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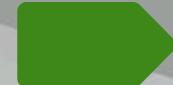
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About the Founder & President

Dr. Minsoware S. Bacolod is a distinguished educator, prolific writer, and published author whose commitment to academic excellence and lifelong learning has made a lasting impact in the field of education and publishing. As the visionary Founder and President of Phil-cad Academician Publishing, Dr. Bacolod has championed the mission of empowering Filipino educators, researchers, and authors by providing a platform for their voices, insights, and scholarly works.

With a strong foundation in teaching and academic leadership, Dr. Bacolod has inspired countless students and professionals through her innovative approach to education. Her dedication to shaping minds is matched by her passion for writing—evident in her authored works that reflect deep scholarship, cultural relevance, and advocacy for quality education.

As a trailblazer in academic publishing, Dr. Bacolod continues to lead with integrity, intellect, and an unwavering belief in the power of knowledge. Through her leadership at Phil-cad Academician Publishing, he remains committed to elevating Philippine education, research, and authorship to global standards.

Dr. Minsoware S. Bacolod
Founder & President



Literary Works

VOLUME II, ISSUE NO. 2 SERIES OF 2025



Tatum Socorro B. Tolentino, LPT, MACE
Teacher I
Caloocan High School

Empowering Students: A Teacher's Guide

Recently, I've seen many teachers on social media being rushed to emergency rooms due to work exhaustion. Having been a teacher for almost 18 years, I understand how overwhelming and exhausting the profession can become—sometimes to the point of breaking down or considering quitting.

However, I've learned that the key to managing these challenges is to empower the people around us. Whether they are our colleagues, administrators, or students, they are meant to support and uplift us, just as we are there to guide and inspire them.

As teachers, we are born leaders, and true leadership is not about doing everything ourselves but about fostering growth and confidence in others. Our primary responsibility is to empower the people around us, especially the students entrusted to our care. By doing so, we create a positive and sustainable environment for everyone to thrive.

Here are some practical and helpful tips on how to empower students, according to the National Education Association of Washington, D.C., USA. These strategies have been invaluable in my career and have made a significant impact.

First, treat students as successful individuals, recognizing that they are valuable contributors to the future and society, regardless of their backgrounds or races. Next, always consider their unique needs as individuals. When students feel that we genuinely care about them, it leaves a lasting impact. By simply asking, "How are you?" you can make a world of difference, and in turn, they will care back. In addition, embrace inclusivity and diversity, which means being open to the unique individualities of each student.

Today's students are more aware of who they are, their needs, and their wants. By creating an environment of acceptance, it becomes easier for them to approach us with trust and confidence. Furthermore, relevance is key. Since students are already aware of their needs and desires, they want to understand how their schoolwork connects to their goals and aspirations. Relevance helps establish these connections, giving meaning to the activities they engage in and supporting the pursuit of their dreams. Moreover, always be reassuring, as it provides students with a sense of hope and positivity, especially when things take a turn for the worse. A positive attitude fosters a healthy mindset, helping them understand that while losses and mistakes are a part of life, everything will be alright in the end. Finally, encourage students to participate in collaborative tasks, which allow them to engage in healthy discussions. These activities help students discover more about themselves, develop their unique skill sets, and cultivate critical thinking abilities that will benefit them in the future.

The strategies given by NEA not only promote student growth but also create a positive and supportive environment that can sustain teachers throughout their careers. By empowering those around us through care, inclusivity, relevance, positivity, and collaboration, we help our students succeed while also nurturing our well-being as educators. Ultimately, it's the strength of the relationships we build and the encouragement we offer that allow us to keep making a meaningful impact, even in the face of challenges.

-Tatum Socorro B. Tolentino



Menitte Katherine G. Mataquel
Teacher I
Santa Rosa Elementary School Central III

A Centering the Unseen Pillars: Recognizing Families in the Architecture of SpEd

In the context of the provision of education to learners with special needs, it is an imperative premise, more often than not, that the strategies being primarily implemented to address their varied learning needs are, more often than not, solely directed at them. However, delving deeper into the status quo in terms of the implementation of Special Education (SpEd), especially in the Philippines, reveals a weak point that is often overlooked.

In the lives of individuals with special needs, it cannot be understated how massive the roles being played by their parents/guardians, and families, and the influence that they extend in the process of shaping and aiding these individuals with unique conditions to become as cognitively and physically functional as possible within the limits of their disabilities. However, it seems as though the system fails deliberately in recognizing this, which is evident in how it is weakly integrated into the approaches in strategies being implemented with regards to the current SpEd program in the country. This reflects a systemic flaw, as current interventions tend to only focus mainly on the provision of individualized education plans (IEPs), and classroom-based support structures that only vaguely extend meaningful engagement or capacity-building initiative to produce strategies that majorly involves the very individuals who spend the most time with the learner: their family. With this, what is needed is a strategy that clearly and implicitly integrates the active involvement of families into the overall framework of SpEd, like the institutionalization for example of a Family-Centered Special Education Model. This way, their parents or guardians would not only be a mere passive observer of their child's educational progress, but rather as essential partners and co-educators in the learning process.

Indeed, this predicament only reveals one thing, and that is how it is not innovation alone that transforms a system, but rather the courage to reframe who we consider essential within it. In other words, only when we begin to see the family not as an accessory to education but as its enduring foundation can Special Education rise to meet its fullest promise.



Dr. Salve Angustia Perra
Master Teacher I
Buhay na Tubig Elementary School

Attitudes Towards Study: A look at Today's Elementary School Children

The attitudes of today's elementary school children towards study are a complex and multifaceted issue, shaped by a confluence of factors ranging from the classroom environment to societal influences and technological advancements. Understanding these attitudes is crucial for educators, parents, and policymakers seeking to foster a love of learning and ensure academic success. This article explores the diverse perspectives of elementary students on learning, examining the influences shaping their attitudes and offering insights into promoting positive engagement with education.

One significant factor influencing student attitudes is the nature of the learning environment itself. A stimulating and supportive classroom, characterized by positive teacher-student relationships, collaborative learning opportunities, and a sense of community, can significantly enhance students' motivation and engagement. Conversely, a rigid, overly competitive, or unsupportive environment can breed disinterest and negativity towards learning. The teacher's role in creating a safe and inclusive space where students feel comfortable taking risks, asking questions, and expressing themselves is paramount.

Beyond the immediate classroom, the home environment plays a crucial role in shaping a child's attitude towards study. Parents who actively participate in their children's education, fostering a love of learning and providing a supportive home environment, significantly contribute to positive attitudes and engagement. This includes providing resources such as books and educational materials, encouraging curiosity and exploration, and establishing consistent routines that support learning. Conversely, a chaotic or unsupportive home environment can negatively impact a child's ability to focus and engage in school.

The curriculum itself holds considerable sway over student attitudes. A curriculum that is relevant, engaging, and caters to diverse learning styles can foster positive attitudes and increased engagement.

Conversely, a rigid, rote-learning approach can lead to boredom and disengagement. Incorporating hands-on activities, project-based learning, and technology can significantly enhance the learning experience and make it more appealing to students. The integration of technology, while offering exciting possibilities, also presents challenges; excessive screen time can detract from other activities and impact focus.

The pervasive influence of technology and social media on today's elementary school children cannot be ignored. While technology offers valuable learning tools, excessive screen time can negatively impact attention spans and learning habits. The constant exposure to social media can also create unrealistic expectations and comparisons, potentially affecting self-esteem and motivation. Balancing the benefits of technology with the need for healthy habits and mindful engagement is crucial. Furthermore, the social and emotional well-being of students is inextricably linked to their attitudes towards study. Students who feel safe, supported, and accepted in their school environment are more likely to be engaged and motivated to learn. Schools that prioritize social-emotional learning, providing resources and support for students' emotional needs, create a more conducive environment for learning and positive attitudes. Addressing issues such as bullying, anxiety, and stress is crucial for fostering a positive learning environment.

Ultimately, understanding and addressing the attitudes of today's elementary school children towards study requires a multi-faceted approach. By creating supportive learning environments, implementing engaging curricula, fostering positive home environments, and addressing the impact of technology and social-emotional well-being, educators, parents, and policymakers can work together to cultivate a love of learning that will serve students well throughout their academic journey and beyond. The goal is not simply to improve test scores, but to nurture a generation of lifelong learners.



Catherine G. Puyao

Starting A new: Helping Students Navigate Uncharted Waters through Trustful Teacher-Student Relationships

After their moving up ceremony, students get promoted to a higher year level as they enter a new chapter of their lives which is senior high school. Imperatively, they find themselves placed in a new environment surrounded by a new set of faces to get to know, which includes their new teachers and classmates alike that necessitates yet another great deal of transitioning and adjustment for them.

As the students start to figure out how to thrive into such new environment for another thrilling journey that is unfolding right before their eyes, teachers has to possess the qualities and the skills in order to make this transitioning much smoother. In particular, they have to capture one, very important ingredient that is key to a successful school year, and that is their student's trust. This is because in order to be able to facilitate the achievement of the target learning outcomes for the class, each student must first be able to put all of their trust to them, as student engagement will certainly follow from such point onward. To be able to do so, several approaches has to be strategically implemented, to which they are many options to choose from. However, regardless of the mix of approach a teacher may opt, it has to be grounded on the principle of cultivating the student's individuality. This is because unlike the previous year levels where their next course of action is certain, and that is to be promoted to a higher year level, students at this point may opt for either tertiary education, employment or entrepreneurship once they graduate after two years.

With this, although a teacher try to achieve learning outcomes as a class, these endeavor would only be successful if each student feels valued and guided based on their needs, not just academic-wise, but in other facets of their lives as well, known as differentiated instruction.



Richard Serquina Ruiz
Principal II
Pres. Roxas North District
Ilustre Elementary School, Cotabato City

Empowering Leadership in Education: Strengthening Instructional Supervision and School Governance for Improved Teaching and Learning

The current leadership landscape in the school and district reflects a pressing need to strengthen instructional supervision and enhance the quality of teaching and learning practices. While efforts have been made to implement the MATATAG curriculum, challenges persist in ensuring consistent classroom monitoring, effective teacher mentoring, and data-driven instructional planning. Limited opportunities for professional development, coupled with varying levels of teacher readiness, have impacted the overall delivery of quality education. Additionally, stakeholder engagement and shared governance require reinforcement to fully support school-based management and learner-centered outcomes. These gaps necessitate targeted leadership interventions that will build capacity, foster collaboration, and align school initiatives with national educational priorities.

School leadership is a crucial driver of educational quality, particularly in the areas of instructional supervision, teacher performance, and learner achievement. However, many schools continue to face persistent challenges such as inconsistent classroom monitoring, limited mentoring support for teachers, and weak alignment of instructional practices with the MATATAG curriculum. These gaps are further compounded by inadequate stakeholder involvement and underdeveloped governance mechanisms, which hinder the full implementation of school-based management and data-driven decision-making. As educational demands evolve, school leaders are expected to be more adaptive, strategic, and collaborative in addressing these systemic issues.

Recognizing these challenges, this project is designed to strengthen the capacity of school heads and acting supervisors in the areas of instructional leadership, strategic supervision, and participatory governance. The initiative aims to equip educational leaders with evidence-based tools and practices to improve teaching and learning outcomes, foster professional growth among teachers, and promote a culture of shared responsibility and accountability. Addressing these areas is essential to ensuring effective curriculum delivery, enhancing school performance, and achieving the broader goals of quality, inclusive, and learner-centered education.

The role of school leaders has become increasingly complex with the ongoing implementation of the MATATAG curriculum and the heightened focus on quality and inclusive education.

As instructional leaders, principals and supervisors are expected to ensure that teaching practices are aligned with curriculum standards, learning environments are conducive to student growth, and teachers receive continuous professional support. However, many schools still struggle with inconsistent supervision practices, limited instructional feedback, and weak school-community partnerships.

This project is anchored on the need to enhance leadership capacity in instructional supervision, governance, and stakeholder engagement. Strengthening these areas is essential to bridging existing gaps in classroom instruction, promoting evidence-based school management, and improving learner outcomes. By building the competencies of school heads and supervisors, the initiative supports the Department of Education's broader goal of delivering accessible, relevant, and responsive basic education.

Plan Objectives:

1. To enhance the instructional leadership skills of school heads and acting supervisors by promoting effective classroom observation, mentoring, and feedback mechanisms aligned with the MATATAG curriculum and DepEd's instructional standards.
2. To strengthen the capacity for strategic supervision and school governance by equipping educational leaders with data-driven decision-making tools, resource management practices, and participatory leadership approaches.
3. To improve the consistency and quality of instructional supervision practices across grade levels by aligning supervisory strategies with national curriculum goals and learner performance indicators.
4. To foster collaborative school-community partnerships that support learner-centered programs and ensure inclusive stakeholder participation in school improvement initiatives.

To contribute to the attainment of DepEd's key result areas (KRAs) by developing school leadership competencies that support quality assurance, teacher development, and learner achievement.



Dr. Mayrejun M. Vivas

Arriba! PROJECT 3M'Z

As we value our learner's academic performance, we also greatly value their welfare. Aligned with RA 11037, which entitled "Masustansyang Pagkain para sa Batang Pilipino" mainly to combat hunger and malnutrition. Malnutrition is indeed a global problem. It has been a problem for many decades not only by health department but as well as in education department since learners are even affected by this kind of problem wherein learners unable to attend classes, causes drop out and absenteeism.

Lucena East VIII Elementary School in the past consecutive years based from learners' basic nutrition reports every year data shows that number of learners under severely wasted and wasted consciously increasing. With that, there's an urgent need to address and monitor through the SBFP. The proponents of the project led by Dr. Mayrejun M. Vivas conducted a community feeding program that will extensively support the current feeding program to the learners who are also considered wasted and indigent learners.

For two consecutive school year now, our schools Lucena East VIII Elementary School one of its best practices since September 20, 2023 is providing a healthy meal to our students specially those who are in severely wasted and waste pupils every morning and most especially during examination day. It is not only in the collaborative development of knowledge but also in strengthening and enhancing the mindset through the "Community Feeding Program" for the children of East VIII led by Dr. Mayrejun M. Vivas, along with Mrs. Micah Angeli Camilon, Mrs. Ma. Angelica Ortiz, and Ms. Zoila Tan with the guidance of their school principal Dr. Maria Cristina V. De Torres.

The Community Based Feeding Program tied up with the local barangay unit and extend with the help of the community. It aims to provide adequate nutrition to students. The Project 3M'z " Masustansyang Meals para sa mga Mag-aaral ng LE8'z" will be an ally in the goals of the School Based Feeding Program to further provide students with the additional nutrition they need. This activity aims to provide healthy meal for learners who can't afford to buy during their health break.

Further, it also aims to develop sense of humanism, love and care for others. Along with the existing school feeding program, we believed that this will greatly help to support and zeroing the increasing number of malnutrition problem in the country as well as the academic excellence among students. Kudos Batang E8!



Wilson P. Valencia

Ang Okra ni Oskar

Si Oskar ay isang batang mahilig magtanim. Laging buo ang kanyang pananampalataya na sa bawat buto na kanyang itinanim, may pag-aso at kwento ng pagyabong. Ang paborito niyang itanim ay okra.

Isang araw habang naglalaro si Oskar sa likod-bahay, napansin niyang may bagong buto ng okra na natabunan sa isang maliit na pero. Naisipan niyang alagaan nito at gawing espesyal. Bawat araw, nagdidilig siya at bibibigyang pansin ang pag-usbong ng mga dahon. Habang tumutubo ang okra, palaki ng palaki ang halaman. Nkita ni oskar na mabilis ang paglaki ng okra ngunit may isang okra na mukhang naiiba sa lahat. Ito ay mataba, Malaki at para bang may mga mata at bibig. Ang okra na iyon ay nagpakita ng kakaibang kakayahang ----- nakaroon siya ng sarili niyang boses! "Oskar, salamat sap ag-aalaga mo sa amin!" sabi ng okra. Laking gulat si Oskar, ngunit natuwa din siya. Ang okra na nagkaroon ng buhay ay tinawag niyang "Okra Oskar", dahil ito ang pinaka espesyal na okra sa mga itinanim niya. Dahil sa kakaibang kaganapang iyon, nagging magkaibigan sila ni Okra Oskar. Hindi lng siya nagkaroon ng matabang okra kundi kaibigan na nag-aalaga at nag-iingat sa iba pa niyang mga tanim.

Itinuturo ni Okra Oskar ky Oskar kung paano masigasig at matiyaga sa pagtatanim. Huwag matakot mag-eksperimento Oskar, aniya. "Bawat tanim ay may kwento at may halaga". Minsan tinanong ni Oskar si Okra Oskar, "Paano ka nagging buhay, Okra Oskar?" Sumagot si Okra Oskar, "ang sikreto ay pagmamahal at pag-aalaga. Sa bawat tanim na inaalagaan mo, binibigyan mo ng buhay at pag-aso. At sa huli ang tanim ay magbabalik nag kbautihan sa iyo. "

Ang kwento ni Oskar at no Okra Oskar ay naging inspirasyon sa buong barangay. Natutunan ng lahat na kahit ang mag simpleng halaman ay may kahalagahan at may buhay na nagmumula sa pagmamahla at pag-aalaga.

Mula noon, si Oskar ay naging kilalang mahusay na magsasaka sa kanilang lugar hindi dahil sa dam inga kanyang tanim kundi dahil sa pagmamahal na ibinuhos niya sa bawat buto at halaman. Walang tumanggi sa masarap na okra na kanyang ipinagmamalaki. Bawat kwento ng kanyang tanim ay nagbigay saya sa mga tao.



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Core Values: More Than Just Words on a Wall

In every organization—whether corporate, academic, civic, or governmental—core values are often displayed proudly on walls, printed on ID lanyards, and recited during orientations. But the harder question is this: Are they lived?

Too often, values are reduced to slogans. But when push comes to shove—when crises hit or when power is tested—do these values still hold? Or are they conveniently shelved in favor of expediency, profit, or politics?

Core values are meant to serve as the compass of an organization. They are not meant to be decorative or aspirational—they are meant to be operational. They shape decisions. They influence behavior. They define what is acceptable and what is not. Yet, too many institutions falter at the very thing they claim to stand for.

Let's be honest: It's easy to proclaim values. It's much harder to embody them, especially when doing so comes at a cost. And therein lies the test. An organization's true values are revealed not by its mission statement but by the behavior it tolerates and rewards.

Leadership plays a pivotal role here. Leaders set the tone. If a leader compromises on values for short-term gains or allows violations to go unchecked, the entire system begins to erode. Culture is created through repetition, and if what is repeated contradicts the values on paper, the message is clear—integrity is optional.

Amie J. Devero said it well in Powered by Principle: "Behavior is always perfectly correlated to what is truly valued by the organization and its leadership." People watch what leaders do more than what they say. And when the values are unclear, unexamined, or inconsistently applied, dysfunction becomes normalized.

The first step is clarity. Organizations must define their values clearly—not in vague, feel-good terms, but in operational language. What does "integrity" look like in our daily operations? How is "compassion" expressed in team decisions? What does "accountability" mean when mistakes happen? If values are subject to individual interpretation, they lose their power.

The second step is consistency. Organizations must hold everyone accountable to the same standards, regardless of rank or tenure. Violations should not be swept under the rug. In fact, the courage to call out misalignment is not a disruption—it's a necessary function of a healthy system. When employees fear retaliation for speaking truth, that's not a values-based culture—that's a toxic one.

Third, we must normalize reflection. Values are not static. As the world changes, so must our understanding of how we apply our principles. This doesn't mean compromising them—it means ensuring they remain relevant and actionable. The best organizations revisit their mission, vision, and values regularly and ask: Are we still on track? Are we still who we say we are?



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TEACHING IN THE AGE OF AI: URGENCY, ETHICS, AND EMPOWERMENT

Artificial Intelligence is no longer a future threat or promise—it's here, embedded in everything from our newsfeeds to our students' assignments. Whether we acknowledge it or not, AI is now part of the classroom. And just like social media in its early days, its unregulated use may create more problems than solutions if educators don't catch up—fast.

Students are already using AI. That's not a warning; it's a fact. With a few keystrokes, a student can generate an essay, a report, or even an artwork. The question is not if they're using it—but how. And more importantly: are we, as educators, equipping them to use it critically, ethically, and intelligently?

The greatest pressure now falls on teachers. Many feel overwhelmed, even sidelined, by the pace of technological change. But falling behind isn't an option. We must adapt—not by resisting AI, but by mastering it. This means shifting our teaching methods, rethinking assessments, and putting emphasis on process over product.

I recently came across “Teaching with AI: A Practical Guide to a New Era of Human Learning” by Jose Antonio Bowen and C. Edward Watson. It’s a practical, urgent, and clear-eyed map for navigating this new landscape. The book is structured into three parts: Thinking with AI, Teaching with AI, and Learning with AI. Each section confronts not just the “how” but the “why” of AI in education.

Thinking with AI reminds us that this isn’t entirely new. AI has been shaping our choices for years—recommending what to watch, read, and buy. But large language models like ChatGPT change the game. They don’t just curate; they create. This shift demands AI literacy. Students and teachers alike must learn to treat AI not as a replacement for thinking, but as a partner. The key skill? Prompting.

The right questions produce the right answers. We must teach students to think first, then prompt. That’s how critical thinking survives.

Teaching with AI means rethinking what we assess. In a world where AI can generate human-sounding text, how do we know what’s authentic? How do we detect cheating without stifling innovation? We need new standards, new rubrics, and yes—new ethics. Detection tools aren’t foolproof. Accusing a student based solely on AI detection is dangerous and unjust. Instead of fearing AI, we should focus on cultivating transparency, originality, and reflection in student work.

Learning with AI is about possibility. Used well, AI can be a tutor, a critic, a coach. Tools like Gemini can offer feedback, clarify complex ideas, or co-create with students. But again—it all comes down to prompting. Vague prompts yield vague results. Specific, thoughtful prompts unlock the full potential of these tools.

Let’s stop fearing AI. Instead, let’s teach with it, learn with it, and think with it. AI won’t replace teachers. But teachers who use AI wisely may well replace those who don’t.



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Si Marcelo H. Del Pilar: Ang Dakilang Propagandista

Si Marcelo Hilario Del Pilar Y Gatmaitán o Marcelo H. del Pilar ay isinilang sa Kupang, San Nicolas, Bulacan noong Agosto 30, 1850. Ang kaniyang mga magulang ay sina Julian H. Del Pilar na tatlong beses naglingkod bilang Gobernadorcillo at ficial de mesa ng Alkalde Mayor at inang si Blasa Gatmaitan. Si del Pilar ay pang-siyam sa 10 magkakapatid. Tubong Bulacan ang kanilang pamilya. Sa katunayan mayaman ang kanilang pamilya sa pagmamay-ari ng mga sakahan, gilingan, at palaisdaan sa kanilang lugar.

Ang unang naging guro ni del Pilar ay tiyuwing si Alejo. Kursong Latin ang kinuha ni del Pilar sa kolehiyong pag-aari ni José Flores. Sa kaniyang paglipat sa Colegio de San Jose doon siya ay nagtapos ng Bachelor of Arts. Sa Unibersidad ng Santo Tomas ipinagpatuloy ni del Pilar ang pag-aaral sa pagkuha ng kursong Pilosopiya at abogasya. Taong 1881 nang matapos niya ang mga kurso.

Dakilang propagandista si del Pilar kung saan ipinaglaban niya ang kalayaan ng Pilipinas sa pamamagitan ng pagsulat. Naging bahagi si del Pilar ng Kilusang Propaganda na pinangunahan nina Dr. Jose Rizal at Graciano Lopez-Jaena na itinuturing na tatsulok ng samahan.

Taong 1882, si del Pilar ay naging editor ng pahayagang Diaryong Tagalog kung saan tinutulan niya ang ang pamamalakad ng mga Espanyol dahil sa noon ay hindi patas na pagtrato sa mga Pilipino. Gamit ang panulat-pangalan na PLARIDEL, binatikos niya ang mga paring Espanyol sa pamamagitan ng kaniyang mga akdang Dasalan at Tocsohan at Kaiingat Kayo. Palihim itong dinadala sa Pilipinas sa gamit ang wikang Tagalog at binabasa ng mga rebolosyunita.

Noong Disyembre 15, 1889, pinalitan ni del Pilar si Graciano Lopez Jaena bilang editor ng diyaryong La Solidaridad, ang pahayagang naging tinig ng mga propagandista para reperma ng bansa. Ang pagkakaroon ng sakit na tuberculosis ang pumutol sa matagal niyang paglilingkod sa samahan at bilang editor. Hunyo 4, 1896 nang pumanaw si del Pilar sa Barcelona, España na malayo sa kaniyang mga pamilya.

Alinsunod sa Republic Act No. 11699 ang ika-30 ng Agosto ay National Press Freedom Day bilang pagkilala sa naging kontribusyon ni del Pilar sa pamamahayag. Si del Pilar ay tinaguriang Ama ng Pamamahayag sa Pilipinas.





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Faculty / University 5s + 2 Chairperson
Sultan Kudarat State University
ACCESS Campus, Philippines

31st

*I planned to spend it alone,
just me, the quiet, and a candle.*

*But I held space
for the promises you made,
for the road you said you'd take,
for the way you said
you'd show up.*

You never did.

*And so I turned 31
with no surprise,
just silence and the sound
of lessons learning me.*

*Happy birthday to the one
who kept showing up
for herself.*



Research Abstracts

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PEDAGOGICAL STRATEGIES IN LITERACY AMONG EARLY CHILDHOOD EDUCATION TEACHERS

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Abstract

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

Keywords: pedagogical strategies, literacy, kindergarten teachers, utilization, story telling, reading aloud, shared reading, guided reading, independent reading



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UTILIZATION OF EDUCATIONAL GAME-BASED ACTIVITIES FOR ARALING PANLIPUNAN 9 STUDENTS OF LECHERIA INTEGRATED SCHOOL

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Abstract

This study employed a quasi-experimental design to assess the utilization and effectiveness of Visible Thinking Routines (VTRs) in the Disciplines and Ideas in the Social Sciences (DISS) subject. The research involved 36 Grade 11 students from Pulo Senior High School, who had been divided heterogeneously into an experimental group exposed to VTRs and a control group taught using traditional methods. Data had been collected through a research questionnaire, with a Cronbach's alpha of 0.851 for content validity and 0.846 for reliability. Statistical analysis, including frequency, mean scores, percentages, and a t-test for independent samples, had been conducted to determine significant differences between pretest and posttest scores.

The study had utilized four VTRs from Project Zero: Chalk Talk, 3-2-1 Bridge, Circle of Viewpoints, and What Makes You Say That? These routines had encouraged students to engage in observation, analysis, and questioning. Results had shown a significant improvement in students' critical thinking skills, with a mean score of -10.722, a standard deviation of 15.14947, a paired difference test result of -3.003, and a probability value of 0.008. These findings indicated substantial differences between the control and experimental groups. The use of VTRs has enabled students to activate prior knowledge, explore diverse perspectives, and provide more in-depth responses, thereby enhancing their analytical skills and comprehension.

Based on these findings, an action plan has been developed to further foster critical thinking skills and enhance student motivation and engagement. The study also highlighted the need for continuous professional development through Learning Action Cell (LAC) sessions and teacher training workshops to ensure the effective use of these routines.

Keywords: project zero, visible thinking routines, discipline and ideas in social sciences, critical thinking skills, 5'E instructional model



UTILIZATION OF EDUCATIONAL GAME-BASED ACTIVITIES FOR ARALING PANLIPUNAN 9 STUDENTS OF LECHERIA INTEGRATED SCHOOL

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Abstract

The study aimed to enhance the academic performance of Grade 9 students in Araling Panlipunan by focusing on mastering its least-learned competencies. Game-based activities were implemented. Using the GPower sample size computation application, the researcher determined that a sample of 80 students was needed, based on an effect size of 0.349 and a 95% confidence level. The researcher chose a heterogeneous group and conducted at Lecheria Integrated School. The study used a quantitative approach with a quasi-experimental design, specifically a pre-test-post-test control group setup. All participants underwent the same intervention, which allowed for assessment of their least learned competencies before and after.

The research utilized tests and materials developed by the DEPED through the Learning Resource Portal. Although these materials did not undergo official validation, the researcher ensured their reliability. The materials were evaluated appropriately, met curriculum standards, and adhered to quality assurance measures under DepEd Order No. 76 s. 2011, which governed the Learning Resource Management and Development System.

The study revealed significant differences between the pretest and posttest results of both the control and experimental groups. The analysis indicated a standard deviation of 5.31 and a mean difference of -2.8250. The p-value was 0.002, and the t-value was -3.368, both of which were below the significance level of 0.05. The experimental in-game-based activities showed significant improvement from the pretest to the posttest, highlighted by a notable difference. The action plan aimed to improve students' academic performance by incorporating game-based learning activities, creative teaching strategies, and targeted interventions.

Keywords: utilization, educational game-based activities, araling panlipunan 9 students



SCHOOL HEADS' DECISION-MAKING STYLES AND EMOTIONAL INTELLIGENCE AND TEACHERS' PERFORMANCE IN CLUSTER 8 DIVISION OF CALAMBA CITY

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Abstract

The overarching objective of this quantitative descriptive correlational study was to determine the level of manifestation of decision-making styles and emotional intelligence among school heads and teachers' performance in Cluster 8, Calamba City. There were three (3) adopted research questionnaires used to measure the level of manifestations of the three variables.

Findings from the four-point Likert Scale, simple mean, and Pearson-r correlation revealed that the level of manifestation of school heads' decision-making style was highly manifested with a mean of 3.73 for rational, manifested with a mean of 3.19 for Intuitive and 3.03 for dependent while slightly manifested for avoidant and spontaneous with a mean of 2.17 and 2.44. Emotional Intelligence of school heads was manifested in self-awareness and self-regulation with a mean of 3.11 and 2.66 while highly manifested in motivation, empathy, and social skills with a mean of 3.54, 3.25, and 3.31, respectively. The teachers' performance was good in the first three sub-variables with mean scores of 3.20, 3.18, and 3.16, respectively. And very good at becoming a better teacher every day with a mean of 3.36. Moreover, there was a significant relationship between the school heads' empathy and social skills and teachers' understanding of what to teach with p-values of 0.040 and 0.025. However, the study found no significant correlation between school heads' decision-making styles and teachers' performance. A BRIDGE action plan to address key areas regarding the decision-making style and emotional intelligence of the school heads' and improve teachers' performance was proposed in the study.

Keywords: decision-making styles, emotional intelligence, teachers' performance



SCHOOL ENVIRONMENT AS MODERATING VARIABLE BETWEEN TIME MANAGEMENT SKILLS AND WORK-LIFE BALANCE OF TEACHERS IN CLUSTER 6 CALAMBA CITY

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Abstract

This study evaluated how teachers in Calamba City's Cluster 6 Division demonstrated time management skills and work-life balance, with the school environment as a moderating variable. A quantitative research design was used, employing a survey questionnaire via Google Forms for descriptive and correlational analysis. Data were collected through Simple Random Sampling from six public elementary schools: Barandal ES, Bubuyan ES, Lawa ES, Mayapa ES, Paciano ES, and Prinza ES. The total number of respondents was 125 public elementary teachers.

In addition, this study used three research instruments. A researcher-made questionnaire, validated by experts, assessed the levels of time management skills, work life balance of teachers, and supportive school environment. The mean and a four-point Likert scale measured the manifestation levels of these variables. Moderation analysis was employed to explore the relationship between supportive school environment, time management skills, and work-life balance. Pearson r, or Pearson product-moment correlation coefficient, established significant relationships between the variables.

Furthermore, the findings revealed that the school environment moderated the relationship between time management skills and work-life balance of teachers. The r values .224 and .648 were interpreted as having low positive to moderate positive correlations regarding the relationship between time management skills and work-life balance. The computed probability values .000, .001, .010, .011, and .012 were less than the level of significance ($P<0.05$); thus, the null hypothesis was rejected. The results showed that there was a significant relationship between the independent and dependent variables. As a result, a theoretical framework was developed which suggested various activities to improve the time management skills of the teachers to achieve a healthy work-life balance.

Keywords: school environment, time management skills, work-life balance



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AUTHENTIC LEADERSHIP QUALITIES OF SCHOOL HEADS AND COMPETENCE OF MULTIGENERATIONAL TEACHERS OF CLUSTER 6 DIVISION OF CALAMBA CITY

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Abstract

This study ascertained the level of authentic leadership qualities of school heads and their relationship to the competence of multigenerational teachers in public elementary schools in Cluster 6, Division of Calamba City. It utilized descriptive and correlational analyses in which data were gathered from 5 school heads and 87 public elementary teachers. Further, a simple random sampling was employed. Two research instruments were used: a researcher-made and an adopted questionnaire. The mean, a four-point Likert scale, an independent t-test, and Pearson's r (Pearson's product-moment correlation coefficient) were the research treatments employed in this study.

The findings revealed that school heads and public elementary teachers exhibited high level of manifestations in terms of the indicated competencies. Moreover, there was no significant difference between the assessment of school heads and teachers in terms of Purpose/Passion, Values/Behavior, Relationship/Connectedness, Self Discipline/Consistency, and Compassion/Heart with probability values of .062, .858,.758,.974 and .697 respectively. Meanwhile, in terms of teachers' competence level, the results revealed that the probability values of Knowing and Understanding What to Teach, Helping Students Learn, Engaging the Community, and Becoming a better teacher everyday were .204, .181, .372, and .396 respectively showing no significance difference.

Moreover, there was a significant relationship between the two variables with r values ranging from .417 to .619 indicated low to moderate positive correlations between the authentic leadership qualities of school heads and multigenerational teachers' competence levels. The computed probability values of .000 were less than the level of significance ($P<0.05$). A SWOT analysis was proposed to improve the authentic leadership qualities of school heads which significantly contributed to the competence and performance of multigenerational teachers.

Keywords: authentic leadership qualities, multigenerational, SWOT analysis



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PASYON METRO-BASA: ANG NABUONG LOKALISADONG KAGAMITANG PAMPAGTUTURO SA PAGBASA SA FILIPINO 7

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Abstract

Ang pangunahing nagtulak sa pag-aaral na ito ay ang pagbuo at balidasyon ng isang kagamitang pampagtuturo para sa bagong kurikulum na MATATAG ang PASYON METRO-BASA: Nabuong Kagamitan Pampagtuturo sa Filipino 7. Ang pag-aaral na ito ay sumunod sa disenyo at pamamaraan ng pananaliksik sa pagbuo ng kagamitang pampagturo. Ang mga respondente ng pag-aaral, na pinili sa pamamagitan ng Purposive sampling technique, na mayroong 40 mag-aaral mula sa Calamba Bayside Integrated School at 30 Guro sa Junior at Senior High School mula sa Calamba Bayside integrated School. Dibisyon ng Calamba City, Laguna.

Gomit ang four-point Likert Scale, simple mean, at t-test para sa mga independent sample, ang mga natuklasan ay nagsiwalat na ang nabuong PASYON METRO-BASA: ANG NABUONG KAGAMITANG PAMPAGTUTURO SA PAGBASA FILIPINO 7 ay batay sa pagtatawa ng mga guro ng Filipino sa mga layunin, direksyon, paksa, at ang mga praktikal na pagsasanay ay lubos na wasto. Samantala, lubos ding tinanggap ang antas ng katanggap-tanggap ng nabuong Pasyon Metro-Basa: Ang Nabuong Kagamitang Pampagtuturo Sa Pagbasa Filipino 7 ay batay sa pagtataya ng mga guro ng Filipino sa kalinawan, kapakinabangan, presentasyon, at kaangkupan. Nagkaroon ng makabuluhang pagkakaiba sa antas ng akademikong pagganap ng mga mag-aaral sa paghahambing ng mga mean na marka ng mga mag-aaral sa panahon ng pretest at posttest. Mahihinuha na ang nabuong Pasyon Metro-Basa: Ang Nabuong Kagamitang Pampagtuturo Sa Pagbasa Filipino 7 ay maliwanag na nagpapataas ng pagkatuto ng mag-aaral mula sa Baitang 7 batay sa pagkakaiba ng kanilang pagganap sa pretest at posttest.

Keywords: nabuong lokalisadong kagamitang, balidasyon pampagtuturo sa pagbasa, filipino 7, MATATAG



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INVENTORY MANAGEMENT PRACTICES AND BUSINESS PERFORMANCE OF AUTOMOTIVE PARTS COMPANY: BASIS FOR ACTION PLAN

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Abstract

Automotive parts companies played a vital role in the automotive industry as they focused on the distribution of a wide range of components essential for the manual transmission systems of four-wheel vehicles. The purpose of this study was to examine the level of inventory management practices and their impact on business performance in Automotive Parts Company. Specifically, the study aimed to determine how inventory management practices affect business performance in ordering, receiving and warehousing, record keeping, and inventory control.

The study utilized a descriptive correlational design. The total population comprised 81 respondents, including members of the Production Control Department, Finance Cost, Audit Team, and Inventory Team. As the company grew, efficient inventory management became increasingly important. The findings reveal that inventory management practices in terms of record keeping (3.20) are good, while the others are very good in terms of ordering (3.70), receiving and warehousing (3.61), and inventory control (3.37). In terms of business performance, there are both very good, profitability (3.43) and sustainability (3.60). Furthermore, a statistically significant relationship was identified between the inventory management practices and business performance, as indicated by probability values below the 0.05 significance threshold, leading to the rejection of the null hypothesis.

Based on the results, an action plan was proposed to sustain and enhance the inventory management practices of Automotive Parts Company, which included strategies for optimizing processes and implementing advanced inventory tracking systems. This plan aims to increase productivity, reduce costs, and maintain higher levels of customer satisfaction.

Keywords: ordering, receiving and warehousing (storing), record keeping inventory control, profitability, and sustainability



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ETHICS AND VALUES IN ADMINISTRATIVE LEADERSHIP AND SUPERVISION AND TEACHERS' SATISFACTION IN CLUSTER 3 DIVISION OF CALAMBA CITY

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Abstract

The study was conducted to determine the ethics and values in administrative leadership and supervision of school heads and teachers' job satisfaction in Cluster 3, the secondary school division of Calamba City. This research utilized a descriptive-correlation design through data gathered from 150 teachers and school heads from Cluster 3, public secondary schools in Calamba, Laguna, Philippines. The researcher was guided through statistical analysis using the Four-point Likert Scale, simple mean, and the Pearson Product-Moment Correlation. The study utilized the stratified random sampling method using two researcher-made questionnaires: the ethics and values questionnaire ($\alpha = 0.775$) and the teachers' satisfaction questionnaire ($\alpha = 0.700$).

It was revealed that the level of manifestation of ethics and values in administrative leadership and supervision of school heads in Cluster 3 was fully manifested in terms of honesty ($\bar{x} = 3.68$), competence ($\bar{x} = 3.59$), initiative ($\bar{x} = 3.73$), integrity ($\bar{x} = 3.71$), moral standard ($\bar{x} = 3.67$), transparency ($\bar{x} = 3.81$), accountability ($\bar{x} = 3.71$), decision-making ($\bar{x} = 3.65$), selflessness ($\bar{x} = 3.68$), and leadership ($\bar{x} = 3.72$). In addition, the teachers' satisfaction in Cluster 3, Division of Calamba was very satisfied in terms of job satisfaction ($\bar{x} = 3.56$), personal development ($\bar{x} = 3.75$), career development ($\bar{x} = 3.73$), and teacher's performance ($\bar{x} = 3.61$). Moreover, there was a significant relationship between the level of manifestation of ethics and values in administrative leadership and supervision in the Cluster 3 Division of Calamba City, with the r value of the said variables lying between .379 and .697, indicating a small to high positive correlation.

Furthermore, a self-reflection checklist was proposed to enhance the ethical leadership initiatives and its impact on teachers' satisfaction in the Cluster 3, public secondary schools in the Division of Calamba City, Laguna.

Keywords: ethics, values, administrative leadership and supervision, teachers' satisfaction



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ADAPTIVE LEADERSHIP PRACTICES THROUGH THE LENS OF CALAMBA CITY SCHOOL HEADS

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Abstract

The study explored adaptive leadership practices among school heads in Calamba City, highlighting key traits like self-awareness, self-management, social awareness, and fostering a positive school climate. Using a qualitative research design and contextualized interpretative phenomenological approach, data were collected from six school heads leading public elementary schools and analyzed using thematic analysis. The study employed homogeneous purposeful sampling and researcher-made questions with Content Validity Index of 1.00.

Findings revealed that school heads were pleased with how their schools adapted learning strategies during crises, receptive to beneficial suggestions, challenged by the demands of adaptive leadership, confident in open communication with teachers, and satisfied with transparent decision-making and strong working relationships. Emerging themes included resilience and adaptability in leadership (versatility), responding to changing needs and priorities (agility), overcoming resistance to change (adaptability), building a supportive and collaborative environment (synergy), enhancing problem-solving and innovation (innovation), and fostering a positive school culture (community).

Furthermore, adaptive leadership practices activities were proposed to enhance the school's effectiveness to be more attuned to the unique needs and challenges of the school community promoting continuous improvement leading to increased collaboration and innovation.

Keywords: adaptive leadership, organizational change, public schools, educational leadership, resilience.



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UTILIZATION OF KSQ4R FOR GRADE 12 STUDENTS OF LAGUNA STATE POLYTECHNIC UNIVERSITY

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Abstract

The concern of this research was to investigate the effectiveness of the KSQ4R process (Knowledge, Survey, Question, Read, Recite, Reflect, and Review) in improving Inferential and Referential reading comprehension of senior high school students of Laguna State Polytechnic University, Los Baños Campus, particularly in the ABM, ICT, and HUMSS strands. The quasi-experimental design was used for this study. The subjects of the study, who were sampled purposively, were Grade 12 students classified into two groups: the experimental group that learned through the use of the KSQ4R strategy and the control group, which was taught traditionally. The pretest and posttest measurements for reading comprehension skills were administered to both groups.

Pretest results showed that the experimental group had a mean score of 65.09, while the control group had a mean score of 67.963, indicating no significant difference at the start. After the intervention, the posttest results demonstrated a significant improvement, with the experimental group achieving a mean score of 92.68, compared to the control group's 77.723. Statistical analysis using an independent samples t-test confirmed that the experimental group significantly outperformed the control group ($p < 0.05$), indicating that the KSQ4R method effectively enhanced students' reading comprehension skills.

The findings suggest that KSQ4R is a highly effective active reading technique that significantly enhances reading comprehension skills, particularly in terms of inferential and referential skills. The results demonstrate that KSQ4R can facilitate improved understanding, analysis, and critical thinking skills among senior high school students. Based on these results, an Action Plan and a Module were created to support the integration of this method into the senior high school curriculum. Future research is recommended to examine the long-term impact and adaptability of KSQ4R in various educational settings.

Keywords: referential, inferential, reading comprehension, KSQ4R



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UTILIZATION OF WRITING LITERACY STRATEGIES FOR GRADE 10 STUDENTS OF CALUMPANG NATIONAL HIGH SCHOOL

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Abstract

The study focused on the utilization of writing literacy strategies—RAFTS, RACES, TAPE, and Think-Pair-Share-Write—in teaching the Quarter 2 Most Essential Learning Competencies of English 10. It employed a quasi-experimental research design and a quantitative method. The respondents, selected through purposive sampling, consisted of 38 Grade 10 students in the control group and 38 in the experimental group from Calumpang National High School. Both groups underwent pre-tests and post-tests.

In addition, the frequency, percentages, mean, and t-test were used for the independent samples, the findings revealed that the utilization of writing literacy strategies (RAFTS, RACES, TAPE, and Think-Pair-Share-Write) based on the pre-test and post-test scores of experimental group that there were significant difference in terms of vocabulary usage with 84.526, proficient in pre-test while 86.579, proficient in post-test, capitalization and punctuation with 80.000, approaching proficiency in both pre-test and post-test, logical organization of ideas with 71.052, beginning in both pre-test and post-test, and written expression with 72.368, beginning in pre-test while 79.013, developing in post-test.

However, there was no significant difference in grammar with 85.000, proficient in pre-test, while 86.056, proficient in post-test. It could be established that a written compendium focused on the utilization of writing literacy strategies (RAFTS, RACES, TAPE, and Think-Pair-Share-Write) helped in the development of students' writing skills in some areas like vocabulary usage, capitalization and punctuation, logical organization of ideas and written expression, while there was a need for further study to address the needs in grammar. As a result, a compendium of modules of various writing strategies for Grade 10 students was proposed.

Keywords: writing literacy strategies, RAFTS, RACES, TAPE, think-pair-share-write, writing proficiency, english language



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LEADERSHIP STYLES AND ORGANIZATIONAL PERFORMANCE IN PRIVATE SECURITY AGENCIES OF CALAMBA CITY, LAGUNA

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Abstract

As the contemporary workplace underwent rapid transformation, the intricate relationship between leadership styles and organizational performance emerged as a pivotal factor for organizational success. This correlation gained heightened significance when examining Security Officers, a group characterized by unique cultural values and disciplines that profoundly influenced their professional outlook. The distinctiveness of their perspectives and expectations necessitated a closer examination of how leadership practices intersected with their intrinsic rules and motivations.

The researcher identified the relationship between the level of manifestation of leadership styles, as manifested and ranging from very good to good, in relation to the level of organizational performance in private security agencies in Calamba City, Laguna. The study found significant differences in the assessment of managers/supervisors and subordinates regarding the manifestation of leadership styles, with the p -values < 0.001 , while there was no significant difference for autocratic leadership, with p -values = 0.112.

A total of 140 surveys were collected at random using a research-made questionnaire, and the model was analyzed and evaluated using the Mean, Standard Deviation, t-test, and Pearson Product-Moment Correlation.

The findings revealed that there was a low to high positive relationship between the level of manifestation of leadership styles and the level of organizational performance, with r -values ranging from .193 to .750. The results also conveyed significant differences between the assessment of managers/supervisors and subordinates regarding the manifestation of leadership styles and the level of organizational performance. Furthermore, the study proposed an action plan to further enhance training in leadership styles and organizational skills among security officers.

Keywords: leadership, organizational performance, security agencies, manifestation, performance



MEDIATING EFFECT OF LOCUS OF CONTROL BETWEEN SELF-EFFICACY AND JOB SATISFACTION AMONG DEPARTMENT OF EDUCATION LAGUNA PERSONNEL

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Abstract

The study was conducted to determine if there was a mediating effect of locus of control between self-efficacy and job satisfaction among Department of Education Laguna personnel. Parallel mediation analysis was utilized, and data were gathered from 142 non-teaching personnel from the Department of Education Schools Division Office in Santa Cruz, Laguna, and was analyzed using regression analysis and the Sobel Test.

It was revealed that the Department of Education Laguna personnel had a high level of self-efficacy, a moderate level of job satisfaction, and a very high level of internal locus of control. It was also revealed that self-efficacy had a significant impact on job satisfaction ($\beta=0.204$, $p=0.015$). Additionally, data analysis revealed that the internal locus of control had a significant impact on job satisfaction ($\beta=0.650$, $p<.001$) while the external locus of control had no significant impact, ($\beta=-0.067$, $p=.56$). The analysis also revealed that self-efficacy had a significant impact on internal locus of control, ($\beta=0.465$, $p<.001$) and had a significant negative impact on the external locus of control, ($\beta=-.354$, $p<.001$). Furthermore, the relationship between self-efficacy and job satisfaction was fully mediated by internal locus of control, ($\beta=0.258$, $p=0.002$). Lastly, an action plan was also proposed to enhance employees' self-regulation, task initiation, and maintaining personal agency.

Keywords: self-efficacy, job satisfaction, locus of control



THE DELIVERY SERVICES AND CHALLENGES ENCOUNTERED AT PUBLIC RECREATION BUREAU IN CITY OF MANILA: BASIS FOR A PROPOSED ENHANCEMENT PROGRAM

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Abstract

This study assessed the delivery of services and the challenges encountered at the Public Recreations Bureau in the City of Manila. The findings serve as the basis for a proposed enhancement program. Specifically, the study examined the profile of the respondents and the effectiveness of strategies implemented across the bureau's divisions: Recreation Division, Administrative Division, Parks Division, Zoological Division, and Property and Maintenance Division.

A mixed-methods approach, combining both qualitative and quantitative research methods, was used to allow flexibility in the research process. Historical document analysis and the descriptive survey method were also employed to support the formulation of generalizations.

The respondents' assessment of the level of service delivery at the Public Recreations Bureau was interpreted as "often." A significant difference was found between the assessments of the respondents on service delivery, which was interpreted as "rejected all the null hypotheses." Meanwhile, the challenges encountered by the respondents in the delivery of services at the Public Recreations Bureau were interpreted as "very challenging." Despite these results, it was concluded that there is no significant relationship between the level of assessment of the respondents and the delivery of services at the bureau.

Based on the findings, a proposed enhancement program was developed to improve the overall performance of the Public Recreations Bureau in the City of Manila.

Keywords: service delivery, challenges encountered, enhancement program



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ECONOMIC LITERACY AND RATIONAL DECISION-MAKING SKILLS OF GRADE 9 STUDENTS OF PULO NATIONAL HIGH SCHOOL

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Abstract

This study examined the relationship between economic literacy and rational decision-making skills among Grade 9 students of Pulo National High School. Economic literacy is a crucial competency that enables individuals to make informed financial decisions, critically analyze economic issues, and actively participate in economic activities. Rational decision-making, on the other hand, refers to a systematic and logical approach to selecting optimal choices among alternatives based on preferences, beliefs, and constraints.

Grounded in the Rational Choice Theory and aligned with the K-12 Araling Panlipunan curriculum, the study employed a descriptive-correlational research design. A total of 150 students were selected using purposive sampling from five sections under the researcher's instruction. Data were collected using a validated questionnaire measuring indicators of economic literacy—education and skills, institutional factors, belief in the benefits of economics, and interest in economics—as well as dimensions of rational decision-making—preferences, beliefs, and constraints.

Statistical tools such as frequency, percentage, mean, standard deviation, and Pearson product-moment correlation coefficient were utilized in data analysis. Results revealed that students demonstrated a high level of economic literacy and moderately strong rational decision-making skills. Furthermore, findings indicated a statistically significant relationship between economic literacy and rational decision-making. The study underscores the importance of enhancing economics education to develop financially literate, analytically capable, and decision-oriented learners.

Keywords: economic literacy, institutional factors, rational decision-making skills, preferences, constraints



MARIA: THE DEVELOPED FIGURES OF SPEECH WORKBOOK FOR GRADE 12 STUDENTS

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Abstract

The focus of this study was to develop and validate a Figures of Speech Workbook as supplementary material in Creative Writing subject. This study followed the design and development research method. Purposive sampling was used in this study. 45 HUMSS A students of Southville 1 Integrated National High School took the pretest and posttest, and 45 GAS students at the same school took part in the pilot test. Validators included 21 educational experts, including secondary English teachers, master teachers, head teachers, school heads, and graduate school professors, who validated the instrument.

Using the four-point Likert Scale, simple mean, and t-test for independent samples, the findings revealed that the developed and validated Figures of Speech Workbook for Grade 12 students based on the assessments of the validators in terms of objectives, directions, topics, and exercises was highly valid with a general assessment of 3.81, 3.90, 3.90, and 3.64 respectively. Meanwhile, the level of acceptability of the developed and validated Figures of Speech Workbook for Grade 12 students based on the assessments of the validators in terms of clarity, usefulness, presentation, and suitability was highly acceptable, with a general assessment of 3.87, 3.83, 3.90, and 3.86, respectively. The supplemental material in Creative Writing significantly improved the academic performance of learners, with a probability value of .000 comparing mean scores during the pretest and posttest.

The study focused on creating a workbook for Creative Writing MELCs in the first quarter, aiming to contribute to the field of Figures of Speech in the new normal context.

Keywords: developed, validated, supplemental material, figures of speech, creative writing



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NABUONG PANSARILING KAGAMITANG PAMPAGKATUTO SA FILIPINO 9 GAMIT ANG MAKABAGONG ORTOGRAPIYANG FILIPINO

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Abstrak

Ang pag-aaral na ito ay nakatuon sa pagbuo at pagpapatunay ng kahalagahan ng isang aplikasyong kagamitang pampagkatuto para sa bagong kadawayang tinawag na Nabuong Pansariling Kagamitang Pampagkatuto sa Filipino 9 Gamit ang Makabagong Ortografiyang Filipino. Ang pag-aaral na ito ay sumunod sa disenyo at pamamaraan ng pananaliksik sa pagbuo ng kagamitang pampagkatuto. Ang mga respondente ng pag-aaral, ay pinili sa pamamagitan ng Purposive sampling technique, na mayroong apatnapu't apat (44) na mag-aaral at sampung (10) guro sa Filipino na nagsula sa Doña Pilar M. Alberto Integrated High School, Dibisyon ng San Pedro City, Laguna.

Batay sa Content Validity Index (CVI) natuklasang ang Nabuong Pansariling Kagamitang Pampagkatuto sa Filipino 9 Gamit ang Makabagong Ortografiyang Filipino ay may mataas na bisa bilang kagamitang pampagkatuto. Sa tulong ng four-point Likert Scale, simple mean, at t-test para sa mga independent sample, ang mga natuklasan ay nagpakita na ang nabuong kagamitang pampagkatuto batay sa pagtatawa ng mga guro ng Filipino sa mga layunin (3.91), konsepto (3.73), paksa (3.68), panuto (3.88) at ang mga pagsasanay (3.92) ay nagpakita na Lubhang Mabisa. Samantala, lubos ding katanggap-tanggap ang nabuong kagamitan batay sa pagtataya ng mga guro ng Filipino tungkol sa gamit (3.88), katumpakan (3.85), kaangkupan (3.85), kagamitan (3.85), at kahusayan (3.97). May makabuluhang pagkakaiba rin sa antas ng akademikong paggnap mula sa paghahambing ng mga mean na marka ng mga mag-aaral sa pauna at panapos na pagsusulit na may P value na .000. Nakita sa pag-aaral na ito ay nagpataas ng pagkatuto ng mag-aaral mula sa Baitang 9 batay sa pagkakaiba ng kanilang pagganap sa panimula at panapos na pagsusulit.

Susing Salita: nabuong pansariling kagamitang pampagkatuto, Filipino 9, kagamitang pampagtuturo, bagong kadawayan



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VOICES OF CHANGE: IGNITING THE LEADERSHIP SKILLS OF SANGGUNIANG KABATAAN THROUGH POLITICAL PARTICIPATION

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Abstract

This study was conducted to determine the level of political participation of Sangguniang Kabataan of Lucena City and how it affects their leadership skills summarized into four competencies such as communication skills, problem-solving skills, decision-making skills and teamwork and collaboration.

The study involved 80 respondents from a total of 264 Sangguniang Kabataan in Lucena City. This study utilized the descriptive-quantitative research design. Quantitative data were obtained using self-devised questionnaire administered to the respondents, which covered their engagement in political participation both online and offline towards their leadership skills. The statistical treatment used in the study were percent count, weighted arithmetic mean, and Pearson r correlation.

Based on the results of the study, the following findings were revealed. The respondents belong to the age bracket of 22-24 are mostly elected officials. The respondents are positively engaged in both online and offline political participation. As for the leadership skills, the respondents has a positive assessment on their skills according to the competencies of communication, problem-solving, decision-making and teamwork and collaboration.

There is a significant relationship between political participation and leadership skills of Sangguniang Kabataan. Justifying that in continuous improvement, our future lies on the hand of our young leaders.

Keywords: political participation, leadership skills, sangguniang kabataan



GAME OF THRONE: A BOARD GAME IN ENHANCING THE MULTIPLICATIVE SKILLS OF PUPILS

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Abstract

This study determines to examine the multiplicative skills of pupils through game of throne board game. The participants of this study were the 30 selected pupils from Grades 3-6 pupils of Datu Inda Elementary School using the Purposive Random Sampling. The data were gathered using quantitative research method. The respondents were pre-tested and post-tested. Moreover, based on the results revealed in the descriptive analysis it was found out that playing of game of throne helped the pupils in a way of conditioning their minds in multiplying two single digits (4-9) as well as in solving two or more digits. Furthermore, playing this board game gave them more interest in learning and participation with peers with the aid of the crown which serves as their motivation to win in every final round of the game. Meanwhile, results revealed from T-test analysis that there was a significant difference between the pupils' multiplicative skills before and after the undergoing intervention. Regression also revealed from the regression analysis that there is a significant influence of board games between the multiplicative skills of pupils after the intervention applied. This indicates that game of throne enhanced pupils' multiplicative skills in multiplying two single digits. Therefore, it was concluded that pupils benefit from playing board games because through engagement of pupils in playful activities it hones and activates their brain's regions involved for memory formation and sophisticated thinking processes.

Keywords: game of throne, board game, multiplicative skills, pupils



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LEVEL OF AWARENESS AND SCHOOL RESPONSIVENESS TOWARD CHILD PROTECTION POLICY

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Abstract

This study was conducted to determine the level of school awareness and responsiveness toward the Child Protection Policy (CPP) and how it may relate to its implementation.

The study involved 205 respondents from a total population of 421 teachers in Quezon National High School. This study utilized the descriptive-quantitative research design. Quantitative data were obtained using a self-devised questionnaire administered to the respondents, which covered awareness of the child protection policy regarding information dissemination, implementation, capability building, linkages and coordination, and monitoring and evaluation. Also, the schools' responsiveness towards CPP was covered in the research instrument. The statistical treatment used in the study were percent count, weighted arithmetic mean, and Pearson r correlation.

Based on the results of the study, the following findings were revealed. The respondents belong to the age bracket of 36 to 50 years old, married, female, with MA units, and serving DepEd from 4 to 10 years. The respondents are aware of the child protection policy in terms of information dissemination, capability-building, linkages, and coordination, monitoring, and evaluation. As for the school responsiveness in child protection policy, the respondents are responsive when it comes in school responsiveness relative to incidents concerning child protection policy. There is a significant relationship between person-related variables and school responsiveness to child protection policy except for civil status. There is no significant relationship between awareness of the CPP and school responsiveness.

Keywords: child protection policy, school awareness, school responsiveness



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MOVING OUT, IN AND THROUGH: TRANSITIONING TO NEW SCHOOL AMONG ELEMENTARY SCHOOL PRINCIPALS IN CALAMBA CITY

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Abstract

This study investigated the lived experience of the public elementary school principals in transitioning to a new school assignment. The research design used was qualitative with phenomenology as approach. Using the interpretative phenomenological approach, the study generated ten superordinate themes which were Positive and Negative Feelings; School Culture and Climate, Pandemic, Adjustment with Teachers and Transportation Problem; Preparedness, Positive Mindset, Working as a Leader, Flexibility, and Support System; Setting Standard and Leading by Experience and Establishing Rapport and Positive Work Relationships; Having Regular Communication with Stakeholders and Imposing Discipline and Policy Standards; From No to Minimal Adjustments, and Being Resilient and Flexible; Use of Supervisory Plan and Routinary Checking; Adjusted, Satisfied, and Sad; International and National Training and Post-Graduate Studies; and Research Involvement, People Management, SBM and Teachers' Professional Development. Based on the consolidated findings and reflections, the study recommended that the Human Resources Management office of Calamba City Division establish a support system which will be composed of superiors to mentor, counsel, and prepare psychologically the principals prior to their deployment in their new assignment. The school principals may analyze and evaluate school climate through various means such as focus group discussion, interviews (students, school staff, school parents), observational methods, participatory action research, or surveys to identify its strengths and weaknesses and adapt and adjust appropriately. A regular conduct of School Heads Development Program (SHDP) training may be conducted among the school principals with emphasis on leaderships during transitions to a new school assignment. Through this, principals will be constantly equipping with necessary leaderships skills for varied situations. Lastly, a proposed preparation or transition programs which were developed based on the findings, may be implemented in order for the principals to cope for school transition and to assist novice principals and even experienced ones to handle possible adversities.

Keywords: transitions, moving out, moving in, moving through, new school, principals



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UGNAY-TUNGHAY SA MGA HAMONG KINAHAHARAP NG KAGURUAN SA PAGTUTURO NG MAG-AARAL NG GENERATION Z

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Abstrak

Ang pag-aaral na ito ay gumamit ng convergent parallel mixed-method upang matukoy ang ugnayan sa pagitan ng saklaw at dalas ng solusyong ginamit at buhay na karanasan ng kaguruan sa Filipino sa pagtuturo ng Generation Z. Sa pamamagitan ng stratified sampling, limampu't isang (51) guro sa Dibisyon ng San Pedro ang naging mga respondente, habang walong (8) guro ang kalahok sa kwalitatibong bahagi.

Ipinakita ng resulta na isinasagawang Palagi ang Paggamit ng Teknolohiya sa Pagtuturo (3.44), Estratehiyang Pedagogikal (3.76), Pakikipag-ugnayan sa mga Magulang at iba pang Stakeholders (3.34), Pagbibigay ng Feedback (3.62) at Pagtutok sa Pangangailangan ng mga Mag-aaral (3.68). Sa panayam, lumitaw ang labing-isang (11) tema: temang kinabibilangan ng: Pagdepende sa Teknolohiya, Pagsusuri sa Pagganap, Tulong Pang-akademiko, Adaptibong Pagtuturo, Digital Adaptability, Pang-akademikong Hamon, Teknolohiya sa Pag-aaral, Professional Reinforcement, Pagsulong ng Pagkatuto, Ingklusibong Pagkatuto, at Patuloy na Pagkatuto.

Sa integrasyon ng datos, natukoy na mahalaga ang teknolohiya, pedagogikal na estratehiya, pakikipag-ugnayan, at pagbibigay ng tugon sa epektibong pagtuturo. Bagama't nakatutulong ang teknolohiya, may hamon sa kakulangan ng kagamitan at distraksyon ng mga mag-aaral. Nanatiling epektibo ang mga estratehiya sa pagtuturo, ngunit kinakailangan ang malikhaing solusyon upang matugunan ang maikling atensyon ng mag-aaral. Sa huli, binigyang-diin ang kahalagahan ng tugon at patuloy na suporta mula sa magulang at stakeholders upang mapahusay ang kalidad ng edukasyon sa wikang Filipino.

Ang pag-aaral na ito ay naglalayong matukoy ang mga solusyong ginamit ng kaguruan sa Filipino upang epektibong matugunan ang mga hamon sa pagtuturo ng Henerasyon Z, kabilang dito ang mga estratehiya at pamamaraan upang epektibong mapanatili ang kalidad ng edukasyon sa kabilang makabagong pagbabago at magbigay gabay para sa pagpapabuti ng pagtuturo, pagsusuri ng mga puwang at oportunidad, at pagpapalakas ng literasiya at komunikasyon sa wikang Filipino.

Keywords: hamong kinahaharap, guro, generation z, convergent parallel, mixed method



**ISSUES AND PREVENTIVE MEASURES ON REPUBLIC ACT 9003 SECTION 37
ENFORCEMENT AMONG AGBANG RESIDENTS IN BARANGAY TALAGA EAST,
MABINI, BATANGAS**

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Abstract

This study was conducted to determine the issues and preventive measures of Republic Act 9003 Section 37 enforcement among the Agbang Residents in Barangay Talaga East, Mabini, Batangas.

In addition, 150 respondents were given an adopted survey questionnaire to achieve the study's fundamental objectives. Statistical tools were used for quantitative data analysis. A simple random sampling technique was applied to select the respondents. The mean and the Four-Point Likert Scale were employed to describe the seriousness of issues regarding solid waste management implementation. The Pearson Product Moment Correlation Analysis was utilized to assess the relationship between the seriousness of the issues and the implementation of preventive measures.

Furthermore, the degree of seriousness of the issues encountered and the level of manifestation of preventive measures on Republic Act 9003 Section 37 in Brgy. Talaga East, Mabini, Batangas revealed a significant relationship. All probability values were 0.000, which was less than the level of significance of 0.05. This implies that the higher the degree of seriousness of issues encountered, the lesser the level of manifestation of preventive measures of RA 9003 Sec 37. Likewise, the r-values ranged between -0.500 and -0.750, indicating a moderately high negative relationship.

An action plan was proposed to help the barangay increase community awareness and participation in waste management practices. This plan included continuous monitoring, reminders, and the development of campaigns on waste segregation, recycling, and composting.

Keywords: Republic Act 9003, solid waste management, preventive measures, community awareness, action plan



INSTRUCTIONAL COMPETENCIES OF TEACHERS IN RELATION TO THE PREPAREDNESS OF THE READING SKILLS OF SECONDARY SCHOOL STUDENT OF SAN FRANCISCO HIGH SCHOOL IN QUEZON CITY

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Abstract

This study was purported to identify the teachers' instructional competencies-related factors that affect the preparedness of the reading skills of secondary school

Students of San Francisco High School. This specifically sought answers to the following problems: (a) level of teachers' instructional competencies; (b) level of preparedness of the reading skills of San Francisco High School Students; (c) relationship of level of teachers' instructional competencies, level of preparedness of the reading skills of San Francisco High School Students and demographic profile of the respondents (d) problems encountered in the instructional competencies of teachers in relation to the preparedness of the reading skills of San Francisco High School Students; (e) recommendations to be addressed in the instructional competencies of teachers in relation to the preparedness of the reading skills of San Francisco High School Students. Using the descriptive method, the study involved 111 secondary teachers of San Francisco High School in District I of the Division of Quezon City. The frequency count and percentage distribution was used to determine the ratio of frequency of responses of the total number of respondents. Specifically, this will apply to quantify the profile of the respondents. Percentage is useful in relating a part to its whole. The instrument used for the data generation is a questionnaire thru google form which consisted of five parts. The study utilized the percentage distribution, weighted mean, and multiple regression in computing the results.

The study found out that the teachers' responses in the level of instructional competencies in terms of the following; mastery of the subject matter had an average weighted mean of 4.41, teaching skills with 4.38, classroom management with 4.41 and evaluation skills with 4.51. All these level of instructional competencies were verbally interpreted, as teachers are very much competent. While professional development level of teachers' instructional competencies had an average weighted mean of 3.68 which was verbally interpreted as teachers' instructional competencies were moderately competent. In terms of preparedness of the reading skills of the students the following had an average weighted mean of; decoding with 3.69 mean; fluency with 3.7 mean; vocabulary with 3.8 mean; comprehension with 3.89 mean and lastly critical thinking with 3.85 mean. All these level of preparedness of the reading skills of the students were verbally interpreted, as students are moderately prepared.



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In addition the teachers' level of instructional competencies-related factors significantly affect the level of preparedness of the reading skills of the students namely: level of teachers' instructional competencies with a mean of 4.28 and level of preparedness of the reading skills of students with a mean of 3.79 resulted 0.65 pearson r value with a verbal interpretation of moderate relationship. While the teachers' demographic profile- related factors do not significantly affect the level of preparedness of the reading skills of the students of namely: gender, age, civil status, length of service and subject taught with f -values of 3.908, 3.080, 2.689, 3.080 and 2.690 is higher than 0.05 level of significance. As to problems encountered in the instructional competencies of teachers' in relation to the preparedness of the reading skills of students all predicament was verbally interpreted as less serious except two; (1) "Seem to forget one unit of material shortly after we move on to a new one" with 2.81 mean and (2) "Divert questions during class" with 2.6 mean; these indicators was verbally interpreted as serious complications in the level of problems encountered in relation to the preparedness of the reading skills of students. This result implies that the difficulty faced by the respondents experienced often when it comes to the preparedness of reading skills of the students. Lastly, recommendations to be addressed in the instructional competencies of teachers' in relation to the preparedness of the reading skills of students all suggestions was verbally interpreted as extremely recommended except two; (1) "Have an intense review of the materials used before moving forward to new lesson" with 4.16 mean and (2) "Discuss the course content beforehand" with 4.11 mean; these indicators was verbally interpreted as very recommended in the suggestions to be addressed in relation to the preparedness of the reading skills of students.

The study had concluded that the he majority of the respondents have cited very much competent in their level of instructional competencies in terms of mastery of the subject matter, teaching skills, classroom management, evaluation skills. Only professional development level cited moderately competent by the respondents.

The level of preparedness of the reading skills of the students in terms of decoding, fluency, vocabulary, comprehension and critical thinking cited the respondents moderately prepared.

The teachers' level of instructional competencies-related factors significantly affect the level of preparedness of the reading skills of the students. However, teachers' demographic profile- related factors do not significantly affect the level of preparedness of the reading skills of the students.

As to problems encountered in the instructional competencies of teachers' in relation to the preparedness of the reading skills of students the respondents commend the difficulty less serious.

Related to recommendations to be addressed in the instructional competencies of teachers' in relation to the preparedness of the reading skills of students all suggestions was verbally interpreted as extremely recommended.



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Based on the conclusions the study recommended integrating the importance of the reading skills in other subject area and even in their everyday life. They must encourage to read more articles, practice communicating and exercise activities related to reading to awaken their interest. Their time in reading should be wisely distributed.

To maintain and to improve the very much competent level of teachers' instructional competencies in terms of professional development, teachers should regularly be given opportunities to participate in seminars, trainings and workshops on instructional competencies that will best fit the challenges of the 21st century learners.

Teachers should be sensitive to the needs of students who are poor in their reading skills and they can come up activities to help these students aside from the reading remediation to help them improve their reading skills. School administrators and teachers should continuously monitor the reading skills of the students through assessment result and personal feedbacks from students so as to boost their interest in reading, and maintain or even improve their reading skills and academic performance.

Keywords: teachers' competencies, student reading skills



THE CHALLENGES EXPERIENCED BY NON-SPECIALIZED TEACHERS IN TEACHING MAPEH AT TANZA NATIONAL TRADE SCHOOL: BASIS FOR TEACHING ENHANCEMENT

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Abstract

This research study determined the challenges experienced by the non-specialized MAPEH teachers at Tanza National Trade School (TNTS) in the school year 2024-2025. Also, the research provided detailed recommendations on the school administration on how the non-specialized MAPEH teachers in the school enhance their teaching skills. The study employed qualitative design and Interpretative Phenomenological Analysis (IPA) was used. Purposive sampling was also used. Results were comprehensively analyzed to better understand the challenges and experiences of the 9 non-specialized MAPEH teachers and 9 specialized in one component in Tanza National Trade School. Data gathered was conducted through a semi-structured face-to-face interview and an online survey questionnaire. Through this, the study gathered rich qualitative data that is insightful to the account of this study. Based on the result of this research, the study highlighted multiple challenges in lesson preparation, delivering effective teaching, achieving mastery and competency, demand of the lesson per component, its impact to the learners, necessary skills and training and availability of resources and support. In spite of these challenges experienced, the urge of the TNTS MAPEH teachers (non-majors) remain as they aimed to deliver quality education, putting in extra miles and effort just to improve the quality of learning. The research indicated that continuous professional development, specialized training, and extra resources are crucial for enhancing teaching effectiveness and providing a more holistic and engaging learning experience for students. Suggestions involve enhanced teacher assistance via workshops, mentoring, and teamwork opportunities to tackle the issues and enhance educational results in MAPEH at TNTS.

The result of the study calls for an act to reduce non-teaching responsibilities, continuous professional development, funded training and seminars, integrating technology, involvement in research and development, thus, this results to an improve skills in teaching and better learning outcomes

Keywords: challenges, non-specialized teachers, MAPEH, teaching enhancement



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CUSTOMER BILLING EFFICIENCY AND COLLECTION PERFORMANCE OF FUJI-HAYA ELECTRIC CANLUBANG

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Abstract

This quantitative descriptive correlational study assessed the customer billing efficiency and collection performance of Fuji-Haya Electric (FHE) Canlubang. Billing efficiency was evaluated in terms of Accuracy Rate, Billing Cycle Time, and Invoice Delivery Time, while collection performance focused on Collection Rate and Days Sales Outstanding (DSO). Data were gathered from 164 purposively selected respondents using a validated survey instrument with Cronbach's Alpha coefficients of 0.96 and 0.95 for billing efficiency and collection performance, respectively.

Results showed that billing efficiency was Efficient, with composite means of 2.86 for Accuracy Rate and Billing Cycle Time and 2.88 for Invoice Delivery Time. Significant differences were observed among managers, collection agents, and accounting staff (*p*-values: .000 to .001). Collection performance was rated as High, with means of 2.59 for Collection Rate and 2.60 for DSO. A significant relationship between billing efficiency and collection performance was identified (*p*-values: .004 and .000). However, regression analysis indicated no significant impact of billing efficiency on collection performance (*p*-values: .915 and .885). An action plan was proposed to address key areas of customer billing efficiency and collection performance at Fuji-Haya Electric Canlubang, focused on improving billing accuracy, billing cycle time, invoice delivery processes, and monitoring to achieve better financial outcomes and customer relationships.

Keywords: customer billing efficiency, collection performance, descriptive correlational



TRANSFORMATIVE LEADERSHIP BEHAVIORS OF SCHOOL HEADS AND TEACHERS' WORK PERFORMANCE: BASIS FOR ENHANCEMENT PROGRAM

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Abstract

In the vigorous field of quality education, where the instructional skills of teachers are aligned with strategic vision, the leadership style of the school heads is important. The study assessed the influence of transformative leadership behaviors of school heads on teachers' work performance in the City Schools Division of Malabon City. The respondents of the study were the randomly selected 254 teachers using a stratified random sampling technique.

The researcher utilized the mixed research method using an explanatory sequential design using an adapted survey questionnaire developed by Bass and Avolio (2012), which was cited in Mendoza's study (2020). Frequency count, mean, percentage, standard deviation, Pearson Correlation, and Multiple Regression were used to assess the degree of relationship and impact among the variables of the study. Hence, thematic analysis was employed to identify the implications of transformative leadership behaviors of school heads on teachers' work performance.

Findings revealed that the majority of the respondents were middle-aged, mostly female, married, finished their master's degree, and had served for 4 to 8 years. Many of the respondents agreed that transformative leadership behaviors such as idealized attributes, idealized behaviors, inspirational motivation, individual consideration, and intellectual stimulation were very highly visible and used by their school heads. The most utilized factor is intellectual stimulation, while the less observed often was idealized attributes. It was also identified that the majority of the respondents got a Very Satisfactory rating on their IPCRF during the school year 2022-2023.

There was a significant relationship between the demographic profiles and transformative leadership behaviors. Thus, transformative leadership behaviors do not significantly impact respondents' work performance. This result suggests a deeper investigation not only in IPCRF rating but also on different indicators of teachers' work performance.

Keywords: transformative leadership, school head, teachers' work performance



IMPROVING THE PERFORMANCE OF GRADE 12 TVL IA-EIM STUDENTS IN NATIONAL ASSESSMENT THROUGH THE PROGRAM “JUST-IN-TIME” (SHORTENED TRAINING FOR TVL EIM GRADE 12 STUDENTS)

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Results

The implementation of the Just-In-Time Training (JITT) program for the Grade 12 TVL-IA Electrical Installation and Maintenance (EIM) students proved to be highly effective, yielding significant improvements in their performance. Out of the 24 students who participated in the training, 23 students successfully passed the National Assessment, which is a remarkable achievement. The lone student who did not pass the assessment was absent during the National Assessment, making their result an outlier. This indicates that most students who completed the program were well-prepared and able to meet the requirements for certification.

1. The pretest scores before the JITT program ranged from 12 to 16 out of 30 items. This result suggests that, prior to the intervention, the students had limited knowledge and skill levels in the competencies required for the National Assessment. Given that the students were nearing the end of their Grade 12 year and had completed a portion of the EIM curriculum, their performance reflected gaps in essential skills and knowledge.
2. Following the 10-day Just-In-Time Training program, the students' performance improved significantly. The posttest scores after the intervention ranged from 26 to 30 out of 30 items.
3. This improvement demonstrates the effectiveness of the JITT approach in quickly addressing the key competencies necessary for the National Assessment.
4. The condensed training, which focused on critical skills and practical demonstrations, successfully prepared the students for the assessment in a short period of time.

The results of this study align with the objectives of the Just-In-Time Training (JITT) approach, which was designed to enhance the students' competency levels in a limited timeframe.

1. The significant improvement in pretest and posttest scores—ranging from a low of 12–16 to a high of 26–30—indicates that the students gained a substantial understanding of the necessary skills and knowledge required for the National Assessment.

The success of 23 out of 24 students passing the National Assessment reinforces the potential effectiveness of the JITT intervention in vocational education, particularly in fields like Electrical Installation and Maintenance (EIM).



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These findings are consistent with existing literature that emphasizes the benefits of condensed and targeted training in vocational settings. For instance, the study by Sullivan & Sorrentino (2015) highlighted that vocational education programs with focused instruction can better prepare students for certification exams.

In this study, the JITT program was able to meet this expectation by delivering high-impact training on the essential skills required for the assessment. One critical factor in the success of the JITT program was its emphasis on hands-on, practical learning. Students engaged in daily practical exercises and demonstrations that directly aligned with the competencies required for the National Assessment. Bediako (2020) suggested that curriculum redesign, particularly in vocational education, improves student outcomes when it prioritizes core competencies. This was evident in the JITT program, where the curriculum was streamlined to focus solely on the most critical skills, thus enhancing student performance.

Additionally, the pretest results reflected a baseline understanding of the material, and the improvement observed in the posttest scores indicates that the condensed training helped fill the knowledge gaps. The structured, focused nature of the JITT program allowed for a more concentrated learning experience, which likely increased student engagement and retention of knowledge. According to Patricia (2019), focused training programs are more effective in vocational settings because they allow for immediate application and retention of skills.

The absence of one student during the National Assessment could be seen as a limitation in this study, but it does not diminish the overall success rate of the program. In practical terms, the data suggests that with proper attendance and participation, most students can pass the National Assessment after undergoing the JITT program.

Conclusion

In conclusion, the Just-In-Time Training program proved to be highly effective in enhancing the performance and preparedness of Grade 12 TVL-IA EIM students for the National Assessment. The significant improvement in their test scores and the high pass rate in the National Assessment demonstrates the potential of the JITT approach to improve student outcomes in vocational education. This study supports the idea that targeted, condensed training programs can help students acquire the essential skills they need in a short period, especially when preparing for high-stakes assessments like the National Certification in Electrical Installation and Maintenance.

Future research could explore the long-term impact of the JITT program on students' retention of skills and their success in the workforce, as well as the feasibility of implementing this model in other technical-vocational fields.



LEADERSHIP STYLES, ORGANIZATIONAL CULTURE AND SCHOOL PERFORMANCE IN SCHOOL-BASED MANAGEMENT:BASIS FOR A PROPOSED LEADERSHIP DEVELOPMENT PLAN

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Abstract

The researcher believed that by identifying the conditions in schools under the current trend of practice, school-based management will help promote high performance through the effective leadership and management of school heads. Equally important, that authority must be used to introduce changes in school functions so that everyone is oriented with their roles and responsibilities and is guided by the principles of the organization.

In this context, the researcher was challenged and motivated to assess the leadership styles of school administrators and the organizational culture of secondary schools in the Division of Manila as it relates to school performance which served as basis for designing and proposing a leadership development plan to empower school administrators and improve their leadership competencies.

Keywords: *leadership styles, administrators, organization, culture, leadership development plan, administrators, performance*



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THE ENHANCE ACTIVITIES FOR THE LEARNING CONTINUITY IN THE LIMITED FACE-TO FACE MODALITY OF DEPED AT LAHUG ELEMENTARY SCHOOL, DEPED CEBU CITY

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Abstract

This research determined the level of implementation of the learning continuity plan and the COVID-19 response approach as perceived by the teachers and personnel in Lahug Elementary School, DepEd Cebu City during the school year 2021-2022. The findings were the basis for a proposed contingency plan. This study employed the quantitative research approach utilizing a descriptive-analysis design. This specifically assessed the level of implementation of the learning continuity plan and the extent of the COVID-19 response approach as well as the challenges encountered by the teachers and personnel in Lahug Elementary School, DepEd Cebu City. Lahug Elementary School in Cebu City Division has very highly implemented their learning continuity plan. They have a very high level of response approach for COVID-19 in terms of Protection and Prevention and Public Health Response. No insignificant relationship was proven between the level of implementation of the learning continuity plan and their response approach for COVID 19 in Lahug Elementary School, Division of Cebu City. Module-related concerns and parents' lack of support were some of the problems expressed by the teachers. The proposed contingency plan be presented to the DepEd Officials and school heads for review and implementation. To sustain the school's best practices, orientation and induction programs be strengthened focusing on the development programs, core values, and citizens charter of the Department of Education. To sustain the level implementation of the learning continuity plan of the teachers, seminars, team building activities, and other immersion programs be conducted, monitored, and evaluated.

Keywords: *Level of Implementation, Learning Continuity Plan, COVID-19 Response Approach, Personnel*



PUBLIC SERVICE DELIVERY AND CHALLENGES ENCOUNTERED IN BARANGAY KAY-ANLOG, CALAMBA CITY: BASIS FOR PROGRAM IMPLEMENTATION

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Abstract

The main drive of this study was to determine the public service delivery level and degree of seriousness of challenges encountered by Barangay Kay-Anlog, Calamba City. The action plan was the output of the study. This study followed the descriptive correlational research design. Through the stratified sampling technique, the respondents of the study were 8 barangay officials, 8 members of Sangguniang Kabataan, and 140 residents. The validated researcher-made survey instrument was used for gathering data.

Using a four-point Likert Scale and the simple mean revealed that public service delivery levels in terms of education ($\bar{x} = 3.63$, $\sigma = 0.084$), peace and order ($\bar{x} = 3.36$, $\sigma = 0.081$), health services ($\bar{x} = 3.66$, $\sigma = 0.093$), and waste management ($\bar{x} = 3.39$, $\sigma = 0.075$) were all very good while the degree of seriousness of challenges encountered by the respondents in terms of primary care services ($\bar{x} = 2.38$, $\sigma = 0.100$), environmental condition ($\bar{x} = 2.47$, $\sigma = 0.078$), and learning environment ($\bar{x} = 2.37$, $\sigma = 0.097$) was slightly serious, whereas in terms of public infrastructure ($\bar{x} = 2.55$, $\sigma = 0.098$) was serious. On the other hand, using the Pearson-r correlation coefficient, findings revealed that the probability values were less than the level of significance at .05 which means that there is a significant relationship between the public service delivery level on education and challenges in primary care services and learning environment, public service delivery level on peace and order, and all challenges encountered, and public service delivery level on waste management and challenges on environmental condition. Thus, the higher the level of public service delivery, the lower the chance of encountering significant challenges in Barangay Kay-Anlog.

The proposed enhancement and action plan may be implemented in the Barangay Kay-Anlog. Most especially, the creation of a 3-Year Comprehensive Development Plan that specifies policy options, programs, projects, and activities that are intended to contribute to the overall achievement of the barangay's development goals and objectives.

Keywords: public service delivery level, degree of seriousness of challenges, action plan

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