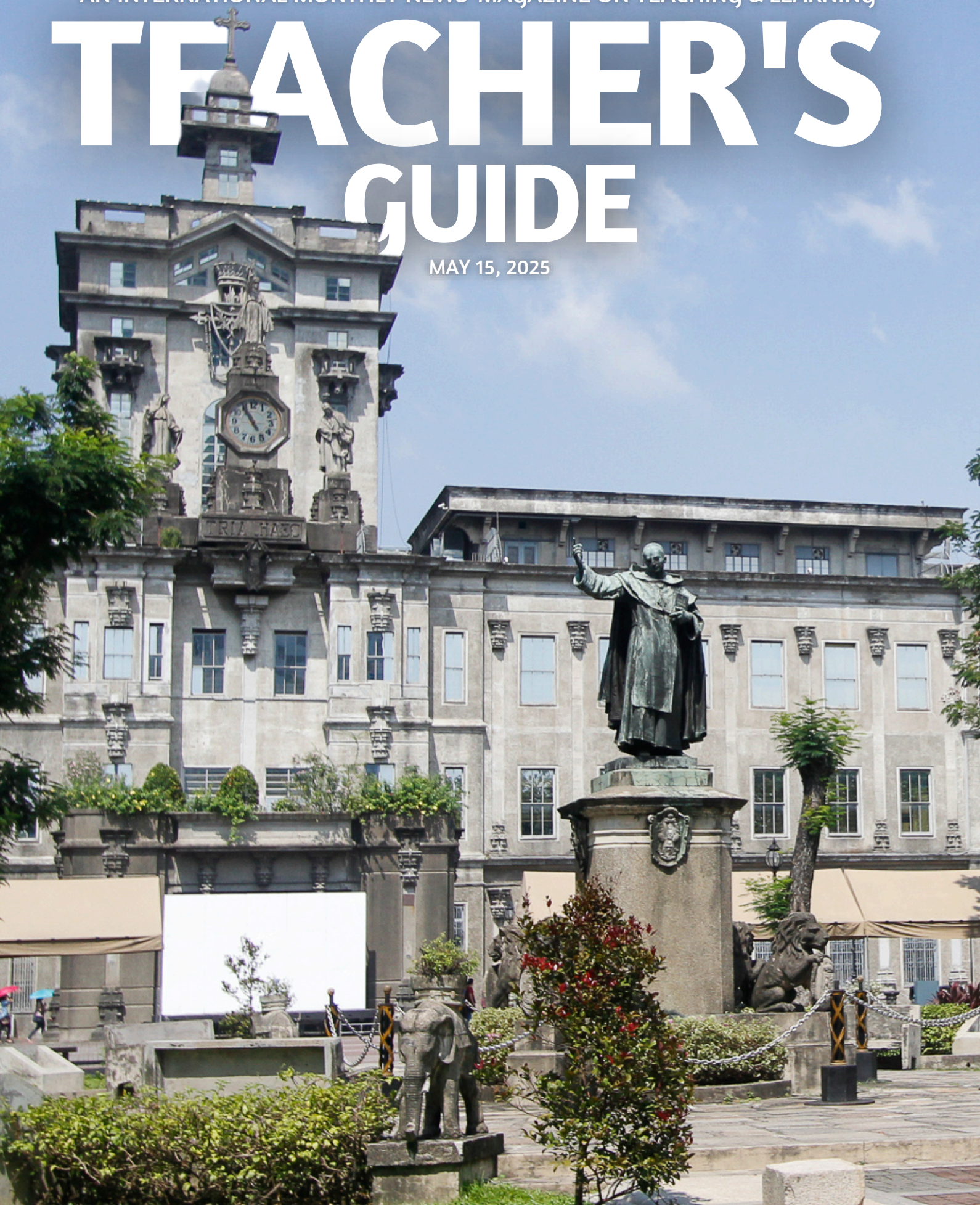


AN INTERNATIONAL MONTHLY NEWS-MAGAZINE ON TEACHING & LEARNING

TEACHER'S GUIDE

MAY 15, 2025



Teacher's Guide

*An international monthly news-magazine on
teaching and learning*

ISSN 2984-9799

Editorial Board

Editor-in-Chief
Helen A. Kanapia

International Editor
Fred D. Valentino

Managing and Circulation Editor
Mary Charmine Grace O. Baniago

Editorial Assistant
Jason Santiago

Publisher
Hollyfield Publishing Services
NBDB Registration No. 6372
Email: hollyfieldpublishing@gmail.com
Website: <http://educators-press.com>

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.

The Teacher's Guide is registered with the National Library of the Philippines' International Standard Numbering Systems with ISSN Number 2984-9799.

Articles and other creative outputs may be submitted to the editor through email address educatorspress@gmail.com

All images used in this publication are either owned by the authors or under Creative Commons License.

In This Issue

Trade War by Joemarie A. Pono, 1

The Expanding Horizons of Lecturers in a Globalized Era by Nor Nazeranah Haji Omar Din, 2

A Letter to Grandpa by Danna Iyrane C. Solabo, 4

Teachers On The Brink: A Systematic Literature Review Of Classroom Burdens In Light Of The EDCOM II Report by Regie G. Reyes, 5

Calculus in Motion: A Progressive Leap Forward by Jonathan Edwin V. Remegia, 6

Mrs. Dee's Iron Hand And Golden Heart by Joy C. Dapeg, 8

If Today Were My Last by Joy C. Dapeg, 8

Instruction And Academic Achievement Of Pupils In Multigrade Schools: Basis For A Proposed Development Program by Osualdo F. Paz, 9

Inflation Rate by Joemarie A. Pono, 10

Integrating AI Writing Tools in Tertiary English Classes by Jeremias U. Rivera, 11

Balancing Ancillary Duties and Teaching Loads: A Guide for English Subject Teachers by Jeremias U. Rivera, 12

The Leader's Influence: Foundation of Business Success by Princess Joy Rodessa E. Palattao, 13

The Elusive Balance: Work-Life Harmony for Teachers by Mary Ann P. Carranza, 14

Catching Babies, Shaping Minds by Isaiah G. Patong, 15

Birth is a Bridge by Isaiah G. Patong, 15

Breaking Traditions by Isaiah G. Patong, 16

Grade 10 Students' Writing Performance Through Catch-Up Fridays Reflection Journals Towards An Enhancement Program by Dave Jundel Francis Almoguerra, 17

Revised Game by Irmalyn R. Alejandro, 18

Cheating: A Betrayal of Trust by Jobelle Salvador-Gauiran, 19

True Love Forgives by Jobelle Salvador-Gauiran, 20

Pagpag ni Penicka P. Pangan, 21

Paggamit sa "Insecurity" bilang Estratehiyang Pangkapitalista ni Veronica B. Dato, 22

Secondary School and Community Collaborations in the Perspectives of Stakeholders: Basis for Strengthening Partnerships by Lovely L. Subibe 23

Essay

Trade War by Joemarie A. Pono

Whenever a state or a group of states place limits on trade, conflicts arise at the local, national, or international level. These disputes are popularly known as trade wars. Trade wars destabilize preexisting economic equilibrium. There are straight negative implications on productivity, the supply of goods and services, and inflation. There is a multiplied fractional trust to the business and trade associates and partners which is detrimental to the economy, showing that new investments will not be readily accepted. Not to mention the exporters' uncontrolled foreboding trying to break into foreign markets. With weakened investor confidence, these misaligned trades are bound to trigger financial meltdowns. When trade wars go unchecked, they can spiral out of control and lead to a calamitous worldwide economic collapse.

The consequences of trade wars are most profound for developed nations where industries rely on a constant flow of raw and finished products. Increased production costs because of tariffs placed on key imports like steel and electronics, raise costs associated with the automotive and electronics industry and directly cut profit margins. Growth for Enhanced key sectors, automotive and electronics, are further throttled by demand stagnation. Sustained disputes causing delays in trade dramatically curtail access to foreign markets resulting in a significant contraction of economic and business activity and confidence.

Nevertheless, it is the developing nations that rely on agriculture, raw commodities, or textiles that tend to lose the most from trade wars. From these countries, more stringent tariffs and changes in trading policies introduced by larger economies mean loss of crucial market access which significantly lowers export earnings.

Equally important is the fact that weaker nations, through participation in global supply chains, face the brunt of disruptions to industries located in richer countries. The uncertainty associated with trade wars tends to decrease foreign investment which, in turn, slows down the growth of construction, transportation, and services.

A trade slowdown in these economies translates into a contraction in employment, complicated initiatives designed to reduce poverty, and increased wealth in the population. Developing countries, opposed to richer industrialized countries, have far less means to absorb economic shocks which increases the time it takes to recover.

Here, the consequences of steep tariffs from a country leads to the increase in price levels of goods that are imported. This influences the purchasing power of consumers. Economically, the local industries also face higher the cost of production, thereby increasing the number of goods that are offered in the market, which then results in layoffs. The backward retaliatory tariffs put in place by other countries can severely restrict exports, volatile investment opportunities, or an overall pessimistic view of the global market. Although less competitive domestic firms may receive some benefits, the country as a whole is negatively impacted because local industries are mired by uncertainty. The adverse consequences of the trade wars have the most serious financial impact on the lower levels of the economy because operational costs tend to be more expensive coupled with low demand leading to diminished business expansion. This sequence of events halts any further progress towards increased employment, advancement of wage targets, and developmental objectives which constrains economic growth. Trade wars create strain on the global economy and impact every country's industry irrespective of the level of development. This imposes enormous stress on the remedying or burdened countries. Reduced investment softens international relations, decelerating growth and weakening the system. Ultimately diminished productivity weakens the nation's stability.

Joemarie A. Pono is an academic professional with a strong background in economics and research. He holds a BA in Social Sciences major in Economics from Sultan Kudarat State University and an MS in Economics from the University of Mindanao. Currently pursuing a PhD in Development Research Administration at the University of Southeastern Philippines, he also serves as a college instructor at SKSU, teaching research, statistics, and economic policy. Aside from teaching, he is involved in research, data analysis, and community extension activities that promote economic development.

Essay

Trade War by Joemarie A. Pono

Whenever a state or a group of states place limits on trade, conflicts arise at the local, national, or international level. These disputes are popularly known as trade wars. Trade wars destabilize preexisting economic equilibrium. There are straight negative implications on productivity, the supply of goods and services, and inflation. There is a multiplied fractional trust to the business and trade associates and partners which is detrimental to the economy, showing that new investments will not be readily accepted. Not to mention the exporters' uncontrolled foreboding trying to break into foreign markets. With weakened investor confidence, these misaligned trades are bound to trigger financial meltdowns. When trade wars go unchecked, they can spiral out of control and lead to a calamitous worldwide economic collapse.

The consequences of trade wars are most profound for developed nations where industries rely on a constant flow of raw and finished products. Increased production costs because of tariffs placed on key imports like steel and electronics, raise costs associated with the automotive and electronics industry and directly cut profit margins. Growth for Enhanced key sectors, automotive and electronics, are further throttled by demand stagnation. Sustained disputes causing delays in trade dramatically curtail access to foreign markets resulting in a significant contraction of economic and business activity and confidence.

Nevertheless, it is the developing nations that rely on agriculture, raw commodities, or textiles that tend to lose the most from trade wars. From these countries, more stringent tariffs and changes in trading policies introduced by larger economies mean loss of crucial market access which significantly lowers export earnings.

Equally important is the fact that weaker nations, through participation in global supply chains, face the brunt of disruptions to industries located in richer countries. The uncertainty associated with trade wars tends to decrease foreign investment which, in turn, slows down the growth of construction, transportation, and services.

A trade slowdown in these economies translates into a contraction in employment, complicated initiatives designed to reduce poverty, and increased wealth in the population. Developing countries, opposed to richer industrialized countries, have far less means to absorb economic shocks which increases the time it takes to recover.

Here, the consequences of steep tariffs from a country leads to the increase in price levels of goods that are imported. This influences the purchasing power of consumers. Economically, the local industries also face higher the cost of production, thereby increasing the number of goods that are offered in the market, which then results in layoffs. The backward retaliatory tariffs put in place by other countries can severely restrict exports, volatile investment opportunities, or an overall pessimistic view of the global market. Although less competitive domestic firms may receive some benefits, the country as a whole is negatively impacted because local industries are mired by uncertainty. The adverse consequences of the trade wars have the most serious financial impact on the lower levels of the economy because operational costs tend to be more expensive coupled with low demand leading to diminished business expansion. This sequence of events halts any further progress towards increased employment, advancement of wage targets, and developmental objectives which constrains economic growth.

Trade wars create strain on the global economy and impact every country's industry irrespective of the level of development. This imposes enormous stress on the remedying or burdened countries. Reduced investment softens international relations, decelerating growth and weakening the system. Ultimately diminished productivity weakens the nation's stability.

Joemarie A. Pono is an academic professional with a strong background in economics and research. He holds a BA in Social Sciences major in Economics from Sultan Kudarat State University and an MS in Economics from the University of Mindanao. Currently pursuing a PhD in Development Research Administration at the University of Southeastern Philippines, he also serves as a college instructor at SKSU, teaching research, statistics, and economic policy. Aside from teaching, he is involved in research, data analysis, and community extension activities that promote economic development.

Essay

Transforming Higher Education in Malaysia: The Expanding Horizons of Lecturers in a Globalized Era by Nor Nazeranah Haji Omar Din

Institutions of higher learning (IHLs) in Malaysia have undergone profound transformation, reflecting both national imperatives and global trends. The role of lecturers in this evolving landscape is increasingly significant. This comprehensive exploration examines the expanding responsibilities of lecturers and their impact not only within Malaysia but also on the international stage (Shariffuddin et al., 2017).

The Evolution and Expansion of Malaysia's Higher Education Landscape

Malaysia's higher education sector boasts a rich history shaped by socioeconomic and political realities. From a single autonomous campus in Kuala Lumpur with 322 students in 1959, the system has grown rapidly. By 1980, Malaysia had five public universities and a gross enrollment rate of 4%. This trajectory demonstrates the nation's commitment to education as a driver of development. The Malaysia Education Blueprint 2015-2025 envisions Malaysia as a regional and global hub for higher education, producing holistic graduates and world-class research (Shariffuddin et al., 2017).

The Multifaceted Roles of Malaysian Lecturers in Shaping Future-Ready Graduates

Malaysian lecturers play diverse and dynamic roles in fulfilling the vision of higher education (Rajamanikam, 2024).

Lecturers as Knowledge Facilitators: Driving Innovative and Student-Centered Learning

Lecturers in Malaysia create dynamic learning environments that foster critical thinking and active participation. They employ innovative pedagogies such as problem-based learning, flipped classrooms, and blended learning to enhance student engagement and learning outcomes. Their role extends beyond content delivery to nurturing intellectual curiosity and creativity, encouraging students to explore new ideas, challenge assumptions, and apply knowledge in real-world contexts (Rajamanikam, 2024).

Mentorship and Global Citizenship: Guiding Students Beyond the Classroom

Beyond academic guidance, lecturers mentor students on career paths, research opportunities, and personal development. They provide feedback, support, and encouragement to help students achieve their goals and aspirations. Their influence extends across borders, shaping global citizens by exposing students to diverse perspectives, cultures, and issues—preparing them for the challenges and opportunities of the 21st century (Rajamanikam, 2024).

Research and Innovation: Catalysts for Academic Excellence and National Development

Malaysian lecturers contribute to cutting-edge research, enriching curricula and informing teaching practices. They conduct original, impactful research in fields such as biotechnology, nanotechnology, renewable energy, and the social sciences, advancing knowledge and addressing both national and global priorities. Collaborations with international peers enhance knowledge exchange through joint research projects, publications, and conferences, fostering cross-disciplinary and cross-cultural learning (Shariffuddin et al., 2017).

Community Engagement: Bridging Academia with Societal Impact

Lecturers engage with local and global communities to address societal challenges through collaborative projects. They apply their expertise to solve real-world problems such as poverty, health, environmental sustainability, and education, creating social impact and positive value. Their work bridges academia and real-world issues, promoting cross-cultural understanding by involving students, stakeholders, and partners in community engagement activities, thus enhancing mutual learning and respect (Rajamanikam, 2024).

Navigating Challenges in a Diverse and Dynamic Educational Environment. Despite their pivotal roles, Malaysian lecturers face various challenges in fulfilling their responsibilities (Rajamanikam, 2024).



Cultural Competency and Inclusivity: Embracing Malaysia's Multicultural Classroom

Teaching students from diverse backgrounds requires cultural sensitivity and adaptability. Malaysia is a multicultural and multilingual country, with students from various ethnicities, religions, and regions. The presence of international students adds to this diversity. Lecturers navigate multicultural classrooms by promoting inclusivity, respecting differences, designing culturally responsive curricula and pedagogy, and facilitating intercultural dialogue and understanding to foster a harmonious and respectful learning environment (Rajamanikam, 2024).

Addressing Language Diversity: Enhancing Communication and Learning Effectiveness

Although English serves as the medium of instruction, language proficiency varies. English is not the first language for most Malaysian students, and their levels of proficiency and confidence differ. Some students may prefer using their mother tongue or local dialects in communication. Lecturers must communicate effectively and accommodate linguistic diversity by ensuring clarity, simplicity, and appropriateness of language. They also provide opportunities for students to practice and improve language skills and support those facing language barriers (Rajamanikam, 2024).

Promoting Equity and Access: Ensuring Inclusive Opportunities for All Students

Ensuring equal educational opportunities remains a priority. Despite the expansion and diversification of higher education, some student groups still face challenges accessing and completing higher education, including those from rural areas, low-income families, indigenous communities, and persons with disabilities. Malaysian lecturers advocate for equitable access across socioeconomic backgrounds by supporting policies and programs aimed at broadening participation and reducing inequalities. They also provide academic and financial assistance, mentoring, and counseling to at-risk or underperforming students (IPGCE, 2025).

Harnessing Technology: Empowering Lecturers and Learners in the Digital Age

The rapid development and adoption of information and communication technology (ICT) have enabled new teaching and learning modes. Online platforms such as learning management systems, e-portfolios, and MOOCs offer flexibility, convenience, and accessibility to students and educators. Malaysian lecturers collaborate virtually, share resources, and engage students globally, using ICT to improve teaching effectiveness, efficiency, and innovation. They also participate in online communities of practice, exchanging ideas and experiences with lecturers from different countries and contexts (Radyi & Usman, 2022).

Innovative Pedagogies and Flexible Learning Pathways: Personalizing Education for Diverse Learners

Adopting diverse learning styles and needs enhances educational outcomes. Students have different preferences, abilities, and motivations for learning, and lecturers need to accommodate these differences. Inclusive pedagogy recognizes and values student diversity, providing appropriate support and opportunities for success. Initiatives like flexible learning pathways and MOOCs empower students by allowing them to tailor their learning journeys, selecting courses, modes, and paces that suit their needs and goals. MOOCs provide open and free access to quality courses from reputable institutions, expanding learning options and opportunities (Advance HE, 2024).

Conclusion: Malaysian Lecturers as Global Agents of Higher Education Transformation

Malaysian lecturers are part of the global higher education ecosystem. As they navigate local challenges and embrace transformative opportunities, their contributions resonate far beyond national borders. By fostering innovation, cultural understanding, and inclusive practices, they shape the future of higher education globally (Advance HE, 2024).

Ms. Nor Nazeranah Haji Omar Din is a distinguished Senior Lecturer and Program Coordinator for the Bachelor of Business Administration (Hons) in Management and Human Resource Management programs at Nilai University, Malaysia. With nearly eighteen years of academic experience since beginning her career in 2006, she has made significant contributions to various respected higher education institutions across Malaysia. Currently pursuing her PhD, Ms. Nor Nazeranah is also an HRD Corp Accredited Trainer, which strengthens her expertise in human resource management and development.

Short Story

A Letter to Grandpa by *Danna Iyrane C. Solabo*

"Though you've departed from this earthly realm, your memories and the mark you've left on the world will endure."

While our time together was fleeting, you were, and always will be, the epitome of "cool" to me. You were the most stylish grandfather anyone could ask for. Your signature look – those pants with the perfectly placed insert, your long sleeves rolled up, your shades, and that iconic cowboy hat – made you stand out in a crowd, a true icon of effortless cool.

We shared so much, Grandpa, and you left me with a treasure trove of cherished memories. I feel incredibly fortunate to have known the love and warmth of both you and Grandma. As children, we always had gifts for you, and I still recall vividly the joy of unwrapping those candies and chips you generously bestowed upon us. With your gifts, Christmas felt complete. Even though you had a multitude of grandchildren, like stars in the night sky, I know you loved each of us with all your heart.

You instilled in us the value of knowledge, for you believed that wisdom was a shield against hardship and oppression. Your face lit up with pride whenever we excelled in school, and your booming voice would declare, "That's my grandchild!" The echoes of your pride filled our ears, a symphony of love and encouragement.

Your friendships were legendary, and your stories, always captivating, made you the undisputed hero of every narrative. I still smile remembering how you'd move your glass, effortlessly shifting it in different directions as you recounted your adventures. It was a testament to your vibrant spirit, and the glass, seemingly dizzy from the journey, only added to the charm of your storytelling.

There's something I haven't shared with you, Grandpa, and perhaps now is the time. I remember seeing that gold bar you left me... just kidding! It was me who opened your poultry farm, and I caused quite a stir when your hen and her chicks escaped. Was it my fault, Grandpa, that I couldn't resist rescuing those adorable chicks? I was terrified of your wrath, so I tried to hide it all. But your chickens were gone anyway, slaughtered before I could confess.

Though we can't be with you physically now, your spirit lives on in our hearts, and we find solace in remembering your kindness. You were a mirror image of Dad, so in a way, you're still here with us. You may not have left us material possessions, but one of the greatest gifts you bestowed upon me was your unwavering faith. You taught me the importance of knowing God and serving Him. I still remember those Sunday mornings when you'd call, urging us to join you at church. Even as a child, despite my occasional reluctance, I couldn't resist your charm.



Our strong faith today is a testament to your teachings. We strive to be good grandchildren, children, and citizens, all thanks to your guidance. You were a beacon of virtue, and the legacy you left behind will forever be etched in our hearts.

Even if some may doubt our love or question our devotion, you, and the Lord, know the truth. We love you deeply, Grandpa. The day you suddenly weakened in January; our hearts shattered. I thought you'd outlive Father Abraham, your strength and vitality seemed boundless. But then, I realized that our physical bodies are fleeting, and your once-unyielding spirit began to fade. It was heartbreaking to hear you say you were tired and longed for rest. As the days passed, your strength dwindled, and I prayed, asking God to prepare our hearts for whatever lay ahead. The pain intensified when you could barely eat, and your body grew weaker. I sought solace in the Word of God, and He reminded me that all earthly things are ultimately fleeting, passing away like whispers on the wind.

The day came, the day you had to bid us farewell, the day you could finally find peace and release yourself from the burdens of this world. It was a day of profound sadness, but I found solace in the knowledge that our true home is in heaven. I'm filled with a bittersweet joy knowing that your journey here is complete, and you are no longer burdened by the hardships of this world. Goodbye, Grandpa. This letter is for you, a testament to the love we share. I know you can hear and see me, and I want you to know that I love you with all of my heart. I have no regrets, for I know I expressed my love for you in every way I could. Goodbye, Grandpa.

Danna Iyrane C. Solabo is a public school teacher for ten (10) years, and always been passionate for teaching young children. She holds a Master's degree in Education major in Biological Sciences and is currently pursuing her Doctoral studies at Pacific Intercontinental College.

Research Abstract

Teachers On The Brink: A Systematic Literature Review Of Classroom Burdens In Light Of The EDCOM II Report *by Regie G. Reyes and Arnaldo G. Rogon*

This systematic literature review explores the factors contributing to classroom burdens that affect teachers' teaching effectiveness and overall well-being. Fifteen (15) relevant studies, published on ERIC and Google Scholar, were analyzed to address two key research questions: (1) What are the elements that contribute to teachers' classroom burdens? The analysis revealed a central theme: teachers' multiple ancillary or administrative functions. Four sub-themes were identified under this main theme: instructional-related tasks, student welfare and services, personal and professional development, teachers' workload and time management challenges.

These ancillary functions often divert teachers from their core teaching duties, leading to inefficiencies in instruction and added stress. (2)



How these classroom burdens significantly influence the teachers' well-being? The researchers had identified two primary themes: burnout and stress, and work-life balance. Through this thorough systematic literature review, it was found out that the teachers are increasingly experiencing high levels of stress and burnout due to the accumulation of ancillary tasks, which negatively affect their health, job satisfaction, and overall teaching performance.

Furthermore, the systematic literature review highlights the challenges teachers face in maintaining a healthy work-life balance, especially when their responsibilities extend beyond the classroom, leaving little time for personal well-being. The results underscore the critical need for a more balanced distribution of ancillary tasks, recognizing that the core function of teachers is to provide quality education. Teachers are vital to the education system, and their well-being is essential to both their effectiveness and student outcomes. The study recommends for policy reforms that reduce administrative burdens, promote equitable workload distribution, and provide adequate support systems, enabling teachers to focus on their primary role of teaching.

Keywords: classroom burdens, effective teaching, systematic literature review.

Regie G. Reyes, LPT, MEd, MAEd is currently an Instructor III at Central Philippines State University, Sipalay Campus, located in Sipalay City, Negros Occidental, Philippines. With multiple graduate degrees in education, Mr. Reyes brings a wealth of academic expertise and passion for teaching, research, and educational leadership. As a Licensed Professional Teacher (LPT), he is deeply committed to advancing the learning experiences of his students and contributing to the growth of the university community.

Arnaldo G. Rogon Jr., LPT, MEd, MAEd serves as a Teacher III at Camansi National High School in Kabankalan City, Negros Occidental, Philippines. With his advanced educational background and Licensure as a Professional Teacher, Mr. Rogon is dedicated to fostering student success, promoting educational excellence, and supporting school initiatives. His work reflects a strong commitment to shaping the next generation of learners and enhancing teaching practices.

Essay

Calculus in Motion: A Progressive Leap Forward by Jonathan Edwin V. Remegia

The area of calculus, one of the most important areas of mathematics, has for a long time been one of the toughest for students. The basic methods of teaching calculus that are based on bookish memorization and vague ideas can often alienate learners. My wonder as a teacher is that I think that we need a change of direction towards more active and innovative strategies that make students learn and participate. It is my purpose in this action research to study the use of so-called 'Progressive Tasks Approach' which I consider 'a calculus in motion' – a new movement in the teaching of mathematics.

In attempting to teach several students who were failing in calculus classes, I noticed one common feature: failure to grasp ideas. Students frequently reported being able to perform calculations, yet, rarely could articulate the ideas behind them. I thought there should be a change in approach to teaching. I came up with the idea of 'progressive tasks' which is the processes used to articulate advanced concepts in calculus into simple sequential tasks. This was made possible by the recent change in mathematics education which was focused on the processes of teaching and learning rather than the outcomes (Smith, 2022).

The main aim of progressive tasks is to cause learners to gradually shift from working examples to working with abstract theories. To illustrate, when I planned lessons on derivatives, I started with pertinent practical issues, for example, the speed of a moving object. Students were able to grasp the logical meaning of a derivative by observing motion in terms of a change in position within a specific time frame before learning the formal definitions. This method is backed up by evidence that suggests teaching mathematical concepts in context greatly improves learners' understanding (Johnson & Lee, 2021).

In my calculus class, I delivered a set of progressive task-based lessons, planning activities that were sequentially ordered. Specifically, after the velocity example, we learned about the slope of the tangent lines and then the most general form of the derivative which is the derivative by the x . With every lesson there were more and more advanced tasks to work on. Nevertheless, since the concepts were taught in a logical order, students were able to deal with the materials comfortably.



Student collaboration and discussion is one of the notable features for this approach. I organized activities with groups where students worked to explain specific problems and question one another's logic. The collaborative atmosphere enhanced my students' understanding of the material and enabled them to grasp different viewpoints. Research demonstrates that collaborative work in learning mathematics fosters better problem-solving and improved understanding of concepts (Brown and Devius, 2023).

Additionally, I used some form of technology in the teaching process. Students were able to understand concepts in calculus through the use of Interactive Simulations and Graphing Tools. For example, with online graphing programs, students were able to change the values of parameters and see how the changes affected the functions' derivatives, thus changing their relative positions. Such phenomena visually emphasize the relationship between a function and its derivative. It is generally accepted now that the use of technological devices in instruction is important in contemporary mathematics education (Williams, 2020).

I analyzed the results from the student surveys, quizzes, and the observations made throughout the classes. The outcome was favorable. Students stated they had higher self-esteem levels when trying to understand calculus. Additionally, their quiz scores improved significantly and I noticed they were more willing to participate in class activities.

The feedback change was one of the most self-realizing lessons learned from this research. I set out to provide thorough feedback on students' submissions, describing comprehension and areas that required additional work. The students were able to understand their misconceptions and improve upon them. Recent research has proven that feedback is the crucial scalable feature for enhancing learner outcomes (Martinez, 2022).

"Calculus in Motion" is not only focused on simplification, but on the active participation of students in the conceptualization of knowledge. The progressive hierarchy of tasks as well as cooperative work and the use of modern tools have led to increased interest and understanding of the material by the students.

Looking ahead, I want to continue developing and improving this method. I am convinced that the "Progressive Tasks Approach" can change the way calculus is taught so that it is more interesting and useful to every student. Adopting a mindset of "calculating in motion" will prepare students to become successful and well-rounded mathematicians.

The ongoing modification of the lessons is equally important. An action research cycle has no definitive end; thus, I will keep gathering and analyzing data and modifying my practices in teaching. The aim is to establish an environment supportive of learning where every student is able to excel in calculus.

To sum up, my action research has proven the "Progressive Task Approach" with regard to its efficacy in improving students' understanding and participation in calculus is the teaching and learning. Moving from traditional rote learning approaches to more progressive methods requires a paradigm shift which creates a "Calculus in Motion" in education.

Dr. Jonathan Edwin V. Remegia completed his Doctor of Philosophy in Mathematics at the Philippine College of Health and Sciences and earned his Master of Arts in Education in Mathematics from Batangas State University. He holds licenses as a professional teacher and mechanical engineer. Additionally, he is affiliated with the Philippine Society of Mechanical Engineers, Philippine Council of Mathematics Teacher Educators (MATHED), Inc, Mathematical Society of the Philippines CALABARZON 4-A Chapter, Philippine Air Force Reserved Officer, and Alpha Phi Omega Philippines. He is also a lifetime member of the International Congress of Innovation-Based Educators and Researchers Inc., and the International Association of Research Scholars and Educators, Inc. He is currently a mathematics teacher at Talisay Senior High School situated at the Municipality of Talisay, Province of Batangas, Philippines.

Poem

Mrs. Dee's Iron Hand And Golden Heart by Joy C. Dapeg

In classroom halls where silence reigns,
Stands Mrs. Dee with a watchful eye,
She firmly maintains her business rules,
While hidden warmth few can deny.

Her voice commands attention, true,
"Open your books to chapter three."
Late papers she will not review.
That's just the way of Mrs. Dee.

Her lectures on supply and demand,
They are given an unyielding pace,
Yet when a student cannot understand,
Her office door is an open space.

At deadlines missed, she shakes her head,
"The business world shows no delay."
But notes of guidance she has spread,
The papers were turned in yesterday.

When teaching social science themes,
Her standards never seem to bend,
Yet somehow she inspires dreams,
And proves herself a steadfast friend.

Behind closed doors, she often stays,
To help the struggling and the weak,
The student who has no interest pays,
Finds strength when Mrs. Dee speaks.

"I'm strict because the world is too,"
She tells them on their hardest day,
"But fight, and I'll stand next to you,"
That's always been her special way.

A freshman failed his midterm test,
His confidence was torn apart,
Mrs. Dee kept him after the rest,
Her stern words hid a tender heart.

"You have potential unrevealed,
But effort is what makes it show.
Your future isn't yet concealed,
I'm strict, so you have room to grow."

Years later, students come to say,
"Your class prepared us for the test,
Of real life's unforgiving way,
Your strictness helped us do our best."

So sing the tale of Mrs. Dee,
Whose iron hand hides a gentle touch,
Whose firmness sets her students free,
To face a world that does not give much.

Joy C. Dapeg, LPT, MBA, is an Instructor at Kalinga State University–Dagupan Campus in Tabuk City, Kalinga, where she also serves as the Chairperson for Gender and Development. A licensed Professional Teacher, she holds a Master's degree in Business Administration and is currently pursuing her Doctorate in Business Management at St. Paul University, Philippines. She is presently teaching under the College of Business Administration and Accountancy, specializing in Office Administration and handling various business-related courses offered by the college.

If Today Were My Last by Joy C. Dapeg

If this were my last day of academic work,
Would I spend more time in deserted hallways?
I run my fingertips along walls covered in books.
And inhale the dust of academic aspirations.

I would look out my office window again,
Looking at my students hurrying across the quad,
Their paths are untrodden, their futures brilliant,
I've sown seeds in the hopes that they may sprout.

I would teach my last class with abandon.
Put notes aside and talk from the heart.
Spread the knowledge I've found difficult to teach,
I am aware that these moments are fleeting.

I would express to coworkers how much they meant to me,
The arguments, the giggles, the cooperative endeavor,
Of wisdom that produces everlasting benefits,
Where brains are free to roam in gardens of ideas.

I would take a stroll around the campus after work.
I can feel tradition's weight underfoot.
Where innumerable academics had previously met,
to create tomorrow beneath the sun of yesterday.

I would collect my books, papers, and pencils,
As old acquaintances rather than as tools of trade,
Observers at the end of my adventure,
And bearers of words I don't understand.

If I were to leave these sacred places now,
I would depart with grace rather than sadness.
Because the location is not the most important factor,
But the truths I discovered and the lives I impacted.

Because learning's light never goes out,
From hand to hand, from mind to mind,
And others will discover what I leave behind.
Knowledge constantly flies, just like the phoenix.

Research Abstract

Instruction And Academic Achievement Of Pupils In Multigrade Schools: Basis For A Proposed Development Program by Osualdo F. Paz



This study determined the status of multigrade instruction and academic achievements of pupils in the Division of Oriental Mindoro. The data obtained became the bases for the proposed development program for learning competency. Specifically, this study focused on five areas of investigation, namely, the profile of the teacher-respondents, status of the multigrade classes, problems encountered by teachers in handling multigrade classes and proposed measures to solve the problems identified.

The performance of pupils in multigrade classes was determined by asking permission from the district office to allow the researcher to look for files or records regarding the performance of multigrade pupils in the four tool subjects. The researcher used the descriptive method of research and the questionnaire as the main instrument in gathering pertinent data. Percentage, mean, weighted average and ranking were used as statistical tools. The study involved all 132 selected multigrade teachers in the Division of Oriental Mindoro.

The study revealed that the teachers of multigrade classes are between 25-29 years old, female, BEEd graduates have one to four years teaching experience and have participated in school/district trainings. Instructional materials were sometimes available; facilities were seldom available. Lecture is the strategy often used by the teachers. Teachers are in charge of 24 pupils per class. The performance of the pupils in English, Math, Filipino and Science is 76.13. Different problems were encountered by the teachers of multigrade classes. They recommended varied proposed measures to minimize the identified problems.

The proposed development program for learning competency may improve the learning of pupils in the multigrade classes in the Division of Oriental Mindoro

Dr. Osualdo F. Paz holds a doctor of education degree and is Principal III of Pag-asa Elementary School, located in Pag-asa, Bansud, Oriental Mindoro, Philippines. He works tirelessly to implement innovative programs, strengthen community engagement, and uphold the school's mission of delivering quality education to every learner.

Essay

Inflation Rate by Joemarie A. Pono

Inflation describes the increase in prices of goods and services with respect to time which decreases the value of money. Low and stable inflation is a sign of growth; however, rapid inflation can be detrimental to the economy. Likewise, deflation can cause harm too. Economists use multiple tools to measure inflation such as the CPI (Consumer Price Index), which measures the price paid for an assortment of consumer products and services, along with the PPI (Producer Price Index) which captures price fluctuations from the viewpoint of the seller. Such indices allow governments and enterprises to estimate the standard of living and cost of doing business. It's from these pieces of information that policymakers modify the amount of money in circulation, and the interest rates to maintain stability in the economy.



Inflation affects different parts of the economy in unique ways. Impacted consumers face the brunt of it because their purchasing power diminishes. Subsequently, households might have to cut down on spending for essential needs like food, fuel, and schooling. An increase in the cost of goods and services is particularly detrimental to businesses when the cost of raw materials and labor is also increasing. This damages profit margins, and in some cases, it may lead to downsizing. The farming sector may face high costs for seeds, fertilizer, and tools, while smaller businesses may be forced to lower their prices and struggle to maintain their customer base.

Both deflation and inflation negatively affect the economy. High inflation restricts an individual's ability to save or create long-term strategies. It also weakens the investment drive because the prospects of the economy become too unpredictable. Deflation, however, permits a decrease in spending, which in turn reduces workplace activity and employment. There may also be a reduction in salaries, and hiring freezes may be imposed. The prices need to be stable for an economy to flourish, in order for businesses and families to make confident future investments.

Inflation from large economies typically spills over its smaller neighbors. Take, for example, the United States or Europe. When their prices surge, it leads to increased cost of imports for other countries. Furthermore, auguring inflation by increasing interest rates in developed countries tends to induce capital flight from developing economies, thereby raising the debt servicing burden while simultaneously exerting depreciation pressures to local currencies. The skyrocketing international prices of oil, food and construction materials it is also wreaking havoc on net-importing countries. As such, we can conclude that inflation is no longer simply an internal problem, and requires multinational collaboration in order to alleviate economic stability and overall growth.

To mitigate the impacts of inflation, governments can implement a combination of monetary and fiscal policies. To help contain rising prices, central banks might decide to lift interest rates, which diminishes the volume of money in circulation. Governments can also cut back on non-essential expenditures and increase funding for sectors most stricken by inflation, like transportation and agriculture. Aid in the form of subsidies, reduced import levies for essential products, and support to domestic production can assist in alleviating supply difficulties. Promotion of employment and wage increases, alongside enhanced social programs, aid in shielding the most affected groups within society from the harshest impacts of inflation. When well designed and controlled, these measures can propel the economy towards equilibrium along with comprehensive growth.

Joemarie A. Pono is an academic professional with a strong background in economics and research. He holds a BA in Social Sciences major in Economics from Sultan Kudarat State University and an MS in Economics from the University of Mindanao. Currently pursuing a PhD in Research Development Administration at the University of Southeastern Philippines, he also serves as a college instructor at SKSU, teaching research, statistics, and economic policy. Aside from teaching, he is involved in research, data analysis, and community extension activities that promote economic development.

Essay

Integrating AI Writing Tools in Tertiary English Classes

by **Jeremias U. Rivera**



Imagine a student using ChatGPT to outline an essay draft—how should educators respond? AI writing tools are no longer a novelty. Students now routinely use chatbots to brainstorm ideas, structure arguments, and summarize sources. The challenge isn't the technology itself but preserving academic integrity: professors must set clear expectations and teach ethical AI use in their classrooms. By guiding responsible AI use, teachers can turn a potential shortcut into a powerful learning tool.

AI can serve as a versatile writing assistant throughout the writing process. It can be deployed “at nearly any point to inspire, ideate,

structure, and format writing.” For example, ChatGPT and similar tools can help students draft an outline or refine a thesis, while learners add their own analysis. Grammar-checkers like Grammarly give instant feedback on errors and suggest vocabulary improvements. One study found Grammarly greatly helps students avoid language errors in their writing. When used as a collaborator—to generate ideas or improve drafts—AI becomes a springboard for learning rather than a shortcut to a final product.

First, develop a clear AI policy for your course, requiring students to disclose any AI assistance and mirroring guidelines at top universities (e.g., Oxford permits AI when acknowledged; Stanford mandates disclosure), while emphasizing that submitting unedited AI-generated text as one's own work is academic misconduct. Next, maintain writing as a multi-stage process—brainstorming, outlining, drafting, peer review, and revision—and encourage students to use AI for early-stage idea generation or proofreading, ensuring they later add original analysis and reflection. Finally, build AI literacy by teaching students to critically evaluate AI suggestions: fact-check outputs, recognize potential bias or inaccuracies, and understand limitations such as outdated information. This balanced approach ensures AI enhances rather than replaces students' own reasoning and writing skills.

Teachers should lead by example. By crafting clear guidelines and integrating AI thoughtfully—as experts advise—educators can make AI a constructive part of writing education. Now is the time to act: draft an AI policy, design assignments that include guided AI use, and encourage students to reflect on AI's role. In doing so, English faculty empower students to become stronger, more critical writers. As one expert advises, professors must “set expectations, shape student habits, and integrate ethical AI use into their academic toolkit.”

Mr. Jeremias U. Rivera is a faculty member at the College of Education, University of Rizal System Morong Campus. Currently, he serves as the Coordinator of the College of Education Publication and the Coordinator of the Graduate School of Education of URS Morong.

Essay

Balancing Ancillary Duties and Teaching Loads: A Guide for English Subject Teachers by *Jeremias U. Rivera*

“How can English teachers balance grading, meetings, and lesson planning without burning out?” This question resonates across every faculty lounge. Teaching English isn’t just delivering lectures on Shakespeare or grammar: it demands grading essays, attending committees, mentoring readers, and organizing literary events. With fixed teaching loads, these ancillary duties can overwhelm educators. By prioritizing tasks, delegating, time-blocking, leveraging technology, and reflecting regularly, English teachers can manage extra responsibilities while maintaining instructional quality and well-being.

First, prioritize tasks using an Eisenhower Matrix. Each week, list all duties—urgent/important (e.g., grading midterms), important/not urgent (curriculum development), urgent/not important (last-minute meetings), and neither (optional event planning). Address urgent/important tasks first and schedule important but non-urgent tasks in dedicated calendar blocks to prevent postponement.

Next, delegate and collaborate. Rotate roles—newsletter management, display design, guest-speaker coordination—among department members. Involve capable students in peer tutoring and study-guide preparation, empowering them and reducing your load. Peer mentorship among teachers—exchanging feedback or co-hosting workshops—spreads tasks and fosters camaraderie.

Then, apply time-blocking. Reserve specific slots for grading (e.g., Monday mornings) and committee work (e.g., Wednesday afternoons), shielding them from other demands. Batch related tasks—email, meeting follow-ups—into one session to minimize context switching. Use online office-hour scheduling to avoid interruptions during lesson planning.

Use technology tools tailored for English instruction. Employ learning-management systems for streamlined rubrics and automated feedback. Use scheduling apps to coordinate meetings with clear RSVP deadlines. Collaborate via shared document drives to reduce redundant revisions and email threads. Simple to-do apps with reminders ensure nothing slips through the cracks.

Finally, embrace reflective maintenance. Each month, assess which strategies worked and which duties remain challenging. Seek colleague feedback, adjust priorities and time blocks, and celebrate small wins—like clearing a grading pile or successful workshop—to stay motivated.

Balancing ancillary duties within prescribed teaching loads isn’t about doing everything; it’s about doing the right things at the right time with the right support. By implementing these strategies, English subject teachers can fulfill all commitments, preserve their passion for literature and writing, and still carve out time for meaningful instruction—and a well-deserved break.

Mr. Jeremias U. Rivera is a faculty member at the College of Education, University of Rizal System Morong Campus. Currently, he serves as the Coordinator of the College of Education Publication and the Coordinator of the Graduate School of Education of URS Morong.



Essay

The Leader's Influence: Foundation of Business Success *by Princess Joy Rodessa E. Palattao*

In the rapidly changing business environment, leadership stands as the foundation of any successful organization. While several factors like economic and financial status and technology contribute to a company's progress and stability. But nothing is more essential than the characteristics of the leader. A good leader not only gives directions and defines the culture of a company but also motivates his team to work together for the attainment of their common objectives. He turns the organization's vision into reality, he can transform challenges into opportunities, and he can inspire his people to be productive.

Good leadership is about how he encourages his team to work by influence and motivation, not by command and authority. A great leader promotes respect, builds trust, introduces innovation, and empowers his team to take responsibility for their actions and decisions. These characteristics of a leader can make a working environment where his people will be motivated to work and be more productive because they can feel that they are being heard, valued and empowered. When employees trust the person who leads them, they are so much more willing to commit themselves to the organization and contribute to the attainment of its success.

One crucial role of a leader is to establish a clear vision and direction for the organization. A company without clear direction is like a ship without a rudder – drifting aimlessly in a sea of competition. A good leader can provide clear objectives, making sure that everyone understands their common goal and knows their role in how to contribute to the attainment of it.

Moreover, an effective leader promotes a good organizational culture. This will be the guide for employee's behavior and the communication within the organization. A good organizational culture's foundation is teamwork, respect, and honesty. Excellent leader possesses these values and makes sure that everyone in the organization also has these good conducts.

Flexibility is also a quality of a strong leader. In today's fast changing work environment, the ability of a leader to deal with uncertainty and difficult situation is important. Good leaders can adapt to changes and open for criticism, willing to adjust when needed but still keep the team focused on their common goals. Their strength during challenging situation helps them maintain their organization's stability.

Furthermore, a good leader molds future leaders. By supporting their personal and professional development, teaching and guiding them, and assigning responsibility. Excellent leaders create group of people who has the talent and ready to step into leadership roles. This will give the organization the security that it is ready for unforeseen challenges in the future.

Princess Joy Rodessa E. Palattao is an Assistant Professor 1 in Isabel State University – Cauayan Campus. She holds a degree Doctor of Philosophy in Business Administration.

Essay

The Elusive Balance: Work-Life Harmony for Teachers by Mary Ann P. Carranza

While a rewarding career, teaching is emotionally draining with long hours and blurry lines between professional and personal life. To teachers' well-being, job satisfaction, and in the end, their effectiveness in the classroom, the balance of work and life is significant. However, the demands of the position can cause this balance to seem like an ideal that is out of reach.

The main challenge is how much work there is. Planning lessons, marking, admin, and extracurricular stuff all take time. Teachers often end up working evenings and even weekends to stay current. This constant exertion could leave you feeling burned out, stressed, and unhealthy.

The teaching workload is mainly responsible for the lack of balance and the emotional needs of teaching. Teachers are more than guides – they are counselors and caregivers. "They aren't just invested in their students' success; they are emotionally invested, which can be draining. Teachers need to set limits to safeguard their emotional energy and prevent themselves from burning out.

Here are a few ways to achieve a better work-life balance: Make sure your goals are realistic, tend to your most important tasks, and get comfortable saying no. It's good to know when you need to let go, when you can delegate, and stop insisting that everything has to be perfect, because it does not. Time management skills, like making a schedule and sticking to it, can help too.

Another critical dimension of work-life balance is self-care. Educators should focus on activities that help them unwind, re-energize, and keep them physically and mentally healthy. That can mean anything from exercise or hobbies to being with friends and family, or just a little time alone.

Ultimately, a balanced work and personal life as a teacher takes effort and a willingness to put oneself first. It's not about achieving some perfect balance; it's about developing a sustainable life for teachers, personally and professionally. Through such strategies and fostering self-care routines, teachers could lead a more balanced and fulfilling life, which could positively affect themselves and their students.



Mary Ann P. Carranza is an Associate Professor III at Bulacan State University in Malolos, Bulacan. She holds a Doctorate in Business Administration and is dedicated to advancing business education and research.

Poem

Catching Babies, Shaping Minds by Isaiah G. Patong

He helps new life begin each day,
And guides young minds along the way.
A man who cares, a man who knows,
Where babies cry and learning grows.

With gentle hands, he helps in birth,
And shows his students every worth.
He shares his skills, he tells them why,
A midwife's role can reach the sky.

He teaches not just how to care,
But how to love and to prepare.
In school, in a clinical area, he gives his best,
To help the next ones pass the test.

Though many find his path unique,
His work is strong, his voice is meek.
A midwife, teacher, wise, and kind,
Catching babies, shaping minds.

Birth is a Bridge by Isaiah G. Patong

Birth is a bridge not made of stone,
But of blood, and muscle, and moan.
No one crosses it quite the same,
Each footstep stitched with name upon name.

And at the edge stands someone still,
With quiet eyes and iron will.
A midwife - anchor, whisper, guide,
Who helps the soul come through, wide-eyed.

She knows the tide, the tremble, the roar,
Knows when to open and when to implore.
She doesn't lead, but she does not leave,
She waits in the dark for life to conceive.

And when the crossing's done at last,
When breath arrives and shadows pass,
She steps aside, unseen, unsaid,
But birth remembers where she led.

Isaiah G. Patong, RM, MPH, is an Assistant Professor at Kalinga State University, Bulanao Campus, Tabuk City, Kalinga, where he serves as the Review Coordinator and Clinical Chairperson for Midwifery On-the-Job Training (OJT). A licensed midwife with a Master of Public Health, he actively engages in both academic instruction and community-based initiatives. In 2024, he was recognized as one of the Outstanding Extension Workers of Kalinga State University for his dedicated service in delivering health and wellness training to local communities. In 2025, he was also named one of the 10 Outstanding Midwives in the Cordillera Administrative Region (CAR), during the inaugural year of the award. His research interests focus on midwifery education, rural health systems, and community health promotion.



Short Story

Breaking Traditions *by Isaiah G. Patong*

Sayan grew up in the quiet hills of Tabuk City, Province of Kalinga, where rivers sang lullabies and neighbors knew each other's stories by heart. In his community, care wasn't a profession - it was a rhythm of life. But as a boy with soft eyes and quieter dreams, Sayan didn't quite fit the mold of what a man should become. He remembered the first time he followed Nanay Rita, the village midwife. She didn't shoo him away, instead, she handed him a kettle and said gently, "Boil this. The baby is coming."

From that day on, Sayan was always close by. Folding blankets. Fetching water and holding trembling hands in moments of labor and life. He said little, but he saw everything. When he announced after high school that he would study midwifery, the laughter was louder than the support.

"That's women's work," one uncle scoffed.

"You'll never find a job," others warned.

But Nanay Rita simply nodded. "Listen to the mothers. They'll teach you."

At school, Sayan was the only man in his midwifery class. The textbooks were heavy, but not as heavy as the silence that sometimes greeted him in the classroom. He studied hard, not to prove anyone wrong, but to be ready for the mothers who would one day need him.

After graduation, he was assigned to Barangay Liwliwa. The clinic was simple, but the needs were real. Mothers came with questions and fears. Some looked him over with quiet skepticism.

"Are you... The midwife?"

"Yes," Sayan said gently, "but I'm also here to listen."

Slowly, he earned their trust. He walked to distant homes with his bag of tools and tinctures. He held newborns to his chest as mothers cried tears of joy and relief. He taught fathers how to swaddle, and grandmothers how to recognize danger signs. Birth, he found, was never just a medical moment—it was a community one.

One evening, as a storm raged outside, a knock came at the clinic door. A young father stood, soaked, in panic in his eyes.

"My wife - she's bleeding."

Sayan grabbed his bag and followed him through the dark. Inside the bamboo hut, a mother labored with clenched fists and muffled screams. Sayan moved quickly, calmly—like he'd done a hundred times before. When the baby cried, it was the loudest sound in the world. The father wept.

"You saved them," he whispered.

Sayan smiled. "She did. I just helped."

Years passed. Sayan was named one of the region's Ten Outstanding Midwives - the only man on the list. He felt honored, but also humbled. The award wasn't just his - it belonged to every boy told that compassion didn't belong to them.

Now, Sayan stands in front of classrooms at the university in Kalinga, teaching students, men and women alike. His lectures mix science with story. He tells them how birth doesn't follow rules, and neither does calling.

"Midwifery," he tells them, "isn't about gender. It's about presence."

Outside the classroom, he still visits barangays, works with local health workers, and helps mothers who remember the quiet boy who once boiled water by the fire.

Sayan never set out to be different. He just wanted to help. But in choosing care over convention, he didn't just deliver babies - he delivered hope.

Isaiah G. Patong, RM, MPH, is an Assistant Professor at Kalinga State University, Bulanao Campus, Tabuk City, Kalinga, where he serves as the Review Coordinator and Clinical Chairperson for Midwifery On-the-Job Training (OJT). A licensed midwife with a Master of Public Health, he actively engages in both academic instruction and community-based initiatives. In 2024, he was recognized as one of the Outstanding Extension Workers of Kalinga State University for his dedicated service in delivering health and wellness training to local communities. In 2025, he was also named one of the 10 Outstanding Midwives in the Cordillera Administrative Region (CAR), during the inaugural year of the award. His research interests focus on midwifery education, rural health systems, and community health promotion.

Research Article

Grade 10 Students' Writing Performance Through Catch-Up Fridays Reflection Journals Towards An Enhancement Program *by Dave Jundel Francis Almoguerra*



This study assessed the writing performance of Grade 10 students at Golden Acres National High School through reflection journals submitted during "Catch-up Fridays." The aim was to provide insights for a writing enhancement program by addressing key questions related to the students' demographic profile, writing performance, challenges in writing (mechanics, content, organization), and the impact of reflective writing on their development.

The study involved 50 students, with data collected over one semester of the 2023- 2024 academic year. Reflective journals were evaluated using a rubric based on the DepEd K to 12 guidelines for writing. The findings revealed that the majority of respondents were female, and extensive assessment writing emerged as the least common type of writing performance. Students encountered moderate challenges, particularly in content and organization.

The results showed that incorporating reflective journals did not significantly impact students' writing development. Furthermore, no significant differences were found between writing performance and the demographic profile of the students, nor were there significant relationships between writing challenges and demographic factors.

The null hypotheses were rejected, concluding that reflective writing had a limited effect on improving student performance. Based on these findings, a targeted writing enhancement program is recommended to address the specific challenges identified, aiming to improve students' writing mechanics, content, and organization in future writing activities.

Poem

Revised Game *by Dr. Irmalyn R. Alejandro*

In fields of play, where all belong,
A revised verse, a stronger song.
No soul unseen, no spirit bound,
On common ground, our victories found.

The court, the track, invite embrace,
Each unique strength, a sacred space
Adapt, create, let kindness lead,
In every heart, plant inclusion's seed

Beyond the game, a deeper quest,
To feel accepted, truly blessed.
Together rise, on wings of grace,
Inclusion's light, on every face

So let us strive, with hearts so bold,
A tapestry of stories to unfold
Where every voice, in harmony,
Creates a world, where all are free



Essay

Cheating: A Betrayal of Trust by Jobelle Salvador-Gauran

You thought your partner loves you. Then one day, you find out that he or she is texting someone. Not the usual message. It's the more intimate one. Then, you end up shattered and you finally came to your senses that, yes, your partner is cheating on you.

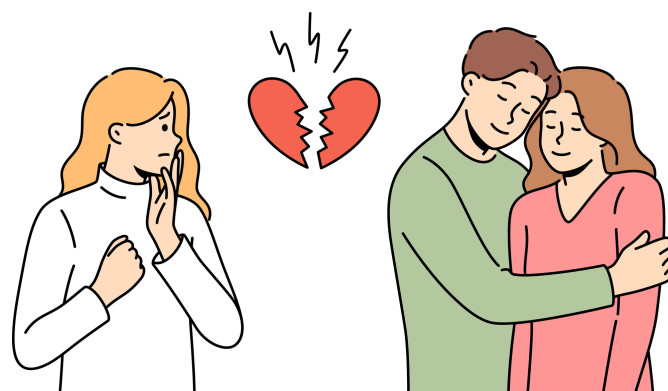
Cheating is one of the most painful and destructive acts that can occur within any relationship, whether romantic, academic, or professional. It is not simply the breaking of rules or promises, but a betrayal of trust. Trust can be strong, so strong that is the very foundation that holds people together. But it is also very fragile, one crack and everything that you've worked hard for will break into pieces. Cheating is a selfish act that prioritizes personal gain or satisfaction over honesty, integrity, and the feelings of others. The wounds it causes often run deep, leaving emotional scars that are difficult to heal.

In romantic relationships, cheating usually refers to infidelity, the breaking of an emotional or physical commitment to one's partner. When someone cheats, they shatter the trust that their partner has placed in them. This betrayal leads not only to heartbreak but also to a sense of deep insecurity, as the betrayed partner questions their own worth, the authenticity of the relationship, and even their ability to trust again. Cheating in love is particularly cruel because relationships thrive on vulnerability; when one opens their heart to another, they do so with the hope of being cherished, not deceived.

The core of cheating is the lack of respect, for others, for the commitments one has made, and even for oneself. It often arises from a mix of selfishness, fear, insecurity, or a desire for shortcuts. Instead of addressing dissatisfaction or challenges honestly, the cheater seeks an easy escape or hidden gratification. But what many fail to realize is that cheating rarely delivers lasting happiness. It brings temporary rewards but long-term guilt, shame, and damage to one's relationships and reputation.

The consequences of cheating ripple far beyond the immediate act. It leads to breakups, separation, or years of emotional distance and mistrust. It is important to note that while cheating causes deep harm, people are capable of change and redemption. Acknowledging the wrongdoing, taking responsibility, seeking forgiveness, and making a genuine effort to change are the first steps toward healing. For those who have been cheated on, the path forward is often difficult. It may involve forgiveness, rebuilding trust, or choosing to walk away, but healing is always possible with time, reflection, and support.

Yes, cheating is so painful. Its consequences can be long-lasting and severe, both cheaters and those hurt by cheating can find paths toward healing and growth. Ultimately, a life built on honesty, respect, and integrity is far more fulfilling than any short-term gain achieved through deceit.



Jobelle Salvador-Gauran is a dedicated Filipino teacher and researcher at Cauayan City National High School. With a deep passion for education, language, and scholarly inquiry, she has made significant contributions to both classroom teaching and academic research. Her commitment to excellence was recognized when she was honored as an Outstanding Junior High School Teacher and awarded the prestigious Excellence in Leadership and Most Outstanding Educator of the Year.

Essay

True Love Forgives by Jobelle Salvador-Gairan

It is said that true love is the most powerful and transformative of all human emotions. It weaves through the depths of human experience, binding two souls with a thread of trust, sacrifice, and unwavering loyalty. Yet, at the heart of true love lies a quality so powerful that without it, love would wither: forgiveness.

We hurt when we love. But at the end of it, true love forgives. Not because one should forget the wrongs committed or pretends they never happened, but because it chooses to rise above the pain, to heal wounds, and to nurture the bond rather than destroy it.

Forgiveness in the context of love is not simply an act of saying “I forgive you.” It is rather a long, painful process. Sometimes slow, most of the time painful. But over time, love guides one to let go of resentment, bitterness, or the desire for revenge. True love acknowledges that human beings are imperfect; we all falter, we all make mistakes, and we all carry flaws. In romantic relationships, in friendships, and even in family ties, disappointment and hurt are inevitable. But it is precisely in these moments that true love shows its depth, by choosing to understand rather than judge, by choosing to repair rather than abandon.

To forgive is not to erase accountability. True love does not turn a blind eye to harmful behaviors or betrayals. Instead, it invites open communication, reflection, and change. When forgiveness is present, it says, “I see your flaws, I acknowledge your wrongdoing, but I believe in your capacity to grow, and I choose to continue loving you despite the hurt.” This kind of forgiveness strengthens love because it is rooted in empathy – the ability to put oneself in the other’s place and recognize their humanity.

Perhaps the most powerful example of true love’s forgiveness can be seen in long-term relationships. Couples who have weathered storms together, who have faced betrayals, losses, or deep conflicts, often testify that forgiveness was the bridge that allowed them to move forward. They learn that forgiveness does not mean weakness; rather, it takes incredible strength and courage. It requires vulnerability, a willingness to risk being hurt again, and a deep commitment to the shared journey.

When all has been said and done, what one will find is that true love forgives because it understands that love is not about perfection, but about persistence. It is the daily choice to continue loving, even when faced with disappointment. It is the decision to nurture growth, to extend grace, and to let healing triumph over hurt. Forgiveness is the soul of true love – the quiet, steady force that keeps two hearts bound not just by affection, but by understanding and resilience. To love truly, then, is to forgive wholeheartedly.

Jobelle Salvador-Gairan is a dedicated Filipino teacher and researcher at Cauayan City National High School. With a deep passion for education, language, and scholarly inquiry, she has made significant contributions to both classroom teaching and academic research. Her commitment to excellence was recognized when she was honored as an Outstanding Junior High School Teacher and awarded the prestigious Excellence in Leadership and Most Outstanding Educator of the Year.



Tula

Pagpag ni *Penicka P. Pangan*

Sa silid-aralan, tanong ko'y puno ng damdamin,
"Ano ang maituturing na pambansang pagkain?"
Sabay-sabay, mga tinig, may halong tawanan,
"Pagpag!" sagot nila, napuno ng halakhakan.

Ngunit sa likod ng tawanan, may aral na taglay,
Pagkain mula sa basura, may bitbit na tagumpay.
Simbolo ng pagiging maparaan, sa hirap ay 'di nasawi,
Kahit saan, kahit kailan, may pag-asa sa bawat dumi.

Tulad ng Pilipinas, wika ng mag-aaral,
Punong-puno po tayo ng iba't ibang probinsyal.
May KFC, McDo, at Jollibee na mapupulot,
Simbolo ng pagkakaiba ang naidulot.

Sa bawat piraso, kwento'y bumabalik,
Ng mga kamay na masipag, sa hirap ay 'di natigik.
Kahit nasa pagpag, may dangal na nakatago,
Pag-asa sa buhay, kahit saan, kahit ano.

Kaya't sa ating mga puso, dapat itong itaguyod,
Ang pagpag na simbolo ng pusong matatag at matibay.
Sa bawat pagkain, may kwento ng laban,
Sa hirap ng buhay, tayo'y patuloy sanang biyayaan.

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.



Sanaysay

Paggamit sa "Insecurity" bilang Estratehiyang Pangkapitalista ni *Veronica B. Dato*

Ang mga brands ngayon ay nahaharap sa isang kabalintunaan: sinasalamang ba nito ang lipunan o hinuhubog nito ang lipunan. Ayon sa pag-aaral ng National Eating Disorders Association (NEDA) noong 2020, 94% sa mga kababaihan ay nakaranas ng body shaming. Ito'y naging isang negatibong bahagi na ng ating kultura sa kasalukuyang panahon na madalas makita sa social media. Dahil sa mga masasakit na salitang natatanggap ng maraming tao dahil sa kanilang itsura at pangangatawan, nabubuo ang imahe ng tinatawag na "perpektong katawan." Para sa karamihan, ito ay ang pagkakaroon ng patag na tiyan, kurbadong katawan, at walang tigyawat sa mukha (Sosa, 2020). Ang kultura ng fat shaming ay laganap sa pamilyang Pilipino at nagpapatuloy sa lipunan. Ito ay malinaw na nagpapakita na ang isip ng tao ay nakakondisyon upang tumingin sa "ideyal na anyo ng katawan" bilang batayan ng paghahambing (Abello, 2019).

Hindi lamang sa Pilipinas nangyayari ang ganitong mga isyu sa lipunan kundi pati rin sa ibang bansa. Ang National Opinion Research Center ng University of Chicago ay nagsagawa ng isang national survey tungkol sa fat/body shaming at ayon sa resulta, 84% ng publiko ang sumasang-ayon na ang fat shaming ay isang seryosong isyu sa ating lipunan. Ang mga ganitong klase ng usapin ay emosyonal na isyu sa buong mundo dahil ang sakit ay hindi lamang nagdudulot ng pisikal na problema ngunit maaari ring baguhin ang mga katangiang pisyolohikal at asal ng isang indibidwal.

Ang mga nakikitang imahe sa mga patalastas ay kadalasang mga unrealistic body image o hindi makatotohanang imahe ng pangangatawan ng isang tao. "Consumers need to understand that makeup, camera angles, lighting, and the retouching process help create these unattainable body images we see in ads" (Iowa State University, 2018). Mapapansin ang epekto ng mga ganitong klase ng patalastas ay ang pagtatakda ng gagayahin ng mga tao kaya ito ay sinasamantala ng mga korporasyon upang maipakilala ang kanilang mga produkto.

Sa Pilipinas, ang naging pamantayan ng kagandahan ay ang mga katangian mula sa kanluran—ang pagiging maputi, pagkakaroon ng balingkinitang katawan, matangos na ilong—na kung susuriin ay kabaligtaran ng likas na katangian ng mga Pilipino. Dito pumapasok ang mga kapitalista dahil nakikita nila ang pagnanasa ng mga tao sa ganitong klase ng pamantayan ng kagandahan. Marami sa mga tao ang gumagawa ng paraan upang magbago ang kanilang itsura, tulad ng pagbili ng mga produktong makakatulong sa pagkamit ng gusto nilang itsura. Kaya naman ang mga imaheng ginagamit sa mga patalastas ay ang mga imaheng gustong makita ng mga tao sa kanilang sarili.

Samakatuwid, napakalaki ng impluwensiya ng mga patalastas sa buhay ng mga tao. Hindi lamang nito kayang baguhin ang impresyon, pag-iisip, at paniniwala ng isang tao kundi kaya rin nitong hubugin ang isang ideolohiya. Sa kabilang banda, maaari ring kung ano ang nakikita ng mga brands at korporasyon sa lipunan ay nakaimpluwensiya sa nilalaman ng mga patalastas na kanilang binubuo.



Veronica B. Dato is an Assistant Professor III at National University Clark. She holds a Master of Arts in Education, major in Filipino, which she earned from Bulacan State University. With her expertise in Filipino language and education, she is committed to advancing academic excellence and nurturing future educators.

Research Abstract

Secondary School and Community Collaborations in the Perspectives of Stakeholders: Basis for Strengthening Partnerships *by Lovely L. Subibe*



Secondary schools significantly impact how communities and students develop in the future. This study determined the randomly selected stakeholders' perspectives on the level of collaborations of Dumangas National High School and the community as basis for the development of program and strategies to strengthen partnerships in the Municipality of Dumangas, Iloilo, for the Year 2025. Data were gathered through a partly adopted and validated questionnaire and were computed and analyzed using statistical tools. Results revealed that the level of school-community collaborations are very high in terms of school leadership and management and communication and human relations in the perspectives of the stakeholders as a whole and when grouped as to age, educational attainment and type of stakeholders. The five emerging perspectives of the stakeholders during school-community collaborations in terms of school leadership and management are: that their suggestions and feedbacks are welcomed; support and protection extended to the school are acknowledged; stakeholders are invited in meetings; they are tapped for purposes of consultation or professional help; and, for transparency. In terms of communications and human relations, the stakeholders' perspectives are: that cultural traditions and values are respected; encourage participation for peace and security; promote the school's image and reputation; both offer help during community programs and activities; visit communities to know their learners. Significant differences existed in the level of collaborations among stakeholders in terms of parameters across variables. Stakeholders shall strongly support and encourage various aspects of school-community collaborations to increase learners' academic performance and address the needs of the community.

Lovely L. Subibe is Teacher I at Dumangas National High School in Dumangas, Iloilo.