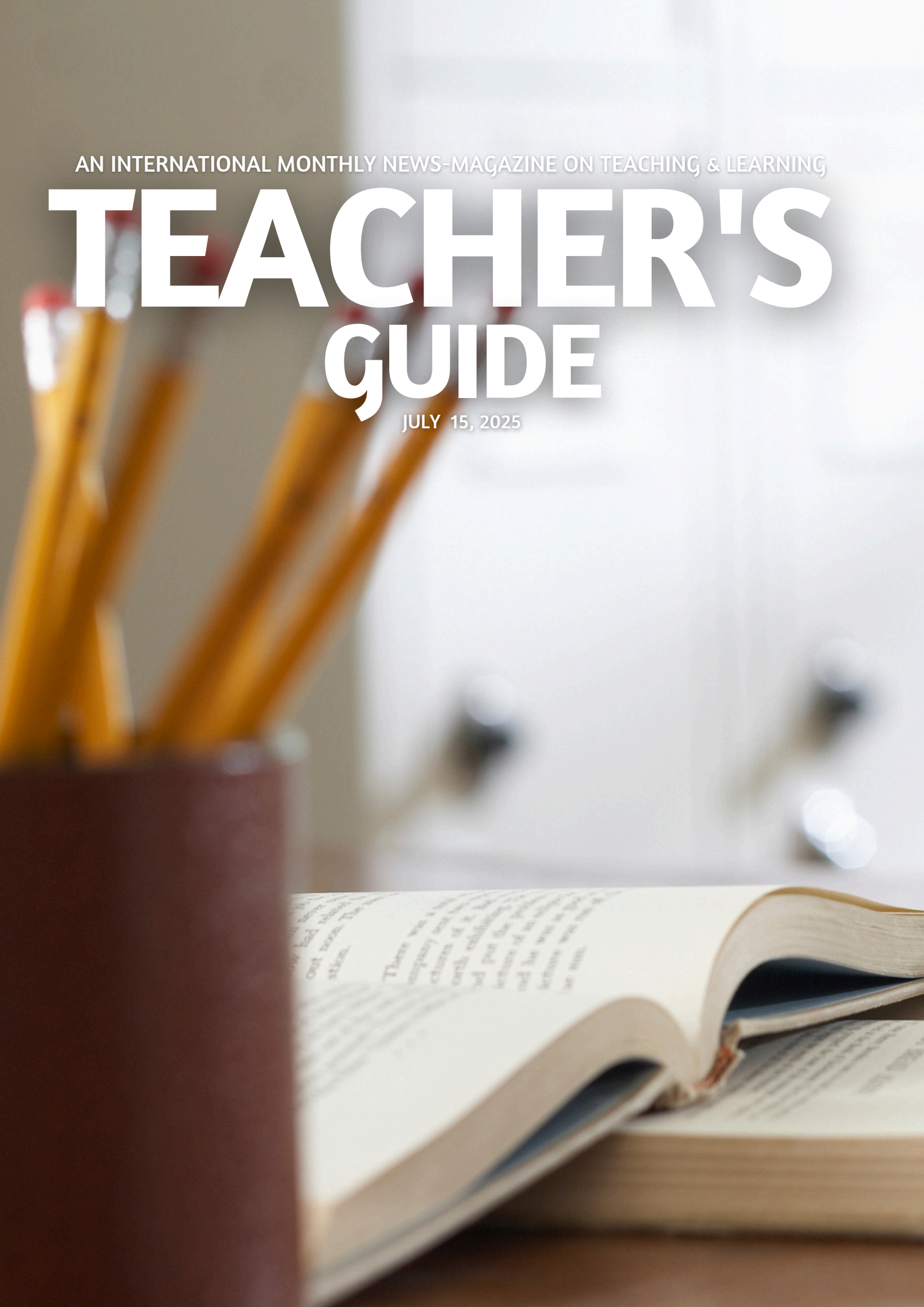


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Teacher's Guide

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Short Story

Nathalia's Journey: From Curiosity to Confidence in Investing *by Marinelle M. Tocyapao*

Nathalia had always been intrigued by the mechanics of money through investing. One day, while browsing her phone, she came across an article discussing how investing could enhance individuals' savings over time. This notion ignited a spark in her mind, fostering a desire to take charge of her financial destiny.

Determined to grow her money, Nathalia began to learn the basics of investing. She began reading about stocks, bonds and mutual funds and discovering how these securities played their role in increasing wealth. As she kept on reading, she realized that investing is not about getting rich quickly but about patience and understanding. To streamline her learning process, Nathalia devised a small spreadsheet to monitor hypothetical investments, employing formulas to estimate potential returns. This practical approach rendered the concepts more comprehensible and engaging for her.

After several weeks, Nathalia felt prepared. She opened a brokerage account and made her inaugural small investment in a technology company she had faith in. Monitoring her portfolio became a daily routine. She remained calm during market fluctuations, opting instead to research intelligent strategies such as diversification and dollar-cost averaging. She persistently tracked the performance and risk levels of each stock, transforming investing into a personal endeavor.

Over time, Nathalia's confidence leveled up. She shared her journey with her friends while encouraging them to start investing. She told them that anyone could learn and benefit from investing with patience and care. Investing was not about money anymore for Nathalia. It was about empowerment, education and taking charge of her future.

Marinelle M. Tocyapao is an accomplished MBA graduate from Saint Paul University. Currently, she serves as an instructor at Kalinga State University, where she shares her expertise and passion for business education with her students. With a strong commitment to fostering a dynamic learning environment, Marinelle is dedicated to empowering the next generation of leaders in the field of business.



Short Story

A Working Mother's Path to Financial Balance and Confidence *by Marinelle M. Tocyapao*

Emma was a diligent mother who managed to balance her professional responsibilities with her family life. Each month, upon receiving her salary, she experienced a blend of relief and anxiety. How could she make it last to pay for bills, groceries, her children's necessities, and still set aside savings for the future?

Determined to take charge, Emma began to budget. She compiled a list of all her monthly expenditures like rent, utilities, food, school supplies and compared them against her income. Utilizing a straightforward spreadsheet, she designed on her computer, Emma meticulously tracked every money spent. She organized her expenses into categories of essentials and non-essentials, identifying areas where she could reduce spending.

Every week, Emma assessed her spending habits, making adjustments as necessary. She allocated a small portion for savings, instilling in her children the significance of planning for the future. When unforeseen expenses arose, she remained calm as her budget served as a guide, assisting her in maintaining balance.

Budgeting instilled in Emma a sense of confidence and tranquility. She felt empowered by managing her salary effectively, demonstrating to her children that prudent financial habits could pave the way for a secure future. Emma's story served as a reminder to all that with careful planning and resolve, even the busiest working parents can gain control over their finances.

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Maikling Kwento

Ang Kargada (Atupag) ni Maganno *ni Johnny U. Pagulayan*

Noong panahon na uso pa ang paglalakad sa kabundukan ng Sierra Madre mula sa bayan ng Palasan papuntang bayan ng San Marino hanggang Aligan. Isa si Maganno sa mga katotobong dumagat na paboritong kargador ng mga biyahero at mangangalakal ng banig at sumbrero na mga taga Palasan.

Isang araw ay nakipagkasundo siya sa isang kilalang tao upang magkarga ng panindang banig at sumbrero palabas upang sa kanilang pag-balik ay may ibibili na naman ng kakargahing damit, sabon, gamit pang kusina, at mga iba pang mga pangangailangan.

Ngunit pagdating pa lamang nila sa gitna ng kabundukan ay nakaramdam ng pananakit ng katawan si Maganno dahil sa bigat ng kanyang Atupag o pangarga. Wala siyang ibang naisip na paraan kundi iiwan ang atupag at tumakas. Sa galit ng kanyang ibay o amo ay bumalik agad sa Palasan at nagsumbong sa mga maykapangyarihan.

Si Alluy noon ang isa sa mga alagad na nakatalaga sa tanggapan ng Pulisya. Hindi siya tumigil sa paghahanap hanggat ito ay kanyang natagpuan sa isang kuweba. kumibli siya sa isang malaking bato na malapit sa bunganga ng kuweba upang sukulin at hulihin si Maganno. Ngunit dahil sa siyay Malaki at malakas nabunot ang kanyang kulot na buhok ng dakmahin ito ni Alluy. At kumaripas ng takbo. Sa inis ng alagad ay binaril niya ito sa binti upang di makalayo ang kargador. Linagyan niya ng posas at dinala sa isang piitan sa bayan ng Aligan.

Lumipas ang mahaba- habang panahon. Umalis na sa trabaho si Alluy bilang isang alagad ng batas. Nanirahan sila sa baryo at nagsaka. Sa kasamahang palad nataga nito ang kanyang binti habang naglilinis sa kanyang bukirin. Hindi na siya makalakad pauwi a bahay. Mabuti nala mang at naroon ang panganayniyang anak na si Julian. Sigaw ito ng sigaw na humihingi ng tulong. Isang malaking dumagat ang lumapit at tumulong sa kanila. Binuhat niya si Alluy mula sa bukirin iyon papunta sa bahay ng sanidad sa bayan. Humigit o kumulang sa limang kilometro ang layo nito. Si sanidad lang ang kilalang manggagamot sa panahong iyon at sa lugar na iyon. Matapos malunasan ng sanidad ang sugat ni Alluy ay naitanong niya kay Maganno kung bakit mayroon din bakas ng sugat ang kanyang binti. Ito iyong binaril mo noong iniwan ko iyong aking kargada sa gitna ng kabundukan. Sagot ni Maganno... Patawarin mo ako Maganno hindi ko akalain na ikaw pa na sinaktan ko ang magmamalasakit sa akin sa oras ng panganib at kagipitan. Maluha- luhang sinabi ni Alluy. Ginampanan mo lamang ang tunkulin wala Kang kasalan sa akin, sagot ni Maganno. Mula noon ay naging matalik na magkaibigan ang dalawa.

Johnny U. Pagulayan is the School Principal of Dimatican Elementary School and the Cluster Head of five schools in the District of Palanan, Division of Isabela. He also serves as the Scout District Coordinator and is actively involved in the Church as the Parish Pastoral Council President of Saint Mary Magdalene Parish in Dicabisagan East, Palanan, Isabela. His leadership reflects a strong commitment to education, youth development, and community service.



Maikling Kwento

Bangka *ni Johnny U. Pagulayan*

Principal ng isang mababang paaralan na Ngayon si Jaypee. Nais niyang ibahagi ang kanyang magandang karanasan noong siya ay isa pa lamang guro sa isang liblib na barangay o lugar. Masigasig at aktibo siya sa pagtuturo, gusto niyang lahat ng kanyang mga mag aaral ay may matutuhan sa kanyang klase.

Isang makulimlim na panahon sa loob ng klase ni Jaypee. Napansin niyang pumasok si Rodel ang isang mag-aaral na paminsan minsan lang pumapasok siya ay nasa ika-anim na baitang sa Mababang Paaralan ng Dikalayuan. Magaling Rodel at pumasok ka ngayon, sinabi pa niya. Puwede bang pumasok ka araw-araw sayang ang mga araw na wala ka sa klase. Gusto lang naman kitang matutong bumasa at sumulat para sa iyong kabutihan. Para naman pakikinabangan ka ng gobyerno balang araw. Lagi ka nalang kasing nasa ilog, di mo maiwanan ang iyong bangka at pangawil. Tumingin lang ang bata at hindi kumibo. Lumipas lang ang isang araw ay hindi na naman pumasok si Rodel.

Biyernes na noon at mag iika-apat na ng hapon at isa sa kanyang mga mag aaral ang nagsabing. Sir, kasalukuyan pong tumataas ang ilog mabuti pa ay ipagpatuloy nalang po natin bukas itong ating aralin. Ok lang iyan tapusin lang muna natin ito wala namang malakas na ulan kagabi. Sagot ng kanilang guro.

Pagkatapos ng klase ay sumabay na siya sa pag-uwi ng mga ibang bata na nakatira sa kabilang purok. Lumusong sila sa unang ilog na kasalukuyang tumataas. Hanggang dibdib na ng mga bata wala kasing bangkero dito kaya pati ang kanilang guro ay lumusong narin. Umulan siguro ng malakas sa kabundukan kaya biglaan ang paragasa ng tubig. Samantala si Jaypee ay mayroon pang tatawiring ilog na mas malawak dito pero kampanti lang din naman siya dahil hanggang tuhod lang naman ang tubig kaninang umaga nang siya ay tumawid.

Pero laking gulat niya nang makita niyang umaapaw na pala sa may pampang di na niya kayang tawirin.

Ang tanging paraan lamang niya ay bumalik sa paaralan at doon na lang siya matutulog. Ngunit pagdating sa ilog na kanina lamang ay kanilang linusong Kasama ang mga bata ngayon ay hindi na niya kayang languyin dahil sa sobrang taas at lakas na ng agos. Madilim-dilim na noon nang maalaala niya si Rodel. Kabisado ng guro kung saan laging namimingwit ito. Sa di kalayuan ay natanaw niya ang bata na may dala-dalang pangawil at nakasakay sa bangkang di sagwan. Huminga ng malalim si Jaypee at nanalangin. Patawarin mo ako Panginoon ko nagkamali ako ng sinabi sa batang ito noong isang araw. Hindi ko akalain na siya pala ang sasagip sa akin sa oras na ito Malaking aral po ito para sa akin. Iyan ang mga katagang kanyang nasabi. At tinawag na niya Ang bata nanasa ibayo. Rodel! puwede mo ba akong itawid at diyan nalang ako matutulog sa silid aralan natin di na kasi ako nakatawid sa kabilang ilog. Ilinigpit agad ng bata ang kanyang pangawil at itinawid si Jaypee. Sir, sa bahay nalang po kayo matutulog wala po kayong banig at at kumot sa silid-aralan. Paanyaya ni Rodel. Lalong nanliit si Jaypee sa kanyang pakiramdam. Napakabuti mo palang bata Rodel, Salamat sa pagsagip mo sa akin at sa malaking aral na natotohan ko sayo na ang bawat tao pala ay may kahinaan at kalakasan. At ang Diyos ay sadyang Maakapangyarihan.

Johnny U. Pagulayan is the School Principal of Dimatican Elementary School and the Cluster Head of five schools in the District of Palanan, Division of Isabela. He also serves as the Scout District Coordinator and is actively involved in the Church as the Parish Pastoral Council President of Saint Mary Magdalene Parish in Dicabisagan East, Palanan, Isabela. His leadership reflects a strong commitment to education, youth development, and community service.



Tula

Dilim na Hadlang sa Liwanag *ni Johnny U. Pagulayan*



Oh umagang kay ganda langit na maaliwalas.
Tibok ng puso ko'y sumisigla at lumalakas.
Kagalakang sa pakiramdam ay di kailan man kukupas.
Pagpupuri't pasasalamat sa Diyos na dalisay ay wagas.

Oh umagang kay lamig at nabalot ng dilim.
Ikaw ay kahalintulad ng taong sakim.
Na sa taong tapat at totoo ay di makatingin.
Nais mo'y laging titingalain.
Ngunit laging paninira ang hangad mo't layunin.

Tao ka mang magpapakabuti upang maging liwanag sa iba.
Kung ang iba nama'y nagpapakasakim upang maging dilim sa kapwa.
Pangarap mong matayog ay mahirap isagawa.
Katulad ng haring araw sa maitim na ulap ay di mo makita.

Tanging Diyos lamang
ang tunay na liwanag.
Na magdadala sa ating lahat ng awa at habag.
Sa mga utos niya'y huwag sanang lumabag.
Manalig sa Diyos at sikaping mamuhay na masaya't magpakasipag.

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Scholarly Essay

The Evolution of Classroom Assessment Methods Across Curriculum in the Philippines *by Mark John A. Belleza*

The evolution of evaluation methods in the Philippine education system reflects significant changes in educational focus and program design, marked by the transitions from the Revised Basic Education Curriculum (RBEC) to the K to 12 program, and most recently, the MATATAG program. Each of these frameworks has been crucial in shaping educational practices, promoting learner-centered approaches, and enhancing educational performance across various dimensions.

The RBEC, implemented in the early 2000s, aimed to provide a more academic framework for basic education, emphasizing the knowledge of content and skills development. The evaluation methods during this period were mainly based on paper and pencil tests which measured control of subjects by the students by memorization and recall. While RBEC laid the foundations for standardized evaluations, it was then faced with criticism to promote a close understanding of student learning. This evaluation paradigm has often resulted in high issues tests, which limited the scope of the evaluation to quantifiable measures and has failed to adapt to various learning styles.

The transition to the educational program from K to 12 marked a critical turning point in Philippine education, because it sought to respond to some of the limits posed by RBEC. One of the important changes included the introduction of formative evaluation practices designed to provide continuous comments and promote students' commitment to learning processes. This change aimed to produce holistic learners capable of applying knowledge in real situations. The various evaluation strategies including performance tasks, portfolios, and peer journals, the K to 12 program encouraged educators to adopt a more complete vision of student performance. Consequently, the educational results began to reflect not only the ability of students to recall information, but their skills in critical thinking, creativity and collaboration.

The recent integration of the MATATAG program represents the latest evolution of classroom evaluation methods, characterized by a larger emphasis on key skills and 21st century skills. This is designed to be more contextualized, relevant, and focused on the learner, aligning the trends in global education. The assessment in the MATATAG framework is structured to be multidimensional, using various methods such as output-based on projects and performance, skills demonstrations, and collaborative group work. This diversity of evaluation techniques not only promotes inclusiveness in learning but also encourages students to appropriate their educational journey.

The effects of these changes on school performance are significant. By placing greater emphasis on formative assessments in K to 12 and MATATAG, teachers can better identify the unique learning needs of their students. This focus on diagnostic assessments enables customized interventions, thereby enhancing overall student outcomes. In addition, the accent put by the MATATAG program on critical thinking and problem solving prepares students for the complexities of a rapidly evolving world. By prioritizing authentic evaluations that reflect real challenges, the curriculum cultivates a generation of learners who are not only well informed but also equipped to navigate and contribute effectively to society.

The evolution of evaluation methods reflects a progressive transformation aimed at improving educational experience. These changes underline the transition from traditional evaluation paradigms to more innovative, inclusive, and performance -focused methods, thus promoting educational environments that prioritize students' growth and development. The implications for school performance are important, which suggests that adapting evaluation practices can lead to increased motivation of students, more in -depth learning, and better preparation for future challenges.

Mark John A. Belleza is Assistant Professor IV at Northern Iloilo State University in Iloilo, Philippines.



Research Abstract

Revitalizing Project PHIL-IRI (Program for Higher, Intensive, and Laddered Instruction towards Reading Improvement) with CARE (Comprehensive Activities and Reading Exercises): A Strategic Reading Intervention Program to Enhance the Reading Skills of Key Stage 2 Learners in Bulihan Elementary School by *Maribel P. Abaya*



Reading is one of the most important fundamental skills that every learner must acquire. It is a pre-requisite ability for the learners to gain comprehension of what have been read or what have been listened to. The Department of Education has been very determined with its goal of producing competitive learners who are also fluent readers, both in Filipino and in English.

However, there are certain cases in Bulihan Elementary School by which some pupils find it hard to acquire enough reading comprehension skills or cannot even understand a simple text. This study aimed to enhance the reading comprehension skills among Key Stage 2 learners using comprehensive activities and reading exercises to revitalize Project PHIL-IRI as well as to assess the effects of the whole project in the learners' level of reading comprehension. The descriptive method of research was used in the study.

The respondents of the study were the eight teachers in Bulihan Elementary School, Bulihan, Rosario, Batangas. The findings revealed that the level of the learners' reading comprehension skills in Filipino and English have improved as shown in the Post Oral Reading Assessment Results. The findings also showed that the supplemental activities augmented to the project were very highly effective. Based on the results, the project had a huge effect in the enhancement of the learners' reading comprehension skills.

A plan of action is recommended to maximize the utilization of the revitalized school reading program. The benefit of this study is not limited to one school only. However, the action research serves as a contemplative reference among other researchers who aim to enhance the reading comprehension skills of their learners.

Maribel P. Abaya is Teacher III at Bulihan Elementary School in Rosario West Sub-Office, SDO Batangas Province.

Essay

Strengthening English Teaching through Research in Philippine Higher Education *by Jeremias U. Rivera, MAT*



Research in English language teaching and learning at the tertiary level in the Philippines matters more than ever. English remains a key medium for higher education, global communication, and professional opportunity. At the same time, local contexts shape how students learn and use the language. Good research helps teachers and institutions understand those contexts, identify what works, and design practices that actually improve students' communicative ability and critical thinking.

One central benefit of conducting English research locally is relevance. Studies rooted in Philippine classrooms respond to everyday realities: multilingual student backgrounds, the prevalence of code switching, varying levels of prior schooling, and the pressures of licensure exams. When researchers document these realities, they provide evidence that curriculum planners can use to adapt materials and assessments. For example, research on genre-based instruction or task-based learning can show how Filipino students develop academic writing skills if activities build on their home languages and cultural experiences.

Another contribution of local research is innovation. Teachers who investigate their own classes often discover simple, low-cost interventions that make a difference. Small-scale action research projects can test peer feedback cycles, digital storytelling, or community-linked projects. When such studies are written up and shared, they become blueprints for replication across other campuses. This kind of practitioner research empowers faculty to be both reflective and experimental while keeping student learning at the center.

Challenges remain. Many tertiary instructors lack time, funding, or training in research methods. Institutional incentives may favor publication counts over studies that improve teaching. There is also a gap between research findings and classroom practice. To bridge that gap, universities should offer targeted support: workshops on classroom research methods, seed grants for instructional studies, and formal channels for sharing results within departments.

As the last pointer, ethical, collaborative approaches are essential. Research that involves students should respect consent and fairness. Collaborative projects across universities can increase sample sizes and the generalizability of findings. Partnerships with schools and local communities will also ensure that research addresses real needs.

Strengthening research on English at the tertiary level helps build classrooms that are more responsive, practical, and equitable. With modest institutional changes and a culture that values inquiry, Filipino higher education can produce research that not only advances scholarship, but also makes learning better for the students who depend on English for their futures.

Mr. Jeremias U. Rivera is a faculty member at the College of Education, University of Rizal System Morong Campus. Currently, he serves as the Coordinator of the College of Education Publication and the Coordinator of the Graduate School of Education of URS Morong.

Essay

Motorcycle Use Among College Students: Balancing Benefits and Risks
by Rogelio Nolasco Tandayu, LPT, MAIE

NOWADAYS, motorcycles have become a popular and convenient mode of transportation, especially among college students. As an automotive instructor at Isabela State University, I see every day how beneficial motorcycles are for many of our students. They help them get to school on time, save money on fares, and travel to areas where public transportation is limited or unavailable.

One of the main advantages of using a motorcycle is its affordability. Compared to cars, motorcycles are much cheaper to buy, easier to maintain, and more fuel-efficient. For students coming from far-flung places like barrios or those with limited budgets, this is truly a big help. A motorcycle allows them to attend school regularly without the stress of high transportation costs. It also provides them flexibility and independence when traveling between home, school, market place, and a part-time job.

Nonetheless, while motorcycles offer benefits, we cannot ignore the increasing number of motorcycle-related accidents in the country. Many of these involve young people, students who are either inexperienced or careless when driving. Overspeeding, lack of proper gear, and disregard for traffic rules often lead to serious injuries and even death. For an educator, this trend is very alarming.

Riding a motorcycle is not just about convenience; it also comes with responsibility. That is why educators like me must remind our students and the public about motorcycle safety. First, always wear a helmet. It protects your head and can save your life during an accident. Second, avoid overspeeding. Follow speed limits and traffic signs. Third, never use your phone or listen to loud music while riding. Stay alert and focused on the road.

It is also important to regularly check your motorcycle. Make sure the brakes, lights, tires, and engine are in good condition. Do not forget to wear protective clothing such as a helmet, a jacket, gloves, and shoes. Most importantly, never ride under the influence of alcohol or drugs.

Motorcycles can be used to full advantage if we use them wisely and safely. They offer an easy means of transport for students and help solve problems related to traffic and mobility. But safety must always come first. As instructors, educators, and members of the community, we must continue to promote responsible riding habits. Let us not wait for accidents to happen before we act. Let us educate and remind our youth that life is precious. A motorcycle ride should not end in tragedy, but serve as a tool that brings them closer to their dreams.

Rogelio N. Tandayu is an automotive instructor at Isabela State University, City of Ilagan Campus. A rider himself who is fully aware of both the wide range of benefits and the risks of motorcycle use among college students, he wrote this timely essay.

Essay

Assessing the Effectiveness of the Special Program in Sports (SPS) in Enhancing Students' Physical and Social Skills by Reyman Gil M. Lorica

The Special Program in Sports (SPS) was created with a simple but powerful vision: to help students grow stronger, healthier, and more connected through sports. For many learners, the basketball court, the volleyball net, or the running field is more than just a place of physical activity – it is a space where discipline is shaped, friendships are built, and confidence is nurtured. In the Philippines, where physical education is seen as vital to holistic development, the SPS provides students with opportunities not only to stay active but also to discover their potential and build meaningful social skills. Yet, despite its importance, little has been written about how effective the program truly is in reaching these goals. This action research took on that challenge by listening to the voices of students, teachers, and coaches while also carefully tracking the progress of participants.

The study embraced both numbers and stories. Fitness tests were conducted before and after the program to see how much students improved physically. At the same time, interviews and feedback sessions gave life to the data, revealing how learners experienced the program on a personal level. The results were encouraging: students showed noticeable improvements in endurance, strength, and flexibility, but just as importantly, they also spoke of teamwork, trust, and belonging. Many shared that SPS gave them confidence to lead, courage to communicate, and motivation to keep striving – not only in sports but also in everyday challenges.

Teachers and coaches confirmed these outcomes but also acknowledged the hurdles. Resources were sometimes limited, and not every student felt fully included in all activities. This pointed to the need for creative solutions, such as digital performance trackers, online resource hubs for teachers, and inclusive sports activities that reach students of all skill levels. By weaving in technology and collaboration, the program could be more responsive to the diverse needs of its learners. The proposed innovations – from regular feedback sessions to targeted workshops – were designed not just to improve scores but to ensure that every student feels seen, valued, and supported. In the end, the SPS proved to be more than a sports program; it became a community where physical growth and social connection met. The research affirms that structured sports education can transform learners by making them healthier in body, stronger in spirit, and richer in relationships.

What stands out most is that success was not measured only in the number of push-ups or kilometers run but also in the smiles, the teamwork, and the sense of belonging students carried with them. Moving forward, the challenge is to keep improving the program, making it more inclusive, innovative, and sustainable. With the right support and collaboration, SPS can continue to inspire students to live active lives and embrace the values that will serve them well beyond the classroom and the playing field.



Reyman Gil M. Lorica, 28 years old, is a dedicated educator currently teaching at Agusan del Sur National High School. He is passionate about student development and works in the Special Program in Sports (SPS), where he helps students hone their athletic abilities while also instilling values such as discipline, teamwork, and leadership. His teaching methods emphasize the importance of both physical fitness and the holistic growth of young learners. Sir Reyman is also a Lecturer at Carl E. Balita Review Center, where he shares his expertise in educational management and prepares aspiring professionals for their future careers. He holds a Master of Arts in Educational Management, which has provided him with the knowledge and skills to effectively manage educational programs and create a positive learning environment for students. Through his work both in the classroom and in his role as a lecturer, Sir Reyman continues to inspire and shape the lives of students, empowering them to reach their full potential in both academics and sports.