



GUILD OF EDUCATORS IN TESOL INTERNATIONAL

MAGAZINE

Content,
Knowledge and
Pedagogy

Diversity of
Learners, and
Assessment and
Reporting

Curriculum and
Planning

Community Linkages &
Professional Engagement
and Professional Growth
and Professional
Development

Plus Factor

in the context of

EDUCATIONAL LANDSCAPES

ADRIAS
Mary May Yanilla
from House of Achievers

GET INTERNATIONAL RESEARCH JOURNAL

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

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GET INTERNATIONAL RESEARCH MAGAZINE EDITOR'S NOTE

Welcome to our latest edition of the magazine, where we embark on a captivating journey through the multifaceted realm of education. In this issue, we invite you to delve into the rich tapestry of experiences that shape the lives of teachers and students alike – a tapestry we like to call "Educational Landscapes."

Through the power of the written word, we aim to provide a platform for teachers to explore, express, and celebrate their profound connection with the world of education. Within these pages, you will encounter a diverse collection of pieces that offer a vivid glimpse into the hearts and minds of educators, as they navigate the joys and challenges of their noble profession.

Poetry, with its ability to evoke emotions and provoke introspection, finds its place in our magazine. Poems penned by teachers will capture the essence of their journeys – the moments of inspiration, the weight of responsibility, the connections formed with students, and the profound impact that education can have on shaping young minds and futures.

In the spirit of inquiry and knowledge, our pages will also be adorned with thought-provoking essays. Here, teachers will candidly share their personal experiences and reflections on the triumphs and trials they face within the classroom. Expect to find honest discussions on the strategies that work, the lessons learned, and the ongoing quest for improvement in the noble pursuit of education.

But our exploration doesn't end there. As we strive to remain at the forefront of educational discourse, we shall present research paper abstracts that shed light on current trends and issues shaping the educational landscape. This unique blend of academic rigor and practical application will ensure that our readers gain valuable insights into the latest developments in the field of education.

We believe that by embracing the diversity of voices within the education community, we can gain a deeper understanding of the beauty and complexity of the teaching profession. Through this magazine, we hope to foster a sense of community, providing a forum for educators to share, learn, and grow together.

So, dear readers, prepare to be inspired, challenged, and enlightened as we traverse the "Educational Landscapes" in the pages that follow. We encourage you to open your hearts and minds to the stories, ideas, and experiences that await you.

Thank you for joining us on this captivating journey, and we look forward to embarking on many more with you in the future.

CONTENTS

Featured Story

My Desire for Teaching and Even More
Mary May Yanilla Adrias

1

About the Authors

Alfrevilyn G. Dasig

4

Aljon G. Samson

5

Daisy Mae R. Bongtiwon

6

Gabriel Jessie T. Guevarra

7

Jan Rosarth B. Banilla, MA.ED, LPT

8

Jayvie Villazor, PhD

9

Ma. Kristine Rose Blando Vecinal

10

Conrado B. Blando, EdD

11

Aurizia Duhah Siraji, EdD

12

Julizon C. Jawali

13

Anang Fatma T. Jawali, EdD

14

Ivy M. Nazareth, PhD

15

Tomashita P. Arenas

16

Florinda D. Bautista

17

Marlon C. Holgado

18

Joel C. Patiño Jr.

19

Best Practices

Current Trends and Best Practices on Teaching English to College Students

20

Conrado Blando

CONTENTS

Best Practices

- Reciprocal Peer Teaching, One of My Best Practices for Active Learning Strategy of the Senior High School Curriculum** 23
Ivy M. Nazareth, PhD

Research Abstract

- Exploratory and Confirmatory Factor Analysis of Student Teacher Evaluation Questionnaire (STEQ) for Teacher** 28
Live C. Angga

- Lived Experiences of Filipina Commercial Sex Workers with Foreign Men** 29
Maria Daniela A. Belizario
Jyde Matthew T. Gonzales
Anika Christine S. Uy
Christian Shawn N. Warain
Mary Janet M. Arnado

- Administrators' Instructional Supervisory Practices and Teachers' Performance** 30
Kristy C. Bustonera

- Degradation of Eriochrome Black T dye via sonophotocatalysis Using Doped Zinc Oxide as Green Catalyst on Simulated Wastewater for Textile Industry** 31
Cristopher B. Parmis
Airill L. Mercurio
Emmanuel L. Ferrer

- Bacterial Inhibition Assay for Early Detection of Maple Syrup Urine Disease: Application for Newborn Screening** 32
Jon Paul M. Reyes
Oliver Shane R. Dumaal

- Matlab-Based Approach to Investigating Dataset Testing and Training for Enhanced Human-Like Frame Prediction Using Convolutional Neural Networks in Diverse Scenes Through Deep Learning** 33
Carlo N. Romero

CONTENTS

Research Abstract

- Development of Technology Adoption Framework on The Use of Smart Classrooms** 34
Nino (Ghian Maria) B. Sangalang
Geraldine A. Tirante
- Quantifying the Impact of Social Media on Adolescent Delinquency** 35
Reymond F. Julian, RCrim.
- The Perceptions of Senior Highschool Students on Contemporary Marketing Strategies of Coca-Cola** 36
Patricia Doligosa
Abbygale Logro
Roxanne Vivero
Eugene Jerome Carolino, MBA
Evalyn Adan, MBA
- Students' Career Perceptions in Tourism and Hospitality Industry** 37
Tiffany V. Abrias
Lady Jane L. Bautista
Mary Jane D. de Guzman
Jhustine Joy. Pablo
Jamaica W. Rebuta
Haydee D. James
- Teacher's Needs Analysis on Assessing English Grammar of the 21st Century Secondary Education Learners** 38
Mr. Joshua A. Apolonio, MA, LPT, Ph.D
- Utilization and Problems Encountered in Online Learning Among Preschool Teachers in Area Iv Batangas Province** 39
Marites M. Dimayuga, Ph.D
- Pagbuo ng Pedagogikal na Gramar ng Wikang Sinugbuanong Binisaya: Modelong 4P's** 40
Marites M. Dimayuga, Ph.D

CONTENTS

Research Abstract

- Learning Styles Based Instructional Interventions on Teaching Mathematics On Selected Grade 7 Students of Bato Rural Development High School** 41
Mhar Ariz T. Marino
- Students' Involvement in Co-Curricular Activities Amidst Pandemic on Academic Performance** 42
Rocel Angelie C. Navarro, MaEd, LPT
- Visiting the Secondary Social Studies Curriculum in Perilous Times** 43
Tyrone O. Gil Jr.
- The Linguistic Landscape of The Religious Heritage Icon of Bulakan, Bulacan: Exploring Multilingualism in The Churchscape** 44
Mark Paulo Y. Tanjente, MAEd, LPT
- Streaming to Success: Role of Netflix Series in Developing Students' Vocabulary Skills in English** 45
Angelyn B. Abrigonda
Norelie G. Alayon
Sheryll G. Cruz
- Penomenolohikong Pagsusuri Sa Kahandaan Ng Mga Shs-ict Student Graduate Sa Pagtatrabaho: Basahen Sa Pagbuo Ng Career Guidance Intervention Program** 46
Joseph C. Anggot
- Gender Portrayals Sa mga Piling Jollibee TV Ads sa Taong 2016 - 2018** 47
Rishirl Alberto-Cuario
Danielle M. De Guzman
Odrabred E. Guillermo
- Academic Challenges and Locus of Control of Struggling Readers in a Public High School** 48
Reynaldo B. Aranego, Jr.

CONTENTS

Short Stories

- A Cup of Coffee** 49
Alfrevilyn G. Dasig, LPT, M.E.
- Short Story of Unsing** 52
Aurizia Duhah Siraji, EdD
- Nevertheless, It is Worthwhile** 54
Joel C. Patiño Jr.

Essays

- Teaching is Both a Career and a Vocation** 56
Conrado B. Blando
- Nurturing to Excellence: The Role of Instructors in College Psychology Education** 58
Jayvie Villazor, PhD.
- Mindful Teaching for Mindful Practice: Integrating Mindfulness in Teaching Psychology** 61
Jayvie Villazor, PhD.
- Cultivating the Bataan Creative Industry to Students** 64
Gabriel Jessie T. Guevarra
- The Importance of Foreign Language Education for Philippine University Students** 70
Marlon C. Holgado
- Comparative Perspectives on Educational Landscapes: Local and International Education Systems and Their Impacts** 75
Jan Rosarth B. Banilla, MA.ED, LPT
- The Journey of an Engineering Educator: Shaping Minds, Inspiring Innovations** 78
Tomashita P. Arenas
- A Better Place to Learn Math** 85
Joel C. Patiño Jr.

CONTENTS

Poems

Sulit Ang Pagod At Pasakit Florinda D. Bautista	86
My Inner Flame Florinda D. Bautista	87
The Art Of Resilience Florinda D. Bautista	88
Legacy Of Love Florinda D. Bautista	89
Ako'y Guro Florinda D. Bautista	90
Gratitude's Embrace Florinda D. Bautista	91
Paths Of Perseverance Florinda D. Bautista	92
Hindi Susuko Para Sa Mga Pangarap Florinda D. Bautista	93
Coach's Life Aljon G. Samson	94
Building Champions Aljon G. Samson	95
Beyond The Finish Line Aljon G. Samson	96
Being A Young Educator Ma. Kristine Rose Blando Vecinal	97
My Simple Teaching For Prepositions Ma. Kristine Rose Blando Vecinal	98

CONTENTS

Poems

Educational Horizons: A Tale of Local and International Landscapes	99
Jan Rosarth B. Banilla, MA.ED, LPT	
How to be Accepted to an Unacceptable Society	100
Conrado B. Blando	
Becoming an Educated Despite Being Uneducated	101
Conrado B. Blando	
Perspired To Be Inspired	102
Conrado B. Blando	
Innovations for Teaching in Collegiate Level	103
Conrado B. Blando	
The Amazing World of Mathematics	104
Daisy Mae R. Bongtiwon	
The Magnificent Calculus of Mathematics	105
Daisy Mae R. Bongtiwon	
Get Inspired with S.T.E.M. Education	106
Daisy Mae R. Bongtiwon	
SEEK KNOWLEDGE, FROM CRADLE TO GRAVE	107
Julizon C. Jawali	
TO MY GRADUATING STARS SO BRIGHT AND DEAR	108
Anang Fatma T. Jawali, EdD	
Wired for Wisdom: Nurturing Minds with Electrical Circuits	109
Tomashita P. Arenas	
Wired for Wisdom: Nurturing Minds with Electrical Circuits	110
Tomashita P. Arenas	
Shining Through: A Female Engineer's Journey	111
Tomashita P. Arenas	

CONTENTS

Poems

Panaghoy Marlon C. Holgado	112
Sandali Lang Marlon C. Holgado	113
Spring Break Marlon C. Holgado	114
Panambitan Marlon C. Holgado	115
Anatomy of Faith Jayvie Villazor, PhD	116
Infinity Jayvie Villazor, PhD	117



MOVING UP CEREMONY
AND RECOGNITION DAY

SY 2022-2023

FEATURED STORY



MY DESIRE FOR TEACHING AND EVEN MORE MARY MAY YANILLA ADRIAS

When I was a child, I dreamt of becoming a teacher. I would invite my friends in our house to be my students. I taught them letters and numbers. I was always excited to go to school because I wanted to imitate how my teachers would teach us. When I finished my primary level, my dream of becoming a teacher did not change I still wanted to be a teacher. During my high-school years, my mother would like me to become a lawyer maybe because I would always have my opinions and arguments and sometimes, I would push for what I knew was right. But the desire to become a teacher remained in my heart.

I enrolled in Bachelor Arts in English at the Polytechnic University of the Philippines. I enjoyed all the courses and the learning I had which equipped me with the competencies I needed to become more and more of the teacher I ought to become. My practice teaching at Ramon Magsaysay High School was priceless. I was so fulfilled whenever my students learned something from me. This made me realized that I really wanted to pursue a teaching career and even to have my own school in the future.

When I graduated college, my first teaching job was a Chinese School in P. Guevarra Street. I handled pre nursery kids aged 2.5 to 3 years old. Among my everyday routine were cuddling little kids, playing with them, assisting them in eating their snacks, bringing them to the toilet to pee and changing their diapers when they pooped because some of them were not yet potty-trained. Every single day with my students was so tiring yet fulfilling. Seeing my students smile and say, "I love you teacher" and experiencing their hugs and kisses, I felt that all my hardships and tiredness faded away.

Eventually, I put up a tutorial center and took up a master's degree in Special Education with Early Childhood courses. Then, I decided to put up my own preschool, the MYA House of Achievers Learning Center Inc. in 2013. I started with 50 students. Because of good feedback from the parents and guardians by word of mouth, my preschool had an increase in enrollment in school year 2014-2015 from 50 to 90 students. We had 100 students the year after. But in 2016-2017, we experienced a decline in enrollment from 100 down to 70 students because the school needed to be transferred to a new and bigger location which was not familiar to the parents back then. And this continued on until the following year.

For two consecutive school years 2018-2019 and 2019-2020 before the pandemic, the number of enrolled students increased from 70 to 130. Unfortunately, as the school started to take off from its new location, the pandemic hit the country in 2020. For two consecutive pandemic school years, the school had barely survived with a sharp decline in enrollment from 130 students down to 25 students.

I have been teaching preschool children for almost 3 decades. The transition from face to face to online distance learning had a great impact not only to me as a teacher but also as an administrator. This pandemic caused a lot of hardships and financial challenges to our school because from 130 students, only 28 students enrolled last 2020 due to economic crisis. Last School Year 2021-2022, we also experienced the same dilemma having 35 enrolled students only. The pandemic did not make me lose hope, instead it gave me a lesson on how to strive more. With God's grace, and with the help of my siblings I was able to survive the challenges brought about by the pandemic.

I was able to transfer to a new and bigger location last June 2022, where the school could cater more students and even plan for growth by putting up elementary levels. I felt nostalgic for the current location of my school was the same school where I had my first teaching experience. Who would have thought that this would happen? All along, God has been listening to my prayers of wanting to become a teacher and He granted my prayer much more than I have expected by owning the school where I first taught.

For the school year 2023-2024, the MYA HOA family is still growing. We have the blessing of 100 enrollees. Another blessing is the that it has been granted the permit to operate Grades 1 to 3. My preschool is known for providing quality and affordable education for young achievers. It has produced graduates who went from different schools like Xavier School, La Salle, Immaculate Concepcion Academy, St. John's Academy, Jose Rizal University, Dominican College, Aquinas School, and St. John the Baptist. Some went to public schools. Whether in private or public schools, a good number of our graduates have been achievers with honors and high honors.

My preschool MYA House of Achievers Learning Center Inc. will continue to give quality education to all the learners because we believe that each child is endowed with capabilities and potentials in absorbing anything that is taught to him/her. Therefore, the school envisions that every child will make use of everything he has learned to be an achiever and a self-directed learner with the foundational knowledge, skills, and values he/she needs in his/her lifetime.

I was just a child then aiming for a brighter future and just wanted to become a teacher but now I am not only a teacher but also a directress and owner of a school. Let us continue to dream and dream high for nothing is impossible with God. He will grant our heart's desire and even more. As a teacher and owner of school, I am a witness to God's goodness and generosity.



ABOUT THE AUTHORS



About the Author



Alfrevilyn G. Dasig

She's an educator, a linguist, and a writer. She is currently finishing her Doctorate Degree, PhD in English with concentration in Language at the University of San Jose Recoletos, Cebu City. Her love of education helped her obtain her Master's Degree, M.E. Master in English from Leyte Normal University in 2017, and her Bachelor's Degree, BSED-English or Bachelor of Secondary Education major in English from Samar College in 2014, Cum Laude. Her love of literature has driven her to write and publish an essay, a short story, and poems in magazines by reputable presses and publishers.

With her passion in teaching, she worked as a full-time Instructor at Samar College in the College of Education

handling English major courses from 2014 to 2016, and as a Senior High School Teacher II designated as School Paper Co-Adviser and English Coordinator for SHS Department at Catbalogan National Comprehensive High School, DepEd Catbalogan City Division from 2016 to 2019.

As a trained School Paper Adviser and English Teacher, she has been a Resource Speaker in seminar-workshops and trainings related to campus journalism, teaching pedagogies and Competency-Based Learning, and about Lesson Planning in English.

As an English Teacher, she has been a coach in School Press Conferences and in an Oratorical Speaking contest, and a Review Master for LET or Licensure Examination for Teachers in Samar College for English major graduating students.

Having obtained units in PhD, she was given teaching loads to handle Master's classes in the College of Graduate School in Samar College and taught for three consecutive semesters.

At present, she is affiliated with Samar State University Main Campus in the College of Engineering handling General Education Courses such as Purposive Communication and Ethics. She is also designated as the Adviser of the student publication, The Tradesman, Secretary of the Office of the Vice President for Student Affairs and Services, and SSU Customer Assistance Desk Officer.

About the Author



Aljon G. Samson

Is a driven and passionate Physical Educator who has dedicated his profession to promoting the value of physical exercise and a healthy lifestyle among people of all ages.

He earned a Bachelor of Secondary Education with a major in Physical Education at Pampanga State Agricultural University in Magalang, Pampanga. In 2019, he completed his Masters of Arts in Education with a major in Physical Education in the same institution.

For the last eight years, he has worked as a Physical Education Instructor at the College of Education's Physical Education Department at Pampanga State Agricultural University. He is also the current head coach

of the PSAU soaring eagles men's basketball team.

He continues to inspire and have a good influence on the lives of students, assuring a healthier and happier generation, with an unrelenting devotion to education and a great passion for sports and physical fitness.



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.



About the Author



Gabriel Jessie T. Guevarra

He's a graduate of Colegio de San Juan de Letran, with the degree Bachelor of Arts in Communication.

He finished his Master's degree in Communication at the University of Santo Tomas and headed the Public Affairs Office of Colegio de San Juan de Letran-Bataan, before being the program head of BA Communication at the Bataan Peninsula State University in 2020. He has been teaching since 2007.

Also a music producer by profession, he is one of the front runners of local contemporary arts in Bataan as he advocates for the building of local creative industries to preserve cultural heritage through research and production.

With that, he has founded Kantarriba in 2013, which became an avenue for student songwriters and music producers to showcase their talents, and then recently, Bataan POP or BTN POP in 2022, through the Bataan Tayo Naman Foundation media and arts fund, a music festival which advocates the elevation of the music and video industry by providing a multi-media platform for local composers, artists, and film makers.



About the Author



Jan Rosarth B. Banilla, MA. ED

Jan Rosarth B. Banilla, MA. ED Is a faculty of Capiz State University-Pilar Satellite College. He is the Current coordinator of National Service Training Program and Disaster Risk Reduction and Management. He graduated his Bachelors degree; Bachelor of Arts major in Philosophy, Minor in English from Sancta Maria Mater et Regina Seminarium in the year 2010. He continued his Education taking up Master of Arts in Education, major in English at Colegio de la Purisima Concepcion and graduated in the year 2016. He is now continuing his studies taking up Doctor of Education major in Educational Mangement at Northern Iloilo State University.



About the Author



Jayvie Villazor, PhD

He finished his bachelor's degree in Psychology at the Batataan Peninsula State University as Cum Laude and Best Practicum in 2012. He finished his Master in Psychology Specializing in Clinical Psychology at the Polytechnic University of the Philippines-Sta Mesa in 2015. At present, he is a Ph.D. Graduate in Clinical Psychology, writing his dissertation on posttraumatic growth at the University of Sto. Tomas.

He is a college scholar, Ph.D. scholar (c/o Commission on Higher Education), and a licensed Psychometrician.

More so, he is a volunteer in various government and private offices: Parole and Probation Office under the Department of Justice, Philippine Army as a sergeant (reservist), and PDS Review Center.

For eleven (11) years, he is teaching different courses in psychology such as General Psychology, Psychological Statistics, Experimental Psychology, Environmental Psychology, Competency Enhancement Course, Psychology of Exceptional Children, Developmental Psychology, and Assessment of Learning at the Bataan Peninsula State University.



About the Author



Ma. Kristine Rose Blando Vecinal

She's a passionate and dedicated Senior High School English teacher and class adviser at Arellano University. With nearly four years of experience in the field of education, she has honed her skills and expertise in cultivating a love for language and literature among her students. Beyond her role as an educator, she is a devoted wife and mother, balancing her responsibilities both at home and in the professional world. In pursuit of personal and professional growth, she briefly explored the realm of customer service, working from home in a call center. This

experience allowed her to develop exceptional conversational skills and master the art of multitasking with minimal supervision, showcasing her adaptability and determination.

She obtained her Bachelor's degree in Secondary Education with a major in English from the University of the East, Manila. Additionally, she has completed the highly regarded TESOL + TEYL Program at TEACH International English Language School in Australia. These achievements reflect her dedication to both her academic and professional development, demonstrating a strong commitment to honing her English language skills and teaching expertise.

Moreover, she is a versatile freelancer, offering her expertise as a grammarian specialized in thesis writing. Her meticulous attention to detail and keen eye for grammatical accuracy ensure that these are polished and well-crafted. With her exceptional communication and multitasking skills, make her a valuable asset in any educational setting or professional endeavor.



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.



About the Author



Aurizia Duhah Siraji, EdD

Dr. Aurizia Duhah Siraji is a licensed professional teacher who has been teaching since 2005 and is dedicated to academic success. She holds degrees in both education and language studies. She earned Masters of Education with a focus in Educational Management, Masters in Language Teaching in English, and graduated Doctor of Education with a major in Educational Management. She is presently working toward her doctorate in language. She is the chair of the master's in language program at Sulu State College at the moment. She previously held the positions of Research Director, Faculty Association Secretary, Chair of the Research Ethics Committee, and Chief Editor of the interdisciplinary journal Palmata. She received the Sulu State College Outstanding Teacher

Award in honor of her exceptional teaching abilities. Dr. Siraji's influence and commitment to education extend globally, as evidenced by her recognition as an outstanding global educator by beyond books publication.



About the Author



Julizon C. Jawali

He's a graduate of Bachelor of Secondary Education major in English in 2004 at Sulu State College. He obtained his Master of Arts in Public Administration in 2006. Doctor of Education major in Educational Administration in 2021 and Doctor of Public Administration in 2023 at Sulu State College. An Arabic Instructor because of his expertise in Islamic context, he was assigned to School of Arts and Sciences under the program of Islamic Studies. He served as Jolo Municipal Council for 1 term of office in 2000-2003. He is an active member of professional organization and shared expertise in professional work with local, national and international groups.



About the Author



Anang Fatma T. Jawali, EdD

Asso. Prof. Anang Fatma Tagayan Jawali, LPT obtained her Bachelor of Secondary Education major in English at Mindanao State University- Sulu in April 1997 Cum laude. She finished her Master of Arts in Educational Administration in 2004 and Doctor of Education major in Educational Management in 2007 at Sulu State College respectively. She engaged in various professional groups and institutions and shared expertise in local, national and international conferences, seminars and trainings. She had presented researches in Global Researches Association and Asian Intellect, Inc. and recently published an Article in SCOPUS in International Journal of Membrane Science and Technology (IJMST) entitled Challenges in Facilitating Modular Instruction in Sulu

Amidst COVID-19 Pandemic. She served as Dean of School of Education from 2009-2011 and 2018-2019 at Sulu State College. Currently the Program Chairperson for Bachelor of Secondary Education.



About the Author



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She is the Associate Dean of the College of Teacher Education of Zamboanga Peninsula Polytechnic State University and the Office Director of ZPPSU Professional Continuing Education, a CPD Accredited Provider of the Professional Regulation Commission. She was designated as one of the CPD Focal Persons of the CPDAS PRC.

Dr. Ivy M. Nazareth is a member and one of the organization officers of the Council of Deans for Teacher Education Region IX. She is the current Secretary of CODTE from 2022-2024.

She obtained her degree in Doctor of Philosophy in Education major in Curriculum and Supervision in 2017 and Master of Arts in Education major in English Language Teaching in 2015 at Universidad De Zamboanga. She finished her Bachelor of Secondary Education major in English at Western Mindanao State University in 1999.

She has been in the government service for 18 years with more than 21 years of teaching experiences from a Junior High School to Senior High School English teacher and now an educator of higher learning in Zamboanga Peninsula Polytechnic State University.



About the Author



Tomashita P. Arenas

She Graduated with a Bachelor of Science in Electrical Engineering at USJ-R in 2012. She holds a license as an electrical engineer. She has been an educator for 10 years. She currently serving as the Chairperson of Electrical Engineering at CTU-Danao since 2019. Her dedication to continuous learning led her to pursue a Master's in Engineering Education major in Electrical Engineering at CIT-U, which she successfully completed in June 2021. Currently, is further expanding her expertise by pursuing a Doctor of Philosophy in Technology Management at CTU-Daanbantayan.



About the Author



Florinda D. 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.



About the Author



Marlon C. Holgado

He is a full-time English / Foreign Language instructor in Bataan Peninsula State University (Main Campus) - Department of Arts and Sciences. He finished his Master of Arts Education major Language Education from the same university. Presently, he is pursuing a degree in Doctor of Philosophy - English Language Studies at Bulacan State University (Main Campus), Malolos City, Philippines. He started his Korean cultural immersion when he became a tutor-guide of Korean teachers who had their Teaching of English for Speakers of Other Languages (TESOL) program in BPSU in 2006. He also became an instructor of Foreign Language - Korean in Colegio de San Juan de Letran - Bataan in 2018 before he transferred to Bataan Peninsula State University in

2019.

In January 2020, he was one of the faculty members who went to Korea for a short-term faculty exchange program. Moreover, he completed his Korean language and cultural training certifications - Level 1 from King Sejong Institute (KSI) - Balanga and Yonsei University (Online Hub); and Korean Language Level 2 from KSI - Balanga and Ateneo de Manila University - Korean Studies Program (AKSP), Level 3 from King Sejong - Balanga; and Level 4 both from KSI-Balanga and University of the Philippines Diliman - Department of Linguistics (UPDL) Extramural Class in Foreign Language Program, all accredited by the National Institute of Korean Language in ROK and the Korean Cultural Center of the Philippines. Currently, he is taking up his TOPIK II Special Class and Intermediate Korean courses in the King Sejong Institute in BPSU Main Campus, Balanga City.



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.



Best Practices



CURRENT TRENDS AND BEST PRACTICES ON TEACHING ENGLISH TO COLLEGE STUDENTS.

CONRADO B. BLANDO.

Teaching English to college students requires educators to stay abreast of current trends and employ effective best practices to create engaging and impactful learning experiences. As language teaching methodologies evolve, new approaches and strategies have emerged to enhance language acquisition, foster critical thinking skills, and promote cultural understanding among college students.

One of the prevailing trends in English language teaching is the communicative approach. This approach emphasizes the importance of communication in language learning and provides students with ample opportunities to practice speaking, listening, reading, and writing in real-life contexts. Rather than focusing solely on grammar and vocabulary, educators encourage interactive activities such as group discussions, role-plays, debates, and presentations. These activities foster language production and engage students in authentic communication. By promoting meaningful interactions, the communicative approach helps students develop fluency, confidence, and communicative competence in English.

Task-based learning is another current trend that has gained popularity in English language classrooms. This approach revolves around designing lessons that involve authentic tasks or projects. Students work collaboratively to achieve specific goals, such as creating a business proposal or delivering a persuasive speech. Through these real-life tasks, students not only acquire language skills but also develop critical thinking, problem-solving, and decision-making abilities. Task-based learning promotes a learner-centered environment where students actively engage with language and apply it in practical contexts, enhancing their language proficiency and preparing them for real-world communication.

The integration of technology has significantly impacted English language teaching, and it continues to be a prevailing trend. Educators are leveraging technology tools and resources to enhance language learning experiences. Interactive multimedia, online resources, language learning apps, and virtual communication platforms provide diverse learning opportunities and engage students in independent practice. For instance, students can use language learning apps to reinforce vocabulary and grammar, participate in online discussions to improve their writing and communication skills, or explore multimedia resources that cater to different learning styles. Technology integration facilitates personalized learning experiences, promotes engagement, and fosters learner autonomy.

Recognizing and catering to different learning styles and preferences is an essential aspect of teaching English to college students. The trend of multimodal learning acknowledges that students have varied strengths and preferences in how they process information. Educators incorporate a variety of visual, auditory, and kinesthetic activities in their lessons to accommodate these differences. Visuals, videos, audio clips, gestures, and physical movements are used to reinforce language learning and cater to students' individual needs. By employing multimodal techniques, educators create a dynamic and inclusive learning environment that maximizes students' engagement and learning potential.

Content-based instruction is another effective trend in teaching English to college students. This approach connects language learning with students' academic interests or disciplines. Educators integrate authentic materials from various subjects, such as science, history, or literature, into language lessons. By incorporating these materials, students not only improve their language skills but also gain knowledge and understanding in their fields of interest. Content-based instruction facilitates language and content mastery, making language learning more meaningful and relevant to students' academic pursuits.

The student-centered approach is gaining prominence in English language teaching. This approach fosters active learning by involving students in decision-making, goal-setting, and evaluating their own progress. Students are encouraged to engage in self-reflection, provide peer feedback, and take responsibility for their own learning. Educators create opportunities for student presentations, projects, and portfolio assessments, allowing students to demonstrate their language skills and critical thinking abilities. The student-centered approach promotes autonomy, collaboration, and critical reflection, empowering students to become lifelong learners.

Culturally responsive teaching is a best practice that is highly relevant in today's diverse college classrooms. It emphasizes the importance of acknowledging and respecting students' diverse cultural backgrounds and identities. Educators incorporate culturally relevant materials and topics into their lessons, encourage discussions on global issues, and promote intercultural understanding. By integrating cultural perspectives, educators help students develop intercultural competence, empathy, and respect for diverse perspectives. Culturally responsive teaching fosters an inclusive learning environment that values diversity and promotes meaningful connections among students.

Personalized learning is an effective best practice in teaching English to college students. It recognizes that each student has unique needs, interests, and proficiency levels. Educators offer differentiated instruction and provide additional support for struggling learners. By using diagnostic tools, educators can assess students' strengths and weaknesses and tailor instruction accordingly. Personalized learning empowers students to take ownership of their learning, promotes autonomy, and facilitates meaningful progress.

Lastly, ongoing professional development and staying abreast of current research, teaching methodologies, and technology trends are essential for effective English language teaching. Attending conferences, workshops, and webinars allows educators to enhance their teaching skills, exchange ideas with fellow educators, and keep up with the latest trends in the field. By continuously learning and growing, educators can provide the best possible learning experience for college students.

Indeed, teaching English to college students requires educators to incorporate current trends and employ best practices to create engaging and impactful learning experiences. The communicative approach, task-based learning, technology integration, multimodal learning, content-based instruction, student-centered approach, culturally responsive teaching, assessment for learning, personalized learning, and ongoing professional development are key strategies that can empower college students to develop language proficiency, critical thinking skills, and intercultural competence. By embracing these strategies, educators can create a dynamic and inclusive English language learning environment that prepares students for success in their academic and professional pursuits.



RECIPROCAL PEER TEACHING, ONE OF MY BEST PRACTICES FOR ACTIVE LEARNING STRATEGY OF THE SENIOR HIGH SCHOOL CURRICULUM

IVY M. NAZARETH, PHD

The K to 12 Enhanced Basic Education Curriculum particularly the Senior High School Curriculum is one of the most significant programs of the Department of Education. Its main objective is to offer an innovative curriculum introducing change and innovation that is attuned to the 21st Century Skills Framework. This approach was integrated into the education reform agenda with the support of the National Educational Testing and Research Center (NETRC).

21st Century Skills Framework in the Philippines is an approach forming part of the various subjects of the curriculum unlike in other countries, this is taught as a separate subject independently. Among the many skills assessed by Philippine teachers through curriculum subjects are ICT skills, organizational skills, creativity, perseverance, responsibility, collaboration, ethical understanding, and respect for diversity. One transversal competency - critical thinking - was found to be assessed independently as a topic directly covered by questions in the National Achievement Test for Grade 10 (ACTRC Newsletter, Issue 4, 10/2016) as cited in (Nazareth, 2017).

The 21st-century skills mentioned above can be incorporated as one through innovative teaching and learning strategies that ensemble the needs of the millennium age education moving out from traditional education (teacher-centered learning) to contemporary education which is moving towards Students-Centered Learning (SCL). According to Kember (1997), there are two broad orientations in teaching which are the teacher-centered or content-oriented conception and the student-centered or learning-oriented conception. Kember (1997) further explained, in student-centered Learning (SCL), the knowledge is constructed by students and that the lecturer is a facilitator of learning rather than a presenter of information. Thus, this I firmly believe of the role of a teacher.

This explanation of student-centered learning can be interlinked with the so-called active teaching and learning strategies. Active learning is one of the most efficient mechanisms for learning, according to the psychology of learning. When students act as teachers for other students, the communication is more fluent and knowledge is transferred easier than in a traditional classroom. This teaching method is referred to in the literature as reciprocal peer teaching.

Reciprocal Peer Teaching is one of the best practices in terms of strategies and techniques that I have used in my years in teaching English for Academic and Professional Purposes to Grade II and Grade Senior High School students.

My EAPP class was classified according to the course they would wish to take in College. One of the most chosen careers is the teaching profession. The majority of my Grade 12 SHS students chose to be a teacher. It is from this result that I incorporated reciprocal peer teaching wherein each student was assigned a topic from the content of the EAPP subject. They did reciprocal peer teaching demonstration and the results were amazing. It was found that these reciprocal peer teachers have the skills and competencies in creating unique strategies, particularly during the exploration part or the presentation of the lesson which motivated their peers to participate actively and enthusiastically. They have creative and critical thinking skills in preparing their instructional materials for their teaching demonstration.

I personally had an informal observation that these learners in the millennium age education have much better peer teaching strategies in which they were able to enthusiastically motivate the class for mass participation and active learning really took place. The students were not intimidated to participate orally in the class discussion.

The reciprocal peer teachers were able to simplify the lessons which made it easier for their peer students to understand the content at their level of understanding. Another positive result of this reciprocal peer teaching demonstration was the good results of the assessment. These results can be supported by the study of Allen and Boracks (1978) which postulated reciprocal peer teaching illustrates circumstances where students alternate roles as teacher and student. RPT is based on the philosophy that 'those who teach learn' are alternately charged with teaching their peers and then being instructed in kind. The dual responsibilities experienced during RPT, enable students to learn both from the preparation and teaching engagements and from the instructions that their peers receive. By involving learners in the responsibility for their own learning and that of others, reciprocal peer teaching transforms learning.

In one of the results of a research study, it elucidates that some of the factors that influence students' academic achievement, and retention of learning include teachers' mode of teaching or their teaching and learning strategies. However,

literature and some researchers have made it known that adopting a student-driven teaching approach like reciprocal peer teaching (RPT) has a strong and positive impact on students' achievement. Reciprocal Peer Teaching (RPT) is a form of collaborative learning that involves students of similar academic backgrounds experiencing interchanging roles from a learner to a teacher (Bakare J., 2019).

Studies conducted by Adewumi (2013), Muhammad, Abdullah and Osman (2020), Umar (2014) show that approaches used by teachers in teaching and learning play a significant role in developing students' ability in terms of selecting and organizing skills as well. A teacher's primary role is to help students in building the process of acquiring knowledge while at the same time ensuring that students take an active part in the class on important and difficult topics, either through group discussions or individual opinions. It is previously evident that merely talking and demonstrating would probably not improve students' understanding of such abstract subjects, leading to a recommendation by Dikovic (2007) that students can acquire knowledge by themselves and collaborate with each other through the guidance of a teacher.

In relation to the aforementioned concept by Dikovic (2007) my role during the class so as not to interfere during the actual reciprocal teaching demonstration of the student, I acted as one of their students. I gave them the instructions to take an assumption that I am the intelligent student in their class. Should there be misconceptions about the topic, I am coming in as the intelligent student in the class who will raise questions for clarification of the concepts. I would come in to explain further the concept.

In a study conducted by Uroko, Jonas Ejike (2010), reciprocal peer teaching is an instructional method designed to help teach reading comprehension skills to students with adequate decoding proficiency. In Texas, reciprocal peer teaching was used as an intervention strategy for African-American students (Barahona, L., 2016). This active learning strategy, reciprocal peer teaching was also studied by Brown, S. (2016) to serve as the basis for researchers to investigate the improvement of reading comprehension.

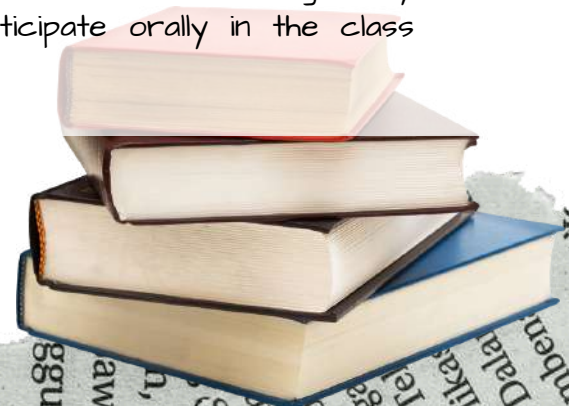
This study of the aforementioned authors was proven in my experiment when I used reciprocal peer teaching. Prior to their teaching demonstration of course there shall be a preparation phase. From the preparation phase to the actual teaching demonstration phase reading comprehension could be assessed. It is not just the comprehension in reading but it is more of the critical thinking skills.

Furthermore, according to Menesses and Gresham "Previous research has documented the benefits of peer tutoring, including the acquisition of academic skills, enhancement of peer relations, and improved classroom behaviour. Additional benefits for peer teachers include increased academic engagement time, increased opportunities to respond, immediate performance feedback, and continuous progress monitoring" (Menesses & Gresham, 2009). Gazula, S., et. Al.(2016), also claims that RPT was effective in understanding concepts and communication skills based on student perspectives.

This reciprocal peer teaching (RPT) as active learning was implemented for use by my Grade 11 and Grade 12 Senior High School students at Ayala National High School. I made use of this as a strategy for the class to learn in their language classes from 2018 to 2020 which includes the first-year BPED students of Zamboanga City State Polytechnic College. For the Senior High School students, it turned out that 65% of the students in my language class opted to take education as their college course and really pursued to take education courses. In an informal conversation with them, it turned out that having been given the opportunity to be a peer teacher really helped them to make up their mind and decided to be a future teacher. Accordingly, the RPT helped them to develop confidence and enhance their communication skills.

These Senior High School Students experienced reciprocal peer teaching and proceeded to College and took Bachelor of Secondary Education and Bachelor of Elementary Education and graduated last May 2022. They are already employed as teachers in some private institutions while others as visiting lecturers in State Universities and Colleges while waiting for their qualification to take the Licensure Examination for Teachers' new curriculum. Accordingly, when they had their demonstration teaching for the teaching position application, they were very much confident and competent in their teaching skills for which they have already had their demonstration teaching experience even during their Senior High School years.

I personally had an informal observation that these learners in the millennium age education have much better peer teaching strategies in which they were able to enthusiastically motivate the class for mass participation and active learning really took place. The students were not intimidated to participate orally in the class discussion.



Classroom teaching practice becomes more efficient when an understanding of how learners learn is well informed and learning itself will be more successful if students are given the opportunity to clarify their own ideas. Educational development nowadays needs teaching approaches that emphasize more on students' participation, where the focus is on knowledge construction rather than knowledge transformation (Abdurrahman, M.S., 2019).



An illustration of four people (two men and two women) in a collaborative workspace. They are surrounded by large, interlocking puzzle pieces in shades of blue and purple. Floating around them are various icons: a sun, a globe, a magnifying glass, and a lightbulb. The background is white with a large blue circle in the top left corner. The text "Research Abstract" is overlaid in the center in a large, white, sans-serif font.

Research Abstract

Exploratory and Confirmatory Factor Analysis of Student Teacher Evaluation Questionnaire (STEQ) for Teacher

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Abstract

The Philippines currently facing a learning crisis in the K to 12 evaluations. With exploratory and confirmatory factor analysis, this study developed a teacher evaluation questionnaire for the effective teaching of mathematics. Participants are coming from math teachers ($N_1 = 65$), students ($N_2 = 76$), principals, and math supervisors ($N_3 = 61$). Exploratory factor analysis identified 15 factors. Multiple factor characteristics and literature provide support for 61 items on 15 factors. Confirmatory factor analysis, using the second sample ($N=202$), examined the 15-factor model identified from the exploratory factor analysis. Fit indices were used to evaluate the model fit, and these indices were able to identify the seven most fit factors. The Cronbach alpha coefficient is (0.903) excellent from the third sample ($N=71$). These analyses provide support for the seven-factor structure of the final 17-item STEQ, which will serve as a valuable classroom teacher evaluation tool for both supervisors and researchers to assess teachers teaching effectiveness in the Southern part of Mindanao. It is recommended to utilize the STEQ to determine effective teachers in teaching mathematics to elevate the numeracy performance of the country.

Keywords: Teachers' evaluation tool, questionnaire, factor analysis, Soccsksargen Region, EFA and CFA, STEQ

Lived Experiences of Filipina Commercial Sex Workers with Foreign Men

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Abstract

Thriving as an underground industry, the sex work industry is mainly driven by male consumers, specifically foreigners, who view it as an alternative lifestyle. Despite its illegality, it is one of the most sought-after services in the Philippines. Filipina sex workers face stigma, prejudice, and injustice daily. The study aims to describe sex work in the Philippines and its outcomes for Filipina sex workers with foreign men by focusing on specific aspects of their lives, such as reasons for entering the industry, coping mechanisms, experiences with foreign men, and outcomes of their experiences. The qualitative, phenomenological research sheds light on this sensitive social issue and gives these women's stories a voice. Using snowball sampling for the participants, the study utilizes focus group discussions as its primary source of data collection and uses a thematic approach to analyze the data. During the focused group discussions, the researchers noted common codes and themes, such as sex work being an additional source of income, the perception of sex workers on themselves and outsiders' perceptions, their experiences with foreign men, and health risks within the industry. Given the recurring themes, a general narrative can be constructed, such as how most women enter the industry to financially provide for their families, care for their customers in exchange for greater pay, and learn coping mechanisms to deal with unpleasant clients or experiences.

Keywords: phenomenological studies; Philippines; sex work; lived experience; foreigners.

Administrators' Instructional Supervisory Practices and Teachers' Performance

Kristy C. Bustonera

Abstract

In every educational organization, quality supervision and instruction significantly contributed with the teacher's performance and accomplishments. The best supervisory practices engaged by the supervisors encouraged the faculty members to attain the mission, vision, goals and objectives of the organization. Embracing and internalizing the core values of an organization contributed as a glue that creates camaraderie among all members. This study attempted to find out the administrators' instructional supervisory practices and faculty teaching performance of a cooperative college in the Northern Quezon by using descriptive research methods. Results stated that most teachers are with 21-30 age bracket. Majority of them are females, married, earned a college degree and further had master's units. Total of 67.27 percent of them had 1 to 5 years of service. Therefore, based on the findings, it was concluded that the teachers display a fair level of teaching performance. They were contented with their administrators' instructional supervision with on the three phases of instructional process like instructional planning, instructional delivery and instructional evaluation. This implies that the instructional preparedness of school administrators affects the level of teaching performance of the teachers. Furthermore, if the quality supervision and instruction of the school administrators in their instructional supervisory practices meet the high level of faculty teaching performance achieved. Teaching- learning process make will be made more effective and efficient if the school administrators holistically focus with on quality instruction and supervision.

Keywords: supervisory practices, teaching performance, quality supervision and instruction

Degradation of Eriochrome Black T dye via sonophotocatalysis Using Doped Zinc Oxide as Green Catalyst on Simulated Wastewater for Textile Industry

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Emmanuel L. Ferrer

Abstract

The presence of dyes in the environment from various sources especially in the textile industry has been a major concern in the past decades because of its serious implications on natural processes and human health. The study investigated the potential degradation of eriochrome black T (EBT) dye in synthetic wastewater and actual wastewater via sonophoto catalysis using synthesized zinc oxide doped with potassium ferricyanide. In this study, the undoped and doped zinc oxide were characterized using scanning electron microscopy (SEM), energy dispersive x-ray analysis (EDX), ultraviolet-visible spectroscopy (UV-vis), and Fourier-transform infrared spectroscopy (FTIR). Response surface methodology based on central composite design (CCD) was applied for optimization of four factors which are pH level, contact time, catalyst dosage, and pollutant concentration that has affected the removal efficiency of EBT dye. The reaction kinetics was analyzed by calculating the rate constant and correlation coefficient (R^2) of pseudo-zero-order, pseudo-first order, and pseudo-second order. The results showed the sonophoto catalytic degradation of EBT synthetic dye has a 91.0207 % predicted and 91.8767 % actual removal rate respectively at optimum conditions (pH 8, 20 minutes of contact time, 0.3 grams of doped ZnO, and 15 mg/L of pollutant concentration). It was found that a highly significant linear model (p -value < 0.0001) was derived from the response surface, and it was observed that the removal of dye was highly influenced by pH and catalyst dosage. The EBT dye degradation followed the pseudo-zero-order which has the highest calculated correlation coefficient (r^2) value of 0.9977 which makes it a best-fitted kinetics model which means that the rate constant is equal to the rate of reaction at all concentrations. The outcomes of this study showed that zinc oxide doped with potassium ferricyanide assisted by UV radiation and sonication is an effective treatment method for the degradation of EBT dye in wastewater.

Keywords: Azo Colorant, Central composite design, Catalyst, Wastewater treatment

Bacterial Inhibition Assay for Early Detection of Maple Syrup Urine Disease: Application for Newborn Screening

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Abstract

Maple Syrup Urine Disease (MSUD), also called branched-chain ketoaciduria, is an autosomal recessive metabolic disorder affecting branched-chain amino acids. The condition gets its name from the distinctive sweet odor of affected infants' urine. Babies with MSUD have episodes of illness and without treatment, brain damage can occur that may lead to intellectual disability and blindness. MSUD screening has been conducted in the Philippines to save the lives of babies. It is included in the panel screening, but most indigent families cannot afford to get screened. Guthrie Bacterial Inhibition Assay was used by the researcher to detect MSUD. *Escherichia coli* MCC-MNH 1958 was used to determine the excess level of branched-chain amino acid in the blood as well as an inhibitor to suppress the growth of the organism, with its action blocked by the presence of a blood disc containing Bran Chain Amino Acids. The size and density of the growth zone are directly dependent on the blood amount of BCAA present. Based on the results of the study, it was proven that *E. coli* has the potential to grow in blood with excess BCAA. Using ceftriaxone as an inhibitor with different concentrations such as 25%, 50%, and 75% can detect BCAA levels. Study shows that the 100% concentration of ceftriaxone can inhibit the growth of the organism showing an excess BCAA which strongly suggests that the 100% concentration is the best concentration to be used in determining excess BCAA.

Keywords: branch chain amino acid, ketoaciduria, metabolic disorder, Guthrie bacterial inhibition assay, *Escherichia coli* MCC-MNH 1958

Matlab-Based Approach to Investigating Dataset Testing and Training for Enhanced Human-Like Frame Prediction Using Convolutional Neural Networks in Diverse Scenes Through Deep Learning

Carlo N. Romero

Abstract

Deep Learning has been applied to train the convolutional neural networks (CNNs) for accurate frame prediction. Using CNNs, a MATLAB-Based approach is used to investigate dataset testing and training techniques for obtaining enhanced human-like frame prediction using CNNs in diverse scenes. Furthermore, studies were explored in Deep Learning, which is a kind of Machine Learning that can be trained, supervised, semi-supervised and unsupervised. Specifically, the study explores the application of deep learning techniques, including CNNs and a recurrent neural network architecture called Long Short-Term Memory (LSTM) networks, for next-frame prediction. The Catz Dataset is utilized as the training data for this investigation. The experimental results reveal that CNNs can indeed be used to achieve human-like frame prediction in diverse scenes. The best performing model, a hybrid CNN and LSTM network, exhibits a significantly improved perceptual distance rating of 26.7127, outperforming the initial CNN model. These findings demonstrate the potential of CNNs trained using deep learning techniques for accurate frame prediction tasks. The study has also shown that impact of the training and testing ratios on the performance of an enhanced human-like frame prediction using CNNs and MATLAB. The experiments through MATLAB have shown that higher training percentage means that a larger portion of dataset for training the model have been used while a lower training percentage shows that a large portion of the dataset reserved for testing the model's performance.

Keywords: Frame Prediction, Convolutional Neural Networks, Long Short-Term Memory Networks, Computer Vision, Deep Learning, Artificial Intelligence, MATLAB-Based Approach

Development of Technology Adoption Framework on The Use of Smart Classrooms

Nino (Ghian Maria) B. Sangalang
Geraldine A. Tirante

Abstract

Smart classrooms have emerged as an innovative solution for educational institutions to deliver quality education during the COVID-19 pandemic. The study focuses on students' perspectives and preferences regarding smart classrooms and recommends effective implementation strategies based on educators' experiences and a well-established Technology Adoption Framework (TAF). The study employed a mixed-methods approach, combining quantitative and qualitative research methods. 188 students who experienced learning in a smart classroom participated in the survey based on the Technology Acceptance Model (TAM), and 16 experienced teachers who taught in smart classrooms participated in qualitative research based on SWOT and PESTLE analyses. Based on the researcher's analysis, it has been found that students are highly interested in having a smart classroom in their educational institution. The study highlights students' receptiveness and sheds light on the valuable insights shared by teachers regarding the optimum utilization of smart technology in the classroom environment. The researcher has developed a Technology Adoption Framework named SMARTCLASS, which includes several crucial components such as communication, training, management support, and user involvement. This framework is expected to enhance the classroom's overall teaching and learning experience, ensuring optimal technology and resource utilization.

Keywords: Technology Adoption Framework (TAF), Technology Acceptance Model (TAM), SWOT analysis, PESTLE analysis

Quantifying the Impact of Social Media on Adolescent Delinquency

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Abstract

This research study aims to investigate the quantifiable impact of social media on adolescent delinquency. By employing a rigorous quantitative approach, the researcher wants to examine the extent to which social media use contributes to the prevalence and severity of delinquent behaviors among adolescents. Furthermore, the study will explore potential mediating factors or mechanisms that may explain this relationship, such as peer influence, self-esteem, or exposure to antisocial content. The findings of this research can inform various stakeholders, including parents, educators, policymakers, and mental health professionals, about the potential risks associated with social media use during adolescence. Ultimately, it is hoped that this study will contribute to the development of evidence-based strategies to mitigate the negative impact of social media and promote positive youth development. This study used a quantitative methods strategy. The target population for this study will be two hundred (200) criminology students of Headstart College of Cotabato. A convenience sampling technique will be employed to select participants. The sample size will be determined based on power analysis calculations to ensure adequate statistical power. The researcher will administer the survey questionnaire through face to face after proper coordination with the College head. The respondents were given ample time in answering the survey-questionnaire. Administration of the questionnaire will be conducted during the vacant periods of the researcher and respondents to facilitate data gathering and retrieval. The gathered data were tallied, categorized, and subjected to descriptive statistical analysis. To evaluate the significant relationship between social media usage and adolescent delinquency and relationship between social media usage and adolescent behavior, following statistical formulas were used: weighted mean and correlation. All methods were carried out by the researcher using SPSS Application Guide as statistical software.

The study revealed that excessive social media use is associated with negative outcomes such as mental health issues, decreased social interactions, and potential impacts on academic performance. Additionally, the level of parental monitoring and communication regarding social media usage was varied, and family conflict related to social media use was evident to some extent. . Additional research is needed to delve deeper into the specific mechanisms underlying the relationship between social media usage and adolescent behavior. Longitudinal studies can provide insights into the long-term effects and identify potential protective factors or interventions.

Keywords: Social Media, Social Media Usage, Adolescent, Delinquency

The Perceptions of Senior Highschool Students on Contemporary Marketing Strategies of Coca-Cola

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Evalyn Adan, MBA

Abstract

Coca-Cola is a brand known to everyone which says a lot about its marketing prowess. With the emergence of Gen Z and their exposure to the wide array of contemporary marketing, studies have been conducted to understand the buying behavior of this generation and how businesses should establish their strategies to remain competitive. This study intends to explore the perception of Senior High School students on the contemporary marketing strategies of Coca-Cola by utilizing quantitative descriptive research to eighty-eight respondents from different strands selected via convenience-purposive sampling method. Findings shows that contemporary marketing strategies form Coca Cola has a significant effect on the Gen Z's buying behavior, with the exposure to social media advertisements as a key factor. Traditional marketing strategies, however, are not inoperable to the Gen Z as traditional advertising conducted via TV is still high in rank among its counterparts. Essentially, Coca-Cola and other companies could utilize both advertising strategies to take advantage of their benefits in marketing to Gen Z consumers.

Keywords: Coca-Cola, Gen Z, Contemporary Marketing Strategies, Traditional Marketing Strategies.

Students' Career Perceptions in Tourism and Hospitality Industry

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Lady JaneL. Bautista
Mary Jane D. de Guzman
Jhustine Joy. Pablo
Jamaica W. Rebuta
Haydee D. James

Abstract

Hospitality and Tourism Management (HTM) is a field that offers many job opportunities for students interested in the tourism and hospitality industry which is known as one of the most powerful economic drivers of the Philippines. However, numerous studies suggest that students' perceptions towards this career tend to be negative. Hence, using a descriptive-comparative, this study aimed to discover the perceptions of SMU second to fourth year HTM students enrolled during the academic year 2021-2022. Online surveys using Google Forms were utilized together with data from a total of 52 respondents and determine their perceptions in terms of positive and negative aspects of tourism work nature, social influence, industry-person congeniality, pay/promotion benefits, career qualification, and choice to study tourism and hospitality industry and their willingness to work in the tourism and hospitality sector after graduation. According to the study, there was no significant differences among various categories. However, when the SMU-HTM respondents are grouped by year level and sex, it is discovered that there is a significant difference in only one element among the eight categories, and that component is the social influence. By presenting prospective students with accurate career information, their decision to study tourism at the university level may be based on a genuine desire to work in tourism at the graduate level. This might add confidence to the number of competent graduates applying in the industry.

Keywords: Behavior, commitment to work, employment, long working hours

Teacher's Needs Analysis on Assessing English Grammar of the 21st Century Secondary Education Learners

Mr. Joshua A. Apolonio, MA, LPT, Ph.D

Abstract

This study employed a descriptive approach to assessing the student's needs in English grammar. Descriptive analysis was utilized to label the nature of the teachers' assessment of the learners' prior knowledge of grammar learning. The results suggest that letting the students view grammar through images, the Internet, or television has been an issue in assessing the student's needs in grammar. It implies that using these tools could engage the learners easily regarding grammar learning. The conflict in fulfilling students' needs in viewing grammar is the lack of resources and the students' incapacity to acquire some learning materials. More so, an independent sample T-test was used to identify the difference in the teachers' responses on determining the respondents' perception of the needs assessment used for Junior and Senior High school students and the relationships between the perceived grammatical skills of English teachers. Findings revealed that the teachers' grammar needs analysis on speaking skills was classified as the most critical assessment, while the least essential was the viewing skill. Moreover, a significant difference occurred between the grammar skills and needs analysis when grouped according to grade levels. Furthermore, it has been revealed that Senior High school teachers considered grammar needs in speaking and writing more important.

Keywords: Needs analysis, macro skills, needs assessment, K-12 English curriculum, grammar learning, basic education, junior and senior high school grammar

Utilization and Problems Encountered in Online Learning Among Preschool Teachers in Area Iv Batangas Province

Marites M. Dimayuga, Ph.D

Abstract

The information from the study would prove helpful to school administrators and teacher groups in the planning of professional development activities and trainings for Filipino educators. And this will inspire Filipino educators themselves to improve their teaching and in online learning. Genuine educators can share only what they have, and they can teach only what they know. Educators who inspired to utilize online learning will positively contribute to the excellent education of the young generation in schools. TPACK is an emergent form of knowledge that goes beyond all three “core” components (content, pedagogy, and technology). Technological pedagogical content knowledge is an understanding that emerges from interactions among content, pedagogy, and technology knowledge. TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face. (The TPACK framework was introduced by Punya Mishra and Matthew J. Koehler of Michigan State University in 2006).

Keywords: Technology Pedagogical Content Knowledge, learning platforms, lesson planning, assessment tool

Pagbuo ng Pedagogikal na Gramar ng Wikang Sinugbuanong Binisaya: Modelong 4P's

Marites M. Dimayuga, Ph.D

Abstrak

Layunin ng pag-aaral na ito na makabuo ng pedagogikal na gramar ng Wikang Sinugbuanong Binisaya tungo sa Modelong 4P's. Tiniyak na makabuo ng gramar ayon sa tatlong estruktura: 1) ponolohiya; 2) morpolohiya; at 3) sintaksis. Ginamit na pamamaraan ng pananaliksik ang deskriptibo-debelopmental sa tulong ng mga pedagogihyang lapit na Komunikatibong Lapit ni (Resuma, 2002), 6P's Kriterya sa Pedagogikal (Bourke, 2005), at Kognitibo at Komunikatibong Lapit (Newby, 2015). Batay sa mabusising pagsusuri, nakabuo ng pedagogikal na gramar ng Wikang Sinugbuanong Binisaya na nagtatampok ng 4P's: 1) pagpapakilala sa mga paksang-aralin; 2) paglalahad sa gramar na naglalarawan sa mga anyo at tuntunin ng ponolohiya gaya ng limang patinig /a, e, i, o, u/; may apat na punto ng artikulasyon sa ponemang katinig gaya ng panlabi, pangngipin, pangngalangala, at glotal; may limang diptonggo /aw, iw, oy, uy, ay /; at may labintatlong klaster pw, pr, pl, tr, br, kl, dy, gr, kw, dr, gw, gy, at sw gayundin, ang ponemang suprasegmental na binubuo ng diin at tono; nahahati sa tatlong bahagi ang morpolohiya tulad ng pagbabagong morpoponemiko, paglalapi at mga bahagi ng pananalita; at binubuo ng anim na bahagi ang sintaksis gaya ng paksang pangungusap, panaguring pangungusap, mga berbal na pangungusap, mga di-berbal na pangungusap, mga pangungusap ayon sa gamit, at mga pangungusap ayon sa kayarian; 3) naghahain ng komprehensibong mga gawaing komunikatibo na matatagpuan sa pagsasanay, akademikong gawain at interbensyon na mga gawain para maitawid ang pagtuturo-pagkatuto sa Filipino at pagtataya; at paglalagom sa mahahalagang konseptong nakapaloob sa pag-aaral ng gramar ng wikang Sinugbuanong Binisaya. Inirekomenda ng pag-aaral na magsagawa pa ng ibayong pag-aaral ukol sa pagsusuri ng gramar ng Sinugbuanon sa tulong ng pedagogihyang lapit upang madagdagan ang mga sangguniang panggramatika sa wikang rehiyonal.

Mga Susing Salita: pedagogiya, pagsusuri, Sinugbuanong Binisaya, modelo, pedagogikal gramar

Learning Styles Based Instructional Interventions on Teaching Mathematics On Selected Grade 7 Students of Bato Rural Development High School

Mhar Ariz T. Marino

Abstract

This action research aimed to provide learning styles-based instructional interventions to forty (40) grade 7 students at Bato Rural Development High School. The Grasha-Riechmann Learning Styles Scale (GRLSS) was used to cluster the students based on their preferred learning styles, resulting in four clusters of 10 students each. The study investigated the effectiveness of these interventions in improving student performance in the Mathematics subject. The students' 3rd quarter grades were used as a reference for comparison, and no significant difference was found in their performances. Following the instructional intervention, the students achieved satisfactory performance (80.5%) on the summative tests. Statistical analysis indicated that there was no significant difference in performance among the four clusters, with a p-value (0.546854) greater than the predetermined level of significance (0.03). These findings highlight the effectiveness of tailored instructional interventions based on students' learning styles. The study recommends that teachers design activities aligned with students' learning preferences. The SDO-Catanduanes has provided a learning continuity plan for instructional interventions during the Covid-19 pandemic. Through careful planning, implementation, and evaluation of instructional interventions, students can achieve higher levels of proficiency in essential learning skills and knowledge.

Keywords: learning styles

Students' Involvement in Co-Curricular Activities Amidst Pandemic on Academic Performance

Rocel Angelie C. Navarro, MaEd, LPT

Abstract

In the 21st Century, the world is evolving so fast. The conventional education curriculum, which was developed in the early 20th Century, has to pave the way to a new kind of education system and learning. New interventions and other activities are now revolving and been used to sustain educational involvement and enhance student other capabilities. One of those is managing and engaging co-curricular activities that are now part and parcel of modern day's academic curriculum. Students keep themselves involved in games, sports and cultural activities to nourish their knowledge, attitude and skill. The unexpected outbreak of the corona virus pandemic has affected almost every sector, including the higher education institutions around the world (Adedoyin & Soykan, 2020). During this critical moment of the COVID-19 pandemic, most of the countries around the world shifted to online teaching (Bokayev et al., 2021) and face an ever-increasing problem of this new alternative education system. This study aims to provide more information if student involvement in co-curricular activities and the impact to the student academic performance and investigate the relationship between student achievement and participation in co-curricular activities. Strategically, as a result, campus leaders responsible for student organization involvement will be equipped to address student needs and enhance their involvement experiences and learning environment. The researcher also utilize the usage of mix method technique in which the two types of data will be collected in the study, the quantitative and the qualitative data. For the Quantitative data it will be gathered through the use of closed-ended questionnaire. While for the qualitative data it will be gathered by means of semi-structured interviews and an open-ended questionnaire which is personally made by the researcher in conjunction with the problems raised in the preceding chapter will be asked during the interview. These results imply that whether students are very much involved or never been involved in any co-curricular activities in the college, there is no manifestations that it would affect their academic performance during this time where distance education is being implemented. This may due to the fact that co-curricular activities in the college during this new normal were not evident. Moreover, students amidst pandemic are more focused on their academic activities than co-curricular activities. With all these findings, an Intervention/s or Program of activities are been crafted from the results of the study.

Keywords: Students Involvement, Co-curricular activities, Pandemic, Academic Performance

Visiting the Secondary Social Studies Curriculum in Perilous Times

Tyrone O. Gil Jr.

Abstract

In such perilous times and unabated marginalization, it is pivotal to pay a visit to the secondary social studies curriculum. This article will decipher the status of the implementation and academic location of secondary social studies in the emergency curriculum (MELCs). Through a careful examination using content analysis as a research design, of the Most Essential Learning Competencies (MELCs), developed self-learning modules (SLM), and field notes collected from the curriculum gatekeepers (secondary social studies teachers), the researcher was able to generate exhaustive and perplexing findings in remote teaching-learning of social studies. The findings suggest that the status of the social studies curriculum in the MELCs augments the role of the social studies teacher as curriculum gatekeeper. The production of SLM had leveled up the delivery of social studies instruction in the emergency curriculum, however, the assessment of learning in SLM requires configuration to ensure the authenticity of learning.

Keywords: Secondary social studies curriculum, social studies education, emergency curriculum, COVID-19

The Linguistic Landscape of The Religious Heritage Icon of Bulakan, Bulacan: Exploring Multilingualism in The Churchscape

Mark Paulo Y. Tanjente, MAEd, LPT

Abstract

The Linguistic Landscape is still an area that needs to be explored and discovered in many other disciplines due to its contribution to an entire speech community. Linguistic Landscape focuses on analyzing and investigating existing languages in a particular place, explicitly concentrating on signs and advertisements in public places. Notably, a churchscape, as a public domain, is focused on the languages utilized in religious and non-religious functions leading toward understanding the multilingualism of a specific religious community. Therefore, there is a need to analyze its linguistic features to formulate an excellent language policy. Thus, this paper aims to contribute to the growing knowledge of the linguistic landscape in the Philippines by examining the religious linguistic landscape of the Diocesan Shrine and Parish of Nuestra Señora de la Asuncion in Bulakan, Bulacan. This study utilizes mixed methods research approach as it will identify the frequency of the presence of each existing language and explain its relevance to the multidimensional aspect of the life of people living in the area. Furthermore, an investigation of signs posted in the catholic church in terms of language use, top-down and bottom-up categorization, and type of signs are also evaluated. Findings show that Monolingual English has an advantage over other languages regarding spoken language and signs since Tagalog-speaking residents value it highly, apparently dominating other languages. On the other hand, since most people are unfamiliar with speaking Latin, there are possible difficulties for devotees and tourists to understand the context of some of the existing Latin signs in the area. Moreover, the fact that the Spanish remnants still exists shows how influential their faith has been for centuries through the continuous use of its language in the area. Indeed, even if English and Spanish are utilized alongside the Filipino language in Bulakan's Churchscape, there is a call to ensure that Filipino language speakers can understand its meaning and context. Nevertheless, as was already indicated, English predominated the linguistic landscape of the Diocesan Shrine and Parish of Nuestra Señora de la Asuncion alongside these other languages.

Keywords: churchscape, languages, linguistic landscape, language policy, multilingualism

Streaming to Success: Role of Netflix Series in Developing Students' Vocabulary Skills in English

Angelyn B. Abrigonda
Norelie G. Alayon
Sheryll G. Cruz

Abstract

This study aimed to investigate the use of Netflix as a potential tool for improving vocabulary skills and enhancing classroom instruction. The researchers created an original content reel to cater to students' vocabulary needs. The study began by assessing the students' vocabulary skills through a pre-test. Afterward, the researchers conducted a post-test to determine any improvements. The results showed a significant difference between the pre and post-test scores. This suggested that the use of Netflix positively impacted vocabulary skills. Additionally, the researchers developed multimedia materials to further support vocabulary enhancement. The study employed a Descriptive Quantitative Design to analyze the role of Netflix series in improving students' vocabulary skills in English. Data was collected through a researcher-made vocabulary pre and post-test, involving 52 participants from the first year to the third year at a public university. The findings revealed that the students' performance in the vocabulary pre-test was average. However, after watching the Netflix series as an intervention, the students' performance in the vocabulary post-test improved significantly. This indicates that Netflix is an effective tool for enhancing students' vocabulary skills. Based on these findings, 10 video reels were prepared as learning materials for English language learning.

Keywords: multimedia learning; Netflix; vocabulary skills; reels

PENOMENOLOHIKONG PAGSUSURI SA KAHANDAAN NG MGA SHS-ICT STUDENT GRADUATE SA PAGTATRABAHO: BASAHEN SA PAGBUO NG CAREER GUIDANCE INTERVENTION PROGRAM

Joseph C. Anggot
Eulogio Amang Rodriguez Institute of Science and Technology

Abstrak

Ang pag-aaral na ito ay may layuning suriin ang kahandaan ng mga SHS-ICT student graduate ng Arellano Universit sa mundo ng pagtatrabaho. Gawing basehan ito sa pagbuo ng career guidance intervention program. Sa pagsasakatuparan nito, nagsagawa ang mananaliksik ng isang kwalitatibong pag-aaral na may disenyong penomenolohikal. Isinagawa ito sa pamamagitan ng pagsasagawa ng isang focus group discussion na kung saan kinakasangkutan ito ng anim (6) na kalahok na nagtapos ng ICTS strand mula taong panuruang 2019 hanggang 2022. Batay sa naging resulta ng diskusyon, lumalabas na ang mga mag-aaral ay nagpakita ng kahandaan sa pagtatrabaho. Natuklasang malaking tulong ang mga kasanayan kanilang natutunan mula sa kumpanyang kanilang pinapasukan upang magtagal sila sa kanilang trabaho. Halimbawa nito ay ang kakayahan sa kahusayan sa pamumuno at pakikipag-ugnayan; at pagiging propesyunal kumilos at mag-isip. Ang pagiging responsable at komited sa trabaho; at kumpetitiv at nagagawang ilapat ang mga natutunan naman ay ang mga kasanayang natamo ng mga mag-aaral sa paaralang kanilang pinagtapusan. Ang mga nasabing tema na lumutang sa naganap na FGD ay siyang naging basehan sa pagbuo ng interbasyon. Ang mga gawaing nakapaloob ay ayon na rin mula sa mungkahi ng mga eksperto. Sa kabuoan, iminumungkahi ng mananaliksik na maaring gawing batayan ng bawat paaralang nagkakaloob ng ICT strand ang kanyang pag-aaral sa pagbuo ng sarili nilang career guidance intervention program.

Susing salita: career guidance intervention program, focus group discussion, ICT student graduate

Gender Portrayals Sa mga Piling Jollibee TV Ads sa Taong 2016 - 2018

Rishirl Alberto-Cuario
Danielle M. De Guzman
Odrabred E. Guillermo

Abstrak

Ang pananaliksik na ito ay may layuning mailarawan, masuri, at maipakita ang kahalagahan ng mga piling patalastas sa telebisyon na nagpapakita ng gender-sensitivity mula sa Jollibee Food Corporation. Ang kwalitatibong pag-aaral na ito ay ginamitan ng stratified sampling sa pagpili ng mga patalastas at content analysis naman sa pagsusuri ng mga ito na may pinamagatang (1) Kwentong Jollibee: Entrance Exam (2016); (2) Kwentong Jollibee: Pamasko (2017); at (3) Kwentong Jollibee Mother's Day Trilogy: Amor (2018). Upang matukoy ang mga gender stereotypical portrayal, ginamit ng mga mananaliksik ang ulat nina Crush at Hollings ng Gfk UK para sa Advertising Standards Authority sa United Kingdom.

Ang Advertising Standards Authority (ASA) ay isang malayang organisasyon na nagpapatakbo ng mga patalastas sa United Kingdom. Responsibilidad nitong gumawa ng mga patakaran para sa mga patalastas upang maproteksyunan ang mga mamimili. Batay sa nasabing ulat, ang gender portrayals sa mga patalastas sa telebisyon ay nabibilang sa mga kategoryang ito: (1) Stereotypical gender roles; (2) non-gender conformity; (3) Stereotypical gender portrayals of children; (4) Objectification and Sexualisation; at (5) Body image. Sa kabuuan, lumalabas sa nasabing pag-aaral na patuloy pa rin ang pagkakaroon ng gender stereotypical portrayal sa mga patalastas sa telebisyon ngunit gayunpaman, makikita ang pag-usbong ng iba't ibang patalastas na sumasalungat sa kasalukuyang paraan ng paglalarawan sa mga kasarian at ang mga piling Jollibee TV ads ay nagsisilbing hakbang patungo sa pagkakaroon ng gender equality at patunay na mayroong pagbabago sa gender portrayal sa mga patalastas sa Pilipinas.

Susing salita: Gender Stereotype, Gender bias, Gender conformity

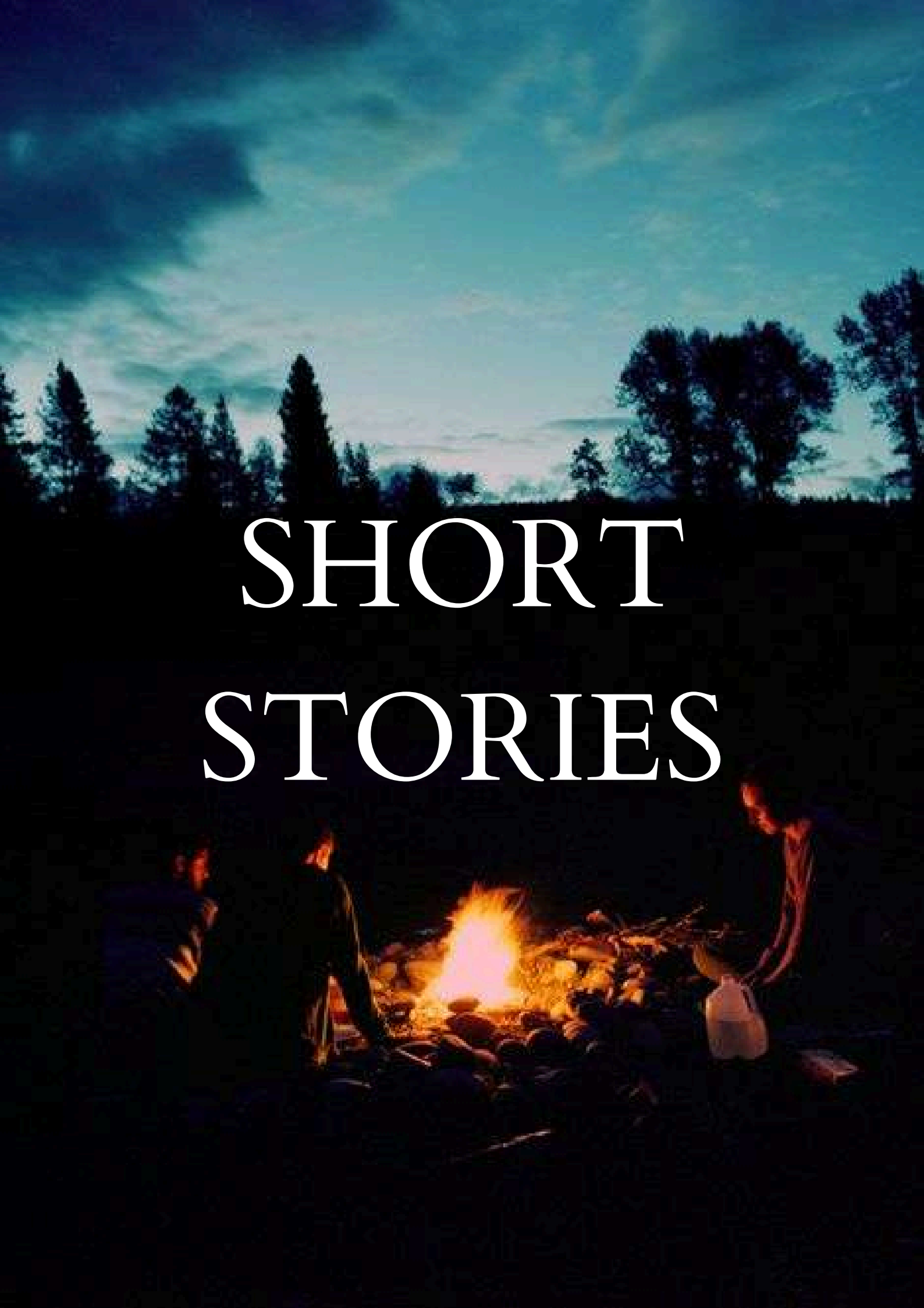
Academic Challenges and Locus of Control of Struggling Readers in a Public High School

Reynaldo B. Aranego, Jr.

Abstract

Reading proficiency plays a vital role in keeping abreast with technological advancements and innovations in education. With the integration of technology in education, instruction becomes hybrid and borderless. However, there are Grade 7 students who faced serious problems with the basic skill of reading. These students are observed to have problems with regards to cope with the demands in the classroom. This phenomenological qualitative research aimed to determine the academic experiences of struggling readers inside the classroom. Five struggling readers were the participants of this study. The following themes were elicited from the participants' responses: lack of computer skills, limited visual attention span, hesitation and anxiety to participate, difficulty in interaction, difficulty on the use of technology in education, confusion with letter-sound identification, less motivation to learn, problem understanding the lesson, and slow in taking down notes. These struggling readers accounted their failures to read to their own self, to their teachers, and to their parents. Based on the findings, it is recommended that a rigorous recovery reading program should be conducted.

Keywords: Struggling readers, classroom experiences, locus of control

A full-page background image showing a campfire at night. The fire is bright orange and yellow, casting a glow on the surrounding dark area. Several people are visible in silhouette, sitting or standing around the fire. A white dog is also visible on the right side, looking towards the fire. The background features a line of dark trees against a dark, cloudy night sky.

SHORT STORIES

A CUP OF COFFEE

ALFREVLYN G. DASIG, LPT, ME

The warm temperature during the golden hour now turned into cool wind which was gently blowing the leaves of the Mango tree behind a two-story house made of wood and bricks. Not so long after, a man in his mid-forties, in a muddy long-sleeved shirt and crumpled trousers folded above the ankles appeared in the main door of Ricardo's Residence. He is Pepito, Peter's father who just arrived from his whole day work in the farm. A not-so-loud noise of his digestive system-a rumbling sound, dry throat and a wish of quenching his thirst made Pepito starve for food and look for a cup of coffee. It was almost 7 o'clock in the evening. He got home late because he had to finish transplanting rice seedlings in the last 6x12 meters area in their rice field. Pepito sat on the wooden bench beside the window and sighed. He would feel better and relieved if at least somebody would offer him a coffee, just his thoughts. He was wondering why Don Peter, his eldest son, was not downstairs when he got home. He only saw his second son Duke who was checking the rice in the rice cooker if it was already cooked. He tried to call Don Peter, "Pit...Pit!", but he did not hear any response. He decided to go upstairs to check on Don Peter even though he did not take off his dirty clothes yet; anyway, the mud in his clothes was already dry...

Don Peter continued reminiscing about his high school days with his father. There was one time when Pepito arrived home late at around 6:30 in the evening. Don Peter thought his father would no longer be wanting a cup of coffee since it was already evening unlike his usual time of sipping coffee which is 5:00 or not beyond 5:30 in the afternoon. With this thought in mind, Don Peter just put all his attention on finishing his assignment in Physics which was about calculus. He was already done rehearsing his lines as Father Damaso for their role play in Filipino; he chose to do it first because his assignment in Physics was hard. Since he was having a hard time answering his assignment, he did not notice that his father was already right behind him. He was startled when all of a sudden somebody grabbed his notebook and threw it away outside the window. Don Peter was shocked and wondered why his father did that. He was already trembling because of nervousness while his father was talking in a loud voice. He knew exactly how it is like when his father is enraged, but it is only once in a blue moon. He got scolded for not having the initiative of making coffee for his father, and for not being thoughtful, especially that his father arrived home late and already starving, and the table was not ready yet for dinner. He heard words he never imagined he would hear from him which he carried within him until college. "Ricardo, Don Peter T. - Cum laude!", the emcee's voice brought Don Peter back to where he is at the moment.

He is on his college graduation day and he just received his Latin honor award donned by his second sibling. He is thankful that at least he still has a family member who accompanied him. How he wished he also had with him his parents on this very important day. Until now he still could not believe the fact that they do not have parents anymore. Don Peter was only 7 years old when his mother passed away. His mother was not able to make it after giving birth to their youngest sibling. His father did not look for another woman to be his second wife, instead he focused his time and attention on the farm and in raising his children, and this is what Don Peter liked the most about his father.

Speaking of his parents, Don Peter could not help but recall what happened after his father had thrown his Physics notebook outside. He tried to no longer study at home because he didn't want his father to think that he was just making an excuse to avoid doing household chores. The thought of studying his lesson at home already made him feel worried. He knew he could not focus on his lesson because of many personal reasons, one is he already found it uncomfortable studying at home because he really did not want his father to see him studying or working on his assignment. Nevertheless, because he was this kind of student who is always attentive and active in class, he always felt obligated to do everything that his teachers tasked or assigned the class to do. Doing his homework, projects, memorizing the periodic table of elements, and talking aloud while reviewing for exams were all done while hiding from his father. His father's judgment of his action had a great impact on his life as a student. His persistence was tested, yet it did not totally make him feel unmotivated; instead, it challenged him to still find ways and do what he really wanted to do because he knew what he really wanted, and he knew what could make him feel fulfilled and happy. Don Peter continued his diligence and perseverance even though sometimes he felt that his father was not that supportive. After all the hard work, Don Peter finished high school with flying colors, and his father was there on stage, accompanying him in receiving his medal. That day he saw his father happy and smiling. He seemed proud but he did not congratulate Don Peter. While at the moment, on his college graduation day, it is also With Honors for the degree of Bachelor of Secondary Education major in Physics. He is happy but a little sad because his father is not present on his graduation day. Pepito died when Don Peter was in 3rd year college because of heat stroke. It was a hot sunny afternoon and Pepito was towing their carabao in the rice field when he fainted. They were able to rush him to the hospital but his father was not able to make it. While he was being revived, the attending physician declared him dead. When his father passed away, Don Peter was glad he had his father's youngest sister who is still single and working abroad. His Aunt Stella helped them in their financial needs, also his Uncle Lucio who took over in managing the farm and would give them half sometimes $\frac{1}{4}$ of the total earnings.

Don Peter does have a lot of memories with his father compared to what memories he has with his mother. He must admit he already missed his father so much.

"So, take the photographs and still frames in your mind. Hang it on a shelf in good health and good time..." The graduates' melodious voices singing their graduation song entitled, Green Day, "Good Riddance (Time of Your Life)" filled the four corners of the gymnasium. This line of the song disturbed him from reminiscing memories with his father.



SHORT STORY OF UNSING AURIZIA DUHAH SIRAJI, EDD.

The story of Unsing was a true to life story, happened at Barangay Ratag Limbun Maimbung, Sulu.

Brgy. Ratag Limbun, Maimbung, Sulu is known for having delicious and sweet rambutan. This is the product they are most proud of. Rambutan is the favorite fruit of the people in the said barangay, Unsing is one of them. In addition to being his favorite food, the aforementioned fruit is also quite nutrient-rich, which is why Unsing greatly loves it. One day, while he was gathering Rambutan at the riverside, the crown prince saw him and said, "Don't eat too much rambutan or you won't digest it". But Unsing was so hard headed, he just kept eating it extravagantly. And said, "why not eat more your Highness if it's too sweets and good?" Consequently, Unsing returned home happy and satisfied. He slept peacefully as a result, he was awakened in the middle of his sleep by a stomach ache. He started crying and screaming after a while as the ache in his stomach grew worse.

His mother was worried so she bought medicine for the stomach ache, to prevent it from getting too bad. But, taking medicine did not help or make a difference on his condition because Unsing still experiences difficulty breathing and he was in such pain that he did nothing but cry. Because of the pain Unsing felt, experienced inability to stop sobbing due to stomach pain, his loud sobbing caused an issue in Barangay Datag Limbun Maimbung Sulu. Eventually, Unsing's voice resembled to a pig.

Due to the pain he felt that could not be cured by medicine, his mother called a healer. He clutched at his aching stomach, but it didn't do anything either. Until they called the famous and good midwife in their barangay, but the midwife said, "I can't do anything about the pain she feels because my job is only to give birth to mothers". So the midwife left with Unsing on the other hand was disappointed. Many tried to help but eventually went home because they could not solve the problem Unsing was facing.

That day a good samaritan came to their barangay, because of the strength of Onsing's cry, he noticed it. He went to her house to see what was happening inside. When he saw and learned the reason why Unsing was crying, he recommended an albulario. This albulario is well-known and effective in his area because it can treat all human illnesses. Albulario is a widely used medical treatment since it is effective and heals the ill. The said albulario was named Abundul, he is an Albolario who came from another Barangay.

SHORT STORY OF UNSING AURIZIA DUHAH SIRAJI, EDD.

So when Unsing's mother found out that this was a good healer, she quickly went to him and begged him to heal her son if possible. Abundul was willing to help, so he went with them to Unsing's barangay. When Abundol arrived, he took a piece of wood and beat Unsing's butt, until the big seeds of rambutan came out. The seeds that came out of Unsing's butt had an unpleasant smell that spread the stench in their barangay, so people left because of the bad smell that lasted for several hours.

Therefore, Unsing was relieved when the rambutan seed was taken out of his stomach. So Unsing has changed since then. As a result of his painful experiences with overeating, especially rambutans, he now pays attention to the advice of the older people and has decreased his gluttony.

So since then Unsing's story has been made into a song that is used to lull children to sleep by men in the area where Unsing's story happened. And the river where the rambutan tree is near is named Unsing's river.

NEVERTHELESS, IT IS WORTHWHILE

JOEL C. PATIÑO

A Grade 10 graduate once said after the commencement exercises: "YES! I finally completed Junior High School (JHS). I am so excited for the next chapter of the learning experiences to be unfolded." A moment of silence for few seconds passed... But wait, Oh! We're the first batch. Senior High School (SHS) will be implemented this coming June. What would its experience be like? Hmmmmm...#FirstBatch I just heard a while ago, one SHS student shouted "The first day of class is awesome." Soundlessly whispering to myself: Really? I don't mind. I just proceeded to my last period. But honestly, I felt nervous. Many questions were playing in my mind. Who will be our teacher? Is he strict? Can I still maintain my honors? Ah! Eh! Ah! Here came our teacher. Oh, so young! Well, his strategy is something new. Okay! I look forward to meaningful and interactive discussions. Hmmmmm...#Positive

Many sessions had passed. One particular time, I walked around after class together with a circle of friends. They talked about their experiences so far in their chosen career paths. The end of school year was actually so fast-approaching. But chatting continued. At first, I just listened to their conversations.

Student A (from STEM): "Subjects are too challenging and exhausting. We have Calculus, Chemistry, Practical Research, Oral Communication, Pananaliksik sa Filipino, Disaster Risk Reduction, etc... These are so nerve-cracking! But, the learned knowledge, skills and values are truly worth-achieving. I love to be a doctor or an engineer."

Student B (from ABM): "Money makes money and the money that money makes, makes more money. Once said by our teacher but I have forgotten his citation. Business is truly real! Subjects are also tough. I didn't expect actually. Requirements here... Requirements there... But at least, I learned a lot. I love to be an accountant or businessman."

Student C (from HUMSS): "Reading! Reading! Reading! Literature Review, General Mathematics, Probability and Statistics, etc... It's not easy but of course, I am determined so I can! Speaking, listening and everything... I love to be a lawyer or a teacher."

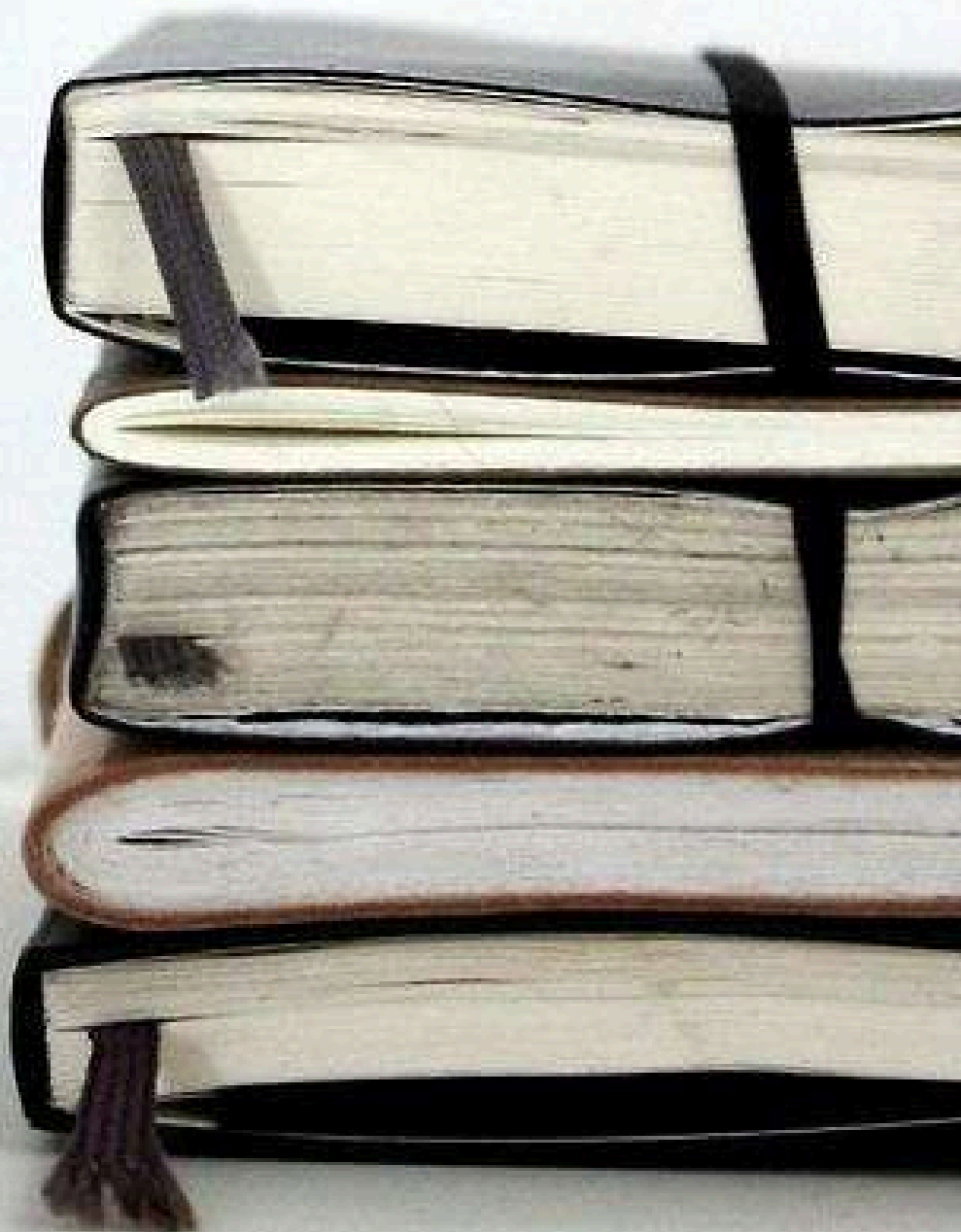
Student D (from BREAD & PASTRY): "Yes, it is expected that subjects would be difficult especially under Mathematics. But then, I'm willing to learn so there's no problem 'bout it. I want this menu. I want that style. Yummy! It's so delicious. I love to

be a restaurant owner or a chef."

Student E (from EIM): "Okay, this is really tiring. I can feel now what to be like a college student. But still, I perceive positively all my subjects particularly our specialization. It's interesting to learn. I love to be an expert in my chosen field or an engineer, too."

It was so nice hearing their perceptions and personal experiences. Mine??? Never mind... What can I say? Of course, we do have differences. What makes us similar is possibly this: Even though the subjects we are taking as SHS students are different or these may vary in terms of difficulty and content's depth and breadth..., what's more important is "We love our chosen career path and we can proudly say after SHS that I am now ready to COLLEGE; I am now ready to WORK; or I am now ready to LIFE." Hmmmmmm...#RealTalkSHS

ESSAY



TEACHING IS BOTH A CAREER AND A VOCATION CONRADO B. BLANDO.

Teaching is a noble profession that serves as both a career and a vocation. It is a calling that requires dedication, passion, and a deep commitment to shaping the minds and lives of students. While teaching provides individuals with a means of earning a living, it goes beyond mere employment; it is a vocation that involves a profound sense of purpose and a desire to make a positive impact on the lives of others.

Teaching is undoubtedly a career in the sense that it provides individuals with the opportunity to earn a livelihood. It offers job security, a consistent income, and the potential for growth and advancement. Teachers receive salaries and benefits, just like any other professional in their respective fields. They have the opportunity to climb the career ladder, assume leadership roles, and even specialize in specific subjects or areas of expertise. As a demanding profession, they go beyond the classroom walls. They often take on additional responsibilities, such as organizing extracurricular activities, participating in parent-teacher meetings, and collaborating with colleagues to enhance the overall educational experience. They serve as mentors, counselors, and role models for their students, providing guidance and support beyond the academic realm. Moreover, teaching is not a static job; it is constantly evolving. Teachers must keep pace with advancements in technology and pedagogy to effectively engage their students in the digital age. They incorporate innovative teaching methods, utilize educational resources, and integrate interactive tools to create dynamic learning experiences. As education continues to evolve, teachers must adapt their practices to meet the changing needs of students and prepare them for the challenges and opportunities of the future.

However, teaching transcends the realm of a mere career and takes on the characteristics of a vocation. A vocation is driven by a deep sense of purpose, a calling to serve others, and a desire to make a meaningful difference in the world. Teaching fulfills these criteria, as it involves a profound dedication to the intellectual, emotional, and social development of students. Teachers invest their time, energy, and emotions in guiding and nurturing young minds, shaping the future generation. Likewise, teachers are driven by a genuine passion for their subject matter and a desire to inspire and ignite curiosity in their students. They go beyond delivering information; they strive to create an engaging and stimulating learning environment. They invest countless hours in lesson planning, preparing visual materials, searching for other learning sources, formulating evaluation materials, grading assignments, and providing constructive feedback to facilitate students' growth and development.

One of the distinguishing aspects of teaching as a vocation is the lasting impact it has on the lives of students. A dedicated teacher can shape the trajectory of a student's future by instilling knowledge, fostering critical thinking skills, and building character. Teachers act as mentors, role models, and sources of guidance for their students. The relationships formed between teachers and students can leave a profound and lasting impression that extends far beyond the classroom. Additionally, teaching as a vocation comes with ethical responsibilities that go beyond the scope of a typical career. Teachers are entrusted with the well-being and safety of their students. They are tasked with creating an inclusive and respectful learning environment, promoting values such as empathy, integrity, and respect. Teachers must navigate the complexities of diverse classrooms, address individual needs, and foster a sense of belonging for every student.

Teaching encompasses the qualities of both a career and a vocation. While it provides individuals with a means of earning a living, it is the intrinsic motivations of passion, dedication, and a desire to make a difference that elevate it to the level of a vocation. The influence of teachers extends far beyond the classroom walls, shaping the lives and futures of students. It is the combination of professional expertise, personal investment, and a sense of purpose that distinguishes teaching as a truly unique and impactful profession.



NURTURING TO EXCELLENCE: THE ROLE OF INSTRUCTORS IN COLLEGE PSYCHOLOGY EDUCATION

JAYVE VILLAZOR, PHD.

The role of a teaching professional is not merely to impart knowledge but to prepare students for various stages of life. In college, teaching psychology goes beyond teaching concepts; it involves nurturing students so they can positively impact society. Instructors must challenge students to enhance their empathy and critical thinking, teaching not only theoretical knowledge but also its real-world application. As college serves as a training ground for future professionals, it is vital to instill ethical standards required in the psychology profession. Some students may be uncertain about their life's purpose or doubt their chosen path, while others may become passive in their approach. As instructors, our responsibility is to support and nurture students so they can confidently enter the real world, equipped with the necessary tools for further improvement and meaningful contributions to society. By doing so, we play a pivotal role in shaping competent and compassionate professionals who can make a difference in the world.

To freshmen in college, psychology may appear challenging. At the undergraduate level, it is not the role of instructors and professors to dumb down the concepts so that students can easily grasp them. Instead, it is crucial for students to be intellectually challenged as it enhances their comprehension and critical thinking skills. It might sound cliché, but spoon-feeding concepts to students is akin to giving them fish, whereas true teaching involves showing them how to fish for themselves. The primary responsibility of instructors and professors is to present the concepts as they are and encourage and challenge students to think critically around the concepts, allowing them to understand how these concepts apply to real-life situations. Nevertheless, it is essential to create a supportive learning environment where students are reminded that they are still in the learning process. Failure and setbacks are normal and valuable parts of personal growth and education. Instructors and professors should stress the importance of making mistakes while learning, as these experiences serve as lessons for the future. It is better for students to make mistakes now, during their educational journey, rather than when they become professionals, where the stakes may be much higher. It is worth acknowledging that even successful mental health practitioners have made mistakes during their learning process, and those experiences have contributed significantly to shaping them into competent experts. By embracing and learning from their mistakes, students can grow into excellent professionals themselves.

However, to become excellent professionals, instructors must instill in students' minds that what they learn in college forms the foundation of their future careers. While mistakes are a natural part of the learning process, they hold true significance only if students derive valuable lessons from them. In fields like clinical psychology, where one mistake can have severe consequences, it becomes even more critical to prioritize empathy, together with accuracy and precision in practice. For students to make informed decisions about pursuing psychology as a career, they need to grasp at least the basic understanding of the current state of mental health in the Philippines. Integrating the concepts learned in class into real-life scenarios through situational exams or case studies can provide practical insights into how these concepts apply professionally. This approach goes beyond mere memorization of theories and proponents; it emphasizes the importance of comprehending how these concepts manifest in the real world. To attain excellence in their future profession, students must gain a deep understanding of the roles and responsibilities of professionals in the field. By doing so, they will be better prepared to navigate the challenges and complexities they will encounter in their professional practice. Encouraging students to appreciate the practical application of their knowledge will foster a more effective and responsible generation of psychology professionals.

If students cannot fully appreciate the entire branch of psychology, it becomes essential for instructors to acknowledge this fact. Students are unlikely to invest significant effort in something they lack passion for or have no interest in. When students are compelled to work hard on a subject they are unenthusiastic about, they often end up performing under pressure, which can negatively impact their well-being and result in lower academic performance. Instructors should reassure students that it is perfectly acceptable to explore other fields, as people excel in different areas. Note that emphasizing the importance of self-improvement over external pressures is crucial. Instructors should highlight that the learning process and how students apply their knowledge for the greater good are what truly matters. Rather than expecting students to work hard solely due to achieving perfect scores, instructors should understand that such an approach may lead to hollow achievements, resistance, passivity, or lack of engagement. While it may be a challenging task, instructors have a responsibility to help students discover their potential, passions, and, if possible, their purpose in life. Encouraging students to find alignment between their interests and academic pursuits can lead to more motivated and fulfilled professionals who practice in accordance to their passions.

Since college students are on the verge of entering the professional world of psychology, it becomes crucial to remind them of the standards required to be exemplary mental health practitioners. They should be taught that adhering to ethical standards in mental health must begin early in their education. Understanding the weight of responsibilities they will carry as professionals is essential for students. The integration of ethical standards should extend beyond professional practice and be ingrained in their personal lives. Emphasizing the significance of setting boundaries and maintaining a balance between personal and work life is vital for both students and instructors to function professionally. Educational institutions, especially colleges, should not solely focus on imparting academic knowledge but should also instill ethical principles in their students. This approach can foster the development of passionate and ethical mental health practitioners. As instructors, it is imperative that we lead by example, practicing what we preach, and maintaining ethical conduct within our own profession. By doing so, we can inspire students to follow suit and uphold ethical standards in their future careers as mental health practitioners.

College is undoubtedly a challenging phase for young adults, as they navigate the transition from adolescence to adulthood. During this crucial time, they are expected to understand the realities of the real world while still being in a state of transition. Instructors play a pivotal role in creating a safe and supportive environment for students to make mistakes and learn from them. Embracing failures and learning from these experiences can mold students into excellent psychology professionals, capable of making a positive impact on the state of mental health in the Philippines. If some students struggle to appreciate psychology, it is essential to encourage them to explore different paths and pursue their passions rather than persisting in a field that does not align with their interests. Those who find genuine passion in psychology should be nurtured from the early stages to become ethical professionals. Instilling the importance of upholding ethical standards in the psychology profession and integrating them into their daily lives will prepare students to be responsible and empathetic practitioners. Excellence in the field of psychology is rooted in continuous learning, and the knowledge gained by students during their college years will significantly influence their future contributions to society. By instilling a love for learning and encouraging critical thinking, instructors can equip students with the skills and values they need to excel as they step into the world beyond college.



MINDFUL TEACHING FOR MINDFUL PRACTICE: INTEGRATING MINDFULNESS IN TEACHING PSYCHOLOGY

JAYVE VILLAZOR, PHD.

In recent years, mindfulness has gained significant popularity, extending its application beyond personal well-being and stress reduction. Particularly in the field of education, especially teaching psychology, mindfulness offers transformative advantages for both students and educators. The integration of mindfulness practices in the classroom nurtures self-awareness, emotional intelligence, and empathy in students, fostering a deep and meaningful understanding of psychology. For educators, mindfulness serves as a valuable tool for managing the demands of teaching and cultivating a positive and supportive learning environment. As mindfulness continues to weave its way into the fabric of education, it empowers a generation of students and educators who are more self-aware, compassionate, and intellectually adept, contributing to a healthier and more understanding community. This seamless integration of mindfulness into teaching psychology illuminates a path towards a future of transformative education that nurtures the minds, hearts, and souls of all who participate in the journey of learning.

Mindfulness is not merely a passing trend but a profound practice with the potential to revolutionize individuals' lives. By honing this mindful presence, students can step away from the habitual autopilot of their minds, allowing them to observe their inner experiences with clarity and objectivity. Mindfulness also promotes active listening, which is fundamental for learning and retention. Students who practice mindfulness are more attentive during lectures and discussions, absorbing the information with greater clarity. Scientific research has been validating and unraveling the myriad benefits of mindfulness in recent years. Studies have shown that regular mindfulness practice leads to positive changes in brain structure and function, promoting neuroplasticity and enhancing areas associated with attention, memory, and emotional regulation. Additionally, mindfulness has been linked to reduced stress, anxiety, and symptoms of depression, as well as improved immune function and overall physical health. As individuals continue to incorporate mindfulness into their lives, its transformative power becomes increasingly evident, enhancing mental, emotional, and physical well-being, empowering individuals to live more fulfilling and purposeful lives.



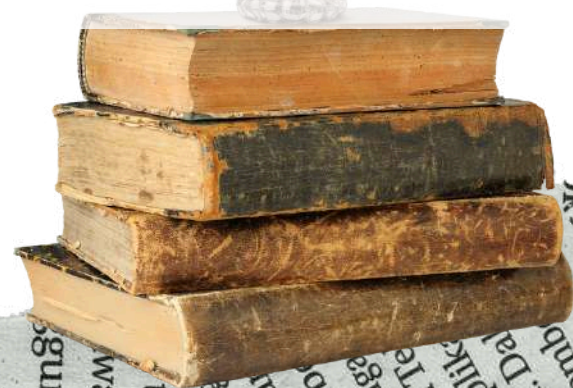
At the heart of mindfulness in teaching psychology lies the invitation for students to explore their thought processes and emotions without judgment. This non-judgmental self-inquiry allows students to observe their cognitive patterns, emotional responses, and behavioral tendencies with objectivity and curiosity. As they cultivate this heightened self-awareness, students become better equipped to critically examine their beliefs, biases, and assumptions, leading to a more profound understanding of psychology's complexities. Mindfulness transforms psychology education from a passive absorption of information to an active and personal engagement with the subject matter. As students delve into their own minds and experiences, they start to recognize the interconnectedness between theoretical concepts and the intricacies of human behavior they observe in themselves and others, fostering a holistic and authentic understanding of psychology. This integration of knowledge and lived experiences lays the groundwork for cultivating compassionate and effective psychology practitioners.

The empathy cultivated through mindfulness becomes a powerful asset for aspiring psychology professionals. Armed with a deeper understanding of themselves and the human experience, these students become more effective and empathetic practitioners in the field of psychology. The therapeutic relationship hinges on trust, acceptance, and understanding, and empathy serves as a powerful tool for effectively assessing and addressing the needs of clients or patients. By putting themselves in the shoes of those they serve, aspiring psychologists can better picture and comprehend the unique challenges and circumstances faced by each individual. This allows students become more engaged, and in turn, they actively seek to understand the subject matter, connecting it to their own experiences and perspectives. Through mindfulness and self-reflection, aspiring psychology professionals continuously nurture their empathetic capacity, remaining open to learning from their clients and expanding their understanding of the human experience. This ongoing journey of self-discovery and growth empowers them to connect with others on a profound and compassionate level, thus becoming catalysts for positive change in the broader community.



In creating a positive and supportive atmosphere, mindfulness reduces anxiety and enhances students' engagement, leading to a more profound comprehension of psychological theories and principles. As students engage in mindfulness practices, they learn to focus their attention on the present moment, free from distractions. This sense of psychological safety is vital for students to feel comfortable sharing their ideas, thoughts, and questions without fear of criticism or ridicule. As they develop coping mechanisms through mindfulness, they can apply these skills to various aspects of their lives, including academic challenges and personal growth. This integration of mindfulness into their daily lives creates a holistic approach to learning, where students become more receptive and open-minded to new ideas and experiences. Mindfulness empowers students to observe their anxieties and worries without getting entangled in them, allowing them to let go of anxious thoughts and emotions, reducing their impact on academic performance and overall well-being. Moreover, mindfulness equips students with valuable life skills for managing stress and fostering well-being beyond the classroom, while for educators, mindfulness helps maintain a balanced and compassionate approach to teaching, fostering a harmonious teacher-student relationship.

As mindfulness continues to gain recognition for its transformative effects on education, its integration in the field of psychology stands as a promising pathway for fostering an environment of growth, learning, and interconnectedness. Through mindfulness and self-reflection, aspiring psychology professionals cultivate empathy as an integral part of their identity as practitioners. The integration of mindfulness into education extends its influence beyond the classroom, as students and educators carry the qualities of self-awareness, compassion, and intellectual adeptness into their families, workplaces, and social circles, becoming agents of positive change in the larger community. The integration of mindfulness in teaching psychology has the potential to create a ripple effect, positively impacting society as a whole. Mindful psychology professionals are better equipped to address societal issues with empathy and compassion, contributing to the overall well-being and mental health of communities. Mindfulness stands as a valuable tool with significant potential for the field of teaching psychology, paving the way for a new generation of psychology professionals who can make a positive and meaningful impact on individuals and society as a whole.



CULTIVATING THE BATAAN CREATIVE INDUSTRY TO STUDENTS

GABRIEL JESSIE T. GUEVARRA

In our province, the usual idea of a creative industry is usually non-existent. Competitions and creative activities in the area are sporadic and infrequent, often occurring only as rare and occasional events. Most creative industries are centralized in the National Capital Region, as most films which get the most media coverage or promotion are produced from that area, same as with all other forms of contemporary art.

Then came the dawn of Facebook Videos, YouTube Content, and Tiktok. Everyone now has a platform and there's this massive creative wave of content such as vlogs, short films, or music; which everyone, not just our students, has exploited.

Everyone could easily upload, without the need of going to the bureaucratic process of production usually found in the traditional media structure. Stepping back and observing the broader picture, it becomes evident that there is a noticeable homogenization of content because of these scenarios, especially in social media.

Fortunately, streaming platforms provide opportunities for content from other countries to be showcased and appreciated by audiences worldwide. This setup is encouraging as it indicates a shift in the traditional structure, allowing local productions to thrive and reach a broader audience.

In response to these transformations and in honor of our province's unique cultural identity, it has become imperative to emphasize the significance of certain unique and defining aspects through various media outputs we are requiring in our subjects.

Instead of focusing solely on creative writing in general, why not incorporate elements of the province, such as its unique locations, innate customs, and traditions, into short story writing?? Rather than performing cover songs, why not explore and discover original songs rooted in our province? This can enrich the collection of original compositions in Bataan's musical repertoire. Similarly, for example, rather than focusing on contemporary dance, why not delve into the creation or discovery of original dance steps inspired by the unique nuances and identifying features of Bataan? These approaches on the types of output required to students will not only showcase our local culture but also discover local talents.

Let me share some of the strategies we've implemented. During a communication course exercise, I assigned students the task of creating profile features. However, instead of focusing on well-known figures in government or education, the usual subjects, I encouraged them to discover local creatives and artists who are often overlooked and underrecognized. These individuals are self-promoting their work, yet they seem to lack proper promotion from others. As a result, we have built a comprehensive database of artists in the province, shedding light on their original and diverse body of work.

Furthermore, in their film making assignments, I made sure that they incorporated sensibilities and themes related to the province. This approach not only gives the films a distinct cultural identity but also makes them relevant to a broader audience by addressing universal themes.

Through these situations, I have highlighted the tendency to seek inspiration and benchmarks from external sources, neglecting the potential within our province. Instead of setting our own standards, we often compare ourselves to global norms without recognizing certain intricacies of various art forms found in Bataan.

Cultivating this idea among students is a formidable task, as it comes with its share of challenges. One major obstacle is the need for resources, including equipment and facilities, to create high-quality art. To address this, I have established partnerships with industry mentors who generously offer their time and resources to students in a group-oriented apprenticeship program.

The collaboration with industry mentors has proven highly beneficial. Students not only find inspiration in these mentors, envisioning their own future in the creative industry, but the mentors also learn from the students' innovative approaches. This symbiotic relationship holds promise and is something we hope to replicate in other programs. One local industry mentor aptly expressed that the creative energy and promise of collaboration they get from students are invigorating.

Another challenge arises from the traditional education system, which often prioritizes academic subjects over creative fields. The lack of emphasis on creative pursuits can hinder the nurturing of students' artistic talents. In the limited time dedicated to creative works, we strive to emphasize that these skills go beyond the classroom and can be further developed during their free time as hobbies or personal passions.

Society's perception of creative careers as financially unviable is another hurdle. Many students are encouraged to pursue conventional professions, often due to economic constraints and background. Overcoming this challenge requires attentive and nurturing teachers who recognize and foster the sparks of creativity in their students.

I have personally mentored a student who was passionate about music production, and to this day, he uses this skill in his career, reminiscing about the support and confidence he received during his formative years. The investment in his creative talent has paid off, and he now possesses a special skill set that sets him apart.

A thriving local creative industry entails the establishment of hubs and a robust business structure that can potentially offer promising employment opportunities for future writers and creative students- hence, ensuring this goes beyond the sole responsibility of teachers and should also be integrated into government policies and budget allocations. Yet, while we consistently promote arts and culture in our classes, it often remains relegated to a supplementary role in life, rather than being recognized as a sustainable industry that can support individuals in making a living.

Certainly, we also face the hurdle of encountering individuals with traditional mindsets who do not believe in the potential of an emerging creative industry. Their skepticism leads them to believe that only tried and tested conventional industries can generate income for the province. As a result, advocating for our idea to the government becomes challenging, and we often feel a lack of support in our endeavors.

Therefore, I strongly advocate for instilling this concept and nurturing it in the minds of students from an early stage, long before they graduate or choose a career path. It is essential to acknowledge that creative industries can thrive locally, and instead of solely relying on supporting existing industries, such as food and services, we should encourage the pursuit of cultural production industries. Why not challenge students to aspire to build a hub for creativity which could offer various job opportunities?

Balancing cultural preservation with the encouragement of innovation and creativity presents another intricate challenge. The conventional belief is that culture should always be anchored in the past or historical references. However, we can present cultural elements in fresh and innovative ways. As educators, we should foster an environment that promotes innovative expressions rather than rigidly adhering to historical representations. Given the nature of creativity and art, there exists a gray area that demands a delicate approach.

This is where the significance of presenting works and receiving critiques from individuals with mature or innovative perspectives becomes evident. Students have shown appreciation for these exercises and acknowledge that they learn the most from the feedback they receive, not only from the facilitator but also from invited panelists. It is essential to have panel reviews not only for academic works but also for creative endeavors. Through this process, we ensure that the quality of their works is elevated and improved, and students grasp the impact of their creations before they are published or made public.

In my practice, I often discourage students from uploading their works, such as films, without first undergoing a thorough review for revision and improvement. By doing so, we send the message that these students are the future contributors to the creative industry, and therefore, their output must meet high-quality standards. This approach ensures that the creative industry continues to thrive and maintains a reputation for excellence.

The idea of them being involved in an emerging creative industry has been enthusiastically embraced in my class, and their faces light up with the thought that our province could be the next hub for cultural products appreciated beyond our borders. Possibly, they grasp the concept that being part of a collective allows them to be noticed without constantly seeking validation through auditions or the pursuit of a large social media following.

They might also understand that the collaboration of artists and creatives holds meaning, and whatever they produce now could hold significant historical value in the future.

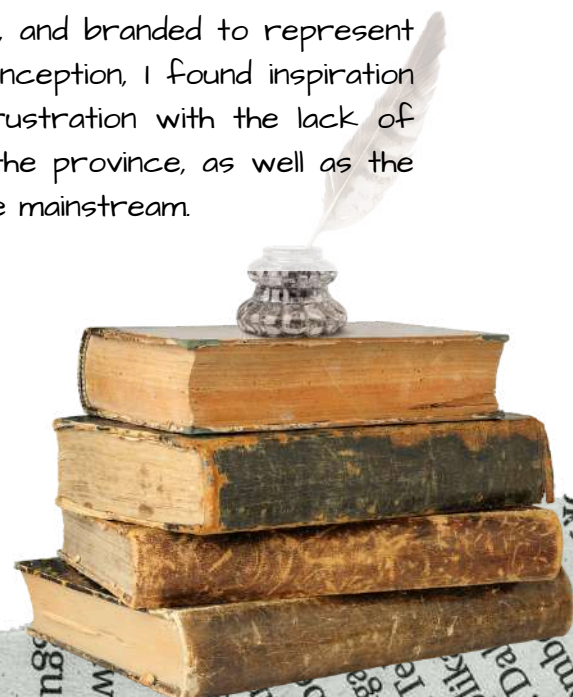
So, I engage them in the projects of our non-profit media organization, BTN (Bataan Tayo Naman), which was established last year. Aptly named BTN, which is also the postal suffix for our province, it is a multi-media festival that gave birth to an all-original contemporary musical album. Film makers took the lead in producing music videos for the album, reflecting our present creative talents and sensibilities. All these are communicated via a music video to the theme song of the first season of its festival, 'Tayo Naman', which was performed by select Bataan artists. (Try a keyword search of Bataan Tayo Naman BTN POP). A dance video was even made comprising of local dancers, set in the background of Bataan province.

All of these events served as a wake-up call to the community. People realized that this was indeed happening, and they had been eagerly anticipating something like this - a sincere and innovative platform. It wasn't just another social media platform but rather a comprehensive multi-media endeavor that would genuinely showcase the province in a meaningful manner. All these ideas and initiatives were born out of discussions among academicians and students who share a belief that something remarkable is brewing in Bataan. The growing number of students interested not only in traditional cultural presentations but also in innovative and modern pop expressions has ignited a sense of excitement and potential in our province.

Being a non-profit organization that emphasizes promoting local talents through various activities and festivals, students have the opportunity to participate in such initiatives. One notable involvement includes preparing social media content. I invited several students who had researched K-Pop fandoms and encouraged them to apply their findings or contribute to our organization's pop fandom. Their inspiration stemmed from observing the well-organized yet organic structure of existing fandoms.

The primary goal of the organization is to foster a vibrant local creative scene that inspires and supports artists and media professionals. It seeks to create an environment where creativity can thrive and be more than just a hobby but a viable career option. While the exact business model is still being developed, the organization is determined to explore sustainable funding options that would enable proper remuneration for talented individuals in the industry.

The organization provides platforms, competitions, and activities that motivate creatives in the province to elevate their skills and talents. These works are showcased to a broader audience, packaged collectively, and branded to represent the identity of Bataan. Reflecting on the organization's inception, I found inspiration from conversations with students who shared their frustration with the lack of media content representing authentic stories of life in the province, as well as the tough competition local artists face to break through the mainstream.



Through encouraging creative outputs that focus on Bataan culture and context, we can benefit in two ways. Firstly, it helps instill this perspective in the students, and secondly, it allows us to assess the readiness of our creatives to fulfill this vision.

Through these efforts, I was able to instill in students in the classroom a promise, or maybe even a realization that their chosen fields of study hold the potential to contribute significantly to the development of a thriving local creative industry for Bataan and, in turn, for all other provinces. Encouraging this perspective in classrooms not only connects our students to these local causes but also fosters a collective commitment to the growth and prosperity of regional cultural endeavors throughout the Philippines, ultimately contributing to the decentralization of the creative industry. Who knows? Perhaps our local products will also find their place on future streaming platforms or even lead to the creation of our own streaming platforms! The possibilities are endless.

Moreover, this approach nurtures and supports local creative talents across various provinces while contributing to a more balanced and inclusive creative landscape, promoting the diverse cultural richness of the Philippines.



THE IMPORTANCE OF FOREIGN LANGUAGE EDUCATION FOR PHILIPPINE UNIVERSITY STUDENTS

MARLON C. HOLGADO

The relevance of foreign language education for university students in the Philippines cannot be emphasized in our fast-paced and interconnected world. Foreign language acquisition gives cognitive benefits, increases cross-cultural understanding, provides international opportunities, improves employability, boosts national identity, and promotes greater global awareness, in addition to the practical benefits of communication and global participation. This in-depth article goes further into the varied importance of foreign language education, highlighting real-life examples that demonstrate the good influence it has on Filipino students and their contributions to a globalized society.

1. Cognitive Benefits

Foreign language education tests pupils' cognitive capacities, resulting in improved mental agility and problem-solving ability. Bilingual people have stronger executive functions, according to studies, since they continuously move between languages and must control their thinking properly. Maria, a Filipino student studying Japanese at Bataan Peninsula State University, is a perfect illustration of this cognitive benefit.

Maria, who is obsessed with anime and Japanese culture, chose Japanese as an optional subject. She saw gains in her memory retention and multitasking ability over time. These cognitive advantages assisted her not just in understanding the language but also in her major, Architecture, where sophisticated spatial reasoning and imaginative design thinking are required.

2. Promoting Intercultural Understanding

Language and culture are tightly intertwined, and learning a foreign language enables students to get a deeper understanding of different cultures and traditions. John's experience at De La Salle University, where he learned Mandarin Chinese, is an inspiring real-life example of fostering cross-cultural understanding.

Because of his Mandarin skills, John was able to participate in a student exchange program in Shanghai, China. He engaged himself in Chinese culture during his stay, making significant friendships with local students and learning about their way of life. John was able to enjoy China's rich cultural legacy through language and build cross-cultural connections that have lasted even after he returned to the Philippines.

3. Taking Advantage of International Opportunities

Foreign language fluency offers doors to fascinating international prospects. Lara, a Filipino medical student at the University of Santo Tomas, is one notable example. She studied Spanish lessons in addition to her medical studies.

Lara's fluency in Spanish not only enabled her to converse with Spanish-speaking patients in her neighborhood, but it also led to a volunteer position with a medical assistance group in a Spanish-speaking country. Lara's language abilities permitted successful interactions with patients and local healthcare practitioners during her mission trip to Guatemala, expanding her learning experience and widening her horizons as a future healthcare professional.

4. Improving Employability in a Global Job Market

Foreign language abilities provide Filipino graduates a considerable advantage in a competitive employment environment. Miguel, a recent graduate in Business Administration from Ateneo de Manila University with a French concentration, is a powerful real-life example.

Miguel's proficiency in French enabled him to work for a global firm headquartered in France. His command of the English language indicated his versatility, cultural sensitivity, and openness to accept different points of view. Miguel's particular skill set contributed to the company's worldwide development initiatives, resulting in professional progress and cross-cultural collaboration.

5. Improving Language Skills and National Identity

Contrary to popular belief, studying a second language does not imply a loss of proficiency in one's home tongue. Instead, language education may improve language abilities across the board. Tanya, a Filipino literature student at the University of the Philippines Diliman who studied Korean as a second language, is a prime example.

Tanya's experience with Korean increased her comprehension of language structures and syntax, resulting in greater Filipino competence. Tanya's awareness for her home language's particular characteristics and the necessity of maintaining her Filipino heritage via literature and storytelling grew as she immersed herself in Korean literature and culture.



6. Enabling Global Engagement

Foreign language education enables Filipino students to actively participate in global challenges and contribute meaningfully to international conversations. Paolo, a Political Science student at the Polytechnic University of the Philippines who learned Arabic, is an encouraging example.

Paolo's fluency in Arabic enabled him to engage in diplomatic exchanges and conferences around the Middle East. He participated in conversations about regional peacebuilding and cultural exchange projects as a young ambassador. Paolo encouraged beneficial talks amongst varied parties using his language talents, demonstrating how language can be a strong weapon for fostering peace and understanding in global issues.

In the Philippines, foreign language education for university students is about cultivating a complete and interrelated worldview, not just memorizing words and phrases. Real-life examples of Filipino students demonstrate how studying a second language improves cognitive capacities, encourages cross-cultural understanding, opens doors to international possibilities, increases employability, builds national identity, and enables global involvement.

Foreign language competence will remain an important advantage in developing a generation of internationally competent and culturally sensitive individuals as the Philippines continues to flourish in an ever-changing globe. The Philippines can pave the path for a more inclusive, interconnected, and peaceful future on the global arena by supporting and investing in foreign language study at the university level. As these real-life examples show, the journey of learning a foreign language is one of exploration, growth, and transformation, allowing Filipino students to be true ambassadors of their country's cultural heritage while embracing their roles as active participants in a diverse and interconnected world.

Currently, Bataan Peninsula State University offers two Asian Languages in the Foreign Language program. Some optimal methods in teaching Korean and Japanese might further improve language competency and cross-cultural understanding among Filipino students, in addition to the cognitive, cultural, and employability advantages.

1. Cognitive Benefits and Communicative Language Teaching

Foreign language education provides pupils in the Philippines with cognitive benefits such as better memory retention and multitasking abilities. Educators may generate meaningful language interactions and role-plays that promote fluency and confidence in students by implementing best practices in Communicative Language Teaching (CLT) in teaching Korean and Japanese. Students participate in dynamic interactions through actual language use in real-life circumstances, enhancing language learning while strengthening cognitive capacities.

In this case, Maria, a Filipino student studying Japanese, gains cognitive improvement through CLT-based role-playing. She improves her scholastic performance in other courses by exercising realistic conversational skills, which not only improves her language fluency but also sharpens her critical thinking and problem-solving abilities.

2. Promoting Intercultural Understanding and Cultural Immersion

Because language and culture are inextricably intertwined, cross-cultural awareness is an essential component of foreign language teaching. Including cultural immersion activities in Korean and Japanese language lessons improves this understanding even further. Educators give pupils with a greater awareness for Korean and Japanese cultures and traditions by conducting traditional cooking lessons, calligraphy workshops, and cultural festivals.

In this case, John, a Filipino student studying Mandarin Chinese, participates in cultural immersion activities and interacts with Chinese classmates. He obtains vital insights into Chinese culture as a result of this encounter, forging cross-cultural ties and creating a more thorough comprehension of the language he is studying.

3. Taking Advantage of International Opportunities and Language Exchange Programs

For Filipino students, fluency in Korean and Japanese offers access to foreign prospects. Language exchange programs that allow students to practice their language abilities with native speakers, providing an immersive learning environment, are best practices. These encounters not only improve language skills, but also mutual learning and cultural respect.

In this case, Lara, a Filipino medical student who speaks Spanish, takes part in a language exchange program in Guatemala. This experience not only improves her language abilities but also allows her to communicate meaningfully with Spanish-speaking patients, allowing her to have a better understanding of their needs and cultural background.

4. Improving Employability and Using Genuine Materials

Foreign language skills improve employability in the global work market. Educators make language learning more interesting and relevant by introducing real resources, such as Korean dramas and Japanese anime, into language classrooms. Students are exposed to colloquial idioms, idiomatic phrases, and cultural subtleties through authentic materials, preparing them for real-world language use.

Miguel, a Filipino business graduate proficient in French, lands a job with a global organization headquartered in France. His language skills, which he has developed via the use of authentic resources, has been useful in enabling cross-cultural dialogue and cooperation inside the organization.

Foreign language education is still important for university students in the Philippines. Filipino students studying Korean and Japanese at Bataan Peninsula State University can benefit from best practices such as Communicative Language Teaching (CLT), cultural immersion, language exchange programs, and the use of authentic materials by embracing best practices such as CLT, cultural immersion, language exchange programs, and the use of authentic materials. These educational strategies complement the cognitive, cultural, and employability benefits described in the first article, helping Filipino students to thrive in an interconnected world and make significant contributions to global society. Language instructors, who continue to adopt best practices, play a crucial role in training a new generation of culturally sensitive, fluent, and globally capable people in the Philippines.

In the local setting, teaching both Korean and Japanese involves a student-centered method that stresses communicative language acquisition, cultural immersion, and meaningful connections. There are linguistic factors which also may be considered. Educators may create a lively and immersive language learning environment by implementing best practices such as Communicative Language Teaching, technological integration, cultural immersion activities, language exchange programs, and genuine resources. Filipino students may use these tactics to promote not just language competency but also cross-cultural awareness, allowing them to enjoy the beauty and depth of Korean and Japanese culture while forging international relationships in our increasingly globalized world.

COMPARATIVE PERSPECTIVES ON EDUCATIONAL LANDSCAPES: LOCAL AND INTERNATIONAL EDUCATION SYSTEMS AND THEIR IMPACTS

JAN ROSARTH B. BANILLA, MAED, LPT

Introduction

In today's globalized world, the educational landscape is constantly evolving, with diverse approaches and practices shaping the educational systems worldwide. As an esteemed academic, it is imperative to examine and compare the local and international educational landscapes to gain insights into their unique strengths and challenges. This essay aims to conduct a comparative analysis of the education systems in the Philippines and other countries, exploring their impact on learning outcomes, curriculum development, teaching methodologies, and educational policies.

Historical and Cultural Context

The Philippine education system has a rich historical and cultural background, reflecting the country's colonial past and indigenous influences. The introduction of western education during the Spanish and American colonization periods significantly impacted the development of the local education landscape. On the other hand, international educational systems have been shaped by their respective histories and cultural values, influencing the way knowledge is acquired and transmitted in these countries.

Curriculum Development and Structure

A fundamental aspect of the educational landscape is the curriculum design, which outlines the subjects, content, and learning objectives for students. In the Philippines, the education system follows a K-12 model, comprising six years of elementary education, four years of junior high school, and two years of senior high school. Meanwhile, international educational landscapes exhibit diverse structures, including the 8-4-4 system in Kenya or the 5-4-3-2-1 structure in Japan.

Pedagogical Approaches

The pedagogical approaches employed in local and international education systems significantly impact students' learning experiences. In the Philippines, traditional teaching methods, such as rote memorization and teacher-centered instruction, have been predominant. Conversely, international educational landscapes often emphasize progressive teaching methodologies, including experiential learning, problem-solving, and student-centered approaches, which aim to foster critical thinking and creativity.

Teacher Training and Professional Development

The quality of education is intrinsically linked to the competence and dedication of educators. In the Philippines, teacher training programs have been subject to scrutiny, with calls for improvements in pedagogical skills and subject matter expertise. In contrast, some international education systems prioritize extensive teacher training and continuous professional development to ensure that educators remain up-to-date with the latest research and best practices.

Assessment and Evaluation

The methods of assessing student learning vary across educational landscapes. In the Philippines, examinations and standardized tests have been prevalent, often placing heavy emphasis on rote memorization. Conversely, international education systems employ diverse assessment strategies, including project-based assessments, portfolios, and performance evaluations, which provide a more holistic view of students' abilities.

Educational Policies and Reforms

Education policies play a crucial role in shaping the educational landscape. In the Philippines, numerous reforms have been introduced over the years to address issues such as access, quality, and relevance. Despite these efforts, challenges persist, such as inadequate funding and resource allocation. In contrast, international education systems are driven by their unique policy frameworks, which reflect their priorities and societal needs.

Impact on Learning Outcomes

The educational landscape significantly impacts learning outcomes and academic achievements. In the Philippines, there have been concerns about the declining performance of students in international assessments, such as the Programme for International Student Assessment (PISA). Conversely, some international education systems have consistently performed well in global assessments, reflecting the effectiveness of their educational approaches.

Socioeconomic Disparities

The educational landscape can also perpetuate or alleviate socioeconomic disparities. In the Philippines, access to quality education remains a challenge for marginalized communities, leading to a disparity in educational opportunities. In some international education systems, the existence of robust public education and social support systems ensures a more equitable distribution of educational resources.

Conclusion

In conclusion, the comparative analysis of local and international educational landscapes highlights the diversity of approaches and practices employed worldwide. The Philippines' education system, shaped by its historical and cultural context, exhibits unique strengths and challenges. By juxtaposing it with various international education systems, we can gain valuable insights into different pedagogical approaches, assessment methods, teacher training, and educational policies. Understanding these differences and their impact on learning outcomes and social equity will help us identify opportunities for improvement and enrich the educational landscape in the Philippines. As educators and policymakers, it is essential to continually learn from international best practices while adapting them to suit our unique national context. By fostering a dynamic and responsive education system, we can empower future generations to meet the challenges of an ever-changing world.



THE JOURNEY OF AN ENGINEERING EDUCATOR: SHAPING MINDS, INSPIRING INNOVATIONS TOMASHITA P. ARENAS

Introduction

Teaching engineering education is a multifaceted and dynamic endeavor that shapes the future of aspiring engineers and innovators. Engineering educators have the vital responsibility of imparting technical knowledge, fostering critical thinking, and nurturing problem-solving skills in their students. While this journey is immensely rewarding, it is not without its challenges. From rapidly evolving technologies to engaging diverse student populations, engineering educators face numerous obstacles in delivering effective and impactful education. Nevertheless, the journey is also marked by inspirations that fuel their passion for teaching and make a lasting impact on their students' lives. This essay explores the unique challenges and inspirations of teaching engineering students, highlighting the significance of this role in preparing the next generation of engineers to tackle real-world challenges and drive technological advancements.

Section I: Embracing the Call to Educate

The journey of an engineering educator often begins with a passion for both engineering and teaching. Many engineering educators are accomplished professionals who have excelled in their respective fields and now seek to share their knowledge and expertise with aspiring engineers. This transition from industry to academia brings with it a sense of purpose and the realization that they can contribute significantly to shaping the future of engineering.

II. Pursuit of Lifelong Learning

For engineering educators, the pursuit of knowledge is a lifelong commitment. To effectively impart knowledge, they must continuously update their understanding of the field, staying abreast of the latest developments, emerging technologies, and cutting-edge research. Engaging in professional development opportunities, attending conferences, and collaborating with peers ensures that educators remain at the forefront of their discipline, providing students with the most relevant and up-to-date information.



1.2. Navigating the Academic Landscape

Transitioning from industry to academia presents its own set of challenges. Adapting to the academic environment, understanding institutional policies, and embracing the pedagogy of teaching demand flexibility and open-mindedness from engineering educators. Balancing teaching responsibilities with research and administrative duties can be overwhelming initially, but with time and experience, educators find their footing and create a harmonious balance.

1.3. Fostering a Passion for Learning

A central aspect of the engineering educator's journey is instilling a passion for learning in their students. Beyond the dissemination of technical knowledge, they encourage a curiosity for problem-solving, a hunger for exploration, and an appreciation for lifelong learning. By fostering a growth mindset, educators empower students to embrace challenges and view failures as stepping stones to success.

Section 2: Understanding the Aspiring Engineers

Aspiring engineers represent a unique breed of students who possess a passion for discovery, a problem-solving orientation, and a hunger for knowledge. These individuals are driven by a desire to understand how things work and are motivated to find innovative solutions to real-world challenges. Understanding the characteristics and aspirations of aspiring engineers is crucial for educators and institutions to tailor their teaching approaches effectively.

2.1. Passion for Discovery

Engineering students are driven by a passion for discovery and a desire to understand how things work. They possess an innate curiosity, which makes teaching them an engaging experience for educators. Nurturing and fueling this curiosity is essential to instill a love for learning and a hunger for knowledge.

2.2. Problem-Solving Orientation

Engineering students are natural problem solvers. They approach challenges with analytical thinking, seeking innovative solutions. As educators, fostering this problem-solving orientation and encouraging a multidisciplinary mindset is crucial to prepare them for the complex challenges they will face in their careers.

2.3. Hands-On Learning

Engineering students thrive in hands-on learning environments. Laboratory work, design projects, and internships provide them with practical experiences that reinforce theoretical concepts and help them develop crucial skills for their future careers.

Section 3: Challenges in Teaching Engineering Education

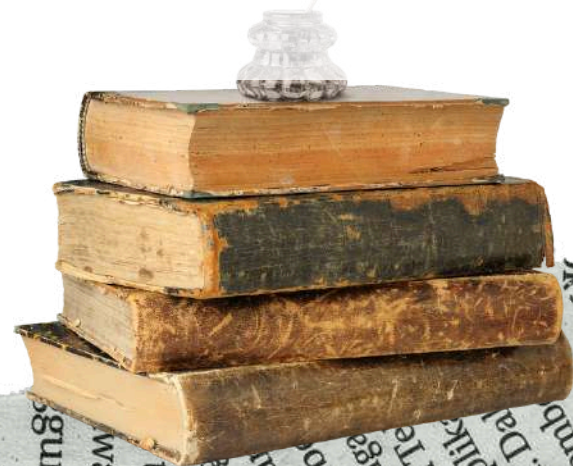
Teaching engineering education is a complex and dynamic process that comes with its unique set of challenges. Engineering educators play a crucial role in preparing the next generation of engineers to address complex real-world challenges and drive technological advancements. However, navigating the ever-changing landscape of engineering education and effectively engaging students can be demanding.

3.1. Rapidly Evolving Curriculum and Technology

One of the foremost challenges in teaching engineering education is keeping pace with the rapidly evolving curriculum and technological advancements. Engineering disciplines are continually evolving, and new theories, methodologies, and technologies constantly emerge. As a result, educators must continuously update their knowledge to ensure that they are providing students with the most relevant and up-to-date information. Attending workshops, seminars, and engaging in continuous professional development are essential for educators to stay abreast of the latest developments in their field.

3.2. Engaging Diverse Student Populations

Engineering classrooms today are characterized by increasing diversity, with students from different cultural, social, and educational backgrounds coming together to pursue their passion for engineering. While diversity enriches the learning environment, it also poses challenges for educators in meeting the individual needs of a diverse student population. Designing teaching approaches that accommodate different learning styles and cultural perspectives requires adaptability and open-mindedness from educators.



3.5. Fostering Critical Thinking and Problem-Solving Skills

Engineering is not just about memorizing facts and formulas; it requires the ability to think critically and solve complex problems. Engineering educators must go beyond traditional lecture-based teaching to foster a culture of critical thinking and creativity in their classrooms. Encouraging students to question assumptions, explore multiple solutions, and embrace failure as a learning opportunity requires a significant shift in teaching methodologies and a commitment to experiential learning.

3.6. Adapting Teaching Methods for Online Learning

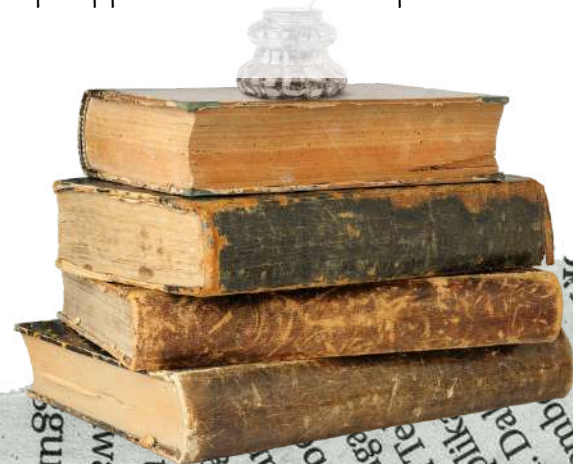
The advent of technology has brought significant changes to the education landscape, and engineering education is no exception. The shift towards online learning presents both challenges and opportunities for engineering educators. While online platforms offer flexibility and accessibility, they also require educators to adapt their teaching methods to engage students effectively in virtual environments. Balancing synchronous and asynchronous learning, creating interactive content, and fostering a sense of community in online classrooms become critical tasks for educators.

3.7. Assessing Student Learning

Assessing student learning effectively is another challenge faced by engineering educators. Finding appropriate assessment methods that accurately measure students' understanding of complex engineering concepts can be a daunting task. Moreover, providing timely and constructive feedback is essential for student growth but can be time-consuming, especially in large classrooms.

3.8. Addressing Gender Disparities in Engineering

Engineering education continues to grapple with gender disparities, with women being underrepresented in the field. This challenge extends to the classroom, where female students may face unconscious bias or lack of representation in leadership roles. Engineering educators must strive to create an inclusive and supportive environment that empowers all students, irrespective of their gender, to pursue their passions in engineering. Encouraging diversity and providing mentorship opportunities can help address this challenge.



Section 4: Inspirations that Fuel Dedication

Despite the challenges, the journey of an engineering educator is deeply rewarding, fueled by inspirations that reaffirm their commitment to teaching and mentoring.

4.1. Nurturing Future Engineers and Innovators

One of the most significant inspirations for engineering educators is the opportunity to shape the future of engineering. By imparting knowledge, skills, and values, educators play a vital role in nurturing the next generation of engineers and innovators. Witnessing students' growth, seeing them excel in their projects, and eventually contributing to society through their work instills a sense of pride and fulfillment in educators.

4.2. Mentorship and Personal Impact

Engineering educators often serve as mentors to their students, providing guidance and support not only in academics but also in personal and professional development. Being a positive influence on students' lives and seeing them succeed in their careers brings a profound sense of satisfaction and validates the impact of educators' efforts.

4.3. Collaborative Research and Professional Development

Teaching engineering education offers educators the opportunity to engage in collaborative research and professional development. Collaborating with industry professionals and colleagues in research projects enables educators to stay at the forefront of the field and contribute to the advancement of knowledge. Engaging in lifelong learning and pursuing research interests fosters intellectual stimulation and keeps educators motivated to continuously improve their teaching practices.

4.4. Innovation in Teaching Methodologies

The challenges of teaching engineering education inspire educators to explore innovative teaching methodologies. Integrating active learning strategies, flipped classrooms, and project-based learning not only enhances students' learning experiences but also adds excitement and novelty to educators' teaching practices. The satisfaction of witnessing students' increased engagement and enthusiasm for learning becomes a powerful driving force for educators.



4.5. Impacting Society through Graduates

Engineering educators recognize that the impact of their work extends far beyond the classroom. Their efforts in preparing well-rounded, skilled, and ethical engineers contribute significantly to solving real-world challenges and advancing technology. As engineering graduates enter the workforce and make meaningful contributions to society, educators can take pride in their role in shaping positive change.

4.6. Building a Supportive Academic Community

The journey of an engineering educator is enriched by the sense of belonging to an academic community. Collaborating with colleagues, sharing experiences and knowledge, and contributing to the collective pursuit of excellence in engineering education fosters a sense of camaraderie and fulfillment. This supportive environment provides encouragement and reassurance, especially during times of challenge or self-doubt.

4.7. Lifelong Learning

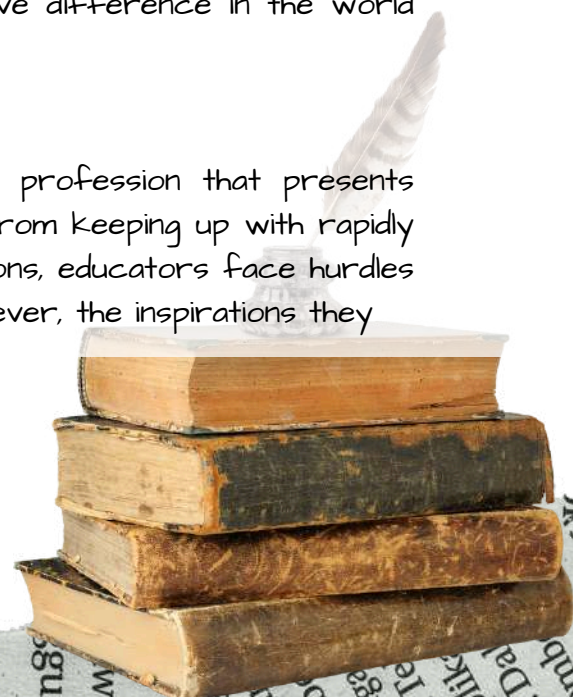
Teaching engineering students keeps educators intellectually stimulated and encourages lifelong learning. Staying updated on the latest advancements and sharing new knowledge with students fosters a culture of continuous growth and improvement.

4.8. Recognizing Student Success and Impact

The impact of engineering educators is often evident in the accomplishments of their students. Celebrating the success of graduates, witnessing their professional achievements, and observing their contributions to society reinforces the profound impact educators have on their students' lives. Knowing that their efforts have helped shape future engineers who are making a positive difference in the world brings immense joy and satisfaction to educators.

Conclusion

Teaching engineering education is a noble and inspiring profession that presents educators with numerous challenges and opportunities. From keeping up with rapidly evolving technologies to engaging diverse student populations, educators face hurdles that demand adaptability, innovation, and commitment. However, the inspirations they



encounter in nurturing future engineers, fostering critical thinking, and making a positive impact on society keep them passionate and dedicated to their roles. As engineering education continues to play a critical role in shaping the world's technological advancements, the journey of an engineering educator remains a driving force for progress and innovation. By overcoming challenges and embracing inspirations, engineering educators contribute significantly to building a brighter future for engineering and technology. Through their unwavering dedication and passion for teaching, engineering educators lay the foundation for a new generation of engineers who will drive positive change and shape a better world.




A BETTER PLACE TO LEARN MATH

JOEL C. PATIÑO JR.

Learning math is known to be one of the most difficult subjects for students. It is always viewed as challenging and complex in terms of its nature and branches. However, it is also believed that there is a better way to learn new concepts and master least learned competencies. One can always innovate for easier learning. Mathematics World is an innovation resulted from an action research entitled "Utilizing Modern Mathematics World Gallery In Response to the Challenges of Senior High School (SHS) Students of Notre Dame Village National High School in Learning General Mathematics." The display features various interesting ideas and formulas about SHS Mathematics subjects particularly the two (2) core subjects: General Mathematics and Statistics & Probability and the two (2) specialized subjects: Pre and Basic Calculus. SHS Mathematics teachers are always open to provide help or assistance to the SHS students who love to explore, to learn and to master Mathematics under basic education. Through innovation, learners can discover more the beauty of Mathematics, associate their learning in this field to the other disciplines and be confidently ready to their journey on becoming professional individuals.

Educators are very much concern with the mastery of the competencies in the field of Mathematics among SHS learners. So, providing a gallery especially for them will somehow support their attainment of authentic learning in Mathematics and of course, the development of the essential knowledge, values and skills which can serve as their best foundation in Mathematics. Specifically, the objectives of Mathematics World are for the SHS learners to: (1) Familiarize the different contents of General Mathematics, Statistics and Probability, Pre-Calculus and Basic Calculus including the symbols and formulas used. (2) Review the specific topics included in the contents of each subject. (3) Utilize the learning materials as they learn SHS Mathematics courses. (4) Enjoy and have fun in the available manipulatives and educational games. Embracing academic excellence in Mathematics among all SHS graduates is what SHS Mathematics teachers would like to successfully achieve. There is always a better place to learn math.



A still life scene featuring a lit candle in a brass holder, a quill pen in an inkwell, and an open book with the word 'Poems' written on its page. The candle is lit, casting a warm glow. The quill pen is resting in a glass inkwell. The book is open, and the word 'Poems' is written in a cursive script on the right page. The background is dark, and the overall atmosphere is cozy and literary.

Poems

SULIT ANG PAGOD AT PASAKIT

Florinda D. Bautista

Sa bawat pagod at pasakit na dinaranas,
nagtatanim ng halaga, lakas, at tapang,
bawat paghihirap, may dahilan at saysay,
dito sa landas, ang gantimpala ay nakamtan.

Sa hamon ng buhay, walang iwanan,
sulit ang pagod, pagtitiyaga'y wag mawalan,
sa hirap at dusa, matututong tumatag,
tagumpay at kaligayahan, ating makakamtan.

Sa pag-aaruga sa pamilya't mga kaibigan,
sa bawat sakripisyo, pagmamahal ay likas,
sulit ang pagod, pagyakap ay di matitinag,
tunay na halaga, sa puso'y nakalimbag.

Bawat pagsisikap, may magandang bunga,
sulit ang pagod, pag-unlad ay nasa kamaong 'yong hawak,
sa pag-abot ng pangarap, diwa'y nagdiriwang,
bunga ng pagpupunyagi, sa bawat paglalakbay.

Kaya't huwag susuko, harapin ang pagsubok,
sulit ang pagod, parang gintong tiyak,
sa patuloy na pagtahak, magiging matagumpay,
taglay ang lakas, taglay ang pag-asa, sa bawat hakbang.

Tandaan, kabiyak ng tagumpay ang hirap,
sulit ang pagod, landas ng tagumpay ay nagbubukas,
balakid man ay dumating, diwa'y hindi sumusuko,
sa pag-asa't pananalig, ginhawa ay iyong madarama.

Sa paglalakbay ng buhay, sulit ang bawat pagpasan,
bawat pagsusumikap, ginto'y di mababayaran,
sa pagyakap sa pangarap, pag-asang nagbibigay liwanag,
sulit ang pagod at pasakit, sa puso'y di mawawalay.

MY INNER FLAME Florinda D. Bautista

In the depths of darkness, a spark ignites,
my inner flame, a beacon burning bright,
within our souls, it dances and it glows,
a source of strength when life's cold winds impose.

Through trials and tribulations, it endures,
a flicker, then a blaze, our spirit assures,
in moments bleak, when hope seems far away,
my inner flame illuminates the way.

Embracing passions, dreams we hold so dear,
it warms our hearts and dries each silent tear,
with courage, we confront the fears we face,
my inner flame grants us unwavering grace.

A force of love that binds us, heart to heart,
it sparks compassion, tearing walls apart,
in unity, we find the strength to mend,
the flame within, a light that will not bend.

Though shadows loom and doubts may cloud the mind,
my inner flame persists, relentless, kind,
it guides us through the labyrinth of life,
a constant, burning beacon through the strife.

When days are bleak and skies are draped in gray,
my inner flame whispers, "This too shall pass away,"
through every twist and turn fate may impose,
its radiant glow, an everlasting rose.

So tend this fire with tender, watchful care,
nurture its essence, let it freely flare,
for in the core of every soul, we find,
my inner flame, the essence of humankind.

THE ART OF RESILIENCE

Florinda D. Bautista

In shadows deep, where darkness lies,
the art of resilience, it defies,
a spirit strong, undaunted soul,
through trials faced, it takes its toll.

When storms of life come crashing down,
resilience blooms on solid ground,
like phoenix rising from the ash,
it finds its strength, renewed and brash.

In hardship's grip, it holds the line,
a beacon bright, it dares to shine,
through tears and pain, it still endures,
with every blow, it reassures.

Through battles fought, and battles won,
resilience whispers, "Press on, press on,"
it learns from falls, stands tall again,
in scars it wears, a story plain.

In every heart, this art resides,
a force that carries, strength provides,
with every setback, it rebounds,
in grace, it dances, joy surrounds.

The art of resilience, a masterpiece,
a symphony of strength released,
through life's vast canvas, it paints its mark,
a testament to the human spark.

LEGACY OF LOVE

Florinda D. Bautista

In hearts aglow, a flame of light,
a legacy of love takes flight,
through deeds and words, in every way,
it weaves its magic, day by day.

A gentle touch, a warm embrace,
a tender smile, a love's embrace,
in every act, it leaves its trace,
a legacy of love's embrace.

Through joy and sorrow, side by side,
it stands unwavering, as a guide,
through passing years, its roots run deep,
in memories, forever keep.

In selflessness, it finds its voice,
a legacy that we rejoice,
for love's the language that transcends,
a timeless gift that never ends.

In kindness sown, compassion's bloom,
in every heart, a spacious room,
where love's sweet legacy resides,
a beacon bright that gently guides.

Through generations, it extends,
from hand to hand, its warmth transcends,
in hearts it lives, forever known,
a legacy of love's own throne.

So let us walk this path with care,
to sow the seeds of love and share,
a legacy that lights the way,
and echoes in eternity's sway.

AKO'Y GURO Florinda D. Bautista

Ako'y guro, tanglaw ng karunungan,
itinuturo'y aral at gabay sa landas,
sa isip at puso, binubukas ang pintas,
kabataan ay inaakay tungo sa tagumpay.

Sa silong ng ilaw, bawat araw ay simula,
pag-asa'y inaani, pangarap ay tinataguyod,
kakayahan ng bawat isa'y pinupukaw,
sa edukasyon, dakilang pag-asa'y nahuhubog.

Mga karunungan handog, ginto'y di kayang pantayan,
pag-unlad ng bayan, nasa 'yong mga kamay,
sa mga hrap at ginhawa, ako'y iyong kakampi,
kaakibat sa tagumpay, kahit sa hamon at pighati.

Sa bawat tanong, ako'y iyong kasama,
magtuturo't mag-aaruga, hindi magmamaliw,
dala'y pusong mapagmahal, wagas na paglingap,
pag-asa ng kinabukasan, ako'y bahagi ng diwa.

Sa iyong paglalakbay, ako'y iyong tagapagturo,
itataguyod ang iyong katalinuhan at kakayahan,
sa bawat araw, ako'y laging kasama mo,
ako'y guro, sa puso't isip, nagbibigay pagmamahal at inspirasyon.

GRATITUDE'S EMBRACE

Florinda D. Bautista

In moments hushed, where blessings lie,
gratitude's embrace, we can't deny,
for every joy and trial faced,
with open arms, its love embraced.

Through sunlit days and darkest nights,
gratitude's embrace ignites,
a fire within, a grateful heart,
in every step, it plays its part.

In humble thanks for gifts received,
gratitude's embrace is perceived,
through whispered prayers and thankful sighs,
it paints the canvas of our skies.

With every sunrise, morning dew,
gratitude's embrace shines through,
in friendships forged and love's warm glow,
it fills our hearts, a steady flow.

In hardships faced, it finds its grace,
gratitude's embrace, a saving place,
for in the challenges we trace,
a path to growth and strength we face.

In little things that often blend,
gratitude's embrace transcends,
from cherished memories to the now,
it wraps us gently, taking a bow.

So let us dwell in this embrace,
with gratitude, we find our space,
in thankfulness, we truly see,
life's boundless gifts, so rich and free.

PATHS OF PERSEVERANCE

Florinda D. Bautista

Amidst the trials that life bestows,
through highs and lows, the river flows,
on paths of perseverance, we tread,
with steadfast hearts, our dreams we wed.

In every stumble, we arise,
embracing challenges, we're wise,
for in each test, we find the strength,
to go the distance, at any length.

Through shadows cast and doubts that loom,
our spirits rise, dispelling gloom,
with courage firm, we face the night,
guided by hope's unwavering light.

Sometimes the journey seems unclear,
yet we press on without a fear,
the destination lies in sight,
with every step, we claim our right.

When winds of change attempt to sway,
we stand our ground and face the fray,
for paths of perseverance teach,
the lessons that resilience reach.

With sweat and tears, we sow the seed,
of victory that's born of need,
in every challenge, seeds we sow,
to reap the strength that helps us grow.

And as we walk these winding lanes,
through sun and rain, enduring pains,
we learn the worth of staying true,
to dreams and hopes we once knew.

Paths of perseverance forge our will,
to conquer peaks, to climb uphill,
in every struggle, we endure,
emerging strong, our hearts mature.

So onward, steadfast, we shall go,
with hearts alight, with spirits aglow,
for on these paths of perseverance,
we find our purpose, our true essence.

HINDI SUSUKO PARA SA MGA PANGARAP

Florinda D. Bautista

Sa paglipad ng mga pangarap kong matayog,
hindi susuko, sa hangarin, walang pag-alinlangan,
kahit mga hamon, pagsubok ay dumapo,
lalaban ako, tagumpay ang tanging ninanais.

Sa bawat hakbang, matapang kong hahakbang,
mga pangarap ay taglay, di mawawakasan,
kahit pa sa ulan ng pagod at pighati,
lalaban ako, asam ay aking kamtin.

Bawat paghihirap, may saysay at halaga,
kahit mahirap, ako'y hindi aatras,
dala ng puso't diwa, pangarap ay mabubuhay,
sisikapin ko, tagumpay ay aking hahamakin.

Hindi susuko, sa mga pangarap na bitbit,
pag-asa'y nagliliyab, hindi maglalaho,
kahit sa gabi ng takot at lungkot,
lalaban ako, sa kadiliman ay may liwanag ako.

Bawat hirap, pagtitiis ay walang pagsidlan,
hindi susuko, asam na tagumpay ay makamtan,
kahit pagod, puso'y puno ng lakas at tapang,
aking mga pangarap, di ko iiwanang wagas.

Sa tibay ng loob, kasama ang Diyos na gabay,
hindi susuko, ang mga pangarap ay kaya,
kahit mga balakid, mga hadlang ay darapa,
lalaban ako, sa pangarap, walang pagduda.

Bawat pagsusumikap, di mabubura't malilimot,
hindi susuko, sa landas ng pangarap na himig,
kahit sa unos at pagsubok ay magdidilim,
lalaban ako, pangarap ay hindi mawawalay.

Kaya't sa mga pangarap, di ko susukuan,
hindi titigil, hanggang tagumpay ay marating,
dala ng lakas at pag-asa sa puso,
hindi susuko, hanggang pangarap ay matamo.

Coach's Life Aljon G. Samson

In the world of sports, where passions flow,
A coach's life begins to grow.
Guiding athletes with a heart so true,
In their journey, they find their breakthrough.

With whistle in hand and wisdom to share,
They lead their teams with utmost care.
In practice fields and stadiums grand,
They mold the future with their guiding hand.

Early mornings and late nights,
They toil away, seeking the heights.
Through sweat and tears, they forge a bond,
A team united, strong and fond.

They teach not just the game's techniques,
But life's lessons that all bespeak.
Determination, resilience, and grace,
Character built in every embrace.

In victories sweet, they humbly stand,
For it's not about a lone command.
They know it's the team that takes the prize,
Together they conquer, reaching the skies.

And when the tides of fortune turn,
And losses sting, causing hearts to yearn,
The coach stands tall, a beacon of light,
Inspiring hope through the darkest night.

Through triumph and defeat they strive,
To keep the team's spirit alive.
For in their hands lies more than a game,
A legacy built, forever aflame.

A coach's life is a calling profound,
With impacts felt the world around.
For in the hearts of those they teach,
Enduring lessons will always reach.

So here's to the coaches, noble and bold,
Whose stories of courage remain untold.
Their life's journey, a testament true,
To the power of inspiration they imbue.

Building Champions

Aljon G. Samson

In the land of desires, where visions soar,
Where courage dwells, forevermore,
In the heart of those who strive for might,
Champions rise to claim the light.

With spirits strong and unwavering will,
They forge their path, undaunted still,
Through trials faced and battles won,
A destiny woven, their race is run.

In the face of doubt, they find their way,
For champions know, they must obey
The calling within, a sacred fire,
Their passion and purpose, they never tire.

They harness strength from deep within,
Confronting fears, they dare to win,
With every step, they rise above,
Embracing challenges with love.

Through sweat and tears, they push ahead,
No obstacle can fill them with dread,
For in their hearts, a fire burns,
A hunger fierce, a lesson learned.

They lift their fallen comrades high,
In unity, they reach the sky,
For champions know, it's not alone,
Their triumphs rise on shoulders shown.

In victory or in defeat,
Their spirit soars, it's not discreet,
For even loss, a chance to grow,
A chance to learn, a chance to glow.

Building champions is an art,
A journey deep within the heart,
It starts with dreams, with visions grand,
With purpose found in every strand.

So let us raise our voice in praise,
To those who walk the champion's ways,
In unity, we all shall stand,
Together building champions grand.

Beyond the finish line

Aljon G. Samson

Beyond the finish line, where dreams take flight,
A realm of triumph, bathed in golden light.
The journey of a thousand steps, we trod,
Each stride an ode to the strength in us, awed.

Through sweat and tears, we forge a path true,
With heart and soul, we know not what we'll do.
In every heartbeat, echoes the will to strive,
To conquer peaks, to feel so fully alive.

Beyond the finish line, the doubt must cease,
For in ourselves, we find the inner peace.
The race we run, not just against the clock,
But a quest for greatness, that's hard to unlock.

With cheering crowds and shouts of victory,
We cross that line, a symbol of history.
Yet deeper still, there lies a truth profound,
The journey's essence, in each leap and bound.

The friendships formed, the bonds that won't unbind,
The moments shared, the camaraderie we find.
For in this quest, we're not alone, you see,
Together we've learned what it truly means to be free.

Beyond the finish line, we're reborn anew,
With every challenge faced, a stronger crew.
We've learned to rise above each trial and test,
To find our courage and give it our best.

So let us savor every step we take,
Embrace the journey, with every breath we make.
Beyond the finish line, we'll carry on,
For in this journey, our spirits have shone.

Being a Young Educator

Ma. Kristine Rose Blando Vecinal

A young educator takes the stage,
With passion burning like a sage.
Inspiring youth to dream and soar,
To seek, to question, and explore.

With empathy and open ears,
They listen to their students' fears,
Encouraging each soul to find,
Their voice, their purpose intertwined.

A young educator's journey starts,
With hope, compassion in their hearts,
Guiding futures, bright and bold,
Planting seeds of wisdom to unfold.

Though years may mark this teacher's face,
Their heart exudes a youthful grace,
For in their eyes, a spark resides,
A fire that learning always guides.

So let us celebrate their call,
To nurture minds, to stand tall,
For in their hands, the future lies,
A world enriched as each child flies.

MY SIMPLE TEACHING FOR PREPOSITIONS

Ma. Kristine Rose Blando Vecinal

My simple teaching for prepositions, I proclaim,
A humble guide to help you master their name.
In, on, at, by, with, through, and so much more,
They connect and relate, like never before.

Imagine a box, **in** which you reside,
A place of enclosure, where secrets hide.
I am **in** the box, a statement so clear,
Prepositions paint pictures, crystal clear.

On the table, **on** the wall,
A position defined, for objects tall.
On top, **on** bottom, they signify,
The prepositions' power, you can't deny.

At a party, **at** the store,
A specific location, you explore.
At home, **at** school, they mark the spot,
Prepositions guide you, believe me or not.

By the river, **by** the tree,
Beside, near, or close, you see.
By day, **by** night, they frame the view,
Prepositions enhance what you construe.

With a friend, **with** a smile,
Companionship expressed in style.
"With joy," "with pride," they add delight,
Prepositions, the language's guiding light.

Through the forest, **through** the door,
A passage, a journey, you'll explore.
Through thick, **through** thin, they pave the way,
Prepositions lead, day by day.

And when two things relate, **between** or **among**,
The prepositions' magic, like a song.
Between friends, **among** the stars, they compare,
A bond that's unique, beyond compare.

So in this simple teaching, my dear friend,
Prepositions come to life, no need to pretend.
Master them well, let their meaning take flight,
In the dance of language, they shine so bright.

Educational Horizons: A Tale of Local and International Landscapes

Jan Rosarth B. Banilla, MA.ED, LPT

Amidst the vast expanse of knowledge's sphere,
Two realms of learning bloom, both far and near.
Local and international, they stand apart,
Educational landscapes, shaping young hearts.

In my dear Philippines, history's ink imprints,
Colonial shadows, indigenous hints.
The echoes of the past, their mark profound,
An education's journey, culture bound.

Yet across the seas, diverse lands unfurl,
International realms, a global swirl.
Each nation's tale, with its own unique thread,
Weaving wisdom's fabric, where dreams are bred.

Curricula, the tapestry of thought,
Philippine K-12, through years is wrought.
While others dance to a different rhyme,
8-4-4, or 5-4-3-2-1 they climb.

Pedagogues in the archipelago,
Traditions echo, but there's more to know.
Teacher-centered or student-led embrace,
Both worlds seeking enlightenment's grace.

Through sun-kissed classrooms, children yearn to grow,
Where rote and memorization may sow.
In foreign lands, fresh winds of change will blow,
With experiential seeds to stow.

Teachers' skills, the key to wisdom's door,
In the Philippines, they strive for more.
Yet, overseas, in halls of learning grand,
Professional development's hand.

Assessment's rhythm sets the learning tune,
In the islands' shores, exams commune.
While projects, portfolios, set to bloom,
In foreign soils, diverse flowers loom.

Policies etched in ink, nation's decree,
Philippines' reforms seek equity.
In distant lands, they sow their seeds,
Unique visions cater to their needs.

Learning's fruit, the measure of their toil,
Philippines seeks to rise, hearts loyal.
On global stages, some take their stand,
With laurels graced, their deeds expand.

Socioeconomic tides oft sway,
Inequities paint skies with gray.
Philippines' quest, a noble fight,
To bridge the gap, let knowledge's light.

From local soils to international strands,
Educational landscapes shape young hands.
A world of wisdom, diverse and wide,
In learning's embrace, hearts open wide.

How to be Accepted to an Unacceptable Society

Conrado B. Blando

In a realm where norms hold sway,
Judgments cast shadows, colors fray,
There lies a soul with hopes unbound,
Yearning to be heard, in truth profound.

Shed the masks that veil your face,
Embrace imperfections, embrace with grace.
For authenticity, a priceless gem,
Reveals the beauty that lies within them.

In a world that craves conformity's guise,
Stand tall, defy the norms, let courage rise.
For uniqueness is a radiant beam,
That pierces darkness, illuminating dreams.

Speak your truth, listen with an open heart,
Engage in dialogue, let understanding start.
With open minds, build bridges strong,
Where compassion and connection belong.

Challenge the norms, question what's told,
Seek wisdom's path, let curiosity unfold.
For evolution dwells in daring hearts,
Breaking barriers, igniting fresh starts.

Seek empathy, it's a compass, a guide,
In understanding, unity we'll ride.
Though labels may sting, and judgment may sting,
Compassion unveils the strength we bring.

Embrace diversity, let it be your creed,
For harmony blooms from the seeds we seed.
See the beauty in faces diverse,
Erase the lines that divide, let unity immerse.

Remember, acceptance starts from within,
Love yourself, let self-doubt rescind.
Radiate confidence, grace as your guide,
Others will follow, walking by your side.

Becoming an Educated Despite Being Uneducated

Conrado B. Blando

In shadows of ignorance, I stood,
A seeker of knowledge in a misunderstood hood.
Though uneducated, my spirit yearned,
To break the chains, to be enlightened, I yearned.

With determination as my guiding star,
I embarked on a journey, no matter how far.
For education's key, I sought the door,
To unlock the mysteries, the world had in store.

While others sneered, doubting my worth,
I believed in the power of learning's rebirth.
No classroom walls could confine my soul,
For the universe itself became my goal.

I devoured books with insatiable might,
Learning to read, to reason, to ignite.
My mind, once dormant, began to ignite,
As knowledge's embers set my world alight.

Every word, a stepping stone to success,
I embraced the challenge, I would not regress.
Each lesson learned, a badge I wore,
Proof that education could not be ignored.

For education is not bound by degrees,
Nor limited to what society sees.
It resides in hearts hungry for more,
In minds willing to open new doors.

I became an educated despite my start,
No longer confined by the chains of my part.
With resilience and courage, I broke through,
To prove that education can make dreams come true.

So let this poem stand as a testament,
To those who face barriers, who feel discontent.
You too can rise, no matter your state,
Becoming educated is a path you can create.

PERSPIRED TO BE INSPIRED

Conrado B. Blando

Perspired to be inspired, we declare,
A passion's flame, we choose to bear,
As English's beauty we unfold,
In every tale and verse retold.

Through grammar's maze and syntax's dance,
We guide our students, give a chance,
To wield the pen, to paint with prose,
To let imagination freely flow.

From classic novels to modern lore,
We lead them to the untamed shore,
Where literature's depths, they'll dive,
To find the treasures that will thrive.

With pens ablaze and pages filled,
The power of language, they'll build,
To express their thoughts, both clear and bright,
And share their visions with delight.

But beyond the words, we instill,
A love for learning that will thrill,
To question, wonder, and explore,
Inquisitive minds forever soar.

For in our role as teachers true,
We inspire hearts, and minds we strew,
With seeds of knowledge, passion sown,
A love for English is brightly grown.

So let us celebrate the art,
Of teaching English, where we impart,
The gift of language, rich and deep,
Inspirations, forever we'll keep.

Innovations for Teaching in Collegiate Level

Conrado B. Blando

An innovation blooms in collegiate air,
To shape the future with tender care.
Behold, a new light shines so bright,
Innovations soar to reach a greater height.

The digital canvas sweeps across the stage,
A tapestry where thoughts and dreams engage,
Through podcasts, webinars, and interactive apps,
The words of sages bridge the widest gaps,

With lectures rendered in diverse array,
Each student finds his own unique learning way.
Artificial minds with deep insights profound,
Assisting educators, ever to be found,

Collaborative platforms, space unconfined,
Bring students, far apart, in ties that bind,
In projects shared and group discussions free,
Their insights meld in perfect harmony.

No longer bound by walls, the college roams,
Expanding knowledge to the farthest homes,
Innovations spark a future replete,
With endless wisdom and discoveries sweet.

Let us raise our minds to this brave age,
Where teaching's heart embraces innovation's stage,
With open arms, we'll journey hand in hand,
Toward a brighter future, an enlightened land.

The Amazing World of Mathematics

Daisy Mae R. Bongtiwon

The world of numbers is where magic manifests itself,
In this amazing universe, equations are created.
A symphony of lines, a dance of symbols
The language of genius is mathematics.

It may appear intimidating at first, like a mysterious kingdom,
But if you explore its depths, beauty will rule.
From geometry's joy to arithmetic's embrace,
Each branch tells a tale and provides insight.

Fibonacci builds a tapestry of patterns,
a natural sequence where mystery is born.
galaxy spirals, stars in cosmic flight, and
The mysteries of day and night are revealed through math.

The alchemy of algebra, which turns the unknowable,
seeds of information are seeded through the x solution.
Equations are riddles with possible answers.
opening the doors to wisdom's eternal door.

The links between the ground and the sky are trigonometry.
measuring the peak heights from a great distance.
On a right-angled stage, using sine and cosine,
We are navigating the world using angles as a reference.

Calculus, the elegant dance of motion's pulse,
The path is shown via derivatives and integrals.
Identifying the slopes of curves and the spaces they surround
Capturing the mobility and the ebb and flow of nature.

The narrator of the big march of facts is statistics.
Decisions to be made based on means, medians, and modes.
It creates a clear show using graphs and charts.
leading the way through the information sea.

So let's rejoice in the artistic beauty of math.
A logic symphony that distinguishes minds.
Because in every equation and declared theorem,
The stark, ageless poetry of numbers lies.

The Magnificent Calculus of Mathematics

Daisy Mae R. Bongtiwon

When puzzles align in the field of mathematics,
Calculus appears, a most divine treasure.

Its advantages are numerous, like rivers in motion.
Let's go off on a voyage, one that will bestow miracles.

First, it elegantly demonstrates the notion of transformation.

The innovation's instrument is derivatives.

From the planetary motion to the quick progress of an automobile,
Calculus shows the way in every situation.

We comprehend the ground with gradients and slopes,

Hills' peaks and valleys serve as nature's compass.

In the hands of economics, it directs the power of the market,
maximizing benefits, naturally with methods.

The art of integrating amounts and areas
calculating quantities and capturing territory.

From physics' grand design to the influence of architecture,
Calculus enables and gives rise to such sophisticated visions.

It resolves the huge unknown in the world of science,

It has demonstrated the patterns of diffusion, heat, and growth.

predicting populations with the shine of precision
maintaining ecosystems and realizing nature's vision.

It's a crucial instrument in the world of engineering,
building robust buildings, as is the rule for engineers.

Bridges that span a great distance and rockets that soar high
Calculus drives advancement as hopes soar.

There is more to reveal, though, beyond its function in the globe.

Calculus develops minds and has incredible advantages.

The ability to solve problems cultivates our spirit.

As we accomplish each goal, critical thinking grows.

It compassionately gives the virtues of patience and endurance.

Complexity makes us stronger as it shapes our hearts.

resilience it fosters, taking up wild difficulties,

It encourages confidence since aspirations may now be recovered.

So, my buddy, treasure this wonderful calculus.

Its advantages are limitless, and its capabilities combine.

Open the portals of understanding, let your curiosity fly,

You'll achieve so much more with calculus as your guide.

Get Inspired with S.T.E.M. Education

Daisy Mae R. Bongtiwon

Where miracles meet in the domain of knowledge,
The energy of the frontier, the core of development.
STEM, the guiding star on an unknown trip,
A kaleidoscope of disciplines, a bright future.

Science, the explorer, with a burning curiosity,
Investigating riddles using empirical methods.
It broadens the intellect, from atoms to galaxies.
Inquiring profoundly and seeking the truth.

The magician of technology, bringing dreams to life,
It conquers every conflict with the touch of inventiveness.
It makes its way into circuits and algorithms.
With each new day, civilisation advances.

Engineering, the creator of vast buildings,
Building bridges and structures, attempting to acquire land.
Solving challenging challenges with creative minds
Making a world where possibility is bound.

Mathematics is the language that connects everything.
It crafts each aim with grace and rationality.
It opens the door using numbers and evidence,
Unprecedented patterns and rules are being revealed.

STEM is the constellation of brilliance.
Nurturing youthful brains as they grow.
The key to empowering generations is information.
To create a better future for humanity.

Embrace STEM, and let your enthusiasm lead you.
Because our dreams will intersect in its endless domain.
Unlock your limitless potential, and let your curiosity shine.
For in the realm of STEM, we construct the dreams of tomorrow.

SEEK KNOWLEDGE, FROM CRADLE TO GRAVE

Julizon C. Jawali

In a world where life is born
"Seek knowledge, from cradle to grave"
A perfect guide in this life journey
and religion be your guiding star in Islamic way.

Remember the Islamic teaching that you've formed,
The love, care, wisdom and prayer transformed,
Living life, we've laughed, cried and learned
These are all Memories in this world and in the hereafter forever kept.

Be a believer, with hearts aglow, spread kindness
and let your brilliance show
Chase your dreams, embrace the light,
For your future in this world strong and bright,

In this world, embark on your flight.
Follow the five pillars and the life for you will shine bright
So, this world journey to the hereafter
You won't regret because paradise's waiting for a believer.

TO MY GRADUATING STARS SO BRIGHT AND DEAR

Anang Fatma T. Jawali, Ed D.

In a world where fantasies come true,
Today, we gather to joyfully celebrate victory
breathtaking voyage with ascents and descents learning journey
A relationship is restored when we celebrate together happily.

To my graduating stars so bright and dear
You've reached new heights of might and power
You have faced challenges encountered meaningfully
And did your homework, activities passionately.

Each step you took served as a lesson
In educational settings where information was gained,
With hearts and minds widely open,
You've learned wisdom from teachers, classmates and friends.

As this journey ends, a new one begins,
Stand strong and keep learning
Bring the knowledge you have learned with confidence
To shape lives and make difference.

Wired for Wisdom: Nurturing Minds with Electrical Circuits

Tomashita P. Arenas

In circuits' dance, electrons play,
A symphony of sparks, they convey,
Through paths of copper, currents flow,
Teaching secrets, we yearn to know.

Voltage whispers in a mystic hum,
Resistors tame the surge, become,
Capacitors store the fleeting charge,
Inductors hold magnetic barge.

Teachers stand as guiding light,
Unraveling the knots of might,
They spark the flame, ignite the wire,
Fueling curiosity's desire.

In labs they lead with patient grace,
Hands-on learning, they embrace,
With every circuit, every switch,
They nurture minds to boldly pitch.

Oh, how they spark the minds' delight,
In the land where knowledge takes its flight,
Electrical circuits, they unfold,
The wonders of a world untold.

Spark of Unity: Fostering Friendly Rivalry Among Electrical Engineering Educators

Tomashita P. Arenas

In electrical engineering,
We learn to design and create,
Building circuits and machines,
To innovate and innovate.

Collaboration is key,
To building strong relationships,
Working together to solve problems,
And learning from each other's tips.

Friendly competition,
Can push us to be our best,
Inspiring us to work harder,
And outperform the rest.

We strive to innovate,
And design with precision,
Testing our creations,
With care and ambition.

In electrical engineering,
We learn to think creatively,
To solve complex problems,
And build a better society.

So let's work together,
To create and inspire,
Building a brighter future,
With knowledge and desire.

Shining Through: A Female Engineer's Journey Tomashita P. Arenas

In circuits bright, an engineer with pride,
As a female spark, I won't be denied,
Yet work discrimination casts its shade,
I rise above, with courage displayed.

A balance sought in life's busy spree,
A juggling act, a harmony decree,
An engineering educator, I impart,
And family's love, forever in my heart.

Through biases faced, I stand tall,
In the face of challenges, I won't fall,
With strength and passion, I'll endure,
A female engineer, powerful and sure.

In the classroom, knowledge I sow,
Inspiring minds to grow and glow,
But in life's dance, I'll always find,
Time for family, a love so kind.

A simple truth, I hold dear,
In life's journey, we persevere,
As a female engineer, I'll embrace,
The balance of life, with love and grace.

PANAGHOY

Marlon C. Holgado

Sa nagngangalit na pwersang
tumutulak sa'yong gumawa
ng mga paraan para makita
makausap man lang siya.
di mo magawa.

Kahit paghakbang ng mga paa
para lapitan siya'y di mo magawa.
Kahit pagbukas mga labi para
kamustahin siya'y di mo magawa
Hindi dahil sa hindi mo kaya.
Bagkus ika'y inuuhang ng takot at pangamba.
Na baka sakaling pag ika'y gumalaw,
walang babalik na pwersa.
Kundi malamig na hanging dadampi sa'yong
mukha
at walang habas na magbubulong sa'yo na...

Di ka na niya maaring makasama
Abala siya at masaya sa piling ng iba.

SANDALI LANG

Marlon C. Holgado

Nakita ang pagsinta
Sa nakakubling silid
Na binubugahan ng
Pulang liwanag mula
Sa mga naniniwalang
Nagibigay ng pagibig

Pero matapos ang
Isa, dalawa, o tatlong
Pag ikot ng maliliit na kamay
Ng orasan, agad winakasan.

Pinasalamatan. Itinaboy.
At kinawayan. Lumisan.
Walang bisa. Dahil walang
Pagibig na binabayaran

Hating gabi na mahal,
matulog na tayo.

SPRING BREAK

Marlon C. Holgado

Time flies. I don't know where it goes.
A thief ruined and changed my life.
I wasn't home back then enjoying my Spring Break
Self-assured my precious was safe and sound.

The thief took the chance of my absence
And robbed my aspiration. Left me shattered,
Emptied, and in worst condition.
I almost died, and everyday then I wish I did.

Days passed. I realized I had been holding on
To a supernova. My precious had been stolen.
The gift I believed would never be snatched
Had been long lost, owned by somebody else
Yet seemed to still exist, stay.

I got fooled by the thief. Flattery was his tool.
He hit me hard on my chest and threw more
Blows onto my head. I was stun.
The thief conquered me twice. Defeated my thrice.
Scarred me a lifetime.

PANAMBITAN

Marlon C. Holgado

Naudlot ang biyahe di na mapakali
Ilang beses na ring tumangis
araw-araw, gabi-gabi.

Marahil pinigil ng bagyong dumating.
Labis ang pagaalala't
wala pa siya sa aking tabi
Sabik na ako't walang pagsidlan
ang aking mga ngiti
Pagkat ramdam ko na,
na malapit na siyang umuwi

Sabik na ako't walang
pagsidlan ang aking mga ngiti.
Naghihintay nag aabang
sa kanyang paguwi.

Anatomy of Faith

Jayvie Villazor, PhD

God gave us brain which is above all essential organs
To remind us that our brain is the master controller

God gave us the brain above the heart
To remind us that we ought to be objective rather than
subjective

God gave us two eyes
To remind us that we need to look beyond the usual

God gave us nose
To remind us that we cannot breathe without Him

God gave us two ears and one mouth
To remind us that we ought to listen more than to speak

God gave us numerous fingers
To remind us of various seasons of life

God gave us two feet
To remind us that two will always be better than one

God gave us two hands
To remind us that life is just compose of dichotomies

God gave us hair
To remind us that our blessings are hard to count

God gave us skin that covers the whole body
To remind us to feel and be sensitive with the needs of others

God gave us intestines
To remind us that no matter how long it is, you'll get there

God gave us spinal cord
To remind us that we need to stand with somebody's back

God gave us genitals
To remind us of purity and sanctity in His front

God gave us more parts of the body
To remind us that all things work together for a purpose

Infinity

Jayvie Villazor, PhD

Love begets faith
Faith begets hope
Hope begets courage
Courage begets commitment
Commitment begets strength
Strength begets achievement
Achievement begets consistency
Consistency begets assurance
Assurance begets invincibility
Invincibility begets triumph
Triumph begets liberation
Liberation begets transcendence
Transcendence begets actualization
Actualization begets glorification
Glorification begets holiness
Holiness begets infinity
Infinity begets infinity