

# International Conference on Multidisciplinary Industry and Academic Research

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ICMIAR





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# 6<sup>th</sup> International Conference on Multidisciplinary Industry and Academic Research (ICMIAR) 2025

“Sustaining collaboration through research and education”

July 10 - 11, 2025 • Hybrid Conference

Aklan State University Conference Hall, Philippines (onsite)

Zoom (online)

## BOOK OF ABSTRACTS

For more information, visit the website <https://iiari.org/conference/icmiar>.

### D I S C L A I M E R

The standpoint and perspective of the authors as expressed in their research articles do not necessarily reflect the stance of the publisher, the editors and the conference committee members. In addition, the author is solely responsible for the originality, authenticity of the data and information and proofreading of their research papers.



The global community gears toward industry sustainability and independence. However, there is thin line of interconnectedness amongst the global key players. Thus the International Conference on Multidisciplinary Industry and Academic Research (ICMIAR) brings forth a venue for the various industry key players to connect and collaborate. It focuses on the current issues and trends on both the academe and industry and the various facets of their interconnectedness.

## **Conference Objectives**

The conference aims to:

- provide a platform for the academic and industry research outputs;
- continuously develop strong research culture among industry and academic professionals;
- enhance free and accessible knowledge sharing through industry benchmark, sharing of best practices and relevant training;
- educate the community of scholars through updates on current topics and issues in the industry and the academe;
- develop relevant professional skills through the training, symposium and workshop;
- foster collaboration among industry and academic professionals around the globe; and
- develop camaraderie among fellows in the industry and academic community.

## **Conference Tracks**

The conference focuses on four broad themes: education and development studies; humanities and social sciences; science, technology, engineering and mathematics; and business, management and accounting. It accepts high quality research papers that uses quantitative, qualitative or mixed methods. The conference targets a diverse spectrum of readers including academic scholars and industry experts in local, regional and global context.

The journal covers, but not limited to, the following:

Track 1: Education Management and Development Studies

Track 2: Humanities and Social Sciences

Track 3: Science, Technology, Engineering and Mathematics

Track 4: Business, Management and Accounting

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- There is no fabrication, plagiarism, material misrepresentation, academic dishonesty, discriminatory and bigoted language contained in the article.
- The author obtains prior permission for the use of any previously published text or material owned by another person.

### **Research Integrity**

#### **a. Authorship**

The Institute recognizes the definition given by the Committee on Publication Ethics (COPE), which states that "authorship can refer to individuals or groups that create an idea or develop the publication that disseminates that intellectual or creative work." For group research, authors are expected to have contributed to the content of the work, which may include, but not limited to, acquisition, analysis, or interpretation of data, drafting or revising the work, and evaluating and approving the content before publication. Anyone who has no direct or indirect contribution to the content of the research work must not be included as author.

#### **b. Conflict of interest**

The presenter must formally declare in writing to the conference committee or during the live presentation any conflict of interest that has potential impact on the results of the study. The presenter must acknowledge the various limitations of the study and the circumstances, either financial, social or environmental, that might have adversely impacted the results of the study.

#### **c. Plagiarism, falsification and manipulation of data**

The author ensures that the paper is free of plagiarism, fabrication, manipulation and material misrepresentation. The author needs to attribute any copied contents of the paper. The author

confirms, to the best of his knowledge, the authenticity and integrity of the data gathered, that they were not fabricated nor manipulated.

#### **d. Ethical misconduct**

Any form of academic misconduct shall be dealt with accordingly by the publisher and conference committee. Any proven misconduct of authors involving falsification and plagiarism shall be equivalent to rejection or removal of the article from the conference.

### **Evaluation & review of research works**

#### **a. Type of review**

The review of papers submitted to the conference follows the double-blind editorial review process. There are assigned group of five editors headed by the Director of Conferences and Events to evaluate and review all submissions to the conference. The Institute reserves the right to select the members of the editorial team based on their qualification and specialization.

#### **b. Review process**

All submitted papers duly accepted for suitability to scope or structural requirements are sent to the reviewers. The conference team reserves the right to choose the appropriate reviewer based on their knowledge of the topic. The journal adheres to the double blind peer-review process. Neither the author nor the reviewers know each other's identity.

#### **c. Review results**

Each reviewer rates the paper according to: relevance to the conference track; originality of the research; empirical evidence; appropriate methodology; and appropriate structure. Each criterion can be rated with 4 (Excellent) as the highest and 1 (Needs Improvement) as the lowest. The paper needs at least 2.6 average score in the five key areas without a rating of 1 in any area to be accepted in the conference.

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Editorial Policies: <https://iiari.org/proceedings/iarr/policies/>

Author Guidelines: <https://iiari.org/proceedings/iarr/guidelines/>

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The Institute of Industry and Academic Research Incorporated (IIARI) is a non-stock, non-profit organization registered under the Philippine Securities and Exchange Commission (SEC) with company registration number CN202004359. It is also a registered book publisher in the National Book Development Board Philippines and a CPD provider in The CPD Certification Services, United Kingdom.



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The organization is anchored on the following strategic pillars:

**Research:** The value of academic and industry research is at the forefront. The organization upholds quality research through rigorous peer review process.

**Education:** The landscape of digital quality education in an alternative means is the model the organization embraces. The production of quality educational resources in video, print and online formats gratifies to the needs of every lifelong learners.

**Training:** The training for professionals is a continuous practice. The organization provides the venue for continuous training through international collaboration that multiplies research conferences, workshops and symposia and sharing of best industry practices.

**Community Service:** The concept of ‘pay it forward’ emulates in the organization. It extends a small share in the community development through various forms of outreach programs.

## **Mission**

A premier industry and academic collaborative organization upholding the power of research and education to a more informed and intellectual community of scholars.

## **Vision**

IIARI aims to be at the forefront of research and education transcending post-millennial boundaries through collaborative and dynamic strategies.

## Conference Collaborator



### **Aklan State University College of Teacher Education**

The College of Teacher Education (CTE) of the Aklan State University strives to lead in the transformation of future educators imbued with positive values for the global village. It is guided by the four T's mantra – “Training Tomorrow’s Teachers Today!” It offers accredited doctorate, masters, and baccalaureate programs in an encouraging environment steered by faculty researchers in highly specialized areas. Its evolution from a mere field of specialization in agriculture in 1975 to be a full degree program in 1987, and ultimately as a leading college in 2006, has carved a niche of graduates with sterling performances in the regional and international arena. Today, CTE is the preferred source of skilled and competent educationists for the basic, technical, and higher education institutions in and outside of the province.

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# Message



international audience.

In the era of digitalization, education and research have become more accessible, available, and widely distributed. The free sharing of information has led to a broader proliferation of content and materials, both online and in print. However, this abundance of information also brings the risk of misinformation. Therefore, it is everyone's responsibility to become critical thinkers. As researchers and educators, we are duty-bound to contribute meaningfully to the global knowledge base. The 6th International Conference on Multidisciplinary Industry and Academic Research (ICMIAR) serves as a vital platform for sharing research findings with a broader

I warmly congratulate the authors, presenters, and listeners for taking the initiative to share their latest findings, research outputs, and insights on emerging topics, issues, and trends that are essential to stakeholders across various disciplines. These research contributions are fundamental in generating continuous cycles of comparative studies, setting benchmarks, and enriching academic and industry literature. Your active participation in this conference signifies a shared commitment to knowledge advancement and scholarly collaboration.

We celebrate this research milestone with pride and enthusiasm, recognizing the hard work and dedication that each contribution represents. May this event inspire ongoing academic discourse, foster partnerships across disciplines, and ignite innovative ideas that address real-world challenges. Let us continue to uphold the values of integrity, collaboration, and excellence in our respective fields, as we move forward in shaping a more informed and enlightened global community.

We extend sincerest gratitude to all the participants, speakers, partners and collaborators who are part of the success of this event. Kudos to all the researchers who took the challenge of the 6<sup>th</sup> International Conference on Multidisciplinary Industry and Academic Research!

**Dr. Rodrigo M. Velasco**  
Gulf College  
*IIARI President*

# Message

Greetings to all the participants of the 6th International Conference on Multidisciplinary Industry and Academic Research (ICMIAR) 2025.

Today, IIARI is hosting this international conference as part of its goal to value academic and industry research, in collaboration with the Aklan State University.

On behalf of the ICMIAR Conference Organizing Committee, I am greatly privileged to welcome you all to our 6th International Conference on Multidisciplinary Industry and Academic Research (ICMIAR) with the theme “Sustaining collaboration through research and education”.



Together, through research and education, we cultivate lasting collaboration, fostering new ideas and shaping a brighter future. Let’s explore, discover, and grow—because progress thrives when minds unite. By fostering interdisciplinary connections, exchanging diverse perspectives, and embracing lifelong learning, we strengthen our collective impact. Through discovery and education, we build lasting partnerships that drive meaningful changes and shape a brighter, more connected future. Let’s explore, create, and advance—together!

Most importantly, this conference will provide opportunities for the participants to share their research output which surely contributes to the body of knowledge in different academic fields. Let us support our young researchers who are active in collaborating with other scholars to come up with new research concepts which are needed in the development of every academic institution and the community in general.

**Dr. Ruel F. Ancheta**  
Gulf College  
*IIARI Director- Media and Publication*

# Message



## **A warm welcome to all!**

On behalf of the 6th ICMIAR committee, I am overjoyed to see such a collection of research papers. A special thank you to all our participants – your valuable intellectual acuties are the fuel that ignites us towards a future rich in sustainable and impactful research collaborations.

I am honored and grateful for the guidance and support of my experienced colleagues. It is truly a case of "standing on the shoulders of giants"!

Every time I converse with scholars I often think: What it means to read modicum of scientific papers? What entails beneath the surface? And, why such science throws curveballs? This necessitates, a never-ending re-conceptualization of existing concepts, like the “aha!” moment, moving beyond superficial definitions within the broader historical and social context. Arguably, true scientific progress seeks to build a comprehensive and elegant understanding of the natural world, one that is both expansive in its reach and second, founded upon the fewest necessary assumptions. But of course, research is not limited in understanding concepts and just compiled into a book for someone else purpose. It must have impact, - meeting the needs of the community from existing theories.

That is why the theme of this year's conference, "sustaining collaboration through research and collaboration," captures the thrust of ICMIAR. Here, we reconfigure the gap between theoretical frameworks and real-world applications, stimulating a community of researchers and industry leaders who are ready to take their work to the global stage.

This conference proceeding are artifacts to the convergence of scholarship and the dedication of all participants. By inviting a forum for dialogue between industry and academia, ICMIAR facilitates the exchange of ideas, hence uplifting the development of groundbreaking inquisitio agendas.

Welcome aboard! Let us keep the momentum of research wheels turning!

**Blaze a trail!**

**Carie Justine P. Estrellado**  
Tayabas Western Academy  
*IIARI Director – Conferences & Events*

# Message

It is with deep honor that I welcome you to the 6<sup>th</sup> International Conference on Multidisciplinary Industry & Academic Research (ICMIAR) 2025.

This year's conference holds a special focus on knowledge sharing across intersections of disciplines, that while context-specific are also multidisciplinary in nature, each contributing to a richer understanding of the multiple knowledge systems. What is beautiful with the conversation is that brilliant ideas meet at the intersections, where diversity of seeing and knowing are not in competition, but works in collaboration, where intellectual generosity leads to strategic and collective thoughts, ones that are solutions-seeking.

The Future of Jobs Report 2025 (World Economic Forum) “highlights the significant role of research and development in shaping the future workforce. It emphasizes the need for urgent action in bridging skills gaps and investing in reskilling and upskilling initiatives.”

We should end the notion of traditional “shelved” papers and the need to paradigm shift by adding voices and actions in our writings. We dare to challenge and ask the difficult and wicked questions, bold inquiries like “what if and why not? Awe should be reminded of our enduring commitment to something that are socially relevant and actually drives and delivers solutions that are scalable, strategic, and relevant to the pressing challenges of our time.

Whether we are looking for education reform in marginal communities, how to best address public health disparities in geographically disadvantaged regions, public policies towards good governance, impacts of loss and damages on vulnerable ecosystems and indigenous people's communities, the power of our inquiry lies in its ability to generate meaningful perspectives that could easily translate to actual, scalable and relevant solutions addressing the perennial challenges of our time. These academic dialogues matter because we don't only “seek what is easy-but what is necessary.”

This is the premise of this year's conference, to makes sure that the institution does not only provides the knowledge platform but continuously strive to be relevant. With the strong paper review committee, I am in full confidence that the conference will be a convening of multidisciplinary, cutting edge-and relevant researches, each unique in purpose and value to the multi/discipline it serves. The ideas we generate here can be game-changing because they came from scientific and well-informed decisions which could truly benefit social actors and agencies to pave change and development.

On behalf of the organizing committee, I would like to express my appreciation for your hard work and for bringing your expertise to this important academic convening. You have created a space space for knowledge exchange and collaboration.

My warmest congratulations to IIARI for another year of excellent paper convening, for always upholding your vision and values to this important conference.



**Dr. Rebecca Tandug-Barrios**  
Northwestern Visayan Colleges  
*6<sup>th</sup> ICMIAR 2025 Chairperson*

# Message



It is with great honor and enthusiasm that I welcome you all to the 6th International Conference on Multidisciplinary Industry & Academic Research (ICMIAR), co-presented by the College of Teacher Education, Aklan State University, Philippines.

This esteemed gathering of scholars, educators, industry experts, and practitioners from diverse disciplines reflects our shared commitment to fostering innovation, collaboration, and impactful research across academic and industrial sectors. ICMIAR serves as a dynamic platform for exchanging knowledge, challenging paradigms, and shaping solutions to pressing global challenges.

As Conference Co-Chair, I am proud to witness the richness of interdisciplinary dialogue that this event cultivates. The diversity of research presentations and professional insights underscores the value of bridging theory and practice, enhancing education, and nurturing sustainable development.

I extend my deepest gratitude to the organizing committee, keynote speakers, session chairs, presenters, and participants who have contributed to the success of this conference. May this event inspire new ideas, meaningful collaborations, and continued scholarly excellence.

Let us seize this opportunity to connect, learn, and innovate together.

**Ts. Dr. Masyitah Md Nujid**  
Universiti Teknologi MARA  
*6<sup>th</sup> ICMIAR 2025 Co-chairperson*

# Message

I am thrilled to be part of the 6th International Conference on Multidisciplinary Industry and Academic Research. This forum brings us together to facilitate the exchange of knowledge across multiple disciplines. It is a great place for the presentation of ideas, which in turn are nurtured to grow and develop to make a reality out of research that is still in the theoretical stage.



The essence of this event is to share new ideas and to celebrate, which on a large scale goes beyond the title of “conference”. We hope you will learn to network with your peers and that, as researchers, you may find new directions for your work. I am confident that you will gain new perspectives, which will be beneficial as you move forward. I just wanted to take a moment to encourage you all to grow professionally. Attending the discussion and the presentations could be a game-changer. We must not forget to look ahead and to be dedicated to a lifetime of learning. So, if we have the chance to learn from each other and build connections, which in turn will be very inspiring. This is a platform that we can use to come together as a dynamic and multidisciplinary group that, in turn, will build creativity and growth.

Whether you are on your first time around or a repeat participant, your participation is what makes this conference meaningful, for without you, this event is nothing. You enrich the discussion and support our collective success in achieving our goals. Together, let us all step into this chance to grow in our learning, in building our networks, and in what we put forward to each other for professional and academic growth. This is more than just a discussion, which will play a key role in your work going forward. I believe you will put forth new ideas that will greatly contribute to your research and professional development. To get the most out of this opportunity, stay dedicated to continuous growth.

In the fast-paced society nowadays, gatherings like this play a significant role to learn its impact. We should know that we belong to a community that is all about growth and transformation. We should remember that we participate in exploring ideas out there and have a much wider opportunity. Looking forward to keeping an open mind to new ideas. As we come together, let us welcome the chance to grow our knowledge and to be dedicated to a lifetime of learning. You bring to the table a wealth of perspective, which in turn drives our group forward in the achievement of our event goals.

I am excited, and I hope you are, about the great conversations and what we are about to discover. Remember to live into the sessions, get into discussions, and keep an open mind to new ideas that may spark your research and professional growth.

Let’s do this together and transform this great chance to learn from each other and be inspired!

**Ms. Jale Ann Pearl D. Yecla**  
Aklan State University  
*6<sup>th</sup> ICMIAR 2025 Manager*

# TABLE OF CONTENTS

Aims and Scope.....	iii
Editorial Policies.....	iv
Conference Organizer.....	vi
Conference Collaborator.....	vii
Conference Board and Committees.....	viii
Messages.....	ix

## Track: Educational Management and Developmental Studies

Learning beyond the classroom walls: Stories of Grade 11 learners in HyFlex learning <i>Jomela Pearl Rimon-Zapico</i>	2
Use of artificial intelligence applications (AI apps) in the academic writing of Grade 11 students: A narrative inquiry <i>Royd V. Sacapaño</i>	3
The mediating role of emotional management in the relationship between teaching efficacy and performance among primary school teachers <i>Maryella C. Damian, Rebecca T. Barrios &amp; Mikko Jan D. Lopez</i>	4
Flipped classroom model in teaching functions for STEM learners <i>Jhim M. Iguban</i>	5
Mentoring the mentee: Exploring the innovative mentorship practices of master teacher <i>Angelyn F. Macahilos &amp; Rebecca T. Barrios</i>	6
Understanding middle-aged mothers' journey with kindergarten learners <i>Jephine J. Salvador &amp; Marianne Lao Quimpo</i>	7
Interactive E-books for English vocabulary skills enhancement of Grade 7 learners <i>Aldin Bayna Yasol &amp; Ersyl T. Biray</i>	8
Lived experiences of public-school teachers in additional ancillary services <i>Rodel N. Namayan</i>	9
Manipulative approach in teaching mathematics on the learning performance of Grade 6 pupils <i>Alex A. Talidong</i>	10
Pleasure and pressure in teaching <i>Krizia Ann Iledan Retuba</i>	11
Quest for job stability: Stories of hopes and aspirations of substitute teachers <i>Pearl Rachel R. Nuevas</i>	12
Beyond the bare walls: The teachers' and learners' stories and narratives <i>Sharon M. Lagunday</i>	13

Distress level, stress coping styles, and pedagogical skills through the lens of the public-school teachers <i>Crezil M. Semauro &amp; Mary Cherry Lynn M. Tabernilla</i>	14
Breaking language barriers: The journey of non-English major teaching English subjects <i>Rose T. Suarez &amp; Rebecca T. Barrios</i>	15
Gamifying the rationals: A strategic approach in teaching rational numbers to Grade 7 students <i>Roshelle Fiedalino Formento</i>	16
Balancing family and work: Exploring the stories of teachers assigned far from home <i>Ma. Dennisse D. Iguiron &amp; Mary Cherry Lynn M. Tabernilla</i>	17
Narratives of students with speaking-English anxiety: A qualitative exploration <i>Janika S. De Los Reyes</i>	18
Implementation of the alternative learning system program <i>Maricel Ann G. Tandoy</i>	19
The influence of school culture on teachers' retention and job satisfaction <i>Ma. Necole R. Nagtalon</i>	20
Gamification on improving word recognition ability for Grade one learners <i>Lea C. Unsan &amp; Celedonia R. Hilario</i>	21
School climate and its effects on academic performance of pupils <i>Judylyn C. Samillano</i>	22
Administrative officers' in the Department of Education: Basis for proposed policy towards best practices <i>Marlyn D. Nadua &amp; Oscar G. Soriano</i>	23
Stories in the reading log utilization through the lens of the learners <i>Ma. Rosalie N. Zonio &amp; Rhett H. Motus</i>	24
School disaster response in a multi-grade primary school from the lens of the stakeholders <i>Ma. Andrea F. Tejada &amp; Sergio F. Tolentino III</i>	25
English mastery learning material: Tailored for multiple intelligences of Grade 9 students <i>Claire J. Tumbagahan</i>	26
Stories of IP learners on their formal education <i>Shelly M. Talabucon</i>	27
Multi-sensory hands-on learning activities in speaking for Grade 7 learners in English <i>Verna Ann Shaira D. Santo</i>	28
Uncovering teachers' narrative on classroom management skills <i>Anabelle F. Morillo</i>	29
Beyond the screen: Stories of teachers on effective technology integration <i>Pearl Angelie E. Narciso</i>	30

Practices, challenges, and concerns in implementing reading and numeracy remediation programs: Basis for an innovative remediation plan <i>Mildred Zapansa Isada</i>	31
Alternative learning system teachers' subjective well-being and occupational resilience <i>Chona C. Meneses</i>	32
National learning camp in the eyes of the pupil campers <i>Raquel H. Garido &amp; Sergio F. Tolentino III</i>	33
Presentation portfolio assessment of ALS: Its level of perception, performance and challenges encountered <i>Lorlyn Marjorie A. Severo &amp; Rhett Motus</i>	34
A booklet to learning: Developing digital literacy on responsible use of online collaboration and productivity tools among learners <i>Michael Angelo T. Garcia</i>	35
Adversity encounter, academic resilience, grit: The multifaceted pathways to academic success among college students <i>Helmer B. Montejo, Richel N. Bacaltos, Rachel Jane M. Casquejo &amp; Juliet T. Dela Cruz</i>	36
Development and evaluation of contextualized supplementary learning materials for Grade 7 mathematics <i>Mark Julius M. Dela Cruz</i>	37
Pinoy games as learning strategy on the learning performance in mathematics 7 <i>Rea V. Sampani</i>	38
Implication of parental involvement on their children's academic performance <i>Rizel D. Mondia</i>	39
Teachers' financial literacy awareness, challenges and resources availability <i>Jesusa L. Villanueva</i>	40
School head's coaching and monitoring practices through the lens of teachers <i>Cherel I. Mercado</i>	41
Level of efficacy, personal growth initiatives, and teaching performance of millennial and Generation X <i>Jerolyn A. Tabernilla</i>	42
Beauty and the beast of using social media to the academic performance of learners <i>Marissa S. Estrella</i>	43
Voices of experience of key players of the Madrasah education program <i>Brian J. Magdaluyo</i>	44
Thirty days of joyful reading: Intervention for students with low reading proficiency <i>Ma. Michelle V. Valles</i>	45

English teachers' lived experiences teaching in a far-flung school <i>Jonah Mae Z. Quillano</i>	46
A narrative: English teachers enhancing language competence of highland learners <i>Louiela A. Vega</i>	47
Pedagogical experiences and professional challenges: Narratives of non-education graduates in public school teaching <i>Jeezreal D. Mondia &amp; Rhett H. Motus</i>	48
Jack of all trades: Teachers' journey beyond specialization <i>Marichu T. Daroy</i>	49
Locus of control, sense of efficacy and organizational commitment among teachers <i>Liezel R. Tapar</i>	50
Impact of learning tools on the technical skills development of Grade 11 CSS students <i>Cybelle A. Gonzales, Nathanael M. Flores, Daniel Kim A. Tuditud &amp; John Paul B. Ybañez</i>	51
Enhancing public school teachers' action research competencies through online educational research training <i>Alvin O. Insorio</i>	52
Enhancing students' numeracy skills by considering student diversity through differentiated instruction strategies <i>Alvin O. Insorio &amp; Nicanor A. Limjuico</i>	53
Motivating drive of faculty research capability towards building a research culture <i>Dhani Hugh C. Figueroa</i>	54
Summary with reflection: A reflective assessment of student learning in personal development <i>Clarissa A. Benigno, Kayeden M. Cubacob &amp; Janeth M. Baal</i>	55
Tracer study on the graduates of Bachelor of Elementary Education and Bachelor of Secondary Education program of Northwestern Visayan Colleges <i>Retchel B. Sasi</i>	56
From theory to practice: Assessing the effectiveness of contextualized and localized instructional materials and worktexts in enhancing Grade IV learners' mathematics performance <i>Danny M. Fabia, Emlyn D. Gazzingan &amp; Mary Grace M. De Guzman</i>	57
The use of genre-based instruction – linguistic, syntactic, and schematic knowledge (GBI-LiSSK) model to improve students' reading comprehension <i>Rachel O. Tolentino</i>	58
Sustainability and impact of Petrowind Energy Inc.'s involvement in Pawa Elementary School's Adopt-A-School program <i>Apple Gay M. Oquendo</i>	59
Effectiveness of babel application in overcoming grammar challenges for Grade 6 learners <i>Queenie Rose Flores Parohinog</i>	60

Role of master teacher in improving teachers's performance in District 1 <i>Elena B. Tagacay, Marigold V. Materbonia &amp; Rudyliza C. Rosal</i>	61
Grammar workbook for Grade 7 learners <i>Lovime D. Orbista &amp; Rhett H. Motus</i>	62
<i>A learning package for English writing skills in Grade 6</i> <i>Shermaline Secciona &amp; Rhett Motus</i>	63
<b>Track: Humanities and Social Sciences</b>	
Women behind bars: Lived experiences of female persons deprived of liberty during pandemic <i>Liza Joy B. Barican, Nicholas S. Caballero &amp; Jelyn T. Bitar</i>	65
Principled vs. contextual decision-making: Profiling ethical choices among criminology students <i>Raymart B. Abella, Richie Rose B. Ginete &amp; James R. Villacarlos</i>	66
Cops behind the lenses: Lived experiences of police officers wearing body-worn cameras during police operations <i>Lynn Grace M. Retiza, Nicholas S. Caballero &amp; Wilfredo O. De La Cruz Jr.</i>	67
Empathetic responses and gender sensitivity in combating violence against women and children: A qualitative study on female police officers' experiences <i>Kyzel Mae Gonzaludo, Jimmy G. Artus Jr. &amp; Maria Teresa T. Somcio</i>	68
Authentic leadership in law enforcement: Narratives of transformation <i>Richie Rose B. Ginete &amp; Nicholas S. Caballero</i>	69
Utilization of barangay funds in the promotion of effective local governance <i>Mariel P. Perez &amp; Oscar G. Soriano</i>	70
Perspective of Generation Z towards the significance of Philippine Mythology – Visayan Pantheon <i>Jenny Ry Y. Andres</i>	71
Bullying from the perspectives of bullies and bullied learners: A narrative inquiry <i>Jellyn V. Dela Cruz</i>	72
Toponymy: Coffee table literature on the origin of selected barangays <i>Jessie C. Torres</i>	73
Implementation of electronic medical records in the primary care facilities: Policy in the delivery of health services <i>Mary Knole Tupas Diaz</i>	74
Qualities of Eagle scouts and their level of volunteerism towards an institutionalized character formation program <i>Richard M. Lopez</i>	75

Beyond the binary: Gender identity and the journey of nursing students in academic spaces <i>Richie G. Bayuran, Nestorio M. Molas &amp; Charrie C. Molas</i>	<b>76</b>
<b>Track: Business, Management &amp; Accounting</b>	
Linking smallholder farmers to market with micro-finance project of agrarian reform community <i>Alvin D. Rasco &amp; Erdyn J. Magbiro</i>	<b>78</b>
Perception of business owners on hiring ex-convicts <i>Joeven Porras, Liza Joy B. Barican &amp; Klyzia C. Rijon</i>	<b>79</b>
Impact of rewards system on human resource management in Metro Kalibo Water District: Basis for personnel policy <i>Maria Cecille M. Ignacio &amp; Oscar G. Soriano</i>	<b>80</b>
Applicability of optical character recognition technology at the Commission on Audit: Basis for proposed action plan <i>Mary Christine R. Lachica &amp; Oscar G. Soriano</i>	<b>81</b>
Clienteles' satisfaction on the frontline services of Aklan State University- Ibabay Campus: Basis for action plan <i>Divina P. De Manuel &amp; Oscar G. Soriano</i>	<b>82</b>
Flexible work arrangements at the Commission on Audit: Basis for work performance policy <i>Rose Kristine A. Sanchez &amp; Oscar G. Soriano</i>	<b>83</b>
The role of economic value added in forecasting stock market performance in Philippine food production sector <i>Melissa S. Carbonell</i>	<b>84</b>
Impact Of Monetary Policy on Stock Market Performance in Nigeria <i>Babangida Danladi Safiyanu, Saifullahi Adam Bayero, Yakubu Yusuf</i>	<b>85</b>
Effects of tax reform for acceleration and inclusion law on the taxpayers of Kalibo, Aklan <i>Irene Jane D. Lauderer &amp; Erdyn J. Magbiro</i>	<b>86</b>
Use of e-appointment system of the Bureau of Internal Revenue in the Province of Aklan <i>Giselle Mae F. Macabales &amp; Erdyn J. Magbiro</i>	<b>87</b>
Taxpayers' satisfaction with the Bureau of Internal Revenue's business registration processing <i>Dianne Rose B. Giner &amp; Erdyn J. Magbiro</i>	<b>88</b>
Taxpayers' awareness on the Bureau of Internal Revenue's e-filing-payment system: Implications for efficient tax collection transactions <i>Vivian S. Oropiano &amp; Erdyn J. Magbiro</i>	<b>89</b>
Tax compliance verification drive on businesses in Kalibo, Aklan <i>Gina N. Mague &amp; Erdyn J. Magbiro</i>	<b>90</b>

Cultural determinism of consumer behavior on SMEs performance in Osun State Nigeria <i>Mufutau Akanmu Popoola, Agboola Nurudeen Adekunle &amp; Osuolale Olatunde Misbaudeen</i>	<b>91</b>
Effect of risk management committee attributes on earnings quality of listed deposit money banks in Nigeria <i>Auwal Gambo Ya'u , Saifullahi Adam Bayero &amp; Ishaq Alhaji Sama'ila</i>	<b>92</b>
Transforming internal audit in Philippine local governments: Post-pandemic perspectives <i>Ivan Jon Ferriol &amp; Mariel Marquez Gagarin</i>	<b>93</b>
Digital farmers program at the Agricultural Training Institute in selected provinces of Region VI <i>Jacinth Pearl R. Salvador &amp; Oscar G. Soriano</i>	<b>94</b>
 <b>Track: Science, Technology, Engineering &amp; Mathematics</b>	
Antibacterial activity of Kawista ( <i>Limonia acidissima</i> Groff.) stem bark extract against propionibacterium acnes and staphylococcus epidermidis : Exploring natural alternatives for the management of acne-related bacterial infections <i>Valentina Girsang, Anisa Nova Puspitaningrum, Anak Agung Pradnya Paramitha Vidiani &amp; Silvy Aldila</i>	<b>96</b>
JAAM-MUSIC: An intelligent string instrument learning system with AI-driven sound recognition <i>Michael Allen Agustin, Aaron Josh S. Agbuya, Anelyn R. Iligan. Jonathan Santos, Vivien A. Agustin &amp; Ronald B. Fernandez</i>	<b>97</b>
SmartMed: An AI-enhanced medication management and assistance system <i>Manuel, Shantel Marie , Policarpio, Charles , Quezada Joshua Daniel , Sorongon, Mickey Jade, Vivien Accad Agustin &amp; Ronald Burdios Fernandez</i>	<b>98</b>
Echoes of the ancients: Reviving Baybayin through an AI-driven translation, pronunciation, and cultural enrichment <i>Jezreel James A. Deliso, Jherick Dela Vega, Cedric Edem, Vivien Accad Agustin &amp; Ronald Burdios Fernandez</i>	<b>99</b>
Old safety: IoT-based real-time car security and theft prevention system for older vehicles <i>Samuel Adrian M. Castillo, Luke Andrew M. Cal, Armel V. Gabuna, Vivien A. Agustin &amp; Ronald B. Fernandez</i>	<b>100</b>
Secure cycle: Smart bike lock security with real-time alert system <i>Charlz Jerik Biacan Temprosa, Gabriel Ivan Estares Alburo, Franz Lawrence Orosco. Malacad, Norman Ambolodto Bongon, Vivien Accad Agustin &amp; Ronald Burdios Fernandez</i>	<b>101</b>
Advanced smart lock system: Enhancing door security with biometric authentication and advanced technology features <i>Fritzie Denise S. Barfield, Jeric Sean C. Delmo, Vivien Accad Agustin, Ronald Burdios Fernandez, Danica Gaila &amp; Simon Patrick E. Pasag</i>	<b>102</b>

Smart disaster response: AI-powered system for managing fire and typhoon emergencies <i>Ervin Mendoza Perez, Romel Necosia, Ivan Deliso, Edrian De Leon, Vivien Accad Agustin &amp; Ronald Burdios Fernandez</i>	<b>103</b>
Microbial surveillance of <i>Staphylococcus aureus</i> on emergency medical equipment and formulation of Paragis ( <i>Eleusine indica</i> ) extract-based antibacterial spray for targeted disinfection <i>Richie G. Bayuran, Lenore O. Medina, Marissa Y. Fernandez &amp; Kenan A. Kimpo</i>	<b>104</b>
Polyfruit peel blend for inhibiting calcium oxalate crystallization in kidney stone formation: An eco-pharmaceutical perspective <i>Richie G. Bayuran &amp; Jennica Marie L. Valencia</i>	<b>105</b>

# **Educational Management and Development Studies**

# Learning beyond the classroom walls: Stories of Grade 11 learners in HyFlex learning

**Jomela Pearl Rimon-Zapico**

*Master of Arts in Education major in English, Teacher, [jomelapearl@gmail.com](mailto:jomelapearl@gmail.com)*

## ABSTRACT

Digital technology has significantly impacted education by introducing innovative learning methods. In its commitment to excellence, the school implemented HyFlex learning to enhance students' educational experiences and ensure continuity of learning. This qualitative research, employing a narrative inquiry design, explored the experiences of Grade 11 learners engaged in HyFlex learning. The participants were purposively selected Grade 11 students who met the study's inclusion criteria. Data were collected through a semi-structured interview guide, and Colaizzi's method was used for data analysis. The study showed that most participants struggled to adjust to HyFlex learning in the "new normal" due to unstable internet connections, technical issues, and challenges in communication. Learners identified flexibility, independence, and improved technological skills as key benefits of HyFlex learning. Flexibility allowed them to balance schoolwork and personal life, independence fostered self-discipline and responsibility, and enhanced tech skills were seen as valuable for future endeavors. Nonetheless, connectivity issues, technical difficulties, and limited communication posed significant challenges. Poor internet disrupted classes and delayed submissions, while slow feedback and the lack of face-to-face interaction made collaboration more difficult. Despite these obstacles, learners found ways to adapt by staying organized, disciplined, and open to change in order to manage the challenges effectively. These experiences highlighted both the advantages and difficulties of HyFlex learning, offering meaningful insights into its impact on education and personal development.

*Keywords: hyflex learning, flexible learning, online learning, stories*

## About the presenter:

**Jomela Pearl Rimon-Zapico** is a dedicated teacher with a solid background in English language instruction. She has a Bachelor's degree in Secondary Education with a major in English from Northwestern Visayan Colleges and has passed the Licensure Examination for Teachers. She has already completed the academic requirements for her Master of Arts in Education (MAEd) in English, which will expand her knowledge of language instruction and curriculum building. Jomela is an experienced teacher who makes learning enjoyable and meaningful. She cares about her students and always looks for ways to help them understand and grow. As a presenter, she speaks with confidence, shares helpful ideas, and inspires others through her warm and thoughtful style.



# Use of artificial intelligence applications (AI apps) in the academic writing of Grade 11 students: A narrative inquiry

**Royd V. Sacapaño**

*Master of Arts in Education major in English, Teacher Infant Jesus Academy, [roysacapano@gmail.com](mailto:roysacapano@gmail.com)*

## ABSTRACT

The primary objective of this study is to identify the experiences and challenges encountered by Grade 11 students in using artificial intelligence (AI) applications for academic writing, as well as their coping mechanisms. This study employed a qualitative research approach and a narrative inquiry design to determine the general findings. It focused on nine (9) Grade 11 students—three from each academic strand: Science, Technology, Engineering, and Mathematics (STEM); Accountancy, Business, and Management (ABM); and Humanities and Social Sciences (HUMSS)—for the school year 2024–2025. A semi-structured interview guide was used to collect data, which was analyzed using Colaizzi’s method. The results revealed that most students became overly reliant on AI applications for academic writing. While they acknowledged the convenience, reliability, and accuracy of information provided by AI chatbots, concerns about overdependence were noted. Additionally, students reported that AI-generated information was easy to access and direct when prompted. The study also highlighted various coping mechanisms employed by students, such as enriching the AI-generated content, paraphrasing and summarizing, and using AI tools to develop their writing skills. The findings suggest that while AI applications can support the learning process and enhance knowledge acquisition, their use throughout the entire writing process may affect students' ability to formulate original ideas, apply analytical skills, and demonstrate creativity. Overall, the use of AI applications can aid students in their academic journey, but it must be balanced with adherence to ethical practices at all times.

*Keywords: artificial intelligence applications, academic strands, academic writing, challenges, coping mechanisms, experiences*

### About the presenter:

**Royd V. Sacapaño** is a Licensed Professional Teacher currently taking his Master of Arts in Education major in English. An English teacher of Grades 3, 11, and 12 in one of the private schools in the province of Aklan. Completed online courses namely: English as Medium of Instruction, English for Campus Journalism, and Assessment of English Language Learners offered by US Department of State in partnership with Philippine Embassy.



# The mediating role of emotional management in the relationship between teaching efficacy and performance among primary school teachers

<sup>1</sup>Maryella C. Damian, <sup>2</sup>Rebecca T. Barrios, & <sup>3</sup>Mikko Jan D. Lopez

<sup>1</sup>Master of Arts in Educational Management, Northwestern Visayan Colleges, [dammaryella@gmail.com](mailto:dammaryella@gmail.com);  
<sup>2</sup>Doctor of Education, Professor, Northwestern Visayan Colleges; <sup>3</sup>Doctor of Education, Professor, Northwestern Visayan Colleges

## ABSTRACT

This study aimed to assess the mediating role of emotional management in the relationship between teaching efficacy and performance among primary school teachers handling Kindergarten to Grade 3 learners in the District of Balete. Given the growing importance of emotional regulation in education, the study examined how emotional management influences teachers' effectiveness in the classroom, particularly its role in enhancing teaching efficacy and overall performance. A correlational predictive design was employed, and respondents were randomly selected using a stratified sampling technique. The findings revealed a significant relationship between teaching efficacy and emotional management, suggesting that teachers who have confidence in their teaching abilities are more capable of regulating their emotions. While emotional management had a significant effect on teaching performance, it did not significantly mediate the relationship between teaching efficacy and performance. The direct influence of teaching efficacy on performance was stronger, underscoring the critical role of self-confidence in driving teaching effectiveness. Based on these findings, the study recommends the development of programs that foster teachers' self-efficacy, strengthen emotional management skills, and promote effective classroom practices. It also suggests implementing mentorship programs, wellness initiatives, and the integration of technology to further enhance teacher effectiveness.

*Keywords: teaching efficacy, emotional management, teaching performance, primary school teachers*

### About the presenter:

**Maryella C. Damian** is a licensed professional teacher who started her journey with a degree in Accountancy before discovering her true passion for education. After completing education units, she transitioned into teaching, eager to make a positive difference in students' lives. She has experience teaching both in the classroom and online, which sparked a deeper interest in how teachers grow and lead. Her current research, "The Mediating Role of Emotional Management in the Relationship Between Teaching Efficacy and Performance Among Primary School Teachers," examines how managing emotions can help teachers feel more confident and perform better. Committed to learning and growth, she continues to explore ways to support teachers emotionally and professionally, aiming to help create stronger, more resilient educators for the future.



# Flipped classroom model in teaching functions for STEM learners

**Jhim M. Iguban**

*Master of Arts in Education Major in Mathematics, Teacher at Garcia College of Technology,  
[sirjhim28@gmail.com](mailto:sirjhim28@gmail.com)*

## ABSTRACT

This study was conducted to determine the effectiveness of the flipped classroom model in teaching functions to STEM learners at Garcia College of Technology – Senior High School Department. It employed a true experimental research design, using a pre-test–post-test control group approach and a random sampling method. Two instructional methods were utilized: traditional instruction and the flipped classroom model. The results of the pre-tests and post-tests were compared, using the same set of examination questions administered to both groups. The participants were 40 selected Grade 11 students, matched and paired according to their average Grade 10 performance and sex. The study was conducted from July 2024 to December 2024. The average pre-test score of learners in the traditional classroom was classified as “Proficient,” while those in the flipped classroom were classified as “Highly Proficient.” Similarly, in the post-test, the average score of STEM learners in the traditional classroom remained at the “Proficient” level, while those in the flipped classroom continued to perform at the “Highly Proficient” level. Furthermore, there was a statistically significant difference between the pre-test and post-test scores within both the traditional and flipped classroom groups. However, the difference between the pre-test and post-test scores across the two groups was not statistically significant. This suggests that while STEM learners demonstrated adequate understanding of the material through traditional instruction, the flipped classroom setup contributed to overall better performance. The results indicate that both traditional and flipped classroom methods were effective in enhancing learners’ understanding of mathematical concepts, particularly in the topic of functions.

*Keywords: flipped classroom, teaching functions, STEM, learners*

## About the presenter:

**Jhim M. Iguban** is a researcher specializing in mathematics education. This presentation details his original work, "Flipped Classroom Model in Teaching Functions for STEM Learners," his first formal presentation of this independent study. The research explores the effectiveness of a flipped classroom approach in teaching functions to STEM students, examining its impact on student learning outcomes. The study uses quantitative methods to analyze the effectiveness of flipped classroom approach in teaching functions to STEM students. Mr. Iguban’s findings offer insights into the potential benefits and challenges of this pedagogical approach contributing to the on-going discussion on effective teaching strategies within STEM education. Mr. Iguban is eager to share his findings and welcomes discussion.



# Mentoring the mentee: Exploring the innovative mentorship practices of master teacher

<sup>1</sup>Angelyn Francisco Macahilos & <sup>2</sup>Rebecca Tandug Barrios

<sup>1</sup>Master of Arts in Education major in Educational Management, Teacher I, Union National High School, Union, Nabas, Aklan, 5607 Philippines; <sup>2</sup>Doctor of Education, Vice President of Academic Affairs, Northwestern Visayan Colleges, Kalibo, Aklan, 5600 Philippines

## ABSTRACT

This qualitative study investigated the innovative mentorship practices of eight master teachers in the Nabas District during the 2024-2025 school year, examining their impact on mentors, mentees, and the teaching-learning process. Employing a narrative inquiry approach, data were collected through semi-structured interviews with purposively selected participants. An open-ended interview guide elicited detailed accounts of mentoring experiences. The Colaizzi method was used to analyze the transcribed data. Findings revealed that master teachers significantly contributed to a positive learning environment through flexible mentoring, constructive feedback, and student-centered instruction, leading to enhanced teacher and student engagement. Master teachers' pivotal role in fostering a supportive learning culture was evident. The study emphasizes the need for adaptive mentoring strategies, technology integration, and collaborative partnerships among stakeholders to promote holistic student development. Recommendations include prioritizing professional development focused on innovative teaching practices and a comprehensive approach to education that addresses students' academic, social, emotional, and physical well-being to improve overall outcomes.

*Keywords: mentorship practices, master teachers, narrative inquiry, education*

### About the presenter:

Angelyn Francisco Macahilos is a graduate of Master of Arts in Education major in Educational Management. She is currently a Teacher I at Union National High School, Union, Nabas, Aklan, Philippines.



# Understanding middle-aged mothers' journey with kindergarten learners

**Jephine J. Salvador**

*Bachelor in Elementary Education, Teacher I, Ipil Integrated School, [jephine.salvador@deped.gov.ph](mailto:jephine.salvador@deped.gov.ph)*

## ABSTRACT

This narrative study explored the experiences of middle-aged mothers with kindergarten learners in Batan, focusing on their challenges and coping strategies. Eight middle-aged mothers were purposively selected based on specific inclusion criteria. Data were collected using open-ended interview guide questions, audio recordings, and handwritten notes, and were analyzed using Colaizzi's method. Findings revealed that middle-aged mothers with kindergarten learners struggle to balance their roles as mothers, particularly in supporting their children's education, managing socio-economic challenges, and adjusting their personal identity. They experience stress related to their children's health, behavior, and education, compounded by societal discrimination, financial strain, and physical and emotional demands. To cope, these mothers establish routines, practice self-care, and seek support from family and community members, which helps them manage the pressures of motherhood and effectively fulfill their various responsibilities.

*Keywords: middle-aged mothers, kindergarten learners, journey, experiences, challenges, coping mechanism*

### About the presenter:

**Mrs. Jephine J. Salvador** is an experienced kindergarten teacher with over 13 years of dedicated service in early childhood education. Currently, she is a Teacher I at Ipil Integrated School. Through her play-based activities, she helps children build strong foundations in literacy, numeracy and social skills. A child-centered learning approach creating a safe and stimulating environment where young children can explore, grow and thrive. Mrs. Salvador holds a Bachelor's Degree in Elementary Education and Diplomate in Early Childhood Education. She attended different trainings and workshops in kindergarten that is useful in the teaching and learning process inside the classroom.



# Interactive e-books for English vocabulary skills enhancement of Grade 7 learners

<sup>1</sup>Aldin Bayna Yasol & <sup>2</sup>Dr. Ersyl T. Biray

<sup>1</sup>Master of Arts in Education major in Educational Management, Teacher 1, Pook Integrated School,  
[yasolaldin@yahoo.com](mailto:yasolaldin@yahoo.com)

## ABSTRACT

This study determined the vocabulary skills of Grade 7 learners to develop and evaluate an interactive e-book as a supplemental material. It utilized the Sample and Measurement (SAM) method. The participants of the study were 38 Grade 7 learners. A pre-test was conducted to determine their initial level of vocabulary skills. Based on the results, an interactive e-book was developed. Following the intervention, a post-test was administered. The study was conducted at Saint Joseph Academy in Poblacion, Malinao, Aklan, from August 2024 to November 2024. The results revealed that the Grade 7 learners, as a group, displayed a moderate level of vocabulary skills. However, both their pre-test and post-test performances reflected a high level of vocabulary skills. Moreover, the interactive e-book developed in the study proved to be a valuable supplementary material for enhancing vocabulary skills. The null hypothesis was rejected, confirming the statistical significance of the improvement between the pre-test and post-test performances of the learners. The acceptability of the interactive e-book was rated as "highly acceptable" in terms of content quality, instructional quality, and technical quality. It is recommended that Grade 7 learners actively use the interactive e-book to enhance their vocabulary skills and overall learning experience. Additionally, English teachers are encouraged to integrate the interactive e-book into their instruction, and school administrators are advised to promote the integration of technology in the classroom.

*Keywords: interactive e-books, English vocabulary, English vocabulary skills enhancement, grade 7 learners*

### About the presenter:

**Aldin Bayna Yasol** is a graduate of Master of Arts in Education Major in Educational Management. He is currently employed at DepEd as Teacher 1 at Pook Integrated School, Kalibo, Aklan. He is 34 years old from Malinao, Aklan.



# Lived experiences of public-school teachers in additional ancillary services

**Rodel N. Namayan**

*Head Teacher I, Catmon Integrated School*

## ABSTRACT

This study explores the lived experiences of public-school teachers performing additional ancillary services. It examines the challenges they face in balancing instructional responsibilities with ancillary roles, the coping mechanisms they employ, their personal and professional growth, and suggestions for improved support systems. To explore these aspects in depth, using a qualitative phenomenological approach, the study utilized a researcher-made, expert-validated interview guide to gain in-depth insights into teachers' experiences. The findings reveal that while ancillary tasks contribute to professional growth and personal fulfillment, they also present significant challenges, including time constraints, emotional stress, bureaucratic pressures, and limited institutional support. In response to these challenges, teachers adopt coping strategies such as time management, peer collaboration, and self-reflection to manage these demands. Nevertheless, despite the heavy workload, they remain motivated by their meaningful impact on students and the school community. In conclusion, the study recommends developing intervention programs focused on workload management, mental health support, and continuous professional development to promote teacher well-being and sustainable performance.

*Keywords: ancillary services, public school teachers, teacher well-being, workload management, coping mechanism*

### About the presenter:

**Rodel N. Namayan** is a dedicated public-school educator with over 17 years of experience in teaching and educational leadership. Currently serving as Head Teacher I at Catmon Integrated School in Altavas, Aklan since 2017, he has consistently demonstrated a commitment to academic excellence and school improvement. His earlier teaching roles at Numancia National School of Fisheries provided him with a strong foundation in instructional delivery and classroom management across various grade levels. A graduate of Aklan State University with a degree in Industrial Education major in Industrial Arts, Mr. Namayan furthered his professional qualifications by completing his Master of Arts in Education major in Educational Management at Northwestern Visayan Colleges. His research study, "Lived Experiences of Public-School Teachers in Additional Ancillary Services," reflects his deep interest in exploring the multifaceted roles teachers take on in public schools and the impact these responsibilities have on their personal and professional lives. Known for his strong work ethic, leadership capabilities, and dedication to holistic student development, Mr. Namayan continues to be an influential figure in the field of education in Aklan, Philippines.



# Manipulative approach in teaching mathematics on the learning performance of Grade 6 pupils

<sup>1</sup>Alex Abarientos Talidong & <sup>2</sup>Dr. Mikko Jan D. Lopez

<sup>1</sup>Master of Arts in Education Major in Educational Management, Northwestern Visayan Colleges, [alex.talidong001@deped.gov.ph](mailto:alex.talidong001@deped.gov.ph); <sup>2</sup>Doctor of Education

## ABSTRACT

This quasi-experimental study aimed to determine the effectiveness of mathematics instruction using a manipulative approach on the learning performance of Grade 6 pupils at Egaña Elementary School for School Year 2024–2025. It employed a pre-test–post-test control group design using matched subjects. Sixty Grade 6 pupils participated, with 30 assigned to the experimental group and 30 to the control group. A 25-item researcher-made test, covering four competencies focused on ratio and proportion, was administered as both pre-test and post-test. Data were analyzed using frequency, percentage, mean, and standard deviation, while the t-test for paired samples served as the inferential statistical tool. Findings revealed that both groups were at the “Low Proficient” level in the pre-test. After the intervention, the control group, taught using conventional methods, improved to “Highly Proficient.” Likewise, the experimental group, taught using the manipulative approach, also improved to “Highly Proficient.” Both groups showed a gain in mean scores; however, the experimental group exhibited a greater mean gain, indicating that the manipulative approach was more effective. There was no significant difference in the pre-test scores between the two groups. However, a significant difference was observed in the post-test scores, favoring the experimental group. Significant differences were also found between the pre-test and post-test scores within both groups. The results suggest that using manipulative materials enhances mathematics performance and is more effective than conventional teaching methods.

*Keywords: manipulative, approach, teaching, mathematics*

### About the presenter:

**Alex A. Talidong**, 41 years old, was born on November 2, 1983. He lives in Egaña, Sibalom, Antique. His parents are Mr. Geovani R. Talidong and Mrs. Angelita Abarientos Talidong. His wife is Rizza Fetiza Talidong, with 3 kids namely Allen Rhenz F. Talidong 11 years old, Allizza Marie F. Talidong 7 years old, and the youngest Axela Xyza F. Talidong 4 years old. He graduated elementary at Egaña, Elementary 1996 while secondary education at Egaña National High School. He finished tertiary education at Polytechnic State College of Antique now University of Antique. Presently, he is a teacher 3 of Egaña Elementary School.



# Pleasure and pressure in teaching

**Krizia Ann Iledan Retuba**

*Bachelor of Secondary Education, Learning Support Aide, Manhanip Primary School,  
[kriziaannretuba@gmail.com](mailto:kriziaannretuba@gmail.com)*

## ABSTRACT

This narrative inquiry explores how public school teachers in Malinao make sense of their existence as educators while navigating professional and emotional struggles. The research, conducted through in-depth interviews with eight public school teachers in the District of Malinao, aimed to uncover their lived experiences related to purpose and the pressures that accompany it. Teachers' sense of purpose was primarily driven by student success, value alignment, and engaging classroom environments. However, this purpose was often challenged by heavy workloads, student diversity, and emotional stress. A strong sense of purpose contributed to greater resilience, improved teaching practices, and informed future career plans—often supported by mentors and reflective practices. While the small sample size limits the generalizability of findings, the study emphasizes the importance of supportive school environments for enhancing teacher well-being. It recommends the development of the FIND Wellness Program, specifically designed for teachers who provide care to others, focusing on their emotional, physical, and professional health. This program aims to increase resilience and help preserve teachers' sense of purpose. These findings offer valuable insights for educators, school leaders, and policymakers in fostering teacher motivation, commitment, and overall well-being.

*Keywords: narrative inquiry, teacher purpose, public school teachers, well-being, resilience, supportive school environments*

### About the presenter:

**Krizia Ann Iledan Retuba**, 26 years old, from Manhanip, Malinao, Aklan. She holds a Bachelor's degree in Secondary Education, major in English, from Aklan Catholic College, which laid the foundation for her teaching career. From 2021 to 2023, she served as a Junior and Senior High School Teacher at St. Anne Montessori School Kalibo Aklan Inc., where she honed her ability to engage and inspire students. Currently, she is working as a Learning Support Aide and Kindergarten advisory class teacher at Manhanip Primary School where she continues to be involved in the growth of children as her passion and dedication for young learners is unwavering. She is pursuing a Master of Arts in Education, major in Educational Management, at Northwestern Visayan Colleges, enhancing her skills in educational leadership. Her skills include Microsoft Word, PowerPoint, Excel and Canva to produce interesting educational material. As someone who is goal-oriented, she is dedicated to not only helping students but also to help them grow holistically. Her enthusiasm for teaching and adaptability in using technology allow her to create dynamic and supportive learning environments.



# Quest for job stability: Stories of hopes and aspirations of substitute teachers

**Pearl Rachel R. Nuevas**

*Master of Arts in Education Major in Educational Management, Provincial School Board Tagororoc Integrated School, [pearlracheln@gmail.com](mailto:pearlracheln@gmail.com)*

## ABSTRACT

This study aimed to reveal the stories of substitute teachers in their quest for job stability using a narrative inquiry approach. Through thematic analysis, eight themes emerged from semi-structured interviews with eight substitute teachers. These themes were organized according to the study's statement of the problem. For the lived experiences of substitute teachers, the themes included: "It's my happiness to be with the learners again" (satisfaction), "I don't know how I will start" (struggles), and "I should prepare myself for bigger responsibilities" (strategic preparation). Regarding the challenges they faced, the themes were: "There are lacking on my personal and professional aspect" (personal and professional inadequacy) and "There are inconsistencies in the system" (systemic issues). For their coping mechanisms, one major theme emerged: "I need to have a source of income since I'm unemployed as of the moment" (financial means). As for their hopes and aspirations, the themes were: "I'm aspiring to have a permanent teaching job, not just a temporary contract" (security of tenure) and "I hope that the Department of Education will follow the rules since everyone is at thirst to enter permanence" (equity in the selection and hiring process). Based on the study's findings, it is recommended that substitute teachers enhance their personal and professional development. Additionally, Department of Education personnel should review and ensure the proper implementation of hiring and selection guidelines.

*Keywords: substitute teachers, job stability, narrative inquiry, hopes and aspirations*

## About the presenter:

**Pearl Rachel R. Nuevas** is a 26-year-old graduate of Master of Arts in Education Major in Educational Management at Northwestern Visayan Colleges. As a passionate and dynamic teacher, her four-year teaching experience is somewhat diverse and colorful. She has been a private school teacher in her two alma maters; both elementary and college, a substitute teacher in two public schools, and a provincial school board presently. As an aspiring public school teacher for four years, she made sure to foster her growth and expertise through development opportunities. This includes the presentation and publication of her paper on an international level.



# Beyond the bare walls: The teachers' and learners' stories and narratives

<sup>1</sup>Sharon M. Lagunday & <sup>2</sup>Rebecca T. Barrios

<sup>1</sup>Master of Arts in Education major in Educational Management; <sup>2</sup>Doctor of Education, Vice President for Academic Affairs

## ABSTRACT

This study explores the experiences of teachers and learners in a bare-walls classroom environment following the implementation of DepEd Order No. 21, Series of 2023, which mandates the removal of unnecessary decorations and visual stimuli from classroom walls. Using a qualitative research design and narrative inquiry, the study captures the perspectives of four teachers and four pupils from Igsuming Elementary School. Data were collected through semi-structured interviews and analyzed using Colaizzi's method to identify key themes. Findings reveal mixed perceptions regarding the impact of the bare-walls classroom. Some teachers and students appreciated the cleaner, more organized environment, citing reduced distractions and improved focus. Others, however, expressed concerns about decreased engagement, limited access to visual learning aids, and a less stimulating learning atmosphere. The study highlights both the benefits and challenges of minimalist classroom design, emphasizing the need for balanced policies that support cognitive focus while fostering creative learning. Based on these findings, the study proposes policy interventions such as teacher training in innovative instructional strategies, the establishment of a visual aid library, and the integration of interactive learning technologies to enhance classroom engagement. These recommendations aim to address the gaps in the current implementation of the bare-walls policy while preserving its intended benefits.

*Keywords: bare walls classroom, narrative inquiry, classroom environment, student engagement, DepEd Order No. 21, educational policy*

### About the presenter:

**Sharon M. Lagunday**, born on September 14, 1987, in Maasin, Sibalom, Antique, is a dedicated educator with a strong passion for teaching and community service. A licensed professional teacher since 2009, she holds a Master of Arts in Education major in Educational Management from Northwestern Visayan Colleges and a Bachelor of Elementary Education major in English from the Polytechnic State College of Antique. Sharon has over a decade of teaching experience, having served in schools across Mandaluyong City and various districts in Antique. Currently, she teaches at Borocboroc Delima Ipil Elementary School in Belison, Antique. Married to Tirso B. Lagunday, she is a proud mother of three children. Sharon is known for her commitment to student development, her faith as a Roman Catholic, and her enduring dedication to the teaching profession. She continues to inspire learners and contribute meaningfully to the educational landscape in her community.



# Distress level, stress coping styles, and pedagogical skills through the lens of the public-school teachers

**Crezil M. Semaudio**

*Master of Arts in Education Major in Educational Management, Teacher III, Kinalangay Viejo Integrated School, [crezil.semaudio@deped.gov.ph](mailto:crezil.semaudio@deped.gov.ph)*

## ABSTRACT

This research study examined the relationship among distress levels, coping styles, and pedagogical skills of 24 teachers at Kinalangay Viejo Integrated School during the School Year 2024–2025, using a descriptive-correlational research design. The results showed that 25% of the teachers experienced high stress, 54.17% experienced moderate stress, and 20.83% experienced low stress. Among their coping styles, problem-focused coping was used the most, followed by emotion-focused coping, while avoidant coping was used the least. The study further revealed no significant relationship between distress levels and pedagogical skills. This indicates that even when teachers experience moderate to high stress, their teaching performance remains unaffected. However, a significant relationship was found between distress levels and coping styles. This suggests that the use of appropriate coping strategies—particularly problem-focused and emotion-focused coping (excluding avoidant coping)—can help teachers manage stress effectively. Additionally, coping styles were found to be significantly related to pedagogical skills. This implies that teachers who adopt effective coping mechanisms may perform better in the classroom. Overall, the study concludes that while teachers do experience varying levels of stress, it does not directly affect their teaching effectiveness. However, the use of effective coping strategies contributes positively to their pedagogical performance.

*Keywords: distress level, stress coping styles, pedagogical skills, descriptive- correlational design, problem-focused coping, emotion-focused coping, avoidant coping*

### About the presenter:

**Crezil M. Semaudio** is a dedicated professional teacher currently serving as a Teacher III at Kinalangay Viejo Integrated School. Born on October 23, 1992, in Naile, Ibajay, Aklan, she is a licensed professional teacher with strong educational roots in Aklan. She completed her elementary education at Naile Elementary School and her secondary education at Naile National High School. She earned her tertiary degree from Aklan State University-Ibajay. Crezil began her teaching career at Teresa Academy in 2016 and joined the Department of Education in 2018. Throughout her career, she has actively participated in numerous seminars and training sessions conducted by DepEd, focusing on curriculum development, digital teaching, journalism, and in-service training. Her continuous professional development and commitment to quality education reflect her passion for teaching. Married and deeply rooted in her community, Crezil upholds the values of service, growth, and excellence in the field of education.



# Breaking language barriers: The journey of non-English majors teaching English subjects

**Rose Tolentino Suarez**

*Master of Arts in Education Major in English, SHS Teacher II, DepEd Aklan-Kinalangay Viejo Integrated School, [rose.suarez@deped.gov.ph](mailto:rose.suarez@deped.gov.ph)*

## ABSTRACT

This study was conducted to explore the journey of non-English major teachers teaching English subjects at Kinalangay Viejo Integrated School, District of Malinao. It focuses on the experiences that affect the teacher-participants' personal and professional lives, the challenges they encounter, and the coping mechanisms they employ in teaching English. The participants were seven (7) non-English major teachers from the aforementioned school. A narrative inquiry research design was used, with participants responding to a researcher-made interview guide. Thematic analysis was employed to identify themes from the participants' responses. The main findings revealed that the experiences affecting their personal lives were categorized into three themes: time-consuming preparation, lack of self-confidence, and positive life-changing experiences. Meanwhile, the experiences affecting their professional lives highlighted three additional themes: pressure to adapt to curriculum changes, development of creativity and resourcefulness, and enhancement of communication skills. These results indicate that while non-English major teachers face various challenges in both personal and professional aspects, they actively employ coping strategies to manage and adapt to the demands of teaching English.

*Keywords: narrative-inquiry, personal experiences, professional experiences, coping mechanisms, language barriers, non-English major teachers*

### About the presenter:

**Rose Tolentino Suarez** is a committed and passionate educator from Laguinbanua East, Numancia, Aklan. Born on September 25, 1984, in Bulwang, Numancia, Aklan, she is a proud Filipino, married, and a mother of three. She completed her elementary education at Bulwang Elementary School (1991–1997) and her secondary education at Aklan Academy (1997–2001). She later pursued higher education at Northwestern Visayan Colleges, earning her Bachelor of Secondary Education major in English (2011–2015). She is currently advancing her professional qualifications through a Master of Arts in Education major in English at the same institution (2021–2025). Ms. Suarez began her teaching career as a Provincial School Board teacher at Bulwang Elementary School from 2015 to 2018. Since 2018, she has been serving as a permanent Senior High School Teacher II at Kinalangay Viejo Integrated School in Kinalangay Viejo, Malinao, Aklan, where she continues to inspire and guide learners with dedication and excellence.



# Gamifying the rationals: A strategic approach in teaching rational numbers to Grade 7 students

**Roshelle Fiedalino Formento**

*Master of Education in Mathematics, Secondary School Teacher III, Odiongan National High School,  
[formentoroshelle@gmail.com](mailto:formentoroshelle@gmail.com)*

## ABSTRACT

This study was conducted to determine the effectiveness of using gamification in improving learners' performance on the topic of rational numbers. A quasi-experimental design was employed. The participants were 60 Grade 7 students from Odiongan National High School in Dapawan, Odiongan, Romblon, officially enrolled for the school year 2024–2025. The students were equally divided into two groups. One group, the experimental group, was taught using a gamified method called Spin and Solve, while the control group was taught using conventional teaching methods. A researcher-made, 30-item MELC-based multiple-choice diagnostic test on rational numbers was administered as both a pre-test and a post-test. Pre-test results revealed that both the control and experimental groups demonstrated a "Developing Understanding" of rational numbers, indicating comparable baseline performance. After the intervention, post-test results showed that the experimental group improved to the "Proficient" level, while the control group remained within the "Developing Understanding" category. Statistical analysis confirmed a significant difference in post-test scores, with the gamified group demonstrating substantially greater improvement. Although both instructional methods led to learning gains, the gamified approach proved more effective in enhancing students' conceptual understanding of rational numbers. It is recommended that gamified tools such as Spin and Solve be incorporated into the teaching of rational numbers to better support and sustain student performance.

*Keywords: academic performance, student's achievement, mathematics, rational numbers*

## About the presenter:

**Roshelle Fiedalino-Formento** was born on September 13, 1983, in Odiongan, Romblon. Family holds a special place in her heart, as she has been blessed with the unwavering love and support of her parents, Mr. Edgardo F. Fiedalino and Mrs. Rosie A. Fiedalino. As the eldest among seven siblings, strong family bonds have been a cornerstone of her life. One of her greatest sources of joy is her five wonderful children, who bring happiness and meaning to her everyday life. Her educational journey has been rewarding, beginning with elementary school at Odiongan South Central Elementary School and continuing at Romblon State University (formerly Romblon State College), where she earned a Bachelor of Science in Electrical Engineering. She later pursued further studies in secondary education, specializing in Mathematics. Teaching has always been her passion. She dedicated five years to Sta. Fe National High School and is currently teaching at Odiongan National High School, where she continues to share her love for learning with her students. Obtaining her teaching license in 2009 marked a significant milestone in her career, solidifying her commitment to education and to shaping young minds. She is currently pursuing a Master of Education in Mathematics at Northwestern Visayan Colleges in Kalibo, Aklan. Through this, she continues to grow professionally, striving for self-improvement and the advancement of her skills in the field of education.



# Balancing family and work: Exploring the stories of teachers assigned far from home

**Ma. Dennisse D. Iguiron**

*Master of Arts in Education Major in Educational Management, Teacher I, Balabag Elementary School,  
[madennisse.iguiron@deped.gov.ph](mailto:madennisse.iguiron@deped.gov.ph)*

## ABSTRACT

This study aimed to explore the lived experiences of teachers assigned far from home, focusing on how they balance family responsibilities with professional duties, the challenges they encounter, the coping mechanisms they employ, and their aspirations for the future. Using a phenomenological research design, the study was conducted at Balabag Elementary School in the Boracay Island District of Malay and involved eight participants. Data were collected through in-depth interviews and a focus group discussion using a researcher-developed instrument. Content analysis revealed several key findings: teachers commonly experienced homesickness, difficulty managing personal obligations, and the need for improved time management and self-discipline. Primary challenges included family separation, health concerns, weather-related travel disruptions, and financial constraints. To cope, participants maintained regular communication with loved ones, practiced effective time management, managed responsibilities efficiently, and relied on their income for support. Despite the adversities, teachers expressed fulfillment through their students' progress and remained optimistic about career advancement, reassignment closer to home, and improved working conditions. The study is limited by its small sample size and single-site focus, which may affect the generalizability of findings. Future research is recommended to include a larger, more diverse cohort to deepen understanding and inform policies that support teachers assigned to distant locations.

*Keywords: balance, work, family, time-management, problems and challenges, coping mechanisms*

### About the presenter:

**Ma. Dennisse Dela Torre Iguiron**, born on October 8, 1994, in Kalibo, Aklan, is a committed and passionate educator. She earned her Bachelor of Elementary Education from Aklan State University–Ibajay Campus (2011–2015) and began her academic journey at Gibon Elementary School, later completing her secondary education at Western Aklan Academy. She is a licensed professional teacher, having successfully passed the Licensure Examination for Teachers administered by the Philippine Regulation Commission. Since March 7, 2019, she has held a regular, permanent position as Teacher I. She is currently teaching at Balabag Elementary School in Balabag, Malay, Aklan, located on Boracay Island, where she consistently demonstrates excellence in instruction, classroom management, and learner engagement. Her dedication to nurturing young minds and promoting quality education reflects her unwavering commitment to the teaching profession.



# Narratives of students with speaking-English anxiety: A qualitative exploration

**Janika S. De Los Reyes**

*Master of Arts in Education major in English, Teacher I Toledo National High School,*

[janika.delosreyes@deped.gov.ph](mailto:janika.delosreyes@deped.gov.ph)

## ABSTRACT

This study was conducted to uncover the narratives of learners with English-speaking anxiety at Toledo National High School in the District of Nabas, Division of Aklan, during the School Year 2024–2025. Specifically, it aimed to explore the lived experiences of students with English-speaking anxiety in terms of the challenges they encountered, their coping strategies and perceived opportunities, and to propose an intervention program to support these learners. To capture the data comprehensively and appropriately, a phenomenological qualitative research design was employed. A researcher-developed interview guide was used to gather information on students' lived experiences, including the challenges they faced, the coping mechanisms they adopted, and the opportunities they perceived. The challenges encountered by students included fear of judgment and criticism, anxiety and nervousness, lack of confidence, public speaking difficulties, self-doubt, and perceived barriers to improvement. The coping mechanisms identified were practice and preparation, positive self-talk and mindfulness, support from friends and family, acknowledgment of progress, embracing mistakes as learning opportunities, and motivation for improvement. The opportunities revealed through their experiences included career advancement, enhanced communication skills, overcoming challenges and building confidence, cultural understanding and social connectivity, academic excellence, global communication and networking opportunities, and improved self-expression. To effectively address English-speaking anxiety, the researcher proposes a three-day in-person seminar-workshop consisting of six components: teacher-led understanding anxiety sessions, building self-confidence activities, guided practical speaking exercises, teacher-directed anxiety management workshops, peer feedback facilitation, and personalized action planning guidance.

*Keywords: speaking-English anxiety, challenges encountered, coping mechanism, perceived opportunities, small group activities and individual sessions*

## About the presenter:

**Janika S. De los Reyes** is public junior high school teacher at Toledo National high school teaching English subject. She obtained her baccalaureate degree at Aklan State University Main Campus (Banga, Aklan) as an English major and currently a Master of Arts in Education major in English student at Northwestern Visayan Colleges. She has been teaching English for more than 10 years and she observed how students manifested anxiety in speaking-English that made her decide to conduct a study for her to know what are the causes and how to help them overcome this anxiety. This is quite a challenging for her as she unfolds the struggles and challenges encountered of these students. She hopes that this study would be a great help for them and may lessen the fear/anxiety of speaking-English most especially in English subject.



# Implementation of the alternative learning system program

<sup>1</sup>Maricel Ann G. Tandoy & <sup>2</sup>Celedonia R. Hilario

<sup>1</sup>Master of Arts in Education Major in Educational Management, Teacher III, Alternative Learning System Schools Division of Antique, [maricelann.tandoy@deped.gov.ph](mailto:maricelann.tandoy@deped.gov.ph); <sup>2</sup>PhD Educational Management, Director, Center for Research and Creative Works, Northwestern Visayan Colleges, [celedoniahilario@yahoo.com](mailto:celedoniahilario@yahoo.com)

## ABSTRACT

This quantitative-phenomenological study sought to determine the implementation of the Alternative Learning System (ALS) in the Schools Division of Antique for the school year 2024–2025, based on teachers' narrative experiences. Data gathering for this study was conducted in December 2024. The participants were seven (7) ALS teachers from a school district within the Schools Division of Antique. To draw precise conclusions, all data from the responses were evaluated by identifying response patterns and synthesizing them into dominant themes. Pseudonyms were used to protect participants' identities and maintain the confidentiality of their responses. The narrative experiences of ALS teachers revolved around seven key themes: (1) motivations and challenges integral to ALS teaching; (2) teaching strategies as tools for achieving ALS goals; (3) the impact of support and resources on ALS implementation; (4) student engagement in the ALS context; (5) continuing professional development as a requisite for ALS teaching; (6) community involvement to maximize program reach; and (7) the importance of stakeholder collaboration. Based on the findings, a program recommendation was proposed focusing on institutionalizing partnerships between ALS implementers and stakeholders. The proposed program, "ALS-Balikatan," aims to ensure that ALS becomes a regular recipient of budget allocations and infrastructure projects funded under the Special Education Fund (SEF) of the concerned local government units (LGUs).

*Keywords: implementation, alternative learning system, narrative experiences, proposed program*

### About the presenter:

**Maricel Ann G. Tandoy** is a dedicated teacher from La Union, San Remigio, Antique. She was born on October 31, 1988, and is a licensed professional teacher. She has been serving in the Alternative Learning System (ALS) under the Schools Division of Antique since 2013. Currently, she holds the position of Teacher III/ALS Mobile Teacher, a role she has held since March 2021. She earned her Master of Arts in Education, major in Educational Management, from Northwestern Visayan Colleges in Kalibo, Aklan, and holds a Bachelor of Elementary Education degree from the Polytechnic State College of Antique in Sibalom, Antique. She completed her basic education at Barangbang Elementary School and Barangbang National High School. A Roman Catholic, Ms. Tandoy is passionate about teaching and is strongly committed to helping learners continue their education



# The influence of school culture on teachers' retention and job satisfaction

**Ma. Necole R. Nagtalon**

*Bachelor in Elementary Education, Graduate Student - Northwestern Visayan College,  
[nagtalonma.necole@gmail.com](mailto:nagtalonma.necole@gmail.com)*

## ABSTRACT

The main objective of this study is to explore how school culture affects teachers' decisions to remain in their jobs and their overall job satisfaction. A mixed-methods research design was employed. Surveys were used to collect quantitative data on teachers' demographics, perceptions of school culture, job satisfaction, and retention. In addition, interviews and focus group discussions were conducted to gain deeper insights into teachers' personal experiences and perceptions of how school culture influences their satisfaction and decision to stay. The study was conducted in six public secondary schools in Banga, Aklan, involving 112 teachers selected through stratified random sampling to ensure representation from each school. The findings conclude that a positive school culture—characterized by support, effective leadership, collaboration, and opportunities for professional growth—contributes to improved teacher retention and job satisfaction. However, its statistical impact is not particularly strong, indicating that other factors also influence these outcomes. Perceptions of school culture's influence were consistent across all demographic groups. The study underscores the importance of a collaborative approach in cultivating a positive school culture. Students, teachers, parents, and school leaders all play vital roles in creating a supportive environment through mutual respect, ongoing professional development, open communication, and strong community engagement. Ultimately, fostering a healthy school culture leads to a more stable, motivated, and effective teaching workforce.

*Keywords: school culture, teacher retention, job satisfaction, collaborative approach*

## About the presenter:

**Ma. Necole Ropa Nagtalon**, 27 years old, was born on December 5, 1997, and resides in Torralba, Banga, Aklan. She is the daughter of Perpetuo I. Nagtalon Sr. and Olivia R. Nagtalon. An alumna of Aklan State University, she earned a degree in Bachelor in Elementary Education in 2018. Continuing her passion for academic excellence, she is currently pursuing a Master of Arts in Education, major in Educational Management, at Northwestern Visayan Colleges. She has gained valuable experience in the field of education through various teaching roles. She served as a Learning Support Aide at Banga Elementary School and worked as a classroom teacher at Precious Jewel Learning Center of Boracay Inc. and Thinkers Unlimited School in Filinvest Corp., Muntinlupa City. She also served as a Teacher I (Substitute) within the district of Banga. Her professional journey reflects her strong dedication and passion for teaching and learning. She is a versatile, dedicated, and creative individual known for handling diverse tasks with flexibility and a positive attitude. Cheerful and optimistic, she is guided by strong values, faith, and integrity. She strives not only for personal and professional growth but also aims to make meaningful contributions to the lives of her students.



# Gamification on improving word recognition ability for Grade one learners

Lea Catalogo Unsan

Graduate of Master of Arts in Education Major in Educational Management, Teacher III, Bugtongbato Elementary School, [lea.unsan@deped.gov.ph](mailto:lea.unsan@deped.gov.ph)

## ABSTRACT

This study aims to develop and validate the effectiveness of gamification approaches in enhancing the word recognition ability of grade one learners at Bugtongbato Elementary School for the School Year 2024–2025. It employed the Design-Based Research (DBR) methodology. Following the administration of a diagnostic test, six least-mastered competencies were identified, prompting the researcher to address these gaps through gamification strategies. To target these specific areas, six gamified activities were developed to help struggling learners master the competencies. Prior to implementing the gamified approaches, learners' pre-test scores fell under the low-level performance category, indicating a significant problem with their word recognition skills. However, after exposure to gamified instruction, learners achieved very high performance in the post-test. These results suggest that gamification is an effective strategy for improving the word recognition ability of grade one learners.

*Keywords: gamification, teaching strategy, word recognition, teaching and learning*

### About the presenter:

**Lea C. Unsan** is a dedicated and passionate educator who has devoted over a decade of her professional life to nurturing young minds. Born on June 28, 1982, in Lawaan, Eastern Samar, she currently resides in Naisud, Ibajay, Aklan, where she also serves as a Teacher III at Bugtongbato Elementary School since 2009. A proud Filipino and a committed wife to Errol I. Unsan, she is also a loving mother to three children: Lovender, Errol Jr., and Eli Deone Evisnepxe. Lea's academic journey reflects her strong commitment to lifelong learning and professional growth. She earned her Bachelor's degree from Leyte Normal University in Tacloban City and is currently pursuing her Master of Arts in Education, majoring in Educational Management, at the North Western Visayan Colleges in Kalibo, Aklan. Beyond her teaching duties, she takes on vital roles in school as the Health Coordinator, Mother Tongue Coordinator, Filipino-Values Coordinator, and CRLA Coordinator. Her diverse responsibilities demonstrate her holistic approach to education and her dedication to the development of both the academic and moral aspects of her students. With her LET eligibility, solid educational foundation, and unwavering service, Lea continues to be an inspiring figure in her community.



# School climate and its effects on academic performance of pupils

<sup>1</sup>Judylyn C. Samillano & <sup>2</sup>Cashmere D. Ambay

<sup>1</sup>*Master of Arts in Education Major in Educational Management, Initan Elementary School, Teacher II, [judylyn.samillano001@deped.gov.ph](mailto:judylyn.samillano001@deped.gov.ph); <sup>2</sup>Doctor of Education, Public District Supervisor, Boy Scouts of the Philippines Antique Council Board Member*

## ABSTRACT

This study explores the impact of school climate on students' academic performance at Initan Elementary School. School climate—which encompasses physical, social, and academic dimensions—plays a crucial role in shaping student engagement, motivation, and achievement. Using a qualitative research design and narrative inquiry, the study gathered data from ten purposively selected Grade 6 students through interviews. The findings indicate that while students appreciate well-maintained classrooms, available learning resources, and supportive teacher-student relationships, challenges such as inadequate study spaces, uncomfortable classroom temperatures, and instances of bullying negatively affect their academic performance. Effective teaching strategies and teacher support were identified as significant contributors to student success, while social conflicts and environmental discomfort hindered learning. Based on these findings, the study suggests interventions such as improving school facilities, fostering a more inclusive and respectful student culture, and enhancing teaching methodologies to create a more conducive learning environment. The study is localized and based on the subjective experiences of a small sample size. Nonetheless, the results provide valuable insights into how targeted interventions in the school climate can enhance student learning. These findings are particularly useful for educators and school administrators in developing strategies to improve the overall school climate and support academic achievement.

*Keywords: school climate, physical dimension, social dimension, academic dimension, intervention practice*

### About the presenter:

**Judylyn C. Samillano** is a student at Northwestern Visayan Colleges, currently presenting a thesis titled “School Climate and Its Effects on the Academic Performance of Pupils.” With a strong interest in Educational Management, she aims to share valuable insights and contribute to meaningful discussions on her research topic.



# Enhancing administrative performance in the Department of Education: A policy-oriented approach to best practices

<sup>1</sup>Marlyn D. Nadua & <sup>2</sup>Oscar G. Soriano

<sup>1</sup>Master in Public Administration, Administrative Officer II, [marlyn.nadua@deped.gov.ph](mailto:marlyn.nadua@deped.gov.ph); <sup>2</sup>Doctor of Philosophy in Psychological Education, Dean, Northwestern Visayan Colleges

## ABSTRACT

This study was conducted to analyze the job performance of Administrative Officers in the Department of Education as a basis for proposing policies that promote best practices. Utilizing a descriptive research design, the study surveyed Administrative Officers, School Principals, and Teachers across selected schools in the Department of Education in Aklan. Descriptive methods were used in the analysis, and data were collected through structured questionnaires assessing various dimensions, including the respondents' demographic profile, their level of satisfaction, issues encountered regarding the job performance of Administrative Officers, and proposed policies for best practices. The results indicate that the level of satisfaction with the job performance of Administrative Officers is generally high, attributed to their effectiveness in fulfilling their duties and responsibilities. However, the issues encountered in relation to their performance were rated as slightly serious. Addressing these challenges could further enhance efficiency and foster a more effective administrative system. Furthermore, the study found a significant difference in the level of satisfaction and the issues encountered regarding the job performance of Administrative Officers in the Department of Education. Based on the results of the Analysis of Variance (ANOVA), it is recommended to establish a systematic feedback mechanism and ensure that all policies are clearly communicated through multiple channels, such as meetings, online platforms, and printed materials. Additionally, the adoption and implementation of best practices in school administration should be encouraged by documenting successful strategies and sharing them across the DepEd Division of Aklan. This will help foster a collaborative culture among Administrative Officers, ultimately leading to a well-governed and efficient educational system.

*Keywords: job performance, level of satisfaction, issues encountered, policy, and best practices*

### About the presenter:

**Marlyn D. Nadua**, 46 years old, is a resident of Linabuan Norte, Kalibo, Aklan. She holds a Bachelor of Science in Commerce with a major in Computer Management from Garcia College of Technology. Additionally, she earned her Master in Public Administration degree from Northwestern Visayan Colleges in Kalibo, Aklan. She possesses Career Service Sub-Professional eligibility and is a PD-907 Honor Graduate. Currently, she serves as an Administrative Officer II at the Department of Education, Division of Aklan



# Exploring reading log utilization: Learners' stories and insights

<sup>1</sup>Ma. Rosalie N. Zonio & <sup>2</sup>Rhett H. Motus

<sup>1</sup>Master of Arts in Education- Major in English, Teacher/Library-in-charge at Infant Jesus School.  
[rosaliezonio@gmail.com](mailto:rosaliezonio@gmail.com); <sup>2</sup>Doctor of Education in Social Science Education, Senior High School Master Teacher II, Kalibo Integrated Special Education Center

## ABSTRACT

This research explores the experiences of learners in utilizing reading logs for extensive reading, with the aim of enhancing their effectiveness. It employs a narrative inquiry design to delve into individual experiences, challenges, and coping mechanisms associated with the use of reading logs. Findings reveal dual learner perspectives: while most described the reading log as enjoyable and motivating, contributing to skill development and fostering a deeper connection with texts, one learner perceived it as a stressful requirement. Positive impacts included improved reading speed, comprehension, writing skills, vocabulary, and a heightened interest in reading. However, challenges such as time management, reading comprehension difficulties, and limited access to books were also evident. Learners addressed these issues through peer collaboration, technological support, and teacher guidance. The findings can inform the design of strategic programs aimed at enhancing the use of reading logs to improve learners' reading skills. This research also highlights the potential for schools to implement interventions that align reading logs with both academic and personal growth, ultimately promoting lifelong reading habits.

*Keywords: reading, extensive reading, reading log, reading journal*

### About the presenter:

**Ma. Rosalie N. Zonio** is an educator at Infant Jesus School in Kalibo, Aklan, where she fulfills multiple responsibilities as a classroom teacher, library-in-charge, school paper adviser, and research coordinator. She holds a Master of Arts in Education, Major in English, from Northwestern Visayan Colleges in Kalibo, Aklan, which she completed in June 2025. She earned her Bachelor of Arts, Major in English, from Aklan State University in 2011. She completed her basic education at Badiangan Elementary School and Petronilo C. Ibadlit National High School in Banga, Aklan. Her eligibilities include passing the Licensure Examination for Teachers (LET) and the Civil Service Professional Examination.



# School disaster response in a multi-grade primary school from the lens of the stakeholders

**Ma. Andrea F. Tejada**

*Master of Arts in Education Major in Educational Management. Buenavista Primary School, Teacher III.*  
[maandrea.tejada@deped.gov.ph](mailto:maandrea.tejada@deped.gov.ph)

## ABSTRACT

This study comprehensively assessed the disaster responses of stakeholders from a multi-grade primary school in the District of Ibajay East, Aklan, focusing on their levels of vulnerability, resilience, and preparedness in the context of natural disasters. Utilizing a descriptive correlational research design, data were gathered from 20 respondents, including school personnel, parents, and barangay officials, through modified survey questionnaires. After the survey was completed, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS) software, version 22. Findings revealed high levels of vulnerability and resilience among school personnel and barangay officials, while parents demonstrated a need for increased engagement and awareness regarding disaster preparedness. Significant positive correlations were identified among vulnerability, resilience, and preparedness, indicating that greater awareness of vulnerabilities enhances both resilience and preparedness. The study emphasizes the importance of a collaborative approach among all stakeholders, particularly parents, to improve disaster response capabilities. As a result, the "BRAVE" program was proposed to foster a culture of disaster preparedness within the school community. Given that the Philippines is highly prone to natural calamities, this study can help schools assess and determine their levels of vulnerability, resilience, and preparedness—ultimately equipping and educating all stakeholders before disasters occur.

*Keywords: disaster response, vulnerability, resilience and preparedness, stakeholder engagement, disaster preparedness program*

## About the presenter:

**Ma. Andrea F. Tejada** is a dedicated Filipino educator from Colongcolong, Ibajay, Aklan, born on November 15, 1994. She completed her elementary education at Ibajay Central School in 2007 and graduated from Ibajay National High School in 2011. Pursuing her passion for teaching, she earned a Bachelor of Elementary Education from Aklan State University - Ibajay Campus in 2015. She further advanced her expertise by obtaining a Master of Arts in Education, specializing in Educational Management, from Northwestern Visayan Colleges in 2024. Andrea is a licensed professional teacher, having passed the Licensure Examination for Teachers in Iloilo City in 2015, and also holds Civil Service Eligibility from 2013. Since March 2018, she became a regular teacher in Buenavista Primary School in Ibajay, Aklan and later on promoted as Teacher III. Andrea is married to Ruben Recto Tejada Jr., and together they have two children, Nathann Keziah and Mariah Czarynn. Rooted in her Roman Catholic faith, she continues to contribute meaningfully to her community and profession.



# English mastery learning material tailored for multiple intelligences of Grade 9 students

**Claire J. Tumbagahan**

*Bachelor's Degree, Teacher II Regional Science High School for Region VI,  
[claire.tumbagahan0901@gmail.com](mailto:claire.tumbagahan0901@gmail.com)*

## ABSTRACT

This study was conducted to address the ongoing decline in English proficiency among high school learners, specifically Grade 9 students in the District of Kalibo II. Grounded in Howard Gardner's Theory of Multiple Intelligences, the study aimed to develop and evaluate the learning materials in English that are aligned with students' diverse intelligences to improve learning outcomes and engagement. Utilizing the Research and Development (R&D) method, the study followed the 4D Model—Define, Design, Develop, and Disseminate—as a systematic framework in creating the instructional materials. The research was conducted at the Regional Science High School for Region VI in Kalibo, Aklan, with 123 Grade 9 students and five educators and content experts who served as validators. The instruments employed for data collection included the MI Survey and the Least Mastered Skills in English Test. These tools were used to determine students' intelligence strengths and identify the specific English competencies that required reinforcement. Findings revealed that integrating Multiple Intelligences in the design of English learning materials significantly enhanced the relevance, engagement, and effectiveness of the lessons. The expert validation further confirmed the appropriateness and pedagogical soundness of the developed materials. Based on the results, the study concludes that MI-based mastery learning materials can be a valuable tool for addressing the varied learning needs of students and improving English language proficiency. The study recommends the continued use and further enhancement of MI-tailored learning materials across other grade levels and subject areas.

*Keywords: multiple intelligences, english mastery learning materials, least learned competences, dominant intelligences*

### About the presenter:

**Claire J. Tumbagahan** is a Teacher II at the Regional Science High School for Region VI, where she teaches English to Grade 9 students. She is passionate about helping young learners develop strong communication skills and a deep appreciation for the English language. She graduated from Aklan Catholic College with a Bachelor of Secondary Education, majoring in English. As an educator, she is committed to creating an engaging and supportive learning environment that encourages students to think critically, express themselves confidently, and strive for academic excellence.



# Stories of IP learners on their formal education

Shelly M. Talabucon

Master of Arts in Education Major in Educational Management, Teacher 1 Estancia Elementary School,  
[she.molina14@gmail.com](mailto:she.molina14@gmail.com)

## ABSTRACT

This study aims to explore and document the lived experiences of Grade 5 Indigenous Peoples (IP) learners at Pinamihagan Elementary School in the context of formal education. Specifically, it identifies the challenges these learners encounter, the coping mechanisms they employ, and possible intervention programs that can enhance their academic performance and educational well-being. Utilizing a qualitative phenomenological design, the study engaged seven Grade 5 Ati learners selected through purposive sampling. Data were gathered through face-to-face interviews using a semi-structured, open-ended interview guide, and analyzed using Colaizzi's method of phenomenological data analysis. The findings revealed that both positive and negative experiences shape the educational journey of IP learners. Strong peer relationships and supportive social interactions promote emotional well-being and academic motivation. However, learners also face discrimination, bullying, and financial constraints, which hinder their academic performance and emotional stability. Despite these challenges, learners exhibit resilience by drawing strength from their cultural identity and support systems, including family and teachers. The study's limited sample size and geographic scope suggest caution in generalizing findings. However, it highlights the importance of anti-bullying initiatives, culturally responsive teaching, social support systems, and economic empowerment programs to foster an inclusive and supportive environment for IP learners, ensuring their holistic development and academic success.

*Keywords: lived experiences, stories, IP learners, formal education*

### About the presenter:

**Shelly M. Talabucon** is a dedicated and licensed professional educator who earned a Bachelor in Elementary Education from Northwestern Visayan Colleges in Kalibo, Aklan, Philippines. Demonstrating a strong commitment to educational leadership and professional growth, she also completed her Master of Arts in Education, major in Educational Management, at the same institution. She began her teaching career at Pinamihagan Elementary School in San Jose, Romblon, where she served nearly four years as a Teacher I. During her teaching journey there, she conducted her graduate thesis titled "Stories of IP Learners on Their Formal Education," a phenomenological study that explored the lived experiences of Indigenous Peoples (IP) learners, particularly those from the Ati community. Her research highlights her advocacy for cultural inclusivity, learner empowerment, and responsive, equitable education for marginalized groups. In January 2025, Mrs. Talabucon transferred to Estancia Elementary School in Kalibo, Aklan—where her family resides—continuing her role as Teacher I. Through her work, she remains a passionate advocate for educational environments that honor cultural identity and foster holistic learner development.



# Multi-sensory hands-on learning activities in speaking for Grade 7 learners in English

Verna Ann Shaira D. Santo

Master of Arts in Education Major in English, Teacher II, Ondoy National High School, [vernaann17@gmail.com](mailto:vernaann17@gmail.com)

## ABSTRACT

This study was conducted to determine the level of speaking skills in English among Grade 7 learners using multi-sensory hands-on learning activities. A design-based research approach was employed, utilizing the ADDIE model to implement the intervention. The participants of the study were 27 Grade 7 learners from Ondoy National High School and six teacher experts. The speaking test and learning material evaluation tool were used as data-gathering instruments. Data were analyzed and interpreted using descriptive and inferential statistics. The findings of the study showed an improvement in the learners' speaking skills, with pre-test results indicating a "low" level and post-test results showing a "moderate" level. A significant difference was found in the level of speaking skills of Grade 7 learners before and after the intervention using multi-sensory hands-on learning activities. The developed instructional material for Grade 7 was rated as "very highly acceptable" in terms of content, instructional quality, print, design, and layout. The study revealed that the use of multi-sensory hands-on learning activities can greatly help students become more confident and engaged in using English to express themselves.

*Keywords: multi-sensory learning, hands-on activities, speaking skills, ADDIE model, English language, grade 7 learners*

### About the presenter:

**Verna Ann Shaira D. Santo** is a dedicated public school teacher from Ondoy, Ibajay, Aklan. Born on May 26, 1995. She is the daughter of Enriqueito Sausa Santo and Asuncion Dalisay Santo. She completed her elementary education at Ondoy Elementary School and her secondary education at Ondoy National High School. She earned her Bachelor of Secondary Education major in English from Aklan State University Ibajay Campus in 2016 and pursued 27 units in Bachelor of Arts in Mass Communication at Northwestern Visayan Colleges in the year 2018-2019. Currently, she is taking up her Master of Arts in Education major in English at the same institution. She has been serving at Ondoy National High School since 2021 and now holds the position of Teacher II. In addition, she also serves as the School LIS Coordinator and School Brigada Pagbasa Coordinator. With a passion for education, she is very dedicated in creating best learning experiences for her learners and she continues to advocate for quality education.



# Uncovering teachers' narrative on classroom management skills

Anabelle F. Morillo

*Master of Arts in Education Major in Educational Management, Teacher III, Nagdayao Elementary School*

## ABSTRACT

This study explored the real-life experiences of teachers in managing classrooms in the Sibalom South District, aiming to understand the challenges they face and the strategies they employ to overcome them. Using qualitative interviews with seven teachers, the research gathered in-depth narratives about their day-to-day struggles and successes in classroom management. The teachers identified several key challenges, including managing disruptive student behaviors, coping with high expectations from parents and the community, and addressing the diverse academic and emotional needs of their students. Disruptive behaviors, such as talking out of turn and bullying, were found to detract significantly from instructional time and required constant vigilance. Teachers also experienced increased pressure due to community involvement and parental expectations, which added to their workload and stress. Managing classrooms with students of varying abilities and emotional backgrounds further complicated teaching efforts. To address these challenges, teachers developed personalized teaching strategies based on students' interests, such as integrating music and art into lessons, and built emotional resilience through mindfulness, journaling, and peer support. They also used innovative classroom strategies, including games and reward systems, to maintain engagement and order. Based on the findings, the study proposed the Classroom Management Mastery Program (CMMP), which includes training on behavior management, differentiated instruction, and stress-reduction techniques. This initiative aims to equip teachers with practical skills to foster supportive and effective learning environments. The study emphasizes the need for schools and policymakers to provide teachers with ongoing training, adequate resources, and emotional support to improve classroom management practices and enhance overall educational quality.

*Keywords: classroom management, disruptive behavior, innovative strategies, classroom management mastery program*

## About the presenter:

**Anabelle F. Morillo** is a dedicated educator residing at Purok 2, Nagdayao, Sibalom, Antique. Born on August 13, 1984, in Malandag, Malungon, South Cotabato, she is currently 40 years old. Anabelle is married to Julius M. Morillo and is a proud mother of two children: Adrieon Joshua F. Morillo and Julianne Xzyneth F. Morillo. Her parents are Phillip S. Fadrillan and the late Dolly Maternal Venida. Anabelle began her formal education at Malandag Elementary School in Sarangani Province, completing her elementary education in the school year 1996–1997. She pursued her secondary education at Pis-anan National High School in Sibalom, Antique, graduating in the school year 2000–2001. Her tertiary studies were completed at the Polytechnic State College of Antique, where she earned her degree in Bachelor of Elementary Education with a major in Mathematics during the school year 2005–2006. Furthering her academic pursuits, she is currently enrolled in the Master of Arts in Education program at Northwestern Visayan Colleges in Kalibo, Aklan, with a major in Educational Management, expected to graduate in 2025. Anabelle's strong educational foundation and commitment to continuous learning reflect her dedication to the teaching profession and her aspiration to grow as an educational leader.



# Beyond the screen: Stories of teachers on effective technology integration

**Pearl Angelie E. Narciso**

*Master of Arts in Education, Major in Educational Management, Teacher II, Bululacao Elementary School*

## ABSTRACT

This study examined the real-life experiences of teachers in the Sibalom South District, Antique, as they integrated technology into their classrooms. Seven teachers participated in the research, sharing their stories through interviews to provide insights into their successes, challenges, and coping strategies. The findings revealed that teachers felt happy and fulfilled when they observed their students enjoying and learning more effectively through the use of technology. They incorporated engaging tools such as interactive quizzes and educational videos to enhance their lessons. However, they also encountered significant challenges, including slow or unreliable internet connections, difficulty troubleshooting technical issues, and a lack of sufficient training. To overcome these obstacles, many teachers relied on self-learning through online tutorials or sought assistance from tech-savvy colleagues. The study underscores the need to support teachers by providing reliable internet access, comprehensive training, and accessible resources. It recommends that schools and government agencies collaborate to improve the technological infrastructure and professional development opportunities for educators. By addressing these issues, both teachers and students can fully benefit from the advantages that digital tools offer in modern education.

*Keywords: technology in teaching, teacher experiences, challenges, solutions, classroom technology*

### About the presenter:

**Pearl Angelie E. Narciso** is from Bululacao, Sibalom, Antique. She was born on July 3, 1985, and graduated from the Polytechnic State College of Antique with a degree in Bachelor of Elementary Education. She is currently serving as a Teacher II at Bululacao Elementary School.



# Practices, challenges and concerns in implementing reading and numeracy remediation programs: Basis for an innovative remediation plan

Mildred Zapansa Isada

Master of Arts in Education major in English, Teacher I Pook Integrated School, [mildred.isada@deped.gov.ph](mailto:mildred.isada@deped.gov.ph)

## ABSTRACT

This study explored teachers' practices, challenges, and concerns in implementing reading and numeracy remediation programs, interventions designed to support students facing academic difficulties and bridge learning gaps across basic education for improved learning outcomes. The study aimed to identify key features of reading and numeracy remediation as the basis for an innovative strategy. Employing a narrative inquiry approach, the research involved one-on-one interviews with fifteen teachers participating in the remediation programs at Pook Integrated School, each lasting approximately 30 minutes. Verbatim transcription, data saturation, translation, and thematic analysis were used to identify recurring patterns and themes, supplemented by field notes and peer review. Eight themes emerged regarding teachers' practices: identifying and assessing learners, providing differentiated instruction, tracking learner progress, collaborating with stakeholders, utilizing technology, enforcing positive reinforcement, maintaining an inclusive environment, and fostering real-life learning connections. Regarding challenges, five themes were identified: scarcity of resources, foundational skill gaps and weak cognitive development, lack of parental involvement, low pupil engagement and motivation, and difficulty sustaining strong stakeholder linkages. The main concerns included the absence of improved innovative plans, issues of sustainability and effectiveness, and the need for upskilling and reskilling remediation teachers. Although limited in scope, the study offers empirical, evidence-based insights that can serve as a valuable foundation for teachers, parents, stakeholders, and policymakers in designing innovative remediation plans that address these challenges and concerns to ensure the success of future remediation initiatives.

*Keywords: reading and numeracy remediations, practices, challenges, concerns, innovative plan*

### About the presenter:

**Mildred Zapansa Isada** was born on December 1, 1983, in Pook, Kalibo, Aklan. She has been married for 18 years to Mr. Rolly E. Isada and has two children. She currently resides in Brgy. Dongon West, Numancia, Aklan. She completed her elementary education at Pook Elementary School (now Pook Integrated School), Brgy. Pook, Kalibo, Aklan, in the school year 1995–1996. She continued her education and completed her secondary education at Northwestern Visayan Colleges, Capitol Site, Estancia, Kalibo, Aklan, in the school year 1999–2000. She earned her Bachelor in Elementary Education degree from Northwestern Visayan Colleges in the school year 2003–2004. She also pursued a Master of Arts in Education, major in English, at Northwestern Visayan Colleges, and completed all academic requirements for the course. Mrs. Isada began her teaching career at Wadeford School in 2004 and was promoted to Elementary Department Head from 2009 to 2011. In 2012, she was hired as a regular permanent teacher by the Department of Education and is currently teaching Grade 3 pupils at Pook Integrated School. She has also participated in various webinars, seminars, and training sessions to support her professional growth as an educator.



# Subjective well-being and occupational resilience of alternative learning system teachers

<sup>1</sup>Chona C. Meneses & <sup>2</sup>Celedonia R. Hilario

<sup>1</sup>Master of Education Major in Educational Management, Teacher III, Department of Education Sibalom South District, [chona.meneses001@deped.gov.ph](mailto:chona.meneses001@deped.gov.ph); <sup>2</sup>Management Director, Center for Research and Creative Works, Northwestern Visayan Colleges, [celedoniahilario@yahoo.com](mailto:celedoniahilario@yahoo.com)

## ABSTRACT

This quantitative study aimed to determine the subjective well-being and occupational resilience of Alternative Learning System (ALS) teachers in the Schools Division of Antique. The respondents of the study were 46 ALS teachers from various school districts and community learning centers. Data were gathered using the teachers' well-being questionnaire and the occupational resilience questionnaire. The statistical tests used to interpret the data included frequency, percentage, mean, and standard deviation, with all computations processed using the Statistical Package for the Social Sciences (SPSS) software, Version 26.0. The results revealed that ALS teachers demonstrated good physical, mental, and social health. They expressed happiness and fulfillment in educating the least, the lost, and the last learners in their respective municipalities and reported satisfaction with both their personal and professional lives. Moreover, they were generally capable of facing challenges and difficult situations inherent in the teaching profession. The researcher recommends that ALS teachers conduct further studies on subjective well-being and occupational resilience, incorporating additional domains and independent variables, with the support of Education Program Specialists in ALS and ALS District Coordinators. This is suggested to help sustain the inclusion of programs, projects, and activities (PPA) related to ALS teachers' well-being and resilience in school improvement plans, particularly for budget allocation purposes.

*Keywords: alternative learning system, teaching and learning, students well-being, resilience*

## About the presenter:

**Chona Meneses** is married to Marcos Meneses Jr. and they have two children. She currently resides in Cubay Sermon, Sibalom, Antique. She graduated with a Bachelor in Elementary Education from the Polytechnic State College of Antique in the year 2000. She is currently pursuing her Master of Education, major in Educational Management, at Northwestern Visayan Colleges.



# National learning camp in the eyes of the pupil campers

**Raquel H. Garido**

*Master of Arts of Education, Major in Educational Management, Teacher III, Regador Elementary School*

## ABSTRACT

This research study investigated the experiences and the effects of the National Learning Camp (NLC) on the academic performance and well-being of nine campers from Regador Elementary School. The participants were selected through purposive sampling, with three pupils enrolled in the intervention camp, three in the consolidation camp, and another three in the enhancement camp. By assessing both positive and negative aspects, the study aimed to inform strategies for enhancing student participation and improving educational outcomes through learner-centered approaches that promote effective learning recovery and resilience. A narrative inquiry research design was used, allowing the researchers to understand human experiences through storytelling, an increasingly important qualitative research method. The pupils' stories revealed that learning through play and receiving personalized guidance from teachers enhanced their enjoyment, retention, and understanding, while also fostering positive social interactions among peers. However, learners faced challenges such as solving large numbers, grasping difficult math concepts, and comprehending English lessons. The NLC contributed to gradual improvements in reading and problem-solving skills among the pupils. The limitations of the study included the small sample size, its focus on a single elementary school, and reliance on interview-based data collected by the researcher. Furthermore, the study did not examine long-term impacts or compare experiences across other schools within the district or region, as it was limited to the specific timeframe of the NLC.

*Keywords: NLC, campers, stories, pleasure, pressure, narrative inquiry*

### About the presenter:

Raquel Hufancia Garido is a dedicated educator with over six years of teaching experience in the Department of Education. She currently serves as a Teacher III at Regador Elementary School, where she continues to demonstrate her commitment to academic excellence and student development. A licensed professional teacher, Mrs. Garido holds a Master of Arts in Education, major in Educational Management, from Northwestern Visayan Colleges in Kalibo, Aklan. Her strong educational background, combined with her hands-on classroom experience, has shaped her into a passionate advocate for quality and inclusive education. Born and raised in Ibajay, Aklan, Raquel has always been grounded in her community, which she serves not only as a teacher but also as a role model for young learners. Her journey from being a Municipal School Board Teacher to achieving her current rank is a testament to her perseverance and dedication. She believes in lifelong learning and continuously seeks opportunities to grow professionally. A proud mother and wife, Raquel balances her responsibilities at home and at work with grace and integrity. Her story inspires many fellow educators and students alike to pursue their dreams through hard work, education, and unwavering determination.



# Presentation portfolio assessment of ALS: Level of perception, performance and challenges encountered

**Lorlyn Marjorie A. Severo**

*Master of Arts in Education Major in Educational Management, Teacher I, Lezo Integrated School,  
[lorlynmarjorie.severo@deped.gov.ph](mailto:lorlynmarjorie.severo@deped.gov.ph)*

## ABSTRACT

This study aimed to determine the perception of ALS students regarding presentation portfolio assessment and their performance in this assessment method. Furthermore, it sought to identify the challenges encountered by the respondents to provide ALS teachers and curriculum planners with relevant insights and a basis for an action plan. The respondents were thirty-four (34) ALS completers, and data were gathered from November to December 2024 using a researcher-made instrument. The questionnaire consisted of three parts: Part I covered the respondents' demographic profile, Part II focused on their perceptions of the presentation portfolio assessment, and Part III explored the challenges encountered and recommendations for improvement. Quantitative data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation, along with relevant inferential statistics. Qualitative data were analyzed through repeated reading, notation, thematic coding, and margin comments. The researcher examined the data for similarities, patterns, and connections. Based on the findings, the following conclusions were drawn: ALS learners highly valued the portfolio-based assessment for its content, relevance, and timely submission. They recognized it as an effective tool for evaluating learning achievements, encouraging self-reflection, and reinforcing knowledge gained from other modules. In light of these findings, the study recommends that ALS learners view the program as a valuable second opportunity to complete basic education and understand the importance of their commitment to personal and academic growth.

*Keywords: ALS learners, presentation portfolio assessment, ALS program, ALS completers, portfolio-based assessment*

## About the presenter:

Lorlyn Marjorie A. Severo is a passionate teacher from Lezo Integrated School, located in Poblacion, Lezo, Aklan. She was born on January 17, 1995, and is the daughter of Arlyn Autencio Severo and the late Loreto F. Severo. She completed her elementary education at Lezo Integrated School and her secondary education at Infant Jesus School. She earned her Bachelor of Elementary Education degree from Aklan Catholic College and is currently pursuing her Master of Education, major in Educational Management, at Northwestern Visayan Colleges. She began her teaching career at the private institution Saint Gabriel College, where she taught in the Pre-Elementary and Elementary Department. After three years of service, which she considers a stepping stone in her career, she was fortunate to be accepted into the Department of Education (DepEd) in 2020, where she has been teaching ever since. As she continues her journey toward career advancement, she is now preparing to graduate with her master's degree—an achievement she never imagined would come so soon after earning her bachelor's degree. Her entire family, especially on her mother's side—the Autencio family—is extremely proud of her. They celebrate her as the first in their family to earn a master's degree in the field of education. Her next goal is to pursue a Ph.D. in Education, which she is confidently claiming and manifesting. To God be the highest glory!



# A booklet to learning: Developing digital literacy on responsible use of online collaboration and productivity tools among learners

**Michael Angelo T. Garcia**

*Master of Arts in Education, Project Development Officer II, Schools Division Office of Aklan,  
[michaelangelo.garcia002@deped.gov.ph](mailto:michaelangelo.garcia002@deped.gov.ph)*

## ABSTRACT

This study aims to determine the impact of using an ICT-integrated booklet as a tool to enhance the academic performance and engagement of Grade 6 students in Technology and Livelihood Education (TLE) at Buenasuerte Elementary School. The researcher employed a quasi-experimental design to compare the performance of students who used the ICT booklet (experimental group) with those who did not (control group). The intervention involved integrating ICT-based content and activities into a printed booklet designed to align with the TLE curriculum. After the intervention, results revealed a significant improvement in the academic performance and engagement of students in the experimental group. These findings suggest that the use of ICT-enhanced learning materials can positively influence students' understanding and interest in the subject. The study highlights the potential of ICT integration in improving learning outcomes, especially when applied in a structured and curriculum-based manner. Furthermore, the research recommends further studies exploring the impact of similar ICT tools across different grade levels and subject areas to determine broader applicability. It also calls attention to existing challenges in ICT integration, such as limited resources, teacher training, and infrastructure, which must be addressed to ensure more effective and widespread use of ICT in basic education. Continued collaboration among educators, administrators, and policymakers is essential to sustain innovation and promote equitable access to digital learning tools.

*Keywords: ICT integration, digital literacy, academic performance, student engagement, TLE education, instructional booklet*

## About the presenter:

**Michael Angelo T. Garcia** is a licensed professional teacher currently serving as Project Development Officer II at the Schools Division of Aklan. He is from Buenasuerte, Nabas, Aklan, Philippines. He earned his Bachelor in Elementary Education from Aklan State University – Ibajay Campus and passed the Licensure Examination for Teachers with an average rating of 87%. He is currently pursuing his Master of Arts in Education, major in Educational Management, at Northwestern Visayan Colleges in Kalibo, Aklan. He began his career as a Local School Board Teacher at Malay Elementary School and later became a regular permanent teacher at Argao Elementary School. During his time in the field, he served in various capacities, including District Youth Formation Coordinator, District Gender and Development (GAD) Coordinator, Child Protection Policy (CPP) Coordinator, School DRRM Coordinator, Science Coordinator, and Brigada Eskwela Coordinator. He also served as a lecturer at the Dr. Carl E. Balita Review Center, helping aspiring teachers prepare for the board exams. Currently, as the DRRM Focal Person of DepEd Aklan, he leads initiatives related to disaster preparedness, school safety, and resilience. His passion for public service, youth empowerment, and educational development continues to drive him to grow professionally and contribute to meaningful change in the education sector.



# Adversity encounter, academic resilience, grit: The multifaceted pathways to academic success among college students

<sup>1</sup>Helmer B. Montejo, <sup>2</sup>Richel N. Bacaltos, <sup>3</sup>Rachel Jane M. Casquejo & <sup>4</sup>Juliet T. Dela Cruz

<sup>1</sup>Doctor of Education Major in Educational Management, Associate Dean, Research Director / Department Chair of Talisay City College, [hmontejo@uspf.edu.ph](mailto:hmontejo@uspf.edu.ph); <sup>2</sup>Doctor of Education in Educational Management, College President of Talisay City College, President of the ALCU (Association of Local Colleges and Universities) Region 7, [talisaycitycollegeeducation@gmail.com](mailto:talisaycitycollegeeducation@gmail.com); <sup>3</sup>Master of Arts in Education, Program Specialist of Talisay City College, Student Teacher Supervisor, [cracheljane@gmail.com](mailto:cracheljane@gmail.com); <sup>4</sup>Master of Arts in Education major in Early Childhood Education, Instructor III at Talisay City College, [juliet29delacruz@gmail.com](mailto:juliet29delacruz@gmail.com)

## ABSTRACT

This study investigates the interplay among adversity encounters, academic resilience, and grit in relation to the academic performance of third-year college students at Talisay City College. A descriptive-correlational research design was utilized. Data were collected from 961 respondents using standardized instruments: the Adversity Quotient Profile® 9.1, the Academic Resilience Scale (ARS-30), and the Grit Scale–12 Items. Demographic information, including age, gender, field of study, General Weighted Average (GWA), and household monthly income, was also gathered. Results show that the majority of respondents (70%) were aged 18–22, with females comprising 64% of the sample. Most students (88%) achieved a GWA between 1.4 and 1.9, indicating high academic performance. Financial setbacks were identified as the most prominent adversity ( $M = 3.22$ ), with respondents demonstrating resilience by viewing challenges as motivation ( $M = 3.44$ ) and valuing hard work ( $M = 2.96$ ). Correlational analysis revealed a significant positive relationship among adversity encounters, academic resilience, and grit. Specifically, higher adversity encounter scores were positively associated with greater academic resilience and grit, both of which correlated with improved academic performance. The study concludes that students' ability to reframe adversity as a source of motivation fosters academic resilience, which, when combined with grit and hard work, enhances academic achievement. The study recommends implementing guidance and resilience-building programs that increase teacher awareness of student struggles, empower guidance counselors, and engage the community to support students facing adversity. Future research should explore a broader population and consider implementing the Financial Imposition through Literacy Education (F.I.L.E.) program to address students' financial challenges.

*Keywords: adversity encounters, academic resilience, academic performance, descriptive-correlational design, grit*

### About the presenter:

**Rachel Jane M. Casquejo** is a dedicated educator with a Master of Arts in Education, majoring in English Language Teaching. She serves as the Program Specialist for the Bachelor of Secondary Education major in English at Talisay City College in Cebu, Philippines. In her role, she supervises student teachers and contributes to curriculum development. Ms. Casquejo is also a co-author of textbooks on Purposive Communication, reflecting her commitment to enhancing English language instruction. She is committed to research writing and advancing English language education through scholarly and practical contributions.



# Development and evaluation of contextualized supplementary learning materials for Grade 7 mathematics

**Mark Julius M. Dela Cruz**

*Master of Arts in Education - Mathematics, Teacher II, Naisud National High School,  
[markjulius10241994@gmail.com](mailto:markjulius10241994@gmail.com)*

## ABSTRACT

This study aims to develop and evaluate contextualized supplementary learning materials to enhance Grade 7 students' problem-solving skills in mathematics, specifically addressing difficulties in understanding percentage increase and decrease. Using a design-based research approach informed by the 4D Model, Define, Design, Develop, and Disseminate, the research involved identifying learners' least mastered competencies through diagnostic tests, developing locally relevant teaching materials integrated with community-based resources, and evaluating the outcomes. Descriptive statistics were used to analyze both learner and expert feedback, which indicated high acceptability and significant improvements in students' problem-solving skills. By effectively applying mathematical concepts to real-life situations, the materials enhanced students' interest and understanding. Future research could explore the use of contextualized materials in more diverse school settings to validate their effectiveness across different contexts. Overall, the findings suggest that culturally relevant and community-based instructional resources can effectively address learning gaps, improve student performance, and promote meaningful mathematical understanding. This study underscores the importance of contextualized instructional materials in enhancing student achievement and engagement in mathematics education.

*Keywords: contextualized learning materials, problem-solving skills, localized instructional resources, educational intervention*

## About the presenter:

**Mark Julius M. Dela Cruz**, a dedicated educator, was born on October 24, 1994, in Nabas, Aklan. He currently resides at Purok 2, C. Laserna Street, Kalibo, Aklan. He is a 30-year-old Filipino citizen, single, and a practicing Roman Catholic. Mark completed his elementary education at Kalibo Pilot Elementary School in 2007 and his secondary education at Aklan National High School for Arts and Trades in 2011. He pursued a Bachelor of Secondary Education, majoring in Mathematics, at Aklan Catholic College, graduating in 2015, and is currently finishing his Master of Arts in Education, majoring in Mathematics, at Northwestern Visayan Colleges in 2025. He passed the Professional Licensure Examination for Teachers in September 2015 in Iloilo City. His teaching career began at Sto. Niño Seminary, Inc. (2016–2020), followed by Kalibo Pilot Elementary School as a substitute teacher. He then joined Naisud National High School, where he now serves as Teacher II.



# Pinoy games as learning strategy on the academic performance in mathematics 7

**Rea V. Sampani**

*Master of Arts in Education - Mathematics, Teacher I, Laguinbanua Integrated School,*

[tinsampani54@gmail.com](mailto:tinsampani54@gmail.com)

## ABSTRACT

Mathematics remains one of the most challenging subjects for students, often resulting in anxiety and poor classroom performance. To address this, educators have integrated games into lessons, with local or "Pinoy" games showing promise in enhancing engagement and assessment scores. This quasi-experimental study investigated the effectiveness of Pinoy games as a learning strategy to improve the mathematical performance of Grade 7 students at Laguinbanua Integrated School, District of Numancia, for the School Year 2024–2025. Using a matched-pair pre-test–post-test control group design, 60 students were randomly assigned to either the experimental group (Pinoy games) or the control group (conventional teaching). Both groups were taught the same content over an 8–9 week period, with the experimental group engaging in traditional Filipino games such as Patintero, Tumbang Preso, and Luksong Baka as part of the lessons. A 35-item researcher-made and validated test was administered before and after the intervention. Pre-test results indicated that both groups were at the "Developing" level of proficiency. Post-test data were analyzed using descriptive statistics and t-tests with a 5% significance level, processed via SPSS. Findings revealed a significant improvement in the experimental group's mean scores compared to the control group, suggesting that the integration of Pinoy games as a learning tool positively influenced mathematical learning outcomes. The study concludes that culturally familiar games enhance student engagement, motivation, and performance in mathematics. It recommends incorporating localized, game-based strategies in math instruction to bridge learning gaps and improve foundational numeracy skills.

*Keywords: pinoy games, student engagement, learning strategies, quasi-experimental study, cultural relevance*

### About the presenter:

**Rea V. Sampani** was born on September 11, 1994, in Malay, Aklan, and currently resides in Bulwang, Numancia, Aklan. A Filipino citizen, she is married to Rene Rae C. Sampani and is a devoted mother to four children: Celestine V. Sampani, Lex Adrian V. Sampani, Athena Rae V. Sampani, and Amari Lior V. Sampani. She is the daughter of the late Apolinario G. Vargas and Rosario R. Vargas. Rea began her academic journey at Malay Elementary School in Balusbos, Malay, Aklan, graduating with third honors in 2007. She continued her education at Malay National High School in Motag, Malay, Aklan, where she graduated as third honorable mention in 2011. She earned her degree from Aklan Catholic College, graduating magna cum laude in 2015. In the same year, she passed the Professional Licensure Examination for Teachers in Iloilo City. Rea's teaching career began at Sto. Niño Seminary (2017–2019), followed by various substitute teaching roles before joining Laguinbanua Integrated School, where she currently serves as Teacher I. Her dedication to education is evident in her professional growth and service to the community.



# Implication of parental involvement on their children's academic performance

**Rizel D. Mondia**

*Master of Arts in Education-Educational Management, Teacher I, Magubahay Elementary School,  
[rizelmondia1125@gmail.com](mailto:rizelmondia1125@gmail.com)*

## ABSTRACT

This study aimed to analyze the impact of parental engagement on the academic performance of Grade 5 learners in CAMACA schools, Camaligan, Magubahay, Caiyang, and Talangban Elementary Schools in the District of Batan, Aklan. Grounded in Bronfenbrenner's Ecological Systems Theory of human development and employing a descriptive correlational research design, the study focused on four dimensions of parental involvement: personal assistance, support for educational resources, collaboration with teachers, and school involvement. Seventy parents were randomly selected through stratified random sampling. A validated bilingual Likert-scale questionnaire was used to collect data, while learners' academic performance was gathered from DepEd School Form 9. Results revealed that parents were involved in all four dimensions, with the highest level of involvement seen in the provision of educational resources. All four dimensions of parental involvement showed significant correlations with academic performance, with support for educational resources demonstrating the strongest correlation ( $r_s = .564, p = .032$ ). The findings confirmed that parental support contributes significantly to learners' academic success. The study recommended the implementation of the "PARENTS CARE: Collaborative Actions for Resourceful Engagement" program to sustain and institutionalize this impact. The program also has the potential to strengthen the home-school partnership through training, sharing curricular resources, and developing community engagement strategies—particularly in rural areas with limited resources.

*Keywords: parental involvement, personal assistance, educational resources support, teacher collaboration, school involvement*

### About the presenter:

**Rizel D. Mondia** is a dedicated educator and researcher with over a decade of experience as a public elementary teacher at Magubahay Elementary School in the District of Batan, Division of Aklan. Since 2013, she has specialized in fostering academic growth among intermediate-level students, creating engaging, student-centered learning environments. Mondia holds a Master of Arts in Educational Management from Northwestern Visayan Colleges, which she completed in 2025, equipping her with advanced insights into leadership and pedagogical innovation. Mondia's research not only bridges theoretical frameworks with practical applications but also offers educators and policymakers evidence-based strategies to address educational inequities. Committed to empowering both students and families, she advocates for systemic reforms that prioritize collaborative approaches to education, ensuring every child thrives academically and socially. Her dual role as a teacher-researcher underscores her dedication to transforming educational landscapes through empathy, rigor, and innovation.



# Teachers' financial literacy awareness, challenges and resources availability

Jesusa L. Villanueva

*Master of Arts in Education- Educational Management, Teacher III*

## ABSTRACT

This study was conducted to assess, determine, and understand the financial literacy levels of public elementary school teachers in the District of Kalibo II. A descriptive research design was employed, with 178 public school teachers serving as respondents. Data were analyzed and interpreted using frequency counts, percentages, weighted means, and measures of dispersion and position to evaluate the teachers' financial literacy awareness, challenges, and availability of resources. The primary research instrument was a survey questionnaire. Teachers showed strong awareness in budgeting, spending, saving, and investing. Notable strengths included on-time bill payments, avoidance of discretionary expenses, and maintaining emergency savings. However, practices related to advanced investments and regular budget reviews were less common. Teachers faced challenges in improving their financial profiles, with key issues including private loans, high living costs, and financial responsibility as primary breadwinners. Despite these challenges, support systems and resources for financial literacy were relatively accessible. The study recommended the implementation of the "Empower-Fin Program" to enhance teachers' financial literacy, address critical financial challenges, and improve financial management skills through structured training and mentorship.

*Keywords: financial literacy, teachers' financial literacy awareness, challenges, resources availability*

## About the presenter:

**Jesusa Lagmay Villanueva** is a dedicated professional in the field of education, with over two decades of teaching experience and a solid academic foundation. She was born on December 25, 1980, in Victoria, San Mateo, Isabela, and currently resides at Lachica Compound, Linabuan Norte, Kalibo, Aklan, Philippines. A Filipino and a devout Catholic, she is married to Rowen R. Villanueva and is a proud mother to Yesha May L. Villanueva and Lorraine Anne L. Villanueva. Jesusa earned her Bachelor in Elementary Education from the Philippine Normal University, Alicia, Isabela, graduating in 2001. She pursued her Master of Arts in Education, major in Educational Management, at Northwestern Visayan Colleges in Kalibo, Aklan. Her teaching career began in 2002 as a Substitute Teacher at Victoria Elementary School. Since then, she has served in several institutions, including St. Anne Montessori School, Linabuan Norte Elementary School, and Yapak and Caticlan Elementary Schools. Since 2017, she has been serving as Teacher III at Estancia Elementary School in Kalibo, Aklan. Jesusa is recognized for her commitment to quality education, consistent professional growth, and her dedication to shaping young minds.



# School head's coaching and monitoring practices through the lens of teachers

**Cherel I. Mercado**

*Masters of Arts in Education-Educational Management, Head Teacher-I, Magubahay Elementary School,  
[cherelmercado0709@gmail.com](mailto:cherelmercado0709@gmail.com)*

## ABSTRACT

This qualitative study, utilizing a narrative analysis research design, aimed to explore the nature of school heads' coaching and monitoring practices and their influence on teachers' professional development and instructional practices within the context of rural elementary schools. Grounded in Transformational Leadership Theory, the study focused on eight purposefully selected teachers, with inclusion criteria established to determine how leadership support influenced their pedagogical decisions. It described effective pedagogical practices and the challenges teachers face in developing strategic programs to improve coaching and monitoring in schools managed by early-career administrators. Data collection techniques included semi-structured interviews and focus group discussions, yielding rich, in-depth narratives relevant to leadership practices, teacher development, and instructional improvement in rural education settings. The findings revealed that coaching and monitoring were essential in enhancing teachers' professional confidence, instructional strategies, and reflective teaching practices. Emerging themes highlighted teacher perceptions of mentorship, constructive feedback, clarification of expectations, and guided discussions. Participants emphasized the value of professional learning through leader modeling and collaborative dialogue, which contributed to their pedagogical growth. The study concluded that supportive coaching and monitoring practices by school heads play a crucial role in teacher development and the improvement of student learning outcomes. It recommended the formalization of structured leadership development programs to support novice school heads, particularly those in rural schools, focusing on the practicality and sustainability of effective coaching strategies.

*Keywords: transformational leadership, coaching and mentoring, professional growth, teacher development, rural school development*

### About the presenter:

**Cherel I. Mercado** is a dedicated educator and researcher with over 18 years of experience as a public elementary school teacher and four years as a Teacher-in-Charge. In October 2024, she was promoted to Head Teacher I of Magubahay Elementary School in the District of Batan, Division of Aklan. She earned her undergraduate degree, Bachelor of Elementary Education (BEE), with a specialization in Mathematics from Aklan College in 1997. In 2025, she completed her postgraduate studies, earning a Master of Arts in Educational Management from Northwestern Visayan Colleges, which further enhanced her leadership and supervisory skills. As a novice school head, Mercado uses her research both as a reflective tool and a practical guide to strengthen her administrative and supervisory practices. Her study emphasizes developmental coaching, regular feedback, peer mentoring, and the establishment of supportive professional learning communities. By integrating empathy with instructional leadership, she aims to cultivate a school culture that prioritizes teacher growth and improved student outcomes.



# Level of efficacy, personal growth initiatives and teaching performance of millennial and Generation X

**Jerolyn A. Tabernilla**

*Master of Arts in Education- Educational Management, Teacher III, Lezo Integrated School,  
[jerolyn.tabernilla@deped.gov.ph](mailto:jerolyn.tabernilla@deped.gov.ph)*

## ABSTRACT

This study aimed to evaluate the teaching self-efficacy, personal growth initiatives, and teaching performance of millennial and Generation X teachers at Lezo Integrated School in the District of Lezo, Aklan, during the 2023–2024 school year. Employing a comparative cross-sectional research design, the study involved 46 out of 50 teachers, selected through purposive sampling. Data were gathered using adapted questionnaires assessing the three key areas. The findings indicated that both millennial and Generation X teachers exhibited very high levels of teaching self-efficacy, demonstrating confidence in engaging students, utilizing instructional strategies, and managing classroom challenges. Their personal growth initiatives were also rated very high, reflecting strong adaptability, goal-setting skills, resource utilization, and intentional behavior. Furthermore, both groups displayed very high teaching performance, underscoring their effectiveness regardless of generational differences. Statistical analysis revealed no significant differences between the two generational cohorts in terms of teaching self-efficacy, personal growth initiatives, and teaching performance. This suggests that beliefs, experiences, and work approaches associated with generational identity do not significantly impact these aspects of teaching. Both millennial and Generation X teachers at Lezo Integrated School share a strong commitment to delivering quality education, highlighting the importance of individual attributes and professional development over generational distinctions. These findings contribute valuable insights into the dynamics of teaching efficacy and performance in the context of Lezo Integrated School.

*Keywords: millennial teachers, generation x teachers, self-efficacy, personal growth initiatives, teaching performance*

## About the presenter:

**Jerolyn A. Tabernilla** is a dedicated and experienced educator from Aliputos, Numancia, Aklan. She was born on September 8, 1987, in Bagto, Lezo, Aklan, and is currently 36 years old. She is a Filipino citizen, a Roman Catholic, and is married. Her academic foundation was established at Ibao Elementary School in Lezo, Aklan, where she graduated in 2000. She continued her secondary education at Nalook National High School–Extension in Kalibo, Aklan, completing it in 2004. She earned her Bachelor of Science in Elementary Education, major in Science and Health, from Aklan Catholic College in 2008. For her graduate studies, she pursued a Master of Arts in Education, major in Educational Management, at Northwestern Visayan Colleges. Ms. Tabernilla began her teaching career at Starglow Center for Academics and Arts, where she served from November 2008 to March 2009. She later worked as a contractual kindergarten teacher at Lezo Integrated School from 2009 to 2011. Since 2011, she has been serving as a Teacher III and District Kindergarten Coordinator at the same institution.



# Beauty and the beast of using social media to the academic performance of learners

<sup>1</sup>Marissa S. Estrella & <sup>2</sup>Rhett H. Motus

<sup>1</sup>Master of Arts Major in Educational Management, Teacher II, Mabini Elementary School, [marissa.estrella@gmail.com](mailto:marissa.estrella@gmail.com); <sup>2</sup>Doctor of Education, Social Science Education, Master Teacher II, Kalibo Integrated Special Education Center

## ABSTRACT

This phenomenological qualitative study explores the dual impact of social media, which were termed the "Beauty" and the "Beast", on the academic performance of Grade VI learners at Mabini Elementary School, Sibalom District. Through in-depth interviews with seven purposively selected students, the research examines lived experiences, challenges, and coping mechanisms related to social media use. Findings reveal that social media serves as a valuable educational tool, offering instant access to information, collaborative learning opportunities, and virtual academic support (Beauty). However, excessive use leads to overdependence, exposure to misinformation, irrelevant or violent content, cyberbullying, and diminished academic focus (Beast). Participants reported struggles with time management, addiction, and emotional distress, yet adopted coping strategies such as scheduling, parental guidance, and seeking teacher assistance. The study underscores the necessity of balanced usage and digital literacy. In response, the proposed intervention program "Click Wisely" aims to educate students on responsible social media practices through workshops on time management, credible source identification, cyberbullying prevention, and personalized media planning. The findings advocate for collaborative efforts among educators, parents, and policymakers to mitigate risks while harnessing social media's educational potential. This study contributes to understanding how young learners navigate digital platforms and highlights the urgency of integrating digital citizenship into curricula to foster safe and productive online engagement.

*Keywords: social media, academic performance, cyberbullying, digital literacy*

### About the presenter:

**Marissa S. Estrella** holds a Master of Arts in Education, major in Educational Management. She is a Teacher II at Mabini Elementary School.

# Voices of experience of key players of the Madrasah education program

**Brian J. Magdaluyo**

*Teacher I, Balabag Elementary School, [brian.magdaluyo@deped.gov.ph](mailto:brian.magdaluyo@deped.gov.ph)*

## ABSTRACT

This study aimed to explore the lived experiences of key players—the school head, Madrasah teachers (Asatidz), and parents—in the implementation of the Madrasah Education Program (MEP) at Balabag Elementary School. It sought to understand their challenges, coping mechanisms, best practices, and recommendations for enhancing culturally responsive education for Muslim learners. A qualitative phenomenological approach was employed, using purposive sampling to select one school head, four Asatidz, and four parents. Data were gathered through in-depth, semi-structured interviews and analyzed using Colaizzi's method, involving the extraction of significant statements, formulation of meanings, and development of thematic clusters. The findings revealed that the MEP fosters both academic development and spiritual growth by integrating Islamic values and the Arabic language. Participants emphasized the importance of holistic education, highlighting their shared commitment to nurturing learners' character and faith despite challenges such as inadequate classrooms, limited instructional materials, and scheduling conflicts. Coping strategies included teacher-made materials, collaboration with local officials, and parental support at home. Recommendations to strengthen the program included building permanent classrooms with prayer areas, providing regular training for Asatidz, supplying culturally relevant materials, enhancing financial support, and promoting home-school partnerships. While the study is limited to a single school during the 2024–2025 academic year, its insights offer practical implications for educators and policymakers aiming to improve Madrasah education in similar contexts.

*Keywords: Madrasah education program, lived experiences, Asatidz, cultural identity, qualitative research, educational challenges*

## About the presenter:

**Brian J. Magdaluyo** is a Teacher I at Balabag Elementary School, currently teaching Grade 4. With a strong commitment to fostering academic growth and character development, he strives to create an engaging and supportive learning environment for his students. His approach emphasizes foundational skills, especially in literacy and numeracy, to help learners achieve their full potential. Passionate about education and continuous improvement, he actively participates in school programs and professional development to enhance his teaching effectiveness and contribute meaningfully to the school community.



# Thirty days of joyful reading: Intervention for students with low reading proficiency

**Ma. Michelle V. Valles**

*Master of Education, Teacher, Pacita Complex National High School- SDO San Pedro City,  
[mamichelle.valles@gmail.com](mailto:mamichelle.valles@gmail.com)*

## ABSTRACT

This study aimed to determine the effectiveness of the "Thirty Days of Joyful Reading" program in improving the reading proficiency of Grade 10 students at Pacita Complex National High School in San Pedro City. A significant number of students showed low reading levels based on the Philippine Informal Reading Inventory (Phil-IRI) Pre-Test, with an average score of 13.8. This indicates a major educational challenge, further emphasized by the Philippine Statistics Authority's statement that millions of students graduate with poor reading skills. The "Thirty Days of Joyful Reading" program is an intervention developed to address this problem. It used reading materials specially created for the students, designed to be interesting and appropriate for their level. The program's effectiveness was assessed using a mixed-methods approach, including the Phil-IRI Pre-Test and Post-Test, and a four-part survey questionnaire. The questionnaire included demographic questions, statements about the effectiveness of the materials and the overall program (using a 4-point Likert scale), and an open section for student comments and suggestions. The data were analyzed using Jamovi for quantitative data and MaxQDA for thematic analysis of qualitative data. The results showed a significant increase in the average Phil-IRI Post-Test score, from 13.8 to 40.3, reflecting a 26.5-point improvement. Students also demonstrated high satisfaction levels with the materials and the program, confirming the effectiveness of the "Thirty Days of Joyful Reading" program in improving students' reading proficiency.

*Keywords: thirty days of joyful reading, intervention, reading proficiency, Philippine informal reading inventory, grade 10*

### About the presenter:

**Ma. Michelle V. Valles** is a public school teacher with over ten years of teaching experience and a Master's degree in Administration and Supervision. She has a rich background in writing, evidenced by her winning entries in national-level poetry and division-level short story competitions. Furthermore, she has authored action research papers utilizing self-made reading materials and personalized learning approaches. She is also a division-level evaluator of teaching materials. She is dedicated to teaching, aiming to cultivate not only literacy but also critical thinking skills in her students, believing them to be the hope of the nation.



# English teachers' lived experiences teaching in a far-flung school

**Jonah Mae Z. Quillano**

*Master of Arts in Education Major in English, Teacher 1 Agtughangin Integrated School,  
[jonahmae.zonio@deped.gov.ph](mailto:jonahmae.zonio@deped.gov.ph)*

## ABSTRACT

This study examined the experiences of English teachers assigned to a far-flung school, focusing on the unique challenges they face and the strategies they employ to adapt to these demanding contexts. It also aimed to develop a possible intervention program to address the challenges experienced by these teachers. The participants of the study were five English teachers assigned to one of the remote schools in the Division of Aklan. Narrative inquiry was employed as the research design, which focuses on understanding individual experiences within social contexts through the use of stories as both data and method. This study was anchored in Lev Vygotsky's Sociocultural Theory (1978). The findings revealed significant challenges related to geographical isolation, comprehension difficulties, poverty, adverse weather conditions, child labor, and student absenteeism. Despite these obstacles, the teachers demonstrated remarkable resilience and adaptability, employing innovative pedagogical approaches to engage students and promote effective learning. Their coping strategies included creating contextualized instructional materials, integrating local knowledge and practices, and engaging with the community. The study highlights the crucial role of teacher quality, adaptability, and community involvement in supporting both educators and learners in overcoming the barriers of teaching in remote areas. It concludes that teachers in far-flung schools have a valuable opportunity to make a significant impact on the lives of their students.

*Keywords: English teachers, lived experiences, challenges encountered, coping mechanism*

### About the presenter:

**Jonah Mae Z. Quillano** is a graduate of Bachelor of Science in Secondary Education, major in English, from Northwestern Visayan Colleges in the Province of Aklan. She is 29 years old, married, and has one child. She has been teaching in the Department of Education, Division of Aklan, for four years and three months. She currently teaches English subjects in Junior High School. Quillano is also the recipient of the Pagkilala 2024 award as the Most Outstanding Gender and Development Coordinator in the Division of Aklan. Quillano is particularly interested in understanding the experiences, struggles, and challenges encountered by these teachers and how they overcome them.



# A narrative inquiry: English teachers enhancing language competence of highland learners

**Louiela A. Vega**

*Master of Arts in Education major in English, Teacher II, Northwestern Visayan Colleges,*

[louielaavega@gmail.com](mailto:louielaavega@gmail.com)

## ABSTRACT

This study was conducted in one of the highland schools in the Division of Aklan. It sought to explore the lived experiences of English teachers, the challenges they encountered, and the coping mechanisms they employed in response to these challenges. Narrative inquiry was adopted as the research design for this study—a methodology that focuses on lived experiences to understand the complexity of individual lives within social contexts, using stories as both research data and method. The study was anchored in Lev Vygotsky's Socio-Cultural Theory (1978), which emphasizes that a child's development is significantly enhanced through interaction with more knowledgeable others. This theoretical framework helped the researcher better understand the role of teachers in developing the full potential of learners. Face-to-face interviews were conducted using a researcher-made interview guide to gather relevant data from participants selected based on specific inclusion criteria. To analyze the participants' responses, Braun and Clarke's Thematic Analysis was employed. Participants' verbatim responses were analyzed for their closest possible meanings and then categorized to formulate emerging themes. The findings highlight the resilience of English teachers, showcasing their unwavering dedication despite geographic isolation and the diverse educational backgrounds of their learners. The teachers also ensured that while enhancing students' language competence, the learners' cultures and traditions were respected and preserved. The study recommends the implementation of a targeted intervention program to support highland English teachers, enabling them to become more productive and effective in their profession.

*Keywords: highland English teachers, highland learners, lived experiences, challenges encountered, coping mechanisms, language competence*

## About the presenter:

**Louiela A. Vega** is a native of Laguianbanua West, Numancia, Aklan, and has been a public school teacher for almost four years at Ma. Cristina Integrated School, District of Madalag, Division of Aklan. She completed her elementary and secondary education at Numancia Integrated School and earned her Bachelor in Secondary Education, major in English, from Northwestern Visayan Colleges. She is also among the graduates of the Master of Arts in Education, major in English, class of June 20, 2025, at Northwestern Visayan Colleges. Her study focuses on the lived experiences of English teachers in a highland school, the challenges they encounter, and their coping mechanisms amid these challenges. This research fuels her enthusiasm as a teacher, as she seeks to understand the reasons behind the poor language competence of highland learners. Through this study, she developed a possible intervention program to address the needs of highland learners in English. She pursued this study not only as a requirement for her Master's degree but also as a pathway to help highland learners become productive and competent in language literacy.



# Pedagogical experiences and professional challenges: Narratives of non-education graduates in public school teaching

**Jeezreal D. Mondia**

*Teacher I, Father Julian C. Rago Memorial National High School, [mondiajeezreal@gmail.com](mailto:mondiajeezreal@gmail.com)*

## ABSTRACT

This study aimed to uncover the experiences of non-education graduates serving as public high school teachers, exploring both the positive and negative aspects of their transition into the teaching profession. It also addressed the various coping mechanisms these teachers adopted to manage the challenges they encountered. A narrative inquiry design was employed to capture the lived experiences and perspectives of individuals, primarily through interviews that were recorded and organized into chronological narratives. Seven non-education high school teachers were purposively selected based on specific inclusion criteria. The results revealed that the participants generally regarded their teaching experience as a positive journey, with emerging themes including: a positive experience, a productive outcome, and a life-changing profession. However, the study also identified specific challenges such as limited knowledge of teaching pedagogy, difficulty understanding the new environment, maintaining classroom management, teaching outside their specialization, and a lack of instructional materials. To address these, participants developed various coping strategies, which were grouped into three main themes: mentorship, consistent preparation, and the use of online resources. The findings offer valuable insights into the experiences, issues, and concerns of non-education graduates in the teaching field and led to the development of a capability enhancement program to support their continued professional growth.

*Keywords: capability enhancement program, challenge encountered, coping mechanism, lived experiences, non-education graduate*

## About the presenter:

**Jeezreal Dela Cruz Mondia** is a public-school teacher I at Father Julian C. Rago Memorial National High School in the district of Balete, province of Aklan. Jeezreal sarded his teaching journey in private school spending four years before entering the Department of Education. At school, he is teaching his subject of specialization, handling both grade 7 and grade 10 English. He also completed his master's degree on the year 2025 at the Northwestern Visayan Colleges with the course Master of Arts in Education major in English. Jeezreal awoken his interest in the field research especially in qualitative research aiming to discover the lived experiences of different teachers in the different environment they are assigned to.



# Jack of all trades: Teachers' journey beyond specialization

**Marichu T. Daroy**

*Master of Arts in Education- Educational Management, Teacher III, Tamalagon Integrated School,  
[daroymarichu@gmail.com](mailto:daroymarichu@gmail.com)*

## ABSTRACT

This study aimed to describe the lived experiences of Junior High School teachers who taught non-major subjects in a public school. Using a narrative inquiry approach, the researcher interviewed eight purposively selected teacher-participants, and the transcripts were analyzed using Colaizzi's method. Based on the results of the data analysis, an intervention program was developed by the researcher. The themes that emerged from the interviews were: feeling inadequate, extra effort for preparation, adjusting to new teaching strategies, learning through collaboration, and self-regulation with a positive outlook. Teachers assigned to subjects outside their specialization faced various challenges and employed different coping strategies. These key insights served as the basis for developing a training-workshop specifically designed for non-major teachers. The findings have the potential to shed light on the challenges teachers face within the Department of Education and to inspire targeted intervention programs that support teachers in their professional practice.

*Keywords: Jack of all trades, teacher's journey, beyond specialization, non-specialized*

### About the presenter:

**Marichu T. Daroy**, a dedicated educator from Tamalagon, Tangalan, Aklan, was born on March 1, 1987, and is currently 38 years old. She is married, a Filipino citizen, and practices the Roman Catholic faith. She is the daughter of Jesus T. Tabiolo and Marilou Asotello Delos Santos. Her educational journey began at Tamalagon Elementary School, where she studied from 1994 to 2000. She then attended Tangalan National High School from 2000 to 2004. She pursued higher education at Northwestern Visayan Colleges in Kalibo, Aklan, where she earned a Bachelor of Secondary Education major in History in 2008. She is currently completing her Master of Arts in Education major in Educational Management, expected in 2025. Ms. Daroy is a licensed professional teacher, having been granted eligibility under Presidential Decree No. 907 in 2008 and under RA 1080 in the same year. Her professional experience includes her current role as Teacher III at Tamalagon Integrated School since May 2, 2014, following her earlier roles as Teacher I and School Board Teacher from 2010 to 2014 and 2008 to 2010, respectively.



# Locus of control, sense of efficacy and organizational commitment among teachers

Liezel R. Tapar

*Master of Arts in Education - Educational Management, Teacher III, Lezo Integrated School,*

[liezel.tapar@deped.gov.ph](mailto:liezel.tapar@deped.gov.ph)

## ABSTRACT

This study aimed to determine the relationship among locus of control, sense of efficacy, and organizational commitment among teachers at Lezo Integrated School, District of Lezo, Division of Aklan, from December 2023 to January 2024. Using a quantitative correlational design, 45 out of 50 teachers participated through purposive sampling. Data were collected using validated and reliable adapted questionnaires on locus of control, teacher self-efficacy, and organizational commitment. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed, along with Spearman's Rho for inferential analysis, with the alpha level set at 0.05. Results revealed that teachers exhibited varied levels of locus of control, with those possessing a high internal locus demonstrating greater initiative, creativity, and ownership of school outcomes. They also reported a very high level of self-efficacy, indicating strong confidence in managing instruction and engaging students. Organizational commitment was likewise very high, reflecting strong emotional and professional dedication to the school's mission. Statistical analysis indicated no significant correlation between locus of control and organizational commitment, suggesting that external factors such as school leadership or collegial relationships may play a more substantial role in fostering commitment. However, a significant moderate positive correlation was found between self-efficacy and organizational commitment, implying that teachers with stronger beliefs in their teaching effectiveness tend to be more committed to their institutions. Furthermore, a significant relationship was identified between locus of control and self-efficacy, indicating that teachers who perceive greater personal control are also more confident in their teaching capabilities.

*Keywords: locus of control, sense of efficacy, organizational commitment, psychological aspect*

## About the presenter:

**Liezel Rufon Tapar** is a dedicated and experienced educator born on June 22, 1987, in Sta. Cruz, Lezo, Aklan. A Filipino and Roman Catholic, she currently resides in Agcawilan, Lezo, Aklan. She is married and maintains a professional demeanor supported by her strong educational background and years of service in the academic field. She completed her elementary education at Lezo Elementary School (1999–2000) and her secondary education at Malinao School for Philippine Craftsmen (2003–2004). She earned her Bachelor of Secondary Education, major in English, from Aklan State University in 2007–2008. Furthering her academic qualifications, she took her Master of Arts in Education program, major in Educational Management, at Northwestern Visayan Colleges in Kalibo, Aklan. Ms. Tapar began her teaching career as a Kinder Volunteer Teacher at Banay-Banay Primary School from 2012 to 2013. She later served as a Faculty Member at Lezo Technical College from 2013 to 2018. Currently, she is a Teacher III at Lezo Integrated School, where she also serves as the School English Coordinator and Adviser of the Percussion Band and Majorettes. Her commitment to education and leadership continues to make a significant impact in her school community.



# Impact of learning tools on the technical skills development of Grade 11 CSS students

<sup>1</sup>Cybelle A. Gonzales, <sup>2</sup>Nathanael M. Flores, <sup>3</sup>Daniel Kim A. Tutud & <sup>4</sup>John Paul B. Ybañez

<sup>1</sup>Doctor of Education, Master Teacher I Cebu City Don Carlos A. Gothong Memorial National High School, [cybelle.gonzales@deped.gov.ph](mailto:cybelle.gonzales@deped.gov.ph); <sup>2</sup>Master in Science Teaching - Mathematics, Principal III Cebu City Don Carlos A. Gothong Memorial National High School, [nathanael.flores@deped.gov.ph](mailto:nathanael.flores@deped.gov.ph); <sup>3</sup>Student Cebu City Don Carlos A. Gothong Memorial National High School, [tudtuddanielkim@gmail.com](mailto:tudtuddanielkim@gmail.com); <sup>4</sup>Student Cebu City Don Carlos A. Gothong Memorial National High School, [johnpoulybanez4@gmail.com](mailto:johnpoulybanez4@gmail.com)

## ABSTRACT

This study determined the learning tools and technical skills development of Grade 11 CSS students. It utilized a descriptive-correlational research design and employed simple random sampling to select 30 out of 40 Grade 11 CSS students. Data were collected using a standardized questionnaire. The findings revealed that most of the students were middle adolescents, aged 16 to 17 years, male, and single. They had limited access to learning tools and demonstrated very poor technical skills development. No significant relationship was found between the availability of learning tools and the respondents' profile variables, such as age and sex. Similarly, no significant relationship was found between the level of technical skills development and the respondents' age or sex. However, a test of correlation between the availability of learning tools and the level of technical skills development revealed a strong positive relationship, suggesting that technical skills development is significantly influenced by the availability of learning tools. Based on these findings, it is recommended that schools invest in upgrading operating systems, installing updated software applications, and improving internet connectivity to support students' technical learning. Additionally, schools should develop a structured digital learning plan that includes self-paced online courses, virtual workshops, and recorded instructional videos to help students enhance their technical skills despite resource limitations. Teachers should also implement alternative teaching strategies to compensate for the lack of resources.

*Keywords: learning tools, technical skills development, CSS students, enhancement program, descriptive-correlational*

### About the presenter:

**Dr. Cybelle A. Gonzales** is a seasoned educator with over 19 years of experience both in the classroom and in administrative roles. She earned her Bachelor of Secondary Education, majoring in General Science, from Cebu Normal University and pursued her master's degree at Southwestern University. She later obtained her Doctor of Education, with a major in Educational Leadership and Management, from the University of the Visayas. Dr. Gonzales currently serves as a Master Teacher I at Cebu City Don Carlos A. Gothong Memorial National High School, where she teaches senior high school students. She is also an accomplished researcher, having published her work in an international journal. Before joining CCDCAGMNHS, Dr. Gonzales expanded her academic and cultural horizons as a lecturer and research specialist at Kampala International University in Kampala, Uganda. Her extensive experience and dedication to educational leadership are still motivating both her students and colleagues in the academic community.



# Enhancing public school teachers' action research competencies through online educational research training

**Alvin O. Insorio**

*Doctor of Philosophy in Mathematics Education (CAR), Master Teacher 2 at San Pedro Relocation Center National High School*

## ABSTRACT

Public school teachers possess low levels of research competence, which contributes to poor action research production. Moreover, limited studies have been conducted on enhancing the action research competencies of public school teachers in the Philippines. Therefore, this study aimed to improve the action research competencies of public school teachers through an online educational research training program that included research templates, coaching, and mentoring sessions. A practical action research design was employed, involving sixty-four public school teachers who voluntarily participated in and completed the five-day training. Action research competencies were assessed before and after the training using a validated questionnaire developed by field experts, while semi-structured interviews were conducted to gather suggestions for improvement. Statistical analyses such as the median, interquartile range, Wilcoxon signed-rank test, and rank biserial correlation were performed using Jamovi version 2.4.14, and thematic analysis was applied to the interview transcripts. The findings indicated significant improvement in participants' action research competencies, as a statistical difference was observed between pre- and post-training results. However, several suggestions were made, including allotting more writing time with peer review activities, conducting face-to-face sessions with more examples for each section of a research manuscript, and allowing a longer duration for proposal presentations. As an output, twelve action research proposals were submitted to supervisors for critique. The study was limited to one city and included only public school teachers. Therefore, it is recommended that DepEd officials continue to enhance public school teachers' action research competencies through online or face-to-face educational research training programs to promote the production of action research addressing educational issues and challenges in schools.

*Keywords: action research, coaching, competency, mentoring, template, training*

## About the presenter:

**Alvin O. Insorio** is a skilled researcher with the designation of master teacher II at San Pedro Relocation Center National High School. He is currently serving as a research coordinator and holds the position of president at the San Pedro City Division Research Association. He obtained an International Diploma in Advanced Research at St. James University of America. Also, he published 18 research articles in various international peer-reviewed journals and presented them at various international conferences in the Philippines and Indonesia. His research interests are aligned with mathematics education, technology integration, contextualization, differentiated instruction, lesson study, and action research.



# Enhancing students' numeracy skills by considering student diversity through differentiated instruction strategies

<sup>1</sup>Alvin O. Insorio & <sup>2</sup>Nicanor A. Limjuico

<sup>1</sup>Doctor of Philosophy in Mathematics Education (CAR), [alvin.insorio001@deped.gov.ph](mailto:alvin.insorio001@deped.gov.ph); <sup>2</sup>Master of Arts in Education, [nicamor.limjuico@deped.gov.ph](mailto:nicamor.limjuico@deped.gov.ph)

## ABSTRACT

Students can perform well in mathematics only if student diversity is appropriately addressed. However, limited studies in Philippine schools have explored the use of differentiated instruction (DI) to address student diversity and improve numeracy skills. In the local context, students at San Pedro Relocation Center National High School demonstrated poor numeracy skills, as reflected in previous test results. To address this, DI strategies were implemented in mathematics classrooms to enhance numeracy by catering to diverse student needs. This study aimed to improve students' numeracy skills through DI strategies such as assessing prior knowledge, using open-ended questions, assigning parallel tasks, and integrating technology. A practical action research design using the plan-do-study-act model was employed over a three-month period in one school. Participants included twenty mathematics teachers who underwent training through Learning Action Cell (LAC) sessions and 5,300 students from Grades 7 to 11. Data were collected using teacher-made tests, an adapted questionnaire, and interviews, all validated by mathematics education experts. The results showed that DI strategies effectively addressed student diversity by delivering lessons based on students' interests, readiness levels, and learning preferences. Providing students with options for demonstrating competencies increased their engagement in learning. Students' numeracy skills significantly improved, as evidenced by test scores following the integration of DI strategies. However, teachers faced challenges such as limited pedagogical skills, lack of resources, time-consuming implementation, and classroom management difficulties. Despite these issues, DI strategies proved effective in addressing student diversity and improving numeracy skills among students.

*Keywords: differentiated instruction, numeracy, strategies, student diversity*

### About the presenter:

**Alvin O. Insorio** is a skilled researcher with the designation of master teacher II at San Pedro Relocation Center National High School. He is currently serving as a research coordinator and holds the position of president at the San Pedro City Division Research Association. He obtained an International Diploma in Advanced Research at St. James University of America. Also, he published 18 research articles in various international peer-reviewed journals and presented them at various international conferences in the Philippines and Indonesia. His research interests are aligned with mathematics education, technology integration, contextualization, differentiated instruction, lesson study, and action research.



# Motivating drive of faculty research capability towards building a research culture

**Dhani Hugh C. Figueroa**

*Doctor of Education (CAR), Teacher II. [dhanihugh.figueroa@deped.gov.ph](mailto:dhanihugh.figueroa@deped.gov.ph)*

## ABSTRACT

This study was initiated in response to the Department of Education's directive encouraging faculty involvement in advancing research initiatives and fostering a strong research culture at Pacita Complex Senior High School. Recognizing the need for data-driven insights, the research aimed to provide baseline information on the motivational factors behind faculty research capability, as well as the predictors and influences affecting it. The goal was to establish a foundation for a comprehensive Research Capability Program to enhance research productivity among both teaching and non-teaching staff. A quantitative, descriptive-correlational research design was employed, using a self-constructed survey instrument to collect relevant data from participants. The study focused on examining how institutional support influences teachers' attitudes toward research, how these attitudes affect their research capability, and how both variables, attitude and school support, interact to shape overall research competence. Findings revealed a strong and significant relationship between faculty attitudes toward research and their actual research capability. Moreover, a meaningful link was identified between teachers' attitudes and the level of support provided by the school. These results suggest that both psychological and institutional factors play a vital role in fostering a productive research environment. The study concludes that to effectively build and sustain research capability programs, the institution must promote positive attitudes toward research while ensuring consistent and meaningful support from the school administration. By doing so, Pacita Complex Senior High School can cultivate a more robust and dynamic research culture among its faculty members.

*Keywords: research capability, attitudes towards research, university support, motivating drive, research culture, faculty member*

## About the presenter:

**Dhani Hugh C. Figueroa** is a dedicated educator with a strong academic background and a passion for both teaching and educational leadership. He earned his Bachelor of Science degree in Biology and is currently pursuing a Master's degree in Education, majoring in Educational Management. He holds the position of Teacher II and serves as the School Research Coordinator at Pacita Complex Senior High School in San Pedro City, Laguna. In his role as a teacher, Mr. Figueroa is committed to delivering quality instruction in the sciences, aiming to inspire students to develop critical thinking skills and a love for learning. As the School Research Coordinator, he plays a key role in guiding and mentoring fellow teachers and students in conducting meaningful research that contributes to school improvement and academic excellence. His involvement in both classroom teaching and research coordination reflects his dedication to fostering a learning environment that values innovation, collaboration, and evidence-based practices. Mr. Figueroa is also actively engaged in professional development and continues to seek opportunities to enhance his skills as an educator and leader. His vision is to help shape a future-ready generation by promoting academic excellence and cultivating a culture of research within the school community.



# Summary with reflection: A reflective assessment of student learning in personal development

<sup>1</sup>Clarissa A. Benigno, <sup>2</sup>Kayeden M. Cubacob & <sup>3</sup>Janeth M. Baal

<sup>1</sup>Master of Arts in Social Science (CAR), Teacher III, San Pedro Relocation, Center National High School, [clarissa.benigno@deped.gov.ph](mailto:clarissa.benigno@deped.gov.ph); <sup>2</sup>Master of Arts in Education Major in Social Science, Teacher III, San Pedro Relocation Center National High School, [kayeden.cubacob@deped.gov.ph](mailto:kayeden.cubacob@deped.gov.ph); <sup>3</sup>Master of Arts in Education Major in Mathematics, Teacher I, San Pedro Relocation Center National High School

## ABSTRACT

Reflection in assessment has been widely applied in education worldwide, with the aim of improving student learning and development. However, there is limited knowledge about how summary reflective assessments impact student learning, particularly in the context of personal development at the secondary school level. This study aimed to examine the effect of using summary reflective assessment on student learning in the personal development subject of Grade 11 students. An action research design was employed, involving 181 Grade 11 students from the Technical-Vocational-Livelihood (TVL) track at San Pedro Relocation Center National High School (SPRNHS). Using purposive sampling, the study utilized a pre-test and post-test, along with a 25-item checklist-type questionnaire, to evaluate the usability and effectiveness of the summary reflective assessment. Data analysis indicated significant improvements in the experimental group exposed to the summary reflective assessment compared to the control group, particularly in organizational thinking, critical thinking, and the ability to connect learning with real-life situations. The experimental group also demonstrated significantly higher post-test scores, confirming the positive effect of the intervention. It is therefore recommended that teachers incorporate reflective assessments into their practice, and that school administrators support this by organizing relevant training and workshops. For DepEd policymakers, revising the curriculum to include support for formative assessment and holistic learning is advisable. These findings may be further validated and expanded in future studies by exploring the use of reflective assessments in other subjects and among different student populations.

*Keywords: critical thinking, expressing oneself, personal development, reflective learning, summary reflective assessment.*

### About the presenter:

**Clarissa A. Benigno**, is a licensed professional teacher with over a decade of teaching experience in the field of Social Science education. She is currently a Senior High School teacher at San Pedro Relocation Center National High School in the Philippines. She holds a Bachelor of Arts in Mass Communication from Philippine Christian University, a Certificate for Teaching Program from Philippine Normal University – Manila, and currently a Candidate for the degree of Master of Arts in Social Science. Her teaching philosophy centers on creating inclusive, engaging, and student-focused learning environments. Over the years, she has designed and implemented dynamic lesson plans and differentiated strategies that cater to diverse learners. These classroom experiences have fueled her interest in action research as a means of addressing challenges and improving instructional practices based on real data and reflection. In addition to teaching, she has served as the Humanities and Social Sciences (HUMSS) Strand Coordinator for the past two school years. This role has strengthened her leadership, curriculum planning, and mentoring abilities. As an action researcher, she is committed to using research-based strategies to enhance teaching and learning. I look forward to sharing my insights and contributing to meaningful educational development.



# Tracer study on the graduates of Bachelor of Elementary Education and Bachelor of Secondary Education program of Northwestern Visayan Colleges

<sup>1</sup>Retchel B. Sasi & <sup>2</sup>Celedonia R. Hilario

<sup>1</sup>Master of Arts in Educational Management, Faculty, Northwestern Visayan Colleges, [sassiretchel@gmail.com](mailto:sassiretchel@gmail.com);

<sup>2</sup>Doctor of Philosophy, Research Director, Northwestern Visayan Colleges

## ABSTRACT

This study was conducted to examine the employability of College of Education graduates from Northwestern Visayan Colleges, specifically those who completed the Bachelor of Elementary Education and Bachelor of Secondary Education programs from school years 2018 to 2024. The study aimed to address the following: personal profile, employment status, job relevance and satisfaction, and the impact of the program on the graduates' careers. A descriptive-survey research design was utilized, and data were collected through both face-to-face and online surveys. The gathered data were tabulated and analyzed using SPSS. The findings revealed that the graduates' personal profiles reflected a diverse and evolving teacher workforce in terms of age, educational attainment, and gender. The employment status of the graduates showed diverse career paths and work arrangements, indicating the various professional opportunities available to education graduates. Furthermore, the findings suggest that graduates perceived their current jobs as aligned with their academic training, which positively influenced their teaching performance. Three dimensions were evaluated regarding the program's impact on the graduates' career preparation: perceived preparedness, relevance of curriculum, and career readiness. For Perceived Preparedness, graduates reported feeling adequately prepared to perform the responsibilities of a teacher. Regarding the Relevance of Curriculum, the results indicated that the curriculum was aligned with the demands of their current teaching positions. In terms of Career Readiness, graduates recognized the strength of the program in developing the necessary skills to be effective in the teaching profession.

*Keywords: tracer study, employment status, job relevance and satisfaction, impact to graduates' career*

### About the presenter:

**Retchel B. Sasi** is a graduate of Master of Arts in Educational Management and holds a Bachelor of Secondary Education degree, majoring in English. She is currently employed at Northwestern Visayan Colleges.



# From theory to practice: Assessing the effectiveness of contextualized and localized instructional materials and worktexts in enhancing Grade 4 learners' mathematics performance

<sup>1</sup>Danny Marano Fabia, <sup>2</sup>Emlyn D. Gazzingan & <sup>3</sup>Mary Grace M. De Guzman

<sup>1</sup>Master of Arts in education, Master Teacher I, Rosario Complex Elementary School, [danny.fabia@deped.gov.ph](mailto:danny.fabia@deped.gov.ph); <sup>2</sup>Master of Arts in Education major in Educational Management, Principal I Rosario Complex Elementary School, [emlyn.gazzingan001@deped.gov.ph](mailto:emlyn.gazzingan001@deped.gov.ph); <sup>3</sup>Bachelor of Secondary Education

## ABSTRACT

This study examined the impact of contextualized and localized instructional materials and worktexts on the academic achievement of Grade IV learners in Mathematics. A quasi-experimental and quantitative correlational research design was employed to investigate the effects of these materials on the numeracy levels and computational skills of 110 Grade IV learners. Using a purposive sampling technique, the study administered pre-assessment and post-assessment tests to evaluate students' learning difficulties in Mathematics. The results showed that the use of contextualized and localized instructional materials and worktexts significantly improved students' performance, with notable enhancements in their understanding and application of mathematical concepts across all numeracy levels. A strong positive correlation was found between pre-test and post-test scores, indicating the effectiveness of these materials in improving mathematical comprehension and skills. The study underscores the importance of building on existing knowledge and skills in Mathematics education and provides insights into the development of effective instructional resources and strategies that address learners' needs. These findings have implications for Mathematics instruction, highlighting the necessity of targeted support to strengthen foundational numeracy and foster deeper conceptual understanding. Overall, the results suggest that contextualized and localized instructional materials are valuable tools for enhancing students' achievement in Mathematics.

*Keywords: contextualized instructional materials, localized worktext, mathematics education*

## About the presenter:

**Danny M. Fabia** is a seasoned Mathematics educator with decades of experience and a deep passion for teaching. At 43, he continues to advance his professional growth by pursuing a Doctor of Education degree at EARIST Cavite Campus. He holds a Bachelor of Secondary Education, major in Mathematics, which laid the foundation for his career as a skilled and innovative teacher. Fabia has significantly contributed to Mathematics education, notably through his work in developing Self-Learning Modules (SLMs) for Key Stage 1 under the PIVOT 4A Calabarzon program. As a content creator and writer, he designs engaging and effective materials tailored to diverse learner needs. His commitment to educational excellence has earned him notable recognition, including the "Outstanding Teacher" award during the first Gawad Sandigan 2023–2024 in SDO San Pedro City and the "Outstanding Magical Mentor 2024" award. With extensive experience, subject expertise, and a dedication to continuous improvement, Fabia is committed to sharing innovative teaching strategies. He aims to inspire students and fellow educators alike, empowering learners to achieve their full academic potential and fostering a lasting appreciation for Mathematics.



# The use of genre-based instruction – linguistic, syntactic, and schematic knowledge (GBI-LiSSK) model to improve students’ reading comprehension

**Rachel O. Tolentino**

*CAR-Doctor of Philosophy in English Language Education, Master Teacher 1 Calendola National High School,  
[rachel.tolentino003@deped.gov.ph](mailto:rachel.tolentino003@deped.gov.ph)*

## ABSTRACT

Reading comprehension is considered a crucial skill for students, especially in learning areas that use English as the medium of instruction. Based on the 2022 overall report from the school-based Phil-IRI pretest assessment, students’ competency levels in reading were found to be alarming. This study proposed an intervention module based on the GBI-LiSSK model to improve the reading competency of Grade 10 learners identified at the frustration level in reading comprehension. To address their reading difficulties, the participants took part in a quasi-experimental intervention conducted during the third quarter using GBI-LiSSK model-based materials. Findings showed that out of 20 participants, 9 demonstrated improvement, moving from the frustration level to the instructional level. Five participants did not change in terms of reading level but showed increased scores, while six progressed to the independent level. Overall, the data indicated a trend of improvement among the participants. Additionally, reading speed levels also increased based on pre-test values, although the gains were not sufficient to advance participants to a higher reading level. Despite noticeable improvements in two of the assessed dimensions, most participants remained at the frustration level. The results highlight the potential of the GBI-LiSSK-based intervention model to enhance students’ reading comprehension skills, reduce their apprehension in understanding text passages, and improve their academic performance across various learning areas.

*Keywords: genre-based instruction, linguistic, syntactic, and schematic knowledge, reading comprehension*

### About the presenter:

**Rachel O. Tolentino** is an English teacher at Calendola National High School in Laguna. She has consistently demonstrated her commitment to addressing the educational needs of learners in the public school system. She has completed the academic requirements for the degree Doctor of Philosophy in English Language Education at the Philippine Normal University – Manila. She has presented research papers at both local and international conferences. Her academic interests focus on English Language Education and language policy.



# Sustainability and impact of PetroWind Energy Inc.'s involvement in Pawa Elementary School's adopt-a-school program

<sup>1</sup>Apple Gay M. Oquendo & <sup>2</sup>Sergio F. Tolentino III

<sup>1</sup>Master of Arts in Educational Management, Education Program Specialist II, DepEd Division of Aklan, [apple.oquendo@deped.gov.ph](mailto:apple.oquendo@deped.gov.ph); <sup>2</sup>Doctor of Education, Dean of Teacher Education, Aklan State University

## ABSTRACT

This study was conducted to evaluate the contributions of PetroWind Energy Inc. (PWEI) to the adopt-a-school program at Pawa Primary School. Specifically, it aimed to address the following research questions: the sustainability of PWEI's involvement in the adopt-a-school program at Pawa Primary School, the impact of PWEI on the program, and the formulation of an advocacy plan. A narrative inquiry research design was utilized. The findings revealed that the empowering programs provided by PWEI at Pawa Primary School resulted in positive changes, demonstrating the potential for successful replication in other schools within the DepEd Division of Aklan. A key finding highlighted issues concerning stakeholder engagement in sustaining the program. Effective partnerships with school administrators, teachers, parents, and local government units ensured that resources were implemented efficiently and responsibly, emphasizing shared accountability. The adopt-a-school program at Pawa Primary School, supported by PWEI, was designed to enhance educational opportunities, promote community development, and strengthen student capacity. As part of the advocacy plan, feedback-based strategies were recommended to support continuous improvement and sustainability of the program.

*Keywords: sustainability, impact, advocacy plan, involvement*

## About the presenter:

**Apple Gay M. Oquendo** is a graduate of Master of Arts in Educational Management. She also holds a Bachelor of Science in Accountancy and has completed units in the Certificate in Teaching program. She is currently employed in the Department of Education, Division of Aklan, as an Education Program Specialist II in Social Mobilization and Networking.



# Effectiveness of Babel application in overcoming grammar challenges for Grade 6 learners

<sup>1</sup>Queenie Rose Flores Parohinog & <sup>2</sup>Marianne Lao Quimpo

<sup>1</sup>Master of Arts in Education major in English at Northwestern Visayan Colleges; <sup>2</sup>Doctor of Education

## ABSTRACT

This study aims to determine the effectiveness of the Babel application in addressing grammar challenges among Grade Six learners at Tagas Elementary School in the District of Tangalan. Given the importance of grammar in today's increasingly interconnected world—where effective communication is essential for success across all endeavors, the study employs a quasi-experimental design conducted in three phases: pre-experimental, experimental, and post-experimental. Findings revealed that Babel can help learners overcome grammar difficulties, provided they use the application wisely and manage their time effectively. While Babel is an online application designed to address grammar challenges, the teacher's role remains vital during classroom instruction and throughout the implementation phase. Teachers' direct involvement in guiding students on the proper use of the Babel application significantly contributes to the teaching and learning process during the experiment. Based on these findings, the study recommends incorporating more varied activities and offering training during workshops or Learning Action Cell (LAC) sessions to equip teachers with the skills needed to integrate Babel into their instruction. It also suggests that students should be given a clear time frame to complete their online activities to ensure timely progress and task completion.

*Keywords: Babel application, traditional instruction, grammar competence, teaching and learning process*

### About the presenter:

**Queenie Rose Flores Parohinog** is a regular permanent Teacher I at Tagas Elementary School. She is married and was born on June 27, 1996. She is currently pursuing a Master of Arts in Education, major in English, at Northwestern Visayan Colleges. At present, she serves as the School English Coordinator, School Paper Adviser, Gender and Development (GAD) Coordinator, and Violence Against Women and Children (VAWC) Coordinator at the school where she is currently teaching.



# Role of Master Teacher in improving teachers' performance in District 1

<sup>1</sup>Elena B. Tagacay, <sup>2</sup>Marigold V. Materbonia & <sup>3</sup>Rudyliza C. Rosal

<sup>1</sup>MAED, Master Teacher 2, Langgam Elementary School; <sup>2</sup>MAED, Master Teacher 1, Langgam Elementary School; <sup>3</sup>Teacher 2, Langgam Elementary School

## ABSTRACT

This research explored the role of master teachers in enhancing the performance and competence of educators in Cluster 8. The pivotal functions of master teachers were examined in terms of their assessing, evaluating, coaching, and mentoring skills. The study investigated how effectively master teachers contribute to improving teachers' competencies across key domains, including Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, and Curriculum and Planning. These domains served as benchmarks for evaluating the impact of master teachers on the professional growth and effectiveness of Cluster 8 educators. A descriptive research method was employed using a survey approach, incorporating ethical considerations during data collection and analysis. The findings revealed that master teachers significantly enhance teachers' performance across multiple areas. They received very high mean scores in assessing skills (4.60), evaluating skills (4.45), coaching skills (4.46), and mentoring skills (4.34). Respondents also rated their effectiveness in improving teachers' content knowledge and pedagogy highly, with an average score of 4.43. Additionally, master teachers were recognized for their influence on the learning environment and addressing learner diversity (4.34), as well as on curriculum planning (4.36). Overall, the study highlights the essential role of master teachers in advancing teaching practices and improving student outcomes through their expertise and professional support.

*Keywords: role of master teachers, teacher's performance, upskilling/reskilling, ppst-domains*

### About the presenters:

**Elena B. Tagacay** is a Master Teacher II at Langgam Elementary School, where she has served for more than 12 years. She has a total of 29 years of teaching experience in the public school system. In 2024, she was recognized with the Gawad Sandigan Outstanding Master Teacher award.



**Rudyliza C. Rosal** a graduate of Bachelor of Science in Education major in Social Sciences with Reading Specialization, at Philippine Normal University Taft Avenue Manila, and a graduate of Masters of Arts in Education major in Special Education at Saint. Dominic Savio College Caloocan. Teaching elementary from 2013 - up to present.



# Grammar workbook for Grade 7 learners

<sup>1</sup>Lovime D. Orbista & <sup>2</sup>Rhett H. Motus

<sup>1</sup>Master of Arts in Education - English, College Instructor, Libacao College of Science and Technology; <sup>2</sup>Doctor of Education – Social Studies, Master Teacher II, Kalibo Integrated Special Education Center

## ABSTRACT

Effective communication depends on mastering English grammar, yet numerous Grade 7 students face challenges with its concept. Using the ADDIE instructional design tool, this study aimed to create and evaluate a grammar workbook specifically for Grade 7 students. Pre-test and Post-test evaluations were conducted in this design-based approach to measure students' grasp of parts of speech, morphology, and syntax. The research was conducted at Guadalupe National High School with 52 Grade 7 students selected randomly. The result showed that students have low proficiency levels in morphology and syntax; nonetheless, they demonstrate a significant difference between the pre-test and post-test results ( $p < 0.001$ ), highlighting the value of the workbook. Additionally, both experts and students rated the workbook as "highly acceptable" in content, presentation, and organization. These findings suggest the research to integrate the workbook into the Grade 7 English curriculum and enhance it with more interactive features and digital tools.

*Keywords: grammar workbook, English proficiency, ADDIE model, grade 7 learners, instructional material*

### About the presenters:

**Lovime D. Orbista** is a dedicated College Instructor at Libacao College of Science and Technology in Libacao, Aklan, where she has been teaching since 2022. She earned a Bachelor's Degree in Secondary Education, majoring in English from Northwestern Visayan Colleges in 2019 and successfully passed the Licensure Examination for Teachers in August 2022. Currently, she is pursuing a Master of Arts in Education, major in English at the same institution, with expected completion in 2025. With a strong foundation in English education and a growing background in academic research, she continues to contribute to the academic community through teaching and scholarly engagement.



# A learning package for English writing skills in Grade 6

<sup>1</sup>Shernaline Secciona & <sup>2</sup>Rhett Motus

<sup>1</sup>Master of Arts in Education- English, Administrative Support Staff, Loctuga National High School; <sup>2</sup>Doctor of Education- Social Studies, Master Teacher II, Kalibo Integrated Special Education Center

## ABSTRACT

Gaining proficiency in writing English is essential for long-term success in both academic and professional settings. The lack of contextualized instructional resources, reliance on standard teaching methods, and low student engagement are some of the reasons why developing writing skills among elementary-grade students in the Philippines remains challenging. This research aimed to create and assess a customized learning package specifically designed to improve English writing abilities among Grade 6 students at Guadalupe Elementary School in the Libacao District for the academic year 2024–2025. Recognizing the vital role of proficient writing skills for academic achievement and future employment opportunities, the study addressed key challenges such as limited access to quality educational resources and insufficient exposure to effective writing strategies. Adopting a Design-Based Research (DBR) methodology rooted in constructivist principles, the study employed the ADDIE framework—Analysis, Design, Development, Implementation, and Evaluation—to systematically develop instructional materials focused on essential writing elements: grammar, vocabulary, composition, organization, and style. Pre-test evaluations revealed varying proficiency levels among students, with significant weaknesses in composition and grammar. Following the implementation of the instructional package, post-test evaluations demonstrated notable improvements across all five targeted areas. Additionally, feedback from both students and educators indicated high levels of acceptance and perceived effectiveness of the learning package. This research underscores the value of tailored instructional design in addressing educational challenges and enhancing writing skills among Grade 6 students. Recommendations for future studies include replicating the research in other contexts and conducting ongoing assessments to evaluate the long-term effects of the developed materials.

*Keywords: instructional materials, english writing skills, ADDIE model, interactive learning package, writing proficiency, student performance*

### About the presenters:

**Shernaline Zarsa Secciona**, 30 years old, is from Guadalupe, Libacao, Aklan. She earned her Master of Arts in Education, major in English, from Northwestern Visayan Colleges in Kalibo, Aklan. She is currently serving as a Contract of Service (COS) and Volunteer Teacher at Loctuga National High School in Libacao, Aklan, under the Department of Education. As an educator, she is passionate about teaching English and helping students become confident and effective communicators. She believes in the power of education to transform lives and strives to make a positive impact in her community through her work."



# Humanities and Social Sciences

# Women behind bars: Lived experiences of female persons deprived of liberty during pandemic

<sup>1</sup>Liza Joy B. Barican, <sup>2</sup>Nicholas S. Caballero & <sup>3</sup>Jelyn T. Bitar

<sup>1</sup>Doctor of Philosophy in Criminal Justice with specialization in Criminology (PhD CJ), Faculty, STI West Negros University - College of Criminal Justice Education, [lizajoybarican@gmail.com](mailto:lizajoybarican@gmail.com); <sup>2</sup>Doctor of Philosophy in Criminal Justice with specialization in Criminology (PhD CJ), Dean, College of Criminal Justice Education, STI West Negros University, [nicholas.caballero@wnu.sti.edu](mailto:nicholas.caballero@wnu.sti.edu); <sup>3</sup>BS Criminology, [jelyn.bitar@wnu.sti.edu.ph](mailto:jelyn.bitar@wnu.sti.edu.ph)

## ABSTRACT

The pandemic significantly impacted all aspects of human life, including the experiences of female persons deprived of liberty (PDLs) in correctional institutions. Understanding their lived experiences is crucial in developing programs that promote holistic reformation and help them reintegrate as law-abiding citizens upon returning to their communities. This study explored the experiences of female PDLs during the pandemic, focusing on the problems they encountered inside the rehabilitation facility and their coping mechanisms. A qualitative research method was employed, involving eight female PDLs from the Metro Bacolod District Jail–Female Dormitory. Colaizzi’s method of data analysis was used to interpret the findings, resulting in six emergent themes: resiliency and resourcefulness behind challenges, realizations over difficulties, behavioral adjustments as a key to survival, positive reinforcement for change and growth, well-balanced physical and mental health, and faith and optimism. The problems encountered mainly related to basic human needs, prompting the development of behaviors such as resilience, patience, and optimism to adapt and survive within the facility. The study also found that the informants experienced growth in their physical, mental, and spiritual well-being despite the challenges. It is recommended that jail administrators continue implementing restorative programs and enhance their consideration of the basic human needs of female PDLs to ensure the continued effectiveness of rehabilitation efforts.

*Keywords: adjustments, challenges, coping mechanisms, human needs, female inmates*

### About the presenter:

**Dr. Liza Joy B. Barican, Rcrim** is a Faculty and the former Program Head of the BS Criminology Program at STI West Negros University in Bacolod City. With a profound dedication to her field, Dr. Barican has amassed a remarkable portfolio of scholarly work, which includes published manuscripts, research papers, and various academic contributions. She is also recognized as a national review lecturer for the Criminology Licensure Examination, offering her expertise to various Criminology schools and review centers across the country. She is currently the Chairman for STIWNU’s Institutional Research Committee and she holds a bachelor’s and master’s degree in criminology, complemented by a Post Graduate Diploma in Applied Criminology from the Law Enforcement and Public Safety Academy. Driven by her passion for lifelong learning, Dr. Barican pursued her Doctor of Philosophy in Criminal Justice, specializing in Criminology, at De La Salle University in Dasmariñas, Cavite. Dr. Barican’s commitment to advancing the discipline of Criminology is evident through her participation in both national and international research presentations and publications. Her research and publication endeavors serve as a testament to her dedication to pushing the boundaries of knowledge within the field. She is a proud member of the Professional Criminologists Association of the Philippines (PCAP), Organization of CDI & Researchers of the Philippines, Inc. and the Federation of Authors in Criminology and Criminal Justice Incorporated (FACCI). She also serves as the Secretary for the PCAP Negros Occidental Chapter.



# Principled vs. contextual decision-making: Profiling ethical choices among criminology students

<sup>1</sup>Raymart B. Abella, <sup>2</sup>Richie Rose B. Ginete & <sup>3</sup>James R. Villacarlos

<sup>1</sup>Bachelor's degree in Statistics, Administrative Assistant in the Research Office of STI West Negros University, [raymart.abella@wnu.sti.edu.ph](mailto:raymart.abella@wnu.sti.edu.ph); <sup>2</sup>Master of Science in Criminal Justice Education major in Criminology, Faculty STI West Negros University, [richierose.ginete@wnu.sti.edu](mailto:richierose.ginete@wnu.sti.edu); <sup>3</sup>Registered Criminologist, Faculty STI West Negros University, [james.villacarlos@wnu.sti.edu](mailto:james.villacarlos@wnu.sti.edu)

## ABSTRACT

Ethical dilemmas present significant challenges for law enforcement professionals in their daily work. The decision-making patterns in this field can either enhance community safety or pose risks to individuals' lives. In this context, the present study aimed to explore and analyze the ethical decision-making profiles of criminology students at a university in Western Visayas for the 2024–2025 academic year. The study focused on how these students approach moral dilemmas relevant to their future profession. Data for this exploratory-descriptive study were collected from 415 criminology students using a researcher-developed instrument that underwent rigorous validity and reliability testing. The analysis revealed that a majority of criminology students are principled decision-makers. Characteristics such as adherence to established rules, prioritization of justice, emphasis on individual rights, consistency in judgment, pursuit of accountability, and the imposition of penalties were notably prevalent among them. No significant associations were found between students' ethical decision-making approaches and their gender or academic standing. These findings underscore the importance of thoroughly evaluating students' decision-making behaviors, motivations, and character before assigning them to positions of authority within the field. It is essential to assess the ethical orientation and commitment of criminology students prior to their professional entry. Further research is recommended to identify the factors influencing decision-making among future criminology practitioners.

*Keywords: principled vs. contextual decision-making, ethical choice, criminology student, empirical-based approach, Bacolod City, Philippines*

### About the presenter:

**James R. Villacarlos** is a faculty member of the College of Criminal Justice Education at STI West Negros University in Bacolod City. He holds a Bachelor's degree in Criminology from STI West Negros University College of Criminal Justice Education, as well as a Post-Graduate Diploma in Applied Criminology (PGdip-AC). Furthermore, he is a Certified Criminalistics Specialist. Currently, he is pursuing his Master of Science in Criminal Justice, specializing in Criminology, at Roblom State University.



# Cops behind the lenses: Lived experiences of police officers wearing body-worn cameras during police operations

<sup>1</sup>Lynn Grace M. Retiza, <sup>2</sup>Nicholas S. Caballero & <sup>3</sup>Wilfredo O. De La Cruz Jr.

<sup>1</sup>BS Criminology, STI West Negros University, [lynngraceretiza@wnu.sti.edu.ph](mailto:lynngraceretiza@wnu.sti.edu.ph); <sup>2</sup>Doctor of Philosophy in Criminal Justice with specialization in Criminology, Dean CCJE, STI West Negros University, [nicholascaballero@wnu.sti.edu.ph](mailto:nicholascaballero@wnu.sti.edu.ph); <sup>3</sup>Masters in Criminology Major in Forensic Science, CCJE FACULTY, STI West Negros University, [delacruzwilfjr@gmail.com](mailto:delacruzwilfjr@gmail.com)

## ABSTRACT

Crime and abuse of power are increasingly prevalent, prompting police departments worldwide to adopt modern equipment such as Body-Worn Cameras (BWCs). However, despite their widespread and growing use, the effectiveness of BWCs remains uncertain. Based on random interviews, many cases are reportedly dismissed due to the improper use of these devices. This study aimed to explore the experiences of police officers using body-worn cameras during police operations in Bacolod City, Negros Occidental, Philippines, utilizing a qualitative approach and phenomenological research design. Data were gathered from eight police officers assigned to Police Stations 1, 2, and 4 of Bacolod City through in-depth interviews and Focus Group Discussions (FGDs). Four themes emerged regarding the experiences and strategies of officers using BWCs: competence affects performance, technical problems invalidate actions, technology ensures credibility, and self-familiarization and proactive measures. The challenges encountered by officers often stemmed from issues related to the implementation and operation of BWCs, leading them to develop strategies such as self-familiarization and proactive behavior to achieve their objectives. The study recommends improving both the BWC devices and the training provided to officers, particularly those assigned to wear them during operations, in order to maximize performance and ensure effective use.

*Keywords: buy-bust operation, entrapment, device, intelligence, technology, surveillance*

### About the presenter:

**Mr. Wilfredo O. De la Cruz Jr.** is a dedicated faculty member of the BS Criminology Program at STI West Negros University in Bacolod City. His commitment to the field is evident through his active engagement in scholarly work, including published research papers that contribute to the growing body of criminological knowledge. Holding both Bachelor's and Master's degrees in Criminology, Mr. De la Cruz demonstrates a solid academic foundation in the discipline. Driven by a profound passion for lifelong learning and the pursuit of advanced expertise, he is currently undertaking a Doctor of Philosophy in Criminal Justice, majoring in Criminology, at the University of Cebu–Main Campus. This ongoing academic endeavor underscores his intellectual curiosity and dedication to achieving the highest level of proficiency in his field. Beyond teaching, Mr. De la Cruz actively contributes to the global academic community through international research presentations and publications. These efforts reflect his commitment to sharing insights and engaging with contemporary developments in criminology worldwide. Moreover, his affiliation with the Professional Criminologists Association of the Philippines (PCAP) highlights his active participation in the country's professional criminology landscape. His multifaceted involvement in teaching, research, and professional organizations positions him as a rising contributor to criminological studies and education in Western Visayas and beyond.



# Empathetic responses and gender sensitivity in combating violence against women and children: A qualitative study on female police officers' experiences

<sup>1</sup>Kyzel Mae Gonzaludo, <sup>2</sup>Jimmy G. Artus Jr. & <sup>3</sup>Maria Teresa T. Somcio

<sup>1</sup>Registered Criminologist, [kyzelg@gmail.com](mailto:kyzelg@gmail.com); <sup>2</sup>Masters of Science in Criminology, Faculty at STI West Negros University, [artuswheeltk@gmail.com](mailto:artuswheeltk@gmail.com); <sup>3</sup>JD LPT, Faculty at STI West Negros University, [tesstalavera1063@gmail.com](mailto:tesstalavera1063@gmail.com)

## ABSTRACT

Violence Against Women and Children (VAWC) is a pervasive global issue that affects individuals, families, and communities. It includes physical, sexual, psychological, and economic abuse. Women and Children Protection Desk (WCPD) investigators face distinct challenges in ensuring survivor safety and holding perpetrators accountable. Understanding the lived experiences of female police officers handling VAWC cases is crucial for developing effective support programs. This research explored the experiences of female police officers dealing with VAWC, focusing on the challenges they face, the coping mechanisms they employ, and how these experiences impact their ability to support victims. From the data gathered, six emergent themes were identified: empathetic responses and gender sensitivity; overcoming barriers in victim cooperation and societal stigma; managing emotional resilience; utilizing coping mechanisms; overcoming reluctance and building trust in supporting victims; and empowering through comprehensive support. Key findings highlight the vital role of officers in providing compassionate support, despite challenges such as victims' reluctance to pursue legal action or their tendency to forgive abusers. Emotional resilience and coping strategies—such as peer support networks and solution-oriented approaches—are essential for WCPD investigators in managing emotional strain. It is recommended that PNP organizations implement comprehensive training on empathy, gender sensitivity, effective communication, and confidentiality; provide emotional support through counseling and resources; foster a supportive environment for both victims and officers; conduct annual refresher training on domestic violence and cultural sensitivity; offer specialized training for handling VAWC cases; review policies addressing officer concerns, including wrongful detention accusations; and encourage community involvement and awareness programs to reduce stigma and promote reporting.

*Keywords: challenges, coping mechanism, support, experiences, female police officer*

### About the presenter:

**Mr. Jimmy G. Artus Jr.** is a fulltime CCJE faculty at STI West Negros University. He graduated his Masters degree in West Visayas State University - Lambunao Campus and pursuing his Doctorate degree in University of Cebu. He is a member of Organization of CDI and Researchers of the Philippines with specialization in cybercrime investigation. His dedication molds him since he became a scholar in the university affiliated. Additionally, he is a coordinator of CCJE community extension and adviser of several organization in the school. His commitment continued since he published his journal in international community. Moreover, his calling in his profession was all dedicated to Almighty God who serve as a pathway all throughout his career.



# Authentic leadership in law enforcement: Narratives of transformation

<sup>1</sup>Richie Rose B. Ginete & <sup>2</sup>Nicholas S. Caballero

<sup>1</sup>*Master of Science in Criminal Justice major in Criminology, Faculty STI West Negros University, [chengbur@gmail.com](mailto:chengbur@gmail.com); <sup>2</sup>Doctor of Philosophy in Criminal Justice, Dean STI West Negros University, [nicholas.caballero@wnu.sti.edu](mailto:nicholas.caballero@wnu.sti.edu)*

## ABSTRACT

This study explores the transformation journey of Chiefs of Police in Negros Occidental, Philippines, through a qualitative phenomenological design. Its purpose is to uncover authentic leadership practices, the challenges in implementing such leadership, and the strategies for overcoming these obstacles. Data were gathered using purposive sampling, in-depth interviews, and focus group discussions. The findings revealed six major themes: (1) transformation in law enforcement agencies, (2) authentic leadership, (3) commitment to community service and leading by example, (4) understanding the organization, personnel, and resources, (5) inherent resistance to change, and (6) building strong character and professional development. These themes highlight the importance of personal growth, contextual leadership, and community engagement. The study emphasizes that effective law enforcement leadership requires adaptability, continuous learning, and a deep sense of authenticity rooted in one's experiences. Limitations include the study's focus on a specific region and population, which may affect generalizability. Nevertheless, the research contributes to broader discussions on transformational and authentic leadership in policing. Recommendations include fostering continuous learning and professional growth among law enforcement personnel; cultivating authentic leadership by emphasizing contextual awareness and adaptability; encouraging community service; and providing resources to help leaders better understand their organization, personnel, and available resources. Developing strategies to manage resistance to change and investing in ongoing training, professional development, and mentorship programs can help promote a culture of fairness, accountability, and positivity.

*Keywords: transformation, leadership, law enforcement, authenticity, community service*

### About the presenter:

**Richie Rose B. Ginete** is a dedicated educator and criminology professional currently serving as a faculty member at STI West Negros University. She earned her Bachelor of Science in Criminology from Northern Negros State College of Science and Technology in 2019, the same year she successfully passed the Criminologist Licensure Examination with an impressive rating of 88.50%. In pursuit of academic and professional growth, she completed her Master of Science in Criminal Justice, major in Criminology, in 2024, graduating with Academic Excellence. Her strong academic background, combined with her passion for teaching and the field of criminal justice, makes her a valuable asset to the academic community.



# Utilization of barangay funds in the promotion of effective local governance

<sup>1</sup>Mariel P. Perez & <sup>2</sup>Oscar G. Soriano

<sup>1</sup>Bachelor of Science in Computer Science, Aklan Polytechnic College; <sup>2</sup>PhD Crim., DPA, DEP, Program Head-Graduate School, Northwestern Visayan Colleges

## ABSTRACT

This study examines the utilization of barangay funds and their impact on promoting effective local governance in the Municipality of Numancia, Province of Aklan. Anchored in the Input-Process-Output (IPO) model, it assesses the effectiveness of fund utilization, the problems encountered by barangay officials, and the significant relationship between these problems and the effectiveness of fund management. Employing a descriptive-correlational research design, data were gathered from barangay officials, including the punong barangay, barangay treasurer, chairman of the committee on appropriations, and NGO representatives, through a structured survey instrument. Findings indicate that the majority of respondents are middle-aged, predominantly female, and have served for a considerable number of years in barangay governance. The study also found that while the overall utilization of barangay funds is moderately effective, several challenges impede optimal fund management, such as limited budget resources, complex requisition procedures, and low community participation. The problems encountered were found to significantly influence the effectiveness of fund utilization. The results underscore the importance of addressing these challenges through enhanced training programs, streamlining approval and requisition processes, and fostering greater community engagement in budget allocation and fund management. By improving these areas, barangays can more effectively utilize their resources to support local development initiatives and enhance public service delivery. This research contributes to the discourse on local governance by emphasizing the role of transparent and efficient fund utilization in improving governance quality at the grassroots level.

*Keywords: barangay funds, local governance, financial management, community participation*

### About the presenter:

**Mariel P. Perez**, 42 years of age, is a resident of Laguinbanua West, Numancia, Aklan. She is a graduate of Bachelor of Science in Computer Science from Aklan Polytechnic College. She pursued her Master's degree in Public Administration at Northwestern Visayan Colleges in Kalibo, Aklan. She is a Licensed Professional Teacher and is currently employed as Administrative Officer IV (Budget Officer II) at the Local Government Unit of Numancia.



# Perspective of Generation Z towards the significance of Philippine mythology – Visayan Pantheon

**Jenny Ry Y. Andres**

*Master of Arts in English, Teacher II Buruanga Vocational School, [jennyry.andres@deped.gov.ph](mailto:jennyry.andres@deped.gov.ph)*

## ABSTRACT

This study focused on the perspectives of Generation Z regarding mythology under the Visayan pantheon, including stories of deities and other supernatural beings considered part of Visayan folklore. The research aims to identify the significance of mythology for Generation Z and, hopefully, to encourage the younger generation to explore their own culture through the diverse stories within the Visayan pantheon. A qualitative research design was employed. Most participants learned about or deepened their understanding of mythology through school. The mythical creature they were most familiar with was the aswang. Their first encounters with these myths were often through stories passed down by the older generation. All participants expressed that knowledge of Visayan mythology could personally affect them in one way or another. They believed that Visayan mythology remains important because it serves as a cultural trademark and a connection to the past. Additionally, participants supported the idea of creating educational materials on Visayan mythology, such as collections of mythical creatures and stories, and suggested that these materials be presented in various formats.

*Keywords: mythology, Gen Z, Visayan mythology, perspectives*

### About the presenter:

**Jenny Ry Y. Andres** is a Bachelor of Arts in English graduate with a strong passion for the written word and the humanities. She is currently teaching at Buruanga Vocational School, where she brings literature and language to life for her students. Outside the classroom, Jenny finds joy in writing, often exploring themes related to identity, culture, and memory. Her interests extend to the arts, literature, and history, areas she continuously engages with through both academic and personal pursuits. In her downtime, she admits to indulging in a bit of "doomscrolling" on TikTok, finding unexpected inspiration and reflection in digital narratives. Jenny sees storytelling—whether through classic texts or short-form video—as a vital means of understanding the world and connecting with others.



# Bullying from the perspectives of bullies and bullied learners: A narrative inquiry

Jellyn V. Dela Cruz

Master of Arts in Education- Educational Management, Master Teacher I, Libacao National Forestry Vocational High School, [skyhide280@gmail.com](mailto:skyhide280@gmail.com)

## ABSTRACT

This study was conducted to understand bullying from the perspectives of both the bullies and the bullied. Using a narrative inquiry approach, it explored the lived experiences of student bullies and their victims in a public secondary school. The research examined the emotional and social impacts of bullying, the underlying reasons for such behavior, and the coping strategies employed by those involved. Participants were purposively selected through referrals from school guidance counselors, class advisers, and official incident reports from the previous academic year. Victims were identified based on documented cases of repeated verbal, physical, or social aggression, validated by guidance records and teacher observations. Bullies were identified based on at least five documented behavioral incidents and confirmation from guidance personnel. The study was ethically conducted, with clearance from the school's Ethics Review Committee and oversight from the guidance counselor. Confidential interviews were held in safe settings, and both parental consent and participant assent were obtained, followed by debriefing and support sessions. Findings revealed that bullies often perceived their actions as harmless but later experienced guilt, while victims reported emotional distress, fear, and academic difficulties. Contributing factors included social media influence and lack of support systems. Despite these challenges, victims coped primarily through avoidance and peer support. The study underscores the need for empathy-building programs, safe reporting mechanisms, and enhanced counseling services in schools.

*Keywords: perspectives, bullying, bullied, challenges, coping mechanism, abuse*

## About the presenter:

**Jellyn V. Dela Cruz** is a dedicated educator from Tinigaw, Kalibo, Aklan, Philippines. With over a decade of teaching experience, she currently serves as a Master Teacher I at Libacao National Forestry Vocational High School. Her journey in education began in 2011, and she has since held teaching positions in various schools across Aklan, steadily rising through the ranks. She earned her Bachelor of Secondary Education, majoring in Physical Science, from Aklan State University in 2010, and later completed her Master of Arts in Education, majoring in Educational Management, at Northwestern Visayan Colleges in June 2025. Born on September 15, 1990, in Estancia, Kalibo, Aklan, she is a Filipino and a Roman Catholic. Jellyn is married to Joenas R. Dela Cruz who is also an educator and is a proud mother to Jescha Cassiopeia V. Dela Cruz. Passionate about education and committed to her students' growth, she continues to be a strong advocate for quality teaching and lifelong learning.



# Toponymy: Coffee table literature on the origin of selected barangays

**Jessie C. Torres**

*Master of Arts in Education - English, Teacher III, Numancia National School of Fisheries,  
[jessietorres2994@gmail.com](mailto:jessietorres2994@gmail.com)*

## ABSTRACT

This study endeavors to document and preserve the rich cultural and historical narratives of selected barangays in Numancia, Aklan by developing a visually engaging coffee table book focused on local toponyms. Utilizing a qualitative methodology grounded in descriptive qualitative research, the study delves into the origins and meanings of barangay names, exploring how these names reflect the unique identity and heritage of the communities they represent. Data were gathered primarily through unstructured interviews and direct observations, with key informants including barangay leaders and local elders who possess intimate knowledge of their respective localities. Their stories and recollections reveal a wealth of oral traditions and historical events that have shaped the cultural fabric of each barangay. The resulting compilation serves not only as a preservation tool but also as an educational resource for local government units, educators, students, and researchers interested in heritage studies and local history. By documenting these place-based narratives, the project contributes to a deeper appreciation of Numancia's cultural legacy, fostering community pride and continuity. Furthermore, the study highlights the critical role literature plays in safeguarding intangible cultural heritage, especially in the face of modernization and shifting linguistic practices. Retaining and promoting original place names reinforces a sense of identity and belonging, helping communities maintain their historical continuity and cultural distinctiveness for future generations.

*Keywords: toponymy, barangay names, coffee table literature, coffee table book, origin of names, barangay stories*

## About the presenter:

**Jessie C. Torres** is a passionate educator whose career began in the private sector. Before entering public service, he dedicated two and a half years of his teaching career to Sto. Niño Seminary, where he nurtured young minds with a deep sense of commitment and compassion. His early experiences in private education shaped his teaching philosophy and strengthened his resolve to contribute meaningfully to the academic growth of his students. Driven by a passion for excellence and lifelong learning, he participated in the prestigious Lunduyan sa Kahusayan – Teachers' Program, Cohort 3, where he was recognized as an outstanding participant. This distinction reflects not only his dedication to professional development but also his strong work ethic and leadership within the education community. Currently, he serves as a humble and dedicated educator, teaching English in Junior High School at Numancia National School of Fisheries. With a heart for service and a genuine desire to uplift the quality of education, he continues to inspire both students and colleagues through his innovative teaching practices, unwavering commitment, and deep sense of purpose in shaping future generations.



# Implementation of electronic medical records in the primary care facilities: Policy in the delivery of health services

**Mary Knole Tupas Diaz**

*Master in Public Administration (ongoing), Health Program Officer, Northwestern Visayan Colleges, [marytupas0912@gmail.com](mailto:marytupas0912@gmail.com)*

## ABSTRACT

This study examined Primary Care Facilities (PCFs) in the Province of Aklan, focusing on their impact on the delivery of health services and alignment with health policy under the Universal Health Care (UHC) Act. Using a descriptive research design, data were collected through structured surveys, key informant interviews, and focus group discussions involving healthcare providers, Municipal Health Officers, nurses, midwives, and IT personnel or encoders. The findings indicate that Electronic Medical Records (EMRs) significantly enhance data accuracy, accessibility, and care coordination. However, persistent barriers include limited infrastructure, insufficient training, and concerns regarding data privacy and security. The study also revealed that the majority of EMR-related responsibilities are carried out by IT personnel or encoders (28.85%), midwives (26.48%), and nurses (25.30%), with minimal engagement from Municipal Health Officers (5.93%). While the system performs strongly in areas of data integration and accessibility, the effectiveness of EMRs can be further optimized through targeted investments in technical infrastructure, expanded capacity-building, and comprehensive policy support. A key implication is the need for greater leadership involvement and institutional support to ensure the sustainability and efficiency of EMR use in primary care. Although the study is limited to a single province, which may affect generalizability, it offers critical insights for improving digital health systems in similar contexts.

*Keywords: electronic medical records, primary care, digital health, health policy, universal health care, aklan*

### About the presenter:

**Mary Knole Tupas Diaz**, 38, is a resident of Bulwang, Numancia, Aklan. She holds a Bachelor of Science in Computer Engineering from STI College Kalibo and is currently pursuing a Master in Public Administration at Northwestern Visayan Colleges. A Career Service Professional Eligibility holder, she serves as a Health Program Officer and the designated Information and Communications Technology (ICT) Focal Person at the Aklan Provincial Health Office.



# Qualities of Eagle scouts and their level of volunteerism towards an institutionalized character formation program

**Richard M. Lopez**

*Doctor of Philosophy in Education Major in Educational Leadership and Management (33 units), Teacher III at Pacita Complex 2 Elementary School of DepEd SDO San Pedro City, [richard.lopez004@deped.gov.ph](mailto:richard.lopez004@deped.gov.ph)*

## ABSTRACT

This study explores the impact of scouting on character formation and volunteerism among Eagle Scouts, focusing on the core values of MakaDiyos, Makatao, Makakalikasan, and Makabansa. It aims to determine how these values influence the level of volunteerism and whether Scouting activities contribute to students' character development. Utilizing a mixed-method approach, the study gathered data through surveys and interviews with Eagle Scouts who achieved the highest rank in the Scouting program. Findings revealed that Makabansa (patriotism) was the most prominent value among the respondents. Additionally, a significant relationship was found between the level of Eagle Scout qualities and volunteerism, particularly in their motivation to serve. The results highlight how Scouting fosters a strong sense of civic duty and leadership among students. However, the study is limited to a specific group of Eagle Scouts, and further research is recommended to examine its broader impact across different educational settings. These findings suggest the need for training programs, workshops, or curriculum integration that support character formation, citizenship, and leadership development in alignment with the DepEd Core Values. Incorporating Scouting principles into the K–12 curriculum could enhance students' personal growth, social responsibility, and overall well-being.

*Keywords: scouting, eagle scouts, volunteerism, character formation program*

### About the presenter:

**Richard M. Lopez** is a passionate teacher and leader currently teaching at Pacita Complex 2 Elementary School, DepEd San Pedro City, Laguna. He is pursuing his Doctor of Philosophy in Education at Laguna State Polytechnic University - Sta. Cruz Campus. He has been actively involved in scouting for many years. As an Eagle Scout and Leader Trainer in the Boy Scouts of the Philippines, he guides young scouts in building character, leadership, and a heart for service. He is also passionate about research and continuously learning new methods to support his students. His studies focus on play-based learning, improving reading skills, character formation in scouting, and preventing school dropouts. Over the years, he has received awards for his contributions to education and scouting. However, beyond the recognition, what matters most to him is making a positive impact on his students' lives and inspiring others to do the same. For him, teaching is not just a job—it is his calling and passion.



# Beyond the binary: Gender identity and the journey of nursing students in academic spaces

<sup>1</sup>Richie G. Bayuran, <sup>2</sup>Nestorio M. Molas Jr. & <sup>3</sup>Charrie C. Molas

<sup>1</sup>Doctor of Philosophy in Educational Management, Dean of School of Pharmacy, Saint Gabriel College, [bianrenshi.rb@gmail.com](mailto:bianrenshi.rb@gmail.com); <sup>2</sup>Master in Nursing, Dean of School of Nursing, Saint Gabriel College, [nestoriomolasjr@gmail.com](mailto:nestoriomolasjr@gmail.com); <sup>3</sup>Master in Nursing, Research Coordinator of School of Nursing, Saint Gabriel College, [charrie2025@gmail.com](mailto:charrie2025@gmail.com)

## ABSTRACT

Gender identity significantly influences academic experiences, particularly in gender-sensitive fields like nursing. Despite growing awareness, limited studies have explored how gender-diverse identities affect nursing students' academic performance and institutional interactions. This study aimed to examine how gender identity impacts the academic experiences, achievements, and interactions of Bachelor of Science in Nursing (BSN) students, and to identify supportive practices that enhance inclusivity and student success. A descriptive qualitative design was employed using validated open-ended questionnaires administered to 60 purposively selected students (30 male, 30 female) at Saint Gabriel College. Responses were analyzed using text network analysis to identify recurring themes, without focusing on demographic distinctions. Findings revealed that gender identity plays a complex role in shaping nursing students' academic journeys. Positive experiences were reported in inclusive environments, where students expressed feelings of empowerment, increased confidence, and strong peer or faculty support. Conversely, challenges such as misgendering, discrimination, and a lack of mentorship—particularly for non-binary or male students—negatively affected academic engagement. Key themes that emerged included the value of an inclusive curriculum, the importance of mentorship, institutional gaps in gender awareness, and the role of gender-aligned peer support in fostering academic success. The study concludes that gender identity significantly shapes the academic experiences of nursing students. To foster equitable academic environments, educational institutions must implement inclusive policies, provide gender sensitivity training, and establish tailored mentorship programs. Institutionalizing gender-inclusive practices, developing LGBTQ+-supportive frameworks, and offering safe spaces are essential to ensuring that all students thrive, regardless of gender identity.

*Keywords: gender identity, nursing education, academic achievement, inclusive environment, student support services*

### About the presenter:

**Nestorio Molas**, is a registered nurse and holds a Master's degree in Nursing, and currently serves as the Dean of the School of Nursing at Saint Gabriel College. With a strong commitment to academic leadership and nursing education, he is an active Member of the Technical Committee for Institutional Research, where he contributes to advancing scholarly initiatives and evidence-based practices within the institution. He is also a proud member of the Association of Deans of Philippine Colleges of Nursing (ADPCN), collaborating with fellow academic leaders to uphold excellence in nursing education across the country. His areas of interest include curriculum development, faculty mentoring, and institutional quality assurance in nursing programs.



# **Business, Management and Accounting**

# Linking smallholder farmers to market with micro-finance project of agrarian reform community

<sup>1</sup>Alvin D. Rasco & <sup>2</sup>Erdyn J. Magbiro

<sup>1</sup>Master in Public Administration, Northwestern Visayan Colleges, Acting ARPO II, Department of Agrarian Reform, [alvindrasco@gmail.com](mailto:alvindrasco@gmail.com); <sup>2</sup>Doctor of Educational Management, Faculty-Graduate School, Northwestern Visayan College, [erdynmagbiro@yahoo.com](mailto:erdynmagbiro@yahoo.com)

## ABSTRACT

With the objective of increasing the production and income of Agrarian Reform Beneficiaries (ARBs) and their households through agricultural extension, marketing assistance, and capacity building, this study aimed to assess the effectiveness of the implementation of the Department of Agrarian Reform's LinkSFarMM Project in the FATIMA Agrarian Reform Community (ARC) in Malinao, Aklan. The respondents of this study consisted of 75 smallholder coconut farmers who had received training under the LinkSFarMM Project. The majority of respondents were elementary-level educated, married, smallholder cultivators, of low social status, with a monthly net income per capita ranging from ₱10,001 to ₱15,000, and had been farming for over 31 years. The grand weighted mean for the level of effectiveness in terms of copra production was interpreted as "less satisfied," indicating that fluctuations in copra prices—driven by cyclical patterns beyond the control of any government agency—remain a major concern. This is primarily because the international market price of coconut oil determines the local price of copra. To address the problems encountered, which were rated with a grand weighted mean of 3.59 and an overall description of "serious," the government should provide training and seminars on land management and the application of modern technologies in coconut farming, including intercropping, fertilizers, improved seedlings, and pesticides. To mitigate these risks, the concerned government agency should continue capacity-building initiatives and expand support services to ensure increased per capita income for coconut farmers in the locality.

*Keywords: smallholder farmers, agrarian reform beneficiaries, agro-enterprise, LinkSFarMM project, organized farmers.*

### About the presenter:

**Alvin D. Rasco**, 33 years of age, is a resident of Brgy. Agbanawan, Banga, Aklan. He is a graduate of Bachelor of Science in Agriculture, Major in Crop Science at Aklan State University – Main Campus in 2012 and passed the Licensure Examination for Agriculturist (LEA) in the same year. In his pursuit of higher education, he successfully earned 31 units in Master in Crop Science major in Agronomy at Aklan State University in 2015. He completed his Master in Public Administration degree – Major in Rural Development at Northwestern Visayan Colleges, Kalibo, Aklan in 2024. He is a Registered Agriculturist and currently works for the Department of Agrarian Reform (DAR) as Acting ARPO II and also the currently DAR Employee Association's duly elected President.



# Perception of business owners on hiring ex-convicts

<sup>1</sup>Liza Joy B. Barican, <sup>2</sup>Klyzia C. Rijon & <sup>3</sup>Joeven Porras,

<sup>1</sup>Doctor of Philosophy in Criminal Justice with specialization in Criminology (PhD CJ), Faculty, STI West Negros University, [lizajoybarican@gmail.com](mailto:lizajoybarican@gmail.com); <sup>2</sup>Bachelor of Science in Criminology, Faculty, STI West Negros University, [klyziarijon@gmail.com](mailto:klyziarijon@gmail.com); <sup>3</sup>Bachelor of Science in Criminology, [porras.871505@wnu.sti.edu.ph](mailto:porras.871505@wnu.sti.edu.ph)

## ABSTRACT

Small and medium-sized business owners consider the qualifications and backgrounds of individuals before hiring them, as they aim to ensure quality work and minimize the risk of employing unqualified candidates. Therefore, understanding business owners' perceptions of hiring ex-convicts is essential to identify the factors they consider when selecting employees and to provide ex-convicts with fair opportunities to demonstrate their suitability for employment. This study aimed to assess business owners' perceptions of hiring ex-convicts by analyzing responses collectively and separately based on age, sex, educational attainment, and type of business, as well as in the areas of work competence, character, and reformation. The respondents included 100 business owners, and the study was conducted on March 11, 2023, in Bacolod City, Western Visayas, Philippines. It also sought to determine whether significant differences existed in perceptions when grouped according to the respondents' profile variables. A descriptive-comparative research design was employed, along with the Mann-Whitney U-test. Results indicated that business owners generally had a favorable perception of hiring ex-convicts, regardless of their profile variables. However, a significant disparity was found in perceptions based on educational attainment. Consequently, the researchers strongly recommend that policymakers and local officials enact a city ordinance establishing standards for assessing the qualifications of ex-convicts, thereby allowing them to re-enter the workforce with the necessary requirements to rebuild trust and demonstrate positive character to potential employers.

*Keywords: business owners, ex-convicts, character, perception reformation, stigma, work competence*

### About the presenter:

**Klyzia C. Rijon, RCrim** is a dedicated faculty member of the Bachelor of Science in Criminology Program at STI West Negros University, Bacolod City. A proud alumna of the same institution, she earned her Bachelor's degree in Criminology and later pursued a Postgraduate Diploma in Applied Criminology from the Law Enforcement and Public Safety Academy. In April 2023, Ms. Rijon distinguished herself by ranking Top 2 in Region VI in the Criminologist Licensure Examination. Her achievement is a testament to her academic excellence and commitment to the field. She currently serves as a review lecturer for the Criminologist Licensure Examination, actively mentoring future criminologists. Driven by her passion for criminology and public safety, Ms. Rijon has authored and co-authored various research papers focused on pressing issues in the criminal justice system. Her research interests include crime prevention, law enforcement practices, and criminological education. As an emerging scholar and practitioner, she continues to contribute to the advancement of criminology both in the academic and professional arenas.



# Impact of rewards system on human resource management in Metro Kalibo Water District: Basis for personnel policy

<sup>1</sup>Maria Cecille M. Ignacio & <sup>2</sup>Oscar G. Soriano

<sup>1</sup>Master in Public Administration; <sup>2</sup>Doctor of Education, Faculty Graduate School, Northwestern Visayan Colleges, [dok.oka1963@gmail.com](mailto:dok.oka1963@gmail.com)

## ABSTRACT

This study examines the impact of the rewards system on human resource management in the Metro Kalibo Water District, focusing on its influence on motivation, performance, retention, and engagement. It also assesses the effectiveness of the rewards system in performance management in terms of awareness and accessibility, as well as organizational and team dynamics. Conducted from January to December 2024, the study employed a descriptive-correlational approach using a researcher-made questionnaire administered to 136 regular employees. The findings show that 93 employees (68.4%) are highly educated, 68 (50%) received an "Outstanding" performance rating, the average length of service is 16–19 years, 38.2% hold second-level eligibility, and 40.4% have skilled-worker level eligibility. Results indicated that the rewards system had a mean impact score of 4.23, signifying a high level of influence on performance management, while its effectiveness score of 4.27 suggests it is highly effective. Statistical analyses revealed significant relationships between the impact of the rewards system and factors such as educational attainment, employment status, eligibility, salary grade, and performance rating. Likewise, the system's effectiveness was significantly associated with length of service, employment status, eligibility, salary grade, and performance rating. These findings highlight the critical role of rewards and recognition in enhancing employee performance and overall human resource management.

*Keywords: rewards system, human resource, management, performance management*

### About the presenter:

**Maria Cecille M. Ignacio** holds a Master's degree in Public Administration. She is currently serving as Division Manager B at Metro Kalibo Water District.



# Applicability of optical character recognition technology at the Commission on Audit: Basis for proposed action plan

<sup>1</sup>Mary Christine R. Lachica & <sup>2</sup>Oscar G. Soriano

<sup>1</sup>Master in Public Administration, State Auditor Commission on Audit, [marytinlach06@gmail.com](mailto:marytinlach06@gmail.com); <sup>2</sup>Doctor of Education, Program Head MPA Northwestern Visayan Colleges

## ABSTRACT

This study assessed the applicability of Optical Character Recognition (OCR) technology at the Commission on Audit (COA) to enhance efficiency in document processing and auditing. It aimed to evaluate OCR's impact on accuracy, processing speed, and user adoption while identifying challenges in its implementation. A total of 111 respondents participated, comprising 42 COA employees and 69 clients. The study used a quantitative approach, including surveys, interviews, and system testing. The weighted mean was applied to assess the acceptability of OCR technology and the problems encountered, while the Pearson Product-Moment Correlation Coefficient was employed and analyzed using SPSS. Results indicated no significant relationship between the challenges encountered and the extent of OCR technology applicability at the Commission on Audit. However, findings revealed a positive correlation between OCR training and user proficiency, highlighting the need for continuous capacity-building programs. To ensure effective implementation, the study recommends structured training, technical support, and policy enhancements. Collaboration with technology providers and additional funding for infrastructure upgrades are also suggested. By addressing these factors, OCR can streamline auditing processes, improve accuracy, and enhance operational efficiency within COA.

*Keywords: optical character recognition, COA, auditing, efficiency, document processing, automation*

### About the presenter:

**Mary Christine R. Lachica**, 35 years of age, is a resident of Tigayon, Kalibo, Aklan. She is a graduate of Bachelor of Science in Accountancy at Garcia College of Technology. She took her Master in Public Administration degree at Northwestern Visayan Colleges, Kalibo, Aklan. She is a Certified Public Accountant and is presently employed as a State Auditor in the Commission on Audit, Audit Team 05, NGAS B – Cluster 5.



# Clienteles' satisfaction on the frontline services of Aklan State University- Ibayay Campus: Basis for action plan

<sup>1</sup>Divina P. De Manuel & <sup>2</sup>Oscar G. Soriano

<sup>1</sup>Master in Public Administration, Administrative Officer II (Human Resource Management I) Aklan State University Makato Campus, [demanuelvine13@gmail.com](mailto:demanuelvine13@gmail.com); <sup>2</sup>Doctor of Philosophy in Psychological Education

## ABSTRACT

This study evaluated clientele satisfaction levels regarding frontline services at Aklan State University–Ibayay Campus, focusing on various service dimensions such as responsiveness, reliability, access and facilities, communication, and cost. Utilizing a structured survey, the research gathered data from 368 respondents, primarily students, to analyze their socio-demographic profiles and corresponding satisfaction ratings across different administrative units. The findings revealed high satisfaction scores, with mean ratings exceeding 4.0 across all dimensions, particularly in library services, which received the highest rating of 4.21. The analysis further identified significant relationships between certain demographic factors, such as type of respondent and degree program, and satisfaction levels in areas like responsiveness, reliability, access to services, communication, and cost. However, many demographic variables exhibited non-significant relationships, suggesting a generally uniform perception of service quality among respondents. The study concludes that while the university maintains high satisfaction ratings, tailored strategies are necessary to address the diverse expectations of its clientele base. Recommendations include enhancing communication strategies, increasing service accessibility, implementing regular feedback mechanisms, and providing ongoing staff training to further improve satisfaction with frontline services.

*Keywords: clientele, satisfaction, frontline, responsiveness, reliability, access*

### About the presenter:

**Divina P. De Manuel**, 33 years old, is a resident of Bugasongan, Lezo, Aklan. She holds a Bachelor of Arts degree, major in English, from Aklan State University Banga, Aklan. Additionally, she earned her Master in Public Administration degree from Northwestern Visayan Colleges Kalibo, Aklan. She is a licensed professional teacher. Currently, she serves as Administrative Officer II (Human Resource Officer I) at the Aklan State University Makato Campus, Calangcang, Makato Aklan.



# Flexible work arrangements at the Commission on Audit: Basis for work performance policy

<sup>1</sup>Rose Kristine A. Sanchez & <sup>2</sup>Oscar G. Soriano

<sup>1</sup>Master in Public Administration, State Auditor I, Commission on Audit; <sup>2</sup>Doctor of Education, Program Head, MPA, Northwestern Visayan Colleges

## ABSTRACT

This study evaluated the effectiveness of Flexible Work Arrangements (FWAs) at the Commission on Audit (COA) as a basis for developing a work performance policy. Specifically, it analyzed respondents' socio-demographic profiles, examined the perceived effectiveness of FWAs and the challenges associated with them based on the assessments of COA employees and clienteles, and formulated a proposed work performance policy. A total of 111 respondents participated, comprising 42 COA employees and 69 clienteles, selected through total enumeration and random sampling. A quantitative research design was employed, utilizing a t-test for independent samples and analyzed using SPSS. Findings revealed that FWAs were generally perceived as very effective in improving employee efficiency, clientele satisfaction, quality of work output, and policy development. Challenges associated with FWAs were rated as slightly serious. Statistical analysis indicated a significant difference in the assessments of employees and clienteles regarding both the effectiveness of FWAs and the severity of the challenges encountered, leading to the rejection of the null hypothesis. This suggests that differences in job roles, work environments, or experiences influence their perspectives. The findings highlight the need for continuous evaluation, structured policy implementation, and capacity-building initiatives or training programs to maximize the benefits of FWAs. However, as the study is limited to COA employees and clienteles in the Province of Aklan, future research should explore broader institutional and sectoral perspectives. Ultimately, these insights contribute to policy development that balances productivity, efficiency, and work-life integration.

*Keywords: flexible work arrangements, work performance policy, employee efficiency, clientele satisfaction, work-life integration*

### About the presenter:

**Rose Kristine A. Sanchez**, 43 years of age, is a resident of Purok 2, Laguinbanua East, Numancia, Aklan. She is a graduate of Bachelor of Science in Accountancy at Garcia College of Technology. She took her Master in Public Administration degree at Northwestern Visayan Colleges, Kalibo, Aklan. She holds a Career Service Professional Eligibility and is presently employed as an State Auditor I in the Commission on Audit, Audit Team 05, NGAS B – Cluster 5.



# The role of economic value added in forecasting stock market performance in Philippine food production sector

**Melissa S. Carbonell**

*Associate Professor, Camarines Norte State College, [melissa.carbonell@cns.edu.ph](mailto:melissa.carbonell@cns.edu.ph)*

## ABSTRACT

This research evaluates the stock market performance of Philippine food production companies using Economic Value Added (EVA). It aims to determine whether EVA can better predict stock marketability than traditional financial metrics such as Return on Assets (ROA), Return on Equity (ROE), and Earnings Per Share (EPS), addressing a gap in existing research concerning emerging economies where EVA's application remains relatively underexplored. The study employs a fixed effects model with panel data and compiles financial data from 2016 to 2020 for ten publicly listed food-producing companies. The findings reveal a significant correlation between EVA and stock prices—higher EVA is associated with higher stock prices among the firms. However, the analysis also indicates that some traditional earnings measures, particularly EPS, may be equally or even more effective in predicting stock prices. Thus, while EVA is a useful tool, it should not be used in isolation. The study supports the combined use of EVA and conventional financial ratios in evaluating stock marketability. These insights are valuable for investors, especially those considering EVA as an additional investment decision-making tool. Further studies on EVA's predictive power across different market segments and business environments are recommended to facilitate more definitive conclusions. Ultimately, these findings contribute to improving stock return predictions and underscore the importance of ongoing research in financial metric analysis.

*Keywords: economic value added, food producer companies, stock market performance*

## About the presenter:

**Melissa S. Carbonell** is an Associate Professor at the College of Business and Public Administration, Camarines Norte State College. She is currently pursuing her Doctor of Philosophy in Business Administration at the University of the Philippines Diliman under the CHED SIKAP Scholarship. She holds a Master of Management in Agribusiness with Academic Distinction from Lincoln University in New Zealand through the New Zealand ASEAN Scholarship (now Manaaki New Zealand Scholarship) and an MBA from Ateneo de Naga University. A licensed professional teacher and agriculturist, she graduated cum laude with a Bachelor of Science in Agribusiness Management from the University of the Philippines Los Baños. She is also an Orange Knowledge Programme (OKP) Fellow, having completed short courses on Economic Development at Wageningen University & Research in the Netherlands. Her research interests include business economics, financial economics, agribusiness, organizational management, and business modelling. She is a dedicated scholar and educator committed to excellence in teaching and research.



# Impact of monetary policy on stock market performance in Nigeria

<sup>1</sup>Babangida Danladi Safiyanu, <sup>2</sup>Saifullahi Adam Bayero & <sup>3</sup>Yakubu Yusuf

<sup>1</sup>*M.Sc. in Economics, Assistant Lecturer, Department of Economics and Development Studies, Federal University Gashua Nigeria.*; <sup>2</sup>*MBA in Finance, Teaching and Research Assistant, School of Social and Management Science, Maryam Abacha American University of Nigeria;* <sup>3</sup>*M.Sc. Student, Department of Economics, Ahmadu Bello University*

## ABSTRACT

This study examines the impact of monetary policy on stock market performance in Nigeria over the period from 1985 to 2023. The Autoregressive Distributed Lag (ARDL) model was employed to analyze both the long-run and short-run relationships between the variables. Considering global economic shocks, the Structural Adjustment Program (SAP) period (1986–1999), and the COVID-19 pandemic, the study focused on key monetary policy variables such as interest rate, money supply (M2), and exchange rate, and their influence on the Nigerian stock market. The analysis revealed that, in the long run, an increase in money supply and exchange rate depreciation positively influence the stock market. However, rising interest rates tend to discourage investment, leading to reduced participation and lower returns in the stock market. In the short run, the Error Correction Term (ECM) confirmed the presence of a self-correcting mechanism, indicating that the system returns to equilibrium following external shocks. The study also found that during the SAP years, the economy lacked stability, and inconsistent policies led to stock market volatility. In response to the COVID-19 pandemic, central banks implemented expansionary monetary policies, such as cutting interest rates and increasing money supply, which supported the capital market in the short term. The study recommends that policymakers adopt consistent, transparent, and well-designed monetary policies during periods of economic transition and global crises, such as the COVID-19 pandemic, to maintain stock market stability.

*Keywords: monetary policy, interest, inflation, ARDL, money supply, global shocks, stock market*

### About the presenter:

**Babangida D. Safiyan** is a lecturer in the Department of Economics and Development Studies at Federal University Gashua, Nigeria. He obtained a BSc in Economics from Bayero University, Kano, and an MSc in Economics from Ahmadu Bello University, Zaria. His academic and research interests focus on financial and health economics, with several published works contributing to these fields. He has actively engaged in research addressing key economic and developmental challenges in Nigeria.



# Effects of tax reform for acceleration and inclusion law on the taxpayers of Kalibo, Aklan

<sup>1</sup>Irene Jane D. Lauderer & <sup>2</sup>Erdyn J. Magbiro

<sup>1</sup>Master in Public Administration, Northwestern Visayan Colleges, Revenue Officer 2 Bureau of Internal Revenue, [ijlauderer@gmail.com](mailto:ijlauderer@gmail.com); <sup>2</sup>Doctor of Education Major in Educational Management, Faculty Northwestern Visayan College, [erdynmagbiro@yahoo.com](mailto:erdynmagbiro@yahoo.com)

## ABSTRACT

This study evaluated the effects of the Tax Reform for Acceleration and Inclusion (TRAIN) Law on taxpayers in Kalibo, Aklan. The participants included employees from the Bureau of Internal Revenue (BIR) and local taxpayers. Conducted from December 2024 to January 2025, the study used a descriptive research method and convenience sampling. A total of 210 participants took part, comprising 150 taxpayers and 60 BIR employees. The findings revealed that 105 respondents (50%) were single, while 4 (1.90%) were widowed. In terms of educational attainment, the majority were college graduates, accounting for 154 respondents (73.33%). Interestingly, both Master's degree holders and elementary graduates had the same number of respondents, with 6 each (2.86%). Of the participants, 60 individuals (28.57%) were BIR employees, while the remaining 150 (71.43%) were taxpayers. Regarding income levels, 65 respondents (30.95%) reported earning between Php 21,000 and Php 30,000, whereas only 3 respondents (1.43%) reported earning Php 51,000 and above. As for years in service or business engagement, 79 respondents (37.62%) had been in their roles for 4 to 6 years, while 29 (13.81%) had 11 or more years of experience. In terms of compliance with the TRAIN Law, the respondents reported a mean score of 4.54, indicating a very high level of involvement. Meanwhile, the extent of the effects of the TRAIN Law received a mean score of 4.45, also categorized as very high. These results highlight a strong level of engagement and a significant perceived impact of the law among the respondents.

*Keywords: Bureau of Internal Revenue (BIR), tax, tax awareness, tax compliance, taxpayers, tax reform for acceleration and inclusion (TRAIN) law*

### About the presenter:

**Irene Jane D. Lauderer**, 32 years of age, is a resident of Brgy. Bachao Sur, Kalibo, Aklan. She is a graduate of Bachelor of Science in Accounting Technology at Central Philippine University. She has an Honor Graduate Eligibility and presently employed as Revenue Officer II in the Bureau of Internal Revenue, Revenue District Office No. 71 in Aklan.



# Use of e-appointment system of the Bureau of Internal Revenue in the Province of Aklan

<sup>1</sup>Giselle Mae F. Macabales & <sup>2</sup>Erdyn J. Magbiro

<sup>1</sup>*Bachelor of Science Major in Financial Management, Revenue Officer II Bureau of Internal Revenue, [macabalesgg@gmail.com](mailto:macabalesgg@gmail.com); <sup>2</sup>*Doctor of Education Major in Educational Management, Faculty Northwestern Visayan Colleges Inc., [erdynmagbiro@yahoo.com](mailto:erdynmagbiro@yahoo.com)**

## ABSTRACT

This study evaluated the extent of use and the degree of effectiveness of the e-appointment system of the Bureau of Internal Revenue (BIR) in Aklan. Specifically, it aimed to identify the demographic profile of taxpayers and examine the relationship between the extent of use and the degree of effectiveness of the system. The study involved 105 taxpayers with booked appointments at Revenue District Office No. 71 in Aklan, selected through quota sampling. The findings revealed that the majority of taxpayers were female, employed in either the private or government sector, earning between Php 20,001.00 and Php 40,000.00, mostly college graduates residing in Kalibo. The extent of use of the BIR's e-appointment system was rated as high in terms of users' available resources. Similarly, the degree of effectiveness was rated as effective in relation to those same resources. Furthermore, using Spearman's rho correlation coefficient, the analysis showed no strong evidence of a significant relationship between the extent of use and the degree of effectiveness of the system. Therefore, the BIR is encouraged to implement necessary interventions to continuously improve the system, make it more user-friendly, and conduct regular feedback sessions with taxpayers to enhance usability, satisfaction, and overall system efficiency.

*Keywords: e-appointment system, taxpayers, extent of use, degree of effectiveness on the use, user's available resources*

### About the presenter:

**Giselle Mae F. Macabales**, 29 years of age, is a resident of Brgy. Tigayon, Kalibo, Aklan. She is a graduate of Bachelor of Science in Financial Management at Far Eastern University-Manila. She is a Career Service Professional Passer and presently employed as Revenue Officer II in the Bureau of Internal Revenue, Revenue District Office No. 71 in Aklan.



# Taxpayers' satisfaction with the Bureau of Internal Revenue's business registration processing

<sup>1</sup>Dianne Rose B. Giner & Erdyn J. Magbiro

<sup>1</sup>Master in Public Administration, Northwestern Visayan College, [dianneroseginer@gmail.com](mailto:dianneroseginer@gmail.com); <sup>2</sup>Doctor of Education Major in Educational Management Graduate. She is presently employed as a faculty in Northwestern Visayan Colleges and St. Gabriel College, [erdynmagbiro@yahoo.com](mailto:erdynmagbiro@yahoo.com)

## ABSTRACT

This study evaluated taxpayers' satisfaction with the services of the Bureau of Internal Revenue (BIR) in business registration processing. The participants included BIR employees and taxpayers in Kalibo, Aklan. The study was conducted from December 2024 to January 2025. A total of 160 participants were selected through simple random sampling, comprising 100 taxpayers and 60 BIR employees. A descriptive research method was employed. The following summarizes the findings: 109 respondents (68.10%) were female, and 51 (31.90%) were male; 93 (58.10%) were married, while 12 (7.50%) were separated. In terms of income, 72 respondents (45%) reported earning between Php 9,100 and Php 36,400, while only 1 respondent (0.60%) earned more than Php 182,000. Regarding educational attainment, 120 (75%) were college graduates, and 1 respondent (0.60%) reported an "other" educational background. As for business type, 72 respondents (45%) operated sole proprietorships, while 10 (6.30%) were part of cooperatives. The overall taxpayer satisfaction rating with BIR's business registration services was 4.43, interpreted as "very satisfied." The degree of problems encountered with these services was rated at 2.59, interpreted as "slightly serious."

*Keywords: taxpayers' satisfaction, Bureau of Internal Revenue, business registration, tax, service quality, tax compliance, service efficiency.*

### About the presenter:

**Dianne Rose B. Giner**, 29 years of age, is a resident of Brgy. Sinikway, Lapuz, Iloilo City. She is a graduate of Bachelor of Science in Accounting Technology at Central Philippine University. She is a Career Service Professional Passer and presently employed as Revenue Officer II in the Bureau of Internal Revenue, Revenue District Office No. 71 in Aklan.



# Taxpayers' awareness on the Bureau of Internal Revenue's eFiling-payment system: Implications for efficient tax collection transactions

<sup>1</sup>Vivian S. Oropiano & <sup>2</sup>Erdyn J. Magbiro

<sup>1</sup>Master in Public Administration, Northwestern Visayan Colleges, [vivioropiano.bir@gmail.com](mailto:vivioropiano.bir@gmail.com); <sup>2</sup>Doctor of Education Major in Educational Management Graduate, Faculty in Northwestern Visayan Colleges and St. Gabriel College, [erdynmagbiro@yahoo.com](mailto:erdynmagbiro@yahoo.com)

## ABSTRACT

This study evaluated taxpayers' awareness of the Bureau of Internal Revenue's eFiling and Payment System (eFPS) and its implications for efficient tax collection transactions. The participants included BIR employees and taxpayers in Kalibo, Aklan. The study was conducted from July 2024 to December 2024 and involved 60 BIR employees and 100 eFPS-registered taxpayers in the Municipality of Kalibo, selected through total enumeration and simple random sampling, respectively. A descriptive research method was employed. The following findings were obtained: 49 respondents (30.63%) were aged 46 to 50 years, while 8 (5.00%) were aged 18 to 25 years; 135 (84.38%) were college graduates, and 2 (1.25%) held doctoral degrees. Regarding business experience, 58 (36.25%) were categorized as "others," and 18 (11.25%) had been in business for 10 to 15 years. In terms of internet connectivity, 136 (85%) reported fast connections, while 24 (15%) reported slow connectivity. Additionally, 115 respondents (71.88%) demonstrated good computer literacy, while none reported poor computer literacy. The level of taxpayers' awareness of the BIR's eFPS was rated at 4.37, interpreted as "highly aware." The degree of problems encountered was rated at 3.15, interpreted as "less serious." The study concluded that the findings have positive implications for improving the efficiency of tax collection transactions.

*Keywords: taxpayers' awareness, eFiling-payment system, convenience, online transactions, efficient tax collection transactions*

### About the presenter:

**Vivian S. Oropiano**, 31 years of age, is a resident of C. M. Recto St., Brgy. Poblacion West, Oton, Iloilo. She is a graduate of Bachelor of Science in Business Administration Major in Financial Management at University of San Agustin-Iloilo City. She is a Career Service Professional Passer and presently employed as Revenue Officer II in the Bureau of Internal Revenue, Revenue District Office No. 71 in Aklan.



# Tax compliance verification drive on businesses in Kalibo, Aklan

<sup>1</sup>Gina N. Maigue & <sup>2</sup>Erdyn J. Magbiro

<sup>1</sup>Master in Public Administration, Northwestern Visayan Colleges, [maiguegina08@gmail.com](mailto:maiguegina08@gmail.com); <sup>2</sup>Doctor of Education Major in Educational Management Graduate, She is presently employed as a faculty in Northwestern Visayan Colleges and St. Gabriel Colleges, [erdynmagbiro@yahoo.com](mailto:erdynmagbiro@yahoo.com)

## ABSTRACT

This study assessed the extent of the effectiveness of tax compliance verification drive on businesses in Kalibo, Aklan. Specifically, it sought to identify the demographic profile of the respondents, the significant difference in the assessment of respondents on the extent of effectiveness and the degree of the problems met in the conduct of tax compliance verification drive to business owners in Kalibo, Aklan. The study was participated in by 150 registered taxpayers in the Bureau of Internal Revenue, Revenue District Office No. 71, Kalibo, Aklan and 25 employees of the same office via random sampling. The findings revealed that most respondents were sole proprietors with a monthly sales of below Php 100,000.00 and were predominantly college graduates. The extent of the effectiveness of tax compliance verification drive on business owners was primarily observed in their compliance with tax obligations. The degree of the problems met in the conduct of tax compliance verification drive to business owners was meeting invoicing requirements, which some businesses struggle with. Moreover, using the t-test thru spss, it was confirmed that there was no significant difference in the assessment of respondents' on the extent of effectiveness and the degree of the problems met in the conduct of tax compliance verification drive to business owners. Therefore, the BIR should improve taxpayer education through continuous campaigns and seminars, and proper information dissemination to strengthen business owners understanding of the BIR's initiative to increase tax compliance, helping to finance government's projects and services.

*Keywords: Bureau of Internal Revenue (BIR), tax, taxpayers, significant difference, tax compliance verification drive (TVCD).*

### About the presenter:

**Gina N. Maigue**, 51 years of age, is a resident of No. 485, Blk 4, Lot 2, Perazville, Old Buswang, Kalibo, Aklan. She is a graduate of Bachelor of Science in Accountancy at Garcia College of Technology. She is a Career Service Professional Passer and presently employed as Revenue Officer IV in the Bureau of Internal Revenue, Revenue District Office No. 71 in Aklan.



# Cultural determinism of consumer behavior on SMEs performance in Osun State Nigeria

<sup>1</sup>Mufutau Akanmu Popoola, <sup>2</sup>Agboola Nurudeen Adekunle & <sup>3</sup>Osuolale Olatunde Misbaudeen

<sup>1</sup>PhD in Business Administration and Professor of International Business from Global Humanistic University Curacao; <sup>2</sup>M.Sc in Business Administration and Lecturer at Federal Polytechnic Ayede Oyo State Nigeria; <sup>3</sup>PhD in Business Administration and Lecturer at Fountain University Osogbo Osun State Nigeria

## ABSTRACT

Culture significantly influences individual desires and behaviors, and this is particularly evident in Osun State, which boasts a rich cultural heritage. Understanding cultural determinism and its impact on consumer behavior is essential for Small and Medium Enterprises (SMEs) operating in Osun State, as it directly affects their performance. From Osogbo to Ilesha, culture shapes consumer responses to the products and services offered by SMEs. This study aimed to investigate two key objectives: the impact of cultural determinism on consumer behavior and its relationship with SME performance in Osun State. Two hypotheses were tested using a descriptive survey design. The study population consisted of 2,273 SMEs in Osun State, according to SMEDAN. A sample size of 317 was determined using the Krejcie and Morgan table, and data were collected from business owners through simple random sampling in three major towns: Osogbo, Ife, and Ilesha. Out of the 317 questionnaires distributed, 301 were suitable for analysis. The findings suggest that SMEs in Osun State are significantly influenced by cultural beliefs, and these cultural factors must be considered when establishing and managing a business. The study recommends that SMEs in Osun State pay close attention to cultural beliefs at the individual, group, and societal levels to enhance their performance.

*Keywords: cultural, determinism, consumer behavior, smes performance*

### About the presenter:

**Professor Mufutau Akanmu Popoola** is a Professor and Doctoral Advisor at Global Humanistic University, Curaçao, and a full-time Lecturer at Federal Polytechnic Ayede, Oyo State, Nigeria. He holds a Ph.D. in Business Administration from Kwara State University, Malete, Nigeria. He serves on the editorial and review boards of over forty reputable international journals, including university-based publications, and has published numerous articles in internationally recognized journals.



# Effect of risk management committee attributes on earnings quality of listed deposit money banks in Nigeria

<sup>1</sup>Auwal Gambo Ya'u, <sup>2</sup>Saifullahi Adam Bayero & <sup>3</sup>Ishaq Alhaji Sama'ila

<sup>1</sup>B.Sc. in Accounting, M.Sc. Student, Bayero University, Kano; <sup>2</sup>MBA in Finance, Assistant Lecturer, Iconic Open University, Nigeria; <sup>3</sup>Ph.D. in Accounting, Professor of Accounting, Bayero University, Kano

## ABSTRACT

This study examined the effect of risk management committee attributes on the earnings quality of listed Deposit Money Banks (DMBs) in Nigeria. The study covered a period of 13 years, from 2010 to 2022, and adopted a descriptive research design. Ten banks out of the 14 listed DMBs in Nigeria were selected as the sample, and data were extracted from the financial reports of the sampled banks over the study period. The data were analyzed using descriptive statistics, a correlation matrix, and multiple regression analysis. This study adopted the Chang et al. (2008) model for measuring earnings quality in the banking industry. The results showed that the frequency of risk committee meetings has a significant impact on the earnings quality of listed DMBs in Nigeria. Furthermore, the study found that other explanatory variables, such as risk committee financial expertise, independence, size, and gender diversity, have an insignificant influence on earnings quality. The study concludes that risk committee meetings significantly impact the earnings quality of listed DMBs in Nigeria. It therefore recommends that more emphasis be placed on the frequency and effectiveness of risk committee meetings, given their role in reducing discretionary loan loss provisions and improving earnings quality. Additionally, the study recommends that regulators such as the Securities and Exchange Commission and the Central Bank of Nigeria review the standards for financial expertise, independence, size, and gender diversity required of risk management committee members in order to enhance earnings quality.

*Keywords: risk oversight, regulatory compliance, credit risk and liquidity risk*

### About the presenter:

**Mr. Saifullahi Adam Bayero** is passionate about development and policy research. He has more than five years of research experience in Economics, Entrepreneurship, and Finance. Mr. Bayero is an aspiring development practitioner and researcher in Africa. He is currently a Research and Teaching Assistant at Maryam Abacha American University of Niger, as well as an Assistant Lecturer at the Iconic Open University, Nigeria. He served in many research-related positions, such as Research Assistant, SR University, India. He received his Undergraduate in Business Administration from Bayero University, Kano, Nigeria, and his Postgraduate in Finance, Business Analytics from Manipal Academy of Higher Education and SR University, both in India. He has published many research papers, articles, and chapters.



# Transforming internal audit in Philippine local governments: Post-pandemic perspectives

<sup>1</sup>Ivan Jon Ferriol & <sup>2</sup>Mariel Marquez Gagarin

<sup>1</sup>BSBA major in Microfinance and Accounting, Graduate Student Romblon State University, [ferriolivanjon@gmail.com](mailto:ferriolivanjon@gmail.com); <sup>2</sup>Doctor of Philosophy major in Political Science, Associate Professor II Romblon State University, [gagarinmariel976@gmail.com](mailto:gagarinmariel976@gmail.com)

## ABSTRACT

This study investigates how internal audit functions have transformed in Philippine local governments following the COVID-19 pandemic and explores their implications for local governance in the municipalities of Odiongan and San Agustin in Romblon, Philippines. Using a descriptive-correlational research design, the study examined the relationships among internal audit standards, roles and functions, methods, and tools. Data were collected through a validated 4-point Likert-scale questionnaire administered to 50 purposively selected stakeholders directly involved in or affected by internal audit processes. The survey instrument, based on established theoretical models, underwent content validation and reliability testing. Quantitative data were analyzed using SPSS for descriptive statistics, normality testing, and non-parametric correlation and difference analysis. The findings revealed significant disparities in internal audit transformation between the two municipalities, with Odiongan demonstrating a higher level of transformation in terms of standards, methodologies, tools, and functions. Statistical analysis confirmed that these differences were significant, suggesting stronger institutional support and internal audit maturity in Odiongan. Strong correlations across all internal audit components underscored their interdependence and validated theoretical models related to internal audit transformation. The results support global literature indicating that successful internal audit transformation depends on leadership, resource capacity, and organizational commitment. These findings provide actionable insights for policymakers and local governments seeking to institutionalize transformative internal audit systems to strengthen local governance through comprehensive capacity building and standardized frameworks. Although the study's focus on two municipalities limits generalizability, it offers valuable insights and suggests that future research should include additional local government units and longitudinal data for broader applicability.

*Keywords: internal audit transformation, internal audit function, local government, public sector*

### About the presenter:

**Ivan Jon Ferriol** is an experienced internal audit professional currently serving as Internal Auditor III in the Municipality of Odiongan, Romblon. A Certified Internal Control Auditor (CICA), he has over a decade of industry experience in internal auditing, spanning both private enterprises and the public sector. His core competencies include strategic audit planning, risk-based and systems-based auditing, compliance assessments, operational reviews, and citizen participatory auditing. He also holds a Certificate in Public Finance and Budgeting from the Development Academy of the Philippines. At present, he is completing his Master in Public Administration at Romblon State University. With a strong foundation in audit methodologies and governance, he remains committed to advancing internal audit practices within the public sector.



# Digital farmers program at the Agricultural Training Institute in selected Provinces of Region VI

<sup>1</sup>Jacinth Pearl R. Salvador & <sup>2</sup>Oscar G. Soriano

<sup>1</sup>Master in Public Administration, Administrative Support Staff IV, Agricultural Training Institute - Regional Training Center VI, [jacinthsalvador@gmail.com](mailto:jacinthsalvador@gmail.com); <sup>2</sup>Ph.D.Crim, DPA, Faculty MPA, Northwestern Visayan Colleges, [dok.oca1963@gmail.com](mailto:dok.oca1963@gmail.com)

## ABSTRACT

This study evaluated the Digital Farmers Program at the Agricultural Training Institute in selected provinces of Region VI. Specifically, it aimed to determine the demographic profile of the participants, the extent of the program's effectiveness, and the degree of challenges encountered. The study involved 108 farmers who attended the training, selected through purposive sampling. The findings revealed that the participants represented a diverse demographic profile, indicating the need for a training design that is flexible and adaptable. Furthermore, the respondents rated the training program as very effective across various aspects, including their reaction to the training, the knowledge and skills acquired, the application of knowledge in farming, and the impact on farm productivity. This highlights the importance of sustaining and further enhancing the training program to ensure its continuity and long-term impact. Although the challenges encountered were considered less serious, it is still recommended to address these minor issues, particularly in areas such as access to digital tools and resources, comprehension of content and materials, delivery methods, and application to farming practices. Using the Pearson Correlation Coefficient test, the results showed a significant relationship between the respondents' assessments of the program's effectiveness and the challenges they encountered. This study focused only on the 2023 training sessions conducted for farmers in the provinces of Aklan, Guimaras, and Iloilo.

*Keywords: digital farmers program, training program, digital agriculture, digital farming, digital marketing*

### About the presenter:

**Jacinth Pearl R. Salvador**, 28 years of age, is a resident of Laguinbanua East, Numancia, Aklan. She is a graduate of Bachelor Science in Accountancy at Garcia College of Technology, Kalibo, Aklan. She took her Masters in Public Administration at Northwestern Visayan Colleges, Kalibo, Aklan. She is a Career Service Professional Passer and presently employed as Administrative Support Staff IV at the Agricultural Training Institute – Regional Training Center VI in Banga, Aklan.



# Science, Technology, Engineering and Mathematics

# Antibacterial activity of kawista (*limonia acidissima groff.*) stem bark extract against propionibacterium acnes and staphylococcus epidermidis: Exploring natural alternatives for the management of acne-related bacterial infections

<sup>1</sup>Valentina Girsang, <sup>2</sup>Anisa Nova Puspitaningrum, <sup>3</sup>Anak Agung Pradnya Paramitha Vidiani, <sup>4</sup>Silvy Aldila & <sup>5</sup>Anisa Devi Kharisma Wibowo

<sup>1</sup>Master of Pharmacy, Lecturer of Pharmacy Study Program STIKES Telogorejo Semarang, [valentina@stikestelogorejo.ac.id](mailto:valentina@stikestelogorejo.ac.id); <sup>2</sup>Master of Pharmacy, Lecturer of Pharmacy Study Program STIKES Telogorejo Semarang, [anisa\\_nova@stikestelogorejo.ac.id](mailto:anisa_nova@stikestelogorejo.ac.id); <sup>3</sup>Master of Pharmacy, Lecturer of Pharmacy Study Program STIKES Telogorejo Semarang, [paramitha@stikestelogorejo.ac.id](mailto:paramitha@stikestelogorejo.ac.id); <sup>4</sup>Master of Pharmacy, Lecturer of Pharmacy Study Program STIKES Telogorejo Semarang, [silvy@stikestelogorejo.ac.id](mailto:silvy@stikestelogorejo.ac.id); <sup>5</sup>Anisa Devi Kharisma Wibowo

## ABSTRACT

Acne vulgaris is a common skin infection that can affect nearly the entire population, with an incidence rate of approximately 80–100%. Such infections are often caused by the proliferation of Propionibacterium acnes and Staphylococcus epidermidis. The stem bark of kawista (*Limonia acidissima* Groff.) has shown significant potential to inhibit bacterial growth, particularly against *P. acnes* and *S. epidermidis*. This study aimed to evaluate the antibacterial effectiveness of kawista stem bark extract against these bacteria. The antibacterial assay was conducted using the agar diffusion method with paper discs. Phytochemical analysis revealed the presence of flavonoids, tannins, and saponins in the kawista stem bark. Antibacterial testing demonstrated significant inhibitory effects on bacterial growth. The average inhibition zone diameters produced by the extract against *P. acnes* were 4.085 mm at 25% concentration, 7.165 mm at 50%, and 9.946 mm at 75%. For *S. epidermidis*, the inhibition zones measured 6.076 mm at 25%, 6.825 mm at 50%, and 10.643 mm at 75%. These findings indicate that kawista stem bark extract possesses notable antibacterial activity and could be considered a potential candidate for the development of topical treatments to manage skin infections caused by Propionibacterium acnes and Staphylococcus epidermidis.

**Keywords:** *acne vulgaris*, *limonia acidissima*, antibacterial, stem bark extract, propionibacterium acnes, staphylococcus epidermidis

### About the presenter:

**Valentina Girsang**, M.Farm was born in Medan on February 14, 1996. She earned her Bachelor of Pharmacy (S1) degree from Universitas Sumatera Utara in 2017, then completed the Pharmacist Professional Program in 2019 and obtained her Master of Pharmacy (S2) degree in 2020 from the same university. Since 2017, Valentina has worked as a pharmacist in private pharmacies and beauty clinics. Currently, she is a lecturer in the Bachelor of Pharmacy Program at STIKES Telogorejo Semarang, focusing on Pharmaceutical Technology, particularly in courses such as Formulation and Technology of Liquid and Semi-Solid Dosage Forms, Solid Dosage Formulation, and Sterile Dosage Formulation and Technology. In addition to teaching, she is actively involved in writing books, scientific publications, and participating in seminars.



# JAAM-MUSIC: An intelligent string instrument learning system with AI-driven sound recognition

<sup>1</sup>Michael Allen Agustin, <sup>2</sup>Aaron Josh S. Agbuya, <sup>3</sup>Anelyn R. Iligan, <sup>4</sup>Jonathan Santos, <sup>5</sup>Vivien A. Agustin & <sup>6</sup>Ronald B. Fernandez

<sup>1</sup>Bachelor of Science in Information Technology, Student of Jesus Reigns Christian College, [michaelallenagustin@jrccmanila.edu.ph](mailto:michaelallenagustin@jrccmanila.edu.ph); <sup>2</sup>Bachelor of Science in Information Technology, Student of Jesus Reigns Christian College, [aronjoshagbuya@jrccmanila.edu.ph](mailto:aronjoshagbuya@jrccmanila.edu.ph); <sup>3</sup>Bachelor of Science in Information Technology, Student of Jesus Reigns Christian College, [anelyniligan@jrccmanila.edu.ph](mailto:anelyniligan@jrccmanila.edu.ph); <sup>4</sup>Bachelor of Science in Information Technology, Student of Jesus Reigns Christian College, [jonathansantos@jrccmanila.edu.ph](mailto:jonathansantos@jrccmanila.edu.ph)

## ABSTRACT

This study focuses on the development of JAAM Music, a web-based intelligent learning system designed to help individuals learn string instruments such as the bandurria, acoustic guitar, electric guitar, ukulele, and bass. The goal is to offer a more accessible and engaging music learning experience by combining interactive tutorials, gamified activities, real-time AI feedback, and progress tracking. The system is being developed using the Agile methodology to support continuous improvement throughout the process. At its core, JAAM Music uses a hybrid Convolutional Neural Network (CNN) and Transformer model to recognize sounds and provide real-time feedback based on the learner's audio input. Video lessons and gamified activities are also included to keep users motivated. We also worked closely with fellow musicians and music educators to design the system in a way that addresses common challenges faced by learners. Preliminary findings based on early evaluations from musicians and professionals suggest that the system has strong potential to improve motivation, skill acquisition, and overall learning outcomes. The AI-driven feedback aims to simulate instructor guidance, helping users improve as they practice. Future work will involve full user testing, system evaluation, and further enhancements to the AI model to better support learning goals.

*Keywords: AI in music education, sound recognition, CNN-transformer model, gamified learning, web-based learning system*

### About the presenter:

**Aaron Josh S. Agbuya** is an undergraduate student at Jesus Reigns Christian College, currently pursuing a Bachelor of Science in Information Technology. With a strong interest in technology and innovation, he is focused on developing solutions that integrate IT with real-world applications. His academic journey includes hands-on experience in system development, programming, and technology-driven projects. He aims to continue growing in the field of IT and contribute to meaningful advancements in technology.



# SmartMed: An AI-enhanced medication management and assistance system

<sup>1</sup>Joshua Daniel Abella Quezada, <sup>2</sup>Shantel Marie C. Manuel, <sup>3</sup>Charles G. Policarpio, <sup>4</sup>Mickey Jade Sorongon, <sup>5</sup>Vivien Accad Agustin & <sup>6</sup>Ronald Burdios Fernandez

<sup>1</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [itsmekeds291@gmail.com](mailto:itsmekeds291@gmail.com); <sup>2</sup>Bachelor of Science in Information Technology, student at Jesus Reigns Christian College, [shantelmanuel12@gmail.com](mailto:shantelmanuel12@gmail.com); <sup>3</sup>Bachelor of Science in Information Technology, student at Jesus Reigns Christian College, [policarpiocharles09@gmail.com](mailto:policarpiocharles09@gmail.com); <sup>4</sup>Bachelor of Science in Information Technology, student at Jesus Reigns Christian College, [sorongonmickeyjade@gmail.com](mailto:sorongonmickeyjade@gmail.com)

## ABSTRACT

Medication management presents a critical and complex challenge, particularly for individuals with chronic illnesses or multiple prescriptions, leading to significant health risks due to non-adherence. In the Philippines, a notable percentage of the population struggles with managing medications, highlighting a need for improved support systems. This capstone project, "SmartMed: An AI Enhanced Medication Management and Assistance System," introduces a developmental framework for an AI-powered solution designed to simplify and improve medication management. The objective is to conceptualize a system that utilizes artificial intelligence to provide users with organized medication schedules, dosage monitoring, and timely, personalized reminders. The proposed system integrates several key features, including the use of a random forest algorithm for intelligent scheduling, smart packaging with sensors to track medication supply levels and expiration dates, and an emergency alert function to notify caregivers of missed doses. The project is significant for its potential to benefit patients, especially the elderly and those with cognitive limitations, by fostering greater autonomy and safety. The scope focuses on the design of the SmartMed system to enhance medication management for individuals with regular, multiple prescriptions. The study acknowledges potential limitations, including the necessity for users to have a basic knowledge of technology and the initial costs associated with smart packaging.

*Keywords: artificial intelligence, medication management, medication adherence, smart packaging, mobile health*

### About the presenter:

**Joshua Daniel A. Quezada** is a graduating Bachelor of Science in Information Technology student from Jesus Reigns Christian College. Throughout his academic career, Joshua has demonstrated strong leadership qualities and a proactive approach to technology and team-based projects. He possesses a comprehensive understanding of the IT field, with a notable aptitude for system development, strategic planning, and adapting to new challenges. His project work has allowed him to translate complex technical concepts into practical solutions and compelling presentations. Poised to contribute to the industry, Joshua combines technical know-how with effective communication and a clear vision for planning and execution.



# Echoes of the ancients: Reviving Baybayin through an AI-driven translation, pronunciation, and cultural enrichment

<sup>1</sup>Jezreel James A. Deliso, <sup>2</sup>Jherick Dela Vega, <sup>3</sup>Cedric Edem, <sup>4</sup>Vivien A. Agustin & <sup>5</sup>Ronald B. Fernandez

<sup>1</sup>Bachelor of Science in Information Technology, Student of Jesus Reigns Christian College, [jezreeljames.deliso2020@gmail.com](mailto:jezreeljames.deliso2020@gmail.com); <sup>2</sup>Bachelor of Science in Information Technology, Student of Jesus Reigns Christian College, [jherickdelavega@gmail.com](mailto:jherickdelavega@gmail.com); <sup>3</sup>Bachelor of Science in Information Technology, Student of Jesus Reigns Christian College, [cedricedem74@gmail.com](mailto:cedricedem74@gmail.com); <sup>4</sup>Master in Information Technology, Professor of Jesus Reigns Christian College, [v.agustin@jrccmanila.edu.ph](mailto:v.agustin@jrccmanila.edu.ph)

## ABSTRACT

This study focuses on helping preserve and revive Baybayin, an ancient Filipino script, through the development of an AI-powered chatbot titled "Echoes of the Ancients: Reviving Baybayin Using an AI-Based Chatbot for Translation, Pronunciation, and Cultural Enrichment." The chatbot was created in response to the declining use of Baybayin in modern Filipino society. It offers a user-friendly and interactive learning experience, featuring tools such as Baybayin-to-Filipino/English translation, voice-to-script conversion, pronunciation assistance, historical background on Baybayin, and gamified learning activities. Early results indicate that users, particularly younger individuals, are more engaged, retain the script better, and develop a stronger connection to their cultural heritage. The integration of artificial intelligence, particularly transformer models, enables personalized and context-aware learning experiences. However, the system has limitations, including restricted language input, limited voice input capabilities, and the absence of user tracking due to its account-free design. Future developments may address these challenges by expanding language support, improving AI accuracy, and incorporating additional educational tools. This initiative contributes to the growing field of AI in cultural preservation and offers a foundational framework for future researchers interested in integrating heritage and technology.

*Keywords: Baybayin, artificial intelligence, cultural preservation, chatbot, Filipino heritage, language learning*

### About the presenter:

**Jezreel James A. Deliso** is an undergraduate student at Jesus Reigns Christian College, currently taking up a Bachelor of Science in Information Technology. He is interested in learning how computers and technology work, especially how they can help in everyday life. Jezreel enjoys working on IT-related tasks and wants to improve his skills in using computers and solving problems. He hopes to become an IT professional in the future and use his knowledge to help others and make work easier through technology.



# Old safety: IoT-based real-time car security and theft prevention system for older vehicles

<sup>1</sup>Samuel Adrian M. Castillo, <sup>2</sup>Luke Andrew M. Cal, <sup>3</sup>Armel V. Gabuna, <sup>4</sup>Vivien A. Agustin & <sup>5</sup>Ronald B. Fernandez

<sup>1</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [sammatt0823@gmail.com](mailto:sammatt0823@gmail.com); <sup>2</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [lewkcawl@gmail.com](mailto:lewkcawl@gmail.com); <sup>3</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [armel09.gabuna@gmail.com](mailto:armel09.gabuna@gmail.com); <sup>4</sup>Masters in Information Technology, Professor of Jesus Reigns Christian College, [agustin.vivien0406@gmail.com](mailto:agustin.vivien0406@gmail.com)

## ABSTRACT

This study focused on the development of an IoT-based real-time car security and theft prevention system specifically designed for older sedan-type vehicles, which are more vulnerable to theft due to the absence of modern security features. The purpose of the system is to enhance vehicle security by enabling owners to monitor their cars remotely and receive real-time alerts about any suspicious activity. The system integrates components such as GPS tracking, cameras, and an Android application that delivers instant notifications and supports remote vehicle monitoring. The study utilized the Agile development methodology to ensure flexibility during the system design and implementation phases. This approach enabled iterative testing and continuous refinement based on user feedback. The system was evaluated using the ISO 25010:2011 software quality standards, with a group of testers that included vehicle owners. Findings indicated that the system effectively detected unauthorized access attempts, provided accurate location tracking, and automatically recorded audio and video inside the vehicle during such incidents. Users reported high satisfaction with the system's interface and responsiveness. However, the study was limited by the small sample size and environmental factors such as network stability, which may affect the delivery of real-time notifications in areas with poor connectivity.

*Keywords: IoT, car security, real-time monitoring, theft prevention, ISO 25010, facial recognition*

### About the presenter:

**Samuel Adrian M. Castillo** is an undergraduate student at Jesus Reigns Christian College, currently pursuing a Bachelor of Science in Information Technology. With a strong passion for technology and innovation, he has developed a solid foundation in programming, and system development. As part of his academic journey, Samuel recently completed his On-the-Job Training at Salinas Food Incorporated, where he gained hands-on experience working with Odoo ERP applications, particularly in Sales, Accounting, and Contacts modules. His exposure to real-world IT operations has enhanced his technical skills and deepened his understanding of business systems integration. Known for his dedication, adaptability, and keen attention to detail, Samuel continues to expand his knowledge in emerging technologies and aspires to contribute meaningfully to the field of IT.



# Secure Cycle: Smart bike lock security with real-time alert system

<sup>1</sup>Charlz Jerik Temprosa, <sup>2</sup>Gabriel Ivan Estares Alburo, <sup>3</sup>Franz Lawrence Orosco Malacad, <sup>4</sup>Norman Ambolodto Bongon, <sup>5</sup>Vivien Accad Agustin & <sup>6</sup>Ronald B. Fernandez

<sup>1</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [charlzjeriktemprosa@jrccmanila.edu.ph](mailto:charlzjeriktemprosa@jrccmanila.edu.ph); <sup>2</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [gabrielalburo@jrccmanila.edu.ph](mailto:gabrielalburo@jrccmanila.edu.ph); <sup>3</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [franzlawrencemalacad@jrccmanila.edu.ph](mailto:franzlawrencemalacad@jrccmanila.edu.ph); <sup>4</sup>Bachelor of Science in Information Technology, Student at Jesus Reigns Christian College, [normanbongon@jrccmanila.edu.ph](mailto:normanbongon@jrccmanila.edu.ph)

## ABSTRACT

The increasing popularity of cycling, driven by environmental concerns and urban traffic congestion, has led to a rise in bicycle usage; however, bicycle theft remains a significant concern, particularly as traditional locks offer insufficient security. This study aimed to develop an advanced bicycle lock system called "Secure Cycle: Smart Bike Lock Security with Real-Time Alert System" to address these limitations. Utilizing developmental research and the Agile methodology, the study designed and implemented a smart lock integrating sensors such as accelerometers, gyroscopes, and force-sensitive resistors, combined with anomaly detection algorithms for real-time monitoring. The findings demonstrated the system's ability to successfully detect tampering attempts, send immediate alerts to users via a mobile application, and provide real-time GPS tracking to aid in theft recovery. Despite these promising outcomes, the study identified several limitations, including battery life constraints, dependency on network connectivity, potential environmental effects on sensor accuracy, increased costs, and cybersecurity vulnerabilities. Future research is recommended to explore enhancements that address these limitations in order to optimize the system's reliability and usability.

*Keywords: smart bike lock, IoT, anomaly detection, real-time alert system, GPS tracking, bicycle security*

## About the presenter:

**Charlz Jerik Temprosa** is an undergraduate student at Jesus Reigns Christian College, currently pursuing a Bachelor of Science in Information Technology. With a passion for creative storytelling, he has built a journey around video editing, photography, and videography. Combining his technical studies with his artistic interests, Charlz continues to refine his skills in visual media while exploring how technology can enhance creative expression. He aspires to grow further in both the IT and creative industries, using his talents to produce meaningful and impactful content.



# Advanced smart lock system: Enhancing door security with biometric authentication and advanced technology features

<sup>1</sup>Fritzie Denise S. Barfield, <sup>2</sup>Simon Patrick E. Pasag, <sup>3</sup>Jeric Sean C. Delmo, <sup>4</sup>Danica Gaila, <sup>5</sup>Vivien Accad Agustin & Ronald B. Fernandez

<sup>1</sup>Bachelor of Science in Information Technology, Student - Jesus Reigns Christian College, [fritziedeniseb@gmail.com](mailto:fritziedeniseb@gmail.com); <sup>2</sup>Bachelor of Science in Information Technology, Student - Jesus Reigns Christian College, [mon.dev005@gmail.com](mailto:mon.dev005@gmail.com); <sup>3</sup>Bachelor of Science in Information Technology, Student - Jesus Reigns Christian College, [jericc.delmoo@gmail.com](mailto:jericc.delmoo@gmail.com); <sup>4</sup>Bachelor of Science in Information Technology, Student - Jesus Reigns Christian College, [jericc.delmoo@gmail.com](mailto:jericc.delmoo@gmail.com)

## ABSTRACT

The urgent need to develop intelligent yet practical domestic security systems has become a critical concern. Traditional door locks provide only physical protection and lack features such as remote access, real-time monitoring, and alert systems. As safety demands increase, smart systems capable of active monitoring, alerting, and responding are becoming essential. This study presents the design of an IoT-based Advanced Smart Lock System to enhance home security through facial and fingerprint recognition, real-time notifications, and role-based access control. Residents can remotely lock or unlock doors, view access records, and assign access based on roles such as household heads, members, or guests. The system was developed using the Spiral Software Development Life Cycle (SDLC), integrating hardware and software in iterative phases. Key components include a Raspberry Pi microcontroller, solenoid lock, fingerprint scanner, Pi camera, sensors, an alarm module, and a keypad. For biometric recognition, the system utilizes MobileNetV2 and DeepPrint on TensorFlow Lite and OpenCV. A cloud interface built with React and Firebase enables remote control and secure data storage, while SQLite supports offline functionality. Initial testing demonstrated accurate biometric identification, secure remote access, proper role-based permissions, and real-time alerts during unauthorized access attempts. The system proved to be user-friendly and effective in enhancing smart home security. As it remains in beta, further testing across diverse environments and with more users is recommended. Future enhancements could include deployment for business use and integration with broader smart home ecosystems.

*Keywords: smart lock system, biometric authentication, iot security, facial recognition, role-based access*

## About the presenter:

**Danica Gaila** is a third-year college student currently pursuing a Bachelor of Science in Information Technology (BSIT). She lives in Pandacan, Manila, and comes from a humble yet hardworking family. She is the third among six siblings. Her mother works as a vendor along Taft Avenue, and her father serves as a Barangay Officer. Their dedication to supporting the family motivates her to work hard and strive for a better future. As a working student, balancing academic responsibilities with part-time work has been challenging for her, but it has helped her build discipline, determination, and a strong sense of responsibility. One of her biggest inspirations is her older brother, who once dreamed of becoming an engineer. Unfortunately, he was unable to finish college due to financial difficulties. His story inspires her to pursue her own dreams and succeed not just for herself, but for her family as well. Her interest in technology began even before she entered college and has only grown stronger throughout her studies. She has learned skills in programming, networking, and various IT systems. After graduation, she hopes to work in an IT department where she can continue to grow, contribute meaningfully, and help improve her family's life.



# Smart disaster response: AI-powered system for managing fire and typhoon emergencies

<sup>1</sup>Ervin Perez, <sup>2</sup>Ivan Deliso, <sup>3</sup>Romel Jr. Necosia, <sup>4</sup>Edrian De Leon, <sup>5</sup>Vivien Accad Agustin & <sup>6</sup>Ronald Burdios Fernandez

<sup>1</sup>Bachelor of Science in Information Technology, Student/ Jesus Reigns Christian College, [ervinperez@jrccmanila.edu.ph](mailto:ervinperez@jrccmanila.edu.ph); <sup>2</sup>Bachelor of Science in Information Technology, Student/ Jesus Reigns Christian College, [ivandelios@jrccmanila.edu.ph](mailto:ivandelios@jrccmanila.edu.ph); <sup>3</sup>Bachelor of Science in Information Technology, Student/ Jesus Reigns Christian College, [romeljrnecosia@jrccmanila.edu.ph](mailto:romeljrnecosia@jrccmanila.edu.ph); <sup>4</sup>Bachelor of Science in Information Technology, Student/ Jesus Reigns Christian College, [edriandeleon@jrccmanila.edu.ph](mailto:edriandeleon@jrccmanila.edu.ph)

## ABSTRACT

This study focuses on the development of an AI-powered web application aimed at improving community-based disaster response and communication during fire and typhoon emergencies in Barangay 649, Baseco Port Area. The system integrates manual reporting with advanced technologies such as Artificial Intelligence (AI) and the Internet of Things (IoT) to support timely and informed decision-making. Residents and barangay officials can post real-time updates, while IoT sensors—such as temperature and humidity detectors—monitor environmental conditions that may indicate disaster risks. AI analyzes alerts, weather data, and sensor inputs to forecast emergencies, allowing residents to prepare by unplugging appliances, securing their homes, and taking necessary precautions. For typhoons, the system can predict flooding and strong winds, enabling early evacuation and damage mitigation. It also provides information on evacuation centers, safety reminders, and emergency contacts. Featuring separate dashboards for residents and administrators, the platform supports real-time communication, resource tracking, location-based reporting, and the accurate monitoring of evacuees for efficient relief distribution. The system has been highly requested by the barangay to reduce accidents and improve emergency information flow. Whether residents are inside or outside the barangay, they receive timely alerts that enhance preparedness and coordination. All data collected is handled in strict compliance with the Data Privacy Act of 2012, ensuring confidentiality and building trust among users. Initial implementation shows promise, though limitations include a small sample size and unstable network conditions that may affect real-time alerts. Overall, the system demonstrates significant potential to strengthen disaster resilience through technology-driven community engagement.

*Keywords: AI-powered web application, IoT sensors, real-time disaster alerts, community-based response, evacuation tracking, data privacy compliance*

### About the presenter:

**Ervin Perez** is a 20-year-old student leader from Manila, Philippines, currently pursuing his undergraduate studies with a focus on communication and community development. As a dedicated student leader, Ervin has demonstrated his commitment to both academic excellence and active participation in school initiatives. He has taken on leadership roles in various student organizations, where he advocates for student rights, organizes events, and fosters a collaborative environment among his peers. Known for his articulate speaking skills and enthusiasm, Ervin is passionate about inspiring and empowering others through leadership, education, and positive community engagement. He aspires to create lasting change through his work as a student leader.



# Microbial surveillance of staphylococcus aureus on emergency medical equipment and formulation of paragis (*eleusine indica*) extract-based antibacterial spray for targeted disinfection

<sup>1</sup>Richie G. Bayuran, <sup>2</sup>Lenore O. Medina, <sup>3</sup>Marissa Y. Fernandez & <sup>4</sup>Kenan A. Kimpo

<sup>1</sup>Doctor of Philosophy in Educational Management, Dean of School of Pharmacy, Saint Gabriel College, [bianrenshi.rb@gmail.com](mailto:bianrenshi.rb@gmail.com); <sup>2</sup>Master of Arts in Nursing, Dean of School of Technical Vocational Education, Saint Gabriel College, [lenoremedina634@gmail.com](mailto:lenoremedina634@gmail.com); <sup>3</sup>Master of Arts in Nursing, Program Coordinator of School of TechVoc, Saint Gabriel College, [marissayfernandez@gmail.com](mailto:marissayfernandez@gmail.com); <sup>4</sup>Bachelor of Science in Nursing, Health Safety Officer, [kenan.kimpo@gmail.com](mailto:kenan.kimpo@gmail.com)

## ABSTRACT

Infection control in emergency medical settings is a growing concern due to the frequent reuse of lifesaving equipment. Contaminated surfaces such as spine boards, C-collars, and Kendrick devices can serve as reservoirs for pathogenic bacteria like *Staphylococcus aureus*, posing risks to both patients and responders. This study assessed microbial contamination on emergency medical service equipment and explored a plant-based disinfectant as a novel intervention. A prevalence analysis was conducted to quantify *S. aureus* (cfu/mL) on spine boards, Kendrick extrication devices, and cervical collars (C-collars) used by Saint Gabriel College TechVoc students. Among the samples, the spine board exhibited the highest bacterial load ( $8.3 \times 10^5$  cfu/mL), followed by the Kendrick device ( $3.4 \times 10^4$  cfu/mL) and C-collar ( $2.4 \times 10^4$  cfu/mL), likely due to variations in patient contact and environmental exposure. In response, a disinfectant spray was formulated using ethanolic extract of *Eleusine indica* (Paragis) in a hydroalcoholic base. Its antibacterial efficacy was tested against *S. aureus* using disc diffusion method. Treatments included benzalkonium chloride spray (BCS), 70% ethanol spray (70ES), Paragis spray, and the spray base as control. The Paragis spray showed a zone of inhibition (17.84 mm) statistically comparable to BCS (18.22 mm), significantly outperforming 70ES and the base. ANOVA and Scheffé post hoc test ( $p = 0.3199376 > 0.01$ ) supported the comparable efficacy of the Paragis spray. These findings suggest *E. indica* as a promising, natural, and cost-effective alternative disinfectant for EMS equipment. Further in vivo and stability studies are recommended to support broader clinical application.

*Keywords: staphylococcus aureus, emergency medical equipment, eleusine indica (paragis), herbal disinfectant formulation*

### About the presenter:

**Dr. Richie G. Bayuran** is a registered academic Pharmacist, appointed as the Dean of the School of Pharmacy and Director of the Institutional Research and Development Office of Saint Gabriel College, Kalibo, Aklan. Dr. Bayuran holds a Bachelor's and Master of Science in Pharmacy, as well as a Doctor of Philosophy in Educational Management. Dr. Bayuran is involved in Pharmaceutical, Biological, Chemical, Microbiological, Pharmacological, Natural Product Research with ongoing patent application to the Intellectual Property Office of the Philippines. Dr. Bayuran research works have been published in Scopus and peer-reviewed journals, and also a member of various international research organizations. Dr. Bayuran was the former Vice-President for Visayas of Young Pharmacists Group - Philippines in 2016-2018 and is currently a Board Member of the Philippine Pharmacists Association – Aklan Chapter. Currently, Dr. Bayuran was elected as Associate Member of the National Research Council of the Philippines under Pharmaceutical Sciences Division.



# Polyfruit peel blend for inhibiting calcium oxalate crystallization in kidney stone formation: An eco-pharmaceutical perspective

<sup>1</sup>Richie G. Bayuran & <sup>2</sup>Jennica Marie L. Valencia

<sup>1</sup>Doctor of Philosophy in Educational Management, Dean of School of Pharmacy, Saint Gabriel College, [bianrenshi.rb@gmail.com](mailto:bianrenshi.rb@gmail.com); <sup>2</sup>Bachelor of Science in Pharmacy, Research Coordinator, School of Pharmacy, Saint Gabriel College, [jenlauron.nl@gmail.com](mailto:jenlauron.nl@gmail.com)

## ABSTRACT

Urolithiasis, or kidney stone disease, poses a persistent global health concern due to its high recurrence rate and the financial burden of conventional treatments. This study explored the synergistic in vitro anti-lithiatic potential of solid-phase extraction (SPE) concentrates derived from banana (*Musa spp.*), mango (*Mangifera indica*), and camansi (*Artocarpus camansi*) fruit peels. The extracts were assessed for their ability to inhibit calcium oxalate nucleation and aggregation using UV-Vis spectrophotometry at 620 nm. Following collection, the fruit peels underwent ethanol maceration, rotary evaporation, and SPE purification. Treatments—prepared individually and in combinations at 100 µg/mL—were tested against calcium oxalate crystal formation. Results showed that the polyfruit blend demonstrated significantly greater inhibition of nucleation (58.63%) and aggregation (63.07%) compared to individual extracts, second only to potassium citrate as the positive control. Quantitative phytochemical analysis confirmed the presence of saponins, flavonoids, and tannins, contributing to the observed bioactivity. ANOVA and Scheffé post hoc tests validated significant differences ( $p < 0.01$ ) among treatment groups. This research bridges traditional pharmacognosy and modern biotechnology, offering an opportunity to develop health tourism products from agricultural waste. It catalyzes interdisciplinary collaborations among pharmacists, medical practitioners, tourism professionals, and farmers—showcasing how locally sourced bioactive compounds can shape a sustainable and health-oriented tourism economy while uplifting rural agricultural sectors. The study highlights the therapeutic and economic potential of fruit peel waste in preventive nephrology and recommends further in vivo and formulation studies for clinical translation and commercialization.

*Keywords: anti-lithiatic activity, calcium oxalate inhibition, polyfruit peel extracts, solid-phase extraction (SPE), eco-pharmaceutical*

### About the presenter:

**Jennica Marie Lauron, RPh** is a Registered Pharmacist and currently a Research Instructor at the School of Pharmacy, Saint Gabriel College, where she also serves as a Member of the Technical Committee for Institutional Research. She is presently pursuing her Master of Science in Pharmacy, focusing on research and innovation in pharmaceutical education and practice. A dedicated leader and advocate for professional development, she is the former Visayas President of the Young Pharmacists Group Philippines and currently serves as a Board Member of the Aklan Pharmaceutical Association. Her interests lie in pharmacy education, community health, and strengthening research culture among young professionals.



## Institutional Members & Collaborators

	<p><b>Universiti Teknologi Mara</b> is the largest public university in Malaysia with more than 200 thousand students all over the country. It has branches in all 14 the states and each state has multiple city campuses. Programs offered are in all area from Diploma to PhD. The areas are accountancy, administration &amp; law, business &amp; management, architecture, engineering, science &amp; technology, computer science, hotel &amp; catering, geomatic &amp; planning, mathematic &amp; actuarial science, office management and TESL. The latest programs are pharmacy and medical programs.</p>
	<p>The <b>College of ICT &amp; Engineering of Western Leyte College</b> aims to provide quality education and latest developments in computing solutions to meet the demands of the society and industry. The goal is to produce competent professionals in the fields of specialization through programs and trainings responsive to industry; supportive and qualified faculty; appropriate facilities; molding the students with the trinity of virtues, wisdom, leadership and commitment; as well as equally opportunity for all. It offers Bachelor of Science in Computer Engineering, Bachelor of Science in Computer Science, Bachelor of Science in Information Technology and 2 Years Associate in Computer Technology.</p>
	<p><b>Northwestern University</b> is dedicated to develop individuals, to become Highly Competent, Socially Responsible and Ethically Upright Leaders. It is one of the BIGGEST Private Higher Education Institutions in Northern Philippines. With ISO 9001:2015 Certification, CHED Deregulated Status and PACUCOA Accreditations, NWU guarantees quality education that prepares you to become a global professional. It's where champions are made.</p>
	<p><b>Pamantasan ng Lungsod ng San Pablo</b> is deeply committed towards the integral formation of the human person, with a profound faith in God, in his fellow men and himself by providing its students the full development of their physical, intellectual, social and cultural endowment for effective participation in various professions and industrial occupations and to enable them to enjoy</p>

	<p>reasonable quality of life to be able to contribute to the upliftment of the human society.</p>
	<p><b>Santo Tomas College of Agriculture Sciences and Technology (STCAST)</b> is a locally governed college. An institution being run and managed by the Local Government Unit. The college is a Commission on Higher Education Institutionally Recognized and eligible for the benefits of Republic Act 10931 otherwise known as the Universal Access to Quality Tertiary Education Act. Today, STCAST is now living on its belief that education must be in the state of internationalization and borderless in nature.</p>
	<p>The <b>San Pablo Colleges</b> is an educational institution with a Christian outlook committed to the complete development of global Filipino learners for the service of God, country and fellowmen. It envisions itself as a leading educational institution nurtures relevant responsive and value-laden lifelong learning. It is committed to uphold the holistic development of learners making them globally competitive through outcomes-based and technology-driven instruction, quality research and proactive community engagement, thereby creating sustainability for all.</p>
	<p>The <b>College of Teacher Education (CTE) of the Aklan State University</b> strives to lead in the transformation of future educators imbued with positive values for the global village. It is guided by the four T's mantra – "Training Tomorrow's Teachers Today!" It offers accredited doctorate, masters, and baccalaureate programs in an encouraging environment steered by faculty researchers in highly specialized areas. Its evolution from a mere field of specialization in agriculture in 1975 to be a full degree program in 1987, and ultimately as a leading college in 2006, has carved a niche of graduates with sterling performances in the regional and international arena. Today, CTE is the preferred source of skilled and competent educationists for the basic, technical, and higher education institutions in and outside of the province.</p>
	<p>The is a school conceived in freedom and democracy, dedicated to the ideals of love, which affirms its commitment to the cause of truth, and imparts the arts of the sciences, culture, and all related studies. This non-sectarian institution of higher learning is guided by its purpose of contributing to the formation of a progressive and humane society, as well as responsible citizenry.</p>

	<p>Founded in 1993 as the Southern Mindanao Institute of Technology (SMIT), <b>Aces Colleges System</b> has grown from offering short-term technical courses to becoming a prominent educational institution with multiple campuses. Initially focusing on computer science, hotel and restaurant management, office management, and seaman courses, SMIT was renamed Aces Polytechnic College, Inc. in 2006, expanding to degree programs. The system includes Aces Tagum College and ACES Polytechnic College, Inc. in Panabo City, each recognized for their entrepreneurial-focused curricula and strong industry linkages. With modern facilities, including interactive speech labs and incubation centers, Aces Colleges maintain their commitment to quality education, adapting to the evolving needs of the academe and industries.</p>
	<p>was established in 1979 by Dr. Romeo B. Casaul and Dr. Ruby Lanting-Casaul, starting as a small Lying-in Clinic along Quirino Highway. In 1983, it expanded into a paramedical school, and by 1984, it produced its first Midwifery graduates. Over the years, DCLC has grown into a reputable institution offering a variety of programs, including Nursing, Radiologic Technology, Medical Laboratory Science, and Physical Therapy. It has consistently produced topnotchers in board exams, establishing its academic excellence. The school has also broadened its reach by introducing programs in Business Administration, Education, Psychology, Hospitality Management, and more, while complying with international standards as an ISO 9001:2015 certified institution. DCLC has further gained recognition with several programs accredited by PACUCOA. Committed to quality education, DCLC continuously enhances its facilities and curriculum, ensuring a holistic and transformative learning experience for its students. The institution remains a beacon of excellence, fostering academic and professional growth.</p>
	<p><b>Department of Business Administration – University of Technology and Applied Sciences-Shinas</b> The <b>Department of Business Administration at the University of Technology and Applied Sciences-Shinas (UTAS-Shinas)</b> plays a vital role in shaping the future business leaders of Oman. Established in the Academic Year 2007-2008, the department began with a certificate program and an initial batch of 66 students and 3 faculty members. Over the years, it has grown significantly and now serves more than 500 students across various business disciplines, supported by a dedicated team of 32 faculty members from diverse academic and professional</p>

	<p>backgrounds. The department offers three key specializations aligned with the needs of the economy: Accounting (Bachelor of Technology) Human Resource Management (Bachelor of Technology) Marketing (Diploma) Committed to experiential learning, the department emphasizes practical application, critical thinking, and leadership development. The department fosters a strong research culture, with student and faculty research projects receiving funding from the Ministry of Higher Education, Research, and Innovation (MOHERI) and the university.</p>
	<p><b>Saint Gabriel College (SGC)</b> in Kalibo, Aklan, Philippines, was established in 1970 as the Saint Gabriel School of Nursing. It was the first paramedical school in Aklan. After offering its first bachelor's degree program in Nursing in 1979, the school earned college status. In 2014 the Saint Gabriel College School of Pharmacy (SGCSOP) was established, and the Commission on Higher Education (CHED) granted full recognition in 2018. The college offers other curricular programs, including Bachelor of Science in Pharmacy, Bachelor of Science in Radiologic Technology, and Bachelor of Science in Medical Technology. In addition, it has also a high school department. Saint Gabriel College is the only private school in Region VI ranked as a TWO STAR AWARDEE under the System for TVET Accreditation and Recognition (STAR) Program for Emergency Medical Services NC II and awarded as a Level 2 Center of Technical Proficiency for achieving significant progress in developing and implementing sound processes and procedures in its quality assurance system.</p>
	<p><b>Aklan Catholic College</b> is a private non-sectarian Catholic institution. It was founded in 1945 with basic education and higher education programs. Basic Education is complete with Elementary, Junior and Senior High School (with PAASCU Candidate Status). In the Higher Education level, it offers Teacher Education, Liberal Arts, Business Education (with PAASCU Level II Re-Accreditation), Information Technology, Nursing, Criminology, Juris Doctor, Master of Arts in Education and Master in Business Management. It also offers TESDA short-term and Diploma programs as training and assessment centers for this program. It has a population of about 3,500 plus students and with about 250 teaching and non-teaching personnel, headed by Rector-President assisted with 2 Vice Presidents, 5 Deans and 1 High School Principal. It has 2 campuses, main and annex.</p>



**Calayan Educational Foundation Incorporated (CEFI)**

has long stood as a pillar of quality education in Lucena City, offering hope and opportunity to learners of all ages. Guided by the mission to develop holistic, self-fulfilling, and productive citizens, CEFI is deeply rooted in the core values of HONOR, SCHOLARSHIP, and SERVICE. What began as a shared dream by two visionaries has grown into an institution that not only educates minds but also shapes character, contributing meaningfully to both local and global development. Despite facing trials—including extreme weather and two devastating fires—CEFI has remained steadfast and resilient. Its humble yet enduring campus reflects the perseverance of generations of Cefizens who walked its halls with dignity and pride. Today, CEFI continues to shine brightly, upholding its legacy while looking ahead with hope and determination to create a lasting impact on future generations.

# Training Partners

## **The CPD Certification Service London, United Kingdom**



The CPD Certification Service was established in 1996 as the leading independent CPD accreditation institution operating across industry sectors to complement the Continuing Professional Development policies of professional institutes and academic bodies. The CPD Certification Service provides support, advice and recognised independent CPD accreditation compatible with global CPD principles.

Our unique experience and history working with training providers, professional bodies, academic institutions and corporate organisations enables us to support organisations seeking authoritative CPD certification for their further learning activities. Thousands of CPD training courses, events, e-learning programs, conferences, workshops and seminars are formally certified by us every year adding significant value for audiences and providers alike.

## **Kidsland Learning and Development Center of Manila Manila, Philippines**



Kidsland is a DepEd recognized learning center that caters preschoolers to actively engage in teaching and learning activities and prepare them for the next level of their educational journey. It offers nursery, kinder 1 and 2. Its pre-school program has been recognized by the government in 2009 with recognition n. P-016 S. 2010. It believes the child's attitudinal development of his acquisition of knowledge, skills, and values and his uniqueness to perceive and understand the outside world is different from that of the adult. It is committed to provide students with basic knowledge, skills and competencies to improve their cognitive, affective, and motor skills in a loving, safe and positive learning environment. It aims to develop learner's multiple intelligences using various instructional materials suited for children to prepare them in a complex world of learning in intermediate level.

For more information, visit the website <https://iiari.org>

**You may visit us at:**  
**South Spring Village, Bukal Sur**  
**Candelaria, Quezon, Philippines**  
**Postal Code 4323**

**You may call: +63 916 387 3537**

**You may message**  
**[editor@iiari.org](mailto:editor@iiari.org) or [icmiar@iiari.org](mailto:icmiar@iiari.org)**