



# PATEF-UPDATE'S

## 20<sup>th</sup> Anniversary & Midyear Convention

**Futures Thinking:  
Its Implications to Philippine Educational System**

**May 17-19, 2023  
The Century Park Hotel  
Manila, Philippines**

In partnership with



With support from



# ONE CHILD, ONE BOOK CAN CHANGE THE WORLD.



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# About Us

The Philippine Association for Teachers of Educational Foundations - United Professionals for the Development and Advancement of Teacher Education, INC (PATEF-UPDATE, INC.) is a non-stock, non-profit, non-partisan, and non-sectarian association of professionals from different fields. It aims to support the development of teacher educators and teachers across levels and curricula through faculty development initiatives, seminar workshops on the foundations of education, trends and issues in teacher education and education in general

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## RESILIENCE AND GROWTH: THE HUMBLE BEGINNINGS OF PATEF-UPDATE

New challenges and demands brought about by the turn of the 21st century spurred the birth of the Philippine Association for Teachers Education Foundations (PATEF) which would take up the responsibility of updating teachers across levels on emerging trends, theories, and development in the educational landscape supported by a strong research base in the foundational disciplines of education. The organization was conceived by teacher-educators, school administrators, and basic education teachers who attended the Seminar-Workshop held at the Philippine Normal University on "Theory Values and Decision-Making: Focus on Foundations of Education in the Constructivist Perspective" on May 12-14, 2003. The participants saw the need to connect the foundation disciplines of Philosophy, Psychology, Guidance and Counseling, Research, and Professional Ethics/ Values to actual classroom practices so that these can be applied by learners when dealing with varied issues and concerns in the context of diverse beliefs, cultures, and practices.

PATEF held its first National Convention on January 13, 2004, at the Philippine Normal University with the following objectives:

- to monitor issues, trends, development, innovations and researches in the field of Educational Foundations;
- to disseminate and share research findings through conventions, seminar-workshops, publications and other professional activities; and
- to assist members in their professional advancement and professional growth.

A major concern during that period was the low performance of test-takers in the Licensure Examination for Teachers in the Area of Education Foundations which implies a lack of thorough grasp of the vital educational basis. It was deemed essential that teachers acquire a deep and lasting understanding of the value of foundational disciplines in their teaching. PATEF, as a support organization to uplift the stature of the teaching profession, endeavors to improve the appreciation of the teaching profession, enhance the quality of teaching and provide a venue for teachers to discuss current trends, and issues concerning teaching, teacher education, and education in general to contribute to a better life and a better world for all. As the PNU's the Dean of the College of Education, Dr. Angelita D. Romero expressed in her message for the organization during the PATEF's first National Convention, "A passion for education is hope for a better life."

### **PATEF WOULD TAKE UP THE RESPONSIBILITY OF UPDATING TEACHERS ACROSS LEVELS**

To keep the organization true to its advocacy of supporting the development and advancement of teacher education and to ensure that it provides a venue to keep educators updated on the trends, development, and directions of teacher education in our country, PATEF was renamed PATEF-UPDATE in 2014. This stands for the Philippine Association for Teachers of Educational Foundation - United Professionals for the Development and Advancement of Teacher Education



## MESSAGE



I extend my warmest greetings to all of you as we celebrate the 20th Anniversary and Mid-Year Convention 2023 of the United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), Inc. This event is a momentous occasion as it marks two decades of dedication and commitment to the advancement of teacher education in the Philippines.

This year's theme is "Futures Thinking: Its Implications to the Philippine Educational System." We are reminded of the critical role that education plays in shaping the future of our country. This conference is

quite relevant and timely as it gathers teacher education practitioners and advocates across the country to discuss and tackle the challenges in the Philippine educational system. It gives us a glimpse of how a futures thinking perspective becomes important in planning and directing future actions in support of education, in general, and teacher education, in particular. Moreover, it allows us to promote and disseminate empirical studies related to the future of education at the basic and tertiary levels, with a special focus on teacher education.

I would like to take this opportunity to acknowledge the hard work and dedication of the previous presidents of PATEF-UPDATE, who led with distinction over the past 20 years. Their contributions have been instrumental in promoting excellence in teacher education and advancing the profession in the Philippines.

Finally, let us remember that the importance of this conference cannot be overstated. As we strive to prepare our students for the challenges of the 21st century, it is essential that we equip ourselves with the necessary knowledge and skills to navigate the rapidly changing landscape of education. This conference is a vital step towards that direction. I am confident that this will lead to many fruitful collaborations and innovations even beyond our venue.

Once again, congratulations to PATEF-UPDATE! I look forward to a productive and engaging conference.



**BERT J. TUGA, PhD**  
**President, PATEF-UPDATE, INC.**  
**President, Philippine Normal University**

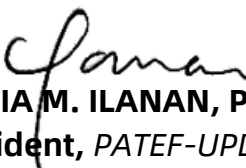
## MESSAGE



Celebrating a score this year is indeed a momentous occasion for the Philippine Association for Teachers of Educational Foundations-United Professionals. As a founding officer of the PATEF then, and PATEF-UPDATE now, it is a truly heartwarming feat to witness how this professional organization of teachers and teacher educators began to stretch its little wings -- making sense of its self, figuring out ways to survive the winds, to taking flight across horizons -- pushing with its limitations amidst emerging challenges.

At 20, PATEF-UPDATE is searching new heights. With its theme, "Futures Thinking: Its Implications to Philippine Educational System", it shall thrust to explore wider possibilities while harnessing 21st century skills and technologies. May it create new futures that promote lifelong learning teachers for a more relevant and sustained teacher quality and student achievement.

My warmest congratulations to the men and women of PATEF-UPDATE! Soar higher to your brighter futures!

  
**CELIA M. ILANAN, PhD**  
**Vice-President, PATEF-UPDATE, INC.**

## MESSAGE



Congratulations to PATEF-UPDATE on its 20th anniversary celebration and for its Mid-Year Convention 2023! Being one of those who took the challenge to lead this organization, I have witnessed its journey and I am proud of its continued service to the nation particularly to those in teacher education.

The years of existence of the professional organization show its value to the education community as it has thrived for two decades now of relevance, visibility, productivity, and impact.

The 2023 theme's convention that focuses on futures thinking and its implication to the Philippine Educational System is so relevant to the direction of the institution that gave birth to the organization. It supports the vision of the Philippine Normal University of producing future-ready teachers and education leaders who are capable of leading innovations and initiatives in improving the state of teacher education in the country. As the PNU's child, PATEF-UPDATE has been the extension of the institution in reaching out to more teachers and education leaders by continuously providing venues for critical discussions and informed anticipations of the directions of teacher education at the national and international arena. Futures thinking is necessary not only to PNU but also to PATEF-UPDATE as the organization's name implies not only for the development but also for the advancement of teacher education in the Philippines and beyond.

May this gathering stimulate our imagination and clarify our vision of a strong teacher education in the Philippines in the near future.

Thank you very much.



**MARILYN U. BALAGTAS, Ph.D.**

1st President of PATEF-UPDATE and Current Adviser



## MESSAGE



It is the 20th anniversary of the association! That is no mean feat when survival struggles of all kinds come in all forms predictably or not.

Congratulations to all officers and members, and everyone behind the association for the resilience, and the grit to be in control of the association and its mandate.

PATEF- UPDATE, INC. has remained steadfast in its commitment to teacher education. It has always been a willing partner and support , directly or tangentially, to the Philippine Normal University and other institutions/ agencies focused on enhancing growth and development of those in the teaching profession.

Teacher education which undoubtedly plays a pivotal role in the country's educational system and it's concerns indeed need support from associations like PATEF, as it continuously examines the past, evaluates the present , and stretches no end its imagination for relevant futures in education.

Keep up the good work. God bless.



**ANGELITA D. ROMERO, PhD**

Former VP for Academics,  
Philippine Normal University  
Founding Adviser, PATEF-UPDATE, INC.



## MESSAGE - ROSAS



## PASUC ENDORSEMENT



### PHILIPPINE ASSOCIATION OF STATE UNIVERSITIES AND COLLEGES

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#### PASUC ADVISORY NO. 014, s. 2023

For : All SUC Presidents/Heads

From : Dr. Tirso A. Ronquillo  
President

Subject : **PATEF-UPDATE 20<sup>TH</sup> ANNIVERSARY AND MID-YEAR CONVENTION 2023**

Date : March 16, 2023

This is to endorse the PATEF-UPDATE 20<sup>th</sup> Anniversary and Mid-Year Convention 2023 with the theme "*Futures Thinking: Its Implications to Philippine Educational System*", organized by the Philippine Association for Teachers of Educational Foundation - United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), Inc., in cooperation with the Philippine Normal University (PNU), to be held on May 17-19, 2023 at Century Park Hotel, Manila.

This mid-year convention aims to gather teacher educators, teachers, school administrators, researchers, and other education stakeholders to (1) develop an in-depth and critical understanding of the opportunities and challenges of Futures Thinking in the Philippine Educational System; (2) promote and disseminate empirical studies related to the future of education in the basic and tertiary levels, and in the area of teacher education; and (3) build a network of educators and researchers to promote futures thinking as an area of sharing and collaboration.

The organizers shall be receiving abstract submissions until April 18, 2023. Interested presenters and participants must accomplish the enclosed registration form or they may visit the organizer's official website <https://www.patef-update.org/> or their FB page <https://bit.ly/PATEF-UPDATE> to know more about the registration details and other information about this event.

Enclosed is the convention briefer, for your ready reference. Your office may contact Prof. Annabelle DC. Palmiery, Chair, Secretariat, via email at [patef\\_update@yahoo.com.ph](mailto:patef_update@yahoo.com.ph), or thru mobile no. 0918-9277566, for further inquiries.



**TIRSO A. RONQUILLO, ASEAN Eng.**  
President



## ALCU ENDORSEMENT



### ALCU ADVISORY

**FOR : ALL LUC Presidents / Administrators**

**FROM : DR. RENE M. COLOCAR**  
National President

**SUBJECT : 20<sup>TH</sup> ANNIVERSARY AND MID-YEAR CONVENTION 2023**

**DATE : 14 April 2023**

Greetings from the ALCU Philippines!

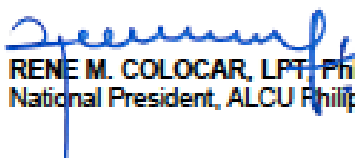
This is to endorse the **20<sup>TH</sup> ANNIVERSARY AND MID-YEAR CONVENTION 2023** of the United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), Inc., in cooperation with the Philippine Normal University, Manila with the theme "Futures Thinking: Its Implications to the Philippine Educational System" on **May 17-19, 2023** at Century Park Hotel, Manila.

This convention aims to gather teacher educators, teachers, school administrators, researchers, and other education stakeholders to (1) develop an in-depth and critical understanding of the opportunities and challenges of futures thinking in the Philippine Educational System; (2) promote and disseminate empirical studies related to the future of education in the basic and tertiary levels, and in the area of teacher education; and (3) build a network of educators and researchers to promote futures thinking as an area of sharing and collaboration.

Please see the attached files for the details of the conference:

- Tentative Program of the 20<sup>th</sup> Anniversary and Mid-Year Convention 2023
- Call for Papers and Template for Abstract
- Registration and Payment Procedures
- Registration Form

For other details, please visit the official website, [www.patef-update.org](http://www.patef-update.org), or contact Prof. Annabelle DC. Palmiery, Chair, Secretariat at 0918-9277566 or Prof. Lydia B. Calapardo, Chair, Finance Committee at 0915-8500252.

  
**RENE M. COLOCAR, LPT-PhD**  
National President, ALCU Philippines  
e-signature affixed by the authority of Dr. Rene M. Colocar  
Date: 14 April 2023

## PROGRAM OF ACTIVITIES

**Day 1 - May 17, 2023**

8:00 - 10:00 AM	<b>Registration</b>	
10:00 - 10:30 AM	<b>Opening Program</b>	
	<ul style="list-style-type: none"> <li>National Anthem, Doxology &amp; PATEF-UPDATE's AVP</li> <li><b>Welcome Message</b> <i>Dr. Bert J. Tuga</i> President, PATEF-UPDATE, INC. President, PNU</li> <li><b>Greetings</b> <i>Atty. Dominador D. Buhain</i> Chairman and President, REX Group of Companies</li> <li><b>Introduction of the Keynote Speaker</b></li> <li><b>Keynote Speech</b> <i>Sen. Pia S. Cayetano</i> Senator, Republic of the Philippines Chair, Committee on SGDs and Futures Thinking</li> <li><b>Convention Orientation</b> <i>Dr. Celia M. Ilanan</i> Chair, Program and Invitation, PATEF-UPDATE, Inc.</li> <li><b>Presentation of</b> <ul style="list-style-type: none"> <li><b>Officers</b> <i>Dr. Marilyn U. Balagtas</i> Member, PATEF-UPDATE, INC. Advisory Council</li> <li><b>Participants per Institution</b> <i>Prof. Annabelle DC. Palmiery</i> Secretary, PATEF-UPDATE, INC.</li> </ul> </li> </ul>	
	<b>Introduction of the Plenary Speaker 1</b>	<i>Dr. Celia M. Ilanan</i>
10:30- 10:35 AM	<b>Plenary Talk 1: Futures Thinking:</b>	<i>Dr. Lizan E. Perante-Calina</i>
10:35- 11:30 AM	<b>Its Implications to Philippine Educational System</b>	President, PhilFutures Dean, DAP Graduate School
	<b>Open Forum</b>	
11:30- 11:45 AM	<b>Awarding of the Certificate of Appreciation</b>	
11:45 -12:00 PM	<b>Lunch</b>	
12:00 - 1:00 PM	<b>Afternoon Energizer</b>	
1:00 - 1:15 PM	<b>Introduction of the Plenary Speaker 2</b>	
1:15 - 1:20 PM	<b>Plenary Talk 2: The Future of Basic Education</b>	<i>Dr. Gina O. Gonong</i> Undersecretary for Curriculum & Teaching Department of Education
1:20 - 3:00 PM	<b>Open Forum</b>	
	<b>Awarding of the Certificate of Appreciation</b>	
3:00 - 3:15 PM	<b>Health Break</b>	
3:15 - 3:20 PM	<b>Introduction of the Plenary Speaker 3</b>	
3:20 - 4:45 PM	<b>Plenary Talk 3: The Future of Higher Education</b>	<i>Dr. Raymond P. Arcega</i> President, Pamantasan ng Lungsod ng Muntinlupa Chair, National Network. of Quality Assurance Agencies (NNQAA)
	<b>Open Forum</b>	
	<b>Awarding of Certificate of Appreciation</b>	
4:45- 6:00 PM	<b>Organizational Meeting (with active members)</b>	
	<b>Prof. Felicidad Corenna E. Broño</b> Officer of the Day	

## PROGRAM OF ACTIVITIES

**Day 2 - May 18, 2023**

9:00 - 9:15 AM	<b>Preliminaries</b> <ul style="list-style-type: none"> <li>• Doxology</li> <li>• Highlights of Day 1</li> <li>• Morning Energizer</li> </ul>	
9:15 - 9:20 AM	<b>Introduction of the Plenary Speakers 4 &amp; 5</b>	
9:20 - 9:50 AM	<b>Plenary Talk 4:</b> <b>The Future of Teacher Education: CHED's Perspective</b>	<i>Comm. Aldrin A. Darilag</i> Commissioner, CHED
9:50 - 10:30 AM	<b>Plenary Talk 5</b> <b>The Future of Teacher Education: NCTE's Perspective</b> <b>Open Forum</b> <b>Awarding of Certificates of Appreciation</b>	<i>Dr. Marilyn U. Balagtas</i> University Professor, PNU
10:30 - 10:35 AM	<b>Introduction of the Panel Discussants</b>	<i>Dr. Marcia Corazon P. Rico</i> PRO, PATEF-UPDATE, INC. Moderator
10:35 - 12:15 PM	<b>Panel Discussion on Teacher Education</b> <b>SUCs -</b> <ol style="list-style-type: none"> <li><b>1. Dr. Helen Boholano</b> <i>Dean, College of Education, Cebu Normal University</i></li> <li><b>2. Dr. Ruth A. Alido</b> <i>Dean, College of Teacher Development, Philippine Normal University - Manila</i></li> </ol> <b>Private -</b> <ol style="list-style-type: none"> <li><b>3. Dr. Pilar I. Romero</b> <i>Dean, College of Education, University of Santo Tomas, Manila</i></li> <li><b>4. Dr. Paterno S. Alcartado</b> <i>Dean, College of Education, De La Salle University, Dasmariñas, Cavite</i></li> </ol> <b>Open Forum</b> <b>Awarding of Certificates of Appreciation</b>	
12:15 - 1:15 PM	<b>Lunch</b>	
1:15 - 5:00 PM	<b>Paper Presentations I</b> <i>Working Health Break</i>	
5:00 - 5:05 PM	<b>Introduction of the Keynote Speaker</b>	<i>Sen. Sherwin T. Gatchalian</i> Senator, Republic of the Philippines
5:05 - 6:00 PM	<b>Keynote Speech: The Future Directions and Challenges of Philippine Education</b> <b>Awarding of the Certificate of Appreciation</b>	
6:00 - 6:15 PM	<b>Response</b> <ul style="list-style-type: none"> <li>Basic Education</li> <li>Higher Education</li> <li>Teacher Education</li> </ul>	
7:00 - 9:00 PM	<b>Networking Dinner, Recognition and Cultural Night</b>	<b>Dr. Brando C. Palomar</b> Officer of the Day





## PROGRAM OF ACTIVITIES

### Day 3 - May 19, 2023

9:00 - 9:30 AM

#### **Preliminaries**

- Doxology
- Highlights of Day 2
- Morning Energizer

9:30 - 11:00 AM

#### **Paper Presentations II**

11:00 - 12:00 PM

#### **Closing Program**

#### **Impressions**

Basic Education

Higher Education

Teacher Education

#### **Awarding of Best Papers**

#### **Closing Message**

*Dr. Jennie V. Jocson*

Vice - President for Academics

Philippine Normal University

12:00 - 1:00 PM

Lunch

**Dr. Darryl Roy T. Montebon**

Officer of the Day

## GREETINGS



### ATTY. DOMINADOR D. BUHAIN

Atty. Buhain is presently the Chairman and President of REX Education which is comprised of REX Book Store, Inc., REX Printing Company, Inc., REX Book Store International, the Resource for Education and Academic Professionals (REAP), the REX Institute for Student Excellence (RISE) and the First Eduspec, Inc.

He is the Founding Chairman of the National Book Development Board from 1995-2001.

Being a man of action, he is likewise occupying several positions in various organizations locally and internationally such as Chair and President of REX Education; Chair of the Board of La Consolacion Manila and La Consolacion University, Malolos, Bulacan; President of the San Beda University Alumni Association (SBUAA), and also sits as a board trustee of the San Beda University Law Alumni Association and San Beda University Law Alumni Foundation. Recently, he was elected a member of the Board of Trustees of the San Beda University Corporation.

As for the industry associations, he is the President Emeritus of the Philippine Educational Publishers Association (PEPA); Honorary President of the Philippine Printing Technical Foundation, Inc. (PPTF), President of the Print Industry Board Foundation, Inc. (PIBFI), and President of the Philippine Book Development Federation (Philbook).

His international affiliations include his being the President of the Asia Pacific Publishers Association (APPA), Philippine Chief Delegate to the International Publishers Association (IPA), Immediate Past President of the Forum for Asia Pacific Graphic Arts (FAPGA), and Past President of the ASEAN Book Publishers Association (ABPA).

In the Philippine book publishing and printing industries, Atty. Dominador D. Buhain is known too as the father of RA 8047 or the Book Publishing Industry Development Act. He is an advocate of book proliferation.

Despite his numerous concurrent positions of leadership in several organizations, Atty. Buhain is a well-traveled person who has visited at least 254 countries and groups of islands based on the Travelers' Century Club listing, 165 United Nations member-states, and 435 UNESCO (United Nations Educational, Scientific and Cultural Organization) World Heritage Sites.

## KEYNOTE SPEAKER 1



### SEN. PIA S. CAYETANO

For 18 years, Philippine Senator Pia S. Cayetano has built a track record for getting the tough job done for the welfare of all Filipinos. She fights for the rightful share of education and health in the national budget as senior vice chair of the finance committee of the Philippine Senate.

Sen. Pia has worked on landmark measures to strengthen and future-proof the public health system; make quality education more accessible; and protect society's most vulnerable, including women, children, the elderly and persons with disabilities.

A staunch education advocate, Sen. Pia co-authored the Excellence in Teacher Education Act, and authored and worked extensively on the Law Instituting a Policy on Inclusive Education for Learners with Disabilities. Both laws were enacted in 2022.

As chairperson of the Philippine Senate's first-ever Committee on Sustainable Development Goals (SDGs), Innovation and Futures Thinking, she champions the bill seeking to institute Walkable and Bikeable Communities. This measure has been passed by the Senate.

In the previous Congress, her SDGs committee submitted a report on the Futures of Education which outlines the actions needed to ensure quality learning for Filipino children and youth, in line with SDG 4, and to prepare them for the demands and challenges of the future.

In the last two years, Sen. Pia has led efforts in the Senate to strengthen the government's response to COVID-19, and to help set the path for the country's economic recovery and growth.

She sponsored the Bayanihan to Heal as One Act in 2020, and co-authored the COVID-19 Vaccination Program Act in 2021. Currently, Sen. Pia is pushing for the measure that will establish the Philippine's own Center for Disease Prevention and Control or CDC. On the economic front, Sen. Pia shepherded the passage of the Corporate Recovery and Tax Incentives for Enterprises Act (CREATE) in 2021, as chairperson of the Senate Committee on Ways and Means in the previous Congress.

Sen. Pia is also known for fighting for the passage of the Sin Tax Reform Law of 2012 and 2020. These increased the funding for healthcare from taxes levied on 'sin' products. Sen. Pia stands tall as an advocate of the rights and welfare of women and children. She championed the Philippines' first Responsible Parenthood and Reproductive Health (RPPH) Act. She also worked for the approval of the 105 Days Expanded Maternity Leave Act, the Expanded Breastfeeding Promotion Act, and Magna Carta for Women. She was co-author and co-sponsor of the Domestic Administrative Adoption Act and the Founding Recognition and Protection Act, both enacted in 2022.

A lawyer, triathlete, and mother, Sen. Pia S. Cayetano embodies a Pinay in Action and a woman leader for our times.



## KEYNOTE SPEAKER 2



### SEN. SHERWIN "WIN" T. GATCHALIAN

Quality education for the future of the Filipino youth—this has been the main advocacy of our honor and in his more than two decades in public service. Through his excellent track record as a three-term mayor and two-term congressman of Valenzuela City, uplifting the education sector has become the pillar of his governance, as he believes that attaining quality education is key to ending poverty.

Upon his Congress stint in 2013, his vision to nationalize Valenzuela's premier education system has turned into reality. His successful run in the Senate made him prove that achieving free tertiary education for the whole nation is possible when he introduced the Free Higher Education Act. Currently, more than two million young Filipinos from various state and local universities and colleges across the country are benefiting from free tuition.

More than the learners' access to free quality education, he also believes that producing well-rounded and globally competent teachers is part of the equation in improving our country's educational system. Through the passage of the Excellence in Teacher Education Act, he ensures that every teacher acquires the proper skills to maximize the full potential of Filipino learners.

Further, he continues to affirm his goal of achieving quality education for all by guaranteeing that every Filipino—regardless of age, social status, or class—has a right to free basic education. By championing Alternative Learning Systems (ALS), our out-of-school marginalized learners are given a second chance to return to school and live better lives.

As the Chairman of the Senate Committee on Basic Education, the priority of our honor and is to assure that the future of the Filipino people is definitely a WIN.

Our constant ally from the Senate who tirelessly uplifts our country's education sector, SENATOR WIN GATCHALIAN!

## PLENARY SPEAKER 1



### DR. LIZAN E. PERANTE-CALINA

Dr. Perante-Calina is an advocate of knowledge co-creation, the democratization of Futures Thinking, and public administration and governance. She is currently the Dean of the Graduate School of Public and Development Management of the Development Academy of the Philippines (DAP-GSPDM). She holds both Doctor of Public Administration and Master of Public Administration degrees from the University of the Philippines - National College of Public Administration and Governance (UP-NCPAG). She finished her Bachelor of Science in Mass Communication major in Public Relations from the University of Negros Occidental-Recoletos with *Cum Laude* honors.

As the President of the Philippine Society for Public Administration and Philippine Futures Thinking Society, Dr. Lizan has distinguished herself as an academic scholar, co-author of books and journals local and international, and resource person in capacity-building programs and conferences in multiple but allied fields of public administration. Her academic interests lie particularly in leadership and futures thinking and foresight (e.g., phronetic leadership, leadership for the development, organizational management, public sector reform, innovative governance, knowledge creation, and *hiraya* foresight).

She is a recipient of an International Publication Award (twice in 2018) from the UP Diliman System; and international scholarships making her an alumna of the Japan International Cooperation Agency (JICA) and the National Graduate of the Institute for Policy Studies (GRIPS), Tokyo, Japan; Leadership Academy for Development (LAD), Stanford University and National Institute of Development Administration, Thailand. Dr. Lizan has recently completed her Futures Master Class: Foresight to Policy at the Lee Kuan Yew School of Public Policy, National University of Singapore. She finished her Training the Trainers Workshop on Public Policy Case Writing and Case Teaching organized by the ADB Institute and the Center on Democracy, Development and the Rule of Law at Stanford University's Leadership Academy for Development.

Dr. Perante-Calina is also the founder and Associate Editor of the *Philippine Governance Digest*, a publication of the Philippine Society for Public Administration (PSPA) as she is also part of the American Society for Public Administration (ASPA), board member of Asian Association of Public Administration (AAPA) and other public administration organizations.

## PLENARY SPEAKER 2



**DR. GINA O. GONONG**

Dr. Gonong is the current Undersecretary for Curriculum and Teaching of the Department of Education. She is in charge of 4 Bureaus: Curriculum Development, Learning Delivery, Learning Resources, Education Assessment and Alternative Education. Also under her strand is the Literacy Coordinating Council Secretariat.

Dr Gonong holds a Ph.D. in Linguistics from the Philippine Normal University. She was awarded an Honorary Doctor of Letters honoris causa by the University of New England in Australia and earned a post- doctoral fellowship for her leadership in research from the same university. She was also granted an Australian Awards Fellowship. She was also the recipient of the 2022 Bonifacio P. Sibayan (BPS) Distinguished Professorial Chair in Applied Linguistics awarded by the Linguistic Society of the Philippines.

Dr. Gonong has spent her entire career in education. She has 28 years of experience in the field of education starting as a basic education classroom teacher to becoming an associate professor, administrative official and researcher. Prior to joining DepEd, she was the Director of the PNU Research Center for Teacher Quality (RCTQ). She worked with the Department of Education in various projects including the development and validation of the Philippine Professional Standards for Teachers and the conduct of the National Educators' Academy of the Philippines (NEAP) Transformation Study. She also helped develop the recently signed Excellence in Teacher Education Act (RA 11713). Internationally, among others, she worked as a technical consultant for the Bhutan Ministry of Education in the development and validation of the Bhutan Professional Standards for Teachers, and represented the Philippines in Malaysia, Indonesia and Brunei as an expert to review the proposed teacher education standards and framework for quality assurance of Teacher Education Institutions in ASEAN, upon the invitation of the Association of Southeast Asian Teacher Education Network (AsTEN), an ASEAN think tank.

## PLENARY SPEAKER 3



**DR. ARCEGA**

Dr. Arcega, is a multi-faceted man. He is a dynamic leader, a well-rounded educator, and a devout family man. He is the University President of the Pamantasan ng Lungsod ng Muntinlupa.

Prior to him joining PLMun, he served as the 1st Chancellor of the Lyceum of the Philippines University- Laguna & LPU St. Cabrini School of Health Sciences.

He was recently appointed as the Chairman of the National Network of Quality Assurance Agencies (NNQAA) and also serving as President and Executive Director of the Commission on Accreditation for Local Colleges and Universities (ALCU) and Executive Director of the Association of Local Colleges and Universities (ALCU) and ALCU Athletic Association.

As an Organization Development and Human Resources practitioner, he led organizational change in different capacities. He became University President of the Pamantasan ng Cabuyao, College President of Colegio ng Lungsod ng Batangas, Vice President for Academic Affairs of Pamantasan ng Lungsod ng Muntinlupa, Executive Vice President, Vice President for Administration and Finance and Human Resource Management Officer of the University of Makati, Director for Human Resources of the Ospital ng Makati, Dean, College of Business and Accountancy of the University of Batangas and Principal and Dean of Student Affairs of Rosa

He is a consistent recipient of FEU Teaching Performance Excellence Award and has been named as FEU Outstanding Alumni in 2019 and Outstanding Administrative Employee (Officer Level) of the University of Makati in 1997.

He finished his Doctorate degree in Business Administration at the Polytechnic University of the Philippines and his Master's Degree in Business Administration at the Ateneo De Manila University. He earned the degree of Bachelor of Arts in Political Science from Far Eastern University. He went to postgraduate education in Industrial Relations at the University of the Philippines, Public Administration at the University of Santo Tomas, Social Science Education at the Philippine Normal University, and Bachelor of Laws at Manuel L. Quezon University School of Law. He successfully passed the Career Executive Service Eligibility Examination.

Dr. Raymundo P. Arcega is an epitome of a modern-day educator and manager, progressive-minded, dynamic mover, and highly adaptive to the changing needs of the fast-moving generation.

## PLENARY SPEAKER 4



### COMM. ALDRIN A. DARILAG

Commissioner Aldrin Arenas Darilag, PhD, CHRP, RMT, RN serves the Commission by progressively leading the advancement of a wide array of relevant and timely disciplines in higher education. This is exemplified through his work as the Oversight Commissioner for Teacher Education and Teacher Quality, Gender and Development, Extension Programs for State Universities and Colleges, and the Southeast Asian Regional Centre for Tropical Biology (SEAMEO Biotrop); and as a Champion for Futures Thinking and Cultural Education.

Included in his notable achievements in the time of COVID-19 pandemic are spearheading the Eastern Visayas Higher Education Institutions - Flexible Learning Management Systems Consortium in Region VIII, leading the Working on Resilience and Innovation for Teaching Excellence in Region XI, and organizing region-wide flexible learning initiatives and consortium programs of the 170 higher education institutions of Region V in partnership with the Bicol Foundation for Higher Education.

Prior to his appointment as CHED Commissioner, Commissioner Darilag has served the higher education landscape in various capacities - as Director for Human Resource Management Services of De La Salle Philippines; as Head of the HR Commission of the Lasallian School Network; as Vice President for Academic Services at St. Paul University Surigao; as Dean of the Graduate School of St. Paul University Manila; as Vice President for Research, Planning, and Extension Services of Pamantasan ng Lungsod ng Marikina; as Associate Professorial Lecturer at De La Salle University Manila-Br. Andrew Gonzales College of Education, as Adjunct Faculty of various Private Higher Education Institutions like Holy Angel University, Far Eastern University, University of Santo Tomas, and De La Salle-College of St. Benilde.

Commissioner Darilag finished his Doctor of Philosophy in Educational Leadership and Management, has earned PhD units in Science Education, major in Biology, and finished his Master of Education, major in School Leadership at the De La Salle University - Manila. He also has a Master's Degree in Medical Technology at the University of Santo Tomas (UST). He is a Certified Human Resources Professional (CHRP), a Registered Medical Technologist (RMT) and a Registered Nurse (RN).

On top of all these academic pursuits and behind all these noteworthy accomplishments, Commissioner Darilag maintains his primary role in life as a devoted family man and a loving husband to his wife, Maricel.



## PLENARY SPEAKER 5



### DR. MARILYN U. BALAGTAS

Dr. Balagtas finished her Ph.D. in Education with a specialization in Educational Research and Evaluation at the University of the Philippines - Diliman in 2006. She obtained her Master of Arts in Education with a specialization in Mathematics Education and Bachelor of Elementary Education (BEED) with a specialization in Mathematics at the then Philippine Normal College (PNC), now University. She has been formally trained in Educational Evaluation at SEAMEO-RECSAM Malaysia; Professional Education and Research at Queensland University of Technology (QUT), Brisbane, Australia; and Curriculum Analysis by the International Association for the Evaluation of Educational Achievement (IEA) in Warsaw, Poland.

Prior to her current work as the Dean of the PNU College of Graduate Studies and Teacher Education Research (CGSTER), she held various administrative positions including the Dean of the College of Flexible Learning and ePNU (CFLeX), Director of the Institute of Knowledge Management (IKM), Director of the Linkages and International Office (LIO), Director of the Philippine National Research Center for Teacher Quality (RCTQ), Director of the Center for Research and Development in Education (CREDE), Head of the Department of Elementary Education (DEE), and academic and research coordinator of the College of Education.

She has held various leadership positions in commissioned projects of PNU and has been a consultant in the assessment of some national testing centers, government agencies, industries, board of examiners, and international non-government organizations.

She has been a resource person in the areas of pedagogy, assessment, and research in various educational institutions in the country and in foreign countries like Brunei, Hongkong, Thailand, Vietnam, Australia, Myanmar, United Arab Emirates, and Moscow. She has delivered research papers on educational assessment, teacher education, and internationalization in international conferences held in the Philippines, China (Shanghai), United Arab Emirates (Dubai), United States of America (Chicago), Spain (Barcelona), United Kingdom (London and Oxford), Taiwan (Kaohsiung), and Denmark (Copenhagen). She has participated in international conferences, meetings, and benchmarking in the Czech Republic, Singapore, Thailand, Vietnam, Vienna, Indonesia, Madrid, Macao, Scotland, Canada, Denmark and Germany.

## PANEL DISCUSSANT 1



**DR. HELEN B. BOHOLANO**

Dr. Boholano is a Professor VI of Cebu Normal University. She earned her doctorate degree in Administration and Supervision (2007), Master of Arts in Education major in Administration and Supervision (2003 - Mandaue City Scholar), Bachelor of Laws (2002), and Bachelor in Secondary Education major in Mathematics (1994 - *Magna Cum Laude* & Mandaue City Scholar) from the University of the Visayas, Cebu City. She also finished her Master of Arts in Education major in Special Education from Cebu Technological University in 2009 and Completed the Academic Requirements for a Master of Arts in Education major in Mathematics at the University of San Carlos.

She was sent to Japan to study Certificate Program in Application of Multimedia Technology for E-Education in 2007. She has been sent to several trainings on Integrating ICT into Teaching and Learning (ICT4E) in the Philippines and abroad. She is also a Certified Cisco Instructor earned at De La Salle University, Manila. She is also a passer an International Computer Driving License based in Singapore in 2008. She has several researches published in an international refereed journal as well as presented in Malaysia, Thailand, Hongkong, Vietnam, Singapore, Australia, and the Philippines. Her research citations and H-index publications make her a productive researcher. She authored books in Senior High School and in Professional Education courses. She has also been invited as a resource speaker in many seminar workshops like Continuing Professional Development (CPD) and a national reviewer/ lecturer in the Licensure Examination for Teachers, Civil Service Examination, and K to 12 Mass Training for DepEd Teachers, DOST-SEI Project STAR (2017-present) and recently the Teacher Training Program for Newly-Hired Teachers under R. A. 10612 of 3NS (2019-present). She has also several research grants from DepEd, CHED, and other funding agencies. She is also the present Vice-President for the Visayas of the State Universities and Colleges Teachers and Educators Association. Currently, she is the dean of the College of Teacher Education and also an Accreditor of AACCUP. She is also an Online Flexible Tutor/ Trainer for SEAMEO-INNOTECH for the GURO 21, STI, and Super Excels courses from 2015 to present.

## PANEL DISCUSSANT 2



**DR. RUTH A. ALIDO**

Dr. Alido is the Dean of the College of Teacher Development at the Philippine Normal University - Manila.

Prior to her designation as Dean, she served as Associate Dean of the Faculty of Arts and Languages (FAL) and Technical Assistant to the Vice President for Academics. She also previously headed the University Curriculum Management and Instructional Materials Office (UCMIMO) and chaired the Department of English. She was once assigned as Chief-of-Staff at the Office of the University President.

Dr. Alido finished her Ph.D. in Applied Linguistics at De La Salle University, Manila and her M. A. in Education at the University of Kansas, USA on a Fulbright Scholarship and the World Fellowship Grant of the Delta Kappa Gamma International. She has a Diploma in Applied Linguistics from the Regional Language Center, Singapore. She obtained a Bachelor of Science in Elementary and Secondary Education (BSESE) major in English graduating *Cum Laude* from then Philippine Normal College.

Dr. Alido's research interests include discourse and genre analysis and curriculum and instruction.

## PANEL DISCUSSANT 3



### DR. PILAR Y. ISIDORO-ROMERO

Dr. Isidoro-Romero is an Associate Professor at the University of Santo Tomas where she is currently the Dean of the College of Education and pioneer Principal of the UST Senior High School. She obtained her PhD degree in Theology from the same University. Her 40 years of service in the University have seen her occupying various administrative positions, ranging from middle to top management.

Aside from her teaching and administrative functions in the University, Assoc. Prof. Romero is also actively involved in professional organizations and the Church's advocacy in the area of Catholic education. She has written countless textbooks on Christian Living Education and is a regular contributor to the modules published by the Episcopal Commission on Catechesis and Catholic Education (ECCCE) of the Catholic Bishops' Conference of the Philippines. She has toured the entire country providing development seminars to teachers on topics ranging from religious education, academic leadership, mission and identity of Catholic Higher Educational institutions, pedagogy, and curriculum, and serves as a reviewer for articles on Catholic Education in a major interdisciplinary journal in the Philippines. She is a consultant of various congregational, diocesan, and DPPI schools, and editor-consultant of a major publishing house in the country.

Assoc. Prof. Romero is presently the president of the Society for the Advancement of Catholic Religious Education, Philippines (Sacred, Phl), a nationwide association of religious educators in the country under the umbrella of the Catholic Educational Association of the Philippines (CEAP). Aside from this, she is also the former Chair of the Research Committee, a member of the core group of the National Christian Formation Commission, the National Higher Education Commission, and a Technical Consultant for the Philippine Catholic School Standards Commission for Higher Education. Her involvement with the government includes her appointment as a resource person by the Department of Education (DEPED) for the formulation of the Good Manners and Right Conduct curriculum for K-10 and her engagement with the Development Academy of the Philippines (DAP) as an External expert.

Assoc. Prof. Romero has been conferred the Outstanding Alumna Award by the Education High School of the University, Outstanding Faculty by the College of Education, and Distinguished Thomasian Alumna Award by the UST Alumni Association Inc.

## PANEL DISCUSSANT 4



### DR. PATERNO S. ALCARTADO

Dr. Alcartado finished his Bachelor of Arts major in Mathematics at Divine Word College of Bangued, Abra. A Math classroom teacher in high school for two years. He finished a Master of Arts in Education major in Educational Management at De La Salle University-Dasmariñas and a Master of Arts in Theology major in Mission Studies at Divine Word Seminary in Tagaytay City. He finished his Doctor of Education major in Religious and Values Education at De La Salle University - Manila. He is connected at De La Salle University-Dasmariñas in 1993 up to the present as a faculty both in undergraduate and graduate studies and had administrative positions as the Chair of the Religious Education Department of the College of Education, Vice Dean of the College of Education, Assistant Vice Chancellor for Administrative Services, Director for General Services Office, Director of the College of Education Graduate Studies and presently the Dean of the College of Education.

He authored the book "Our Christian Home 6, a textbook and teacher's manual published by Diwa Scholastic Press, Inc. He is interested in and conducted research on the internationalization of education, service learning, learning instruction, online learning, and religious and values education. His research as co-author on service learning was published in the Journal of Institutional Research in South East Asia. He is active in community services at the university as a volunteer teacher in the Balik-Aral Program, Free Night College, a certificate in teaching religious education, and had been a resource speaker in the formation program for catechists of the Diocese of Imus where he organized and pioneered the said formation program for catechists.



## CLOSING MESSAGE



### DR. JENNIE V. JOCSON

Dr. Jennie V. Jocson is currently the Vice President for Academics of the Philippine Normal University, the country's National Center for Teacher Education.

Previously, she held the position of Deputy Director at the Philippine National Research Center for Teacher Quality, a DFAT - Australian Aid funded Research Center based at the Philippine Normal University. She led national high-impact research aimed at improving teacher quality in the country.

She currently holds the Venancio Mendiola Professorial Chair in Literature (PNU) and the PUP Professorial Chair in Literature for all her work on the Literature curriculum. She is a UNESCO consultant on Assessment and has worked with Uzbekistan, Bhutan, Myanmar, and Mongolia Ministries of Education to develop assessment tools to assess teacher competencies against the ICT-Competency for Teachers.

Dr. Jocson has a Post-Doctorate in Research from the University of New England, Australia, a Ph.D. in Literature, and an MA in English.

She is the Founding President of the Literature Educators Association of the Philippines (LEAP), previously held positions as Vice President of Philippine Educational Measurement and Evaluation (PEMEA), and Board member of PATEF-UPDATE, INC.

She is a gender advocate and has presented studies on gender mainstreaming in national and international fora. Her research interests include assessment, teacher cognition and teacher quality, and gender.

## PAPER PRESENTATIONS

### **FUTURE-PROOFING INSTITUTIONAL PRODUCTS AMID CHANGES: RESPONSIVENESS OF TEACHER EDUCATION CURRICULUM PROGRAMS TO THE PROFESSIONAL NEEDS OF ISABELA STATE UNIVERSITY GRADUATES**

**Marina W. Dacaca-Acerit**  
*Isabela State University*

#### ABSTRACT

The complex nature and challenges of 21st-century education accentuate the crux of skills acquisition and demonstration apt to fast-changing societal and economic demands. With the continuous trends in the global market and rapid changes in society, how can the educational system maintain its integrity in producing future-ready graduates? This study aimed to determine the employability of teacher education graduates and the curricular responsiveness of Isabela State University-Echague Campus. Specifically, it described the profile of the graduates for the last three years, their employability, the extent to which the curricular program contributed to the development of graduates' skills and competencies useful in their respective jobs, and the factors affecting their employment status. The study utilized the descriptive research design and used descriptive statistics (i.e., means and percentage) to analyze the quantitative data of this study. Results implied that there is generally an alignment between the graduates' chosen career and their current nature of employment as evidenced by their fulfillment of teaching-related functions in various learning institutions. In terms of responsiveness to the curricular programs of the college, the respondents conveyed that their communication, human relation, leadership, problem-solving, and research skills are very useful in carrying out their respective work functions. Thus, to future-proof the teacher education graduates amid societal and economic changes, teacher education institutions may enrich their curriculum and invest in academic courses and learning experiences that target the aforementioned cluster of skills as this continuously proves its significance in the labor market for all times.

*Keywords: 21st century learning skills, admission assessment, academic performance*

## PAPER PRESENTATIONS

### **SCANNING THE RESEARCH SKILLS AND ATTITUDES OF GRADUATE SCHOOL STUDENTS: BASIS FOR THE DEVELOPMENT OF FUTURE-RESPONSIVE RESEARCH TRAINING PROGRAM**

**Marina D. Acerit, PhD**

**Randy P. Acoba**

**Jennelyn L. Raymundo, PhD**

*Isabela State University*

#### ABSTRACT

Graduate School institutions are mandated to provide advanced research skills training and development among students to ensure that they could adapt to the demands of their jobs and prepare them for the challenges of the future world of work. Performing this function needs precise and defined data on students' research skills and attitudes. This descriptive-correlational study aimed to describe the research skills and attitudes of Graduate School students and their relationship as a basis for the development of a strategic foresight-based research training program. Results revealed that the respondents have adequate skills in scientific research processing, scientific research managing, and scientific information development. They have strong research orientation and positive personal interests toward research, and they believe that rewards influence research, and research is aligned with the mission of the university and relevant to their profession. Generally, they have similar positive attitudes towards research regardless of their course, profession, and civil status. Furthermore, analysis implied that positive attitudes towards research significantly contribute to the improvement of research skills of Graduate School students. However, research anxiety negatively affects the research skills of the respondents. Thus, to ensure that a research training program is future-responsive, its key areas should integrate a positive research attitude and adequate skills in scientific research processing, scientific research management, and scientific information development.

*Keywords: professional development program, graduate education program, assessment, employability*

## PAPER PRESENTATIONS

### **LOCAL WISDOM IN PIKO AS A GAME-BASED PEDAGOGICAL STRATEGY IN LEARNING A FOREIGN LANGUAGE**

**Roel V. Avila**

*Philippine Normal University South Luzon*

#### ABSTRACT

Local wisdom in Laro ng Lahi (piko) reflects the lifestyle of a locality and forms part of a significant national heritage. Albeit modern technology seems to challenge the existence of piko, the author argues that it can actually be transformed to adapt to the present demands of cyberspace, can preserve cultural identity, and can be used as a strategy for learning a foreign language. The main thesis of this study is on developing subject lessons out of the local wisdom extracted from a local traditional game. Employing hermeneutic phenomenology and educational research & development, the author paired the past investigations with his observations through the use of the Hermeneutic Cycle as a guide. Data obtained from the online classes of hundred (100) pre-service teachers provided the connection between the online documents and the local practices and lived experiences of the respondents. Local wisdom can be extracted from piko and be connected to cultural heritage. The structure of the game can be developed into a strategy for learning a foreign language. Upon finalizing the mechanics of piko, and the data provided by the respondents, the researcher conceptualized the game-based pedagogy and developed lessons using local wisdom as the basis. The words given by the foreign language students reflect the nature of this game as a potential pedagogical strategy. Teachers and students are encouraged to utilize this game-based pedagogy as a strategy in learning another language while preserving their cultural heritage.

*Keywords: local wisdom, piko, laro ng lahi, game-based pedagogy, foreign language*

## PAPER PRESENTATIONS

### HOUSEWORK-BASED EXERCISE VERSUS CONVENTIONAL EXERCISE ON HEALTH-RELATED FITNESS OF ADOLESCENT LEARNERS

**Marlon T. Bojos**  
**Jem Cloyd M. Tanucan**  
**Marino A. Garcia**  
*Cebu Normal University*

#### ABSTRACT

There is a void in the literature comparing the fitness effects of housework-based exercise (HBE) and conventional exercise (CE), including studies that adapt housework into an exercise program. This study examines the effectiveness of HBE and CE on adolescent learners' health-related fitness (HRF) and compares the effectiveness of the two exercises. **Material and Methods.** This study uses a parallel-group, randomized controlled trial with 120 adolescent learners; 60 are in the HBE group, and 60 are in the CE group. The participants in the HBE group exercised using housework activities, while the participants in the CE group exercised by doing push and pull, squats, lunges, leaps and jumps, planks, etc. The participants in both groups trained for at least an hour every weekday for 12 weeks under the supervision of qualified fitness instructors. **Results.** The findings show that HBE improves the fitness levels of adolescent learners, albeit it has no significant improvement in their BMI. Furthermore, HBE significantly improves the cardiorespiratory fitness of females more than males. Finally, CE outperforms the HBE in producing more significant and favorable fitness effects. **Conclusions.** When planned, implemented, and monitored carefully as an exercise program, doing housework is just as good as doing traditional exercise for keeping or improving adolescent learners' fitness. Furthermore, the findings indicate that HBE may be more appropriate for females because it involves household-related tasks that they traditionally perform. However, CE produces more positive and significant fitness effects. Thus, teachers can use HBE in the remote exercise activities of their learners along with CE.

*Keywords: adolescent, conventional exercise, fitness, housework-based exercise, randomized controlled trial*



## PAPER PRESENTATIONS

### EXPERIENCES AND INSIGHTS OF FACULTY MEMBERS IN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING IN THE MIDST OF THE PANDEMIC

**Rothsel T. Cabatac**  
**Mark M. Fernandez**

**Daniel P. Garcia**  
**Lenyl C. Sarol**

**Kent C. Gatoc**

*West Visayas State University - Himamaylan City Campus*

#### ABSTRACT

This qualitative-phenomenological research explored the experiences and insights of eight WVSU-HCC faculty members regarding the implementation of Modular Distance Learning (MDL) in the midst of the pandemic. The participants were selected through the set criteria. The data were collected using a validated researcher-made open-ended interview guide. The in-depth interview data were intensively and qualitatively examined using Colaizzi's descriptive phenomenological technique. The results revealed that participants faced challenges and employed adjustment strategies during the implementation of MDL. They experienced burnout and stress; misplacement of modules, restrictions in instructing the students well; lack of communications to students; and lack of human and material resources. To cope with these challenges, they employed various adjustment strategies such as being flexible; utilizing different communications platform; contextualizing learning; and recognizing the value of time. Their insights revealed that the implementation of MDL in the midst of the pandemic was challenging yet rewarding; there is a better way of facing the crisis of pandemic; the support and unity of colleagues is very important; and patience and compassion towards the students are essential. Participants' experiences with modular distance learning influenced their roles as educators and as human beings. Due to the participants' experiences, the campus may examine and assess which parts of the modular distance learning implementation need modification and strengthening. Because of these well-documented experiences, the administration may carefully consider all alternatives and outcomes in the new learning delivery mode, specifically the modular distance learning.

*Keywords: modular distance learning, experiences, insights*

## PAPER PRESENTATIONS

### **LIVED EXPERIENCES OF UNIVERSITY FACULTY ON NATIONAL ACCREDITATION**

**Cyrus P. Casingal, MA**  
**Lovejoy R. Caerlang, EdD**  
**Jessa T. Eugenio, MAED**

*Pangasinan State University - Bayambang Campus*

#### ABSTRACT

This study aims to understand the benefits of accreditation to universities. Investigate the positive and negative effects of the accreditation process on faculty members and explore the various courses of action and forms of support that the faculty needs. In addition, the study aims to understand faculty members' experiences with the accreditation process. In this study, the phenomenological study design, one of the qualitative research methods, was utilized to investigate the lived experiences of university faculty on national accreditation in depth. This paper concludes that accreditation is beneficial and essential to the university. It also provides faculty members with opportunities, challenges, and professional and personal growth. Most faculty members need help understanding and more requisite information, comprehension, and training regarding accreditation. However, personal and professional progress and advancements can be anticipated and noticed with the correct direction and exposure to accreditation processes. Moreover, this paper recommends the following: The university should provide training and workshops about accreditation through a quality unit, assign one faculty per department as a quality officer, provide instructors and staff with training seminars about the accreditation process, provide faculty members with program and college administration assistance to enable them to complete various accrediting tasks, promote a quality culture within the university, provide mental and physical health breaks in universities and enforce Continuous improvement in all academic areas.

*Keywords: experiences, faculty, accreditation*

## PAPER PRESENTATIONS

### **ROTE LEARNING AND CRITICAL THINKING OF STUDENTS: PROSPECTS FOR REFLECTIVE TEACHING STRATEGIES**

**ChengYue**

*Philippine Normal University*

#### ABSTRACT

This study assessed the relationship between students' Rote Learning and Critical Thinking Skills of Kiafeng University, Henan, China towards prospects for reflective teaching strategies.

This study is a descriptive, comparative – correlational research. The researcher based the inquiry on two adopted questionnaires. The first tool is adapted from the Multifactorial Memory Questionnaire (MMQ). The second instrument, the researcher adapted the Critical Thinking Assessment Test (CAT). The participants in this study are 118 students as samples. wherein two students were purposively selected from 59 majors, regardless of their age, sex and year level.

The collected data from the questionnaires were analyzed by quantitative survey tools, which provided guarantee for the study to explore the significant relationship of the research variables. A Focus Group Discussion among 10 selected advisers was conducted to support the quantitative result.

The researcher proposed reflective teaching strategies . The focal point of reflective learning is internal reflection that looks into one's strengths and weaknesses. The process happens when the students establish and explicate meaning in terms of their own understanding and thinking, challenging misconceptions, providing clarity and accepting changes in an objective perspective.

*Keywords: rote learning, critical thinking, teaching strategies*

## PAPER PRESENTATIONS

### **EXPLORING CLASSROOM ASSESSMENT PRACTICES OF FACULTY: INPUTS FOR IN-SERVICE TRAINING**

**Shirley D. Dangan**

*Palawan State University*

#### ABSTRACT

The shift to outcome-based education has made the assessment of learning a crucial issue in higher education. To achieve the goals of outcome-based education, the skills of the faculty to evaluate students' outcomes need attention. This research aimed to investigate how the faculty perceived their skills and practices in evaluating students' learning outcomes so that remedial measures may be designed. A mixed method research design and a modified questionnaire were used to gather data among the 175 faculty of Palawan State University, Cuyo Campus selected through random sampling during the school year, 2018-2019. Focus group discussions and documentary analysis were also conducted to support self-reported data. Statistical analysis revealed that the faculty have varying levels of classroom assessment skills, mostly used traditional assessment techniques, and were not used to interpret test results and to communicate results of assessment to students and parents. The findings imply that the faculty need further training in the use of authentic and alternative assessment techniques and statistical applications. The results of this study may be used as input in the development of in-service training about performance-based assessment, peer assessment, and self-assessment in measuring learning outcomes. A mentoring program to match new and experienced faculty to share reciprocal knowledge and skills on classroom assessment practices may be developed. Moreover, strong administrative support is needed in the formulation and implementation of policies on classroom assessment.

*Keywords: classroom assessment practices, in-service training, faculty*

## PAPER PRESENTATIONS

### **THE EFFECT OF PLASMA CLUSTER STRATEGY TO THE MATHEMATICAL PROBLEM SOLVING PERFORMANCE AND ATTITUDE TOWARDS MATHEMATICS OF THE FRESHMEN COLLEGE STUDENTS**

**Apple T. De la Cruz**

*West Visayas State University - Himamaylan City Campus*

#### ABSTRACT

The aim of this study was to determine the effect of Plasma Cluster Strategy to the mathematical problem solving performance and attitude towards Mathematics of the freshmen college students. The study design used was quasi-experimental to estimate the cause of impact on an intervention on its target population: the controlled and the experimental groups. The instruments used in this study were the researcher-made Problem Solving instrument, which was validated and reliability tested, and the adopted Attitude towards Mathematics instrument. Mean and SD were used for descriptive analysis, while t-test for inferential analysis. Findings showed that Plasma Cluster Strategy has a positive impact on both mathematical problem solving performance and attitude towards Mathematics of the students. It was shown that there is an increased in the mean of mathematical problem solving performance and attitude towards Mathematics of the students under experimental group by 91.5% and 2.67%, respectively, which was way higher than the increase of the mean of mathematical problem solving performance and attitude towards Mathematics of the controlled group by 10.88% and 1.34%, respectively. This implies that students who receive instruction using Plasma Cluster Strategy has the ability to solve problem higher and significantly different from the student who received traditional approach. Also, Plasma Cluster Strategy change the way students perceived Mathematics, in a positive way. Related to this conclusion, the researcher suggests that teachers would use Plasma Cluster Strategy as part of instruction since it has proven successful to improve the mathematical problem solving performance and attitude towards Mathematics.

*Keywords: plasma cluster strategy, math problem-solving performance, attitude toward math*



## PAPER PRESENTATIONS

### **INSTRUCTIONAL DELIVERY AND PERFORMANCE IN THE MIDST OF PANDEMIC: A CASE OF WVSU-HCC**

**Jonalyn B. Duhaylungsod**

*West Visayas State University - Himamaylan City Campus*

#### ABSTRACT

This study was conducted to determine the Department/Division heads extent of effectiveness of instructional delivery mode and their office performance at WVSU - HCC for the academic year 2020-2021. An Explanatory Sequential Mixed Method which made use of a researcher-made questionnaire were employed to the 7 department/division heads, 41 randomly selected teachers and 400 students. Frequency count and percentage distribution, mean, Kruskal Wallis H test/Mann Whitney U test and Spearman rho were used as statistical tools to analyze the data. It was revealed that the Department/division heads perception as to the extent of effectiveness of the 4 identified aspects such as Instructional Organization, Strategies, Materials and Impact on Teaching and Learning was rated "very high" while teachers rated "high extent". Meanwhile, students rated "very high extent" to the aspects of instructional organization and impact to teaching and learning while "high" on the aspects of instructional strategies and materials. The level of office performance of the respondents was rated "very satisfactory". There was a significant difference result in the aspect of instructional organization in terms of respondents age, civil status, educational attainment and length of service. Respondent's profile revealed a non-significant difference result with their office performance. There was a significant concordance between the respondents and teacher's perception in terms of instructional strategies and materials. There was significant concordance between the respondents and student's perception in terms of instructional organization, strategies and materials. Only the aspect of instructional organization had a significant relationship result with the respondent's office performance. Generally, the better the way the instructional delivery system was organized and mechanized by the Department/Division Heads, the more effective and influential it is to both the teachers and the students whom considered the primary clienteles of a certain university.

*Keywords: instructional delivery, performance, pandemic*

## PAPER PRESENTATIONS

### **MIGRATION OF ALTERNATIVE LEARNING SYSTEM COMPLETERS TO FORMAL EDUCATION: A NARRATIVE INQUIRY**

**Karen Mae B. Bondaug**

**Antonio Jr. T. Enerio**

*Northwestern Mindanao State College of Science and Technology*

#### ABSTRACT

Filipinos believe education is the gateway to a better future and life. However, most students are left with no choice but to drop out of school. The Department of Education established a non-formal education, the Alternative Learning System (ALS), to address this issue. With the full implementation of the K-12 Program in formal education, ALS has also launched its SHS program. This narrative inquiry explored why ALS completers enrolled in the regular Senior High School Program instead of the recently opened ALS-SHS in a rural national high school. It also further investigated the challenges these learners experienced in the formal school and determined the support they needed. A semi-structured interview was employed to gather data, and the transcripts were analyzed using thematic analysis. Findings revealed that learners chose formal education for a) practical reasons: to learn skills with certifications and find better job opportunities after graduation; and b) that significant people influenced their life decisions. Poor communication and digital literacy were identified as the main challenges faced by these learners. Nonetheless, these learners need financial and moral support to succeed. It is recommended that formal schools create intervention programs to aid these learners in communication and ICT. Furthermore, ALS-SHS program shall offer TVL tracks with national certifications to attract more learners.

*Keywords: ALS-SHS program, Senior High School, non-formal education*

## PAPER PRESENTATIONS

### **BLOOD TYPES AND FITNESS CAPABILITY OF PHYSICAL EDUCATION STUDENTS: A NON-PARAMETRIC ANALYSIS**

**Marino A. Garcia**  
*Cebu Normal University*

#### ABSTRACT

The study describes the association between blood types and the physical fitness capability of physical education students. Non-parametric analysis was used in the study employing chi-square with Cramer's V analysis to provide the likelihood relationship between variables. Using simple random sampling, there were 263 participants composed of 198 (75.3%) females and 65 (24.7%) males. The samples were all students from physical education subjects with ages ranging from 17-34 years old. The finding showed that among the physical fitness capability of the PE students, only anaerobic and flexibility fitness have a positive association with blood types. Further, anaerobic fitness has the likelihood to be more advantageous within the A blood type with 57.1%. While flexibility fitness is seen in blood type O with a likelihood association of 79.1%, A with 60.7%, and B with 55.3%. Moreover, this implies that PE students' physical fitness capabilities such as anaerobic and flexibility fitness are potentiality associated or related to blood types most specifically to "A" and "O." Thus, in any fitness-related physical activity specifically in physical education subject, blood type must be considered in the selection process especially if instills high-intensity exercises producing without oxygen and muscle range extension. It has been concluded that the physical fitness capability of an individual can be attributed to or influenced by the type of blood he/she possesses. Thus, in the context of Higher Education Institutions' sports, dance, and physical education activities that require a specific physical fitness level, it is recommended to consider blood type of a person.

*Keywords: blood types, fitness capability, physical education*

## PAPER PRESENTATIONS

### **IMPLEMENTASYON NG PROGRAMANG MTB-MLE: PANANAW AT SALOOBIN NG MGA GURO AT ADMINISTRADOR**

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**Grace D. Ladia, PhD**

**Melanie M. Pedro**

*Isabela State University - Angadanan Campus*

#### ABSTRAK

Ang Mother Tongue Based-Multilingual Education (MTB-MLE) ay isang programang salig sa K to 12 Kurikulum kung saan ito ay ipinatupad sa Kindergarten, Baitang 1, Baitang 2 at baitang 3 na ginagamit ang mga pangunahing wika o wikang katutubo gamit ng mga guro o mag-aaral. Ang resulta ng pag-aaral na ito ay magagamit ng mga tagaplano ng kurikulum bilang batayan sa pagrerepaso ng nilalaman ng programa para sa mabisang pagpapatupad sa pagtuturo ng mga gurong nagtuturo ng Kindergarten, Baitang 1 hanggang 3. Ganoon din, magagamit ng mga guro ang lilinganang strategic intervention module (SIM) bilang kagamitan sa panubaybay na gawain para madagdagan ang antas ng kasanayn ng mga mag-aaral kaugnay sa programa. Layunin ng pag-aaral na ito na malaman ang pananaw at saloobin ng mga guro sa implementasyon ng programang MTB-MLE; ang mga suliranin ng mga guro sa implementasyon ng programang MTB-MLE gaya ng Paghahanda at Paggamit ng mga Gawaing Pampagkatuto, Nilalaman ng Kurikulum ng MTB-MLE, Mga Aklat ng MTB-MLE (Nilalaman ng mga Aklat, Pagkamayroon/Availability ng Aklat at Pagtanggap/Adaptasyon ng Aklat at ang Mother Tongue at Lokasyon ng mga mag-aaral; at Makalinang ng Strategic Intervention Module (SIM) bilang karagdagang kagamitang pampagtuturo ng mga guro para sa panubaybayang pagpapatupad ng programang MTB-MLE. Para ilarawan ang kabuoang saloobin ng mga administrador at mga guro sa implementasyon ng programang ito, ginamit ang palarawan o deskriptiv-sarbey sa pamamagitan ng kwantiteytib at kwaliteytib na pamamaraan. At mula sa resulta nito, positibo bilang programang luminang at napataas ang lebel ng kakayahan at kasanayan ng mga mag-aaral sapagkat mas nauunawaan nila ng mabuti ang kanilang mga aralin mula sa paggamit ng mother tongue sa prosesong pagtuturo at pagkatuto. Lamang, ang iba pang kagamitang magsusubaybay sa malalimang pang-unawa ng mga mag-aaral ay ang kasalatan ng iba pang mga kagamitang limbag at mga kagamitang panteknolohiya.

*Keywords: implementasyon, programang MTB-MLE, saloobin, guro, administrador*

## PAPER PRESENTATIONS

### CHALLENGES AND COPING MECHANISMS IN SUPERVISION OF THE INSTRUCTIONAL LEADERS IN THE NEW NORMAL

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**Eugenio S. Magno, EdD**

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#### ABSTRACT

Supervision is one of the most important roles of instructional leaders in this new normal and is a pressing global issue in the educational system nowadays. The questions about their effectiveness in supervising the school are always a prime concern of every stakeholder. The study uncovered the challenges and coping mechanisms the instructional leaders faced in supervising in the new normal. This Convergent Parallel research design involved 102 faculty respondents and 6 Bataan Peninsula State University College Deans. Results showed that 26 or 25.49% of the respondents belong to the age group of 32 to 39 years old. The supervision experiences of the Deans include difficulties in monitoring teachers and students and innovative methods of instruction. Data showed that the deans considered planning a program for curriculum development (Mean=3.54, SD=0.82) as very challenging. Data indicate that a significant difference is not evident in the perception of teacher-respondents on the challenges their deans met in the new normal and the deans' coping mechanisms in resolving the challenges they met in the new normal when grouped according to the length of service. The analysis using Spearman's rho indicates a very weak positive correlation between coping mechanisms and the challenges in planning a program for curriculum development, implementing a definite supervision program, and providing leadership in the professional upgrading of the faculty. The p-values are statistically lesser than the alpha. 05 indicates that there is not enough evidence to claim that the relationship is significant, thus, it fails to reject the null hypothesis.

*Keywords: challenges and coping mechanisms, instructional leaders, new normal*

## PAPER PRESENTATIONS

### EXPLORING STUDENT EXPERIENCES ON AN EARLY IMMERSION PROGRAM

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**Voltaire M. Villanueva**

**Rosana A. Diana**

**Niño D. Naldoza**

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#### ABSTRACT

Early immersion programs are designed to provide students with practical experiences in their field of study early in their academic careers. This study explores the experiences of 235 first-year students who participated in an early immersion program in four professional education courses. The study employed a survey questionnaire to gather information from the students about their experiences and perspectives on the program. The result identifies three main themes related to student experiences in the early immersion program: positive experience, professional development, and inputs for program improvement. The majority of the students reported having a positive experience with the program, noting that it provided them with hands-on experience and helped them gain a deeper understanding of their field of study. Overall, the study provides insights into student experiences in an early immersion program in professional education courses. The findings highlight the importance of providing students with hands-on experiences early in their academic careers to promote professional development and prepare them for their future careers. The study also emphasizes the need for ongoing program evaluation and improvement based on student feedback. These insights can inform the development and implementation of effective early immersion programs in higher education.

*Keywords: experiential learning, pre-service teacher, early immersion, teacher development, pre-service teacher experiences*



## PAPER PRESENTATIONS

### **ANTAS NG KAALAMAN SA PAGBAYBAY SA FILIPINO NG MGA MAG-AARAL SA KURSONG PANGGURO SA PAMANTASAN NG BIKOL GUBAT KAMPUS**

**Greg G. Olayres**  
*Bicol University Gubat*

#### ABSTRAK

Layunin ng pag-aaral na malaman ang antas ng kaalaman sa pagbaybay sa Filipino ng mga mag-aaral sa kursong pangguro sa Pamantasan ng Bicol Gubat Kampus. Ginamit ang palarawang pagsusuri sa pag-aaral na ito. Ang mga kalahok ay 115 mag-aaral sa unang taon sa kolehiyo, Ikalawang Semester, Taong Panuruan 2020-2021.

Natuklasan sa pag-aaral na katamtaman ang antas ng kaalaman sa pagbaybay sa Filipino ng mga mag-aaral. Gayumpaman, sa mga banyagang salitang hiram na nilapian at sa mga hiram na salita sa katutubong wika ay mababa. Ito ang pangunahing kinahihirapan sa pagbaybay sa Filipino. Ang pangunahing salik na naapekto sa antas ng kaalaman sa pagbaybay ng mga mag-aaral ay ang kalituhan kung babaguhin o hindi ang baybay ng mga hiram na salita, ang kawalan ng kaalaman o hindi pamilyar sa mga salitang hiram sa wikang katutubo at banyaga. Nalilito dahil iba ang baybay na nakikita sa social media at mga aklat. Isang pinasimple at praktikal na gabay sa pagbaybay sa Filipino ang iminungkahi ng mananaliksik para mapaunlad at matugunan ang suliranin ng mga mag-aaral sa pagbaybay sa Filipino at idagdag ang Gramatikang Filipino sa kurikulum ng kursong pangguro.

*Keywords: pagbaybay, antas ng kaalaman, salitang-hiram*

## PAPER PRESENTATIONS

### **PONDERING THE PHENOMENON OF CHOOSING NON-TEACHING JOBS AMONG TEACHER EDUCATION GRADUATES**

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**Noraida G. Bardemorilla, MAED**  
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#### ABSTRACT

This qualitative study on the employability of teacher education graduates focused on pondering the phenomenon of choosing non-teaching jobs among the Bachelor of Elementary Education and Bachelor of Secondary Education alumni from 2016 to 2020. An interpretive phenomenology was employed to describe the current non-teaching jobs, explain why did they choose a non-teaching career, discover the skills and competencies beneficial to their present work, and express their thoughts and feelings about their non-teaching occupation. The qualitative data were gathered using one-on-one interviews, transcribed, and validated the reliability using the Four-Dimensions Criteria (FDC). The obtained data were manually coded utilizing the QDR Miner lite software and the English transcriptions were examined using thematic three-phase analysis. This study discovered that the current non-teaching jobs of teacher education graduates are grouped into four: education-related non-teacher jobs, non-education-related training jobs, office work, and service and management. After thorough exploration, it was also revealed that graduates' non-commitment to the teaching profession, circumstantial influence, competitive income, supports for passion and growth, and flexibility and balanced life were the reasons why they opted for non-teaching jobs. In addition, the beneficial competencies to their present non-teaching job were professional values and attitudes, transversal skills, learning skills, and paper works, and teaching skills. Teacher education graduates with non-teaching careers feel contented, fulfilled, and open to changes. Based on the findings, core competencies acquired in Teacher Education Program offer multiple skills that greatly contribute to being versatile, adaptable, and productive non-teaching workers.

*Keywords: employability, teacher education graduates, non-teaching jobs*

## PAPER PRESENTATIONS

### **EVALUATION OF POST-GRADUATE EDUCATION PROGRAM OF ISABELA STATE UNIVERSITY TOWARDS FUTURE-ORIENTED PROFESSIONAL DEVELOPMENT PROGRAM**

**Jennelyn L. Raymundo, PhD**

**Marina D. Acerit, PhD**

**Randy P. Acoba**

*Isabela State University*

#### ABSTRACT

Graduate Schools can build a future-oriented professional development program by capitalizing on the assessment and feedback of their graduates to help them adapt to their ever-evolving needs. This study aimed to determine the employability, personal and professional growth, and degree program assessment of the postgraduate education graduates of Isabela State University-Echague Campus. The study utilized the descriptive-comparative design to determine the employability, personal and professional growth, and degree program assessment of postgraduate education graduates. Descriptive (means and percentage) and inferential (T-test and F-test) statistics were used to analyze the quantitative data of this study. The findings showed that the respondents were adequately provided with rich career training opportunities which aided their acquisition of highly specialized knowledge or learning and skills in their respective fields of specialization that greatly contribute to their professional development. There were also significant differences in some aspects of their personal and professional growth and their assessment of the degree programs offered by the ISU-CGS in terms of their employment information. Hence, graduate programs should focus on providing opportunities for students to gain highly specialized knowledge and skills, promoting personal and professional growth, and continuously assessing and evaluating their degree programs to ensure that they are meeting the current and future needs of their students.

*Keywords: professional development program, graduate education program, assessment, employability*

## PAPER PRESENTATIONS

### **ALPAS (ALLEVIATING PANDEMIC SEVERITY) THROUGH FORESIGHT: CAPPING THE DIGITAL DIVIDE**

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**April Z. Luzon, JD, PhD**  
**Seth B. Barandon**  
**Jocelyn O. Jintalan, DBA**  
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#### ABSTRACT

Everyone has lost their footing due to the pandemic. The academic community was unprepared, leaving both professors and students bewildered and without a sense of direction. The goal at the time was to overcome the calamity of educational discontinuity. Sustainable Development Goal (SDG) 4 - Education goal aims "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" relative to this SDG. and the surge of the pandemic, digital divide become prominent, altering the course of educational landscape in all levels across public and private institutions. In the Bicol region, education was delivered in many various forms and variability, predicting the future through strategic foresight could propel the region to a transformed future. This paper discusses in detail the status of education in the region and the possible scenarios using Jim Dator's Future Scenario Archetypes, Causal Layered Analysis and through Scenario Planning Plus. Four plausible scenarios have surfaced in this paper: STUG-nation of Education, Unstable and Disarray of Educational elements, Flowing-restrained Education, and ORAGON Education. It requires multiple drivers as examined through the PESTEL that includes political, economic, social, technological, environmental, legal aspects. This study proved useful in crafting and anticipating the future scenarios of Bicol Region's education. Preliminary as it may, this study highlighted important building blocks of future scenarios through foresight methods. Dator's framework was proved to be very useful in developing the four scenarios, the use of other future study tools will further amplify plausible scenarios for the education of Bicol region and beyond.

*Keywords: digital divide, education, foresight, SDG 4*

## PAPER PRESENTATIONS

### **MIXED METHODS RESEARCH ON TEA GOVERNANCE-ALIGNED PRAXES OF SCHOOL HEADS IN THE DIVISION OF CALAMBA CITY AND STAKEHOLDERS' SATISFACTION**

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**Melchor A. Villapando, LPT, MAED**  
**Ma. Lorena M. Tagala, LPT, EdD**  
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#### ABSTRACT

This explanatory sequential mixed methods research determined the impact of SCOUTERS ROCK TEA Governance-aligned praxes of school heads on internal and external stakeholders' satisfaction for the quantitative phase. This study also explored the stakeholders' lived experience in the public secondary schools in Calamba East District of the Division of Calamba City, Laguna for the qualitative phase. The respondents of the study were 8 school heads, 87 teachers, 44 PTA officers, and 44 barangay officials. The participants for the qualitative part were 3 school heads, 3 teachers, 2 PTA officers, and 2 barangay officials.

8 out of 12 SCOUTERS ROCK practices of internal and external stakeholders were highly observed or implemented. There was a significant difference between the assessment of the internal and external stakeholders on the implementation of SCOUTERS ROCK practices in terms of upholding the norms of conduct for public servants and systematically pushing higher levels of practice in School-Based Management. Stakeholders were satisfied with 8 different practices manifested by the school heads. The implementation of SCOUTERS ROCK practices significantly impacted the satisfaction of the stakeholders on SCOUTERS ROCK practices among school heads. The themes that emerged after the interviews were Stakeholders' Family with SCOUTERS ROCK practices; aligned practices of School Heads; consistency and encouragement from School Heads; guide for school improvement; and consistent and improved best practices.

An anthology of best practices for SCOUTERS ROCK-aligned praxes of school heads was proposed to further enhance the implementation of SCOUTERS ROCK practices in Calamba City.

*Keywords: mixed methods research, tea governance-aligned praxes, stakeholders' satisfaction*

## PAPER PRESENTATIONS

### **EXCELLENTEM SERVICIO ESTUDIANTIL: UNRAVELING THE CHALLENGES AND COPING MECHANISMS OF STUDENT AFFAIRS AND SERVICES PRACTITIONERS**

**Melchor A. Villapando, LPT, MAED**

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#### ABSTRACT

This qualitative phenomenological study looked into the lived experience of 14 Student Affairs and Services practitioners in the Higher Education Institutions in the cities of Calamba and Cabuyao in Laguna. Semi-structured interview questions were used to gather vital information.

Before being practitioners, the participants already had the idea that the Student Affairs and Services Department was the arm of the institution that completed the academe by providing essential services and extra and co-curricular activities that helped students discover their full potential and well-being. In the beginning years, it was clear that they thought there was a misalignment between their undergraduate programs with their present job.

Challenges were a part of their beginning years and included dealing with varied cases and personalities of students, parents, and administrators. Lack of manpower and support from the management and dealing with stakeholders were the primary concerns they dealt with. Equipping themselves with training and knowledge as self-help and seeking help from their immediate head, experts from the field, and co-workers as external help were effective coping mechanisms. These challenges improved their intrapersonal and interpersonal skills and became positive influencers in the field of student services. Through professional development and experiences, their capability was honed. Influencing other people was a big responsibility, but these practitioners successfully developed it through their experiences.

A compendium of inspirational testimonies in webpage format for beginning SAS practitioners was proposed as output.

*Keywords: challenges, coping mechanisms, student affairs practitioners*



## PAPER PRESENTATIONS

### **DEVELOPMENT OF A TRANSLANGUAGING APPROACH FRAMEWORK FOR MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE) IN THE PHILIPPINES**

**Leonardo D. Tejano**

*Mariano Marcos State University*

#### ABSTRACT

The recent approval of a bill by the House of Representatives to suspend the implementation of mother tongue as the medium of instruction for kindergarten to Grade 3 students underscores the urgent need for research to inform policies and practices regarding Mother Tongue-Based Multilingual Education (MTB-MLE) in the Philippines.

This research study employed a descriptive survey approach in exploring the language background and language use of learners under the MTB-MLE program. Data were collected through survey questions administered to parents/guardians, as well as conversational transcriptions and coding of conversation notes. Descriptive statistics were used to analyze the survey data, and qualitative analysis techniques such as content analysis were employed to analyze the conversational data.

The findings revealed that learners utilize various linguistic resources in their speech, showcasing a translanguaging approach in their language use. The integration of multiple languages was observed to enhance learners' ability to articulate thoughts and ideas effectively, particularly when discussing complex topics. Based on these findings, a translanguaging approach framework is proposed for MTB-MLE, which recognizes and values all linguistic resources, promotes multilingual teaching strategies in all subjects, and contextualizes language instruction to the linguistic situation of the locality.

The proposed translanguaging framework has practical implications for policymakers, educators, and practitioners involved in Mother Tongue-Based Multilingual Education (MTB-MLE). It advocates for a holistic approach that leverages the rich linguistic diversity of learners to enhance their language development and educational outcomes. This research provides a foundation for promoting translanguaging approaches in MTB-MLE, informing policies and practices in the Philippines to optimize language instruction and support learners' academic success.

*Keywords: MTB-MLE, translanguaging, language resources, multilingual teaching strategies*

## PAPER PRESENTATIONS

### CHALLENGES AND OPPORTUNITIES OF REMOTE TEACHING AS A BASIS FOR BLENDED LEARNING

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*De La Salle - College of Saint Benilde*

#### ABSTRACT

Identifying the challenges encountered and the opportunities discovered by the teachers during this distressing time benefits the academic institution and its clients. However, a comprehensive study of how different challenges and opportunities are associated with teachers' success in teaching is lacking. This paper intended to determine the challenges encountered and the opportunities discovered by the teachers during the Covid-19 pandemic and how these challenges and opportunities are associated with and influenced the success of teachers in teaching. Using the data collected from the researcher-made questionnaire, the researcher used Pearson's  $r$  and multiple regression analysis to examine the relationship and influence of the challenges and opportunities to the teachers' teaching success. The researcher found that there is a significant negative low correlation between the challenges and the success of teachers, while opportunities and success have a significant positive low correlation with each other. Consequently, challenges and opportunities simultaneously influenced the success of teachers in teaching. The results of this study can be used to further improve the programs of the academic institution to help teachers become more successful in teaching.

This study utilized a mixed-method approach, descriptive-correlational and causal was used to analyze quantitative data while thematic analysis was used to analyze qualitative data. Through convenience sampling, data were collected from 256 faculty members.

Challenges encountered, and the opportunities discovered by the teachers in remote teaching are significantly correlated and influenced their success in remote teaching.

*Keywords: remote teaching, blended learning, pandemic*

## PAPER PRESENTATIONS

### **LEVEL OF SATISFACTION ON E-LEARNING AMONG THE STUDENTS AND FACULTY MEMBERS OF THE UNIVERSITY OF EASTERN PHILIPPINES**

**Olga DG. Unay**  
**Flyndon Mark S. Dagalea**  
**Karina Milagros R. Cui-Lim**

**Abel Alejandro U. Flores, Jr.**  
**Mary Jane B. Calpa**  
**Leonila A. Longcop**

*University of Eastern Philippines*

#### ABSTRACT

With the current turnout of events, public and private higher education institutions (HEIs) in the Philippines shifted to the use of E-Learnings. With the drastic changes in the academic style students and faculty members grasp to understand the ways of this new learning platform - although this is implemented in some rural schools. This study aimed to assess the satisfaction rating of UEP faculty members and students on the use of e-learning. This study was conducted via an online survey among the three campuses of the university at the height of the first implementation of E-Learning in the University of Eastern Philippines (UEP) system. A separate questionnaire was presented to the students and faculty members. Results showed that students rated highest the need to undergo training for online learning, parameter shows that a lot of students need to be aware first of the what-how of online learning as this is another dimension of learning compared to a regular face-to-face class. On the other hand, the result on the part of the faculty members revealed that it takes a longer time to prepare for an online course on a weekly basis than for a face-to-face class. This suggests that faculty members had the same issues as the students, but this time, they have difficulty preparing for their online classes. The result of this study is an eye-opener to the HEIs and the concerned agencies to recalibrate their approaches to the conduct of E-Learning as this might help improve the conduct of the now-normal E-Learning among the SUCs in the region or even nationwide.

*Keywords: E-Learning, satisfaction rating, HEIs*

## PAPER PRESENTATIONS

### **PREDICTORS OF PERFORMANCE IN LICENSURE EXAMINATION FOR TEACHERS USING MULTIPLE LINEAR REGRESSION AND ARTIFICIAL NEURAL NETWORK TOWARDS STRATEGIC FORESIGHT-BASED PRE-SERVICE TRAINING**

**Randy P. Acoba**

*Isabela State University*

#### ABSTRACT

The demand for high-quality education is increasing and Teacher Education Institutions play a crucial role in ensuring students' success in the future. One measure of success is passing the Licensure Examination for Teachers (LET). To support the success of their students, this study aims to identify best predictors of LET among graduates of BSE and BEED programs at Isabela State University-Echague Campus.

To achieve this goal, the study uses advanced statistical models, including Multiple Linear Regression (MLR) and Artificial Neural Network (ANN), to analyze data on the academic performance of Batch 2019 graduates who immediately took the LET after graduation. The study finds significant positive correlation between academic performance and LET performance among BSE and BEED graduates.

The study also compares the predictive abilities of MLR and ANN models using Mean Absolute Percentage Error. Results revealed that ANN model has a lower forecast error compared to MLR model for the General Education component of LET in BSE program. However, the MLR model has a lower forecast error for Professional Education component of LET in the same program. Moreover, the predictive abilities of the two models vary across the six major courses of the LET.

Finally, MLR model shows better performance generating predictors of LET performance of BEED graduates. This study contributes to the growing body of research on the predictive factors of success on LET, providing insights into the development of strategic foresight-based training to equip the pre-service teachers with the skills and knowledge they need to succeed in LET.

*Keywords: Regression Analysis, Artificial Neural Network, LET Performance*



## PAPER PRESENTATIONS

### **TEACHING AND TECHNOLOGY: A TRANSCENDENTAL PHENOMENOLOGY OF SELECT FILIPINO TEACHERS' EXPERIENCES IN THE NEW NORMAL**

**Darryl Roy T. Montebon, PhD**  
*Philippine Normal University*

#### ABSTRACT

This phenomenological study investigates the experiences of select Filipino teachers on teaching in the new normal. Through an online qualitative survey, the teachers were asked open-ended questions about their experiences in online classes. Consequently, the transcendental analysis of the gathered responses revealed three main themes - the challenges teachers encountered, the coping strategies they employed, and their use of technology. The said themes answered the research questions in the study and guided the researcher to imply several suggestions for stakeholder support, teacher training, and school administrators.

*Keywords: teacher experience, online classes, transcendental phenomenology, new normal*

## PAPER PRESENTATIONS

### VALIDATION OF THE EXPERIENTIAL LEARNING PATHWAY FOR PRE-SERVICE TEACHERS

**Darryl Roy T. Montebon, PhD**

**Ruth A. Alido, PhD**

**Brando C. Palomar, PhD**

*Philippine Normal University*

#### ABSTRACT

This study aimed to validate the Experiential Learning Pathway (ELP) for pre-service teachers. ELP refers to the diverse real-life experiences and activities that are designed to enhance the pre-service teachers' skills and knowledge. The study examines the stages of development of pre-service teachers, from the Foundational stage (Early Immersion) to the Integration stage (Field Study), and the Practice and Evaluation stage (Practicum). Utilizing focus group discussion (FGD) to gather feedback from the participants who are professional education teachers from a state university, the findings showed that the ELP was a viable approach to pre-service teacher development, as it provided a rich, authentic learning experience that help enhance the pre-service teachers' understanding of the teaching profession. The results also revealed similarities and differences in the practices of pre-service teachers across the different stages of development. For instance, pre-service teachers in the Foundational stage tended to focus on theoretical knowledge acquisition, while those in the Integration and Practice, and Evaluation stages emphasized the application of practical skills in the classroom. Additionally, the study identified several challenges that pre-service teachers encountered during their ELP experience, such as time constraints and conflicting expectations. Overall, the study highlighted the potential of ELP to provide pre-service teachers with a more holistic and integrated understanding of the teaching profession, which could lead to improved teacher performance and student learning outcomes.

*Keywords: experiential learning, pre-service teacher, early immersion, teacher development, pre-service teacher experiences*



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From: Prof. Domingo O. Barcarse, RPsy, Rpm, LPT  
President and Chief Executive Officer  
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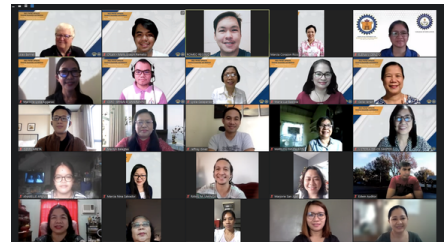
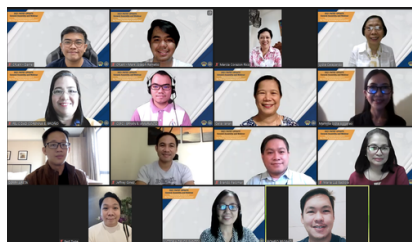
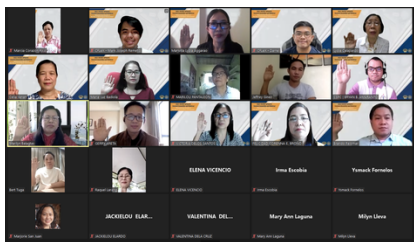
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## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

#### ARTICLE I

#### **NAME, NATURE, OFFICE and LOGO**

Section 1: The Association shall be known as the PATEF- UPDATE (United Professionals for the Development and Advancement of Teacher Education) INC.

Section 2: PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education) INC is a non-stock, non-profit, non-partisan, and non-sectarian association of professionals from different fields.

Section 3: The main office of PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education) INC shall be at the Philippine Normal University, Taft Avenue cor Ayala Blvd., Manila.

Section 4: The PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education) INC logo is composed of six distinct elements, namely: teachers, book, pen, open hands, torch, and three circles of rays that represent the unique qualities of the association.

- 4.1 Teachers as the focus of the association's efforts because of their critical role in national and global developments.
- 4.2 The book as the source of knowledge and information necessary for human development and the pursuit for excellence.
- 4.3 The pen as the tool for communicating knowledge, skills, values and attitudes to improve the quality of the teaching profession.
- 4.4 The open hands as the symbol of the association's commitment to serve teachers.
- 4.5 The torch symbolizes the burning desire of PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education) INC to bring light and inspiration to everyone.
- 4.6 The three circles of rays represent the three main islands of the Philippines (Luzon, Visayas, and Mindanao) to which PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education) INC hopes to extend its advocacy.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

#### **ARTICLE II PURPOSE**

Section 1: PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education) INC is established for the development and advancement of teachers and education. Specifically, the association aims to:

- 1.1 monitor trends, developments, and researches in the field of Educational Foundations / Professional Education, in general;
- 1.2 disseminate and share research findings and insights on matters related to Educational Foundations / Professional Education, Teacher Education, and Education in general, through conventions, seminar-workshops, publications, and other professional activities;
- 1.3 assist members in their personal and professional advancement through exposure to developments in the field of Teacher Education, the Educational Foundations / Professional Education, and Education in general.

#### **ARTICLE III. MEMBERSHIP AND FEES**

Section 1: Membership is open to all professionals from public and private educational institutions and other government and non-government organizations subscribing to the purposes of the Association.

Section 2: Membership shall be classified as follows:

- 2.1 The *Founding Members* are the first set of officers, advisers, consultants, and members who registered and paid their registration fee at the organizational meeting held on May 12, 2003 at the Philippine Normal University - Manila.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

#### ARTICLE III.

#### **MEMBERSHIP AND FEES**

2.2 The Regular Members are professionals from public and private educational institutions and other government and non-government organizations who meet the qualifications set by the association and pay their annual membership fees every year and actively participate in the association's annual convention/s.

2.3 The Lifetime Members are professionals who apply as lifetime members to the approval of the Board and who opt to pay the corresponding membership fee.

2.4 The Honorary Members on the other hand are advocates of the welfare of teachers and the teaching profession who have significantly promoted the cause of teachers, teaching and education. They have been invited or nominated in recognition for their advocacy and significant contribution to education.

2.5 Lastly, the Institutional Members are institutions and organizations that signify their intention to support the cause of teachers and education by paying the institutional membership fee.

Section 3: Members shall register through the Secretariat by filling-out the membership form and paying the corresponding membership fee.

Section 4: The amount of the membership fees are as follows:

4.1 Founding Members - No membership fees will be collected from the founding members as their special privilege.

4.2 Regular Members - The annual fee is four hundred pesos only (P400.00), which may be adjusted as needed, subject to the approval of the Board of Directors on its regular meeting.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

4.3 Lifetime Members - The fees to be paid will vary according to the following age brackets:

Ages 20-29	- P10,000
Ages 30-39	- P7,500
Ages 40-49	- P5,000
Ages 50-59	- P2,500
Ages 60-above	- P1,500

4.4 Honorary Members - No fees will be collected since it is invitational or by nomination from the Board.

Section 5: Membership to the association shall be effective upon payment of fees. Regular membership shall take effect for 1 year from the date of payment and maybe renewed every year. New members are accepted anytime.

Section 6: Any increase in the membership fee will be proposed by the board and is subject for approval by the general members.

Section 7: For institutional membership fee, there shall be an affiliation fee of P3000, and P2000 as annual membership for regular members.

### ARTICLE IV.

#### **RIGHTS, DUTIES, AND PRIVILEGES OF MEMBERS**

Section 1: The members have the following rights.

- 1.1 To access information on the programs and activities of the association;
- 1.2 To contribute to the projects and programs of the association;
- 1.3 To make proposals related to the purposes of the organization to the Board of Directors;
- 1.4 To nominate candidates for elections;
- 1.5 To be nominated for elections; and
- 1.6 To vote in the election.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

Section 2: The members have the following duties:

- 2.1 To attend general assemblies /conventions/ conferences and other activities sponsored /endorsed by the Association;
- 2.2 To promote the goals and purposes of the Association;
- 2.3 To pay the corresponding fees on the nature of their membership (except the Founding, Honorary and Lifetime Members);
- 2.4 To elect the members of the Board of Directors;
- 2.5 To participate in the ratification of the Constitution and By-Laws of the organization during the general assembly meeting.

Section 3: The members have the following privileges:

- 3.1 To avail of ten percent (10%) discount in the registration fee of national and regional Conventions except for newly-registered members;
- 3.2 To be given updates through print and electronic journals;
- 3.3 To have free access to the association's website;
- 3.4 To participate in UPDATE educational tour/s (local and international);
- 3.5 To contribute articles and researches via UPDATE's publications;
- 3.6 To present their researches in any UPDATE fora (local and international).

### ARTICLE V

#### **DUTIES AND FUNCTIONS OF THE BOARD OF DIRECTORS**

Section 1: The Board of Directors shall be composed of the Officers of the organization, the Board Members and the Advisory Council, and who shall be governed by the general assembly whose functions include the following:

- 1.1 To decide on matters affecting the association;
- 1.2 To formulate policies, rules and regulations as well as procedures which are beneficial to the association and its members;
- 1.3 To approve the plans, projects and activities of the association;
- 1.4 To remove, suspend or recommend for disciplinary action any officer, board member and member of the association;
- 1.5. To appoint through a Board Resolution a Board Member to fill a position that is vacated provided that such an appointment shall serve only for the unexpired term.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

Section 2. The officers shall be composed of the President, Vice President, Secretary, Assistant Secretary, Treasurer, Assistant Treasurer, Auditor, and PRO. The following are the functions of the officers:

2.1. The *President* shall:

- 2.1.1. preside over the general membership and the Board of Directors' meetings;
- 2.1.2. propose the development of objectives and policies and formulate long-range plans, programs, projects and activities subject for the approval of the board of directors;
- 2.1.3. manage and supervise the business affairs of the association upon the direction of the Board of Directors;
- 2.1.4. initiate or confirm the formulation of the recommendations of the Board prescribed duties, responsibilities, privileges, and honoraria of those serving the association in various capacities;
- 2.1.5. oversee the preparation of budget and the statement of account of the association;
- 2.1.6. execute on behalf of the association all contracts, agreements and other instruments which require the approval of the Board of Directors affecting the interest of the association;
- 2.1.7. present reports to the Board and the general membership;
- 2.1.8. represent the association at all functional proceedings and perform such other duties as are incident/s to his/her office or are entrusted to him/her by the Board of Directors;
- 2.1.9. delegate other functions as the need arises.

2.2 The *Vice President* shall:

- 2.2.1. provide assistance to the President in carrying out the functions of the presidency;
- 2.2.2. in case of vacancy in the presidency, assume the office and perform all the abovementioned functions of the President.



## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

#### 2.3 The *Secretary* shall:

- 2.3.1. prepare, present and file important documents and minutes of meetings of the general membership and of the Board of Directors;
- 2.3.2. inform the Board of Directors regarding meetings and other activities of the association;
- 2.3.3. provide promptly soft or hard copies of minutes of meetings to members of the Board of Directors;
- 2.3.4. update the website and the directory of the association;
- 2.3.5. attend to matters assigned by the Board of Directors;
- 2.3.6. perform other duties that are related to his/her office or are entrusted to him/her by the President or the Board of Directors.

#### 2.4 The *Assistant Secretary* shall:

- 2.4.1 help the Secretary in performing all the abovementioned functions.

#### 2.5. The *Treasurer* shall:

- 2.5.1. be responsible for the collection and safekeeping of regular fees and donation/s funds, securities, and bonds and deposit them in the name of the association;
- 2.5.2. render annual statement showing the financial condition of the association and such other financial reports whenever required by the President and/or the Board of Directors and likewise provide an annual report for the information of the general membership during the general assembly;
- 2.5.3. keep full and accurate account of receipts and disbursements in the books of the association;
- 2.5.4. perform other duties related to his/her office or are entrusted to him/her by the President or the board of directors.

#### 2.6. The *Assistant Treasurer* shall:

- 2.6.1. help the Treasurer in performing all the abovementioned functions.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

2.7. The *Auditor* shall:

- 2.7.1. see to it that all expenditures and disbursements of the association are fully audited at the end of each year;
- 2.7.2. audit the association's fund quarterly;
- 2.7.3. sign all the reports submitted by the Treasurer after a thorough auditing process;
- 2.7.4. perform such other duties as are incident/s to his/her office or are entrusted to him/her by the President or the board of directors.

2.1.8 The *Public Relations Officer (PRO)* shall:

- 2.1.8.1 be responsible for communicating and disseminating to the association members and other institutions relevant information on any activities and projects of the association.
- 2.1.8.2 perform other duties related to his/her office or are entrusted to him/her by the President or the Board of Directors.

Section 3. The Board Members and Advisory Council shall perform all the functions of the Board of Directors and other duties related to their offices or are entrusted to them by the President or the board of directors.

Section 4: The Advisory Council is composed of the Immediate Past Presidents, Founding Adviser and Consultants.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

#### ARTICLE VI

#### **STANDING COMMITTEES**

Sec 1: The following shall be the standing committees and their respective functions:

- 1.1. *Committee on Programs and Continuing Education.* This committee shall be composed of the Vice-President as Chair, and two (2) other Board Members. Its duties shall be to:
  - 1.1.1 plan and execute program of activities for the Association;
  - 1.1.2 implement plans for the annual national convention, regional conventions, continuing education programs, and any other conventions, seminars, workshops and the like, that may hereafter be decided upon by the Board.
- 1.2. *Committee on Membership.* This Committee shall be composed of the Secretary as the Chair, the Assistant Secretary, and the Assistant Treasurer. Its duties shall be to:
  - 1.2.1. recruit members into the Association;
  - 1.2.2. screen and recommend applicants for membership;
  - 1.2.3. keep the roster of all members of the association, including all documents pertaining to their membership.
  - 1.2.4. register the Association at the Securities and Exchange Commission (SEC).
- 1.3. *Committee on Ways and Means.* This Committee shall be composed of the Treasurer as Chair, the Assistant Secretary and another Board Member. Its duties shall be to:
  - 1.3.1. propose and conduct projects that could help generate income to fund the projects of the Association;
  - 1.3.2. supervise the financial operations of the association; and
  - 1.3.3. employ a professional external auditor whose appointment shall be approved by the Board. This auditor shall likewise submit annual written reports to the Board.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

- 1.4. *Committee on Publications.* This Committee shall be composed of the Public Relations Officer as the Chair, a Board Member and two (2) other members elected by the Board of Directors. Its duties shall be to:
  - 1.4.1 publish the official Newsletter of the Association, Souvenir Programs, as well as the UPDATE Journal.
  - 1.4.2. oversee the continuity of the publications of the Association by encouraging and training potential members of the Board of Directors to actively participate in the production of the said publications.
- 1.5. *Committee on Research and Development.* This Committee shall be composed of the Auditor as Chair, a Board Member and two (2) other members elected by the Board of Directors. Its duties shall be to:
  - 1.5.1. propose and conduct the research projects of the Association;
  - 1.5.2. oversee the continuity of the research projects of the Association;
  - 1.5.3. present the research results during the midyear or annual gatherings of the association;
  - 1.5.4. publish the research of the Association in the UPDATE journal.
- 1.6. *Committee on Networking and Socio-Cultural.* This Committee shall be composed of two (2) Board Members and two (2) other members elected by the Board of Directors. Its duties shall be to:
  - 1.6.1. propose and conduct the sociocultural and networking activities of the Association;
  - 1.6.2. oversee the continuity of the sociocultural and networking projects of the Association;
  - 1.6.3. ensure the collegial relationship of the Association and its linkages.

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

#### ARTICLE VII

#### **ELECTIONS, TERMS AND REMOVAL OF OFFICE**

Section 1: Prospective candidates for the Board of Directors must submit their curriculum vitae and signed letter of intent to run to the Election Committee at least two (2) weeks before the elections. The said documents shall be turned-over by the Election Committee to the Board of Directors for screening of the candidates and for possible addition of candidates. The total number of candidates should not be less than twice the existing vacancies nor exceed thrice the number of vacancies.

Section 2: Any member who has been active for one year and attended an annual convention is qualified to run for elections.

Section 3: Only Fifteen (15) members of the Board of Directors shall be elected from the Association's members present during the convention. Then, the elected Board of Directors is entitled to cast only one (1) vote during the election of officers. No proxy vote shall be allowed.

Section 4: The elected Board of Directors should have one representative each for Luzon, Visayas and Mindanao. The top 8 elected to be part of the Board of Directors are entitled to two terms. All those in the 9th and 15th positions elected to be part of the Board of Directors based on the number of votes earned during the election are entitled to one term unless re-elected to office during the scheduled election of officers after serving one term.

Section 5: The committee on elections shall prepare the guidelines for election including procedures and policies for handling complaints and protests subject to the approval of the board of directors.

Section 6: The officers shall hold office for a term of (2) two years subject to one (1) re-election.

Section 7: Any Board of Directors may be removed from office due to the dereliction of duties (e.g. excessive absences, failure to perform assigned and accepted responsibilities by the general membership upon recommendation of the board.)

## PATEF UPDATE CBL

### **PATEF-UPDATE, INC.**

**(United Professionals for the Development and Advancement of Teacher Education) INC.**

#### ARTICLE VIII

##### **MEETINGS**

Section 1: General Membership Meeting is held during the annual convention.

Section 2: Regular Meeting of the Board is held on a quarterly-basis.

Section 3: Special or Emergency Meeting of the Board is held whenever the need arises.

Section 4: During the general membership and board meetings, the quorum shall be a majority of the members (50% plus 1).

#### ARTICLE IX

##### **FINANCES**

Section 1: All the funds of the association shall be deposited to the bank agreed upon by the Board of Directors.

Section 2: All the funds shall be deposited in a separate passbook under the name of the association with the President and Treasurer as signatories.

#### ARTICLE X

##### **AMENDMENTS**

Section 1: The Constitution and By-Laws shall be amended through a proposal of at least one-tenth of all members of the Association or a Board Resolution by the Board of Directors to take effect in the succeeding years.

Section 2: Any proposed amendment thereto shall be ratified by the majority of voting members in the annual convention.

Section 3: The Constitution and By-Laws shall be reviewed, modified, adapted, and herewith approved by active members.

This UPDATE Constitution and By-Laws was ratified during the 8th National Convention on June 16-18, 2011 in the presence of its members and Board of Directors.

#### ARTICLE XI

##### **EFFECTIVITY CLAUSE**

This Constitution and By-laws shall take effect after the term of the incumbent officers 2010-2012.





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