A photograph of a classroom. In the foreground, a student with dark hair, wearing an orange shirt, is seen from behind, sitting at a desk and raising their right hand. In the background, other students in similar orange shirts are seated at desks, also with their hands raised. The classroom has white walls and a whiteboard is visible in the distance.

AN INTERNATIONAL MONTHLY NEWS-MAGAZINE ON TEACHING & LEARNING

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Scholarly Article

Enhancing Mathematics Learning Through Innovation: Project "BOTE MO" by Khareen P. Tolentino

Mathematics education plays a crucial role in developing the critical thinking and problem-solving skills of learners. As the Virginia Department of Education (VDOE) stated in 2009, "A major goal of the mathematics program is to help students become competent mathematical problem solvers." However, achieving this goal requires improving the quality of mathematics instruction received by all students. To continue advancing in mathematics achievement, educators must ensure that effective teaching strategies are in place, with an emphasis on student engagement and intervention for struggling learners. Mathematics teachers hold a vital responsibility in assessing student understanding throughout instruction. This allows them to provide necessary interventions to help all learners meet daily objectives. Recognizing this need, the Mathematics Department of Elias A. Salvador National High School has taken a proactive approach by initiating Project "BOTE MO," an innovative and income-generating program aimed at improving students' mathematical skills while integrating information and communications technology (ICT).

The primary objective of Project "BOTE MO" is to enhance students' mathematical abilities and reduce the number of non-numerates through creative and sustainable strategies. The project involves collaboration among advisers, subject teachers, the school head, students, and parents, ensuring that every stakeholder plays a role in supporting student learning.

One of the key components of the project is equipping every classroom, particularly those with a high number of non-numerates, with a television for interactive learning. Over the span of three consecutive years, the initiative aims to integrate visual and digital tools into mathematics instruction, fostering greater student engagement and comprehension. By leveraging technology, students can experience a more dynamic and accessible approach to learning, which in turn helps build their confidence in mathematics.

To ensure the success of Project "BOTE MO," the school continuously monitors its progress on a quarterly basis. This consistent evaluation allows for adjustments and improvements to maximize the impact of the program. Through this initiative, the school hopes to bridge learning gaps, create a more engaging mathematics curriculum, and ultimately reduce the number of students struggling with numerical concepts.

This initiative reflects the belief that education should be inclusive and innovative, ensuring that every learner, regardless of their mathematical ability, receives the support and resources necessary to succeed. The project also echoes the sentiment of Kathy Calvin: "Giving is not just about making a donation. It is about making a difference." By investing in education and fostering a culture of collaboration and creativity, Project "BOTE MO" is making a meaningful difference in the lives of students, transforming mathematics education for the better.



With the successful implementation of Project "BOTE MO," Elias A. Salvador National High School sets a precedent for other institutions to adopt similar strategies in improving mathematics instruction. By embracing technology, fostering collaboration, and prioritizing student learning, the program paves the way for future generations of competent mathematical problem solvers.

As educators, parents, and stakeholders continue to support initiatives like this, the vision of a numerate and mathematically competent student body becomes increasingly attainable. The future of mathematics education is bright, and with continued innovation, dedication, and support, students can be empowered to unlock their full potential in the subject.

Khareen P. Tolentino graduated Master of Arts in Education major in Administration and Supervision from Partido College in Goa, Camarines Sur. She is currently Teacher III at Elias A. Salvador National High School.

Scholarly Article

The Effects of Bullying on High School Students: A Philippine Perspective *by Lea P. Pascua*

Bullying is a pervasive issue in high schools across the Philippines, affecting thousands of students every year. It comes in various forms—physical, verbal, social, and cyberbullying—and its effects can be long-lasting and damaging. The Department of Education (DepEd) has recognized bullying as a serious problem, implementing the Anti-Bullying Act of 2013 (Republic Act No. 10627) to protect students. Despite these efforts, many students still suffer in silence, leading to negative academic, psychological, and social consequences.

One of the most immediate effects of bullying is its impact on academic performance. Victims often struggle to concentrate in class, leading to declining grades and, in severe cases, school dropouts. Studies show that students who experience bullying are more likely to have lower academic achievement due to stress and fear.

For instance, a Grade 10 student from Cebu committed suicide in 2019 as a result of school bullying. Reports indicated that classmates subjected the student to physical and verbal abuse, resulting in extreme distress and withdrawal from school activities. His declining academic performance and increasing absences were clear signs of the toll bullying had taken on his mental state.

A senior high school student from Metro Manila faced consistent mockery due to her weight. The bullying made her dread going to school, leading her to skip classes and eventually fail several subjects. She later changed schools to avoid her tormentors, but the damage to her self-esteem and academic motivation had already occurred.

The psychological impact of bullying can be severe, leading to anxiety, depression, and even suicidal thoughts. Many victims experience feelings of worthlessness and helplessness, affecting their overall mental health. Bullying trauma can persist for years, sometimes even extending into adulthood.

A well-known case in the Philippines involved a 13-year-old student from Quezon City who suffered from cyberbullying. Her classmates falsely accused her of stealing, leading them to spread rumors and post derogatory comments about her online. She became withdrawn, stopped talking to her friends, and eventually attempted self-harm. Her parents only discovered the extent of the bullying when they checked her social media accounts and saw the hateful messages.

Similarly, a 15-year-old boy from Davao City developed social anxiety after enduring years of name-calling and physical bullying. The experience left him unable to speak in front of the class or make new friends, significantly affecting his self-confidence. Even after changing schools, he continued to struggle with trust issues and fear of rejection.

Bullying also affects students' social development. Many victims become isolated, avoiding friendships and group activities to protect themselves from further harm. In some cases, bullying can even push victims into risky behaviors, such as substance abuse or aggression, as a way to cope with their pain.

A study conducted by the Child Protection Network in the Philippines found that victims of bullying are more likely to experience social withdrawal and difficulty forming healthy relationships. One case from Bacolod involved a high school student who, after years of bullying, developed a distrust of her peers. She avoided social gatherings, found it difficult to work on group projects, and had trouble expressing herself. Her teachers noted that she became disengaged and unmotivated, further affecting her personal and academic growth.

On the other hand, some bullied students react aggressively, becoming bullies themselves. This cycle of violence was seen in a case from Baguio, where a bullied student later became the aggressor, targeting younger students as a means of regaining control and self-worth. This behavior highlights how bullying does not just harm the victim but can create a ripple effect that spreads negativity throughout the school environment.

The effects of bullying on high school students are profound and far-reaching, impacting their academic performance, mental health, and social development. Despite existing laws and school policies, bullying remains a significant issue in Philippine schools. To address this problem, schools must strengthen their anti-bullying programs, provide better mental health support, and encourage students to speak out. Parents, teachers, and communities must work together to create a safe and supportive environment where students can thrive without fear. Only by taking collective action can we put an end to bullying and ensure a brighter future for Filipino students.

Lea P. Pascua is a Teacher III and holds a Doctor of Education degree with major in Educational Management.



Scholarly Article

Government Budgeting in the Philippines: Understanding National Development and Fiscal Responsibility by Felipe K. Jamero

The economic stability, development, and equitable distribution of resources rely on the capability of the government to budget its financial resources. It serves as a financial blueprint that outlines how the government will allocate its resources to meet the needs of its citizens, promote growth, and fulfill its commitments to various sectors of society. The budgeting process is guided by principles of transparency, accountability, and participatory governance to ensure that public funds are used effectively.

The budget preparation process begins with the Executive Branch, through the Department of Budget and Management (DBM), which formulates the National Expenditure Program (NEP) based on the priorities set by the President. The NEP is crafted in alignment with the country's development goals, as articulated in the Philippine Development Plan (PDP), and in consideration of projected revenues, expenditures, and macroeconomic conditions. Agencies and departments submit their budget proposals, which are then reviewed and consolidated to form the proposed national budget.

Once the proposed budget is finalized, it is submitted to Congress for scrutiny. The Philippine Congress, composed of the House of Representatives and the Senate, exercises its power of the purse by reviewing, amending, and approving the budget proposal. This process involves extensive deliberations to ensure that funds are allocated to priority programs such as education, healthcare, infrastructure, and social services. The approval of the General Appropriations Act (GAA) marks the completion of this phase.

Budget execution follows the enactment of the GAA, with government agencies implementing programs and projects according to the approved allocations. The DBM plays a significant role in releasing funds and monitoring expenditures to ensure compliance with the budget. Efficient budget execution is critical to achieving developmental goals and delivering services to the public.

Monitoring and evaluation complete the budgeting cycle. The Commission on Audit (COA) conducts audits to assess whether public funds have been used properly and efficiently. Audit findings are essential in identifying lapses and recommending improvements in government spending.

In recent years, reforms have been introduced to improve the budgeting process in the Philippines. One such reform is the implementation of the Cash-Based Budgeting System, which requires government agencies to obligate and disburse funds within the fiscal year. This reform aims to increase fiscal discipline, reduce underspending, and ensure that budgeted programs and projects are completed on time.

However, despite these reforms, challenges persist. Issues such as budget misallocation, underspending, and corruption continue to affect the efficiency and effectiveness of government spending. Public participation and transparency have been encouraged through mechanisms like the Open Government Partnership and the People's Budget to address these concerns.

There is no doubt that government budgeting in the Philippines is a dynamic process that reflects the government's priorities and its commitment to serving the needs of its citizens. Ensuring the prudent and transparent use of public funds remains essential in achieving sustainable and inclusive growth for the nation.

Felipe K. Jamero earned his Bachelor of Arts in Political Science with an option in International Relations at the Polytechnic University of the Philippines, and Master in Public Administration at Eulogio Amang Rodriguez Institute of Science and Technology. He taught various subjects in social sciences, public administration, labor relations, and ethics. Currently, he is writing his dissertation paper for the degree of Doctor in Public Administration at the Polytechnic University of the Philippines.

He was a school coordinator at United Nations Associations in the Philippines (UNAP) and was active in programs and projects advancing the core principle of the United Nations; designated as course adviser of Public Administration in the same institute and performed in various capacities in the Eulogio Amang Rodriguez Institute of Science and Technology Faculty and Employees Union (EARIST FEU) and has exposure on labor education, welfare advocacy, and negotiation agreement. His participation in union work earned him constant invitations in drafting collective negotiation agreements including revision and deliberation of proposals, and crafting of constitutions and by-laws. A researcher who presented various research papers at national, institutional, and international conferences in the field of public administration and social sciences.



Scholarly Article

Importance of Reading Intervention in Schools

by Airene Domingo Corpuz

Reading is a fundamental skill that forms the foundation of a student's academic success. However, not all students acquire reading skills at the same pace. Many struggle with comprehension, fluency, and vocabulary, leading to difficulties in understanding other subjects such as math, science, and history. Reading intervention programs in schools are crucial in addressing these challenges, ensuring that every student can develop literacy skills essential for lifelong learning. Effective reading intervention programs not only enhance academic performance but also build confidence, close achievement gaps, and promote a love for reading.

Reading intervention plays a critical role in helping struggling students catch up with their peers. When students experience reading difficulties, they often find other subjects challenging as well. For example, a fourth grader who cannot read fluently may struggle to understand word problems in math, leading to poor performance. A study by the National Reading Panel found that targeted reading interventions, such as phonics-based instruction and guided reading sessions, significantly improve students' reading comprehension and overall academic performance. Schools that implement structured reading interventions see higher literacy rates and improved test scores across subjects.

Elementary schools widely use the Reading Recovery program as a concrete example of a successful reading intervention. This one-on-one intervention targets first graders who are struggling with reading and provides intensive instruction tailored to their needs. Research has shown that students who complete the Reading Recovery program make significant progress and are able to read at grade level by the end of the program.

Students from disadvantaged backgrounds or non-English-speaking homes often face additional challenges in developing reading skills. Without proper support, these students may fall behind, widening the achievement gap. Reading intervention programs address these disparities by providing extra instruction to those who need it the most.

For instance, Title I reading programs in the United States focus on supporting students from low-income families who are at risk of falling behind in literacy. These programs offer additional reading support during or after school, ensuring that struggling readers receive the help they need. Similarly, in the Philippines, the Department of Education has launched the "Brigada Pagbasa" initiative, which mobilizes teachers, parents, and community volunteers to help improve reading skills among Filipino students. This program has been instrumental in improving literacy rates, especially in rural areas where students have limited access to books and learning materials.

Reading difficulties can negatively impact a student's confidence and motivation to learn. Children who struggle with reading often feel embarrassed and avoid reading aloud in class. This fear can lead to disengagement from learning altogether.

Reading intervention programs help rebuild students' confidence by providing them with the tools they need to succeed. For example, the Lexia Reading program, a technology-based intervention, allows students to progress at their own pace. Because the program adapts to each student's learning level, struggling readers can improve without feeling pressured. As students see their reading skills improve, their confidence grows, and they become more willing to participate in classroom activities.

Furthermore, many intervention programs incorporate engaging reading materials tailored to students' interests. In California, a school initiated a reading intervention that encouraged struggling readers to select books on subjects they were passionate about, like dinosaurs or space. As a result, students became more motivated to read and improved their literacy skills significantly.

Reading intervention is a crucial component of education that ensures all students have the opportunity to succeed. By enhancing academic performance, closing achievement gaps, and building confidence, these programs help create a literate and empowered generation of learners. Schools must prioritize early identification of struggling readers and implement effective intervention strategies to provide the necessary support. Through collaborative efforts between teachers, parents, and the community, reading intervention programs can make a lasting impact, transforming students into lifelong readers and learners.

Airene Domingo Corpuz graduated Doctor of Philosophy major in Educational Management. She is presently a Principal I at Dinapigue Central School in Dinapigue, Isabela.



Scholarly Article

Technology Integration in Teaching Elementary Mathematics

by Analou Calipdan

In today's digital era, technology has become an essential tool in enhancing education, particularly in mathematics. The integration of technology in teaching elementary mathematics improves student engagement, comprehension, and problem-solving skills. In the Philippines, where classrooms are becoming increasingly digital, teachers are finding innovative ways to use technology to make math more interactive and accessible. Through interactive apps, multimedia presentations, and game-based learning, students develop a stronger foundation in mathematical concepts, making learning both effective and enjoyable.

Traditional math instruction often relies on textbooks and board lectures, which can be ineffective in capturing students' interest. However, with the use of technology, teachers can create a more dynamic learning environment.

For instance, the Department of Education (DepEd) developed the online platform DepEd Commons, which offers free interactive math lessons and exercises for Filipino students. Teachers use this platform to assign practice problems, while students can explore lessons at their own pace. Schools that have implemented DepEd Commons have reported increased student engagement, especially in subjects like fractions and geometry.

Another widely used tool is GeoGebra, a dynamic mathematics software that allows students to visualize geometric shapes and algebraic equations. In a classroom in Cebu, for instance, teachers use GeoGebra to help students understand the concept of area and perimeter by manipulating virtual shapes. Students actively participate by adjusting dimensions and observing real-time calculations, making the learning process more engaging than using static diagrams from textbooks.

Elementary students often struggle with abstract mathematical concepts. By integrating technology, teachers can provide visual and interactive representations that enhance understanding.

For instance, Khan Academy, an online learning platform, offers video tutorials and interactive exercises tailored to different grade levels. Many public school teachers in Metro Manila incorporate Khan Academy videos into their lessons to explain multiplication and division strategies. The step-by-step explanations and real-life examples help students grasp concepts more effectively than traditional lectures alone.

Similarly, the University of Colorado developed PhET Interactive Simulations, a free online tool, to teach math and science in some Philippine schools. A study conducted in Quezon City found that students who used PhET simulations to explore concepts like fractions and probability performed better on assessments than those who only used textbooks. The interactive nature of these tools allows students to experiment with numbers, observe patterns, and develop a deeper understanding of mathematical operations.

Educational games have become an effective way to reinforce math skills while keeping students motivated. Schools across the Philippines are adopting game-based learning strategies to make math more engaging.

Mathematics Challenge, an annual online quiz competition in many Philippine schools, serves as one notable example. Students compete using mobile applications such as Prodigy Math Game and SplashLearn, which combine adventure-based storytelling with problem-solving activities. These platforms reward students with points and achievements, encouraging them to practice math skills regularly.

In Baguio City, a public elementary school integrated DragonBox, a game that teaches algebraic thinking through puzzles. Teachers observed that students who struggled with traditional equations became more confident after playing DragonBox, as the game gradually introduced algebraic principles in a fun and intuitive way.

Despite the numerous benefits of technology integration in math education, there are still challenges, especially in rural areas with limited internet access and digital devices. The DepEd Digital Rise Program aims to address this gap by providing tablets and digital learning resources to public schools. However, additional support is required to guarantee that all students, irrespective of their location, can reap the benefits of technology-enhanced learning.

Moreover, teachers require proper training to effectively integrate technology into their lessons. Programs such as Tech4Ed, spearheaded by the Department of Information and Communications Technology (DICT), provide training for teachers on how to use digital tools in the classroom. By equipping educators with the necessary skills, the Philippines can maximize the benefits of technology in elementary mathematics instruction.

Technology integration in teaching elementary mathematics is transforming classrooms across the Philippines. Through digital platforms, interactive simulations, and game-based learning, students develop a deeper understanding of mathematical concepts while enjoying the learning process. Although we must address challenges like access to technology and teacher training, we cannot deny the undeniable potential of technology to enhance math education. By continuing to embrace digital tools, Philippine schools can equip young learners with the skills and confidence they need to excel in mathematics and beyond.

Analou B. Calipdan graduated with a Master of Arts in Education degree. She is a Teacher III and the Teacher In-Charge of Dibulo Integrated school, in Dinapigue, Isabela.

Research Abstract

Job Satisfaction of TLE/TVE Teachers in the New Normal by Rodel L. Pagayon, Denise Imari T. Casilac, and Hazel Anne N. Cahiles

The pandemic has introduced changes in the delivery of education in both public and private educational institutions. Teachers have to adapt to these changes in order to provide students with quality education. The threat of the virus prompted the Department of Education (DepEd) to implement various learning modalities that suit to the quarantine classifications where the schools are located. Undeniably, the sudden changes in work arrangement among teachers have caused them mental anxiety. Some were fearsome to go out because of the possibility of contracting a virus during their onsite reporting. In effect, their attitude towards work is adversely affected. With the new normal, some teachers lost their interest in performing their duties to the extent that they are no longer happy with their job. Thus, this study determines the level of job satisfaction of TLE/TVE teachers of the Digos City National High School in the new normal way of teaching and learning processes. The study focuses on the intrinsic and extrinsic job satisfaction level of teachers using the indicators provided in the Minnesota Survey Questionnaire (MSQ) on job satisfaction of workers. Based on the results of the study, the respondents have above average job satisfaction level both for intrinsic and extrinsic indicators. The respondents are satisfied with their job despite the challenges they have to face in the new normal way of teaching and learning processes.

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Research Abstract

Poetry as Is: A Look into Poems Through Formalism Lens by Jaimelyn Manalili - Abarquez and Cristina M. Colili

Poetry, with its strict and traditional form, presents significant challenges in understanding and appreciation, adding to the existing difficulties of teaching literature in English classes, particularly at the secondary level. One notable issue is the limited comprehension of poetry among teachers, which often results in ineffective instruction (Sigvardsson, 2020). Additionally, there is a scarcity of locally-developed references subjected to academic scrutiny, further complicating the teaching and learning process.

This study aimed to address these concerns by conducting a content analysis of selected winning poetry collections from the Carlos Palanca Memorial Awards for Literature (CPMAL), employing the Formalism approach through the lenses of New Criticism and Russian Formalism. The research utilized a qualitative content analysis methodology to gain deeper insights into the structural and semantic elements of the poems, as suggested by Burnard (as cited in Bengtsson, 2016).

The analysis focused on two award-winning collections: *An Abundance of Selves* by C.A. Paderna (65th CPMAL, 2015) and *Hush Harbor* by A. Katigbak-Lacuesta (66th CPMAL, 2016). The findings revealed that both collections consistently utilized fundamental poetic devices, including persona, tone, mood, and syntax, all characteristic of traditional poetry. Sound devices such as alliteration, assonance, consonance, and rhythmic patterns were also observed, maintaining a distinct "sing-song" quality across the collections.

Structurally, both collections predominantly employed free verse, exhibiting irregularities in rhythmic and metrical patterns. The poems' meanings and thematic underpinnings were analyzed through symbols, imagery, and figurative language, all supported by the identified literary elements. Notably, several poems featured epigraphs that provided additional context, style, and interpretative depth. Punctuation marks, such as periods, commas, dashes, and ellipses, were strategically used to guide the poems' rhythm and convey emphasis.

The study concludes that poetry, much like individuals, is inherently complex due to its distinct styles and structures. Understanding poetry requires a systematic, process-oriented approach, akin to developing a photograph from a negative to a positive image. The Formalist perspective, as applied in this study, serves as an effective tool for examining poetry through its observable elements, offering a practical foundation for enhancing poetry instruction in the classroom.

Ms. Jaimelyn Manalili - Abarquez is a graduate of the Master of Arts in Teaching Major in English at Metro Manila College, Quezon City. Her thesis was awarded Best Paper in the 2023 Philippine Association of Graduate Education, Inc. (PAGE) – NCR. Towards the end of January 2020, she became one of the pioneers of DepEd's ETulay Tutor for Creative Writing and Creative Nonfiction for Senior High School. She is currently affiliated with the American English Alumni PH (AE Alumni PH) and Online Professional English Network (OPEN) Alumni sponsored by the U.S. Department State with funding provided by the U.S. Government and administered by the FHI360. Currently, she is a Teacher III in Caloocan City Business High School and works as a part-time English professor in University of Caloocan City.

Dr. Cristina M. Colili is a graduate of the Master of Arts in Administration and Supervision, Master of Arts in Teaching English, and Doctor of Philosophy in Development Education programs at Metro Manila College. She has authored college textbooks for Mutya Publishing and has made significant research contributions, including three single-authored papers, a commissioned research project for ALS-EST of QC, an innovation project with a colleague, and an ongoing group research project for QC-LGU. Her work has been featured in ALAB, the research journal of SDOQC, and she is a BERF completer for both 2020 and 2024. Dr. Colili is also frequently invited to share her expertise in both public and private schools. At present, she is a Master Teacher II at Novaliches High School.



Essay

The Jolly Teacher: More Than Just a Lesson Plan by *Ma. Elena B. Bravo*

Picture a classroom filled with laughter, where the energy is contagious and students can't help but feel at ease. In this classroom, the teacher is not just a purveyor of knowledge, but a source of joy. This is the classroom led by a jolly teacher—someone who combines the dedication of a seasoned educator with the warmth and spirit of a friend.

When you think of a jolly teacher, you might envision someone who greets students with a big smile every morning, cracks lighthearted jokes, and brings a sense of joy to even the most mundane lessons. But it's not just about being cheerful—it's about creating a positive atmosphere where students feel encouraged, valued, and motivated to learn.

A jolly teacher can turn the most difficult subjects into exciting adventures. Whether it's infusing humor into a math lesson or using fun anecdotes to illustrate a history topic, they have an uncanny ability to make learning feel less like a chore and more like an enjoyable challenge. Their enthusiasm is infectious, and before students know it, they've absorbed information they thought they'd never grasp.

A jolly teacher isn't just someone who brings laughter into the room; they are also a safe space for students. They understand that not every day is perfect, and sometimes, life can feel overwhelming. But in their classroom, there's always room for a kind word, a warm smile, and an encouraging pat on the back. This kind of teacher is one who listens attentively to their students, offering both empathy and understanding when needed.

Their infectious positivity creates a ripple effect. Students who might otherwise be shy or anxious feel more comfortable expressing themselves. A jolly teacher fosters an environment of trust and mutual respect, where students feel that they belong and are seen for who they truly are.

The best part about a jolly teacher is how they lead by example. They show that it's okay to laugh at yourself and embrace imperfections. They teach students that mistakes are part of the learning process and that it's okay to have fun while doing hard work. Their laughter serves as a reminder that even in the most challenging moments, it's possible to find joy. Beyond academics, a jolly teacher helps shape well-rounded individuals. They inspire kindness, patience, and resilience—all while showing how the power of humor and positivity can create connections, lighten the mood, and make life just a little bit brighter. Years after a student has moved on to another grade or even graduated, they'll often fondly remember the jolly teacher who made school feel like a place where they could truly be themselves. That teacher might not have been the one who imparted the most complex knowledge, but they were the one who showed them the importance of laughter, joy, and the power of a positive attitude.

Do you have a jolly teacher who made a lasting impact on you or maybe someone you know? I'd love to hear more about your experiences.

Ma. Elena B. Bravo is a Junior High School Teacher III at Don Severino Pagalilauan National High School.



Sanaysay

Grade 10: Dapat Pa Ring Dumaan sa K-12 by Jerraine Ann C. Babiera

May kabuluhan ba talaga ang dagdag na dalawang taon sa high school, o isa lamang itong dagdag-pasakit sa mga estudyante?

Bawat anunsyo ng resulta ng entrance exam ay tila isang ritwal ng kabiguan para sa maraming mag-aaral—mga mukhang puno ng lungkot at panghihinayang ang makikita sa labas ng mga tanggapan ng mga prestihiyosong unibersidad. Ang K-12 curriculum ng DepEd ay idinisenyo upang ihanda ang mga kabataan sa kolehiyo at sa tunay na mundo. Hindi sapat ang dating sistema upang matugunan ang mga hamon ng modernong edukasyon at globalisasyon kaya ako ay kumbinsido na dapat na dumaan at sumailalim ang mga estudyante sa dagdag dalawang taon na pagaaral.

Sa bawat taon, libu-libong estudyante ang sumasabak sa mga entrance exam ng prestihiyosong unibersidad, ngunit ilan lamang ang nakakapasok. Dito nagiging mahalaga ang K-12 curriculum—isang sistema ng edukasyon na itinakda ang K-12 curriculum sa Pilipinas ay isinulong at ipinatupad ng Department of Education (DepEd) sa ilalim ng administrasyon ni dating Pangulong Benigno S. Aquino III. Nilagdaan niya ang Republic Act No. 10533 o ang Enhanced Basic Education Act of 2013, na nagpatupad ng K-12 program. Hindi na pwedeng manatili sa lumang sistema; kailangan ng mas malalim na talakayan sa Math, Science, at English. Ang K-12 ang tugon sa hamon ng makabagong panahon—hindi lang para palawakin ang kaalaman, kundi para hasain ang kakayahan upang magtagumpay sa mga entrance exam. Kaya panahon nang ihanda ang kabataan hindi para mabigo, kundi para manguna.

Karamihan sa mga estudyante sa ika-10 na baitang ay walang direksyon at walang ideya kung anong landas ang gusto nilang tahakin. Marami ang naliligaw dahil sa kakulangan ng gabay at malinaw na plano para sa hinaharap. Dito kinakailangan ang K-12 curriculum sa pagpili ng specialized tracks, tinatangal nito ang kawalang-katiyakan at tinutulungan silang maghanda para sa kolehiyo o sa trabahong nais nilang pasukin. Sa aking paninindigan, panahon na para wakasan ang pagkakaligaw at bigyan ang kabataan ng malinaw na direksyon.

Hindi ba at hindi makatarungan sa mga estudyanteng dumaan sa hirap at sakripisyo ng K-12 kung basta-basta na lamang itong ititigil? Para bang ginawa silang laruan ng eksperimento—pinagtagal sa eskwela, pinuno ng pangako ng mas magandang kinabukasan, pero sa huli'y iiwan na lang bigla. Ano ang silbi ng paggawa ng batas kung ang mga mambabatas mismo ang babawi sa kanilang paninindigan? Nasaan ang prinsipyo? Nasaan ang konsensya? Hindi ba ito nakakapanlumo para sa mga naunang estudyante na nagtiis ng dalawang dagdag na taon, nagbayad ng mas malaking matrikula, at nagpakahirap sa advanced subjects? Tunay ngang nakapagdagdag ng kaalaman ang K-12. Higit na nahubog ang kakayahan ng mga mag-aaral sa kritikal na pag-iisip, komunikasyon, at teknikal na kasanayan. Ngunit kung bigla itong ititigil, hindi ba't lalo itong magiging hindi patas sa mga naunang estudyanteng nagtiis at nagsakripisyo? Sila ang nagbukas ng daan, nagpakahirap sa bagong sistema,

at ngayon, tila ba mawawalan ng saysay ang kanilang pinagdaanan? Kung ititigil ang K-12, hindi ba't parang sinabi na rin nating walang halaga ang kanilang mga pagsisikap? At ano ang ipapaliwanag ng gobyerno? Na nagkamali sila? Nakakatawa kung hindi nakakalungkot—isang malaking biro na parang pinaikot lamang tayo sa kanilang laro. Hindi pwedeng basta na lang itapon ang K-12 na parang walang mga pangarap at buhay na nakataya.

Sa huli, ang dagdag na dalawang taon sa high school sa ilalim ng K-12 curriculum ay hindi simpleng dagdag-pasakit kundi isang mahalagang hakbang tungo sa mas mataas na antas ng kaalaman at kahandaan sa tunay na mundo. Oo, hindi madali ang karagdagang taon ng sakripisyo at gastos, ngunit ang mga benepisyong hatid nito—mula sa mas malalim na pag-unawa sa mga asignatura hanggang sa mas malinaw na direksyon sa karera—ay hindi matatawaran. Hindi perpekto ang sistema, ngunit kailangang bigyan ito ng pagkakataong magbunga ng positibong pagbabago. Sa bawat hamon na kinakaharap ng mga mag-aaral, nawa'y makita natin ang oportunidad para sa paglago at pag-unlad. Ang edukasyon ay hindi lamang tungkol sa pagsasabuhay ng kurikulum; ito'y tungkol sa pagpapanday ng kinabukasan. Kaya't sa halip na tanungin kung may kabuluhan ang K-12, marahil ang mas mahalagang tanong ay: paano natin mapapakinabangan nang husto ang sistemang ito upang maging instrumento ng pagbabago?

Jerraine Ann Babiera is a student at Pavia National High School, where she serves as the Editor-in-Chief of Ang Biyaya, the official school publication.



Maikling Kwento

Sa Likod ng Ngiti ni *Noralia U. Montañer*

Sa loob ng isang silid-aralan, gaya ng nakagawian, maagang dumating si Mark. Tahimik niyang inayos ang kanyang upuan, at pinunasan ang pisara. Sa labas ng bintana, nakita niyang madilim ang ulap, tila may paparating na ulan. Ilang segundo lang siyang nakatayo sa harap ng bintana nagsidatingan na ang kanyang mga klasmet at sinalubong niya ang mga ito nang matamis na ngiti.

“Ang aga mo naman Mark”, tukso ni Ronron sa kanya. Nginitian lamang niya ang kanyang kaibigan. Binati rin siya ni Angel. “Maganda ata araw mo ngayon dahil kasing liwanag ng buwan ang iyong mukha” pabirong sabi nito kay Mark. Tawang-tawa siya sa kanyang kaibigan.

Pagsapit ng Recess time, habang abala ang klase sa kanilang mga gawain, tumayo si Mark at lumapit sa kanilang guro.

“Sir, pupunta po ako sa canteen. May ipapabili po ba kayo?” Napangiti si Ginoong Kail.

“Ikaw na naman, Mark? Hindi mo na kailangang gawin ‘yan, anak.”

Ngumingiti lamang si Mark. “Okay lang po, Sir. Ayaw ko pong mapagod kayo.”

Napangiti, napailing na lamang ang kanyang adviser. “Napakabait mo talagang bata.”

Kahit sa simpleng bagay, iniisip ni Mark ang kapakanan ng iba. Lagi siyang masaya sa paaralan, masaya kasama ang kanyang mga kaibigan. Ngunit walang nakakaalam na sa loob niya’y may lungkot na hindi niya masabi kaninuman.

Lumaki si Mark sa kanyang Lola, ang nag-iisang taong nagparamdam sa kanya ng tunay na pagmamahal. Ngunit nang ito’y pumanaw, kinailangan niyang bumalik sa piling ng kanyang tunay na pamilya.

Sa halip na madama ang pagmamahal ng kanyang mga magulang at kapatid, ang naranasan niya ay pagkakaiba. Hindi niya sila kasundo. Madalas siyang mapagalitan, madalas siyang ituring na estranghero sa sariling tahanan.

Bawat gabing lumilipas ay isang pakikibaka. Hindi siya lumalabas ng kwarto maliban kung kailangan. Madalas siyang kumakain nang mag-isa. At sa tuwing may masasayang tawanan ang kanyang pamilya, hindi siya sumasali.

Minsan naitanong ni Mark sa isip niya “Ano bang mali sa akin? Bakit parang wala akong puwang sa pamilyang ito?”

Noong Disyembre 31, 2024 lumabas si Mark nang hindi nagpapaalam. Sumakay siya sa kanilang maliit na bangka at naglayag patungo sa malaking bangka nila na nasa gitna ng dagat.

Malamig ang hangin. Tahimik ang paligid. Tanging ang alon at huni ng ibon ang naririnig.

Hinawakan niya ang isang lubid. Itinali ito sa kanyang mga paa, saka ikinabit sa isang sako ng bato.

Ipinikit niya ang kanyang mga mata, at binigkas ang mga salitang “Patawad, Lola... Sana nariyan ka pa. Sana nandito ka pa...”

Napaluha siya.

“Pa... Ma... Sana kahit minsan, naramdaman kong mahal niyo ako.”

At sa isang iglap, inilubog niya ang sarili sa dagat. Kinagabihan, pag-uwi ng kanyang ina at ama, sinilip niya ang bawat kwarto upang tingnan ang kanyang mga anak. Napansin niyang may isang kulang.

Binuksan niya ang pinto ng kwarto ni Mark. Wala siya roon. Napakunot-noo ang kanyang ina. “Nasaan kaya ‘yung batang ‘yon?’

Biglang lumapit ang kanilang kapitbahay.

May nakita akong tao sa gitna ng dagat, nakasakay sa bangka niyo.”

Hindi man lang siya kinabahan.

“Ah, baka si Mark ‘yan.”

Kinabukasan, habang inihahanda ang almusal, napansin ng ina na hindi pa rin bumababa si Mark.

Inutusan niya ang kanyang anak na si Pedro. “Puntahan mo nga si Kuya mo sa bangka at tawagin mo para kumain.”

Makalipas ang ilang minuto, bumalik ang kanyang kapatid na may halong takot sa mukha.

“Nay... wala po si Kuya sa bangka. Ang naiwan lang... tsinelas niya.”

Nanlamig ang kanyang ina. Agad siyang tumakbo papunta sa bangka. Wala roon si Mark.

Nang bumalik siya sa bahay, hinanap niya ang anumang iniwan ng kanyang anak. Doon niya napansin ang isang notebook na nakalapag sa kama nito.

Binuksan niya ito at nakita ang huling liham ni Mark.

“Patawarin niyo ako, Ina at Ama. Huwag niyo na akong hanapin dahil hindi niyo na ako makikita sa ibabaw ng karagatan.”

Nanginginig ang kanyang mga kamay. Napaluhod siya habang hawak ang papel at pasigaw niyang sinabi “Diyos ko! Mark! Anak!”

Agad niyang pinatawag ang mga maninisid upang hanapin si Mark. Ilang minuto lang ang lumipas, ngunit sa pakiramdam niya, bawat segundo’y isang torture.

Hanggang sa isang oras ang lumipas at nakita nila siya.

Sa ilalim ng dagat, isang aninong mahigpit na nakagapos sa sako ng bato. Nakalutang ang kanyang buhok, at nakapikit ang kanyang mga mata. Para siyang natutulog sa ilalim ng bughaw na tubig.

Subalit alam nilang hindi na siya gigising pa.

Nang itaas ang kanyang katawan, mahigpit siyang niyakap ng kanyang ina habang humahagulgol.

Umiiyak, humihyaw sa sakit. “Mark... anak... patawad... patawad!”

Ngunit huli na ang lahat.

Nang mabalitaan ng paaralan ang pangyayari, nabalot ng lungkot ang buong klase.

Sa kanyang upuan, naroon pa rin ang kanyang mga gamit,maayos, walang nagalaw. Para bang hinihintay siyang bumalik.

Umiiyak si Angel pahagulgol niyang sabi “Mark... bakit hindi mo man lang kami sinabihan? Akala ko masaya ka...”

Ganoon din si Ronron, nangingilid ang luha, mahina ang boses “Mark, ang bait-bait mo... Lagi mong iniisip ang iba... Pero sarili mo, hindi mo inalagaan...”

Pati si Ginoong Kail, ang kanilang adviser, ay di napigilan ang luha.

Mahina, puno ng pagsisisi. “Kung nalaman ko lang... kung may nasabi ka lang, Mark... Marami kaming nagmamahal sa’yo.”

Ngunit huli na ang lahat.

Sa kabila ng kanyang mga ngiti, walang nakapansin kung gaano siya kalungkot. Sa kanyang katahimikan, walang nakarinig ng kanyang sigaw.

At ngayon, ang masayahing si Mark, ang mabuting kaibigan, ay wala na. Naiwan sa puso ng bawat isa ang isang mapait na aral.

Minsan, ang pinakamaliwanag na ngiti ay nagtatago ng pinakamalalim na lungkot.

Si Noralia U. Montañer ay isang guro sa Sultan Ali Dimaporo Memorial Integrated School na may higit isang dekada ng karanasan sa pagtuturo. Mahilig siyang magsulat ng tula, maikling kwento, at artikulo, na madalas nailalathala sa school publication. Patuloy siyang nagsisikap na gamitin ang edukasyon at panitikan bilang kasangkapan sa paghubog ng mas progresibong lipunan.

Poetry

The Guiding Star: A Teacher's Everlasting Love *by Ma. Angela V. Oriel*

Through endless days and sleepless nights,
Their hearts glow with guiding lights.
With wisdom deep and voices kind,
They shape each soul and spark each mind,
A love so pure, so true, so bright.

They see the spark in every child,
Through timid steps or spirits wild.
They lift it up when doubts arise,
With patient hands and hopeful eyes,
Their love endures through days and night.

Not just in books or lessons told,
But in the warmth their arms unfold.
They cheer each dream, they calm each fear,
They wipe away silent tears,
Their love is worth for more than years.

Through every fall, through every flight,
They teach them well; they teach them right.
They plant the seeds, they watch them grow,
Their silent prayers, we'll never know,
Yet in their hearts, it shines so bright.

And though the years may drift it far,
Their love remains, as a guiding star.
For every dream it dares to chase,
Behind it stands their warm embrace,
A Teacher's Everlasting Love will never last.

Ma. Angela V. Oriel graduated MAEd in Educational Management at St. Dominic Savio College. Presently Instructor I at Laguna State Polytechnic University. An author, researcher, and active extensionist.



Poem

Pag-asa ni Lea P. Pascua

Sa dapithapon ng gabing madilim,
May ilaw na sumisilip sa may hangin.
Bagamat mundo'y puno ng ligalig,
Sa puso ng tao'y may apoy na mahimbing.

Luha'y bumalong sa pisnging kay lamig,
Sa puso ng api, pangarap ay pipig.
Ngunit sa likod ng unos na mabagsik,
May umagang darating, dalang pangakong matamis.

Ang bawat pagkadapa ay hakbang patungo,
Sa bagong umaga, sa panibagong yugto.
Damdaming wasak, muling itatayo,
Dahil sa pag-asa, wala nang guguho.

Sa mata ng bata, sa yakap ng ina,
Sa sipag ng magsasaka sa lupa ng sigla.
Naroon ang liwanag, di maglalaho,
Pag-asa'y matibay, di kayang magupo.

Kaya't sa buhay, huwag mangamba,
Ang pag-asa'y laging kasama.
Sa bawat pagsubok, sa bawat saglit,
May bukas na naghihintay, puno ng init.

Lea P. Pascua is a Teacher III and holds a Doctor of Education degree with major in Educational Management.



Tula

Diyos sa Aking Paglalakbay ni Jasper S. Manimtim

Sa bawat sandali ng ligaya at pighati,
ang Diyos sa aking buhay ay nanatili.
Sa gitna ng pagsubok at tagumpay,
karamay ko S'ya sa habang buhay.

Ano nga bang saya ng aking nararamdaman,
sa tuwing musika Mo ang aking napakikinggan.
Ang mga salita mong puno ng kariktan,
ginagapi ang damdaming lubos kung masaktan.

May mga sandaling ako ay lyong sinubok,
marahil upang ayusin ang buhay kong baluktot.
Saanman ako dalhin ng aking mga pangarap,
ngalan Mo lang Hesus ang aking itataas!

Si Jasper S. Manimtim ay isang dedikadong guro ng ALS (Teacher III) sa Jalajala Elementary School, sa ilalim ng Jalajala Sub-office, SDO Rizal. Natapos niya ang kursong Bachelor of Science in Industrial Education, na may espesyalisasyon sa Industrial Arts, sa Technological University of the Philippines - Manila. Natapos rin niya ang mga kinakailangang yunit para sa kursong Master of Arts in Teaching Technology and Livelihood Education sa University of Rizal System – Morong, Rizal.

Sa loob ng 15 taon ng tapat na paglilingkod, buong puso niyang tinuruan ang mga kabataang di-nakapag-aral at mga nasa hustong gulang, binibigyan sila ng pangalawang pagkakataon sa edukasyon. Dahil sa kanyang dedikasyon at sipag, hinirang siya bilang Natatanging ALS Teacher sa Jalajala noong 2021 at 2022. Bukod dito, kinilala rin siya sa prestihiyosong Gawad Gabay bilang Stage 2 Qualifier sa Gawad Kampilan Search for Outstanding ALS Teacher sa Rizal.

Bilang masugid na tagapagtaguyod ng Project AKAYIN (Alalayan, Kaibiganin, at Intindihin), patuloy niyang isinusulong ang edukasyon para sa mga nagnanais na matapos ang kanilang pag-aaral. Sa matibay na pananampalataya sa Diyos at paniniwala sa mas maliwanag na kinabukasan para sa bawat Pilipino, nananatili siyang gabay at inspirasyon sa mga taong kanyang pinaglilingkuran tungo sa mas magandang bukas.



Poem

Dinapigue, the Hidden Paradise by Airene Domingo Corpuz

In Isabela's heart, a gem is found,
Dinapigue, a paradise, unbound.
A haven hidden, from prying eyes,
Where nature's beauty, in silence lies.

The mountains stand, like sentinels tall,
Guarding the secrets, of the valley's hall.
The rivers flow, like lifeblood pure and bright,
Nourishing the landscape, in morning light.

The forests whisper, ancient tales untold,
Of a world untouched, where legends unfold.
The waterfalls cascade, like tears from above,
In a symphony, of endless, boundless love.

Dinapigue, oh hidden paradise divine,
A treasure trove, of wonders, yet to shine.
A place where dreams, and magic fill the air,
And the beauty of nature, is beyond compare.

As sunset falls, the sky is painted red,
A fiery hue, that echoes in the heart instead.
The stars appear, like diamonds in the night,
A celestial showcase, of pure delight.

In Dinapigue's heart, a story waits to be told,
Of a paradise, where love and magic unfold.
A place where memories, are forged in every stay,
And the beauty of Dinapigue, forever holds its sway.

The wind whispers secrets, through the trees so tall,
A gentle lullaby, that echoes through it all.
The scent of wildflowers, fills the air with sweet delight,
Invigorating senses, in the warm sunlight.

In Dinapigue's depths, a world of wonder waits,
A realm of enchantment, where heart and soul create.
A place where time stands still, and love forever reigns,
And the beauty of Dinapigue, forever sustains.

Airene Domingo Corpuz graduated Doctor of Philosophy major in Educational Management. She is presently a Principal I at Dinapigue Central School in Dinapigue, Isabela.



Scholarly Article

Maximizing Learning: Effective Time Management Techniques in Philippine Elementary Schools by James N. Navarro

One hallmark of being an effective educator is how to make the most of the time inside the classroom. Considering all the constraints facing public elementary school teachers nowadays, the challenge of effective time management poses a key question. After all, effective time management plays a crucial role in ensuring that both teachers and students maximize their learning experiences. With a structured schedule and various academic and extracurricular activities, managing time effectively can help improve productivity, reduce stress, and create a more engaging learning environment.

Teachers in elementary schools often juggle multiple responsibilities, from lesson planning to classroom management and administrative tasks. To ensure that instructional time is used efficiently, educators must establish clear routines and implement structured lesson plans. A well-organized class schedule that balances instructional time with interactive activities helps maintain student engagement and focus. Time blocking, where specific periods are allocated for particular subjects or tasks, allows for a more seamless transition between lessons, ensuring that every subject receives adequate attention.

For students, developing time management skills at an early age fosters discipline and responsibility. Teachers can introduce techniques such as visual schedules and time-bound activities to help young learners understand the importance of managing their time wisely. Encouraging the use of timers or countdowns during classroom tasks helps children stay on track and complete assignments within the given timeframe. By setting clear expectations for task completion, students learn how to prioritize their work, reducing the likelihood of procrastination.

Another essential aspect of effective time management in elementary schools is the integration of breaks and recreational activities. Studies have shown that short breaks between lessons can enhance concentration and

information retention. Schools in the Philippines often implement recess and structured playtime to ensure that students have the opportunity to refresh their minds before engaging in another round of learning. Teachers can also incorporate movement-based learning techniques, such as educational games and interactive storytelling, to keep students energized and attentive throughout the day.

Parental involvement also plays a significant role in reinforcing time management skills among elementary school students. Teachers can work closely with parents to establish consistent study routines at home, ensuring that students develop healthy learning habits. Homework schedules, reading time, and designated rest periods contribute to a balanced routine that prevents burnout and enhances academic performance.

The use of technology in time management has also become increasingly relevant in Philippine elementary schools. Digital tools such as classroom management apps, timers, and interactive lesson planners help streamline activities and minimize distractions. Teachers can use these tools to monitor students' progress, schedule tasks efficiently, and provide timely feedback.

The end-goal of effective time management will only come into fruition when optimum collaborative effort between teachers, students, and parents is achieved. By implementing structured routines, fostering discipline, incorporating breaks, and utilizing technological tools, schools can create an environment where time is used wisely and learning is optimized. Teaching time management skills at an early age not only enhances academic performance but also equips students with essential life skills that will benefit them in the long run.

James N. Navarro is Master Teacher I at Bucal Sur Elementary School in Dinapigue, Isabela.



Scholarly Article

Project SAIL (Strategic Approach to Improve Learning) in Solving Quadratic Equations of Grade 9 Learners by *Christian Paul M. Ilustre*

Mastery of quadratic equations is a fundamental skill in mathematics, yet many students struggle with understanding and applying its concepts. Hence, an educator attempted to implement an intervention. Project SAIL (Strategic Approach to Improve Learning) in enhancing student proficiency in solving quadratic equations and explores its potential for broader application in educational settings. Project SAIL (Strategic Approach to Improve Learning) was designed to address the challenges students face in mastering quadratic equations by implementing a structured and strategic learning approach. This study evaluates its effectiveness in enhancing student learning performance and mathematical proficiency at Facundo C. Lopez – Palangan Integrated School, with the goal of developing actionable recommendations for broader educational application.

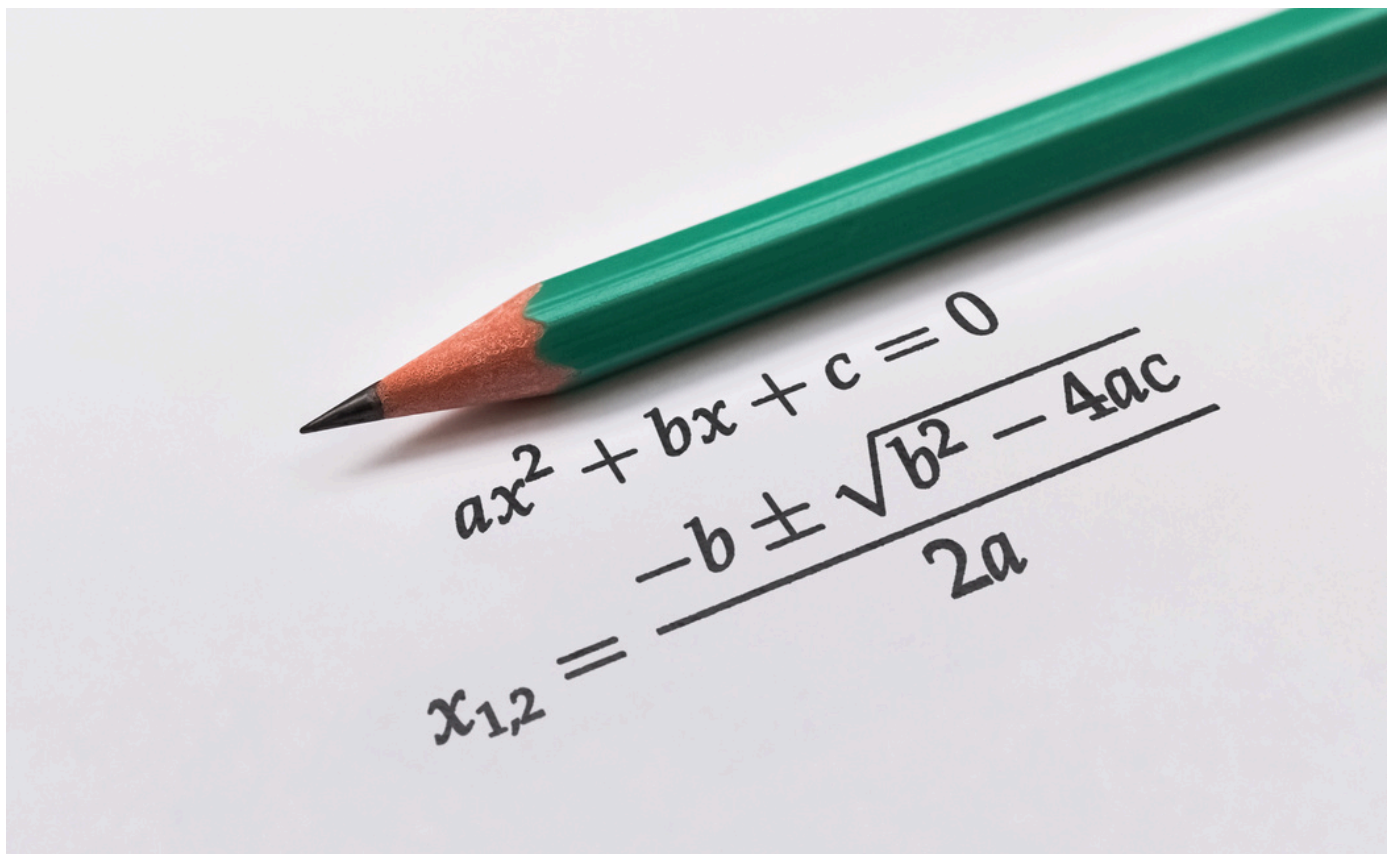
This quantitative study employed a quasi-experimental, specifically pretest–posttest design with simple random sampling. A standardized survey questionnaire composed of 12 items was administered during the pre-assessment and post-assessment. The level of mathematical proficiency in solving quadratic equations among Grade 9 learners before and after the implementation of Project SAIL was determined using descriptive statistics such as frequency, percentage, and mean percentage score, while differences in pretest and posttest results were analyzed using a paired sample t-test.

The results showed that Grade 9 students initially had low proficiency in solving quadratic equations using methods such as factoring, extracting square roots, completing the square, and the quadratic formula. However, after the implementation of Project SAIL, their proficiency significantly improved to a very satisfactory level. The study further confirmed a significant difference in students' mathematical proficiency before and after the intervention, demonstrating

the effectiveness of Project SAIL in enhancing their problem-solving skills.

Based on these findings, it is recommended that Project SAIL be adopted as an intervention tool to improve students' proficiency in solving quadratic equations. Additionally, the school should implement ongoing professional development workshops for teachers involved in Project SAIL, focusing on innovative teaching methods and strategies that engage students not only in mathematics but across all subject areas.

Christian Paul M. Ilustre is a Teacher III at Facundo C. Lopez – Palangan Integrated School. He holds a Master's degree in Education, where he majored in Mathematics from Mindoro State University. He is now pursuing a Doctor of Education degree, specializing in Educational Management.



Scholarly Article

Improving the Academic Performance of Science 7 Learners Through Project Emit (Empowering Minds Together) *by Aika A. Ilustre*

Many students struggle with understanding and applying quantitative concepts in science, which affects their overall academic performance. As such, one teacher introduced an intervention called PROJECT EMIT (Empowering Minds Together). This quantitative study aimed to improve the academic performance of science 7 learners through PROJECT EMIT (Empowering Minds Together) at Facundo C. Lopez-Palangan Integrated School, as well as to develop actionable recommendations that can be applied and replicated in similar educational settings. Using a quasi-experimental pretest-posttest design with simple random sampling, a standardized survey questionnaire consisting of 20 items was administered during both the pre-assessment and post-assessment phases. Descriptive statistics, such as frequency, percentage, and mean percentage score, were used to evaluate the level of performance of Grade 7 learners in expressing concentration of solutions quantitatively before and after the implementation of Project EMIT. Paired sample t-test analysis was conducted to determine differences between the pretest and posttest results.

The findings revealed that prior to Project EMIT, Grade 7 students performed poorly, with an overall Mean Percentage Score (MPS) of 39.00, highlighting significant challenges in understanding the concept. However, following the introduction of Project EMIT, there was a notable improvement in performance, with the MPS rising to 83.00. The study also found a statistically significant difference between the pretest and posttest results, confirming the project's effectiveness in the academic performance of science 7 learners in expressing concentration of solution quantitatively.

From the outcomes, it is recommended that Project EMIT be adopted as a targeted intervention to improve learners' proficiency in expressing concentration of solution quantitatively. Additionally, the school should offer ongoing professional development workshops for teachers involved in the project, focusing on innovative instructional methods and strategies that can enhance student engagement and learning, not only in science but across all subject areas.

Aika A. Ilustre is a Teacher III at Facundo C. Lopez – Palangan Integrated School. She holds a Master's degree in Education with specialization in Educational Management. She is now pursuing Doctor of Education major in Educational Management at Mindoro State University.



Scholarly Article

The 2025 General Appropriation Act and the Betrayal of Education by Novelyn Z. Tomas

The 2025 General Appropriation Act (GAA) is a clear violation of the Philippine Constitution and shows the government's wrong priorities. The decision to allocate more funds to the Department of Public Works and Highways (DPWH), while neglecting the Department of Education (DepEd), is not only unconstitutional but also a betrayal of our children's future.

According to the Philippine Constitution, education must receive the highest budget priority. By focusing on DPWH, an agency with a history of corruption and poor project management, the government is ignoring this constitutional rule. It is well known that infrastructure projects are often used for corruption, with funds being stolen through overpricing, rigged bidding, and fake projects. Meanwhile, our classrooms are overcrowded, teachers are underpaid, and learners lack proper learning materials and facilities. This is not just carelessness. It is an active choice to deny Filipino children the education they deserve.

As a teacher, we cannot stay quiet. We will speak out against this injustice, starting from the classroom where we teach the next generation. We will talk to learners, parents, and communities about how the government has failed them. We will use social media, organize protests, and push for changes in Congress to make sure DepEd gets the funding it needs. We will not let politicians get away with ignoring the needs of education.

The government's actions need to be called out, and as educators, we will lead the charge. Education is a right, not a privilege. When the government fails to protect that right, it is our responsibility to fight back, speak up, and demand what is just. Staying silent would mean agreeing with the theft of our children's future, and that is something we will never accept.

Novelyn Z. Tomas is a public school teacher at DepEd Ilocos Norte particularly in Baruyen Elementary School and a part-time instructor in St. Benedict College of Northern Luzon, Inc. She is a board passer on September 2019 and holds a masters degree in education.

