

ISSN O: 2984-9926

ISSN P: 2984-8393



ASIAN INTELLECT

MAGAZINE

EDUCATES • INFORMS • ENTERTAINS

Vol. 1 No. 1 OCTOBER - DECEMBER 2023

RYAN JAY DAYAO

MAN OF THE HOUR

legacy
of a teacher

ADVANTAGES OF
BECOMING
A REALTOR



ABSENTEEISM

Why is There a Problem?

*The Happiness
of Teaching*



EDITORIAL BOARD



JULIE LIEZEL A. CALMA
Asian Intellect FAOAD Inc.
Editor-in-Chief



RONALDO T. DIZON
Tarlac State University
Associate Editor



DR. JOCELYN L. ABSOLOR
Ilocos Sur Polytechnic State College
English Language Editor



DR. GINO G. SUMALINOG
Cebu Normal University
English Language Editor



DR. FRANCISCO RENON QUELNAN
University of Northern Philippines
Filipino Language Editor



RAVEENTHIRAN VIVEKANANTHARASA
Open University of Sri Lanka
Contributor



JENCY MARZEL C. FERRER
University of the Philippines Baguio
Contributor



GAPHOR M. PANIMBANG
Adiong Memorial State College
Contributor & English Language Editor



DR. KIM EDWARD S. SANTOS
Nueva Ecija University of Science & Technology
Reviewer



REV. NOEL ESPIRITU SANTO
Contributor



DR. JAMES M. DUMAGUIT
Surigao Del Norte State University
Reviewer



DR. JERGEN JEL A. CINCO-LABARIA
Western Philippines University
Reviewer



DR. GERALD G. GUTIERREZ
Marinduque State College
Circulation Manager



DR. LEANDRO C. TORREON
Bohol Island State University
Reviewer



JOAN MARION D. ADDUN
Holy Angel University
Graphics and Online Managing Editor



MICHAEL L. SAHAGUN
Maligaya Trinity Baptist Christian Academy, Inc.
Layout Artist and Graphics Editor



DR. TEOH KOK BAN
SENTRAL College, Penang, Malaysia
Editorial Adviser

TABLE OF CONTENTS

EDITORIAL: Print Is Not Dead	4
NEWS: PhilHealth Urges the Public to Avail Its Health Offerings	5
NEWS: DepED collaborates with DSWD for 'Tara, Basa!' Program	6
Legacy of a Teacher	7
Sultan Kudarat State University	8
MAN OF THE HOUR: Dr. Ryan Jay Dayao	9
Harmonizing Education	10
Building Organizational Teams	11
Advantages of Becoming a Realtor	12
Value Education or Not: It's All Up to You!	13
Filinvest offers luxurious residential complex in Clark	14
Dr. Murphy P. Mohammed, DPA: A Paragon	15
Why is There a Problem of Absenteeism?	16
WORDS OF LIFE: Accepted in the Beloved	16
The Happiness of Teaching	17
KIDDIE NOOK: Gabbie Addun	17
LITERARY: 'Nothing'	18
LITERARY: 'May Be the Month'	19
Lucena West II Soars High	21
LITERARY: 'Freedom (The Prisoner)'	21
The Future of Addiction Recovery Today	22
Unveiling the Foundations of Student Satisfaction	24
Instructional Supervision Equips and Empowers Teachers	25
Influence on Effective Teaching and Student Achievement	26
The Motivating Journey of Brigada Eskwela 2022	27
Analysis of the Essential Leadership Competencies for Effective School Management	28
A review on AURA of School Heads and School Improvement	30
Leadership and Core Competences of School Heads and School Performance	31
School Leadership and Practical Administrative Problem	33

 The Asian Intellect Magazine is published quarterly by the Asian Intellect with SEC Registration Numbers CN201539886 with office address at B63 San Agustin Street, Fiesta Communities, San Rafael, Tarlac City, Philippines 2003

 (+63) 919 932 2672

 asianintellectinc@gmail.com
research@asianintellect.org

 www.asianintellect.org





NEWS

PhilHealth Urges the Public to Avail Its Health Offerings

CITY OF SAN FERNANDO, Pampanga — About 200 media practitioners were feted with a thanksgiving program by the Philippine Health Insurance Corporation (PhilHealth) at Queen Pia’s Place on Oct. 7, 2023.

The annual Media Social Health Insurance Education Series (SHIneS), Kapihan, and Pasasalamat aims to provide continuous updates on Universal Health Care, Konsulta, and other health benefits and services. It is also the time to engage in dialogs between the press and PhilHealth and at the same time for the former to be shown appreciation by the national health insurer.

This year’s affair, dubbed “PhilHealth at Media, Forever Partners sa Kalusugan,” is a testament to the long-standing relationship between the members of the press and the government health insurer.

Dr. Rowena San Mateo, PhilHealth Regional Office III (PRO III) – A Acting Branch Manager, thanked the press for its role in the various PhilHealth campaigns.

“This pasasalamat is our way of thanking the media because naitutulay ninyo ang kaalaman tungkol sa PhilHealth sa publiko,” San Mateo said.

Edgardo Faustino, former PRO III Acting Vice President also echoed the agency’s appreciation of the media, especially during the pandemic.

“We have a very good relationship with the media. Maraming salamat sa suporta sa PhilHealth.

“The COVID-19 years were the most challenging especially in 2021 when we were heavily criticized – but the media were always objective in their reporting, they coordinated with us and always presented balanced news,” Faustino said.

Universal Health Care (UHC)

“PhilHealth is shifting from curative to preventive. As much as possible, hindi na magkakasakit. Because of the UHC, all are members. If there are issues like yung hindi naka-avail, inform us. Magtulungan tayo so we can effectively

deliver to our constituents,” Faustino added.

Monifer Bansil, Public Affairs Unit Head, revealed that as of July 2023, there are 12.2 million PhilHealth registered members and dependents in Central Luzon, representing 95% of the projected 12.89 million population.

“There are also 11 Local Health Insurance Offices (LHIO) and 9 PhilHealth Express in Central Luzon,” Bansil said.

PIA Central Luzon’s William Beltran said that “a lot of Filipinos know what PhilHealth is all about.”

“Marami ang hindi nakakaintindi kung ano ang insurance kaya naman nandyan ang PhilHealth na sandigan natin kung magkasakit tayo,” Beltran said.

“Wala ng rason na tiisin natin ang sakit na ating nararamdaman dahil sa PhilHealth.”

Hacking incident

According to the PRO III’s Information technology experts, there are no reported data breaches among Central Luzon members. PhilHealth is in the process of recovering all of its systems to provide needed services and intensifying its security measures and risk management.

As of early October, 100% of its external systems are back online: Group Enrollment, Electronic PhilHealth Online Access Form, iCARES, Health Carer Professional portal, Electronic Premium Remittance, member portal, website, and eClaims, among others.

PhilHealth is shifting from curative to preventive

“Once a year, bisitahin ang ating healthcare provider para sa Konsulta package. Ituring itong birthday checkup,” San Mateo advice.

The Konsulta package is PhilHealth’s primary health-care program that makes consultation, laboratory tests, and medicines available to the agency’s members. It covers preventive care including consultations, health risk screening and assessment, 13 laboratory tests, and 21 maintenance drugs and medicines.

EDITORIAL

Print Media is Not Dead

Undoubtedly, digital media is the most popular source of information and entertainment nowadays. However, it is not necessarily the best and most trusted source. Though it now seems old-fashioned and outdated, print media like newspapers and magazines are still the most trusted and most credible origins of facts and information. People have confidence that what they read in print media is accurate and reliable. Advertisements in print media are also deemed to be more truthful and honest and more serious too. Studies showed that advertisement recall is higher with print, and more likely to drive action than its digital media counterpart.

Furthermore, there is also a sense of security in obtaining your source from something you can not only hear and see but you can actually hold, and smell, and keep, and store, and file, and referred back to again. The sensory perceptions that come with engaging in print media are undeniably more satisfying. Print media is tangible and print media

is engaging and it is also easier to read. Furthermore, more information can be found in a one-page print than its counterpart and it also promises longevity and permanency. After all, what is printed now cannot be altered tomorrow giving it integrity.

In reality, PRINT is powerful. According to the Scientific American, the human brain will remember words on a physical paper much better than it would remember words displayed on dynamic screens. The act of physically interacting with the paper of a book stimulates the memory section of your brain more than a screen can. Print publications also have a more predictable set of loyal readers and publications can be written for a targeted and specific audience.

Therefore, on a personal level, writing for a print media gives satisfaction and sense of achievement because you know that your writing will be there forever and will one way or another leave a mark on your reader.

NEWS

DepED collaborates with DSWD for 'Tara, Basa!' Program

Promoting reading to recover learning losses, the Department of Education (DepED) forged their partnership with the Department of Social Welfare and Development (DSWD) to launch 'Tara, Basa! Tutoring Program on Wednesday in Rizal High School.

'Tara, Basa!' Tutoring Program is a holistic social welfare and development program that aims to help elementary learners who have difficulties learning to read or cannot read yet to improve their foundational reading skills while offering short-term work and learning opportunities for financially challenged college students.



Sara Z. Duterte

"Our grade learners will experience, embrace and love reading and the magical world of written and spoken words. The amount of knowledge and wisdom that they will be able to collect from reading is beyond imagination," Vice President of the Republic of the Philippines and Secretary of Education Sara Z. Duterte said.

"Ang programang ito ay nagpapakita na kapag ang ating gobyerno ay agresibo, determinado, at mahusay na pinamumunuan marami tayong magagawa, malayo ang ating mara-rating, at sasalubungin natin ang ating kinabukasan na puno ng inspirasyon, pag-asa at posibilidad," she added.

Meanwhile, DSWD Secretary Rex Gatchalian said the reformatted educational assistance program will give college students P500 a day for 20 days in exchange of being tutors or youth development workers and will provide P235 per day for parents who will attend the teaching sessions.

In the cash for work program, university or college students may serve as a tutor to struggling readers or youth development workers who will train the parents to become Nanay-Tatay Tutors to their children at home.

VP-Sec. Duterte expressed her gratitude to the young volunteer tutors for sharing their time and knowledge to the learners, for being selfless, and for loving their fellow Filipinos and their country.

"We hope to see more and more Filipinos like you. Filipinos who also see that investing in our children is investing in the future," she noted.

In addition, hearing and vision screening will also be conducted to participating learners through the assistance of the private partners to ensure that their eyes and ears are healthy and will not hinder their learning and reading skills.

During the launch, DepED and DSWD also sealed their partnership through signing a Memorandum of Agreement as witnessed by DepED NCR Regional Director Wilfredo Cabral, DSWD Usec. For Innovations Eduardo Punay, Pasig City Rep. Roman Romulo, and Pasig City Mayor Vico Sotto. *Source: DepED Press Release*

VP Sara Credits Filipino Learners for Inspiration of Her First Children's Book, 'Isang Kaibigan'

As part of the 2023 Pambansang Buwan ng Pagbasa at Araw ng Pagbasa celebration, Vice President of the Philippines and Secretary of the Department of Education (DepED) Sara Z. Duterte launched her first children's book titled *"Isang Kaibigan."*

VP-Secretary Duterte shared that the Filipino children inspired her to write her book and when she was invited for a book reading session, a close friend of hers noted that she should read books by Filipino authors.

"Nagpapasalamat ako sa mga batang Pilipino because they gave me the inspiration to write the book [Isang Kaibigan]," VP-Sec. Duterte said.

Isang Kaibigan follows the story of Kwago and Loro and teaches how the power of true friendship can overcome even the toughest challenges that may befall anyone.

VP-Sec. Duterte first read *Isang Kaibigan* when she was invited to be the mystery reading ambassador of Kapitan Tomas Monteverde Sr. Central Elementary School in Davao, City as part of National Reading Month on November 11.

The official book launch was conducted during the culmination program of Araw ng Pagbasa as the VP-Secretary conducted a live reading session to selected Grade 3 learners. She will soon donate copies of her book to school libraries.

Legacy of a Teacher

Written by Julie Liezel Calma



"If you know when you have enough, you are wealthy, If you carry your intentions to completion, you are resolute, If you live a long and creative life, you will leave an eternal legacy."
- Lao Tzu

Legacy is a gift or bequest that is turned over usually from past generation to the next. It is more often than not, being handed down when someone passes away. These legacies may be in the form of beliefs, culture, doctrines, wisdom, knowledge, experiences, traditions or simply memories. Legacies are valued, cherished, appreciated, and treasured because of the significance not only of the mementos left but also because of the importance of the predecessor. As it is, so many people are trying their best to ensure that they will leave a worthwhile legacy to their loved ones and their people when they depart from this life.

However, not all legacies are left only when one expires. There is a legacy that is worth leaving and this legacy is not transferred on by demise but is instead passed on while the predecessor is alive. It is the legacy of knowledge, being transferred thru teaching. The legacy of knowledge and teaching is imparted all throughout the life of the teacher.

At present, there are over 600,000 public school teachers in this country. It is therefore, inspiring to note that too many teachers will be leaving their legacy to their millions of students.

“ A teacher's legacy is built each day as she goes on with her daily life ... ”

A teacher, as she goes with her daily routines and rituals of teaching, is slowly, but surely building her legacy. This daily fostering of a teacher's legacy may either be positive or negative. Positive if the legacy contributes in one way or another for the betterment and furtherance of good deeds and positive values and negative if it is contrary to acceptable morals.

A teacher's legacy is built each day as she goes on with her daily life not only of imparting knowledge but of being

an influence, a model, and an inspiration to her students, co-workers and family.

A teacher's influence can never be underestimated as it goes on and on. Henry Brooks Adams even said that, "A teacher affects eternity; he can never tell where his influence stops". As it is, a teacher's influence is one legacy that she rubs on to her students. This influence may go a long, long way. It could be in the choices that the students make, their behaviors, their pronouncements, their goals, their drives, and their aspirations.

A teacher, serving as model, is also her legacy to her students. Either subliminal or not, the teachers become the representation, the exemplar, and the standard to which the students relate and aspires with. Thus, teachers teach more by what they are than by what they say.

Moreover, a teacher's legacy is her being an inspiration to her students. William Arthur Ward said that, "The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, but the great teachers inspires. A teacher inspires when she causes something good to happen or when she stimulates and provokes one to be better.

So how can a teacher ensure that she leaves a worthwhile and meaningful legacy? A teacher has to embrace her own individuality. She has to accept her flaws but celebrates her strength. A teacher has to be mindful of her limitations but should expound her advantages. She should explore her boundaries and minimize her drawbacks. Most of all, she should give her heart, her soul, and her whole being to her commitment to her students.

A teacher's legacy is her responsibility. Her legacy is her gift to the world. Her legacy speaks of her life's significance and substance. A teacher's legacy is her impact to her community. A teacher's legacy is her contribution to this society. A teacher's legacy is her claim to goodness. A teacher's legacy is her passport to peace and tranquility, knowing in one's heart that she gave her best and her all. Most of all, a teacher's legacy is her very essence for her existence in this world.

UNIVERSITY IN SPOTLIGHT



SULTAN KUDARAT STATE UNIVERSITY College of Industrial Technology - Isulan Campus

Sultan Kudarat State University is a lone-chartered university in South Central Mindanao particularly in Region XII. It produces international-level industrial specialists in the construction and food sectors including global researchers.

Alumni of the university have gone places working as University Planner in the United Kingdom, Registered Electricians, and AutoCAD Operators and trainers in Dubai, and Riyadh, and are Champions in manual and digital arts, paintings, bartending, coffee blending, and research presentations in Singapore, Hong Kong, and Sydney, Australia.

It has active linkages in Thailand, the USA, and Malaysia. It is the TESDA assessment center in Technical Drafting NC II which is a requirement for the local government and international employment.

One of its colleges - the College of Industrial Technology is an institutional member of the Asian Intellect Inc. and was established by combining the five national high schools in the province of Sultan Kudarat by virtue of the Republic Act 6973 which is also known as Sultan Kudarat Polytechnic State College dated December 5, 1990, and was converted into a university by virtue of Republic Act 9966 on January 18, 2010.

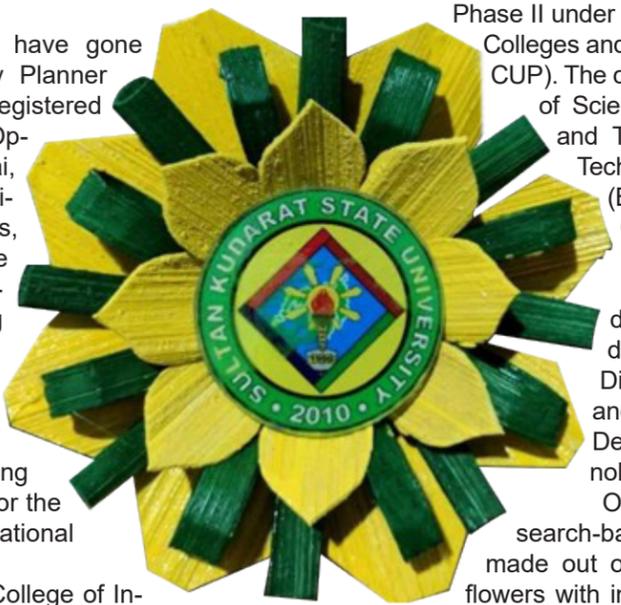
One of the first curricular programs offered under the College of Industrial Technology in Isulan Campus was the

Bachelor in Industrial Technology after its BOT approval on March 14, 1991. It is a ladderized program from the Diploma in Industrial Technology (DIT-BIT) curriculum structure. The College of Industrial Technology is advancing to Level IV Phase II under the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AAC-CUP). The college is currently offering a Bachelor of Science in Industrial Technology (BSIT) and The AACCUP Level II, Bachelor in Technical Vocational Teacher Education (BTVTE) with majors in Automotive, Civil, Drafting, Electrical, Electronics, and Food Technologies.

The success of SKSU is partly under the leadership of its fourth President, Dr. Samson L. Molao, Campus Director Dr. Mary Lynn G. Magbanua, and Dr. Abraham S. Accad who is the Dean of the College of Industrial Technology.

One of the commercialized research-based products is the Gandara lei, made out of oil palm inner fronds, fruits, and flowers with individual adopters in addition to the Persons Deprived of Liberty (PDL) of the two nearby Bureau of Corrections. The Katahum Group of Artists is also a recognized group of alumni and students and the SKSU Isulan TAPI where technical and professional services are catered in both online and in-person engagement.

With all these, the SKSU- Isulan Campus is truly a feather in the cap of this esteemed university.



DR. RYAN JAY DAYAO

The MATH professor and his formula for work-life

Ryan Jay C. Dayao is a Licensed Professional Teacher and holds a doctorate degree in Philosophy specialized in Educational Leadership and Management. He has over 17 years of experience teaching at all levels of education, from elementary to graduate studies. He recently joined the National University - Baliwag as a Professor handling undergraduate and postgraduate courses in his fields of expertise.

Prior to his current position, Dr. Ryan was the Assistant Dean of the Graduate School Department (July 2020 to July 2023) and the Research Director (March 2022 to July 2023) at Meycauayan College. He had held several administrative positions where he demonstrated his competence in building and maintaining collaborative relationships with students, parents, colleagues, and the community. He also excelled in executing course evaluations, course approval procedures, and documentation for the institution's accreditation process.

His past positions include Program Head and Subject Area Coordinator for Mathematics of College of Arts, Science, and Education, and Assistant

Turn to page 20



MAN OF THE HOUR



Harmonizing Education: The Transformative Power of Music as a Tool for Enhancing Teaching and Learning



Written by
Rosauro M. Perez, EdD
Education Program Supervisor - MAPEH
Tarlac City Schools Division

Over the years, educators and researchers have explored various methods to engage learners, enhance comprehension, and foster a love for lifelong learning. Amidst this pursuit, one powerful tool has emerged as a catalyst for transformation: music. As an Education Program Supervisor of MAPEH and a Music enthusiast, I've been advocating Music as useful strategy in teaching (MUST). Music can be a powerful tool to education.

Here are some sample scenarios that illustrate how music can be used to improve education:

1. Using Mnemonic Devices and Memory Enhancement: Teacher can use a catchy tune to help students remember a complex formula in Mathematics. By associating the formula with the melody, students find it easier to recall and apply the formula during exams, demonstrating improved memory retention.

2. Creating Engaging Learning Environments: An elementary school teacher incorporates background music during group activities and independent work time. The music is carefully selected to match the mood of the activity, creating a more stimulating and focused atmosphere. Students respond positively to the music, showing increased engagement and enthusiasm for learning.

3. Enhancing Language Learning: A language teacher introduces songs in the target language that feature repetitive

phrases and vocabulary. Students sing along and internalize the language naturally, improving their pronunciation, vocabulary, and overall language comprehension.

4. Reducing Stress and Be Relaxed: During assessment or examination days, teacher play calming instrumental music in the classroom before the test begins. The soothing music helps alleviate students' anxiety and stress, enabling them to approach the exam with a clearer mind and improved focus.

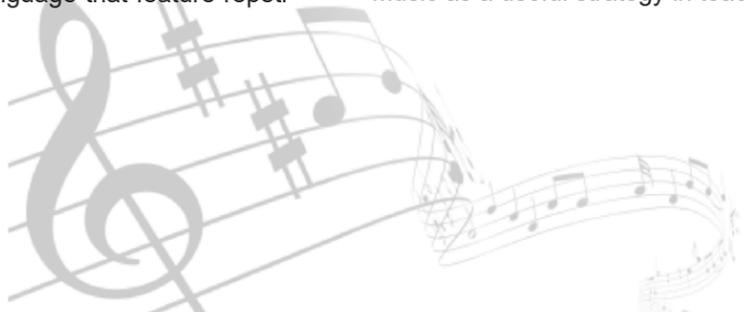
5. Fostering Creativity and Critical Thinking: In an art class, teacher plays a different genre of Music per art session. Different music will result different artistic approaches.

6. Stimulating Imagination in Literature Studies: English teacher uses instrumental music to set the mood while reading a descriptive passage from a novel. The music enhances the imagery and emotions evoked by the text, enabling students to connect more deeply with the literary work.

By recognizing and harnessing the unique qualities of music, educators can unlock a wealth of benefits, from improved cognitive processing to heightened emotional engagement, ultimately creating dynamic and effective learning environments that maximize student potential.

Whether it is through active engagement with musical activities or the strategic integration of music within different academic disciplines, the use of music as an educational tool has shown remarkable potential for fostering engagement, improving memory retention, and facilitating deeper understanding. Remember MU-SIC is a MUST.

Music as a useful strategy in teaching, why not try?



Written by
Jojit A. Bautista
Malabon University

For a leader to successfully build a global team, he has to know that nationality has been found to affect team members' perceptions, behavior, and interactions. Culture, too, has an impact in global teams since individualistic cultures differ so much with collectivistic culture in personal characteristics, commitments, and interests in the attainment of goals for the whole team. Individualistic culture tends to place more values on individual welfare while collectivistic culture are highly identified with the group and value harmony, unity, and group accomplishment.

Thus, global leaders need to be problem-solvers, emphatic and active listeners, as well as perceptive in the diverse expertise of other people. Furthermore, building trust is also an important highlight in the leadership task and cultural training to ensure that global team members are equipped to address complex decisions that may be called for in the organization (Leading and Building Global Teams).

“... team building and successful work teams are the secret ingredients to attain favorable results ...”

Therefore, team building and successful work teams are the secret ingredients to attain favorable results in an organization. To accomplish these, all team-members must realize that they are an integral part of the whole organization and that they are portions of the bigger picture where success is sought.

For a successful team-building to flourish, the 12 Cs should be given attention to and they are the following: **Clear Expectations; Context; Commitment; Competence; Charter; Control; Collaboration; Communication; Creative Innovation; Consequences; Coordination; and, Cultural Change.**

When all of the 12 Cs are addressed, team-members will be empowered and will be responsible for their own work processes (Twelve tips for Team Building: How to Build Successful Work Teams).

Conclusion/Reflections

As leaders, one goal is to develop a team that will collectively seek group success and produce desirable results that conform to targets and goals. This is made possible when leaders are able to develop commitment and interests out of the team players. Clear performance expectations are a critical factor in teamwork success; therefore, leaders should inspire members to acquire accountability and responsibility in the performance of duties. Leaders should be able to skillfully unite, fuse, and coordinate together all the skills and talents of members for them to function as an integrated whole.

ADVANTAGES OF BECOMING YOUR OWN REALTOR



Written by
Jenecy Marzel Ferrer
University of the Philippines Baguio

There are many advantages to becoming your own realtor. If you are considering not hiring a realtor and you are confident with your negotiating skills, sure that your house is ready, know how to market your house, know how to list your house, and has enough knowledge on legal matters that involves selling or buying houses, then you are ready to become your own realtor and will not need to hire a real estate agent. This article discusses the advantages of not hiring a real estate agent and the list we have prepared is sure to convince you more that you have made the right decision.

You will save money when buying a house by up to 3% of the selling price of the house. If the house you are eyeing to buy is at \$300,000, that means you get to keep the \$9,000 commission of a buyer's agent. Houses are always expensive with overwhelming prices which means that the amount of money that you get to save is always going to be big enough for you to use it on other important things. When you choose not to hire a realtor when buying a house, do not stress yourself out too much with the process that you have to be dealing with alone. There are many resources where you can get helpful tips and information on a successful DIY house buying. The internet is your number one best friend in a situation like this.

You will save money when selling your own house. Earlier we discussed that you get to save 3% when buying a house by becoming your own realtor. A real estate agent traditionally earns a six percent commission for selling houses. So let us use the same price from earlier, you get to save a whopping \$18,000 if your house is priced at \$300,000. That is a much bigger amount of cash that you can allot for your new house. If you are selling your home, you are most likely to spend money on buying a new one, it could be a traditional American home in a neighborhood or a condo in the city. Either way, you will definitely need money for both and the 6% commission that you get to save will be a great help for you. But since you are owning the

responsibility of house selling, there will definitely be those stressful and tiring situations tied up to selling a house, but, as always Google is your best friend because there will tons and tons of tutorials and tips on how to successfully sell your own home by yourself available on Youtube and many other websites.

Houses that are being sold by owners or what they call For Sale By Owner (FSBO) tend to **get buyers faster** than that of a house that is being sold by a real estate agent. Many home buyers prefer to transact directly with the owners of the house rather than going through dealing with a middleman because they wanted to get information directly from the people who actually lived and owned the house that they are buying. Also, if you are the one going to sell your house, you are the only person who has the power to decide on all aspects of the selling process. Everything is going to be your call.

There will be fewer complications with licensing matters when you are selling your own home by yourself. A realtor would have to carry a license in accordance to different state laws to be able to handle transactions, but as the homeowner of the house for sale, you are not required to be licensed to sell or buy on your own. Just be mindful if your state law is included in those states that require registration for those who want to act on their own and get registered as a buyer's agent.

The number one advantage of being your own realtor is having the **power to control** all the decision making aspects of the process. You are your own boss and you are the only person who decides on how to adjust the pricing, the time of open house visits, how your house gets prepared, and many others. You basically have the freedom to decide for yourself and would not need to schedule a meeting with your middleman to discuss matters that involve your own home. Being your own real estate agent works well for those people that are not comfortable with people acting or making important decisions on their behalf.

Value Education or Not: It's All Up to You!



Written by
Jocelyn L. Absolor, EdD
Ilocos Sur Polytechnic State College

It's an old adage heard most of the time from parents, grand-parents, and old relatives that young people must value education. Children of the right age to be in school must be educated at all costs. For every Filipino family, education is a priority because, for them, it's the only inheritance they can offer to their children. And as time evolves, in everyone's eyes, which include both the poor and the rich alike, education is considered the ultimate way to improve one's life and condition.

The value education offers is tantamount to success for those who work hard and attain it. Aside from the pride and joy it gives them, it assures them of a secured future. This kind of benefit that education gives is relatively true for those who see the real value of education. For them, perhaps education is not only about self-fulfillment and gratification; they clearly see bigger perspectives. The degree they earned will give them enormous benefits, thus making them a big contributor to the struggling economy of the country. They fully recognize and acknowledge the efforts of the government to provide free education for all.

The free tertiary education the government provides to its people came into law through Republic Act 10931, known as the Universal Access to Quality Tertiary Education Act. This law institutionalizes free tuition and exemption from other fees in state universities and colleges (SUCs) and local universities and colleges (LUCs) throughout the Philippine archipelago. Through this act, every family whose children are in college is worry-free when it comes to tuition fees and miscellaneous fees charged to them. This is a huge investment by the government, not only to increase literacy but ultimately to help its people acquire the necessary knowledge and skills in preparation for a better future. The state, therefore, is true to its commitment to implementing Education for All (EFA) as it allots the biggest slice of its budget to education.

The free education offered to everyone is a manifestation of the government's effort to recognize the aspirations and dreams of its people. To our naked eyes, education before was only enjoyed by privileged individuals. Only those who could afford it were able to educate themselves, while the poor ones struggled so much when they wished to attain it. Their countless difficulties sending their children to school have become a living testimony up to this point. They invest so much that they give up valuable properties

like fields, cattle, and other valuables that can be converted into cash so that the education of their children can continue. Sadly, the poorest of the poor can be denied it. They have accepted the fact that there are no means to achieve it. It is never a choice, but it's a necessity to just give up and discontinue because of a scarcity of resources. Basic needs are to be prioritized for their survival and existence.

These are the realities of the pursuit of education. These should give everyone reason to value more education, and on our part, those who have tasted success because of education should develop advocacy.

But despite the offering of free education from kindergarten to tertiary education, the statistics for out-of-school youth are still an issue. In 2019, the Department of Education reported 27.7 million enrollees, and it dramatically dropped to 23 million in 2020 (<https://www.pna.gov.ph/articles/1129909>). The most common reasons, as indicated by PSA data, are low family income, early marriage, and a lack of personal interest. In all fairness, the government continues its commitment to the provision of necessary measures to address this concern. The government sees the need to establish the Magna Carta for out-of-school youth through Senate Bill 1090, which strengthens policies and programs for the OSY.

The offering of free tertiary education is, in fact, fostering a greater challenge for everyone. There are questions that need to be addressed. Two major concerns are raised: does free education guarantee alleviation of the living conditions of the Filipino masses? Does it truly equip its people with the necessary knowledge and skills in preparation for their future jobs? Well, these questions are up to us to investigate. For now, we are truly privileged to enjoy free education and are comforted by the fact that it benefits everyone who desires it. From a larger perspective, free education undeniably addresses the torments and struggles of every Filipino.



Filinvest offers luxurious residential complex in Clark

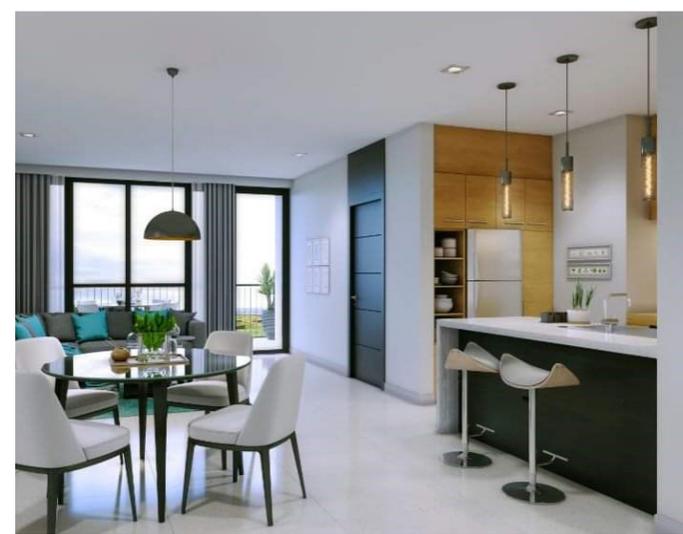
Clark Freeport Zone in Angeles City, Pampanga is booming now more than ever. Tourists are fascinated with the combined relaxing beauty of nature and luxurious offerings of lifestyle in the area. Naturally so, more people are wanting to own a piece of Clark's upscale charm by owning a residence in the area.

The introduction then of Filigree's newest high-end residential development located at Filinvest Mimosa+ Leisure City, Golf Ridge Private Estate is on perfect timing. This exclusive private estate affords its residents a picturesque view of the world-class Mimosa Plus Golf Course in Clark, Pampanga offering unparalleled views and leisure activity. Its proximity to an international airport and major commercial hubs also makes it an ideal home for those looking for a sanctuary and a good investment in the North.

The high-end residential complex offers the following features:

- ☑ 14-storey mid-rise and high-end residential condominium
- ☑ Enjoy lush landscape views of a world-class golf course
- ☑ Spacious units with elegant finish are available from one-bedroom (1BR), two-bedroom (2BR), and three-bedroom (3BR) units
- ☑ Country club-like lifestyle perks
- ☑ Accessible to major highways like the NLEX, TPLEX and NLEX
- ☑ Located near schools, hospitals, churches and leisure attractions
- ☑ Just few minutes away from the Clark International Airport

Surely their pre-selling terms are worth considering.



Engr. Murphy P. Mohammed, DPA

A Paragon



A paragon is a perfect example of a particular quality and most certainly Dr. Murphy P. Mohammed is the epitome of excellence. The 46-year-old engineer from Tarlac City has been showing excellence and distinction since he – a licensed civil engineer and Master Plumber Board Examination passer - joined the academe in 2005 as faculty member of the Tarlac State University (TSU). In this year, he also graduated from the Master of Arts in Teaching Mathematics course and immediately started with his doctorate studies.

After only two years, he started the climb and continuously went up the administrative ladder when he was assigned as the Chairperson of the Ladderized BSIT in the College of Computer Studies of TSU in 2007 until 2011. During this time frame, he obtained his doctorate degree in Public Administration. The following year, he was appointed as the Director for the Center for Local Governance until 2015.

In 2016, he headed the Intellectual Property Office and immediately soon he became the Director of the Production Office. His love for teaching, though, prevailed and he went back to teaching in the College of Information Technology. In 2015, he obtained a full scholarship from the Commission on Higher Education (CHED) and finished Master of Science in Civil Engineering from the Dela Salle University two years later. He soon passed the Licensure Examination for Teachers and after which he went back to teaching and later to the College of Engineering until 2022. From February to April of 2022, he

was entrusted to head as Director of the Office of Planning, Performance Monitoring and Evaluation.

By April of 2022, Dr. Mohammed became the Vice President for Administration and Finance and eventually was tasked to be the Vice President for Research, Development and Extension where he is serving until the present time.

The young vice president has numerous publications from national institutional to refereed SCOPUS Indexed journals. He also presented in both national and international research conferences held in the country and abroad. For the past seven years, he was also a consistent part of the conferences of the Asian Intellect FAOAD Inc. lending his expertise in research as conference co-chair and convener.

This paragon, the indefatigable Murphy P. Mohammed, needless to say, is a man of many aptitudes. He is an engineer, a doctor, an educator, a scholar, a leader, and a bachelor. Surely, we will all be of the same accord that Dr. Mohammed is indeed a paragon.



Why is there a problem of absenteeism?

It is observed that absenteeism among school-age children is a chronic problem that besets the education sector in the country and even across the globe.

Absenteeism almost always occurs in high numbers due to chronic illnesses and family crises, but these absences are not what offer the most concern to school systems. Unexcused absences are the core of the problem being addressed not only nationally, but also in other countries that have compulsory school attendance laws. Unexcused absences often fall under the term of truancy (Williams, 2004).

Now it is obvious that absenteeism is a problem being given serious thought and consideration by concerned agencies since the problem has implications that couldn't be ignored.

Several implications both to students and the community have been identified as problematic when student absenteeism increases. Students who have absenteeism problems generally suffer academically and socially (Williams, 2004).

More so, absenteeism in students affects their school performances especially when they are in a group or teamwork for their assignments and projects. Since grouping will help develop the students' cooperative and ability to share and gain knowledge from their group mates, likewise, the group mates will also miss the opportunity of gaining knowledge from the absent student (Koppenhaver, 2003).

We know that those who drop out of school frequently move on to lives of delinquency and crime, which has a tremendous impact on society. Lotz and Lee (1999) indicate that acts of delinquency are more frequent among students who exhibit low grades, have spotty attendance, and later drop out of school. Further, Walsh (1993) suggests that truancy leads to delinquency and later to adult crime.

In a study by the Casey foundation, which has stepped up its focus on attendance in recent years, the problem is particularly acute among students from low-income families.

“Those who drop out of school frequently move on to lives of delinquency ...”

The foundation reports that, in 2009, more than one in five poor kindergartners was chronically absent, compared to only 8 percent of young students living above the poverty line (Sparks, 2010).

In the Philippines, it is reported that health issues play a great role in the prevalence of absenteeism. In 2009, Angelo Garcia wrote in his article titled “Health woes cause dropout, absenteeism – DepED study” that health problems are the



Written by
Filipina A. Langit
Mangaldan National High School

leading causes of drop-out and absenteeism among public school students today and that in order to reduce school drop-out and absenteeism, DepED intensifies its Essential Health Care Program (EHCP) and targets the leading cause of absenteeism.

Some other identified reasons for absenteeism include lack of parental involvement and supervision, lack of interesting and challenging curriculum for students, a desire for hedonistic activities with peers, negative self-image and self-esteem, and participation in cooperative work experiences for older students. Additionally, many students seem to take advantage of the lack of consistency in attendance policies and their enforcement by both teachers and administrators. Conversely, keeping older students in school because of compulsory school attendance regulations has also been cited as contributing to high

Turn to page 20

WORDS LIFE

Accepted in the Beloved

Ephesians 1:6 — to the praise of the glory of His grace, by which He made us accepted in the Beloved.

God doesn't accept us based on our obedience or good works. He accepts us as we are, and our obedience and good works come from His acceptance of us.

His love is never earned because it is freely given. It is our response to His love that defines who we are in Him.

We don't work to be loved by God. We do good works because we are loved by Him.

THE HAPPINESS OF TEACHING

Happiness is defined as that of great pleasure, especially of an elevated kind. Thus, it is found in something that makes us extremely pleased, delighted, and elated. A person's happiness comes from various sources. There are those who find joy from their families, from their pets, from their hobbies, or from their acquisitions. Yet, there are those who draw out happiness from their professions and callings.



Written by
Roselyn D. Corpuz
Mangatarem National High School

There may be too many callings, but teaching is one profession that is as a great starting place of their happiness. To seasoned and newbie teachers – the happiness of teaching are simply fulfilling and rewarding. Teaching is fulfilling because it gives you the sense of having done it all or having given your best. Rewarding too because you feel like all your efforts and hardships paid off when you see the students march off the stage during graduation. Teaching gives the feeling of satisfaction knowing that some people's lives have been touched, changed, and perhaps improved. A teacher's influence is far and wide, and the teacher seeks joy from the knowledge that she contributes in molding some people's destinies, and lives.

In her entire career, a teacher meets thousands of students and each of these students is uniquely different in their aspirations, backgrounds, dreams, ways, means, problems, and paths. However, all of these students all experienced teaching, nurturing, and caring for by their teachers. Teachers in turn, will go happily through life knowing that they have impacted and guided their students.

As for monetary incentive, teaching may not be that gratifying. Nevertheless, happiness of teaching comes from how a teacher contributed to the shaping of a student's persona. From the first grade to the post-graduate level, the teacher never gets tired of shaping their students to be who they want to become. The teachers are one of the lowest-paid professionals but are the most-humbled, most-tired, most-stressed, least-glamorous, and least-relaxed of them all. Despite it all, the teachers are compensated with utmost joys just seeing their challenged students graduate. Teachers are ecstatic when they learn that their students become successful, and teachers are euphoric when they are informed that their former pupils are grateful to them for their mentoring.

Real happiness is knowing in one's heart that one's life is not wasted because each day is special and precious as each day passes with the students

Turn to page 23

KIDDIE NOOK



Our young mind in this issue is the cute, MARTHENA GABRIELLE D. ADDUN, a cutie from Angeles City, Pampanga. Gabbie, as she is fondly called by family and friends, is now 7 and was born on November 11, 2015. She is presently in Grade II – Special Science at the Don Antonio Lee Chi Uan Integrated School. This young lass finished her first-grade last year with honors and great enthusiasm.

Gabbie loves drawing, singing, dancing, playing Roblox in her free time and like most kids favor pizza, fries, and ice cream. Gabbie is cheerful, energetic, thoughtful, and considerate. Our young mind in the spotlight wants to be a doctor and a YouTuber someday.

LITERARY PAGE

LITERARY PAGE

Nothing

Too late-
I am in the other world.
Milky Way- I am beyond your reach.
I am a Polaris; you are a meteor
I reach out for you but you leave as you wish.
never had chemistry
it is a cycle of toxicity
of love and hate and hate and love
BIG BANG! There is inertia
of push and pull; of pull and push
in as much as I want to close and blind my eyes
the memories still look back to you
I want to deafen my ears
the voices still serenade me
my love, my love still holds
Though my legs are amputated,
the reveries are my crutches
of hello and goodbye; of goodbye and hello
chills, sweats, palpitations...
until I wake up from a dream
you never exist
EMPTY.

Written by
Donna Grace Cotejo
Cebu Normal University



Written by
Dr. Raisun Mathew
Assistant Professor of English
Chinmaya Vishwa Vidyapeeth
(Deemed to be University)
Ernakulam, Kerala, India

MAY BE THE MONTH

'May' may be the month of mourning
Many within and around us separate
To find their worlds of glorious wisdom
From our darkness to someone's light.

Fair maiden, let your dreams come true
Since the age, you bid time for it alone.
The hour is here for you to embrace
Everything that you left behind in the past.

Remember not, time wouldn't rewind itself
For us to recreate the past we walked together
Of the lovely days we went blank and bliss
Never recall; move forward knowing no one behind.

Shall I bid goodbye to our octennial fancies
That saw the zeniths and nadirs of a lifetime?
Never. We met for something that we never knew, unexpectedly.
Expected was our separation, holding the artifact of the same.

Let me find the lost somewhere within us or between us.
Distance may take you far away from me soon
I know it is impossible. Be the queen of someone's dream.
Nevertheless, you stay within the petals of my heart forever!

From page 9

MAN OF THE HOUR: Dr. Ryan J. Dayao

Principal of Basic Education Department at La Consolacion University Philippines, where he finished Bachelor of Secondary Education Major in Mathematics, as well as his Master of Arts in Education Major in Mathematics and Doctoral degree.

Dr. Ryan is also a trusted Research Consultant and Statistician. He has had some of his research papers published by reputable journals and actively participates in international research presentations. He recently received the Best Research Paper award at the International Conference on Management, Education and Emerging Technology (MEET 2023), which was organized by the Core Research Foundation, held last August 22 and 23, 2023 in Kuala Lumpur, Malaysia.

This 41-year old advocate of work-life balance lives with his wife, a property management assistant, and two children, born 2013 and 2022. He is a certified weekend binge-watcher, a biophile, and an enthusiast of singalong recreation.



From page 16

Why is there a problem of absenteeism?

absenteeism for those who simply have no desire to remain in school (Williams, 2004).

There are recommended solutions and strategies that are being introduced by various concerned sectors.

One solution to prevent and correct serious attendance problems, schools need to change the way they structured improves the quality of the courses and intensify interpersonal relationship between teachers and students (Epstein and Sheldon, 2002).

Here are some interventions and preventive measures are also being recommended to solve the problem of absenteeism.

There are known observed coming factors in school systems that have reduced the rates of absenteeism and first is that their attendance policies are strict and enforced,



and in some cases are backed by community support. Parents and students are held accountable for absences, with strong sanctions when they do not comply. Second, early interventions that include counseling to try to prevent continued patterns of absenteeism have been successful in some schools, as well as positive reinforcement by school personnel to reward students who improve their attendance. Moreover, schools that methodically monitor and track their students' patterns of absenteeism and who follow up with parental contact and legal sanctions report some reductions in absentee rates (Williams, 2004).

In conclusion, the combined efforts of teachers, parents, school administrators, and the relevant government agencies will make a difference in the battle against absenteeism and the child-learner benefits through it all.

Lucena West II Soars High

The inspiration for Torres Sub-division Elementary School came when schools bloomed in almost all the barangays of Lucena City, which was constructed and named after its donors, Adolfo J. Torres and the former Mayor Pedro E. Torres.

By 1962, through the collaboration of Mayor Amando B. Zaballero and Vice Mayor Pedro E. Torres, Torres Subdivision Elementary School, an annex of Lucena West I was renamed Lucena West II Elementary School and manned by Mrs. Sofia Javierto.



Written by **Yvette M. Preclaro, PhD**
Lucena West II ES

Though considered as small size, the school flourished and excelled under the supervision of brilliant and competent school heads namely Mrs. Paxedes Bukasin in 1968-1968, Mrs. Rosario Sandoval in 1969-1974, Mrs. Rosario Dueñas in 1974-1982, Mrs. Nenita Garcia in 1982-1986, Mrs. Gloria David in 1986-1984, Mrs. Mrs. Emma D. Cabana in 1994-1998, Mr. Marino Remo in 1998-1999, Mrs. Veneracion Samonte in 1999-2001, Mrs. Evelyn Villaverde in 2001-2007, Dr. Marieta Altez in 2007-2010, Mrs. Maria Irene M. Flores in 2010-2011, Mr. Joey Jader in 2011-2012, Mr. Audones B. Dueñas in 2012-2014, Mrs. Concepcion G. Veluz in 2014-2018, and Mrs. Josephine E. Permalino in 2018-2022 and the current principal Dr. Yvette M. Preclaro.

Just like the other schools in the DepED Lucena, the school has become a center of excellence in developing journalistic skills of the students who bragged awards in the Division and Regional Level. It is also known for producing winnable players of Chess and Dama as well as in sport fest. Several times, it beats other schools in singing, dancing, acting and even academic competitions.

Despite these numerous accomplishments, these won't be enough unless values formation is fully inculcated among the hearts and minds of the learners. Thus, the newest school principal is looking forward to maintaining a well-disciplined learning environment where school activities pertaining to character formation among learners is valued the most.

Recently, through the arduous desire of the school principal and the teachers, the school joined and garnered several awards in "Araw ng Katetista at Our Lady of Lourdes Parish, Ibabang Iyam Lucena City. This activity aimed to strengthen the spiritual connection between God and His followers, the teachers and parents who helped mold and shape the young minds in today's world.

Turn to page 29



Written by **Susan F. Astillero**
Sorsogon State University

FREEDOM
(the prisoner)

Above the sky I see a bird [bird-freedom]
Freely soaring, its chirps I heard
I close my eyes nobody cared [the feeling of hopelessness, longing]
My longing for freedom maintained.

Oh, how I long my sins be paid,
That when I rest my body laid
Then justified I may be made
My God my shield be my aid. [preparing for what is going to happen...]

When I remember how I played
With my life that my mother gave
In wickedness I was enslaved
Hence forgiveness I long have craved.
[going back to the past, thoughts who is so wicked and realized what he did]

Guilt and regrets I need be freed
With pure evil, I have sided
Late in goodness I was led
From all righteousness I bade.

Hence, I want to be like a bird
My soul and conscience uncaged
Though my wish appeared belated
Because at 3 I will be dead. [will be hanged at 3, regret is too late already]



The Future of Addiction Recovery Today

Written by
Jeff Sandoz, PhD
Troy University
Alabama, USA



INTRODUCTION

Since most healthcare professionals do not understand how detoxification and addiction affect the neurochemical systems within patients, there is a need for 21st Century Substance Abuse professionals to understand brain function throughout the addiction and recovery process (Von Stieff, 2011). Understanding changes in the levels of the eight basic neurotransmitter systems is the new frontier of balancing neurotransmitters in the addicted brain and represents the cutting edge in the field by providing a visual display which can be used as a schematic in counseling and in teaching. As such, Von Stieff's working approach has helped to unravel the mystery of drug addiction and alcoholism—a process that has baffled many over the years (Sandoz, 2018).

INNOVATIVE VISUAL FORMAT

In his book, entitled *Brain in Balance*, Von Stieff (2011) explains how to establish equilibrium and stabilization in individuals' neurochemical systems. His method involves the careful charting of these changes with illustrations that designate the up and down shifts in neurotransmitter levels. Sharing a graphic illustration of changes with a patient promotes greater comprehension of what is going on within one's brain and provides a visual understanding regarding how these neurotransmitters work in the addiction/recovery process.

COLORFUL ADAPTATION

While teaching the Von Stieff method to college students, the author has enhanced the original diagram which not only has augmented learning, but also has boosted memory retention. Visualizing this colorized diagram has helped students to set the position of each neurotransmitter in place. This colorized version utilizes the colors of the rainbow in the ROY G BIV order while maintaining the integrity of Von Stieff's positioning of the neurotransmitters. Specifically, Acetylcholine [Red]; Endocannabinoid [Orange]; Serotonin [Yellow]; GABA [Green]; Glutamate [Blue]; Dopamine [Indigo]; and Noradrenaline [Violet]. The remaining neurotransmitter, Opiate, represents the most powerful and influential system and not only is located in the center, but represents a combination of all rainbow colors of light and appears White. A representation of this concept can be seen in Figure 1 which illustrates the colorized version of the Von Stieff diagram.

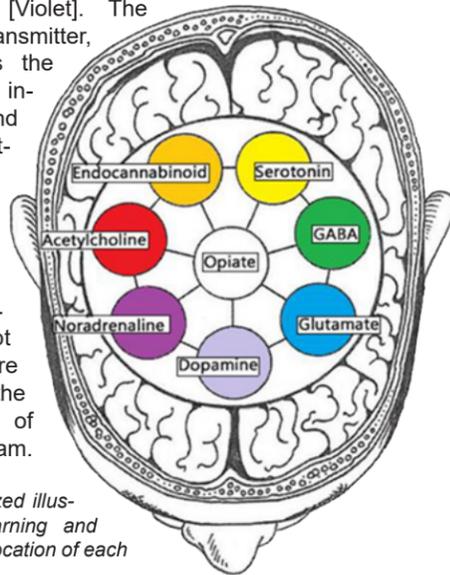


Figure 1. This colorized illustration promotes learning and memory with a fixed location of each

neurotransmitter. This diagram used with permission from Fred Von Stieff. *Brain In Balance*, p. 48.

Figure 1 is utilized four times:

1. Initially, to assess the status of neurotransmitter levels (excesses and deficiencies) due to genetic issues, mental illness, stress and trauma.
2. To view graphically the resulting changes in neurotransmitter levels due to self-medication. Initially, these changes are based upon the type and amount of mind and mood altering substances used to 'balance the brain' by lowering the excesses and raising the deficiencies of the neurotransmitters within the person experiencing craving.
3. To view and understand the resulting changes of neurotransmitter levels due to withdrawal from the drug.
4. To view and promote a proper 'brain in balance' after specific therapeutic, non-addictive medications have been prescribed to block the 'high' and to curb the sensation of craving due to neurotransmitter imbalance. This therapeutic realignment is crucial for the long-term recovery process.

Table 1 rivets the neurotransmitter in a specific position as reference by the numbers on a clock face. The only exception would be the Opiate system which is located in the center of the clockface.

Neurotransmitter	Location on the Clock Face
Serotonin	at 1 o'clock
GABA	between 2 and 3 o'clock
Glutamate	between 4 and 5 o'clock
Dopamine	at 6 o'clock
Noradrenaline	between 7 and 8 o'clock
Acetylcholine	between 9 and 10 o'clock
Endocannabinoid	at 11 o'clock
Opiate	at the center of the clock

Table 1 Neurotransmitter Location. This table displays the location of each neurotransmitter in reference to the position on the face of a clock.

ADDRESSING AND ANALYZING PATIENT NEUROCHEMICAL IMBALANCE

Von Stieff uses this single diagram a total of four times within each of the four stages of the addiction/recovery process at each stage. Specifically, each diagram illustrates precisely where the neurotransmitter levels are within each phase. The changes in neurotransmitter levels, from one stage to the next, can be seen when two adjacent stages are compared and contrasted with one another. However, when all four Von Stieff diagrams are viewed together, a person can see the complete process of transition, from addiction to recovery. Also, when all four Von Stieff diagrams are viewed together, the successive changes reveal a progression toward proper balance.

The first use offers a pictorial assessment of the patient's neurotransmitter levels due to genetic deficiencies, predispositions in family of origin, current level of stress, DSM diagnoses of mental illness, and if one has experienced trauma. Sources which provide such essential data can be found in an initial assessment with a detailed psychosocial history, a family genogram, and the results of a family drinking survey (Sandoz, 2018). Such information can uncover patterns of genetic issues, family mental health tendencies, trauma and stress from toxic family dynamics. The cumulative effect of these factors has a direct impact upon specific neurotransmitters resulting in imbalances in the form of deficiencies and excesses. Additional data can be gleaned from client information from intake forms, observations of current disposition and background history as well as client reports of craving. Armed with such information, the savvy addiction professional would be able to assess which conditions alter the level of neurotransmitters, showing which ones would be overly high or excessively low.

In summary, the use of Von Stieff's diagram should show how the genetic ailments are reflected in the levels of neurotransmitters prior to using any drugs. Von Stieff suggests that one should jot down information next to the diagram documenting the overall genetic predispositions that run within the family (viz., family history of alcoholism, bipolar disorder, schizophrenia, etc.). Here the addiction professional needs to draw arrows to illustrate conditions which raise specific neurotransmitters [arrow up] or deplete or diminish [arrow down] each affected neurotransmitter.

The second use of the Von Stieff diagram displays the effect of self-medicating drugs. Such drug/alcohol use will have a direct effect on specific neurotransmitter systems in order to chemically compensate for excesses and or deficits. Useful information can be derived from various intake forms including an alcohol consumption record, substance use history and Comprehensive Drinker Profile. Other information can be taken from other forms that reveal patterns of drinking/drug use.

In summary, Figure 1 illustrates how drug use influences and modifies original neurochemical genetic deficiencies/overabundance. As such, past/present drug use includes the drugs that patient uses/ craves. Here the addiction professional needs to draw arrows to illustrate stimulation [arrow up], or inhibition [arrow down] for each affected neurotransmitter. Von Stieff comments on a good rule of thumb: The drugs that a patient uses, will account for those neurochemicals which are either in overabundance or lacking within a specific neurotransmitter system. Interestingly enough, self-medication offers a mirror opposite of the deficits/excesses in the first diagram. Specifically, the action of drugs in the second diagram will typically cancel out deficits or excesses found in the first diagram.

The purpose of the third use of the Von Stieff diagram is to help visualize what is going to occur if those drugs are stopped and the patient goes into withdrawal. In essence, the third diagram reveals changes within the neurotransmitter levels due to detoxification or when one stops using the drugs abruptly.

While the resulting pattern will parallel the initial assessment in the first diagram (genetic deficiencies) more likely the neurotransmitter level will rebound with the withdrawal/detox affect and be of greater magnitude. Substance abuse professionals should anticipate the effects of withdrawal on all neurotransmitter levels prior to initiating the detoxification. Von Stieff offers a caveat at this juncture: Anticipate in advance what the patient's neurological level will be while in acute withdrawal and make appropriate preparations and in doing so, one will ensure smooth progress during detoxification. In chemical dependency terms, what goes down must come up and vice versa. Withdrawal is the brain's method of up-regulation, that is returning the brain's neurochemical balance to its original genetic baseline. During withdrawal, there are observable behavioral indicators which include significant agitation along with other unfavorable symptoms associated with detoxification. As with the two previous diagrams, Von Stieff directs the addiction professional to

place one or two arrows pointing down (or up) near each circle that represents the degree of affected change within each neurotransmitter system. [Note that two arrows are used as a measure of magnitude indicating a very strong impact on a neurotransmitter.]

Comparing and contrasting the first three diagrams can provide the addiction professional with an added insight by shedding light on underlying or undiagnosed mental conditions such as Bipolar Disorder. In addition, the result of comparing and contrasting diagrams 1, 2 and 3 should provide essential information on how to eliminate cravings once the drug or drugs of choice have been discontinued.

In summary, the careful analysis of the first three diagrams will enable the addiction professional to take proper corrective measures with the medications prescribed to stop cravings before they start.

The purpose of the fourth use of the Von Stieff diagram is to visualize and record the application of medications that are designed to balance or therapeutically correct neurotransmitter levels. This final diagram offers stabilization by adding non-addictive medication to balance the neurotransmitter systems and end the sensation of craving. While some medications like Vivitrol are designed to block the 'high', there are other medications that are prescribed 1) to lower specific excessive neurotransmitters and 2) to raise specific depleted or diminished neurotransmitters.

THE TREATMENT PLAN

Von Stieff encourages the use of these diagrams to plan treatment for patient detoxification, cravings and other disorders like depression. In addition, before administering treatment, one should diagram the effects that each therapeutic medication has on the patient's neurochemicals, including any discrepancies, or overlying conflicts between the effects of medication.

WHY USE THESE DIAGRAMS?

Visualization assists in understanding. Writing them down assists as a quick reference, advances safety and minimizes problems. The visualization process along with jotting down each successive step enables the addiction professional to see quickly which neurotransmitters have significant impact on patient drug use, mental status, and or other neurotransmitter-influenced inadequacies.

FINAL COMMENTS

A new publication entitled *Reactivating the Addicted Brain* (Sandoz, 2024) should be available next Summer. This publication delves deeper into the Von Stieff method by taking client information and translating the data into a visual format. with colorful graphics provide an eye-catching format.

References

- Sandoz, J. (2018). *Neurotransmitter Balance: The Key to Understanding Addiction*. National Association of Alcohol and Drug Abuse Counselors 2018 Annual Conference. Houston, TX.
- Sandoz, J. (Anticipated 2024). *Reactivating the Addicted Brain: Understanding the Genetics and Neurochemistry Behind Addiction and Recovery*. Solana Beach, CA: Cognella
- Von Stieff, F. (2011). *Brain in Balance: Understanding the genetics and neurochemistry behind addiction and sobriety*. San Francisco: Canyon Hill Publishing.

From page 16

The Happiness of Teaching

beside you. Each day, a teacher helps complete a vision. Each day, a teacher completes a puzzle that when complete ensures success. A teacher is an inspiration to her students, a light to her tutees, a guide to her scholars, and a beacon to her apprentices. With all of these, it is teaching is indeed a happy profession.

Students' School Satisfaction: The Role of Classroom Climate, Self-efficacy, and Engagement
Vidić, Tomislava. (2021). *Students' School Satisfaction: The Role of Classroom Climate, Self-efficacy, and Engagement. International Journal of Cognitive Research in Science Engineering and Education*. 9. 347-357. 10.23947/2334-8496-2021-9-3-347-357.

Unveiling the Foundations of Student Satisfaction: A Critical Review of Classroom Climate, Self-Efficacy, and Engagement



By
Sheryl L. Osano
Education Program Supervisor
Division of Sultan Kudarat

This article examines the role of leadership in fostering student satisfaction through the cultivation of classroom climate, self-efficacy, and engagement. Student satisfaction is a critical indicator of the quality and effectiveness of a school. Satisfied students are more likely to be engaged, motivated, and successful in their academic endeavors. The education of the Filipino youth is everybody's concern (BrigadaEskwela Manual, 2007). As cited by Balindua (2021), student satisfaction level has been found to be one of the factors that affects the quality and overall effectiveness of a school (Aitken, 1982; Astin, Korn, & Green, 1987; Bailey, Bauman, & Lata, 1998; Love, 1993; Suen, 1983). Student satisfaction has been identified as a factor that affects student enrolment and retention (Hatcher, et al., 1992; Love, 1993).

All the facets of learning and its educational elements must be monitored for better access of the development of the students and the school. Earthman (2004) said that the building in which students spend a good deal their time learning in fact influences how well they learn. In agreement with the findings of the study, Gislason (2010) stated that the surroundings in which the students learn can greatly influence their academic performance and well-being in school. Hallack (1990) emphasized that facilities are a major factor influencing the achievement of students in the school. The availability, relevance and adequacy of these facilities contribute to students' achievement.

Hence, it is needed that from time to time it is checked, validated and are given appropriate actions and interventions as the schools initiate activities for the students. Student satisfaction has been identified as a factor that affects student enrolment and retention (Hatcher, et al., 1992; Love, 1993).

Student satisfaction level as a result presented on the research study of Aitken, 1982; Astin, Korn, & Green, 1987; Bailey, Bauman, & Lata, 1998; Love, 1993; Suen, 1983 has been found to be one of the factors that affects the quality and overall effectiveness of a school. The evaluation of the educational elements will pave its way in creating a more efficient and effective environment for the students to learn. This is through the knowledge of each school to be evalu-

ated about the presence and absence of the needs and the weaknesses and strengths of the schools will be appraised paving a way of creating solutions to its loop holes and making a patch to cover the leak of flaws that will totally ruin the system.

Balindua (2021) cited that the higher the level of satisfaction with the educational environment, the higher the likelihood that the student will stay at the educational institution and recommend the institution to others. As a result, student satisfaction has been integrated as a part of the discussion in respect of institutional effectiveness and student outcomes (Astin, Korn, & Green, 1987; Bailey, Bauman, & Lata, 1998). These factual investigations are observed in different educational paradigm in schools. Balindua (2021) also mentioned that the quality of education not only depends on teachers as reflected in the performance of their duties, but also in the effective coordination of the school learning environment (Ajao, 2001). Williams, Persaud, and Turner (2008), quot-

“Leadership plays an important role in achieving student satisfaction.”

ing Marsden (2005), reported that safe and orderly classroom environment, school facilities were significantly related to students' academic performance in schools. As stated by Bransford et al, (1999), the surroundings in which the students learn can greatly influence their academic performance and well-being in school. As discussed by O'Brennan in his review of literature based on the works of Brown & Medway, 2007, schools where educators and students openly communicate with one another tend to have better student academic and behavioral outcomes.

Educational elements of the schools are important in building an optimum, productive and liberating learning environment for the child. This includes the leadership of the school administrators, the teachers' achievement of compe-

tencies, development of learners' skills, and others. These may include the internal and external factors to promote the best in every student and the preparedness that each of them need to succeed in the educational goals. It is also a must for the schools to reach what's best for the learners to prepare them in the 21st Century Education and be able to cope with the necessary requirements for them to survive. Hence, it is a plus factor for learners if they have mastered skills, knowledge and traits that will enable them to be empowered in doing, creating and finishing their entire tasks. Thus, making, listing and evaluating the educational elements is a must.

Leadership plays an important role in achieving student satisfaction. There are five essential supports for school improvement: a coherent instructional guidance system, the professional capacity of its faculty, strong parent-community-school ties, a student-centered learning climate, and leadership that drives change. Further, principals who are effective at school improvement focus on three key areas: instructional leadership, data-driven decision-making, and creating a culture of collaboration. (Bryk, et al., 2010). It is also supported by the study that Instructional leadership has an influence on various factors that affect student learning satisfaction, such as (a) the formation of a pleasant learning climate in schools (Clifford et al., 2012; Sahney, 2016), (b) improving the quality of cooperation, and communication between schools, teachers, students and parents (Halverson et al., 2007; Park, 2012), and (c) student discipline (Gulcan, 2001). This influence is in line with by the results of other studies which conclude that instructional leadership contributes to the main aspects of learning satisfaction, performance and student achievement (Heaven & Bourne, 2016; Sahney, 2016; Mitchell & Tschannen-moran, 2015; Shatzer, 2009; Bartlett, 2008; Moffitt, 2007).

Based on these facts and research results, it is very important for schools leaders to carefully craft school annual implementation plan, enhancement of school improvement plan, school action plan, and the like. This is also an avenue for schools leaders to reflect on their roles in improving programs and plans of the schools that would foster student satisfaction and will result to enhance their ability to learn and will prepare them for the demands of the DepEd's main thrust. Results also showed that there is a strong positive connection between leadership, classroom climate, self-efficacy, engagement, and student satisfaction. It has been found that effective leadership practices can encourage a positive classroom climate, foster student self-efficacy, and promote active engagement, leading to an improved student satisfaction.

References:

Balindua, R. (2021). Brigada Eskwela: Its Impact to Schools. Division of Sultan Kudarat.
Hallack, J. (1990). Investing in the future: setting educational priorities in the developing world. Paris: IIEP and Pergamon Press.
Gislason, N., (2010). Architectural Design and Learning environment: A framework for school design research. Learning Environment Research, 13 (2).127
Bryk, Anthony S. et. Al (2010). The Principal's Role in Creating School Improvement. Educational Researcher, 39(1), 28-45. https://www.researchgate.net/publication/260467433_Organizing_Schools_for_Improvement
BrigadaEskwela Manual for School Heads (2007). <http://deped-koronadalcity.files.wordpress.com/2012/10/brigada-eskwela-manual.pdf>

Instructional Supervision Equips and Empowers Teachers



Instructional supervision ensures the implementation of the educational mission of a school. This is made possible by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students.

Meanwhile, instructional supervisors requires facilitating collaborative strategic planning that involves all stakeholders, including parents, teachers, administrative staff and support staff. Ideally, instructional leaders in schools and visiting instructional supervisors complement each other's work by collaboratively ensuring the delivery of quality instruction necessary to improving overall learners' performance.

Instructional supervision requires the conduct of frequent observations of classroom instruction and provision of feedback about instructional practices and their impact on students. It is also the goal of the job to not only look for teacher evidence of best practice, but also for student evidence of best practice. For example, an instructional supervisor might look into a teacher doing his or her best practice of providing differentiated instruction to learners in a homogenous class with shared interests and similar levels of intelligence. The instructional process of differentiation unnecessarily takes the time and efforts of both the teacher and the learners; thus, wasting time and hindering the attainment of other objectives.

Effective instructional supervision also necessitates prioritization of research and study into new discoveries surrounding best practice, and fostering growth mindset in educators, students, and families. As an instructional supervisor learns of research-based best practices, it is crucial that he or she shares that information with teachers in a form that can be quickly digested and applied in the classroom in a practical way.

Written by
Dr. Joey L. Caserial
Public Schools District Supervisor
Anda District
Schools Division Office 1 Pangasinan

Leading for Learning: How School Leaders Can Support Effective Teaching and Student Achievement by Richard Dufour, Robert Eakerly, and Michael Fullan

A Review on School Leaders: Influence on Effective Teaching and Student Achievement



By **Elmer C. Solinap**
Division of Sultan Kudarat

The dynamic and complex nature of the educational landscape, which has been influenced by these transformations, has generated an increasing fascination with school leadership in the domain of international education. This interest arises from the acknowledgment that effective school leadership is vital to improving student achievements.

A multitude of academic establishments have adopted a variety of approaches that have resulted in positive effects on the academic achievement of students. To ensure optimal academic performance among students, educational institutions must be governed by administrators who exhibit a strong sense of reliability and actively promote a culture of collaboration and teacher leadership. Furthermore, it is imperative to recruit educators who exhibit authentic enthusiasm for the vocation of education and harbor a profound fondness for young individuals. An examination of the elements that contribute to scholastic success can provide a foundational framework for the application of similar initiatives in other academic establishments.

Moreover, the foundation of school leadership lies in the belief that how a principal exercises leadership can significantly influence the quality of education and learning that takes place within their establishments of higher learning. As a consequence, this may result in improved academic performance among students through the establishment of a favorable environment and a positive climate and ambiance within the educational institution.

Based on the aforementioned context, Leithwood, Jantzi, and McElheron-Hopkins (2006) found in their study

“Leadership style ranks second in importance ... closely trailing classroom instruction.”

that leadership style ranks second in importance among the determinants of student learning, closely trailing classroom instruction. In addition, Hallinger (2010) performed an exhaustive examination of empirical research concerning school leadership and concluded that leaders may affect student achievement indirectly or through mediators. This can be accomplished by fostering a culture of collaborative organizational learning and facilitating the development of

community and staff leadership. The active participation of stakeholders, including educators and parents, can be pivotal in cultivating a positive school environment that promotes efficient instruction and learning, ultimately resulting in enhanced academic achievement among students.

To ensure effectiveness in the formulation of a school's vision, educational leaders must possess the ability to proficiently communicate their vision to pertinent stakeholders, thereby promoting active participation. Furthermore, they possess the capacity to participate in endeavors that seek to cultivate a sense of consensus among the entire faculty and staff with respect to the goals and ambitions of the educational institution. Following this, they are able to effectively communicate these objectives to relevant stakeholders, thus establishing a holistic understanding of the trajectory. It is the responsibility of principals to foster a climate of motivation among their personnel, ensuring that the specific goals of each staff member are in perfect harmony with the overarching objectives of the educational institution. Should the principal fail to accomplish this responsibility, the motivational effectiveness of the school's overarching objectives will be compromised.

Considerable academic investigation has been devoted to examining the influence of classroom and school environments on the academic progress of students. The investigation of the ways in which principals can positively impact these conditions, however, has received comparatively less attention. Scholarly examination of the extent to which school leaders contribute to the reduction of variability in effectiveness among their teaching personnel has been limited.

This book is exceptionally advantageous for leaders committed to bringing about positive change within educational institutions due to its incorporation of practical examples and realistic concepts accompanied by concrete instances from the real world. Educational administrators possess the ability to furnish instructors with pragmatic understanding and a well-thought-out strategy to cultivate an atmosphere that promotes the acquisition of knowledge, collaboration, and continuous improvement among their academic communities.

Moreover, the field of school leadership includes the delivery of educational development programs for both faculty members and pupils. The procurement and upkeep of sophisticated knowledge

[Turn to Page 32](#)

Transforming Lamasan Elementary School: The Motivating Journey of Brigada Eskwela 2022

The spirit of shared responsibility for education is embodied by the time-honored Brigada Eskwela tradition in the Philippines. The importance of Brigada Eskwela cannot be emphasized, especially in light of the difficult circumstances caused by the global pandemic. This yearly celebration is more than just routine school upkeep; it symbolizes a revival of optimism, a recommitment to education, and a reconnecting of communities.

Brigada Eskwela promotes a sense of pride, a sense of belonging, and a closer bond between schools and their communities. This introduction demonstrates the Filipino people's dedication to high standards in education and their conviction that everyone has a responsibility to the development of the next generation.

Just before the beginning of the school year. Together with their gardening tools, brooms, and paintbrushes, parents, pupils, and volunteers arrive at school with the aim of fostering a friendly and stimulating learning environment. The subsequent events are simply amazing.

Brigada Eskwela's journey has made a big difference in the community and at Lamasan Elementary School. Collaboration between teachers, parents, pupils, and volunteers results in a substantial transformation. Formerly boring and dilapidated classrooms come to life with fresh paint and colorful educational materials. Damaged furniture is repaired or replaced. Remodeled playgrounds and cultivated overgrown gardens might be found. Working together under Sir Leodie D. Mones' direction as our school head made things feasible.

Classrooms receive a startling facelift while being frequently outdated and in need of maintenance. They have chairs and desks that are either brand-new or renovated, and their walls are painted in vibrant, inviting hues. Additionally, they are adorned with posters and other educational materials. The school grounds receive special attention, with overgrown weeds and grass being removed. Instead of just enhancing the school's exterior, the aim is to create an environment where learners may succeed.

Owing to the bayanihan and the combined efforts of all the parents, teachers, pupils, and volunteers. When it came to selecting the 2022 Best Implementing School in the Sultan Kudarat Division's Small School Category, Lamasan Elementary School was deemed to be the best. Indeed, success will result from everyone working toward the same objective.

However, the change is not merely cosmetic. Brigada Eskwela fosters a sense of togetherness and purpose in the community, which helps its members become closer to one another. Because it makes them feel proud of their school, pupils and teachers are motivated to take care of their learning environment. Through this collaborative tour, Brigada Eskwela revitalizes not only the physical state of schools but also their pedagogical spirit, demonstrating the importance of teamwork in impacting a generation's future.

Brigada Eskwela is more than just a cleanup initiative; it's also a journey toward personal development that inspires and motivates. It serves as a welcome reminder of the amazing things that may happen when local communities work together to advance education.



Written by **Leodie D. Mones**
Head Teacher II
Lamasan ES: North President Quirino District
Division of Sultan Kudarat



Written by **Cecil T. Fernando**
Teacher II
Lamasan ES: North President Quirino District
Division of Sultan Kudarat

Leading Schools in Volatile Conditions: Analysis of the Essential Leadership Competencies for Effective School Management

ABSTRACT

This article analyzed the essential leadership competencies needed to lead a volatile learning environment. The study also explored the different factors responsible for the challenges and uncertainties faced by administrators in school management. The findings revealed that a number of disasters, globalization, political intrusion, economic crises, and subpar technology affect the school management of school leaders. Further, the leadership competencies needed by school leaders in managing schools include collaboration and team-building, communication, adaptability, and motivation in an uncertain environment to achieve the goals and objectives of the school, as well as strategic management, systems leader preparation, capitalizing on leadership traits, a powerful vision and purpose, and employing adapted learning. Thus, it is recommended for school administrators to participate in both official and informal development opportunities to equip themselves with the essential leadership competencies.

Keywords: Leading Schools, Volatile Conditions, Leadership Competencies, School Management

Introduction

Educational sectors constantly face challenges in maintaining a conducive learning atmosphere for students. Extreme environmental changes that restructure educational management and are marked by volatility, uncertainty, complexity, and ambiguity (VUCA) make leadership substantially more complex. Recently, the COVID-19 pandemic compelled the provision of educational services to depart from the conventional framework and embrace cutting-edge strategies for learning continuity. Similarly, the advancement of technology has redefined school management techniques as well as teaching and learning responsibilities.

The drastic changes in the learning environment require a broad range of leadership skills among school administrators to effectively lead and remain resilient in the face of potential future waves of educational disruptions (Brodie, 2019). However, effective leadership in the era of volatile environments remains elusive among school leaders. Alegado (2018) opined that different variables are responsible for these challenges, which include the old-style nature of leadership that is heavily rooted in its system, the dearth of opportunities for professional growth, and the teacher classification system that administrators follow. Therefore, it is critical that school administrators possess the fundamental

leadership abilities required to adapt in a volatile classroom.

This article examines the necessary leadership competencies that school administrators



By

Nimrod P. Loria

*Graduate School Program of Teacher Education
National Teachers College
Metro Manila, Philippines*

must possess in order to effectively manage schools in volatile conditions. It aims to demonstrate the significance of every competency as well as the means by which school administrators can acquaint themselves with these qualities of leadership.

Methodology

The study that forms the basis for this article focused on leadership competencies in a volatile environment. Various literature, research studies, journals, and other publications from online sources were gathered for analysis and reflection. These related literature and studies provided vast information related to the challenges and uncertainties of the education sector as well as the competencies that school leaders must observe to cope with and adapt to the volatile learning environment.

Results and Discussions

The comprehensive assessment and analysis of relevant research and literature revealed that school volatility is influenced by a number of factors, including social, political, technological, globalization, and economic concerns. For instance, Muparuri (2019) discussed that economic crises, political intrusion, globalization, poor technology, and multiple disasters are major origins of volatility in schools. This provided evidence for a study by Brodie (2019) that demonstrated how disruptive innovations and changes are driven across enterprises by digitalization, globalization, individualization, technology, and shifting demographics in addition to environmental crises. These are the major driving forces that account for the difficulties and conundrums that school administrators have in a system that is rapidly changing.

School leaders must make continuous alterations in personnel, procedures, technology, and organizational structure if they are to successfully navigate with these challenges. They must nurture their leadership competence in collaboration and team-building, communication, adaptation, and motivation in an uncertain environment to achieve the school's goals and objectives. School leadership must also incorporate a high degree of cultural values and an awareness of the diversity of students to further strengthen the leadership competency required in managing schools. Meanwhile, other articles emphasized the essential competencies that school leaders must possess in order to navigate volatile conditions. These skills included strategic management, systems leader preparation, leveraging leadership attributes, developing a compelling vision and purpose, and utilizing adaptable learning.

Implications

The purpose of this article is to ascertain the different leadership competencies needed to thrive in a volatile learning environment. It is imperative that school administrators acknowledge that the educational sector is now flourishing under volatile conditions and constantly improve their abilities to integrate excellent management skills. For school administrators to be more viable and influential, they must be willing to invest in and be committed to successful leadership strategies. The volatility, unpredictability, complexity, and ambiguity of schools make it possible for school administrators to benefit from both official and informal development programs, which can help them become better managers of evolving trends and norms.

Conclusions

Based on the findings of the study, a number of disasters, globalization, political intrusion, economic crises, and subpar technology all contribute to the volatile nature of the educational environment. Meanwhile, school administrators develop their leadership skills and adjust their tactics to meet these difficulties. In order to accomplish the school's goals and objectives, successful leadership abilities include motivation in an uncertain environment, communication, teamwork and collaboration, and flexibility. In addition, it is believed that utilizing adaptable learning, leveraging leadership qualities, strategic management, systems leader training, and a strong vision and purpose are also deemed pivotal in leading schools in volatile conditions. Adapting these leadership competencies is crucial for all school leaders to combat the difficulties brought by the VUCA world and offer effective school management practices for the welfare of the school community.

Recommendations

The findings of this paper suggest that educational sectors may consider developing a capacity-building program that emphasizes the critical leadership abilities that will have a long-term impact on school leaders' ability to grow and develop in the face of a volatile learning environment. Meanwhile, future researchers may embark on the stories of school leaders that explore their experiences in adapting to the drastic and significant changes in the education-

al system. The firsthand accounts could shed light on more need-based initiatives that school administrators could use to manage challenging school environments.

Ethical Standards

The literature evaluation and analysis in this study are conducted in accordance with ethical guidelines. Every resource used for this research is appropriately recognized and cited to honor the original writers and researchers.

Funding

Personal funds were utilized by the writer to finish this correspondence article on determining leadership competencies in a volatile learning environment.

Acknowledgement

The author would like to express his heartfelt thanks to all the authors whose works have been cited in this paper. Their findings and insights have contributed to the understanding of essential leadership skills in managing a volatile learning environment.

References

- Brodie, V. K. (2019).** Disrupted leadership: strategies and practices of leaders in a VUCA world (Doctoral dissertation, Pepperdine University).
- Mahel, A. (2021).** Leadership Competencies: Tech-Saviness, Risk And Conflict Management Challenges To Higher Education In A Volatile, Uncertain, Complex, And Ambiguous (Vuca) Environment. *American Journal of Humanities and Social Science (AJHSS)*, 27, 40-41.
- Mahel, T. A. (2021).** Leadership Competencies for the Volatile, Uncertain, Complex and Ambiguous (Vuca) Environment: Challenges to Higher Education. *European Journal of Humanities and Educational Advancements*, 2(5), 119-138.
- Muparuri, P. (2021).** School Leadership in Volatile Environments: The Zimbabwean Experience. *Sch J Arts Humanit Soc Sci*, 9, 442-451.
- Rizzo, T. (2023).** Instructional Leadership in a VUCA Environment. *Leadership in a VUCA World*, 87.

From page 21

Lucena West II soars high

Another success of the school was the inauguration of E-Classroom, Math Benta (Honesty Store), and ELLN Hub that was graced and recognized by the different Education Program Supervisors. The said activity was anchored in the Division Plans, Projects and Activities on Literacy and Numeracy.

Knowing that the success of the learners is solely in the hands of the teachers in the teaching learning process, the school provides support for teachers to teach better as stated in the DepEd Matatag Curriculum, and with that, the school holds regular School Learning Action Cell (SLAC) meetings for the professional growth and development of teachers, they were also lettered in the creation of Action Research, SIM, and LAS

A positive attitude truly brings positive results.

By the grace of the Lord, Lucena West II Elementary School will continue to soar high.

The Principal's Role in Creating School Improvement by Anthony S. Bryk, Penny Sebring, Ellen Allensworth, Susan Luppescu, and John Q. Easton (2010)

A review on Authority, Responsibility, and Accountability (AURA) of School Heads and School Improvement



By
Salvador D. Bacaoco, Jr.
Principal I
Laguilayan National High School

The essential role that principals play in fostering school development. The significance of leadership in shaping the school climate, formulating a vision, and implementing strategies for positive change might be emphasized. The essay examines the effectiveness of principals in promoting collaboration with teachers, including stakeholders, and leveraging resources to enhance student outcomes. The primary objective of this essay is to underscore the importance of utilizing data-driven decision-making, ongoing evaluation, and adaptation as integral components of a principal's approach to effectively addressing challenges within the educational setting. The incorporation of specific particulars and comprehensive examination would enhance the comprehension of the principal's function in the process of educational transformation.

As per the stipulations outlined in Republic Act 9155, commonly referred to as the "Governance of Basic Education Act of 2001," it is explicitly mentioned that the educational institution holds a pivotal role as the primary element within the formal education framework. The establishment functions as an educational setting for young individuals. The basic goal of educational institutions is to provide students with an optimal foundational education. The responsibility in question is within the jurisdiction of the School Head, who is responsible for supervising both administrative and instructional matters within a single school or a collection of schools.

“... it is imperative to decentralize school autonomy ...”

Over the course of time, the dynamic nature of educational institutions and their management has imposed a growing and substantial obligation on all stakeholders. In light of the present educational context, it is imperative to decentralize school autonomy and accountability, bolster student achievement outcomes, and enhance instructional methods. These efforts entail granting greater responsibility to local communities and public agencies. The main aim is to cater to the educational needs of the 21st Century.

The school administrators assume the responsibilities of managers and leaders, offering strategic guidance for educational institutions. The individuals in question assume the

principal obligation for the all-encompassing oversight and governance of the educational establishment. The management of educational institutions has become progressively intricate, varied, and challenging as a result of substantial shifts in the extent of responsibilities, diversity of student abilities, and necessary competencies.

The primary responsibilities of school administrators as educational leaders and managers encompass a wide range of management areas, such as establishing the institution's vision, mission, and goals, overseeing curriculum and instruction, managing financial and budgeting aspects, maintaining school facilities and infrastructure, coordinating student services, fostering community relations, and implementing the school improvement plan. The identification of the necessary competencies for effective operation within these domains brings attention to the persistent issues that principals face on a daily basis. These challenges jeopardize their duty, ability to overcome obstacles, and dedication to maintaining integrity as leaders and managers. The core abilities within these management categories have a substantial influence on the overall effectiveness and efficiency of the school's performance.

Notman (2005) states that Schartz has highlighted a collection of external influences that school leaders encounter within the school environment. The lack of feasible resolutions is a defining characteristic of these pressures, which can be succinctly defined as follows: The analysis of the impact of educational reforms can be conducted across multiple aspects. The political dimension involves the implementation of new tasks, school curricula, and evaluation systems. Additionally, there exists an economic aspect that entails the implementation of more stringent fiscal policies and the imposition of restrictions on spending.

Furthermore, the social aspect encompasses the standing and perception of the teaching profession. In addition, a worldwide perspective is encompassed, encompassing factors such as inter-school rankings and competitive dynamics. Additionally, there exists an educational aspect that centers on the efficacy of schools. The didactical-methodical nature of the topic requires the implementation of dynamic teaching methodologies. Finally, there exists a multi-media component that encompasses the adoption of novel modes of communication and media.

The establishment of the **Turn to page 32**

School Performance, Leadership and Core Behavioral Competencies of School Heads: Does Higher Degree Matter? Romeo Jr L. Lepardo Manuel E. Caingcoy

Leadership and Core Competences of School Heads and School Performance: An Article Review

As per Order No. 2, which was issued by the Department of Education in 2015, the essential behavioral competencies inside organizations consist of self-management, professionalism, and ethics. These aforementioned attributes play a significant role in fostering concentration, collaboration, a customer-centric mindset, and innovation.

School administrators who demonstrate a high level of proficiency possess the necessary competencies required to effectively fulfill their anticipated job obligations. Nevertheless, the diversity of talents might vary based on various factors, including legal requirements, work requirements, and features related to organizational culture. The determination of whether the greatest degree is necessary for the post of a school head remains a subject of inquiry in all countries.

However, as a result of significant societal pressures, the desire for career progression, and the evolving and critical duties associated with educational leadership (Ferrari, 2018), it is a prevalent practice for school administrators to actively pursue the acquisition of the highest level of academic credentials either prior to or during their tenure in the profession.

The principal is a member of the teaching staff who is carefully chosen and given increased authority, specifically to supervise educational institutions. The key factor considered in the selection of a school principal was the candidate's cumulative experience and expertise.

According to Patterson, AISabatin, Anderson, Klepacka, Lawrence, and Miner (2021), the skills possessed by principals have a substantial impact on the progress and development of schools. The effectiveness of a principal can be evaluated based on their skill in carefully developing regulations. Educational prerequisites, goals, and expectations are crucial in the development of all innovations. The primary step in developing a robust educational system entails the adoption of a supportive approach towards teachers and the implementation of good teaching management practices among the staff. Informed school administrators recognize that the educational system serves as the most impartial governing body, ensuring equitable treatment for all members within a school community.

Educational administrators who possess ample resources and talents acquire the necessary competencies vital for effectively fulfilling their anticipated professional duties. However, the acquisition of skills varies depending on various factors, including legal requirements, employment requirements, and characteristics related to the organizational culture. The determination of whether it is necessary for the post of school head to obtain the highest academic degree remains a subject of inquiry in all countries. However, educational leaders are under considerable pressure to maintain the quality of their nations' educational systems, as they are accountable to several stakeholders, such as individuals striving for professional growth and their evolving and vital responsibilities.

The prominence placed on the role of leaders has con-

stituted a noteworthy element within the school reform movement throughout the course of the previous two decades. Based on the findings of the Organization for Economic Co-operation and Development (OECD, 2001b, p. 32), it has been established by Fullan (2002) that powerful school leaders have a significant impact on the facilitation of comprehensive and sustainable educational reform.

Leadership is frequently found in various contexts. The organizational context creates circumstances that incentivize leaders to embrace leadership techniques that are relevant to a certain environment. The diversity in leadership characteristics can be ascribed to the fluidity of organizations, as these attributes are seen to adapt and change in accordance with the contextual circumstances of the organization (Oyetunyi, 2006).

The school administrator strategically chooses a leadership quality that is congruent with a particular organizational situation in order to effectively promote adherence to rules and regulations. As cited by Leithwood et al. (2004), the suitability of top-down leadership traits and bottom-up features may vary based on the particular situational scenario. Likewise, administrators within secondary educational institutions may choose to utilize direct instructional approaches, considering them appropriate for promoting student academic success. On the other hand, the adoption of indirect instructional approaches in alternative educational institutions may yield greater benefits. The historical and cultural context of an institution has a significant role in shaping the leadership traits that are adopted and modified within a school.

References:

- Fullan, M. (2002). The change leader. *Educational Leadership*. May, 15-20.
- Ferrari, J. L. (2018). *Leading Effective Change in Schools of the 21st Century: The Attributes, Behaviors, and Practices of Effective School Principals (A Dissertations)*. Chicago, USA: Loyola University Chicago. Retrieved from https://ecommons.luc.edu/cgi/viewcontent.cgi?article=3797&context=luc_diss
- Leithwood, K., Karen, S.L., Anderson, S & Wahlstrom, K. (2004). *How leadership influences student learning*. Centre for Applied Research and Educational Improvement (CAREI), University of Minnesota: The Wallace Foundation.
- Oyetunyi, C.O. (2006). *The relationship between leadership style and school climate: Botswana secondary schools*. Unpublished PhD Thesis. University of South Africa
- Patterson, AISabatin, Anderson, Klepacka, Lawrence, & Miner (2021) *A Distributed Leadership Perspective on Implementing Instructional Reform: A Case Study of an Urban Middle School*



By
Ma. Shyr Ortega Lustria
Teacher I
Gapok Central Elementary School

From page 30

A review on AURA of school heads ...

School Improvement Plan was a direct response to the need to enhance school improvement. This strategy incorporates the essential components that contribute to enhancing outcomes: collaborative cooperation, clearly defined and measurable targets, and the systematic collection and analysis of performance data. This highlights the importance of collaborative endeavors within the educational institution to support the advancement, supervision, and assessment of scholastic achievements.

As stated by Luistro (2015), after the completion and submission of the initial school development plan, it takes on the function of a flexible framework that will be executed during the following three years. The present blueprint requires regular tweaks and revisions throughout the year, given its iterative nature.

The School Improvement Plan (SIP) is a comprehensive and strategic plan that delineates specific interventions to be executed by a school over a span of three years, in conjunction with the community and diverse stakeholders. Likewise, the aim is to improve the three key categories of primary education outcomes: accessibility, excellence, and governance. Based on DepEd Order No. 44, 2015, the educational method is firmly based on empirical evidence, places significant emphasis on achieving desired outcomes, and gives utmost priority to the needs and interests of children or learners.

In addition, the School Improvement Plan (SIP) assumes a crucial function in the execution of School-Based Management (SBM) and is devised by the School-Community Planning Team (SPT). The Annual Implementation Plan (AIP) of the school is primarily based on this element, wherein one of its components involves the execution of Priority Improvement Areas (PIAs) through a plan that is renewed annually. The aforementioned document comprehensively outlines the specific duties, anticipated outcomes, required resources, projected timeline, and accountable personnel pertaining to the Program Impact Assessment (PIA). The School Improvement Plan (SIP) places significant emphasis on several initiatives pertaining to pedagogy, curriculum, organizational structure, parent-community engagement, and incentives for attendance.

As per the provisions outlined in Department of Education Order No. 44 of 2015, it is indicated that. Rowan's analysis of the current corpus of literature on school development revealed that when teachers participate in additional duties that require them to engage in collaborative problem-solving and acquire knowledge within groups and networks, it results in heightened levels of commitment and satisfaction.

In other words, the aforementioned thesis pertaining to distributed leadership, which is applicable to educational institutions and systems, may also be extrapolated to the dynamic between policymakers and the organizations they aim to exert influence upon. The effectiveness of the policy in facilitating advancement and improving outcomes is

contingent upon its explicit acknowledgment of the inherent difficulties associated with expertise and learning that are inherent in its goals.

Furthermore, it is unlikely that the policy will generate any improvements unless it focuses on and effectively communicates a coherent message regarding its goals and the accompanying activities that represent them. The importance of organizational coherence in relation to purpose and practice is comparable to the relevance it holds in facilitating educational improvement.

References:

- Elmore, Richard F.** Building a New Structure For School Leadership **DepEd Order No.44, 2015.** Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (src)
- Notman, G. R. (2005).** The principal as aperson: A study of values in secondary school leadership. Retrieved from http://www.02_whole.pdf

From page 26

A Review on School Leaders ...

are essential for educators to successfully adjust to changing demands and improve their professional capabilities. The research undertaken by Ross et al. (2011) Effective leadership, according to Elangovan et al. (year), requires the implementation of both explicit and implicit strategies to improve the overall work environment. Educational administrators must take a proactive approach to managing the entire school environment, which includes fostering teachers' engagement in climate-related initiatives and accepting direct accountability for these responsibilities. School leaders are primarily accountable for providing guidance and supervision to educators, as well as equipping them with the essential competencies required to tackle prevalent concerns regarding academic standards and safety. An investigation was conducted by J. Sebastian, H. Huang, and E. Allensworth (2017). The influence of leadership strategies employed by school administrators is significant in terms of how they affect teacher engagement, efficiency, productivity, and academic achievement. As stated by Matthew (2017).

References:

- Leithwood, K., Jantzi, D. and McElheron-Hopkins, C. (2006)** The Development and Testing of a School Improvement Model. *School Effectiveness and School Improvement*, 17, 441-464. <https://doi.org/10.1080/09243450600743533>
- Hallinger, P. (2010)** Leadership for Learning: What We Have Learned from 30 Years of Empirical Research? Paper presented at the Hong Kong School Principals' Conference. The Hong Kong Institute of Education, Hong Kong.
- D. D. Ross, V. Vescio, K. Tricarico, and K. Short,** Secrets for mentoring novice teachers. Gainesville, FL: Lastinger Center for Learning, 2011.
- A.R. Elangovan, C. C. Pinder, and M. McLean,** "Callings and organizational behavior," *Journal of Vocational Behavior*, vol. 76, no. 3, pp. 428-440, 2010, doi: 10.1016/j.jvb.2009.10.009
- J. Sebastian, H. Huang, and E. Allensworth,** "Examining integrated leadership systems in high schools: Connecting principal and teacher leadership to organizational processes and student outcomes," *School Effectiveness and School Improvement*, vol. 28, no. 3, pp. 463-488, 2017, doi: 10.1080/09243453.2017.1319392.
- A. Matthew,** "Transformational leadership in education: A review of existing literature," *International Social Science Review*, vol. 93, no. 1, pp. 1-13, 2017.

Implications Of The School Leadership For Handling Practical Administrative Problems by Kashmir, Sonwar, Srinagar, Jammu & Kashmir, India.

School Leadership and Practical Administrative Problem

An Article Review



By **Romel M. Lotilla**
Principal I
Gapok Central Elementary School

The definition of leadership in the context of instruction is notably more concentrated compared to prevailing notions of leadership in education. Engaging with the literature on principalship can be daunting due to its implication that principals should possess a comprehensive set of qualities and abilities capable of addressing all the shortcomings present within their respective schools. Educators ought to maintain strong connections with their communities within and beyond the school environment.

Their primary focus should be cultivating adept interpersonal skills, enabling them to effectively address any conflicts or disagreements among students, teachers, and other individuals who may intentionally instigate discord within the educational institution. Furthermore, educators should demonstrate a balanced approach by respecting district administrators' authority while skillfully navigating administrative interventions that may impede teachers' autonomy. Additionally, educators should strive to maintain a well-organized school environment, among other responsibilities.

Preliminary research suggests that educational systems that demonstrate improvement are characterized by their ability to effectively instill within individuals the expectations associated with standards-based accountability systems. This internalization process is primarily facilitated through demonstrating commitment and focus, achieved through interpersonal interactions rather than relying on bureaucratic controls. The fundamental procedure in this context involves relinquishing established behaviors and normative codes linked to loosen coupling while acquiring new behaviors and values connected to joint responsibility for teaching practice and student learning.

The impact of leadership style on various aspects of the educational environment, such as school innovation, students' performance, school atmosphere, and teachers' satisfaction, is well-documented. Consequently, leadership style has both direct and indirect influence on the factors contributing to school conflicts. According to Chandolia and Anastasiou (2019).

The study conducted by Zanders (2005) provides evidence that a positive school climate significantly impacts both academic achievement and positive youth development. The findings of this study indicate that the school climate can influence pupils at both an individual and collective level. Additionally, the research conducted by Njiro (2011),

it was discovered that a positive school climate is linked to a reduction in behavioral and emotional difficulties among individuals within the school community.

The issues about leadership in managing schools and school systems are manifested and intensified in policy leadership. The relationship between administrative and policy leaders can be characterized as codependent and mostly dysfunctional, a common trait in such interactions. The presence of pathological elements reinforces the tie between them. The process of transitioning dysfunctional relationships into functional ones involves more than simply intensifying and increasing our existing actions with tremendous enthusiasm. It necessitates acquiring new skills and placing significant importance on developing and implementing these novel practices.

In practical application, principals sometimes need more awareness of whether they are assuming a leadership or managerial role in their daily activities. Instead, they primarily focus on executing their responsibilities to support the school and its students. Nevertheless, the nature of said job must align with the educational context, explicitly catering to its ever-changing needs. Once educational institutions have resumed their operations, leaders can formulate a comprehensive vision and establish explicit objectives and policies, with the assurance that robust mechanisms can ensure their effective execution. Based on current empirical research, it has been determined that leadership, as a contributing element to students' educational outcomes, holds a position of significant influence, second only to classroom instruction.

Ultimately, the significance of effective leadership is most evident in situations where its presence is most crucial. This information substantiates the current prevalent interest in enhancing leadership as a critical factor in effectively executing extensive reforms.

References:

- Chandolia, E and Anastasiou, S., 2019.** Leadership and Conflict Management Style Are Associated with the Effectiveness of School Conflict Management in the Region of Epirus, NW Greece
- Njiro, S. B A., 2011.** The effect of public secondary school principals' conflict management styles on organizational climate in Nyeri South District., Kenya

Elmor, R.F.E Building a New Structure For School Leadership



Asian Intellect
FOR ACADEMIC ORGANIZATION AND DEVELOPMENT INC.

4TH ICCMR

**4th International Congress and
Competition in Multidisciplinary
Research**

La Carmela Hotel, Boracay, Philippines

Online via Zoom

New Schedule:

January 27-29, 2024

THEME: *Research and Innovations Leading
the the Roads to Academic Flourish*

PRESENTATION TRACKS:

1. Competition Presentations (Best Research Papers and Best Presenters shall be chosen)
2. Plain Paper Presentations (non-competing)

REGISTRATION FEES:

- P3,000 (USD50)** Online Plain Paper Presenter
- P3,500 (USD60)** Online Competing Presenter
- P1,500 (USD25)** Online Participant - Observer
- P8,990 (USD150)** Onsite Plain Paper Presenter
- P9,990 (USD170)** Onsite Competing Presenter
- P7,990 (USD135)** Onsite Participant - Observer

Deadline of submission of abstracts:

January 15, 2024

CONFERENCE OBJECTIVES:

1. To showcase and discuss research findings that will have an impact and relevance to community and society
2. To assemble the congress of brilliant researchers whose works may merit publication and presentation
3. To put together an environment of academic congregation for exchanges of reciprocal professional insights and thoughts on multidisciplinary research
4. To find best research papers and best presenters and be given appropriate recognition

Presented papers will have a chance to be published to the Asian Intellect Research and Education Journal No. 30, March 2024 issue (voluntary and optional)

For inquiries & Abstract Submission:



research@asianintellect.org
conference.asianintellect@gmail.com



www.asianintellect.org



(+63) 960 373 99978