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**HISTORY OF TEOFILA C. QUIBRANZA NATIONAL HIGH SCHOOL IN PUALAS, TUBOD LANAOS DEL NORTE FROM 1985 to 2024**

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**ABSTRACT**

This qualitative study focuses on establishing Teofila C. Quibranza National High School in Pualas, Tubod, Lanao del Norte. The growing unemployment rate in Barangay Pualas has hindered the people's economic progress because of limited access to education. This research study aims to provide an overview of the school's background, noteworthy benefactors, development, and challenges experienced before and following its founding. The study's setting was the Municipality of Tubod, the provincial capital of Lanao del Norte, the Philippines—more precisely, the place of the school's establishment. Among the twenty-four (24) barangays that comprised Tubod was Pualas. This study only looks at Purok 3 in Barangay Pualas, Tubod, Lanao del Norte. This research uses questionnaires, online and face-to-face interviews, and focus group discussions (FGD). Due to the time constraints and limited availability, the oral interviews may not capture everything because the informants' responses rely on their memories. Thirty-six (36) interview subjects were selected using a referral approach in conjunction with purposive sampling. The study's findings demonstrated that the lack of access to education caused the people in the Puala neighborhood to live in poverty. Through education, people's lives improved from those of farmers to professionals. This study suggests more research be done on the Quibranza family's contribution to elementary and high schools in several Tubod Lanao del Norte

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barangays. Furthermore, the effect of localization on the teacher assignment area of the Department of Education, namely in the Division of Lanao del Norte.

**Keywords:** *History, School, Teofila C. Quibranza National High School, Pualas, Tubod, Lanao del Norte*

## 1. INTRODUCTION

Education is the fuel that powers a nation-building apparatus to achieve its objectives. It is how society becomes enlightened. Developing competent human resources capable of performing daily tasks according to societal norms is another responsibility of education. Additionally, it lowers the obstacles brought about by social inequalities and promotes cooperation among residents to advance (Low et al., 2022, p. 310). The country's colonial history has highly influenced the education system of the Philippines. That history includes periods of Spanish, American, and Japanese rule and occupation. This development in education has instilled in Filipinos the belief that education is the most important legacy they can impart to their children. They believe that having a better education opens opportunities that would ensure a promising future and eventually lift them out of poverty. Thus, they will make enormous sacrifices to send their children to school (Maligalig et al., 2010, p. 1).

However, due to the low financial means of the families in Barangay Pualas Tubod Lanao del Norte, education is not often as prioritized as meeting basic needs like food. As a result, the family's chances of escaping poverty are minimal. Living in rural parts of Tubod, Lanao del Norte, they face restricted access to education in addition to these scarce resources.

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This study aims to present the establishment of a school to provide access to secondary education, including its development along with the issues and challenges encountered throughout the year. This paper comprises five chapters. Chapter 1 is the Introduction. Chapter 2 presents the literature review. Chapter 3 describes the data and explains the methodology. Chapter 4 discusses the results. Finally, Chapter 5 summarizes and concludes the paper and provides recommendations.

## 2. METHODOLOGY

In this study, a descriptive narrative approach was employed as part of a qualitative research design. The researcher used purposive sampling to choose the informants. One of the historical data collection techniques included oral interviews with the informants, conducted one-on-one and in focused groups, regarding the background and evolution of Teofila C. Quibranza National High School. Additionally, triangulation methods were used in this study to ensure the accuracy of the data gathered through various data collection processes. This included archival materials as well as secondary sources such as manuals, journals, barangay records, and school papers, which helped achieve the goal of the study. Both structured and unstructured surveys were used in this method.

Letters were utilized in the data collection process to notify the informants about the study. In addition, the informants were given consent papers. After that, an oral interview was conducted using unstructured questions and audio recording. An interview guide questionnaire was also given to other informants. Positively, the school was cooperative and gave the researcher the information, including a synopsis of the school's past. Then, a focus group discussion was held to verify and clarify information gathered during the interview of the key informants. Thirty-

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six (36) people served as research informants, including barangay officials, teachers, administrators, alumni, citizens of barangay Pualas, and selected student leaders.

Both structured and unstructured questions are included in this study's questionnaire. The first step is to determine the critical informants by considering their years of experience and the study's historical context. Utilizing questionnaires to other informants depending on their experience level and duration of service with TCQNHs comes in second. The third technique involves using the triangulation approach to confirm and provide credibility to the informants' data and information that the researcher has been given. With the informants' permission and cooperation, the researcher recorded the interview by taking notes and audio recording.

### 3. RESULT AND DISCUSSION

#### 3.1. The Founding of Teofila C. Quibranza National High School in Pualas, Tubod Lanao del Norte

People of Barangay Pualas, in the Tubod municipality, do not have as easy access to education as some people do these days. Because the barangay was located in a rural location with relatively sluggish growth, its residents did not have access to school in the early 1900s. Gradually, as time passed, several individuals from known wealthy families in Tubod ran for politics, and they used their education to improve and implement development initiatives in the Municipality of Tubod. One of these developments is establishing a secondary school in Barangay Pualas, one of the barangays in Tubod. The proponent of this great development was the Barangay Captain of Pualas, Isidro Luzano, with the support of the Quibranza Family, especially Teofila C. Quibranza.

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## A. Barangay Captain Isidro Luzano

Mr. Isidro Luzano was born on May 20, 1928. He is a notable politician among barangay captains in Barangay Pualas. He held the position of Barangay Captain for the longest. He also became the President of ABC (Association of Barangay Captains). His family is a native to the place. He may not have completed his educational background because of poverty, but this did not stop him from becoming successful. He took it by heart as a public servant and served barangay Paulas for 33 years.

According to Mrs. Ellena K. Buca (former councilor of the barangay, currently a teacher of Teofila C. Quibranza National High School), the late Hon. Isidro Luzano was a great person, and he helped his people in any means he could to help. Mrs. Buca reminisced his kindness to one of the graduates, saying:

***"...ato ning tabangan bataa, tagaan nato nag certification para makapang-apply ug sundalo, mayo nalang kay naningkamot na siya aron maski gamay mu asenso ang pamilya (Buca, February 9, 2024)."***

**"let us help this child to get a certification for his application in Philippine Army, this way he can help his family."**

Hon. Isidro Luzano owns enormous lands in barangay Pualas. But his lands are very far from the capital of the barangay Pualas (Tagbo, March 19, 2024). He was known to the people because of his generosity and genuine heart. According to his son, his father is a friend to all the residents of the barangay. He never had an enemy, fight, or argument with anybody (Luzano, March 22, 2024). As to the informants that had been interviewed, their common response, "ay maayo kaayo tong tawo" (He is a good person).

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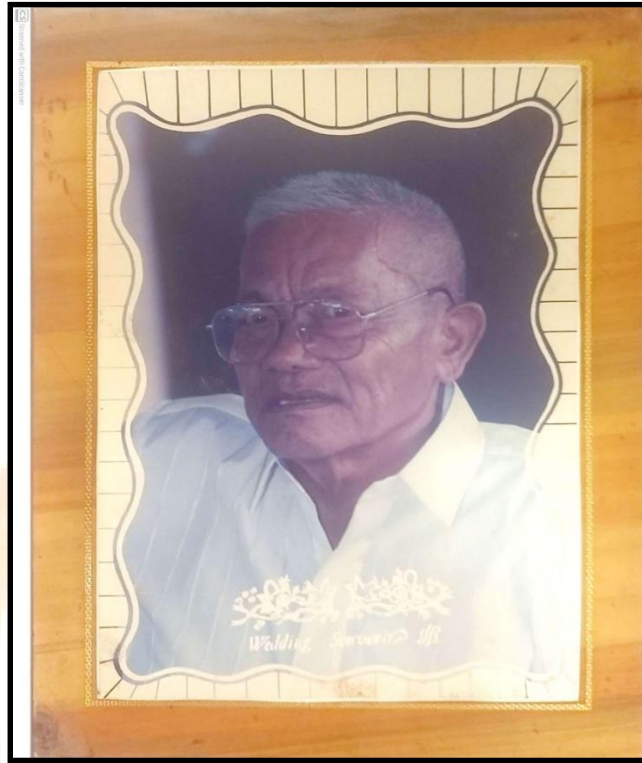
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**Figure 1. A scanned photograph of Isidro Luzano.  
(Photo source: Felbeu Luzano)**

People of Pualas adore him of being simple, generous, and a good public servant. He works wholeheartedly, that's what people see in him. His son shared:

***Matinabangon kayo akong papa sa iyang katawhan.  
Tanang muduol sa iya mangayo ug bisan unsa ngaa  
tabang, wala na siyay gibalibaran. Mao na mag election,***

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***wala jud pildi-pildi. Maski uso na sa una ang palit ug boto,  
unya akong amahan walay ingun ana, daug man pirminti.  
(Federico Luzano, March 22, 2024).***

***My father is very kind to his people. Anyone who asked for  
his help, never a time that he doubted helping them.  
That's why he never lost in elections. He always wins.***

According to his son, Mr. Federico, His father contributed to the development of roads in the Municipality of Tubod while he was the ABC President. He shared:

***"Akong papa mag sige tog suroy-suroy sa tibuok  
barangay, unya dili pa to sementado ang dalan, bato-bato  
pa, naa gani na xay makit.an nga lubak sa dalan, iya ng  
hakutan ug bato. Mamunit na siya ug bato, mangita ug  
bato arun matambakan ng lubak nga dalan. Dili na niya  
biyaan. Dili pud na siya hilig manugo. Mulihok na siya sa  
mga trabahuon na iyang makita. (Federico Luzano, March  
22, 2024)***

**My father always visits his people, but by then, the road is not paved yet, and it is rocky and stony. Whenever he finds an uneven surface in the road, he will immediately fix it. He is not an authoritarian leader; he works on his own and has become a good example to his community.**

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As a politician, He also attended different seminars together with his neighbor and close friend, Melecio Maravilles. He shared:

*"Si Isidro komedyante kayo na ga tawo, sauna magkuyog mi ug mga seminar kay ako ge appoint ko sa first mayor of Tubod sa Agriculture. Alang sa kalambuan sa barangay mu apil mi ug mga seminar. Unya kini si Isidro tungod kay wala mn kini na iskwelahan, magdrawing rana siya ug bisan unsa panahon sa seminar. Ako mao ang mamati ug ayo basta naa mi ug seminar. Maglagot ko usahay pero malingaw rapud ko tungod sa iyang pagka komedyante. Kung hisgutan nato iyang pagka Kapitan, maayo jud siya sa iyang katawhan. Walay pildi-pildi gud unya wala pud na siya kwarta ipalit ug boto sa katawhan. Maayo iyang panerbisyo diri sa barangay. (Melecio Maravilles, March 22, 2024.)"*

Isidro was a humorous person. When we were together during a seminar in pursuing development for our barangay, He will not listen to the seminar, instead he keeps on sketching. But, speaking of him being the barangay captain, Isidro is a good leader. He always wins despite the existence of vote buying in the community.

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Because of massive development in the barangay and the population starting to boom, many of its school-age residents need to travel an estimated 11 kilometers or more to reach school. And mostly, the families cannot afford the daily travel expenses for their children. He saw his people's children's need for education, and to make it happen without putting the burden on the shoulders of the parents in financial matters, he proposed and worked so hard to have a secondary educational institution in the barangay (Ellena K. Buca, 2024). She said:

*"Nakita niya ma'am nga luoy kayo iyang katawhan. Ang mga anak wala ka eskwela kay tungod layo kayo ug iskwelahan, tua didto sa Baroy (Lanao Norte National High School), ang isa tua sa Bualan (Lanao Norte National Agro-Industrial School) ug ang isa private school naa sa sentro sa Tubod, ang Mercy Junior College. Mao naningkamot jud to siya nga matukuran ug eskwelahan dri (Ellena K. Buca, 2024)."*

**He saw how petty his people's life during that time wherein their young ones were not schooling due to poverty. Schools back then were far from their place, and it needed money for the daily expenses such as fare and allowance.**

Late Barangay Captain Hon. Isidro initiated the idea of having a secondary school in the Barangay to cater to the people's basic need: education. During his political life, he became a supporter of Mayor Arsenio A. Quibranza, and they became close friends. This event led him to the idea of asking the family to donate land for his initiative to establish a school. This is how he

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managed to make his plan work and how Barangay Pualas had been blessed to have a secondary school. He also travels to Cotabato to process the necessary documents for the establishment of the school.

In the school year 1985-1986, Lanao Norte National Agro-Industrial High School opened an annex of classes in barangay Pualas, 14 kilometers away from the main school. This is the beginning of a life-changing moment for the people of Barangay Pualas. Mrs. Tagbo said:

*"Proud jud kayo mi ato nga Kapitan. Kay tungod jud niya natukuran ug iskwelahan ang among barangay mao na iyang dakong kabilin sa katawhan. Sa time sa akong mga magulang, luoy kayo maghike sila group sa mga batan.on nga nang-iskwela didto sa Baroy. Lisud pa kayo ang sakyanan sa unang panahon, mao maghike ni sila shortcut diri sa Barangay Patudan paingun sa Prinsesa baroy. Unahan ana ang iskwelahan naman dayon sa Baroy. Luoy kayo ang mga estudyante sa una mam layo kayo ug baktason arun maka iskwela lang (Kagawad Alma Tagbo, March 20, 2024)".*

**We are very proud of our Barangay Captain, Isidro Luzano, in leaving us behind his greatest legacy- the secondary school. During my sibling schooling, they walked for hours just to reach school. Most of the time they walked on diversion road/shortcuts going to Baroy, Lanao del Norte. Students before really persevered the long distance of walking just to finish their schooling.**

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Even after the institution was founded, he never stopped making improvements. To make the school autonomous, he even traveled to Manila to speak with the DepEd secretary. He tried his hardest throughout the procedure until his passing. In 1998, the school received approval to become an autonomous institution. Isidro Luzano passed away on December 16, 1999, the following year.

## B. The Quibranza Family

Teofila C. Quibranza made a significant contribution to the establishment of the secondary school in Barangay Pualas. This situation gave hope to Isidro Luzanos' plan to seek help from their family to establish a secondary school in Barangay Pualas, which was under his administration at that time. Both Gov. Arsenio and Captain Isidro have the same goal as public servants: to serve their people. When Captain Isidro requested the family for lot donation for a school site, Teofila Quibranza, also known as "Nang Pilang," wholeheartedly offered her piece of land located at Purok 3, Pualas Tubod Lanao del Norte.

According to Mrs. Enguito, she shared:

***Sa akong nahiba-an sa una, pag donate ani nakapangalan ning yutaa kay Kapitan Isidro Luzano, unya ma'am naa bitaw nay tax taga tuig ng mga yuta under sa imung name, nahimo na nuon siya ang magbayad sa tax. Mao to nga gi transfer na dayon ang titulo sa yuta nga nakapangalan na sa eskwelahan. (Mrs. Enguito, January 22, 2024)***

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**In my knowledge, when this piece of land was donated, it was named after Kapitan Isidro Luzano. But the tax burdened the Kapitan, so it was decided to transfer the name under the school.**



**Figure 2. A scanned Photograph of the portrait of the late Gov.Arsenio A. Quibranza with his wife Teofila C. Quibranza (Photo source: Mr. and Mrs. Parojinog)**

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A simple, humble, compassionate, loving wife and great mother of her nine daughters, that is how Teofila dela Cruz Quibranza is known by the people who surround her (Bauya, March 22, 2024). She was born on March 8, 1917. She was fondly called “Nang Pilang” and was not just a mother to their daughters but also to the people of Tubod and to anyone who spent time and visited their abode for any political or non-politics-related situations. Mrs. Bauya shared:

*Maski na ilado kayo na sila nga pamilya, iyang pagtagad ngadto sa ilang mga katabang sa balay parehas ra, sama sa magdungag ug kaon, mag-usa tanan sa lamisa kauban nila ug kaon. Ako, working student ko sa iyang igsuon, usahay iya kung hulaman patabang sa ilaha ug bisan unsa nga trabahuon, pag mangaon na apilon ko ug tawag ug dili jud ka mataha tungod sa iyang pagtagad sa akoa na sama usa ka myembro sa ilang pamilya. Siya pud na mangunaw ug pamirkado, simple ra kaayo na magsuot rag daster nga puno ug mga sinsilyo ang bulsa. (Mrs. Maita G. Bauya, 2022)*

Even though they are from a prominent family, her treatment of their house helper is the same as everyone else in the house. They ate together at the dining table with everybody else without discrimination or labeling. I was back then a working student of her sister, and sometimes she asked for my help at their residence, and she treated me well, just like a family member. She will have gone to the market by herself wearing a simple

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duster whose pockets are full of coins. She's really living simply just like a common individual in the community.



**Figure 3. A scanned Photograph of the portrait of the late Teofila C. Quibranza (Photo source: Mr. and Mrs. Parojinog).**

Until then, the school has been blessed with her generosity, hence, the school honored her as the founder of the school. Teofila died at the age of 77 in the year 1994. It then became a tradition of the school to visit her at the mausoleum to offer a "mañanita" (a morning serenade

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to celebrate the birthday of a loved one) and a mass on her birthday every year. At 5 in the morning, teachers will gather with Teofilas' daughters at the mausoleum. After this short activity, the school will hold a whole day event celebrating the school's foundation day.

### 3.2. Teofila C. Quibranza National High School as Pualas National High School

#### Annex: 1985

The Teofila C. Quibranza National High School started under the name of Pualas National High School Annex in the year 1985. This secondary school in Pualas was established and began its classes as an annex school of Lanao Norte National Agro-Industrial High School (now Arsenio A. Quibranza National High School). It first had its classes on the premises of the Pedro C. Buca Memorial School elementary school located at Purok 3 of the barangay. This barangay Pualas is agricultural land, and most of the residents are farmers living on the poverty line. People of the barangay value education as much as they value their lives, but due to poverty, they choose to let their children work.

According to Mrs. Enguito, her mother was only a grade 2 pupil. She added that most of the residents haven't graduated from elementary and most don't receive a full basic education background. Because of the lack of access to education, Mrs. Enguito shared:

***"Tungod kay kabalo ko nga dili jud ko maka eskwela ug high school kay layo ang eskwelahan dayon ang panginabuhi sa akong ginikanan igo ra sa among pangkonsumo, ang ako rajud nga pangandoy kaniadto, nga tig makagraduate kog elementay mang-guna jud ko kay para makapalit ug nindot nga Sanina."***

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**I already know that I cannot continue studying in high school knowing that my parents cannot afford to because their income is just enough for our food. My only dream back then after graduation was to work and buy a nice new dress.**

This scenario is proof of how hard people's lives are when education is not being given importance by the local government. Before the establishment of the secondary school in the barangay, two public schools were available, far from barangay Pualas. One was located at Baroy, Lanao del Norte, which is the Lanao Norte National Comprehensive High School, and the other was located at Bualan, Tubod Lanao del Norte, which is the Lanao Norte National Agro-Industrial High School (now Arsenio A. Quibranza National High School), and one private school which is Mercy Junior College, Inc. Despite their eagerness to study, residents cannot afford to send their children to these schools. Even though it is a public school, they still have yearly contributions or miscellaneous fees.

Aside from this, they also need money for daily transportation, if not for boarding houses and food supplies. There were a lot of obstacles for the residents in acquiring education at those times because of their families' low incomes. There are only a few who were able to have their complete education and able to land for good employment. These are those few families who own vast lands. Mr. Melecio Maravilles shared that he tries to endure walking miles to go to school at Lanao West at Baroy Lanao del Norte. This individual struggle is a significant account that relates to the present learners of society today. He shared:

***"Nagsugod kong working ma'am, grade 5 ko kay gusto jud ko makahuman ug iskwela kay luoy jud kayo mig***

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***kahintang sa una ma'am. Ang income sa akong papa nga mao ray nanginabuhi sa uma, kulang ra among adlaw-adlaw na panginahanglanun. Grade 5 ko nag working nako mam kay para naa koy ipam bayad sa iskwelahan. Dayon mao to, wala pa may high school diri sa Pualas sa akong panahon kani adto, tua pas Baroy, Lanao West pana sa una kami pioneer dha, mag hike mi sa una mam. Agwanta nako kay naa ko pangandoy mam. Ug alaot man, wala jud ko kahuman kay dili nako Makaya hike taga adlaw ug wala mi kwarta ikabayad sa miscellaneous."***  
***(Melecio Maravilles, March 22, 2024.)"***

**I started being a working student when I was in fifth grade because my parents' income cannot support our education. Their income is tight and good enough for our daily needs to survive. During my time, the secondary school was at Baroy, Lanao del Norte. I walked to school every day; I endured it even though it was far because I wanted to finish my education. I have dreams. Unfortunately, I did not make it, I haven't earned enough for my miscellaneous fee.**

This poverty-based issue among the locals won't go away unless individuals attain an education and are qualified to work in professions. Few students were as lucky as Mrs. Buca's parents to be able to send them to school despite this circumstance. She had the good fortune to attend the National Comprehensive High School in Baroy, Lanao Norte. She continued, saying:

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*"Ako swerte ko kay akong ginikanan, naay gamay binantayan nga yuta, naa ra jud makuhaan ug panalapi. I remember, kaniadto 10 pesos akong allowance weekly. Ang 10 pesos kuhaan ug pamilete paingun sa baroy 1 peso, usahay mag hike ra para makatipid. Mugikan mi ug Pualas domingo, muuli pud mi byernes sa hapon. Ang among boardinghouse 20 pesos ang bulan. Akong allowance palitan pa ug bugas dayon bulad ang pares."*  
*(Ellena K. Buca, February 09, 2024).*

I am fortunate because my parents were tenants, and they earned enough to provide us with an education. I remember before my allowance is 10 pesos weekly. From these 10 pesos, I spent 1 peso for fare, for my food (rice and dried fish) and sometimes I walked to school with my friends to save money. I live there in a boarding house with a 20 pesos monthly fee.

There are other factors in which parents wouldn't send their children to school even if they can afford it. Parents have fears of sending their children to a distant school due to security reasons when militants are freely moving into the hinterlands (Borja, 2024). For Mrs. Borja's experience, she wanted to study, but her parents feared sending her to a far place like Bualan, where Lanao Norte National Agro-Industrial High School is situated. They won't allow Mrs. Borja to due to the fear of a possible kidnapping incident in going to school at barangay Bualan, where NPAs reside.

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Having this milestone in barangay Pualas is a blessing to all parents and school-age residents because, for them, education is the key to having a successful life and somehow improving their lives. They were happy and felt blessed because they could now continue their education and have a chance to alleviate their status as farmers. Now, they have chances to become what they dreamed of. As what Mrs. Arco shared:

***Wala nay rason nga dili ka iskwela, kadaghanan sa mga residente kabalo na mubasa ug nakatungtung na ug tertiary education. (Mrs. Verna A. Arco, January 29, 2024.)***

**Residents have accessible secondary education, there will be no reason not to attend school anymore. For sure they can study up to college.**

The extension school conducted its classes on the elementary school premises while the school site was still under construction/cleaning. Its first year only offers a first-year level with one section. Their temporary classroom is made of indigenous materials like coconut leaves (abundant in the place). It's woven and becomes "scrap," which is used as a roof. Sometimes, when there's heavy rain, they conduct classes at the church just walking from the elementary school (Borja, February 12, 2024).

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**Figure 4. A screenshot of a video on how to make a sulirap.(Photo source: retrieved last March 04, 2024. from [https://www.youtube.com/watch?v=eZLgf\\_XIV0U](https://www.youtube.com/watch?v=eZLgf_XIV0U) )**

Using nipa and bamboo sticks for construction, the school first used one room on the site to serve as both a stage and a classroom during the 1986–1987 academic year. The third-year level was subsequently implemented by the school for the 1987–1988 academic year.

All the teachers are borrowed teachers from the main school, LNNAIHS. In the years 1988-1989, there was no year level added because there was no available teacher to teach the grade level. Those students who are incoming fourth year that year need to transfer to another school to graduate. That is why Mrs. Borja was forced to go to school at Baroy, and she graduated there

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from Lanao Norte National High School. Some of them graduated from Bualan, Lanao Norte National Agro-Industrial School.

The Physical set-up is not conducive for learning. The student needs to bring their own chair which Mrs. Borja (2024) shared:

***"Wala mi mga bangko sauna mam, magdala mig among kaugalingun, ang uban maglingkod ra sa salog, ang uban magdala ug bangko sa lugitanan. Wala mi libro, isa ra ang available nga libro gigamit sa maestra, walay mga facilities, greenboard, chalk ugusa ka libro ra jud ang gamit sa maestra magtudlo." Nakalingkod mig bangko nga with armchair third year nako mam. Maoy Project sa Parent-Teacher Association sa iskwelahan. (Mrs. Nida T. Borja, January 22, 2024).***

**We did not have chairs before, we brought our own chair, some seats on the ground. We do not have books either, it's only for the teachers' use. The thing we have is a greenboard and chalk. We first experienced armchairs when I was a third-year student from the PTA project.**

The transportation available at those times is still limited. Most of the students come from neighboring barangay, which are from barangay Patudan, Pinpin, Kalilangan, Malingao, Tubaran, and San Antonio. Most of the students just walked. Mrs. Borja Added:

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**“Usahay ang mga estudyante makasakay sa private nga sakyanan sauna ni Ma’am Ruth Pepito, naa silay murag bus nga gamay sauna gitawag ug Romsa. (Mrs. Nida T. Borja, January 22, 2024.)**

**Sometimes, students can have a free ride from Ma’am Ruth Pepito private transportation, called Romsa.**

### **3.3. New Pualas National High School (formerly Teofila C. Quibranza National High School) 1998**

The school has a Certificate of Title in the name of DECS- Lanao del Norte with the No. P-11.859 was originally registered on April 17, 1996. Two years later, the school had its independence from the Lanao Norte National Agro-Industrial High School (now Arsenio A. Quibranza National High School) last May 1998 through Republic Act No. 8648:

**“An act of separating the Paulas National High School Annex in Barangay Pualas, Municipality of Tubod, Lanao del Norte, from the Lanao Norte National Agro-Industrial High School in Barangay Bualan, Lanao del Norte, and converting the same into an Independent National High School to be known as the New Pualas National High School, and appropriating fund transfer therefor.”**

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It was named New Pualas because at Lanao del Sur there's a school named Pualas National High School. Therefore, to distinguish from it, the school was named New Pualas National High School. Aside from this remarkable achievement of the school, the school continues to strive for excellence. Not just buildings were developed, but as well as students participated in different school activities. These students enjoyed the benefits of the school improvement throughout the years. Teachers have attended training and seminars to enhance teaching strategies. Also, Republic Act No. 8648 had given the school full control over hiring teachers, funding, and implementing different programs in line with the Department of Education.

### 3.4. Teofila C. Quibranza National High School (2006 – 2024)

In the early 2000s, the school and the local government unit of Barangay Pualas chose to change the school's name from New Pualas National High School to Teofila C. Quibranza National High School. This is in recognition of the exemplary gesture of the Quibranza Family, who wholeheartedly donated the land to build a Barangay secondary school. The National Historical Institute merits the request, and the unveiling was done on March 21, 2006. The school is now named after its founder, Teofila C. Quibranza, and officially established as Teofila C. Quibranza National High School. Truly, the right time to succeed may take a long time, and the road may be rough and challenging, but the school succeeded; that's what matters (School Year End Accomplishment Report, 2022). Teofila C. Quibranza National High School consisted of thirty-four (34) teachers (seven of which are Senior High School), one (1) Secondary school principal, one (1) Senior high school ADAS, one (1) Senior Bookkeeper, one (1) Administrative Assistant and two (2) watchmen, one is National paid, one is PTA paid).

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**Figure 5. Teofila C. Quibranza National High School Contemporary Logo (Photo source: Gerali, 2022)**

The Teofila C. Quibranza National High School celebrated its 39th foundation day on March 8, 2024. The foundation day is the birth date of the late Teofila C. Quibranza, who donated the land. On this day, March 8, 2024, the school celebrated her 107th birthday at the Mausoleum as a yearly tradition in honor of her significant contribution.

The school is located in the most populated Purok in the barangay Pualas. Its location is accessible by the other barangay as well from the highway. It caters to the learning clientele in most ten barangays: Kalilangan, Tubaran, San Antonio, Patudan, Maliwanag, Sto. Nino, Pinpin, Pualas, and a few from its sitios. Most of the enrollees come from its barangays. Some would have to walk for more than a mile to attend school. Others used to ride motor cabs, habal- habal, and some had their motorcycle.

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This school greatly benefits average and low-income families who cannot afford to send their kids to private schools. But despite poverty, the school's learners are soaring high in their performance. It tries to compete with other big leading schools in the division and region, bagging major awards. The commitment made by the stakeholders leads to the achievement of better school performance.

The schools conducted yearly activities hosted by the different institutions as part of the school linkages and partners and DepEd-required activities. All these activities molded the learners and inspired them to strive to reach their dreams. The school has proven its purpose as there are many alumni who are now successful in their respective chosen careers. Some are now working abroad as teachers, policemen, and seamen, and some are working in the government and have improved their life status. Some have become successful soldiers as well.

| <b>Development</b> | <b>Advantages</b>  | <b>Disadvantages</b>   |
|--------------------|--|--|
| School Building    | <ul style="list-style-type: none"><li>school building provided the school a conducive learning environment</li></ul>   | <ul style="list-style-type: none"><li>the school land area is small, that when two-story building rise in the campus, it hinders the airflow inside the campus</li></ul>   |
| School Facilities  | <ul style="list-style-type: none"><li>school facilities improve learning and skills of the learners through actual performance.</li><li>It enhances students' capability in different field such as Food and Beverages Services,</li></ul> | <ul style="list-style-type: none"><li>Learners are not interested in learning 21<sup>st</sup> century skills.</li><li>Learners do not focus on their education.</li><li>Teachers lack training in their specific field.</li><li>Other facility is not functional such as</li></ul> |

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|                            | Housekeeping, and Baking   | handwashing facility and water system  |
| School Fund                | <ul style="list-style-type: none"> <li>Enables the school to provide tools and equipment, school supplies and others for operational expenses</li> </ul>   | <ul style="list-style-type: none"> <li>Mismanaged school funds</li> <li>Collection of Miscellaneous fee</li> <li>Purchased of sub-standards equipment and materials</li> </ul>   |
| Instruction and Curriculum | <ul style="list-style-type: none"> <li>It provides a comprehensive guide for teachers in teaching the lesson.</li> <li>Use of modern/digital instruction and 21<sup>st</sup> century teaching strategy.</li> </ul>   | <ul style="list-style-type: none"> <li>Too much learning competencies and there is no mastery of the lesson.</li> <li>Mismanagement of the use of gadgets by the learners</li> <li>The use of gadgets cause distraction in learners time management and discipline</li> </ul>  |
| Faculty                    | <ul style="list-style-type: none"> <li>It caters for all learning areas with specialized subjects taught by the teacher.</li> <li>Good proportion of the number of teacher and learner</li> <li>Equip with modern teaching pedagogy and expert in the use of ICT in classroom instruction</li> </ul> | <ul style="list-style-type: none"> <li>There are teachers teaching subjects that are not their major</li> <li>Teachers have more than two preparation (teacher teaching two different subjects or different grade levels)</li> <li>Teacher changes teaching loads every school year or have additional non-major subjects</li> </ul> |

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|  |   |  |
|--|---|--|
| Partners and Linkages in the Community | <ul style="list-style-type: none"> <li>• It provides real life learning to the learners and real-life experiences.</li> <li>• It widens the learner’s knowledge about the different organizations and agency in the community in providing services to the people.</li> </ul> | <ul style="list-style-type: none"> <li>• There are times that classes are shorten to cater orientations and workshops provided by the different agencies.</li> </ul> |
|--|---|--|

### 3. 6. Issues and Challenges Encountered

| <b>Table 2: Issues and Challenges Encountered by School Administrator and Faculty</b> |  |
|---|--|
| <b>Challenges/Years</b>   | <b>Action Taken</b>  |
| <b>1985-1990: Lack of School Building</b>   | <ul style="list-style-type: none"> <li>• <b>Utilize indigenous materials available in the community, such as bamboo and coconut leaves.</b></li> <li>• <b>Church as their refuge in times of heavy rains on school days</b></li> </ul> |
| <b>Lack of Teachers</b>   | <ul style="list-style-type: none"> <li>• <b>Teachers teach other subjects as well to cater to all learning areas in the curriculum</b></li> </ul>  |
| <b>School Funds</b>   | <ul style="list-style-type: none"> <li>• <b>The school collected Miscellaneous fees in collaboration with the Parent Teacher Association and cash assistance provided by the Barangay Office of Pualas</b></li> </ul>                  |

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| <b>1991-2000: Lack of School Facilities and Supplies</b>                                   | <ul style="list-style-type: none"><li>• Teachers provide and buy their school supplies.</li><li>• Teachers utilize any available facility and indigenous resources in the community.</li></ul>   |
| <b>2001-2010: Lack of Technology for Lesson Integration and Application in Instruction</b> | <ul style="list-style-type: none"><li>• Teachers utilize limited Technology available, and use printed colored pictures instead.</li><li>• More on Theoretical concepts</li><li>• Teachers that can afford to buy their Laptops for Accessing Technology Integration and Application</li></ul>   |
| 2011-Present: Number of Enrolled Learners  | <ul style="list-style-type: none"><li>• In implementing integrated schools, learners are schooled in the nearest school available in their barangay.</li><li>• As a result of the Pandemic, fare rose as well, which led learners to choose schools with lower student fees.</li><li>• The school conducts an enrollment campaign in different Barangays in the Municipality and in elementary schools within the Municipality to showcase the school's best practices.</li><li>• Offered new Academic Strand in Senior High School to cater to learners' chosen strand.</li></ul> |

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|--|--|
|  | <ul style="list-style-type: none"><li>• <b>Provide quality education and an active school organization wherein learners can express their talents and skills.</b></li><li>• <b>Provide more Enhancements to school facilities and equipment to attract learners.</b></li><li>• <b>Provide a Child-friendly Environment.</b></li><li>• <b>Offered lower Miscellaneous Fee</b></li></ul>   |
| <p>2019-2021(Covid-19): Printing of Modules</p> <p>Learners are procrastinating.</p> | <ul style="list-style-type: none"><li>• <b>Teachers were burdened with printing many modules. To address this, teachers were provided printers and other school supplies needed for the modules.</b></li><li>• The school implemented the "Distance Library"; the school named it the D'Library, where teachers are assigned to the different feeder barangay to set up the D' Library. Teachers will have a schedule to report to their respective D' Library to give enhancement lessons and assist learners struggling with their modules. D' Library is a room located at each barangay hall, where books modules and other references materials are provided. Anytime a student can visit their D' Library at their barangay.</li></ul> |

**Source: Focused Group Discussion with Key Informants, May 2, 2024**

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|   |                      |   |   |  |
|---|----------------------|---|---|--|
| 2 | Learning Resources   | There is a ratio of 1:1 with regards to learning resources. Need not to worry.  | There was new version of modules being introduced/ given to the learners but less differences were noted.   | None   |
| 3 | Learning Environment | With the onset of the Expanded Limited face to face classes, the school can really assure a conducive learning environment for the learners. Proper health protocol is observed and followed. | Learners were encouraged to attend Face to face classes to have a change of environment provided that they have to follow the school policy during this time of pandemic. | Health Protocol in this New normal was strictly followed. Installation of Hand Washing Facility, the Triad near the gate were visible. |
| 4 | Assessment           | Assessment is given immediately with the module to ensure that learners could   | Fun and Interactive Activities both for modular and F2F Learners were prepared.   | Constant follow up to encourage the learners. Regular Home Visitation  |

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|   |   |  |  |   |
|---|---|--|--|---|
|   |   | answer the activity.   |  |   |
| 5 | School Leadership and Management              | The principal always reminds the teachers to give learners wholesome activities to revive their interest in studying. Regular meeting both for SHS and Junior HS teachers to find ways to help the learners who are losing interest. | The teachers and principal send letter to those learners who seldom get their modules. In some case Home Visitation was done to know the learner's status. | The principal coordinated the barangay officials, especially the Brgy. Chairman to help locate few students who didn't get their modules. |
| 6 | Community, Industry Relevance and Partnership | Community is always a partner in the various endeavor the school has to do. The administrator / principal will really find time in letting the   | Transparency of School Activities is maintained by the school and the community so with the other partners in the industry (SHS).                          | For SHS TVL- always participated the JDVP program of the department.  |

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|  |  |   |  |  |
|--|--|---|--|--|
|  |  | barangay knew<br>the activities<br>happened in the<br>school. |  |  |
|--|--|---|--|--|

### 3.7. Issues and Challenges Encountered by TCQNHS Learners

Based on interviews among teachers and some selected learners, the school has already established its financial stability, and equipment is not far behind the trends in educational tools and gadgets. The school may be far in the city, but the teachers are equipped with modern teaching strategies and are provided with materials for the learners. The teachers are equipped with 21<sup>st</sup>-century skills in teaching 21<sup>st</sup>-century learners. The school has internet access and free Wi-Fi for students provided by Caltech, one of the school's internet providers. The other provider is PLDT. From the interviews, issues, and challenges encountered before and still in the present time are packed into three main issues. First is poverty which leads the learners' actions to absenteeism, poor performance, and drop-outs. Second is a lack of parental involvement and guidance that leads learners to unpleasant behavior, bullying, and discrimination. The last one is the Peer Influence Associated with social media, in which the majority of the learners are affected by this issue. It is a serious problem that makes them blind to their actions, leading them to the path that nobody wants for them.

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## 5. CONCLUSIONS AND RECOMMENDATIONS

The worst enemy of people is poverty. Individuals work hard and endure for themselves.

The school, Teofila C. Quibranza National High School, is a product of the Philippines Education System in a third-world country with low economic progress and a low budget for education. The sad reality of a classroom setting with fifty (50) learners and having only one textbook, lack of chairs, and lack of technology equipment needed for learning. However, in many ways, these deprivations are the same reasons why Filipinos highly regard education. On the other hand, it's the reason why there is competition in jobs that require full educational attainment to get good jobs.

The life works of significant individuals like Isidro Luzano, Arsenio A. Quibranza, and Teofila C. Quibranza proved that despite the poverty, there are still good people who willingly help other people to succeed. Isidro Luzano, a politician, has thought of its people to have a better future and works to the best of his ability to realize his vision of bringing the people out of poverty through education. He used his connections by all means to make it work, knowing he did not receive an education like the others. But it's not the measurement of how far someone can go. He seeks help from the Quibranza Family to donate a portion of their land where a school will rise. The Quibranza Family, through Teofila dela Cruz Quibranza, donated 10,000 sqm located at Purok 3, Pualas Tubod Lanao del Norte, to Isidro Luzano as a gesture of their kind heart to the people of Pualas. The fruit of his labor was when an annex school finally operated in Barangay Pualas in 1985.

Since then, he has been determined to gain the school's independence from Lanao Norte National Agro-Industrial High School. He traveled as far as Manila to work on the school's independence and met the secretary of Education, Erlinda Pefianco (1998). Finally, all his efforts paid off, and he successfully gained the school's independence, and the school was known as

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New Pualas National High School. The successors, through the school administrators, continue to develop the school.

In 2006, the National Historical Commission granted the school's request to change its name to pay gratitude to the Quibranza Family. Today, the school is known as Teofila C. Quibranza National High School. Other schools are named after the Quibranza family.

At present, the school continues to improve the delivery of education, enhance the school facilities, and collaborate with different organizations in the community for training, workshops, and symposiums to develop the learners. The school also enhances its policies and laws in line with those of the Department of Education.

In conclusion, residents and the neighboring barangay of Pualas now have access to education. The school caters to learners, most of whom are from low-income families surrounding the barangay. However, despite having poor learners, the school and the learners perform better academically and provide better services to the community. As a result, many of Teofila C. Quibranza National High School alums are now professionals. There are teachers, police officers, engineers, the army, and seafarers. Others work in offices, such as at the municipal hall of barangay Tubod, and have good salaries. Some work at the tourism office, engineering office, PESO office, and DRRM, and some work abroad.

Due to the school's rapid growth and commitment to providing students with a high-quality education, it has been recognized by several organizations both inside and outside of its walls. It has even advanced to the national level of competition. The Lanao del Norte Division of the Department of Education also recognized the school as achieving. The school can compete in every contest and is constantly involved in some events. The school carries on Isidro Luzano's mission to improve people's lives via education. They wouldn't become wealthy, but it would provide them with the cozy lifestyle that everyone aspired to. These will be attainable, just as others have been in the present; therefore, they must be brave and tenacious.

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## Recommendations

Based on the findings and conclusions, the researcher presents the following recommendations for future research studies:

1. The Researcher recommends conducting a continuation of this study, which will include other Schools that are named after members of the Quibranza Family, specifically the Arsenio A. Quibranza National High School located in Bualan, Tubod Lanao del Norte. This is to fill the gaps in this study.
2. The Researcher also recommends conducting a study on learners' mobile addiction after the Pandemic Time, which is one of the issues in this study.
3. To the Future Researcher, it might be a good idea to conduct a study on the effectiveness of Teachers in specialized learning areas. The Department of Education practices multiple loads of teachers handling non-major subjects.
4. The Effect of Localization in the Teacher Area of Assignment in the Department of Education, especially in the Division of Lanao del Norte.
5. To English Teachers, developing reading skills is one of the targets of the Department of Education. The use of Office 365 Learning Accelerator in Microsoft may be effective in enhancing the reading skills of learners compared to the department's traditional reading test. It is good research in the future since a significant number of learners in the school have difficulty reading.

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**Table 4: List of Informants**

| Name                    | Age | Years of Service in Teofila C. Quibranza National High School | Position in Teofila C. Quibranza National High School | Date of Interview |
|-------------------------|-----|---|---|-------------------|
|                         |     | <b>Department/Office</b>                                      | <b>Position</b>                                       |                   |
| <b>KEY INFORMANTS</b>   |     |   |   |                   |
| Bauya, Maita G.         | 55  | 25  | Master Teacher  | March 22, 2024    |
| Buca, Elena K.          | 57  | 25  | Teacher II  | February 9, 2024  |
| Borja, Nida T.          | 60  | 29  | Teacher III   | January 22, 2024  |
| Enguito, Judith T       | 51  | 26  | Teacher II  | January 22, 2024  |
| Gerali, Imelda C.       | 60  | 28  | School Principal I                                    | February 16, 2024 |
| Gongob, Wilma A         | 56  | 29  | Teacher I   | January 22, 2024  |
| <b>OTHER INFORMANTS</b> |     |   |   |                   |
| Arco, Verna A.          | 50  | 28  | Master Teacher I                                      | January 22, 2024  |
| Abenes, Rumton S        | 36  | 11  | Teacher I   | March 15, 2024    |

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|                    |    |    |                          |                  |
|--------------------|----|----|--------------------------|------------------|
| Lago, Noche B.     | 52 | 28 | Guidance Counsilar       | January 22, 2024 |
| Manosa, Julito S.  | 52 | 27 | Master Teacher I         | January 22, 2024 |
| Matulac, Alven B   | 35 | 6  | Teacher I                | March 11, 2024   |
| Sayles, Love G.    | 41 | 8  | ADAS II                  | April 1, 2024    |
| Temonio, George B. | 32 | 9  | Teacher I, PTA Secretary | April 2, 2024    |
| Viray, Cristy G    | 30 | 7  | Teacher I                | March 11, 2024   |

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