.

Remember, this is more than just another publication—it's an opportunity to make a meaningful impact on the world. Each word you write, each insight you share, has the potential to shape the conversations of today and pave the way for a brighter tomorrow.

On this journey, I encourage you to embrace the creative process, to pursue excellence in all that you do, and to never underestimate the power of your voice. Your contributions matter, and they have the potential to change lives, shape perspectives, and drive progress.

Thank you for your dedication, your passion, and your unwavering commitment to excellence. Let's work together to make the second issue of PHILCAD a testament to the power of knowledge, collaboration, and the pursuit of truth.

Yours truly,

Gabriel S. Cabardo
Consultant, PHILCAD

CONSULTANT

A TRAILBLAZER IN SOCIAL WORK:

The Legacy of Dr. Mark Anthony A. Buccat

By: Dr. Mark Anthony A. Buccat



1. "Mastering the Art of Social Work: Unique Expertise in Applied Cosmic Anthropology"

Dr. Mark Anthony A. Buccat is a highly accomplished social work professional who has made remarkable contributions to the field through his exceptional academic background. With a Master of Science in Social Work and a PhD in Applied Cosmic Anthropology, he has acquired a unique set of skills and expertise that allows him to approach social work with creativity and professionalism.

Through his studies in social work, Dr. Buccat has developed a deep understanding of human behavior, social systems, and the complexities of social issues. He has gained practical knowledge and skills in areas such as counseling, advocacy, community organizing, and policy development. These skills have enabled him to work effectively with individuals, families, and communities in addressing social issues such as poverty, homelessness, domestic violence, and mental health.

Dr. Buccat's PhD in Applied Cosmic Anthropology has further enhanced his ability to approach social work with creativity and innovation. Through this interdisciplinary field, he has explored the intersection of human culture, cosmology, and spirituality, and has developed a deep understanding of how these factors shape human behavior and social systems.

His exceptional work in the field has earned him recognition, including the International Committee's 34th Conferment and Awarding of Honorary Degree of Doctor of Philosophy in Transformative Leadership, *Honoris Causa*.

Dr. Buccat strives to cultivate innovative approaches that are grounded in evidence-based research, culturally sensitive, and responsive to the needs of diverse communities. He collaborates with other professionals, community members, and stakeholders to create sustainable and lasting change that benefits both the current and future generations of social work. His outstanding contributions to the field have set a positive example for others to follow and have made a significant impact in improving the lives of those in need.

2. "A Visionary Social Worker, Author, and Advocate"

Dr. Buccat is a highly respected social worker, author, and advocate, who has devoted his career to improving the lives of marginalized and vulnerable communities. His passion for the social work profession is reflected in his numerous published books, including the award-winning "The Vulnerable Innocence," which received recognition as the best book of 2023 by his publishing partner. Additionally, his book "The Social Worker with a Heart" has become a best-seller, with almost 2000 copies sold.

Dr. Buccat's works provide a fresh perspective on the social work profession and highlight the essential role of social workers play in addressing the complex needs of individuals and communities. His writings underscore the importance of approaching clients with empathy, compassion, and sensitivity, particularly those who have experienced trauma or abuse.

Through his innovative and practical approaches, Dr. Buccat has helped transform the social work profession, inspiring numerous social workers to approach their work with renewed passion and dedication. His insights and strategies offer valuable guidance to social workers, enabling them to provide effective support and assistance to those who need it the most.

As of February 2024 a total of 8 books were published by Dr. Buccat.

3. “Compassionate Researcher and Scholar: Transformative Contributions to Social Work”

Dr. Buccat is a highly respected researcher and scholar, whose contributions to the field of social work have been nothing short of exceptional. He has presented his dissertation research at several prestigious platforms, including Children's International, Asian Social Institute, and Ybarra Fellows and Scholars, earning him widespread acclaim and recognition. His groundbreaking study, titled "The Journey of Awakening Compassion of Social Workers," explores the crucial role that compassionate service delivery plays in social work, and offers innovative approaches to dealing with adversity in order to maintain one's passion for the profession. Dr. Buccat's work emphasizes the importance of cultivating compassion in social workers, and provides valuable tools and insights that are highly practical and applicable in the field.

As a result of his work, Dr. Buccat has made significant contributions to the social work profession and has inspired countless others to approach their work with renewed passion and dedication. His unwavering commitment to promoting compassionate service delivery and his dedication to the field make him a true asset to the social work community.

4. “Inspirational Educator and Innovator in Social Work Education”

Dr. Buccat's commitment to teaching and his passion for social work have earned him a reputation as one of the most outstanding professors in the field. Over the years, he has left an indelible mark on the academic landscape of prestigious universities such as Universidad de Manila, Philippine Women's University, Occidental Mindoro State College, Sulu State College and Pamantasan ng Lungsod ng Valenzuela. Currently, he continues to inspire and innovate as a social work professor at Philippine Christian University.

Dr. Buccat's unique approach to teaching has made a significant impact on his students. He combines a multidisciplinary approach with a coaching style that encourages his students to think critically and develop their skills in a supportive environment. By incorporating experiential learning into his teaching, he helps his students apply the knowledge and skills they acquire in the classroom to real-life scenarios.

Dr. Buccat's dedication to teaching extends beyond the classroom. He is known for his willingness to mentor and guide his students, helping them achieve their full potential as social work professionals. His passion for teaching and his unwavering commitment to his students make him a true inspiration in the social work community, and his contributions to the field have helped to shape the future of social work education.

5. “A Visionary Leader in Social Work Practice and Research”

Dr. Buccat's exceptional leadership and unwavering commitment to the social work profession extends beyond his role as an educator. He is an active member of various professional organizations and associations, where he has made significant contributions to the advancement of social work practice in the Philippines.

As a member of the National Association of Social Workers Inc., the Social Welfare and Development Learning Network NCR, and the Philippine Association of Social Worker Inc., among others, Dr. Buccat has had the opportunity to network and collaborate with other professionals in the field, sharing his expertise and insights.

In addition to his involvement in social work organizations, Dr. Buccat is also a member of various multidisciplinary research and educational organizations. He is a member of the Salindunong club, the International Association of Multidisciplinary Research Inc., the Philippine Ethical Research Education Council, the Visionary Research Association Inc., and a certified research consultant of Embracing the Culture of Research Inc. Through his membership in these organizations, he has demonstrated his commitment to lifelong learning and continuous professional development, further enhancing his expertise in social work research and practice.

Dr. Buccat's active involvement in professional and multidisciplinary organizations is a testament to his dedication to promoting social work excellence, both within and beyond the classroom.

His contributions to the advancement of social work practice and research in the Philippines have been invaluable, and his commitment to lifelong learning and professional development is truly inspirational.

6. “A Visionary Social Service Advocate and Innovative Program Consultant”

Dr. Buccat's commitment to social service advocacy is truly exceptional, as he has dedicated his career to uplifting and empowering vulnerable communities. His expertise as a program consultant for prominent organizations such as Children's Chance for Tomorrow Foundation, Positive Action Foundation Inc., and the Department of Social Welfare and Development has helped him to make a significant impact on society's most marginalized populations.

Dr. Buccat's work in the field of substance abuse intervention is particularly noteworthy. He has collaborated with the DSWD to create a training manual for community and family-based interventions for Filipino drug victims. This groundbreaking resource has proven invaluable in implementing interventions that address the needs of this population effectively. Furthermore, his development of a psychosocial support intervention and case management for people living with HIV, in collaboration with Positive Action Foundation Inc., has provided much-needed support for those living with the disease, as well as their families and caregivers.

Dr. Buccat's remarkable achievements and unwavering dedication have clearly demonstrated his innovative skills, leadership, and passion in the field of social work. He is a true inspiration to all those who aspire to make a positive impact on the world.

7. “Inspiring Social Work Educator and Motivational Speaker”

Dr. Buccat's impact on the social work profession extends beyond his research and advocacy work. His exceptional skills as a resource speaker have been widely recognized, as he is frequently invited to various organizations and universities to share his knowledge and expertise. He has facilitated leadership training for parent leaders of the Taiwan Fund for Children and Families, and provided case management skills for case managers of Positive Action Foundation Inc. His inspiring speeches have also motivated the National Federation of Child Development workers during their year-end assessment.

Dr. Buccat's impressive ability to connect with his audience and impart knowledge has made him a highly sought-after speaker. He has shared his insights on various trends in the social work profession with prestigious universities such as Pamantasan ng Lungsod ng Maynila, Bulacan State University, Philippine Women's University, Universidad de Manila, and Pamantasan ng Lungsod ng Valenzuela. His engaging and informative presentations have inspired countless students and professionals to pursue a career in social work and make a positive impact on society.

Through his commitment to serving and sharing his wisdom, Dr. Buccat has created a new legacy for the next generation of social workers. His passion for the field is truly inspiring, and his contributions have made a significant impact on the lives of many. He is a true asset to the social work community and a shining example of the transformative power of education and mentorship.

8. "Child Welfare Innovator and Compassionate Leader: A Transformative Contributions to Child-Caring Organizations and Beyond"

Dr. Buccat's expertise in child welfare is truly remarkable, with nine years of experience working with children in various child-caring organizations. His contributions to these organizations are impressive, with proper case management documentation and innovative approaches to helping abused children, including trauma and art therapy.

As a program coordinator in Onesimo Bulilit Foundation, he demonstrated exceptional leadership skills that earned him and his team the prestigious Huwarang Center award. He nurtured and developed a more compassionate and creative approach to supervision, which has contributed to the success of his team and the organization as a whole.

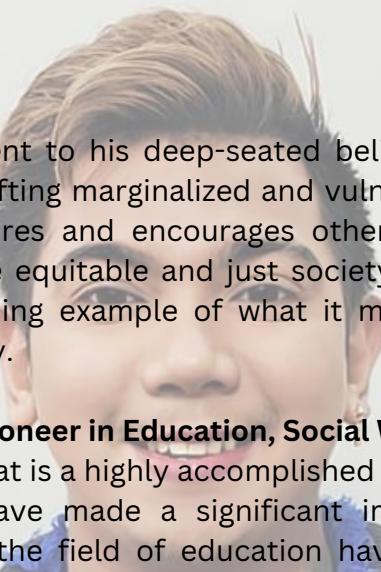
Dr. Buccat's extensive experience working with children has made him an expert in the field, and his contributions go beyond his direct work with children. As a former member of the National Council of Social Development and the Association of Child Caring Agencies in the Philippines, he has explored different associations working with children and participated in their training programs. His collaboration with other professionals in the field has resulted in innovative approaches to service delivery, benefiting vulnerable children in society.

Dr. Buccat's passion for improving the lives of abused and vulnerable children is truly inspiring, and his dedication and commitment to helping others have made a significant impact in the lives of the children he has served. His contributions to the field of social work are invaluable, and he is a true asset to the profession.

9. "Exemplary Social Responsibility Advocate and Dedicated Community Organizer"

He is a true embodiment of what it means to be socially responsible, both as a dedicated social worker and as a proud Filipino citizen. Despite his demanding roles as a full-time professor and a research consultant, he always makes time to extend a helping hand to those in need.

One of his admirable initiatives is his unwavering commitment to donation drives and community participations. His acts of generosity towards children under the care of Bantay Gospel Mission Church Incorporated in Ilocos Sur have touched the hearts of many, and his kindness and compassion towards the less fortunate have not gone unnoticed. Additionally, his community organizing activities in the Municipality of Corcuera Romblon demonstrate his commitment to improving the lives of people living in remote areas, particularly those who lack access to basic services and resources.



His actions are a testament to his deep-seated belief in social responsibility and his unwavering dedication to uplifting marginalized and vulnerable sectors of society. Through his exemplary work, he inspires and encourages others to follow in his footsteps and contribute to building a more equitable and just society. His outstanding commitment to social responsibility is a shining example of what it means to be a compassionate and responsible member of society.

10. "A Visionary Leader and Pioneer in Education, Social Work, and Research"

Dr. Mark Anthony A. Buccat is a highly accomplished and respected professional, whose outstanding achievements have made a significant impact across multiple fields. His remarkable contributions to the field of education have earned him several prestigious awards, including the Dangal ng Lahi Awards for being "Philippine's Most Outstanding Professor & Public Servant of the Year," and the Asian Majestic Icon Awards for being "Asia's Most Remarkable Social Worker and Most Outstanding Social Work Professor."

In addition, Dr. Buccat's remarkable research and writing skills have been recognized with the Dakilang Filipino Award for "Most Inspiring Young Author and Outstanding Research Consultant of the Year." His dedication to education has also earned him the title of Asia's Outstanding Professor of the Year in 2023, from the Asia's Educators Award.

Dr. Buccat's tireless work in social work has been recognized with the Philippine's Man of Excellence in the Field of Social Work Award from the Philippine Outstanding Delegates. His unwavering commitment to improving society is truly inspiring and serves as an excellent example to those who aspire to make a meaningful difference in the world. Dr. Buccat's achievements are a testament to his exceptional skills, knowledge, and unwavering commitment to excellence.



Dr. Buccat's Accomplishments:



Dr. Buccat's Accomplishments:



Walking the BALANCE LINE

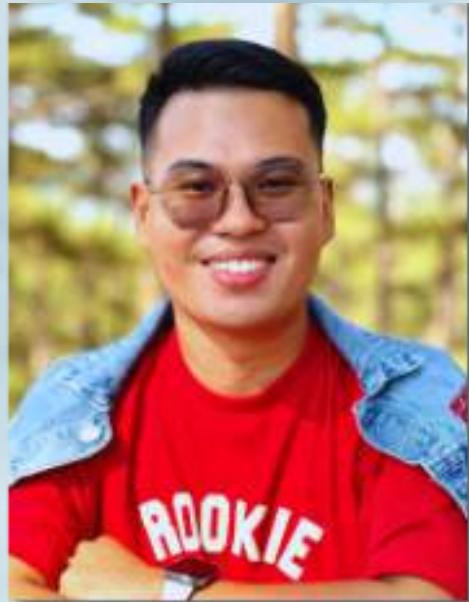
As young people embark on their educational journey, they ascend the ladder of grade levels, encountering increasingly complex learning. While academic pursuits undoubtedly play a crucial role in shaping intellectual, social, and emotional abilities – vital tools for navigating today's dynamic world – the pursuit of knowledge should never come at the expense of well-being.

The knowledge and skills students acquire through education pave the way for fulfilling careers, meaningful contributions to society, and a life rich with purpose. Investing academics truly lays a foundation for a bright future. However, health is the cornerstone of our existence, influencing every facet of our physical, mental, and emotional lives. Unfortunately, many students find themselves overburdened by projects, activities, and assignments, especially when deadlines loom large or time runs short. In their quest for high grades and academic accolades, some push themselves to the limit, neglecting their health in the process. Skipped meals, late nights, and chronic sleep deprivation become their weapons of choice in the battle against deadlines, but these victories often come at a substantial cost.

Parents witness their children's unhealthy choices with growing concern, their pleas often falling on deaf ears. This relentless pursuit of academic excellence, fueled by self-imposed pressure, can lead to a downward spiral of deteriorating physical and mental health.

But remember, every problem holds a solution. To navigate the pressures of academic life without sacrificing health, time management becomes the guiding star. A well-structured schedule, prioritizing tasks, and allocating realistic deadlines empower students to conquer their workload without succumbing to stress.

By: Adrian Eusyle V. Gutoman, LPT, MEd



Furthermore, open communication plays a vital role. Parents, acting as mentors and confidants, can offer support and guidance, encouraging their children to prioritize well-being alongside academic goals.

By fostering open dialogue, parents can help their children understand that sacrificing health for grades is a losing proposition, and that true success lies in finding a healthy balance between academic pursuits and personal well-being.

In conclusion, while academic success holds undeniable value, it should never be pursued at the expense of one's health. By prioritizing time management, fostering open communication, and promoting a balanced approach to education, we can empower students to navigate the challenges of academic life while preserving their physical and mental well-being. Remember, a healthy mind and body are the true foundations for a successful and fulfilling life.

FROM BOOKS TO BOTS: REVOLUTIONIZING TECHNOLOGY IN THE ERA OF ARTIFICIAL INTELLIGENCE

By: Adrian Eusylé V. Gutoman, LPT, MEd

Have you ever wondered what it would be like to switch places with an AI? To view the world from a new perspective, with a different logic, or with a different lens? To be the one who follows, mimics, and performs tasks while the other creates, innovates, and solves problems?

AI is an acronym for Artificial Intelligence, which is created to execute tasks by imitating human intelligence. AI is not physically fatigued like humans are; it will continue to function as long as it is fed data. It can process enormous volumes of data, spot patterns, forecast the future, and automate tedious jobs, but isn't intuitive, emotional, or culturally aware. These are precisely the skills that humans possess and are what give us our effectiveness.

Artificial Intelligence (AI) in education has revolutionized the way students engage with their school work in recent years. Artificial Intelligence-powered tools and technologies have emerged as invaluable resources, providing students with opportunities for improved learning and academic success. By embracing AI, schools are paving the way for a future in which students can excel in their studies by data analysis and personalized learning experiences. However, as we navigate the transformative era, we must consider both the potential benefits and challenges of using AI in students' school work.

Chat Generative Pre-Trained Transformer is an example of how machine learning might change how humans engage with technology in the rapidly developing field of artificial intelligence. ChatGPT, an advanced language model created by OpenAI, has gained recognition for its capacity to understand and produce writing that resembles a human, allowing it to participate in meaningful conversations, do chores, and provide insights across a broad range of topics.

The online tool has developed a comprehensive grasp of English, allowing it to answer questions, give advice, and even display some originality when producing writing. Beyond this, experts have raised bigger-picture concerns about increased dependence on technology, reducing the human component of learning, and the potential for undermining writing and critical-thinking skills. Inaccuracy, potential misuse, and offensive language can also be seen as a resurfacing issue with the rise of ChatGPT, which in itself would already tarnish the image of a publisher if not fact-checked correctly.

It is important to understand that while AI develops and can automate some tasks, human intelligence will always remain irreplaceable. It is critical to approach AI adoption with care for ethical implications and development of critical thinking skills. AI has the potential to empower students, foster creativity, and revolutionize the way we educate future generations if approached in a balanced manner. We must embrace AI as a valuable ally in the pursuit of educational excellence as educators, parents, and society as a whole.

The increasing use of AI does not imply that humans will be replaced; rather, it is a tool that can improve human capabilities and spur increased creativity and productivity. The key lies in harnessing the power of AI carefully and responsibly, making sure that it advances our common goal of creating a better place for everyone in the world.

RAMADAN: A TIME OF SPIRITUAL REFLECTION & RENEWAL



By: Dr. Minsoware S. Bacolod

Ramadan, the ninth month of the Islamic lunar calendar, holds profound significance for Muslims worldwide. It is a sacred time marked by fasting, prayer, reflection, and community.

Ramadan is primarily observed as a month of fasting from dawn until sunset. This act of fasting is not merely abstaining from food and drink but serves as a means of spiritual purification and self-discipline. Muslims believe that during Ramadan, the gates of heaven are open and the gates of hell are closed, while Satan is chained, enabling believers to focus on their spiritual growth and connection with Allah. Through fasting, Muslims experience empathy for the less fortunate, understanding hunger and thirst firsthand. This fosters compassion and generosity, as individuals are encouraged to give to charity and help those in need. Additionally, the nightly Taraweeh prayers offer an opportunity for extended worship, recitation of the Quran, and spiritual reflection, deepening one's connection with the divine.

Ramadan also fosters a sense of community and unity among Muslims worldwide. The pre-dawn Suhor meal and the evening Iftar meal, where fasting is broken, are often shared with family, friends, and neighbors. These gatherings promote bonds of kinship and solidarity, transcending cultural and social barriers.

Moreover, mosques become vibrant centers of activity during Ramadan, hosting communal prayers, Quranic recitations, and religious lectures. This sense of collective worship strengthens the ties within the Muslim community, reinforcing the importance of unity and brotherhood or sisterhood.

In addition to its religious significance, Ramadan is rich in cultural traditions and celebrations. Each region and community may have its own unique customs, culinary delights, and festive atmosphere during this auspicious month. From special Ramadan decorations adorning homes and streets to the aroma of traditional foods wafting through the air, the spirit of Ramadan permeates every aspect of daily life.

The celebration of Eid al-Fitr (end of Ramadan, April 11, 2024) marks the culmination of Ramadan, a joyous occasion where Muslims gather for communal prayers, exchange gifts, and share meals with loved ones. This festival not only signifies the end of fasting but also symbolizes gratitude, forgiveness, and renewed spiritual strength.

Ramadan holds profound significance for Muslims worldwide, serving as a time of spiritual reflection, community, and cultural celebration. Through fasting, prayer, and acts of charity, believers deepen their connection with Allah, foster unity within the Muslim community, and celebrate the richness of their cultural heritage. As Muslims around the world embark on this sacred journey each year, Ramadan continues to inspire individuals to strive for spiritual excellence, compassion, and unity, embodying the values of Islam.

A REVIEW ON JUDICIAL INDEPENDENCE

and Policy Recommendations

By: Brian James N. Rodriguez, MPS-GP

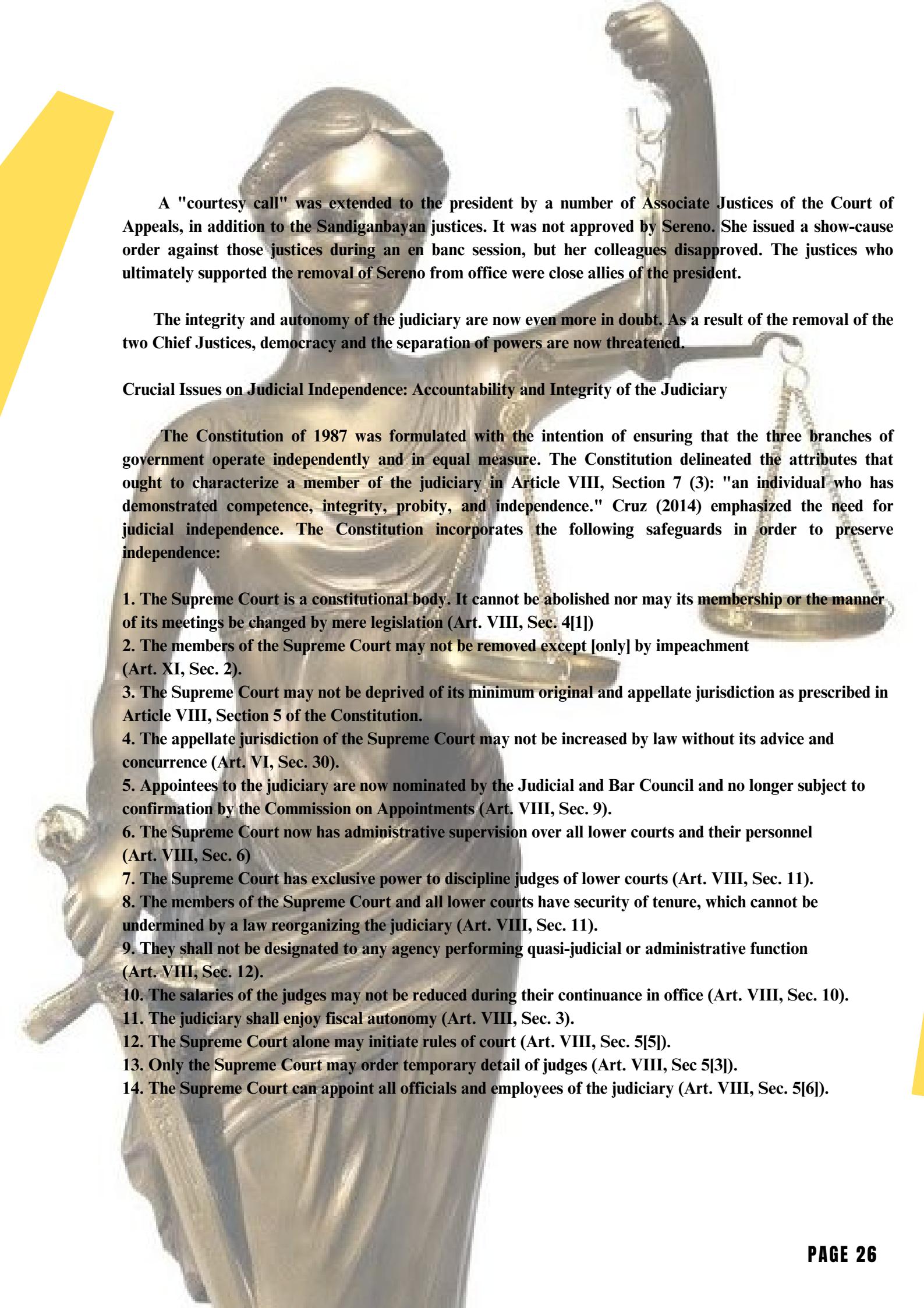


Introduction

In the past decade, the process of removing a chief justice from the Supreme Court has become more streamlined. For instance, just before the term of former President Gloria Arroyo ended, she appointed the late Chief Justice Renato Corona. Later, when Benigno Aquino III became president, his allies in the Congress have succeeded to impeach the late Chief Justice by failure of filing his Statement of Assets, Liabilities and Net Worth (SALN). The impeachment of Corona in 2011, According to Deinla (2014), this "exemplifies the influence of a powerful and well-liked executive..." The substantial public backing for the impeachment contributed to the judiciary's low satisfaction rating, which can be partially attributed to the perception that the former chief justice has a credibility issue due to her association with the immensely unpopular Arroyo administration.

Subsequent to the impeachment of former Chief Justice Renato Corona, former President Aquino III selected Maria Lourdes Sereno as the inaugural female Chief Justice. In an audacious effort to combat judicial corruption, Sereno instituted a Judicial Integrity Board (JIB), an initiative that would revolutionize the Supreme Court. The Office of the General Counsel and the Corruption Prevention and Investigation Office (CPIO) are the two divisions of the JIB. In addition to intelligence, surveillance, and entrapment operations, the CPIO will perform lifestyle checks and investigations (Gajete, 2021). Judicial and court personnel implicated in egregious offenses including bribery, dishonesty, gross misconduct, and immorality were susceptible to an investigation by the JIB without the necessity of a formal complaint. In contrast, the removal of the former Chief Justice Sereno was accomplished via a quo warranto petition. The Supreme Court ruled in the 2018 case Republic of the Philippines vs. Sereno that Sereno is disqualified and "guilty of unlawfully holding and exercising the office of the Chief Justice." This ruling reaffirmed that the submission of SALN is a constitutional obligation that must be fulfilled immediately upon assuming office; failure to do so constitutes a serious constitutional violation. It appeared, however, that the origins of the quo warranto petition extend beyond the failure to file SALN.

The Philippine Center for Investigative Journalism reported that prior to the petition to declare Sereno's appointment void ab initio, that upon Rodrigo Duterte's 2016 election, a number of justices from the anti-corruption court Sandiganbayan paid a visit to the newly inaugurated president at his presidential guest house in Davao City. The government initially uploaded a video of the aforementioned visit to social media. However, the segment was abruptly terminated when Samuel Martires, the judge responsible for presiding over the graft case against Duterte in 2011, was observed positioned opposite the president at the dining table. Martires was seen beaming broadly, seemingly in response to the remarks made by the president (Fonbuena, et al., 2021). Martires was appointed to the high court as the initial appointee of President Duterte. He accepted a new position in the Office of the Ombudsman subsequent to his early retirement, where he oversaw the restriction of public access to the SALN of Philippine presidents and other government officials.



A "courtesy call" was extended to the president by a number of Associate Justices of the Court of Appeals, in addition to the Sandiganbayan justices. It was not approved by Sereno. She issued a show-cause order against those justices during an en banc session, but her colleagues disapproved. The justices who ultimately supported the removal of Sereno from office were close allies of the president.

The integrity and autonomy of the judiciary are now even more in doubt. As a result of the removal of the two Chief Justices, democracy and the separation of powers are now threatened.

Crucial Issues on Judicial Independence: Accountability and Integrity of the Judiciary

The Constitution of 1987 was formulated with the intention of ensuring that the three branches of government operate independently and in equal measure. The Constitution delineated the attributes that ought to characterize a member of the judiciary in Article VIII, Section 7 (3): "an individual who has demonstrated competence, integrity, probity, and independence." Cruz (2014) emphasized the need for judicial independence. The Constitution incorporates the following safeguards in order to preserve independence:

1. The Supreme Court is a constitutional body. It cannot be abolished nor may its membership or the manner of its meetings be changed by mere legislation (Art. VIII, Sec. 4[1])
2. The members of the Supreme Court may not be removed except [only] by impeachment (Art. XI, Sec. 2).
3. The Supreme Court may not be deprived of its minimum original and appellate jurisdiction as prescribed in Article VIII, Section 5 of the Constitution.
4. The appellate jurisdiction of the Supreme Court may not be increased by law without its advice and concurrence (Art. VI, Sec. 30).
5. Appointees to the judiciary are now nominated by the Judicial and Bar Council and no longer subject to confirmation by the Commission on Appointments (Art. VIII, Sec. 9).
6. The Supreme Court now has administrative supervision over all lower courts and their personnel (Art. VIII, Sec. 6)
7. The Supreme Court has exclusive power to discipline judges of lower courts (Art. VIII, Sec. 11).
8. The members of the Supreme Court and all lower courts have security of tenure, which cannot be undermined by a law reorganizing the judiciary (Art. VIII, Sec. 11).
9. They shall not be designated to any agency performing quasi-judicial or administrative function (Art. VIII, Sec. 12).
10. The salaries of the judges may not be reduced during their continuance in office (Art. VIII, Sec. 10).
11. The judiciary shall enjoy fiscal autonomy (Art. VIII, Sec. 3).
12. The Supreme Court alone may initiate rules of court (Art. VIII, Sec. 5[5]).
13. Only the Supreme Court may order temporary detail of judges (Art. VIII, Sec 5[3]).
14. The Supreme Court can appoint all officials and employees of the judiciary (Art. VIII, Sec. 5[6]).

The precondition for the rule of law is judicial independence, which high court judges and justices must both individually and institutionally uphold and exemplify. These justices shall be independent of the legislative and executive branches of government in their affiliations and susceptibility to influence (Sec. 5, Canon 1, New Code of Judicial Conduct).

Conversely, the Constitution also places considerable emphasis on the value of integrity. According to Section 2, Canon 2 of the New Code of Judicial Conduct, "The conduct and behavior of judges must reassert the confidence of the public in the judiciary's integrity." In addition to being carried out, justice must also be observed. Put simply, judges ought to execute justice in accordance with the law and regard the position's funding as a public trust. They should not permit extraneous matters or personal interests to disrupt the timely and effective execution of their duties (Agpalo, 2020). Furthermore, legislative, or executive influence that could undermine the integrity and independence of the judiciary is unequivocally prohibited by law.

The quo warranto decision and the impeachment of Corona are instances of incremental decision-making. An integral tenet of incremental theory in the context of decision-making is that it posits no definitive "right" solution to a problem. Rather, the evaluation of a satisfactory decision is when multiple analysts reach a unanimous agreement on it, even if they do not concur that the decision optimally or suitably achieves a predetermined objective (Anderson, 2011). In the context of incrementalism, policymakers often exhibit imprudence by presuming that the agreed-upon changes are minor adjustments, without fully comprehending the cumulative impact. The underlying assumption is that issues will remain constant, and there is a belief that long-term implications do not require analysis.

The Supreme Court rationalized its decision with reference to Article 5, Section 8 of the Constitution, which establishes its original jurisdiction over the petition in question regarding the Quo Warranto petition. In addition, the ruling elaborated further in its response to the respondent. The authors noted that when a public officer is ousted via quo warranto, he or she is "judged to cease holding a public office, which he or she is ineligible to hold... [while in impeachment], a guilty verdict shall result in the respondent's removal from the public office that he or she is lawfully holding" (Republic of the Philippines vs. Maria Lourdes Sereno, 2018, pp.55-56).

Santiago and Pelongo (2018) posit that while the Supreme Court's assertion that quo warranto can be used to remove any public official, including an impeachable one, is accurate, it is only applicable to objective qualifications and not subjective ones involving the exercise of discretion; the latter can only be tested in cases involving an egregious abuse of discretion. Particularly if it is to be reconciled with the Constitution, existing laws, and jurisprudence, this is the crucial significance of the case.

In his dissent, Justice Marvic Leonen has made strong points on the dangers of this decision as judicial independence is concerned:

"This petition should have been dismissed outright and not given due course. It does not deserve space in judicial deliberation within our constitutional democratic space. Even if the Chief Justice failed our expectations, quo warranto, as a process to oust an impeachable officer and a sitting member of the Supreme Court, is a legal abomination. It creates a precedent that gravely diminishes judicial independence and threatens the ability of this Court to assert the fundamental rights of our people. We render this Court subservient to an aggressive Solicitor General. We render those who present dissenting opinions unnecessarily vulnerable to powerful interests.

... Granting the Quo Warranto Petition as the majority proposes, is tantamount to empowering the Solicitor General, a repeat litigant representing the current political administration, far more than any other constitutional officer. The Solicitor General will be granted the competence to what amounts to a reconsideration of the determination of the Judicial and Bar Council and the President as to the qualifications of any appointed judge or justice."

The quo warranto decision to remove Sereno from office is unprecedented and unrelated to any other decision of its nature in history (Santiago & Pelongco, 2018). In the initial framework, removal of the chief justice and associate justices was exclusively possible via impeachment. However, subsequent to this decision, the ability to remove them via quo warranto has been incorporated into the legal mechanism. This ruling undermines the integrity of the judiciary and has the potential to be exploited as a means to remove non-bandwagon officials. Additionally, the independent judiciary is granted greater ease in initiating impeachment complaints and quo warranto petitions against Supreme Court members pertaining to the disclosure of prior financial statements, assets, liabilities, and net worth.

Potential Effects of the Decision-Making Process Upon examination of the decision-making criteria outlined in the Supreme Court's People vs. Sereno decision and the narratives provided by the Philippine Center for Investigative Journalism, it became apparent that the following criteria may have influenced the final decision:

1. Individual Values

Personal values are defined by Anderson (2011) as the underlying motivation of decision-makers, which is frequently perceived as self-interested behavior on the part of officials. It is the "compulsion to safeguard or advance one's financial or physical prosperity, standing, or historical reputation." For instance, the nomination of former Sandiganbayan Justice Samuel Martires, who paid a visit to President Duterte in 2016, the year of his election victory, serves as an illustration. In 2011, the decision dismissing the graft case against Duterte was authored by Justice Martires. He was appointed associate justice of the Supreme Court a few months subsequent to his application. As soon as he retired early, he accepted a new position as the head of the Office of the Ombudsman, where he restricted public access to the Statement of Assets, Liabilities, and Net Worth of the president and other government officials. This was precisely the issue that led to Corona's impeachment, and it also contributed to the quo warranto decision becoming incremental to judicial decisions.

Jardeleza, another plausible example, was an Aquino appointee who voted in favor of the former chief justice's oust, similar to Sereno. A "tumultuous" relationship between him and Sereno was well-documented, which was evident when the Chief Justice obstructed his nomination to the Supreme Court.

2. Deference to the President

As the House of Representatives deliberated on the impeachment complaint lodged against her, the Solicitor General filed the quo warranto petition. By a vote of 8-6, the Supreme Court upheld the petition and deemed her appointment null and void from the outset, citing her non-compliance with the annual filing requirements for Statements of Assets, Liabilities, and Net Worth during her tenure as an instructor at the University of the Philippines (Fonbuena, Gajete, & Teodoro, 2021). All those who cast the dissenting votes were appointees of Duterte.

As reported by Fobuena et al. (2021), Court observers assert that members of the Supreme Court, including the chief justices, exhibit a propensity to cast their votes in support of the executive branch's interests. Although attributing justices' votes to the president is difficult when considering the appointment process alone, it is evident that a number of them, most notably the current chief magistrate, have supported the president. The likelihood of deference to the president is considerable due to the patronage culture that permeates Philippine politics.

3. Strong Public Support

Strong public support is an additional potential criterion for the Court's decision-making process. "Public support for the court enables judicial officials to overcome, react to, or assert themselves in the face of mounting or preexisting political pressures from political elites," according to Deinla (2014). In the absence of such backing, the Court cannot fulfill its constitutional obligation of conducting judicial reviews or establish its jurisdiction over political actors. The impeachment of the late Chief Justice Renato Corona garnered an overwhelming amount of public support. The low public satisfaction rating of the judiciary may be partially attributed to President Aquino's determination to remove the late Chief Magistrate and President Arroyo's credibility, both of which were factors in his appointment.

A pattern resembling the High Court's decision-making process emerged during President Duterte's election to power. President Duterte has emerged victorious in contentious cases, including the burial of the late dictator Ferdinand Marcos, the extension of martial law in Mindanao, the legality of Senator De Lima's arrest (a well-known critic of his own, Senator De Lima), and the quo warranto apprehension of Sereno.

Therefore, it can be argued that robust public support signifies a popular and powerful executive branch that dictates the trajectory of the judiciary; this, in turn, significantly impacts the decision-making process of the magistrates of the High Court.

Policy Recommendations:

I. Restructuring the Judicial and Bar Council's Operations

In accordance with the Constitution of 1987, the Judicial and Bar Council was charged with recommending judicial appointees (Art. VIII, Sec.8[5]). The composition of this body includes the Secretary of Justice, the Chief Justice (serving as ex officio Chairman), and ex officio members representing the following organizations: the Integrated Bar of the Philippines, a law professor, a retired Supreme Court member, and a representative from the private sector (Art. VIII, Sec. 8[1]). The justification for the formation of the JBC is to prevent presidents from arbitrarily selecting individuals to occupy judicial vacancies. Before the 1987 Constitution, the president possessed exclusive authority over the appointment of Supreme Court members. During the Marcos administration, the president possessed the authority to appoint officials; legislative or other governmental bodies' approval was not necessary. The practice drew criticism due to its perceived absence of transparency and autonomy (Gavilan, 2017). The Judicial and Bar Council possesses the authority to establish its own regulations due to its formation. A fatal flaw of the JBC, however, is that it disregards its own regulations, specifically regarding the Chief Justice's obligation to submit previous Statements of Assets, Liabilities, and Net Worth.

In 2010, when Sereno submitted her application to join the Supreme Court, she included a solitary SALN from 2006. The JBC did not mandate the submission of comprehensive asset statements by associate justice candidates in 2010 until the conviction of former Chief Justice Corona in 2012. Prior to the impeachment of Corona, SALN for the judiciary had not garnered significant attention. They opted for "substantial compliance," the meaning of which was not even defined, since the number of years covered by the declared assets and liabilities that would constitute substantial compliance is not precisely known.

An additional concern was brought up during Sereno's impeachment trial. The issue with JBC, according to Congressman Farias, is that it has become susceptible to partisan politics (Cupin, 2017). Two of the members comprising the JBC hold elected positions (both from Lower and Upper House). Members of the JBC continue to be susceptible to patronage politics, which involves the favoritism of candidates for judicial positions. Angelina Gutierrez, a former retired Supreme Court justice in the JBC, candidly addressed this in her 2015 address to the Integrated Bar of the Philippines. She emphasized the susceptibility of the JBC to partisan politics due to the fact that its members remain directly susceptible to the president's influence, including the Secretary of Justice, who functions as an alias of the president, and congressmen affiliated with the president's political party (Danguilan, 2018).

I.1. Enhance the Diversification of JBC

The Judicial and Bar Council's objective is to constrain the president's selection process through the provision of candidate shortlists. Since the majority of JBC members are appointed by the President, the Chief Executive may still exert some influence over the organization's composition. For example, as Vitug (quoted in Fonbuena et al., 2021) explains, tensions arose between the president and the JBC when the latter failed to incorporate the president's preference into the shortlist. Arroyo was re-inducted into the JBC from its shortlist for the Supreme Court in 2009. Further, the majority of JBC members continue to be appointed by the President with the Commission on Appointments' approval. The composition of the JBC is prescribed by the Constitution, and corresponding regulations are enforced under the supervision of the Supreme Court. Nevertheless, the selection process for JBC members lacks specific criteria, suggesting that members unknowingly serve as a reflection of the president's persona.

In order to increase the diversity of the JBC, I suggest that the Commission on Appointments establish criteria for evaluating the qualifications of JBC members. The researchers affirm that the Chief Executive should provide certain individuals, particularly those who will represent academia, the private sector, and the representative from Congress, with the reasoning behind his appointment. For judicial independence to be maintained, the appointing body must also be independent.

I.2. Establish Explicit SALN Guidelines

The Statement of Assets, Liabilities, and Net Worth has emerged as the fundamental matter concerning the impeachment of Corona and the quo warranto oust of Sereno. Nevertheless, as previously stated, although JBC has introduced the term "substantial compliance," it has failed to provide a precise definition of the term. The researchers are convinced that policies pertaining to SALN must be made crystal clear. To prevent the use of SALN as a tool to influence the judiciary for political gain, relevant policies should define substantial compliance precisely.

II. Make Accountability Mechanism Inclusive

The accountability mechanism of the judiciary was an additional concern that was raised. A proposition was put forth by her during the tenure of Sereno to establish the "Judicial Integrity Board." The Corruption Prevention and Investigation Office (CPIO) and the Office of the General Counsel were to be established as separate departments. In addition to lifestyle checks, the JIB will conduct investigations, surveillance, and entrapment operations via the CPIO. The JIB is responsible for overseeing serious charges including bribery, dishonesty, gross misconduct, and immorality. In contrast, the Office of the Court Administrator may be referred less severe charges (Gajete B. G., 2021). Members of the Supreme Court were not, however, included in the resolution A.M. 18-01-05-SC by which the High Court adopted the issue. The rationale for the resolution was that members of the Supreme Court may only be removed via impeachment or quo warranto.

I am of the opinion that incorporating Supreme Court members into the purview of JIB does not violate the constitutional provision that stipulates impeachment as the sole means of removal. The Constitution states in Article XI, Section 1: "Public office is a public trust." It is imperative that public officers and employees consistently demonstrate accountability to the people, carry out their duties with the utmost integrity, loyalty, and efficiency, conduct themselves with patriotism and justice, and maintain modest lifestyles (emphasis added). Incorporating the Supreme Court into the purview of the JIB does not inherently imply immediate dismissal; instead, it signifies that the court should be subject to scrutiny regarding corruption and other significant concerns. With respect to situations that could potentially lead to impeachment, the JIB, functioning as a mechanism for accountability, shall deliberate on all investigation findings during the impeachment trial.

III. Increase Public Access on Justices

As was observed in both Corona and Sereno cases, Deinla (2014) argued that significant public support for a powerful and well-liked chief executive determines public approval and satisfaction with the judiciary. I argue that access to justices, in order to encourage public opinion and participation, is the key to establishing a more independent judiciary. Permit the JBC interview, for instance, to be broadcasted in mainstream media for public scrutiny. In addition, I stipulate that during public interviews, members of the public may pose direct questions to the candidates via media reporters.

Thus, it should be an imperative that the public be informed about the applicants' personality, demeanor, deportment, physical condition, capacity to preside over the judiciary, and, above all else, their philosophies and values. Such policies foster public accountability by allowing the president to appoint individuals to vacant positions.

Conclusion

The Supreme Court, in the case of *Sison vs. PNCC and Radstock*, emphasized its role as the "guardian of the public interest." This necessitates that it function as a pillar of democracy and ensure that the people are treated fairly. Judicial independence, integrity, and accountability are fundamental components of the rule of law, as emphasized throughout this paper. The judiciary is essential to the administration of justice to the independent Filipino people. It is my firm conviction that in situations where these fundamental components are absent, individuals will endure severe consequences. It is imperative to establish that the Chief Executive does not hold the highest position in the nation and is not the sole supreme. As the presiding officer of the Supreme Court, the Chief Justice is not subordinate to the president; rather, he or she is an equal who has been entrusted with the duty of ensuring that justice is administered.

In the context of a nation governed by the rule of law, the Constitution explicitly states that the authority to govern emanates from the people (Article II, Section 1) not from a single individual, but rather from co-equal branches. Although education and competence are sufficient qualifications for the position, the Constitution sets an even higher standard: A member of the Supreme Court (including lower courts) must also possess integrity and probity in addition to competence (Art. VIII, Sec. 4). In furtherance of Vitug's assertion, the Supreme Court Justices ought to be recognized for their ethical preeminence rather than their "eloquent and intellectually discerning discourse on page after page of decisions... Instead, it is through the behaviors and decisions they exhibit. A profound and more substantial transformation in the ethical terrain of the judiciary can be attributed to the integrity and temperament of its members. In the end, membership in the judiciary is a matter of character, not competence alone.

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Protection of the Rights and Promotion of the Welfare of Overseas Filipino Workers

By: Mark Leonil T. Tan

I. EXECUTIVE SUMMARY

The Philippines is one of the top migrant sending countries and is often lauded as a model migrant country due to its skilled migrant labor force, high remittance rates and forward-thinking government policies. However, it is often criticized for its policies of exploitative labor migrant export, its dependency to migrant remittances, and its failure to offer migrant protection. In recent years, scholars and policy makers have suggested using human security as an approach to address the challenges of migration.



By bringing the focus away from the state to becoming people-centered, human security aims to address the problems of statelessness, the lack of migrant protection, human rights, and offers long-term solutions to migration. Since the Philippines is highly dependent on migrant labor and is in the forefront of promoting migrant conditions in the international arena, some relevant questions can be raised: what are the role and benefits of using a human security approach for migrants? How does the Philippines attempt to secure human security for its migrants? Has the Philippines achieved human security for its migrants? This paper argues that as the Philippines grew more dependent on labor migration, human security for migrants is attempted by the state through an institutionalized set of policies and assumptions.

The promise of migrant welfare and human security is premised on the following points: creating better policies and institutionalizing migrant state agencies, creating national laws together with bilateral and multilateral agreements on migration and in recent years, and the promotion of migration and development initiatives. While these attempts may hold promise, they suffer from limitations on implementation and sustainability. In the final analysis, human security can only be achieved by working towards a national dialogue on migration where stakeholders from the state, civil society organizations, and migrant groups participate in the national debate on the future of migration. Only by reaching a national dialogue on responsive and long-term policies that are grounded in human security can the country go beyond the view that migration and development policies are a catch-all panacea to the problems of migrant protection and long-term economic development in the homeland.

In recent years, scholars and policy makers have suggested using human security as an approach to address the challenges of migration. By bringing the focus away from the state and into the human dimension of migration, human security aims to address the problems of statelessness, lack of migrant protection and migrant human rights, and long-term solutions to the demographic pressures of migration at both the sending and receiving states. Since the Philippines is highly dependent on migrant labor and its state agencies is in the forefront of promoting migrant conditions in the international arena, some relevant questions can be raised: what is the role and benefits of using a human security approach for migrants? How does the Philippines guarantee human security for its migrants? Has the Philippine state achieved human security for its migrants?

This paper argues that as the Philippines grew more dependent on labor migration, the state attempts to achieve human security for migrants through an institutionalized set of policies and assumptions. The promise of migrant welfare and human security is premised on the following points: creating better policies and institutionalizing migrant state agencies, creating national laws together with bilateral and multilateral agreements on migration, and in recent years, the promotion of migration and development initiatives. While these attempts may hold promise, they suffer from limitations on their implementation and sustainability. In the final analysis, human security can only be achieved by working towards creating a national dialogue on migration: where stakeholders from the state, civil society organizations, and migrant groups participate in the national debate regarding the future of migration. Through a national dialogue that aims to foster participation towards consensus, it is only then that responsive and long-term policies grounded in human security can go beyond the view that migration and development policies are a catch-all panacea to the problems of migrant protection and long-term economic development in the homeland.

II. INTRODUCTION and PROBLEM STATEMENT

Initially developed by Sadako Ogata and Amartya Sen as an alternative approach to issues related to development, human security has gone a long way since it was adopted by the United Nations under the specially created Commission on Human Security. Human security is quite different from traditional security or national security in that it is concerned with the individual and the community rather than the state. As such, it is more “people centered” and employs a two-pronged strategy that focuses on protection and empowerment (Commission on Human Security 2003). Although there have been criticisms that argue that human security cannot replace state-centered or traditional security, its adherents argue that it does not aim to replace traditional state security. Rather, it aims to enhance it through its more people centered approach (Graham and Poku 2000). Ogata explains.

I wish to emphasize that the task of the challenge to focus on the security of the people is not to replace state security.... However, it does seem important to me to attempt a paradigm shift from the traditional resort to the state as the provider of security. In turning to the people themselves to safeguard human lives from critical persuasive threats and to promote the fulfillment of their dignity, the fundamental security of the state is reinforced (2002). While human security is still mostly used by states in promoting their foreign policy goals and by international organizations as a paradigm for understanding international development, it has been introduced as an ideal approach to understand and address the problems of international migration since it goes beyond the limits of state-oriented policies. In discussing the human security framework in the context of international migration, several scholars have pointed out its advantages.

First, as a people-centered approach, human security goes beyond the limits imposed by problems of state sovereignty, border control, citizenship rights, and statelessness (Vietti and Scribner 2013). Edwards, in discussing the case study of stateless refugees and political migrants, explains: “the people-centered focus of human security, irrespective of one’s attachment or allegiance to the state, is conceptually powerful for non-citizens.

Second, it is also powerful because the application of international human rights law has at times been bogged down in distinctions between nationals and non-nationals, with the latter rarely enjoying the same level of human rights protection as the former” (2010: 39).

Third, scholars highlight how human security can be beneficial for all kinds of migrants, whether they be contractual laborers, permanent migrants, undocumented or political refugees. Lastly, in assessing the potential of human security, Edwards argues that at the minimum, it can become a rhetorical impetus for joint action, and at best, it can present new ways to think about problems related to migrant protection (2010: 4).

While most scholars discuss the limits of state-centric migration policies and the potential of human security to address the problems brought by a state-level focus on migration (Vietti and Scribner 2013; Graham and Poku 2000; Truong and Gasper 2011), most states and state migration agencies have not used human security as an explicit framework to analyze and promote its migration policies. As such, while the literature have been quick to point on the potential of human security for creating more humane migration policies, and while some states have adopted a people-centered approach on migration policy making, states have not labeled their policies as following a human security framework on migration. Thus, human security on migration is seen as a novel approach but is not yet considered mainstream since it is still used mainly in the realm of development and foreign policy making. Indeed, there have been limited substantive studies on how human security is currently being used by government agencies, civil society groups, and migrant communities. This paper attempts to contribute to the growing body of studies on migration and human security by focusing on the case of the Philippines. By using qualitative methods and analysis, this paper presents case studies on how the state attempts to adopt and achieve human security for its migrants. In particular, this paper gives special focus to the emergence of migration and development approaches to achieve human security, and gives an analysis of its long-term implications for migrant protection and development.

III. ASSEMBLE EVIDENCE

Attempts on human security through institutionalized migration policies human security through institutionalized migration policies with 10 % of the Philippine population living and working abroad, the socio-political and economic impact of migration can easily be discerned. As of 2021, there were 9 million migrant Filipinos, 47 % of whom are permanent migrants in the United States, Canada, and Australia. 43 %, meanwhile, are temporary or contractual labor migrants, most of whom work in the Middle East and East Asia. 10 % of these are undocumented and include those who extend their stay in various destination countries or are conflict refugees in nearby Malaysia due to the armed conflict in the Southern Philippines.

In looking back at the evolution of Philippine migration policy, the state mostly applied traditional state-centric policies that focused on the role of labor migration to curb unemployment and to boost much needed remittances. Indeed, migrant rights and their labor conditions were not initially emphasized. While the state's policies on the export of labor started as a stopgap solution to the balance of payment problems and growing unemployment during the Marcos regime of the 1970s, succeeding administrations have inherited the labor export apparatus (Guevarra 2010; Rodriguez 2010; Tyner 2000) and have continued and expanded labor migration through the years.

As the figures show, remittances play a key factor in the continuation of labor migrant export, which by 2013 rose to US\$21 billion (World Bank 2011). This figure is very high compared to the total overseas development assistance and foreign direct investment rates that only accounted for US\$0.1 and US\$1.4 billion, respectively.

Indeed, remittances have been so important to both the state and the families of migrants in the homeland. They account for the rise of the retail and real-estate industry since the 1980s, and have been one of the key political reasons why succeeding administrations have survived the political and economic shortcomings through their administrations (San Jose 2008). While the state recognized the value of labor migration, it was only during the 1990s that the state, through the pressure of civil society organizations started considering the conditions and rights of migrants.

As the state grew more dependent on the benefits of labor migration, its socio-political costs were also beginning to be felt. As such, succeeding administrations from Aquino to Ramos began to emphasize migrant protection. While the state attempts to become more people-centric, the state has not explicitly adopted the term “Human Security” for its migration policies. In fact, its state-centric bias is evidenced when the only law that mentions human security is Republic Act 9372 or the Human Security Act of 2007, which is an anti-terrorism law to protect Filipino citizens from the dangers of terrorism and global crime, thus giving Filipinos “security” in human terms.

While the state explicitly does not use the framework of human security for its migration policies, the two-pronged strategy of human security that focuses on empowerment and protection has been the guiding principle that has shaped the migration state apparatus. The promise of migrant welfare and human security is premised on the following points: creating better policies and institutionalizing migrant state agencies, creating national laws together with bilateral and multilateral agreements on migration and in recent years, the promotion of Migration and Development initiatives. Even as the state attempts to achieve its human security goals on migration through its institutionalized agencies and initiatives, the next section will show how the state began to emphasize migrant protection while at the same time, show the limits of such attempts.

IV. CONSTRUCT ALTERNATIVE POLICY RESPONSES

As the Philippines experienced the increasing number of labor migrants and the feminization of migration throughout the 1980s and 1990s, various social problems have cropped up. These include the social costs of children with absent parents, the rising number of migrant abuses, and harsh conditions endured by the so-called Bagong Bayani (modern day heroes) (Asis et al. 2004; David 1991). This reached its peak during the Ramos administration when the twin cases of migrant worker abuse were widely reported. During 1994, Sarah Balabagan, an under aged migrant worker in Saudi Arabia, was arrested for killing her employer in self-defense. Another case was that of Flor Contemplacion, a domestic helper in Singapore, who was convicted and executed for killing a fellow Filipino domestic worker. With the realization that remittances came with social costs and that the Philippine state was helpless in offering protection to its citizens abroad, civil society organizations and feminist groups led massive political rallies decrying the policies of the state.

This led to the passing of the Republic Act 8042 or the Migrant Workers Act of 1995. This law explicitly states that the government will make the protection of Filipino migrants abroad its main priority and that it will shift its development agenda away from the export of Filipino labor to more economically sustainable development initiatives in the homeland. Although the law explicitly promises that the state will not be dependent on the export of migrant labor, succeeding administrations still continued its policy of sending labor migrants and even made the expansion of new labor markets a priority. Indeed, far from resolving the dependence on labor migration, it is still the main de facto development policy from the Marcos regime to the present administration (Eadie 2011; San Jose 2008).

Although Republic Act 8042 promised to provide protection to migrant workers, most of the succeeding policies of the government focused mostly on the institutionalization of labor migration by creating specialized agencies and aggressively opening to new labor markets. This includes the creation of the Philippine Overseas Employment Agency (POEA), which processes overseas labor contracts, the Overseas Workers Welfare Administration (OWWA), which provides for emergency money and repatriation of Filipino migrants, and making migrant protection one of the three central pillars (together with national security and trade expansion) of the Department of Foreign Affairs.

Initially, government agencies were tasked to regulate recruitment agencies that act as middlemen between overseas jobs and potential migrants. However, with the rise of incidents of illegal recruiters and the problems brought by debt bondage, i.e., high placement fees that force migrants to give a substantial percentage of their salary to their job brokers, led the state to concentrate on regulation. While these measures, together with the introduction of pre-departure orientations and worker contracts processed through the POEA, they are often reactive and are still limited in terms of migrant protection. As the years and succeeding governments continued their policies of labor export, migrant communities and advocacy groups began to see the limitations of national-level policies, especially as migrants working abroad were not afforded external citizenship rights and were still prone to abuse. This includes problems brought about by physical and sexual abuse, human trafficking, underpayment of wages, and debt bondage. Other than state agencies and laws, the Philippine government also enters into bilateral agreements with other migrant receiving states. Since these agreements are state-level and official in nature, it is hoped that it will offer protection to migrant workers. One of the main pillars on how bilateral labor agreements are implemented is through the POEA. Since it started, it was initially tasked to find new labor markets and was the primary official deployment agency of the country. However, through the years it has become more of a regulatory body and is solely responsible in creating work contracts between Overseas Filipino Workers (OFW) and their employers abroad. While these contracts are transparent and have clear provisions on benefits, salaries and expected work responsibilities for the worker, in reality, these contracts are often not honored in the work place abroad. A good example is the contract between an entertainer working in Japan and her placement agency. Although the contract stipulates that she receives a certain amount as salary per month, this base salary is often deducted once the worker is abroad. Deductions that are not included in the contract can include payment for housing and transportation, uniform, clothes, and food. Also, debt payments or placement fees given to the recruitment/placement agencies are deducted from the first few months of the contract. It is this system that led to OFWs trying to renew their work contract in spite of the harsh work conditions since it is only during their second or third contract renewal/migrant journey that they have already repaid their debts and can start earning money for their families (Guevarra 2010; Rodriguez 2010; Ballescas 1992).

Another well-known case where bilateral agreements have been used to promote Filipino labor is the 2006 Japan–Philippines Economic Partnership Agreement (JPEPA). The JPEPA includes provisions for trade, financial flows, and a controversial provision called the Movement of Natural Persons (MNP). Unlike other bilateral agreements that dwell specifically on migrant labor, the JPEPA was unique in that labor migrant provisions are included in a bilateral trade agreement (JPEPA).

The JPEPA MNP includes provisions for caregivers and nurses to enter Japan, train in Japanese health care institutions and after passing the tough licensure exams, can be allowed to work in a Japanese hospital or care institution. Many studies and reports have discussed the shortsightedness and unsustainability of the program (Ogawa 2012; Ballescas 2010; Takahata 2010). Although most of these studies discuss the low passing rates of the program, the high cost of training, problems of sustainability and how the program does not clearly address the underlying labor and social context of Japan's health care industry, what the JPEPA experience shows are the limitations of bilateral agreements and how they cannot provide for humane and ideal labor rights for the migrants.

This is related to the underlying geo-political positions of the two countries. Inasmuch as they provide much needed and well-trained workers and professionals for migrant receiving countries, the Philippines is in a weak position to demand for better migrant rights and protection. This is simply because receiving countries can simply go to competing and emerging labor sending countries in Asia which have lesser trained workers, but offer lower wages. Thus, bilateral agreements highlight the unequal relations of the sending and receiving countries, and how a race-to-the-bottom mentality has not brought better protection and provisions for migrants in Asia.

As the Asian region and the developing world saw the rise of labor migration flows since the 1980s, various countries have foreseen the need to establish international and regional agreements to outline the rights of migrant workers. After much discussion, the UN Convention on the Protection of the Rights of all Migrant Workers and their Families was signed in 1990. As of the 2013, only 47 states have ratified this convention. Unsurprisingly, all those who ratified the convention are sending countries, while receiving states in North America, Western Europe, and parts of Asia have not signed nor ratified.

In analyzing the previous cases, it can be said that while such international and regional forums are important and worthwhile endeavors, there is a sense that such initiatives are bureaucratic and technocratic in approach, which are mostly focused on the state level and toward government agencies. This section highlights how policies, whether they are national, bilateral and regional level, are arguably reactive and shortsighted. The limits of government policies are demonstrated, as well as how implementation on the ground is often a jarring problem. Limits of human security: migration and development initiatives. As the state is attempts to achieve human security through its migration policies and laws that promise migrant protection, the previous section has shown the limits of state-level policies. Even as the state realized their limitations, they have offered a new alternative that aims to maximize the outcomes of migration and using its remittances for the development of the country. This rationale is exemplified by the new migration and development paradigm that is embraced by both labor migrant sending and receiving countries.

Initially, Castles (2009) used the term "migration and development mantra," which is based on Kapur's idea that remittances have become a "new development mantra" in which governments and officials believe that money sent home by migrants can be a recipe for local, regional and national development (Kapur 2003).

This notion of a “new mantra” assumes that: (a) migrant remittances can have a major impact on the economic development of countries of origin, (b) migrants also transfer home skills and attitudes—known as “social remittances” that support development, (c) “brain drain” is being replaced by “brain circulation,” which benefits both sending and receiving countries, (d) temporary (or circular) labor migration can stimulate development, (e) migrant diasporas can be a powerful force for development through the transfer of resources and ideas and (f) economic development will reduce out-migration (Castles 2009: 457–458).

Through the years, migration and development has grown in popularity and acceptance, leading both sending and receiving nations to adopt it within their migration policies and policy agendas. After years of sending countries decrying the lack of protection of its migrant citizens while working abroad, while receiving countries meanwhile argue that the movement of unskilled labor causes social costs, ranging from added social welfare costs to increase in crime and problems of intercultural relations, the migration and development agenda promises to solve this issue by addressing the concerns of both migrant sending and receiving countries. Central to this paradigm is the assertion that bringing development to the sending countries, through overseas development assistance and maximizing remittances for local development agendas will address the push factors of migrants, leading them finally stay in their home countries for domestic employment and relieving the pressure for receiving countries of controlling foreign migrants within their borders (Haas 2006). Furthermore, it is also beneficial for migrants themselves since migration and development initiatives will help promote the development of social remittances or the necessary skills (Levitt 2001). Another avenue where migration and development agenda is being promoted is through the creation of the United Nations-initiated Global Forum on Migration and Development (GFMD). Created in 2007 in order to address the lack of support for the 1990 UN Convention on the Protection of the Rights of all Migrant Workers and their Families, the GFMD aims to bring the tenets and gospel of migration and development to both migrant sending and receiving countries.

While there are yet definitive studies that show the positive impact of the migration-development agendas beyond citing its potential, many studies have shown its limitations. Castles (2011, Castles and Wise 2007) point out that in discussing the theoretical and conceptual basis of migration and development, several questions should be raised: for whose benefit is this migration and development agenda, for the state or the migrants? What kind of development does migration and development entail? Oberoi (2010) supports this line of inquiry when she explains that migration and development agendas are state-centric and concentrate on the perceived benefits that states can gain from remittances and controlled migrant flows. This is especially true with migration and development assertions that circular and temporary migrant flows are more beneficial in the long term, since migrants continue to send remittances to their home countries, prevent the loss of labor through brain drain while receiving countries are not burdened by the social costs of family reunification of the migrant worker in their new adopted country. Oberoi argues that “the migrant, however, is reduced in this conceptualization to a commodity or unit of labor, able to be shuttled around the world at will, and unable often to enjoy such fundamental rights as the right to family life” (2010: 256–257).

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The debate on migration and development can also be discussed in the process making of the UN GFMD. While the forum includes the participation of various stakeholders for issues on migration and development, from states, government agencies, civil society groups and academics, there was a sense that the forum was more of tentative discussions rather than aiming to create concrete policies and regional agreements that might have a more clear impact (Rother 2009). Furthermore, since the GFMD is a purely consultative, non-binding and limited to only inter-government agencies, civil society organizations and migrant groups are excluded from the consultative process. Since the main participants are the managers of state migration policies and exclude migrants themselves, there is a sense that human rights and the well-being of migrants are not in the forefront of the process (Roldan and Gasper 2011).

After discussing the conceptual limitations and the practice of migration and development in the international forum, other studies show the limits of such agendas as they are practiced on the ground. In particular, the problem of economic sustainability of migration and development programs are raised. This includes the criticism that the migration and development paradigm merely is used by the Philippine government to rationalize the expansion of its labor export policies and relegating its promise of bringing economic development and domestic employment in the Philippines (Ibon 2009; Weekley 2004; Tigno 1990). These are valid concerns and have precedence. While the Philippines already has programs under the National Reintegration Center for Returning OFWs to address the problems of reintegration through skills retraining and small business seminars for those who want to work after their migrant journey, these programs are often short-sighted and does not address the underlying issues of families becoming dependent to remittances and lack of employment opportunities at home (NRCO 2009, 2011). Asis explains the logic behind the relative success of migrant remittances and how in spite of this, limits of migration and development agendas are still present.

The Philippines is also successful in terms of remittance inflows from its overseas population. But beyond the social mobility experienced by the families of migrants and the community projects supported by migrants' collective remittances, the development impacts of migration are not that evident. Migration may be one of several strategies to promote development (specifically, employment generation), but it cannot suffice as a major development strategy (Asis 2007: 197). For the Philippines, the benefits of labor migration are undeniable. Migration outcomes for some families and hometown communities have been successful. However, the dependence to labor migration has led the succeeding generations to follow the footsteps of their OFW parents. Indeed, migration and development initiatives still do not address underlying push factors and economic dependence to remittances, both in the state and household level. This is perhaps the main critical point that needs to be raised on migration and development agendas. While migration and development initiatives are important, they should not be seen as catchall solutions or panaceas to the problems of migration. In order to address the challenges of migration, the larger issues of migrant representation, empowerment and long-term development need to be addressed to reach genuine human security for migrants. Castles and Wise explains that:

The general conclusion on migration and social transformation is therefore that there is great potential for outcomes beneficial to sending country populations, but the conditions for realizing these are complex and difficult. Strategies of “remittance-led development” seem simplistic and naïve. Migration alone cannot remove structural constraints to economic growth, social change and greater democracy. There is a need for broadly based long-term approaches that link the potential benefits of migration with more general strategies to reduce inequality and to improve economic infrastructure, social welfare, and political governance (2007: 281). The previous discussion has shown how migration and development agendas are often state-centric and quite to the contrary, do not fully implement the rationale of human security for migrants, namely that of migrant protection and empowerment. This limitation is discussed further in the next section.

Towards a national dialogue on migration

As the state grew more dependent on labor migration and remittances, it realized that it needed to offer more than token promises in order to develop policies that guarantee migrant protection and empowerment. The previous sections have shown how the state attempted to achieve human security through its institutionalized state policies and policies on migration and development. Even as the state promises to offer protection and empowerment, previous attempts have been limited, reactive, and shortsighted which suffer from problems of proper implementation and sustainability. However, instead of concentrating on the limitations of human security, this paper argues that human security can still be reached through the building of a national dialogue on migration. This national dialogue will be able to empower and protect migrants since it includes all stakeholders—from the state and its agencies, civil society organizations, and migrant groups. Through this national dialogue, a consensus can be reached that places the issue of migrant protection and empowerment into the public consciousness. This will then become an important factor in bringing successful policies that addresses human security for migrants in both the sending and receiving states.

Migration is one of the biggest phenomena that have made a significant impact on Philippine social life. Initially limited to blue-collar agricultural workers and nurses to the US during the US colonial period until post-war independence, labor migration was introduced as a stopgap measure to the unemployment and balance of payment problems of the Marcos regime. However, as the state and families in the homeland began to become more dependent on remittances, labor migration has expanded to new labor markets and new work opportunities, ranging from blue-collar construction jobs to white-collar professional work and seafarers all across the globe.

Migration has become so engrained in the Philippine psyche that migrants are called as Bagong Bayani (modern day heroes) as homage to their sacrifice and bravery (Rodriguez 2010). In spite of the social costs and problems brought by massive labor movements and the feminization of migration, the Filipino people began to accept the reality of migrant life. This has brought about what Asis describes as the “culture of migration” (2006b). This culture sees the migrant journey as an adventure, as desirable and one’s patriotic duty all the while knowing of the hardships and pitfalls of work abroad. Even during the peak of political upheavals and scandals, Filipinos seem to see migration as an alternative solution to the problems of development. Seeking to take “flight instead of to fight”, Filipinos now prefer to go abroad and see it as a solution to the perennial pessimism in the homeland (SWS 2004).

Although majority of Filipinos want to work abroad and see work outside of the country as desirable, it does not follow that they are unconcerned apathetic citizens. In as much as migrant groups, advocacy groups, and activists counter the narrative that all OFWs are Bagong Bayani and argue that they are in fact martyrs, the larger Philippine society are quite conscious of the problems of migration and as such, have demanded more opportunities for social protection and political participation even while they work away from their homeland. A clear manifestation of this growing dialogue on migrant rights has been the passing of important migrant legislation that has direct benefits to the plight of the Filipino migrant. These include the Republic Act 8042, the so-called Magna Carta for Overseas Filipinos of 1995, which made migrant protection into a national policy; Republic Act 9189 or the Overseas Absentee Voting Bill Act of 2003, which allowed for migrants to vote for national level candidates; and Republic Act 9225, or the Citizenship Retention and Re-acquisition Act of 2003, which allows for dual citizenship.

While the state's migration policies have often been criticized as reactive, major bills and laws on migrant rights that have passed has shown how migrants together with various civil society groups and stakeholders can influence policy and lawmakers. These venues for dialogue can only get better through migrant labor rights awareness campaigns and participation in political processes such as overseas absentee voting. Indeed overseas voting has the potential to influence political candidates since they can form a block vote and demand concrete political platforms on migration that go beyond token campaign promises. Furthermore, emerging political parties that campaign on behalf of migrants such as Migrante, Akbayan and other transnational political groups are now contesting the party list positions in the Philippine Congress. This could potentially mirror the experience of Mexico wherein migrant representatives are elected in their legislatures.

Although critics of labor migration and activists might counter the notion that Philippine society has accepted the culture of migration, the logic of sending migrants, and naively support migration and development initiatives, the fact that legislation and moves to represent the migrant voice in the legislature in the past two decades has shown that the nation is taking positive steps in reaching a national dialogue which can lead to a consensus on migration issues.

V. RECOMMENDATION

Most scholars highlight the appeal of human security. Indeed in our globalizing world where the limits of state-level and state-centric policies are clearly felt, human security with its people-centered approach that offers protection and empowerment has found a resonance in one of the most contentious and challenging realms of our global society, that of international migration. However, while both government officials and scholars point out the benefits of human security for migration, most of the existing literature has focused on its potential and lacks substantive studies on how human security is actually practiced on the ground. By using the Philippines as a case study, this paper shows how the state is attempting to achieve human security for its citizens through its migration policies, institutionalized migrant agencies, and the introduction of the migration-development agenda. This paper then shows the limits of such migrant centered policies. Upon closer analysis, these state initiatives were limited since although these policies attempt to become "migrant-centered", it is still the state interest and state-level concerns that are given importance. Furthermore, the promise of migration and development initiatives is also limited given that it is often seen as a cure-all panacea to the problems of migration, while ignoring the larger questions of genuine long-term development and the relative weakness of the Philippine state in international affairs to fight for its migrants' welfare and rights.

In order to work towards genuine human security for migrants, this paper argues that the strategy of human security, that of being people-centered and empowerment, should be reiterated by building a national dialogue on migration. By including all stakeholders from state officials to civil society organizations and migrant organizations, genuine human-centered policies and legislation on migrant rights can be secured for the Filipino. Furthermore, the importance of representation and participation through the reaching of a national consensus can benefit not only migrant sending countries, but also above all migrant receiving countries as they debate on the merits and challenges posed by migrants at their gates. While they may assume that building human security and creating development for the sending countries will address the pressures of migrants wishing to enter their borders, it does not consider how their changing demographic and market conditions actually need the entry of such unwanted labor. By building a national dialogue on migration, long-term and humane migration policies can be reached that address the human security of both the migrant and the citizens at the home and host countries.

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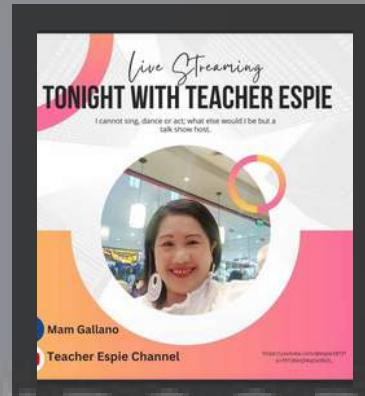
My Journey as a Teacher and YouTube Content Creator

By: Esperanza E. Gallano

My journey as a teacher began in the vibrant classrooms of a school in the Philippines, where I was blessed with the opportunity to shape young minds. Each day was a new adventure, filled with joy of seeing my students grow and evolve. But as I was navigating my path as an educator, I found another passion that complemented my love for teaching—becoming a YouTube content creator.

The decision to proceed into YouTube content creation was not an easy one, but the potential it held to reach and educate a broader audience was too compelling to ignore. I started my YouTube channel last May 2020 during pandemic time. The aim of extending my classroom beyond the four walls of the school. I wanted to share my knowledge and love for learning with students across the globe. Creating content for YouTube was a whole new world. It was not just about teaching, it was about engaging with audience, understanding their needs, and delivering content in a manner that was both informative and entertaining. The transition from a traditional classroom setting to a digital platform was challenging, but it was a challenge I embraced wholeheartedly.

As a YouTube content creator, I am not only sharing knowledge in Mathematics and English but I learned the art of storytelling, vlogging and video editing. I discovered the importance of creating content that resonates with my audience and learned to adapt my teaching style to a medium that demanded brevity and engagement.



The journey was not without its hurdles, from technical flaws to handling criticism online, each challenge taught me resilience and helped me grow not just as a content creator, but also as an educator. Today, I stand at the intersection of traditional teaching and digital content creation, and I couldn't be happier. The blend up these two worlds has allowed me to reach more students, impact more lives and continue learning in ways I had never imagined.

My journey as a teacher and a YouTube content creator has been one of constant learning and evolution. It has taught me to adapt, innovate and above all to keep my passion for teaching and learning alive.

As I look ahead, I am excited about the possibilities that this unique blend of teaching and content creation holds, I am eager to continue making a difference in the lives of learners around the world.



"A SYMPHONY OF A SINGLE MOTHER'S LOVE"

By: Liliosa Kamille B. Suarez



A symphony of love and loss perpetually plays in the silent nooks of my heart. It's a finely wreathed tapestry of happiness and grief that sums up my experience as a single mother. It's a tune that started with the gentle flutter of life inside and developed into a brilliant crescendo of love with every day that went by.

My story's proposal beat forth like the heartbeat of a new born kid. The delight of bearing a child within me, as a single mother, was a profound understanding of love's ability to blossom even in isolation. But soon, the loneliness gave way to a warmth that came from my child and me becoming closer, a link that made me stronger against the impending darkness of loss.

My child's birth culminated in a symphony of cries and laughter that filled the void left by my partner's dispassionate absence. Every delicate moment and sleepless night I discovered an obscure, boundless source of love. The benefits of losing my whole family were outweighed by the advantages of establishing an unbreakable link with my child, which allowed us to celebrate every setback as a shared accomplishment.

As we negotiated the maze of parenthood together, the harmony of our love became the balm for the quiet that had formerly pervaded our home. The happiness of my child balanced out the melancholic undertones of wanting for a larger family. My child's innocence made me feel complete in a way that goes beyond the conventional definition of a family.

But there were also joyous notes mixed in with the chords of loss—the moments when we wished there had been another pair of hands to help bear the weight or another voice to add to our laughing. The silence of bedtime readings held the notes of an unfinished song, and the loss of a co-parent cast a lonesome shadow.

Our lives are conjoined into a web of shared love and tragedy. Every momentous occasion, from the first day of school to the tearful graduation, showed the eternal strength of a single mother's love. The triumphs—the life lessons acquired, the perseverance discovered, and the unwavering love that developed in the face of adversity—outweighed the losses, as painful as they were.

Putting my child to bed at the end of each day, I found solace in the understanding that both love and pain had shaped us into a resilient pair. We were characterized by the love that filled our lives with laughter and joy, not by what was lacking. The symphony continued, a lovely melody composed with the nuanced brushstrokes of life's complexities and a tribute to the unwavering strength of a single mother's love for her kid.

APPRAISING THE BENEFITS OF INTRODUCING OF PLAY AMIDST ACADEMIC RIGOR: THE MERITS OF PLAY-BASED EDUCATION

By: Lea M. Gacelos

Considered as a major transition in a student's academic journey, the transition from elementary to high school is indeed a period of metamorphosis in a sense that it is during this time where students experience massive personal growth and self-discovery. But this of course, comes with a price. Technically, high school marks the beginning of a more rigorous curriculum, along with heightened academic expectations that needs to be dealt with. Revolving around the idea of preparing the students to be competent enough for tertiary education, entrepreneurship or employment after graduation, the main strategy employed in facilitating the educational process is primarily instruction-based.

Although the whole strategy generally produces great results, the rigid nature that this approach entails brings about a serious toll in the student's mental health. The corresponding pressure of needing to perform well in the parameters that measures academic intelligence has been compromising optimal learning, not to mention how it is disregarding the fact that students possess intelligences across various fields. Settling these disparities when it comes to differences to achieve optimal instruction seems like an impossible challenge, but there is nothing that play cannot fix. Remember, these students are still in the process of transitioning from elementary education where learning is thickly anchored on play. Hence, to ignite their interest, and to put them in equal footing with each other, it is integral if play-based learning is to be integrated within the educational process from time to time to facilitate engagement. Learning should never be boring. As a brief rundown, play-based learning essentially encourages students to engage in the discussion of their subjects in a more interactive and hands-on way. In particular, rather than simply listening to lectures or reading textbooks, play-based learning provides the students with the opportunity to be acquainted with the concepts being taught through fun and interactive strategies like games, activities, and experiments, allowing students to develop a deeper understanding of the material, improving their academic performance.

Additionally, as initially mentioned, the integration of play-based learning during instruction can help address the disparities that exist in terms of the learning styles and intelligences among students as some students may excel in traditional academic subjects like math or science, while others may have strengths in areas like art or music. Now, if a variety of play-based activities are to be incorporated into the curriculum, the end result is that students will equally have the opportunity to shine and showcase their talents.

As a conclusion, the advantages of adopting play-based instruction within the educational process are endless. But in order to fully realize these benefits, teachers may need additional training and support to effectively implement play-based learning within the four-corners of the classroom. Also, it has to be recognized as well that a gray area lies in the concern as to where to draw the line in finding the right balance between play and academic rigor. This is because at the end of the day, the whole range of benefits which the strategy promises can only be fully reaped if it can be ensured that the play-based activities that are to be facilitated are aligned with the curriculum and educational standards.

PAYING IT FORWARD: LIVING A LIFE OF SERVICE

By: Prof. Zoren Matthew L. Blardony

Hi, this is a personal reflection on the power of “Paying it forward” and how one’s generosity could create a never-ending cycle of good deeds among the community, which will lead to a culture of Bayanihan in its purest form. To give you a context on why I am writing these thoughts down, let me start by running through my personal experiences.

I am Mr. Zoren Matthew L. Blardony, the coordinator of the Community Extension Office and NSTP Office of NU MOA. I have been in this line of work since 2019 and have been in the teaching profession for seven fruitful years. I personally believe that where I am today is a product of the collective efforts of a lot of people. I thank my parents for providing for me during the tough times of life and all thanks go as well to my older siblings, who have been working since I was still in college. I acknowledge their contribution to our family’s finances. During my years as a student, I also received financial and moral support from my relatives, and even local and national government through the Office of the Congressman of Pasay City and the Tulong Dunong Program of the Commission on Higher Education. Those supports and programs were pivotal in honing my character as an individual and as a young professional. I highly believe that having those supports enabled me to focus on my studies more and acquire vital knowledge not only in the classroom but also in different settings brought about by several student organizations I involved myself in.

When I was in college, I joined several student organizations, but my main organization was PNU Mountaineering Club (PNUMC) – an interest club in my dear Alma Mater. Being part of this organization does not end after graduation and up to this day, I am still connected to this family – my PNUMC family. I consider PNUMC my home in the harmoniously chaotic life in a university.



My participation in this organization opened my eyes to a broader perspective. I climbed numerous mountains and along the trail, I learned so much. More than the beauty and serenity of the climb – including its trail, summit, and side trips, I learned to value the camaraderie and companionship shared among the members.

The organization highly values camaraderie, commitment, and generosity, as the climbs are partly sponsored by alumni who also benefited from the sponsorship of alumni’s batches prior to them. This kind of system created an unwritten rule of a give-and-take relationship, or simply put, “pay it forward” system.



PAYING IT FORWARD: LIVING A LIFE OF SERVICE

By: Prof. Zoren Matthew L. Blardony

During my stay at PNUMC, I held different positions as an officer for each year I was a student member. I held 3 different positions from my second year to fourth year tertiary education years. During my senior year at PNU, I was elected president of the PNU Mountaineering Club. That was the time I realized that including outreach programs and advocacy drives should be officialized in each climb the organization will have for that academic year. Little did I know that the component I initiated or implemented during my administration would start a movement, being sustained proudly by the organization up to this very day. During my administration, we were able to conduct numerous cleanup drives which aimed to contribute to the efforts of keeping the trails garbage-free. We participated in the amputee climb spearheaded by the UP Medical Students (Batch 2016-2017) at Mount Mariveles, Tarak Ridge, Bataan. We even facilitated a "Powerful Women Climb," which is in celebration of International Women's Month, to acknowledge the significant contribution of our female members, who have shown that women are equally capable as men.

The Advocacy Climbs priorly mentioned were secondary to the most successful advocacy climb of that academic year (2016-2017), which happens to be the first one as well for that academic year – the Akyat Panulat Climb. This advocacy climb holds a special spot in the hearts of the members as it signifies the beginning of the school year. The purpose of this climb is to bring school supplies to underprivileged students from mountainous areas. Akyat Panulat Climb 2016 was held at Mount Talamitam, Nasugbu Batangas. This climb benefited approximately 80 students from the community.

The beneficiaries were not only given school supplies but also received engagement activities and feeding programs. More than the supplies given, I believe that the advocacy climb was a success, as we did not only provide tangible supplies to the beneficiaries but also created a lasting impact by "paying it forward". The supplies given are not merely consumable but could have also ignited the heart of the recipient towards the community, at least that is the impact we hope we delivered. Since then, the Akyat Panulat Climb has been a staple practice at PNUMC to mark the beginning of another school year. This advocacy climb has been delivered to eight mountainous communities, benefiting almost 800 students from the mountains of Rizal, Bulacan, Batangas, Cavite, Bicol, and Mindoro.

Today, as I reflect, I am grateful to have been given the opportunity to lead an organization and to have led it into a more impactful cause – bringing the PNUMC's heart to the people, one mountainous community at a time. We might not know completely the impact it made on the lives of our beneficiaries, but to us, the members, it is already known that it blessed our hearts to the point that it makes us crave more – more outreach, more advocacy, more service to others. I can say that my life would always echo that message, that serving others is a way of life and actually the best possible way one could live – to be of service to others. To pay it forward is to acknowledge the blessings of the past, the beauty of the present, and the hope of the future. It is a never ending, wonderful cycle.

Mr. Zoren Matthew L. Blardony
NU MOA
**Coordinator, Community Extension Office/
NSTP Office**



BEING FAIR WITH SMART COMPUTERS: MAKING SURE WE USE AI (ARTIFICIAL INTELLIGENCE) NICELY IN ONLINE PLACES



By: Roderick T. Verzosa, MPA, LPT

In today's world, smart computers, also known as artificial intelligence (AI), are helping us do lots of things online. From suggesting videos, we might like to watch to making decisions in businesses, AI is pretty much everywhere, like a digital buddy making things easier. But just like in any game, we need to set some rules to play fair. This article explores why it's important to use AI in a nice and responsible way and we need to think about how to use AI responsibly on the internet. Ever wondered how those smart computers make our online world so interesting? They're like digital magicians, suggesting cool videos and helping businesses make choices. But just like magic, we need to make sure everyone enjoys the show. Picture this: the digital playground is full of games and activities, and smart computers want to join in. But, just like any game, we need rules to make sure everyone has a good time. To play fair in the digital world, we need clear rules. Imagine a game without rules - it would be chaotic! The digital playground should be for everyone, no matter who they are. It's not cool if some friends feel left out of the game. So, we'll check that smart computers understand and help everyone. Imagine a game where all your friends join in, having a blast together - that's what we want in the digital world too! So, we'll talk about setting rules for smart computers, like making sure they don't accidentally leave anyone out or cause problems. It's like having a playbook to make sure everyone has a fair shot at winning. Being nice to smart computers means making sure they treat everyone fairly. Imagine playing a game where everyone gets a fair chance to win - that's the goal! AI, which uses smart technology and data, is part of how we interact, work, and get information online. Imagine AI as a new friend in the digital playground. Friends should understand each other, right? That's why we'll explore how being open and honest about how AI works is crucial. If something goes wrong, we can fix it together - just like how friends help each other out. It's like having a helpful friend that makes things easier. But we also need to be careful because using AI brings up important questions about doing the right thing.



When we share things online, like our favorite games or music, we want to decide who gets to see them. Smart computers should be like polite friends, asking us first before using our information. Giving us control means we get to choose what feels right for us. It's like having the remote control for your favorite game - you decide what happens. As we use smart computers more, we need to be ready for things that might go wrong - just like when your favorite game has a glitch. Regular checks can make sure smart computers are doing their job well and not causing any problems. If something's not right, we can fix it before it spoils the fun. On social media, smart computers suggest posts or videos you might like. Being fair means the suggestions should be enjoyable for everyone, not favoring one person's interests all the time. In business, smart computers might help with hiring decisions. Being fair and nice means ensuring that everyone, regardless of background, has a fair chance of getting a job. When smart computers make decisions, it's important to be clear about how they work. Being fair and nice means, everyone should understand how choices are made, just like explaining the rules of a game. Smart computers learn from data, but sometimes this data can be unfair. Being fair means making sure the smart computers don't unintentionally favor one group of people over another. Respecting user autonomy is a fundamental ethical principle. Digital platforms must prioritize obtaining informed consent from users regarding the collection and use of their data. Moreover, providing users with control over their data empowers them to make decisions aligned with their privacy preferences. Clear and user-friendly interfaces for adjusting privacy settings contribute to a more ethical and user-centric AI environment. Smart computers use data to help us but being nice means respecting our privacy. They should ask for permission before using our information and let us control what they do with it.

BEING FAIR WITH SMART COMPUTERS: MAKING SURE WE USE AI (ARTIFICIAL INTELLIGENCE) NICELY IN ONLINE PLACES

Understanding fairness and being nice with smart computers is a bit like applying the same kindness and consideration we use in our everyday interactions. By being fair and nice in the digital world, we create a better and more inclusive experience for everyone involved. In "Being Fair with Smart Computers: Making Sure We Use AI Nicely in Online Places," we explored how to be nice to smart computers, like those in Artificial Intelligence (AI). We compared it to everyday things, such as sharing toys or making sure everyone gets a fair piece of cake. We talked about taking these everyday fairness ideas and using them when we interact with smart computers. It's like making sure they give fair suggestions on social media, make clear decisions, don't favor one group over another, and respect our privacy. The main idea is that we want our digital friends, the smart computers, to treat everyone with fairness and kindness, just like we do with our friends in real life. It's all about bringing the values of equality, transparency, and kindness into our digital world. In the end, using AI nicely on the internet is like being a good friend in a game. We should make sure it treats everyone fairly, be clear about how it works, include everyone, ask for permission, fix problems, follow rules, and learn together. By doing this, we can enjoy the benefits of AI while making sure it's a good experience for everyone online. It's all about playing fair and having a good time in the digital playground.



“SOLITUDE”

By: Jonathan P. Roque

**In the tranquil realm where joy resides,
Solitude holds hands with happiness besides.
A haven of contentment, where hearts are light,
A tapestry of bliss, painted day and night.**

**Amidst of bustling world, a quiet retreat,
Solitude dances with laughter, pure and sweet.
A refuge of serenity, where smiles are born,
A sanctuary where happiness is adorned.**

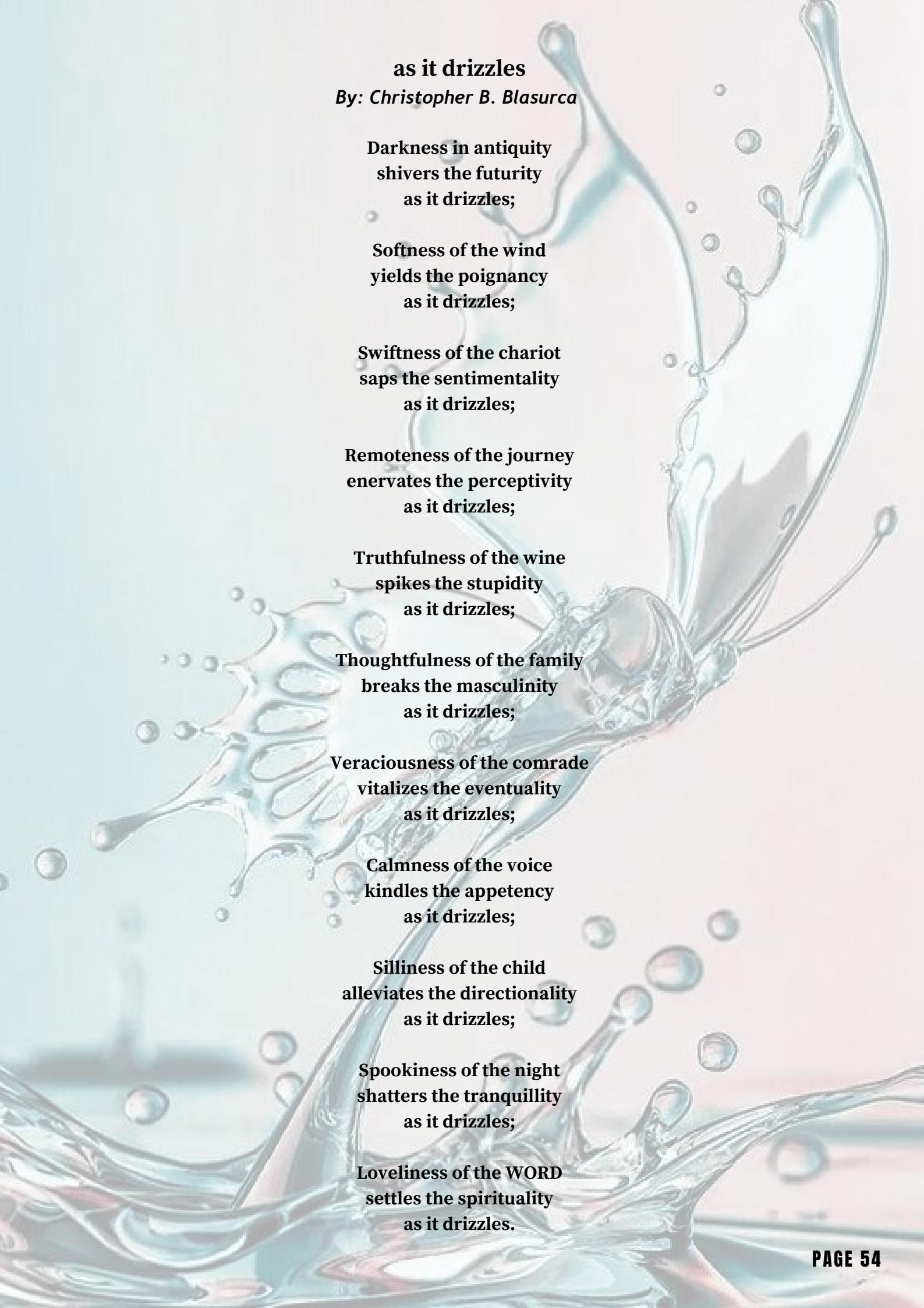
**In solitude's embrace, laughter takes flight,
Unfettered by worries, it shines bright.
A symphony of mirth, echoing through the air.
Filling the heart with joy beyond compare.**

**Within its arms, dreams find their way,
Like sunbeams dancing on a perfect day.
Imagination soars, unbound and free,
In solitude's embrace, pure ecstasy.**

**Solitude unveils the beauty of simple things,
A blissful melody that the heart sings.
A moment of peace, tender embrace,
Where happiness finds solace, finds its place.**

**Yet solitude's happiness is not solitary affair,
For it longs to be shared, a gift to others to bear.
In its solitude, we find connection anew,
And happiness multiplies, shared between me and you.**

PHOTO BY: RENZO O. MARILLA



as it drizzles

By: Christopher B. Blasurca

Darkness in antiquity
shivers the futurity
as it drizzles;

Softness of the wind
yields the poignancy
as it drizzles;

Swiftness of the chariot
saps the sentimentality
as it drizzles;

Remoteness of the journey
enervates the perceptivity
as it drizzles;

Truthfulness of the wine
spikes the stupidity
as it drizzles;

Thoughtfulness of the family
breaks the masculinity
as it drizzles;

Veraciousness of the comrade
vitalizes the eventuality
as it drizzles;

Calmness of the voice
kindles the appetency
as it drizzles;

Silliness of the child
alleviates the directionality
as it drizzles;

Spookiness of the night
shatters the tranquillity
as it drizzles;

Loveliness of the WORD
settles the spirituality
as it drizzles.



Paternal Light: Shaping Futures with Love

By: Florlyn Mae C. Remegio

**In the warmth of a father's love, we find,
A guiding light, a presence so kind,
With every smile, his heart overflows,
A love that nurtures and endlessly grows.**

**He's the pillar of strength, steady and true,
In times of need, he'll always come through,
With hands that work and heart that cares,
He shapes our dreams, erasing all fears.**

**His wisdom's a beacon, leading the way,
A gentle mentor, in every day,
He teaches us courage, to reach for the stars,
To believe in ourselves, no matter how far.**

**In the storms of life, he's our shelter and shield,
His love a refuge, a protective yield,
He sacrifices, so we can find,
A future of hope, where dreams are aligned.**

**With laughter and love, he lights up our days,
Through trials and triumphs, he shows us the ways,
He prepares our tomorrow, with a vision so bright,
In his tender embrace, we find endless delight.**

**In the heart of a father, we're forever embraced,
In his tender care, our worries erased,
His love, a treasure, we'll forever hold dear,
For the world's greatest dad, we cheer and revere.**

“Stitched by Sacrifice: A Tale of Triumph”

By: Charity L. Oria

**In a bustling home, with siblings aplenty,
I found my place, amidst the crowd, so many.
Eight kinfolk strong, in our shared abode,
Each face a story, each path untrod.**

**From childhood's dawn, I craved the scholar's lore,
Books my companions, wisdom to explore.
School's corridors, my eager steps did roam,
A thirst for knowledge, my guiding tome.**

**High school's trials, a working student's plight,
Days filled with study, and evenings alight.
Through toil and sweat, I forged my way,
Each challenge met, with resolve to stay.**

**College beckoned, a beacon in the mist,
With dreams to chase, and goals to enlist.
Sacrifice was the price, perseverance the creed,
Each hurdle crossed, fulfilling my need.**

**Now in the present, a job secure and true,
Grateful heart in tow, for the journey I've been through.
Sacrifices made, in the name of my dream,
Perseverance, the current, in life's flowing stream.**

**Family and friends, pillars of my soul,
Their love and support, making me whole.
For every struggle faced, and every tear shed,
Their presence, a comfort, like a warm bed.**

**As I look back now, on the path I've tread,
Each twist and turn, where dreams were fed.
I see the tapestry, woven with care,
Threads of resilience, beyond compare.**

**So here I stand, a testament to fate's design,
With gratitude in heart, for the stars did align.
In the tapestry of life, my threads now spun,
A story of triumph, for battles hard won.**

CRITICAL PEDAGOGY IN THE NEW NORMAL: AN ANALYSIS TO THE PHILIPPINE EDUCATION AMIDST COVID-19 PANDEMIC USING PAULO FREIRE'S PHILOSOPHY OF EDUCATION

By: Elijah Gabriel F. Clemino

ABSTRACT

This research attempts to apply Paulo Freire's social philosophy of education to the covid19 crisis in the Philippines. This will be possible by bringing the context about the situation of education facing the pandemic to give prior information about the interruption of learning when the pandemic started. It emphasizes that the main source to adapt to the pandemic is technology. Thus, online learning is the main platform for the academe. It brings down to the context of the preparedness of the education system of the Philippines which is called as new normal. Throughout the adaptation of the new normal, the research will give an analysis for the problems facing online learning in the Philippines. By applying Freire's philosophy of education, the research connects the idea of critical pedagogy to the mechanics of new normal, especially from the problems facing it. At the end of this research, it will realize that freedom in education can be actualized from the consequences of the new normal, bringing the liberation of the students by criticizing and thus an opportunity to have a pedagogical system of education amidst the world crisis.

Keywords: *Paulo Freire, Critical Pedagogy, Covid-19, New Normal*

THE EFFECT OF THE PANDEMIC AS A CRISIS IN EDUCATION

Covid19 caused major adjustments to people. As it promulgates the danger of such disease, this global crisis made an immediate reaction in the daily lives of each person. As people transgress the ways of formulating the mechanisms or responses fighting against the pandemic, the focus in this time is health, safety, and economic growth. This includes education as well.

By having various protocols, what makes education possible in times of the pandemic? According to the various researchers, there are strategies to address the learning process facing covid19. The sole responsibility for the problem is to have uninterrupted learning using technology platforms such as online, phones, television, and printing materials ensuring a learning environment assessable for students in where they are located. Technology is indeed the main platform for communication as it connects the learners to their respective teachers without physical contact. This avoids the chance of spreading the virus as indeed the virus itself is a communicable airborne disease. In this scenario, education can reach wherever the student is located if both parties-the student and the teacher have a stable internet connection and enough gadgets that compensate for the effectiveness of learning. Having this idea of online learning, universities and schools made a quick transition from face-to-face classes to an online setting.

Program developers made online learning more engaging and easier for both students and teachers. Using the internet, education can take in online basis without compromising the traditional curriculum and carry out easy access for learning activities. Francisco and

1 See Asian Development Bank, "Covid-19 and Education in Asia and the Pacific Guidance Note"

(S.L.:

ASIAN DEVELOPMENT BANK, 2021). p.ix

Barcelona proposed the effectiveness of online classrooms using web-based learning. According to them, one of the purposes of the digital program for online learning is it “can be integrated into a curriculum that turns into a full-blown course or as a supplement to traditional courses.” In this sense, web-based learning is aiding the needs of both the learners and the teachers. All factors such as the syllabus, activities, discussions, and even quizzes and exams are being distributed with the use of respective programs which indeed makes the education no longer compromised in covid19.

THE SITUATION OF THE PHILIPPINE EDUCATION TO THE PANDEMIC

Such adaptation in response to combating the spread of the virus may be an ideal approach for instilling education. This is also being faced in the Philippines. According to the various researchers in the country, the covid19 crisis has affected 27 million Filipino students, 1 million Filipino teachers, and academic staff. This can imply that such a situation is a great challenge in the world, especially in the Philippines. The Department of Education (DepEd) is fully aware of this and the primal response for such crisis is no other than the implementation of online classes which are now called the “new normal”. Various universities have different approaches to the new normal. According to Joaquin and Decela, the case varies from the universities in the country. In the case of De La Salle University (DLSU) and the University of Santo Tomas (UST), both are having remote online learning that combines both synchronous and asynchronous modes of learning while Ateneo de Manila University (ADMU) suspends the synchronous class leaving only asynchronous class. At this point, the Commission of Higher Education (CHED) supports those implementations of the universities for such changes as “it has become an urgent need to explore other innovative learning modalities that will facilitate migration from traditional to flexible teaching and learning options.”

At this point, it is clearly expressed as to what is the most effective way of learning despite the covid19 crisis. This circumstance, therefore, implies that the way of living of the human person has essentially changed. The role of philosophy is to rethink man’s way of living in which he belongs to, that the process of thinking should not stop from the crisis itself, but it should become a shift for a new perspective from the life that had lived. Since the pandemic caused a change of living, this is also affecting the approach of learning. The thought that people are living in an online world made access from a vast learning space. With the implementation of the new normal, the learners can actively reflect on today’s impact from the crisis.

FREIRE’S PHILOSOPHY OF EDUCATION AND ONLINE LEARNING

The connection between critical theory and online learning can also be defined through Freire’s theory of education. The context here is that there is a struggle that the students and the teachers are being attested to. This struggle mainly affects how an individual is being

2 See Christopher Francisco and Marites Barcelona, “Effectiveness of an online classroom for flexible learning” (International Journal of Academic Multidisciplinary Research, 2020). p.100

3 See Belgica Et al. Online Distance Learning: Thematic Study on the Challenges Faced By Educare College Inc. Primary Pupils (3rd international conference on Advanced Research in Education, Teaching & Learning, 2020), p.94

4 Ibid., p.95

5 Jeremiah Joven Joaquin Et al. “The Philippine Higher Education Sector in the Time of Covid-19,” Frontiers in Education 5 (2020) p.1

6 Commission on Higher Education, “Guidelines implementation of flexible learning” (Ched Memorandum Order, 2020) p.1

state of education. Freire's account in education reflects on this statement which he called the "banking" system of education. According to him, the problem of education is it became "an act of depositing, in which the students are the depositories and the teacher is the depositor." This process means that giving a proper education from teachers is being formulated, that the process of receiving knowledge through education is being standardized. In this point, there is a struggle of learning which according to Freire, "instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat." At this point, opportunities for being critical are being neglected and thus students cannot be creative. Furthermore, Freire also emphasized the attitude of the "banking" system of education that everyone assumes that the teacher knows everything and that students know nothing. The tendency of such an attitude implies that a teacher is being authoritative and thus should store knowledge to the ignorant. Freire saw this system as unprogressive because students are being passive: "The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world." Such adaptation in this matter makes the students passive. Education, in this matter, could be neglected.

By emphasizing this problem, Education must be a point of a liberatory function. He believed that man as a social being must have a practice, and that practice that he must do is the practice of freedom as he stated that "men and women simultaneously create history and become historical-social beings." This statement enables the individual to create something, and it should be a practice in the system of education. This is called the critical pedagogy. Education should emphasize on finding the problem of humanity, to fight against dehumanization and that liberation is necessary to negate the effects of oppression in which he implied "critical and liberating dialogue, which presupposes action, must be carried on with the oppressed at whatever stage of their struggle for liberation." At this point, Freire believes that Education is not a method but a practice that enables the possibility of man's freedom through knowledge, and that knowledge is being practiced through social engagements which also makes education political. With critical pedagogy, it will help students form a culture of discourses, debates, and openness.

CRITICAL PEDAGOGY IN ONLINE LEARNING

Throughout the discussion, we can argue that Freire's theory of education is possible to online learning. Critical pedagogy can pave the way with the use of internet connection, and it primarily sees the engagement of being free as they are in their respective homes. Another to note here is that since online interaction is impersonal, students will have free access to any knowledge or learning prior the what the teacher instructed. In other words, the student can look beyond what was taught by their teacher. In this way, it prevents the "banking system" because both the teacher and the student will remain intact merely through the

7 Paulo Freire, *Pedagogy of the Oppressed* (Continuum, n.d.). p. 72

8 Ibid.,

9 Ibid., 73

10 Ibid.,

11 Ibid., 101

12 Ibid., 65

13 See Christopher Maboloc, "Critical pedagogy in the new normal", (ResearchGate, 2020) p.2

process of impersonal relationship, which in turn would have to be autonomous and free. One factor of this is the internet as it is a platform that gives a democratic environment that upholds the groups and individuals to be their true selves and their surroundings. Through the internet, we engage in virtual interaction that provides a space for an individual which reduces primarily a force-feeding of facts that is irrelevant and ultimately against the concept of critical pedagogy. Another thing to note here is that the dialogue between the student and the teacher is important for Freire. Dialogue is essential to education, for it is not just a technique for teaching, but it is part of the nature of human beings. Meaning to say, an individual is not self-centered, but rather we are obliged to know the world through the interaction with other people. Though impersonal, online learning proceeds to this interaction. Freire believes that a learning community is essential, and online learning can create a meaningful dialogue. Cyber engagements propose a way of giving privileges to the users. If the users can engage to learn things such as online research, that user will have the power to engage with ideas outside the box of a classroom. Thus, through the ideas collected by the student online, they will have an opportunity to have online discourses through virtual classrooms. Those ideas express how engaging and free the environment will be, for their ideas differ from others. This will allow the students to criticize and at the same time engage with discourses. It decentralizes ideas and promotes the plurality of opinions.

CRITICAL PEDAGOGY AND THE STRUGGLES OF ONLINE LEARNING IN THE PHILIPPINES

There are some struggles in facing online learning. In this regard, how effective is critical pedagogy in facing online learning in the Philippines? The first is to know the problems behind the adaptation of Philippine education to the pandemic.

One problem is that some students may not see online learning as virtually practical to them. According to studies, one out of five students in the Philippines do not have enough gadgets and they have to rely on prepaid mobile data for connectivity which has an unstable connection because the prepaid mobile data demands excellent data reception for them to connect to the internet. This tendency might not allow the students to experience proper learning because they lack resources to connect in their respective online classrooms. Learning outcomes could be neglected and the experience of learning may not be fulfilled. At this point, communication is the issue. Some students cannot rely on their internet connection alone, communication needs improvement.

Another problem that is currently facing this crisis is the lack of teachers and learning materials. Within the spread of the Covid19, the government implement health protocols to reduce the huge curve of spreading the disease. In the Philippines, the government issued policies such as wearing a face mask, social distancing, limiting persons, contract tracing, and sanitation. Because of such public health concerns, there is a break in the effectiveness of education as an institution. One of the struggles here is that schools tend to reduce the ratio between students and teachers and through which the learning materials are not

14 See Maria Bakardjieva, Internet Society, (London: Sage Publications, 2005).

15 See Leon Benade, "Bits, Bytes and Dinosaurs: Using Levinas and Freire to Address the Concept of 'Twenty-First Century Learning,'" (Educational Philosophy and Theory 47, 2015), p.946

16 See Drick Boyd, "What would Paulo Freire think of Blackboard: Critical pedagogy in an age of Online Learning" (International Journal of Critical Pedagogy, 2016) p.178

17 See Ibid., 179

18 See Ronnie E. Baticulon et al., "Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines," (2020), p.619

enough. Here, we are reaching the effectiveness of learning. However, since the learning resources are lacking, the students will face difficulties in building ideas. Ideas should have a context, but they may not show their full potential because the quality of education may not be fulfilled, for health is admittedly the main priority in this crisis. Hence, the concern between schooling and health is also a struggle that a student is currently facing.

Lastly, the focal problem in facing the new normal is the balance between life and study. One issue of the educational system of the Philippines since the new normal is the overloaded lessons and activities. A common thing when it comes to new normal is that the school is demanding class participation since the purpose of online learning is to avoid physical contact. To record the class participation, a student must pass their daily and weekly activities per subject. According to a study, students are doing tasks differently and they should submit at least three activities every week. Such struggles may result in reducing the quality of learning because there are times that students cannot understand their modules. Since the demand for the activities is high, they will end up answering the activities in a hurry and thus neglect the lesson that one needs to study. This is crucial because first of all, it neglects the quality of education for the students. Performance tasks should be a guide to track the performances of the students. However, the performance of the student is losing its balance between learning and passing the activities because of overwhelming tasks that one needs to submit. It also affects the daily life of the student as well. Hence, the balance between life and study is also a challenge to them. One might say that such issues depend on the students alone, but the above study shows that the students are having a hard time because class participation is very demanding. This struggle was also a struggle ever since before the new normal. The difference here, however, is that the uncertainty of the spread of disease is very alarming. Hence, students may not perform well because of unstable connections and health. Overloaded lesson activities are a factor that lacks the quality of education.

THE CRITICAL PEDAGOGY IN THE PHILIPPINE EDUCATIONAL SYSTEM

Despite the said crisis, it is clear to us that critical pedagogy is effective in learning. We can nonetheless apply Freire's theory in Philippine education primarily towards online learning. As covid19 prolongs, the Filipinos are now adapting to crisis especially towards education. From its adaptation, we can see the place of Freire's theories. Here, we will address again the problems mentioned and apply Freire's idea to address the issue behind the struggles that education in the Philippines facing the new normal.

It is given to a point that online learning may not be accessible to the students since lack of gadgets and unstable internet connection are also part of the barrier when it comes to online learning and thus those hindrances made the student challenge their practice as a sole learner. This pointed out on what we can construct the meaning of practice according to Freire. According to him, it is not enough that people engage in dialogue. Since it is revealed that dialogue is an important concept for learning, Freire would also like to point out that to gain knowledge to social reality, one needs action as he stated "within the word we find two dimensions, reflection, and action, in such radical interaction that if one is sacrificed-even in part-the other immediately suffers. There is no true word that is not at the same time a

19 See Jose Tria, "The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal" (International Journal of Pedagogical Development and Lifelong Learning, 2020), p.2

20 See Erwin Rotas and Michael Cahapay, "Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19" (Asian Journal of Distance Education, vol 15, Issue 2, 2020). P.151

21 See *ibid.*,

praxis." To reinterpret the concept, Freire would like to point here is that praxis speaks about action and reflection combined, the transformation of work from word. Hence, we can analyze here that practice is something that is rooted in the theories addressed from learning and by which this concept actualizes what was being taught even outside the schools. The point here is that education is not limited to a dialogue between the student and the teacher. But rather, a dialogue stretches to society in which one can be socially conscious. This point is what Freire would like to express about the idea of education. It should be limited from what was being projected to the screens, online classrooms, and such. Education should be applied not just to the institutions, but it must be revealed towards social actions. After all, a human person "cannot be silent, nor can it be nourished by true words, with which men and women transform the world." In this context, we can apply this concept towards the issue regarding students who are facing online learning. This pointed out that despite students' experience of being virtually challenged, there will be ways that education can be apparent to them. Since it construes to the point that practice came from action and reflection, a student may apply those concepts despite unstable connections and a lack of gadgets. Education should stretch its way to freedom, and it must not be limited from the outsets of online learning.

The second problem that needs to be pointed out in this analysis is the limited source of learning from lacking teachers and learning materials. As being discussed, the primal issue in this second problem is that in the pandemic, the students cannot find the foundation of learning since, in the first place, the learning resources and teachers are limited. The potential of the student to learn things is we can say the crucial point here. Nevertheless, it is from Freire that the potential of the student to learn still remains despite the limiting factors of the institution towards the pandemic because it expresses autonomy in the first place. To analyze this problem using Freire's theory, such issue is we can say, on contrary, an opportunity to fully express the welfare of the students. Because of this, it limits the banking concept of education. One point here is that online class expresses freedom to the students to extend their learning using the internet. Again, it has been discussed before that the new normal can expand the ideas of the students for they will have their desired information accessible even if the information is outside the institution. Hence, the lack of learning materials is not a problem but rather a good indication that the students are now having a safe space of learning that is not limited to the learning materials alone. Though it may seem that the student's potential of learning is limited because of lack of teacher and learning packets, this problem, according to Freire is not a problem but a rather an opportunity to be liberated: "to resolve the teacher-student contradiction, to exchange the role of depositor, prescriber, domesticator, for the role of student among students would be to undermine the power of oppression and serve the cause of liberation." Hence, this is another way of granting the freedom of the students to express themselves.

The last problem that we tackled, on the other hand, cannot be defended by Freire's theory but rather a point of criticism. The problem of overloaded lessons and activities is a symptom that Freire is addressing from his ideas. The demand for class participation expresses oppression in this regard, and it is the main issue in this problem.

The consequence of online learning is that the demand of participation cannot meet the necessities of the students because firstly, it is given to the point that unstable connection and lack of gadgets affect the class attendance. Secondly, the source of learning, despite Freire's indication of liberation,

22 Freire, Pedagogy of the Oppressed, p.87

23 See Ibid.,

24 Ibid., p.88

25 Ibid., p.77

can meet its full achievement since the institution remains as an authority for the educational welfare of the students. Liberation should be realized not just by the students but also by the teachers as well. The teacher should have an emphatic gesture of allowing the students access to liberation. One thing to have a resolution for this issue is that students must first realize that they are oppressed. To realize this is to criticize the causes of oppression. From what was being apprehended in this research, students are after all aware of those struggles about the demands of the activities in which the balance between life and study is what is being expressed as an issue. This expression may consider as a catalyst for criticism. Freire would like to engage students to give this problem in the light: "To surmount the situation of oppression, people must first critically recognize its causes, so that through transforming action they can create a new situation, one which makes possible the pursuit of a fuller humanity." Hence, Freire would like to say here is that students should have the courage to criticize the institution if it deprives them to express their freedom, that liberation should be, in the first place, the main principle of the schools. Education is a democratic space that the student should be having, a space that actualizes social engagement and human freedom for the sake of social consciousness aside from theories injected by the institution itself. This will only be effective if there will be a break of oppression.

CONCLUSION

Throughout the research, we realized that Freire's ideas are apparent even at the time of the pandemic. The education shifted from the resources that can be expressed across the barrier of the reality of the pandemic. Indeed, this world crisis allowed education to be practical with the use of online learning. In the Philippines, the educational system has been applied with proper precautions when it comes to health protocols. This research, therefore, exposes the condition of the educational system of the Philippines of new normal and the problem has been analyzed through Freire's critical theory of education. This may be possible by addressing the problems experienced towards the adaptation of the country to make the education effective. These problems have been applied by reinterpreting Freire's concepts. In conclusion, this research conveyed that online learning in the Philippines can make the liberation of education be actualized. With the use of Freire's ideas, the new normal can be transformed into a humanistic place for education, in which students will hopefully express themselves from the outsets of academic freedom. After all, students are not students because they are in schools, but rather they are a human person who transgresses from the social reality allowing them to make a change for the betterment of humanity itself.

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THE REWARD OF BEING STEWARDESS OF HOPE



By: Dr. Ricky S. De Leon

The journey of a public school teacher in the Philippines is often challenging yet rewarding. It is filled with challenges, ranging from large class sizes to limited resources and infrastructure. Despite these challenges, we dedicate ourselves to educating the youth, often going above and beyond our duties. We play a crucial role in shaping the future of the country by imparting knowledge, values, and skills to our students. Many teachers also face difficulties in managing diverse student populations with varying needs and backgrounds. Despite these struggles, teachers persevere, driven by their passion for education and their commitment to making a difference in their students' lives.

Additionally, socio-economic factors affect students' abilities to learn, adding another layer of difficulty. Despite these challenges, teachers find fulfillment in making a positive impact on students' lives, empowering them through education and witnessing their growth and success. The dedication and passion of Filipino public school teachers play a crucial role in shaping the future of the nation, making their work incredibly rewarding despite the hardships they face. Many teachers also participate in professional development programs to enhance their teaching skills.

The reward comes from seeing their students succeed, knowing they played a crucial role in shaping their future. Despite the challenges, the dedication and resilience of Filipino public school teachers make their profession incredibly rewarding.



STRENGTHENING FAMILY BONDS: THE LINK BETWEEN FAMILY CONNECTEDNESS AND STUDENT MENTAL WELL-BEING

BY: MARITES U. CORDOVA

Across theories of development, a common theme which has emerged is how early childhood experiences play a huge role in the value formation and tendencies of individuals as they grow older. With the family being the most basic functional unit of the society and the primary care provider of an individual through their developing years, early childhood experiences are often formed within the four corners of the home. Having said this, the parents and family members are hence the key figures which have the most impact in the development of an individual as they progress from childhood towards adulthood.

Within the family, it is imperative that there prospers unique interactions, family culture, as well as dynamics. It is these things that were built and being regularly practiced within the family structure is considered as the particular determinants in defining the individual which a person will become later on life, and ultimately, the role, responsibilities and contribution that they can contribute to the society. Hence, it is crucial for a family to foster a supportive and caring nature to each of their members, most especially for the children during their developing years in order to foster their growth and development as individuals. But growth and development should not be segmented, but should instead flourish in a holistic manner. Having said this, one key aspect of an individual which should be given core importance is the maintenance of mental health stability. This is because as cliché as it may sound, there is no health without mental health, for it is our brain which essentially controls all of our vital body functions, including how we interact, relate, and form relationships with others. Among students, issues on mental health have increased in prevalence nowadays, making it a pressing issue that needs to be eventually addressed with long-term solutions rather than band-aid ones.



Mental health problems are often primarily rooted on academic stressors, but at times, are also triggered by stressors within the home environment, or a combination of the two.

With this, upon gaining a substantial understanding of the vital role that parents and family members play in connection to this concern, let us now delve deeper into the discussion of the specific ways in which their involvement can bring about a positive impact. Firstly, it has been consistently linked across literatures that family cohesion and connectedness can significantly serve as a buffer in the development of mental health issues among the members of the family. In particular, families that engage in shared activities, like regularly eating meals together and going out once in a while, cultivate a sense of belonging and security among its members, which can mitigate feelings of loneliness and isolation that are key predisposing factors in the development of mental health issues. In addition to this, families, particularly the parents, should prioritize open communication and collective problem-solving of family-related issues so as to be able to create a family environment where children feel comfortable seeking help and support when facing challenges.

NAVIGATING THE ROAD AHEAD: THE JEEPNEY MODERNIZATION PROGRAM IN THE PHILIPPINES

BY: ARMAN L. EUGENIO



In the vibrant context of Philippines transportation, few icons stand as prominently as the Jeepney, these colorful, intricately decorated vehicles have been a ubiquitous sight on the country's road, serving as a symbol of Filipino ingenuity and resilience. However, amidst the bustling streets and crowded through fares a transformation is underway - the Jeepney Modernization Program. The Jeepney Modernization program represents significant effort by the Philippine government to modernize and upgrade the country's public transportation system, particularly the iconic jeepney fleet, conceived as a response to concerns regarding safety, environmental sustainability and sufficiency, the program aims to replace aging jeepneys with newer models that meet stringent standards and regulation.

At the heart of the modernization effort lies the need to address the shortcomings of traditional jeepneys. Many of these vehicles are decades old lacking in safety features, and notorious for their emissions, contributing to air pollution and environmental degradation. Moreover, their outdated design and mechanical condition often result in discomfort for passenger or commuters and unreliable service. To address these issues, the Jeepney Modernization Program seeks to introduce a new generation of jeepneys that are not only safe and more environmentally friendly but also more comfortable and efficient. These modernized jeepney are equipped with features such as Euro 4 compliant engines, air conditioning, GPS tracking system and digital fare collection system, They are also designed to be accessible to person with disabilities (PWD) with comfortable or low - floor designed and wheel chair ramps.

However, the transition to modernized jeepneys has not been without challenges. One of the main hurdles has been resistance from traditional jeepney operators and drivers, many of whom view the program as a threat to their livelihoods. Critics argue that the cost of upgrading to modernized jeepneys is prohibited, and that the governments financing scheme are in adequate. Moreover, there are concerns about the potentials loss of the unique cultural identity associated with the traditional jeepneys. Despite these challenges, the jeepney modernization program has made significant strides since its inception. The government has worked to address the concerns of stakeholder through dialogue, consultation and provision of support mechanism such as financing assistance and training programs. In some areas, pilot project have been successfully implemented, demonstrating the feasibility and benefits of modernized jeepneys.

Further, the modernization of the jeepney fleet is seen as part of a broader effect to improve public transportation in the Philippines. By enhancing the safety, reliability and efficiency of jeepneys the program aims to provide communities with better option for getting around reducing congestion and improving air quality in urban centers.

As the Jeepney Modernization Program continues to evolve, it will be essential to strive a balance between innovation and preservation, ensuring that the unique cultural heritage embodied by jeepneys is honored and celebrated. By embracing modernization while staying true its roots the Philippines can pave the way for a transportation system that is not only efficient and sustainable but also distinctly Filipino.

ENHANCING SCIENCE EDUCATION, EMBRACING THE 5 E'S APPROACH

BY: SHARON B. CANDAZA

In the realm of science education, adopting effective teaching methodologies is crucial for fostering a deep understanding and passion for the subject. One such approach gaining prominence is the 5 Es Model. The 5 Es – Engage, Explore, Explain, Elaborate and Evaluate- offer a structured framework that enhances the learning experience in science classroom.

1. ENGAGE. The first ‘E’ involves capturing students interest and sparkling curiosity. Begin lessons with thought-provoking questions, demonstrations, or real world examples to engage students and make the subject matter relevant to their lives.

2. EXPLORE. This stage encourages hands-on experiences and experimentation. Students actively participate in activities that allow them to explore scientific concepts, fostering a sense of discovery and inquiry. Labs group projects and interactive simulations are valuable tools in this project.

3. EXPLAIN. This is a teacher-led phase that helps students synthesize new knowledge and ask questions if they need further clarification. For this to be effective, teachers should ask students to share what they learned during the Explore phase before introducing technical information in more direct manner, according to “ The 5E Instructional Model : A learning cycle Approach for Inquiry-Based Science Teaching. This is also when teachers utilize video, computer software or other aides to boost understanding.

4. ELABORATE. This stage focuses on giving students space to apply what they’ve learned. This helps them to develop a deeper understanding. Teachers may ask students to create presentations or conduct additional investigations to reinforce new skills. This phase allows students to cement their knowledge before evaluation.

5. EVALUATE. This 5E Model allows for both formal and informal assessment. During this phase, teachers can observe their students and see whether they have a complete grasp of the core concepts. It is also helpful to note whether students approach problem in a different way based on what they learned. It focuses on assessing students understanding and mastery of the content. Both formative and summative assessments help gauge the effectiveness of the teaching process, enabling educators to tailor future lessons to address specific needs.

Benefits of the 5 Es Approach:

1. Active Engagement- the 5 Es model ensures that students are actively engaged throughout the learning process, fostering a sense of ownership over their education.
2. Depth of Understanding- by incorporating hands on experiences and theoretical explanations, this approach promotes a comprehensive understanding of scientific concepts.
3. Critical Thinking Skills- the model encourages students to think critically, analyze information, and apply their knowledge to solve real world problem.

Conclusion:

Incorporating the 5 Es approach into science education transforms the learning experience, creating an environment where students actively participate explore and internalize scientific concepts. By embracing this structured framework, educators empower students to not only grasp scientific principles but also develop the skills necessary for lifelong appreciation of science.

EMBRACING THE INQUIRY APPROACH: SCIENCE TEACHING

BY: SHARON B. CANDAZA

Introduction

With recent advances in the science and technology of learning and to keep learners at their best, we need to maintain a learning environment that creates continuous improvement to keep pace with the continually changing global world. Educators must understand that school need to go beyond data and information accumulation and move toward the generation of useful and applicable knowledge, a process supported by inquiry learning. The inquiry approach shifts the focus from memorization to a hands on, experiential learning process. Students are encouraged to ask questions, formulate hypotheses, and conduct experiments, mirroring the practice of real scientists; this method not only instills a sense of curiosity but also develops critical thinking skills essential for navigating the complexities of the modern world.

Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry is seeking appropriate resolutions to questions and issues. For, Educators it implies emphasis on the development of inquiry skills and the nurturing of inquiry attitudes of habits of mind that will enable individuals to continue the quest for knowledge throughout life.

Inquiry learning looks like in practice:

1. Students view themselves as learners in the process of learning;
2. Students accept an invitation to learn and willingly engage in an exploration process;
3. Students raise questions, propose explanations, and use observations;
4. Students plans and carry out learning activities;
5. Students communicate using a variety of methods and
6. Students critique their learning practices.

What types of question bring about learning?

1. Inference Questions – These questions ask students to go beyond immediately available information. Through careful questioning and discussion;
2. Interpretation Question – Propose that students understand the consequences of information or ideas;
3. Transfer Questions – Provoke a kind of breadth of thinking, asking students to take their knowledge to new places;
4. Question about Hypothesis – Typically, questions based on what can be predicted and tested are thought of as belonging to science and other hard pursuits.

What are the processes involved?

An inquiry investigation is a complex task in which students are asked to think scientists- to ask testable questions about the world they have experienced, to generate quality data, to evaluate this data, and to use it to answer questions and have posed.

1. Connecting – The process where students develop skills and habits of mind such as curiosity and understanding of the types of questions science can answer.
2. Designing – The process use to create a method for collecting data to answer their questions.
3. Investigating – The process of collecting, organizing, and displaying data. It develops scientific inquiry skills and habits of mind such as attention to detail, recognizing the need for reproducible results.
4. Constructing Meaning – The process of analyzing the data which has been collected, examining patterns and trends in the data, and using them to formulate explanations.

How is learning assessed?

Students' outcomes from inquiry-learning experiences should focus on:

1. Development of information-processing and problem-solving skills.
2. The nurturing habits and minds.
3. Applying these attributes to learning content.
4. Making sure the learning content is learned in a conceptual context of how the natural and human designed worlds are organized, interrelate communicate and change.

Thus the focus of assessment of inquiry learning should be on the following.

1. The degree to which the processing of learning skills has been developed.
2. The degree to which the habits of mind or "ground rules" of discipline have been nurtured.
3. The degree to which students have developed the content knowledge set in a context of broad understand.

THE IMPACT OF CATCH-UP FRIDAYS ON STUDENTS' LEARNING

BY: FLORDE MAY G. MARINAS

The memorandum elucidates that Catch-up Fridays serve as a pedagogical tool designed to enhance the fundamental, interpersonal, and other pertinent competencies essential for the realization of the objectives outlined in the basic education curriculum. The implementation of the D.E.A.R (Drop Everything and Read) technique was initiated by Jimenez during the initiation of Catch-up Fridays. The D.E.A.R program encompasses specialized reading sessions or associated activities designed to augment learners' reading proficiency.

During Catch-up Fridays, the Department of Education (DepEd) emphasized the significance of adopting an "integrative approach to teaching." One potential approach to enhancing students' comprehension of health-related concepts is through the integration of health themes into science lectures. Furthermore, the Department of Education (DepEd) proposes the incorporation of peace education topics within the Technology and Livelihood Education curriculum. This inclusion aims to demonstrate to students the potential applications of technology in conflict resolution, communication, and community development.

The notion of catch-up Fridays has garnered attention as a prospective approach to address these disparities and offer focused assistance to students. The implementation of Catch-up Fridays provides instructors with a well-organized framework that facilitates personalized support, remedial sessions, and reinforcement of fundamental topics. Therefore offering adaptability within the educational framework and guaranteeing that no student is left behind. Catch-up Fridays have the potential to facilitate the consolidation of students' learning and address any gaps that may have emerged as a result of prolonged absences or disruptions during the epidemic by revisiting crucial subjects and providing further assistance.

Furthermore, catch-up Fridays promote cooperation among educators, fostering occasions for exchanging exemplary methods, materials, and tactics to assist pupils facing difficulties. The implementation of a collaborative approach not only serves to augment the efficacy of interventions, but also cultivates a collective feeling of community and shared accountability within the educational setting. Nevertheless, the execution of catch-up Fridays is not devoid of its difficulties. An important issue is the possible rise in teacher workload, as educators may need to organize supplementary activities, offer additional assistance, and evaluate student advancement on these specified days. This additional obligation has the potential to result in exhaustion and affect the overall standard of teaching.

In addition, it is crucial to prioritize meaningful student interaction during catch-up Fridays in order to enhance their efficacy. Certain kids can perceive this additional day as an extension of their usual school days, resulting in a decline in their motivation and level of engagement. Hence, it is imperative to provide instructional tasks that are captivating, pertinent, and customized to accommodate the individual interests and learning preferences of pupils. Furthermore, educational institutions must take into account the distribution of resources in order to properly assist catch-up Fridays. This may entail offering enhanced professional growth prospects for educators, allocating resources towards educational resources and technology, and guaranteeing sufficient personnel to cater to the requirements of pupils.

BRIDGING THE GAP: A PHILIPPINE CONTEXT ON GENDER GAP IN STEM

By: Ejay B. Marcelino and Vincent R. Manalo

STEM EDUCATION IN THE PHILIPPINES

The STEM education in the Philippines has made into the limelight because of the support of different organizations, both public and private sectors.

The British Council in partnership with Commission on Higher Education and Philippine Normal University visits the Senior High School Learning Guides for STEM focused on the specialized subjects of STEM (CHED K to 12 Transition PMU, 2015). Aside from the visitation of the curriculum, the British Council also conducted seminars for science high school teachers. With the help of international bodies, we can see loopholes in the curriculum and try to meddle with it.

Caltex donated a total of 3-million worth of 21st century learning tools to 30 deserving public senior high schools in the Ilocos and Cordillera Region through a campaign called, Caltex Fuel Your School. (Business Mirror, 2018) The company stressed that the need of STEM professionals in the future will be beneficial to the country. With the donations of "21st century learning tools" the students will be more likely to be motivated to take STEM as track in senior high school and eventually pursue a STEM career in the future.

Accenture together with Code.org has conducted coding competitions for young girls promoting STEM education specifically computer science to girls. (business mirror, 2017).

"Technology is changing the way we work and live. It is extremely important to get students interested in and exposed to technology, specifically code, which is the language that powers technology, at an early age so that they understand the way things work. We're very excited about this because one of our objectives is to promote STEM and, then, also with special focus on girls," said Amber Tierro, Senior Managing Director of Accenture. The promotion of technology in girls is the main goal of the program of Accenture. They believe that the world of programming is dominated by male but even female can be at par with the boys in this industry. The Accenture focus on girls ages 7-12 years old and gives seminars and competition to promote STEM to girls.

In APEC Women in STEM Forum: A Framework for Dialogue, Learning and Action in Lima, Peru. Which was attended by the Philippines in 2016, The department of education stressed that they seeks to have more women STEM professionals in the future. (Asia News Monitor, Bangkok, 2016).

"We would like to see more Filipino women making ripples of change and making a name for themselves in the highly competitive field of STEM, because more women in STEM means an economy that is adapting, developing, constantly moving forward" - DepEd Assistant Secretary G.H. Ambat

According to Asst. Sec. Ambat, the Philippines' STEM industries is dominated by men and the problem has a wide spectrum reasons from Math anxiety to work related problems in the field. He furthered that the main challenge is to retain them in their field of work that is dominated by men. The acknowledgement that STEM education is important and will play a vital role in the future is very important. The government alone has limited resources to fully improve the STEM education in the Philippines considering that there are other programs to focus on. The immediate help of the Private sector will help us reach the gaps of the curriculum. Promotion of the strand in general is big help to produce more STEM professionals in the future.

BRIDGING THE GAP: A PHILIPPINE CONTEXT ON GENDER GAP IN STEM

GENDER GAPS IN STEM

GENDER GAP is defined as the difference of male and female in different aspects like education, economic participation and politics. The gap between genders is a worldwide problem. Studies suggests that more men are in the STEM industries than women. In the industries and academe, it can't be helped that women feel biased and discriminated in STEM (Moss-Racusin, C., Sanzari, C., Caluori, N., & Rabasco, H., 2018)

In USA, it is found out that 11% of teenage girls are interested in STEM Careers in the future compared to boys having 36% (JA Teens and Careers Survey, 2017). This is another factor to consider when we are talking with the gaps. The interest of girls in the field. Surprisingly, the Philippines ranks 10 in the Global Gender Gap Index with an index of 0.790 (Global Gender Gap Index 2017) this means that the gap between genders is relatively small. But it is very alarming that most of the countries in the top 10 comes from third world countries. It means that the more developed a country is, the more gap there is in between male and female.

The gender gaps must be addressed so that there would be equal opportunities between men and women. Gender must not be a basis of employment. In the STEM industries, there are also stereotypes that must be addressed. There are two factors identified by Ornes in 2018 in her study The STEM Gender Gap are that contributes to the gender gaps in STEM.

Discrimination. A report in Science Magazine (2016) features a set of reports about a certain graduate school professor at Boston University that continuously discriminates female graduate students. According to the reports, this professor harasses the students calling them names, commenting on their body, and constantly telling them that he will do everything to cut funds and support for them. These students come up to shifting to another university.

Sexual Harassment. Ornes states that the objectification of female in the industries give hesitations to women to pursue careers in STEM. Men, see them as sexual objects and in order to avoid, women opt to avoid fields dominated by men.

Sexual Harassment and Discrimination comes hand in hand in industries. It is true that majority of those who have experience it are female but there are still males who experience it. Most female experiences discrimination in promotion and pay. Should these two factors be addressed, females will not hesitate to go in STEM industries anymore. If these factors be addressed, all of the other sub lying factors will be addressed as well and there will be less problems in the STEM society in general.

WOMEN OF STEM

Even though women are exposed with these problems in gender gaps, there are still those who chooses to be in STEM or take undergraduate programs under the umbrella of STEM. Edzie (2014) acknowledges that there is no much STEM graduates than prospected. More so, the number of female graduates is relatively low than male graduates. She then states 3 factors affecting the choice of female students to take a program in STEM.

Confidence in Math and Science. According to Edzie, as long as a student is confident, she will continue with what she is doing. In her study, she states that confidence will predict success in STEM. The rampant drop-out of girls in STEM subjects is more of lack of confidence than low-grades or lack of interest in the subject. They are having self-doubts regarding whether they can be at par with their male counterparts specifically in solving complex mathematical problems.

Other factor that affects their confidence in stem is the lack of female instructors teaching Math and Science. Role-modeling is a way of sufficing their interest in the subject-matter. Since there are only few female instructors, this may give the girls an idea that math and science is really a territory of boys and can take-off their confidence in the area.

BRIDGING THE GAP: A PHILIPPINE CONTEXT ON GENDER GAP IN STEM

If the female students overcome this and build confidence over math and science, this confidence that they have can give them courage to pursue what they really like. This can also go back to the academe. The lack of girls teaching math and science subjects can be sufficed by motivation from male teachers. These male teachers can encourage the students that these areas are for girls as well.

Female Persistence in Collegiate STEM Programs. The performance of male and female in STEM-related subjects is the same, until more complex subjects are introduced. It is indeed the view of the opposite genders that differs them from taking a collegiate STEM program. For example, a girl got a 2.0 grade in Integral Calculus may view it as a low-grade that almost fails. A 2.0 in calculus may mean to her that she is not good in mathematics and may give her a negative feeling towards the subject and eventually will hesitate to enroll in a more advanced subject in mathematics. Meanwhile a boy getting a 3.0 in the same subject can look at it that as if he is lucky to have passed the subject and means he has attained the goals of the subject and is motivated to enroll the next one. Hacket in 1985 as stated by Edzie states that there is a high correlation between Self-efficacy and math related programs. According to Hacket, if a person has high self-efficacy the more likely she or even a he will enroll in math related programs. As long as you can solve high level mathematical problems, you are good and will probably consider pursuing that degree.

Effects of Pre-Collegiate STEM Programs on Female Enrollment. Providing Pre-collegiate STEM programs will surely promote STEM as a major in college. Furthermore, exposures to what they will be doing in college is also important. So the Pre-collegiate STEM programs must be good in order to seduce the students to continue STEM in college. This factor focuses on exposures. Additional exposure to math and science will tickle the interest of the students in math and science. With this, we can assure that even not require, the students will opt to enroll in math and science subjects.

In the Philippines, the STEM Strand under the Academic track in senior high school can be considered as a Pre-collegiate Stem Program. Provided that the program have good curriculum, it can persuade the students to pursue STEM. But, since the STEM program has just started, there is not enough research to prove that the program has persuaded girls to take a STEM career.

CONCLUSION

In order to attract more women in the STEM industries, issues and gaps must be resolved first. The moment gaps have been resolved the females will start considering a career where they will feel safe. As for the Philippines where almost 50% of STEM professionals are female, this means that we have little problem with sexism in the industries. Several groups of women right advocates are already there. All we have to do is to make a community where there will be no violence against them, If the gap between men and women be resolved, the nation will have a good foundation on the industries since the women are no longer afraid of prejudice. The confidence of female students in science and mathematics is a main factor to consider improving to persuade more girls in the STEM. The more the girl is confident in solving problems, the more likely she will not drop subjects in STEM. A high correlation between self-efficacy and mathematics enrollment is a sign that we need to build up the self-efficacy of students if we want them to go where we want them to be.

BRIDGING THE GAP: A PHILIPPINE CONTEXT ON GENDER GAP IN STEM

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Synchronizing Efforts and Harmonizing Roles Towards Better Outcomes: Fostering a Positive Working Relationship between the Administration and Educators



By: Jean C. Duldulao

In any educational institution, it is the members of the administration and the educators which makes up the core backbone of the educational system. With the administration delineating strategical approaches and the mandates that ensures the institution's seamless day-to-day functions, it is the educators which ensures that all these are being translated and reflected in the educational process which they facilitate in the grassroots in each of the respective classrooms in which they teach. With this, it is then a given that the efforts that both exert are truly transformational for the institution itself, because without the force of one, no institutional goal can surely be achieved.

Yet just like everything else, the administration and the educators do not function independently from each other. Instead, their functions overlap in almost every aspect. Hence, the dynamics between these two has to be harmonious as much as possible, in order to avoid any mishap along the way. But since we do not live in an perfect world, from time-to-time, conflicts between the two parties inevitably arise. The challenge is how to resolve it on equal footing, as the administration may seem as the one which is in the advantaged position, with the educators being on the other side of the coin. But conflicts can only be resolved well if the interest of both are to be accounted for in the process of coming up with a decision. This will ensure a school culture in which a positive working relationship thrives, all for the best interest of the clientele which are the students.

In particular, the values of teamwork and collaboration need to be fostered. Easy to say the least, but if to be put the current context of the educational system, such scenario would be deemed as something that is too idealistic. This is because a lot of factors come into play.

Firstly, would be the size of the school community for if we are to look at the situation much more closely, the size of the school community significantly impacts the feasibility of fostering such relationships. In small, close-knit communities, collaboration can be more easily facilitated. Conversely, in large institutions or those with satellite campuses, the gap between educators and administration is considerable, making collaboration more challenging.

Another challenge lies in the diversity of roles and responsibilities that exists within the spheres of each educational institution. This is because it is imperative that indeed, administrators, educators, support staff, and other stakeholders each have unique perspectives, priorities, and professional objectives. Balancing these diverse interests while fostering collaboration requires effective leadership, communication, and mediation skills. Additionally, addressing the needs and concerns of various stakeholders may require tailored approaches, further complicating the collaborative process. With these obstacles, efforts must be then made to bridge the gaps that it has created. Particularly, strategies such as the establishment of clear communication channels and platforms for feedback, as well as the facilitation of regular meetings, are good starting points that in an attempt to bring both parties together under the spirit of mutual respect and understanding of each others roles and challenges.

The Influence Equation: Unpacking Social Media's Subtle Role in the Behavior Formation of Filipino You

By: Jean C. Duldulao



According to statistics, the trend in terms of social media usage among Filipinos is significantly seeing an upward trend over the past few years. While exposure to social media posits a diverse range of opportunities, primarily being the accessibility and connectivity which its features offers, it cannot be denied that if we are to look with much more depth into the current status quo, social media use impacts the people, most especially the vulnerable youths, in a multitude of ways which we often overlook.

Generally speaking, media has the ability to shape what the general public worry about on a day-to-day basis. But, for adults with an intact ability to discern, this is not seen as an issue for more often than not, we only take in what resonates with our values and beliefs. As a result, we react and behave accordingly. According to the theory of behaviorism, behavior is primarily a product of a person's mindset and instilled values and these two are built through life experiences. For the youth who are just building their impressions of the world in their individual blank slates, the formation of a good mindset and a set of good values primarily depends on the experiences they engage in. According to Albert Bandura's Social Learning Theory, people acquire learning through first, observing, then modeling and imitating people's behavior as they see it. Taking this into the context of social media usage among the youth, it can be then inferred that excessive exposure to it is indeed a truly pressing concern. We all know that social media contents are hardly filtered. With excessive use, they are predisposed to taking in all kinds of contents, even the ones which are not appropriate for their age. Constant exposure to this, without adult guidance, can be detrimental for the tendency is that they take in those contents as normal, true and correct. Now, with this kind of formation that occurs, it is then imperative that their resulting behavior at home, more so in their school, will be questionable. In particular, in terms of discipline and behavior, the blurring of boundaries in distinguishing between online and offline behavior can pose as a significant challenge for educators as there are students who might think that how they behave in social media, where there are no limits, can similarly be done in the academic context. For example, the prevalence of cyberbullying on social media, regardless of the extent of seriousness, can be brought within classrooms and significantly impact students' mental health and interpersonal relationships.

Also, as students spend more time engrossed in social media, their attention spans may grossly diminish, affecting their ability to concentrate well during discussions. Moreover, the constant stimulation offered by social media contents can lead to decreased motivation for academic pursuits, as students may end up prioritizing instant gratification achieved through social media use over long-term academic-related goals. Instead of doing the tasks given to them, or say, studying the lessons for them to have a better grasp of it, students may resort to the escaping towards the virtual realm where they feel more satisfaction in engaging with social media contents.

Creating Safe Spaces: Professional Development Training's as a Strategy Towards Mental Health Responsive Teaching

By: Jean C. Duldulao

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Family as a Learning Foundation: Impact of Parental Involvement in Student Academic Venture

BY: JEAN C. DULDULAO

Starting one's educational journey could be quite a challenge, especially in today's modern society. With all of the overwhelming new techniques, the integration of new modalities of learning, and the proposed adjustment of key competencies in the existing curriculum, it is indeed hard for a student to cope and adjust themselves. The role of teachers in the school environment could be a great help in fostering student self-learning skills. But despite this being said, various factors could still affect a student's ability to fully commit to their own roles as learners, and that is why the assistance and support of their parents are crucial in order to sustain the level of participation and enjoyment, making them more ready to face challenges and be immersed in their academic ventures.

As students embark on their journey of learning and step into another milestone every year, they are able to acquire formal education because of the teachers who taught them well in class. But a student's knowledge is not just derived from school, which teaches them different facets of learning; parents are the most influential people who encourage and inspire them to thrive and do better. At a young age, children begin their studies by acquiring informal education taught by their parents. They influence almost everything they do and develop. From manners, attitudes, behaviours, and even the way they talk or respond to questions. Simply put, the involvement of their parents at a young age navigates children with their first steps through the endless path of learning as well as hones their potential, which could later spark when they begin formal education. As soon as students become more aware of their surroundings and slowly realize the true essence of learning, they begin to wonder about things and start to be curious about them. In this stage of their lives, parents should be more hands-on with the activities in which their children participate, as they are now exploring new opportunities in life. The role of parents here is crucial since support is what students usually crave. They long for someone who can push them beyond their limits and will stay with them through failures and achievements.

Clearly, it can't be denied that those students who are supported by their parents in their academic journey usually excel more in class. They stand out, participate more in school activities, and usually have good socializing skills. Since these students feel the support they need, they tend to be more confident in what they are doing and have high self-esteem. But despite the positive impacts of parent involvement on students' school performances, there is still room for drawbacks. Since some students develop high self-esteem, it usually progresses to overconfidence, which leads them to think they are better than those around them and starts to develop a sense of superiority. Lack of discipline and explanation on why they shouldn't do these will clearly result in bullying and other forms of discrimination against other students. In addition, parental involvement doesn't always mean "supporting" what their child really wants and what makes them happy. Sometimes, with parents being "too involved," they start to think that their children's learning journey is a competition in which they need to stand out, pressuring them to do beyond what they are capable of and pushing them to never disappoint their expectations.

To sum it up, parents' involvement in their students' academic performances does not necessarily have positive impacts on the students themselves. Parents' involvement can result in students being more eager to succeed and achieve what they want, or, on the other hand, being pressured and stopping doing things due to a lack of support. It is important to keep in mind that parents should always be careful with how they take part in their child's life, especially in their learning. It is in their hands whether they choose to be someone who is an inspiration for their child or someone who's the reason for not striving at all.

EDUCATION REDEFINED: MAXIMIZING STUDENT LEARNING POTENTIALS AMIDST THE PROS AND CONS OF TECHNOLOGICAL AND SOCIAL MEDIA USAGE

By: Benjoe C. Rosin

Ever since the advent of technological use, mankind's daily lives, including how connections are facilitated, have been significantly redefined forever. Through the introduction of various tools, resources, and platforms that can easily be tweaked to aid us in our day-to-day lives depending on our needs and preferences, accomplishing almost everything in the present era became easier and swifter, all in just one click. Our lives have become more dynamic and ever-changing. Rather than stability, the wide range of technological advantages that we can make use of to this day has offered us the opportunity to metamorphose into optimal versions of ourselves every single day.

To date, technology has found various uses across sectors, significant among which is the education sector, which has not capitalized on the capabilities of technology to produce graduates who not only possess by-the-book knowledge but also have the complete skillset and prowess in navigating the vast possibilities that technology offers. Looking at the world as it is now, one salient inference that can be pinpointed is how technology has indeed found its way into almost everything, intricately integrating itself into details of our daily lives, which is no different in the educational sector. In particular, the strategy primarily revolves around utilizing the most widely-used platform that is easily accessible for almost all, especially the younger generation nowadays, and that is social media. Social media involves a myriad of platforms like Facebook, Facebook Messenger, and Discord, to name a few, whose main purpose is to facilitate seamless communication between parties in the virtual realm. These platforms are equipped with a variety of interactive features such as telemessaging as well as audio and video calls, which are now being utilized and integrated into the teaching-learning process.

In the context of the Philippine educational landscape, the dilemma in terms of disproportionate educator-student ratio is nothing new. In urban areas, this is primarily because of the yearly influx in the number of students enrolling in central schools. On the other hand, in rural areas, the problem stems from the limited number of teachers available to handle the students who are enrolled. As a short-term solution, the band-aid approach currently being employed is the shifting of classes. However, the salient disadvantage of utilizing this strategy is how it compromises the learning that the students should have acquired in comparison to a full-day class at school. This is where technology enters the picture. In particular, social media, along with other educational platforms, is now being used in conjunction with the classes being held in shifts as an adjunctive approach to still be able to optimize the educational process being facilitated. Specifically, Facebook Messenger has been a prominent player in facilitating efficient communication and collaboration between the teachers and students through the creation of Group Chats or GCs. These GCs serve as an avenue wherein educators facilitate prompt communication with their students. This is where they specifically send materials, tasks, and in some situations, complementary discussions in order to compensate for the shortened period in which they meet for class at school.

Yet amidst these advantages which technology and social media offer, limitations, of course, exist, which are sadly being totally overlooked at present. One of which is accessibility concerns. This is because although a huge fraction of the population owns their own personal digital gadgets at present, statistically, there are still individuals who do not, with some families sharing a single gadget, usually a phone, for everyone's usage. Also, although internet connectivity has indeed been strengthened over the past years, there still remain areas in the archipelago that do not have internet access, or if there is any, it is slow or scarce. This issue creates a digital divide among the population, which means that the benefits of technology being intricately interwoven within almost everything are not being enjoyed by everyone.

Aside from this, another key issue is the emerging and prevalent use of Artificial Intelligence (AI), which has been sparking a variety of discussions to date as to where mankind should draw the line. This is an especially concerning issue in the educational sector nowadays, as the prevalence of AI tool usage poses a challenge to educators. In particular, there is a risk that students may increasingly rely on AI-driven solutions in order to complete their schoolworks without fully understanding the underlying concepts themselves.

EDUCATION REDEFINED: MAXIMIZING STUDENT LEARNING POTENTIALS AMIDST THE PROS AND CONS OF TECHNOLOGICAL AND SOCIAL MEDIA USAGE

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This is an especially concerning issue in the educational sector nowadays, as the prevalence of AI tool usage poses a challenge to educators. In particular, there is a risk that students may increasingly rely on AI-driven solutions in order to complete their schoolworks without fully understanding the underlying concepts themselves. This trend risks undermining the development of critical thinking skills and deep understanding among students which is relevant in the 21st century, as they may prioritize and choose efficiency over intellectual engagement in situations where there is a build-up of schoolwork that needs to immediately be accomplished. Moreover, there is a concern that excessive reliance on AI for academic tasks may lead to plagiarism or the dissemination of inaccurate information issues, further eroding the integrity of the educational process. Educators must, therefore, emphasize the importance of using AI only as a supplementary tool rather than a replacement for genuine learning and problem-solving efforts among students.

Technical-wise, the usage of technology, of course, has its own set of significant pros and cons. As the saying goes, nothing is inherently good or bad, especially for a force like technology which still runs behind the instruction of a human mind. Amidst all of these benefits and disadvantages that have been discussed, at the end of the day, it all boils down to the possession of technological and media literacy of everyone who is to navigate the digital realm. This should then be one of the core focuses of educators because through fostering literacy in these aspects, they can empower students to become lifelong learners and responsible digital citizens. Furthermore, addressing the existing societal digital divide nowadays should also be a top priority of the authorities to ensure equitable access to technology and media literacy skills. Efforts should be made to provide internet connectivity and digital devices to underserved communities, thereby bridging the gap and ensuring that all students have access to the tools and resources they need to succeed in the digital age moving forward.



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THE FUTURE OF MATHEMATICS EDUCATION: EMPHASIZING MATHEMATICAL LITERACY AND ITS ROLE IN FOSTERING HIGHER- ORDER THINKING IN THE 21ST CENTURY

By: Jean G. Sarcilla

In today's complex world, an ocean of knowledge presents itself to us through a myriad of means. As various fields inevitably intertwine in one point or another, the possession of 21st-century skills becomes increasingly prevalent day by day. Hence, in order to thrive and be able to effectively function as a productive citizen of society, it is imperative that individuals should be able to efficiently navigate these complexities. In order to do so, simply knowing and understanding how things work is insufficient. Rather, the cultivation of higher-order thinking skills, which involves effective insight and judgment of situations in which we find ourselves, is paramount. In particular, one has to be able to possess the capacity to process how these complex societal mechanisms and constructs relate to one another, how it impacts our lives, and subsequently, recognize what we can do with it.

One of these higher-order thinking skills is what we refer to now as literacy. Traditionally, the definition of literacy is only restrictively bounded in the context of reading and writing, as it is defined as one's ability to read and write. But comes the passage of time, its definition has evolved into a much broader sense, as the increasingly growing complexity of the interconnected global society recognized how literacy applies across various fields. In its broadest sense, literacy involves the possession of a range of skills and competencies that enable higher-order thinking. This is primarily because its practice essentially requires individuals to engage in complex cognitive processes such as critical thinking, analysis, and synthesis.

Shifting the discussion's focus into the mathematical field, we all know that mathematics is everywhere. Its pervasive nature allows us to find it in many aspects of our daily life, from the mundane to the sophisticated. From financial transactions that involve basic arithmetic, all the way to various forms of arts such as music, architecture, and visual design, mathematics can be found deeply ingrained in all of these. Indeed, mathematics is inherently transformative in nature, and in order to maximize these transformative potentials, we, it has to then be effectively utilized by us. This is where mathematical literacy enters the picture. In essence, mathematical literacy is regarded as a multifaceted concept whose scope extends beyond the possession of mere arithmetic skills. Much more particularly, it basically entails being able to apply logic in analyzing problems and channelling such in making informed decisions grounded on mathematical reasoning. In its simplest sense, it does not only revolve around cultivating one's prowess in working with numbers and mathematical paradigms. Rather, it is more concerned with how mathematics can be utilized in various contexts, including everyday life, science and technology, and above all, in addressing pressing societal issues. With this, mathematics is indeed everywhere, with a great emphasis on the fact that mathematics has extreme transformative potentials if its utilization is to be maximized in our day-to-day lives. Yet regrettably, the younger generation's indifference when it comes to learning mathematics is increasingly becoming a pressing concern. The cultivation of a deep understanding of basic mathematical concepts turned out to be a great challenge. What more about higher order mathematical literacy; a task that bears so much weight now as it has become seemingly impossible with the student's pre-cultivated uninterested mindset and indifferent attitude towards learning mathematics.

Gauging the impact of this status quo on student learning, the most salient is definitely complete disengagement during classroom discussions. This greatly compromises their mathematical learning and mastery as it may result in superficial learning and difficulty mastering foundational concepts, impairing their mathematically-inclined judgment. Furthermore, it limits one to effectively communicate their ideas in the face of mathematical tools and paradigms. Now, if these kinds of issues go unaddressed within the educational system, its weight will progress into long-term consequences moving forward, which may affect our country's overall nation-building efforts much like a domino effect.

THE FUTURE OF MATHEMATICS EDUCATION: EMPHASIZING MATHEMATICAL LITERACY AND ITS ROLE IN FOSTERING HIGHER- ORDER THINKING IN THE 21ST CENTURY

By: Jean G. Sarcilla

This is because if the educational system continues to produce graduates who lack the mathematical prowess into the increasingly-data-driven world of today, doom will surely befall us in no time. This is because as mentioned, mathematics is also deeply ingrained in the context of societal issues such as the economy in particular. Now, if our population is dominated with individuals that have limited ability, or in more serious cases, complete inability to critically evaluate situations where mathematics is involved, misinterpretations and misjudgements are more likely to occur. Additionally, without mathematical literacy, individuals are in a disadvantageous position in the job market for nowadays, many professions require not just simple understanding of mathematical concepts, but higher-level reasoning which is only possible if one possesses mathematical literacy.

To address these challenges, educators are considered as key players in eliciting a change in the status quo. In general, the ultimate goal gravitates toward redefining the way as to how mathematics is being taught in the academe. Particularly, instead of facilitating classroom discussions and activities that solely revolve around rote memorization and drills, educators should start shifting their focus and putting much more emphasis on inquiry-based learning approaches. As a main advantage of this strategy, students can be encouraged more to explore and delve into the world of mathematics and its practical application through a variety of hands-on activities, problem-solving tasks, and projects that require collaboration and teamwork among learners. With this strategy, students become more personally and actively engaged in the learning process, fostering knowledge retention. Additionally, leveraging the capabilities of technological resources, channels, and tools through integrating it in the educational process is another viable approach to enhance student learning outcomes in the context of mathematical literacy. In particular, technology may facilitate visualization and representation of mathematical concepts, further enriching the learning experience of the students.

In conclusion, learning is undeniably a lifetime endeavor. We learn things every day, but it is only a matter of commitment and perseverance. In today's world, learning mathematical literacy is among the key skills that will help individuals thrive and succeed in an increasingly complex and interconnected society. It is a skill that not only helps in the academic and professional spheres but also in personal growth and development. With mathematical literacy, individuals can approach problems with confidence, reason through challenges with logic, and make informed decisions based on data and evidence. As we continue on our journey of life, let us embrace the importance of mathematical literacy and the transformative impact it can have, not just in our individual lives but in the world around us.



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ABSTRACTS

PHILCAD

2024

Exploring Classroom Dynamics: An Assessment of Differentiated Instruction (DI), Its Challenges on Learning, and Adaptive Approach

*Michelle Sabate Escote
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Abstract

This study explores the dynamic implementation of Differentiated Instruction (DI) in the classroom, specifically examining its challenges and adaptive approaches. The objective is to gain insights into teachers' experiences and identify effective strategies for overcoming DI-related challenges. Participants, selected from ICARES SMARTMINDS ACADEMY, underwent purposive sampling to ensure diverse perspectives. The study employed a descriptive qualitative design, utilizing in-depth interviews for data collection. Major themes from the analysis encompass diverse DI strategies, positive student responses, and challenges related to behavioral issues, student focus, and assessment adaptation. Coping mechanisms, including play therapy and music therapy, surfaced as adaptive approaches. Recommendations underscore the necessity of continual professional development to enhance teachers' proficiency in DI techniques. Moreover, advocating for collaborative online forums where educators can exchange insights and seek guidance may foster a nurturing atmosphere. This study contributes to the existing body of knowledge on DI implementation, offering educators valuable insights for navigating the challenges of tailoring instruction to meet diverse learning needs.

Keywords: *Adaptive Approaches, Classroom Dynamics, Differentiated Instruction*

Exploring Parental and Learners' Perceptions: Qualitative Analysis of Special and Non-Formal Education for Children with Special Needs

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Abstract

This qualitative research study delves into the perceptions of parents and learners regarding special and non-formal education for children with special needs. The study used purposive sampling and was conducted using a face-to-face interview to select five participants from special education programs and five participants from non-formal education settings. This study revealed three main themes: stakeholders' engagement and communication, effectiveness of non-formal and special education programs, and satisfaction and area for improvement. The interviews provided insights into the experiences and perspectives of parents and learners, highlighting the strengths and challenges of current special and non-formal education programs for children with special needs. The findings offer valuable implications for enhancing the quality of education and support for this vulnerable population. Parents, teachers, and other stakeholders should work together to address educational challenges in teaching learners with special needs.

Keywords: *Parental and Learners' Perceptions, Non-formal Education, Special Needs*

Classroom Management and Behavioral Support: The Lived Experience of Teachers Teaching Learners with Special Needs

*Nerie Maye Camance Cagampang
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Abstract

This research is to find out various behavioral issues that students with special needs manifested most frequently in the classroom, as well as the typical classroom management strategies and behavioral support employed by special education teachers to address these behavioral challenges. Its highlight the essential role of classroom management, particularly for students with special needs, and explore how teachers effectively navigate these challenges. This qualitative study used purposive sampling design and the data gathered through conducting face to face interview with five participants of Special Education (SPED) teachers from Icare Smartminds Academy in Sinawigan, Libungan, Cotabato. Findings revealed the four major themes such as: students experiencing tantrums, using reinforcement, building trust and keep them motivated, and Teacher should broaden & widen their patience. The participants had experienced different behaviors of their students with special needs such as tantrums, kicking, punching, pinching, slapping, and spitting. It is highly recommended that teachers of these kind of learners should look into an intervention that is suitable for the learners' needs.

Keywords: *Behavioral Support, Classroom Management, Learners with Special Needs*

Navigating Special Education: Strategies and Adaptations for Learners with Special Needs

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Abstract

This research paper explored the complexities of navigating special education and the importance of effective teaching strategies and adaptations for learners with special needs. Specifically, it examined on how to adapt and accommodate learners with special needs, the challenges and hindrances they encountered as teachers, the greatest achievement as SPED teachers, and the assistive technologies that will help the learners needs, the important, the best and assistive technologies have used in teaching learners with special needs. This qualitative study was based on the qualification that they are teachers of learners with special needs. This study was conducted using a focus-group-discussion interview with 5 teachers. After careful data analysis using Colaizzi's method, finding revealed major themes: One-on-One teaching Strategy, accepting learners with disabilities, the tantrums experiences, and listening skills of learners. It is recommended that learners with special needs should adapt and accommodate in school and provide teaching strategies that are needed for them for the development and academic progress.

Keywords: *Effective Strategies, Learners with Special Needs, Navigating Special Education*

*Cherry Lynn Sales Bueno
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Abstract

This research thoroughly examined the different aspects of teaching students with special needs through fostering communication and social skills strategies. This qualitative study used purposive sampling and was conducted through an interview with SPED teachers from Pigcawayan Central Elementary School and ICare, Smartminds Academy. Findings reveal that, it is important for the learners to spend time with their peers through an interactive activity. Further, it took a close look at how parents can play a big role in helping their children with special needs learn to talk and interact with others. The study found three main ideas: spending time with peers to improve social skills, facing challenges with communication tools, and the important role parents play in their children's development. Consequently, the study recommends prioritizing a collaborative and inclusive approach that engages educators, specialists, and parents to establish a supportive learning environment. It is imperative to address financial constraints and enhance access to resources for the successful implementation of these recommendations.

Keywords: *Fostering Communication, Social Skills, Learners with Special Needs*

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An Assessment of the Response of Selected College Students of Arellano University-Legarda Campus on the Revival of Mandatory Reserve Officers' Training Corps (ROTC) in the Philippines

*Catherine T. Basinillo
Danielle Vine A. Dondoyano
Jeffrey M. Ordinal*

Abstract

The study examined the response of selected college students of Arellano University-Legarda campus on the revival of mandatory Reserve Officers' Training Corps (ROTC) in the Philippines. Despite the program's history of abuse and cadet deaths, the proposed mandatory ROTC program became a contentious subject as lawmakers pushed for its reintroduction. The study employed descriptive research to assess how students responded to the revival of mandatory ROTC in the Philippines. The respondents in this study were first-year to third-year college students, as they were the ones who may potentially undergo the program. The respondents were also selected by using stratified sampling, with seven college departments serving as strata and each having 100 respondents. In addition, the study used a likert-scale survey questionnaire to assess respondents' views on the effects of mandatory ROTC on students' physical, psychological, academic, and financial discipline, whether it genuinely promotes nationalism and patriotism, and what the program's benefits are. The study revealed that selected college students at Arellano University-Legarda Campus believe that reviving mandatory ROTC will help shape strong, disciplined, and patriotic Filipinos capable of defending, preserving, and leading the country.

Keywords: *Reserve Officers' Training Corps, Mandatory, Revival*

Oral Reading Miscues, Rate and Comprehension Level of Grade 4 Pupils

*Aiza Janine B. Cariaga
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Abstract

Using the descriptive-correlational research design, this study determined and analyzed the relationship among the oral reading miscues, rate and comprehension level of Grade 4 pupils. The study was conducted at Burayoc Elementary School, Pagudpud-Adams District, Schools Division of Ilocos Norte involving 42 Grade 4 pupil-respondents. A purposive sampling technique was used to determine the respondents involved in the study. The main tools used in gathering data were Phil-IRI Reading Rate, Score and Miscue Record Sheets. A timer and audio recording device were used to record the reading rate and pronunciation, respectively. The data were statistically analyzed using frequency, percentage and mean. Pearson's (r) correlation was used to determine the relationship between the variables. The interpretation of the data was delimited to the interpretation of the researcher and assistant reading program coordinator. Findings reveal that the pupils commit all seven types of miscues classified by Phil-IRI. However, the three (3) most common type of oral reading miscues that the pupil-respondents committed are mispronunciation, substitution and omission. From the analysis of the reading transcripts of the pupils, it is forwarded that unfamiliarity with phonics, letter confusion, lack of code knowledge, unfamiliarity of the words, difficulty with multisyllabic words and grammatical mispronunciation are the possible reasons for the mispronunciation miscues committed by the respondents. Moreover, substitution miscues were committed by the pupil respondents due to unmatched graphic and phonic knowledge, faulty semantic substitution and faulty grammatical substitution. Omission miscues were committed by the pupil-respondents due to hurried reading and unfamiliarity of the words. Aside from the seven (7) oral reading miscues categorized by Phil-IRI, there are two (2) other miscues committed by the pupils which are self-correction and hesitation. Based on the analysis, pupil-respondents commit self-correction due to awareness of meaning and difficulty of word in the text. The causes of hesitation miscues are difficulty in decoding the word from the text and unfamiliarity of the word. In terms of the pupils' reading rate, findings show that the pupils' reading rate fall under slow reader level wherein 79.76% are slow readers and only 17.86% fall under average reader level and 2.38% fall under fast reader level. In terms of comprehension, pupils fall under frustration wherein 67.86% of forty-two (42) pupil-respondents are in frustration level, 23.81% are in instructional level and only 8.33% in independent level. Results indicate that there exists a significant relationship between the oral reading miscues and rate, oral reading miscues and comprehension level, and rate and comprehension level. This study further concludes that readers who have not yet achieved automaticity in word recognition (fluency) must apply a significant amount of their finite cognitive energies to consciously decode the words they encounter while reading. Thus, such conclusion conforms to the Automaticity Theory (AT) originated by D. LaBerge and S. Jay Samuels (1974), amplified by Samuels (2004, 2006) and Logan (1998) and exhaustively used in the works of Kuhn, Schwanenflugel and Meisinger (2010).

Keywords: *Oral Reading Miscues, Rate, Comprehension Level, Pupils*

Mental Health Conditions Among College Students Towards An Enhanced Positive Mental Health Program

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Abstract

Cultivating positive mental health entails building resilience, empowering individuals to navigate life's challenges with a sense of control and the ability to make informed decisions. A mentally healthy person not only stays focused on studies or work but also maintains an optimistic outlook on life, promoting overall well-being. Recognizing the pivotal role of positive mental health in addressing mental health issues, fostering enjoyment of life is deemed essential, transcending mere endurance and paving the way for enhanced success.

Against the backdrop of a concerning surge in suicide cases and attempts among students in 2021, this study investigates the mental health status of College of Arts, Sciences, Education, and Criminology students at the University of Perpetual Help System-GMA during the first semester of the 2023-2024 school year. The study employed the survey research method as a quantitative approach.

Findings indicate that students from Psychology, Communication Arts, Education, and Criminology generally exhibit a high attraction to life, although a small number report repulsion by life (3 students) and attraction to death (1 student). These figures, though from a limited sample, raise concerns.

In response, a comprehensive mental health program is proposed to support positive mental health among students: (1) development of a physical activity program, (2) strengthening the PEER group for students seeking support, (3) implementing a long-term program of seminars, classroom visits, and focus group discussions, (4) collaboration with the municipal coordinator for mental health, and (5) training faculty and staff to identify, respond, and support students facing mental health concerns.

Keywords: *Mental Health, Resilience, Program*

Assessing English Skills of College Students Towards the Development of English Proficiency Program

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Abstract

English proficiency is a valuable asset in today's globalized world, impacting individuals and all sectors. This significance is particularly evident for students, given the prevalence of English in textbooks, reference materials, instructional mediums, and announcements. As they transition to the professional sphere, graduates are often required to submit resumes, reports, and documents in English. Those aspiring to work abroad must also undergo language proficiency tests like TOEIC, IELTS, or TOEFL. Research studies consistently highlight the positive correlation between English proficiency and educational success, prompting researchers to investigate the English proficiency levels of college students.

This study specifically delves into the English proficiency of students in Listening and Reading within the College of Arts, Sciences, Education, and Criminology at the University of Perpetual Help System – GMA during the first semester of the academic year 2023-2024. Employing the survey research method, a quantitative approach to data collection, the researchers utilized the Test of English for International Communication (TOEIC) as the assessment instrument.

The findings revealed that students in Bachelor of Arts in Psychology, Bachelor of Science in Psychology, Bachelor of Secondary Education, and Bachelor of Elementary Education demonstrated Basic Working Proficiency. Conversely, students in Bachelor of Arts in Communication, Bachelor of Physical Education, and Bachelor of Science in Criminology exhibited Intermediate Proficiency. Notably, these results fell below the university's set scores of 850 for board courses and 785 for non-board courses, both categorized as Advanced Working Proficiency.

In response to these findings, a proposed English Proficiency Intervention Program is recommended for the College of Arts, Sciences, Education, and Criminology. The suggested interventions include: (1) incorporating an English Proficiency course into the curriculum as a three-unit elective; (2) hiring a qualified English teacher proficient in the program; and (3) providing training for all faculty members to integrate Listening and Reading skills into their courses. These measures aim to empower students and enhance their English proficiency levels for academic and professional success.

Keywords: *English Proficiency. English skills, Listening, Reading*

Local Economic Experts' Views on the Long-Term Sustainability of Public-Private Partnerships for Debt Reduction on Economic Infrastructure Development in the Philippines

Catherine T. Basinillo

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Abstract

Public-Private Partnerships (PPPs) became critical as the Philippines sought to improve infrastructure while minimizing debt. The researchers reviewed several publications and interviewed experts to understand how PPPs were used, particularly in transportation and utilities. The study examined the regulations that govern PPPs to see what contributed to their success or issues, such as how risks were shared between the government and private companies. The study took a qualitative approach, analyzing expert interviews and specific PPP case studies to determine their actual impact. The findings showed that, while PPPs had the potential to significantly aid development, they faced challenges such as achieving long-term success and maintaining transparency. The study concluded that improved policies were required to better manage PPPs, with an emphasis on fair risk distribution and clear communication. With stronger governance and a clearer legal structure, PPPs could help the Philippines responsibly improve its infrastructure. Finally, the study concluded that well-managed PPPs could significantly help the Philippines grow its economy and control public debt. It is suggested that the government reform the legal and operational aspects of these partnerships to make PPPs more beneficial and aligned with the country's economic goals. Such changes could make PPPs more useful in guiding the Philippines to a stable and prosperous future.

Keywords: *Public-Private Partnership, Economic Infrastructure, Development*

**Project SHA: An Intervention in Improving the Literacy Level of
Tabaco Northwest Central School Pupils**

Sharon B. Candaza

Summary

The Department of Education in Bicol has witnessed a significant improvement in the performance of early-grade learners who underwent remediation and catch-up activities as part of the implementation of the 8-Week Learning Recovery Curriculum (LRC). The initial data from the regional office showed a significant increase in students' basic numeracy and literacy skills after attending remediation activities. DepEd Region V noted progress in the reading profile of students tagged as full refreshers and an increase in grade-ready students. The program was assessed using the Comprehensive Rapid Literacy Assessment (CRLA) to help teachers quickly determine reading profiles and develop appropriate instructional strategies.

To sustain the efforts taken by the DepEd Region V on the Learning Recovery Plan (LRP), which focused on literacy and numeracy, the teacher conceived of providing continued support through a customized project best tailored to fit the needs of the identified 13 pupils in her class for SY 2023-2024. The beneficiaries of Project SHA were the selected pupils in Grade 3- Cleanliness under the advisorship of the researcher. A total of thirteen(13) beneficiaries, one (1) under moderate and twelve (12) under light refresher. A post-test was administered following the interventions, and the improvement in scores over the pretest indicated a noteworthy increase. PROJECT SHA improved the performance of the pupils.

Conclusions:

Based on the findings, the following conclusions were determined:

1. Scores in the post-test are higher than the pre-test scores.
2. The improvement in scores is significant and can be attributed to Project SHA.

Recommendations:

Based on the findings and conclusions, the following recommendations were drawn:

1. Conduct a detailed analysis of specific aspects of Project SHA that contributed the most to the observed improvements.
2. Consider a longitudinal study to assess the sustainability of the positive impact of the project.
3. Seek feedback from teachers and students to refine and tailor the intervention for continuous improvement.

Feature: YA BANUN BUROG

Ang Bagong Burog

By: Areva Marie L. Villapaña

2023 -2024 BUROG INTEGRATED SCHOOL 160010@DEPED.GOV.PH



RIBBON CUTTINGS

MEDICAL AND DENTAL RIBBON CUTTING was held on December 2023 headed by Dr. Edwindina Cacho together with the Philippine Dental Association and Rotary Club of Venzuela.



Check our different school activities and happenings in our official FB page Burog Elementary School. The page promotes diverse activities that showcase talents, skills and events of our Indigenous Peoples Learners.



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EXPERIENTIAL LEARNING THRU EXTRA-CURRICULAR ACTIVITIES

Experiential learning promotes active engagement by encouraging learners to participate in real-world activities. It also provides meaningful feedback on their performance. These also motivates learners to engage, showcase their skills and talents. Events like DISTRICT PALARO, SINGLIKE LEA, BSP-GSP INVESTITURE AND BACKYARD CAMPING promotes long-term Retention of knowledge and skills. It also develops the social and communication skills of our learners to work effectively with diverse groups of people.

5. Learner's Engagement in various School and District Activities. We had started the school year celebrating ARAW NG KATUTUBO, followed by joining the District Palaro and competing singing contest "SING LIKE LEA" with these, our learners are exposed and experience this kind of competitions that will help them boost their confidence and develop their well-being. It also incorporate learners' interests and provide opportunities to showcase their skills and talents.

6. Involvement of Parents and Community in the teaching and learning process by constant communication, involvement on various school activities and seek their support in enhancing learner's learning.



FOCUSING ON TEACHING AND LEARNING

Teaching and learning process is very crucial for the overall success of a school. It covers the following:

1. Ensuring that the curriculum is aligned with the educational and cultural standards that promotes active learning.
2. Implementing differentiated instructions that determines learner's diverse styles , abilities and needs.
3. Teachers professional growth and development by having monthly Slac Sessions, quarterly Classroom Observation, Technical assistance according to teachers' needs on their teaching performance and quarterly evaluation of IPCRF.
4. ICT integration was also implemented in most of the learning areas, the school has 8 smart Tvs and 1 LED tv also we have Computer room composing of 32 desktops. We also have 43 Tablets for Grade 7 last year from our provincial Governor Susan Yap. Teachers were using Popwerpoint presentation, video lessons and Interactive Activities using these technologies.



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