

AN INTERNATIONAL MONTHLY NEWS-MAGAZINE ON TEACHING & LEARNING

TEACHER'S GUIDE

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Teacher's Guide

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Essay

SPED Learners: Life After Graduating Senior High School in the Philippines

by Leah Amor V. Felicilda



The Philippines has made significant strides in promoting inclusive education through its Special Education (SPED) programs, offering a range of learning opportunities for students with disabilities or special needs. The K-12 program, implemented in 2012, has enabled students to pursue specialized tracks in senior high school (SHS) that align with their skills, interests, and needs. However, the transition from senior high school to life beyond presents both opportunities and challenges for SPED learners. This essay explores the prospects for SPED learners after graduating SHS in the Philippines, focusing on education, employment, and social integration. Post-Graduation Educational Opportunities for SPED Learners

For many SPED learners, higher education remains a viable path after graduating from SHS. The Philippine government and educational institutions have initiated several measures to support SPED graduates in pursuing tertiary

education. Many universities and colleges offer scholarship programs and inclusive facilities for students with special needs. Moreover, the Commission on Higher Education (CHED) has been advocating for inclusive policies that accommodate students with disabilities in higher education institutions.

SPED graduates can also explore technical-vocational education and training (TVET) through the Technical Education and Skills Development Authority (TESDA). TVET programs provide practical skills training in areas such as technology, arts, and business, allowing SPED learners to acquire competencies that are highly valued in the workforce. The integration of TVET in the K-12 system enables SPED learners to develop specialized skills, which can open doors to self-employment or vocational careers.

However, there are still challenges in accessing higher education for SPED graduates. While some universities have embraced inclusive education,

others lack the necessary resources or awareness to accommodate students with disabilities. This can create barriers to entry for SPED learners who aspire to pursue further studies.

Employment Prospects for SPED Graduates

Employment is another significant aspect of life after SHS for SPED learners. The Department of Labor and Employment (DOLE), Department of Social Welfare and Development (DSWD), City Social Welfare and Development (CSWD) and various government agencies have initiated programs to enhance the employability of individuals with disabilities. The Magna Carta for Disabled Persons (Republic Act No. 7277) mandates both public and private institutions to provide equal employment opportunities for persons with disabilities (PWDs), which includes SPED graduates. This law ensures that SPED graduates have access to job training, placement services, and appropriate accommodations in the workplace.

Graduates who complete technical-vocational tracks in SHS often have better employment prospects, as these programs are designed to equip students with job-specific skills. Jobs in information technology, manufacturing, and creative arts industries are particularly accessible to SPED learners who have acquired specialized competencies.

Despite these legal protections and programs, the employment rate among SPED graduates remains low. Many employers are still hesitant to hire individuals with disabilities due to misconceptions about their capabilities. In some cases, SPED graduates may face discrimination or be offered limited roles that do not fully utilize their skills. These barriers can lead to underemployment, wherein SPED learners are hired for jobs that do not match their qualifications or potential.

Challenges in Accessibility and Policy Implementation

While there are opportunities for SPED graduates to pursue further education, employment, and social integration, there remain significant challenges in accessibility and policy implementation. Many schools and workplaces lack the infrastructure and accommodations needed to support individuals with disabilities. Moreover, despite existing laws, enforcement of inclusive policies is often inconsistent, leaving SPED learners without adequate support in some regions. Another challenge is the need for continuous professional development for educators and employers in understanding the needs of SPED graduates. Teachers, guidance counselors, and employers need to be equipped

with skills to create inclusive environments that cater to diverse learners and workers.

The future of SPED learners after graduating senior high school in the Philippines holds both promise and challenges. While there are educational opportunities, employment prospects, and efforts to promote social integration, systemic barriers continue to hinder the full inclusion of SPED graduates in society. Continued advocacy, enhanced policy enforcement, and greater public awareness are crucial in ensuring that SPED learners can fully realize their potential and contribute meaningfully to their communities. With the right support systems in place, SPED graduates can navigate the transition from school to the wider world and lead fulfilling, independent lives.

Leah Amor V. Felicilda is a Senior High School TVL ICT Strand teacher at Leyte National High School, Tacloban City. She is also the Senior High School SNED Coordinator of the Special Needs Education (SNED) program of the school helping SNED learners or learners with learning difficulties. Specializing in Basic Sign Language, Ms. Felicilda uses that experience to share her skills and knowledge to the teachers' handling learners with special needs so that they are able to communicate with their Hearing Impaired (HI) students.

Essay

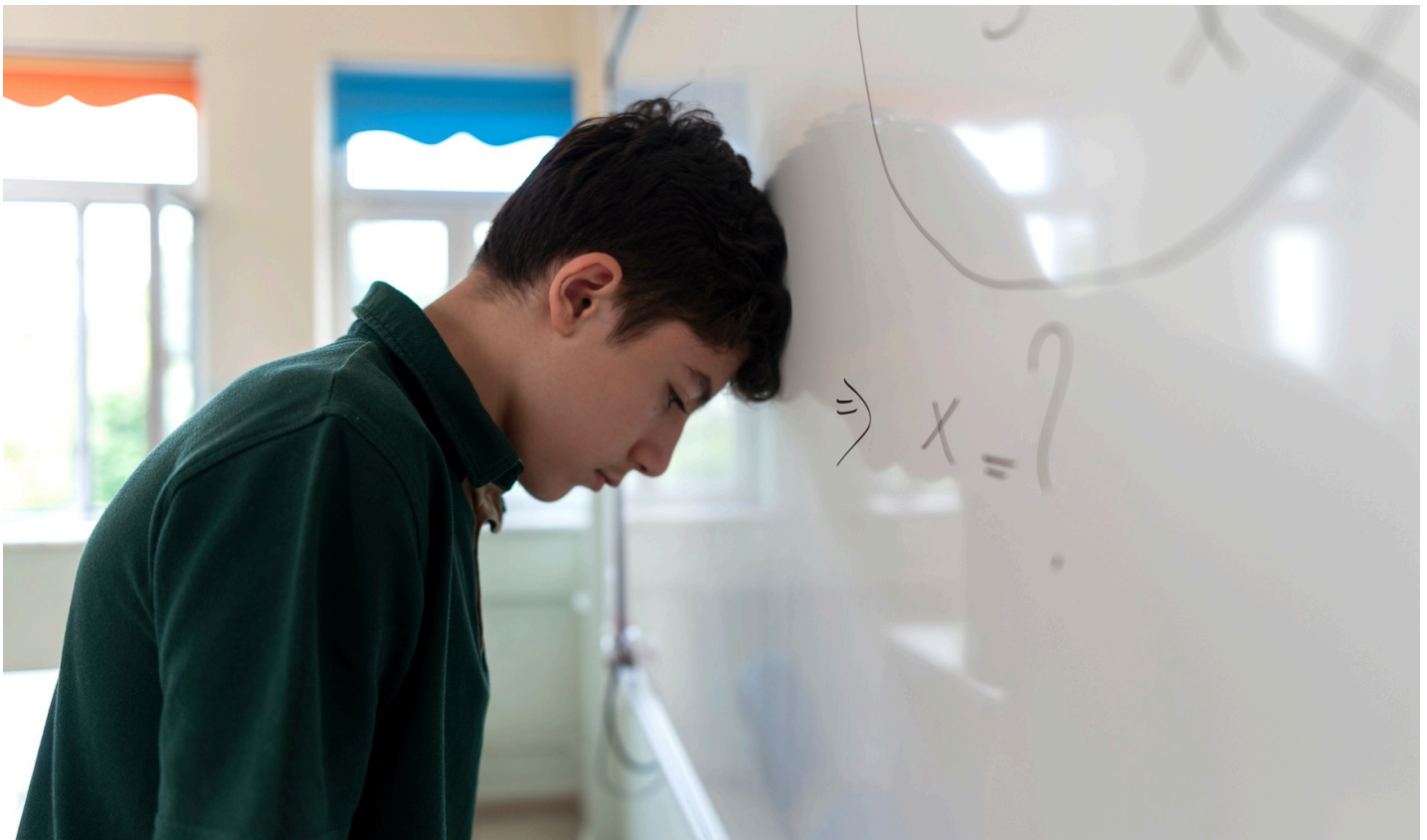
Socioeconomics, LARS, Dropout Rate, and Learning Problem

by Jenie A. Roda and Meriam Alisasis Lanoy

The present study focuses on the factors contributing to the dropout cases of learners in public elementary schools in Pasig, specifically here in the research locale, Nagpayong Elementary School. The total sample of the present study was 36 students currently enrolled in the school year 2023-2024. There is no sampling because the respondents are identified by their adviser as having some manifestations or factors, such as tardiness and absenteeism. It used non-probability sampling and, more precisely, purposeful sampling. The descriptive-correlational survey method was used. This approach conducts an inquiry survey before writing the research to describe the subjects, issues, and findings. The study utilizes the qualitative research strategy, specifically the descriptive correlation method. The results revealed that learning and family problems and family socioeconomic conditions are the factors that contribute to students' decisions to drop out of school. A significant relationship exists between the factors affecting students dropping out and their parents' highest educational attainment and monthly income. Descriptively, the parents' socioeconomic conditions influence the reasons for pupils dropping out of school. The study offers conclusions and recommendations that can guide future research into the value of parental participation in the education of their children. Their support is crucial to keeping the LARS children in school until they reach completion. Parents play a role in supporting their children to achieve a better education. As a result, researchers developed the Hears, Enlightens, Assists Rationalizes, and Supports (HEARS) Learners at Risks a Proposed Strategic and Enhance Guidance Intervention and Initiative Program. It offers a procedure to follow and a flow to support learners at risk to stop schooling and continue their education. Along with this, is the evaluation form to be completed and filled out during the intervention period, and a timetable is also provided.

Jenie A. Roda teaches at Nagpayong Elementary School where she is a Master Teacher II.

Meriam Alisasis Lanoy also teaches at Nagpayong Elementary School. She holds the position of Master Teacher I.



Essay

Classroom Diversity and Inclusivity

by Jayson F. Robea

In education, "inclusion" is a popular buzzword. The Department of Education desires that schools and teachers ensure that all children, regardless of their requirements, can learn effectively. In education, inclusion implies ensuring that every student, regardless of their needs or barriers to learning, has the same learning opportunities and chances of success.

Inclusion in schools goes beyond simply assisting children with special education needs in other ways. It involves creating an accessible learning environment for all students, regardless of handicap.

Supporting and celebrating diversity and inclusion in the classroom is effective because it gives all children the chance to thrive and develops an environment in which individuals with special needs are not segregated and perceived as "different"; they are members of the same community of learners. Inclusion combats negative cultural attitudes and prejudices against those with disabilities and minority groups.

Establish specified minimal behavior expectations. Every student in your class should comprehend the minimum, fundamentally acceptable behavior requirements. These guidelines should be ones that you and your students have discussed and agreed upon. Why not have students sign a class contract once the rules have been agreed upon to guarantee that they understand that everyone must abide by them? You may even have kids create a classroom rules exhibit.

Handle minor disruptions with prudence. Remember how we were instructed not to write the student's name on the board who kept calling out? This is due to the insensitivity of dealing with a problem that singles out a student in front of everyone. When a student's name is written on a sheet of paper, they realize they have misbehaved. They also have the option of pausing and altering their behavior without incurring extra consequences.

Create a forum where all students can be heard. This is especially important for resolving student conflicts. Allow the children sufficient time to recount in detail how they believe the incident occurred and why it has troubled them. Create everyday opportunities for kids to be heard throughout classroom activities. This fosters student participation in the learning process and helps them feel engaged.

Make your learning environment calm and purposeful. Additionally, it promotes the

inclusion of all students in your school. To learn, we must all maintain peace. Creating a peaceful classroom, on the other hand, is a challenging ability to master. Establish specifically when group discussion or collaboration is necessary and appropriate and when it is not. Many of your children will benefit from a tranquil environment, whether or not they have a special need for it.

Inclusion is effective because it gives pupils what we all want and need: a sense of belonging. It is really effective to create a classroom where everyone feels appreciated.

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.



Essay

Sinaot-Cadiznon and its Context

by Mark Deve V. Montaña

Various traditional dances are characterized by an ongoing process of enhancing strategies, current phenomena and production values. This continuous effort contributes to a broader spectrum of identity preservation and exploration through the act of contextualization. Contextualizing the artistic representation of a specific locality entails placing a situation within its proper context, without altering the original meaning of a statement. In the realm of dance, context cues refer to information derived from the dance performance that assist in confirming the meaning of individual movements, sequences, or the dance as a whole, aiding in comprehension and interpretation. When contextualizing the movements of a local community, it essentially involves conveying the interpretative power of the dance moves to mirror the daily life of a particular geographical society. Although interpretations may vary in terms of form, style, pattern, and aesthetics, the underlying societal significance always remains steadfastly rooted in its original nature.

An example of such a cultural event is Sina-ot Cadiznon, an exciting component of the Dinagsa Festival, which is a school-based celebration that showcases the way of life of the Cadiznon, emphasizing their devotion to the Patron Saint. However, the challenge lies not only in individual interpretations but also in overcoming the obstacles posed by the changing social, economic, and political landscape, which threaten the clear presentation of genuine cultural expressions. Traditional practices are gradually transitioning towards modernity, posing a risk to the preservation of cultural values. The transition from traditional to modern society results to the difficulty in upholding these practices, particularly when societies are driven by a development and progress-oriented agenda.

The prevalence of the digital age in contemporary culture poses a significant threat to Filipino cultural identity, as exposure to other cultures may lead to the loss or substantial modification of local identities. In a quantitative study utilizing Interpretative Phenomenological Analysis (IPA) Graph, the amount of culture showcased in entertainment scored a low priority rating of 5.72. These results suggest that dance enthusiasts at the festival may not prioritize the preservation of heritage highly. Consequently, there may be little need to increase the emphasis on culture in the festival, with greater attention

being directed toward securing and enhancing our own identity.

In conclusion, festival dances should be given serious consideration, and dance enthusiasts must delve deeper into contextualizing the existing culture of Sina-ot Cadiznon, as street dance serves as a reflection of the lifestyle, religion, unity, and identity of the people of Cadiz City. Choreographers should be open to a series of lectures and dance workshops to ensure the quality and authenticity of their creative productions. While the success of cultural preservation relies on these activities, the government's role is also pivotal, requiring the cooperation of its citizens in preserving and celebrating their heritage.

Mark Deve V. Montaña is a Physical Education Instructor at State University of Northern Negros, Sagay City, Negros Occidental. He holds master's degree in education and is the adviser of COED Kina-adman Cultural Group.



Essay

The Impact of the MATATAG Curriculum on Physical Education Teaching Methods and Student Outcomes

by Felixis B. Pelatanid

The MATATAG Curriculum, introduced as part of the Philippine Department of Education's K to 12 Basic Education Program, represents a significant shift in the country's educational landscape. Its focus is on developing learners holistically, with physical education (PE) playing a critical role in nurturing both physical and mental well-being. The curriculum is structured to provide students with lifelong skills and habits that promote active and healthy living, while its unique approach to teaching methods in physical education marks a departure from traditional instruction. This essay explores the impact of the MATATAG Curriculum on physical education teaching methods and student outcomes.

Emphasis on Holistic Development

A key feature of the MATATAG Curriculum is its emphasis on holistic development. Physical education is no longer seen merely as a subject focused on physical fitness but is instead integrated into the broader goal of student well-being. The curriculum promotes the development of students' physical, social, emotional, and cognitive skills. In PE, students are encouraged to engage in activities that enhance teamwork, leadership, self-discipline, and mental health, alongside the physical benefits of exercise. This shift has transformed the way PE teachers approach the subject, encouraging them to adopt methods that cater to a broader range of student needs.

Innovative Teaching Methods

One of the significant changes introduced by the MATATAG Curriculum is the incorporation of innovative teaching methods that move beyond traditional physical activities like running, calisthenics, and sports drills. Instead, teachers are encouraged to use a variety of teaching strategies, such as experiential learning, inquiry-based learning, and differentiated instruction, to accommodate diverse learning styles and abilities. For example, rather than simply instructing students on how to perform a physical activity, teachers might ask students to design their own fitness programs based on their personal interests and goals. This hands-on approach not only fosters a deeper understanding of physical fitness principles but also cultivates critical thinking, problem-solving, and self-awareness.

Additionally, the use of technology has become more prominent in PE instruction under the MATATAG Curriculum. Teachers use mobile applications, fitness trackers, and online resources to enhance the learning experience. These tools help students monitor their progress, set personal fitness goals, and learn about various aspects of health and wellness. Moreover, virtual activities have become an option for students who may have physical limitations or who wish to supplement their in-person PE experiences with online learning.

Key Takeaways

The MATATAG Curriculum has transformed the teaching methods and student outcomes in physical education by promoting holistic development, integrating innovative teaching strategies, and enhancing student engagement. The curriculum's emphasis on lifelong learning encourages students to take ownership of their physical health, ensuring that the lessons learned in PE extend beyond the classroom. As a result, students are not only becoming more physically fit but also gaining valuable skills that will serve them throughout their lives, including teamwork, leadership, and emotional resilience. The impact of the MATATAG Curriculum on physical education is therefore profound and long-lasting, setting the stage for healthier and more engaged learners.

Mr. Felixis B. Pelatanid is a public school teacher at Dasmariñas North National High School where he handles MAPEH subjects. Felixis earned his bachelor's degree as Mechanical Engineering and Production Engineering Technology from the Technological University of the Philippines - Cavite and passed the Licensure Examination for Teachers (LET) in 2016. He is currently pursuing Master of Arts in Education with a major in Physical Education De La Salle University Dasmariñas.

In addition to his teaching role, Felixis is actively involved in coaching various sports, including volleyball and table tennis. His diverse coaching experience complements his teaching, allowing him to offer a well-rounded educational experience to his students. Felixis is particularly proud of the innovative teaching strategies he has learned at DLSU-D, which have greatly benefited his students.

Tula

Ina't Guro

ni Adelfa B. Sialongo

Ako'y isang ina't guro na laging nagsusumamo
na sa bawat galaw ko'y aking mga anak kabutihang asal ang matatamo.
Apat na taon na akong nagtuturo, apat na taon na rin akong nagiging ina sa aking mga bata.
Simula ng ako'y naging isang ina't guro,
maraming beses ko ring naranasang gustong sumuko.

Sumuko, dahil gusto kong alagaan ng buong-buo ang sarili kong anak
ngunit sa bawat bata na aking nakasalamuha, sa bawat iyak nila'y
puso ko'y naging matamlay dahil ramdam na ramdam ko ang hrap ng kanilang buhay.
Sa araw-araw ng aking pagtuturo mula Lunes hanggang Biyernes mga hiyaw nila'y paulit-ulit.

Pagpasok ko pa lang sa aming silid-aralan, wala akong ibang naririnig
"Ma'am masakit po ang aking tiyan, ma'am wala po akong baon, ma'am hindi pa po ako kumakain".
Mula sa mga salitang iyon, doon ko naramdamang dapat kong pasalamatan
ang tungkulin na aking sinumpaang dahil maraming Kabataang ang mas nangangailangan.

Kaya simula sa araw na iyon, wala akong ibang hangad kundi ang pagiging isang ina't guro hindi lamang
sa sarili kong pamilya kundi para rin sa mga Kabataang na siyang pag-asa ng ating bayan. Ako'y isang
ina't guro na laging nagsusumamo
na sa bawat galaw ko'y aking mga anak kabutihang asal ang matatamo.

Short Story

A Terrifying Visitor

by Danna Iyrane C. Solabo

Woosssssshhhh... Woosssssssshhhh. I can hear the gusts of wind around us. Papa hesitantly turned on the radio; a terrifying visitor is said to be coming. Mama took out the suitcase hidden in the closet. She began preparing the clothes we would bring when we evacuate. Papa unrolled the rope and, with my older brother's help, started tying down our roof.

The surroundings grew dark, silence enveloped the outside, the wind blew even stronger, and I could hear the blocks of rain hitting the roof. It was a dreadful night when the terrifying visitor arrived. It was powerful and fierce, but I did not know the full extent of its wrath. "I am scared," I whispered to my sister and mama.

After a few hours, I could hear the trees falling to the ground, their branches crashing down and endlessly thrashing. I didn't realize that I had fallen asleep amidst the chaos around me. When I woke up, I saw the overwhelming mess outside. Fallen trees were blocking the way, and the road was closed due to toppled power poles and wires.

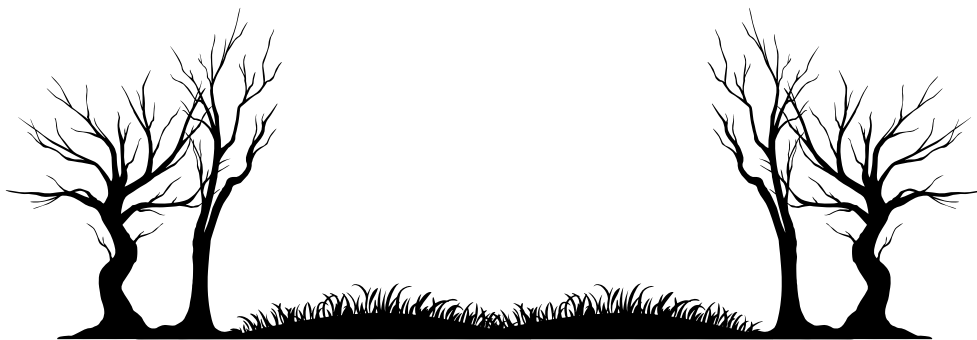
I quickly looked for our house—why couldn't I see it? I uttered, "Our house is gone!" I couldn't stop the tears from falling. A giant coconut tree had fallen on our house. All of Papa's and my brother's efforts to secure the roof were in vain.

It felt like the sky and earth had crumbled, along with the happy memories that now could only be reminisced. Our belongings were scattered, clothes were soaked, and the dishes Mama had kept safe for so many years were shattered.

The sun had risen, accompanied by a beautiful rainbow. Mama said we must not lose hope because God is merciful. We quickly sorted through the items that could still be salvaged. We laid out my soaked books to dry. Papa built a temporary shelter for us. I became more determined to study harder because classes would resume the next day.

There will come a time when, after I graduate and find a job, I will rebuild our house to ensure it will never again be destroyed by a terrifying visitor.

Danna Iyrane C. Solabo is a public school teacher for nearly ten years now, and always been passionate for teaching young children. She holds a Master's degree in Education major in Biological Sciences and is currently pursuing her Doctoral studies at Pacific Intercontinental College.



Scholarly Article

In-vitro Analysis of Antioxidant Property and Phytochemical Screening on the Stem, Flower, and Leaf extracts of Cadena de Amor (*Antigonon leptopus*) plant

by Erlinda A. Parba

Cadena de amor (*Antigonon leptopus*) is widely used as a medicinal and ornamental plant in the Philippines. Here, *A. leptopus* leaves, stem and flowers were evaluated in in-vitro analysis in two properties: antioxidant activity using Phosphomolybdenum assay and phytochemical investigation of the presence of flavonoids and phenolics using a HPLC method.

Objective

To investigate the antioxidant property and phytochemical activity of the Cadena de amor (*Antigonon leptopus*) stem, flower, and leaf extracts.

Results

Flavonoids and phenolics were confirmed compounds found in the leaves, stem, and flowers. Significant correlation was found between DPPH and ABTS using phosphomolybdenum assay with total flavonoids and phenolics content. The highest antioxidant (flavonoids and phenolics) potentials were documented for the leaves extract with IC₅₀ of 350 and 655 µg/mL against DPPH and ABTS free radicals, respectively. The antioxidant potentials of *A. leptopus* was due to its phytochemicals confirmed through HPLC of LPME showed the presence of catechin, hyperoside, orientin and vitexin. *A. leptopus* is potential in treating oxidative stress and related disorders.

Conclusion

The in vitro phytochemical and antioxidant screening revealed the presence of bioactive compounds in LPME in all *A. leptopus* fractions, which may scavenge and neutralize free radicals in the body cell and to further the *A. leptopus* study, may be a step away from anti-cancer treatment.

Erlinda A. Parba is a Biology and Chemistry teacher at Mandaue City Science High School for 19 years. She holds degrees in Bachelor of Secondary Education majors in Physics and Chemistry, Juris Doctor. and Masters in Management major in Educational Management. She is consistently a Science Investigatory Research coach winner in the Regional and National level and presented 2 of her research studies in Nagoya and Kyoto, Japan.



Sanaysay

Guro... Isa kang Dakila

ni Leesibel G. Agojo

Hindi pa man tumitilaok ang tandang ay madalas, nauuna na siyang bumabangon ditto tuwing umaga. Kahit naka-set na ang alarm clock sa kanyang cellphone, nauuna pa rin siyang magising. Kahit pikit pa ang mga mata dahil sa pagod at puyat mula sa paggawa ng lesson plan, dali-dali niyang hinuhugasan ang kalderong pagsasaingan ng kanin habang mahimbing pa ring natutulog ang kanyang mga anak. Ingat na ingat siya sa bawat kilos upang hindi makaabala sa mga kasama. Habang hinihintay ang pagkulo ng sinaing at ang pagpiprito ng ulam, hawak-hawak niya ang pamunas at nagsisimula nang maglinis ng bahay. Pagkatapos ng mga gawain, saka niya gigisingin ang mga anak upang kumain at maghanda na para sa pagpasok.

Ganyan tumatakbo ang oras ni Nanang Celing... isang ina. Madalas siyang pagod at kulang sa tulog, pero masaya niyang napaglilingkuran ang kanyang pamilya. Bago sumapit ang alas sais y media, nasa paaralan na siya, at pagkarating pa lamang sa silid-aralan ay direktso na siya sa kanyang divan upang kunin ang kanyang kagamitan sa paglilinis. Masinop niyang nililinis ang silid na magsisilbing tahanan niya sa buong maghapon. Sa oras ng klase, matiyaga niyang itinuturo ang aralin sa mga bata. Sa kabila nito, may mga bata pa ring ayaw makinig, hindi gumagawa ng takdang aralin, at ayaw sumunod sa mga ipinagagawa niya.

Sa lahat ng ito, pinipilit niyang lawakan ang kanyang pang-unawa at pairalin ang pagiging ina. Wala siyang hinahangad kundi ang matuto at maging maganda ang kinabukasan ng kanyang mga mag-aaral, tulad ng pinapangarap niya para sa kanyang mga anak.

Palagi niya akong pinapangaralan at pinapansin ang aking mga pagkakamali. Buhok kong malago, kukong mahaba, pati na ang unipormeng lukot, ay napupuna niya. Minsan nga, parang daig pa niya ang nanay ko—lahat ata ng ginagawa ko, pansin na pansin niya.

Sa paglipas ng maraming taon, ngayon ko napagtanto ang mga sakripisyo at pagtitiis na ginagawa ng isang guro. Hindi pala ganoon kasimple ang responsibilidad na nakaatang sa kanila. Dapat talaga silang pasalamat sa lahat ng pang-unawa at paggabay nila sa atin. Ang maglingkod at mag-alaga ng mga eskwela at pamilya nang sabay ay hindi madali. Tunay na sila ay maituturing na bayani ng bayan at tunay na dakila.

Kaya sa inyong mga guro, saludo po kami sa inyo!

HAPPY TEACHERS' DAY!



Si Leesibel G. Agojo ay nagtapos ng Bachelor of Elementary Education na may espesyalisasyon sa Matematika sa Rizal College of Taal noong 2008. Dahil sa kanyang dedikasyon at pagsusumikap, nagtapos siya bilang Cum Laude. Ipinagpatuloy niya ang kanyang pag-aaral sa nasabing paaralan at nakapagtapos ng Master of Arts in Education, major in Educational Administration, noong 2022. Sa kasalukuyan, siya ay nagsisilbing Teacher III sa Cultihan-Bolbok Elementary School.

Sanaysay

Kasaysayan: Isang Pagtingin sa Nakaraan, Isang Gabay sa Hinaharap

ni Leesibel G. Agojo

Ang ating lipunan at pagkakakilanlan ay nauugnay sa ating kasaysayan. Ito ay nagpapakita ng nakaraan, nagpapaliwanag sa kasalukuyan, at nagbibigay ng direksyon para sa hinaharap. Ang kasaysayan ay puno ng mga kwento ng tagumpay, sakripisyo, at mga aral na dapat nating sundin mula sa mga sinaunang kabihasnan hanggang sa modernong panahon.

Ang kasaysayan ng bawat bansa, katulad ng Pilipinas, ay puno ng mga kaganapan na bumubuo sa ating kultura, pananaw, at pagkakakilanlan. Halimbawa, ang pananakop ng mga Espanyol sa ating bansa sa loob ng mahigit tatlong siglo ay nagdala ng Kristiyanismo bilang relihiyon, pati na rin ng mga pagbabago sa ekonomiya, sistema ng pamahalaan, at edukasyon. Ang mga tagapagtaguyod ng kalayaan, mula kay Lapu-Lapu hanggang sa mga rebolusyonaryo tulad nina Jose Rizal at Andres Bonifacio, ay nagpapaalala sa atin ng halaga ng pagiging malaya at pagkakaisa.

Ang kasaysayan ay pinamumunuan ng mga karaniwang tao—mga magsasaka, manggagawa, at iba pang sektor ng pang-araw-araw na buhay.

Bagama't hindi lahat ng kanilang mga kwento ay nakasulat sa mga aklat, nagbibigay sila ng mas malalim na pag-unawa sa kung paano tayo nakarating sa kasalukuyang sitwasyon.

Ang pag-aaral ng kasaysayan ay mahalaga dahil ito ay nagbibigay sa atin ng kamalayan sa ating sarili bilang mga mamamayan. Ang kaalaman sa ating nakaraan ay nagbibigay sa atin ng lakas upang harapin ang mga problemang kinakaharap natin ngayon. Ang pag-aaral ng nakaraan ay nagbibigay-daan sa atin na matuto mula sa mga pagkakamali at tagumpay ng ating mga ninuno.

Sa huli, ang kasaysayan ay hindi lamang isang talaan ng mga kaganapan. Ito ay buhay, isang patuloy na kwento ng pag-asa, pagsubok, at pag-unlad. Walang kasaysayan, tayo ay parang isang puno na walang ugat, walang direksyon, at hindi alam kung saan tayo patungo. Kaya, dapat nating pahalagahan at pag-aralan ito upang magkaroon ng mas mahusay na pag-unawa sa ating sarili at sa mundong ginagalawan natin.

Si Leesibel G. Agojo ay nagtapos ng Bachelor of Elementary Education na may espesyalisasyon sa Matematika sa Rizal College of Taal noong 2008. Dahil sa kanyang dedikasyon at pagsusumikap, nagtapos siya bilang Cum Laude. Ipinagpatuloy niya ang kanyang pag-aaral sa nasabing paaralan at nakapagtapos ng Master of Arts in Education, major in Educational Administration, noong 2022. Sa kasalukuyan, siya ay nagsisilbing Teacher 3 sa Cultihan-Bolbok Elementary School.



Tula

Guro: Pangalawang Magulang

ni Leesibel G. Agojo



Ma'am o Sir kung ikaw ay aming tawagin
Pangalawang magulang kung ikaw ay aming ituring
Tumatayong matibay na haligi sa paaralan
At maliwanag na ilaw sa aming daraanan.

Ang pagbabasa sa amin ay iyong ipinamulat
Maging ang tama at maayos na pagsusulat.
Ang kagandahang asal palagi mong paalala
Pakikipagkapwa gawin sa tuwina.

Anumang pagod o lungkot ang iyong nararamdaman
Hindi mo ipinakikita sa aming harapan.
Palagi kang masigla at nakangiti
Na para bang kami ay palaging kinikiliti.

Ika'y pangalawang magulang kung aming ituring,
Anumang pagsubok aming sabanahin,
Pagtulong at gabaynkalaan sa amin
Upang gumanda ang buhay na tatahakin

Isang pasasalamat para sa iyo aming guro
Sa palaging pagsasaalang-alang sa aming pagkatuto.
Ang hangad mong kami ay maging mabuting tao
Ay pilit kong tutuparin alang-alang sa sakripisyo mo.

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Tula

Mahal kong Anak

ni Leesibel G. Agojo



Mahal kong anak, sa iyong pagdating,
Puso ko'y napuno ng saya't lambing.
Isang munting buhay na kay inam,
Ngayon ay ilaw ng aking tahanan.

Sa bawat ngiti mong puno ng tuwa,
Kaligayahan ko'y walang kapara.
Sa bawat hakbang mong inaabot,
Pagmamahal ko'y sa 'yo umiikot.

Ikaw ang bunga ng aking pangarap,
Sa bawat hamon, ikaw ang lakas.
Sa 'yo ko natutunan, ang tunay na halaga,
Ng pag-ibig na wagas, walang kapantay na ganda.

Mahal kong anak, tandaan mo sana,
Kahit saan ka man sa mundo magpunta,
Ako'y narito, laging nakabantay,
Isang yakap ko lang, ikaw ay gabay.

Ang puso ko'y sa 'yo, kailanma'y di magbabago,
Ikaw ang aking mahal, aking ligaya't biyaya sa mundo.
Anuman ang tahakin, sa hirap o ginhawa,
Mahal na anak, ikaw ang aking tanging sinta.

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Essay

Importance of Facebook Group Chat in Education

by Joy Ann A. Mendoza

Education methods are continuously evolving, particularly with the shift towards online instruction that leverages new teaching resources and technologies. One of the most powerful tools for teachers in this modern educational landscape is group chat, which enhances communication and collaboration.

Like chat features in general, group chat allows instant messaging between members of an organization. However, it goes beyond by enabling communication with multiple individuals simultaneously. A secure group chat platform allows teams within a school to dynamically exchange information and ideas. Unlike email or office memos, which can slow down the flow of communication, group chat fosters more immediate and efficient team-based discussions. This tool is especially valuable when schools need to make quick decisions or keep track of important decision points in a rapidly changing environment.

Group chat increases your team's adaptability in several key ways:

Eliminating the Need for In-Person Meetings. Many decisions that once required physical meetings can now be made through group chat, reducing unnecessary gatherings and streamlining organizational processes.

Improved Communication. Traditional communication methods like email and teleconferencing may inhibit the natural back-and-forth of productive discourse. In contrast, group chat facilitates real-time collaboration and information sharing, enhancing the overall quality of team interactions.

Instant Access to Essential Information. In fast-paced environments, the ability to share vital information in real time is crucial. Group chats enable team members to quickly exchange updates and respond to changes, ensuring that everyone stays informed.

Group chats also offer additional features that can further enhance team conversations:

Cloud Collaboration. Group chat programs allow users to share files and resources seamlessly.

Workflow Management. Through group chat, tasks can be delegated, deadlines established, and resources allocated, all in one place.

Multimedia Integration. When text alone is insufficient, group chats can incorporate videos, images, and other media to improve information flow. Many educators and students are already familiar with using digital platforms like Facebook Groups for communication and collaboration. Teachers can leverage these tools to create educational groups where students can discuss classroom activities and relevant topics. For

students who are not as engaged, educational groups on platforms like Facebook can provide additional opportunities to connect with their teachers and peers.

The use of group chats in education benefits both students and instructors. ICT-based (Information and Communication Technology) education is an effective way to engage students across different regions, whether in a physical classroom or virtual environment. To successfully implement ICT-based teaching, teachers need to have a solid understanding of technology and access to the necessary materials. With this approach, the delivery of educational content becomes more efficient, compelling teachers to enhance their instructional methods while offering students richer learning experiences.

Educational group chats, in addition to mailing lists and other internet resources, are becoming essential tools for fostering collaborative and enjoyable learning environments. Initially designed for communication, group chats have evolved into significant educational resources that will likely continue to play a major role in internet-based education, supporting the sharing of learning materials and information.

Platforms like Facebook group chats offer the potential to strengthen connections between parents, instructors, and students. These group chats enhance teacher-student communication, collaboration, and foster long-term learning communities. By integrating technology with respect for the social and cultural contexts of students, teachers can increase student engagement and encourage the use of digital tools in the classroom.

Joy Ann A. Mendoza is Teacher III at Cuenca Senior High School. She holds a master's degree in education Major in English.



Research Abstract

CARS Model in Analyzing Research Introduction

by Joy Ann A. Mendoza

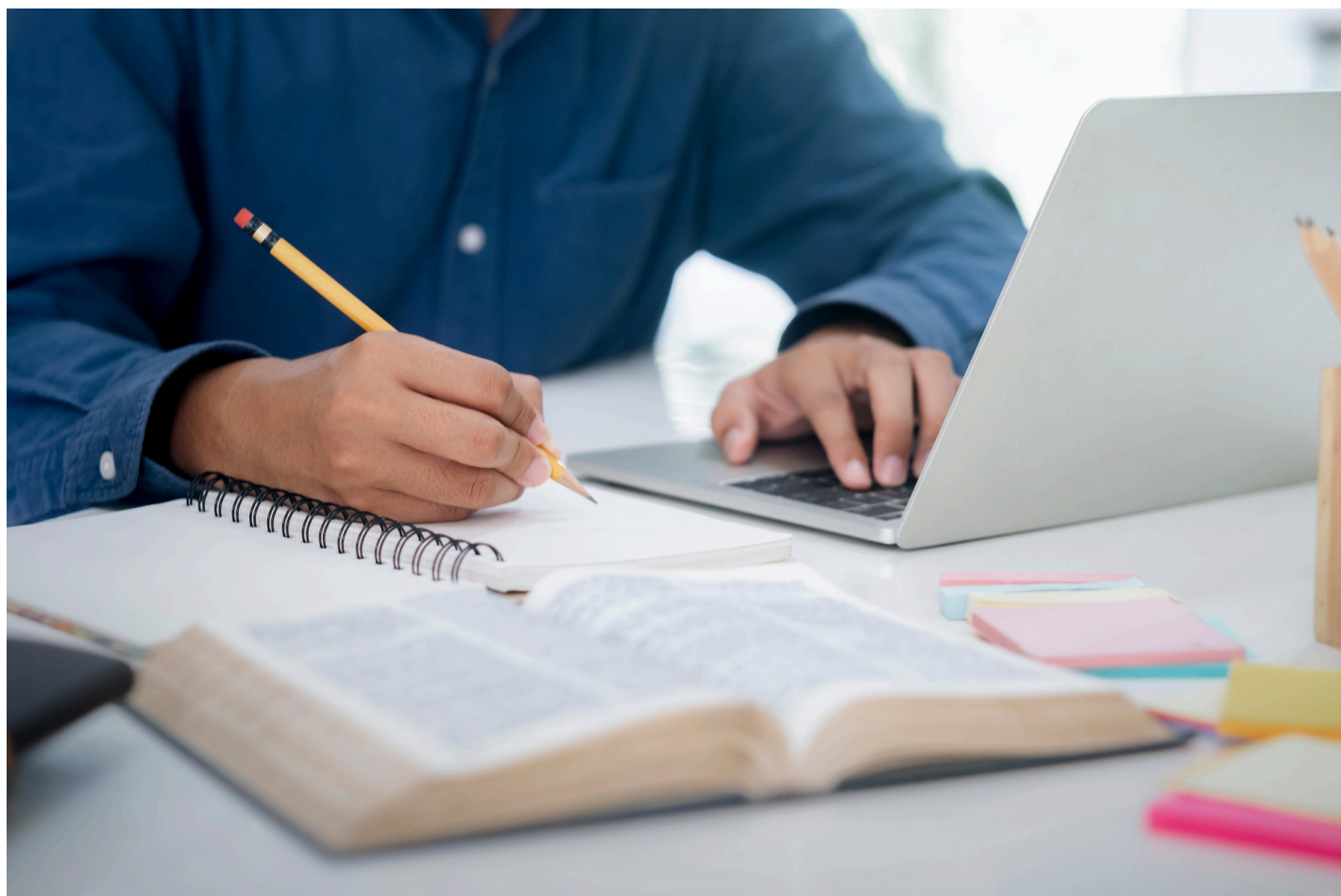
This paper aimed to analyze the research introductions written in fulfillment for Practical Research 1 in Cuenca Senior High School. The researchers hope to seek solution on the difficulties encountered by the students in writing their research introduction.

Qualitative Method of research was utilized in this study. The use of students output and interview to research teachers were the means to gather data. The CARS model checklist developed by Swales was utilized while thematic analysis was used to interpret the responses of the participants.

This research covers five randomly selected research outputs. The practical research teachers were also part of the study. The data were gathered through analysis of the research output. On the other hand, the responses from the open-ended questions and survey interview were thematized.

Each theme was described, and conclusion was drawn from the result study. The research revealed that the students encounter difficulties in writing research introduction thus needs to apply the CARS model in writing. Also, the teachers perceived that the common errors of the students were plagiarism, grammar, writing a paragraph, organizing thoughts and copy and pasting articles. It was also revealed that the students' difficulties lie on organizing their thoughts and linking it to their research.

Joy Ann A. Mendoza is Teacher III at Cuenca Senior High School. She holds a master's degree in education Major in English.



Poetry

Torturous Voyage

by Rodel A. Robiñol
The waiting game, a torturous ride,
With every day, hope is denied,
The journey is long and the path is unclear
An expedition through a sea of fear.

But still, we sail, with grit and grace,
To find a haven, a rightful place,
Where skills are valued, visions take flight,
And thirst finds its guiding light.

Rodel A. Robiñol, PhD, is a Master Teacher 1 at San Esteban National High School in Villa Quirino, San Esteban, Ilocos Sur. He holds a Doctor of Philosophy degree with specialization in Linguistics.



Poetry For You

by Rodel A. Robiñol

The chalk dusk dances, a silent snowfall,
As knowledge blooms, a garden for all.
A teacher stands, with heart aflame,
A guiding light, a whispered name.

They pour their soul, a selfless tide,
To nurture minds, where dreams reside.
They shape young hearts, with gentle hands,
A beacon bright, in this vast, unknown land.

They toil through nights, with weary eyes,
To craft lessons, under starlit skies.
They mend and teach, with deep patience,
To sow the seeds, where wisdom will sleep.

Their desires, they set aside,
To build a future, with love as their guide.
A teacher's life, a noble quest,
To light the way, for those they love best.

So let us honor, with grateful hearts,
These selfless souls, play their parts.
For in their hands, our futures lie,
A teacher's sacrifice, reaching for the sky.

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Poetry

The Selfless Flame

by Rodel A. Robiñol

The clock ticks on, a relentless beat,
But in their heart, a fire burns, so sweet.
A teacher's soul, a selfless flame,
To nurture minds, and whisper each name.

They pour their all, with open hands,
To shape young lives, in this vast, unknown land.
Their desires, they set aside,
To guide and teach, with love as their guide.

Through sleepless nights, they craft and plan,
To ignite a spark, in every young man.
With patience deep, and hearts so audacious,
They mend and teach, stories to be told.

Their classroom walls, a haven bright,
Where knowledge blooms, with all its might.
They sow the seeds, with gentle care,
To watch them grow, beyond compare.

A teacher's life, a noble quest,
To light the way, for those they love best.
Their commitment, a silent vow,
To shape the future, somehow.

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Poetry

Never Dies

by Rodel A. Robiñol

To weary souls, with hearts ablaze,
Who lights the path, in countless ways,
To teachers burdened, spirits low,
This message rings, for you to know.

The world demands, with endless need,
And burdens weigh, on every deed.
But know dear teachers, you are strong,
Your dedication, righting every wrong.

Though classrooms echo, with weary sighs,
And paperwork piles, reach for the skies.
Remember why, you chose this call,
To nurture minds, and stand for all.

So, lift your heads, and hold your ground,
Your noble work will be renowned.
For in your hands, a future lies,
A teacher's heart, a guiding light, that never dies.

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Poetry

Far Away

by Rodel A. Robiñol

The rooster crows, a dawn's alarm,
He wakes, a teacher, with a heart so warm.
No city streets, no bustling crowds,
But winding roads, and whispering clouds.

His schoolhouse waits, a distant dream,
Across the hills, a sunlit gleam.
He climbs aboard, a trusty steed,
A journey long, a teacher's need.

The miles they stretch, beneath the sky,
His thoughts alight, with lessons nigh.
He sees the world, through windows wide,
And gathers stories, for children to confide.

The mountain winds, sing his song,
Of knowledge shared, where he belongs.
He reaches out, with an open hand,
To touch young hearts, in this far-off land.

His classroom waits, a haven bright,
Where knowledge blooms, with all its might.
A teacher's heart, a tireless beat,
Far away to make learning sweet.

Rodel A. Robiñol, PhD, is a Master Teacher 1 at San Esteban National High School in Villa Quirino, San Esteban, Ilocos Sur. He holds a Doctor of Philosophy degree with specialization in Linguistics.



Essay

Feeding the Hungry Minds

by Rogelyn P. Diola



School is where students learn but also a safe place to fight against hunger and malnutrition.

Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime." This timeless proverb speaks volumes, especially in the Philippines, where rising inflation has made it increasingly difficult for millions of families to afford nutritious meals. As household budgets tighten, many families rely on processed foods such as canned goods, instant noodles, and reconstituted meat to survive. Unfortunately, this reliance on less nutritious food has contributed to a growing number of underweight children. It is now a real struggle for many Filipino families to have proper meal nutrition. Propitiously, the Department of Education implemented the *Gulayan sa Paaralan* and *Balatong B* Elementary School actively participated in this program by teaching the kids the value of planting and eating organic vegetables and fruits. As a result, the abundance harvest was allocated to the School Feeding Program which provided nutritious meals to the students in need. Through this initiative, pupils nourished their bodies and minds through gardening.

Gulayan sa Paaralan at *Balatong B* ES was made through the help of various stakeholders; pupils, PTA officers, parents, members of 4Ps, teachers, and other private organizations. Parents helped clean the planting plots and put up simple nipa huts. Under the excellent leadership of Mr. Leonardo S. Amarila, he highlighted the eco-friendly natural fertilizer: vermiculture.

Additionally, private organizations donated fruit-bearing plants and other vegetable seedlings. Through this process and outcome, we obtained a healthy harvest that was used to support the School Feeding Program. The bountiful crops collected were evenly distributed to underweight kids. On top of that, children received a warm soup every morning using the harvested vegetables. It may be a simple act of giving, but it has a profound impact on our young learners. Inspiring them to work harder in their studies and feeding them food that can enrich their bodies and minds.

Rogelyn P. Diola is Teacher I at Balatong B Elementary School. She is pursuing her Master's degree at Bulacan State University to further enhance her knowledge and skills in education.