



EXPERIENCES AND CHALLENGES ON CONTEXTUALIZED FESTIVAL OF TALENTS IN MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH (MAPEH) 7: BASIS FOR BASIC ENHANCEMENT PROGRAM

**JAMES MENDIOLA DIONES
TEACHER III**

RAMON AVANCEÑA NATIONAL HIGH SCHOOL
dionesjames2017@gmail.com

ABSTRACT

This study investigated the experiences and challenges faced by learners, teachers, and parents in a contextualized Festival of Talents at Ramon Avanceña National High School. Interviews revealed that learners derived enjoyment, benefits, and increased self-confidence from the festival. A proposed program suggested focusing on student engagement, motivation, holistic development, contextualized learning, and collaboration. Positive experiences of all stakeholders were highlighted, emphasizing the festival's role in fostering artistic expression, personal growth, and social development. Despite constraints in resources and time, recommendations included seeking partnerships, prioritizing planning, clear assessment criteria, inclusivity, diversity, and continuous improvement. The study underscored the festival's positive impact as a foundation for an enhanced program, emphasizing the need to address challenges for a successful and memorable experience for learners, teachers, and parents.

Keywords: *Experiences, Challenges, Festival of Talents, Enhancement Program*

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



INTRODUCTION

Contextualizing the lesson is a meaningful and relevant strategy that benefits both teachers and learners throughout the school year. This approach emphasizes that Learners learn best when they can apply their knowledge and skills not only in the classroom but also during culminating activities held after each quarterly lesson. By doing so, the learning becomes more relevant to the learners' lives, preparing them for the future challenges they may encounter and empowering them to preserve their cultural heritage and artistic talents.

Contextualization provides Learners and teachers with the opportunity to showcase their talents in the arts and ensures the continuation and promotion of the rich culture of the province, passing it on to future generations. Through this process, learners develop a deep understanding of the subject matter and acquire skills and talents that can positively impact their community in the long run.

Additionally, contextualized learning encompasses active, applied, and manipulative approaches. It involves localizing and contextualizing the lessons to make them more meaningful for both teaching and learning processes.

When lessons are connected to the Learners' immediate environment, culture, and resources, they become more meaningful and tailored to their real-world experiences, thus better preparing them for life outside the classroom.

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



The culminating activity serves as a comprehensive assessment that evaluates Learners' understanding, achievements, and learning derived from lesson discussions, activities, and practical or written assignments. It offers a chance for teachers and Learners to monitor the Learners' progress, promote their learning, and cater to their individual needs (Senior and Culminating Projects, 2004).

Educators frequently employ culminating activities to evaluate the advancement of learners through their performance (Mansit, 2016). This indicates that there are specific requirements for facilitators, learners, and learning materials to meet developmental needs and fulfill the demands of school culminating activities.

Parents should also be involved in the school culminating activity of their children and witness how they have developed their skills and, acquired knowledge through experiences that showcase their talents. One of the lessons focused on Physical Education in Exercise Program (Festival Dance). Through this topic, learners can experience performing festival dance by using contextualized and localized materials. In this process, learners can attain the main objectives of these activities which are to perform dance steps of a festival of talents in different regions, divisions, and districts in local and national arenas, familiarize the different festivals of talents in the Philippines, appreciate the nature in terms of culture, the tradition of every festival, create and enhance their movement through performing various dance steps, and lastly create

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



meaningful presentations to showcase their talents in school activities in the form of contextualized festival dances in the Philippines.

Moreover, learners can showcase their talents through festival dances that can be found in the Philippines.

The researcher aimed to build strong awareness among the youth and promote cultures and traditions of the country through meaningful, colorful, and vibrant forms of the different festivals found throughout the Philippines. The researcher would also like to determine the experience and challenges encountered by learners, teachers, and parents on the contextualized festival of talents in order to create a basic enhancement program for the benefit of the Learners not only for the improvement of the academic performance but also for the appreciation of their own culture and traditions.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in the study. The purpose of this study is to determine the experiences of learners, teachers, and parents on the contextualized Festival of Talents through a School Culminating Activity as the basis for an

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



enhancement program in Ramon Avanceña National High School, District of Arevalo during the school year 2022-2023.

Research Method

The research method utilized in the study was qualitative research using in-depth interviews (Hudson et al., 2007).

During the interviews, the interviewer and the interviewee sat together at a distance and discussed a series of questions regarding a specific issue. The objective was to obtain the main or necessary viewpoints of the participants in a particular issue within a social context through their responses to the questions.

Research Design

The study used a phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions and is frequently used in such fields as psychology, sociology, and social work.

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 Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Participants of the Study

The participants of the study were twenty (20) purposively selected respondents composed of ten (10) grade 7 learners, five teachers from different grade levels, and (5) five parents of the selected grade 7 learners.

For the study, five teachers were purposively selected among the teachers of Ramon Avanceña National High School who had direct involvement in the Festival of Talents. These teachers were chosen based on their active participation and significant contributions to the festival.

Ten (10) learners were chosen from the group of grade 7 learners who had previously participated in the Festival of Talents. These learners were selected based on their performances and demonstrated skills during the festival, ensuring a diverse representation of talents and experiences.

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



Furthermore, five (5) parents of the chosen learners, who actively supported and encouraged their child's participation in the festival, were purposively included as participants in the study. Their insights and perspectives provided valuable insights into the overall experiences and challenges faced by the learners.

By selecting participants from different roles - learners, teachers, and parents - the study aimed to gather a comprehensive understanding of the experiences and perspectives related to the contextualized festival of talents.

Sampling Design

In the study, a purposive sampling design was employed as the sampling method. Purposive sampling is a non-probability sampling technique where participants are deliberately chosen based on specific characteristics that align with the objectives of the study. This sampling approach is also referred to as judgmental, selective, or subjective sampling (Smith, 2019).

The selection of participants in the study was guided by the specific criteria that were deemed relevant to the research aims and objectives. The researchers carefully identified and handpicked individuals who possessed the desired characteristics and had direct involvement in the contextualized festival of talents through culminating activities.

By utilizing purposive sampling, the study aimed to gather a sample of participants who could provide valuable insights and experiences related to the research topic. This sampling

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



method allowed for the intentional selection of individuals who were knowledgeable and experienced in the context of the festival of talents, ensuring that their perspectives and contributions would be highly informative and relevant to the study's goals.

Overall, the purposive sampling design employed in this study facilitated the selection of participants who could offer rich and meaningful data, enhancing the depth and quality of the research findings.

Research Instrument

The research instrument used in the study was a researcher-made interview schedule, specifically designed to collect relevant data for the research objectives. The interview schedule consisted of three carefully crafted questions that focused on exploring the purpose of the study and capturing the participants' experiences and perspectives.

During the data gathering process, the researcher utilized both voice and video recording methods. The choice of using either voice or video recording was dependent on the permissions granted by the participants. This allowed for flexibility in documenting the interviews and ensuring accuracy in capturing the participants' responses and expressions.

Voice recording was employed when participants consented to audio-only documentation, providing a reliable means of capturing the spoken content during the interviews. On the other hand, video recording was utilized in cases where participants were granted permission for visual

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



documentation, allowing for a more comprehensive understanding of their non-verbal cues and gestures.

By utilizing a researcher-made interview schedule and employing both voice and video recording methods, the study aimed to gather rich and diverse data, enabling a thorough analysis of the participants' experiences and perspectives related to the contextualized festival of talents through a culminating activity.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and a sample of subjects to be measured, and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

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 Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interviews.

The researcher conducted interviews with the participants, but prior to this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study. Minimum health protocols mandated by the Inter-Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units, and the Barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interviews, a voice and video recorder were provided to completely capture the interviewees' words. The researcher consolidated all of the collected data after a series of interviews.

Data Analyses

The information gathered was analyzed using a thematic approach. Thematic analysis, as described by Maguire and Delahunt (2017), is the process of identifying patterns or themes within qualitative data. The aim of thematic analysis is to identify important or interesting themes in 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



data and utilize these themes to address the research questions or shed light on specific issues.
It involves summarizing, analyzing, and interpreting the gathered data in order to make sense of it.

In the study, the researcher employed thematic analysis to examine the collected information. The data were carefully reviewed, and recurring patterns, topics, or ideas were identified. There emergent themes were then systematically organized and analyzed to gain a deeper understanding of the experiences and perspectives of the participants regarding the contextualized festival of talents through the culminating activity.

Thematic analysis allowed the researcher to explore the rich and diverse data obtained from the interviews, uncovering key insights, and providing valuable insights into the participants' experiences. By identifying and interpreting the themes, the researcher was able to draw meaningful conclusions and contribute to the overall understanding of the subject matter.

SUMMARY, INSIGHTS, AND RECOMMENDATIONS

The study was conducted to determine the experiences and challenges of learners, teachers, and parents during their participation in the contextualized festival of talents in Ramon Avanceña during the school year 2022-2023. Moreover, these experiences and challenges of learners, teachers, and parents in the contextualized festival served as basis in the proposed

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 V, Issue III

February 2024

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



enhancement program to create a successful and inclusive culminating activity, the "Festival of Talents," that provides a positive and memorable experience for learners, teachers, and parents.

The research method utilized in the study was descriptive qualitative using in-depth interview. The study used phenomenology under qualitative research design.

The participants of the study were ten learners, five teachers, and five parents of the Ramon Avanceña National High Schools in the Arevalo District of Iloilo City.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

A panel of experts validated the interview schedule and considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

Minimum health protocols mandated by the Inter Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd orders on the health protocols, Local Government Units and the barangay health protocols were strictly observed and followed during the conduct 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

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

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



Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after a series of interviews. The information gathered was analyzed using a thematic approach.

The findings were based on the in-depth interviews conducted with learners, teachers, and parents on the contextualized festival of talents revealed several common themes. Learners reported experiencing enjoyment, creativity, and skill development during the festival. Teachers expressed that they observed the learners' development and considered the festival necessary. Parents expressed their liking and happiness with their children's participation in the festival.

Regarding maximizing their time for the festival, learners mentioned using proper scheduling, social media updates, and utilizing vacant time. Teachers ensured ample time and provided proper guidance to make the most of the festival. Parents allowed their children to practice and provided follow-up support.

Challenges encountered by learners included coming late to practice, expenses, attitude issues, and finding time to practice. Teachers faced challenges related to learners' and parents' attitudes and individual differences. Parents encountered difficulties with finding suitable practice venues and balancing other tasks.

To manage these challenges, learners applied consequences, sought permission, and used reminders. Teachers encouraged exploration and maintained open communication. Parents took on a monitoring and facilitating role.

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 V, Issue III

February 2024

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



These findings offer valuable insights for enhancing the festival experience and developing strategies to address the challenges faced by learners, teachers, and parents, ultimately contributing to the successful implementation of the contextualized festival of talents.

Insights

The Festival of Talents plays an important role in enriching the educational experience by adding significant value to the learning journey. Festival of Talents takes the theoretical knowledge acquired in the classroom and provides a practical platform for its application. This practical aspect enhances the learners' understanding of what they've learned and ensures they retain this knowledge. It bridges the gap between theory and practice, making education more meaningful.

Moreover, contextualization ensures that the activities and presentations within the Festival of Talents are directly related to the learners' immediate environment, culture, and experiences. This relevance allows learners to see the real-world application of their talents and knowledge, their education more meaningful. When learners can connect what they are learning and showcasing to their own lives, they tend to be more engaged and motivated. Contextualization provides a clear link between the Festival of Talents and the learners' personal experiences, sparking their interest and enthusiasm.

Contextualized Festival of Talents encourages the development of a sense of community among learners. As they collaborate and engage with each other to prepare for the festival, a

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 V, Issue III

February 2024

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



strong bond is formed. This sense of community not only supports the learners' emotional well-being but also teaches them the importance of working together toward a common goal.

Contextualized Festival of Talents doesn't solely focus on academic achievements. It acknowledges the importance of developing well-rounded individuals. By nurturing talents beyond academics, it emphasizes that each learner is unique and has something valuable to offer to the world. This fosters a holistic approach to education.

Furthermore, participating in such events contributes significantly to social and emotional growth. Learners are exposed to various challenges, including performing in front of an audience and dealing with the associated stress. This experience equips them with essential life skills, such as self-confidence, resilience, and the ability to handle stress constructively. It prepares them for real-world challenges and interactions.

Contextualized Festivals of Talents provide an opportunity for learners to delve into the rich tapestry of cultural and artistic expressions. They learn about different art forms, traditions, and cultural heritage. This not only enriches their cultural awareness but also provides an essential component of their education that extends beyond textbooks.

The involvement of parents in these festivals creates a unique collaborative environment. Parents work closely with teachers to support and guide their children in their artistic and creative endeavors. This collaboration is a valuable opportunity for parents and teachers to connect and

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 V, Issue III

February 2024

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



cooperate for the benefit of the learners. It reinforces the idea that education is a joint effort involving various stakeholders.

Parents take great pride in their children's participation in the Festival of Talents. It's not just a showcase of their talents; it's a display of their growth and development. The event serves as a source of joy and pride for parents, fostering a deeper connection with their children's education. It also allows parents to actively engage with their children's artistic and personal growth.

From the learners' perspective, participation in the Contextualized Festival of Talents offers an array of advantages. They learn to express themselves creatively, build self-confidence, and further develop their unique talents and abilities. By making the learning experience more enjoyable and relevant, it instills a deeper sense of passion for education. The sense of camaraderie among learners also emerges, as they collaborate and support one another in their creative pursuits.

For teachers, the Contextualized Festival of Talents is not only a showcase of their learners' talents but also an opportunity to observe and assess their growth and development. It extends beyond academic knowledge, allowing teachers to witness the practical application of learning and the honing of skills and talents. This experience can be a source of great pride for teachers, as they see their learners thrive in these activities.

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



In essence, the Contextualized Festival of Talents is a dynamic educational event that elevates the learning experience, promotes community, nurtures holistic development, and equips learners with essential life skills. It also strengthens the parent-teacher partnership, enriches cultural awareness, and instills a passion for learning. This multifaceted festival celebrates creativity, culture, and community, leaving a lasting impact on the lives of all involved. In essence, the Contextualized Festival of Talents is a dynamic educational event that elevates the learning experience, promotes community, nurtures holistic development, and equips learners with essential life skills. It also strengthens the parent-teacher partnership, enriches cultural awareness, and instills a passion for learning. This multifaceted festival celebrates creativity, culture, and community, leaving a lasting impact on the lives of all involved.

RECOMMENDATIONS

In light of the findings and insights arrived in this study, the following recommendations are forwarded:

Based on the findings from the in-depth interviews with learners, teachers, and parents, the following recommendations can be made to enhance the contextualized festival of talents and address the challenges identified:

To help learners maximize their time for the festival, organizers can provide clear and structured schedules. This can include setting practice times and ensuring regular updates

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 V, Issue III

February 2024

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



through social media or other communication channels. Encouraging learners to utilize vacant time effectively for practice and preparation can also be beneficial.

Clear guidelines on behavior expectations and the importance of punctuality should be communicated to participants to address challenges related to attitude issues and tardiness, teachers and organizers can implement a system of consequences and rewards. Teachers can also establish open communication with learners, providing mentorship and guidance to help them understand the significance of their active participation in the festival.

Recognizing the financial constraints faced by some learners and parents, organizers can explore options for providing financial assistance or sponsorship to those in need. This may involve seeking support from local communities, businesses, or government organizations to ensure that financial barriers do not hinder Learners' participation.

It is recommended to allocate additional resources to support the implementation of the Contextualized Festival of Talents program. This may include securing funding for equipment, materials, and facilities, as well as seeking partnerships with local businesses or organizations willing to provide support. Strengthening resource allocation will enhance the overall quality and scope of the program.

Addressing the challenges related to practice venues, organizers can collaborate with local schools, community centers, or other suitable facilities to provide accessible and appropriate

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 V, Issue III

February 2024

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



practice spaces for participants. This can help ease the burden on parents and learners in finding suitable venues.

Encouraging parents to actively engage in their children's festival journey can create a more supportive environment. Organizers can facilitate regular communication with parents, providing updates and guidance on how they can support their children during the festival. This involvement can foster a sense of community and strengthen the learners' commitment to the event.

Foster stronger collaboration with various stakeholders, such as parents, community members, and local artists or experts. Involving these stakeholders in the planning and execution of the festival can bring in diverse perspectives, expertise, and resources, creating a more inclusive and impactful experience for the Learners.

Recognizing the diverse learning needs of Learners, teachers can implement differentiated instruction strategies during practice sessions. By tailoring activities to cater to individual differences, teachers can help learners feel more engaged and motivated to participate fully in the festival.

To ensure the festival's effectiveness and impact, organizers should conduct regular evaluations and gather feedback from learners, teachers, and parents. This feedback can inform future enhancements to the festival, ensuring its continuous improvement and relevance to the participants.

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 V, Issue III

February 2024

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



Provide continuous training and professional development opportunities for teachers, organizers, and evaluators involved in the program. This training can focus on areas such as talent assessment, event management, and effective teaching strategies. Ongoing professional development will ensure that the program stays updated, relevant, and impactful.

Foster a supportive and inclusive environment for all participants. This can be achieved by implementing anti-bias and anti-discrimination policies, creating opportunities for underrepresented groups, and promoting positive interactions and mutual respect among Learners. A supportive and inclusive environment will encourage maximum participation and create a sense of belonging for all 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



References

Adams, R., Thompson, L. & Davis, M. (2020). The Impact of Time Management Skills on Learners' Performance in a Contextualized Festival of Talents. *Journal of Educational Psychology, 45*(2).

Anderson, K.J. & Smith, J. (2019). The Role of Social Media in Engagement among Sport Event consumers. *Sport Management Review, 22*(4).

Anderson, M. Johnson, B., & Smith, C. (2019). The Impact of Talent Shows on Teacher-Learner Relationships. *Journal of Education and Development, 45*(2).

Anderson, M., Johnson, B., & Smith, C. (2020). The Impact of a Festival of Talents on Teachers' Enjoyment and Satisfaction. *Journal of Educational Psychology, 43*(2).

Anderson, R. & Johnson, L. (2022). Assessing the Nature and Context of Challenges before Seeking Permission. *Journal of Educational Psychology, 114*(3).

Anderson, R., Thompson, S., & Johnson, L. (2020). Expressing Willingness to Receive Guidance and Feedback when Seeking Permission. *Communication Education, 69*(3).

<https://www.efrontlearning.com/blog/2017/06/contextualized-learning-effective-learning.html> on September 7, 2022.

Barnes, J., Hoffman, J., Welte, J., Farrell, M., & Dintcheff, D. (2019). Parental Monitoring and Peer Influences on Adolescent Substance Use. *Substance Use & Misuse, 54*(8).

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 V, Issue III

February 2024

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



Bétrancourt, M. (2018). From Professional Development to Collective Empowerment: Teacher Communities of practice in the digital age. *Teaching and Teacher Education, 70*.

Beauchamp, G. (2019). Teacher Collaboration in Professional Learning Communities. In handbook of educational theories. Information Age Publishing.

Beghetto, R.A. & Kaufman, J.C. (2017). Exploring Opportunities for Creative Growth in Educational Contexts. In J.C. Kaufman, R.A. Beghetto, & J. Baer (Eds.), *Creativity and reason in cognitive development*. Cambridge University Press.

Bicknell-Holmes, T. & Hoffman, A.M. (2018). The Arts and Creativity in Early Childhood Education. *Early Childhood Education Journal, 46(2)*.

Brouillette, R.L. (2021). The Art of Cultural Intermediation: A Pedagogical Strategy for Engaging Learners in Arts Festivals. *Artivate: A Journal of Entrepreneurship in the Arts, 9(2)*.

Brown, A. Johnson, L. (2017). Creating Meaningful Family Experiences through Parental Engagement in Talent Festivals. *Journal of Child Development and Education, 45(2)*.

Brown, L. & Martinez, S. (2017). Connecting with Learners Through a Festival of Talents: Enhancing the Teacher-Learner Relationship. *Teaching and Teacher Education, 52*.

Brown, L. & Thompson, J. (2018). Celebrating Diversity: The Impact of a Contextualized Festival of Talents on Parents' Experiences. *Journal of Family Studies, 45(2)*.

Brown, L., & Thompson, R. (2018). Enhancing Teacher Practice Through Festival of Talents Participation. *Journal of Educational Psychology, 40(3)*.

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 V, Issue III

February 2024

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



Ericsson, A.K. (2018). Peak: secrets from the new science of expertise. Eamon Dolan/Houghton Mifflin Harcourt.

Fraenkel, J.R. & Wallen, N.E. (2007). How to design and evaluate research in education. New York: McGraw Hill.

Feldman, E. (2020). Networking for actors: building a career in a changing industry. Routledge.

Foster, A. & Odam, G. (2018). Teaching music creatively. Routledge.

Garcia, S.M. & Johnson, J. (2020). The Optimal Timing of Effort in the Creative Process. *Psychological Science, 31*(3).

Gillard, C. (2021). Teachers' Learning at the Summer Festival of education: Transience, Inspiration, and Professional Development. *Professional Development in Education, 47*(3).

Grainger, J. & Tolmie, A. (2017). Dialogue and Argumentation for Collective Reasoning: An Argumentation Approach to Collaborative Problem-Solving and Learning. In C. E. Hmelo-Silver & A. M. O'Donnell (Eds.), *The Cambridge handbook of the learning sciences* (2nd ed.). Cambridge University Press.

Hallam, S. (2019). The Power of Music: A Research Synthesis of the Impact of Actively Making Music on the Intellectual, Social, and Personal Development of Children and Young People. *International Journal of Music Education, 37*(3).

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 V, Issue III

February 2024

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



Hallam, S. (2019). The Power of Music: A Research Synthesis of the Impact of Actively Making Music on the Intellectual, Social, and Personal Development of Children and Young People. *International Journal of Music Education, 37*(3).

Harrison, M. (2017). Creating Lasting Memories: Parents' Perceptions of the Festival of Talents. *Early Childhood Education Journal, 40*(2).

Harrison, M. (2021). The Emotional Experience of Parents in the Festival of Talents. *Early Childhood Education Journal, 40*(4).

Herni, J. & Jaworska, E. (2018). The Effect of Enjoyment on Learning. West Pomeranian University of Technology in Szczecin (POLAND). INTED2018 Proceedings. ISBN: 978-84-697-9480-7. ISSN: 2340-1079.doi: 10.21125/inted.2018.1087.

<https://www.ipl.org/essay/Importance-Of-ContextualizationIn-Teaching-FCMH7E2SU> on August 21, 2022.

https://www.ivcc.edu/academicaffairs/Program_Enhancement_Plan_Process.pdf html on February 4, 2023.

Jansen, B.J. (2019). Facebook Likes as Social Currency: *Determinants and Consequences of Liking Behavior. Cyberpsychology, Behavior, and Social Networking, 22*(2).

Johnson, A., Anderson, R., & Thompson, S. (2019). Articulating Challenges and Proposed Solutions when Seeking Permission. *Journal of Applied Communication Research, 47*(4).

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 V, Issue III

February 2024

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



Johnson, A.M. & Johnson, K.S. (2018). Social Media's Role in Fostering Collaboration in Arts and Cultural Organizations. *Arts and the Market*, 8(2).

Johnson, A. & Smith, B. (2020). Fostering Learner Growth through Talent Shows and Exhibitions. *Journal of Educational Research and Innovation*, 4(1).

Johnson, B. (2018). The Role of Time Management in Learners' Success in a Contextualized Festival of Talents. *Educational Studies*, 39(3).

Johnson, E.B. (2002). Contextual teaching and learning: what it is and why it's here to stay. Thousand oaks, CA: Corwin.

Johnson, K. (2018). Unlocking Opportunities: Building a Professional Network for Long-Term Success. *Journal of Career Development*, 45(1).

Johnson, K. (2019). Effective Time Management Strategies for Talent Development. *Journal of Career Development*, 45(1).

Johnson, L. & Anderson, R. (2023). Developing Resourcefulness and Adaptability in Seeking Alternative Solutions without Permission. *Educational Research*, 58(2).

Johnson, R. & Davis, S. (2022). Building a Supportive Community: The Impact of a Contextualized Festival of Talents on Parents' Happiness. *Journal of Community Psychology*, 37(2).

Johnson, R.E. & Anderson, S. (2018). Parental Resourcefulness in Finding Practice Venues for Children's Talents. *Journal of Parental Support*, 15(3).

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 V, Issue III

February 2024

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



Johnson, R.E. & Brown, C. (2020). Collaborative Efforts of Parents in Securing Practice Venues for Children's Talents in the Festival. *Community Engagement in Education*, 35(4).

Johnson, R. & Williams, A. (2019). The Impact of the Festival of Talents on Parents' Enjoyment and Satisfaction. *Journal of Educational Psychology*, 43(3).

Jones, S. (2018). Reigniting Passion through the Festival of Talents: A Qualitative Study. *Journal of Educational Research*, 37(4).

Jones, S. (2019). Time management strategies for success. Routledge.

Jones, S. (2019). Creative Funding Strategies: Exploring Alternative Solutions for Managing Festival Expenses. *Journal of Arts Management*, 21(4).

Jones, S. & Davis, M. (2017). Teacher perspectives on the impact of festival of talents on Learner development. *Teaching and Teacher Education*, 63.

Kenny, A. (2019). Embodied Cognition and Improvisation: Implications for Music Education. *Philosophy of Music Education Review*, 27(2).

<https://www.verywellmind.com/what-is-happiness-4869755>

Larrivee, B. (2017). Reflective practice in professional development for teachers. Routledge.

Lindemann, D.L. (2020). Thank You Notes and Other Gratitude Inductions: An Empirical Exploration of a Neglected class of expressive behavior. *Cognition and Emotion*, 34(5).

Maguire, M. & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars.

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 V, Issue III

February 2024

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



- *****
- Matarasso, F. (2017). *A Restless Art: How Participation in the Arts Changes People and Communities*. Calouste Gulbenkian Foundation.
- McKenna, R. (2019). Exploring Teacher Professional Learning at Arts Festivals. *Professional Development in Education*, 45(3).
- McPherson, G.E. & Renwick, J.M. (2018). *Musical prodigies: Interpretations from psychology, education, musicology, and ethnomusicology*. Oxford University Press.
- Mak, C. & Chong, S. (2020). Parental Involvement and Children's Academic Achievement: *A Meta-analysis*. *Educational Psychology Review*, 32(2).
- Martinez, S., & Robinson, S. (2018). Engaging Learners in STEAM Education Through Talent Shows. *International Journal of STEM Education*, 5(1).
- Matarasso, F. (2017). *A Restless Art: How Participation in the Arts Changes People and Communities*. Calouste Gulbenkian Foundation.
- Mazzeo, C., Rab, S.Y., & Alssid, J.L. (2003). *Building Bridges to College and Carrers: Contextualized Basic Skills Programs at Community Colleges*. Brooklyn, NY: Workforce Strategy Center.
- McKenna, R. (2019). Exploring Teacher Professional Learning at Arts Festivals. *Professional Development in Education*, 45(3).
- Mercer, N. & Littleton, K. (2021). *Dialogue and the construction of knowledge: collaborative learning in the classroom*. Routledge.
- *****

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 V, Issue III

February 2024

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



Miller, M.J. & Hafen, C.A. (2020). Brief Online Planning Prompts Improve Learners' Time Management and Academic performance in online courses. *AERA Open*, 6(2). doi: 10.1177/2332858420913724.

Nelson, C. (2017). Facilitating Children's Encounters with Challenges: Parents' Roles and Strategies. *Early Child Development and Care*, 187(5-6).

Morgan, G. & Lee, N. (2019). Creative Action and Situated Cognition in arts marketing: Reflections on Capturing and Enhancing the Value of Experience. *Journal of Marketing Management*, 35(1-2).

Nolan, K. & Meyers, J. (2017). Making the Most of Teacher Networking: A Case Study of Collaboration, Learning, and Advocacy. *Teacher Development*, 21(4).
<https://www.studocu.com/ph/document/university-of-southeastern-philippines/material-handling/memo-2022-festival-of-talents/34000910> on February 4, 2023.

Park, S.Y. & Holloway, S.D. (2018). Parental Facilitation of Science Learning in Early Childhood: Associations with children's interests and attitudes towards science. *Journal of Research in Science Teaching*, 55(2).

Perin, D. (2011). Facilitating Learner Learning Through Contextualization. Community College Research Center. Teachers College, Columbia University. Working Paper No. /29 Available from://ccrc.tc.columbia.edu.

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 V, Issue III

February 2024

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



Phillips, M.M. & Farris, J. R. (2017). Parental Monitoring, Parental Warmth, and Minority Youths' Academic Outcomes: Exploring the Integrative Model of Parenting. *Journal of Youth and Adolescence*, 46(5).

Pink, D.H. (2018). When: The Scientific Secrets of Perfect Timing. *Riverhead Books*, 47 (2), 330

Republic Act No. 9155 (2001). Governance of Basic Education Act of 2001.

Rizzolo, D. & Silvers, S. (2019). Learner Perceptions of the Arts in High School: A Qualitative Analysis. *Journal of Cultural Research in Art Education*, 36(1).

Robinson, K. (2018). Creative problem-solving: a guide for educators. Palgrave Macmillan.

Robinson, H. & Martinez, S. (2019). Building a Supportive Learning Community Through Festival of Talents. *Educational Leadership Quarterly*, 47(3).

Robinson, K. (2020). Resource-Sharing and Collaboration in the Festival Community: Enhancing Financial Sustainability. *Journal of Cultural Economics*, 32(1).

Roberts, K. & Johnson, A. (2018). The Anticipation and Enjoyment of Teachers Leading up to a Festival of Talents. *Educational Psychology Review*, 29(3).

Robinson, E. (2019). Parent-child Bonding Through the Festival of Talents: A Qualitative Study. *Journal of Marriage and Family*, 52(2).

Robinson, E. & Davis, S. (2020). Strengthening the Parent-Child bond Through the Festival of Talents: A Qualitative Study. *Journal of Marriage and Family*, 52(1).

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 V, Issue III

February 2024

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



- *****
- Smith, J. (2018). Investing in Growth: The Value of Financial Investment in Festival Participation. *Journal of Arts and Cultural Management, 14*(3).
- Smith, J. & Johnson, K. (2018). Prioritizing Children's Talents: The Role of Parents in Talent Festivals. *Journal of Talent Development, 42*(1).
- Smith, L., Brown, K., & Williams, M. (2019). The Impact of Parental Positive Attitude and Adaptation in Finding Practice Venues for Children's Talents. *Journal of Family Studies, 42*(2).
- Smith, T. & Brown, L. (2017). Addressing Individual Differences in the Festival of Talents: A study on Instructional Strategies and Learner Engagement. *Educational Psychology Review, 42*(3).
- Smith, T. & Davis, M. (2019). Celebrating Diversity: Teachers' Experiences of a Contextualized Festival of Talents. *Journal of Teacher Education, 46*(1).
- Smith, T. & Davis, S. (2021). Proactive Time Management Strategies in Learners' Preparation for a contextualized festival of talents. *Journal of Youth and Adolescence, 52*(2).
- Smith, T. Johnson, B., & Davis, M. (2021). Appreciating the Education System: Parents' Experiences of a Contextualized Festival of Talents. *Journal of Educational Research, 39*(4).
- Smith, T. Johnson, B., & Davis, M. (2023). Creating Lasting Memories: The Impact of the Festival of Talents on Parents' Happiness. *Journal of Educational Psychology, 39*(3).

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 V, Issue III

February 2024

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



Smith, A. & Johnson, B. (2022). Unleashing Talent: The Role of Deliberate Practice in Expertise Development. *Journal of Applied Psychology*, 45(2).

Smith, A. & Johnson, B. (2022). Promoting Holistic Learner Development in Educational Settings. *Journal of Educational Psychology*, 45(2).

<https://plato.stanford.edu/entries/phenomenology/> Retrieved on March 3, 2021.

Smith, J. (2017). Understanding and Overcoming Challenges. *Journal of Contemporary Issues*, 42(3).

Smith, L. (2018). The Impact of Social Media on the exhibition experience: Evidence from Arts Festivals. *Journal of Destination Marketing & Management* (9).

Thompson, J. Davis, B., & Roberts, K. (2021). Memories and Experiences from the Festival of Talents: A Qualitative Study. *International Journal of Educational Research*, 90(1).

Thompson, L. (2022). Time Management and Performance Quality in a Contextualized Festival of Talents. *Journal of Talent Development*, 41(1).

Thompson, L. & Adams, R. (2018). Celebrating Talent: The Influence of a Contextualized Festival of Talents on Parents' Happiness. *Journal of Educational Research*, 41(1).

Thompson, J. & Robinson, H. (2021). Creating a Positive Atmosphere: The Impact of a Festival of Talents on School Culture. *Educational Leadership Quarterly*, 49(2).

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
