

Research Paper



Unleashing the literary magic: boosting 7th graders' literacy development through daily reading adventures

Jeremy A. Blanco^{1*}, Jaia A. Dinggay², Heart Diane L. Dulap³, Merry Mae B. Libongcogon⁴,
Sweet Angel B. Dapar⁵

^{1*,2,3,4,5}Association of Science and Mathematics Coaches of the Philippines, Philippine Association of Teachers and Educational Leaders Philippine Institute of 21st Century Educators Inc., Philippines.

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ABSTRACT

Reading is an essential skill for success in academics and beyond (Whitten C., Labby S., Sullivan S., 2019). With that reason in mind, the study investigated the impact and effectiveness of daily reading practice in improving seventh-grade learners' reading comprehension, vocabulary, and writing skills. Using a quasi-experimental design together with the utilization of a pre-test/post-test method, it was found that the literacy development of the experimental group, who engaged in a daily reading practice provided with a selection of age- appropriate reading materials, had a positive influence. The increased number of students labeled "passed" and the noteworthy increase in mean scores from the pretest (6.87) to the post test (13.47) solidly support the assertion that there is a significant difference between the two groups and indicate a robust positive impact of the daily reading practice on the student's literacy development. In relation to the results, the proponents recommend refining and expanding the current educational curriculum with the integration of a daily reading component to maximize student learning outcomes. The success of the integration could contribute to the cultivation of well-rounded individuals equipped with essential skills for future success.

Corresponding Author:

Jeremy A. Blanco

Association of Science and Mathematics Coaches of the Philippines, Philippine Association of Teachers and Educational Leaders Philippine Institute of 21st Century Educators Inc., Philippines.

Email: blancojeremy.official@gmail.com

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1. INTRODUCTION

1.1. Background of the Study

The importance of reading cannot be overstated, as it serves as a foundational skill crucial for success in both academic pursuits and broader life endeavors (Whitten C., Labby S., Sullivan S., 2019). Extensive research has underscored the myriad benefits of regular reading practice, including enhancements in vocabulary acquisition, attitude towards learning, comprehension abilities, and critical thinking skills, among others (M. Mumba, M. Sitwe Benson, 2020). However, while reading holds significant merit, recent scholarly discourse posits that its efficacy in fostering notable advancement may be amplified when coupled with writing integration (A. Hasibuan, A. Putri, A. Tambusai, 2022).

At the core of the Literary Magic initiative lies the recognition that daily engagement in reading is pivotal for nurturing robust literacy competencies, particularly during the pivotal transition to seventh grade. This period marks a critical juncture wherein students are poised to delve into more advanced academic subjects necessitating heightened levels of reading comprehension (B. R. Cooper, J. Moore, C. J. Powers, M. Cleveland, M. Greenberg, 2014). Furthermore, empirical evidence suggests that the benefits of habitual reading extend beyond mere literacy development. A seminal study by elucidated that students who partake in consistent reading practices not only exhibit marked improvements in reading proficiency but also demonstrate augmented knowledge acquisition across diverse subject domains and enhanced cognitive prowess.

Krashen contends that reading serves as a potent catalyst for language acquisition, underscoring the imperative for learners to engage in extensive reading endeavors to fortify linguistic competencies. Moreover, he emphasizes the intrinsic value of reading for pleasure, distinct from its utilitarian or academic utility, to cultivate a genuine affinity for the written word.

The synthesis of scholarly perspectives underscores the multifaceted significance of reading in educational development. While reading lays the groundwork for literacy prowess and academic achievement, its integration with writing facilitates deeper cognitive engagement and nuanced expression. Moreover, habitual reading practices not only engender proficient language acquisition but also foster a broader intellectual acumen, thereby enriching students' overall learning experiences. By championing a culture of daily reading and writing integration, educators can empower learners to navigate the complexities of the academic landscape with confidence and efficacy, laying a robust foundation for lifelong learning and intellectual enrichment.

1.2. Statement of the Problem

The purpose of this study is to investigate the impact and effectiveness of daily reading practice on the literacy development of seventh grade students. This research will specifically answer the following questions:

1. Do engaging in daily reading practice improve:
 - a) Reading Comprehension.
 - b) Vocabulary.
 - c) Writing Skills.
2. Identify significant differences on the literacy development of students before and after engaging in daily reading practice.
3. Determine the number of students that have improved their literacy proficiency.

1.3. Significance of the Study

This study's findings will give researchers a better grasp of how daily reading practice impacts seventh-grade students' overall literacy development.

- **Authors:** This research will serve as the authors' tool in unleashing their own literacy capabilities.
- **Students:** Students themselves can benefit from the study by recognizing the importance of daily reading practice and actively engaging in it to improve their literacy skills.

- **Teachers:** The results may serve as an eye opener for them to better handle their students. Additionally, to have extra knowledge about which they might add in their teaching to provide better education for the students.
- **School Administrators:** School administrators can use the study's results to design. Effective literacy programs that encourage daily reading practice among students.
- **Parents:** They can also use these findings to support their children's literacy development by encouraging them to read regularly.
- **Future Researchers:** The results may serve as a reference for them if they ever decided to conduct a research study related to the literacy development of students with the integration of reading.

1.4. Scope and Delimitation

The study aims to investigate the impact of daily reading practice on the literacy development of seventh-grade learners in Bayugan National Comprehensive High School, using standardized literacy tests to assess the learners' literacy levels before and after the intervention. The respondents will be limited to 30 seventh-grade learners of the said school.

The study will take place over a period of 6 weeks, during which the learners will engage in daily reading practice. Learners who have a history of reading difficulties or those who are not willing to participate in the study will be excluded. Furthermore, not all grade 7 learners are going to be participants of the study, only learners with the lowest literacy capability will be chosen to accurately observe if the DRP can improve one's abilities. The learner's performance grades from the subject teachers that are visible on their report card will also be excluded and instead, the study will focus only on the scores they get on the pre- test and pos-test to be given by the proponents.

1.5. Conceptual Framework

This study is anchored on the Transactional Theory of Reading and Writing by Louise M. Rosenblatt from his book "Theoretical Models and Processes of Literacy" (2018). Where he develops the notion of reading as a participatory activity.

The Transactional Reading Theory essentially reiterates the significance of the reader's active participation in the reading process. It highlights that comprehension of a text entails more than just word decoding or concept advancement in a straight line. Instead, it entails the reader and the text engaging in a dynamic interaction that constantly shapes and reshapes meanings in response to fresh information and understandings. In which it aligns with the idea that reading is a lifelong journey of discovery and personal growth. Which is relevant to how daily reading practice promotes the habit of continuous learning, encouraging individuals to explore a wide range of texts and ideas throughout their lives.

1.6. Research Paradigm

- **Input:** The input stage involves collecting all the required data or information needed by the system. This data serves as the foundation for further processing.
- **Process:** During the processing stage, the input data is analyzed, organized, and transformed using appropriate methods, algorithms, or calculations to generate meaningful results.
- **Output:** The output stage presents the final processed information in a useful format, such as reports, charts, graphs, tables, or predictions, enabling users to make informed decisions.

2. RELATED WORK

In a research work conducted by L. E. Clawson (2018), it was observed that students who participated in daily reading practice and received teacher intervention exhibited significant improvements in both their attitude towards reading and reading achievement when compared to their counterparts who did not engage in such practices.

The research suggests that incorporating daily reading and targeted teacher interventions can be effective strategies for enhancing students' attitudes towards reading and overall academic performance.

K. Martinez and Linda Plevyak's study in 2020 further supported this idea, indicating a positive correlation between the quantity and quality of independent reading practices and student achievement. Another investigation by Serrano and H. Hsiao- Yun (2018), supported by [1], focused on the effectiveness of timed repeated reading (TRR) in improving reading rates and comprehension among elementary school students. The TRR intervention involved students reading the same material aloud multiple times within a set time frame, resulting in improved comprehension and reading speed. The study emphasized that children with weaker reading abilities responded particularly well to TRR, and while spaced exercises enhanced long-term retention, intensive practice led to short-term vocabulary gains [2]. Furthermore, the National Center for Education Statistics (NCES) reported in 2019 that only 44 percent of eighth-grade students in the United States performed at or above the proficient level in reading. A similar trend was observed in seventh-grade students, with only 35% achieving proficiency in reading. This indicates a significant challenge in achieving grade-level reading proficiency among students, potentially impacting their academic success and future opportunities. RA Lagarto's study in 2021 further highlighted that most Grade 7 students struggled with word recognition in both English and Filipino passages. The existing studies have primarily focused on daily reading practice but have overlooked its correlation with writing. Therefore, this current study aims to address this gap by examining the impact of integrated daily reading practice and writing on the literacy development of seventh-grade students. Unlike previous research, this study will specifically focus on secondary students, providing insights into the literacy development of this age group [3].

In alignment with prior research, explored the effectiveness of using Reading Logs at SMKN Tanjung Pinang, revealing that it improved learners' reading skills and adaptability to various language materials. Investigated comprehension from e-books compared to reading with a parent, concluding that collaborative parent-child e-book reading enhanced comprehension. The study emphasized the importance of adult engagement in helping preschoolers understand the content of e-books. Examined the extent of learners' learning strategies, reading enjoyment, and their mediating role in the relationship between reading achievement and learning strategies [4]. The study found that students using control strategies frequently achieved higher reading scores, while reading enjoyment directly impacted reading proficiency. Yoani Gustanti and Mutiara Ayuthis' study in 2021 investigated the correlation between test results for English proficiency and cognitive reading techniques. The findings indicated a significant link between English proficiency test results and cognitive reading strategies, highlighting the importance of learning strategies in language acquisition.

3. METHODOLOGY

3.1. Research Design

The literary magic will employ a quantitative and qualitative method with the integration of a quasi-experimental design to compare the literacy development of two groups: the experimental group [5], which will engage in daily reading practice provided with a selection of age-appropriate reading materials, including books, articles, and online resources, and the control group, which will not participate in any specific reading-related activities beyond their regular curriculum. Additionally, the study will utilize a pre-test/post- test design to measure the literacy levels of the participants before and after the intervention period. This design will help evaluate the impact of the daily reading practice on the literacy development of the learners.

3.2. Selection of Participants

The participants will be selected from the grade seven learners enrolled for the academic year 2023-2024 at Bayugan National Comprehensive High School located at Narra Avenue, Poblacion, Bayugan City, Agusan del Sur [6]. The researchers will only include learners with the lowest literacy capability but with the minimum capacity to read and comprehend words. In selecting the participants, a standardized pretest literacy test will be employed, and only learners that can pass will qualify for the intervention. Furthermore, only learners who are willing to cooperate will proceed with the intervention [7].

3.3. Research Instruments

The primary tool for this study will be the standardized literacy test as the pre-test and post-test to assess the various aspects of literacy development mentioned in the research questions (reading comprehension, vocabulary, writing skills, phonics, and phonemic awareness). Together with daily reading logs to track the pages they've daily. Additionally, the researchers will conduct daily monitoring to assess learners' engagement and behavior during reading adventures.

3.4. Data Gathering Procedure

The research instruments mentioned above will be used to accurately gather data on the effectiveness of DRP [8]. Starting by administering a standardized pretest literacy test to all 7th grade participants before the intervention to measure their literacy capabilities and identify the learners qualified to proceed with the intervention.

During the intervention, the learners will be encouraged to read for a specific duration, such as 30 minutes, every day for a predetermined period of 6 weeks. After the daily interventions, the researchers will provide learners with reading logs, which will record the number of pages they've read. Additionally, the researchers will monitor the learners of the experimental group's engagement in their daily reading adventures, including their interactions with the provided reading materials and behavioral changes, to also ensure the quality and consistency of the intervention [9].

3.5. Data Analysis

In determining the impact of daily reading practice on literacy development, paired t-tests will be used to appropriately analyze the pre-test and post-test scores of the learners [10]. The paired t-test will be used to assess whether there is a significant difference in literacy skills within the experimental group by comparing their pretest scores to their posttest scores [11]. Additionally, descriptive statistics will be used to provide a comprehensive picture of the learners' literacy proficiency levels after engaging in daily reading practice.

answer specific research questions, such as the learners' level of literacy proficiency after engaging in daily reading practice. This can be done by calculating the mean, median, and mode, which offer insights into central tendencies.

4. RESULTS AND DISCUSSION

Data gathering, as seen in Chapter 2, has been completed. A pretest has been administered to gather initial data as to where our research should focus. An intervention is being made that causes this intervention to take effect in the process.

Upon analysis, the result of the pretest, as shown in Table 1, suggests that more than half of the students may have a score below the median (10), indicating a lack of understanding among a significant portion of the group. This prompted an intervention for the student's current literacy capabilities [12]. The intervention appears to have a pronounced positive influence, as evidenced by the increased number of students labeled "passed" and the noteworthy increase in mean scores from the pretest (6.87) to the posttest (13.47). The presented data reveals a substantial positive shift from pretest to posttest, with a mean difference of 6.60.

Together with the T-computed value of -13.58040 and a p-value less than 0.001, it strongly proves the statistical significance of the treatment's impact. Additionally, the decrease in standard deviation from pretest (1.9952) to post-test (1.1872) supports the interpretation that the daily reading practice treatment not only brings about an overall improvement but also contributes to more consistent performance among participants. Collectively, this solidly supports the assertion that there is a significant difference between the two groups and indicates a robust positive impact of the daily reading practice on the student's literacy development [13].

4.1. Triangulation Method

As intricate researchers in the field, we felt a need to deepen the understanding of the statistics that has been shown. Therefore, a triangulation has been conducted. The following narratives corroborated the results of statistics, therefore, concluded that the given intervention is highly significant [14].

4.1.1. RQ1: How Did You Feel When the Little Girl Couldn't Buy Ice Cream?

To find out if students have comprehended the story they've read, they are asked to write about their feelings knowing that the little girl can't buy ice cream [15]. Most students felt sad for the little girl, while others felt sorry for her. This shows that daily reading can enhance reading comprehension.

The following are some of the triangulated answers of the participants:

- 1) "It saddens me that she can't get ice cream since she's not wearing shoes."
- 2) "I feel sad because the little girl can't buy ice cream and she want to eat some ice cream because the weather is hot."
- 3) "She only wanted ice cream, and she was turned away, so I feel awful for her."

4.1.2. RQ2: If you became one of the characters in the story, who would you choose to be and why?

To find out the writing skills of the students, they are asked to choose whom they want to be in the story and why. The answers of the students measure the grammar, vocabulary, sentence construction, structure, persuasiveness and clarity of their answer [16]. Most of the students choose the big man. This shows that daily reading can enhance writing skills.

The following are some of the triangulated answers of the participants:

- 1) "I will choose the big man, because of his character that is willing to help the little girl, and surely he will do it to others also."
- 2) "Comparing the characteristics of the store clerk and the big man, the big man is much nicer than the store clerk, so I will choose to be like the big man who is helpful to the little kid, I also want to help people who are in needs."
- 3) "The big man is the one I would like to be, for his generosity to help the little girl who's not able to buy ice cream in the store, it is a simple gesture of showing love to little children."

4.1.3. RQ3: After Reading the Story, What Does It Mean to Have a Big Heart?

To find out the student's vocabulary, the students were asked to write about what does it mean to have a big man. Most of the students define a big heart as a helpful person [17], someone who's compassionate, and amiable. This shows that daily reading comprehension can enhance students' vocabulary.

The following are some of the triangulated answers of the participants:

- 1) "Big hearts are, in my opinion, linked to charming and optimistic dispositions."
- 2) "You may be likeable and have a large heart by being kind and helpful to others."
- 3) "A person with a large heart is kind, gregarious, willing to help others when needed, and a very amazing and alluring person."

5. CONCLUSION

Taking everything into account, the effort aimed at boosting the literacy development of seventh graders via everyday reading experiences has demonstrated remarkable accomplishments. Students who have participated in this program have developed a sincere love of reading in addition to broadening their literary horizons. They have gained exposure to a wide range of genres, cultures, and viewpoints through the thoughtfully chosen selection of varied stories, which has deepened their knowledge of the power of words.

Their involvement with challenging issues and intricate storylines has sparked their critical thinking and analytical abilities, which has been facilitated by the daily reading experiences. These literary adventures' immersive format has sharpened students' capacity to explain and express ideas logically, in

addition to improving their comprehension. Additionally, the approach has shown how to improve language fluency and vocabulary development. Through interacting with words in context and engaging in self-discussions, students have acquired an advanced and flexible command of language that transcends the confines of the classroom.

Most significantly, the seventh graders' creativity and imagination have been stimulated by the literary enchantment uncovered in these daily reading experiences. Their literary investigation has become a vehicle for self-expression and self-discovery because of the inspiration to write and express themselves creatively.

As we reflect on the effects of this initiative, it is obvious that establishing a culture of daily reading excursions is not only an academic exercise but a transformative journey for young minds. As these seventh graders are prepared to navigate a society that values critical thinking, effective communication, and a deep appreciation for the beauty of language, the investment made in literacy development today will surely pay off in the future. The literary magic unleashed in these formative years will undoubtedly leave an indelible mark on their educational journey and beyond.

5.1. Recommendations

Considering the provided results and successful conduct, the proponents would recommend further investigation into the aspects that might affect a student's literacy capability. Additionally, it is highly recommended to explore the potential integration of technology, such as interactive e-books or online reading platforms, in which it could provide new insights into enhancing the immersive nature of literary experiences.

Future educational initiatives and practices that attempt to maximize student learning outcomes can benefit from these insights. Furthermore, academic staff can incorporate a daily reading component into their curriculum, since it has been proven through this study that introducing daily reading sessions can have several positive outcomes for students' literacy development and overall academic growth. And incorporating daily reading not only at the school but also at each student's home to complement the efforts at school.

The success of this literacy initiative suggests that a collaborative effort involving researchers, academic staff, parents, and children can create a transformative educational experience. By continuing to refine and expand upon these strategies, stakeholders can contribute to the cultivation of well-rounded individuals equipped with essential skills for future success.

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Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Jeremy A. Blanco	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓
Jaia A. Dinggay	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓
Heart Diane L. Dulap		✓	✓	✓	✓		✓		✓	✓	✓		✓	✓
Merry Mae B. Libongcogon	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Sweet Angel B. Dapar	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

C : Conceptualization

M : Methodology

So : Software

Va : Validation

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

Fo : **F**ormal analysis

E : Writing - Review & **E**ding

Conflict of Interest Statement

The authors declare that there are no conflicts of interest regarding the publication of this paper.

Informed Consent

All participants were informed about the purpose of the study, and their voluntary consent was obtained prior to data collection.

Ethical Approval

Not Applicable.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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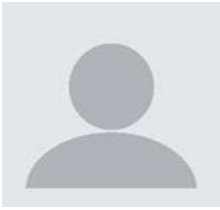
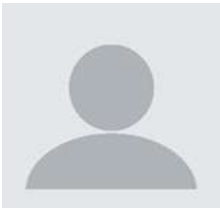
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BIOGRAPHIES OF AUTHORS

	Jeremy A. Blanco, is researcher educator affiliated with the Association of Science and Mathematics Coaches of the Philippines (ASMCP), the Philippine Association of Teachers and Educational Leaders (PATEL), and the Philippine Institute of 21st Century Educators Inc. His academic interests lean toward science plus mathematics education, educational leadership, curriculum development, and innovative teaching method(s). He also really keeps showing up in educational research and professional growth activities, aiming for better teaching, and better student learning outcomes across the Philippines. Email: blancojeremy.official@gmail.com
	Jaia A. Dinggay, is an educator and researcher, connected with the Association of Science and Mathematics Coaches of the Philippines (ASMCP), plus the Philippine Association of Teachers and Educational Leaders (PATEL), and also the Philippine Institute of 21st Century Educators Inc. In her day-to-day work, she focuses on educational innovation, instruction in science, and mathematics teaching, while also looking into teacher professional development. She's intent on strengthening evidence-based educational practices, to help refine what happens inside the classroom and to raise student achievement, in a real and measurable way. Email: jdinggay@gmail.com
	Heart Diane L. Dulap, is affiliated, with the Association of Science and Mathematics Coaches of the Philippines ASMCP, plus the Philippine Association of Teachers and Educational Leaders PATEL and also the Philippine Institute of 21st Century Educators Inc. At the same time, her research interests sit around educational methodologies curriculum upgrading and teacher capacity building. She joins in group based educational research, which is basically meant to strengthen teaching effectiveness and to nurture those meaningful learning experiences for students. Email: dianedulap@gmail.com

	Merry Mae B. Libongcogon, is an educator and researcher affiliated with the Association of Science and Mathematics Coaches of the Philippines (ASMCP), the Philippine Association of Teachers and Educational Leaders (PATEL), and the Philippine Institute of 21st Century Educators Inc. Her academic interests include educational research, science and mathematics education, and instructional innovation. She contributes to initiatives that support teacher development and the continuous improvement of educational quality. Email: merrymaelibongcogon@gmail.com
	Sweet Angel B. Dapar, is sort of connected to the Association of Science and Mathematics Coaches of the Philippines and also the Philippine Association of Teachers and Educational Leaders, plus the Philippine Institute of 21st Century Educators Inc. Her work focus leans toward educational leadership, curriculum development, and teaching in a more creative way, you know, innovative classroom practices. She is really committed to pushing methods grounded in research, this evidence based educational approaches can bolster teacher effectiveness and help student success across many learning settings, even when the environment is not the same. Email: sweetangelbarriosdapar@gmail.com