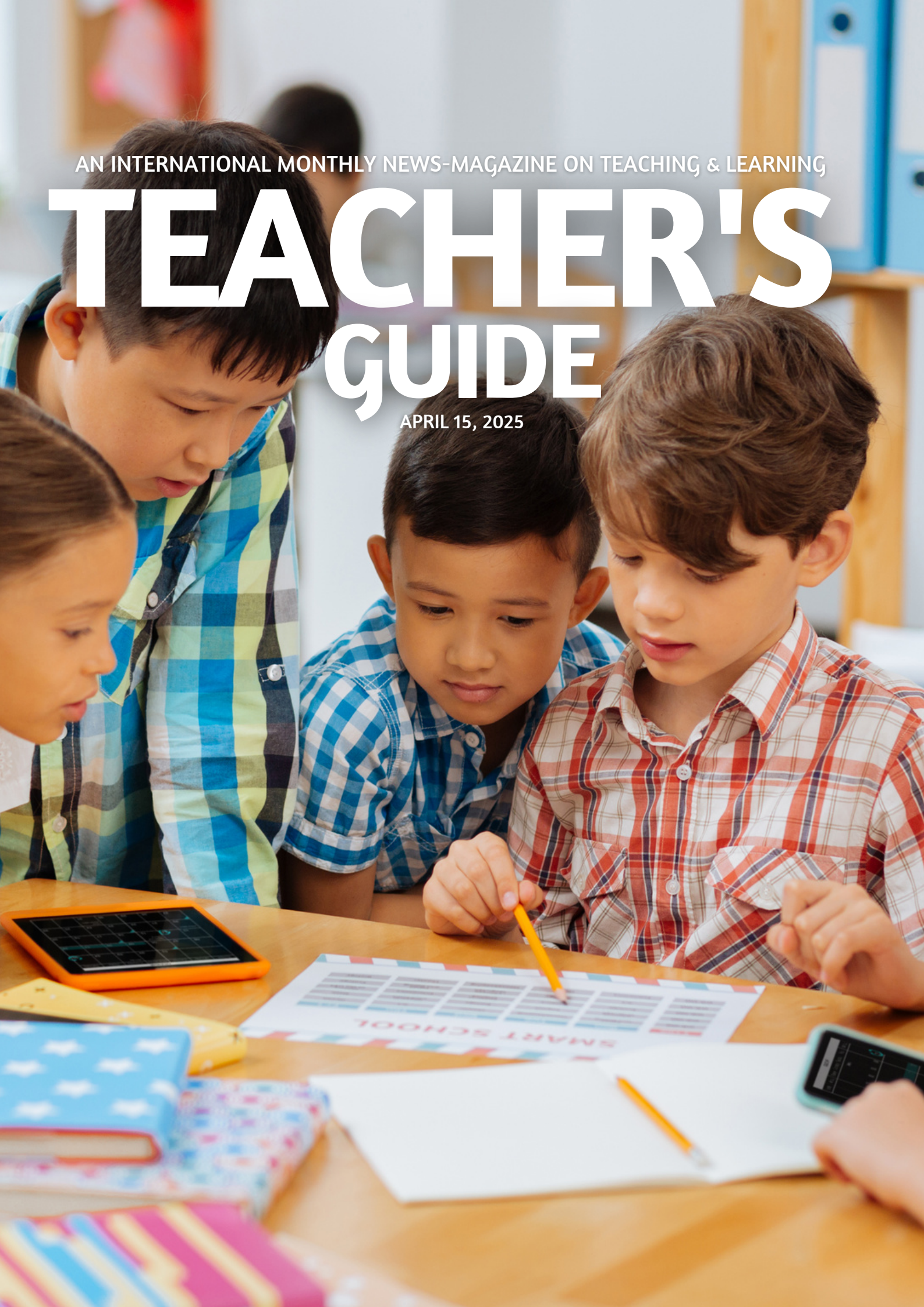




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TEACHER'S GUIDE

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Teacher's Guide

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The Teacher's Guide is published monthly by Hollyfield Publishing Services through its imprint, The Educator's Press.

This publication aims to serve as a global beacon for educators and learners alike. Bursting with insightful articles and inspiring stories written by teachers, educators, campus journalists, and learning advocates, this publication brings together real-world applications with each issue offering thought-provoking discussions and highlighting the technical and creative writing skills of educators.

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Essay

Reclaiming Identity: The Filipino First Policy and Its Reflection in 'The God Stealer' by Penicka P. Pangan



In his comprehensive paper, Dr. Montes highlighted that the "Filipino First" mentality emerged from genuine efforts to help the Philippines attain both political and economic independence from its former colonizer, the United States. The "Filipino First Policy," introduced in the 1950s, aimed to prioritize Filipino businesses and workers to promote national economic independence and self-sufficiency. This policy aligns with the themes in "The God Stealer," a short story by Francisco Sionil José, which delves into issues of identity, cultural heritage, and the effects of colonialism.

In "The God Stealer," the protagonist, Phil, struggles with his identity as a Filipino while navigating the influences of Western culture, represented by Sam. Sam assists Phil in securing a higher salary, but this requires him to move to Manila, leaving behind his hometown where culture and heritage are deeply valued. This internal conflict reflects the aims of the Filipino First Policy, which seeks to cultivate national pride and ownership among Filipinos, encouraging them to reclaim their cultural heritage and economic agency.

Both the policy and the story underscore the importance of self-identity and the challenges posed by external influences. As Villegas (2022) points out, our ASEAN neighbors, such as Vietnam, Malaysia, and Singapore, recognized early on that foreign investors bring more than just capital; they also provide valuable global networks and access to international markets. Additionally, they offer training and technology transfers that enhance domestic productivity. Investments targeting the local market benefit consumers through competitive pricing, improved quality of goods and services, and a wider selection. Moreover, foreign investors contribute long-term capital that creates crucial jobs, addressing the ongoing issues of high unemployment and significant

underemployment rates. However, the Filipino First Policy exacts considerable economic and social costs on the Philippine population, particularly affecting the poor.

Just as the Filipino First Policy champions the empowerment of local citizens in the context of globalization, emphasizing the importance of prioritizing Filipino businesses and workers, "The God Stealer" poignantly illustrates the struggle to maintain cultural identity amidst the influences of foreign ideals. The narrative reminds us of the profound significance of recognizing and preserving one's cultural heritage,

even as modernity and external pressures threaten to dilute it. Both the policy and the story highlight the critical need to nurture a robust national identity, fostering resilience and unity in a rapidly evolving global landscape. This dual focus on cultural preservation and economic self-sufficiency serves as a call to action for Filipinos to embrace their roots while navigating the complexities of contemporary life.

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- Sa loob ng halos dalawang buwan na kalbaryo ng pandemyang tumama sa bansa at sa buong panig ng daigdig, ang Pangulo ay nagdeklara na ng huling araw ng pagtatapos ng Enhance Community Quarantine sa Pilipinas. "Sa araw na ito ang Pilipinas ay isa nang bansang ligtas"! Sa wakas ay natapos rin ang matinding takot na naranasan ng mga mamamayan dulot ng sakit na Covid 19 (Corona Virus Disease na sumulpot taong 2019).*
- Ang yugtong ito sa kasaysayan ng bansa ay hindi makakalimutan ng sinuman. Ito ang panahon kung saan ang bawat tao na makita mo sa daan ay nakatakip sa bibig ng face mask para hindi mahawa sa sakit. Ang panahong halos mabakante ang mga pambublikong daanan sa Pilipinas na bihirang mangyari lalo na sa Metro Manila. Ito rin ang panahon kung saan nagsara ang karamihang establisyemento, at tindahan sa loob ng dalawang buwan.*



Penicka Pangan, LPT, MAEd, is an accomplished educator with a Master's Degree in Arts in Education, specializing in Filipino, from Don Honorio Ventura State University. She also holds a Bachelor's Degree in Arts in Education, majoring in Filipino, from Holy Angel University. Currently, she is dedicated to her role at National University Clark, where she continues to inspire and empower students through her passion for education.

Essay

Why Knowledge Sharing Culture is Critical to Organization's Success and Growth by *Rosalinda S. Guingab*

I have been teaching knowledge management (KM) for four years, and its concepts and principles have never failed to amaze me. One of the foundational ideas it particularly advocates is knowledge sharing, defined as the exchange of information, skills, insights, and expertise among individuals, teams, or departments within an organization.

According to KM scholars, knowledge sharing is the lifeblood of any organization—it drives innovation, improves efficiency, and fosters organizational learning. A popular framework of knowledge sharing called the SECI Model was forwarded by two revered Japanese professors, Ikujiro Nonaka and Hirotaka Takeuchi, in 1995. SECI, an acronym for Socialization, Externalization, Combination, and Internalization, presents a framework of converting tacit and explicit knowledge for easy sharing. Socialization is sharing tacit knowledge through informal interactions, such as conversations, mentorships, and apprenticeships. In a state university, for example, senior faculty members actively engaged in research can pass on their expertise and experiences in research conceptualization and implementation to newly hired faculty members through informal sharing of experiences and mentoring. Externalization involves articulating tacit knowledge into explicit concepts, such as when the same experienced faculty researchers collaborate to produce a manual on qualitative research methodologies. When one combines different forms of explicit knowledge, they use a process called combination.

For instance, when instructional modules are converted into PowerPoint presentations that can be presented across classes, new faculty members assigned the same subject can use these instructional materials, helping them deliver their instructional tasks and giving them time to engage in other equally noteworthy tasks such as extension work. Meanwhile, internalization happens when individuals absorb explicit knowledge and transform it into tacit knowledge through reflection and practice, such as when new employees read about their roles and integrate this learning into their approaches to work. At its core, knowledge sharing promotes collaboration that ultimately results in organizational growth and progress. When experts freely share what they know and have experienced, they empower others to build upon that knowledge. This improves efficiency and fosters innovation. A culture of knowledge-sharing creates healthier organizations by enhancing teamwork, boosting morale, and increasing overall productivity. Imagine a department where seasoned faculty members collaborate on writing a research proposal for external funding—contributing their unique insights and skills instead of assigning just one person to write it. The results would be transformative in terms of both productivity and team cohesion.

Lamentably, however, knowledge sharing does not always resonate with most Filipinos due to prevalent cultural barriers, such as the "kanya-kanya" (every person for themselves) attitude and the widely

criticized yet persistent crab mentality. These attitudes often hinder collaboration and are reflected in countless anecdotes from friends and colleagues working in public and private organizations in the Philippines. Rather than fostering mutual growth, this mindset tends to create silos and competition, which can be counterproductive in today's knowledge-driven environments.

Despite its benefits, knowledge sharing is often underappreciated. There exists a misplaced sense of pride in being independent and discovering things alone, and those who take the initiative to share their knowledge or lead collaborative efforts are sometimes criticized or dismissed as "pabida" or "pa-epal." Such a frame of mind must be challenged if we are to move toward more effective and progressive organizational cultures.

Now, more than ever, organizations must acknowledge the strategic value of knowledge sharing. It is also crucial to build a favorable environment that encourages a knowledge-sharing culture to produce healthy and future-ready organizations. As Argote and Ingram (2000) and Nonaka and Takeuchi (1995) have highlighted, knowledge creation, innovation, and competitive advantage all stem from effective knowledge-sharing practices.

Indeed, knowledge sharing is not just an academic concept—it is a practical necessity. If organizations are to thrive in an increasingly complex and fast-paced world, they must break down cultural and structural barriers to knowledge sharing, foster open communication, and create systems that value and reward collaborative learning.

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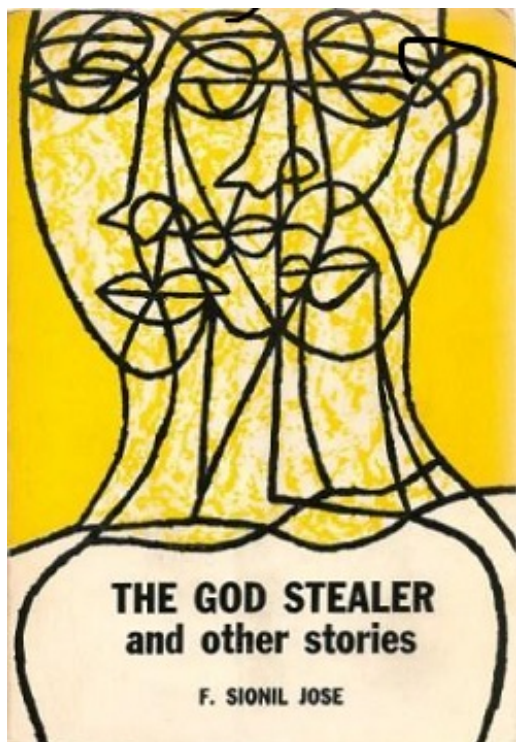
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Rosalinda S. Guingab is a Professor II and Program Chair of the MS Development Communication program at Isabela State University. She holds a Doctor of Communication degree from the University of the Philippines Open University. With studies published in both internationally-refereed and Scopus-indexed publications, she is a prolific researcher.

Essay

The Economic Forces Driving Rural Filipinos to Urban Migration: A Reflection on F. Sionil Jose's 'The God Stealer' by Veronica B. Dato



The God Stealer reflects the broader socioeconomic realities faced by rural Filipinos, illustrating how economic hardship, limited agricultural support, and insufficient local opportunities force urban migration. In the story, the protagonist, Philip Latak, is an Ifugao who has left his ancestral home in the rice terraces to work in the city, embodying a classic case of urban migration. Andini and Rao (2017), cited in Laquiao et al. (2023), theorized that rural areas' lack of economic possibilities is the primary cause of population migration from rural to urban areas. In the Philippines, more than 52 percent of Filipinos moved to or lived in other areas for three months or more (Lomibao, 2023). Economic needs, like employment, remain the primary driver of internal migration in the country.

As a worker in an urban, capitalist setting, Philip has become alienated from his cultural roots, which are closely tied to his family's labor in the rice terraces. This case is analogous to the plight of many Filipinos who must leave behind their traditional rural livelihoods due to economic necessity. According to DENR, cited in International Partnership for the Satoyama Initiative (2020), "Farming in the rice terraces is labor intensive but with low economic returns." For both Philip and real-life rural Filipinos, the economic returns from labor-intensive rice farming are too low to provide sustainable income, thus pushing them to move to urban areas, where they can sell their labor under conditions shaped by capitalism. Without essential support like land, fertilizer loans, or price guarantees, their aspirations for a better future remain unfulfilled.

Many rural workers in the Philippines have faced the economic dilemma of working hard in farming while receiving minimal financial rewards. As a result, they experience class struggles in the form of limited

resources, opportunities, and support from the state or capitalist enterprises. The Philippine Statistics Authority (2024) estimated that in the first semester of 2023, 10.1 percent of families in Ifugao were living in poverty, which amounts to 4,880 poor families in the province. These are Filipino families in Ifugao with incomes insufficient to meet their minimum basic food and non-food needs. To improve their living conditions, many are forced to leave their rural homes to work in urban centers because the local economy cannot provide sustainable livelihood opportunities.

Apart from the low economic returns, the story presents a moment where Sam asks Philip whether the rice terraces produce enough food for the community. Philip responds by asking, "Hell, if I can live here, would I go to Manila?" His response highlights that there is a lack of resources in their area, forcing people to leave and seek better opportunities.

Philip's journey from the rice terraces to the city mirrors the struggles of many who leave behind their cultural heritage in pursuit of financial stability. However, this migration often comes at a cost: alienation from one's roots and an uncertain future in an urban economy shaped by systemic inequalities. Addressing rural poverty and providing sustainable economic alternatives is crucial to breaking this cycle, ensuring that migration becomes a choice rather than a necessity for survival.

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Veronica B. Dato is an Assistant Professor III at National University Clark. She earned her Masters degree from Bulacan State University and is committed to teaching and guiding students in their academic journey.

Essay

A Teacher's Reflection by Rowenalyn V. Baingan

Teachers are the potters of transformation, stars for excellence, and professionals worth emulating.

Equipping learners in the care of educators wasn't an effortless task; it involved endurance and a resilient spirit in molding them into their fullest. Doing everything in order for them to be inspired, boost their interest to learn, flourish their skills, and become competent and proficient learners in the field of learning globally.

Thriving and sharpening their talents in the varied ways of processes, strategies, and techniques with passion and understanding. They are dedicated to transforming themselves to exceed their capabilities in both micro and macro skills of learning and development.

Shaping their characters and directing them to instill the value of education in them. Aid them to indulge and love learning for their efficacies and welfare. The teachers led the learners in the path in which the torch of victory would be held in their hands. A light shines in their bright future ahead, cheering and overwhelming their life's virtue.

A great model for them to follow the steps by living a lifestyle with credibility that brought a famous integrity, not a captive of guilt and imprisoned by humiliation due to dishonorable deeds. Living in a modest nobility enlightened them to cherish and respect the ethic of values like being steadfast in everything, conscientious in every way, gentle, devoted in workmanship, and manifesting discipline deep within. Beautiful inside and out in their eyes, it was impressive and precious in their hearts to behold.

They are developing their skills to demonstrate their excellence in bringing out the sound of their craft to the best of their abilities. Help them move forward towards excellence with extra perseverance.

Aid them to realize the worth of it; the honor, glory, and fame were incomparable. It's engraved in the tablet of every heart, invaluable in its magnificence.

Inspired the learners to engage in all kinds of learning activities that ignited them to manifest competence by showing and embracing them with the care they needed.

It's true that this world of challenges wasn't easy to take, a surplus and extravagance of resilience and endurance to pour for them to shine in their own season to bloom. A catalyst of better, not a channel of shameful, that pursues and possesses courage in their hearts and develops the confidence that they can conquer the fear of ignorance. They are engaged in a battle to overcome their undeveloped skills and uncover the hidden shyness within them.

Support them to realize the beauty of life by embracing the quality of excellence. They contribute to overcoming innocence and igniting the flame of wisdom.

Despite difficulties in eliminating illiteracy inside the classrooms, educators still showcased the virtue of dep-ed vision and mission to the Filipino learners with integrity, passion, and dedicated hearts. Bring the quality of education that can uplift and reach the genuine philosophy of life to all learners. Cater to them to be well-rounded and worthy citizens today and forever.

Engineers who construct and provide the foundation are resilient, remaining steadfast in the face of challenges. A leader who can guide them in a just path that paves the way to success gleams in the future's unending praise.

Educators are God's masterpiece, the blessed ones and instruments of wonderful things to behold in the sacred heart of the learners.

The love of wisdom eradicated shameful in the society. We girded it around our necks, tied it around our waists, and carried it as a precious gem in our hearts. Adorn the beauty of righteousness as we carry the dignity of our profession in the field; this makes sense to everyone who lives with the fear of the Lord, who can witness the life of everyone who really believes and puts faith in the great teacher of all. Living a life of purity honors the institution of building glory.



Rowenalyn Vizcara- Baingan is a dedicated educator who tirelessly inspires, supports, and empowers her learners with passion, patience, and unwavering commitment to their growth.

Poem

Self-Discipline *by Rowenalyn V. Baingan*



Genuine and pure joy, desires liberty!
Free from bondage of imprisonment of dishonesty,
The right path to take with integrity,
Pursue workmanship with nobility.

Adorn the beauty of holiness in the heart,
Incomparable magnificent that light,
A mind of wisdom so bright,
Countless blessings to the upright.

Live in amicable and halcyon,
Nil of dilemma and affliction,
The heart of prolific in vision with passion,
Surrounded with endearment and commendation.

Sunshine glimmers and touches the heart,
Walking in the daylight off sight,
Girded the heart of excellent mission to fight,
A gigantic vision, tote bright.

The narrow way ends a victorious life,
Fallacy is in vain, nothing lies
Human mind and heart fill no strife,
A vessel of truth leaps with joy in a strive.

Valuable time endow for nurture,
A star leads with no pressure,
Freedom not in guilt but culture,
In an education of discipline in nature.



Rowenalyn Vizcara- Baingan is a dedicated educator who tirelessly inspires, supports, and empowers her learners with passion, patience, and unwavering commitment to their growth. She is currently Teacher III at Bitabian Elementary School in San Mariano I District, Isabela.

Tula

Ang Estudyanteng si Toki ni *Engr. Joseph O. Golingay*

Sa isang probinsya sa Kabisayaan
Sa malaking bayan ng Heneral San Juan
Naninirahan ang estudyanteng si Toki
Sya'y magaling, matalino't alam ay marami

Inhinyeriyang Electronics ang kurso n'ya
Sa simula ay marami ang kaklase nila
Sa pagdaan ng taon ay nabawasan na
Lumipat ng kurso't pamantasan ang iba

Kaklase'y kasama sa mga asignatura
Na pinagagawa ng mga propessor nila
Asignatura'y maagang ipinapasa
Upang tumaas at di bumagsak ang marka

Pagkat takot sya'ng mapagsabihan ng ama
Na isa ring propessor sa pamantasan nila
Sa ama'y lumalapit para sya'y turuan
Nang mga leksiyo'ng sila'y nahihirapan

Sa pamantasa'y nagkakasalubong sila
Magkaiba man ang departamento nila
Sa pag-uwi'y magkasabay ang mag-ama
Sa karinderya'y bibili ng ulam nila

Maayos ang pagsasama nilang mag-ama
Tatlo sila sa bahay ang magkakasama
Ng ate nya'ng manggagamot sa bayan nila
Pagkat maagang pumanaw ang kanilang ina

Dumating na ang araw ng pagtatapos
Si Toki'y naka pustura't damit na maayos
Suot ang togang simbolong sya'y nagtapos
Sa mithiin nya'ng kursong matagal inayos

"Binabati kita anak kong matalino
Ika'y nagtapos na sa kursong mithiin mo"
Turan ng amang punong-puno ng ligaya
Sapagkat anak na bunso'y napagtapos na



Si Engr. Joseph O. Golingay, INV, PhD (cand), ay isang Assistant Professor III sa Technological University of the Philippines - Visayas.

Tula

Si Toki at ang Amang Imbentor ni *Engr. Joseph O. Golingay*

Sa bayan ng Dinalupihan Norte
Sa tabi ng Ilog Kabibeng Malaki
Sariwa ang hangì'ng kay sarap samyuin
Luntian ang kapaligira't bukirin

Dito nananahan ang isang imbentor
Mga imbensyo'y nakalagay sa tukador
Samu't saring mga kasangkapa'y makikita
Mga imbensyong di pa nasilayan ng mata

May butihing anak sya'ng nagngangalang Toki
Ang bata ay masipag at mapunyagi
Likas na mahilig sa mga makinarya
Sapagka't iyun ang kinamulatan nya

Ama't anak ay lagi sa laboratoryo
Bumubutingting ng kahit anu-ano
Maraming bagay ang pinaggagawa nito
Hanggang isang imbensyon kanilang mabuo

"Tagumpay tayo anak kong matalino
Lahat ng ito ay nangyari dahil sa'yo"
May pagmamalaking naturan ng ama
Sa anak na masaya sa nagawa nila

Ang imbensyo'ng ito ay ating ilalaban
Sa pangkalahatang paligsahan sa bayan
Ito'y ating aayusin at tetestingin
Upang mamangha lahat ng makatingin

Dumating ang araw ng paligsahang bayan
Imbensyo'y ikinarga sa dalang sasakyan
Upang ito'y mailaban sa paligsahan
Ng mga magara't makabagong kagamitan

Narating nila ang bayan ng matiwasay
Dito ngayon masusukat taglay na husay
Ng mag-amang sa agham ay nagsanay
Upang maging imbentor na matagumpay

Dalang imbensyo'y ibinaba ng mga ito
At inilagak sa nakalaang kubiko
Upang ipamalas sa maraming tao
Nitong mag-ama'ng kagamita'y naimbento

Maraming tao sa paligsaha'y dumalo
Upang masilayan makabagong imbento
Nang mga dalubhasa't mga siyentipiko
Na nagmula kung saang bayan ang mga ito

Nagsimula nang umikot ang mga hurado
Sa napakaraming kubikong may imbento
Sinusuring mailigi ang mga eksibit
Tinatanong imbensyo'y saan ginagamit

Lahat ng kalahok ay kinakapanayam
Upang paano gumana ay malaman
Mula sa tagagawa ng kagamitan
Na minsa'y di pa nasilayan ninuman

Mga hurado'y nag tipon-tipon at nag-usap
Paano huhusgahan ang mga nakaharap
Kanino kaya tagumpay ipalalasap
Sa paligsahang katatapos lang maganap

Dumadagundong mga tambol at trumpeta
Sa paligsahang nagwagi'y sabihin na
Upang mga kalahok ay di na mag-alala
Nanalo'y tinuran ng taga-pagsalita

"Binabati kita anak ko" ani ama
Sa batang si Toki na di maniwala
Sa tinuran ng taong taga-pagsalita
Silang mag-ama ang nanalong talaga

Mag-ama'y pinapurihan sa entablado
Tangan tangan nila ang malaking tropeyo
Si Toki'y di magkamayaw sa kasiyahan
Ligayang nalalasap sya'y walang pagsidlan

Sa wakas, natapos din ang gantimpalaan
Mga kalahok kanya-kanyang uwia't pulasan
Mag-ama'y inayos ang kanilang kubiko
Kagamita'y iniligpit sa pag-uwi'ng 'to

"Kahit katawa'y pagal tayo'y matagumpay"
Usapan ng mag-amang pauwi sa bahay
"Tunay na tayo'y mahal ng diyos, anak ko
Pagkat pagkapanalo'y ginawaran tayo"



Si Engr. Joseph O. Golingay, INV, PhD (cand), ay isang Assistant Professor III sa Technological University of the Philippines - Visayas.

Essay

From Tradition to Tourism: Revitalizing Kalinga's Cultural Legacy for Future Generations *by Glory Ann Karen C. Caldington*



Nestled in the heart of the Philippines, Kalinga proudly bears the tagline "Home of Ancient Traditions."

Kalinga, a province nestled in the northern Philippines, is a treasure trove of cultural heritage and natural beauty. Known for its rich traditions, vibrant festivals, and stunning landscapes, Kalinga offers a unique blend of history and modernity. However, as globalization continues to reshape cultural landscapes, there is an urgent need to revitalize Kalinga's cultural legacy. By transforming its traditions into tourism opportunities, Kalinga can preserve its heritage while fostering economic growth and community development for future generations.

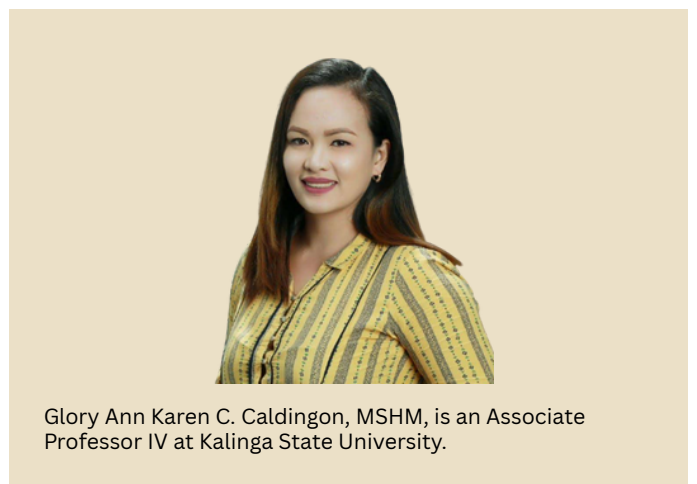
At the heart of Kalinga's cultural revival is the preservation of its indigenous practices and customs. The province is home to various ethnic groups, each with distinct languages, art forms, and rituals. By promoting these cultural elements through festivals, workshops, and cultural immersion experiences, Kalinga can provide tourists with authentic encounters that celebrate its rich heritage.

Events like the Kalinga Bodong Festival showcase traditional dances and crafts and serve as a platform for cultural exchange, allowing visitors to appreciate the depth of Kalinga's traditions while fostering respect and understanding.

Collaboration between local communities, government agencies, and tourism stakeholders is essential for sustainable cultural tourism development in Kalinga. By working together, these groups can create infrastructure that supports tourism while respecting the environment and local customs. Initiatives such as eco-friendly accommodations and guided tours led by local experts can enhance the visitor experience while ensuring that the benefits of tourism flow back to the community.

Moreover, training programs focused on hospitality and cultural education can empower locals to take active roles in the tourism industry, ensuring that their cultural legacy is both preserved and celebrated.

Finally, effective marketing strategies are crucial to position Kalinga as a premier cultural tourism destination. Utilizing social media and digital platforms can help highlight the province's stunning landscapes, rich cultural experiences, and the warmth of its people. Engaging storytelling that emphasizes Kalinga's unique traditions and the significance of its heritage can attract a diverse range of visitors. By revitalizing its cultural legacy and embracing sustainable tourism practices, Kalinga can secure its place on the global tourism map, inviting travelers to explore its beauty while ensuring that its traditions thrive for generations to come.



Glory Ann Karen C. Caldington, MSHM, is an Associate Professor IV at Kalinga State University.

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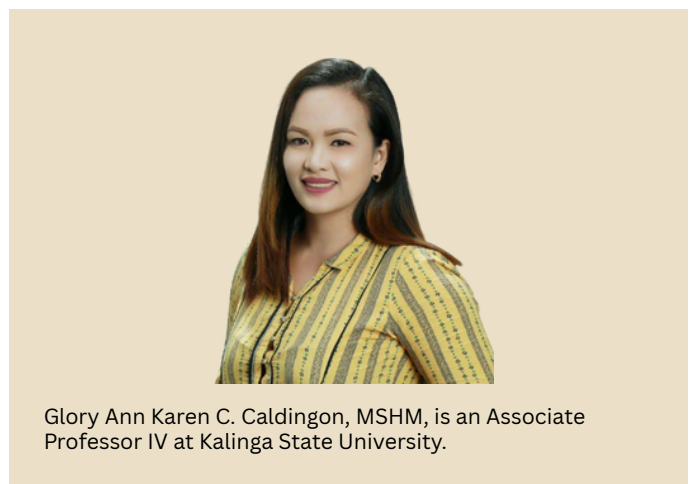
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Research Abstract

Project ABAKADA: Strengthening Parent-Teacher Partnerships to Improve Reading Skills Among Key Stage 1 Learners of San Gregorio Integrated School by *Chyla N. Biscocho*



This action research tries to determine whether cooperation with the parents and teachers would improve the basic reading skills of Key Stage 1 students in San Gregorio Integrated School through Project ABAKADA 3.0. The project aims to bridge literacy gaps for the younger students by having one-on-one reading support and engaging parents in support of reading activities. Some of the strategies applied included personal assessments, special self-learning reading materials that were issued on site, and regular checks of progress. Teachers further educated parents on how to ensure support for reading development in school and at home, making the learning environment more interactive. The children managed to improve a lot in reading; improvement was seen in terms of recognition of words, understanding, and fluency. Complementing learning at home with support in schools will ensure children become independent, strong readers. This research suggests that keeping good relationships between parents and teachers and regularly monitoring progress should continue successful efforts in these areas.



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