

Abstract — Social media has a wide influence to all users specifically to the people in the community and school. Teachers also use social media to express themselves and even demonstrate some situations that may influence the audience to comment and like their posts. This study aimed to determine the ethical behavior of teachers as identified in the survey -questionnaires and how this study helps to avoid the negative effects to the teacher. Majority of the teachers perceived themselves as ethical teachers and maintain their professionalism with the stakeholders on social media. In as much as the study revealed several recommendations are drawn from the respondents such training, orientation and awareness for teachers be conducted in creating smooth relationship with the community to execute their performance in helping learners to the fullest. No sampling technique was use for the sample population is very small. The data collection was collected through google forms which will be automatically tallied according to the respondents through graphic presentation. It is prevalent that the best thing that a teacher does in enhancing teachers' ethical standards on social media is respecting student privacy and confidentiality. That being an ethical teacher, in order to improve and maintain relationships between teachers and stakeholders one must positively influenced between the two. The impacts and to its extent in improving teachers' community relations and professional behavior using social media prevails positive outcomes in improving community relations. That whatever highly intelligent nor professional we are, teachers being professional in the working community we have to maintain professional reputation and distinction to learners, parents and/or the community on social media.

Keywords — *Social Media, Ethical Behavior, Professional, Community Relations, Impacts*

I. Introduction

Professional ethics applies only to profession, so it is necessary first to consider what is required for an activity to be considered professional,” says Baumgarten (1980). “Every teacher shall merit reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities as gambling, smoking, drunkenness and other excesses, much less illicit relations,” section 3, Article III of The Code of Ethics of Professional Teachers. Anyone can be a teacher, but being a teacher in the public Philippine setting is not by chance but a privilege provided by law in section 2. Statement of Policy,” The state recognizes the vital role of teachers in nation-building and development through a responsible and literate citizenry. Towards the end, the state shall ensure and promote quality education by proper supervision and regulation of the licensure examination and professionalization of the practice of the teaching profession” of Republic Act No. 7836 otherwise known as “Philippine Teachers Professionalism Act of 1994”. Wilkinson et.al (2003) stated “Teachers and administrators frequently feel their jobs and self-esteem are threatened by an accountability system which seems to hold them responsible for all the woes of the world; and some parents disapprove of classrooms which are unlike those in which they grew up and of system which not to be doing enough for their children.” Mishra (2004) says that the most powerful ingredient in the educational process is teacher. He is pivot of the process and even initiator of the act. It is his responsibility to look after the all-around development of human personality: the chief aim of education, to its best. It engenders profound pride for teaching to be called as the noblest profession for anyone can be a teacher but only the

privileged could teach. According to Sean Valentine & Gary Fleischman (2008) “Profession should develop ethical standards to encourage social responsibility, since these actions are associated with enhanced employee ethical attitudes.” Warnick et al., (2016) said that teacher should be given a space of privacy to express their uniqueness as humans, so long as they take reasonable care to make sure that their online actions are not easily connected to students, schools, or their professional identities. Open teachers’ participation in social networking may offer beneficial educational opportunities, provided that teachers are not involved in detrimental. Thunman and Persson (2017) identified the two ethical dilemmas as moral responsibility of teachers for pupils’ action and how teachers appear on social media. Teachers use of social media brings to the fore and deepens long standing ethical problems about what the teachers functions is and should be by interacting with students in a virtual social environment initially designed for private use. Teachers are forced to consider and place their intended teaching function in these new social arenas as a result of their engagement in social media platforms like Facebook. According to Forbes (2017) believes that in teachers’ education, social media is utilized for information sharing, discussion, and collaboration. In an academic setting, social media present risks and obstacle. Depending on their level of knowledge and confidence, students need customized scaffolding. In terms of social repercussions, experts are advised to protect their online reputations while proactively using social media to strengthen learning networks. One of the risks factor in education is the significance of use social media to challenge perceptions, broaden horizons and increase awareness of novel possibilities in tertiary disciplines and teachers’ preparation. Developing social media skills that are analytical, discerning and learning-focused is essential to equipping new professional for continuous networking in approaches that are moral and socially conscious.

Our role is to create and build a strong and solid foundation that pertains to the optimum development of students’ knowledge, skills and attitudes (KSA) for them to fit, survive and adapt in the globally competitive and changing world. In the eyes of society, teachers are given special appreciation. They are respected not because they look cool in uniform, but how tough and critical their job can be for a day (Bambe, 2022). Teachers’ role in the classroom, society and the world at large has taken a different turn from what it was back in the day. Overtime, teachers were given specific curriculum to follow and instructions on how to teach the curriculum. Today, teachers’ role has gone beyond teaching. Their role now involves counseling students, mentoring students, and teaching them how to use and apply knowledge in their lives. Teachers are now looking for ways to impact students on a different level and even inspire them to be more and do more, (<https://exceedcollege.com/blog/the-role-of-teachers-in-education>).

The core of teaching consists of four basic values: dignity, truthfulness, fairness and responsibility and freedom. All teaching is founded on ethics-whether it be the teacher-student relationship, pluralism or a teachers’ relationship with their work. Dignity means respect for humanity. Teachers must respect every person, regardless of gender, sexual orientation, gender diversity, appearance, age, religion, social standing, origin, opinions, abilities and achievements.

Truthfulness is one of the core values in teachers' basic task, which involves steering learners in navigating life and their environment. Honesty with oneself and others and mutual respect in all communication is a basic aspects of teachers' work. Fairness is important both when encountering individual learners and group but also in the work community. Fairness involve in particular promoting quality and non-discrimination and avoiding favoritism. Teachers are entitled to their own values, but in their work, teachers' responsibility is tied to their basic task and its standards such as legislation and the curriculum (<https://www.oaj.fi/en/education/ethical-principles-of-teaching/teachers-values-and-ethical-principles/>).

Labalan (2022) says in an article, DepEd-Bicol Reminds Teachers to Abide by Ethical Standards. On the statement, Mayflor Jumamil, regional public information of DepEd-Bicol, said DepEd-Bicol would always abide by the directives from the central office, noting the order will remind everyone in DepEd of the Code of Conduct and ethical standards expected, to be manifested by public employees and officials and to practice the highest form of professionalism. Kohlberg and Gilligan's theories of Moral Development informs a teachers' role and actions. Although both theories seem to contrast they actually provide a "multidimensional map of the ethical terrain" for teachers (Starrat, 2004). In an article, teachers should be motivated by a universal respect for human life and also be guided by principles of caring. Teachers stand in a fiduciary position in relationship to their students. Inherent in a fiduciary relationship is an imbalance power where the students place their trust/confidence in teachers, who are responsible for caring for their students and respecting their needs. This overarching responsibility of teachers provides an ethical standards of professional practice to which professional educators must abide and has powerful practical and legal implementations for their personal and professional lives.... Accordingly, teachers must act in their private lives in a way that does not undermine their efficacy in the classroom, demean their employing school entity or damage their position as a moral exemplar in the community.... teachers are also expected to model ethical principles through their pedagogy. Ethical lessons are implicitly communicated by the culture of caring and respect that the teacher creates and enforces as well as by his or her academic decision-making and interactions with students, colleagues, parents and community members. (<https://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/Unit1/Pages/The-Ethics-of-Teaching.aspx>).

To be ethical in the midst of the mellow-dramatic society, when some issues pinpoints teachers acting unethical, indecent, such as modesty, elicit relationships and/or practicing immoral affairs with colleagues and/or to others. Talking about morality, how community affects the respects given to teachers. The bias judgement of community turns out a barrier of teachers to live a normal life just like others because of stereotyping. "Teacher ka pa naman," is quite a statement often lead to dilemma to novice teacher to act accordingly abiding the rules and laws stipulated in the codes and ethics of professional teachers.

This study aimed to assess the life of being an ethical teacher on social and its impact to the community. Specifically, it seeks answers to the following sub-problems:

1. What are the best practices identified by public school teachers in enhancing teachers' ethical standards on social media?
2. To what extent does assessing the life being an ethical teacher improve the relationship between teachers and stakeholders?
3. What are the distinct impacts in improving teachers' community relations and professional behavior in using social media?
4. What suggestions/recommendations can you offer to enhance teachers' ethics and professional behavior on social media?

Scope and Delimitation of the Study

This study provided and informed the teachers of public schools on how to be ethical on social media and its impact to the community as social responsible professional. The teacher-respondents are the teachers who are public school teachers.

Significance of the Study

This study will be of great help to teachers to be ethical and social responsible as a role model. Teachers will be aware that their behavior in social media has impacts in the community.

The result of the study can be beneficial to the following:

Teachers. This will aid them to be socially and ethically aware on what, how, when to post/upload on social media outlets. As not to adjudged and criticized by netizens for misbehaviors and actions that demeans the person, institution and the department.

School Administrators. This study will benefit them for they can use it in the provision of technical assistance to teachers during classroom observation and mentoring on monthly supervision as its basis.

School Guidance Counselor-Designate. The findings of this study will serve as tool/guide about the graveness of the conduct or action of the teacher/s for grievance purposes when necessary.

Future Researchers. This study will be a basis on improving and creation of training and development programs about social responsibility and ethical standards as to its scope and limitations.

Gap Bridged by the Study

With results from news about the teachers unethical behaviors, the researchers are interested what would be the result of this study. They felt that this work will be a little help to teachers to be socially responsible and uphold the ethical standards of being a teacher in Philippine public setting.

Many teachers especially the novice are unaware about the ethical standards and abide with the existing rules and regulations of being a teacher to be socially and ethically upright.

II. Methodology

This includes the description of research method used. Particularly, it discusses the sampling technique, respondents of the study, sources of data, instruments to be used, statistical treatment in the analysis and interpretation of data, data gathering procedure and statistical treatment.

Research Design

Descriptive-survey method of research will be utilized in this study. As pointed out by Lancy (1993), qualitative research is typically thought of a social method with a set of procedures for conducted research. Wiersma and Jurs (2005) reiterated that it is a purest sense follows a naturalist paradigm and the meaning derived from research are specific to that settings and its conditions. This approach is that of a holistic interpretation of a natural setting.

The researcher uses this method wherein the data gathered from this study will assess the life of being an ethical teacher on social media and its impact on the community.

Sources of Data

The data was gathered from the two sources- the primary and the secondary sources. Primary data was generated from the survey-questionnaire through google forms which will be sent by the researchers to the teacher-respondents through shared links via messenger applications.

Related studies, books, newspapers, special laws and web sites that are relevant to the study will be used as the secondary source.

Respondents of the Study

Respondents of the study were the teachers of the public school in the Philippines.

Table 1**Sample Population of the Teacher-Respondents**

Name of School	Number of Teachers
School A	9
School B	8
School C	8
School D	12
School E	26
Total	63

Table 1 exhibits the teacher-respondents on the sample population. For School A nine (9) teachers, School B eight (8) teachers, School C eight (8) teachers, School D twelve (12) teachers and School E twenty-six (26) teachers with a total of 63 teacher-respondents.

Sampling Techniques

The researchers did not employ any kind of sampling technique because according to Andaza, E.G., Bermudo PJ V., and Rasonabe, M.B. (2009), there is no need to sample when the target population is small. In the case of this proposed study there are only sixty-three (63) prospective teachers and gathering and retrieving data is very easy for the researcher. (See Table 1)

Instruments

In gathering data or in conducting a research, the researcher used varied data gathering methods from the teacher-respondents through a survey-questionnaire using google forms which were given to the teachers of Schools A, B, C, D, and E. The first statement of the problem is on the best practices identified by public school teachers in enhancing teachers' ethical standards on social media. The second statement of the problem is on the extent of assessing the life of being ethical teachers and improving the relationship between teachers and stakeholders. The third statement of the problem is on the distinct impacts in improving teachers' community relations and professional behavior in using social media.

The instrument was personally prepared by the researchers with the assistance of their professor. The researchers revised and improved the instrument according to the professors' suggestions and recommendations. Thereafter, the researchers were conducted a survey by sending to messenger of the teachers through google forms.

Data Gathering Procedure

The search for new knowledge is the layman's definition of research. In gathering and collecting data, the researcher followed some protocol. First, the researchers wrote a letter to the dean of graduate school to allow them to conduct their study. When approved, the researchers crafted a questionnaire with the help of research advisers for correction, critique, comments, suggestions and recommendations. Furthermore, the researchers will finalize the set of questions and give it to the instructor for validation. With the approved letter from the Dean of Graduate School to conduct and distribute the survey address to the teacher-respondents.

The researchers administered the survey-questionnaire themselves through google forms. Moreover, the gathered data upon its retrieval were interpreted and analyzed using statistical tools. Furthermore, the researchers determined the findings, summarize them, concluded and make recommendations. All these used as bases for coming up with a tool and guide to be socially responsible and ethical.

Statistical Treatment

The data collection was collected through google forms which will be automatically tallied according to the respondents through graphic presentation. In order to answer the research questions, the study utilized different statistical methods.

In order to tackle problem number one about the best practices identified by the public-school teachers in enhancing teachers' ethical standards on social media. We employed a four-point rating scale to interpret the results and calculated the average weighted mean to collect the necessary data.

Numerical	Number	Interpretation
3.50-4.00	4	Strongly Agree
2.50-3.49	3	Agree
1.50-2.49	2	Disagree
0.01-1.49	1	Strongly Disagree

In order to tackle problem number two as to what extent does assessing the life of being an ethical teacher improve the relationship between teachers and stakeholders.

Numerical	Number	Interpretation
3.50-4.00	4	Very Evident
2.50-3.49	3	Evident
1.50-2.49	2	Less Evident
0.01-1.49	1	Not Evident

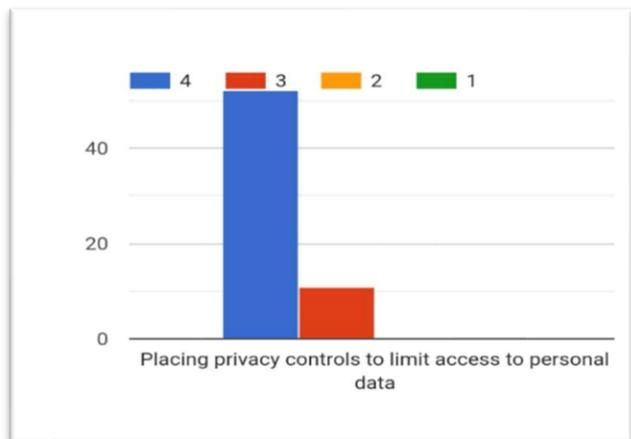
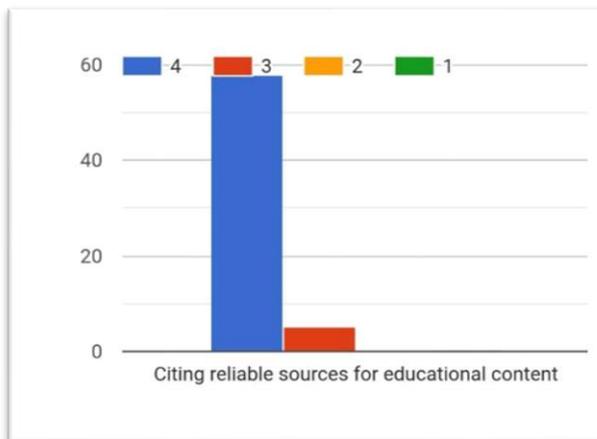
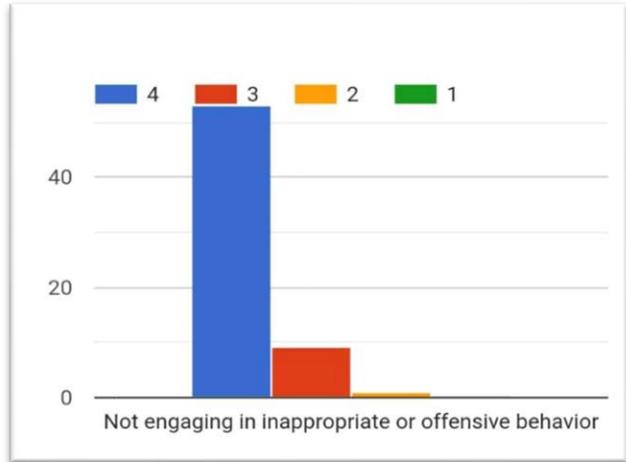
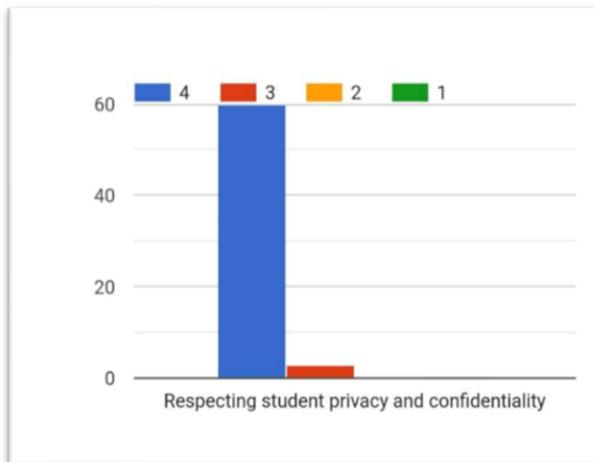
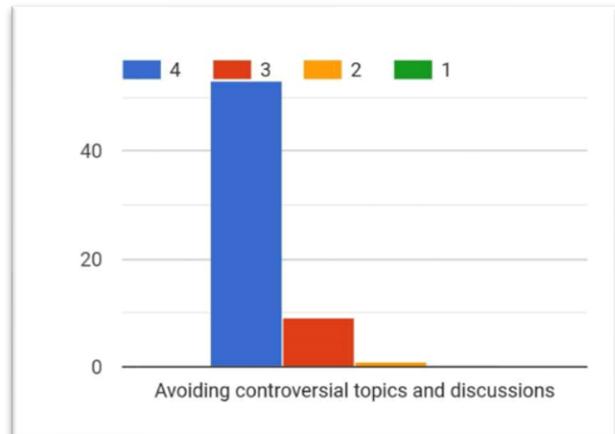
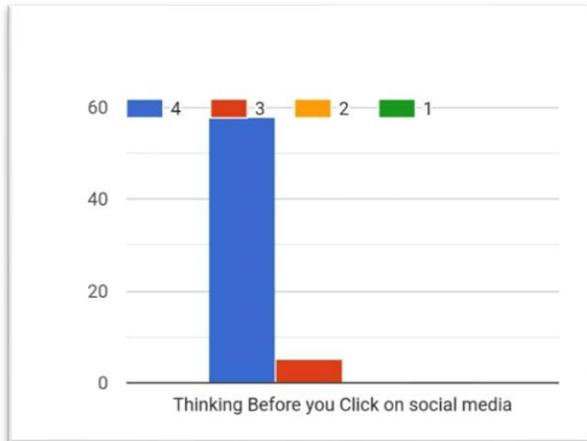
In order to tackle problem number three, about the distinct impacts in improving teachers' community relations and professional behavior in using social media.

Numerical	Number	Interpretation
3.50-4.00	4	Very Evident
2.50-3.49	3	Evident
1.50-2.49	2	Moderately Evident
0.01-1.49	1	Less Evident

In order to gather the consensus of the respondents about the problem number five which talk about their suggestions/recommendations they can offer to enhance teachers' ethics and professional behavior on social media, they are allowed to select three recommendations/suggestions that they think are the best.

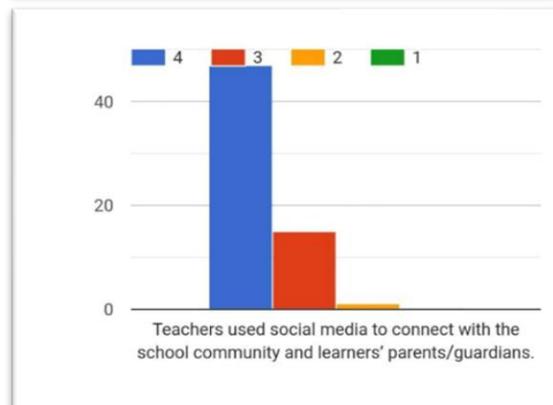
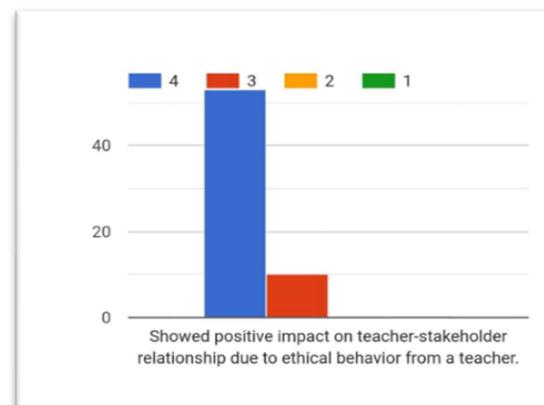
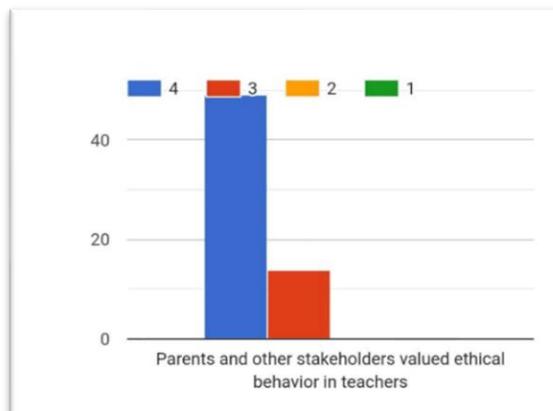
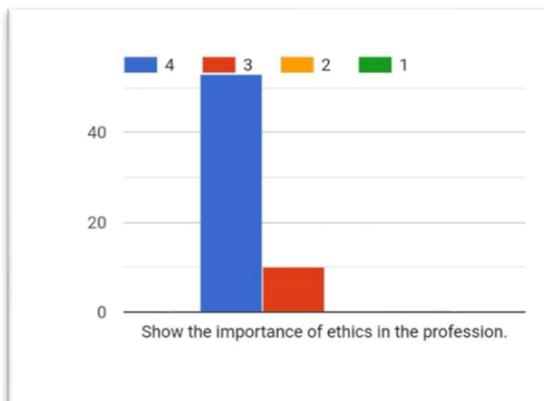
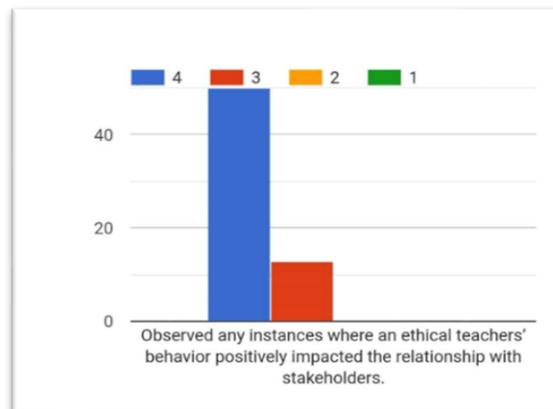
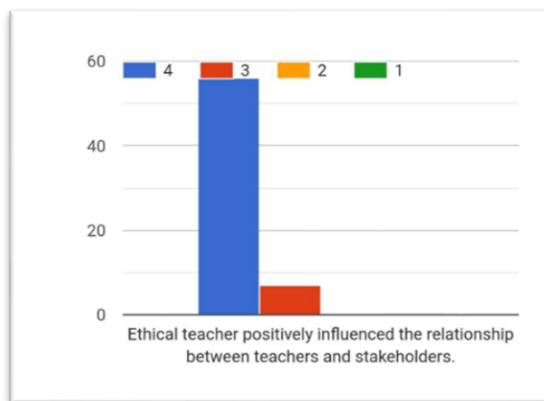
III. Results and Discussion

Social media has been incorporated into every aspect of our lives. Particularly in public schools, teachers frequently use social media sites for a variety of functions, including professional networking, resource sharing, and interaction with both students and parents. The researcher's best practices identified by public school teachers in enhancing teachers' ethical standards on social media.



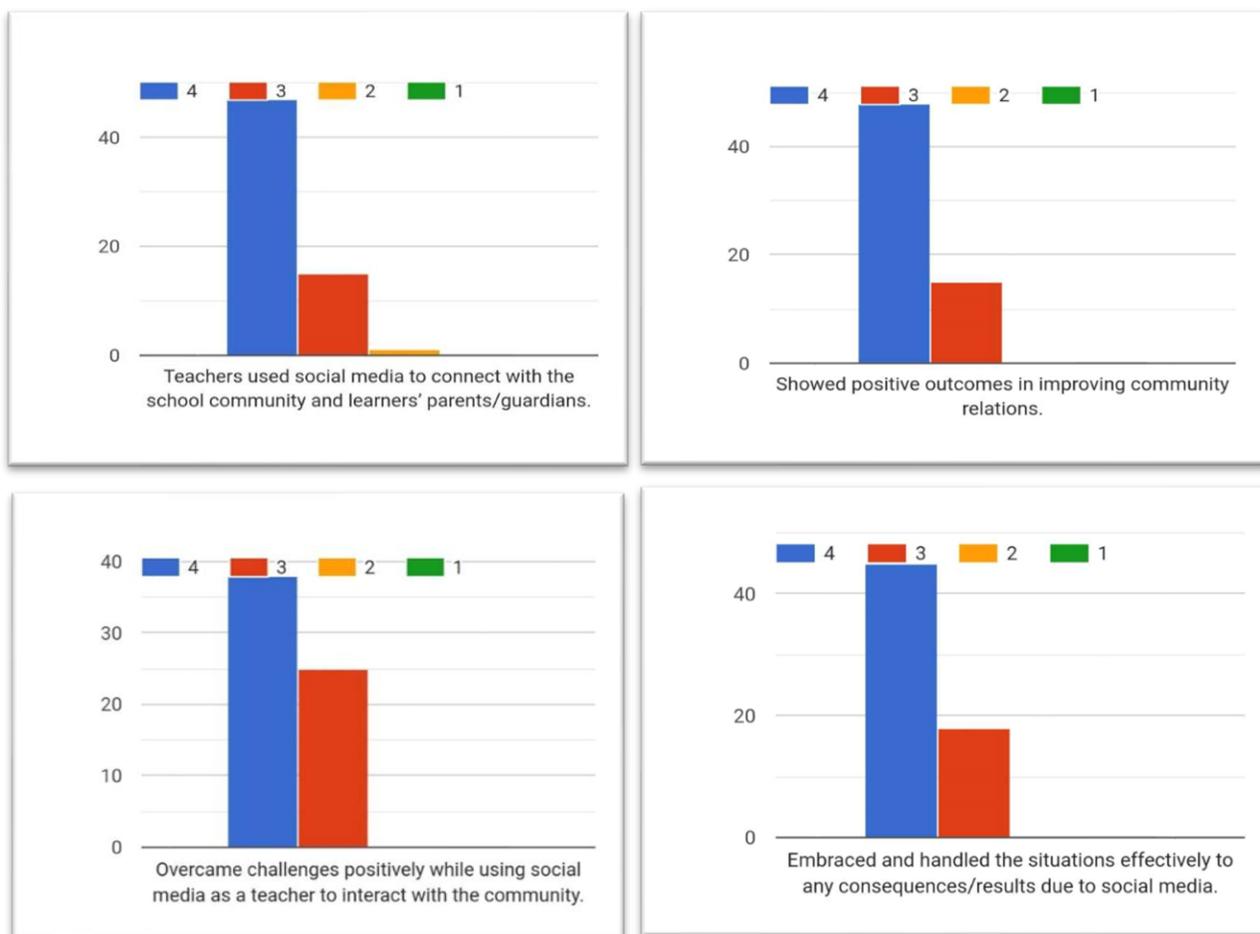
The result prevailed that 62 out from 63 strongly agrees (98.41%) respecting students' privacy and confidentiality gathers while 1(1.59%) agrees. Thinking before you click and citing reliable sources for educational content prevails that 60 from 63 strongly agrees (95.24%) and 3 (4.76%) agrees. Avoiding controversial topics and discussions shows that 50 (79.37%) strongly agrees; 10 (15.87%) agrees and 3(4.76%) disagree. Not engaging in inappropriate or offensive behavior prevails that 50 (79.37%) strongly agrees; 12 (19.04%) agrees and 1 (1.59%) disagree.

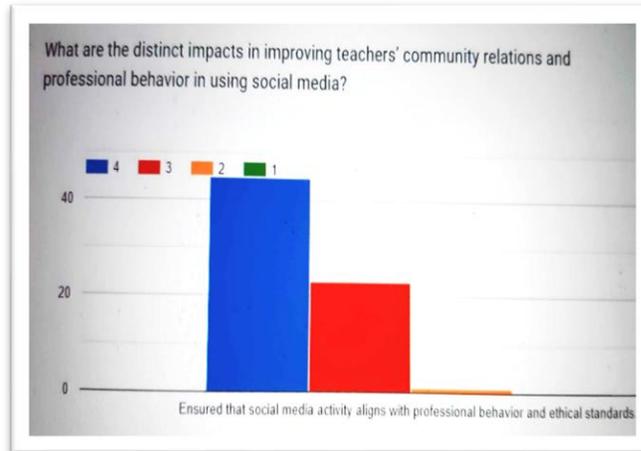
As to what extent does assessing the life of being an ethical teacher improve the relationship between teachers and stakeholders.



The results prevailed that 54 (85.71%) from 63 very evident that an ethical teacher positively influenced the relation between teachers and stakeholders, and 9 (14.29%) evident. Showed positive impacts on teacher-stakeholder relationship due to ethical behavior from a teacher shows 53(84.13%) elicit very evident and 10(15.87) evident; observed any instances where an ethical teacher’s behavior positively impacted the relationship with stakeholders’ shows 51 (80.95%) very evident and 12 (19.05%) evident; show the importance of ethics in the profession shows 47(74.60) very evident and 16 (25.40%) evident; parents and other stakeholders valued ethical behavior in teachers shows 46 (73.02%) very evident and 17(26.98%) evident; and teachers used social media to connect with the school community and learners’ parents and guardians shows 45 (71.43%) very evident; 16 (25.40%) evident and 2 (3.17%) less evident, respectively.

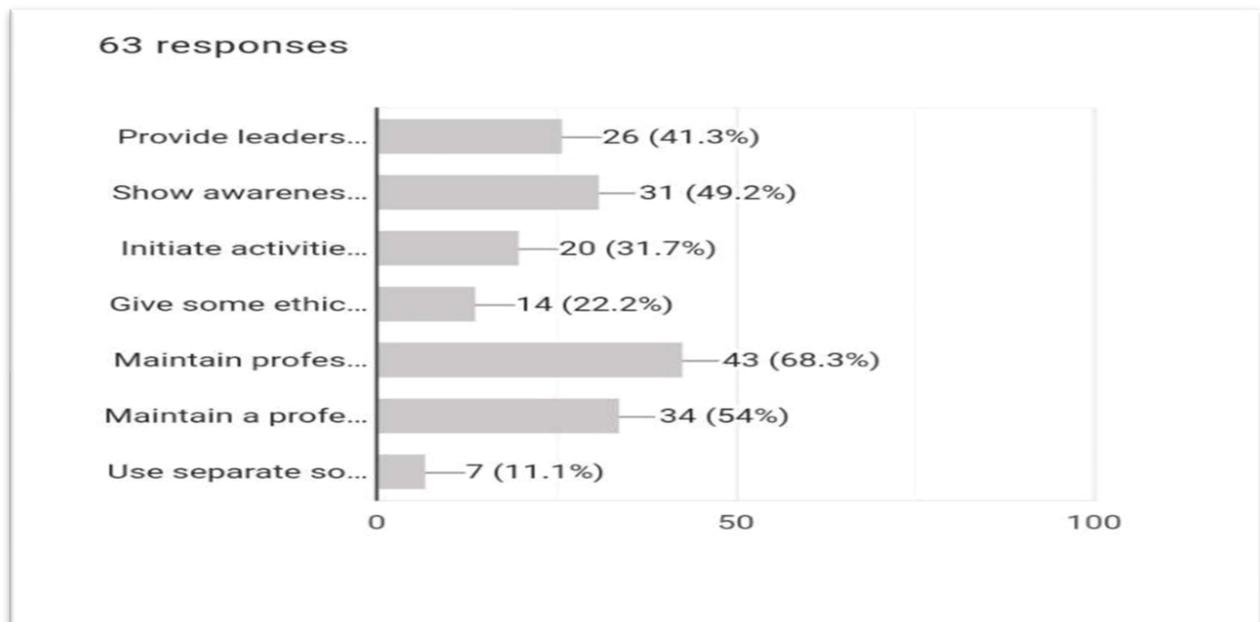
The researchers identified distinct impacts in improving teachers’ community relations and professional behavior in using social media.





The result prevailed that showed positive outcomes in improving community has distinct impacts which is 46(73.02%) is very evident and 17(26.98%) is evident; embraced and handled the situations effectively to any consequences/results due to social media 45 (71.43%) is very evident; 18 (28.57%) is evident; teachers used social media to connect with the with school community and learners' parents/guardians 44 (69.84%) very evident; 18 (28.57%) is evident and 1 (1.59%) less evident; ensured that social media activity aligns with professional behavior and ethical standards shows that 42 (66.67%) very evident and 20 (31.75%) evident; and 1 (15.8%) less evident; and overcame challenges positively while using social media as a teacher to interact with the community shows 38(60.32) very evident and 25 (39.68%) evident.

Recommendations and suggestions given by teachers to ensure that ethics and professional behavior on social media is properly observed;



It prevails that 43 (68.3%) suggested maintaining professional reputation or relationships with learners, parents, or the community on social media; 34 (54%) suggested maintains a professional and respectful tone in their social media interactions with learners, parents and colleagues; 31(49.2%) suggested show awareness of guidelines or policies in school or district regarding teachers' use of social media; 26(41.3%) suggested that teachers provide leadership and initiative to actively participate in community movements; 20 (31.7%) suggested that initiate activities that may enhance the teachers' ethics and professional behavior on social media; 14 (22.2%) suggested give some ethical considerations that teachers should keep in mind while using social media; and 7 (7%) suggested that teachers must use separate social media accounts for personal and professional purposes.

IV. Conclusion

Social media can be an effective tool, but it can also be fraught with moral dilemmas, particularly when it comes to protecting kids' privacy. Teachers need to behave properly and ethically online because of their positions of power and trust. Respecting students' privacy is an essential part of acting ethically since it shields them from harm and preserves the positive teacher-student connection. Public school teachers have recognized that respecting student's privacy on social media is a crucial best practice to adhere to. according to Foulger et. al (2014), student felt that there should be clearer rules regarding their engagement in social networking sites. The findings have significance for professional development for teachers and educational institutions that wants to take use of social networking tool' benefits without jeopardizing their professional standing. Rodriguez (2011) stated this time the technological change isn't arriving as carefully planned and sanctioned institutional initiatives but more as a grassroots movement. Adventurous educators see how the new communication and networking tools used by the masses can be adapted and utilized for teaching purposes. The free, easy-to-use social media that has now permeated so much of daily life brings with it the opportunity to enhance learning, participation, communication, and engagement; to extend the classroom experience; and/or to enrich the online.

Social media is now an essential component of contemporary communication, including in the world of education. The way teachers conduct themselves in social media is crucial in determining how they are seen by the community they serve. By encouraging trust, cooperation, and a sense of shared responsibility, being an ethical teacher on social media has a good impact on the relationship between a teacher and the community. Socioeconomic position and parental participation were effective predictors of teens' digital citizenship. By assisting parents and educators in promoting social safety and the development of digital citizenship, this is to form the development of future models and further influence good social change says Wang & Xing (2018).

V. Recommendations

1. The teachers must respect students' privacy and confidentiality.
2. That being an ethical teacher we are to positively influenced the relation between teachers and stakeholders as a role model.
3. That positive outcomes in improving community has distinct impacts to teachers and community and vice versa.
4. That being a role model, we have to maintain professional reputation or relationships with learners, parents, or the community on social media.
5. It suggests that we have to maintains a professional and respectful tone in their social media interactions with learners, parents and colleagues.
6. That we have to show awareness of guidelines or policies in school or district regarding teachers' use of social media.

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Emilita May Bulanon-Abarca, T-III has been teaching English in Cataingan National High School since 2011. A 2010 graduate of Cataingan Municipal College at Cataingan, Masbate. She is in pursuit for professional advancement and now enrolled at Masbate Colleges Graduate Studies and Research in the Doctor of Philosophy program. She knew at a young age that teaching was her passion. She strives to make a difference by teaching tomorrow's decision makers and committed to creating a supportive and inclusive learning environment for all her students.



Liberty Espinosa Agudo School Principal 2 and currently the school head of Villa Integrated School, Esperanza District. Served as SBM district coordinator for 2 years. As a Cluster Head, she facilitated In-service Training for Teachers. She received various award in different areas such as Most Inspiring School Head, School heads category; Best Implementer for Brigada Eskwela 2018. A Doctor of Philosophy student at Masbate Colleges Graduate Studies and Research.



Jeniffer Tamayo Ariscon is a teacher, a leader, and a staunch advocate of universal access to education. In the academic community, he advocates for inclusivity and diversity. Currently, he is the Teacher-In-Charge of Buenafior Elementary School in the Schools Division of Masbate Province. He became one of the scholars of the ELSG Academy for school heads. A Doctor of Philosophy student at Masbate Colleges Graduate Studies and Research.



Arlina C. Mativo-Canales finished her Bachelor in Elementary Education at Southern Masbate Roosevelt College in March 2013. She is currently pursuing in the Doctor of Philosophy program at Masbate Colleges Graduate Studies and Research. She won first place in the District Basic Book Writing, Bloom Software Application in 2019.



Sanny S. Maglente, LIB, PhD, DHum, DRes is an entrepreneur, researcher, educational leader and a multi- awarded educator.

His scholastic achievements have brought him to the limelight of brilliant minds: Valedictorian in high school, Magna Cum Laude in his AB Political Science with several units in Education at Masbate Colleges, excellent in oral defense in Master in Public Administration at Osmeña Colleges, and Summa Cum Laude in his PhD in Educational Management degree at Masbate Colleges. He likewise obtained his Bachelor of Laws at Southern Bicol Colleges and has completed the academic requirements leading to the degree of Doctor of Education.

Also, he has been an active member of different educational organizations which basically concern about the advancement of the Philippine education.