



\*\*\*\*\*  
**HEROES WITHOUT CAPES: EMBRACE THE CHALLENGES**

**MAUREEN MARCH**  
Principal  
Riley Creek School  
Gold Beach, Oregon 97444  
mmarch@ccsd.k12.or.us

**MAE C. ORTIZ**  
Teacher  
Riley Creek School  
Gold Beach, Oregon 97444  
mortiz@ccsd.k12.or.us

**ABSTRACT**

In today's academic environment, teachers face challenges like classroom management, fostering student engagement, addressing diverse learning preferences, connecting with parents, managing student absences and tardiness, achieving a healthy work-life balance, and professional development. Cope with challenges, which involves adapting strategies to maintain student participation and create a positive learning atmosphere, reduce chronic absences, and improve two-way communication with the parents.

To foster a healthy work-life balance, teachers should focus on self-care, set realistic expectations, and manage time effectively to maintain productivity and clear boundaries.

**Key Words:** *classroom management, student engagement, student learning preferences, communicating with parents, students' absences, and tardiness, work-life balance, professional development and Strategies*

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan  
**Managing Editor:** Raymart O. Basco

**Associate Editor:** Andro M. Bautista  
**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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## INTRODUCTION

The statement "No teachers, no profession" has been cherished for many years. Contrary to common stereotypes, a teacher is more than someone standing confidently in front of a whiteboard, with a marker in hand and thick glasses resting on their nose. Their stern expression reflects the profound passion and commitment that define the noble teaching profession. Teachers, although human, shoulder immense responsibilities. Raising a single child is a rigorous task, and their dedication inspires countless lives.

In today's fast-paced academic environment, teachers rise to meet numerous challenges. They embrace technological advancements and pursue professional development to master new digital tools, all while managing their vital responsibilities. These experiences not only strengthen their strategies but also enhance their coping mechanisms. Among the challenges they navigate are classroom management, fostering student engagement, addressing diverse learning preferences, connecting with parents, managing student absences and tardiness, and achieving a healthy work-life balance. Each obstacle they overcome contributes to their growth and the success of their students.

**Classroom Management:** Classroom management refers to the strategies, educators employ to maintain student attentiveness and participation during lessons. It encompasses the establishment of a constructive learning atmosphere and addressing any disruptive actions. Although classroom management is a frequently used term, there are various viewpoints surrounding its exact definition. Doyle (1986) identified classroom management as "the actions and strategies teachers use to solve the problem of order in

\*\*\*\*\*

### 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



\*\*\*\*\*  
classrooms” (p. 397). It means that Doyle is concerned about how the disciplines in classrooms were effectively enforced 225 when problems arise. <http://ijlter.org/index.php/ijlter>.

Going to the details, many teachers worldwide struggle with classroom management, particularly new ones. Maintaining a positive learning environment can be challenging when teachers feel unprepared to deal with disruptive student conduct. Problems like inattention, disinterest, and general disruptions to the learning process can lead to poor student learning performance. Effective classroom management enables students to foster a transformative culture in which they encourage and praise positive conduct among their peers. A strong classroom culture fosters a friendly community in which everyone contributes to sustaining a great learning environment.

Teachers at the very start of the classes; Set rules and expectations: Set definitive guidelines and routines, and consistently implement consequences. Reinforce positive behavior: Commend students for adhering to rules and actively participating. Respond to disruptions: Tackle minor interruptions immediately and have private discussions with disruptive students. Create a positive culture: Utilize the 5 Ps (prompt, polite, productive, patient, prepared) to establish the classroom atmosphere. Foster engagement: Motivate student involvement and optimize structure.

To solve this problem, teachers can open, revisit, and modify classroom expectations as necessary. As classroom dynamics vary over the school year, being able to alter the rules leads to a more responsive and successful management strategy. Hence, classroom tactics

\*\*\*\*\*

## 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

vary; teachers are adaptable and adjust their approach based on the specific dynamics of their classroom and learners.

The statement above is supported by research conducted by Thuong Tran Thi et al. at Hanoi Law University, Hanoi City, Vietnam. Their study, titled "The Effects of Classroom Management Styles on Students' Motivation and Academic Achievement in Learning English," revealed that different classroom management styles impact students' motivation in English learning to varying degrees. Notably, the Authoritative style had the most positive effect on both students' motivation and academic achievement. Based on these findings, the authors suggested certain implications for classroom management, highlighting the importance of adopting the Authoritative style while minimizing the negative aspects associated with other styles. <https://doi.org/10.26803/ijlter.20.1.12>, Classroom mgt Vietnam International Journal of Learning, Teaching and Educational Research, Vol. 20, No. 1, pp. 223-239, January 2021.

**Student engagement:** refers to the level of interest, attention, and motivation a student experiences while learning. It also encompasses the mental state students are in during the learning process, which involves both cognitive and emotional aspects. Student engagement includes essential elements that drive success. Students demonstrate curiosity and ask insightful questions while exhibiting genuine interest in the material and striving for a deeper understanding. They are highly motivated to learn and achieve progress, actively participating in class discussions and contributing valuable insights. Additionally, students consistently take notes and focus attentively on the lesson. They collaborate effectively in

\*\*\*\*\*

### 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



\*\*\*\*\*

groups, enhancing their learning experience, and readily help their peers or provide tutoring, which reinforces their understanding.

To address the challenge of low student engagement, teachers strive to implement effective strategies. They adopt active learning techniques, connect lessons to real-world situations, offer students choices, utilize technology appropriately, foster a positive classroom environment, pose open-ended questions, and provide regular feedback. These approaches aim to encourage participation and enhance motivation among students.

The above statement is supported by most schools, student involvement is regarded as a serious issue. When students show evidence of apathy, lack of enthusiasm, and inactive participation in their education, it raises questions about their academic performance; this is supported by the survey conducted by Gradient Learning in Los Angeles. "LOS ANGELES, Jan. 17, 2023 /PRNewswire/" -- The vast majority of educators said they are concerned about their students' engagement in classroom-based learning, according to the latest installment of the national Gradient Learning Poll, which examines the growing student engagement crisis in classrooms across the country. These findings are bolstered by Project Tomorrow's Speak Up research, in which 50% of student respondents claimed they are not engaged in what they are learning for most of their classes Learning preferences refer to how students understand and retain information. Essentially, it describes how students learn best. Teachers frequently employ various methods to teach material in 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**Learning preferences:** refer to how students understand and retain information.

Essentially, it describes how students learn best. Teachers frequently employ various methods to teach material in the classroom.

Student learning preferences can create unique opportunities for teachers to enhance their instructional strategies. The diversity in how individuals learn encourages the exploration of various teaching methods, allowing educators to design approaches that reach a wider range of students.

Addressing diverse learning preferences, teachers can conduct insightful surveys to delve into their students' learning preferences, exploring whether they thrive on vibrant visual aids, engaging auditory explanations, dynamic hands-on activities, or a harmonious blend of all these methods. By gathering this important data, educators can tailor their approaches to meet the varied needs of each learner, providing a rich array of options that cater to different learning styles. This thoughtful strategy ensures that every student has the opportunity to absorb and connect with knowledge in a way that resonates with them.

Teachers can implement differentiated instruction and flexible strategies that create a more engaging and effective learning environment. Classrooms thrive on the varied preferences that students bring, such as visual, auditory, and kinesthetic learning styles. By incorporating blended teaching methods, educators can reach every student, enhancing their engagement and retention of information.

\*\*\*\*\*

### **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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Additionally, understanding the differences between a teacher's preferred instructional style and their students' preferences presents a valuable opportunity for professional growth. By intentionally adapting their teaching methods, educators can bridge gaps in understanding and foster increased student engagement. While identifying each student's learning preference may be challenging, this journey allows teachers to promote self-awareness in their students. As students explore and articulate their preferred learning methods, they benefit from a more personalized educational experience.

By embracing these opportunities, educators can cultivate a dynamic and inclusive classroom that supports and nurtures all learners, ultimately leading to a more enriched educational environment.

This statement was strengthened by the **"Evan Ogg Straub study" Roundup on Research: The myth of "learning styles" March 5, 2024;** Does teaching to an individual's learning style lead to achievement? Simply put, no evidence supports teaching to a person's specified learning style results in better learning. Ultimately, most educators want students to actively engage in their learning. The best learning takes place when an individual can connect and incorporate information into his or her personal experiences and understanding. By focusing on a student's learning style, we reinforce a simplistic view of learning. Learning styles suggest that individuals have one way to learn best. Unfortunately, learning is complex, and not easy. This is hard and takes time! It has very little to do with the way information is handed to a learner, but rather, how the learner processes that knowledge once they have it. It is important to remember that learning is within the learner's control.

\*\*\*\*\*

### 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**Communicating with parents:** Communicating with parents by teachers" embodies a vital, ongoing exchange of information that fosters collaboration. In this partnership, teachers share insights about a child's academic journey, behavior, and any concerns, while also welcoming parents' questions and feedback. Together, they work to cultivate a supportive environment that empowers the student to thrive and reach their full potential.

Teachers encounter various challenges when communicating with parents, including language barriers and differing cultural backgrounds. They face time constraints, manage difficult situations, and address concerns about a child's performance while navigating diverse parenting styles. Despite these obstacles, teachers strive to ensure clear and concise communication, all while fostering positive and respectful relationships with each parent, ultimately working together for the success of their students.

Developing a good working relationship and promoting student learning can be hindered by various obstacles, including language barriers, cultural differences, conflicting work schedules, limited access to technology, and a lack of time for effective communication. To ensure communication with parents, it is helpful to utilize multiple channels such as phone calls, emails, text messages, online platforms, and translated materials, allowing them to choose the method that works best. Cultural awareness is essential; recognizing cultural differences and adjusting communication styles fosters better understanding. Providing regular updates through online portals, brief phone calls for weekly exam feedback, or frequent updates on students' progress helps keep everyone informed. Additionally, arranging

\*\*\*\*\*

### 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
regular conferences between parents and teachers facilitates open discussions about students' needs, objectives, and progress.

Indeed, to meet each child's unique needs and provide holistic support while nurturing their full potential, parents and teachers must unite in collaboration. Clear communication is vital. Teachers harness their creativity to forge meaningful connections with parents.

**"Susan Graham-Clay 2024 -" Communicating with Parents 2.0: Strategies for Teachers"** This study supports the previously mentioned context. Home-school communication is fundamental to parent involvement and student success. This essay and discussion article outline the broad range of opportunities currently available for teachers to communicate with parents and associated strategies. The most frequent one-way modes of communication used with parents are discussed (websites, newsletters, email, texts, apps, report cards) as well as popular two-way interaction strategies (phone calls, home visits, parent-teacher conferences, virtual meetings). Key barriers to parent-teacher communication are also discussed, including racial stereotypes, language, teacher training, technology, and time, as well as the potential impact of a pandemic. Future directions for research in the area of school-home communication is also proposed. Ultimately, every communication exchange between teachers and parents occurs within the context of what has gone before and sets the stage for future interactions. <https://www.adi.org/journal/ss05/Graham-Clay.pdf>

**"Student tardiness and absences"** refer to instances when students arrive late to class or miss class altogether. While these occurrences can hinder academic performance by

\*\*\*\*\*

### 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

causing students to miss important information and disrupt the learning environment, they also present an opportunity to identify and address potential underlying challenges.

**Teachers face a serious issue with tardiness and student absences;** children who arrive late or miss school frequently lose out on crucial instruction and activities. Additionally, students who arrive late to school may lose out on socialization events, which could affect their social relationships and increase their sense of estrangement from their peers. When tardy students interrupt class and frequently need to be taught what they missed, teachers become irate. Students lose interest in learning and eventually drop out if they fall behind their peers. Additionally, tardiness can have a detrimental effect on the classroom as a whole.

Tardiness causes interruptions and distractions for other students that negatively impact the learning environment. Tardy students miss important information from the teacher’s instruction which ultimately hinders their academic achievement. Excessive absences and being tardy make it troublesome for a teacher to deliver effective instruction that advances student achievement. Missing 10 percent or more of school days for any reason, excused or unexcused—is a proven early warning sign of academic risk and school dropout. Additionally, absentees also deprive students of benefiting from the enrichment programs. (<https://www.pikmykid.com/blog/absentee-students-impact-classroom-success/>)

\*\*\*\*\*

### 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



\*\*\*\*\*

To positively manage student tardiness and absences, it's essential to establish clear expectations and maintain open communication with parents. Utilizing positive reinforcement can encourage good attendance habits. Additionally, understanding and addressing the underlying causes of absenteeism, along with monitoring attendance data, can help tailor interventions to meet the unique needs of each student. Building positive relationships, identifying potential barriers to attendance, and applying consistent and fair consequences for chronic tardiness or absences will foster a supportive environment that encourages regular attendance. (<https://blog.schoolmint.com/7-tips-to-reduce-chronic-absenteeism-and-improve-student-attendance>)

**Work-life balance:** The concept of work-life balance for teachers has evolved into a powerful idea, symbolizing more than just equal time between classroom and home. It embodies the creation of a harmonious relationship between professional responsibilities and personal life, allowing both to thrive without compromise.

A teacher's effectiveness can be significantly affected by a poor work-life balance. This imbalance may lead to burnout, decreased job satisfaction, lower student engagement, and a decline in the quality of instruction. Additionally, it can result in increased absenteeism and even job changes, which ultimately impact students' overall educational experience. In contrast, a healthy work-life balance allows educators to be more productive, enthusiastic and engaged in their work, ultimately leading to improved student outcomes.

\*\*\*\*\*

## 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

To foster a healthy work-life balance as a teacher, it's important to focus on self-care and set realistic expectations for yourself. Effective time management can greatly enhance your productivity, allowing you to establish clear boundaries between your professional responsibilities and personal life. By collaborating with colleagues, you can share insights and support each other in your roles. Additionally, learning to say "no" when necessary can help you manage your workload effectively. Ultimately, this approach will enable you to dedicate time to personal activities, enriching both your professional and personal experiences.

Teachers' work-life balance: the effect of work-leisure conflict on work-related outcomes **by Heetae Cho, et al of Singapore published last Sept 06, 2023, Asia Pacific Journal of Education.** This study examined the relationships between teachers' work-leisure conflict, work satisfaction, turnover intention, and task performance. A total of 485 responses collected from school teachers in Singapore were used for data analysis. Results indicated that work-to-leisure conflict negatively influenced work satisfaction and positively influenced turnover intention, while leisure-to-work conflict hurt task performance only. Work satisfaction was found to be negatively associated with turnover intention but positively associated with task performance. This study contributes to existing literature surrounding the importance of work-life balance for teachers and further discusses the practical implications brought about by these results for teachers in Singapore.

<https://doi.org/10.1080/02188791.2023.2259113>

Given all the challenges in the classroom, one might ask, "How do these dedicated educators take every blow and emerge resilient?" While alternative solutions exist for 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



\*\*\*\*\*

hurdles they face, the recognition they receive can profoundly lighten their burden. Jean Piaget's concept of "Reward and Punishment" resonates across all ages. A simple drawing or thank-you letter from students can fill their hearts with joy and make a lasting impact.

These little acts of kindness of students bring euphoria to the hearts of teachers. Teachers aim for "progress, not perfection." Next to parents, teachers feel great joy and pride in seeing their students' progress. This fuels them to strive more. In dealing with co-workers and parents of students, teachers, often, opt to discuss and not argue. Staying composed and not letting their emotions get the best of them does the trick. Intelligence is their first line of defense and being intelligent means controlling your mind control you. Teachers always try to convey a message in the most subtle, tactful, and decent way possible.

Staying composed in the face of numerous challenges is a true testament to strength, and achieving a work-life balance amplifies this incredible task. The acronym "TEACHER" embodies qualities such as talent, education, charm, helpfulness, encouragement, and responsibility. The term "teacher" signifies someone who not only instructs students but also guides them through academic hurdles.

Teachers embody a dedication that extends far beyond the classroom, making their commitment truly admirable. Embracing the challenges of their work is a significant part of a teacher's life. A teacher is not just a noun; they are a verb, always in action, with the noble goal of nurturing the future of our children. Teaching is indeed the most honorable profession.

\*\*\*\*\*

## **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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



\*\*\*\*\*

We are blessed with teachers who are heroes without capes, and courageous in their mission to develop responsible citizens for our country.

## References:

1. <http://ijlter.org/index.php/ijlter>.
2. <https://doi.org/10.26803/ijlter.20.1.12>,
3. <https://onlineteaching.umich.edu/articles/the-myth-of-learning-styles/>
4. . <https://www.adi.org/journal/ss05/Graham-Clay.pdf>
5. <https://www.pikmykid.com/blog/absentee-students-impact-classroom-success/>)
6. <https://blog.schoolmint.com/7-tips-to-reduce-chronic-absenteeism-and-improve-student-attendance>)
7. <https://doi.org/10.1080/02188791.2023.2259113>

\*\*\*\*\*

### 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*