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EDUCATOR'S
ECHO

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NO.2

**EDUCATION IN
THE NEW
NORMAL**

*Success in the Teaching-
Learning Process*

**GINA SY
LUNA, EDD**

PRESIDENT

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GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

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GET INTERNATIONAL RESEARCH MAGAZINE EDITOR'S NOTE

Welcome to "Educator's Echo," a captivating magazine that resonates with the authentic voices of teachers. Within these pages, you will embark on a literary journey that celebrates the unique blend of creativity and scholarship found within the teaching community.

"Educator's Echo": A magazine that captures the voices of teachers through their personal poems, essays, and research paper abstracts. This theme highlights the creative and scholarly side of educators and provides a platform for them to express their thoughts, experiences, and research findings.

As you delve into the vibrant tapestry of "Educator's Echo," you will encounter a diverse collection of personal poems, insightful essays, and thought-provoking research paper abstracts. These literary gems offer an intimate glimpse into the minds and hearts of educators, as they share their deepest thoughts, experiences, and research findings.

This magazine serves as a platform for teachers to express their passions, to reflect on their pedagogical journeys, and to explore the multifaceted dimensions of education. It embraces the belief that teaching extends beyond the boundaries of the classroom, encompassing the artistic, intellectual, and scholarly endeavors that enrich the lives of both educators and students alike.

Within these pages, you will witness the fusion of ink and chalkboard, as the written word intertwines with the art of teaching. The pages of "Educator's Echo" are filled with inspiration and imagination, where educators become storytellers, weaving narratives that ignite the minds of their readers.

Through this magazine, we aim to foster a vibrant community of educators, united by their shared love for literature, their unwavering commitment to knowledge, and their relentless pursuit of excellence. "Educator's Echo" is a sanctuary where teachers can connect, learn from one another, and find solace in the power of their collective voice.

We invite you to embark on this literary odyssey, where the rich tapestry of teaching unfolds through personal poems that stir emotions, essays that challenge perspectives, and research paper abstracts that shed light on groundbreaking discoveries. Let us celebrate the creativity and scholarship that resides within every teacher, as they shape the future through their words, insights, and dedication.

Welcome to "Educator's Echo," a symphony of voices that resonate, inspire, and echo across the educational landscape.

FASHION Teaching Lifestyle

MAGAZINE

The Latest Methods
OF TEACHER FASHION

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BEST PRACTICES IN EDUCATION

ABOUT THE AUTHOR

THE NEW WOMAN IN THE ACADEME

Gina Luna Sy, Ed.D.



A person who subscribes to the philosophy that "the future belongs to those who believe in the beauty of their dreams." Dr. Gina Sy-Luna, citing Eleanor Roosevelt as her source, emphasizes trust and confidence in one's objectives and goals to succeed. She was initially from Oriental Mindoro and was known to her colleagues as Doc Gie. Being the oldest child in the family with six younger siblings, her parents instilled in her the importance of toiling away and remaining resolute in her pursuit of whatever it is in life that she wants. The wisdom she got from her parents was the instrument she employed to succeed as a student. She was a consistent honor recipient and awardee of different student recognitions and was an active member of groups and organizations.

She completed her secondary education and then moved to Manila to continue her pursuit of personal development and self-discovery possibilities. She was motivated by the conviction that dreams should be pursued. Dr. Luna vividly recalls her father telling her she could not continue her education at a university due to financial constraints. However, her hopes and ambitions to become the finest version of herself were so dominating. Giving up her dreams without even starting it was so disheartening. She believed it was the most crucial choice he would ever make for her.

And life is indeed full of unexpected turns and twists. As the great Brazilian author Paulo Coelho stated in his novel, *The Alchemist*, "When you want something, the universe will conspire to help you to achieve it." However, she admits that university life for her was a bumpy road. While other students were enjoying the perks of university life, she had to juggle work and studies to cover her tuition fees and expenses for a living. Those experiences, as she mused about them now, made her realize that she did not only put in a large amount of hard work and determination but, more importantly, was putting her heart and soul into the value of her dreams.



"I cannot see myself in other fields besides being an educator."

Surprisingly, Dr. Luna never dreamt of becoming a teacher. What she wanted was to become a writer or a dancer. She heard them complain about students' attitudes, being underpaid, unappreciated, etc. But the profound impact of her teachers on her young and idealistic mind extended far beyond the academic knowledge they imparted to her. "I became what I didn't want to be. I became a teacher not because I wanted to but because I believe God led me to this path where He knows I can give the best of what I have."

She started teaching as a language and reading teacher at Paco Catholic School. After two years, she transferred to Assumption College, Elementary Department, in Makati City. This was also when she began to further her studies at the Philippine Normal University. In 2000, she had the opportunity to teach at the tertiary level. Far Eastern University has become her home for twenty-three years now.

When asked if she considered herself the best teacher? She sighed and quipped, "Only students can tell that. And students have different notions of what is the best teacher for them. It is very subjective. All I know is that I give the best that I can fulfill my commitment to not only give them knowledge but by connecting what I know to a portion of reality that I think my students can apply in the real world." She continued, "I believe that as a teacher, you do not just teach the facts but explore those facts so it will reach the spirit of the students. It is my personal belief, and I always tell this to my class; the world is the entire school. I am here to guide you and share what I know as I journey because I was there before you. Lessons you can read from the books. I can only offer the concrete experience I want you to relate to your life. These are the things I learned. These are my mistakes. I learned from them. This is how I dealt with them. Books can give you limited lessons, and so do I. Your experience will be your real lesson."

Real educators do not stop learning. And Dr. Luna is living with this reality. After taking her Doctorate at FEU, specializing in School Administration, she takes Educational Leadership and Management at De la Salle University, Manila, as her second degree. She personally believes that all educators are leaders. As an educational leader, for her, there is a need for students to have a natural critical learning environment to prepare them to confront problems and create authentic tasks that will challenge students to grasp ideas and can make valuable assumptions. The learning environment is critical in shaping minds to learn. For Dr. Luna, there is no other way to teach our students than to believe they want to learn and can learn.

In parting words, Dr. Luna emphasized, "The humble achievements I have accomplished are products of a rough road journey, but always maintain my focus. Embrace my dreams tight and constantly fuel myself with determination and drive." Always remember that progress is a process. Start with small steps and have faith that each one will get you closer to your goal. Positivity is the key to achieving them. Surround yourself with people with positivity and the same energy as yours. Ask for their wisdom and guidance. If, along the way, you experience some unexpected turns, never give up and trust the process. Everything happens for a reason. And like what my alma mater imparted, "Look up, young man, look up." Stay committed to your goals, and let your successes show that you have endless potential.

NAVIGATING EDUCATIONAL EXCELLENCE: BEST TEACHING PRACTICES IN THE NEW NORMAL

Sherrilyn B. Quintos, EdD



Stepping into the realm of educational excellence as everybody dives into the fascinating world of best teaching practices. In this journey, the new normal environment has led to discovering the different innovative approaches, evidence-based strategies, and the best teaching practice that empower educators to create inspiring learning environments. From fostering student engagement and personalized instruction to embracing technology and cultivating collaboration, it uncovers the transformative power of effective teaching. Most educators have embarked on this quest to unlock education's full potential and shape tomorrow's leaders' minds through various digitalized educational platforms. Although it is undeniable that these changes brought so many challenges, however, this ignites a passion for lifelong learning and engagement on a path of pedagogical mastery.

Several best teaching practices have emerged as valuable approaches in this changing landscape. Notably, the best teaching practices can vary depending on cultural, social, and educational factors. However, certain approaches and strategies have been proven effective in promoting student engagement, enhancing learning outcomes, and fostering a positive classroom environment. Active learning is one such practice that encourages students to actively participate in the learning process through group discussions, hands-on activities, and problem-solving tasks, which promote higher-order thinking skills and deeper conceptual understanding (Prince, 2004).

Moreover, active learning has been found effective across various cultural contexts, specifically in promoting mathematical literacy (Dobson & Sharma, 2017). The study reveals that active learning strategies, such as group discussions, hands-on activities, and problem-solving tasks, foster higher-order thinking skills and promote a deeper understanding of mathematical concepts. As the students actively engage with the content through discussions and hands-on activities, they can develop critical thinking abilities and apply mathematical concepts to real-world situations. The results suggest active learning strategies facilitate student-centered classrooms and create a positive learning environment. Students are actively involved in their own learning, leading to increased motivation, confidence, and a sense of ownership over their education. Moreover, active learning has been found effective across various cultural contexts, specifically in promoting mathematical literacy (Dobson & Sharma, 2017).



The study reveals that active learning strategies, such as group discussions, hands-on activities, and problem-solving tasks, foster higher-order thinking skills and promote a deeper understanding of mathematical concepts. As the students actively engage with the content through discussions and hands-on activities, they can develop critical thinking abilities and apply mathematical concepts to real-world situations. The results suggest that active learning strategies facilitate student-centered classrooms and create a positive learning environment. Students are actively involved in their own learning, leading to increased motivation, confidence, and a sense of ownership over their education. This approach also encourages collaborative learning and peer interaction, allowing students to learn from one another and construct their knowledge.

The relevance of active learning in the local context is further supported by its alignment with cultural values and educational goals. The study acknowledges the significance of cultural norms, such as collaborative learning and respect for authority, in the local context. Active learning strategies accommodate these cultural dynamics by fostering collaboration, respect for diverse perspectives, and shared knowledge construction (Dobson & Sharma, 2017).

Another practice is the integration of technology in the classroom. Integrating technology into teaching is becoming increasingly important in the digital age. It enhances student engagement, facilitates personalized learning experiences, and promotes critical thinking skills. Effective use of educational technology tools, such as video conferencing platforms, online collaboration tools, learning management systems, interactive simulations, multimedia resources and, supports active learning, creativity, and access to global educational resources (Hew & Brush, 2007) have enabled teachers to deliver instruction remotely and engage students in interactive activities. According to the National Education Association (NEA), incorporating technology effectively can enhance student engagement, promote personalized learning, and foster critical thinking skills (NEA, n.d.). This upheld that when used correctly, computers and technology have attributes that can facilitate student learning by providing flexibility in instruction, interaction with content, and collaboration with others (Collins & Bronte-Tinkew, 2010; Courts & Tucker, 2012). This suggests that technology can support and enhance actual learning experiences and improve student performances and outcomes.

In light of the relevance of technology integration in the local context, particularly during times of crisis or sudden shifts to remote instruction, the findings of Hodges et al. (2020) article emphasized that the various practices being mentioned remain relevant. It is suggested that while emergency remote teaching may be prevalent in certain local contexts during times of crisis, it is essential for educators to recognize the distinctiveness of online learning and strive for intentional technology integration. With this, educators can enhance the quality of teaching and learning experiences, regardless of the mode of instruction, and ensure that technology is leveraged effectively to support student engagement and achievement in the local context.

Javier (2020) highlights that the Department of Education (DepEd) extends support to educators through the DepEd Computerization Program (DCP), which aims to equip public schools with suitable technologies to enhance the teaching and learning process and address the challenges of the 21st century (Department of Education, 2013).

The DCP encompasses several objectives, including the provision of ICT packages that align with the needs of the K-12 curriculum in public schools, integration of ICT into the teaching and learning process, enhancement of ICT literacy among learners, pupils, students, teachers, and school heads, improvement of the computer-to-student ratio in public schools, and enhancement of the replacement cycle of ICT packages (Department of Education, 2010).

Another essential teaching practice in the new normal is the implementation of differentiated instruction. Differentiated instruction acknowledges that students have diverse learning needs and involves tailoring teaching methods, content, and assessment to accommodate individual differences. Differentiated instruction can be accomplished through various methods, including providing alternative assignments, offering additional support or enrichment activities, and using flexible grouping strategies. Providing flexible learning opportunities, using varied instructional strategies, and adjusting the level of challenge can promote student motivation and optimize learning outcomes (Tomlinson, 2014). Besides, research by Tomlinson and Moon (2013) suggests that differentiated instruction can improve students' academic achievement, motivation, and overall learning experiences.

This practice has been effective in addressing the diverse learning needs of students. The study's findings highlight the significance of differentiated instruction in promoting student engagement, understanding, and academic achievement in the Vietnamese context. The implementation of differentiated instruction, which involves tailoring teaching methods, content, and assessment to address individual student differences, positively affected student learning outcomes. It is revealed that differentiated instruction caters to the diverse learning needs, abilities, and interests of students in Vietnam. As flexible learning opportunities and varied instructional strategies are provided, teachers can create inclusive classrooms that accommodate students' different learning styles and preferences. Furthermore, the findings indicate that differentiated instruction enhances students' conceptual understanding and critical thinking skills. By adapting to the level of challenge and providing appropriate scaffolding, teachers can facilitate deeper learning and help students develop higher-order thinking abilities. The study emphasizes that differentiated instruction encourages students to take ownership of their learning and promotes self-regulated learning skills. Hence, this approach fosters a positive learning environment where students feel valued and supported, leading to increased motivation and active participation (Nguyen & Huynh, 2020).

Collaborative learning has also proven to be effective in the new normal environment. Encouraging students to work together on projects, discussions, and problem-solving activities promotes active engagement, social interaction, and the development of teamwork skills. Online platforms and tools have facilitated virtual collaboration, enabling students to collaborate regardless of their physical location. According to Johnson and Johnson (2014), collaborative learning enhances critical thinking, problem-solving, and communication skills, leading to improved academic outcomes and higher levels of student satisfaction.

Incorporating formative assessment practices has become increasingly important in the new normal. Formative assessment involves regularly assessing student progress and providing timely feedback on student learning to guide instructional decisions and provide timely support. Teachers can use various formative assessment techniques, such as online quizzes, virtual discussions, and real-time feedback on assignments that allow students to monitor their learning and make adjustments to improve their understanding (Black & Wiliam, 1998). Hattie and Timperley (2007) emphasize that effective formative assessment practices can enhance student achievement by providing teachers with insights into students' progress and enabling them to adjust their instruction accordingly. In addition, the study's findings by Yee & Robles (2016) accentuate the importance and relevance of formative assessment practices, particularly in a high-stakes testing environment. Formative assessment, which involves regularly assessing student progress and providing timely feedback, was found to have significant positive effects on student learning outcomes. The study also reveals that formative assessment practices help teachers understand individual student learning needs and tailor instruction accordingly. Teachers can gain insights into students' strengths, weaknesses, and misconceptions by collecting ongoing evidence of student learning through various assessment methods such as classroom discussions, quizzes, and peer feedback. This understanding enables them to make instructional adjustments, provide targeted interventions, and support students in achieving their learning goals.

Moreover, the findings propose that formative assessment promotes student self-regulation and engagement in the learning process. When students are involved in self-assessment and reflection activities, they become more aware of their learning progress, strengths, and areas for improvement. This awareness fosters a sense of responsibility for their learning, enhances motivation, and encourages students to monitor and improve their understanding actively.

In contexts where standardized testing carries significant weight, formative assessment practices provide a more comprehensive and holistic view of student learning. Focusing on ongoing progress monitoring rather than solely on final outcomes, the formative assessment allows for a deeper understanding of student abilities and growth, capturing a more accurate representation of their learning journey.

The findings presented by Javier (2020) highlight several best teaching practices employed by teachers in the local context. These practices include collaboration with co-teachers, implementing a mentor-a-co-student scheme for students struggling with technology, participating in discussions rooms created by DepEd teachers, incorporating self-paced learning and practice, utilizing a combination of tools for teaching and learning, and offering mentoring or tutoring through Learning Action Cell (LAC) sessions.

Collaboration with co-teachers is an effective teaching practice that encourages teamwork and sharing of ideas among educators. Teachers can pool their knowledge, skills, and experiences to create engaging and effective student learning experiences. Collaborative planning, resource sharing, and co-teaching strategies can lead to more comprehensive and diverse instruction that caters to students' individual needs.

The mentor a co-student scheme is another valuable practice that supports students who encounter challenges in utilizing technology. Pairing students who struggle with technology with a mentor or tech-savvy classmate allows for personalized guidance and support. This approach promotes peer learning, fosters a supportive classroom environment, and empowers students to develop technological skills and overcome difficulties.



Participation in discussion rooms facilitated by DepEd teachers offers opportunities for professional development and sharing of best practices. These virtual spaces allow educators to engage in meaningful discussions, exchange teaching strategies, and learn from one another's experiences. Participating in these collaborative platforms allows teachers to stay updated on the latest educational trends, gain insights into effective teaching methods, and enhance their instructional practices.

Using self-paced learning and practice is a valuable approach that promotes student autonomy and personalized learning experiences. By providing students with the flexibility to progress at their own pace, teachers can cater to individual learning styles, interests, and abilities. Self-paced learning allows students to take ownership of their learning, build self-discipline, and develop a deeper understanding of the content.

Utilizing a combination of tools for teaching and learning is an effective practice that leverages various resources and technologies to enhance instruction. By integrating a range of tools such as multimedia resources, educational apps, online platforms, and interactive simulations, teachers can create engaging and interactive learning experiences. This approach caters to different learning styles, fosters creativity, and provides students with diverse learning resources.

Mentoring or tutoring through LAC sessions offers additional support to students who require extra assistance. These sessions provide opportunities for one-on-one or small group interactions between teachers and students. By addressing individual learning needs, clarifying concepts, and providing targeted guidance, teachers can help students overcome challenges and achieve their academic goals.

Educators must receive continuous professional development and support to effectively implement these best teaching practices in the context of the "new normal." To facilitate this, it is essential to provide educators with training sessions, workshops, and access to online resources. These opportunities will equip teachers with the necessary skills, knowledge, and strategies required to successfully integrate technology, differentiate instruction, foster collaborative learning, and implement formative assessment strategies in virtual or blended learning environments. By investing in the professional growth of educators, schools and educational institutions can ensure that teachers are well-prepared to navigate the evolving educational landscape and provide high-quality instruction to students.

Research Abstract



GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

LPIHS SCIENCE-ORIENTED SECTION ALUMNI TRACER STUDY: A BASIS FOR IMPROVEMENT IN CURRICULUM ELECTIVES

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ABSTRACT

This study aimed to improve the curriculum electives of the Science-Enhanced Program using a tracer of Science- Oriented Section alumni from 2004 to 2015. Its goals were to assess the Science-Enhanced Program's strengths and weaknesses as viewed by alumni, collect their recommendations to improve the Science-Enhanced Curriculum in connection with current field demands, and construct a SEP learner's packet. This study used a mixed-methods strategy. A total of 238 respondents were purposefully selected via quota sampling. A tracer form was created for the data gathering, which included the alumni's demographic profile based on their sex, civil status, educational attainment, employment information, and two other questions. The first question focused on alumni perceptions of the science-enhanced program's strengths and weaknesses, and the second question focused on their suggestions for improving the science-enhanced curriculum with respect to current field demands. After gathering the data and assessing the results, it has been validated that it can be used as a guide in crafting the competencies in formulating the SEP Learners' Packet. It has been concluded that the strengths of the science-enhanced program are the following: elective subjects offered, teaching quality, interdisciplinary learning, and student workload. Meanwhile, the learning environment, the research capacity, and the facilities provided were listed as the weaknesses of the said program. The respondents agreed that programming, robotics, and other IT-related subjects should be included in the curriculum. Further, the alumni concurred that the curriculum should provide students more exposure to real-world situations.

Keywords: *Curriculum Electives, Science-Enhanced Program, Alumni, Learners' Packet*

FINANCIAL MANAGEMENT PRACTICES OF MICROENTERPRISES IN QUEZON CITY

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ABSTRACT

Most business in the Philippines is mostly in the microenterprise. Hence, this research was accomplished in order to assess the effectiveness of financial management practices of microenterprises in Quezon City. The City was selected as the locale of the research due to the fact that there were various microenterprises built in this location. The respondents were classified according to the number of years in operation of their business, the number of employees, capitalization, and their source of funds. Additionally, the individual profile was also classified into their age, highest educational attainment, and the number of seminars or trainings related to their business that they had attended. The assessment was specified into aspects of financial planning, financial control, and cash management. The result shows that the majority of businesses were newly established and only operating for zero (0) to two (2) years. The result also showed that the majority of the respondents only had a capitalization of PHP 100,000.00 and they were utilizing their personal savings as a source of funds. Most of them are aged from twenty-one (21) to thirty (30) years with no bachelor's degrees. They only attended seminars and trainings less than three (3) times. The result of this study was beneficial to business owners, local government units, government, government agencies, banks, and other financial institutions, academe, and future researchers.

Keywords: *Financial Management, Financial Planning, Financial Control, Cash Management, Microenterprise*

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

ASSESSMENT ON THE CRITERION OF SELECTING QUALIFIED APPLICANTS IN HOTEL AND TOURISM INDUSTRY AMONGST GRADUATES OF SELECTED SUC'S AND HEI'S: BASIS FOR EMPLOYABILITY

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ABSTRACT

The purpose of this study is to explore, gauge and identify the criterion of selecting qualified applicants in Hotel and Tourism Industry amongst graduates from selected SUC's and HEI'S: Basis for Employability. The data are collected from different hotel and tourism companies who are also considered partners of some SUC'S and HEI's on On-the- Job Training where students are deployed to undergo trainings in different areas of hotel and tourism sector specifically asked 10 (ten) Five Star Hotels, 10 (ten) Travel Agencies, 10 (ten) Restaurants, 5 (five) Airline and Aviation company and 5 (five) from Resort Operations as the respondents of this study .The study used descriptive survey research design and data collection was administered through Google Forms. Initially, participants was also invited to a Focus Group Discussion where there inputs was asked regarding their opinions about the resumption of face to face on-the-job training. Since they are already attended the Focus Group Discussion they were also invited to answer the survey questionnaire related to this study. Questionnaire and documentary analysis were the data gathering tools employed in the study. There is a significant factors and criterions in selecting qualified applicants in Hotel and Tourism Industry as basis for employability. The challenges met by the researcher was respondents has different set of criterions in selecting qualified applicants thus, study may also recommend and suggest standardized or uniform criterion in selecting qualified applicants in hotel and tourism industry.

Keywords: *Criterion for Selection, Specific Qualifications, Employability, Specific Skills needed, Work- Integrated Learning*

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THE LIVED EXPERIENCES OF STUDENTS UNDER THE COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) PROGRAM: LOOKING AT SDG 12

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ABSTRACT

Collaborative learning emphasizes student-to-student interaction and the instructor's role as a facilitator. Collaborative Online International Learning (COIL) was founded in 2005 by the State University of New York (SUNY) to help schools adapt their single classroom courses to an online, collaborative format and establish strong collaborations with professors with whom they would join classes and co-teach using SUNY COIL conferences and website, as well as pre-established partnerships between the institutions. However, as the globe becomes increasingly interconnected, educational challenges aimed at cultivating intercultural competency become more important (Ceo-DiFrancesco & Bender-Slack, 2016). That is why this study aimed to (1) understand the lived experience of students who went under the COIL program in relation to SDG 12, (2) review the new knowledge students obtained when they took part in the COIL program in relation to SDG 12, and (3) discover the challenges students encountered while participating in the COIL program in relation to SDG 12. The researcher surveyed Filipino and Japanese students who participated in the COIL program concerning SDG12 from St. Patrick School of Quezon City, Kwansei Gakuin University, and Meiwa Senior High School. The study employed qualitative phenomenological research, and pertinent data were obtained through an open-ended survey questionnaire. The study was analyzed using Colaizzi's descriptive phenomenological method. The results showed that the lived experiences of students who went under the COIL program in relation to SD12 have something to do with all their learnings and enjoyable experiences, intercultural and global interactions, and environmental discussions and action plans related to SDG 12. Moreover, students learned and understood better the negative impact of waste on the environment, environmental awareness and practices, the culture and norms in the Philippines and Japan, and the importance and benefits of collaboration. Lastly, the study also revealed the different challenges students encounter while participating in the COIL program in relation to SDG 12, such as cultural differences, language barriers, technical difficulties, and difficulties in experimentation. Thus, it was recommended to learn to adapt to everyone and adjust according to countries' different cultures, practice and be proficient with the English language, have backup devices and platforms to use to ease technological problems, and improve implementations of experiments.

Keywords: *COIL, Collaborative Learning, Lived Experiences, Students, Interaction*

BATTERY-POWERED DEVICE FOR MONITORING PHYSICAL DISTANCING THROUGH WIRELESS TECHNOLOGY

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ABSTRACT

One method for preventing the spread of the coronavirus and other contagious diseases is through social distancing. Therefore, creating a tool to measure and quickly discover the precise distance is necessary. In order to prevent physical contact between individuals, this study aimed to detect individuals' physical distance, through an inaugurated battery-powered device that monitors physical distance through wireless technology. Specifically, in public or crowded areas, to lessen the spread of the virus. This study focuses on detecting people's physical distance in the region of interest utilizing an Ultrasonic and VL53L0X sensors and determining the significant difference between the two sensors in monitoring physical distance. This study employs an applied experimental research design. The efficiency of both sensors in measuring physical distance was evaluated through analysis. The Ultrasonic and VL53L0X sensors underwent 15 tests. Furthermore, the researchers effectuated a t-test to determine the significant difference between the two sensors. Data gathered revealed that the sensors' combined mean in terms of measuring physical distance indicates that the ultrasonic sensor performed better than VL53L0X, measuring 134.7 cm, notwithstanding 99.8 cm for the VL53L0X sensor. Complementary to this, the results of the t-test show that the VL53L0X sensor and Ultrasonic sensor have a significant difference in terms of distance precision.

Keywords: *Social Distancing, Ultrasonic Sensor, VL53L0X Sensor, Battery-powered Device*

UTILIZATION OF DUAL-AXIS SOLAR TRACKER TO INCREASE THE EFFECTIVENESS OF SOLAR PANELS

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ABSTRACT

This study was conducted to determine the effectiveness of utilizing the Dual-axis Solar Tracker in harnessing solar energy and storing it in lithium-ion batteries in terms of voltage and milliamps per hour gained. This study utilized two solar panel systems, the Static Solar Panel System and the Dual-Axis Solar Tracker, and aimed to prove the significant difference generated by solar panel systems in terms of voltage and milliamps per hour. This study employed an applied experimental research design utilizing Arduino Uno, light-dependent resistors, micro servos, and solar panels to create the Dual-Axis Solar Tracker. The data gathered from the electric quantities during the seven-day sun exposure were tabulated, analyzed, and computed using mean tests, standard deviation, and T-tests to find the significant difference between the two solar panels. Based on the analyses of the data, it was revealed that the Dual-Axis Solar Tracker was superior in terms of voltage and milliamps per hour generated compared to the Static Solar Panel System. Moreover, computations using the T-test found that in terms of voltage and milliamps per hour generated, there was a significant difference between the Dual-Axis Solar Tracker and the Static Solar Panel System. Based on the findings of the study, it is concluded that the utilization of the Dual-Axis Solar Tracker statistically increases the effectiveness of solar panels in harnessing energy generation.

Keywords: *Dual-Axis Solar Tracker, Effectiveness, Static Solar Panel System*

UTILIZING CASSAVA STARCH AND POWDERED RICE BRAN IN MAKING BIODEGRADABLE STRAWS

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ABSTRACT

Numerous agricultural wastes are wasted every day, and one of these is rice bran. This study investigated the production of a biodegradable straw made of cassava starch and powdered rice bran. It aimed to determine the effectiveness of the different treatments of Cassava Starch-Rice Bran in terms of water resistance, tensile strength, and biodegradability. An experimental design was used in conducting the study. There were three treatments made in making CSRB straws: the first, with more rice bran; the second, with the same cassava starch and rice bran ratio; and the third, with more cassava starch. These treatments produced three replicates each. The straws were placed in a dehydrating machine for 24 hours at a temperature of 60° Celsius. The straws were then coated with beeswax after being removed from their respective molders. The CSRB straws were found to be water resistant due to the beeswax coating applied, although it had a weak tensile strength even with the presence of beeswax. The rate of biodegradability of the CSRB straw was fast due to it being made up of organic materials. The results revealed that straws made from Cassava Starch and Powdered Rice Bran are effective in terms of water resistance and biodegradability.

Keywords: *CSRB-Straw, Water Resistance, Biodegradability, Tensile Strength*

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A MULTIVARIATE ANALYSIS ON THE FACTORS AFFECTING THE STUDENTS' MATHEMATICS PERFORMANCE IN A MODULAR APPROACH OF DISTANCE LEARNING

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ABSTRACT

This study sought to examine the factors affecting the Science, Technology, Engineering and Mathematics (STEM) students' Mathematics performance in a modular distance learning at Notre Dame Village National High School (NDVNHS). In particular, the researcher was interested to determine if these factors had a significant effect on the students' Pre-Calculus and General Mathematics performance considering the number of hours spent in modular learning. The period covered by the study was during the first semester of the school year 2020-2021. The respondents were all 67 Grade 11 STEM students of NDVNHS. A quantitative research design was utilized particularly using Multivariate Analysis of Covariance (MANCOVA). The findings of the study revealed that majority of the STEM students had a good performance in their Mathematics subjects for the first semester. Also, the factors specifically type of motivation (intrinsic or extrinsic) and support system (parents, siblings, relatives, friends, or classmates) had statistically significant effect on their mathematics performance in the new normal considering the amount of time they spent in learning using modules. Moreover, there were statistically significant differences in both Pre-Calculus and General Mathematics performances between the type of motivation and support system when adjusted for the number of hours spent in modular learning. Based on the findings, the study concluded that the students' motivation and support system can greatly affect their mathematics performance when controlling for the allocated time in modular learning. Especially in Pre-Calculus and General Mathematics, motivation and support system are important factors in learning using modules. In the new normal education, the students should increase their level of motivation as well as exposure in self-learning and be given full support towards the processes in the modular approach of distance learning.

Keywords: *Modular Distance Learning, Significant Effect, Multivariate Analysis of Covariance*

INVESTIGATING STUDENTS ATTITUDE IN LEARNING ENGLISH LANGUAGE VOCABULARY: THE CASE OF ENGINEERING STUDENTS IN TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES

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ABSTRACT

This study focused on determining the attitudes and academic performance of engineering students in Technological University of the Philippines-Manila. A total of 139 male engineering and 47 female engineering students were the respondents of the study. This only dwell on the attitude in learning English Language Vocabulary in terms of their behavioral aspects, cognitive aspects and emotional aspects. This is a quantitative study utilized by descriptive and inferential method as the research design. Based on the findings, academic grades strongly correlates with their attitude in learning English vocabulary which is a negative correlation coefficient in all of its components with r value of -0.3695 in behavioral, -0.5261 in Cognitive, and -0.4332 in emotional aspect. Their P values is less than .00001 which is significant at $p < 0.05$. Thus, the null hypothesis where there is no significant relationship between their ALEV and academic performance is rejected. The researcher recommends that teachers should enhance creativity in teaching vocabulary which inculcate the positive attitudes and motivation towards learning process. Teachers and parents should encourage the learners to read and watch educational related materials.

Keywords: Behavioral, Cognitive, Emotional, English Language, Vocabulary

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STUDENTS' LEVEL OF PROCEDURAL FLUENCY AND DIFFICULTIES IN COLLEGE ALGEBRA: A FLEXIBLE LEARNING SET-UP

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ABSTRACT

Various changes and advances have taken place in the ways of teaching and learning. With the encountered global pandemic crisis, flexible learning has been practiced particularly in state universities and colleges. This study sought to determine the level of procedural fluency in College Algebra as well as the difficulties of College of Teacher Education (CTEd) students of Cotabato State University (CSU) in the flexible learning set-up. The period covered by the study was during the first semester of the school year 2021-2022. The respondents were a sample of 30 first-year mathematics major students of CSU-CTEd. It used mixed methods, the quantitative approach was utilized to know the students' knowledge of procedures in solving mathematical problems while the qualitative approach was utilized to explore the difficulties of the students in learning mathematics as well as the coping strategies that can serve as basis for mathematics intervention program. The findings revealed that most of the respondents have a low level of procedural fluency in College Algebra, particularly emerging in the understanding the problem, devising a strategy, and solving steps while inept in the problem-solving checking process. On the part of new normal learning, difficulties were experienced such as poor knowledge of the prerequisite skills and unstable internet connection. As part of their coping strategies, facing the encountered problems, practicing repeatedly, and watching online video tutorials were applied. Based on the findings of the study, it is concluded that the first-year students have low level of procedural fluency in College Algebra problem-solving particularly in the Polya's principles of understanding the problem, devising a plan, carrying out the plan, and checking the answer. Because of the learning challenges encountered by the students, it is recommended to develop step-by-step video tutorials that can address their problem-solving difficulties and supplement their learning in the flexible mode of delivery.

Keywords: *Polya's Principles, Procedural Fluency, Learning Difficulties, Mixed Methods*

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INTERNAL CONTROL SYSTEM AND FINANCIAL PERFORMANCE OF BILLS PAYMENT CENTERS: THE CASE OF BAYAD CENTERS IN SAN JOSE, OCCIDENTAL MINDORO

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ABSTRACT

Bills payment centers (bayad centers) are the industry's trailblazers and pioneers in the over-the-counter bill payment processing sector in the Philippines. However, scammers lure victims into making money to phony bills payment center (bayad center) accounts rather than paying bills at approved outlets. It is undeniable that this occurrence has had a substantial connection with their financial success. The major goal of this study was to explore the elements that had an association with financial performance of bills payment centers (bayad centers) in order to prevent the sector from falling. A descriptive-correlational research approach was employed in this study. The research was carried out in San Jose, Occidental Mindoro. The 55 employees of the 22 registered bills payment centers (bayad centers) in San Jose, Occidental Mindoro were the study's respondents. They were chosen using the systematic random sampling. The weighted mean was employed in the study of internal control system and financial performance. The Pearson r Correlation Coefficient (Pearson's r) was also performed in this study to determine the relationship between the internal control system and financial performance. The findings of this study revealed that there was a significant positive relationship between internal control system and financial performance of bills payment centers (bayad centers) in San Jose, Occidental Mindoro.

Keywords: *Internal Control System, Financial Performance, Bills Payment Centers, Bayad Centers*

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KAPALIGIRANG PAMPAGKATUTO, KLIMANG PANGKLASRUM AT PERFORMANS SA FILIPINO NG MGA MAG-AARAL SA GRADO 11

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ABSTRACT

Ang pag-aaral na ito ay naglalayong alamin ang kapaligirang pampagkatuto, klimang pangklasrum at performans sa Filipino ng mga mag-aaral sa grado labing-isa (11) ng Mataas na Paaralang Nasyonal ng Ajuy. Ito rin ay naglayong matukoy kung mayroong makabuluhang pagkakaiba sa kapaligirang pampagkatuto at klimang pangklasrum at kung mayroon bang makabuluhang kaugnayan sa performans sa Filipino. Ang mga kinakailangang datos ay tinipon sa pamamagitan ng pagbigay ng talatanungan sa kapaligirang pampagkatuto, klimang pangklasrum at pagsusulit sa performans sa Filipino. Isandaan na nagmula sa Mataas na Paaralang Nasyonal ng Ajuy ang naging kalahok sa pag-aaral na ito. Sila ay pinili gamit ang stratified quota random sampling. Ang mga datos ay sinuri sa larangan ng computer-processed statistics, percentage mean, frequency count, standard deviation, One Way ANOVA (Analysis of Variance), t-test at Pearson' r. Ang alpha level ay nakaset sa .05 sa lahat ng inferensyal na pagsusulit. Ang mga natuklasan ay nagpakita na may "kaaya-aya" na antas ang kapaligirang pampagkatuto at may "kaaya-aya" na antas ang klimang pangklasrum. Napag-alaman din na mayroon silang "katamtamang" performans sa Filipino. Nakita rin sa pananaliksik na ito na "walang makabuluhang kaugnayan" ang performans sa Filipino sa antas ng kapaligirang pampagkatuto at antas ng klimang pangklasrum. Napag-alaman din na "walang makabuluhang pagkakaiba" ang kapaligirang pampagkatuto sa performans sa Filipino. "Wala ring makabuluhang pagkakaiba" ang klimang pangklasrum ng mga mag-aaral sa Filipino sa performans sa Filipino. Napag-alaman din na "walang makabuluhang kaugnayan" ang kapaligirang pampagkatuto sa klimang pangklasrum maging ang kapaligirang pampagkatuto sa performans sa Filipino gayundin ang klimang pangklasrum at performans sa Filipino.

Keywords: *Kapaligirang Pampagkatuto, Klimang Pangklasrum, Performans sa Filipino, Mag-aaral sa Grado 11, Senior High Schools*

EFFECTIVENESS OF UTILIZING INDUCED MAGNETISM ON THE SEED GERMINATION OF RADISH (*Raphanus sativus*)

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ABSTRACT

This study investigated the effectiveness of utilizing induced magnetism on the seed germination of radish (*Raphanus sativus*) in terms of growth rate, growth speed, shoot growth, and overall development. This study aimed to determine the significant difference between the two in terms of growth rate, growth speed, shoot growth, and overall development. This experimental study utilized the functions of an Electromagnetic Induction Device (EID) consisting of a 12v motor battery, light bulb, coiled wire, and switch. The EID was turned on for 10 minutes every day where the electric volts generated by the 12v motor battery were transported through the coiled wire and distributed to the metallic iron screen surrounding the area of the experimental group. The data gathered during the 12-day observation of the growth of radish (*Raphanus sativus*) were tabulated, analyzed, and evaluated using mean tests, standard deviation, and T-test. Based on the result and analyses of the gathered data, it is concluded that the experimental group, the one with the presence of induced magnetism, surpassed the control group in terms of growth speed, shoot growth, and overall seed development. However, it was revealed that in terms of growth rate, there is no significant difference between the control group and the experimental group. Therefore, the utilization of Induced Magnetism on the seed germination of radish (*Raphanus sativus*) is effective in terms of growth speed, shoot growth, and overall development.

Keywords: *Induced magnetism, Electromagnetic Induction Device (EID)*

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WORKING CAPITAL MANAGEMENT OF SHOPEE ONLINE SELLERS

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ABSTRACT

This study aimed to enhance the working capital management practices of Shopee online sellers. The researcher chose this study to find and evaluate different working capital management practices by Shopee online sellers to evaluate if there are trends and to be able to recommend it to future and current Shopee online sellers. This study stemmed from Brigham's Working Capital Management Theory as he narrates it to include Cash Management, Accounts Receivable Management, Inventory Management and Accounts Payable Management. The researcher chose 384 respondents to answer researcher-made questionnaire. The data being gathered are being interpreted using Kruskal Wallis H-Test which helps the researcher evaluate p-value of the statements applied in the questionnaire. Based on the assessment of the respondents, in terms of cash management, nature of products sold, number of years in the operation, source of funds, number of employees, and estimated capitalization all got a p-value of less than 0.05 which means that the null hypothesis is rejected or there is a significant difference in the respondents' assessment of their working capital management practices. While number of years in the operation got a p value of more than 0.05 which means that the null hypothesis is failed to be rejected or there is no significant difference in the respondents' assessment of their working capital management practices. In terms of accounts receivable management, nature of products sold, number of employees and source of funds, all got a p-value of less than 0.05 which means that the null hypothesis is rejected or there is a significant difference in the respondents' assessment of their working capital management practices. Because of these results, the researcher proposed the following recommendations: (1) hire additional staff; (2) maintain proper aging of accounts receivable; (3) use inventory system software; (4) apply for credit lines; (5) attend seminars and trainings regarding cash management; (6) assign someone who can focus on the collection of accounts receivable; (7) create proper inventory control systems; (8) maintain proper accounts payable aging.

Keywords: *Shopee, Working Capital Management, Cash, Accounts Receivable, Accounts Payable, Inventory*

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THE EFFECTIVENESS OF BILINGUALISM (TRANSLATION) IN UNDERSTANDING ENGLISH STORIES FOR GRADE 10 STUDENTS

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ABSTRACT

This study tried to determine an alternative way to improve the comprehension level of the students. As the comprehension level of the learners nowadays were compromised by the accessibility of resources and answers to the comprehension questions given by the teachers. The use of bilingualism has been very helpful to others. Infusing it to reading might be a good move as the department continuously aims to uplift the literacy of the students. This study identified if there is a significant difference between the pretest and posttest of grade 10 students before and after exposure to bilingualism (translation) in understanding English short stories. The data sources in this study were composed of 60 Grade 10 Students in San Jose National High School, District II-A Division of Antipolo City. The researcher used One Group Pretest – Posttest Quasi-Experimental Design in determining the effect of using Bilingualism (Translation) in Understanding English Short Stories for Grade 10 Students. In this type of research design, the researcher measured the same dependent variable in one group of participants before (pretest). It has found out that there is a significant difference in the pre-test and post-test of the participants before and after the exposure to bilingualism (translation) in understanding English short stories since the computed paired t-test value is 54.2936 with a computed probability value (p-value) of 0.0001, which indicates significance. Therefore, it can be said that the students performed better when they were exposed to bilingualism (translation). The inclusion of bilingualism or translation in language learning offer assistance to extend their understanding of the stories and create basic consideration as they explore the use of bilingualism. This strategy will help the students who struggles in understanding the English (L2) language by means of giving its equivalence in the Filipino (L1) language.

Keywords: *Literacy, Mother-Tongue, Contextualized Activity Sheet, Comprehension Skill, Word Association*

STUDENTS' DEMOTIVATION IN LEARNING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

Students with high motivation to learn English as a second language become efficient language learners and ultimately acquire second language proficiency. However, demotivation in learning English as a second language remains to be a serious challenge. Thus, research-based information is needed to shed light in unravelling the factors of demotivation among second language learners and to guide teachers in putting forward practical solutions to increase students' motivation in second language learning. This study was conducted to find out the specific factors that hinder students' desire to learn English as a second language. The researcher used descriptive research design and involved 1,302 students of Palawan State University Cuyo Campus selected through random sampling. Demotivating factors were measured using a modified questionnaire with reliability index of 0.85. Students' self- confidence, learning content and context, focus of teaching and school facilities are revealed as demotivation to second language learning. The findings of this study may guide English teachers in designing teaching-learning contexts that are interesting and can boost student's confidence in using English as a second language. It is also beneficial to policymakers and curriculum developers so that necessary policies may be implemented to improve school facilities teaching strategies and learning content and context.

Keywords: *Behavioral, Cognitive, Emotional, English Language, Vocabulary*

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

ANG MORFOSINTAKS NG NAWN PREYS SA BIRI-WARAY

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ABSTRACT

Ang pag-aaral na ito ay naglalahad ng isang komprehensibong istruktura ng gramatika na nakatuon sa katangian ng Nawn Preys (NP). Ito ang kauna-unahang pag-aaral na nakapokus sa katangian ng NP ng isang varayti ng wikang Waray na wala pang anumang naisagawang pag-aaral. Ang balidasyon, muling pagsusuri, at pag-aanalisa sa mga datos ay ginawa mismo ng mananaliksik bilang taal na mananalita ng Biri-Waray at sa gabay ng tagapayo. Ang mga kinapanayam ay mga nasa edad 47- 67 at mga taal na mananalita ng Biri-Waray. Sila ang siyam (9) na piniling kapanayamin sapagkat bukod sa sila ay taal na mananalita ng Biri-Waray, nakapagtapos din sila ng pag-aaral at may ganap na pag-unawa sa gramatika. Ang listahan ng mga pangungusap na may kabuuang 384 ay nakasulat sa wikang Tagalog na isinasalin nang mga informant nang pasalita. Mula sa pag-aaral, sinuri ang mga katangian ng Nawn sa Biri-Waray, mga konstituyuent na bumubuo sa iba't ibang anyo ng NP sa Biri-Waray, at iba't ibang gamit NP sa istrukturang gramatikal sa Biri-Waray. Ang implikasyon sa mga teyorya sa pagkakapare-pareho ng mga wika sa istrukturang gramatikal ay nakabatay pa rin sa katangian ng isang wika. Isa na rito ang proseso ng topicalization o subjectivization na hindi nangyayari sa Biri-Waray sa mga nan-verbal na pangungusap kapag ang predikeyt at subjek ay parehong may nominal marker an 'ang' (§4.4). Dulot ito ng walang direktang katumbas o zero (\emptyset) 'ay' order marker ng wikang Tagalog ang Biri-Waray. Isa ito sa nakitang kahalagahan ng pagsusuri na magagabayan higit lalo na ang mga hindi taal na mananalita ng Biri-Waray sa pag-unawa sa gramatikal na istukrtura ng naturang wika.

Keywords: *Biri-Waray, Nawn Preys, Gramatikal, Istruktura, Morfosintaks, Wika*

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

MAY PUWANG KA PA BA?: PAGGALUGAD SA SALOOBIN HINGGIL SA PAGGAMIT NG FILIPINO SA MGA PILING ASIGNATURA NG GEC (GENERAL EDUCATION CURRICULUM)

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ABSTRACT

Ang kakayahan ng mga mag-aaral sa paggamit ng wikang Filipino ay nararapat lamang na malinang nang lubusan ng mga tagapagtuturo may sapat na kasanayan. Ang pag-aaral na ito ay gumamit ng pagsusuring palarawan, upang malinaw na makita ang saloobin ng mga mag-aaral sa paggamit ng Filipino sa paraan na pagpapahayag ng kanilang saloobin. Nilayon ng pag-aaral na ito na malaman ang saloobin ng mga mag-aaral hinggil sa paggamit ng Filipino sa mga piling asignatura ng GEC (General Education Subject) kabilang dito ang GEC 5 (Purposive Communication), GEC 2 (Readings in Philippine History), GEC 1 (Understanding The Self) at GEM 14 (The Life and Works of Rizal). Sinusuri rin dito ang mga uri ng pag-uulat, mga sulatin at proyekto sa naging negatibong saloobin ng mga mag-aaral sa paggamit ng wikang Filipino. At bilang midyum sa mga piling asignatura, 33 o 27.50% ng mga mag-aaral ay may negatibong tugon samantalang (87 o 72.50%) karamihan ay nagsabi na kailangan, mahalaga, nakatutulong, madaling gamitin, at gamitin pa sa ibang asignatura. Ang mga respondent ay napatunayan na batid nila na ang paggamit ng Filipino ay isa sa mga wikang panturo sa mga piling asignatura sa antas tersarya at ang walang pagkakaibang saloobin ng mga mag-aaral sa paggamit ng Filipino ay nagpapakita ng kanilang positibong pagtanggap sa Filipino ay kinakailangan sa kanilang pagkatuto. Batay sa kinalabasan ng pag-aaral, ang mga mag-aaral ay kailangang mabigyan ng mga kaukulang gawain kaugnay sa wika upang mapahalagahan ang kanilang saloobin at lalong magamit ang wikang Filipino bilang unang wika sa paraang pasulat at pasalita.

Keywords: *Asignatura, GEC (General Education Curriculum), Saloobin, Wikang Filipino*

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

ADMINISTRATION OF ACADEMIC SUPPORT SYSTEM AND ACHIEVEMENT OF DESIRED OUTCOMES OF STUDENT AFFAIRS AND SERVICES IN HIGHER EDUCATION: A CORRELATIONAL INQUIRY

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ABSTRACT

Most educational philosophers adjudicate that the core of education is the learner and learner-centered education has become the trend in the 21st Century. The accomplishments of the learners reflect the kind of education implemented in a particular institution. Several studies have been conducted on student affairs and services; nonetheless, very limited research has ventured into the influence of administration on the realization of the objectives of student affairs and services. This study intended to examine the relationship between the administration of academic support system and the achievement of desired outcomes of student affairs and services in higher education within the Philippine context utilizing a non-experimental research method specifically correlational quantitative research and survey research design to three hundred fifty university students emanated from various academic disciplines who were randomly selected as respondents. Findings revealed that there was a very high correlation between the administration of academic support system and the achievement of the desired outcomes of student affairs and services hence the null hypothesis was rejected based on the statistical analysis of data using the Pearson Correlation (r). Thus, the administration of academic support system has a great impact to the attainment of the objectives of student affairs and services in higher education. The administration in coordination with the internal stakeholders and external collaborators need to sustain the best practices in the development of students since they are the focal point of instruction and the quality of education is reflected in their performance.

Keywords: *Academic Support, Administration, student Affairs and Services, Student Development*

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

PERSONAL FINANCIAL MANAGEMENT PRACTICES AMONG SELECTED PERSONNEL OF THE BUREAU OF THE TREASURY – CENTRAL OFFICE

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ABSTRACT

The study aimed to determine the personal financial management practices among selected personnel of the Bureau of the Treasury – Central Office. It used the descriptive method of gathering data. The respondents of the study consisted of 183 personnel from 35 divisions of the Bureau and selected through simple random probability sampling technique. The study shown that most of the respondents aged 26 to 35 years old, female, single, bachelor's degree holder, rank and file workers, permanent employees, have been in the agency for 5 years and below and with monthly compensation ranging from P15,001 - P30,000. In terms of financial planning, most of the respondents set their short-and long-term financial goals. In terms of money management, most of the respondents saved so that they do not need to borrow from others. In terms of income and asset protection, most of the respondents considered uncertainties for their future plan. And in terms of investments, most of the respondents purchased government securities. The researcher recommended to utilize various social media platforms as an avenue for financial planning, start considering the use of credit management in the acquisition of their needs, understand the need of acquiring non-life insurance and start familiarizing themselves in the concept of the derivatives market. Also, the Bureau of the Treasury should initiate seminars/webinars about how to start writing a financial plan, effective ways in managing finances, the vital role of insurance and estate planning, and possible ways in earning money when investing on securities and derivatives.

Keywords: *Personal Financial Management Practices, Financial Planning, Money Management, Income and Asset Protection, Investments*

THE COMMON ERRORS IN SUBJECT-VERB AGREEMENT OF STUDENTS ENROLLED IN READING CLINIQUE CENTER

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ABSTRACT

The researcher pursued the study in the common errors of language learners on subject-verb agreement because Filipino Students learning English have well-formed speech habits in the native language which are totally different in form, meaning and distribution. In the evident that language teaching in the Philippines has not been efficient and effective enough to meet the expectation that English is mastered by the students if it is to become functional for a lifetime. The actual respondents of the study were grouped according to gender and section. The researcher used a descriptive research design to determine the students' common errors in Subject-Verb Agreement. The items in the test were based on the descriptions of Subject-Verb Agreement errors found in the Harbrace College Handbook and in the Grammar Journal for Subject-Verb Agreement. The objective of the study is to determine the types of Subject-Verb Agreement errors frequently committed by the combined population of the students in Reading Clinique Center.

Keywords: *Subject Verb Agreement, Language Learning, Second Language, Common Errors, English Language Learners*

CORRELATION OF USING TECHSPEAK TO THE SPELLING PROFICIENCY OF GRADE 9 JUNIOR HIGH SCHOOL STUDENTS ENROLLED IN STA. PEREGRINA HIGH SCHOOL

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ABSTRACT

The use of mobile devices has generated a new way of communication by using unique abbreviations and grammatical shortcuts. This method of communicating has been commonly used by teenagers to socialize with other people in their generation. The use of these texts has alarmed parents and teachers. This study was conducted to discover the correlation of this method of communication called "Tech Speak" to a student's English proficiency. The researcher has surveyed grade 10 students, that has a total of 28 students, at Santiago National high school. The researcher used 10 words that are commonly misspelled as a parameter of the spelling test to measure the proficiency of both techspeak and non-techspeak students. The results yield an average of 8 and 7.7, thus making the students using Tech Speak more proficient in spelling than the students that are categorized as non-techspeak. The findings have led the researchers to conclude that the use of techspeak has no negative effects but rather it improves the student's spelling proficiency.

Keywords: *Spelling proficiency, Textism, Mobile Devices, University Students, Second Language Acquisition, Variables, English proficiency*



ABOUT THE AUTHOR

Conrado B. Blando, EdD

An accomplished and dedicated educator with over three decades of experience in both local and international settings such as INTI College Sarawak, Malaysia, Haramaya University, Ethiopia, and Higher College of Technology, Sultanate of Oman. Addition to his teaching career, he had excelled as a dynamic training program specialist to General Manager in the education and training department of BPO/corporate training centers for a period of five years. He has contributed significantly to the field of language education as a conscientious curriculum developer in ESL, TEFL, and Conversational English. He is a writer and publisher who has authored 11 esteemed books. His latest published book was Purposive Communication in English Via Blended and Hybrid Learning Approaches, Second Edition (2023).



As a dynamic educator, he completed a Bachelor of Science in Education major in English, Master of Education and Doctor of Education major in Educational Management, and completed academic requirements in Master of Education major in English. Likewise, he completed international comprehensive trainings in TESL, TEFL, and Speech Enhancement Program for teachers and other professionals.

Overall, his diverse experiences as an educator, curriculum developer, manager, and writer exemplify his passion for education and his commitment to empowering learners through language acquisition and effective communication as he is currently an English faculty member in the College of Education at Eulogio “Amang” Rodriguez Institute of Science and Technology, Manila, Philippines.

Maintaining a Positive Image and Fostering Respect for the LGBT Educators in the Academic Setting

written by Conrado B. Blando, Ed.D.

In a diverse academic environment, it is crucial to maintain a positive image and foster respect for the lesbian, gay, bisexual, and transgender (LGBT) in the academic setting. Creating an environment that values and supports all individuals, regardless of their sexual orientation or gender identity, promotes personal growth, and academic excellence. It is imperative that concerned educators should explore various strategies and approaches that can be employed to maintain a good image and cultivate a culture of respect for the LGBT educators in educational institutions.

Developing and implementing comprehensive policies and guidelines that explicitly promote inclusion and non-discrimination based on sexual orientation and gender identity need to be addressed by the academic administrators. These policies should be communicated clearly and widely, ensuring that all members of the academic community understand their rights and responsibilities. By setting clear expectations, academic institutions demonstrate their commitment to equality and create a safe and welcoming environment for all faculty, staff, and students.



Creating safe spaces where LGBT educators can express themselves without fear of judgment or prejudice is essential. Establishing support networks, such as LGBT faculty organizations or resource centers, offers a platform for individuals to connect, share experiences, and seek guidance. These spaces and networks can facilitate understanding and empathy among the academic community, fostering an atmosphere of respect and acceptance.

Conducting training programs to increase awareness and understanding of LGBT issues among faculty and staff should be considered by the institutions. Conducting workshops, seminars, or diversity training sessions can help dispel stereotypes, challenge biases, and promote empathy. Training should cover topics such as experiences of the LGBT educators, appropriate language usage, and ways to be an ally. By equipping individuals with knowledge and understanding, academic institutions empower their community to support and respect the LGBT educators.

Integrating LGBT topics and perspectives into the academic curriculum can further promote respect. Including diverse voices in the study of literature, sociology, and other disciplines helps students develop a broader understanding of human experiences. Incorporating LGBT themes and contributions encourages critical thinking, and fosters a more inclusive learning environment.

Organizing events and initiatives that celebrate diversity and promote inclusivity can help maintain a positive image and respect for the LGBT educators. Pride Month, for instance, provides an opportunity to showcase support for LGBT individuals and their contributions. Academic institutions can host panel discussions, film screenings, art exhibits, or guest lectures that highlight LGBT experiences and accomplishments. Such events raise awareness and foster a sense of unity among faculty and staff.

Maintaining a good image and fostering respect for the LGBT educators in the academic setting is a multifaceted endeavor that requires proactive measures from educational institutions. By implementing inclusive policies, providing safe spaces, offering support networks, conducting training programs, integrating LGBT perspectives into the curriculum, and celebrating diversity, academic institutions can create an environment that values and respects all individuals, irrespective of their sexual orientation or gender identity. Through these efforts, we can cultivate an educational environment that promotes equality, personal growth, and academic excellence for all.

Power and Corruption in the Academic Setting

written by Conrado B. Blando, EdD



Power and corruption are two interconnected concepts that have been prevalent throughout human history. The academic setting, traditionally regarded as a bastion of knowledge, integrity, and intellectual pursuit, is not immune to these forces. Within academia, power can be wielded by administrators, professors, researchers, and even students. The dynamics of power that can lead to corruption, compromise the integrity, fairness, and credibility of academic endeavors. Understanding the dynamics of power and corruption is crucial for addressing these issues effectively. Thus, it sheds light on the potential consequences and suggests ways to mitigate their negative effects.

As far as power dynamics is concerned, academic institutions often have hierarchical structures, with administrators occupying positions of power. They make decisions about funding, resource allocation, and personnel appointments, influencing the direction and priorities of the institution. Also, professors' careers depend on achieving tenure and securing promotions, leading to competition and power struggles within departments. This dynamic can create favoritism, bias, and unethical practices to gain advantages. Likewise, researchers rely on securing grants and funding to conduct their studies, giving funding agencies significant power over the research agenda. This power imbalance can influence the direction of research and potentially lead to corruption when conflicts of interest arise.

Additionally, power imbalances can occur between professors and students, supervisors and research assistants, or senior and junior faculty members. These imbalances can create opportunities for exploitation, such as academic harassment, discrimination, or unfair treatment. Students and early-career researchers may feel compelled to comply with the demands of those in positions of power, fearing negative consequences for their academic progress or future careers.

In terms of corruption in academic settings, academic corruption manifests through plagiarism, fabrication of data, and academic dishonesty, which undermine the integrity of research and erode trust in academic institutions. Additionally, nepotism and favoritism can lead to the appointment of underqualified individuals to academic positions, hindering meritocracy and discouraging talented researchers from participating. Moreover, students can be subject to power abuses, including harassment, discrimination, and exploitation by professors or peers in positions of authority. Such misconduct can have long-lasting negative impacts on victims.

As regards to the consequences of power and corruption, power imbalances and corruption erode trust within academic communities and undermine the credibility of research findings and academic institutions as a whole. Corruption can divert resources away from genuine research and innovative ideas, limiting the potential for groundbreaking discoveries and advancements. Power imbalances can perpetuate inequalities in access to educational opportunities, resources, and mentorship, hindering the progress of marginalized groups in academia. Researchers may face ethical dilemmas when pressured to compromise their principles for personal gain or institutional advancement, leading to moral distress and compromised research integrity.

To mitigate power and corruption, Academic institutions should promote transparency in decision-making processes, ensuring clear criteria for promotions, funding allocation, and appointments, reducing the scope for corruption and favoritism. In addition, emphasizing ethics education and research integrity can raise awareness among students and researchers about the consequences of corruption and promote a culture of integrity. Also, establishing mechanisms to protect whistleblowers who report corruption or misconduct can encourage individuals to come forward without fear of retaliation. Fostering a diverse and inclusive academic environment can help mitigate power imbalances and reduce the likelihood of corruption.

Academic institutions should encourage open dialogue and constructive discussions on topics related to power dynamics, corruption, and ethical conduct. Creating spaces for dialogue and exchange of ideas can help identify and address issues effectively. Clear and well-defined policies and procedures should be established to guide decision-making processes, such as hiring, promotions, and resource allocation. These policies should be communicated effectively to all stakeholders, ensuring transparency and accountability. Academic institutions should have robust conflict of interest guidelines in place to address situations where personal or financial interests may compromise the integrity of research, decision-making, or resource allocation. These guidelines should be regularly reviewed and updated to adapt to changing circumstances. Collaboration with external oversight bodies, accreditation agencies, or external auditors can enhance accountability and ensure adherence to ethical standards. External evaluations can provide an impartial assessment of the institution's practices and help identify areas for improvement. Providing ongoing education and training programs on research ethics, academic integrity, and responsible conduct can enhance awareness and ensure that members of the academic community are equipped with the necessary knowledge and skills to navigate ethical challenges. By valuing and supporting individuals from different backgrounds, perspectives, and experiences, academic institutions can promote fairness and equal opportunities for all. Academic leaders should set an example by demonstrating ethical behavior and promoting integrity.

Truly, power and corruption are formidable challenges within the academic setting, threatening the core values of knowledge, integrity, and trust. Recognizing and addressing these issues are essentials to preserve the credibility and positive impact of academia. By promoting transparency, ethical conduct, and accountability, academic institutions can foster an environment that nurtures intellectual growth, promotes trust, and mitigates the negative impacts of power and corruption.

Lastly, by promoting transparency, ethical conduct, and accountability, academic institutions can create an environment that fosters intellectual growth, trust, and fairness. Mitigating the negative impacts of power and corruption requires a collective effort from administrators, faculty, researchers, and students. By implementing robust policies, encouraging open dialogue, and emphasizing ethical research practices, academic institutions can uphold the values of integrity, knowledge, and academic excellence.

ABOUT THE AUTHOR

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He obtained the degree of Bachelor of Science in Secondary Education major in History at Philippine Normal University-Manila. Also, Master of Arts in History at Manuel Luis Quezon University and Doctor of Philosophy major Educational Leadership and Management at the La Consolacion University Philippines.

Aside from being an Associate Professor III at the Eulogio "Amang" Rodriguez Institute of Science and Technology-Manila. Dr. Moraca has held other academic positions such Institutional Chairperson of Social Science Department (2008-2014), Chair General Education Department, College of Arts and Sciences (2005-2008) and Social Science Department Chairperson (2014-present) in the same institution.

Dr. Moraca is also the founder of Philippine Association of Authors, Researcher and Educators Inc. (PAARE Inc.) He has author and co-author several college text books like Fundamentals of Economics, Taxation and Agrarian Reform, Values and Work Ethics in Philippine Context, Lecture Guide in Entrepreneurship: Theories and Principles and MICROECONOMICS: A Guide Towards Progress. Rizal Life Works and Writings, Readings in Philippine History and Gender and Society: Physiological and Legal Perspectives Currently, he is a CONSULTANT of Mulat Publishing House and active member of International Organization of Educators and Researchers Inc. (IOER), Philippine Historical Association (PHA) and Philippine Association for Teacher Education (PAFTE)



The Importance of Social Innovation and Its Relevance for Philippine Society

written by Joseph T. Moraca, Ph.D.



The Philippines is a country rich with resources that society can take part with. Wherein when it is being used rightly it will surely complement new social innovations. Social innovation starts with a small idea that will be a bridge to bring change in the world. Its aim is to make a big impact in contribution to the change and betterment of our society. Those simple ideas need to be supported and recognized by their relevance to the country. Knowing the fact that great things start small. Therefore, nurturing those simple ideas will surely bring a positive result for visible changes. Our country has been facing many social challenges in society. We can't deny that from time to time many add up to it. That greatly affects our community. For that reason, social innovation plays a relevant role that is essential in our country.

In order to effectively implement social innovation there is a need to master some social literacy skills. It helps to strengthen the communication and build connections within the community and even abroad. Also, the people of the community should be the center beneficiary of the innovation. Here are some positive impacts that we can experience as relevance of social innovation in the country. Firstly, through the new innovations it will improve the quality of life of the people within the community. Also, the strong commitment to implement those innovations will have tangible results that everyone can benefit with. It is an effective bridge to accelerate our country's economy wherein it makes way to address man power problems by providing new ways to strengthen and improve. Moreover, the mental health issues will be addressed properly. In many points of view, its general impact is to keep improving communities. In addition, innovation is the key to new technology that will make life easier and convenient. All in all, it maintains and further improves the wellbeing of the youngest to eldest citizens existing in the country.

In order to solve social issues and enhance societal wellbeing, new ideas, approaches, and solutions must be developed and put into practice. Social innovation is essential for fostering progress in the Philippines, a nation with a wide range of social, economic, and environmental problems. This article examines the value of social innovation and its applicability to Philippine society, emphasizing its potential to promote inclusiveness, maintain growth, and strengthen communities.

In the Philippines, social innovation offers a means to achieve sustainable development. The nation is grappling with a number of urgent problems, including poverty, poor healthcare, educational inequalities, and environmental deterioration. Initiatives that foster social innovation address these issues by encouraging sustainable behaviours, supporting prudent resource management, and putting creative ideas into effect. For instance, a large number of social companies in the Philippines concentrate on ecotourism, waste management, renewable energy, and sustainable agriculture. In addition to addressing environmental issues, these programs also improve community well-being by generating jobs, stimulating local economies, and strengthening local infrastructure. By ensuring that underrepresented groups have equitable access to resources, opportunities, and services, social innovation fosters inclusion. Initiatives for social innovation work to close the gap and strengthen disadvantaged groups in a society characterized by income inequality and inequities.

The use of technology to offer financial services to the unbanked people in the Philippines is one such example. Financial inclusion has been transformed by mobile banking and digital payment platforms, which make it possible for those without access to traditional banking systems to save, transact, and obtain credit. This not only gives people greater financial power but also encourages financial knowledge and makes it possible for them to engage more completely in the digital economy.

Collaboration and community involvement are emphasized as key elements of social innovation. Social innovation promotes a sense of ownership and shared responsibility by incorporating local communities, organizations, and stakeholders in the creation and implementation of solutions.

Community-based social businesses have become potent change agents in the Philippines. These businesses include the neighbourhood in the planning and execution of initiatives that meet local needs, such as supplying employment possibilities, expanding educational options, or conserving cultural heritage. This strategy improves social cohesiveness, promotes involvement from the bottom up, and makes sure that solutions are customized to local conditions. Due to the Philippines' susceptibility to natural catastrophes and the effects of climate change, resilience and flexibility are essential to its growth. Building resilient communities and improving their ability to react to and recover from shocks and disasters are key goals of social innovation. Social innovation programs in disaster-prone areas concentrate on establishing early warning systems, building robust infrastructure, and putting in place efficient catastrophe risk reduction strategies. These projects improve preparation, reduce loss of life and livelihoods, and speed up recovery by fusing local expertise with cutting-edge methods.

Since it provides a framework for tackling complicated social issues, promoting inclusion, and empowering communities, social innovation is of utmost importance in Philippine society. Social innovation programs have the power to fundamentally alter the nation through encouraging sustainable development, inclusion, and community involvement. Harnessing the potential of social innovation is essential to building a more just, resilient, and affluent society for all of the Philippines' residents as the country continues to struggle with a variety of problems, including as poverty and environmental degradation.

ABOUT THE AUTHOR

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Tempting Delights: The Sweet Chemistry of Chocolates

written by Marivel T. Sarabi, EdD



The world's taste senses haven't been as captured by a culinary invention as chocolate. Chocolate continues to be an unparalleled treat, whether it is eaten as a decadent truffle, a soft cake, or a plain, comfortable bar. However, the intriguing science that unites chemistry and gastronomy to produce this universally adored dessert hides behind its beguiling allure.

The complex chemical processes that go into making chocolate are what give it its charm. Before reaching our palates, chocolate, which comes from the cacao tree, goes through a number of changes. Cacao beans, which are obtained from cacao pods, are the source of chocolate. Numerous substances, like as polyphenols and alkaloids like caffeine and Theobromine, are present in these beans. By functioning as antioxidants, polyphenols may have a positive impact on health by lowering the risk of heart disease and improving cognitive function. Fermentation is done to the harvested cacao beans to release the deep flavors of chocolate. Complex carbohydrates are broken down by bacteria during this process, turning them into flavorful chemicals. The beans are roasted after fermentation, which produces the characteristic flavors and fragrances that we associate with chocolate. The texture and tongue feel of the finished product are influenced by the activation of different enzymes during roasting. Chocolate is conched and tempered to give it its glossy look and silky-smooth texture. Conching is grinding the chocolate for many hours in order to improve flavor and get rid of any bitterness or roughness. Contrarily, tempering entails carefully regulating the chocolate's temperature while it cools in order to ensure that the cocoa butter solidifies uniformly and gives the chocolate a satisfying snap when bitten.

Beyond the sensory pleasure they provide, chocolates have many other benefits, such as serotonin, a neurotransmitter linked to mood regulation that promotes emotions of happiness and satisfaction. They also encourage the release of endorphins, which adds to a feeling of wellbeing. Particularly in dark chocolate, flavonoids that support heart health are present. Blood pressure is lowered, blood flow is improved, and blood clotting is prevented by flavonoids. Dark chocolate eating in moderation on a regular basis has been associated with a decreased risk of heart disease. Chocolate contains polyphenols, which are strong antioxidants. These substances aid in the body's efforts to combat dangerous free radicals, potentially lowering the risk of chronic illnesses like cancer and promoting cellular health in general.

The temptation of chocolates is irresistible, but it's crucial to be aware of possible drawbacks: chocolates can be high in calories, and overindulging may result in weight gain and related health problems. When consuming chocolate desserts, it's important to use restraint and mindfulness in your consumption. The additional sugars in many commercially available chocolates can lead to tooth issues, obesity, and a higher chance of developing diabetes. It is best to choose darker types with more cocoa and less added sugar. Some people could be allergic to or sensitive to ingredients in chocolate, such dairy or certain additives. It's critical to be knowledgeable about any individual sensitivity and make chocolate product selections appropriately.

The chemistry, flavors, and textures of chocolate are revealed by studying its science. Every stage of the process, from the time the cacao beans are picked to the finished delightful delicacy, requires careful procedures and transformations. While there are many benefits to eating chocolate, including potential health benefits and mood enhancement, it's crucial to choose wisely and consume them in moderation. The next time you enjoy a piece of chocolate, think about the chemistry and science that went into its making. This will help you appreciate it much more.

Kultura ng Pagpapasensya ni Joseph C. Anggot

Kultura nating mga Pilipino na kapag may di inaasahang bisitang dumating sa bahay natin, agad tayong maghahagilap ng maihahain...pagsisilbihan natin ito.

Tanda ko no'n. Kahit mahirap kami ay kahit papaano'y pinahahandaan namin ang birthday ng bawat isa. May inaalagaang manok no'n ang papa ko para sana sa birthday ko. Kaso, napilitan siyang katayin para sa di inaasahang bisita (nakakahiya raw kasi kung ginamos ang ipapaulam namin). Nangutang pa siya ng coke para raw ganahang kumain. Para sa kabatiran ng lahat, noon sa probinsya, tinuturing na ginto ang coke. Iniisip ko nga no'n, ang coke ay simbolo ng status sa buhay. Sa lahat ng mga ito, ang katwiran ni tatay., minsan lang naman ito. Noong araw ding iyon, natuklasan ko na marami pala kaming gamit. Nariyan naglabasan ang mga bagong plato, kutsara, baso, kumot at tuwalya. Shemay, nagtitiis kami sa mga lumang gamit, meron pala kami nito. Pinagamit din iyong kwarto naming magkakapatid kaya nakisiksik kami sa pagtulog sa kwarto nina mama. -sa lahat ng mga ito, ang katwiran ni nanay, minsan lang naman ito. Sa paglisan ng mga di inaasahang bisita, tumatak sa isip ko no'n ang pahayag nina nanay at tatay- pasensya na kayo ahhh...sa nakayanan namin. Pasensya na talaga. Nawa'y pagdamutan niyo ang munting pabaon namin. Shemay, di ko talaga maintindihan si nanay at tatay. Bakit magpapasensya? Kinatay iyong inaalagang manok, nangutang ng coke, pinagamit ang mga bagong kasangkapan (ni ayaw ngang ipagamit sa amin eh), binigyan nang maayos na higaang tutulugan at may pabaon pa. Tapos ngayon, sila pa magpapasensya. Bakit? Marahil, ito ang kapaliwanagan kung bakit matapos nating gawin ang makakaya natin at ibigay ang lahat (mistulang wala ng itira) sa mga di inaasahang bisita ng ating buhay...

na sa kanilang paglisan ay tayo pa ang nagpapasensya. Katwiran natin--baka may iba pa'kong di nagawa...baka may iba pa'kong di naibigay, gayong minsan lang naman ito.

Stories

(AFTER USE, PLEASE PUT IT BACK
IN ITS PROPER PLACE)

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ABOUT THE AUTHOR

Joel C. Patiño Jr.



In 2015, he finished his Bachelor of Secondary Education major in Mathematics at Notre Dame University, Cotabato City with a Latin Honor (Magna Cum Laude). In 2019, he completed his Master of Science Education major in Mathematics at Mindanao State University - Maguindanao with a recognition of Best Paper (Graduate Category). He is currently pursuing his Doctor of Philosophy in Mathematics at University of Mindanao, Davao City.

He has been active both in mathematics and research fields. He is a mathematics reviewer both in the Licensure Examination for Teachers and Civil Service Examination. On the other hand, he is a research enthusiast who shares his expertise as a lecturer. He loves to conduct funded researches and to engage into international research presentation and publication.

Last May 30, 2023, he just awarded as Best Research Presenter in the 3rd Professional Schools International Research Conference. Presently, he is connected with Cotabato State University, Cotabato City as a full-time faculty at the College of Teacher Education and Notre Dame University, Cotabato City as a part-time faculty at Graduate Studies.

Unang Pagtibok

Joel C. Patino Jr.



“June, anak, tama na ang panonood sa tablet. Itigil mo na ang pagbababad sa paglalaro ng Candy Crush,” sambit ng ina. “Sandali lang inay... Urghhh. Yes! Yes! I win...,” mga salitang pasigaw na binigkas ng limang taong gulang na anak. “Halika na rito sa hapag kainan, anak. Narito na ang paboritong mong paksiw. Paksiw?? Opo inay! Papunta na po.” Sinasabi ni June habang hawak-hawak ang tablet papunta sa ina. “Itigil mo na muna iyan, anak!,” seryoso’t pagalit na sambit ng ina. Habang kumakain sila ay pansin na ng ina ang madalas na pagtingin ng anak sa screen nang hinahawakan. Napukaw ang atensyon ng ina nang may kumatok sa tabing pinto. Binuksan ng ina sabay ngiti sa nakita. Napatigil si June sa narinig na boses mula sa batang kinakausap ng kanyang ina. Halika April, sabayan mo kami sa pagkain. Mare, kumusta ka? Masaya ako na nakalipat kayo sa tabi nang mumunting bahay namin. Oo Mare... ako’y nagagalak din at masaya na may kalaro na ang aking anak. Nga pala... mukhang kakaiba ang pinagkakabisihan ni April, Mare. Oo Mare, sinanay ko kasi si April sa tradisyunal na pamamaraan ngunit gamit ang makabagong teknolohiya, ang educational book games. “Tuwang-tuwa nga si April nang matanggap niya ang mga ito bilang regalo sa katatapos niyang ikalimang kaarawan. Nabighani ang bata sa ‘nagsasalitang ballpen’ gamit ang libro. Mare, marami kaming ganoon sa bahay. Pwedeng-pwede hiram ni June”... dagdag na sinabi ng ina ni April. “Talaga Mare?? Salamat. Ohh! Narinig mo June?” Mabilis na sagot ng ina. Gayunpaman, naunang nagsalita ang batang si April. Opo ma. Gusto ko rin po’yon na may kalaro at kasabay sa pagkatuto ng ibat-ibang kwentong Pilipino. Biglang sumagot si June... “sige inay! Maglalaro ako kasama si April.” Napangiti lang ang dalawang ina sa positibong tugon ng kanilang anak. Napansin ng ina ni June na bihira na lamang gumamit ang kanyang anak ng tablet. Bago matulog, kinausap nang sandali ng ina si June. Mukhang ‘di na napapadalas ang paglalaro mo ng “Candy Crush”? Opo inay! Nang una kong makita si April at ang dala-dala niya’y napaisip ako kung bakit siya’y masaya habang ginagamit ang libro at ballpen. Dala na rin inay na nais ko talaga ng kapatid at kalaro gaya ng lagi kong hinihiling sa’yo. Masaya ako sa’yo anak. Gumagamit kana ng “po at opo” at natututo kanang makisama sa ibang tao at higit sa lahat ay nakikilala mo ang bansang Pilipinas sa murang edad at sa pamamaraang interaktibo. Maiintindihan mo rin anak na marapat na huwag abusuhin ang paggamit ng makabagong teknolohiya, bagkus gamitin ito sa pagkatuto. Madalas na naglalaro si June at April. Kung minsa’y nagsasama-sama silang mag-ina at nagtatanong sa mga bata kung anong mga aral ang napulot nila sa bawat kwentong nabasa. Ginagamit din ni June ang kanyang tablet sa pagpapalawak ng kaalaman at magandang kaugalian. “Maraming salamat April sa pagiging daan sa unang pagtibok ng puso ko sa pagkatuto,” biglaan at seryosong sambit ni June dahil sa tuwa sa isang eksena sa kwento. Handa na akong pumasok sa paaralan!

ABOUT THE AUTHOR

SAMMY Q. DOLBA, PHD

Is an alumnus of the two famous state universities in the Philippines. In 1995, he finished his Bachelor of Arts major in English, minor in Mass Communication at the Polytechnic University of the Philippines, Sta. Mesa Manila. He finished his Master of Arts in Teaching with especialization in English Language Arts at the Philippine Normal University, Taft Manila, in 2003. In the same university, he finished his academic requirements in Doctor of Philosophy in Reading Education and pursued his Doctor of Philosophy by Research in Literacy Education at Selinus University in Commonwealth Dominica Bologna, Italy . In September 2017, he finished his Diploma in TESOL (Teaching English to Speakers of Other Languages) from London Teachers Training College in London, United Kingdom. He was one of the scholars under the Commission on Higher Education in partnership with Texas International Education Consortium and received a certificate with distinction under the program Continuity of Education – eLearning Philippines.

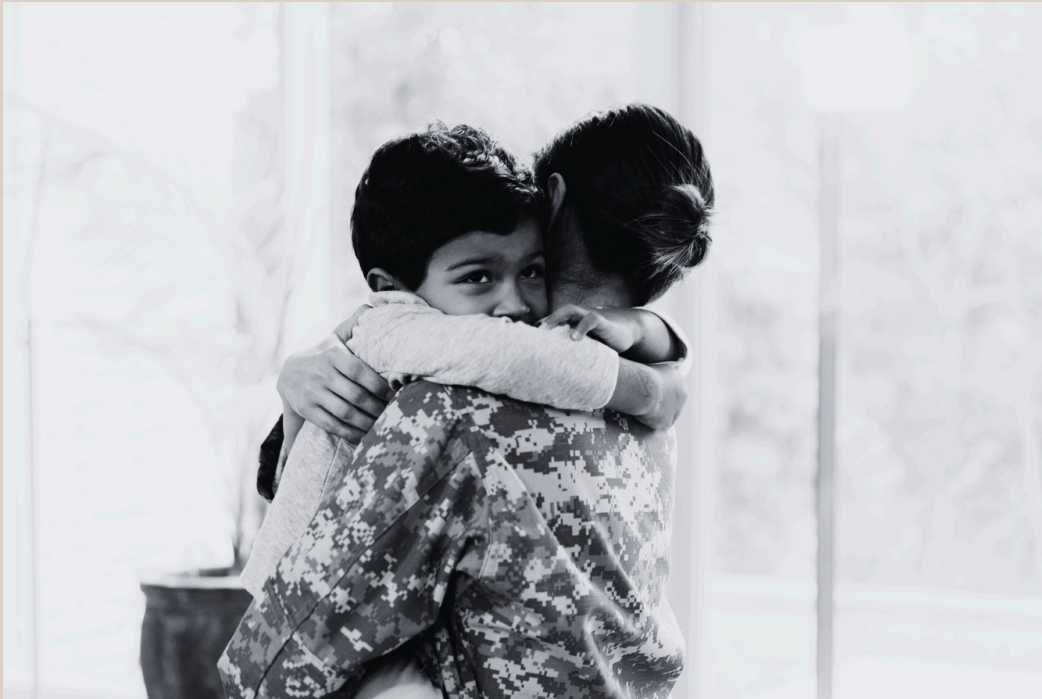
He has been an English Lecturer here and abroad. He was an ESL teacher at INTI College, an international institution, in Kuching, Sarawak Malaysia for a year and, also, in Qatif, Kingdom of Saudi Arabia for two years. He was a faculty member in Far Eastern University, Morayta Manila for ten years.

Presently, he is connected with Philippine Normal University, Taft Manila as an Adjunct Faculty at the Graduate Studies and full-time faculty at the Faculty of Arts and Languages.



Paglisan...

Sammy Q. Dolba, PhD



"NAAWA AKO SA AKING ANAK NA SI SAM. HINDI KO ALAM KUNG PAANO KO SYA IIWAN."

Ang pinakamalinaw na sinabi ng aking mahal na Ina tatlong oras bago nya ako tuluyang iwan noong Feb. 25, 2013 sa oras na 3:45 ng madaling araw. Hindi ko alam hangang ngayon kung paano sasa-isang tabi ang pangungulila ko na mahaplos at muling makatawanan ang aking nag iisang Ina. Mahirap ipagkunwari ang paghihinagpis ng puso dahil nawala na ang kaisa isang Ina na nagmahal, nagsakripisyo at nagturo ng tunay na laban ng buhay sa labas ng tahanan. Sa loob ng tatlumpo at walong taon na mag kasama kami, hindi ko na alam pa kung ano ang mga susunod na kaganapan sa buhay ko ngayong wala na akong makakausap na Ina. Alam kong natapos na din ang paghihirap nya sa mga sakit na kanyang dinanas, akala ko matatapos na din ang paghihirap ko dahil hindi ko na makikita ang paghihirap nya. Ngunit mas masakit pala ang nararamdaman ko ngayon kaysa noong panahong sinamahan ko sya sa kanyang pakikipaglaban sa kanyang sakit at pag-aaruga.

Mas masakit ngayon dahil isa na lamang na ala ala ang lahat. Hindi na mahawakan, hindi na makakarinig ng sagot o makikita ang mga ngiti mula sa kanyang mga labi at dampi ng kanyang mga braso para maramdaman ang kanyang pagmamahal. Ngayon, alam ko na ang kasagutan sa aking tanong na "nararamdaman din kaya ng aking Ina ang paghihirap ko na makita syang naghihirap sa kanyang dinaranas na sakit?" Tunay na ang pagmamahal ng Ina ay katulad ng pagmamahal ng ating Mahal na Panginoon. Walang pag iimbot at walang kamatayan, pagmamahal na hangang sa kabilang buhay may gabay na mararamdaman. MAHAL KONG INA, MARAMING SALAMAT SA PAG IBIG NA INALAY MO SAKIN AT SA PAG MAMAHAL NA ITINUROK MO SA AKING PUSO. NAWA'Y DALA MO NA ANG WALANG HANGANG KATAHIMIKAN AT KAPAYAPAN NG IYONG KATAWAAN AT ISIPAN NA HINDI MO LUBUSANG NAKAMTAN SA MUNDONG ATING GINAGALAWAN.

Wala po!

Sammy Q. Dolba PhD



Unang klase ng linggo, ako ay nahuli sa pagpasok. "Pasensya na po, ako ay nahuli," sabi ko sa aming guro.

Ang tugon ng aming guro, "Ano ba yan? Palagi ka nalang huli sa klase!" Tumitig sa akin ang guro at muling nagwika, "Sige, maupo ka na," at akoy naupo na. Sa aking pag-upo ay biglang tumawa ang guro sabay sabing, "Eme lang 'nak! Kumusta? Okay na ang kita?" dagdag pa niya. Ngiti na lamang ang aking sinagot upang hindi na maantala ang talakayan.

Idinaan ko sa pakikinig ang pakiramdam ng pagkapahiya kahit na mukha namang maganda ang intensyon ng aking guro ngunit para sa isang batang katulad kong pagod at puyat, hindi na maidadaan ang hirap ng buhay sa pabiro-biro lang.

Tapos na ang kaniyang klase, agad kong binuksan ang aking telepono upang malaman kung may nagpadala sa akin ng mensahe. Biglang lumabas ang chathead ni Mimay sa aking messenger. "Belinda! Ang mama mo, pinulot ng mga tanod dahil pinahuli ng bumbay."

Lubos ang gulat ko dahil ang ibig sabihin ng chat ni Mimay ay hindi pala ibinabayad ng nanay ko ang perang binibigay ko tuwing a-kinse. Balisa akong nakikinig sa klase habang namomroblema sa perang kailangan ni mama pambayad sa bumbay. "Kailan kaya matatapos anhg paghihirap ko?" isip-isip ko sabay buntong hininga.

Natapos ang talakayan tungkol sa maikling kwento. Lumabas na ang aking mga kamag-aral subalit pinaiwan ako ni Bb. Gina. "May problema ka ba anak? Pwede akong makinig!" nag-aalalang tanong ng guro. Dahil sa hiya at kaba na aking naramdaman ay dagli kong sinabi, "Wala po ma'am," sabay ang pagbigay ng malaking ngiti sa labi. Nasa isip ko na ayoko nang madagdagan pa ang alalahanin ng akong guro tungkol sa akin para na din iwas atensyon sa aking mga kamag-aral.

ABOUT THE AUTHOR

DERICK O. PERALTA

He is a highly accomplished educator and scholar, specializing in the fields of science, public administration, and educational leadership. He obtained his Bachelor of Science in Physics for Teacher degree from the prestigious Philippine Normal University - Manila Campus in 1999. During his undergraduate studies, he was recognized as a DOST Scholar, showcasing his exceptional aptitude and dedication to scientific pursuits. Eager to expand his knowledge and make a meaningful impact in the realm



of public administration, he pursued a Master's degree in Public Administration at the Eulogio "Amang" Rodriguez Institute of Science and Technology. In 2007, he successfully completed the program, further solidifying his expertise in governance and organizational management. Driven by a passion for teaching and a commitment to enhancing the quality of science education, he embarked on a second master's degree, Master of Arts in Teaching majoring in Science at the same institution, Eulogio "Amang" Rodriguez Institute of Science and Technology. Currently, he is in the final stages of his academic journey, diligently working on his thesis.

With a desire to foster change and transformation in educational institutions, he pursued a Doctor of Philosophy degree majoring in Educational Leadership and Management at the esteemed Institute of Graduate Studies, Unibersidad De Dagupan. He has successfully completed all academic requirements, and preparing to proceed with his dissertation writing.

Throughout his distinguished career, he has excelled as an educator, imparting his knowledge in various subjects including physics, chemistry, algebra, forensic chemistry and toxicology, as well as STS (Science, Technology, and Society). His versatile teaching abilities have allowed him to engage students across disciplines, creating an environment conducive to learning and critical thinking.

Parallel Realms: A Science Teacher's Pandemic Odyssey

Derick O. Peralta



Chapter 1: The Unforeseen Metamorphosis

In a small, far-flung town of Alcala, situated in the tranquil vastness of the expansive plains of Pangasinan province, lived a passionate, nerdy science teacher named Dado. With his unruly hair and a twinkle in his eyes, he had a gift for making his students understand difficult scientific topics. Through captivating lessons and hands-on experiments, he sparks curiosity and inspires his students, and with boundless enthusiasm, he made complex concepts accessible, leaving a lasting impression on his eager learners. But in a single cataclysmic instant, reality broke apart, throwing Teacher Dado and his peaceful village into a chasm of confusion and doubt. The unexpected upheaval tore apart the familiar, drastically changing everyone's life, and the entire world shook.

Chapter 2: The Attack of the Virus

A tempest raged through the educational system as the cruel pandemic continued its unrelenting assault, compelling Teacher Dado's cherished school to seal its doors and imprison knowledge behind its abandoned walls. After this catastrophic upheaval, he stood by himself in an empty classroom, contemplating the size of the work that lay before him. With unwavering resolve, he took on the arduous task of transforming his haven of learning into the immaterial world of virtual education. His passion for physics battled against the unrelenting forces of adversity in this oncebustling paradise of desks and eager faces. It has since become an unsettling expanse of digital space. Unfazed, he took on the role of a virtual crusader, conjuring the mysterious forces of technology to span the gap in space separating him from his students. He overcame the limitations of distance using pixelated screens and indistinct sounds, his voice resonating passionately as he molded the very essence of scientific understanding in the brains of his obedient students. Teacher Dado persisted, a beacon of unwavering dedication, determined to transcend the boundaries of the digital world and instill in his students an unquenchable flame of knowledge that would illuminate their path even in the darkest of times, even as the world teetered on the edge of uncertainty.

Chapter 3: The Virtual Classroom

Teacher Dado became a steadfast hero, wielding his technological weaponry with unyielding resolve, unfazed by the enormous digital difference. He developed into a sorcerer of creativity in the virtual classroom, creating enthralling lectures that went beyond the confines of simple screens. His ability to conjure up interactive simulations that carried his students to previously unfathomable worlds while entangling their minds in the ethereal web of scientific marvels was impressive. His voice resounded with enthusiasm as he transmuted his emotions into pixels that sparked the dormant embers of inquiry within his captive audience. Through the alchemy of video demonstrations, he bridged the perceptible void. His relentless work as an alchemist of education, crafting each lesson with great care and filling it with the elixir of inspiration that might overcome temporary barriers imposed by circumstance, caused the hands of the clock to become hazy. His commitment burned brighter than the brightest supernovas as he traversed this perilous virtual world, a lighthouse of knowledge in the darkest depths. Teacher Dado continued on in the face of the chaos that engulfed the world, a fearless protagonist in the story of education, making sure that the torch of enlightenment glowed unabatedly and threw its bright glow upon his tenacious students, even in the deepest shadows of hardship.

Chapter 4: The Science Laboratory at Home

The lack of the revered science laboratory, which had long been the beating core of his instruction, presented Teacher Dado with an overwhelming problem while he was imprisoned within the boundaries of a globe ravaged by the pandemic. He struggled with the harsh reality of conducting laboratory operations in a virtual environment since he was devoid of the palpable wonders and exhilaration that could only be found inside its walls. Nevertheless, unaffected by this unjust twist of fate, he set out on a mission to build a bridge over the barren chasm that stood between his students and the holy ground of hands-on experimentation. He developed into a master of adaptation through his unrelenting resolve, devising clever schemes to elevate the ordinary to the remarkable. Without being constrained by physical limitations, he called upon the creative and inventive spirits to create experiments that could be carried out in the modest settings of his pupils' homes. He created alchemical concoctions out of everyday household items while revealing the mysteries of scientific investigation through video lessons that helped his pupils bridge the gap between the classroom and the immersive realm of laboratory research. He led his students through this symphony of inventiveness, adorning their screens with the wonder of discovery as they reproduced experiments and setting their hearts fire with the pleasure of scientific adventure that went beyond the bounds of time and space. And in this story of overcoming difficulty, Teacher Dado emerged as a visionary, opening up new avenues that altered the very nature of laboratory instruction in a world engulfed in chaos.

Chapter 5: Synergy Unveiled

The Alchemical Bond of Collaborative Endeavors With keen vision, Teacher Dado revealed the fundamental synergy of success through cooperation. He forayed into the realm of the internet, orchestrating a symphony of online collaborations, fusing the fine threads of intellectual thought to create a tapestry of collaborative creativity. His students met in intellectual gatherings through the ethereal worlds of online dialogue and video conferences, transforming the ethereal alchemy of ideas to resolve challenging scientific puzzles. A mellow friendship grew in this sacred space of group reflections, constructing a complex web of ideas devoted to discovering the mysteries of the cosmos. As the fusion of many perspectives served as the furnace in which innovations were created, they danced together on the edge of discovery. Their harmonious ruminations sparked the imagination like celestial bodies lining up in celestial choreography. They arose as intellectual constellations amid the flurry of digital contacts, delicately connected by the celestial forces of cooperation and knowledge. Their joint efforts were turned into a symphony of intellectual alchemy under Teacher Dado's virtuoso direction, transcending the confines of solitude and creating a transcendent melody that reverberated inside the annals of scientific investigation.

Chapter 6: Unravelling The Hurdles

In the midst of his difficult road during this challenging time, Teacher Dado encountered enormous challenges in delivering quality science instruction. His perseverance was put to the test by technical difficulties, a lack of resources, and repeated interruptions. He was unfazed by these difficulties, though, and he kept on being innovative and determined, using each challenge as a chance to come up with new solutions. He organized innovative solutions, fixing technological problems and making use of limited resources for experiments, like a master conductor. Due to his leadership, the lack of resources sparked inventive inquiry and illuminated the way to discovery. Through maintaining their attention in the face of outside distractions, he encouraged unshakable curiosity. Teacher Dado's unrelenting passion and scientific brilliance combined with his unflinching desire to overcome obstacles and demonstrate the potential that results.

Chapter 7: Sustaining the Scientific Journey

The Power of Unyielding Support Teacher Dado's unrelenting passion to his students' education was recognized as the steadfast epitome of dedication. Both parents and pupils were genuinely moved by his selfless efforts and admired his unwavering commitment to his charges' intellectual development. They joined forces and supported him with unwavering fervor in this magnificent dance of group unity. Recognizing the great difficulties that developed, parents emerged as pillars of strength, encouraging and steadfastly supporting both Teacher Dado and their own kids. They contributed to the cosmic symphony of resiliency by moving forward with unflinching tenacity and making sure that the spark of curiosity will never go out. Students found comfort and encouragement in this harmonic combination and were inspired to become active participants in their own educational journeys by Teacher Dado's unwavering enthusiasm. They answered the call to change and innovate, utilizing their talents to go over the challenges they faced. Because of Teacher Dado's unwavering commitment, the school administration created a caring environment that encouraged growth, innovation, and collaboration. Their encouragement fueled the group's quest for knowledge, enabling Teacher Dado and his students to successfully meet the obstacles in front of them. This harmony of cooperation and fortitude combined to form an alchemical force that paved the way for success in the face of difficulty.

Chapter 8: The Transformative Journey

As days turned to weeks, and weeks turned into months, Teacher Dado witnessed a remarkable transformation among his students. Their teacher's persistent enthusiasm encouraged them to fully embrace their newly discovered interest in science. Their curiosity flourished and their intellectual capacities grew above what was expected in the fostering environment of the virtual learning environment. Their passion of learning grew and their intellectual prowess shone brilliantly in this extraordinary environment. Their thoughts shone with vibrancy, investigating the fascinating world of scientific knowledge in harmony like dazzling stars in a magnificent cosmic play. Their passion for knowledge could be sated and fostered thanks to the virtual classroom, which opened up a world of opportunities. They were inspired by this transformative voyage to look at expansive possibilities, to rise above the mundane and achieve astonishing heights of intellectual achievement.

Chapter 9: The Victorious Return

The long-awaited day finally arrived, the school doors swung wide, and students and teachers were welcomed back into the comfort of familiar classrooms. However, the atmosphere was permeated with a sense of profound transformation since the journey they had done had irrevocably changed who they were at their core. Along with preserving the enduring flame of knowledge, Teacher Dado's unwavering dedication also ignited in his students a brilliant spark that will continue to burn brightly for years to come. Their collective evolution reached its pinnacle with the school's reopening, which represented the conclusion of their scientific journey. As minds fostered by Mr. Dado's fervor returned, their intellectual fibers were strengthened and enhanced, and there was a tangible sensation of change throughout the halls. They brought the riches of understanding and the unyielding spirit of inquiry with them, like enlightened pilgrims returning after an ethereal voyage. The school, which was transformed into a haven for wise minds, served as a symbol of the transformational power of committed mentoring and the limitless potential that lives within each eager learner.

Chapter 10: The Scientific Continuum: An Enduring Legacy of Knowledge

As the years went by, Teacher Dado's name grew to represent top-notch science instruction. His former pupils remembered his online classes with affection, remembering the enthusiasm and imagination that had influenced their lives. The legacy of Teacher Dado continues to inspire new generations of scientists, inventors, and dreamers. And so, the tale of Teacher Dado, the science educator who triumphed over the pandemic's obstacles, came to an end at that point. All those who had the honor of being his students bear an indelible impression on their hearts and brains as a result of his unyielding dedication and unbreakable spirit

Joseph C. Anggot



He is a highly accomplished educator and scholar with a specialization in teaching the Filipino language. He is currently pursuing a Doctor of Philosophy in Language Education with a focus on Filipino Language Teaching at De La Salle University-Dasmaringas.

With an impressive academic background, Sir Anggot completed his Master of Education in Teaching Filipino from the College of Graduate Studies and Teacher Education Research at the Philippine Normal University between 2016 and 2022. Prior to this, he obtained a Bachelor of Secondary Education majoring in Filipino from the same university between 2010 and 2014.

He has consistently demonstrated his commitment to academic excellence and presentation skills. He has participated in various paper presentations and has been recognized for his outstanding contributions. Notably, in September 2021 and 2020, Sir Anggot presented papers and received accolades for Best Oral Presentation and Best Paper Presentation.

Aside from his academic achievements, Sir Anggot has actively engaged in sharing their expertise as a resource speaker in events like the "Symposium Ukol sa Mga Batayang Kaalaman sa Pagsulat ng Pananaliksik."

With several years of teaching experience, Sir Anggot has played a crucial role in bridging the gap between basic and higher education. He served as a Full-Time Instructor at Claret School of Quezon City since 2018 and previously worked as a Junior High School Teacher from 2014 to 2017, followed by a position as a Senior High School Teacher from 2017 to 2018.

Through his extensive academic background, outstanding presentation skills, and dedication to teaching, Sir Anggot continues to make valuable contributions to the field of Language Education and the teaching of the Filipino language. His passion for education and commitment to excellence has earned a well-respected reputation in his field.

BOSES

ni Joseph C. Anggot

Tanda ko no'n, may student akong G na G sa mga raliyista. Naratibo niya lagi- "Sumunod na lang kasi kayo, 'wag puro angal! Mas matalino pa kayo sa gobyerno". Dahil diyan, may isang lesson akong tinuro sa kanya, na sa tingin ko'y di niya makakalimutan.

Isang araw, pumasok ako sa klase nila. Nag-announce ako na ngayon ako magpapa-midterm. So siyempre, expected ko ng makakatanggap ako ng negatibong reaksiyon mula sa kanila, at isa na siya roon. Ang sabi niya-

: Sir, base sa academic calendar po, next week pa po ang midterm. Kaya di po kami handa ngayon. Tapos base rito sa saklaw ng exam niyo, iyong iba po rito, di niyo pa po naituturo.

-Mr. ****, klase ko ito kaya ako mausunod. Huwag ka ng puro angal diyan.

: Pero kasi sir...

- Sumunod ka na lang! Mas marunong ka pa sa akin! Tandaan mo, ako ang prof dito.

Habang nagi-eksam siya, kita kong namumugto na mga mata niya. Ramdam ko iyong takot niyang bumagsak. Siguro may scholarship siyang need alagaan. Sa kalagitaan ng exam, pinahinto ko sila. At ipinaliwanag ko kung bakit iyon ang inasal ko kanina. Ipinaunawa ko sa kanila ang kahalagahan ng pagkakaroon ng boses sa mga injustice na nakikita nila sa kanilang paligid, lalo na kung ang gobyerno ay bingi at bulag dito...na ang pagpuna sa kanila ay hindi ngangahulugang paglaban. Kundi isang uri ng pagpapaalala sa kanilang mandato- ang maglingkod at mangalaga.

Ang pagpuna sa mga nakaluklok ay hindi nangangahulugang pagpapakita na mas magaling tayo sa kanila, na sasagutin ng pabalang na- "E di ikaw na maging presidente!". Kasi sa totoo lang, hindi mo naman kailangang maging matalino at magkaroon pa ng PhD degree para mapansin mo ang katiwalian, kabuktutan at lanta-lantarang pananamantala. Ang kailangan mo lamang ay magkaroon ng pakiramdam at maging mulat sa nangyayari sa bansa mo.

Aaminin ko, may mga pagkilos at rally na wala minsan sa konteksto at hulog. Lalo na iyong mga rally na ang nasa likod ay mga ganid na politiko. Pero wag sana nating i-generalize na lahat ng rally ay ganito. Mayroon pa ring nagpoprotesta na ang nais na mapakinggan ang hinaing nila. Hal na lamang dito'y ang mga magsasaka ng Hacienda Luisita na pinagkaitan ng pangakong lupain sa panahon ni Noynoy at ang mga Sumilao farmer naman na pinalayas noon sa kanilang ancestral land. Dumaing sila sa gobyerno kasi ganun naman talaga ang ginagawa ng isang anak sa kanyang magulang eh.

Higit sa lahat, hindi pa rin nito mapagtataktan ang katotohanang marami tayong prebilihing natamasa na utang natin sa mga taong sumigaw para isakatuparan ito. Night Differential Pay, 13th month pay, at mismong free tuition fee sa mga State U, iilan lamang iyan sa napakaraming benepisyong natamasa natin dahil mayroong sumigaw para sa atin.

Uulitin ko, ang pagpuna sa gobyerno ay hindi nangangahulugang gusto mo mag-fail ang gobyerno. Nagsasalita ka kasi may malasakit ka sa bayan mo. Lalo na kung nakakaligtaan ng gobyerno iyong mga pangako niya sa sambayanang Pilipino.

Totoo, walang perpektong gobyerno, kaya nga nandito tayo para laging magpaalala sa kanilang mandato. At iyan ang rason kung bakit "empathy" ang aral na tinuro ko sa klase sa oras na iyon. Kasi nakakalungkot isipin, nagkakaroon lang tayo ng pakialam kapag apektado na tayo.

GINAMOS

ni Joseph C. Anggot



Anak ako ng isang mangingisda. kaya masasabi kong hindi ganon kariwasa ang pamumuhay namin. May mga pagkakataon kasing madalang makahuli ng isda, lalo na kapag may buwan. Kaya naman kapag nagkataon na maraming huling isda si papa ay ginagawa naming ginamos (bagoong) ito nang sa gayon kung wala siyang maiuwing isda ay mayroon kaming maiuulam o maibebenta man lang.

Bagyo na yata ang pinakamortal na kalaban ng isang mangingisda sa kadahilanang wala ka talagang mahuhuling isda sa mga sitwasyong ito. Noong tinamaan ng bagyong (limot ko na ang pangalan) ang Dipolog ay sanlinggong natingga si papa sa bahay, sanlinggo ring kaming ginamos ang ulam. Kaya naman para makatulong (pambili ng bigas) ay nagboluntaryo akong magtinda ng ginamos sa iskul namin. Pakiwari ko non ay parang lalamunin ako ng lupa dahil sa kahihyan. Iyong tipo bagang pumasok ka sa iskul na may bitbit na malaking bayong. Maraming mata agad ang nakamasid sa dala ko. Magtatangka sana silang lumapit sa akin para usisain ang laman nito ngunit siya namang pagtunog ng bell, hudyat na nang pagsisimula ng klase, bagay na siyang dahilan para bumalik sila sa kani-kanilang upuan at makuntento na lang titigan ang dala kong malaking bayong.

Habang nagkaklase ay panay naman ang isip ko kung paano ko ibebenta sa aking mga kaklase ang aking paninda. Sa mga katulad nilang kumakain gamit ang gintong kutsara ay embes na bilhin ay baka pandirihan pa nila ang panindang dala ko. Nasa ganitong sitwasyon ako noong may isang mala-anghel na boses galing sa likuran ko ang biglang nagturan nang ganito: "Got, anong laman ng bayong mo?" Ang nasabing boses ay pagmamay-ari ni Michelle, ang pinakamagandang babae sa klase namin. Dahil na rin sa hiya na marinig ng iba ang sagot ko ay tinugon ko na lang iyong tanong niya sa pamamagitan ng pag-abot sa kanya ng isang kapisasong papel. Doon ko isinulat iyong sagot ko. Isinulat niya naman dito iyong ikalawang tanong niya: "May benta ka na ba?" na agad ko namang tinugon nang: "Wala pa nga eh..!" Matapos nito ay hindi na siya nagtanong pa.

Recess na, ito na iyong pagkakataon ko para ibenta sa mga kaklase ko iyong paninda na dala ko pero ewan ko ba, naunahan yata ako ng hiya. Sa sitwasyong ito ay tanggap ko na sa sarili ko na iuuwi ko ang bayong na ito na wala man lang na ni isa ang bumili. Gaya ng dati ay ginamos na naman ang ulam pero sa pagkakataong ito ay walang bigas na maisasaing. Hindi ko inaasahan na may isang kamay ang biglang kumuha sa mga bayong ko at sabay nagwika nang "Guys...bilhin niyo naman itong ginamos na paninda ni Anggot." Simple lang ang naging pahayag ni Michelle pero agad nagsilapitan ang mga kaklase ko para bilhin ang ginamos na dala ko.

Tila бага ang kanyang pahayag ay hindi pakiusap kundi isang utos na dapat sundin... Sadyang bumilib talaga ako sa kanya sa kadahilanang labinlimang minuto lang kinailangan niya para mabenta lahat ang mga paninda ko. Inabot niya sa akin ang 100 pesos na siyang pinagbilhan ng ginamos na dala ko. Nagpasalamat ako sa kanya at nangako nang ganito: "Balang araw Mich (tawag ko sa kanya). kapag may paninda ka na gustong ibenta ay hindi ako magdadawalang-isip na ibenta ito". Ang lahat ng mga ito ay tinugunan niya lang ng isang ngiti at sabay sabing: "Aasahan ko iyan Got". Simula noon ay nagkaroon na siya ng puwang sa puso ko.

Ang nasabing istorya ay nangyari labinlimang taon na ang nakararaan. Maaaring nalimot niya na ang aking pangalan at pangakong binitawan ko sa kanya ngunit kailanman...ang lahat ng mga ito ay hindi ko malilimutan. Sa di inaasahang pagkakataon ay nagkrus ang landas namin sa may kahabaan ng Avenida. Noong una ay nagdadawalang isip ako kung siya ba talaga iyong Michelle na kakilala ko sa Zamboanga. Pero kung pakakasuriing mabuti, walang duda-siya nga. Hindi ako maaaring magkamali sapagkat ang mukha niya ay malaon ng naipinta sa aking panagimpan. Ang babaeng nagkaroon ng puwang sa aking puso ay isa na ngayong babaeng nagbebenta ng panandaliang-aliw. Sa tagpong ito ay biglang sumagi sa aking isipan ang binitiwang pangako sa kanya labinlimang taon na ang nakararaan...

"Balang araw Mich... kapag may paninda ka na gustong ibenta ay hindi ako magdadawalang-isip na ibenta ito".



...transformou-se em
...Piero de Médicis, na
...Ludovico Sforza, o
...Alexandre VI, o es-
...lisonjeado com
...de Florença,
...levantou-se o
...florentinos
...questões
...e os

Poetry

My Wife and Me

Conrado B. Blando, EdD

Let me paint a picture, if I may,
My wife and me, in love's array.
She is the sun that lights my day,
Guiding me with her warmest rays.
Her eyes, like stars, sparkle with grace,
Reflecting love, in every trace.
My wife, my love, my soul's delight,
With you, my dear, I see endless light.
Together we've weathered life's stormy seas,
Navigating with love as our compass, our keys.
Through joys and sorrows, hand in hand,
We've built a love that will forever stand.
In her, I've found a friend so true,
A love that's boundless, through and through.
My wife, my everything, forever to be,
The embodiment of love, my soul's decree.
Her strength inspires me to reach for the sky,
To dream, to grow, to never ask why.
In this journey we share, come what may,
Forever together, my love, we shall stay.



Reciprocity

Conrado B. Blando, EdD

I speak with acumen, yet they take it for granted.
I teach with diligence, but they still take it for granted.
I share my experiences, and they just hear my voice.
I show my values, and they just see it as it is.
I make an effort, but they are reciprocating less.
I give quality time, yet they are after the closing time.
I want them to be competitive, so they become great achievers.
I encourage them to value their time and this place, so they can value themselves.
I wish they feel loved and supported, so they can do the same thing.
I believe great things will happen, if they will reciprocate justly.



Togetherness

Conrado B. Blando, EdD

Again, people crave for a good political
leader.

A leader amidst challenges can make a big
difference.

A difference to alleviate the anguish of the
people.

And the people witness the same promises
and squabble talks.

Now that a new leader is set to spread his
wings.

Wings of criticisms emerge into chaotic
mindful people.

People who impede the master plans of a
neophyte leader.

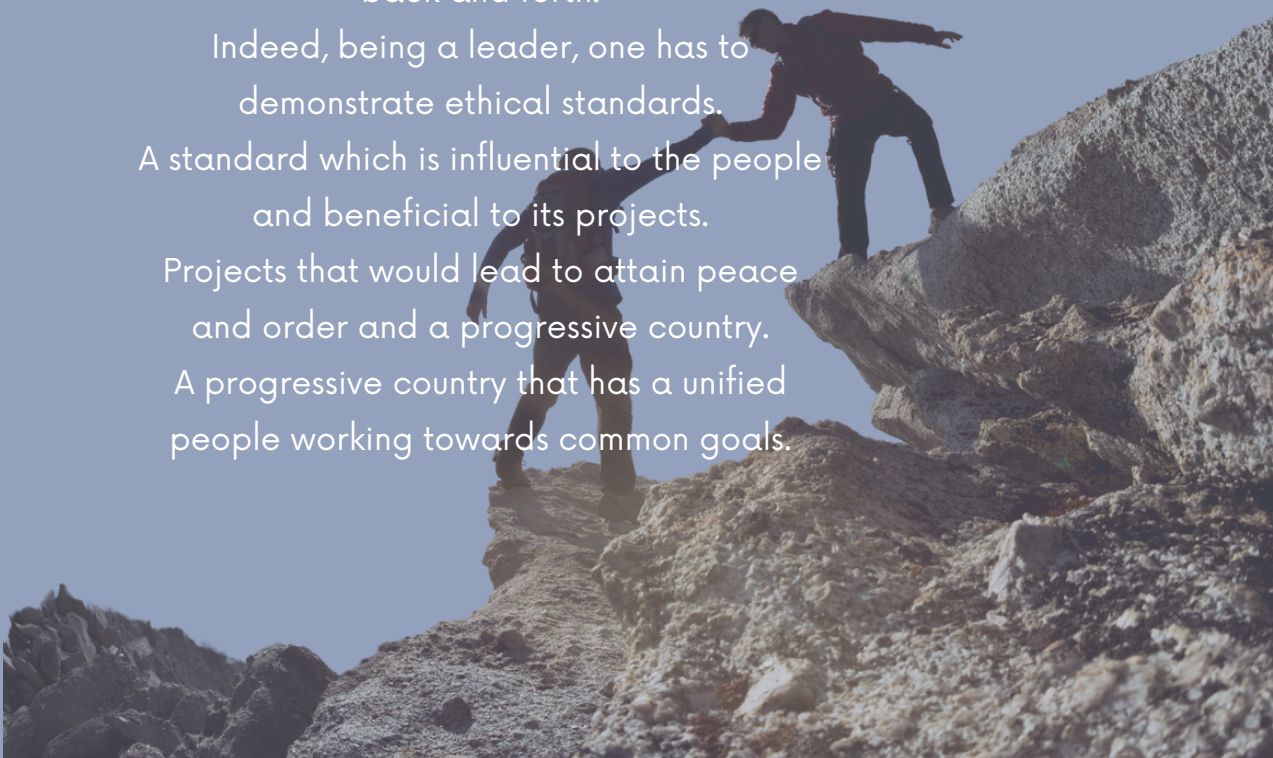
And this leader grasps his words and then
back and forth.

Indeed, being a leader, one has to
demonstrate ethical standards.

A standard which is influential to the people
and beneficial to its projects.


Projects that would lead to attain peace
and order and a progressive country.

A progressive country that has a unified
people working towards common goals.



Perennial Challenges of a College English Professor

Conrado B. Blando, EdD



The College English professor takes on the role,
Immersed in knowledge, they nurture the soul.
Perpetual challenges lie in their path,
But with learned guidance, they conquer the aftermath.
Language proficiency, a hurdle to overcome,
Diverse tongues present barriers, but they won't succumb.
For students grappling with complex concepts,
The professor unveils understanding, with respect.
In lecture halls, engagement is sought,
Yet distractions and demands leave students distraught.
Amidst gadgets and schedules, they must find a way,
To weave comprehension and hold attention's sway.
Grading essays and exams, a task of great might,
Assessing each student's progress, day and night.
With care and precision, they analyze and assess,
Nurturing growth, ensuring no one's progress is less.
With passion and wisdom, they guide the way,
Through challenges and hurdles, day by day.
The College English professor, a beacon of light,
Igniting minds, inspiring with all their might.
So let us appreciate their tireless dedication,
To shape young minds, to foster inspiration.
In the halls of knowledge, they stand tall,
The College English professor, impacting us all.

ABOUT THE AUTHOR

Jonas P. Fabillar

Mr. Jonas P. Fabillar is a Physical Education Instructor at Samar State University Paranas Campus. He is presently handling PATHFIT, music education, and health education subjects.

He is an alumnus of Samar State University with a degree in Bachelor of Secondary Education major in Physical Education, Health and Music (BSED-PEHM) cum laude and recently obtained his Master of Arts in Education major in Music, Arts and Physical Education (MAED-MAPE) in the same university.



TITSER (TEACHER)

Jonas P. Fabillar

Sa isang silid-aralan tayo'y nagkakasama
Ang ilaw mo'y sinisilay sa aking palad
Titser, dakilang gabay, aming tanglaw
Sa bawat araw, sa iyo'y aming pasasalamat.

Sa iyong talino at malasakit na walang humpay
Binubuklat mo ang mundo ng kaalaman
Tinuturo mo ang gintong mga aral
Na aming dadalhin habambuhay, kailanman.

Sa iyong mga salita, aming nadidinig
Ang boses ng pagsisikap at pag-asang walang katapusan
Binibigyang-buhay ang mga pangarap
At ang aming pag-unlad, sa iyo'y nakasalalay.

Sa iyong puso na puno ng pagmamahal
Inaalagaan mo kami't pinupunlaan ang mga pangarap
Ang bawat pag-ibig na ipinunla mo
Ay aming dadalhin, habang lumalaki ang aming mga tala.

Sa bawat pagkakamali, ikaw ang aming gabay
Binubura mo ang takot at kaba sa puso
Hinihikayat mo kami, laging magpatuloy
Upang maabot ang mga bituin na nasa itaas ng langit.

Titser, kami'y saludo sa iyo
Sa bawat paghihirap at pagsusumikap
Ang aming pag-asa at kinabukasan
Ikaw ang tanglaw, aming gurong minamahal.

CONSTANT

Joel C. Patino Jr.

Opposite attracts
 Negativity distracts
 To reflect is truly necessary
 Whatever tracks to pursue eventually. To love and
 be loved equally
 Hoping to be fixed and last infinitely
 But life is a metaphor of uncertainty
 Things we opt to change but can
 't honestly. The concept of time is unquestionably
 constant
 Once passed, it's impossible to be back even if
 you want
 Don't blame or curse it
 Instead, adjust and manage it wisely. Deception is
 not only evident by actions

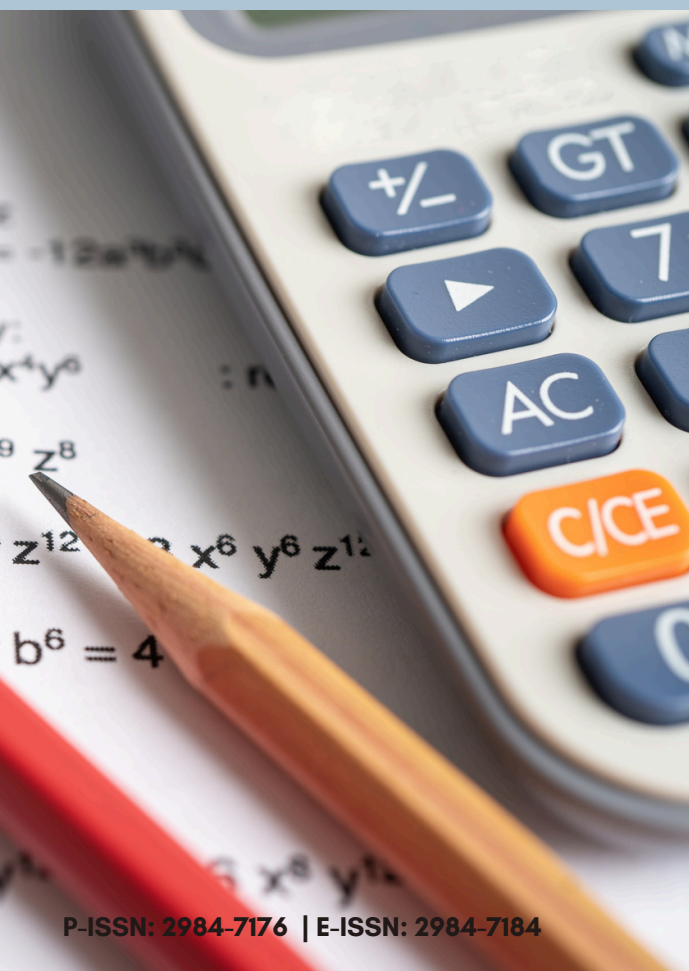
 It's usually conveyed through words and written
 expressions
 Living things vary and that's not a perception

 Thus, always be careful and critical in having
 interaction.

**YOURS TRULY, X**

Joel C. Patino Jr.

The first time I saw you
 All emotions fall in the first quadrant
 I didn't expect your nickname was cosine
 That just caught my attention'
 cause it's symmetrical like mine. We got to know each other's
 history. From null set to real roots
 I thought the discriminant was greater than zero
 But the feeling wasn't...the limit exists for one-sided only.
 Here I am today... still in between parallel lines
 The love I assumed from her as to be normal curves
 It's always equal like the first two properties
 But it's the tails that count... I'm cornered like asymptotes.
 Everytime I think of you, my left brain says find the value of x
 Moving on is quite difficult like dealing with Calculus
 problems
 Just be thankful and don't be bitter
 Imaginary or not, comprehend the essence of an integer.





THE SECRETS OF MATHEMATICIANS

by: Joel C. Patino Jr.

Everything is perfect
Just an assumption but it helps
I can make it but it turned out
the other way unexpectedly But
it's alright! I can always do
better... Always thinking
optimistically. Too many formulas
A lot of variables and constants
But I can always make it easier
Face them and prove them right.

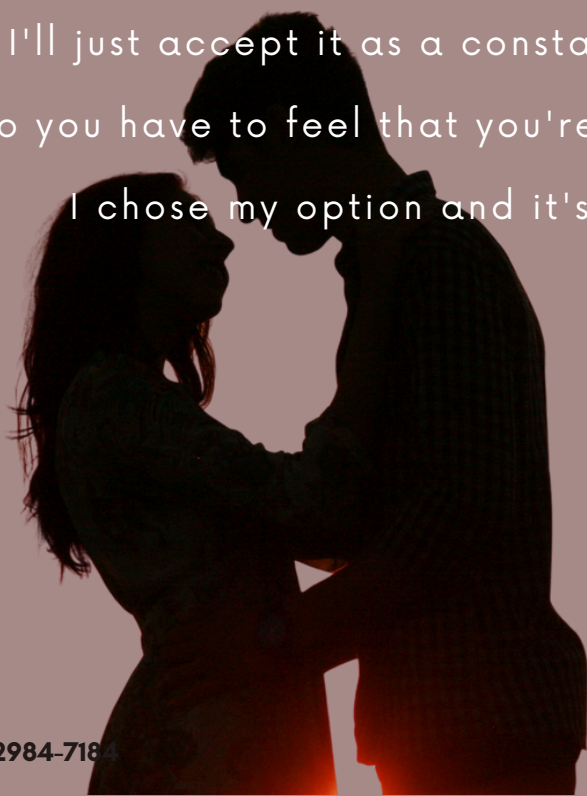
Really, are you serious?

Yeah! It's true but not at all
instances. Wait... Look! It's
extremely hard. Just smile and
give your affirmation
and try it a million times but
manage to rest sometimes. They
say no doubt... Learning
Mathematics is really tough Yes!
of course...but I should say what
life can bring is more
challenging. It will always be
difficult like a love story
Embrace it! It's fixed like an
infinity.

IT WORKS

Joel C. Patino Jr.

It started with a constant speed
Until an outside force attracts my limit
The empty heart is still in denial
Since feeling is unknown to be mutual. How deep is your
understanding of change?
From speed to velocity, it differs
The direction it brings into existence
How wonderful life is when meaning comprehends. How
interesting to connect ideas into something
It's like the notion of direct relationship so start thinking
Can't you think of magnet that's meant to connect two hearts
Two distinct hearts accelerated by affections
Would you consider gravity in our relationship?
Maybe I'll just accept it as a constant of variation
Why do you have to feel that you're number two?
I chose my option and it's you



SIGN

Joel C. Patino Jr.

How valuable is sign for you?

Is it just an integer in Algebra?

Maybe you consider its meaning in Physical Science? Probably you prefer its definition in relation to man's routine? Look around and see what isn't noticed

Just keep quiet and let the mind work

Be inquisitive of what attracts your eyes

Be perceptive to what surrounds where you are. How evident are signs?

A man just met befriended you

Abstract concepts slowly actualized

Objects received triggered curiosity. Be careful of the thoughts you have in mind

Being so desperate may help but not all the time

Don't let the will of others overpower your drawn signs

Remember you have your faith that's more than anything else.



PAKINGGAN

Sammy Q. Dolba, PhD

Ang sugat sa aking ala-ala ay kasalanan ko din naman,
Pero indi ito nararapat na tumagos sa pusong
naramdaman.

Sigurado ako, ang paggaling ay aking tungkulin na magampanan,
Ang nadamay kong hilagyo, huwag iasang mapagaling ninuman.

Kung tayo ay magkikitang muli,

Indi ako aasa sa mainit mong pagbati.

Dahil naiparating sa akin ,balikat mong malamig.

Indi rin ako aasa sa matamis mong ngiti.

Mga salitang nasambit, sa puso ko'y gumuhit.

Tapos na akong manghinayang,

Sa mahabang panahon na ating pinagsamahan,

Nakakaraos tayo noon sa maliit na halagang

Lubos ang ating mga masasayang halakhakan.

Salamat kaibigan, siguro'y hangang dito na lamang.

Indi ako magdadamdang,

Sigurado ako na ito nga ang katapusan,

Sigurado ako, ito rin ang iyong paraan.

Indi ako magdadamdang,

Dahil alam kong lahat ay may katapusan,

Dahil alam kong naging mahusay kang kaibigan.

Huwag kang magdamdam,

Dahil ang kalimutang ka'y

Lubos ko ng ginampanan.

Luhang tumulo,

Akin nang napahiran.

ENTOMBING FRIENDSHIP ON INDEPENDENCE DAY

Sammy Q. Dolba, PhD

On this Independence Day, I stand tall,
 Reflecting on a friendship's rise and fall.
 In the midst of fireworks, I reminisce,
 Of the bond we shared, now marked with a twist.
 We once were companions, hand in hand,
 Through laughter, tears, a united band.
 But time revealed the cracks in our core,
 And what once burned bright, shines no more.
 Like fireworks bursting, we had our spark,
 Fueled by trust, lighting up the dark.
 But embers fade, drifting far apart,
 And the flames we nurtured depart.
 Independence beckons, freedom's decree,
 Yet it's bittersweet, this newfound decree.
 For leaving behind a friend once dear,
 Is a step fraught with regret and fear.
 But in the quest for self-discovery,
 Sometimes we must sail, across the sea.
 To untangle the ties that hold us tight,
 To search for our truth, both day and night.
 So, on this day of liberation's embrace,
 I bid farewell with a tender grace.
 For we must both seek our own chosen way,
 And find the strength to let go and sway.
 The fireworks ignite, painting the sky,
 As I release our bond with a heartfelt sigh.
 Independence beckons, a fresh start to find,
 Leaving behind what no longer aligns.
 Though I leave you in the wake of the past,
 I'll cherish the memories that will forever last.
 On this Independence Day, I set myself free,
 To rediscover the person, I'm meant to be.



GUIDING LIGHT MOM Sammy Q. Dolba, PhD

Nanay, from the time I was really young,
I realized I had someone...you,
who used to care for me,
who used to protect me,
who was always there for me no matter what.

You taught me right from wrong,
and pushed me to do the right thing,
even when it was hard to do.

You took care of me when I was sick,
and your love helped make me well.

You had rules,
and I learned that when I obeyed them,
my life would be simpler, better, richer,
happier and and still look younger.

You have been the light in my life.

My heart is filled with love for you,
my teacher, my best friend, and most of all My wonderful Nanay
ever.... i owe you my life and you deserve to feel the warmth of
my love with the healing touch of our Almighty God...Happy
birthday, Nanay!!! I love you!

MY MOTHER

Sammy Q. Dolba, PhD

I was born. She bore pain.

I cried. She got tears of joy.

I was growing up. She was getting old.

I was sent to school. She worked hard.

I was innocent. She was protective.

I got sick. She was worried.

I was healed. She used mother instinct.

I was easy go lucky. She warned me about life.

I was playful. She was strict.

I finished my degree. She was very happy.

I started my first job. She still wanted to work.

I received my first salary. She recieved it full.

She was hospitalized. I was saddened.

She became ill. I was so worried.

She was in pain. I felt her pain.

She was praying. I plead to God.

On February 24, omen was seen. I ignored it.

She was catching her breath. I prayed for a long life.

She wanted to lie down. I embraced her.

She murmured words "oh God, I don't know how to leave my son."

I denied the feelings and closed my eyes.

I was born on March 16. She was born on March 19.

I saw the light on the day I was born.

She saw the light from above on the day of EDSA Revolution.

I felt alone. I cried a river. I screamed with tears.

My first woman was no more.

My first lady was no more.

My first baby girl was gone on a revolution day.

She was indeed a war baby.

Hush! Troubles and pain no more.

I love you, Nanay!

Happy Birthday, Nanay!

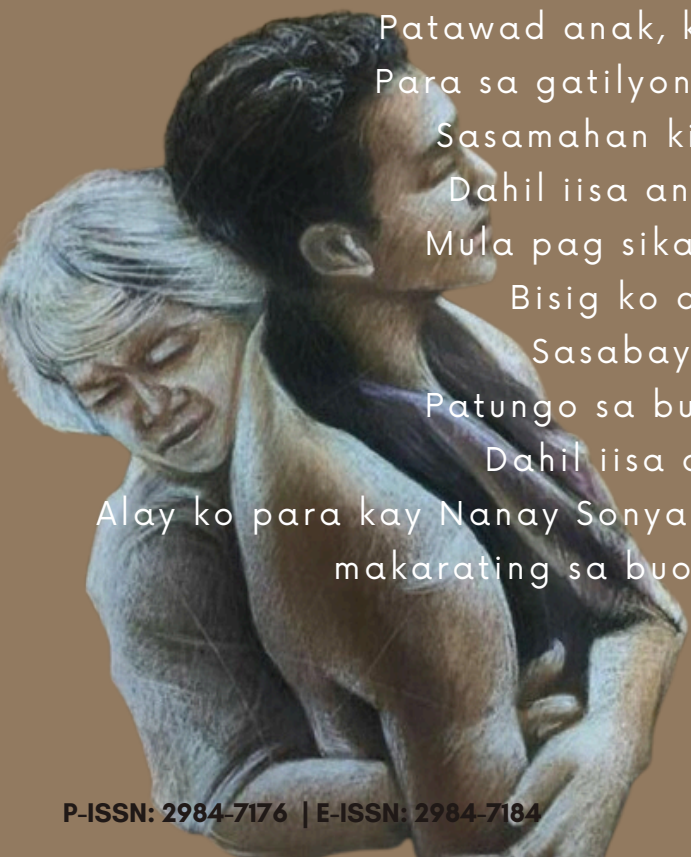
I miss you Nanay!



IISA ANG ATING DUGO AT LAMAN

Sammy Q. Dolba, PhD

Noong iniluwal kita sa mundo
 Ako ang unang yumakap sa iyo.
 Sa tuwing ikaw ay iiyak,
 Ikaw ay aking niyayakap.
 Ako ang unang nakakaramdam
 Kapag ikaw ay nahihirapan,
 Hindi ko alam kung san dapat simulan.
 Hindi ko nais na ito'y iyong dapat pagdaanan.
 Hiling ko ang iyong kapatawaran,
 Kung sa panahon ng karahasan,
 ikaw ay naisilang.
 Pero alam kong may hangganan
 Lahat ng pagdadaan
 Akala ko, yakap ko ay mahihigitan
 Mga hinaing na indi ko maibsan.
 Akala ko yakap ko ang paraan
 Para kalapastanganan ay maharangan.
 Akala ko, yakap ko ay sapat na sandata
 Para ikaw ay aking maproteksyonan.
 Patawad anak, kung indi sapat ang yakap,
 Para sa gatilyong lubos na mapanghamak.
 Sasamahan kita sa huling hantungan,
 Dahil iisa ang ating dugo at laman.
 Mula pag sikat at pag lubog ng araw,
 Bisig ko ang iyong himlayan.
 Sasabayan kitang matulog,
 Patungo sa buhay na walang hanggan
 Dahil iisa ating dugo at laman.
 Alay ko para kay Nanay Sonya at sa kanyang anak. Nais ko pong ito ay
 makarating sa buong kapamilya ni Aling Sonya.



ABOUT THE AUTHOR

DAISY MAE R. BONGTIWON



Prof. Daisy Mae R. Bongtiwon is an accomplished educator and researcher with a strong background in the field of Science education. She is a former head of the Science Department in the College of Education at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Manila.

She is a Cum Laude graduate from the Philippine Normal University, where she completed her Bachelor of Science in Physics for Teachers in 1999. She further pursued her passion for Mathematics and earned a Master of Arts in Teaching Mathematics from the same university. Throughout her undergraduate studies, she was a recipient of the esteemed DOST-SEI scholarship,

which highlights her exceptional academic aptitude and dedication to her field. Additionally, she completed her academic requirements leading to an MS in Physics at DLSU-Manila, further enriching her knowledge and expertise in the subject. Currently, she holds teaching positions in multiple programs at EARIST. She imparts her expertise in major Physics subjects in the BSE Science program under the College of Education, as well as in the BS Applied Physics program under the College of Arts and Sciences. Furthermore, she teaches STS (Science, Technology, and Society) for the BSIT program under the College of Industrial Technology, showcasing her versatility and breadth of knowledge in various disciplines.

FLUID MECHANICS: FOLLOW THE FLOW

Daisy Mae R. Bongtiwon

**A captivating study, the world of Fluid Mechanics goes.
It unveils the secrets held by liquid and gas,
Within this field, Where equations and laws
From laminar whispers to turbulent roars,**

**Fluids reveal their elegance as knowledge pours.
To grasp the language that fluid dynamics hold.
For in every droplet and flowing stream we see,
A reflection of the world's intricate connectivity.**

**In pipes and channels, rivers and oceans wide,
Fluids dictate the motion, with forces they abide.
From aerodynamics that grace the wings in flight,
To the circulation of blood, sustaining life's eternal light.**

**As engineers and scientists dive deeper still,
Fluid Mechanics uncover the power to fulfil,
To build mighty turbines harnessing the rivers' might,
Or to design ships that conquer waves with sheer delight.**

**From towering dams that tame unruly floods,
To the cooling breeze on searing desert studs,
Fluid Mechanics unveils its endless wonders,
Guiding mankind toward solutions that truly thunders.**

**But beyond the realms of engineering and science,
Fluid Mechanics holds a captivating alliance.
It teaches patience, perseverance, and precision,
As we navigate its currents with relentless ambition.**

INORGANIC CHEMISTRY: THE CHANGER OF THE SOCIETY

Daisy Mae R. Bongtiwon

Elements, stoic and resolute they stand,
A relation of electrons in orbit's embrace,
Bonds are formed, a celestial chase.
Mighty ions, charged with electric might,
Seek equilibrium, day and night.
Metals shine with a resplendent glow,
Their lustrous beauty, a dazzling show.
Transition elements, their colours ablaze,
A kaleidoscope of hues in the periodic maze.
Acids and bases engage in fierce debate,
A battle of protons, destined to oscillate.
Neutralization prevails, peace is restored,
A chemical equilibrium, balance adored.
Crystals emerge, their patterns pristine,
Arranged with precision, a geometric sheen.
Lattices of ions, locked in solid embrace,
Inorganic solids, with structure and grace.
Complexes arise, ligands intertwine,
Binding to metals, a partnership divine.
Coordination spheres, a world apart,
A host of molecules, playing their part.
Inorganic chemistry, a realm so vast,
Exploring the elements, from present to past.
From minerals deep within the Earth's core,
To futuristic compounds, yet to explore.
From catalysis to materials, a diverse domain,
Inorganic Chemistry, its wonders sustain.
Unveiling the secrets of matter profound,
A movement of atoms, forever move out.



ELECTRICITY: ENERGY OF THE PRESENT GENERATION

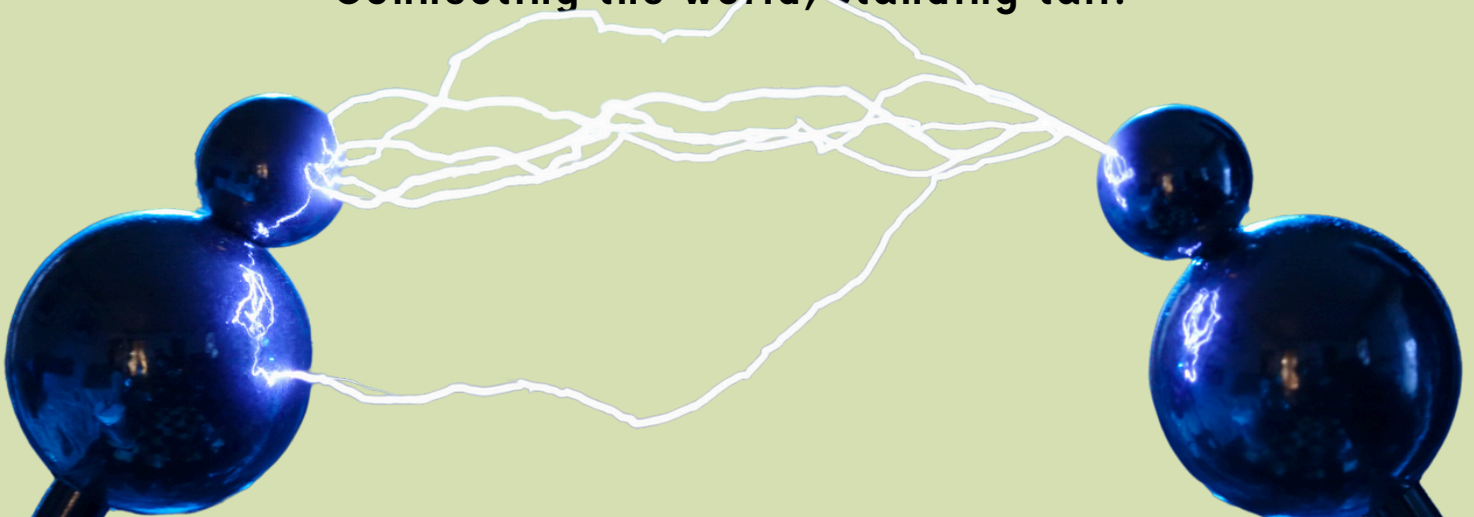
Daisy Mae R. Bongtiwon

**Sparks and flowing energy,
Lies a force that powers our modernity.
First came the ancient Greeks, with curious minds,
Who discovered static charge in nature's finds.
Amber rubbed against cloth, a wondrous sight,
As electrons moved, creating light.**

**Then came the pioneers of electrical lore,
Benjamin Franklin, with his famed kite soar.
He harnessed lightning, tamed its might,
And brought electricity into our sight.**

**With Edison's brilliance, the world was alight,
His light bulb invention shining so bright.
AC or DC, the currents did flow,
Powering cities, making progress grow.**

**Now we live in an era of advanced might,
Where electricity fuels our every delight.
From homes to factories, it powers them all,
Connecting the world, standing tall.**



THE MAJESTIC STRUCTURE OF THE ELECTROMAGNETIC SPECTRUM

Daisy Mae R. Bongtiwon

Sparks and flowing energy,
Lies a force that powers our modernity.
First came the ancient Greeks, with curious minds,
Who discovered static charge in nature's finds.
Amber rubbed against cloth, a wondrous sight,
As electrons moved, creating light.

Then came the pioneers of electrical lore,
Benjamin Franklin, with his famed kite soar.
He harnessed lightning, tamed its might,
And brought electricity into our sight.

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LET'S WAVE AND SEE THE LIGHT

Daisy Mae R. Bongtiwon

A tale of light and motion, perhaps,
Behold the waves that grace the seas,
With crests that rise and fall in grace,
A waves of water, a celestial embrace.

Through prisms, light refracts its hue,
Splitting into colours, vibrant and true.
Rainbows paint the sky with their delight,
A breath-taking spectacle, pure and bright.

Optics unveil the secrets of the unseen,
Mirrors reflect, bending the scene.
In lenses, worlds both near and far,
Merge into focus, like a guiding star.

From diffraction patterns, wonders emerge,
A weave of interference, like a celestial surge.
Slits and waves, a dazzling display,
Unveiling the mysteries of light's array.

Polarization reveals its hidden might,
As light aligns, shimmering with delight.
Filters unravel the waves' intricate tale,
Revealing the unseen, beyond the veil.

Fiber optics weave a web of connection,
Guiding information with flawless perfection.
Data streams, riding on beams of light,
Whispering secrets through the darkest night.

Holograms project a three-dimensional dream,
Illusions that dance, creating a seamless seam.
A fusion of art and science, bound in delight,
Unveiling a world where imagination takes flight.

EARTH SCIENCE: THE GRAND DESIGN

Derick O. Peralta

**Realm that science weaves the grand design,
A map of knowledge, both vast and fine,
Earth's secrets lie, waiting to be spread out,
Let's dive deep into the world wide.**

**Beneath our feet, the bedrock holds the tale,
Of tectonic plates, a movement that can prevail,
Collisions fierce, as mountains rise in might,
Earth's restless forces shape our landscapes bright.**

**Above, the skies, where tempests take their flight,
The atmosphere, a shield, cloaked in bright light,
With swirling winds, they carry whispers true,
From equator's warmth to polar ice anew.**

**Behold the waters, vast and deep they flow,
From mighty oceans to rivers that bestow,
A lifeline to the creatures that reside,
In shimmering depths and currents' gentle glide.**

**The sun, our star, a fiery ball of might,
Spreads golden warmth and bathes us in its light,
From day to night, it guides our very being,
Seasons change, as Earth keeps subtly spinning.**

**And in the heart, where life's great wonders dwell,
From tiny organisms to creatures that excel,
Earth science hums, a symphony of grace,
Unveiling marvels of this wondrous place.**

**So let us cherish Earth, our precious home,
And through the lens of science, let us roam,
For in understanding our world's grand design,
We find our place, our purpose, and the sublime.**

ASTRONOMY: TAKE A LOOK IN THE TELESCOPE

Derick O. Peralta

A never-ending universe we will entry
Where stars adorn the night with gleaming grace,
Astronomy unveils its mystery,
Inviting us to seek, explore, embrace.

With telescope as our trusted guide,
We journey through the realms of distant skies,
Discovering secrets that they hide,
Unveiling the truths that make our spirits rise.

In galaxies, our questions find their home,
Where wonders dance in celestial ballet,
We ponder origins yet still unknown,
Inquiring minds emboldened to survey.

A cosmic clock that ticks through endless time,
The universe unfolds its timeless lore,
Studying astronomy, a paradigm,
To understand the grandeur we adore.

For gazing upward, our souls take flight,
Boundless vistas, dreams we dare to dream,
In studying the stars, we find our light,
Astronomy, the science that redeems.

CREATIVE SCIENCE: SECRETS IN THE LAB

Derick O. Peralta

In labs adorned with shining light,
Curiosity ignites the night,
Scientists celebrates with hypothesis,
Seeking truths in infinite bliss.

Microscopes reveal the hidden gem,
Where atoms whisper, and cells overwhelm,
A party of particles, unseen,
Unfolding secrets, like dreams unclear.

The alchemists of knowledge, they strive,
To understand how worlds survive,
Mixing formulas, potions, and dreams,
Creating wonders from earthly seams.

From galaxies beyond our sight,
To the depths of oceans, dark as night,
Creative minds explore the unknown,
Seeking answers yet to be shown.

Through trials and errors, they persist,
Guided by curiosity, they resist,
The boundaries set by stress,
For in their hands, a new world reigns.

Artistry in equations, pure and rare,
Where logic intertwines with flair,
The brushstrokes of equations blend,
Creating masterpieces that never end.

In laboratories, where dreams take flight,
Creativity dances with scientific might,
Together they forge a path anew,
Revealing wonders to me and you.

So let us celebrate the minds that roam,
In the world where creativity finds its home,
For in the marriage of art and science,
We find the essence of true defiance.

METEOROLOGY: IT'S FORECASTING

Derick O. Peralta

**High above, where the atmosphere soars,
Clouds form and transform, with wonders to explore,
Cumulus, nimbus, wisps of cirrus white,
They hold the secrets of Earth's changing plight.**

**Winds whisper softly, carrying their song,
Meteorology deciphers their throng,
From gentle breezes to gales that roar,
They shape the patterns we cannot ignore.**

**The sun's warm embrace, a catalyst grand,
Evokes the dance of water, hand in hand,
Through condensation, clouds begin to rise,
Forecasting storms or clear blue skies.**

**Within the cyclones and hurricanes' might,
Meteorology unveils their flight,
Tracking their paths with precise measure,
Guiding us through the tempest's treasure.**

**And in the calm of a tranquil day,
Meteorology helps pave the way,
With weather models and satellites above,
We navigate the elements with knowledge and love.**

**In forecasting weather, the meteorologist's art,
Observations, models, predicting every part,
With radar and satellites, they peer above,
Deciphering the patterns, unravelling weather's glove.**

ENVIRONMENTAL SCIENCE: NATURE'S GUIDE

Derick O. Peralta

Nature's secrets lie,
Lands where fragile ecosystems sigh,
Vast of knowledge we aspire to explore,

In forests dense, where whispers reside,
We study the harmony, nature's guide,
From lush canopies to the forest floor,

In rivers that flow, serenely they dance,
We delve into their depths, taking a chance,
Unravelling mysteries, the water's core,

On sun-kissed shores, where tides ebb and flow,
We witness the cycles, the eons that bestow,
A glimpse into Earth's tapestry, we adore,

From mountains high to valleys low,
We strive to protect, to nurture and grow,
Preserving the planet we all adore,

Uncovering Earth's truths, discovering its worth,
In the study of nature, we truly soar,
Environmental science, Forevermore



GLOW OF A POSITRON

Derick O. Peralta

**A marvel of creation exists in the realm of particles
A tiny dancer defying expectation,
A spark of energy in the cosmic ballet
The wondrous positron illuminating the way.**

**Brought into the world from the void, with an electric charge,
Its presence holds secrets, enormous and little,
An identical representation, an antiparticle's appeal,
Positron, a divine courier, so warm.**

**Positron, you have an ethereal beauty,
In quantum domains, you leave an energetic follow,
With antimatter's touch, you charm the evening,
A glimmer in the haziness, an ensemble of light.**

**You navigate space labyrinths by colliding,
With electrons in an instinctive dance.
Annihilation follows, an unseen spectacle,
Radiated by gamma rays, a cosmic dream.**

**Your journey unfolds in the depths of the stars;
Nuclear fires surround you as tales are told;
A celestial tango with matter and its relatives;
A positron-like spin on your existence.**

**In the domains of science, you move minds,
Looking for replies to questions, the universe ties,
Your revelation disentangled a domain inconspicuous,
Opening ways to conceivable outcomes, similar to a visionary dream.**

**Gracious, positron, harbinger of stowed away domains,
With your presence, the universe overpowers,
In the great astronomical embroidered artwork, you have your
impact,
Directing us forward, with a searing heart.**

**So let us wonder, at your brilliant path,
As you dance through time, never to fizzle,
Positron, a flash of trust, in the tremendous unexplored world,
An image of potential outcomes, everlastingly to be shown.**

STANDING WAVES

Derick O. Peralta

**A standing wave is a special kind of wave
That does not travel or change its shape
It is formed by the interference of two waves
That have the same frequency and amplitude**

**The points where the waves cancel out are called nodes
The points where the waves add up are called antinodes
The distance between two nodes or antinodes is half a
wavelength**

**The number of antinodes determines the mode of the standing
wave**

**Standing waves can be found in many places
Such as strings, pipes, and microwave ovens
They obey the boundary conditions of their spaces
And resonate at certain frequencies called harmonics**

**Standing waves are important for wave and optics
They help us understand light, sound, and quantum mechanics
They show us how waves can behave like particles
And how particles can behave like waves**

**Standing waves are a fascinating phenomenon
They reveal the beauty and mystery of nature
They challenge our intuition and imagination
And inspire us to explore and create**

HISTORY OF SCIENCE: THE RENAISSANCE

Derick O. Peralta

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CLIMATE CHANGE: THE SILENT BATTLE

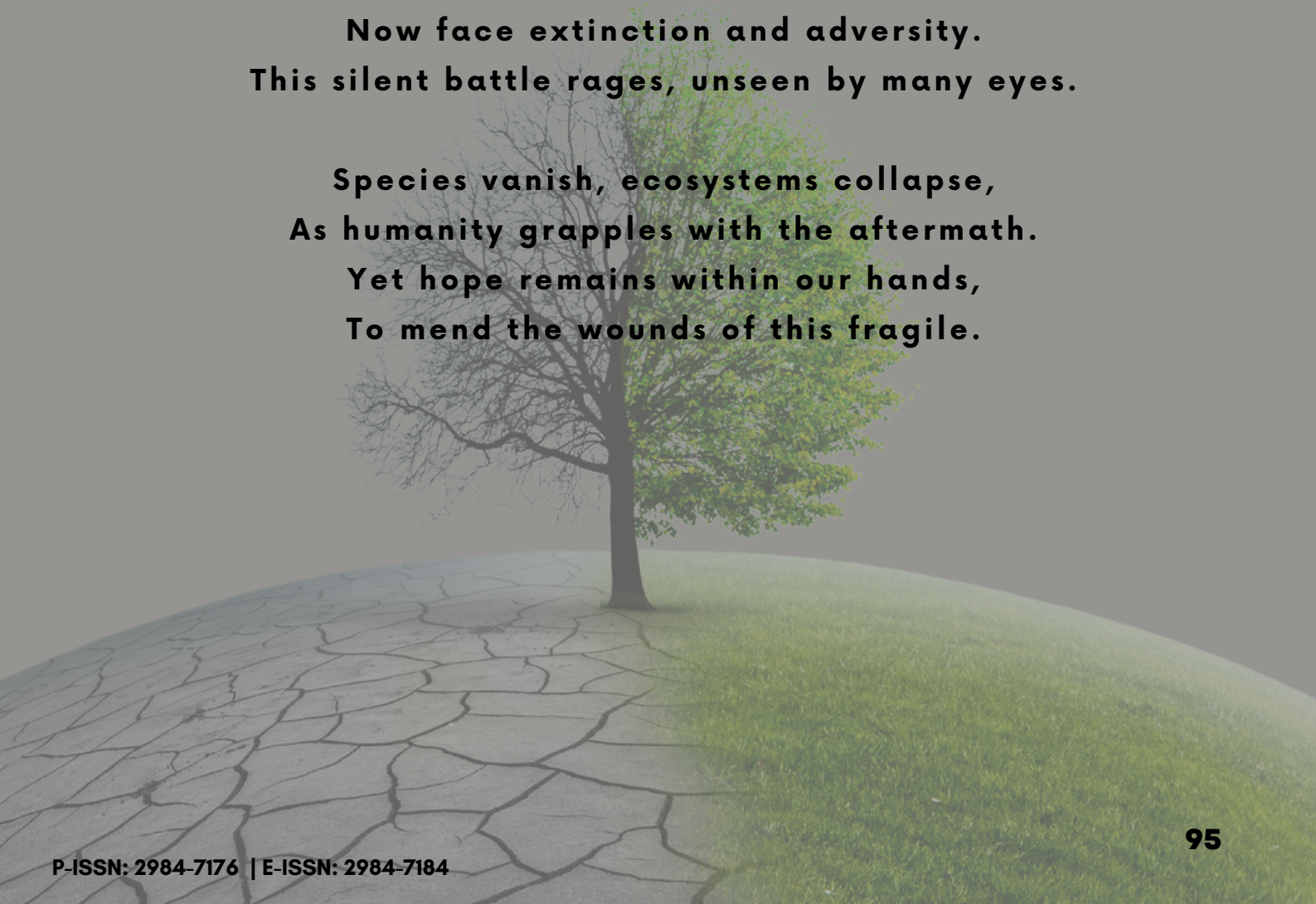
Marivel T. Sarabi, EdD

**The Earth, once vibrant and lush with life,
Now gasps for breath, burdened by strife.
From melting glaciers to scorching heat waves,
Climate change relentlessly paves its way.**

**Heat keeps drowning the dried soil,
Leaving crops dry and dreams spoiled,
As storms grow fiercer, their fury unleashed,
Destruction reigns, leaving cities breached,**

**The cries of the Earth echo through the air,
Pleading for humanity to take heed and repair,
The delicate ecosystems, Once full with diversity,
Now face extinction and adversity.
This silent battle rages, unseen by many eyes.**

**Species vanish, ecosystems collapse,
As humanity grapples with the aftermath.
Yet hope remains within our hands,
To mend the wounds of this fragile.**



ASTRONOMY: THE COSMIC SEA

Marivel T. Sarabi, EdD

In the vastness of the cosmic sea,
Astronomy unveils its mysteries,
Through the lens of telescopes, we peer,
Into realms unknown, far and near.

In galleries of stars, we find delight,
As constellations paint the night.
Each planet and comet, a celestial dance,
Revealing secrets with every chance.

With boundless curiosity, we explore,
From distant galaxies to our own core.
Unlocking the secrets of black holes deep,
And unravelling the universe's intricate

The moon shines bright,
With the beams of sunlight,
With its pores from asteroids landing sites,

As well as Apollo's 11th Rocket Flight,
We marvel at its craters and lunar landscapes.
Its gravitational pull, a force to reckon with,
Influences the tides and stirs our imagination.

ABOUT THE AUTHOR

BENJAMIN G. HABOC



Mr. Benjamin G. Haboc is a professor of the College of Education, EARIST- Manila teaching major science subjects of BSE-Science program.

He finished his BSEd major in physics in Pamantasan ng Lungsod ng Maynila in 2000 and BS Nursing in Metropolitan Hospital College of Nursing in 2010.

He graduated in 2014 his MAT major in science at Manuel L. Quezon University and now presently enrolled his dissertation at Centro Escolar University taking Phd in Science Education.

GENETICS: LINK TO UNITY

Benjamin G. Haboc

Life, It's the amazing design,
Where genes reside, a code divine,
Within our cells, a blueprint holds,
Mysteries of life, their story unfolds,

Genetics, the language of our being,
Revealing secrets, forever intriguing.
In every nucleus, chromosomes reside,
Strands of DNA, our biological guide,

Nucleotides, the building blocks they bear,
A genetic symphony, beyond compare.
From Mendel's peas to Watson and Crick,
Explorers of genes, whose findings stick,

Inheritance patterns they sought to unveil,
Shedding light on traits, the genetics trail.
Dominant or recessive, they interplay,
Hereditary patterns, day after day,

Influencing our traits, be they big or small.
Genetic variations, Diversity emerges,
From eye colour to the tone of our voice,
Genetics weaves a complex, vibrant choice.

Mutations, the agents of change they prove,
Nature's creativity, an evolutionary groove,
Adapting and evolving, over time,
Genetics, the architect, sublime.

Genetic engineering, a frontier new,
Manipulating genes, a power to accrue,
Potential and promise, in each strand,
Aiding humanity, hand in hand.

From genetic counseling to precision care,
Genomics opens doors, beyond compare,
Understanding our roots, our ancestry,
Genetics links us all, in unity.

ABOUT THE AUTHOR

ELLA KARINA M. MAMALAYAN

Ella Karina M. Mamalayan is a dedicated educator, specializing in the field of biology and general science. She obtained her Bachelor of Science in Biology degree from the renowned Philippine Normal University in Manila in 1998, solidifying her foundation in the biological sciences.

Recognizing the importance of imparting knowledge to future generations, Teacher Ella pursued a Certificate in Teaching at the Philippine Normal University in 2000. This certification equipped her with the essential pedagogical skills necessary to excel in the teaching profession.

Driven by her passion for education and science, Teacher Ella pursued a Master of Arts in Teaching with a specialization in General Science at the Technological University of the Philippines in Manila.

Her commitment to professional growth and academic excellence led her to achieve this milestone in her educational journey.

Throughout her career, Teacher Ella has made significant contributions to various educational institutions. She served as a respected educator at Pamantasan ng Makati Science and Technology High School, where she taught subjects such as Chemistry, Integrated Science, and Environmental Science. Her ability to engage students and foster a love for the sciences has earned her a reputation as a dedicated and inspiring teacher.

Teacher Ella also served as an Academic Instructor at Batangas State University, Lipa City Campus, where she taught Natural Science and Chemistry. Her knowledge and expertise in these subjects have allowed her to effectively guide students in their scientific explorations.

Furthermore, Teacher Ella's teaching career expanded to the University of Batangas, where she taught Chemistry and Biology. Her deep understanding of these disciplines and her passion for imparting knowledge have made her an influential figure in the classroom.

Teacher Ella's dedication to education has not been limited to traditional academic settings. She also served as a Science teacher at Camp Vicente Lim Integrated School, where she facilitated engaging and informative lessons to students, fostering their curiosity and critical thinking skills.

WEATHER: CHANGE IS NORMAL

Ella Karina M. Mamalayan

Weather has its endless dance,
Weather change is a normal chance.
From the gentle breeze that whispers through the trees,
To the thunderous storms that bring us to our knees.

The sun's warm embrace, a golden ray of light,
Paints the sky with colours, a breath-taking sight.
Raindrops fall like tears from a cloudy sky,

Cleansing the earth as they gently pass by.
Snowflakes twirl in winter's cold embrace,
Blanketing the sphere of humidity and interlaced,
Creating a serene and magical landscape.

The rustling leaves create a sound of nature's melodies,
While the crashing waves provide a rhythmic beat.
Every season brings its own unique display,
From blooming flowers in spring to vibrant foliage in autumn.

The weather's ever-changing moods reflect the cycle of life,
Reminding us of nature's power and our own fragility.
Whether it's a calm day or a raging storm,
The weather holds a captivating beauty,
That never fails to captivate our senses.

THE PHILIPPINES: A LAND BEYOND COMPARE

Joseph T. Moraca, PhD

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ABOUT THE AUTHOR

ELEONOR T. SALVADOR, EDD

earned her doctorate degree in Educational Management (2011), Master of Arts in Teaching major in Science (2005), and Bachelor of Science in Education major in General Science (1995) from which she graduated Cumlaude from the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Manila.

She served as the former Program Head of Science Department in College of Education and General Education Unit, Associate Dean of EARIST, Graduate School, and Dean of the College of Education from EARIST, Manila.

She is an Associate Professor at EARIST, College of Education, teaching sciences, professional education and research subjects. She is also a full-time faculty at the Graduate Studies.

She has presented and published research papers in the national levels. She is presently the Science Program Head of the EARIST, Graduate School.

TEMPTATIONS OF CHOCOLATE

Eleonor T. Salvador, EdD

Flavours, sweet and divine,
Chemistry of chocolates, a treat so fine.
With cocoa beans and scientific art,
A bliss of molecules, a delight to impart.

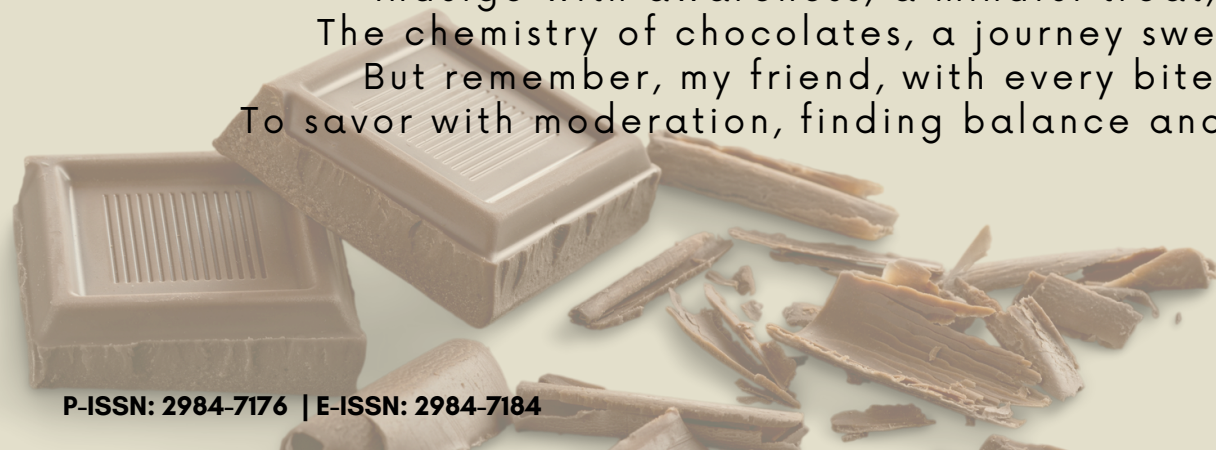
Advantages first, for the chocolate lover's heart:
An instant bliss, a soothing start.
Endorphins brings joy and delight,
As serotonin rises, casting worries out of sight.
Antioxidants in abundance, a healthful gift,
Protecting cells, giving a natural lift.

But beware, Choco buds, for balance we must keep,
For sweetness has a caution's secrets creep.
Indulgence beyond measure may bring dismay,
As calories accumulate, leading the waistline astray.
Theobromine, a stimulant, with caution we tread,
Too much can leave the heart racing, an uneasy thread.

Chemically complex, chocolates unfold,
A bond of compounds, a story yet untold.
Phenylethylamine, a love potion in disguise,
Igniting passions, in lovers it lies.
Methylxanthines awaken senses in a dance,
Caffeine and Theobromine, a euphoric romance.

From cocoa beans to chocolate bars,
A transformation guided by scientific memoirs.
Heating, cooling, tempering with care,
Crystal formations, textures so rare.
Emulsifiers bind, creating smooth delight,
Lecithin and vanillin, a velvety sight.

So let us savor chocolates, this chemistry sublime,
Appreciating the advantages, navigating through time.
Indulge with awareness, a mindful treat,
The chemistry of chocolates, a journey sweet.
But remember, my friend, with every bite,
To savor with moderation, finding balance and light.



FLORINDA BAUTISTA



She took up Bachelor of Science in Industrial Education major in Home Economics from Technological University of the Philippines in 2001 and holds a Master in Public Administration from Eulogio "Amang" Rodriguez Institute of Science and Technology, graduated in 2006.

She has a passion for education and her desire to inspire the next generation of aspiring professionals drove her to pursue a career in academia in 2005. She joined the faculty at the same Institution as an Instructor III in the College of Business Administration in 2005 – 2016, later joined the faculty in the College of Education in 2016 – 2018 teaching major subjects in Home Economics and Professional Education subjects to other Major courses as well.

Currently, she is a faculty member of the General Education Department since 2018 specializing Social Science subjects namely: Ethics, Understanding the Self, Contemporary World, and Gender and Society, where she dedicated herself to teaching and mentoring undergraduate students.

SCIENCE OF FOOD

Florinda D. Bautista

In the realm where flavors dance and fuse, resides a world both art and use. Behold the marvels that science weaves, in the realm of nourishment it conceives.

The Science of Food, a captivating tale, where chemistry and biology set their sail. From humble ingredients, miracles arise, transformed by knowledge, a feast for the eyes.

In test tubes and beakers, the magic takes form, as molecules rearrange, a symphony of norm. Enzymes awaken, their purpose is clear, to unlock nature's secrets, year after year.

Through heat and pressure, reactions unfold, Maillard's grand chemistry, a tale yet untold. Browning and caramelization, oh what a sight, transforming simple sugars into golden delight.

The Science of Food, an alchemical art, unraveling textures, flavor's very heart. Emulsions suspended, stability achieved, creating culinary wonders, we've all perceived.

Nutrients analyzed, components dissected, building blocks of life, their powers projected. Vitamins, minerals, macronutrients at hand, balancing wellness, a healthful demand.

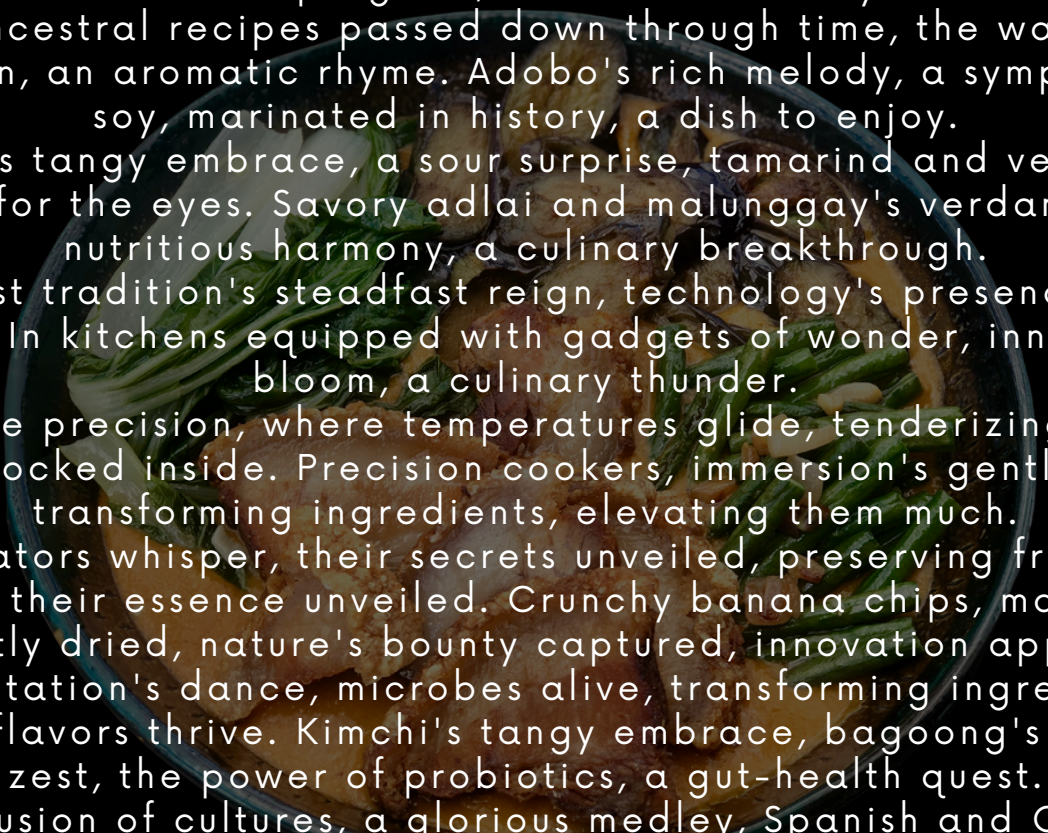
From farm to table, a journey embarked, preservation techniques, taste never marked. Canning and fermenting, flavors preserved, a timeless tribute to the science observed.

Genetic wonders, the lab's careful hand, selective breeding, crops thriving on land. Enhanced yields and resilience, a fruitful quest, feeding a hungry world, nature's bequest.

From molecular gastronomy to food engineering, science continues its relentless pioneering. Unveiling new flavors, innovative approaches, reinventing the palate, where creativity encroaches. So let us celebrate this Science of Food, where knowledge and taste harmoniously brood. A symphony of senses, where artistry's born, nourishing our bodies, from dusk until morn.

PHILIPPINES' CULINARY FUSION AND TECHNOLOGY

FLORINDA D. BAUTISTA



In the archipelago where flavors unite, a tapestry of tastes, an exquisite delight. The Philippines' Culinary Fusion and Technology, where heritage and innovation intertwine with glee. From the bustling streets of Manila's markets, to the pristine shores where seafood embarks, a fusion of cultures, a vibrant blend, tradition and progress, hand in hand they extend. With ancestral recipes passed down through time, the warmth of tradition, an aromatic rhyme. Adobo's rich melody, a symphony of soy, marinated in history, a dish to enjoy. Sinigang's tangy embrace, a sour surprise, tamarind and vegetables, a feast for the eyes. Savory adlai and malunggay's verdant hue, a nutritious harmony, a culinary breakthrough. But amidst tradition's steadfast reign, technology's presence begins to gain. In kitchens equipped with gadgets of wonder, innovations bloom, a culinary thunder. Sous vide precision, where temperatures glide, tenderizing meats, flavors locked inside. Precision cookers, immersion's gentle touch, transforming ingredients, elevating them much. Dehydrators whisper, their secrets unveiled, preserving fruits and herbs, their essence unveiled. Crunchy banana chips, mangoes sweetly dried, nature's bounty captured, innovation applied. Fermentation's dance, microbes alive, transforming ingredients, making flavors thrive. Kimchi's tangy embrace, bagoong's pungent zest, the power of probiotics, a gut-health quest. In the fusion of cultures, a glorious medley, Spanish and Chinese, Malay and Japanese elegy. Silken noodles intertwine with adobo's grace, lechon with paella, a fusion of taste. The Philippines' Culinary Fusion and Technology, a symphony of flavors, a delightful spree. Where heritage's heart beats in every dish, and innovation's touch grants culinary wish. So let us celebrate this culinary affair, where tradition and progress merge and share. In every bite, the harmony is seen, Philippines' culinary fusion, a sight serene.

TULA?

ni Joseph c. Anggot

Mga letrang nilapatan ng tugma
Dinarang sa apoy ng talinghaga
Pinakinis ng kamay ng Bathala
Upang umayon sa puso ng madla

Tinimbang ang indayog ng mga salita
Sinipat ang tayutay,
Nilagyan ng buhay
Pinamutawi ang mapangahas na kataga

Pininturahan ng dugo ang simbolismo
Ginawang tintang panulat ng supremo
Isinatitik sa papel na adorno
Ang hinagpis ng bayang pinipintuho

Sa bawat pagtundos ng larawang diwa
Imahe ng pakikibaka ang nalilikha
Naglalaro ito sa mga gunita
Nang kagaya kong abang makata

Pakasuriing mabuti ang mga detalye
Manapa'y gumamit nang malinaw na lente
Iyong mapaghuhulo na aking sinasabi
Ay tungkol sa salitang di mo mawari.

**PAGSILANG**

ni Joseph c. Anggot

Buto ako na itinanim sa lupa
Mataang diniligan ng dugo't luha
Siyam na buwang ako ay ipinunla
Sa laot ng dagat ng pakikibaka

Akinse ng Mayo, natapos ang digma
Isinilang ako sa dampang dalita
Sa pamilyang bagama't salat sa pera
Larawan naman ng tunay na ligaya

Umusbong ang kamalayan sa karahasan
Rido ng angkan ang siya kong nadatnan
Sa murang edad ay natutong lumaban
Nakihamok sa digma ng kaisipan

Nang magsimulang magkapakpak ang isip
Tinapon ang bolo, libro ang kinipkip
Ako'y pumasok sa isang daigidig
Kung saan pag-ibig laging nasa isip

Kahirapan ang siyang nagging tuntungan
Sa pagsuong sa matinik na daanan
Tangan ang pangarap ng aming angkan
Sa Maynila ako'y nakipagsapalaran

Pagiging guro ang propesyong pinili
Tagapanday ng isip ng mga lugami
Sa iba'y hindi ito katangi-tangi
Pero sa bayan

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ito'y PUNDASYON, HALIGI