



TEACHERS' STYLES IN TEACHING LANGUAGE AMONG JUNIOR HIGH SCHOOL STUDENTS OF LIBJO NATIONAL HIGH SCHOOL

EDNA B. CATAPANG

SST III

LIBJO NATIONAL HIGH SCHOOL

09154488112

edzbayani18@gmail.com

ABSTRACT

Quality education should be given to all. The teachers are the main force of quality education. Nowadays, teachers have to alter their teaching style and teaching notions, establish new teaching ideology, play their own role and fulfill their own task. Through powerful teaching reform, the main focus is on educating and improving teaching quality and effect. As agents of education, both of them must work hand in hand to achieve mastery and success in teaching and learning.

To serve the purpose of this study and improve academic performance among Junior High School students, the researcher employed descriptive method of research. It is thought to be the most suitable for showing evidence concerning the existing current condition by describing the responses of the subjects under this study. Hence, proposed enhancement activities such as continuous trainings and seminars group games, online activities and organization of clubs are likewise determined.

Further, necessary programs and activities to abreast the teachers with the appropriate teaching styles suited to the needs of the 21st century learners are highly recommended for successful learning.

Keywords: Styles, Competencies, Standards, Resources, Background

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



I. Context and Rationale

Education takes charge in uplifting its quality by upgrading teaching and learning resources accustomed by the contemporary society. It opens its doors in utilizing strategies and applications that can connect to the learners as basis of understanding and learning. The 21st century learners are very fond of using technology thus the study wants to show its relevance in the current time. Every teacher has different styles of teaching which can be mirrored the traditional methods however with the aid of differentiated instructions more teachers are adjusting their approaches depending on their students' learning needs.

Also, quality education is an important strategy in our nation's education. The teachers are the main force of quality education. Nowadays, teachers have to alter their teaching style and teaching notions, establish new teaching ideology, play their own role and fulfil their own task. Through powerful teaching reform, the main focus is on educating and improving teaching quality and effect. Teaching is a method which incorporates styles while educating is an aim.

In connection, Republic Act No. 10533, the Enhanced Basic Education Act of 2013 was created with its objective to uphold and strengthen a complete, adequate, effective and integrated system of education that suffice to the needs of the people, the country and society-at-large. Moreover, the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. In order to achieve this, the State shall: give every student an opportunity to receive equal and quality education that is globally competitive based on the international standards and make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through appropriate strategies of teaching and learning, including different learning resources.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



To achieve the goals set forth by the State the educational system was introduced to the K -12 Program. It starts Kindergarten and 12 years of basic education which includes six years of primary education, four years of Junior High School, and two years of Senior High School [SHS] to provide ample time for mastery of concepts and skills, develop lifelong learning, and prepare graduates for tertiary education, middle-level skills and personality development, employment, and entrepreneurship.

Up to now, the educational system still aligned with the mandate of K-12 curriculum. However, some challenges are encountered along the process. As observed in Libjo National High School, most of the Junior students showed weak academic performance in terms of numeracy and literacy skills. Also, the researcher witnessed that most of them lack confidence in communicating English and dealing with Mathematics subjects. Similarly, teachers had struggles in initiating appropriate teaching styles to improve the academic performance of the learners like the following situations; differences in attitude and behavior towards the subjects, crowded, and uncomfortable learning environment.

As agents of education, both of them must work hand in hand to achieve mastery and success in teaching and learning. It seems that the teaching and learning process became passive and stagnant with traditional approaches. Therefore, the researcher conducted this study to propose enhancement activities that would improve the academic performance of Junior High School students aligned with the implementation of K-12.

II. Brief Review of Literature

According to Bell (2018), the subjectivity of academic performance evaluation has lessened in recent years, but it has not been totally eliminated. Since many are prejudiced toward students who react best to conventional teaching approaches, it may be challenging to completely eliminate subjectivity from the present evaluation

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



methodologies. Students who are proficient in reading, arithmetic, and test-taking perform well on standardized tests. The ability to perform well on exams is a skill that is not necessarily a measure of academic ability. The assessments favored visual learners and offer little opportunity for auditory or kinesthetic learners to demonstrate their skills. If individual differentiation and learning styles are not also taken into account, the standardized test fails to recognize students with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other students. Evaluations from classroom teachers may still be biased even though they provide the most complete information.

In addition, according to Noble (2016), students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics such as family income, parents' level of education, guidance from parents and number of negative situations in the home are directly related to performance. Nicolaidou (2013) showed that negative attitudes are brought about by frequent repeated failures or difficulty in dealing with tasks which may persists if not remedied. Attitudes towards education become more negative with the rise school level due to pressures or too demanding tasks and increase in workloads.

Subsequently, it is important to know what students think concerning the subject as this is likely to influence their performance. Studies on the relationship between achievement and some learner related variables including self- efficacy, beliefs regarding knowledge and attitudes towards subjects, showed that the student's beliefs regarding their academic performance capabilities in subjects were the strongest predictor of achievement in. (Nasser and Birenbaum, 2010).

Therefore, teachers play a vital role in improving the learning of all children in school. They are especially responsible for the majority or the entire curriculum. In changing classrooms

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



to focus on student learning, as a quality science education demands, it requires first the willing cooperation of teachers.

Hence, the teacher is the most critical factor in attaining quality education and the single most potent element in the complete structure of an effective scientific program. These are the key functions for teacher that directly contributes to students' academic performance. The students' academic achievement will suffer if the teacher does not carry out these duties.

Khalid (2011) emphasized that effective teaching requires teachers to decide what aspects of a task to highlight, how to organize and orchestrate the work of students, what questions to ask students having varied levels of expertise, and how to support students without taking over the process of scientific thinking for them. Similarly, teacher academic preparation, certification type, and years of teaching experience, among others, are often taken as indicators of teacher quality. Teachers who have received adequate academic training are seen as having subject-matter expertise and pedagogical skills that enable them to be successful in the classroom and increase student accomplishment. In addition, licensed teachers are also considered to be effective since licensing typically entails prospective teachers hold a college degree in pedagogy and in the subject, they wish to teach. It is also affirmed that veteran teachers, on the other hand, can better handle students and colleagues, and are more familiar with classroom practices. More so, the types of instructional practices that teachers use affect how students learn in important ways. Teachers should make sound choices everyday regarding the types of tasks that they will use in class and for homework assignments; the types of rewards that students can earn; assessment procedures; grouping arrangements; how much autonomy will be afforded to students; and whether they will hold high expectations for all students. It is noted that all the decisions that teachers make about each of these instructional practices are relatively important ways to how well students learn.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



According to Sin Son (2011), poor performance can be traced back to teachers' failure to impart the necessary knowledge, skills, attitudes, and values to students. Since teachers have an integral part as facilitators of learning, teacher quality reflects on student learning to a considerable extent. Moreover, teachers must be well-prepared, well-versed, and thoroughly supported for changes in the curriculum and instructional strategies to occur. The pedagogy observed in the exemplar teachers that stood out from the rest was the teachers' questioning abilities. The teachers were not only an explainer which means they justified what to do by explaining how and why the procedure works. At the same time, they are also a questioner. They ask questions that enabled learners to develop the procedure themselves.

Thus, teaching methods, styles and facilities need to be adopted by teachers to increase the learning abilities and achievement in effective ways, such as presenting interactive lectures, facilitating group discussions during class to allow students to express opinions, and student presentation of seminars and workshop to expand their capacities (Henson, 2012). An effective teaching style needs to include students in learning activities and promote their interest to achieve high academic performance.

Therefore, students need to develop skills with modern teaching styles and laboratory work. Innovative methods need to be presented to students from time to time to give them a chance to integrate their knowledge to their existing ideas. Also, it is critical to develop and renew the teaching and method to get student satisfaction about their learning process. It is important to recognize the teacher's contribution to student motivation in learning. In helping students become motivated learners and producers of knowledge successfully, the teacher's main instructional task is to create a learning environment where students can engage in critical thinking activities.

The National Commission on Teaching and America's Future (NCTAF, 2010), in a similar vein, corroborates that high quality teaching involves teachers who: have better and sound

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



knowledge of the subject matter content and strategies; have enough understanding of what the learners acquire and need to learn; create a friendly, challenging and conducive classroom learning environment; interact with students and colleagues through differentiated activities; and have opportunities for continuous professional learning.

Teacher competency is closely linked to student thinking, understanding and learning in education. Competent, hardworking and determined teachers provide a roadmap to guide the students to an effective understanding of concepts, to reflective and self- initiated learning, to critical and high order thinking, and ultimately to increase academic performance. Pathak and Rahman (2013) affirmed that the access to modern technologies such as internet will be beneficial for increasing the benefits of learning when it could be used everywhere, mainly at home .The majority of significant improvements in education have been made possible by software programs created especially for enhancing abilities like reading comprehension, spatial analysis, and phenomenon description, among others.

Meanwhile, Abudu (2014) emphasized the role of pupil’s attitude as an important factor that affects the academic performances and conceptions about the subject. It is only a positive attitude that can result in a learner doing well, because a positive attitude leads to interest in the subject, and interest leads to commitment, and this, in turn, leads to a high academic achievement.

Fensham (2010) stated that as a student, learning simply takes a matter of acting like a sponge, and soaking up this knowledge as it is fed from the teacher or from the textbook. Second, the knowledge appears dogmatic and correct. Students usually reject a school that is disconnected from their own lives and no space for themselves and their ideas. The content of school has an abstractness that makes it appear irrelevant to the students. They deemed that so much of what is taught is uninteresting because it is unrelated to their everyday lives.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



III. Scope and Limitation

This study aims to propose enhancement activities to improve the academic performance of Junior High School students. To serve its purpose, the study focused on twenty (20) Junior High School teacher respondents from Libjo National High School. Considering the limited time necessary for the survey and data gathering, the researcher opts to conduct a study in the school where the researcher is currently employed. With this, access to respondents as well as retrieval of data will be easier. The researcher deemed that covering a large population for study will only sacrifice the quality and worthiness of the paper.

The study is limited to twenty (20) Junior High School language teachers with nine (9) male and eleven (11) female respondents in Libjo National High School.

IV. Significance of the Study

The study will be beneficial to the school heads and principals, teachers, parents, pupils and future researchers.

To School Heads and Principals. The proposed enhancement activities can become an avenue of the school administrators to formulate realistic, cost effective means of improving the academic performance of students in Junior High School education.

To Teachers. This study may give them significant information on how they can improve the students' academic performance and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching styles and strategies they will use in teaching. Likewise, the findings may serve as an instrument for them to strengthen their awareness on the significant quality traits that they demonstrate in teaching.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



To Junior High School Students. This study can help the students become aware of the determinants of their academic performance. Knowing such determinants can help them identify their strengths and weaknesses that constantly interfere their performance in the elementary level. This will, in turn inspire the students to overcome their weaknesses and hence, results in a good performance of students.

Future Researchers. The findings of the study may serve as valuable inputs in any future studies they may conduct which have a relation with this piece of work.

V. Research Questions

The study aims to determine teachers teaching style to improve the academic performance of Junior High School students in Libjo National High School.

Specifically, it seeks answers to the following questions:

1. What is the profile of the Junior High School teachers relative to:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Years in Service
 - 1.4 Civil Status
2. How may teachers' teaching styles be described in terms of?
 - 2.1 Background in the topic
 - 2.2 Learning competencies
 - 2.3 Content standards
3. What teachers' teaching styles to performance are being applied as regards to the following;
 - 3.1 Teaching techniques / strategies

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



- 3.2 Manner of accepting students response
- 3.3 Availability of resources and instructional materials

4. Based on the findings of the study, what enhancement activities may be proposed to improve students' academic performance?

VI. Methodology

This area presents the research design, subjects of the study, data gathering instrument, data gathering procedure and data analysis plan.

Research Design

To serve the purpose of this study and to determine enhancement activities to improve academic performance among Junior High School students, the researcher employed descriptive method of research. It is thought to be the most suitable for the purpose of showing evidence concerning the existing current condition by describing the responses of the subjects under this study. Descriptive method involves collecting of data in order to answer questions concerning the current status of the subject of the study (Best, 2012). As extensively accepted, the descriptive method of research is a fact-finding study that involves ample and accurate interpretation of findings

Subjects of the Study

The respondents of the study are twenty (20) junior high school 's language teachers from Libjo National High School. To produce reliable and accurate results, all of the teachers will serve as the subject of the study. Thus, no sampling was used.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Data Gathering Instrument

The data in this study are sourced from researcher research – based survey questionnaire. This serves as the main tool to generate factual information on assessing the Junior High School language teachers’ responses in the research tool.

Construction of questionnaire. To construct an ideal questionnaire to be utilized for the collection of information, the researcher searched for books and other related resources that help her have an idea on the final output of her tool. After reading some related resources, the researcher drafted the initial content of the questionnaire and was shown to the adviser for corrections, comments and suggestions. After such, the items were revised by applying the given suggestions and comments, improving those weak statements and changing the unnecessary items. The researcher incorporated all the given corrections, comments and suggestions in making the second draft of the questionnaire. The newly revised questionnaire was presented to the adviser for the final checking and approval.

Also, some related studies were reviewed to gather inputs which could help in scaffolding of the questionnaire items. The researcher conducted interviews with the researcher’s co teachers and school heads to give more quality to the construction of the instrument.

Validation of the questionnaire. The researcher asked the school principal to validate the said questionnaire if it is ready to administer. After validating, the researcher distributed the questionnaire to the language teachers.

Administration of questionnaire. After such approval of the processes, applying all the suggestions and finishing corrections, the newly validated questionnaire is ready to distribute to the target junior high school language teacher respondents for one day. The researcher asked the respondents their permission and their free time. The researcher gave the questionnaire to the respondents and they answered each question religiously.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Retrieval. After answering, the researcher collected the questionnaires from the respondents during her vacant time one by one. She expressed her deepest gratitude to all her respondents for helping in her research.

Scoring of Responses. To determine the teachers' responses, the researcher used the following scales:

Score	Verbal Interpretations
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Data Gathering Procedure

The researcher gathered additional information from the books and dissertation to facilitate additional input in providing the study needed concepts. Also, she requested for permission through a letter addressed to the school principal and teacher - respondents in Libjo National High School. The researcher distributed the questionnaire with attached letter explaining the purpose of the study. After the questionnaires have been answered, the researcher retrieved and gathered it all together. The data gathered were encoded, tallied, analyzed and interpreted using data analysis plan.

Data Analysis Plan

To achieve the objectives of the study, the researcher made use of the following data analysis plan. The following analysis plan will be used to answer the research questions of this study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Frequency count. This will be used to verify the number of responses in each item.

Percentage. This will be used to determine the points and range of the scores of the respondents. It also corresponds to the number or rate that is expressed as a certain number of parts of something or as a whole.

Ranking. This will be used to determine the relationship between a set of items such that, for any two items, the first is either 'ranked higher than', 'ranked lower than' or 'ranked equal to' the second.

Weighted Mean. This will be used to measure the teachers' responses on the teaching styles applied among Junior High School students to improve academic performance.

VII. Results and Discussions

This area presents the results and discussion on the study.

1. Profile of the Junior High School Teachers

The researcher determined the profile of the respondents in terms of age, sex, civil status and years in service. The tables that follow provide the distribution of respondents according to their profile.

1.1 Age. Table 1 shows the distribution of respondents according to age.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 1

Profile of the Respondents in terms of Age

Age bracket	Frequency	Percentage (%)
20 - 30	11	55.00
31 - 40	5	25.00
41 – 50	4	20.00
Total	20	100

The table above shows the most of respondents belonged to the age bracket of 20 – 30 years old comprised of 55.00 percent, followed by 31 – 40 years old, comprised of 25 percent. Lastly, the age bracket of 41 – 50 comprised 20 percent.

It was anchored with the study of Cox (2011) that a highly experienced sample, could situate on the basis of the Life Cycles theory in a phase of consolidation and professional maturity that can evolve towards different and opposite trends.

1.2 Sex. Table 2 shows the distribution of respondents according to sex.

Table 2

Profile of the Respondents in terms of Sex

Gender	Frequency	Percentage (%)
Female	11	55.00
Male	9	45.00
Total	20	100

The table 2 shows that out of 20 respondents 11 or 55 percent were female and only nine (9) are male.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Most of the respondents were female and according to Huberman (2010), it is the usual average found on current teachers' characteristics and strengthens the idea of the feminization of teaching.

1.3 Civil Status. Table 3 shows the distribution of respondents according to civil status.

Table 3
Profile of the Respondents in terms of Civil Status

Civil Status	Frequency	Percentage
Single	11	55.00
Married	9	45.00
Widow/Widower		
Total	20	100

There were eleven (11) or 55 percentage of single respondents, then (9) or 45 percentage of married respondents.

The result was aligned with the study of Anders (2011) that status has an important role and responsibility in the development of the information society and as appropriate, in decision-making processes. He also pointed out that teachers are a critical player and help in creating ways to address specific development goals and priorities.

1.4 Years of Service. Table 4 shows the distribution of respondents according to years in service.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 4

Profile of the Respondents in terms of Civil Status

Years of Service	Frequency	Percentage
1 month – 5 years	12	60.00
6 years – 10 years	6	30.00
11 years – 15 years	1	5.00
16 years and above	1	5.00
Total	20	100

There were twelve (12) respondents comprised of 60.00 percentage under 1-5 years, followed by six (6) for 6 – 10 years comprised of 30 percentage. The remaining respondents in 11 – 15 years and 16 - 30 years got 5 percentage, respectively.

The result was aligned with the study of Desers (2011) that years of service has an important responsibility in the development of the teaching style appropriate to different learning needs. He also pointed out that teachers are a critical player and help assure that academic performance is a target for learners’ progress.

2. Description of Teachers’ Teaching Styles

This study described the teachers teaching style to enhance the academic performance of the learners. The tables that follow provided the teachers’ responses based on a four-point Likert scale.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



2.1 Background in the Topic. Table 5 showed the teacher – responses that may affect the academic performance of the learners.

Table 5
Teachers’ Teaching Style in terms of Background in the Topic

Items	Weighted Mean	Verbal Interpretation
A. Background in the Topic		
1. I show mastery of the subject matter.	3.90	Agree
2. I am organized in presenting subject matter by systematically following course outline /module	3.75	Agree
3. I am updated with present trends, relevant to the subject matter	2.90	Dis Agree
4. I can explain concepts clearly.	3.75	Agree
5. I can incorporate relevant and concrete examples for each topic.	3.05	Agree
Composite Mean	3.47	Agree

From the table, it can be gleaned that the teacher - respondents agree that the mastery of the subject matter are attained with the weighted mean of 3.90. This item received the highest weighted mean among others. The second and fourth item obtained a weighted mean of 3.75 respectively, which explicitly showed that the teachers organized in presenting subject matter by systematically following course outline /module.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Moreover, it was revealed that the teacher can incorporate relevant and concrete examples for each topic with a weighted mean of 3.05. However, the respondents disagree that teachers are not fully updated with present trends relevant to the subject matter with the weighted mean of 2.90.

The result deviated from the reports of NBPTS, (2009) asserting that teachers must engage in continuous professional learning, critically examine their teaching practices, and seek to expand and deepen their understanding by adapting their teaching to new styles, ideas and theories and to encourage their students in lifelong and self-learning.

2.2 Learning Competencies. Table 6 showed the teacher – responses on description in terms of learning competencies.

Table 6
Teachers' Teaching Style in terms of Learning Competencies

Items	Weighted Mean	Verbal Interpretation
B. Learning Competencies		
1. It ensures that more students learn what they are expected to learn.	3.65	Agree
2 It provides educators with more detailed or fine-grained information about student learning progress.	3.35	Agree
3. It can help the teachers to identify academic strengths and weakness as well as the specific concepts and skills students have not yet mastered.	3.10	Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



4. It changes the methods of instruction and assessment among students.	3.35	Agree
5.It is generally seen as an alternative to more traditional educational approaches in which students may or may not acquire proficiency in a given course or academic subject.	3.60	Agree
Composite Mean	3.41	Agree

The table shows that the teacher - respondents agree that the learning competencies ensure that more students learn what they are expected to learn with the weighted mean of 3.65. This item received the highest weighted mean among others. The item number ten shows that students guided with traditional educational approaches may or may not acquire proficiency in a given course or academic subject with a weighted mean 3.60.

Moreover, it was revealed that the seventh and ninth item provide educators with more detailed or fine-grained information about student learning progress and changes the methods of instruction and assessment with a weighted mean of 3.35. Lastly, the respondents agree that academic strengths and weakness as well as the specific concepts and skills students have not yet mastered with the weighted mean of 3.10.

2.3 Content Standards. Table 7 showed the teacher – responses on description in terms of content standards.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 7

Teachers' Teaching Style in terms of Content Standards

C. Content Standards	Weighted Mean	Verbal Interpretation
1. It is accurate for understanding and mastery of key concepts.	3.50	Agree
2. It focuses on the progress of the entire class.	3.40	Agree
3. It demonstrates correctness in information.	3.50	Agree
4. It is applicable in the current situation of the learners.	2.70	Dis Agree
5. It fosters participation among the learners.	3.75	Agree

Table 7 reveals that the teacher -respondents agree in the item number fifteen that content standards foster participation among the learners with a weighted mean of 3.75. The items eleven and thirteen indicated that content standards is accurate for understanding and mastery of key concepts as well as demonstrate correctness in information with a weighted mean of 3.50, respectively. The twelve item received a weighted mean of 3.40 and with a verbal interpretation agree. Lastly, the teacher respondents disagree that the existing content standards are applicable in the current situation of the learners with a weighted mean of 2.70.

The results are consistent with Fensham (2010) who stated that as a student, learning simply takes a matter of acting like a sponge, and soaking up this knowledge as it is fed from the teacher or from the textbook. Second, the knowledge appears dogmatic and correct. Students usually reject a school that is disconnected from their own lives and no space for themselves and their ideas. The content of school has an abstractness that makes it appear irrelevant to the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



students. They deemed that so much of what is taught is uninteresting because it is unrelated to their everyday lives.

3. Teachers' Teaching Styles Applied to Performance

The tables below presents the teachers' teaching styles to performance applied as regards to teaching techniques and strategies, manner of accepting students' response and availability of resources and instructional materials.

3.1. Teaching Techniques and Strategies. Table 8 presents the teachers teaching styles applied to performance in regards with teaching techniques and strategies.

Table 8
Teaching Techniques and Strategies

Items	Weighted mean	Verbal Interpretation
Teaching Techniques/ Strategies		
1. I use various strategies, teaching aids/devices and techniques in presenting the lessons.	3.60	Agree
2. I allow learners to discuss the work during lessons.	3.50	Agree
3. I give enough examples and exercises to practice the lessons taught.	3.50	Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



4. I provide enough time to teach the difficult topics.	3.30	Agree
5. I create intervention materials and remedial activities for students' with low performance.	2.80	Dis agree
Composite Mean	3.34	Agree

The indicators showed the responses of teachers on the teaching styles to performance. The item number one strengthen the respondents response that they use various strategies, teaching aids/devices and techniques in presenting the lessons with a weighted mean of 3.60 and a verbal interpretation Agree. The second and third item indicated that the respondents allow learners to discuss the work during lessons and give them enough examples and exercises to practice the lessons taught with a weighted mean of 3.50, respectively. Meanwhile, the fifth item showed the respondents create intervention materials and remedial activities for students' with low performance rarely and obtained a weighted mean of 2.80 and verbal interpretation disagree.

As a whole the composite mean 3.34 with a verbal interpretation of Agree. Therefore the results corroborated with the study of Evan (2013) that the transmission of basic skills and concepts are the foundation of higher order thinking skills and can be facilitated through appropriate teaching styles, drills and practice.

3.2. Manner of Accepting Students Response. Table 9 presents the teachers teaching styles applied to performance in regards with teaching techniques and strategies.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 9

Teachers Style on Manner of Accepting Students Response

Indicators	Weighted Mean	Verbal Interpretation
1. I can understand and get along perfectly with the students response.	3.75	Agree
2. I feel good when someone talks and answer in class.	3.70	Agree
3. I allow my students to express their ideas and concepts using English or Filipino medium.	3.50	Agree
4. I elaborate the answer of my students to arrive with the main idea.	3.55	Agree
5. I praise my students for their correct answer and give explicit clues among students having difficulties on the topic.	3.40	Agree

Table 9 reveals that the teacher -respondents noted the items with a verbal interpretation of Agree. Specifically, the items such teacher can understand and get along perfectly with the students response received a weighted mean of 3.75; teacher feels good when someone talks and answer in class. with a weighted mean of 3.70; followed by teachers elaborate the answer to the students to arrive with the main idea with a weighted mean of 3.55; students are allowed to express their ideas and concepts using English or Filipino medium with a weighted mean of 3.50 ; and lastly, teachers give praise to the students for their correct answer and give explicit clues among students having difficulties on the topic with a weighted mean of 3.40.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Henson (2012) that the manner and style in accepting students' response need to increase their moral supported the results as well as their learning abilities and achievement in effective ways. An effective style needs to give praises and feedback in learning activities and boost their interest to achieve high academic performance.

3.3. Availability of Resources and Instructional Materials. Table 10 presents the teachers teaching styles applied to performance in regards with availability of resources and instructional materials.

Table 10
Availability of Resources and Instructional Materials

Indicators	Weighted Mean	Verbal Interpretation
1. The instructional materials for teaching the subject matter are always available.	2.95	Disagree
2. The instructional materials are necessary for learning and sustain the interest of the learners.	3.55	Agree
3. The instructional materials are easy to understand and relevant to the topic.	3.60	Agree
4. The instructional materials motivate the learners to be participative in class discussions.	3.55	Agree
5. The instructional materials are updated and informative.	2.85	Disagree

Table 10 reveal that the teacher –respondents agrees that the instructional materials are easy to understand and relevant to the topic with a weighted mean of 3.60. While, the items

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



twelve and fourteen presented that the instructional materials are necessary for learning and sustain the interest of the learners as well as motivate them to be participative in class discussions with a weighted mean of 3.50, respectively Lastly, the teachers disagree that the instructional materials for teaching the subject matter are always available with a weighted mean of 2.85.

The results were supported by Khalid (2011) wherein effective teaching requires teachers to decide what aspects of instructional materials to highlight, how to organize and orchestrate the work of students, what questions to ask students having varied levels of expertise, and how to support students without taking over the process of scientific thinking for them.

4. Proposed Enhancement Activities to Improve Students' Academic Performance

The proposed enhancement activities to improve the students' academic performance were continuous trainings and seminars group games, online activities and organization of clubs.

Continuous Trainings and Seminars. As the results indicate that teachers are not updated with present trends, relevant to the subject matter it will be of great help in attending seminars and trainings for effective teaching. The teachers must engage themselves in ongoing professional learning to fully utilize the strengths and potentials of learners.

Group Games. The pupils must be provided with collaborative activities appropriate for the level of their understanding and be updated with additional information for their progress and improvement.

Online Activities. The learners must be continuously provided with relevant links and websites appropriate to the lesson for them to be motivated and updated as well as to sustain their interest in the topic, thus, the pupils will enjoy and understand the concepts suitable for learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Organizing Educational Clubs. The pupils must engage with collaborative and constructive activities that promotes social interaction. The teacher must organize activities done with group which will lead them to maximum participation and cooperation.

VIII. Conclusions

From the findings of the study, the researcher arrives with the following conclusions:

1. Most of the teacher - respondents are ages 20 - 30, female, single with 1 month to 5 years in service.
2. The teachers' background in the subject matter and content follows the module/course outline in connection with learning competencies and ensures students learn with correctness in content standards.
3. The teachers used various strategies, teaching aids/devices and techniques in presenting the lessons with appropriate instructional materials to easily understand the students' response.
4. The proposed enhancement activities to improve the students' academic performance were continuous trainings and seminars, group games, online activities and organization of clubs.

Recommendations

From the findings and conclusions of the study, the following recommendations are suggested:

1. The school principals may recommend necessary programs and activities to abreast the teachers with the appropriate teaching styles suited to the needs of the 21st century learners.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



2. The teachers may participate with trainings and seminars to strengthen the teaching and learning process.
3. A similar study may be conducted to strengthen the results of the study.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



REFERENCES

BOOKS

Abudu, K.A. & Gbadamosi, M.R. 2014. Relationship between teacher's attitudes and student academic achievement in senior secondary school. A case study of 126 Ijebu-Ode and Odgbolu Local Government area of Ogun State. Wudpecker Journal of Educational Research

Henson, Glenn B. (2012). Classroom, home and peer environment influences on student outcomes in science and mathematics: An analysis of systematic reform data. International Journal of Science Education.

National Commission on Teaching and America's Future. (NCTAF, 2010). What matters most: Teaching for America's future. New York: NCTAF.

Nicolaidou, M. & Philippou, G. (2013). Attitudes towards mathematics, self-efficacy and achievement in problem solving. European Research in Mathematics III.

Noble, Julie P., Roberts, William L. and Sawyer Richard L. (October 2016). 'Student Achievement, Behavior, Perceptions, and Other Factors Affecting ACT Scores'. ACT Research Report Series 2016 - 1.

JOURNALS

Fensham, P.J. (2010). Science education Policy-Making: Eleven emerging issues, Paris, UNESCO

Khalid, Jane N. (2011). Factors that influence students in mathematics achievement. International Journal of Academic Research.

Pathak, T. & Rahman, A. (2013). Perception of Students and Teachers towards Semester System: A Study in Some Selected Degree Colleges if Nagaon town of Nagaon District of Assam. Journal of Education and Practice, 4 (1): 84-91.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Sinson, Akdemir O. (2011). Identifying Factors Affecting the Achievement of Students for Better Instructional design. International Journal of Instructional Technology and Distance Learning



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
