

# 2nd International Research AND EDUCATION CONFERENCE



# AFTA



RESEARCH



CONNECT



SHARE

## PAPER PRESENTATION

NEW YORK CITY

April 18-28, 2019



## **Association of Filipino Teachers and Educators in America, Inc.**

### **Philosophy**

Building lives, building families, and building professions.

### **VISION STATEMENT**

AFTEA aspires to become the premier Filipino professional teacher organization where members express their ideas and opinions, respect family values, and show dedication and commitment to the teaching profession worldwide.

### **MISSION STATEMENT**

AFTEA shall build a strong support to the teaching profession through instruction, research, and professional development. It shall strengthen relationships among teachers, educators and families. AFTEA shall promote exemplary Filipino and American values, cultures and traditions and shall provide academic, emotional, and social support to its stakeholders.

### **CORE VALUES**

**Respect**

**Professionalism**

**Trust**

**Loyalty**

**Integrity**

**Transparency**



## MESSAGE

### 2<sup>nd</sup> International Research and Education Conference

Greetings!

It is my great pleasure to welcome guests, presenters, researchers, teachers, educators, panel reactors, participants and organizers to the 2<sup>nd</sup> International Research and Education Conference in New York City, USA. The theme is *Research. Connect. Share.*

The Association of Filipino Teachers and Educators in America (AFTEA) plays a crucial role in convening Filipino and non-Filipino researchers to connect and share emergent ideas, synergize developments and technologies that bring benefits to the society. Knowledge is like a firefly that illuminates the darkness of thought. Your researches are incremental ideas that enlighten and add to the body of knowledge and wisdom.

Also, AFTEA recognizes service, commitment and dedication to the teaching profession by honoring educators to the Filipino International Teaching Service (FITS) Awards, the Light of the World Teaching Service (LOWTS) Awards, and the American Dream Star Awards.

On behalf of the officers and members of this organization, let me express my heartfelt appreciation to everyone who exerted their efforts and supports in making this event a success.

I wish everyone a meaningful, enjoyable, successful, and memorable conference.

  
ROGER P. CUERQUEZ  
AFTEA President



**Consulate General of the Republic of the Philippines  
NEW YORK**



**MESSAGE**


On behalf of the Philippine Consulate General in New York, I wish to express my congratulations to the Association of Filipino Teachers in Eastern America, Inc. (AFTEA) for organizing the 2<sup>nd</sup> International Research and Education Conference (IREC) on 22 April 2019.

It is commendable that AFTEA has taken the initiative of providing a forum for Filipino educators to be able to share their research studies in the field of STEM and social sciences and we encourage that this be done before a panel of experts. This forum also serves as a venue for establishing linkages with their fellow educators and researchers in the US for potential collaborative undertakings.

AFTEA's IREC project complements the Philippine government's efforts in strengthening collaborations between the academe, industry, and government for them to come up with a research, product, or service that respond to the ever-changing local and global needs.

Hence, the Consulate encourages AFTEA to continuously pursue innovating and improving this kind of project, as it will greatly contribute to nation-building.

*Mabuhay ang AFTEA!*

  
**CLARO S. CRISTOBAL**  
Consul General

22 April 2019, New York City



# AFTEA



## MESSAGE

### **2<sup>nd</sup> International Research and Education Conference**

On behalf of the Association of Filipino Teachers and Educators in America (AFTEA), I am delighted to welcome all the presenters, researchers and educators from all over the world to the Big Apple for the 2<sup>nd</sup> International Research and Educators Conference and to the AFTEA activities that will take place from April 21-28,2019.

AFTEA answers to the requests of some Filipino educators to present their study in a place they dreamed of and for them to connect and share with other scholars their researches. Also, AFTEA will bring the guests to visit world known universities like Harvard University in Boston, Yale University in Connecticut, Columbia University in New York City and to visit other states in United States of America.

I hope that you will find the conference, your stay in New York City and the tours valuable and enjoyable. I wish you will bring home the rich and unforgettable experiences that you may treasure in a lifetime.

EUFEMIA B. PATRON  
IREC EXECUTIVE DIRECTOR

18-28 April 2019, New York



## *2<sup>nd</sup> International Research and Education Conference*

**(A Multidisciplinary Research Conference)**

**Theme: Research. Connect. Share.**

### **PROGRAM OF ACTIVITIES**

April 21, 2019	<b>Pre-Conference (Meet &amp; Greet)</b>		<i>Blue Room</i>
April 22, 2019	<b>Paper Presentations</b>		
8:00	Registration	<i>Plenary Session</i>	<i>Main Hall</i>
9:00	Invocation		<i>Rosalinda S. Bajolo</i>
9:05	USA and Philippine National Anthems		
9:10	Welcome Address		<i>Roger P. Cuerquez</i> <i>AFTEA President</i>
9:15	Inspirational Message	<i>Hon. Ambassador Claro S. Cristobal</i> <i>Consul General, Philippine Consulate of New York</i>	
9:20	Introduction of the Keynote Speakers		<i>Essy N. Malibiran</i> <i>AFTEA Assistant Secretary</i>

9:25	Keynote Speech	<i>Carl Vincent Manalo Principal Queens High School for Information, Research and Technology, New York City</i>
9:30	Keynote Speech	<i>Esmenia R. Javier, Ph.D. Managing Consultant and Graduate Professor Lyceum of the Philippines University, Batangas City</i>
9:40	Conference Protocol	<i>Eufemia B. Patron, Ph.D. AFTEA-IREC Executive Director</i>
9: 45	Criteria for Best Paper and Best Presenter	<i>Eleuterio F. Timbol Jr, Ph.D. AFTEA-IREC Deputy Director</i>
9:50	BREAK	

**PARALLEL PAPER PRESENTATIONS**  
(Main Hall)

10:00	Session 1:	Session Chairperson Dr. Jake M. Laguardor
		<ul style="list-style-type: none"> <li>● Mathematics Teachers Quality on SEAMEO Southeast Asian Regional Standards for Mathematics Teachers (SEARS-MT): The Case of Cagayan de Oro City, Philippines by Dr. Dennis B. Roble</li> <li>● Assessment and Evaluation of Student Outcome of Bachelor of Science in Nursing SY 2014-2018:Basis for Curriculum Improvement by Dr. Bella P. Magnaye</li> <li>● Bullying Prevention and Intervention through Social Emotional Learning Activities by Dr. Helen E. Maasin</li> <li>● Strategic Leadership as a Competitive Advantage to any Business Initiative in the Middle East by Dr. Eduardo P. Malagapo</li> <li>● Indigenous Knowledge and the Transmission of Obo Manobo Oral Folk Stories by Dr. Riceli C. Mendoza</li> </ul>

11:55 LUNCH

1:00 Session 2: Session Chairperson: Dr. Dennis B. Roble

- Conformance on Quality Management System of One State College in the Philippines as Basis for ISO Certification by Dr. Romulo T. Sisno
- Profound Understanding of Fundamental Mathematics (PUFM) Professional Development Training and Learners Achievement in National Comparative Test in Mathematics by Prof. Christina V. Maglipong
- Chemical Formula Writing Difficulties among Filipino Students of General and Inorganic Chemistry by Prof. Cynthia U. Talens
- Teachers' Competence In Developing Emergent Literacy Skills In the Primary Level: Basis For In-Service Training by Dr. Gladys Amylaine D. Sales, Dondy Depositario, Roxanne O. Anoché, and Ma. Aileen B. Bermudo

2:25 BREAK

2:30 Session 3: Session Chairperson: Dr. Eduardo P. Malagapo

- Principals' Empowerment Role, Teacher Empowerment and Institutional Achievement of Public Secondary Schools in the Province of Capiz by Dr. Reynand F. Dumala-on
- The Extent of Information Technology Use: The Southern Philippines Perspective by Prof. Fuvie Rojas-Bayot
- News Framing of Sexual Violence Against Children: A Mixed Method Embedded Approach by Prof. Ana Marie J. Matalines
- Key Performance Indicators in the Effective Implementation of the ESC for Private JHS in CALABARZON by Dr. Norma L. Meñez

3:50 Session 4: Session Chairperson: Dr. Bella P. Magnaye

- School Learning Environment using NYC School Survey: Its Predictive Validity on Student Achievement Outcomes and Graduation Rates among International High Schools in New York City by Norma Dagondon-Cullo



- Effective Leadership Collaborative Teachers and Supportive Environment: Predictors of Student Achievement Outcomes Among Low Performing Secondary Schools by Leonarda A. Villaceran
- Academic Stress, Motivation and Self-Esteem Among Adult Students: Basis for Improvement of the GED Program in New York City by Elsie P. Reyes

4:50 Distribution of the Certificate of Participation in Main Hall

**PARALLEL PAPER PRESENTATIONS**  
(Green Hall)

10:00 Session 1: Session Chairperson: Dr. Francis Kayode Ashipaoloye

- Empirical Exploration of Communication and Knowledge Sharing Practice in an Academic Setting by Dr. Dolores D. Borrás
- Swine Production Business Industry in one Municipality in Batangas, Philippines by Dr. Filomena M. Mendoza
- Towards Sustainable Operational Management on the Establishment of Filipino International School Overseas in Al Ain, Abu Dhabi, UAE by Dr. Cecile T. Ediza
- Mother and Child Health Services rendered by the DOH-Human Resources for health to the Indigenous People of Cabadbaran City (2019) by Prof. Chenee Rose B. Patron
- Exploratory Factor Analysis On Road Accidents And Road Accident Prone Areas in Cagayan de Oro City, Philippines by Dr. Kennet G. Cuarteros

11:55 LUNCH

1:00 Session 2: Session Chairperson: Dr. Shamir R. Kassim

- Employee Engagement and Quality of Work Life: Inputs to Management Effectiveness of Lyceum of the Philippines University (LPU) Schools by Dr. Francis Kayode Ashipaoloye
- Social Influences, Career Maturity And Career Preferences by Prof. Maria May N. Melo

- Exploring Faculty Mentoring Using Hudson’s Five Factor Model by Dr. Abner V. Pineda
- The Marketing Mix of Organic Food by Dr. Rovilyn Katalbas – Dagondon

2:25 BREAK

2:30 Session 3: Session Chairperson: Dr. Filomena M. Mendoza

- Mother Tongue-based Multilingual Education Instruction to Pupil-Recipients by Prof. Grace J. Fuentes, Susan B. Pastera, and May P. Pascual
- Teachers’ Emotional Labor, Organizational Commitment and Transformational Leadership in New York City Public Secondary Schools by Roger P. Cuerquez
- Instructional Knowledge and Quality of Work Life Among Filipino Teachers in New York City: Predictors of Teaching Effectiveness by Vivian Y. Alforque
- Teachers’ Morale, Leadership Practices, and Organizational Climate of New York City Public Schools by Ildefonso D. Salva

3:50 Session 4: Session Chairperson: Dr. Abner V. Pineda

- Adult Basic Education Program Implementation in New York City: Basis for Strategic Planning by Essy N. Malibiran
- Work Engagement, Values and Ethics of Filipino teachers in New York City: Inputs to Teaching Performance by Edna D. Alcantara
- Work-Life Balance, Well-Being, and Spirituality of Filipino Educators in New York City: Basis for Training and Development by Josie M. Torre

4:50 Distribution of the Certificate of Participation - Green Hall

5:00

**AFTEA Awards Night**

**Main Hall**

*Filipino International Teaching Service (FITS) Awards*

*Light of the World Teaching Service (LOWTS) Awards*

*American Dream (A-Dream) Star Awards*

April 23, 2019

**NEW YORK CITY EDUCATIONAL AND HISTORICAL TOUR**

April 24-25, 2019

**UNIVERSITY EDUCATIONAL TOUR (Harvard, Yale, MIT, etc.)**

April 26-28, 2019

**NIAGARA FALLS-USA Tour**

April 27, 2019

**Massachusetts Divine Mercy Shrine Trip**

April 30, 2019

**DEPARTURE**

**Masters of Ceremony**

*Vivian Y. Alforque and Elsie P. Reyes*

## DISTINGUISHED PANEL OF REACTORS

### Main Hall



Dr. Eufemia B. Patron, Moderator  
IREC Executive Director



Dr. Esmenia R. Javier, Chairperson  
Managing Consultant and Graduate Professor  
Lyceum of the Philippines University-Batangas



Dr. Sheila Dalilah E. Buot  
New York City Department of Education



Dr. Nerissa Linell Joie T. Calub  
New York City Department of Education



Dr. Myleen P. Legaspi  
Professor, College of Education  
Cavite State University



Dr. Arnie Christian D. Villena  
Dean, College of Education, Arts and Sciences  
Lyceum of the Philippines University-Batangas

### Green Hall



Dr. Eleuterio F. Timbol, Jr.-Moderator  
IREC Deputy Director



Dr. Norma L. Meñez  
Dean, Graduate School  
Lyceum of the Philippines University-Batangas



Dr. Jake M. Laguardor  
Research Director  
Lyceum of the Philippines University-Batangas



Dr. Elmer-Rico E. Mojica  
Professor, Chemistry Department  
Pace University, New York



Dr. Griselda Quintana  
New York City Department of Education



Dr. Esther Tandog  
Dean, College of Engineering and IT  
Caraga State University



**Presenter: Edna D. Alcantara**

**The High School of Applied Communication, Long Island City, New York  
(abblesdalcantara@gmail.com)**

**Title: “Work Engagement, Values and Ethics of Filipino Teachers in New York City: Inputs to Teaching Performance”**

### **ABSTRACT**

The importance of teacher’s attributes and roles in teaching play an integral part of an instructional activity in the classroom . Some teachers fail to realize the extent to which their values and disposition affect the class. It becomes an inspiration, therefore, to maintain a system of values to ensure the teachers commitment to carry out with zealous devotion their responsibility of educating the youth. This study aimed to find how factors like work engagement, values and ethics of Filipino teachers in New York City affect their teaching performance. This study used Raosoft to determine the 102 respondents from the total numbers of Filipino teachers in New York City. Quantitative method was used. The Work Values Questionnaire constructed by Dov Elizur was used, which includes three dimensions: Material(Instrumental), Affective and Cognitive components. Results found out that when the respondents were grouped according to profile, there was a significant difference observed on work ethics as to self-reliance when grouped according to age (p-value = 0.002) and teaching experience (p-value = 0.004). Also, results showed that full time teachers have higher assessment on morality like treat people as you want to be treated. Moreover, there was a significant difference observed on work ethics as to wasted time (time should be used efficiently) when grouped according to nature of present employment (p-value = 0.014) and teaching experience (p-value = 0.003) since the resulted p-values were less than 0.05 alpha level. The relationship between work ethics and work engagement in terms of dedication (hard work and centrality of work) is highly significant .The relationship between work ethics and work engagement in terms of vigor (At my work, I always persevere, even when things do not go well) is highly significant. In conclusion, as to work values in terms of cognitive, the Filipino teacher rated *esteem as a person* and *job security* very important more than *work conditions, job interest, responsibility, job status and recognition of performance*. In terms of the affective dimension of work values, *personal growth, convenient hours, fair supervisor, good company to work for and co workers* were considered important. For work values in terms of material dimension, *teachers pay and benefits* are very important to the Filipino teachers while *meaningful work and job achievement* comes next.



**Presenter: Vivian Y. Alforque**

**PS/IS 87 Middle Village, New York City Department of Education  
(valforque928@gmail.com)**

**Title: “Instructional Knowledge and Quality of Work Life Among Filipino Teachers in New York City: Predictors of Teaching Effectiveness”**

### **ABSTRACT**

The influx of Filipino teachers in New York City Department of Education (NYCDOE) came when International teachers were hired since 2003. A lot of stories had been told about each ones respective journey, some inspiring yet some challenging. This study was aimed at finding out if Instructional Knowledge and Quality of Work Life among Filipino teachers in New York City are predictors of Teacher Effectiveness. Descriptive method, combining elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration was used. There were 101 Filipino public school teachers that responded to this study.

The result of the study indicated that the predictor, Teacher’s Instructional Knowledge in terms of Teachers' Pedagogical Knowledge, Teachers' Technological Knowledge, Teachers' Content Knowledge, Technological Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge and Technological Pedagogical Content Knowledge as entered into the regression model as independent variables and Teaching effectiveness, entered as the dependent variable, resulted to having beta coefficients, Teachers' Instructional Knowledge in terms of Pedagogical Content Knowledge of ( $\beta=0.31$ ) and Technological Content Knowledge of ( $\beta=0.27$ ), which positively contributed to Teaching Effectiveness. The results showed that assessment on Teachers' Instructional Knowledge in terms of Pedagogical Content Knowledge and Technological Content Knowledge significantly predicts Teaching effectiveness.

As with the other predictor, Teachers' Quality of Work Life, in terms of over -all quality of working life, home-work interface, general well-being and control at work, stress at work, working conditions, job and career satisfaction, organizational communication, organizational leadership and employees' retention as entered into the regression model as independent variables and Teaching Effectiveness entered as the dependent variable, the result based on examinations of the beta coefficients, was, Teachers' Quality of Work Life in terms of Over-all Quality of Work Life was ( $\beta=0.42$ ) and Working condition was ( $\beta=0.48$ ) which indicated that it positively contribute to Teaching Effectiveness. Thus, assessment on Teachers' Quality of Work Life in terms of Over-all Quality of Work Life and Working condition significantly predicts Teaching Effectiveness. Therefore, Teaching Effectiveness, Instructional Knowledge and Quality of Work Life were significantly correlated since the computed p values are less than 0.05 level of significance. This implies that the higher the assessment on Teaching Effectiveness, the higher the assessment also on Instructional Knowledge and Quality of Work Life.



**Presenter: Dr. Francis Kayode Ashipaoloye**  
**Lyceum of the Philippines University –Laguna**  
**(francis.ashipaoloye@lpulaguna.edu.ph)**

**Title: “Employee Engagement and Quality of Work Life: Inputs to Management Effectiveness of Lyceum of the Philippines University (LPU) Schools”**

### **ABSTRACT**

This study describes Employee Engagement and Quality of Work Life: Inputs to Management Effectiveness of LPU Schools. More specifically, it determines employee engagement of LPU schools and the quality their work life. It tests both the significant relationship and difference of employee engagement and quality of work life. Lastly, it presents inputs to management effectiveness of LPU schools. Descriptive method of research was used. The participants of the study were employees of LPU schools both teaching and non-teaching staff using GPower with 20% effect size, 95% significant level and 5 % margin of error with a computed sample size of 470. The researcher utilized stratified proportional allocation sampling in selecting the respondents from 486 samples. LPU schools agree on the dimensions of employee engagement and quality of work life. There is a significant difference on the assessment of employee engagement and the quality of work life (QWL) when grouped to LPU schools. There is a significant relationship between employee engagement and QWL since the computed p value is less than 0.05 level of significance. This implies that employee engagement affects the assessment of quality of life among LPU schools. LPU schools may sustain its best practices, come up with better measures on how to address its employee engagement and QWL especially in managing stress at work. Employee retention policy may be formulated for all LPU schools based on the provisions of labor laws and their financial capabilities. Succession plan may be strictly implemented and monitored aside from position of trust. The notion of “LPU Family”, “LPU Power Team” may be encouraged and sustained as these are strong indicators across LPU schools. LPU schools may intensify its recognition of employees’ outstanding contributions and incremental improvements and equitable pay linked to performance and position may be reviewed on case to case basis.



**Presenter: Fuvie R. Bayot**

**Western Mindanao State University, Zamboanga City.**

**(fuvie.bayot@wmsu.edu.ph)**

**Title: “The Extent of Information Technology Use: The Southern Philippines Perspective”**

## **ABSTRACT**

The evolution of the new and emerging technologies has brought the pace of change in the traditional process of teaching and learning as well as in the way education is managed. Generally, Information technology has a major impact across all curriculum areas. Moreover, easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills and rapid communication, plus increased access to IT. In addition, Information Technology in the classroom has become increasingly important in schools over the past decade. Thus, this study determined the extent of use of Information Technology (IT) facilities and software among teachers, pupils and administrative staff in the Grade School Unit of Ateneo de Zamboanga University. It sought to find out the IT facilities and software available for use in the Grade School Unit and how often these facilities and software were used. The study also looked into the purposes of using IT facilities and software. The study made use of descriptive research through the use of a survey questionnaire answered by 56 faculty respondents, eight administrative staff all chosen by total enumeration. The fifty (50) pupil’s respondents were chosen through random sampling. In order to confirm the findings of the survey, a Focus Group Discussion was conducted with randomly selected teachers. There were IT facilities and software like computers and internet that were used always and often by respondents. The extent of use was mostly sometimes. The use of the IT facilities and software was not maximized. The purpose for which these IT facilities and software were used were in accordance to the functions and activities of the three groups of respondents. The faculty extensively used computers primarily to encode questions form examination and to create documents for school activities and for grades records purposes. Internet and web browser for searching and gathering information about certain topics were also used extensively by the faculty and also by the administration. The reason for the extensive use of internet or web browser mainly because they were required by their teachers to submit projects and assignments via on line and to even use online communication. The phenomenon of IT utilization is true to schools abroad and in the local setting like ADZU. Considering IT facilities have been made available in the Grade School, it even make the users more equipped and provides a more interesting and learning environment. It is the age of Information Technology and therefore teachers, students and administrative staff should maximize the use of all the various IT facilities and software available in the Ateneo Grade School Unit in order to make the classroom a very productive setting for the acquisition of knowledge.





**Presenter: Dr. Dolores D. Borrás**

**St. Bridget College, Batangas City, Philippines**

**([dborras@sbcbatangas.edu.ph](mailto:dborras@sbcbatangas.edu.ph))**

**Title: “Empirical Exploration of Communication and Knowledge Sharing Practice in an Academic Setting”**

### **ABSTRACT**

Knowledge Sharing (KS) as an important element in Knowledge Management (KM) is thick in the area of enterprises but thin in the academic ground. In addition, a good number of studies conducted in KS in the academe examined it from managerial and leadership perspectives and are limited. This study investigated the relationships between communication practices and Knowledge Sharing process (KS) under the positivist lens. The samples were 209 teaching and non-teaching personnel from a private Catholic academic institution in the Philippines. The respondents completed a self-report survey using De Nobile and McCormick's (2008) 66-item Organizational Communication Questionnaire and van den Hooff's et.al. (2003) 10-item scales on Knowledge Sharing. Exploratory Factor Analysis was used to examine the underlying factor structure of a set of observable communication practices in the academe. This resulted to four factor loadings which led to the formulation of 4 hypotheses. Pearson correlation with two-tailed tests of significance was used. Multiple regression analyses identified communication factors that were predictors of KS. Based on the results of the factor analysis, four communication dimensions came out strongly and were labeled as Downward Supportive Communication, Upward Supportive Communication, Horizontal Supportive Communication, and Communication Load.

These results were further validated with correlational analysis which confirmed that among the four communication dimensions, horizontal and upward supportive communications were statistically positively related to KS. The results suggest that upward, horizontal and downward supportive communication are the pervading communication dimensions present in the academe. An unexpected relationship was noted on Communication Load and KS results of the study. Issues of being “overload” prove not to be a concern among respondents of the study and was suspected to be due to impression management, communication capacity and proficiency and organizational citizenship of the personnel. Implications for leadership and management and further researches were forwarded as recommendations of the study.



**Presenter: Dr. Kennet G. Cuarteros**

**University of Science and Technology of Southern Philippines, Cagayan de Oro City  
([kennetcuarteros@gmail.com](mailto:kennetcuarteros@gmail.com))**

**Title: “Exploratory Factor Analysis On Road Accidents and Road Accident Prone Areas in Cagayan de Oro City, Philippines”**

## **ABSTRACT**

The unplanned occurrence of vehicular crash that may result to loss of lives, damage to properties, and/or injuries is said to be a Road Accident. Minimization of the occurrence of road accidents can, perhaps be aided through the information on the factors that causes such incidents. Exploratory Factor Analysis (EFA) was used to address the problem of determining such factors. The data sets used are the (a) road accidents which consists twenty – three observed variables (2,213 road accidents) consisting the overall road accidents in the year 2016, and (b) road accident prone areas which consists of twenty – two observed variables (1,116 accidents) consisting of accident locations with accident occurrences of at least ten. The data sets were subjected to the Ordinary Least Squares (Minimum Residual) Method for determining the factor loadings, matched with an oblimin rotation to achieve a simple structure (final model). For the road accidents, the final model determined consists of four underlying factors, namely the ‘Weather and Road Surface Condition Factor’, the ‘Visibility and Time Factor’, the ‘Road Separation and Repairs Factor’, and the ‘Traffic and Location Factor’. For the road accident prone areas, the determined final model consists of four factors, namely the ‘Visibility and Time Factor’, the ‘Traffic Control, Direction, and Location Factor’, the ‘Driver’s License Factor’, and the ‘Weather and Road Condition Factor’. Both final models were subjected to goodness – of – fit statistics and was determined to be of good fit.



**Presenter: Roger P. Cuerquez**

**Far Rockaway High School-New York City Department of Education, Queens, New York  
(rcuerquez@gmail.com)**

**Title: “Teachers’ Emotional Labor, Organizational Commitment and Transformational Leadership in New York City Public Secondary Schools”**

### **ABSTRACT**

This study investigates the teachers emotional labor, organizational commitment, and transformational leadership qualities. A quantitative survey method was tested to 304 New York City public secondary school teachers. The results indicate a moderate level (generally agree) of teachers emotional labor in terms of automatic emotion regulation, surface acting, deep acting, and dissonance; moderate level in transformational leadership in terms of charisma, social, vision, transactional, delegation, and execution. Also moderate level in organizational commitment in terms of affective, continuance, and normative commitment among respondents. The study shows that emotional labor, transformational leadership and organizational commitment are not affected by sex, likewise, emotional labor, transformational leadership and organizational commitment are not affected by the length of service in the New York City Department of Education, however, transformational leadership is affected by race, license area and highest educational attainment. Moreover, it was discovered that emotional labor in terms of automatic emotion regulation, surface acting and deep acting positively contribute to transformational leadership. Furthermore, emotional labor in terms of automatic emotion regulation, surface acting, deep acting, and dissonance do not significantly predicts organizational commitment. The results of this study indicate the necessity for emotional labor development training program for school teachers that are crucial in changing teachers’ attitude and improving their commitment towards their organization.

**Keywords:** Emotional labor, organizational commitment, transformational leadership.



**Presenter: Norma Dagondon-Cullo**

**Bronx International High School, New York City Department of Education, New York  
(ncullo@schools.nyc.gov)**

**Title: "School Learning Environment using NYC School Survey: Its Predictive Validity on Student Achievement Outcomes and graduation Rates Among International High Schools in New York City"**

## **ABSTRACT**

The main purpose of this study is to describe how public international high schools in New York City(NYC) integrate the six essential elements of the Framework for Great Schools (FGS) into their communities as measures of school learning environment and determine if these elements can be best predictors of student achievement outcomes and its school's graduation rates. Using data from AY2016-2018 NYC School Survey and NYC School Quality Review Reports, 16 public international high schools in New York City were selected as samples. Descriptive statistics were used to describe and compare school ratings for a two-year period. Correlational analyses were performed to determine relationships of rigorous instruction, collaborative teachers, supportive environment, effective school leadership, family-community ties and trust as measures of school learning environment towards student achievement outcomes and school's graduation rates. Results showed that there is a strong relationship among the essential elements of the (FGS) and relatively moderate relationship between student achievement outcomes and school's graduation rates. Using step-wise regression, analyses and equality of beta coefficients testing revealed that collaborative teachers is not a significant predictor to student achievement outcomes for the sample population. Moreover, school characteristics are an important determinant of school's graduation rates. These findings suggest a need for further research.

**Keywords:** School Learning Environment, Predictive Validity, Student Achievement Outcomes, Graduation Rates



**Presenter: Dr. Cecile T. Ediza**

**Knowledge Point UAE; Victoria Heights School-Manila  
(cezedza@yahoo.com)**

**Title: “Towards Sustainable Operational Management on the Establishment of Filipino International School Overseas in Al Ain, Abu Dhabi, UAE”**

### **ABSTRACT**

Overseas Filipinos are widely dispersed worldwide and United Arab Emirates (UAE) is one of the countries which host close to a million Filipino families. Al Ain, where many OFWs work, is one of the cities of the capital Abu Dhabi, the largest of the UAE's seven member emirates. It sits with immense opportunities with developments happening on every economic front. A balance between demand and supply is a vital factor steering people's inclusive growth in Al Ain. As Filipino diaspora has moved towards the mainstream of the host country, many opportunities are becoming available. One of the many opportunities is establishing a school since there is a steady growth of Filipino workers in UAE. Recognizing the increase of migrant Filipino workers and Filipino families in Al Ain with no Filipino school found in the city, there is a need to establish a Filipino school in Al Ain adhering to the Philippine curriculum. In doing so, the Filipino students in Al Ain would not be left behind insofar as Philippine education is concerned. However, the business of education for Filipinos overseas has not been easy for business-minded Filipino educators especially if there is no available operational guidelines to benchmark. Thus this research focuses on determining the sustainability of establishing a Philippines' Department of Education recognized Filipino school and produce a well-crafted school operational design. More specifically, this research emphasizes on assessment and the perceptions of Filipino families along with the advantages and market opportunities of founding a Filipino International School in Al Ain. The qualitative and quantitative method of research was used in this study. Frequency count, percentage, weighted mean was also employed along with focus group discussion from Filipino families in Al Ain. Research findings show that there is an immense necessity of establishing a sustainable Filipino school in Al Ain. The quality operational guidelines that impact the would-be student's competencies at par with international standards revealed significant insights to Filipino families and entrepreneurs in the field of education promoting Filipino quality educational system.



**Presenter: Dr. Rovilyn Katalbas-Dagondon**  
**Surigao del Sur State University, Main Campus Tandag City, Surigao del Sur,**  
**Philippines**  
**(rovi\_katalbas@yahoo.com)**

**Title: "The Marketing Mix of Organic Food"**

## **ABSTRACT**

The marketing mix employed by marketers had influenced the buying behavior of the consumers. This study is essential for the primary producer of organic food products because nowadays people are conscious about their health and aware of valuing themselves through proper diet and food to eat. The study employed the descriptive method which involves the description, recording, analysis and interpretation of the prevailing conditions. Out of 52,114 total population of the Municipality of Tandag City, Surigao del Sur, Philippines, the researcher chose 399 respondents from communities of the said City using the Sloven's Formula. The researcher also used simple random sampling. The overall findings revealed that four P's of marketing mix such as product, price, place and promotion were rated as moderate extent which means that the respondents were influenced most of the time on the purchasing behavior towards organic food. Based on the findings of the study, the majority of the respondents have a positive response or behavior towards organic food. However, promotion got the lowest overall mean among the 4 P's of marketing mix. Hence, there is a need for intensive promotion through consumers' awareness and advertising campaigns about the benefits and unique selling points of organic food compared to conventional food.



**Presenter: Dr. Reynand F. Dumala-on**

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**Title: "Principals' Empowerment Role, Teacher Empowerment and Institutional Achievement of Public Secondary Schools in the Province of Capiz"**

## **ABSTRACT**

The study aimed to determine the relationship of the principal's empowerment role to teacher empowerment and to institutional achievement in the public secondary schools in the Province of Capiz. This mixed—method research conducted to 55 principals and 310 teachers in different secondary schools. The data in this study gathered using the Audit of Principal's Empowerment Role and Teacher Empowerment Scale Questionnaire and a researcher—made and jury validated Institutional Achievement Documentary Analysis. The independent variable in the study were the principal's empowerment role and the teacher empowerment while the dependent variable was the institutional achievement. The statistical tools used in the analysis of data were the frequency count, percentage, mean, and standard deviation for descriptive statistics and One-way Analysis of Variance (ANOVA), and Pearson  $r$  for inferential statistics. The alpha level of significance was set at 0.05. The findings of the study revealed that generally the level of empowerment roles of principals in terms of organizational development, organizational environment, instructional improvement, and curriculum improvement as very significant. On its entirety, the level of teacher empowerment of the public secondary school teachers in terms of sense of responsibility, participation, teacher selection, fiscal involvement professionalism, student learning, empowerment, difference making, control, innovation, and school collaboration was empowered. In general, the level of instructional achievement of the public school secondary schools in terms of academics, and sports and cultural was considered fair. There is a significant difference among the principals' empowerment role, among the teachers' level of empowerment, among institutional achievement components, and has a significant relationship in the Principal empowerment to the institutional achievement. But, with no significant relationship in the teacher empowerment to instructional achievement.



**Presenters: Grace J. Fuentes, Susan B. Pastera, and May P. Pascual**

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**Title: “Mother Tongue-based Multilingual Education Instruction to Pupil-Recipients”**

## **ABSTRACT**

This research aimed to determine the effects and challenges of MTB-MLE instruction to the pupil-recipients specifically to answer questions on the extent of effects and challenges of the MTB-MLE instruction in listening comprehension, book and print knowledge, vocabulary, spelling, grammar, reading comprehension and study skills. The quantitative and qualitative descriptive methods of research was employed and the respondents were the Grade 4 teachers from selected city divisions of Negros Occidental. A multi-stage clustered random sampling was used in determining the subject respondents. The research instrument used was the modified survey questionnaire to determine the extent of challenges of Mother-Tongue as medium of instruction to the pupil-recipients. The reliability of the questionnaire was established using the Cronbach alpha having .93 which yield a high degree of reliability. The Mean was used to determine the extent of effects and challenges of MTB-MLE instruction to pupil-recipients and analysis of variance was used to determine the significant difference on the extent of effects and challenges of MTB-MLE instruction to pupil-recipients. Findings showed a high extent of effects of MTB-MLE instruction to pupils when taken as a whole. Conclusions are drawn: MTB-MLE instruction proved a high extent of effects on the pupils’ performance in the Language Assessment for Primary Grade (LAPG) specifically on listening comprehension, book and print knowledge, vocabulary, spelling, grammar and study skills but only an average extent of effects is shown in reading comprehension. A great extent of challenges in MTB-MLE instruction was found in the area of book print and knowledge. The development of reading comprehension of pupils may be given more attention by teachers and school heads. Challenges given by teachers can be used as a springboard in decision making in order to improve the Mother-Tongue Based Multilingual Education in the Philippines.





**Presenter: Dr. Helen E. Maasin**

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**Title: “Bullying Prevention and Intervention Through Social Emotional Learning Activities”**

## **ABSTRACT**

Bullying has been a school issue that needs to be addressed for it affects the performance of those who are bullied. In the Philippines, a law on bullying has been created to address bullying issues and penalized the perpetrators. However, the law does not include intervention procedures to minimize bullying. This study is focused on the intervention in bullying prevention through social and emotional learning activities. Social and emotional learning (SEL) is a “process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL Guide, 2015). Social and emotional learning (SEL) can best be understood through its five core competencies or skills, namely: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Social emotional learning activities were designed and integrated in the classroom activities. The SEL activities were adopted and customized from CASEL and other online sources. Some activities were designed by the researcher. The study was limited to the fifteen (15) elementary and three (3) high schools of the Division of El Salvador City. The integration of SEL activities were done by class advisers and teachers of Values Education. Questionnaire was designed by the researcher that quantified and identified those who were subjected to bullying. The result of the study revealed that there was a positive effect of the SEL program to the victims of bullying. The result revealed that the program was very effective on targeting respondents’ competencies in self-management, self awareness, social management, social awareness and decision-making. It manifested increased personal and pro social behaviors. It showed improvement on student skills such as self-control, empathy and consciousness . It also led to reduction of problem behaviors.



**Presenter: Christina V. Maglipong**

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**Title: “Profound Understanding of Fundamental Mathematics (PUFM) Professional Development Training and Learners’ Achievement in National Comparative Test in Mathematics”**

### **ABSTRACT**

This study investigated the impact of the three-year teacher’s training on the Profound Understanding of Fundamental Mathematics (PUFM) for K- 5 and 6 mathematics teachers of the Department of Education (DepEd) in the Division of Cagayan de Oro City on the pupils’ achievement in mathematics. The researchers analyzed the pupils score in the National Achievement Test (NAT) in mathematics by categorizing the pupils’ score in terms of being taught by teachers in schools who participated the PUFM thrice, once, and none at all and the on-site interview of the teachers trained by PUFM. The data gathered were analyzed using frequency, mean, standard deviation and analysis of variance (ANOVA). Results revealed that PUFM training failed to show remarkable evidence to impact on pupils’ mathematics achievement in the NAT, however, based on the post interview, the participants revealed that the training have improved their teaching competence in content, pedagogy and problem solving techniques because many of them, even a Filipino language teacher became coaches in mathematics contest like the annual Metrobank-MTAP Math Challenge. The researchers then recommend that the college may design a training to conduct every summer for two-week training-workshop for all elementary mathematics teacher from Grade I to VI to strengthen the mathematics concepts of teachers so pupils will have strong foundation in mathematics and construct its own assessment instrument to make an appropriate evaluation of content effect on pupils from the training. Furthermore, content reading in elementary school be emphasized to improve reading comprehension.

**Presenters: Dr. Bella P. Magnaye**

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**Title: “Assessment and Evaluation of Student Outcome of Bachelor of Science in Nursing SY 2014-2018:Basis for Curriculum Improvement”**

## **ABSTRACT**

Higher education constitutes an extremely significant institution in the development of the country. This is because institutions of higher learning provide the basis from where the blueprint of higher education is re-engineered toward excellence and quality, access and equity, relevance and responsiveness and effectiveness and efficiency. Thus, Lyceum of the Philippines University-Batangas, adopt Outcomes-Based Education (OBE), which is moving towards ensuring the provision of quality education, thus leading to the attainment of Institutional Intended Learning Outcomes (IILO). In this regard, a study was conducted utilizing descriptive type of research using documentary analysis to assess and evaluate student outcomes of Bachelor of Science in Nursing (BSN) SY 2014-2018 which is the basis for curriculum improvement. Findings unveiled that the respondents agreed that all the nursing courses are relevant to the program, from curriculum up to the assessment practices. In fact, it reflect on the achievement of higher order learning and mastery on the courses rather than just accumulation of credited units for the program. Therefore, to continue enhance the learning outcomes of students, curriculum improvement is needed.

**Keywords: Outcomes-Based Education,, Student Outcome, Nursing students.**



**Presenter: Dr. Eduardo P. Malagapo**

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**Title; “Strategic Leadership as a Competitive Advantage to any Business Initiative in the Middle East”**

## **ABSTRACT**

Many of today’s leaders do not understand the ongoing and intimate connection between leadership and strategy. Montgomery (2013) observed that as these two aspects were tightly linked together by the leaders, they have grown apart. She stated further that specialists help managers analyze their industries and position their businesses for competitive advantage, while the strategy has become a job for experts mostly or confined to a strategic planning process annually. The researcher conducted a study on the above premise. Further, the researcher considered the three types of leadership like traditional, innovative and influential if it will intimately connect to strategy. A structured survey questionnaire employing a descriptive kind of research was distributed to 56 corporate respondents using a Google form to get the respondent's responses on time. The researcher used a Likert scale and statistical tools like the average mean, standard deviation, and regression analysis in testing the hypothesis throughout the study. The result of the study pointed out a merging of the three types as mentioned earlier of leadership. The leadership merging will connect to an implemented strategy in the corporate organization. Seeing the policies fit in the application of this merged leadership depends on the corporate organizations approaches. The result of the leading merger and its form can make a difference in a corporate environment. Therefore, the conclusion shows that the traditional, innovative, and influential leadership when merged and applied systematically and with practicality, will result in a competitive advantage to an emerging corporate organization.

**Keywords: Traditional, Innovative, and Influential Leadership, Strategies, Demographic, Descriptive Research, Middle East Countries.**



**Presenter: Essy N. Malibiran**

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**Title: “Adult Basic Education Program Implementation in New York City: Basis for Strategic Planning”**

## **ABSTRACT**

This study determines the effectiveness in the implementation of adult education program at Queens in New York City to serve as the basis for its strategic planning. More specifically, it describes the adult basic education program at Queens Adult Learning Center and some demographics of the beneficiaries, determine the effectiveness in the delivery of the adult learners program as perceived by the students using the Andragogy of Adult learning in terms of: Agreement with Andragogical Principles, perception of Instructor Andragogical Behaviors and Learning Design Process, and the overall end-of-course Satisfaction. Quantitative method of research supported by documentary analysis was used to gather the needed data on the effectiveness in the implementation of Adult Basic Education Learning Program in Queens, New York City. A random sampling of 154 respondents of the study were the beneficiaries for the past five years. Most of the respondents are parents and grandparents of children in the New York City Public Schools. Based on locator test 45% needs to take test in reading and 55% in Mathematics. After a thorough delivery of classes either morning or evening; an increase by 64 and 1% respectively posted a little higher as to results of 70 and 54% respectively in Reading and Mathematics. This is manifested by the most extensive literacy adults’ services provided by Queens center in the state of New York. Further, as standards, the OACE ensures that certified teachers use authentic materials in contextualized situations to facilitate adult learning of reading, writing and math for programs may also include pre-GED, GED preparation and vocational training options. Provided by familial culture thru lifelong learning education, Adult Basic Education Learners Program in Queens Adult Learning Center has an average of 50 graduates per year for the past five years. From 480 students per year; there is very low rate of those who finish the program (50 from 480 per year or 9.6%) for there are 120 who voluntarily exit from the program and 310 survived out of 480 or .65% of adult students finished their program. On the other hand, there is a very good records of employability considering 98% are employed either full time or part-time. The delivery of Adult education program using the principles of andragogy was effective, the Andrological Behaviors and Learning Design are rated very much satisfied with course both for the instructors and students. Generally, results of no significant differences in the delivery of adult education posted on age, civil status, nature of employment but as to gender (sex) they did vary significantly. Since female outnumbered male, they differ in their effectiveness rating in the delivery of adult education center. A proposed program strategies were done to be tabled for discussions. This research recommends a further study may have focused on other student success indicators, such as adequate funding, school climate, student or parent engagement, reductions in punitive discipline, access to a well-rounded curriculum, and access to resources. States should conduct audits and monitor districts.



**Presenter: Ana Marie J. Matalines**

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**Title: “News Framing of Sexual Violence Against Children: A Mixed Method Embedded Approach”**

## **ABSTRACT**

Sexual violence against children is a serious human right, social, and public health issue with long-term effects on mental and physical health. Preventing abuse requires a change of attitudes, beliefs, and circumstances in the individual and in the community which the media can influence with major impact. The study focused on the framing techniques employed by online journalists in news reportage on child sexual abuse (CSA) with great emphasis on the analysis of morphological and syntactical features in news articles of CSA according to headings and subheadings, photography with captions, the beginning sentences of the news story, the selection of sources, and quotes especially those that appear highlighted, and the concluding remarks of articles. News articles on sexual violence against children exemplify the attribution of responsibility frames in general. News reportage majorly attribute the blame to the victim with less or no emphasis on the action committed by the perpetrator. In addition, the shaming effect on victims because sensitive news stories of sexual assault tend to render indirect clues to the identity of the victim leave child victims a lifetime impact of painful loss of their dignity. Further, accounts of rape and molestation simply present the name of the perpetrator without giving reasons for committing the crime, which indirectly indicates the normalization of sexual violence against child victims. This implies the absence of societal attribution of blame in the commission of heinous crimes. This practice in journalism clearly emanates from the patriarchal culture in the Philippines, which exemplifies the dominant power of the male over the female, thus, indirectly allowing the sweeping occurrences of child sexual abuse (CSA) in the country.



**Presenter: Maria May N. Melo**

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**Title: "Social Influences, Career Maturity and Career Preferences"**

## **ABSTRACT**

One of the challenges that our young learners are confronted with nowadays is on deciding what career to pursue in college. They are torn between their desires, their intellectual capabilities and the social influences surrounding them. Hence, this study dealt with the level of social influence toward career maturity and preferences among the learners, specifically the 322 fourth year high school students of Misamis Oriental General Comprehensive High School for school year 2015-2016. The characteristics of these learners in terms of their gender, academic performance, family monthly income, their parents' educational attainment and occupation were considered. Their career choice based on social influence in terms of social prestige, employment opportunity and influences were also considered. There was also comparison of their career maturity and career preference. The extent of social influence on their career maturity was also included. In order to arrive at the findings, descriptive research design was used. Self-made and adopted questionnaires were used. Statistical treatments such as mean, frequencies, percentages, standard deviation, T and F tests were also employed. Simple linear regression analysis was used to measure the impact of social influence on career maturity. The result of the study revealed that in their of social influence the respondents' career choice was moderately influenced in terms of social prestige and employment opportunities but not so much on the influence brought by their parents, other family members and peers. The most preferred career is teaching while becoming an operator is least preferred. The study also revealed that career maturity is high but career preference is low. This means that the respondents know what they want to pursue by looking into their abilities and skills but they prefer to pursue other career not of their choice. The overall result revealed that social influence has no bearing on career maturity.



**Presenter: Dr. Filomena M. Mendoza**

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**Title: "The Swine Production Business Industry in one Municipality in Batangas, Philippines"**

## **ABSTRACT**

The study scrutinized the swine production business industry in San Luis, Batangas. More specifically, it described the profile of the respondents in terms of age, sex, marital status, educational attainment, household size; the production practices in the industry; identified the problems encountered by the swine producers in terms of management, operational and financial aspects, tested the relationship between the production practices and problems and drew an action plan to improve the swine production industry in San Luis, Batangas, Philippines. Data of the study were collected from the thirty-six (36) swine farmers as registered owners on the Business Permit Licensing office. Data were analyzed using profitability tools like gross margin, Net Revenue and Benefit Cost Ration in the cost and returns of the swine enterprise. Finding showed that the gross margin was US\$441.98 (Php23,276.68) for small scale and US\$10,496.63 (P552,804.78) for medium to large scale while Net Revenue was US\$36.50 (P1,922.49) in small scale and US\$6253.59 (Php329,345.46) for medium to large scale. The Benefit Cost Ration (BCR) was 1.03 and 1.44 which indicated that the enterprise has been found to be profitable since BCR is greater than 1. It was recommended that farmers add stocks frequently to help boost the profit to be made. Better marketing channels may be utilized as well.





**Presenter: Dr. Riceli C. Mendoza**

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**Title: “Indigenous Knowledge and Transmission of Obo Manobo Oral Folks Stories”**

## **ABSTRACT**

The oral traditions of an ethnolinguistic group serve as the original form of education. They pass on the information and wisdom of human experience from generation to generation. This study focused on analyzing folk stories of Obo Manobo, one of the indigenous groups in the Southern Philippines. The collected, transcribed and translated eight folktales are explored and analyzed according to setting, characterization, plot, style, motifs, and worldviews. The Obo Manobo folktales exemplify settings which illustrate the typical landscape of the tale’s culture. The characters in folk literature are usually flat, simple and straightforward. The Obo Manobo folk stories’ plots are generally shorter and simpler than in other genres of literature. The actions basically center on a journey that is usually symbolic of the protagonist’s journey to self-discovery. In terms of style, the stories use formulaic patterns such as conventional openings and closings and heavily rely on the use of dialogue. Folk tales have remarkable motifs which may help us understand the values, customs, and ways of life of the Obo Manobo people. Worldviews of the Obo Manobo as reflected in the folktales encompass various social domains: education, politics, socio-economics, and environment. These worldviews are consequentialism, patriarchy, matriarchy, animism, and oneness with nature. Consequentialism is the idea that advances that the value of an act should be judged by the value of its consequences. They believe that good actions and goodness itself result to success and reward while evil actions and evil thoughts end with failure and punishment. In the ancient worldviews of Manobo, men were really the ones who held the highest, most prominent and most important positions in the society. This practice has been embedded in their political system starting from the family, work, and to government in general. The presence of helpful and enchanted animals, spirits, inanimate objects and mystical worlds prove that the Obo Manobo people adhere to animism.



**Presenter: Dr. Norma L. Meñez**

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**Title: “Key Performance Indicators in the Effective Implementation of the ESC for Private JHS in CALABARZON”**

### **ABSTRACT**

This study aims to explore the effectiveness of the implementation of Education Service Contracting in CALABARZON Region. Descriptive method of research was used employing questionnaire, interview and observation as data gathering procedures. The respondents of the study were the randomly selected 325 students and 490 Principals of CALABARZON from different schools in Region IV –A. This was based on an effect size of .025 both with a power probability of .95 using a priori power analysis of G\*power 3.1.9. The ESC participating schools in CALABARZON complied very well with the requirements set to be certified and keep themselves meet the above requirements for additional slots. The data on Junior high schools has a notable increase with an equal distribution coming from both private and public schools; their cohort survival record is increasing. Some private Junior High schools in CALABARZON had some unused slots, have more than 1 scholarship grants; performing good in as far as their NAT Test scores are concerned. Both the principals and the students rated the implementation of monitoring and evaluation process as effective while moderately effective by the grantees’ on selection process. .Thee identified key performance indicators in order to effectively implement the Education Service Contracting (ESC) in CALABARZON is high tuition fees of private schools partner and the selection process of the grantees. Researcher recommend FAPE to consider access to low cost private schools in their certification requirements; on the other hand, DepEd may revisit their ESC grantee-beneficiary qualification to address the gap of graduating private schools access to low cost private schools.

**Keywords: key performance indicators, ESC implementation, Public private partnership**



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**Title: “Mother and Child Health Services Rendered by the DOH-Human Resources for Health to the Indigenous People of Cabadbaran City”**

### **ABSTRACT**

The healthcare system in the Philippines has undergone dramatic changes over the past 20 years as the government has implemented various reforms and policies to provide every Filipino equitable health care benefits. Indigenous Peoples (IPs) often face numerous barriers to health care access resulting to health inequities. Physical segregation is one of the main reasons these ethnic tribes rely on their traditional health beliefs and practices, some in accordance with and some contrary to safe practices in health. The purpose of this quantitative research is to explore the extent of the mother and child health services rendered to the IPs and the health-seeking behavior of the mothers in terms of prenatal care, facility-based delivery, postnatal and newborn care, breastfeeding, nutrition, and child health care. The perception of the IPs on the barriers to accessing health care was also scrutinized. This descriptive-correlational study has been carried out by purposive quota sampling and an in-depth interview with 121 indigenous mothers in selected barangays of Cabadbaran City, Agusan del Norte. Findings revealed that maternal and child health services have “always” been rendered to the indigenous community and prenatal care got the highest mean among others. The Indigenous People “oftentimes” seek mother and child health care from the health professionals. There was a significant correlation between the health services rendered and the health-seeking behavior of IPs. On the other hand, there was a significant relationship between the perception of the barriers to health care and the health-seeking behavior of the IPs on mother and child care. Therefore, continuous education about primary health care is much needed in the indigenous communities. The National Commission on Indigenous Peoples (NCIP) needs to integrate their culture-sensitive approaches to health to the Department of Health and Local Government Units’ health programs. Health Human Resource Development Bureau-Deployment Program (HHRDB-DP) shall address the shortage of human resources especially in remote areas. Indigenous People should also have representation in the local and national health board. Finally, the researcher is counting on to the future researchers to conduct more culturally-sensitive studies with regards to the health disparities in the unserved/underserved areas.



**Presenter: Dr. Abner V. Pineda**

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**Title: “Exploring Faculty Mentoring Using Hudson’s Five Factor Model”**

## **ABSTRACT**

Quality and specific mentoring practices can lead to stronger and effective faculty instructional delivery in subject-specific areas. The purpose of the study was to explore mentoring practices of several college faculty members and their mentees using the Hudson’s five factor mentoring model for effective teaching. A survey was administered to seasoned and neophyte faculty members from a private Higher Education Institution during the A.Y. 2018-2019. The study used an exploratory research design to ascertain and analyzed both the qualitative and quantitative responses from the mentors and mentees. Results of the study focused on the following areas: (i) personal attributes that the mentor needs to exhibit for constructive dialogue; (ii) system requirements that focus on curriculum directives and policies; (iii) pedagogical knowledge for articulating effective teaching practices; (iv) modeling of efficient and effective practice; and (v) feedback for the purposes of reflection for improving practice. Implications of this study suggests that actively engaging mentors who apply the principles outlined by the five factor areas will serve to ensure highly effective support for the development of their mentee faculty colleagues. Professional development programs that target the specific areas for improvement of these mentors may further enhance mentoring practices.

**Keywords:** Hudson’s Five-Factor Model, Faculty Mentoring, Pedagogical Knowledge, Professional Development, and Modeling



**Presenter: Elsie P. Reyes**

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**Title: “Academic Stress, Motivation and Self-Esteem Among Adult Students: Basis for Improvement of the GED Program in New York City”**

### **ABSTRACT**

The purpose of this study is intended to investigate into the correlation among academic stress, motivation, and self-esteem of the GED Program students of New York Department of Education. Specifically, this focuses on the following objectives: (1) What is the level of academic stress of the respondents? (2) What is the level of motivation of the respondents? (3) What is the level of Self-esteem of the respondents? (4) What is the TABE Test result of the respondents? (5) Is there a significant difference in the level of academic stress of the respondents when data are classified according to gender and age? (6) Is there a significant difference in the level of motivation of the respondents when data are classified according to gender and age? (7) Is there a significant difference in the level of self-esteem of the respondents when data are classified according to gender and age? (8) Is there a significant correlation between the levels of academic stress, motivation, self-esteem, and the TABE Test result among respondents? (9) What best predicts in the effective implementation of Queens adult learners’ GED program based on the performance in the delivery of adult basic education program? And, (10) What are the proposed programs to improve the Queens Adult Basic Education GED Program in New York City?

This study employed the descriptive-Correlational Quantitative Research Design. Sample size of 150 GED students serve as respondents done through Convenience Sampling .Analysis of the data showed the following results: The respondents experience slight level of academic stress; The respondents have slight level of motivation in terms of need; The respondents show slight level of Self-esteem; The TABE results of the respondents show an average performance; There is a significant difference in the level of academic stress when data are classified according to age and gender; There is no significant difference in the level of motivation of the respondents when data are classified according to age and sex, respectively; There is no significant difference in the level of self-esteem of the respondents when data are classified according to gender and age; There is a significant relationship on academic stress, motivation in terms of need, authority, and self-esteem; The best predictors were motivation in terms of peer and need as well as academic stress. The results of the study, will be used by the researcher as basis for the improvement of the implementation of the GED Program in the City of New York, United States of America.

**Keywords:** Academic Stress, Motivation, Self-Esteem, and Adult Education



**Presenter: Dr. Dennis B. Roble**

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**Title: “Mathematics Teachers Quality on SEAMEO Southeast Asian Regional Standards for Mathematics Teachers (SEARS-MT): The Case of Cagayan de Oro City, Philippines”**

## **ABSTRACT**

The Southeast Asian Ministers of Education Organization (SEAMEO) formulated the regional standards for mathematics teachers in the Southeast Asian region. The Philippines being a member country of this organization has implemented the enhanced basic education curriculum following the 12-year educational journey of Filipino students harmonizing with the educational system of the rest of the member countries in the ASEAN region. However, with this change in the educational landscape in the country, are the mathematics teachers competent based on the standards set by SEAMEO? This study aimed to examine the teaching quality of public secondary mathematics teachers in Cagayan de Oro City based on the Southeast Asian Regional Standards for Mathematics Teachers (SEARS-MT). The 147 secondary mathematics teachers in the division answered the SEARS-MT dimensions qualification checklist and data collected was analyzed using mean and standard deviation. Results revealed that mathematics teachers are wanting of exposure and training in ICT integration in mathematics classroom and well-balanced with strong mathematics content and pedagogy. They also took the opportunity to grow professionally in graduate education and membership in different professional communities inside and outside school. DepEd, however, may transform the teaching and learning approaches to solicit positive attitudes of teachers and slowly remove the traditional teaching methodologies which are still evident in some developing countries like the Philippines. Mutual agreements between SEAMEO member countries also needs to be in placed so that countries with low performance in mathematics in international comparisons like Program for International Students’ Assessments (PISA) are assisted to realize the vision of the ASEAN economic community in 2025.



**Presenters:**

**Dr. Gladys Amylaine D. Sales, Dondy Depositario, Roxanne O. Anoché, and Ma. Aileen B. Bermudo**

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**Title : “Teachers’ Competence In Developing Emergent Literacy Skills in the Primary Level: Basis for In-service Training”**

**ABSTRACT**

This study aimed to determine teachers’ competence in developing emergent literacy skills in the primary level as basis for the development of an in-service training program. The descriptive method of research was employed. The participants of the study were the primary grade teachers of District IV, Division of Cadiz City. They were determined using total enumeration considering the following variables such as sex, age, grade level, civil status, length of service and highest educational attainment. The data in this study were obtained using the researcher-made questionnaire that are anchored on the National Competency – Based Teachers Standards (NCBTS) domains. Mean was used as the statistical tool of the study. Findings revealed that teachers’ level of competence in developing emergent literacy skills when grouped according to the mentioned variables were high. Teachers rated themselves very high in alphabetic knowledge and oral language. In addition, Grade Three teachers obtained the highest competence level with very high results in the seven emergent literacy skills. From the results in terms of age, it is concluded that older primary teachers do better over their younger counterparts in terms of the teaching of vocabulary development, spelling, and listening comprehension. On NCBTS domains, curriculum got very high when taken as a whole. School Learning Action Cell (SLAC) Session as an In – Service Training will be designed for primary teachers in the Division of Cadiz City.



**Presenter: Engr. Ildelfonso D. Salva**  
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**Title: “Teacher’s Morale, Leadership Practices, and Organizational Climate of New York City Public Schools”**

### **ABSTRACT**

This study seeks to find out whether organizational climate is a predictor of teacher’s morale and leadership practices in New York City public schools. Specifically, it investigates the teacher’s workplace climate; determines teacher’s morale in terms of ten different factors; and identifies the teacher’s leadership practices that best support great accomplishments in organizations. Descriptive method of research was employed using questionnaires as source for data gathering. The researcher utilized three standardized instruments: Part 1 - Demographics of the Public Schools; Part 2 - Bentley and Rempel (1980) Purdue Teacher Opinionaire (PTO); 100 questions instrument designed to measure the levels of teacher’s morale and Leadership Practices Inventory (LPI); Part 3 - Organizational Climate questionnaire (Litwin and Stringer, 1966). Sample size of 383 teachers/respondents out of the total population of 75,000 teachers of New York City public schools was calculated using RAOSOFT. Analysis of the findings based on Weighted Mean and Ranking, regression analysis, and Analysis of Variance (ANOVA) shows that: (I) Differences among the Measured Variables when grouped to Age affect the assessment on teacher’s morale in terms of satisfaction with teaching, curricular issues and school facilities and services; and organizational climate in terms of responsibility but Age does not affect the assessment on teacher’s leadership practices. (II) Differences among the Measured Variables when grouped to Sex, Civil Status, Grade level, and Tenure status do not affect the assessment on teacher’s morale, teacher’s leadership practices and organizational climate. (III) Differences among the Measured Variables when grouped to Nature of Present Employment affect the assessment on teacher’s leadership practices but does not affect the assessment on teacher’s morale and organizational climate. (IV) Differences among the Measured Variables when grouped to Subject Area the respondents are teaching, affect the assessment on teacher’s morale in terms of community pressures; teacher’s leadership practices in terms of model the way, inspire a share vision and challenge the process; and organizational climate in terms of support, standard, conflict and identity. (V) Assessment on Teacher’s Morale in terms of Rapport with the Principal, Teacher’s Load and Community Pressures significantly predicts organizational climate. (VI) Assessment on Teacher’s Leadership Practices in terms of Challenge the Process significantly predicts organizational climate. Based on the results, the researcher concludes that organizational climate is a predictor of teacher’s morale and leadership practices. Teacher’s morale and Teacher’s leadership practices particularly in the “challenge the process” dimension notably predicts organizational climate. It is recommended that more capability building to support the effectivity of the institutional leadership practices be made for sound organizational climate.

**Keywords:** Teacher’s morale, Leadership Practices Inventory, Organizational Climate





**Presenter: Dr. Romulo T. Sisno**

**Northern Negros State College of Science and Technology, Philippines**

**(romulosisno@yahoo.com.ph)**

**Title: “Conformance on Quality Management System of One State College in the Philippines as Basis for ISO Certification”**

## **ABSTRACT**

This study sought to determine the quality management system of the Northern Negros State College of Science and Technology (NONESCOST) as basis for International Organization for Standardization (ISO) Certification. The descriptive method of research was used in this study. It utilized the ISO 9001:2008 Quality Management System Requirements Checklist and the Questionnaires on the Attitudes towards ISO 9001. The study utilized a descriptive research design.. Findings revealed that the attitude of administrators, teaching personnel and administrative staff’ towards ISO 9001 in terms of benefits, challenges, recommendations and standards did not differ significantly. Findings further revealed that the employees have mostly positive perceptions of ISO 9001, resulting in positive attitudes in the workplace. Findings also revealed that the extent of conformance to the ISO 9001:2008 (QMS) Requirements in the areas of Quality Management System, Management Responsibility, Resource Management, Product Realization and Measurement, Analysis and Improvement was perceived by the respondents to be minor non-conformance. It implies that fulfillment to the ISO 9001:2008 Requirements was only satisfactory.

*Keywords –International Organization for Standardization (ISO), Technology Quality Management System*



**Presenter: Cynthia U. Talens**

**Manila Tytana Colleges, Diosdado Macapagal Blvd, Pasay, Metro Manila**

**(sintiatalens@yahoo.com)**

**Title: "Chemical Formula Writing Difficulties among Filipino Students of General and Inorganic Chemistry"**

## **ABSTRACT**

Filipino freshmen college students' difficulties in writing chemical formulae were determined using a modified end-of chapter exercise subjected to content validation by experts. Students' perspective on their difficulties in chemical formula writing was also elicited using a researcher-constructed questionnaire that enabled the students to explain their answers. Analyses of the data reveal that students' difficulties in writing chemical formulae for ionic compounds from the given cations and anions stemmed primarily from faulty execution of the criss-cross method. However, writing formulae for covalent compounds from given chemical names that make use of Greek prefixes was least cognitively demanding. Finally, writing formulae for ionic compounds from chemical names was the most difficult exercise for the students. Results of the study imply that students' knowledge and skills in chemical formula writing could be enhanced through an expert use of the criss-cross method coupled with a mastery of chemical symbols and ionic formulae.

*Keywords:* chemical formula writing, chemical formula writing difficulties, criss-cross method, chemical formula errors, ionic formulae



**Presenter: Josie M. Torre**

**Tiegerman High School, Richmond Hill, New York**

**(majorjo125@gmail.com)**

**Title: “Work-Life Balance, Well-Being, and Spirituality of Filipino Educators in New York City: Basis for Training and Development”**

### **ABSTRACT**

This study aimed to determine the level of work-life balance, well-being and spirituality of 105 Filipino Educators in New York City. Three standardized questionnaires namely: Work Life Balance , Well-being , and Spirituality Attitude and Involvement List Questionnaires were used. Descriptive correlation method was utilized. Results showed that the participants have a higher level of spirituality and involvement compared to their level of work-life balance and well-being. Also, the results revealed that work-life balance and well-being have positive correlation with spirituality. Furthermore, work-life balance showed a significantly higher correlation to spirituality.

The responses on Work-life Balance when grouped according to the profile variables, depicted that the respondents who are 60 years old and above and are widowed have higher assessment on work life balance in terms of Time Demands and Emotions. On the other hand, the responses on Well-Being when grouped according to their profile variables showed no significant difference. Whereas, the responses on Spiritual Attitude and Involvement when grouped according to their profile variables showed that those who are 50 years old and above have higher spiritual assessment except in the subscale of Acceptance. Whereas, females have higher evaluation in terms of Acceptance. Together with this, the widows have also a higher assessment on Trust and Caring for Others. This study emphasized that work-life balance, well-being and spirituality are valuable concerns of the NYC Educators and in order for them to experience wholeness, these need to be given importance during training and development particularly the weak areas on work life balance and well-being.

Key Words: Work-life Balance, Well-being, Spirituality, Educators



**Presenter: Leonarda A. Villaceran**

**High School for Health Professions and Human Services, Manhattan, New York  
(Leonardavillacera61@gmail.com)**

**Title: “Effective Leadership, Collaborative Teachers and Supportive Environment:  
Predictors of Student Achievement Outcomes Among Low Performing Secondary Schools in  
New York City”**

### **ABSTRACT**

The purpose of this study was to examine the significance of collaborative teachers, supportive environment and effective school leadership as measures of school learning environment and determine if these variables are predictors of student achievement outcomes among low performing high schools in New York City. Using the data from 2017-18 NYC School Survey done by parents, teachers and students and published online, 41 low performing high schools were purposely selected as samples. Descriptive statistics were used to describe low performing schools in terms of measures of combined growth and proficiency on state exams, graduation rates and rate of chronic absenteeism. Correlational analysis was performed to determine the relationship of collaborative teachers, supportive environment and effective school leadership to Regents state exams in English and Math. Ordinary Least Square regression was used to test whether these selected variables are predictors to student achievement outcomes.

The regression analyses and equality of beta coefficient testing revealed that all three variables were found to be significant predictors of student achievement outcomes for the sample population. Findings of this study showed that supportive environment has moderate impact to student achievement in ELA and in Math. The study concludes with recommendations for future research.

# 1st IREC

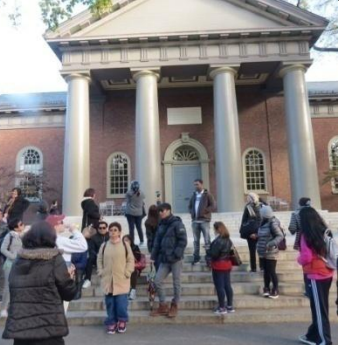
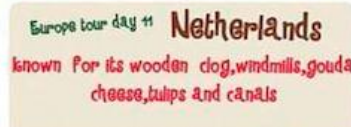
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## **AFTEA AWARDS NIGHT**

**Filipino International Teaching Service Awards**

**Light of the World Teaching Service Awards**

**America Dream Star Awards**

**April 22, 2019 @ 5:00 - 9:00 pm**

Invocation

*Marvin L. Cadornigara*  
AFTEA P.R.O.

USA and Philippine National Anthems

Welcome Address

*Roger P. Cuerquez*  
AFTEA President

Inspirational Message

*Hon. Claro S. Cristobal*  
Consul General, Phil Consulate of New York

Awarding of the Best Papers

*Eufemia B. Patron, Ph.D.*  
AFTEA IREC Executive Director  
Assisted by: *Esmenia R. Javier, Ph.D.*  
Lyceum of the Philippines University, Batangas

Awarding of the Best Paper Presenters

*Eleuterio F. Timbol, Jr., Ph.D.*  
AFTEA IREC Deputy Director  
Assisted by: *Norma L. Meñez, Ph.D.*  
Lyceum of the Philippines University, Batangas

Awarding of Certificates and Plaques of Recognition

a) Presenters, b) Panel Reactors c) Institution Awardees and d) Organizers

*Roger P. Cuerquez*

*AFTEA President*

*Assisted by: Eufemia B. Patron, Ph.D.*

*AFTEA IREC Executive Director and Former Chairman*

*Assisted by: Pancho M. Bernaldez*

*AFTEA Founding Chairman*

Impressions

*Dr. Romulo T. Sisno*

*President, Northern Negros State College of Science and Technology*

*Dr. Eduardo P. Malagapo*

*President & CEO ,EPM Management Consultancy and Associates FZE UAE*

Awarding of Certificates and Plaques of Recognition

a) FITS, b) LOWTS, c) American Dream Star Awardees, and d) R2S

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*AFTEA President*

*Assisted by: Eufemia B. Patron, Ph.D.*

*AFTEA IREC Executive Director and Former Chairman*

*Assisted by: Pancho M. Bernaldez*

*AFTEA Founding Chairman*

DINNER

DINNER

DINNER

DINNER

Turning Over Ceremony of the Star of the Awards Night

DANCES

RAFFLES

DANCES

RAFFLES

### **Masters of Ceremony**

*Engr. Ildefonso D. Salva and Engr. Leonarda A. Villaceran*

*“Let your light so shine before men, that they may see your good works, and glorify your Father who is in heaven.”*

*(Matthew 5:16 KJV)*



# AFTEA



## **2019 Filipino International Teaching Service (FITS) Awardees**

### **FITS Lifetime Service Awardees**

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Erma C. Cabañero  
Danilo Aragon Cullo  
Artenita P. Dante  
Ludivica S. Dargin  
Dr. Esmenia R. Javier  
Camila C. Lopez  
Teresita Q. Pandolfo  
Dr. Eufemia B. Patron  
Flordeliza F. Quilog  
Dr. Griselda Quintana  
Mimia A. Sanchez  
Dioso A. Torre

### **FITS Ruby Jubilee (40 years) Service Awardees**

Edna D. Alcantara  
Dr. Elvira P. Galang  
Essy N. Malibiran

### **FITS Emerald Jubilee (35 years) Service Awardees**

Vivian Y. Alforque  
Maria Evelyn N. Gomez

**FITS Pearl Jubilee (30 years) Service Awardees**

Dr. Dolores D. Borrás  
Dr. Nerissa Linell Joie T. Calub  
Judilyn Cañete  
Marcelo C. Inot  
Dr. Norma L. Meñez  
Leonarda A. Villaceran

**FITS Silver Jubilee (25 years) Service Awardees**

Elena Bahian  
Rosalinda S. Bajolo  
Marvin L. Cadornigara  
Norma Dagondon Cullo  
Ma. Marissa R. Cymbalist  
Maria Minerva B. Diaz  
Johjoh S Demol-Jenae  
Jo Lyn A. Lobaton  
Elsie P. Reyes  
Ildfonso D. Salva  
Dr. Esther D. Tandog

**FITS Emerald (20 years) Service Awardees**

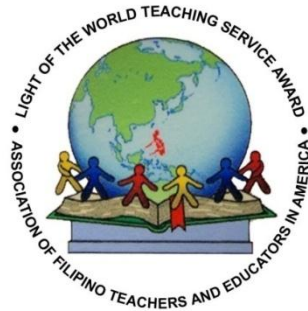
Melvin U. Damaolao  
Sheila Marie Gallenero  
Regina O. Ledesma  
Concordia O. Stefano  
Dr. Eleuterio F. Timbol Jr.  
Dr. Arnie Christian D. Villena

**FITS Ruby (15 years) Service Awardees**

Aniline E. Amoguis  
Ida R Bulalang  
Saul Y. Gallenero  
Dr. Jake M. Laguardor  
Carl V. Manalo  
Josie M. Torre

**FITS Diamond (10 years) Service Awardees**

Dr. Reynand F. Dumala-on  
Dr. Shamir R. Kassim



## **2019 Light of the World Teaching Service (LOWTS) Awardees**

### **LOWTS Ruby Jubilee (40 years) Service Awardees**

Christina Maglipong

### **LOWTS Pearl Jubilee (30 years) Service Awardees**

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Dr. Riceli C. Mendoza

May P. Pascual

### **LOWTS Silver Jubilee (25 years) Service Awardees**

Frederick M. Belen

Dr. Myleen P. Legaspi

### **LOWTS Emerald (20 years) Service Awardees**

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Mari May N. Melo

Maria Cresly A. Moraga

Susan B. Pastera

Annalie P. Quidong

Dr. Gladys Amylaine D. Sales

### **LOWTS Ruby (15 years) Service Awardees**

Fuvie R. Bayot

Dondy Depositario

Dr. Dennis Roble

Jeannette G. Vera

### **LOWTS Diamond (10 years) Service Awardees**

Arrah Candace S. Aguilar

Roxanne O. Anoché

Dr. Kennet Cuarteros

### **LOWTS Sapphire (5 years) Service Awardees**

Ma. Aileen B. Bermudo

Dr. Rovilyn K. Dagondon



## **2019 American Dream Star Awardees**

### **Golden Star Awardees**

Edna D. Alcantara  
Erma C. Cabañero  
Judilyn Cañete  
Roger P. Cuerquez  
Ma Marissa R Cymbalist  
Ludivica S. Dargin  
Marcelo C. Inot  
Essy N. Malibiran  
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Elsie P. Reyes  
Ramon Ross  
Ildfonso D. Salva  
Samuel A. Sanchez  
Dr. Eleuterio F. Timbol Jr.  
Josie M. Torre  
Leonarda A. Villaceran

### **Silver Star Awardees**

Aniline E. Amoguis  
Marvin L. Cadornigara  
Norma D. Cullo  
Maria Minerva B. Diaz  
Saul Y. Gallenero  
Maria Evelyn N. Gomez

**Association of Filipino Teachers and Educators in America (AFTEA), Inc.  
International Teaching Service Award**

**THE  
FILIPINO INTERNATIONAL TEACHING SERVICE  
(FITS) AWARDS**

**Rationale:**

To honor service, commitment, and dedication to the teaching profession internationally.

**Qualifications:**

If you are a Filipino or of Filipino descent teacher or educator who teaches in the Philippines and abroad, the sum of which is at least five years.

- a) At least 4 years in the Philippines and 1 year abroad
- b) At least 1 year in the Philippines and 4 years abroad
- c) Special case: At least 5 years in the Philippines and had presented in the AFTEA IREC Conference.

**Categories:**

Sapphire Award	(5 <sup>th</sup> year)
Diamond Award	(10 <sup>th</sup> year)
Ruby Award	(15 <sup>th</sup> year)
Emerald Award	(20 <sup>th</sup> year)
Silver Jubilee Award	(25 <sup>th</sup> year)
Pearl Jubilee Award	(30 <sup>th</sup> year)
Emerald Jubilee Award	(35 <sup>th</sup> year)
Ruby Jubilee Award	(40 <sup>th</sup> year)
Sapphire Jubilee Award	(45 <sup>th</sup> year)
Golden Jubilee Award	(50 <sup>th</sup> year)
FITS Lifetime Service Award (those who retire from the teaching profession)	

(Awarded since 2016)

**Association of Filipino Teachers and Educators in America (AFTEA), Inc.  
National Teaching Service Award**

**THE  
LIGHT OF THE WORLD TEACHING SERVICE  
(LOWTS) AWARDS**

**Rationale:**

To honor service, commitment, and dedication to the teaching profession nationally.

**Qualifications:**

If you are a Filipino, of Filipino descent, or non-Filipino teacher or educator who teaches in one specific country for at least five years.

**Categories:**

Sapphire Award	(5 <sup>th</sup> year)
Diamond Award	(10 <sup>th</sup> year)
Ruby Award	(15 <sup>th</sup> year)
Emerald Award	(20 <sup>th</sup> year)
Silver Jubilee Award	(25 <sup>th</sup> year)
Pearl Jubilee Award	(30 <sup>th</sup> year)
Emerald Jubilee Award	(35 <sup>th</sup> year)
Ruby Jubilee Award	(40 <sup>th</sup> year)
Sapphire Jubilee Award	(45 <sup>th</sup> year)
Golden Jubilee Award	(50 <sup>th</sup> year)
FITS Lifetime Service Award	(those who retire from the teaching profession)

(Awarded since 2015)

**Association of Filipino Teachers and Educators in America (AFTEA), Inc.  
Citizenship Award**

**THE  
AMERICAN DREAM STAR AWARDS  
(A-Dream) Star Awards**

**Rationale:**

To honor migration, immigration, and naturalization of individual and family members.

**Qualifications:**

If you are a Filipino, or of Filipino descent who acquire permanent residency in the United States of America as green card holder or US citizenship.

**Categories:**

American Dream Golden Star Award (US naturalization)

American Dream Silver Star Award (Green Card)

(Awarded since 2017)

**Association of Filipino Teachers and Educators in America (AFTEA), Inc.  
Community Extension Award**

**THE  
ACHIEVERS AWARD**

**Rationale:**

To honor children, youth and young professionals who have excelled in academics, and non-academic endeavors.

**Qualifications:**

If you are a Filipino, or of Filipino descent who excelled in the academics and non-academic activities in the United States of America.

**Categories:**

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Our Felicitations to AFTEA for hosting the 2nd International  
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from



Dr. Hany Tadres and Family

**CONGRATULATIONS to AFTEA's**  
**2<sup>nd</sup> International Research and Education Conference**  
**From: ILDEFONSO D. SALVA and FAMILY**





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From the family and friends of

VICTORIA LUNA VILLACERAN-MELCHIOT



***Congratulations to AFTEA and  
Welcome Presenters of the  
2nd International Research & Education Conference.***



*Greetings from Helen Ubal-Howard Family*



Welcome Presenters & Guests of the  
**2<sup>nd</sup> AFTEA International Research & Education Conference**  
to the Big Apple.  
*Greetings from Alex-Fem & Family*



# Welcome Presenters and Guests

## 2<sup>nd</sup> International Research & Education Conference



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that Jesus is Lord  
and believe in your heart  
that God raised him from the dead,  
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Romans 10:9

Jesus Our Savior Church

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Hebrews 12:1-2*



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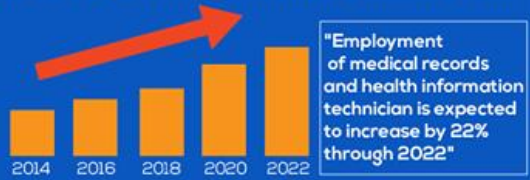
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**Family Day**

**Achievers Awards**

**Christmas Party Celebration**

**Return-to-Share (R2S) Program**

**AFTEA Graduate School Program**

**Philippine Independence Day Parade**

**Filipino International Teaching Service (FITS) Awards**

**International Research and Education Conference (IREC)**

**Junior International Research and Education Conference (JIREC)**

**Light of the World Teaching Service (LOWTS) Awards**

**AFTEA Educational Travel and Tours Program**

**American Dream Star (A-Dream) Awards**

**AFTEA Awards Night**

# AFTEA Sights and Sounds...





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## **ACKNOWLEDGMENT**

The Association of Filipino Teachers and Educators in America, Inc. conveys its heartfelt appreciation to everyone who joined in this successful event. Special thanks goes to the guests, presenters, panel reactors, participants and advertisers who have given their trust in this endeavor.

# AFTEA Awards Night



- \* *Light of the World Teaching Service Award*
- \* *Filipino International Teaching Service Award*
- \* *American Dream*

**NEW YORK CITY**

**April 22, 2019**



**AFTEA**