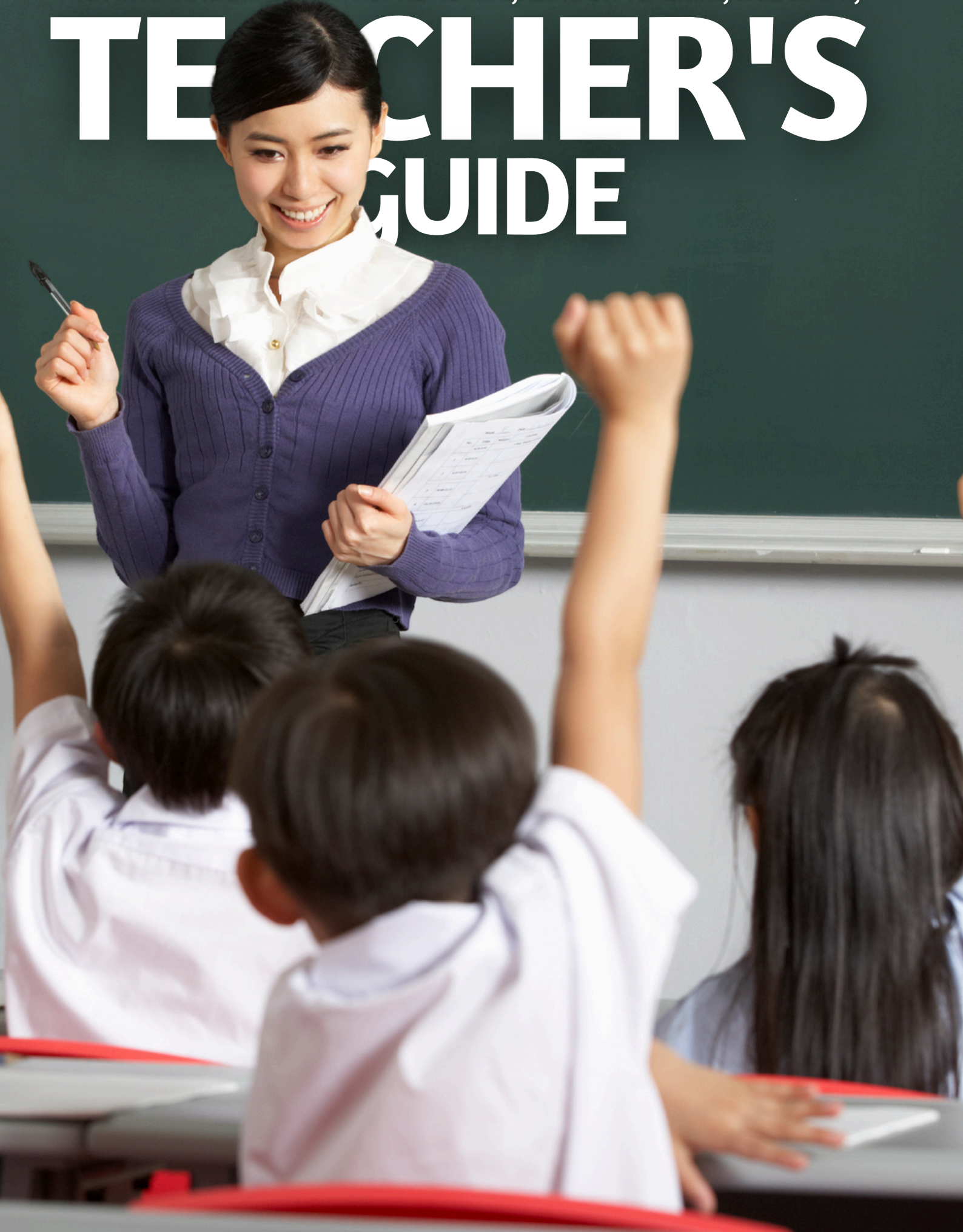


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TEACHER'S GUIDE



Teacher's Guide

*An international monthly news-magazine on
teaching and learning*

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Essay

Students' Errors in Solving Quadratic Equations: Basis For Strategic Intervention Materials Development

by Christian Paul M. Ilustre

The study focused on determining the errors and difficulties encountered by the students in solving quadratic equations by factoring, extracting square root, completing the square and quadratic formula as basis for the development of Strategic Intervention Materials to help increase and boost the mastery of the concepts. The research design involved a mixed-method approach, with both qualitative and quantitative data collected and analyzed. The participants in the study were 61 Grade 9 students in Facundo C. Lopez-Palangan Integrated School, Puerto Galera, Oriental Mindoro during SY 2022-2023, who were asked to solve a set of quadratic equations individually. Weighted mean was utilized to describe the level of mastery of the students in solving quadratic equations. Results revealed that the level of mastery of Grade 9 students is low in terms of factoring, extracting square root, completing the square and quadratic formula. In addition, semi-structured interviews were conducted to gain more insight into the students' thought processes and reasoning when solving quadratic equations. Many students struggle with basic knowledge and concepts related to factoring, extracting square root, completing the square and quadratic formula. With the use of Friedman's test, this study concluded that the method in solving quadratic equations contributes to the level of mastery of the students. The result of this study served as a basis in the development of strategic intervention materials to support students in improving their performance in solving quadratic equations.

Christian Paul M. Ilustre is a Teacher III at Facundo C. Lopez – Palangan Integrated School. He holds a Master's degree in Education, majoring in Mathematics from Mindoro State University, where he is also pursuing a Doctor of Education degree, specializing in Educational Management.



Essay

SocMed: A Friend or a Foe?

by Sheila D. Labiang

Social media, or SocMed, plays a great role in our society nowadays. It is used for entertainment, communication, job opportunities, and a lot more. Most people are exposed to more hours of browsing social media platforms, unaware that it is leading them to certain dangers.

For the past years, social media has played a significant part as a friend in everyone's life, given that most of us have access to it, bringing families from around the world together through social media. Even the threat and agony of lockdown and the pandemic were patched by social media, which kept us at home. Despite the beauty of Socmed, people have become too exposed to social media platforms. Most of the time, people are used to browsing Facebook, Twitter, TikTok, and other social media platforms, leading to addiction and other unfavorable effects on people. It seems that people nowadays cannot live without it. Social media created rooms for bullying, depression, anxiety, crimes, suicide, and more dangers in every home.

Social media has become a foe and should be addressed since it is causing many problems in our society. It should be a platform with beneficial contributions to humans. Social media platforms should be one of the safest virtual places people can come together regardless of age, color, race, gender, and status in life. It should offer a variety of ways for us to explore, connect, and learn. Social Media, being a foe to humanity, should not be tolerated since it costs the lives of individuals.

According to a website named Statista, Filipino internet users also had the highest average online consumption in the region, which was over 10 hours per day as of the third quarter of 2021. The number given only proves that these Filipino internet users were also social media users, which shows that addiction is rampant in our society. These users were somewhat in danger. In fact, in 2019, Statista reported that the number of cyberbullying incidents in the country was highest for those in Region 4-A, amounting to approximately 92.4 thousand victims. Other reports even think that being unable to become famous or accepted by groups on different social media platforms sometimes results in depression or anxiety, leading to self-harm or suicide.

Many claim that social media does not cause addiction, leading to danger; instead, users are becoming irresponsible. Others said that they still find social media a safe place where they can share their personal thoughts, moments, and more. Social media offers opportunities in their careers and businesses, such as rising vloggers, online sellers, shop owners, and more.



Social media offers us lots of positive things and some negative feedback. But as we weigh things up, social media, through proper and responsible usage, is still a safe place. We should note the time we spend using these social media platforms so we can maximize their productive use. People should note that social media is not a real world where they need to be perfect, famous, and liked by everyone.

What still matters is the life we see behind the cameras, behind the photos or videos posted on social media platforms. We must balance our lives and reflect on what is more valuable. We should become responsible. To the social media owners or creators, we, the users, need your help to address these issues we encounter in accessing your social media platforms. And for users reflecting on yourself, how do you use social media in your life? Is it your friend or your foe? Think before you click!

Sheila D. Labiang is a Teacher III in Naguilian Central School, Naguilian District in the Division of La Union. She holds a Masters Degree in Education Major in Educational Leadership.

Essay

Canva: Transforming Education with Innovative Tools for Success

by Benson Liester A. Flores

Education is an essential aspect of society that is constantly changing and thus there is a need for technology to be incorporated into the way education is delivered. Web 2 can be defined as applications that are built on the World Wide Web and that support user-generated content; Canva is an example of such an application. These include zero tools that revolutionize how we interact with students and improvements in the problem-based learning experiences of students.

In contrast to static approaches to presentations and boring paper works, Canva provides the user with an opportunity to perform various layouts and chosen design variations in a dynamic manner for visually successful representations. It can improve the existing resources developed by educators to the extent that learners are motivated through more colors in infographics, pleasing presentations among others, and even touch on media assignments that are suitable for display.

Another advantage of Canva is that it is easy to learn and can be mastered by teachers and students without having to code since it is fairly easy to navigate through. They help educators both professionals and novices in developing better lesson plans and assist the children in coming up with beautiful school projects.

Also, it is an Organization with a shared workspace where users can cooperate in composition, in cooperation in life, no matter where they are. This also encourages students to learn from one another and it instills in them skills that would be of importance in the 21st century like; communication skills, critical thinking, and even information processing.

They also offer general templates which, though do not belong to any subject, include those for teaching such subjects as math, history, English, and science. A wide number of resources ensures that teachers can provide superior quality education and also the students are capable of attaining high performances.

Also, Canva can easily work with learning management systems and other platforms for education that will allow the users to share the assignments, feedback, and grading — saving teachers' and students' time.

As the method of teaching and learning changes, Canva is ready and stands tall to support educators and students to embrace the change and go digital. The application features simple design tools, effective tools to work together, and a set of helpful tools for learning; Canva is revolutionizing teaching and learning, which has endless possibilities of how it can influence education from now and on into the future.

Mr. Benson Liester A. Flores serves as an Assistant Professor III, instructing courses in Business Administration and Information Technology at Pangasinan State University-San Carlos Campus. He completed his Bachelor of Business Administration at Asean Institute of E-commerce Calasiao and earned a Bachelor of Science in Computer Engineering from AMA Computer College Dagupan. Additionally, he attained his master's in information technology from Unibersidad De Dagupan and successfully completed his Doctorate in Business Administration at Lyceum NorthWestern University.



Essay

Importance of Facebook Group Chat in Education

by Joy Ann A. Mendoza



Education methods are developing. The shift includes online instruction utilizing new teaching resources and technologies. Educational group chat is one of a teacher's biggest allies in the current educational climate.

Like chat features, group chat enables you to send instant messages to other members of an organization. Specifically, group chat refers to the potential to speak with multiple individuals simultaneously. Using a protected group chat platform, your school's teams can dynamically exchange information and ideas. Group chat arranges team-based conversations without impeding the flow of information like email and office memos. This tool can have a significant influence if your school must make quick decisions or if your team must keep track of decision points in a rapidly changing environment. Group chat increases your team's adaptability in multiple interconnected ways:

Eliminating the need for in-person meetings: Physical meetings that are unnecessary weaken your organization. Numerous decisions that formerly required a meeting can now be made through group chat.

Improved Communication. Traditional communication methods, such as email and teleconferencing, may inhibit the natural back-and-forth of productive discourse. Group chat facilitates collaboration and information sharing, which can increase the quality of the information provided.

The essential details are presented immediately: If you work in a profession characterized by rapid change, you may be required to send vital information in real time. The group chat facilitates

information sharing and response planning among team members.

A further benefit of group chat is that your team's conversations can be facilitated by a range of extra tools, such as:

Cloud collaboration: Use a group chat program to trade files and other resources.

Utilize team workflow tools during group chat to delegate tasks, establish deadlines, and allocate resources.

When text alone is insufficient, group discussions may employ movies and images to boost information flow. Numerous instructors and students are accustomed to using digital media for private communication and group involvement, such as Facebook Groups. Teachers who are familiar with the use of Facebook groups might develop educational groups for their students to discuss classroom practices and related topics. Facebook Group could be a valuable supplement to learning environments where students have little to do because they don't know their teachers.

The use of educational group chat is advantageous for both students and instructors. IT-based education is a good method for reaching pupils in different regions of a classroom. To provide information technology-based education, also known as ICT-based teaching, a teacher must have appropriate knowledge of the technology and supply the necessary materials. Consequently, the success rate of providing educational material is ensured. Technology-based education allows pupils to learn more and compels teachers to enhance their teaching techniques. In addition to mailing lists and other Internet resources, educational group

chat is crucial for pleasant learning. We have seen that group chat and its associated technologies are regarded as significant educational and learning tools. Initially, group chat was intended to be used primarily for educational purposes. It is therefore logical to assume that Internet-based education will continue to utilize educational group chats as a means of sharing learning materials and information.

Parents, instructors, and students can connect via Facebook group chats, which has the potential to improve teacher-student communication and cooperation and foster a long-term community of learners. Teachers used teachers' and students' technology to ensure that each group's social and cultural milieu was respected and that its demands were satisfied. This increased student participation and the usage of digital technologies in schools.

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

Essay

Embracing Every Child: Inclusivity in the Kindergarten Classroom

by Ricky Y. Palo

Kindergarten is often a child's first real experience with school, a place where they begin to learn, explore, and make new friends. But more than that, it's a place where they should feel like they belong—regardless of who they are, where they come from, or what their abilities may be. Inclusivity in kindergarten is about making sure that every child, no matter their background or challenges, is welcomed, supported, and given the chance to thrive.

Imagine a classroom where children with different abilities, learning styles, and even languages sit together, play, and learn as one group. This is the heart of an inclusive kindergarten environment. Here, each child is seen not for their differences, but for their potential. For example, a child who may have difficulty speaking might excel in art, while another who is shy could open up during a group activity. The teacher's role is to create a space where all these strengths shine and each child feels valued.

At the core of inclusivity is the idea that learning is not "one size fits all." Some children may learn best by moving around and doing hands-on activities, while others might need more time or visual aids to understand new concepts. A good teacher recognizes these differences and adjusts lessons to meet the needs of every child. This could mean using colorful visuals for one student, offering extra support to another, or designing activities that engage learners with varying learning paces and styles. It's not about treating every child the same, but about giving each one what they need to succeed.

In an inclusive kindergarten, friendships are also fostered in a special way. When children with different abilities play and learn side by side, they begin to understand that everyone has something valuable to offer. They learn kindness, patience, and the importance of helping one another. For example, a child without a disability might naturally offer to help a classmate who uses a wheelchair, or two students from different cultural backgrounds might bond over a shared love of a certain game.

These simple interactions create a sense of community where children not only accept differences but celebrate them.

Parents are a big part of this picture too. In an inclusive classroom, teachers work closely with families to make sure that each child's needs are understood and met. This communication builds trust and helps create a strong support system for the child both at home and in school. Whether a child needs special accommodations or just a little extra encouragement, parents and teachers working together can make all the difference in that child's educational journey.

Perhaps the most beautiful aspect of inclusivity in kindergarten is how it builds confidence in children. When students know they are accepted just as they are, they feel safe to explore, take risks, and try new things. A child who might struggle in one area will be given the chance to shine in another. This builds resilience—helping children learn that it's okay to make mistakes and that they have the ability to grow.

Every small success builds toward a larger sense of self-worth, which is invaluable as they continue through school and life.

Inclusivity is not just a teaching strategy; it's a way of life that lays the groundwork for empathy, understanding, and cooperation. It teaches children that everyone deserves respect and kindness, and that our differences make us stronger, not weaker. As these young learners grow, acceptance and collaboration lessons will shape how they interact with the world.

In a truly inclusive kindergarten classroom, every child matters. Each voice is heard, each ability is celebrated, and every child is allowed to succeed. And that's the kind of world we should all strive to build—a world where no one is left behind, starting from the very first day of school.

Ricky Y. Palo is a kindergarten teacher at Alegria Elementary School, Zumarraga, Samar, and is currently pursuing a Master of Arts in Educational Management at Leyte Normal University.

Essay

The Perks of Being Unnoticed: Tired, Enduring, But Here

by Marian C. Pilapil

There are days when everything feels too heavy to bear, but I smile anyway. I try to carry it all in silence, like some sort of secret I can't share. It's not that my people wouldn't care, but I don't want to burden them with how it feels like dealing with a storm only I can see. I tend to keep going, laughing, trying to relate at their stories, answering random queries and stuff, and then, hoping that somehow, with the strength that I have been showing, I will still find rest without having to ask for it. Tired, but still here.

And there are some times as well when it feels like I'm not really here at all. In a crowd where people deal with their busy lives, I blend in so well that no one notices I'm fading. Very uncommon that somebody asks how I'm doing. Maybe because they're used to me being fine...silent, but fine. Or maybe because I have always been just "there." This is the perks of never being anyone's favorite.

Nobody has ever been proud. Not the person you will call first, not the one you miss when not around, just not somebody's someone. I am used to feeling like a quiet shadow, standing on the edges, watching life happen and fall apart from a safe zone that only I know where.

Maybe it is because as I grow older, I start to realize that life isn't as simple as I once thought. Dreams I had become distant, replaced by responsibilities that only seem to multiply and gets even more complicated. I learned to carry burdens we never asked for, and over time, it becomes a part of who I am. There's no manual for this, no guidebook on how to keep going when everything feels like it's too much. But I move forward.

Being alone is something I have learned to be good at. It is actually quite easier to pretend I am okay when there is no one to convince

otherwise. I hold my own hand through the hard days and tell myself to keep going because, who else will, except me? There are moments when the silence around me is deafening, like some sort of reminder that no one really sees the battles I fight. And perhaps that's why I don't say anything. How do you explain the feeling of being invisible to people who never really noticed you to begin with?

And amidst the hard parts, there's a strange comfort in knowing that I have survived so far. Is that what they call strength? Waking up each day, even when I feel empty and still choose to live? No, not just exist, but to live in a way that still holds hope, even if it's just a flicker. I want to believe that one day, all of this will lead me somewhere better. Somewhere where I can finally feel seen, heard, and at peace.

I am tired, but I can't just tell anybody about it. Not because they don't care, but I am afraid of the possibility that they won't. Worse is, they will listen but will not understand. So, I stay quiet and let the weight pile up inside, hoping that one day, I will find the strength to carry it on my own. Or maybe, I will master how to just live with it.

Why does living become actually tiring as we grow older?

Marian C. Pilapil is one of the teachers from Balayan National High School, Balayan, Batangas and an aspiring writer who believes in the power of words to inspire and uplift. As a daughter, friend, and advocate for youth expression, she aims to touch lives through both her teaching and her writing.

Essay

Sustainable IT: Reduce Your Technology Footprint for a Greener Future

by Jose Carlo C. Gamboa

Sustainable IT or Green Computing can be defined as designing and manufacturing technology in a way that has reduced the negative impact on the environment and usage of the technology. With the large-scale penetration of technology in almost all dimensions of our lives, it becomes relatively easy to forget that the digital world has an infinitely tangible environmental impact. This growing concern is making it compelling for everyone, as well as organizations, to adopt practices that mitigate the strain of technology on the ecological fabric.

Sustainable IT saves energy, curbs e-waste or electronic waste well, and also utilizes resources efficiently right from the manufacturer's stage to the disposal stages. Most of us would not think of an Energy price when surfing the web, storing data, or even charging our smartphone. The huge data centers hosting spectacular amounts of digital information need enormous power merely to sustain the servers running and cooling, thereby releasing enormous carbon emissions. The main strategy of Green Computing is through energy-efficient hardware. Since such new inventions occur every day, the devices are arranged in configurations that consume less power without compromising performance. Tactics included low-power processors, smart display energy efficiency, and smarter battery management.

Another point of importance is that segment on the enhancement of the electronic device life cycle. Consumer upgradability occurs far more often than people want it, which, of course, increases the burgeoning problem of e-waste. Companies can take a step in helping consumers by making products with modularity, meaning a user could change just the part, not the whole device. Responsible recycling is among the tenets of this trend. Most technical device manufacturing business enterprises will support the proposition that old products should be replaced if subjected to effective recycling for the reason that such business enterprises can retrieve highly precious material, like copper, gold, or silver.

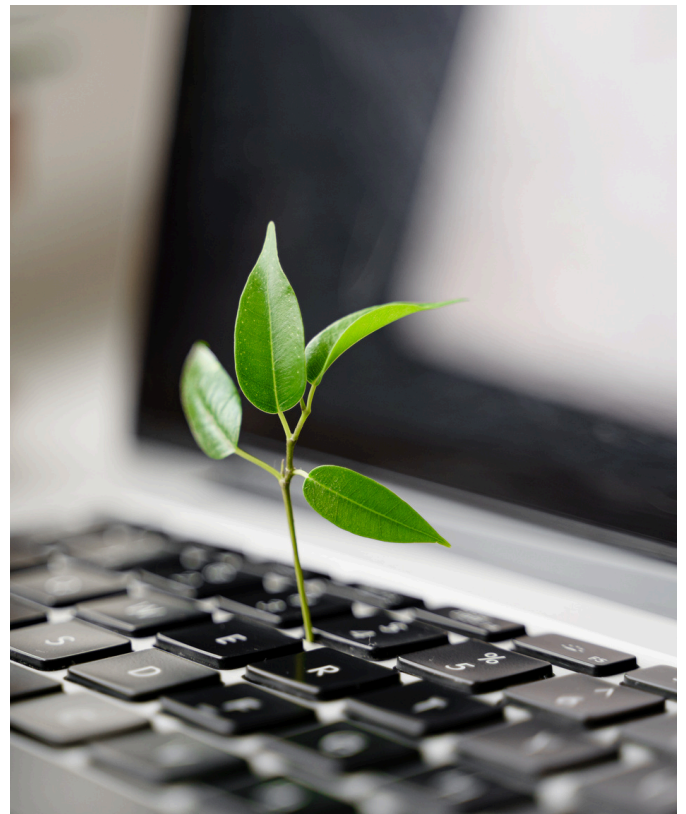
Software optimization is the other critical component of Green Computing. That one isn't so obvious to man, but it does play a crucial role in determining what amount of energy any given device consumes. Good software ensures

that devices function effectively, ensuring that they "use the right amount of power for the task at hand" instead of overloading systems with excessive energy.

Cloud computing is shifting services toward greener uses. This is achieved by relocating companies' operations to data centers that utilize renewable sources of energy power.

Not only will it save the world, but it will also save costs in the long run. Energy-efficient devices consume significantly less power compared to their predecessors. Thus, utilities will spend a reduced amount of money on businesses and houses. We can all do our part to create a greener future in which technology has no negative impact on our planet while being aware of the ways we apply it.

Mr. Jose Carlo Gamboa is a dedicated professional with expertise in Information and Communication Technology Management. With a solid background in coordinating ICT projects, he has consistently demonstrated a strong commitment to fostering innovation and efficiency in organizational operations.



Essay

Corporate Social Performance in Human Resource Management: Cultivating Sustainable Business Practices

by Jebra Maris B. Sañoza

In the current business environment, CSR has become one of the core bases on which a business bases its efforts to improve society and the environment in its operations. In this context, HRM plays an integral role in determining and implementing CSR practices. This paper explores the interactive relationship of HRM and CSP to explain how HR practices can enable sustainable business practices.

HRM again takes center stage by learning more about corporate social responsibility. Recruitment is no longer just a tool to identify skills and expertise, but which candidate is committing socially and environmentally. This creates a prerequisite for a workforce that upholds the ethical values of the organization through the integration of CSR considerations in the hiring process.

Employee engagement is essential for CSR to translate into meaningful action. The involvement of HRM ensures to creation of a workplace culture emphasizing employee engagement through the principles of CSR by offering opportunities to involve employees through community projects, environmental initiatives, and socially responsible activities with other community services.

HRM initiates, communicates, and activates CSR policies in the organization. With inter-functional cooperation with others, HR develops explicit definitions that capture desirable ethical and ecologically sound business practices. This is communicated to every individual, and HR plays an important role in clearly communicating CSR commitments by the company.

CSR, therefore is not only about doing things outside the organization but also comprises issues about healthy living among internal stakeholders within an organization.

The engagement metrics of employees, the level of employee satisfaction, and the effectiveness of CSR programs implemented are monitored and analyzed by HR personnel. These measures indicate whether the social performance strategies adopted by the organization are successful. Organizations map the areas or points to which they need improvement and change their policies to meet the change. Because of continuous improvement in the functioning of HRM, the organization will be on course to achieve its target for CSR objectives.



The intersection between Human Resource Management and Corporate Social Performance represents a transformative force in the context of modern business. As organizations now acknowledge that social responsibility is integral to their functioning, HRM becomes the linchpin that imprints the principles of CSR into the very fabric of an organization. Thus, by integrating recruitment, engagement, policy development, and performance measurement on the platform of social responsibility, HRM can act as a facilitator for sustainable business operations that would eventually benefit the organization and the larger stakeholders at large. Thus, success in CSR is inherently

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Essay

Nurture Health of Employees in Academic Institutions: A New Age of Support and Well-Being

by Mina C. Siapno

Sometimes Academia takes this phenomenal speed, at lofty heights. It is easy for a human being to get lost mainly when surfing for knowledge and research. Meanwhile, amidst lecturers' grading and scholarly pursuits there lies that one critical aspect, which most of the time, tends to be put in the backseat—that is, the well-being of the people driving the academic institutions forward. Most of the universities have now realized and understood that healthy employees produce an all-around flourishing academic atmosphere.

Holistic wellness programs fall under embracing different programs that the institutions can offer, ranging from gym memberships and physical fitness courses to stress management and nutrition counseling for faculty and staff. Because learning institutions are so desperate in their desire to create a work-friendly environment, holistic wellness programs fall under embracing different programs that the learning institutions can offer, ranging from gym memberships and physical fitness courses to stress management and nutrition counseling for faculty and staff. Wellness is rapidly turning into something that colleges embrace, but a working environment where people care and appreciate staff as human beings not just as workers is prevailing. The growing challenges in the campuses trickle down to the students and the staff, and therefore, compel the universities to increase their investments in mental wellness.

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Mina C. Siapno holds an Instructor position, Coordinator of Medical-Dental Services of Pangasinan State University-San Carlos Campus. She finished her Bachelor of Science in Nursing at Virgen Milagrosa University Foundation. She obtained her Masters of Arts in Nursing at Lyceum Northwestern University.



Tula

Gurong Bayani

Jean Marie Virgilia A. Arce

Guro, isa kang tunay na bayani
Sa pandemya man ay hindi nagpagapi
Dekalidad na edukasyon sa mga mag-aaral ay 'di pinagkait
Pakiwari mo man ika'y nakapiit

Nakapiit sa iyong sulok ng mundo
Nag-iipon ng kaalaman, isipan ma'y gulong-gulo
Layunin ko'y di napigilan
Pasanin mo man bilang Guro ngayong at lalo noong nagdaang
pandemya ay ubod bigat, ikaw ay patuloy na lumalaban

Paglikha ng banghay aralin, pagsusulat at maging module ikaw na rin
ang pumasan
Madalas na ang tulog sa gabi ay ipinagpapaliban
Matapos lamang ang mga kagamitang panturo na para sa susunod na
araw ay kinakailangan
Sa umaga naman sa iyong klase ikaw din at ang iyong lakas ay
kinakailangan

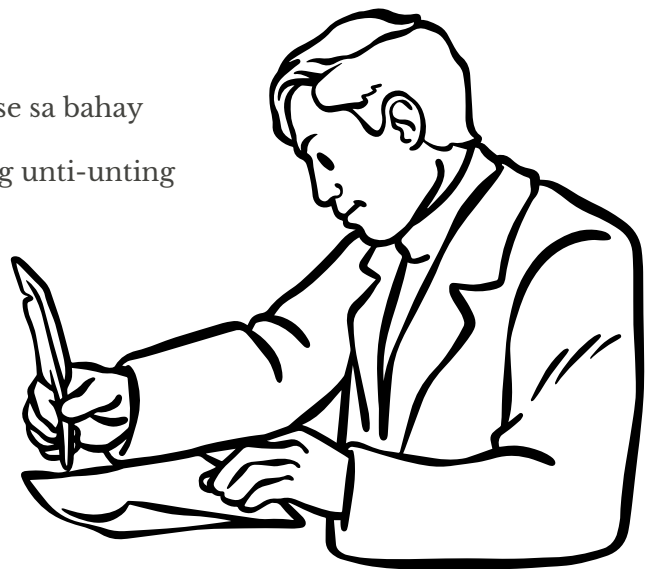
Magulang at mag-aaral sa klase ay iyong haharapin
Kanilang mga katanungan at hinaing kinakailangan mong sagutin
Pagkat nais nilang sila ay unahin
Sapagkat katanungan nila'y may kinalaman sa aralin at gawain sila ay lagi
mong binibigyang pansin kahit pa ang oras mo upang kumain ay
ipinagpapaliban na rin

Bukod pa dito mga ulat at dokumentong pampaaralan ay kailangan mo
ring asikasuhin
Kay raming oras para sa mga gawaing ito ay handa mong ubusin
Mas mabigat mo pang pasanin ang internet connection na ubod ng bagal
At mas madalas pang bumibitiw, parang ikaw bumitiw na rin kasi
humina na ang koneksyon niyo ng malakas na pangangatawan at isipan,
marahil lumabis lamang ang pagpapagal

Ikaw ay kinukutya ng marami
Ikaw ay walang ginagawa at sa tuwing suspendido ay klase sa bahay
lamang nakapirmi
Ngunit ang sa kanila'y di lantad, na ika'y tila na kandilang unti-unting
nauupos di nalalaman ng marami
Paghahatid ng dekalidad na edukasyon ang sanhi

Mahal na Guro, ika'y magpalakas
Manatiling MATATAG sa lahat ng oras
Sapagkat kung tuluyang maubos ang iyong lakas
Ano pa ang iyong maibibigay para bukas?

Kinabukasan ng kabataan, ng bayan ay nasa iyong palad
Sulong Edukalidad
Sulong mga MATATAG na Bayaning GURO
Mga minamahal na GURO kailangan namin kayo



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Scholarly Article

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.

Scholarly Article

Collaborative Excellence: The Teacher's Role in Shaping Community, School Culture, and Leadership"

by Ryan T. Ambrocio

With reference to the 1987 Philippine Constitution, which serves as the legal foundation for Philippine education, in particular Article 14, Section 1, it is clear that the state has a moral duty to uphold and advance every citizen's right to a high-quality education at all levels and to take the necessary actions to ensure that everyone has access to it.

The school plays a crucial role in bringing about social transformation by developing students for a variety of social roles and serving as a source of values that are necessary in daily life. This is why we view the school as an agent of social change. These agents are teacher, the community, the school as an organizational institution, and the school as a cultural institution.

Being familiar with their students is a teacher's primary obligation, as stated in the UNESCO's Four Pillars of Education. The health, strengths, limitations, and family history of the learners are all taken into consideration while the main objective of community partnerships in education is to improve student learning outcomes and experiences by making use of the resources, knowledge, and assistance that the larger community has to offer.

When a school is viewed as a cultural institution, it is recognized for its part in influencing and propagating society norms, values, and culture. Fostering a helpful and stimulating learning environment where students, instructors, staff, and parents feel valued, respected, and inspired to succeed depends on developing a healthy school culture. Schools can foster a healthy culture that promotes the academic achievement, social and emotional health, and general development of all members of the school community by putting strategies into practice consistently and cooperatively.

A school's structure, operations, procedures, and methods designed to accomplish particular learning objectives are highlighted when it is viewed as an organizational institution. Stakeholders can

collaborate to maximize a school's efficacy, efficiency, and influence on the learning and development of students by seeing it as an organizational institution. Achieving success as an educational institution requires effective leadership, teamwork, and a commitment to goal and vision.

The Department of Education released DepEd order No. 23 s. 2010 with regard to planning and decision-making authority. This DepEd order addresses a number of subjects, including the school-based management. In the context of School-Based Management (SBM), decentralization is the transfer of responsibility for planning school improvement, allocating and managing resources from the central levels down to the school sites.

Teacher leaders frequently take on extra tasks that support school improvement and educational reform in addition to their regular classroom obligations. Teachers can expand their influence and become leaders who contribute significantly to the improvement of their schools and for broader educational community.

Ryan T. Ambrocio holds a Master of Arts in Education degree and teaches at Luakan National High School

Maikling Kwento Bungkog ng Pangarap

ni Danica Niña M. De la Cruz

Madiskarte sa buhay, sinamahan pa ng kasipagan sa pag-aaral at pagiging matulungin sa kapwa, iyan si Buboy ang batang laki sa hrap ngunit may malaking pangarap. Dala ng kahirapan nakatira lamang sila sa isang barong-barong na bahay sa isang linang na tila may kalayuan sa paaralang kaniyang pinapasukan.

Simple lamang ang kanilang buhay, isang magsasaka ang kaniyang ama at ina ngunit di ito alintana para tumigil siya sa pag-aaral, sa kabila ng kahirapan ng buhay pilit na itinataguyod ng mag asawang Berto at Betina ang pag-aaral niya at palaging handing ibigay ang pangangailangan ng anak nilang si Buboy.

Dumating ang isang araw na masayang umuwi ang kaniyang ama na may dalang sorpresa sa kaniyang anak na si Buboy. Nagulat si Buboy sapagkat ngayon lamang siya nakakita ng isang kakaibang bungkog na yari sa kawayan. Oo isa itong alkansiya kung saan ito ang mag sisilbing ipunan ng pera mula sa masosobrang baon at mga pinag bentahan ng tindang naani ng kaniyang mga magulang.

Mula sa kanilang bahay ay dala niya ito patungo sa kaniyang pinapasukang paaralan, masaya niyang ibinalita sa kaniyang kaibigang si Roy na meron siyang isang munting bungkogan na pinangalanan niyang "Bungkog ng Pangarap". Manghang-mangha si Roy sa hawak ni Buboy na alkansiya. Ipinaliwanag niya sa kaibigan na ang mga tulad nilang bata pa ay dapat matutong maging masinop sa pera dahil balang araw ang mga minimithi nilang bagay at pangarap sa buhay ay matutupad din.

Itinuro ni Buboy sa kaibigan kung paano siya nagkaroon ng kaisipan ng pagiging matipid at masinop sa pera para makaipon kung kaya't naging inspirasyon siya ni Roy at ito ang naging simula ng pag iipon ng dalawang matalik na magkaibigan.

Sa paglipas ng panahon unti unting magbabago ang takbo ng kaniyang buhay, salamat sa munting bungkog ni Buboy. Ang "Bungkog ng Pangarap" kasama niya mula bata hanggang sa pag tanda.

Huni ng mga ibon, tilaok ng mga manok, sigaw ng tinderong nag titinda ng pandesal at ibang mga inilalakong kakanin, dahilan para dito si Buboy ay magising.

"Inay! Magandang Umaga po!" magalang na bati ni Buboy sabay halik sa pisngi ng kanyang in ana si Aling Betina. Nakatira lamang sila sa isang barong-barong na bahay sa isang linang at may kalayuan din sa paaralan kaniyang pinapasukan. Sa kasalukuyan ay isa siyang mag-aaral sa ika-apat na baitang. Ngunit sa kabila nito ay hindi hadlang ang kahirapan para sa isang batang tulad ni Buboy na puno ng pangarap sa buhay.

“Buboy iho, kumain ka na ng may lakas ka sa iyong pagpasok, medyo may kalayuan din ang iyong lalakaran anak.” bakas sa mukha ng kaniyang ina ang pagka dismaya sa kanilang buhay sapagkat bata palang si Buboy ay nararanasan na niya ang realidad na kahirapan ng buhay.

“huwag po kayong mag-alala Inay, sanay na po ako sa mahabang lakaran” isang pirasong pandesal at maligamgam na tubig lamang ang kanyang agahan. Maya maya pa ay dumating na si Mang Berto na kanyang ama na isang magsasaka.

“Buboy! Buboy!” tawag nito sa anak na humahangos pa.

“Ano po iyon itay?” masayang salubong nito habang ibinubutones ang kanyang unipormeng may tagpi.

“Halika may ibibigay ako sa iyo. Tingnan mo ito” Iniabot ng kanyang ama ang isang bungkog na yari sa kawayan.

“Ano po ito itay?” Tanong niya sa kaniyang ama habang ito ay masuring pinagmamasdan ng pa ikot.

“Isa itong bungkog anak” sagot ng kaniyang nakangiting ama.

“Ano po ang bungkog?” inosenteng tanong nito sa kaniyang itay.

“Ito ay isang alkansiya anak, isa itong ipunan ng pera” paliwanag nito sa kaniyang anak na namamangha pa.

“Napakaganda po nito itay! yari sa isang kawayan, astig!” masayang sabi niya sa kanyang ama, matagal na niyang pangarap na magkameron nito.

“Tila napaka laking bungkog nito Itay! siguradong marami akong maiipon dito!” masayang sambit ni Buboy sa ama.

“Paano naman makakaipon ang anak mong si Buboy? kulang pa nga ang perang binabaon niya sa paaralan,” Malungkot na wika ng kaniyang inang si Betina.

Tumingin si Buboy sa kaniyang ina at ama, isang pag tingin na puno ng dedikasyon at diterminasyon. Kumuha siya ng itim na krayola sa bag at sinulatan ang palibot ng bungkogan.

“Inay at Itay huwag po kayong mag alala, balang araw maaahon ko rin po kayo sa kahirapan ng buhay, magtiwala lang po kayo sa akin. Ang bungkogang ito ang mag sisilbing dahilan ng aking pagsisikap na makatapos ng pag-aaral at balang araw ay makakahanap ako ng magandang trabaho. Madiskarte yata sa buhay ang anak ninyong ito.” Buong pagmamalaking sambit niya sa kaniyang mga magulang.

Nakangiti ngunit maluha-luhang wika niya sa kanyang mga magulang. Bakas sa mukha ng bata ang pagmamahal sa kaniyang mga magulang.

“Osiya, dadaan na si Pareng Anton. Tiyak dala niya ang kaniyang sasakyan. Ipahahatid kita sa kaniya sa paaralan para hindi ka na mag lakad anak”.

Pag dating sa paaralan hindi maiwasang mapatingin si Buboy sa kasuotan ng kaniyang mga kamag aaral. Mula sa bag, kasuotan, sapatos at sa pagkaing baon ng mga ito na halatang may kamahalan ang presyo. Hindi inggit ang pumapasok sa isipan nya bagkus ito ang nagiging pamantayan niya para lalo siyang magsikap upang makamit ang mga ito balang araw.

Isang araw dinala ni Buboy sa paaralan ang kaniyang bungkog ng pangarap at ipinakita ito sa kaniyang matalik na kaibigang si Roy.

“Ano iyang hawak mo Buboy?”

“Isa itong bungkog Roy, dito ko inilalagay ang aking naiipong pera” May pagmamalaking kwento niya sa kaniyang kaibigan. “Ang ganda di ba? gusto mo rin ba nito? Pag uwi ko ihihiling kita sa aking itay na igawa ka rin niya para sabay tayong mag ipon para sa ating pangarap”.

“Sige Buboy gusto ko iyan! ngunit paano ka ba nakakaipon sa iyong bungkogan?” puno ng kuryusidad ang kaniyang kaibigan.

“Simple lang Roy, tinutulungan ko si Itay at Inay na mag lako ng kanilang mga naaani sa aming munting bukid. Kapag walang pasok masugid kong nililibot ang mga bahayan sa ating lugar at maging sa karatig barangay pa. At kapag marami akong nabenta ang malaking bahagi ng kinikita ko ay ibinibigay ko sa aking mga magulang para kami ay may magastos sa pang araw-araw at ang ilang bahagi ay aking inilalagay sa aking bungkog” paliwanag niya sa kaniyang kaibigan.

“Mukhang marami kang maiipon Buboy! tutularan kita sa pagiging masinop mo sa pera!”

“Oo Roy, lagi mo ring tatandaan ang kasabihan na kapag may isinuksok ay may madudukot”

“Tama ka Buboy dahil naranasan namin ng magkasakit ako ay walang maibiling gamot ang aking ina kaya simula ngayon isasabuhay ko na kung ano lang yung kailangan natin ang dapat bilhin hindi yung pansariling kagustuhan lang” Tila naging inspirasyon si Buboy sa kaniyang kaibigang si Roy na mag ipon rin sa bungkog.

Kaya masayang ibinalita ni Buboy sa kaniyang mga magulang ang napag kwentuhan nilang magkaibigan kung kaya't igagawa rin ng kaniyang ama ng bungkog si Roy.

Lalo ring pinag tibay ang pagkakaibigan ng dalawang bata, nariyan ang paminsa'y magkasama sa pag lalako ng iba't ibang kakanin tulad ng biko, bibingka at ang matamis na bukayo. Lutong okoy naman ng nanay ni Roy ang dala niya at paminsan ay ang mabangong bulaklak ng Sampaguita naman ang bitbit ni Roy.

Dahil sa diterminasyon at dedikasyon niyang makaalis sa kahirapan ng buhay patuloy niyang ipinapakita ang angking kasipagan, at pagiging madiskarte. Hindi rin siya pahuhuli sa larangan ng akademiya, nariyan ang aktibong partisipasyon niya sa oras ng klase, ang pagiging matulungin niya sa kanilang guro at sa mga matatandang nakakasalubong niya.

Hindi niya nakakaligtaan na kada araw ay mag susubi siya ng piso hanggang limang piso sa kaniyang 'Bungkog ng Pangarap' Kapag sinuswerte pa ay binibigyan siya ng barya ng mga taong natutuwa sa kaniyang kabutihang pag-uugali, madalas ay tinatanggihan niya ito dahil palagi niyang sinasabi na "ang kabutihan at pagtulong sa kapwa ay walang katumbas na salapi o halaga" ngunit hindi rin naman nagpapaawat ang mga taong natutuwa sa kaniya, ito ay paraan lamang nila ng pagtulong sa bata.

Nariyan ang pag daan ng pasko kung saan naranasan din niyang mangaroling sa kanilang lugar at ang mga nakokolekta niyang barya ay agad niyang inilalagay sa kaniyang 'Bungkog ng Pangarap'

Sa kabila ng murang edad, kakikitaan na rin siya ng iba't ibang talento kung kaya't hindi lamang sa pang paaralang aktibidad ang kaniyang sinasalihan kundi sumasali rin siya sa paligsahan sa kanilang lugar.

Sa paglipas ng panahon hindi niya namalayan na marami ng karanasan sa buhay niya ang napag daanan na niya na kasama pa rin ang kaniyang munting 'bungkog ng pangarap', ang naiipon niyang pera sa kaniyang bungkog ay tila dumadami rin, ang isa ay naging dalawa, ang dalawa ay naging tatlo hanggang naging lima ang kaniyang bungkogan na punong puno ng mga naipong perang kaniyang pinag hirapan mula ng mag simula siyang mag-ipon noong siya'y bata pa.

Kasabay ng paglipas ng panahon punong-puno ng kasiyahan ang damdamin ni Buboy sapagkat parang kahapon lang ay nag iipon pa siya ng maraming barya ngunit heto siya ngayon umaakyat sa entablado upang tanggapin ang kaniyang diploma. Tila sa pagharap niya sa maraming tao nanumbalik sa kaniya ang pinag daanan niya mula elementarya, sekundarya at ngayong nagtapos na siya sa kolehiyo sa kursong kaniyang pinapangarap, ito ay ang isang maging ganap na Nurse.

Sa tulong rin ng naipon niya habang siya ay humahanap ng scholarship, nagamit niyang pang gastos sa kolehiyo ang mga naipon niya mula noong bata pa siya. Hindi rin maaalis sa kaniya ang pagiging madiskarte sa buhay kung kaya't walang duda na makakatapos siya ng pag-aaral.

"Dahil sa bungkog na ito, natuto akong mangarap at unahin ang aming pangangailangan kaysa sa pansariling kagustuhan."

"Dahil sa bungkog na ito, unti unti ko ng mabibigyan ng kaginhawahan sa buhay ang aking inay at itay"

"Dahil sa bungkog na ito makakatulong na ako sa aking mga kababayan"

"Salamat sa iyo aking munting bungkog ng pangarap, huwag kang mag-alala hindi pa rin dito matatapos ang ating pinagsamahan, kasama pa rin kita hanggang sa aking pagtanda". Nakangiting sambit niya sa kaniyang sarili habang hawak ang kaniyang munting bungkog ng pangarap.

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Maikling Kwento

Si Aya Ang Pasaway Na Buwaya

ni Hallelu C. Tinasas

Sa isang liblib na pook ng Bario Bulawan ay may kulay tsokolateng ilog na kung saan ay nakatira ang pamilya ni Aya buwaya. Kabilin bilinan nang kanyang mga magulang na bawal silang magpapakita sa mga tao sapagkat mapapahamak sila nito. “Kapag may makakakita sa inyo ay huhulihin kayo at kakatayin para kukunin ang inyong balat at gagawing palamuti”, sabi ni Ginoong Martin ang ama ni Aya.

Likas kay Aya ang makulit at mapagbiro, kaya ay madalas siyang napapagalitan ng kanyang ina. Minsan ay tumatakas si Aya sa kanilang bahay at sikretong nakikipaglaro sa ibang hayop malapit sa may pampang.



“Aya, hindi ka ba natatakot na makikita ka ng mga tao dito,” saad ni Poping Pato. “Baka ay huhulihin ka nila at dadalhin sa malayong lugar”, dagdag pa niya. “Hindi naman ako natatakot sa mga tao Poping, kasi mabilis yata itong lumangoy”, ang pagyayabang niyang sagot. Nag-iisa ka lang na anak ng iyong ama at ina at kung mahuli ka ay mawawalan na sila ng anak”, sabad nman ni Kiko Pagong. “Ha! ha! Ha! Hay nako Kiko!, hindi ako katulad mo na napakabagal kumilos, kung makikita man tayo dito ng mga tao ay tiyak naman ako na ikaw pa ang mahuhuli kaysa sa akin, ang patawang sagot ni Aya.

Sa tuwing nalilingat ang mga magulang ni Aya ay tumatakas siya para gawin ang kanyang nakaugaliang paglalaro sa may pampang. Nang isang araw ay dumaan ang grupo ng mga kalalakihan na taga Bario Bulawan upang hanapin ang natangay sa baha nilang kalabaw buhat ng malakas na ulan noong nagdaang gabi. Hindi napansin ni Aya ang paparating na mga tao sapagkat ay libang na libang siya sa kanyang paglalaro. Wala sa kanyang isip na pupuntahan pa nang mga tao ang lugar kung saan siya namamalagi. May dalang patpat at lubid ang mga ito. Huli na nang siya ay makailag at makalayo. Nakatali na siya ngayon sa lubid na dala dala ng mga tao. Umiiyak man si Aya sa kanyang pagsisisi ay huli na sapagkat nangyari na ang kabilin-bilinan ng kanyang ama.

With 13 years of dedicated service in the field of education, Hallelu C. Tinasas is a Grade 6 Adviser and Science Teacher at Balungisan Elementary School. A graduate of Western Mindanao State University in Zamboanga City, she earned her Bachelor's degree in Elementary Education in 2009. Committed to her professional growth, she holds a master's degree in Educational Management from Southern Mindanao Colleges in Pagadian City and is currently pursuing a Master of Arts in Science Education, with a focus on Integrated Science, at Philippine Normal University, Taft Avenue, Manila, under the Linking Standards of Quality Education (LiSQup) Scholarship Program. In recognition of her dedication to disaster risk reduction, she was honored as the Outstanding DRRM Coordinator in the Division of Zamboanga Sibugay in 2023. Her passion for teaching and commitment to continuous learning drive her to inspire and empower the next generation of learners.

Essay

Preserving the Subanen Culture: The Role of Education

by Hallelu C. Tinasas

The Subanen people, one of the indigenous groups in Mindanao, Philippines, possess a unique cultural heritage that is both rich and diverse. The traditions of this people, their beliefs and way of life have been preserved for centuries, yet like many indigenous cultures worldwide, the Subanen culture faces threats from modernization, cultural assimilation, and the erosion of traditional practices. One of the most effective ways to preserve and sustain the Subanen culture is through education, which can play a pivotal role in fostering awareness, pride, and continuity of their rich heritage.

Challenges to Cultural Preservation

The Subanen culture, like many other indigenous cultures, is at risk of being marginalized due to the growing influence of mainstream Filipino society and globalization. Many young Subanen are drawn to urban areas in search of better economic opportunities, which can distance them from their traditional customs and language. Another significant challenge is the lack of formal documentation of the Subanen's oral traditions, language, and rituals. Without deliberate efforts to record and preserve these traditions, there is a real risk that future generations will lose touch with their cultural roots.

What can Education do?

Education is a powerful tool that can bridge the gap between tradition and modernity, ensuring that the Subanen culture thrives in the present and future. Both formal and informal education systems can be leveraged to preserve and promote the cultural heritage of the Subanen people.

Incorporating Indigenous Knowledge into the Curriculum. Schools in areas with significant Subanen populations should incorporate their language, history, and traditions into the curriculum. This can be done through the Department of Education's Indigenous Peoples Education (IPEd) program, which encourages the development of culturally appropriate educational materials and lesson plans. In this case, Balungisan Elementary School, where the author teaches, is an IPEd implementing school where young Subanen students are taught about their heritage. In this, they can develop a sense of pride in their identity and be motivated to pass on these traditions to future generations.

Supporting Cultural Preservation Through Community Schools. In addition to formal schools, community-based education initiatives can play a vital role in preserving Subanen culture. Elders, who are the custodians of much of the tribe's knowledge, can teach young people traditional skills such as farming techniques, weaving, and music. Cultural immersion programs, festivals, and workshops can also provide opportunities for Subanen youth to reconnect with their heritage and learn directly from their elders. *Documenting Oral Traditions and Practices.* Schools and universities can collaborate with the Subanen community to create written and digital records of their cultural heritage, which can be used both as educational resources and as a means of preserving these traditions for future generations.

By incorporating indigenous knowledge into curricula, promoting bilingual education, and supporting cultural initiatives within the community, education can empower the Subanen people to preserve their identity, values, and traditions for generations to come. This approach not only strengthens the cultural diversity of the Philippines but also fosters respect and recognition for the indigenous communities that are a vital part of the nation's heritage.

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Essay

Post-pandemic Education: Navigating Behavioral Challenges through Effective Classroom Management in the Age of Digital Distraction

by Hallelu C. Tinasas

As clichéd as it may sound, the only thing that remains constant in this world is change. Everything is dynamic and ever-evolving, and the unexpected onslaught of the pandemic a few years ago proved just that. With restrictions on mobility imposed by authorities to curb the spread of the unseen health threat, the routines and practices of daily life we were accustomed to were all altered. Every sector had to adapt to these changing times, and the educational sector was no exception.

The inability to conduct traditional in-person classes forced educational systems worldwide to explore alternative learning modalities to ensure the continuity of instruction. Primarily leveraging technology due to its accessibility, platforms, tools, and resources were utilized to connect people and facilitate the efficient exchange of information. As a result, instruction was primarily conducted online, with learners attending synchronous lectures and accessing supplementary resources asynchronously for additional learning.

However, many families struggled to establish boundaries around responsible technology use, especially for the younger generation. This, in turn, cultivated a phenomenon of excessive screen time, where children spent far more hours in front of screens than is considered healthy. Moreover, the challenge of filtering content on online platforms led to growing concerns over exposure to inappropriate material for children's age groups.

Now, with the resumption of in-person classes, educators are increasingly pointing to this phenomenon as a key reason for the distinct behavioral shifts observed in learners compared to the pre-pandemic era. One of the most significant changes is the notably shorter attention spans, which require educators to adapt their classroom management strategies accordingly. With constant access to digital media and the culture of instant gratification, learners have grown accustomed to receiving rapid, bite-sized information. This shift has made it harder for educators to maintain focus during traditional, extended classroom activities. Behavioral issues have also become more pronounced, as many learners now struggle with self-regulation and exhibit impulsive behaviors that were less common before the pandemic.

Indeed, the pandemic served as a revolutionary catalyst for a massive wave of global change. The normalcy we know today is vastly different from that of the pre-pandemic era. In education, the transition from remote to in-person learning presents unique challenges, particularly in addressing the behavioral shifts among learners. Educators must now craft innovative solutions, drawing on a deep understanding of the evolving educational landscape, to develop effective classroom management strategies while delivering a comprehensive curriculum that maximizes student learning.

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Poem

Black Rose

by Renz Manuel A. Restar

The black rose, bloomed once more
Unique, elegant, beautiful as it was
Smell of gardenia, a vibrant color
A touch of calmness, sound of green grass

Delightful to see you again, my old friend
We once met at the crossroad, never changed
Never have I ever thought it wasn't the end
Lucky me, I was never unhinged

How I wonder, what it feels on the other side?
It might be a song without melody
Or might be a rainbow, black and white
Life without you is mankind's greatest tragedy

The flower that blooms forever is never cherished
I'm glad we've meet again, old friend
I've waited for you, I'm too lavished
Always knew this will always how it end



Essay

A Teacher's Reflection behind "Happy Teacher's Day" Greetings

by Ma. Rodalyn T. Santiago

Often spoken with smiles and gratitude, the phrase "Happy Teachers' Day" holds a deeper meaning for me. It serves as a reminder of the immense responsibilities that come with being a teacher. Each time I hear those words, I reflect not only on what is being celebrated but also on the serious role I play in shaping the minds and lives of my students.

Being a teacher means being entrusted with both the academic and personal development of individuals. A "Happy Teachers' Day" greeting reminds me that teaching isn't just about books and exams—it's about guiding students through obstacles, cultivating their potential, and helping them find their own paths. It reminds me that every word and action I take has the power to inspire or discourage, pushing me to be more vigilant, patient, and encouraging each day.

This greeting also brings to mind the high expectations placed on teachers. Society expects us to be sources of wisdom, moral guidance, and unending patience. These high standards are indeed challenging, but they inspire me to strive for excellence, even on the most difficult days. When the demands of teaching become overwhelming, the greeting reminds me to stay adaptable, to work with each student, and to appreciate the small gestures of gratitude that bring joy to even the toughest moments.

For me, "Happy Teachers' Day" is also an affirmation of growth, both personally and professionally. Teaching is not a static profession—it requires continuous learning and self-reflection. Each time I hear this greeting, I am reminded to reflect on how I can improve as an educator. It challenges me to stay informed about educational trends, explore new teaching strategies, and refine my approach to ensure my students have the best learning experience possible.

While the greeting highlights the responsibilities of being a teacher, it also brings happiness. Hearing "Happy Teachers' Day" from students, colleagues, or parents is a moment of recognition for the hard work that goes into this profession. It reminds me why I chose this path—the pure joy of watching students grow, succeed, and gain confidence in themselves. Though the responsibility is great, the rewards are immeasurable when you see the positive change you've helped foster in a student's life.

Ultimately, "Happy Teachers' Day" may seem like a simple, celebratory greeting, but for me, it represents much more. It reminds me of the burdens and privileges that come with being a teacher: the influence I wield, the expectations I must meet, and the ongoing commitment to growth and development. Above all, it serves as a reminder of the lasting impact that teachers have on their students—a responsibility I am proud to carry every day.

Ma. Rodalyn T. Santiago is a dedicated educator with 22 years of teaching experience. She is currently as a Teacher II at Calumpit National High School in Calumpit, Bulacan. Over the course of her career, she has cultivated a passion for fostering both academic growth and personal development in her students. Her extensive experience has equipped her with the skills to adapt to various teaching methods and curricular demands, ensuring an engaging and supportive learning environment where her students can thrive.



Poetry

Cherished Child

by Danna Iyrane C. Solabo

O cherished child,
Our hearts overflow with joy,
Unto the Lord God we lift
Our most earnest, heartfelt prayers.

Our deepest longing is but to behold you,
To feel your presence, to hold you near,
For you are a gift, a divine blessing
Bestowed upon us all.

Your dear parents, in eager anticipation,
Wait with knowing hearts,
Certain that Yahweh Himself
Is preparing them for the day of your arrival.

You are God's precious creation,
Formed with perfect care within the womb,
And in your mother's embrace,
You shall grow in strength and safety.

For you were fervently sought,
Lifted up in prayer, knees bent before Yahweh,
And your coming was faithfully petitioned
In reverence of His boundless greatness.

In God alone rests our hope,
For they know Yahweh will hear,
And in His perfect time,
You shall be brought forth into our lives.

Danna Iyrane C. Solabo is a public school teacher for nearly ten years. She has always been passionate about 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.



Essay

Challenges and Effective Strategies for Teaching Algebra in Grade 8 in the Philippines

By Yvonne N. Arago

Algebra is a cornerstone of mathematics education, particularly in Grade 8, where students are introduced to more advanced mathematical concepts. In the Philippines, mastering algebra is crucial not only for success in higher mathematics but also for developing logical thinking and problem-solving skills. However, teaching algebra at this stage presents unique challenges, requiring educators to adopt innovative strategies to enhance learning outcomes. This essay will explore these challenges and propose effective strategies for improving the teaching and learning of algebra in Grade 8 in the Philippines. One of the most significant challenges is the lack of foundational knowledge among students. Many students enter Grade 8 with a weak grasp of basic arithmetic and pre-algebra concepts. This gap makes it difficult for them to understand more complex topics like variables, equations, and inequalities. Algebra requires students to think abstractly, and for those who struggle with basic operations, this can be overwhelming. Teachers often find themselves having to review earlier concepts, which can slow down the progression of the curriculum.

Another challenge is the abstract nature of algebra itself. Unlike arithmetic, which deals with concrete numbers, algebra introduces symbols and variables that represent unknown values. For many students, this abstraction makes it difficult to see the relevance of algebra to real life. They often ask, "When will I ever use this?" This lack of engagement can lead to disinterest, further hampering their learning. In public schools, where class sizes are often large, personalized instruction is a luxury that many teachers cannot afford. The sheer number of students makes it challenging to cater to individual learning needs. Additionally, limited resources, such as textbooks and digital tools, can further constrain the teaching process. Many classrooms lack the technological tools that could make learning algebra more interactive and engaging.

Teacher preparation is another critical factor. While many teachers are skilled in algebra, they may not be equipped with the latest teaching methods that cater to diverse learning styles. Professional development programs that focus on innovative teaching strategies are often limited, leaving teachers to rely on traditional methods that may not resonate with all students.

To address these challenges, several effective strategies can be implemented. First, making algebra relevant to students' lives is key to increasing engagement. Teachers can demonstrate how algebra is used in everyday situations, such as budgeting, sports statistics, and even in the design of video games. This real-world application helps students understand that algebra is not just an abstract subject but a useful tool.

Integrating technology into the classroom is another powerful strategy. Digital tools like educational apps and graphing calculators can help students visualize algebraic concepts, making them easier to understand. Interactive whiteboards and online platforms can also provide a more dynamic and engaging learning experience.

Collaborative learning is also an effective approach. Group activities and peer teaching allow students to learn from one another, fostering a supportive learning environment. Differentiated instruction, where teaching methods are adapted to cater to various learning styles, can also help. Visual aids, hands-on activities, and scaffolded lessons can make algebra more accessible to all learners.

In this regard, teachers also play a pivotal role in shaping the success of algebra education. Continuous professional development is essential to equip teachers with innovative teaching strategies. The curriculum should be aligned to ensure that foundational skills are solidified before introducing more advanced topics. Formative assessments can help identify areas where students are struggling, allowing teachers to intervene early and provide targeted support.

Yvonne N. Arago is a Teacher III at Puerto Galera National High School, holding a Master of Education degree with a major in Mathematics. She is currently pursuing a Doctor of Philosophy in Educational Management at Divine Word College of Calapan. Yvonne is passionate about enhancing the quality of education, applying both her expertise in mathematics and her leadership skills to contribute to academic development and school management.

Research Abstract

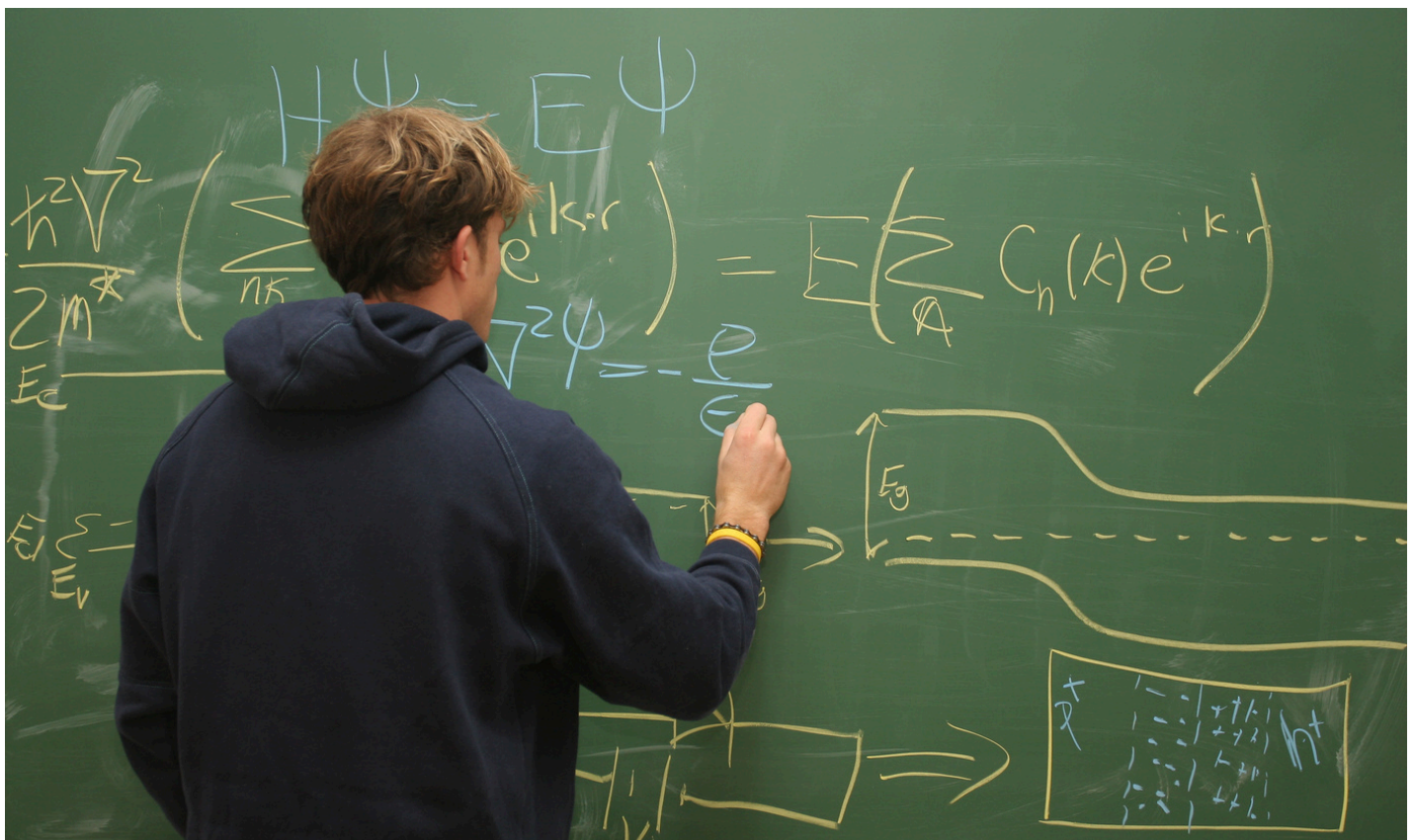
Computational Skills and Proficiency in Algebra of Grade 8 Students in Puerto Galera National High School

By Yvonne N. Arago

Students in Grade 8 are encountering difficulties in performing Algebraic computations. Application of pre-requisite skills such as computational skills in whole numbers, integers and rational numbers are not evident. With this, it was deemed necessary to investigate and propose a possible intervention to solve the existing problem. The study made use of descriptive-correlational method to describe the level of computational skills and the level of proficiency in Algebra and to determine the relationship between the variables. Simple random sampling was used to determine the sample size using the Slovin's formula. A modified test of two sets was utilized to gather data from the respondents. The reliability of the instrument was determined through its internal consistency using Cronbach's alpha.

Frequency, percentage and mean were utilized to describe computational skills and proficiency in Algebra guided by DepEd Order Nos. 8 (s. 2015) and No. 73 (s.2012). Spearman Correlation Coefficient was employed to interpret correlation between the variables. Based on the findings of this study, the computational skills of the students in whole numbers, integers and rational numbers did not meet expectation level. On the other hand, the proficiency in algebra of the students in special products and factoring, rational algebraic expressions and systems of linear equations in two variables was at the beginning level. There was a positive and significant relationship between students' computational skills and proficiency in Algebra as revealed by the Rs computed value of 0.448 which is greater than the critical r value that is $|.448| > |.147|$ at 5% level of significance with 176 degree of freedom. Hence, the need for Mathematics Summer Program that will focus on whole numbers, integers and rational numbers should be pursued to prepare the students for their future Algebraic lessons.

Yvonne N. Arago is a Teacher III at Puerto Galera National High School, holding a Master of Education degree with a major in Mathematics. She is currently pursuing a Doctor of Philosophy in Educational Management at Divine Word College of Calapan. Yvonne is passionate about enhancing the quality of education, applying both her expertise in mathematics and leadership skills to contribute to academic development and school management.



Essay

The Impact of Artificial Intelligence (AI) in Basic Education in the Philippines

By Vercelle A. Docdoc

Artificial intelligence (AI) is increasingly influencing various sectors globally, including education. In the Philippines, where education plays a crucial role in national development, the integration of AI into the basic education system is opening new possibilities for enhancing teaching, learning, and administration. While challenges remain, such as accessibility and infrastructure, AI's impact on Philippine education is becoming more pronounced.

One of the most significant impacts of AI on basic education in the Philippines is the personalization of learning. Traditional classrooms often employ a one-size-fits-all approach, which does not cater to the individual learning needs of each student. AI-based platforms, however, can offer tailored learning experiences that adjust to students' strengths and weaknesses. These technologies analyze data from students' learning behaviors and adapt content, difficulty levels, and pace according to their progress. For instance, apps like Khan Academy and other AI-powered tools provide Filipino students with individualized tutoring, making it possible for learners to receive more focused instruction, even in crowded classrooms.

AI tools are also helping teachers manage their workload more efficiently, allowing them to focus more on instruction rather than administrative tasks. AI can automate grading, attendance tracking, and report generation, alleviating the burden of paperwork on public school teachers in the Philippines. This provides them with more time for planning lessons and engaging with students. AI-powered platforms can also help teachers identify students who may be struggling academically, enabling early interventions. In a country like the Philippines, where access to quality education remains uneven due to geographical and economic disparities, AI has the potential to bridge gaps. Through AI-driven online learning platforms, students in remote and underserved areas can access high-quality learning materials and resources. AI systems can also facilitate distance learning, which was particularly critical during the COVID-19 pandemic. This has proven to be a valuable tool for maintaining learning continuity, particularly in rural areas where teachers and educational resources are scarce.

AI-powered language translation tools can also play a role in bridging the language gap in the Philippines, where students often face challenges in understanding lessons taught in English. Students who are more comfortable with local languages like Filipino or regional dialects can more easily understand lessons by integrating AI translation tools into the classroom. This ensures a more inclusive learning experience, especially for learners from indigenous communities.

Despite the numerous benefits AI offers to the Philippine basic education system, there are still significant challenges. Foremost among these is the issue of infrastructure. Many schools in rural and marginalized areas lack the necessary technology and internet connectivity to fully leverage AI's potential. Additionally, there are concerns about data privacy, as the use of AI involves the collection and analysis of student data. It is crucial to ensure the protection of this data.

Another consideration is the need for teacher training. Teachers need to equip themselves with the necessary knowledge and skills to effectively use AI tools in the classroom, even though AI can assist in teaching. Thus, investment in teacher training and education technology infrastructure is essential to maximize the benefits of AI in Philippine education.

AI presents numerous opportunities to enhance basic education in the Philippines by personalizing learning, supporting teachers, engaging students, and expanding access to quality education. However, the full realization of these benefits depends on addressing challenges related to infrastructure, training, and inclusivity. With careful planning and investment, AI has the potential to transform the Philippine education system and help bridge the gap in quality education, fostering a brighter future for Filipino learners.

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