

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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## Essay

# Teaching Technical Vocational Education in the Philippines: An Insight

by Peony B. Cañas



Technical vocational education and training (TVET) has emerged as a key player in addressing the skills gap in the Philippines and, in the long run, in spurring economic growth. Practical and industry-relevant competencies are emphasized by TVET, whereby learners are equipped with knowledge and skills for application in sectors such as manufacturing, construction, agriculture, or information technology. Teaching TVET in the Philippines involves a multi-pronged approach that aligns educational strategies with industry demands, while addressing unique challenges and opportunities present in the local context.

In the Philippine education system, there is recognition of the role that TVET can play in national development, including its inclusion as a core component of the K-12 curriculum and integration into higher education through technical-vocational tracks. The Technical Education and Skills Development Authority is the bedrock of TVET implementation, as it ensures that programs are in line with international standards and market needs. In this ecosystem, educators in the field of TVET play a critical role. Their task is not only instruction but also mentorship, industry liaison, and innovation catalyst. Teaching TVET not only deals with the skills imparted but also the thinking or ideas and the professionalism of the students as professionals in their field.

State-of-the-art facilities and equipment are some of the challenges encountered when teaching TVET. Most schools and training centers, more especially in the rural areas, now have tools that have already been outdated and no longer meet the present requirements of the industry. This gap restricts the ability of students to gain hands-on experience that reflects real-world situations. Educators, therefore, have to come up with innovative ways to bridge this gap, such as partnerships with local businesses to share equipment or provide on-the-job training. Additionally, the fast pace of technological change demands that TVET educators continually update their professional skills to keep abreast of emerging trends and technologies.

Another important aspect in teaching TVET is the de-stigmatizing of vocational education in the Philippines. For decades, technical-vocational courses were considered less prestigious than academic tracks. Teachers have to advocate the value of TVET, the potential of which is to lead one to a career that is lucrative and an entrepreneurial venture. Success stories in the classroom are best done through the involvement of industry experts; this way, students are encouraged to view TVET as a viable and rewarding path.

Cultural diversity and regional disparities in the Philippines are also challenges and opportunities for TVET educators. Each region has its own set of needs based on the dominant industries in that area, such as agriculture in rural provinces or information technology in urban centers. Teachers need to tailor their approaches according to these local economic priorities while fostering a culture of adaptability among students to prepare them for national and global opportunities.

By equipping students with relevant skills, fostering a positive mindset toward technical education, and advocating for improved resources and facilities, educators contribute significantly to national development. With the right strategies and support, TVET can empower Filipinos to seize emerging opportunities in a dynamic and competitive global economy.



## Essay

**Start Today**

by Velsie L. Macaraig



If we ask ourselves to look beyond the facade and delve deep within, what is your dream? "What is your dream?" Our dreams are composed of our desires, the wants we have, and the drive that makes us move forward. All of us possess a dream only we truly know. Such dreams are able to alter our lives forever once obtained. However, do we really have what it takes to achieve it?

In this world, everything is fair regarding how we live. We eat, drink, and sleep to survive. All is fair in how we function and live as humans. However, it is an undeniable fact that we were not born with the same hardships, challenges, and experiences. Because of this, all of us have different dreams and aspirations in life.

We all have dreams of our own, meaning that we are all dreamers. And in this life, I have come to realize that there are only two kinds of dreamers. The first person sleeps and dreams about it, while the second wakes up and works for it.

A significant amount of people recognize the truth that the reality of life is unfair and that we were born from different backgrounds and standings in life. In despair, many of these people refuse to get up and work for themselves. Now people who accept it and want to change their lives get up and work hard. They discipline themselves and sacrifice the temporary pleasures life has to offer for the sweet achievement they so badly want to have.

People can easily sit, lounge, and do nothing all day. People often succumb to the fleeting pleasure that comfort provides. But those who truly want to achieve their goals? They push themselves to the limit to attain their goals. Those people who have the drive, the discipline, and the conviction to transform themselves and achieve outstanding things are the ones who move forward in life and get to the place they want to be. These individuals persistently engage in internal conflict, grappling with the personal demons shaped by their experiences and confronting the human nature they seek to conquer.

"If others can, why can't you?" The instant gratification people experience causes comfort and pleasure.

Addicted to it, they try to run away from reality and always find themselves chasing it whenever it slips off their grip. That is why most people dream but never make it. They dream but they never take action. People like these often have regrets when they can no longer achieve the things they want to achieve. They'd be

filled with despair, doubt, and anger for themselves because of the time they wasted. Regret is more painful than discipline, they say, and only a number of people choose the latter.

Discipline requires hard work and mental strength. And in order to be consistent, one must forsake temporary things for the long term. They both necessitate a significant amount of effort, dedication, and sacrifice to help you reach your goals. If you so badly want to reach something, get to the top and obtain what you want; then learn how to control yourself. Discipline your body and mind, and do it consistently. How would you conquer the world if you cannot conquer yourself? A quote I have read in a random article brought realization and clarity within me. First, conquer yourself; maintain discipline and observe your journey.

We, humans, are all just trying to figure life out. We do not have the answer to the puzzle of life, and we cannot control how it flows. Fortunately, we have an independent mind, body, and soul. Why not use it to our advantage to go to the place we want to be? Remember that we have one life and one alone. Do not fill it with temporary pleasure and regret afterwards. If you want success, then work hard for it. Live for your dreams, work hard, and start today.

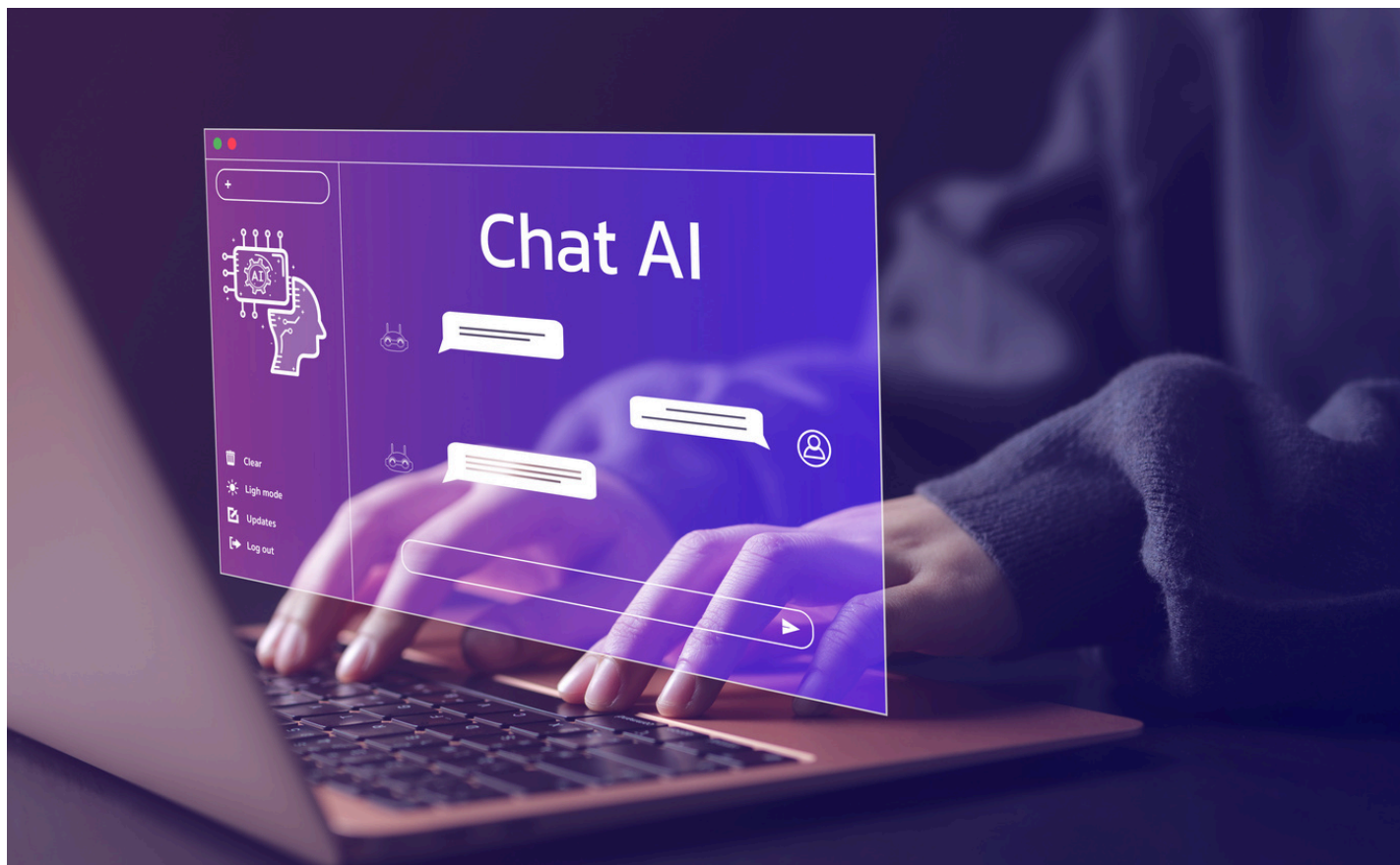
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## Essay

# The Rise of Chatbots in Education

by Emmarnie S. Estoque



The COVID-19 pandemic has accelerated the adoption of digital technologies in education, and one of the most promising innovations to emerge is the use of chatbots. These innovative communication tools are changing the way students learn and interact with educational resources. A prime example of this trend is Project AtOM (Automated Online Lessons through Messenger), a chatbot-based learning platform I developed for Leyte National High School Senior High School in the Eastern Visayas region of the Philippines.

When schools shifted to blended learning, I recognized the challenges that my students faced in accessing learning materials at Leyte National High School. I also noticed that students were messaging on Facebook Messenger and asking for copies of learning activity sheets even in the wee hours of the night. Unlike MS Teams, Messenger allows free access even without a load for mobile data or a Wi-Fi connection. I also learned that some of these students worked daytime to support their families, leaving them little time to study.

Inspired by these observations, I created Project AtOM, a chatbot that automatically delivers lessons and answers basic questions about its assigned topic.

This innovation project's impact has been remarkable. Students commended the platform's usability and flexibility, which enabled them to access resources at any time and from any location. One student stated, "The automated lessons helped me a lot because I could access learning materials anytime and anywhere." The chatbot also aided students with special needs, such as hearing-impaired students, who could review their lessons at their own pace.

Later on, even when the global pandemic was already over, Project AtOM still proved to be useful as it allowed students access to learning resources during days that they could not come to school, such as during disasters, during days that they got sick, or when they were sent to represent their school in trainings and competitions.

Project AtOM's success demonstrates the potential of chatbots in education. By providing consistent access to learning resources, chatbots can increase student engagement and autonomy, assist students with a variety of learning needs, reduce teacher workload and improve response times, and promote personalized learning experiences.

As education evolves, chatbots are likely to play an important role. They can also help with educational programs including open high schools and alternative learning systems, can serve as an additional source for instructional materials, and can aid in providing accessibility services for students with disabilities. As exemplified by Project AtOM, innovation and empathy can come together to create meaningful change in education.

As we look to the future, it's apparent that chatbots will become an essential element of the educational landscape. By adopting this technology, we can make learning environments more inclusive, accessible, and effective for all students. Project AtOM serves as a testament to the transformative power of chatbots in education, and we can expect many more innovative applications in the future.

## Maikling Kwento

# Byahe...

ni Maricel F. De Chavez



"Mayang! Tara na, baka makalampas ang bus, wala nang susunod!" Sigaw ni Miya mula sa dulo ng pasilyo ng paaralan. "Mamaya, wala pa akong pamasaha, hihintayin ko pa si Sir Bueno." Ang ganting sagot ni Mayang. Si Sir Bueno ang tagapagpasuweldo sa kanilang paaralan na ubod ng sungit at hindi nagpapasuweldo hangga't hindi tapos magbilang ng pasuweldo ng lahat.

Sa awa naman ng Diyos nakasweldo rin si Mayang.

Alexandria Minerva Sophia Dolor ang tunay niyang pangalan, nabansagang "Mayang" dahil laging mamaya ang kanyang isinasagot, samantalang Angelina Julie Saavedra naman ang tunay na pangalan ni Miya. Nabansagang "Miya" dahil milya-milya ito kung mag-isip at laging nagmamadali.

Sakay na sila ng bus, inaaliw ang mga mata sa mga tanawing nadadaan, kung ano-ano na rin ang napagkukuwentuhan, pati ang traysikel na nakasabay ay pinagpustahan nila kung ma-o-overtakan ba ng kanilang sinasakyan. Sa huli ay nasabi ni Miya kay Mayang na "Ano ba namang bus ito pagkabagal-bagal." "Ano pa, mali ang pangalan ng bus na ito e, dapat ang pangalan nito ay Pato sa halip na Agila," ang pabirong sagot ni Mayang at nagtawanan ang dalawa.

Madilim na, dahil alasais na ng hapon nang sapitin nila ang Atimonan. Nang biglang, ka-SSST BLOOOG!!! "Huminto ang Pato ehee! Bus pala." Ang bulalas-sigaw ng Ale sa unahang upuan nina Mayang at Miya. "Plat po! Naplatan po ang bus natin, magpapalit lang po ng gulong, sandali lang po ito," wika ng konduktor. Nagbabaan ang ibang pasahero, dahil mainit sa loob ng punong-punong bus.

Bumaba rin sina Mayang at Miya. "Ano ba yan gabi na, hindi ko na maaabutan ang kausap ko sa Lucena!" ang inis na sabi ni Miya. "Hindi naman daw magtatagal", ang sabi ni Mayang sa tunong pinakakalma ang naiiritang si Miya.

"Hindi ko na mahihintay na matapos ang pagkakabit ng gulong, sasakay na ako sa dadaang bus" kukuhain ko na ang kalahati ng pamasaha ko sa konduktor!" ang inis na sabi ni Miya.

"Huwag na... hintayin na lang natin, sandali na lang yan," pigil ni Mayang kay Miya.

Subalit hindi napapigil si Miya, kinuha pa rin ang pamasaha. Walang nagawa ang konduktor, sabay sabi kay Miya, "bahagi naman po ng pagbi-byahe ang masiraan at maplatan." "Sorry may ka-meeting ako sa Lucena at pasensya na rin," sagot ni Miya sabay kuha ng pamasaha niya.

Bumaling kay Mayang, "pa'no kita na lang tayo mamaya sa Lucena ha!" "Sige, nakahihiya naman sa konduktor kung dalawa pa tayo na aalis e nakikiusap naman," sagot ni Mayang.

Hindi naman nagtagal, may dumaang bus at sumakay na si Miya.

Mag-aalas siyete na at binabagtas nila ang akyating pa-ZIGZAG nang sila ay huminto dahil sa traffic. "Nagkaroon daw ng aksidente, may nahulog daw na bus sa bangin. Lahat daw ng sakay e patay," ang narinig ni Mayang sa mga usyusero na animo'y pinahanay pa sa daan.

Nanlumo si Mayang dahil ang bus na iyon...ang bus na sinakyan ni Miya...

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## Poetry

# A Year Embraced by Hope

by Danna Iyrane C. Solabo

This year, a banner of triumph unfurls,  
A tapestry woven with God's grace and pearls.  
His favors abound, a celestial tide,  
His boundless love, a river deep and wide.

Though yesterday's trials left scars untold,  
His mercy endures, a story yet to unfold.  
Faithful and prayerful, a heart of His child,  
His grace sustains, a new beginning to start.

Believing in blessings yet to be revealed,  
Stronger and braver, our spirits are sealed.  
Though challenging days may lie ahead,  
A mighty God, our protector, our stead.

This life, a sacred trust, is His to claim,  
A symphony of grace, a holy flame.  
He guides our steps, a gentle, guiding hand,  
Leading us through trials, to a promised land.

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## Poetry

# Chalk and Dreams

by Jeralyn C. Martin

On the slate of morning skies,  
Chalk is drawn where thought lies—  
Lines that fade, and shapes that blur,  
Yet dreams persist, as soft as her.

In the dust, we trace our schemes,  
Whispers caught in fragile beams,  
Each mark a vision, bold, yet fleeting,  
An echo of the heart's soft beating.

The chalk may smudge, the colors pale,  
But dreams are wind beneath the sail,  
A journey far beyond the shore,  
Where boundaries cease, and skies implore.

Wipe out the lines, retouch the theme,  
For chalk is born of fleeting streams—  
But in our hearts, where dreams are kept,  
The future stirs, unbroken, slept.

So let the chalk dissolve in time,  
But dream—oh dream—beyond the climb.  
For in the dust, and in the night,  
We find our wings, we find our flight.





## Essay

# Teaching, a multifaceted profession

by Rinalyn Lingon Gamilla



The role of teachers in a child's education has fundamentally changed. Instruction doesn't consist primarily of lecturing to students who sit in rows at desks, dutifully listening and recording what they hear, but, rather, offers every child a rich, rewarding, and unique learning experience. The educational environment isn't confined to the classroom but, instead, extends into the home and the community and around the world. Information isn't bound primarily in books; it's available everywhere in bits and bytes.

Schools aren't just brick-and-mortar structure, they're centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of our nation.

Leading the way are thousands of teachers who are rethinking every part of their jobs- their relationship with students, colleagues, and the community; the tools and techniques they employ; their rights and responsibilities; the form and content of curriculum; what standards to set and how to assess whether they are being met; their preparation as teachers and their ongoing professional development; and the very structure of the schools in which they work.

In short, teachers are reinventing themselves and their occupation to better serve schools and students. With all the sacrifices of teachers, they are just worth to be considered heroes.

*Rinalyn L. Gamilla is Teacher III, teaching Science 5 and 6, and School Science Coordinator in Matungao Elementary School, Matungao, Socorro, Oriental Mindoro. She holds master's degree in Educational Management major in Administration and Supervision.*

## Essay

# Dear Parents, Please

by Rinalyn Lingon Gamilla



Parents play the most important role in the overall development of their child. It is the right guidance of parents that develops the character of the child. Parenting is an ongoing job. It is not something you can get away from once the time comes because children need their parents, from time to time, to stay on the right track.

Parenting and child development go hand in hand. The proverbs that the apple does not fall far from the tree and that the branch grows as the twig grows can well-describe the effects of parenting to child growth and development. When children are growing up, positive parenting improves their cognitive, social and problem-solving skills. Positive parenting also affects their responses and helps them grow up to be better humans. Interaction and stimulation are very important in the early years. It is all about recognizing problems, handling all situations well and picking up the traits of discipline, time management and effective problem-solving through simple routines at home.

Children observe spousal interaction and how arguments are settled in the family. It teaches them a variety of good values that are imbibed and crucial to growing up. The child learns how to behave with others, playing to a common goal, team spirit, picking the right friends and a lot more.

Reaching age-related milestones is not the only goal. Children learn about being healthy, exercising regularly, being a team player, having the right diet and growing in a conducive environment through play-and-learn. The right guidance from parents can inculcate in children a good regimen of exercise and diet to achieve ideal physical development.

Parenting styles help the child learn innovatively, accepting failures and overcoming them, understanding discipline, accepting feedback and the award-and-punishment concept.

Understanding religion, prayer, knowing right from wrong, being empathetic, having the right ethical values, valuing your parents and strengthening goal-setting liberates the free spirit in children.

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## Maikling Kwento

# Gabing Mag-isa si Inah

ni Rinalyn L. Gamilla

Madilim at tahimik na ang paligid, halos mag-iikasiyam na nang gabi noon Agosto taong 2023. Namamahinga si Inah sa kanilang salas. Tapos na siyang maghugas ng kanyang pinagkainan at napakain na rin niya ang kanyang mga alagang aso at pusa. Nagpapaantok siya habang nagseselpon, nang biglang may narinig siyang kakaibang huni. Kakaiba ito sa huni ng mga alaga niyang aso't pusa. Humuni ulit ito, humuni nang humuni ito. Napaisip siya. Hindi naman ibon, hindi naman palaka iyon. Muling narinig niya ang huni, at sunod-sunod na huni. "Kkrrrk, Kkrrrk, kkrrrk."

Nakaramdam na siya ng kaba. Natatakot na siya, dahil sa loob ng bahay nanggagaling ang naririnig niyang huni. Mag-isa lamang siyang nakatira sa kanilang bahay dahil nasa malayo ang kanyang pamilya. Anong gagawin niya? Natatakot na talaga siya. Nagpalinga-linga siya, "kkrrrk, kkrrrk" ang muling huni. Napatakbo na siya sa kanyang silid, ngunit kaagad napahinto sa pagpasok sa pinto. Dobleng kaba ang naramdaman niya, inilapat niya ang kanyang tainga sa pinto ng silid. Sa loob nga, tama nasa loob nga galing ang humuhuni. "Anong gagawin ko?" tanong niya sa sarili. Ngunit paano kung hindi niya aalamin kung ano iyon? Saan siya matutulog. "Ayokong lumabas, napakadilim," ang nasambit niya sa sarili. Kinausap niya pa ulit ang kanyang sarili upang may marinig siyang boses. "Lakasan mo loob mo Inah, wag kang duwag!", ang sabi niya. Nag-ipon siya ng lakas ng loob upang harapin kung ano ang nasa loob ng kanyang silid. Diyos ko, tulungan mo po ako," ang kanyang dasal. Ang kaba sa dibdib na kanyang nararamdaman ay para ng naghahabulang mga kabayo at para ng magigiba ang kanyang dibdib sa kaba.

Binalikan niya ang kanyang selpon sa mesa na kanyang ibinaba kanina. ....Binuksan niya ito habang nag-iisip ng gagawin. "Anong gagawin ko, kanino ako hihingi ng tulong?" Tulugan na ang mga kapitbahay ko. Tahimik na ang paligid maliban sa huni. Binuhay niya ang flashlight ng selpon maging ang camera ay naka-zoom para makita kaagad niya kung ano ito. Marahan at maingat ang kanyang mga hakbang. Dahan-dahan siyang lumapit muli sa pinto ng kanyang silid-tulugan. Dahan-dahan niyang binuksan at unti-unting sumilip ang kanyang ulo sa pinto, habang naglalaro sa kanyang isipan na baka nasa itaas ito at bigla itong lumundag sa kanya kung anuman ang humuhuning iyon. Ganun na lamang ang bilis ng tibok ng kanyang puso. Para na siyang hihimatayin sa takot at nagtayaran ang kanyang mga balahibo. "Bahala na" bulong niya. "Kung hindi ngayon kailan pa ako kikilos".

Bigla siyang pumasok sa silid. Pagpasok niya, muling humuni, sa pagitan ng kama at cabinet nanggagaling ang huni. Ano kaya iyon, baka siya ay kagatin. Lumapit pa sya. Diamond,,, naisigaw niya. Anong ginagawa mo diyan? Ang pusa niyang si Diamond ang nakita niya. Hindi pa niya nakikita ang kinatatakutan niya. Nakaharap ang pusa niya kung saan nanggagaling ang huni. Pilit inaabot ng kanyang alaga ang kung ano iyong nasa likod ng panara ng cabinet na nakabukas.

Muli'y may kung ano na naman ang pumasok sa kanyang isip. "Baka ahas, ahas nga kaya iyon? Ano ang gagawin ko? Baka ako tuklawin." Naalala niya ang baseball bat sa likod ng pinto ng silid. Kaagad niya itong kinuha. Pagkakuha nito, maingat niyang isinara ang nakabukas na panara ng cabinet habang nakatutok ang flashlight ng cellphone upang makita kung ano ang nasa kabila nito. "Ano ka?", sigaw niya. Haah! Hindi ahas, nasabi ni Inah. At doon nakita niya ang nagpakaba at tumakot nang husto sa kanya. "Tuko ka lang pala". Nakahinga siya ng maluwag.



Salamat sa Diyos," Hindi siya takot sa tuko dahil nagkikita na siya nito na gumagapang sa dingding ng kanilang bahay at bumababa pa sa sahig kapag may mga gamugamo. Sinasabayan pa nga niya ito sa paghuni ng "init, ulan, init, ulan, init" at kung sa init nawala ang huni nito ay pinaniniwalaang iinit daw sa susunod na mga araw. Kung tumigil naman sa ulan ang paghuni ay pinaniniwalaang uulan naman. Tukih ang tawag niya dito kapag nagkikita siya ng tuko sa kanilang bahay. Hindi niya ito sinasaktan dahil hindi naman siya inaano nito. May nakabalot na maputi sa kanyang ulo at ibabang bahagi ng katawan. Tila nanghihina ito. "Kaya pala kakaiba ang huni mo, gumapang ka palayo kay Diamond," dugtong pa niya habang isinusulong ng base ball bat. Ngunit hindi makagapang palayo upang maiwasan ang pusa. Pilit itong kinakalmit at kinakagat ng ng kanyang alaga. "Diamond, tumigil ka," saway niyang muli.

Ang tuko na dating maliksi ay kakaiba na. Ang takot na kanyang naramdaman ay napalitan ng awa sa tuko. Nagluluno o nagpapalit balat pala ito. Kagaya rin ito ng ibang hayop tulad ng ahas na tinatawag na reptiles. Nagpapalit balat, nanghihina at walang kalaban laban sa panahong ganito. Dahan-dahan niyang isinulong ang tuko ng ng walis dahil ayaw niya itong hawakan, baka siya makagat o dumidikit ito ng mahigpit sa kanyang balat. Nagulat siya nang biglang tangayin ni Diamond si Tukhi at itinakbo papunta sa kusina. "Diamond, bitawan mo si Tukhi", sigaw niya habang hinahabol ito. Nang ibaba ng pusa ang tuko sa sahig, kaagad niyang pinakapit ito sa walis tambo at iyon ang ginamit upang mailabas ng bahay ang tuko habang hawak niya ang pusa. Naisip rin niya na baka puntahan ulit ito nang makulit niyang pusa pagtalikod niya. Sinulong niya palayo ang tuko upang gumapang ito palayo. Pero hindi ito lumayo, sa halip ay kumagat ito sa walis tambo at hindi na bumitaw. Itinataas niya ito at ipinatong sa halaman kasama ang tambo. Papasok na sana siya ng bahay nang maisip niya na baka maulanan ito, kawawa naman. Inilagay niya sa kahon ang tuko. Ngunit paano niya

matatakpan ng plastic gayong nakakagat pa rin ito sa tambo. Kinuha niya ang gunting at kanyang pinutol ang bahagi ng tambo na kagat nito. Pagkatapos niyang gupitin ang tambo ay saka bumuka ang bibig nito. Sinamatla niya ang pagkakataon at unti unti niyang sinipit ng gunting ang putol putol na hibla ng tambo at inalis sa bibig ng tuko. Makakahinga na ito ng maayos. Isinuot niya ang kahon sa plastic at binutasan ito upang may madaanan ng hangin at ng makahinga ito nang maayos .

At upang makasigurong ligtas ito sa mga alaga niyang pusa, ipinasok niya ito sa kanyang silid. Habang minamasdan niya hangad niyang lumakas agad ito. Biglang gumalaw ito, nagulat siya sa kanyang pagmumuni, tumingin ito sa kanya at humuni, Kkkrrrk, Kkkrrrk, kkkrrrk, para bang sinasabing salamat sa iyo. Hindi na kaba at takot ang kanyang naramdaman kundi kasiyahan ng kalooban at siya'y napangiti. Makatutulong na siya ng mahimbing alam niyang hindi naman siya magagapangan dahil mahina pa ito. At hangad niyang lumakas na ito at umalis na sa kahon.

Araw araw, palagi niya itong sinisilip sa kahon, nilalagyan ng hinuling lamok . Naisip niya tulungan itong alisin ang nakabalot sa katawan. Kaagad niyang kinuha ang tyani at linte. Isinuot niya ang tyani sa butas ng plastik upang masigurong hindi siya makakapitan nito. Unti-unti ay naalis niya ang nasa katawan nito. Nagdikit dikit na ang balat na natanggal sa katawan kaya't mahirap na itong tanggalin. Isinunod niyang tanggalin ang nasa ulo nito. Natutuwa siya sa kanyang ginagawa, kitang kita sa natanggal na balat ang dalawang maliit na bilog hugis ng mata, ganoon din sa mga paa nito. "Ang liliit na mga paa mo" nasambit niya.

Makalipas ang halos kalhating oras ay naalis na niya ang mga balat kahit paminsan minsan ay nagugulat siya dahil sa pagbukas ng bibig nito. Inayos na muli niya ang plastic at ibinukas ang kabilang dulo upang makalabas ito kung sakaling kaya na nito.

Nang sumunod na araw, pagkagising nagmamadali niyang tiningnan ang kahon. May laman pa kaya naisip niya. Andito pa kaya si Tukhi? Wala na ito, lungkot at tuwa ang nadama niya, lungkot dahil wala na siyang aalagaan sa kahon. Tuwa dahil nakaalis na ito sa kahon, ibig sabihin malakas na ito at nakagapang na paalis. Nagpalilinga siya sa dingding ng kanyang silid... wala ito, kaya naisip niyang silipin sa dingding sa gilid ng aparador. Hindi siya nagkamali naroon pa nga, nakatingin ito sa kanya. Napangiti siya at kanya naman itong kinawayan na parang namamaalam sa papaalis na kaibigan. "Mag-ingat ka," ang sabi nya kay Tukhi. "Kita na lang ulit tayo." Simula nga noon palagi niyang nakikita itong si Tukhi sa loob ng kanilang bahay, na pauli uli at nagtatago lamang sa likod at gilid ng kanilang aparador, nanghuhuli ng lamok.

-Wakas-

*Si Rinalyn L. Gamilla ay isang Teacher III na may pagmamahal sa pagtuturo ng Science 5 at 6. Siya rin ang School Science Coordinator sa Matungao Elementary School, Matungao, Socorro, Oriental Mindoro. Hawak niya ang master's degree sa Educational Management na may espesyalisasyon sa Administration and Supervision.*



Tula

## Waiting

by Rinalyn Lingon Gamilla

How Long Will We Be Waiting?  
Asked the boy to his mother,  
"My next birthday is drawing near,  
But Father is still not here."

How Long Will We Be Waiting?  
Asked the old fishermen.  
"It's dark, and the cold bites deep,  
Yet our nets are empty—no catch to keep."

How Long Will We Be Waiting?  
The poor farmers asked one day.  
"We're old, and death feels near,  
Yet our dreams remain just dreams unclear."

How Long Will We Be Waiting?  
Asked the overloaded teachers.  
"We're tired, and our hair turns grey,  
Yet the young fail to learn respect today."

How Long Will We Be Waiting?  
Filipinos asked one another.  
"The strong and powerful endlessly crave,  
While the weak and poor are left to beg and wave."



Tula

## Diwa ng Pasko sa Gitna ng Hamon

ni Mary Jean A. Apuhin

Sa gitna ng hirap, Pasko'y dumating,  
Hapdi ng kahapon, tila gumagaling.  
Sa payak na hapag, ngiting kay tamis,  
Pag-asa'y sumiklab, lungkot ay napalis.

Ang mesa'y di marangya, ngunit puno ng saya,  
Tinapay at pansit, sapat nang biyaya.  
Ang bawat kanin, katumbas ay dasal,  
Pasasalamat sa Diyos na laging banal.

Sa bawat hirap, mayroong biyaya,  
Maliit man o malaki, pusong nagagalak pa.  
Ang mga bituin sa langit na kay liwanag,  
Siyang patnubay sa landas na may hirap.

Pasko'y paalala ng pusong mapagkumbaba,  
Pag-ibig at kapwa, laging isaalang-alang.  
Kahit walang yaman, ang puso'y handugan,  
Isang galak at ngiti sa bawat kapatiran.

Paglingon sa taon, hirap man ang dala,  
Tagumpay at aral, baon sa gunita.  
Mga sugat ng kahapon, ngayo'y hilom na,  
Bagong taon, salubungin ng pag-asa.

Ang mga awit ng Pasko'y tila panalangin,  
Sa Diyos na nagbigay sa atin ng damdamin.  
Sa gitna ng dilim, may liwanag na sisilay,  
Diwa ng Pasko, kailanma'y di magwawakas.  
Salamat sa lakas, sa Diyos na may awa,  
Sa mga kaibigang laging nag-aaruga.

Pagkakataong mabuhay nang may layunin,  
Sa Paskong ito, ang puso'y nagpupugay din.  
Kahit anong hamon, ito'y ating lagpasan,  
Bawat araw ay handog, isang paanyaya't laman.  
Pasko'y di sa yaman, kundi sa pagmamahal,  
Sa bawat tahanan, ang liwanag ay magtatagal.



*Si Dr. Mary Jean A. Apuhin ay isang Associate Professor sa  
Capiz State University Burias Campus sa Mambusao, Capiz.*



Tula

## Bread at Butter

ni Mary Jean A. Apuhin



Sa bawat umaga'y ating nilalakad,  
Trabahong mahalaga'y hindi nililisan,  
Sa gitna ng hirap at sahod na kulang,  
Ito'y kayamanan, ating pinanghahawakan.

Ang pawis na tulo'y sakripisyo't dangal,  
Nagbibigay-buhay, tahanan ay asal,  
Kahit na maliit, kayang ipagsanggalang,  
Sa bawat hamon, tayo'y nagtatagumpay.

Ang laman ng mesa, dito'y nagmumula,  
Sa butil ng tiyaga't sipag na maganda,  
Kahit minsan kulang, sa puso'y may saya,  
Pagkat bawat gawa'y may hatid na ginhawa.

Kalusugan at lakas, ang tunay na yaman,  
Sa simpleng buhay, doon ay masumpungan,  
Hindi marangya ang tanging kahilingan,  
Sa kasapatan, puso'y nagiging kampante't handa.

Ang trabaho'y biyaya, handog ng Maykapal,  
Dito nabubuo ang ating mga dangal,  
Kahit pa minsan may hirap na dumatal,  
Pag-asa'y buo, tagumpay ay natural.

Bread at butter ang ating pondo't baon,  
Sa hirap ng buhay, ito'y ating sandigan,  
Sa sipag at tiyaga, anumang kahirapan,  
Nagiging magaan, pangarap ay abot-kamay lamang.

Sa bawat araw, laban, tagumpay ang dulot,  
Sa trabahong mahal, tayo'y di mapurol,  
Pagka't dito'y may buhay, may sigla't alindog,  
Handang ipagpatuloy, sa hirap at lungkot.

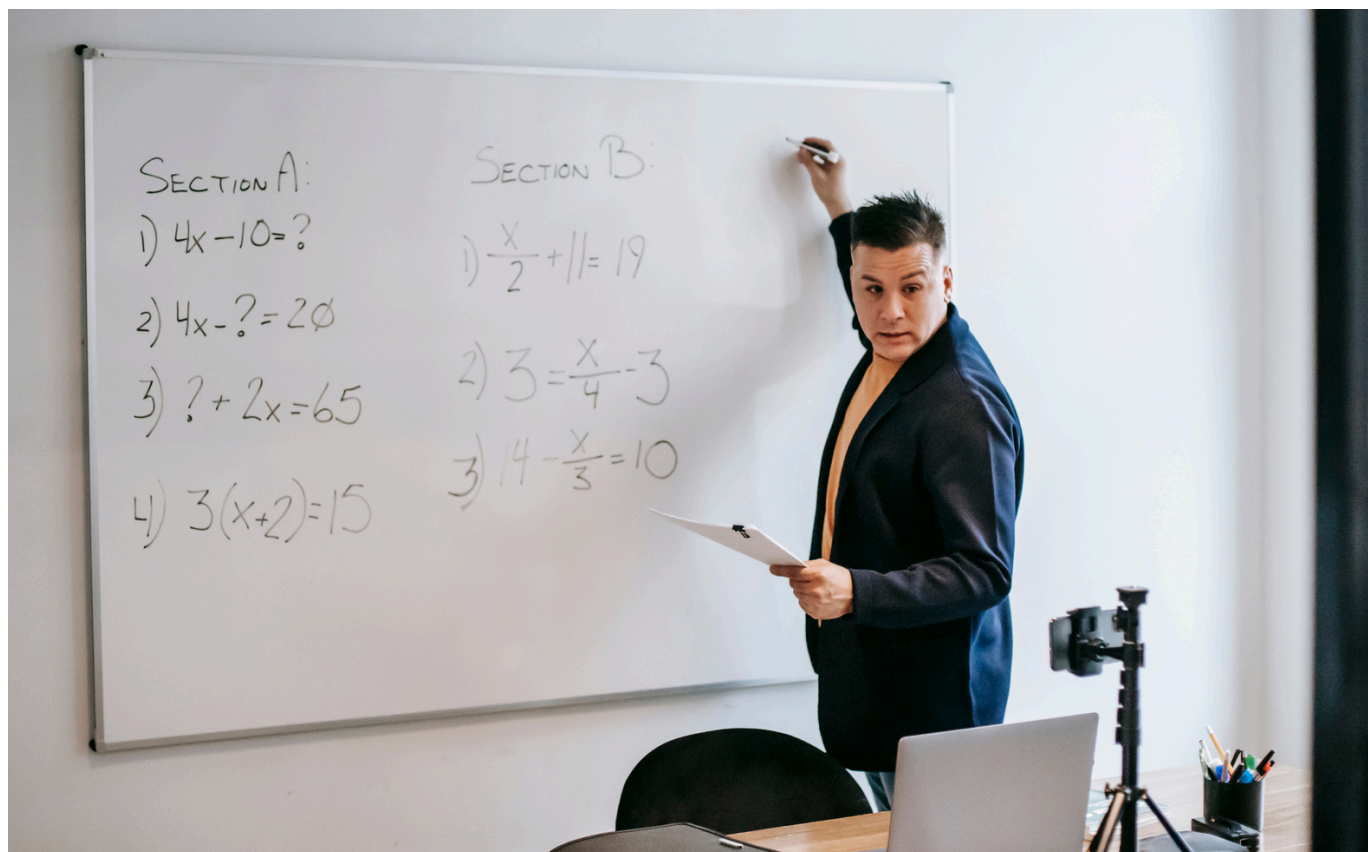
Pasasalamat sa gawang ating sinasaka,  
Ito ang pagkain sa bawat pamilya,  
Sa kalusugan at simpleng ligaya,  
Trabahong mahalaga, sa buhay ay biyaya.

*Si Dr. Mary Jean A. Apuhin ay isang Associate Professor sa  
Capiz State University Burias Campus sa Mambusao, Capiz.*

## Research Abstract

# Instructional Supervisory Practices, Challenges, and Teachers' Performance in Pag-asa Elementary School (PES) for a Sustainable Instructional Supervisory Plan

by Osualdo F. Paz



Education teaches students the essential skills and knowledge they need to be productive, positive, self-sufficient, and active members of communities. Supervisory performance offers guidance to teachers through their supervision and thus objectives are achieved through effective teaching and efficient learning (Lopez, 2019). Because of this idea, the researcher looked into the challenges, practices, and performance of teachers at Pag-asa Elementary School (PES) in order to make a Sustainable Instructional Supervisory Plan. This study answered the questions on the level of supervisory instructional practices as to rated observation, star observation, walkthrough, and pop-in observation; the teaching performance level of teachers in PES as reflected on the IPCRF rating; the significant relationship between the level of supervisory instructional practices and the teaching performance of teachers in PES as reflected on the IPCRF; the challenges encountered in supervisory practices; and proposed a Sustainable Instructional Supervisory Practices Plan. This was administered to 14 permanent teachers of PES in Bansud District. Findings showed that pop-in observation had the highest median of 3.81, walkthrough (3.77), then rated observation (3.75) and star observation (3.71) as last all described to a high level, 13 teachers (92.86%) performed "Outstanding" which ranged 4.50-5.00 while only one (7.14%) performed "Very Satisfactory (VS)" (3.50-4.49), all indicators of supervisory practices did not significantly relate to the performance of teachers, as for the challenges, communication and age barriers (item 2), conveyance of meaningful message (item 8), and use of innovative approaches with the aid of science and technology (item 10) each scored 2.35 described as least challenging (first) while effective time management (item 5) was least challenging (last), and all the last rated parameters of supervisory practices were used to prepare the Sustainable Instructional Supervisory Practices Plan may be proposed. This study implies supervisory practices of school heads and teachers' performances.

*Dr. Osualdo F. Paz is a dedicated educational leader with a Doctor of Education in Educational Management. Currently serving as Principal III at Pag-asa Elementary School, he is committed to fostering academic excellence and cultivating an inclusive and nurturing learning environment. With his expertise in educational management, Dr. Paz actively implements innovative strategies to enhance the quality of education and inspire both teachers and students to reach their full potential. His work exemplifies a lifelong dedication to improving the educational landscape in Oriental Mindoro.*



## Essay

# Student Discipline for Academic Excellence

by Jayson F. Robea



The significance of discipline is paramount in any academic environment, serving as the foundation for achievement and success. Developing student discipline extends beyond simply implementing rules; it plays a critical role in shaping character, instilling values, and paving the way for academic excellence.

Maintaining order by fostering a culture of respect and responsibility lays the essential groundwork for creating an ideal learning atmosphere. When students abide by conduct regulations, they build accountability toward their educational pursuits alongside interacting with their peers or instructors respectfully. Through practicing self-discipline skills throughout one's educational journey, pupils are equipped with vital tools that will help them tackle difficulties coming ahead in academic or professional paths later on down life's roadways.

Moreover, a shred of evidence revealed that discipline is intrinsically linked to academic success. Students who exhibit self-control and focus are better equipped to manage their time efficiently, engage in meaningful study habits, and excel in their coursework. A disciplined student is more likely to meet deadlines, participate actively in class discussions, and take advantage of educational resources. The importance of discipline extends beyond the academic realm, influencing various facets of a student's life, including personal relationships and future career endeavors.

Students who possess discipline are inclined to participate in extracurricular activities that contribute toward their holistic growth. The engagement in sports, clubs, and volunteer work nurtures traits like teamwork, leadership skills, and accountability that extend beyond the classroom environment. Attaining academic success is not limited only to receiving good grades; it also revolves around developing the qualities of a well-rounded individual capable enough for future challenges.

To establish a disciplined culture within an educational institution calls for multiple approaches. Establishing clear policies and fair rules, and communicating them consistently without any disparity, should be the priority. Students should comprehend what actions violate these regulations, leading to personal responsibility and causing fewer discrepancies among students themselves.

In addition, educators display vital roles both as role models & facilitators, engaging positive behavior patterns amongst children, helping build stronger bonds with greater mutual respect between teachers and students, therefore nurturing conducive environments aiding focus on better learning outcomes across all aspects within the systems framework involved.

Likewise, parental involvement is instrumental in reinforcing discipline. By maintaining open communication, educators and parents can align expectations and collaborate to support the student's overall development. Schools can also implement reward systems that recognize and celebrate disciplined behavior, motivating students to adhere to the established guidelines.

By establishing clear rules, fostering positive teacher-student relationships, and encouraging parental involvement, educational institutions can create a disciplined environment that nurtures the full potential of every student. In doing so, we pave the way for a future generation of individuals ready to tackle the complexities of the world with resilience and determination.

*Jayson F. Robea holds the degree Master of Arts in Education major in Educational Management. He is Teacher III at Pag-asa Elementary School in Bansud, Oriental Mindoro.*

## Research Abstract

# Empowering Reading Proficiency: A Google Site Digital Resource Material for Reading Comprehension of Grade 8 Learners

by Jennyfer F. Mayordo



In an era where digital technology plays a vital role in education, enhancing reading proficiency through innovative tools is essential to address learners' evolving needs. This study aimed to enhance reading proficiency among Grade 8 learners at Golden Acres National High School by utilizing a Google Site as a digital resource to improve reading comprehension. Employing a quantitative quasi-experimental research design, the study evaluated the impact of this digital intervention by comparing the reading comprehension scores of an experimental group, which used the Google Site, and a control group, which did not have access to the digital resource.

The participants were 80 Grade 8 students selected through purposive sampling and further divided into control and experimental groups to minimize selection bias. Major findings revealed that, although pre-test scores indicated slightly higher initial comprehension in the control group, statistical analysis showed no significant difference between the pre-test scores of the two groups, establishing a comparable baseline. Post-test scores demonstrated a slight improvement in the experimental group; however, this increase was not statistically significant compared to the control group. Similarly, within-group comparisons of pre-test and post-test scores showed no significant gains for either group, indicating stable comprehension levels throughout the study.

Based on these findings, a "Digital Literacy and Reading Proficiency Enhancement Program (DLRPEP)" is proposed to provide structured, interactive digital support to enhance reading proficiency. Recommendations include integrating interactive components into the digital resources, introducing supplementary instructional strategies, and conducting further assessments to maximize the effectiveness of digital learning tools. Future research is encouraged to explore the combination of digital and traditional reading interventions to achieve broader comprehension benefits.

*Jennyfer Fortez Mayordo Jennyfer F. Mayordo is taking Masters of Arts in Education major in English. She is presently Teacher II at Golden Acres National High School, where she currently serves as the school's reading coordinator, She was formerly an English club adviser.*