

AN INTERNATIONAL MONTHLY NEWS-MAGAZINE ON TEACHING & LEARNING

# TEACHER'S GUIDE

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# Teacher's Guide

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teaching and learning*

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## In This Issue

Misassignment in Dysfunctional Philippine Education  
by Romel R. Costales, 1

What do you want to be when you grow up? by  
Maryjade Anne A. Manzanero, 2

Bridging the Gap Between Theory and Practice in  
TLE: The Critical Role of Hands-On Learning by  
Adrian P. Maroma, 3

Making Big Difference in Education: An Introspection  
by Rinalyn Lingon Gamilla, 4

Common Problems of Public Schools by Rinalyn  
Lingon Gamilla, 5

The Impact of Pre-school Education by Rinalyn  
Lingon Gamilla, 6

The Role of Home Economics Course in Society by  
Rudy F. Daling, 7

Nang Minsang Isara ang mga Teatro, Hindi Tumigil  
ang Pagkukuwento: Ang Pagbuo ng mga Dulang  
Pang-Entablado sa Birtuwal na Espasyo by Jayson  
Czar G. De Ocampo, 8

Sosyolohikal na Pananaw sa mga Piling Dagling Katha  
sa Panahon ng Amerikano at Makabagong Panahon  
by Gerlie Veri Lopez, 9

Project READS (Reading Enhancement to Alleviate  
Digital Skills) by Leah C. Macaraig, 10

Proficiency Level of Proficient Teachers in Carrying  
Out Ancillary Tasks: Basis for PATH (Program for  
Ancillary Task Help) by Reena L. Silva, 11

The Effect of Powtoon on the Proficiency Level in  
General Mathematics of Grade 11 Students in  
Bacongco National High School by Elaine Grace H.  
Adto, 12

Parenting Seminar: Strategic Intervention Program  
(SIP) for Students at Risk of Dropping Out (SARDOS)  
from Junior High School by Arlene C. Bagayas, 13

A Tale of Two Worlds by Rowena May T. David, 14

Si Dengdeng at ang Kaniyang Manika by Jeffrey E.  
Flores, 15

A Decade of Public Service by Danna Iyrane C.  
Solabo, 16

Teachers' Struggles in the Classroom by Rinalyn L.  
Gamilla, 17

Education 5.0: The New Era—Are We Ready? by  
Kerwin C. Fabillaran, 18

Teaching for Life: Cultivating Knowledge, Skills, and  
Change through Science Education by Ronilo P.  
Antonio, 19

## Essay

**Misassignment in Dysfunctional Philippine Education**

by Romel R. Costales

RECENTLY, the Second Congressional Commission on Education (EDCOM 2) has reported that 62% of public school teachers “are handling subjects they did not major in college”. In fact, according to Dr. Karol Mark Yee, EDCOM 2 Executive Director, data revealed that about half of science teachers did not major in science, and a staggering 98% of those teaching Physics lack a formal background in the subject. This paints a clear picture of the current dysfunctional state of the Philippine education system.

What does “dysfunctional” mean? According to Merriam-Webster, dysfunctional is defined as “not functioning properly: marked by impaired or abnormal functioning.” When applied to the education system, it connotes that various aspects of the system are not operating as intended. The system fails to fulfill its main objective, i.e., delivering quality education that helps students to become good, responsible, and productive citizens. This dysfunctionality occurs at multiple levels, which include policies, curricula, infrastructure, teacher training, instructional leadership, and administration.

One significant indicator of dysfunction in education is the misassignment of teachers and school heads. Many teachers are assigned to teach subjects, and many school heads are tasked with managing programs, that fall outside their specialization. This practice severely undermines the quality of education.

Several critical issues result from teacher misassignment. Foremost of these issues is the decreased quality of instruction. Teachers who lack a deep understanding of the subject they are teaching often provide ineffective instruction, which leads to poor student learning outcomes.

Next is the low morale of teachers. Teachers assigned to teach outside their area of expertise often feel demoralized and frustrated, as they are unprepared and unsupported in delivering the content effectively.

Another is the negative impact on students. Learners taught by unqualified teachers miss out on quality instruction. The development of their critical thinking skills is hindered, affecting both their academic performance and long-term learning potential. This is especially true for critical subjects like English, Math and Science.

Additionally, teachers handling subjects outside their expertise may struggle to align their lesson plans/syllabi with curriculum standards, leading to significant student learning gaps. This is a curriculum misalignment.

Lastly, teachers face challenges as regards professional development. Teaching outside their expertise, they ought to dedicate extra time and resources to adapt. Instead of honing skills in their specialization, they expend effort learning something new, thus wasting time, money, and energy.

Misassignment does not only happen in teaching. It likewise occurs in school management. Some individuals are assigned to lead schools without having relevant expertise in the field. This issue is present not only in the Department of Education (DepEd) but also in state universities and colleges (SUCs), where individuals are often designated to manage units (e.g., college, program, or department) outside their field of specialization. Effective leadership is very crucial in shaping an academic institution's direction. School heads are duty-bound to lead, guide, and steer the school. They oversee the overall operations and functions of the school. Yet, when misassigned, these leaders may lead to the dysfunction of the education system.

Misassignment in school leadership also has some serious consequences. First is the lack of subject-matter expertise. School heads who lack knowledge of a specific academic

discipline may fail to grasp its unique challenges, resulting in poor decision-making in curriculum development, research initiatives, and faculty and student support.

The second is ineffective resource allocation. Leaders unfamiliar with the academic field may misallocate resources, investing in projects that fail to address the college, program, or department's most pressing needs.

Next, faculty members experience demoralization among themselves. They may feel undervalued or misunderstood by leaders who lack the necessary expertise, resulting in decreased confidence in leadership and lowered morale, which in turn hampers collaboration and innovation.

Lastly, academic progress is hindered. Without specialization, leaders struggle to advance research, pedagogy, or curricula necessary to keep the institution competitive and relevant in the field.

The practice of misassigning teachers and school heads contradicts the principle of vertical articulation. Vertical articulation ensures that teaching and leadership are aligned and coordinated across different educational levels to provide a smooth learning progression for students. But, when teachers are assigned subjects outside their area of expertise or school heads manage programs, they are unfamiliar with, this alignment is disrupted. Misalignment undermines the educational system because the content taught and the leadership provided are not properly connected to the needs and goals of education.

Misassigning teachers and school heads perpetuates the dysfunctionality of the education system. It is similar to fitting a square peg into a round hole. This bad practice makes individuals “ugal” (an Ibanag term for “missed target”). Misassigned teachers and school heads struggle to effectively and efficiently fulfill their roles. When both teachers and school heads are “ugal” due to misassignment, they shortchange the academic institution, causing the entire education system to suffer.

The Latin phrase ‘Nemo dat quod non habet’ (Nobody gives what he does not have) serves as a guiding principle for teachers and school heads, i.e., one cannot deliver quality education without possessing the necessary and relevant expertise.

EDCOM 2 was established under Republic Act No. 11899. It was purposely created to address the systemic issues plaguing the Philippine education system. Its main objective is to implement comprehensive reforms aimed at improving learning outcomes across all education levels. Looking into the problems in basic education, EDCOM 2 has made a good start. But while its efforts to address the problems in basic education are admirable, it is only crucial that it also turns its attention soon to tertiary education.

The problems afflicting the Philippine education system are complex and cut across all levels. They are systemic. Thus, it behooves EDCOM 2 to examine the entire education sector to root out these issues, particularly “misassignment”.

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## Essay

# What do you want to be when you grow up?

by Maryjade Anne A. Manzanero

It was the most asked question on every first day of school since I was in grade school. If some of the kids were clueless about what they wanted to become in the future and some assumed what they wanted because of what they were told, I knew exactly what I wanted. One day, I will become a teacher. My upbringing heavily influenced my childhood dream. We used to rent an old apartment with hundreds of books which I arranged and re-arranged every time new books arrived. We had this huge wooden study table where I could study quietly as I watched my mother write her lesson plans in the evening. Sometimes, I would daydream that I was sitting across the study table as the afternoon sun reflected on the glass windows. I would quietly open my book, paint something new, or write my thoughts on paper. It was one of the most quiet moments of my childhood that I enjoyed.

As I would describe her, my mother is the most dedicated teacher I know. I am not saying much because she is my mother but because I have seen her dedicate her life into teaching since the day I could remember. She would always bring me to school until I started schooling. She was a multigrade teacher back then. I would watch her spend hours discussing her lessons and barely sitting the whole day. She would write these activities on a huge Manila Paper which her students would eagerly accomplish. At lunch, we

would share a small meal that she has bought at the nearby sari-sari store. Then, we would ride a jeepney back home. It was then I realized that she was the definition of the teacher that I wanted to be. My mother has braved sea currents, crossed oceans, and walked miles to teach students in remote barangays.

My biggest break came in 2018. I was hired and my first station was not that quite far from home. However, once the jeepney drops me off, I still have a few kilometers to walk to get to school. I can feel my heavy backpack as I walk up and down the hill. There were trees everywhere and occasionally, I met farmers with their carabaos down the road. Although I enjoy the view while walking, there were times that the road got muddy during the rainy season. I would walk to and from school until I had enough money to buy me a motorcycle. I knew these were just small sacrifices compared to what's ahead. In the midst, when I felt like giving up, I would remember my mother who has been teaching for about 30 years now and I would feel so much better and stronger. Then, I would realize, this is a dream come true.

*Maryjade Anne A. Manzanero, is Teacher 2 at Sumilang Elementary School, Calauag East District.*



## Essay

# Bridging the Gap Between Theory and Practice in TLE: The Critical Role of Hands-On Learning

by Adrian P. Maroma

More often than not, theoretical knowledge has dominated traditional education in schools; however, this is just not enough in TLE. It is this development gap that exists between school and professional life and limits or affects student preparedness for the working world. Hands-on learning tries to eliminate this misconnection by offering students an opportunity to internalize theoretical knowledge into practice through active application. For example, learning the principles of electronics would be much more relevant if students were able to build some circuitry, find faults, and see how it works.

TLE's hands-on learning is not just a pedagogical approach but an imperative to workforce readiness. Technical skills, critical thinking, and adaptability practiced in students prepare them for industries today. Even a sense of achievement and continuous learning—which is key to personal and professional growth—develops through this approach.

Compulsory introduction of practical work in industrial education should be done within the TLE curricula. The system ensures that learners gain appropriate practical skills useful in their respective vocations. Further, TLE projects involving collaboration foster among learners' great interpersonal values that are priceless for their future success in teams, interdisciplinary-oriented working environments, or enterprises. This is an essential element in TLE, considering it closes the gap between theory and practice. As educators and the future leaders, the call now is to prioritize this approach toward a skilled, flexible, and innovative workforce, which will meet the demands of even the most futuristic industries.

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## Essay

# Making Big Difference in Education: An Introspection

by Rinalyn Lingon Gamilla

One of the pressing issues facing the education sector is on how to make a big difference particularly in terms of achievement among our learners.

The learning crisis was made worse by COVID-19 school closures. As observed, 2 out of 10 learners could not read, most learners in a class size of 35 could not understand basic texts even if they are in 5th and 6th grade. The application of different learning approaches like reading intervention can help to remediate this condition. Pre-school education must be properly supervised as child's preparation for life. It up brings, investigates, and assists children's mental, physical, emotional, linguistic, and also social skills.

There is an inadequate supply of high-quality teachers. Some teachers are teaching in elementary graders are not meant for elementary education, like for instance, Science teachers are teaching Araling Panlipunan, Mathematic teachers teaching Technology and Livelihood Education (TLE) and secondary teachers teaching in primary. These teachers must be formally trained to be made qualified to teach for a specific group of learners and subject area.

One of the issues is the short tenure that top officials when leading education system. New

leader, new program causing difficulty to find out which is the best to continuously implement.

Education now is like a huge laboratory for experimentations and that is why there are pilot schools before implementation.

The minimum condition to learn at home affects learning because many students particularly in rural areas do not have access to the internet, and, often, their parents or guardians do not have the necessary schooling level or the time to help them in their learning process.

Likewise, the government's budget for education must be properly spent for the purpose. Equal opportunity for all learners throughout the country is to be carefully observed.

With full supervision and consideration to address these gaps, a big difference in education can be highly achieved.

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## Essay

# Common Problems of Public Schools

by Rinalyn Lingon Gamilla

This time as we clearly observed throughout the country, public schools face common problems as it continuously educates the young.

These problems include difficulty in distributing and retrieving modules in the learners who are in asynchronous learning approach. Next is unavailability of equipment and gadgets including poor internet access particularly in rural schools. Added to it is the poor quality, lack of quantity of learning materials and the one-size-fits-all approach to instruction.

Even parents show unpreparedness, impatience, busy for their work to earn for a living both parents and lack of interest in taking on the role of teachers not understanding that they have big obligation in educating their children since the home is the child's first school.

Likewise, teachers' lack of training on the modality of learning, lack of technological knowledge and inadequate learning management plans for blended learning. And also the learners are exposed early in various social medias, spend more time in different electronic gadgets, imagine, kinder and elementary graders using their own gadgets without the guidance of their parents, what can we expect from it.

Additionally, there are issues with school building conditions, with overcrowding and poor maintenance in certain regions due to natural calamities and civil unrest. The country's geography also poses challenges in terms of education access, particularly in remote locations and conflict areas. Furthermore, assessments of basic education indicators have identified problems such as low school participation and retention, which may be influenced by inadequate public spending on education.

In a nutshell, the Philippine educational system needs to address issues of accessibility, quality, curriculum, monitoring, and the role of education in national development.

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## Essay

# The Impact of Pre-school Education

by Rinalyn Lingon Gamilla

As of this writing, some parents still do not understand why their children need to attend pre-school. Some are complaining while others enrolled their kids but never let them attend regular classes.

The universal pre-primary education aims to give children a better start to life (UNESCO, 2004). Different psychologists, educationists, and policymakers have given different names to this level of education, namely nursery school education, kindergarten education, and pre-primary education. Preschool education is also a systematic program that allows children to participate actively in learning themselves before they do enter primary schools.

According to a study, preschool education brings, investigates, and assists children's mental, physical, emotional, linguistic, and also social skills, the reasons why it is suggested to the government to maximize initial endowments/investments through early childhood development programs rather than to compensate for differences in outcomes later in life.

The effect of early childhood education is not only limited to the cognitive development of young children but also to a number of non-cognitive skills such as motivation, self-discipline, and socialization (Cunha, 2006). The first six

years of life are so critical for the acquisition of concepts, skills, and attitudes that lay the foundation for learning in primary schools in particular and for lifelong learning in general.

Therefore, attending preschool programs helps to promote children's social and emotional development and prepare them for primary education. As observed, children who attended early education programs are more likely to have better test scores and grades.

For children's later successful lives, preschool education is not the only contributing factor, but parental support is also vital. Parental support is related to the academic achievement of children, and that parental motivation, attitude, and commitment have an effect on children doing well in school. Parents teach and train children early in their lives in the fundamental skills, attitudes, and values necessary for day-to-day living.

If we wish to have successful children in the future, invest in our children early today.

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## Essay

# The Role of Home Economics Course in Society

by Rudy F. Daling

Home Economics is a subject that covers a wide range of realistic skills, know-how, and critical lifestyle teachings. This composition explores the pivotal function home economics fulfills within society, emphasizing its significance in advocating for sustainable dwelling, cultivating economic literacy, selling nicely, and fostering inventiveness and originality. By embracing an interdisciplinary approach, domestic Economics gives individuals the essential way to flourish in all components of their private and vocational endeavors.

The primary aim of Home Economics is to offer people treasured information about sustainable methods of living. It encompasses instructing students on strategies for reducing waste, keeping electricity, and making mindful client choices. Through fostering expertise in these ideas, individuals take advantage of the capability to create alternatives that positively contribute to the environment. Home Economics empowers people to become accountable worldwide citizens by equipping them with the necessary know-how and capabilities in a world currently facing demanding situations inclusive of climate change and environmental deterioration.

Home Economics holds top-notch significance in selling economic literacy. That is a crucial lifestyle talent regularly undervalued. By teaching people about budgeting, rate control, and comprehending financial ideas, domestic economics empowers people to make knowledgeable monetary choices. This knowledge becomes even more essential as individuals navigate their way into grownup life because it equips them with the crucial gear to plan for their destiny, successfully shop for cash, and steer clear of debt. By emphasizing financial literacy, home Economics is transformative in enabling people to achieve economic autonomy and balance.

At a time when the prevalence of chronic illnesses like obesity and diabetes is increasing, the sector of home Economics plays a vital role in advocating for healthy dwelling. Through instructing techniques for vitamin and meal education, individuals learn the significance of preserving a nicely balanced eating regimen and recognize how their dietary choices affect their average fitness. Home Economics empowers individuals with the potential to create nutritious meals and encourages the improvement of more healthy ingesting habits that can transferred to future generations. Furthermore, by integrating factors of bodily education, home Economics contributes to cultivating a lively lifestyle and promoting physical fitness and standard of being.

It nurtures imagination and originality by allowing people to delve into their non-public pastimes and passions. Furthermore, it reminds college students to discover entrepreneurial paths, establishing a groundwork for imaginative questioning and unlocking opportunities for their future. To sum up, domestic economics plays an essential role in our society by selling sustainable living, enhancing financial literacy, encouraging a healthy existence, and fostering creativity and innovation. With its interdisciplinary nature, this situation equips people with the critical equipment to excel in various elements of their non-public and expert lives. Through presenting know-how about sustainable living practices, home economics empowers individuals to make responsible patron decisions that significantly affect their surroundings.



## Research Abstract

# Nang Minsang Isara ang mga Teatro, Hindi Tumigil ang Pagkukuwento: Ang Pagbuo ng mga Dulang Pang-Entablado sa Birtuwal na Espasyo

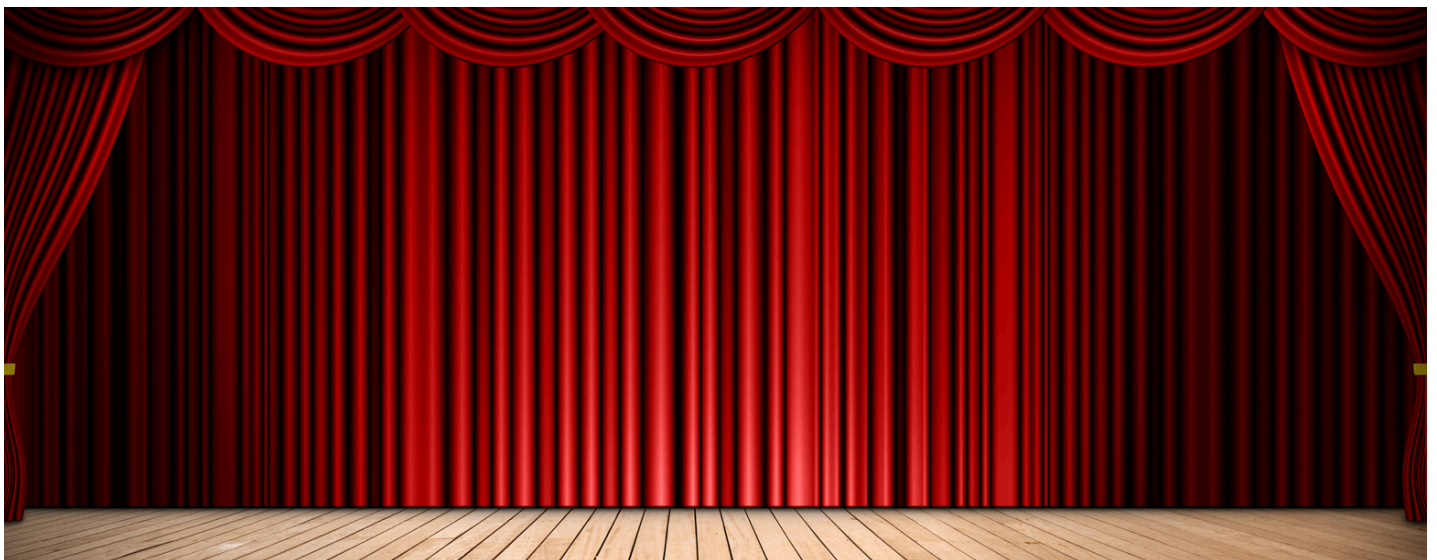
ni Jayson Czar G. De Ocampo

Ang pag-aaral na ito ay patungkol sa pagbuo ng dulang pang-entablado sa birtuwal na espasyo. Nilayon ng pag-aaral na matukoy ang mga implikasyon na dulot ng pandemya sa mga grupong panteatro na nakabase sa mga paaralan. Tinalakay rin ng pag-aaral ang mga hakbang at papamamaraan sa pagtatawid ng mga dula sa kabila ng mga pagbabago sa identidad, lunan, at proseso. Saklaw nito ang mga impormasyon ukol sa paksa o temang nangibabaw sa mga nabuong orihinal na birtuwal na dulang naitanghal sa panahon ng pandemya. Limitado ang pag-aaral sa: una, siyam na tanghalang pampaaralan sa Makati na lumahok sa naganap na Makati Theater Festival gamit ang Facebook bilang plataporma at pangalawa, sintesis at pagbabahagi mula sa Tampok Sabadulaan na isinagawa ng National Commission on Culture and Arts – Committee on Dramatic Arts noong 2020.

Gamit ang Framing Theory ni Erving Goffman at Alienation Effect Theory ni Bertolt Brecht bilang teoretikal na balangkas, sinuri ang mga isyung panlipunan at pamamaraan ng mga tanghalang pampaaralan sa Makati at karatig-pook. Ang mga datos ay kinalap mula sa siyam na tanghalang pampaaralan na lumahok sa Makati Theater Festival, pati na rin mula sa mga sintesis na nalikha sa Tampok Sabadulaan ng National Commission on Culture and the Arts. Lumitaw sa pag-aaral ang paggamit ng teatro bilang daluyan ng mga naratibo ukol sa kahirapan, kawalan ng hustisya, at mga hamon sa panahon ng pandemya.

Ang resulta ng pananaliksik ay nagpakita ng masining at malikhaing tugon ng mga tanghalang pampaaralan sa mga hamon ng pandemya. Natukoy ang paggamit ng makabagong teknolohiya at digital platforms upang maisakatuparan ang mga birtuwal na pagtatanghal. Nabuo ang dulang “Ayuda”, na kumakatawan sa mga kolektibong danas at naratibo ng mga grupong panteatro, gamit ang wika ng pandemya at mga temang malapit sa karanasan ng mga manonood. Inirekomenda ng pananaliksik na palakasin pa ang puwersa ng mga grupong pantanghalan na nakabase sa mga paaralan sa pamamagitan ng pagbibigay-halaga at suporta sa mga inisyatibo ng mga grupo, gayundin ang patuloy na pagtuklas sa mga posibleng plataporma na maaaring maging espasyo upang maging tanghalang entablado.

*Si Ginoong Jayson Czar G. De Ocampo o kilala sa tawag na “Sir Jeysi” ay nagtapos ng Master ng Artes sa Filipino sa Gradwadong Paaralan ng Politeknikong Unibersidad ng Pilipinas. Siya ay kasalukuyang Master Teacher I sa Don Bosco Technical Institute – Makati at kasalukuyang Artistic Director ng Teatro Busko na nagwagi ng iba’t ibang gantimpala sa lokal at nasyunal na patimpalak gaya ng CMLI Sigabo National Sabayang Pagbigkas, PACES Fun Fiesta sa Pilipinas, at NCCA-PCEP Dularawan.*



## Research Abstract

# Sosyolohikal na Pananaw sa mga Piling Dagling Katha sa Panahon ng Amerikano at Makabagong Panahon

ni Gerlie Veri Lopez

Isinagawa ang pag-aaral na ito upang masuri ang mga dagli sa Panahon ng Amerikano at Makabagong Panahon gamit ang pananaw sosyolohikal. Ginamit din ang kwalitatibong paghahambing upang maikumpara ang kaantasan ng wika sa panahon ng Amerikano at makabagong panahon. Sa partikular, ang pag-aaral na ito ay naglayong tukuyin ang mga sosyolohikal na kaisipang nakapaloob sa mga dagli; alamin ang kaugnayan ng mga kaisipang ito sa mga pangyayari sa sarili, sa pamilya, sa pamayanan, sa lipunan at sa daigdig; alamin ang mga nilalaman ng mga dagli tulad ng paksa, tono, istilo, layon at kaantasan ng paggamit ng mga salita at mapaghambing ang kaantasan ng mga salitang ginamit sa mga dagli sa Panahon ng Amerikano at Makabagong Panahon.

Sampung dagling katha sa panulat nina Regalado, Laksamana, Malay at iba pa sa panahon ng mga Amerikano at sampu ring dagling katha sa panulat nina Atalia at Balde mula sa makabagong panahon ang sinuri sa pag-aaral na ito gamit ang pagsusuring tekstwal.

Ang mga kaisipang sosyal na nakapaloob sa mga dagli sa makabagong panahon ay malawak ang saklaw ngunit karamihan nakatuon sa mga isyu at suliranin sa lipunan tulad ng pulitikal at sosyo ekonomiko. Ang mga kaisipang nakapaloob naman sa mga dagli sa panahon ng mga Amerikano ay karaniwang kontra-kolonyalismo, kontra-imperyalismo at Amerikanisasyon. Ang mga kaisipang sosyolohikal ay may malaking kaugnayan sa mga pangyayari sa sarili, sa pamilya, pamayanan, lipunan at daigdig sa kadahilanang ang mga kaisipang ito ay tunay na nakapangyayari sa iba't ibang lebel ng lipunang naiimpluwensyahan ng mga umiiral na puwersang sosyal.

Ang mga paksa ng mga dagli sa makabagong panahon ay karaniwang tumatalakay sa mga isyu o suliraning panlipunan umiiral tulad ng pagkahilig ng kabataan sa kulturang materyal, katiwalian, pagkakapantay ng babae at lalaki, kalupitan ng lipunan at iba pa. Ang mga paksa naman ng mga dagli sa panahon ng mga Amerikano ay karaniwang may temang makabayan at kontra-Amerikanisasyon o kolonyalismo. Ang tono ng mga dagli sa makabagong panahon ay karaniwang seryoso o di kaya'y malungkot samantalang ang tono naman ng mga dagli sa panahon ng mga Amerikano ay karaniwang galit o pakutya. Ang layon ng mga dagli sa makabagong panahon ay karaniwang paglalahad ng mga suliranin at isyu sa lipunan samantalang panghihimok at panunuligsa o pagpuna ang karaniwang layon ng mga dagli sa panahon ng mga Amerikano. Ang istilo ng mga dagli sa makabagong panahon ay karaniwang payak na gumagamit ng maiikling pangungusap, hindi maligoy at

karaniwang nakatuon sa balangkas o "plot centered" na gumagamit din ng mga "literary devices" tulad ng pagbigay ng ibang kahulugan ng balangkas o "plot twist". Ang karaniwang istilo naman ng mga dagli sa panahon ng mga Amerikano ay maligoy, gumagamit ng mahahabang pangungusap, padayalogo at nakatuon sa tauhan o "character-centered". Ang kaantasan ng paggamit ng mga salita sa makabagong panahon ay karaniwang di-pormal at kadalasang may panghihiram sa salitang Ingles o "code switching/lexical borrowing" samantalang pormal naman at karaniwan ay pampanitikan ang kaantasan ng mga salita ng mga dagli sa panahon ng mga Amerikano.

May malaking pagkakaiba sa kaantasan ng salita sa pagitan ng mga dagli sa makabagong panahon at dagli sa panahon ng mga Amerikano sapagkat di-pormal, kolokyal at balbal ang kaantasan ng mga dagli sa makabagong panahon at pormal, pampanitikan at pambansa naman ang kaantasan ng mga dagli sa panahon ng mga Amerikano.

Bilang pinal na konklusyon, masasabing malaki ang pinagkaiba ng mga dagli sa panahon ng Amerikano at sa makabagong panahon hindi lamang sa nilalaman nitong mga kaisipan kundi gayundin ang mga pormalistikong nilalaman nito tulad ng paksa, tono, layon, istilo at kaantasan ng mga salita at ito ay dahil sa malaki ring kaibahan sa estado ng mga institusyong panlipunan at pulitikal gayundin ang ang mga puwersang panlipunan na umiiral sa dalawang magkaibang panahon. Sa huli, hindi maitatawang ang panitikan ay naiimpluwensyahan ng mga pangyayari, isyu at katotohanang masasalamin sa iba't ibang antas ng lipunan.

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## Research Abstract

# Project READS (Reading Enhancement to Alleviate Digital Skills)

by Leah C. Macaraig

Reading comprehension is an essential skill for academic achievement and lifelong learning. However, the rise of struggling readers and non-readers in primary grades remains a pressing concern for the Philippine education system, particularly in light of the Early Grade Reading Assessment (EGRA) results. The Department of Education (DepEd) continues prioritizing foundational skills such as reading and literacy under various policies and programs to ensure that all learners achieve grade-level proficiency. Sto. Domingo Elementary School aims to contribute to this national effort through Project READS (Reading Enhancement to Alleviate Digital Skills).

This project is rooted in the urgency of addressing reading challenges among primary learners, as seen in Sto. Domingo Elementary School's records show significant numbers of struggling readers and non-readers. This initiative aligns with DepEd Order No. 14, s. 2023 (Policy Guidelines on the Implementation of the National Learning Recovery Program), which emphasizes remedial programs to recover learning losses and enhance foundational literacy skills. Additionally, DepEd Order No. 34, s. 2022 (School Calendar and Activities for School Year 2022–2023) reiterates the importance of targeted reading interventions through programs such as the National Reading Camp.

The rationale for this study is further supported by the mandates of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which calls for effective teaching practices to develop literacy and critical thinking skills in the early grades. In

addition, the Sustainable Development Goal (SDG) 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, highlights the need to address literacy gaps among young learners. The digital component of Project READS is another critical element, recognizing the increasing relevance of digital literacy alongside reading comprehension. By integrating digital tools and strategies into reading interventions, the program enhances learners' foundational literacy and prepares them for the demands of a digital society. Through this initiative, the school aims to achieve key outcomes: improved reading performance as evidenced by EGRA test results, zero non-numerates, and a reduced number of struggling readers. Ultimately, Project READS seeks to empower learners with the skills and confidence to succeed academically and beyond.

*Leah C. Macaraig is a Teacher III at Sto. Domingo Elementary School, District VII, Division of Batangas City. She earned her Master of Arts in Education, Major in Educational Administration, from Golden Gate College and her Bachelor of Elementary Education from the University of Batangas. Known for her commitment to professional growth, Leah actively participates in seminars and workshops to enhance her teaching practices and contribute to the advancement of her school community.*



## Research Abstract

# Proficiency Level of Proficient Teachers in Carrying Out Ancillary Tasks: Basis for PATH (Program for Ancillary Task Help)

by Reena L. Silva

This study titled, Proficiency Level of Proficient Teachers in Carrying Out Ancillary Tasks: Basis for PATH (Program for Ancillary Task Help), tried to find out the least extent among the four ancillary tasks as stipulated in DO No. 5, Series 2024 such as curriculum planning, curriculum delivery and pedagogy, assessment of learner's progress, and homeroom guidance and management. This is very significant for the school for teachers need to be fully aware and should have very satisfactory performance in doing ancillary tasks.

The study employed descriptive survey where total enumeration sampling technique was also used due. Mean and t-test were used to satisfy the questions raised in the statement of the problem. Based on the findings of the study, the extent of proficiency of proficient teachers of Bacongco National High School in attaining their ancillary tasks resulted to be very highly proficient. Yet, it can be noticed that among the four stated ancillary tasks stated in DepEd Order No. 5, Series 2024 specifically the curriculum planning, a gap in the second variable seems to be needing attention and that needs to be addressed immediately. Thus, it can be concluded that the teachers are fulfilling the DO No. 5, S.2024 as mandated by the Department of Education. It is therefore recommended that proficient teachers of

Bacongco National High School should continue doing their ancillary tasks, school heads should always remind their teachers to professionally carry out tasks religiously, district heads should also closely monitor schools for better achievement of the DepEds mission, vision, goals and objectives through their teachers and division office should create program to recognize proficient and even highly proficient teachers in carrying out ancillary tasks.

*Reena L. Silva started her teaching career in public school with national item at Bacongco National High School, and soon she was transferred to Koronadal National Comprehensive High School. In the advent of Senior High School, she applied intentionally and was luckily hired in 2016. Realizing her true mission as an educator, she tried to apply for a wider scope of responsibility as school administrator. She was designated as an Assistant Principal of Bacongco National High School. As the National Qualifying Exam for School Heads took place in 2024, she became one of the successful passers. And now currently waiting for school administrator position.*



## Research Abstract

# The Effect of Powtoon on the Proficiency Level in General Mathematics of Grade 11 Students in Bacongco National High School

by Elaine Grace H. Adto

Technology has become the trend in 21st-century teaching and learning process. The emergence of technology brought about a drastic change in the way people acquire and present information. Modern day learners have become engrossed to this trend. As a consequence, teachers were frequently challenged to integrate technology in teaching to maximize students' participation and elicit meaningful learning. Thus, the researcher was urged to make a study integrating technology in teaching using the quasi-experimental method.

The respondents of this study were the forty (60) Grade 11 students of Bacongco National High School, School Year 2024-2025. The researcher used the validated video tutorials and the pre-test and post-test. The result was analyzed using t-test. After the study was conducted, the results revealed that the PowToon has significantly increased the proficiency level of the students. Thus, using PowToon in teaching Grade 11 students about General

Mathematics, specifically about the least mastered competencies such as solving rational equations & inequalities, exponential equations & inequalities, and logarithmic equations & inequalities, improved the students' proficiency level.

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## Research Abstract

# Parenting Seminar: Strategic Intervention Program (SIP) for Students at Risk of Dropping Out (SARDOs) from Junior High School

by Arlene C. Bagayas

The study “Parenting Seminar: Strategic Intervention Program (SIP) for Students at Risk of Dropping Out (SARDOs) from Junior High School” believed that education is the greatest weapon against ignorance, therefore, being in the SARDO list means ignorance is revving up. This study tried to present the profile of the SARDOs and find out the average of total attendance incurred by the SARDOs and geared to examine if there is significant difference the average of total attendance incurred by the SARDOs before and after intervention. Furthermore, results of this study is helpful to students, teachers, school heads, DepEd officials and future researchers. The researchers used descriptive survey and total enumeration technique as sampling technique. This was conducted at Bacongco National High School, Division of Koronadal City-Region 12. To further answer the statement of the problems, the reserachers used average, percentage and t-test

as statistical tools. It was found out that average total attendance before and after intervention differed. Therefore, it concluded that Parenting Seminar as intervention was effective in lessening absences among SARDOs. Thus, it recommended that DepEd officials and outside stakeholders such as the family should work hand-in-hand in the education of a child because at the end of the day it takes a village to educate a child.

*Arlene C. Bagayas is a Head Teacher IV, guidance designate and the current OIC Assistant Principal of Bacongco National High School located in Brgy. San Isidro, City of Koronadal, South Cotabato. She is a graduate of Bachelor of Arts in Education Major in Filipino. She also holds a degree in Master of Arts in Teaching Filipino from Sultan Kudarat State University.*



## Short Story

# A Tale of Two Worlds

by Rowena May T. David

In the middle of New York City, in one busy café, sat Emily—a well-off background young professional—opening her laptop. She was getting ready for her presentation on global economic disparities when a man approached her table. He was in his late twenties, with a warm smile and a gentle demeanor.

"Mind if I sit here?" he asked, holding a cup of coffee.

Emily looked up and nodded, indicating across from her. "Sure, go ahead."

Once they were settled in, the pleasantries started to flow. She found out he was from some small town in the Philippines, and his name was Daniel. He had come to the United States for a conference on sustainable development. The more she heard about his background, the more interesting he became. "What brought you into this field?" she asked.

Daniel sipped his coffee and took a minute to answer: "There's this saying where I come from; it goes like this: 'Geography is destiny.' What that means is, wherever you were born could be a determinant in your life. Most people in my town live day to day, hard-working-put-food-on-the-table kind of folks. Yet, that very well equates into our deep connection with the land and to our community.

Emily listened as her mind whirled. She had never considered geography to be more than a subject in school, something to be memorized for the test. But here was a man for whom geography had been an experience he lived, an experience which shaped every single aspect of his life.

"When I was growing up," Daniel said, "I used to dream of living in a place like this, where opportunities seem endless. Then I got older and felt my home called me—wherever my destiny would take me in life. I saw my people—the lack of access to clean water, education, healthcare. It made me want to do something to change that."

The disparity of their lives unsettled Emily. She grew up assuming her privileges were an absolute priority, that everyone had an equal taste of opportunity. But here was Daniel, every gain a struggle against the world wanting nothing more than to peg him back.

"I do admire your determination," Emily whispered. "Aren't times overwhelming sometimes?"

Daniel nodded gravely. "It does, but knowing how it affects our lives, we can always find a way to rise above its limiting nature. That's why I'm here: to learn, to share, and take whatever I can back home to help."

She found Daniel to be a person from whom she could learn much as she continued talking to him. Emily thought of herself as the kind of person who wanted to change the world, but she made a

discovery—to effect change requires something over and above good intentions: It's a function of trying to understand the difficult realities of other people's lives and understanding that not everyone began life on an even footing.

By the end of this talk, she felt rejuvenated with a sense of purpose. She promised herself that she would stand in support for causes that worked to dissolve such deep-rooted inequalities as Daniel described. On the contrary, Daniel was hopeful, for people like Emily would listen and learn.

As they parted, Daniel's words really struck a chord within her head: "Geography is destiny." Then again, she thought, yeah, perhaps geography can determine our beginnings, but it is our choices that will define our future. Thus, she decided to make her choices count—not for herself but also for those people whose destinies were designed by circumstances far different from her own.

*Rowena May David is an Instructor I at Bulacan State University, holding a Master's Degree in Social Studies Education.*





## Maikling Kwento

# Si Dengdeng at ang Kaniyang Manika

ni Jeffrey E. Flores

Masayang gumayak si Dengdeng. Tutungo raw kami sa silid aklatan ng aming siyudad dito sa Valenzuela na kilala bilang ValACE Library. Ito kase ang kauna-unahang pampublikong silid-aklatan sa aming siyudad kung saan napakaraming aklat ang makikita rito at marami rin pumupunta para magbasa, magreview at kadalasan ay may mga nagdadaos din ng mga seminar.

“Dengdeng, bilisan mo na diyan para makakuha tayo magandang pwesto sa silid-aklatan” sabi ni Potpot.

“Sandali na lang ito.” sagot niya.

Lumabas ng bahay si Dengdeng at nakita ko ang kakaibang kislap sa kaniyang mga mata.

“Bakit naman ang tagal, tagal mo? Bakit punong puno pa yang bag mo? Ano bang laman niyan? sunod-sunod ko na tanong sa kaniya.

“Basta!” ang tanging sagot na nakuha ko sa kaniya. At tuluyan na kaming sumakay ng jeep patungong ValACE.

### II.

Sa aming paglalakbay ay may nakasakay kaming mga grupo ng mga batang lalake na kasing edad namin na mga naka pustura. Putok na putok ang mga nguso na parang kumain ng sandamakmak na ketchup at ang hahaba ng mga pilikmata.

“Dengdeng, san ang punta mo?” tanong sa kaniya ng grupo.

Tinignan ni Dengdeng ang grupo at sumenyas na tila ba sinasabing tigilan niyo ako.

Napakaingay ng grupong iyon. Tila ba sila lamang ang nakasakay sa jeep na ‘yon.

Maya-maya pa ay bumaba na sila.

“Sino ba ‘yon?” tanong ko sa kaniya.

“Wala un, mga nakilala ko lang din.”

“Tara na andito na tayo.” Sabi ni Dengdeng.

### III.

Pagpasok namin sa gusali ay sinisisayat ng mga security guard ang aming mga dalang gamit. Nauna si Dengdeng. Nakita ko na nanlaki ang mata ng guard habang sinisiyasat niya ang mga gamit ni Dengdeng at tinignan niya ang aking kaibigan mula ulo hanggang paa. Nahihiwagaan man ako kung ano ba ang laman ng bag ni Dengdeng ay isinantabi ko na muna ito.

“Ang ganda pala talaga dito at ang lamig” sabi ni Dengdeng.”

“Ang bango rin. Parang may mga brilyanteng kumikinang sa taas.” dagdag pa niya.

“Akala ko nga nasa palasiyo tayo Dengdeng.” sagot ko at kami’y nagtawanan na.

Habang kami ay patungo sa elevator ay napansin ko ang kakaibang saya niya. Pagsakay namin, pilit niyang isinisiksik ang mga laman sa kaniyang bag.

“Ano bang meron sa bag mo at kakaiba ang tingin sa iyo ng guard kanina?”

“Wala!”

“Anong wala, e halos hindi mo na nga maisara yang bag mo sa dami ng laman.”

Muli, nginitian lang ako ni Dendeng.

### IV.

Sandali pa at kami ay nakarating na sa kinaroroonan ng silid aklatan. Nagmamadali siyang tumakbo at nagsulat sa aklat talaan at tumungo na sa paborito niyang lugar. Inilapag niya ang kaniyang bag at naghanap na ng aming aklat na gagamitin para sa aming takdang aralin.

“Dengdeng, nakuha mo ba ung aklat na kailangan natin?”

“Oo, Potpot!”

“Bakit andami mong kinuhang aklat?”

“Gusto kong magbasa ng marami e.”

Sinimulan na namin ni Dengdeng na gawin ang aming takdang aralin at madali naming itong natapos.

“Potpot, ayan nakatapos tayo agad, ako na ang magbabalik nitong mga libro ha, hindi mo naman alam kase kung saan ito ibabalik.” sabi niya.

“O sige.” tugon ko.

Binuhat ni Dengdeng ang mga libro at isinakbit na rin ang kaniyang bag.

### V.

Nagtaka ako dahil ang tagal bumalik ni Dengdeng kaya’t nagpasiya akong puntahan na siya.

Nakita ko na nakaupo siya sa pinakasulok sa pagitan ng dalawang malaking istante ng mga aklat at tila may kinakausap.

“Regine, Sarah, Morisette, Klarisse handa na ba kayo?” sabi niya.

Dahan dahan kong nilapitan at sinilip si Dengdeng at nagulat ako na mga manika pala ang mga kausap niya.

“Dengdeng” sabi ko.

Nasaksihan ko ang pagkabalisa ni Dengdeng ng makita niya ako.

Naguluhan ako dahil siya ang pinakamagaling na manlalaro ng basketball sa aming paaralan.

Hindi ko rin alam na mahilig pala siyang magbasa ng mga kwentong pambata dahil sa paniniwala kong ang mga pagkahilig sa mga aklat ay para lamang sa mga babae.

### VI.

Isa-isa niyang ipinasok ang mga manika habang tumutulo ang kaniyang luha. Nilapitan ko siya at tinulungang ipasok ang mga manika. Naramdaman ko na nahihiya si Dengdeng.

“Kaibigan kita Dengdeng.” Sabi ko.

Tinitigan ko ang kaniyang mga mata at inilalayang tumayo. Ang ValACE ang nagsilbing lugar kung saan siya nagiging malaya at totoo.

Inilabas ko ang isa sa kaniyang mga manika at hinawakan ko ito. Inakbayan ko siya at lumabas na kami sa silid-aklatan.

*Mr. Jeffrey E. Flores is a Teacher II and the current Supreme Secondary Learner Government (SSLG) Adviser at Malinta National High School Senior High. He earned his Bachelor of Secondary Education (Major in English) from Our Lady of Fatima University, Valenzuela (2016), where he served as News Writer. He also completed 33 units towards a Master of Arts in Education (English Language Teaching) at Meycauayan College. Notably, he authored the Grade 11 Reading and Writing Self-Learning Module adopted by DepEd Bulacan public schools.*

## Poetry

### A Decade of Public Service

ni Danna Iyrane C. Solabo

Teaching is a vocation,  
A unique dedication,  
A sacred duty bestowed by the Lord above,  
Chosen to serve our nation, guided by His love.

On December seventeenth, in the year two thousand fourteen,  
I stepped into the Department of Education, a new terrain,  
Nervousness gripped me, trials lay ahead,  
But with a heart open to embrace, I was ready to tread.

My first year, I journeyed to Dyangdang Elementary School,  
Unmindful of the path, my purpose was to rule,  
The hearts and minds of children, to shape and to mold,  
For in their growth, a brighter future unfolds.

A year passed, a new station was assigned,  
To Malu Elementary School, a new journey, I was confined,  
New place, new learners, a fresh start anew,  
With hope and dedication, I'd see it through.

With hope and dedication, I faced each challenge with grace,  
Four years of service, love for my duty, a gift I embrace,  
In every task, I poured my heart and soul,  
For the children's future, my ultimate goal.

Time moved on, a new school, a blessing bestowed,  
To serve in Catmon, my heart was flowed,  
A chance to make a difference, to guide and to teach,  
With every lesson, my passion would reach.

A third school, closer to my abode,  
More time to give, strength and dedication flowed,  
With every passing day, my commitment grew,  
To nurture young minds, my purpose true.

Years may pass, but gratitude I'll express,  
To the Lord, for being a teacher, I'm blessed,  
Heart and patience, sacrifice, no mere jest,  
In this noble calling, I find my greatest test.

I'll continue my sworn duty,  
"Serve Pa More" in every activity,  
Facing challenges with courage,  
DepED's trials, I'll conquer, no matter the age.

*Danna Iyrane C. Solabo is a public school teacher for ten (10) years. She is currently teaching at Catmon Elementary School, Bansud District- SDO Oriental Mindoro. She holds a Master's degree in Education major in Biological Sciences, and pursuing her Doctoral studies at Pacific Intercontinental College in Educational Leadership and Management, Major in Educational Management (PHDELM-EDMGT).*



## Poetry

# Teachers' Struggles in the Classroom

ni Rinalyn L. Gamilla

I am thankful being a teacher, and I'm so proud of it  
But others just never know, the pains I always keep.  
Behind those tears are sweet smiles in front of my pupils  
I know God can see my heart and wipe the tears I shed.

Here are the most pressing challenges faced by teachers:

1. Understanding different learning styles.  
Every learner is a unique individual to be taught according to their needs.
2. Lack of effective communication.  
Communication skills such as listening, speaking, reading and writing must be mastered by teachers.
3. Staying up to date with learning technology.  
Insufficient learning gadgets in school is a big question.
4. Communicating with parents.  
School and home partnership is many times hard to gain due to negative attitude of some parents.
5. Pressure from school administrators.  
Teacher-administrator relationship is sometimes not desirable.
6. Creating engaging lesson plans that fit the curriculum.  
No one fits all lessons for diverse learners.
7. Behavior and classroom management.  
Children's behavior today is very challenging to manage.
8. Time-consuming administrative work.  
Aside from teaching, teachers are asked to do some administrative tasks due to lots of reports to be accomplished in a rush.

*Rinalyn L. Gamilla is Teacher III, loves teaching Science and a School Science Coordinator in Matungao Elementary School, Matungao, Socorro, Oriental Mindoro. She holds a master's degree in Educational Management major in Administration and Supervision.*



## Essay

**Education 5.0: The New Era—Are We Ready?**

by Kerwin C. Fabillaran

Gearing toward an educational shift has incessantly been at the forefront of linking digital and technological skills with the human perspective on learning and academic improvement in general. This notion enlivens the goals of the new educational paradigm, which delves into a more advanced proposition with an emphasis on promoting human social and emotional skills in shaping the learners' well-being.

As the outgrowth of the erstwhile educational mode that brings learning closer to technological advances, Education 5.0 is beyond virtual processes that seek to turn digital transformation into a tool for social skill development. Having said this, a new platform for educational management will integrate a handful of instructional methods, artificial learning, technology-aided learning, and pedagogical processes with academic operations as a unified system, leading to humanized teaching, students' holistic development, and professional upbringing.

Considering this, a new challenge in education has emerged, leaving the educational sector with an important question: Are we ready for Education 5.0? In the local context of classroom teaching, this trend remains an unsolved puzzle. In fact, an array of realizations has been baffling field educators. Are we prepared for this? Do schools already pave their path toward this shift? Are we skilled enough to be an enabler of this academic shift? How can we get there? While on our journey toward this transition, several factors have been noted for utmost consideration.

First, teaching strategies need to be redefined to meet the new objectives in the context of Education 5.0. Our techniques and approaches to teaching must align with the evolving educational paradigm. Second, designing a learning environment that goes beyond technological advancement and supports the personal and social development of its constituents requires sound decision-making.

Third, the appropriateness of instructional materials, proper utilization of digital tools to supplement learning, and identifying which tools are best suited for achieving objectives of this academic move must be carefully considered in the delivery mechanism.

Fourth, a lack of training can contribute to compromise the kind of education we deliver. Ensuring quality and efficient instruction requires sufficient knowledge and orientation on the objectives of this incoming trend.

Finally, our curriculum must be revisited to ensure alignment with the purpose and vision of Education 5.0, ensuring that it facilitates a total learning experience for all stakeholders in the teaching-learning process.

These are just some of the major concerns the educational sector must address if we want to navigate in this new education paradigm. Moreover, it is crucial to capacitate educational personnel, particularly teachers, who will play an essential role in realizing the objectives of this shift. This also calls for curriculum evaluation, redesigning, syllabi enhancement, and consolidating these details to rationalize the system. Many of these processes are harder to implement than to discuss, so everything must be in accordance to systematic planning and implementation across sectoral levels.

*Kerwin C. Fabillaran is Senior High School Teacher II and School Research Coordinator at Comprá National High School. He graduated as Cum Laude and finished the degree Bachelor of Secondary Education with a major in English. He is currently finishing his Doctor of Education degree. He has authored numerous internationally published research, essays, and literary articles and is a member of the International English Language Teachers Association and the Institute of Global Professional.*



## Essay

# Teaching for Life: Cultivating Knowledge, Skills, and Change through Science Education

by Ronilo P. Antonio

Drawing from my teaching experiences with students in a state university, coupled with a thorough understanding of the diverse educational philosophies, I have come to realize that my personal beliefs and teaching practices are anchored with the principles of constructivism and social reconstructionism. Being a Science educator, I am strongly committed to be guided by these educational approaches, which support my keen pulsating desire of providing students with student-centered, collaborative, and constructivist learning experiences that are highly relevant to the real world. Through this, I hope to assist my students in realizing their full potential by fostering an environment that prioritizes their individual growth and development.

## *Constructivism in Science Education: Bridging Prior Knowledge with New Learning*

Being deeply influenced by the constructivist philosophy of education, I strongly believe that every student is uniquely different; they come into the classroom with their own unique set of backgrounds, experiences, and prior knowledge and skills. In order to foster an effective teaching and learning environment, I consider it as my critical responsibility to create experiential learning opportunities that could bridge my students' innate knowledge and experiences with the new concepts or skills they need to learn. I firmly believe that hands-on experience is the most effective way for students to learn, and so I champion the idea of learning science by doing science in my instructional practices. My aim is to enable students to achieve lasting and meaningful learning of scientific concepts, and I do this by striving to provide them with a variety of hands-on and minds-on experiences. By guiding them through the process of knowledge construction, I hope to lead towards meaningful learning. Moreover, I understand the importance of metacognition in the learning process, which is why I also encourage them to reflect on their existing or new knowledge and experiences. Through this reflective practice, my students can build meaningful connections between what they are learning and its relevance to their lives.

## *Collaborative Learning: Building Knowledge Through Social Interaction*

In keeping with my constructivist view of teaching, I firmly believe that the most effective and meaningful learning occurs when students are given the opportunities to collaborate in the construction of knowledge and skills. Given that each student



brings with them a unique set of prior experiences and ideas, I see great value in facilitating collaborative interactions between students, as this interweaves and strengthens their learning. In my classroom, I always make sure that my students are at the center of instruction, and encourage them to actively build their knowledge through social examination and negotiation of meanings. By doing so, they are able to take ownership of their learning journey, which becomes a shared experience between themselves and me as their teacher. For those students who may be struggling, I believe it is my responsibility to provide appropriate and effective instructional scaffolding to guide them towards developing mastery and autonomy in their learning. I make it a priority to closely monitor my students' learning progress and adjust my teaching strategies accordingly to ensure that everyone is able to keep pace with the rest of the class. Hence, I strive to ensure that all my students receive the individualized support they need to succeed.

## *Teaching for Life: Beyond Content Knowledge*

Moreover, I firmly believe that my role as a Science teacher goes beyond simply imparting content knowledge to my students. I believe that apart from developing their content knowledge, it is equally important to create opportunities that promote both scientific literacy and 21st-century literacy skills. Instead of teaching solely for the purpose of exams, my aim is to teach for life, which has increasingly become more crucial in today's ever-evolving world. It is essential to equip students with the skills they need to succeed in a technology-driven society; thus, I commit myself to provide learning experiences that not only advance students' content knowledge and skills, but also their 21st-century skills. These skills, which include critical

thinking, communication, collaboration, creativity, and digital literacy, are essential for lifelong learning and success in any field. As my mantra, teaching for life, indeed, means empowering my students to become active learners who can think critically, work collaboratively, and adapt to the ever-changing demands of society.

*Social Reconstructionism in Action: Connecting Classrooms to Real-World Issues*

Grounded from my social reconstructionist philosophy of education, I believe that teaching and learning experiences should extend beyond the four corners of the classroom. Education has a critical role in transforming society, and as a Science educator, it is my responsibility to contextualize my lessons and equip my students with the knowledge and skills they need to engage critically with the socio-scientific issues that impact our world today. To achieve this, I aim to create teaching and learning opportunities that bring the real world into the classroom. By engaging my students in discussions and activities that explore these issues through inquiry and argumentation, I can help them develop a deeper understanding of scientific concepts while also building their awareness, transforming their behavior, and empowering them to become catalysts of change in their communities. I believe that students' scientific learning becomes more meaningful and relevant when they are actively involved in generating solutions to address real-world problems. Instead of focusing solely on content-based lessons, I aim to create opportunities for my students to apply their scientific knowledge and skills to real-life situations. This approach helps to develop their scientific literacy, enabling them to make informed decisions about the socio-scientific issues that confront humankind. By doing so, my students can become empowered to effect positive change in their communities and beyond.

*Nurturing Future Science Educators: Advocating Continuous Growth*

Over the past few years, I have had the privilege of teaching preservice science teachers, and I believe that my role has become even more crucial. I recognize that my influence on these prospective teachers does not end after their four-year stay in the College of Education; rather, it becomes more significant when they enter the teaching profession. Hence, it is for this contention that I strive to advocate for the idea of continuous development and improvement, as it aligns with my social reconstructionist principles. I recognize that there is always room for growth in all aspects of life, including my skills and knowledge as a teacher. Therefore, I commit myself to lifelong learning and constantly seeking opportunities for professional growth. I believe that as teachers, it is our responsibility to ensure that we have the necessary skills and knowledge to provide high-quality

education to our students. To achieve this goal of continuous improvement, I have to embrace the concept of reflective practice to make positive changes that lead to better student learning outcomes. My commitment to lifelong learning and continuous improvement is driven by my belief in the transformative power and ripple effect of education. By honing my skillset and knowledge as an educator, I could positively influence my students [prospective teachers] in many aspects and contribute to the larger mission of teaching minds, touching hearts, and transforming lives.

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