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Scholarly Article

The Evolution of Higher Education: The Indispensable Role of Lecturers in Virtual Learning Environments by *Nor Nazeranah Haji Omar Din*

The digital revolution has profoundly reshaped numerous sectors, and education is no exception. Traditional classrooms are increasingly being supplemented—or even replaced—by Virtual Learning Environments (VLEs) (Kosovets et al., 2024). These platforms offer unparalleled access to resources, flexibility, and opportunities for self-directed learning. However, this shift raises a critical question: In an era dominated by automation, artificial intelligence, and self-learning modules, is there still a place for lecturers in virtual learning environments? The answer is unequivocally yes. Far from being rendered obsolete by technology, the role of lecturers has become even more indispensable. Their responsibilities have evolved to meet the demands of this new educational paradigm. Lecturers are no longer confined to the traditional role of knowledge dispensers; instead, they have transitioned into multifaceted roles as facilitators of learning, navigational guides, motivators, and architects of personalized educational experiences (Tan & Hock, 2024).

This transformation highlights their enduring relevance in fostering meaningful learning outcomes. Lecturers play a critical role in addressing the challenges posed by VLEs. These platforms can overwhelm students with vast amounts of information, making it difficult to discern what is most relevant. Lecturers act as navigational aids, steering students through this sea of content while helping them avoid information overload (Kosovets et al., 2024). Moreover, lecturers bring a human touch to education by tailoring learning experiences to individual needs—an area where automated systems often fall short (Theelen et al., 2024). They also inspire curiosity and engagement, creating dynamic learning environments that promote active participation. In addition to these roles, lecturers provide essential assessment and feedback mechanisms. They evaluate students' understanding, offer constructive feedback, and guide them toward improvement—processes that are integral to effective learning (Tan & Hock, 2024). As VLEs continue to grow in prominence across various educational contexts, the role of lecturers is not static but dynamic, adapting to the evolving demands of technology-driven education.

This article explores how the role of lecturers has transformed in response to the rise of VLEs. It examines their evolving responsibilities across different educational contexts—ranging from primary and secondary education to higher education, professional training, special education, and rural or remote learning environments. Ultimately, it argues that lecturers remain a cornerstone of effective education in the digital age, not diminished by technology but enhanced and redefined by it.

Evolving Role of Lecturers in VLEs

- While the role of lecturers in VLEs remains integral, it is continuously evolving:
- From Sage to Guide: In traditional classrooms, lecturers were often seen as the primary source of knowledge. In VLEs, however, their role shifts toward facilitating learning by guiding students on how to think critically and solve problems independently (Kosovets et al., 2024).
- Embracing Digital Literacy: The integration of technology into education requires lecturers to acquire proficiency in digital tools and platforms. They must create engaging online content and utilize digital assessment tools effectively (Tan & Hock, 2024).
- Commitment to Continuous Learning: As technology evolves at a rapid pace, lecturers must commit to lifelong learning. Staying updated on emerging trends and tools is no longer optional but essential for maintaining relevance in modern education (Theelen et al., 2024).

Impact of VLEs Across Educational Contexts

The transformative potential of VLEs extends across various educational contexts. In each case, lecturers play a pivotal role:

- Primary and Secondary Education: For younger learners, VLEs provide a safe space for exploring digital content under guided supervision. Lecturers curate age-appropriate materials, monitor progress closely, and maintain open lines of communication with parents to ensure holistic development (Kosovets et al., 2024).
- Higher Education: In universities and colleges, VLEs serve as valuable supplements to traditional classroom instruction through online lectures and discussions. Lecturers design these resources while fostering engagement and providing academic support tailored to the diverse needs of students (Tan & Hock, 2024).
- Professional Training and Development: In corporate settings, VLEs enable flexible delivery of training programs. Here, lecturers (or trainers) design customized modules based on organizational goals while offering ongoing feedback to ensure employees can apply their learning effectively in real-world scenarios (Norliza et al., 2022).
- Special Education: For students with special needs, VLEs offer opportunities for highly individualized learning experiences. Lecturers adapt content and teaching methods to accommodate diverse abilities while fostering an inclusive environment that supports every learner's potential (Kosovets et al., 2024).

- Rural and Remote Education: In geographically isolated areas where access to quality education may be limited, VLEs bridge the gap by providing access to diverse courses and resources. Lecturers deliver instruction remotely while ensuring that students receive personalized academic support despite physical distances (Kosovets et al., 2024).

Conclusion

The rise of Virtual Learning Environments marks a significant shift in the educational landscape but does not diminish the importance of lecturers. Instead, it redefines their roles in profound ways. Lecturers have transitioned from being mere dispensers of knowledge to becoming facilitators who guide students through complex learning journeys. They provide critical support by tailoring educational experiences to individual needs while fostering motivation and engagement. As technology continues to advance at an unprecedented pace, the role of lecturers will remain dynamic—adapting alongside new tools and methodologies while retaining its core focus on student success. In this evolving context, lecturers are not sidelined by technology but empowered by it. They remain an indispensable pillar within the educational framework—a testament to their enduring significance in shaping meaningful learning experiences for generations to come.

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Ms. Nor Nazeranah Haji Omar Din is a prominent 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, she has significantly contributed to various esteemed higher education institutions across Malaysia since beginning her career in 2006. Currently pursuing her PhD, Ms. Nor Nazeranah is also an HRD Corp Accredited Trainer, which enhances her expertise in human resource management and development.

She is recognized as a sought-after speaker at international conferences, where she shares her insights as a keynote speaker and global presenter on revolutionizing higher education through innovative practices and technology. Her commitment to educational excellence and innovation reflects her dedication to shaping the future of learning. Her research interests are diverse and kind towards revolutionizing higher education, educational leadership, human resource management, international business, and entrepreneurship. Her significant contributions to these specialized areas are reflected through her numerous publications.

Throughout her career, Ms. Nor Nazeranah has garnered numerous accolades that highlight her contributions to education and sustainability. Notably, she received the Global Teacher Award and the Teacher Gratitude Award, recognizing her exceptional teaching and dedication to student success.

In addition to her teaching and administrative roles, she actively engages with the academic community as a Manuscript Reviewer for various journals and as a member of the Editorial Board for several publications, where her insights help uphold scholarly standards.

Her commitment to sustainable practices in education has also been acknowledged with the Iconic Sustainability Award 2024, further solidifying her role as a sustainability ambassador within the academic community.

Essay

The Evolving Role of English Teachers in the Age of AI *by Mary Grace E. Zanoria*

In recent years, the rapid advancement of artificial intelligence (AI) has begun to transform various facets of society, including education. Among the many subjects impacted by this technological evolution, English language teaching stands out as a field experiencing significant change. As AI tools and platforms become more prevalent, the role of English teachers is evolving from traditional instructors to dynamic facilitators who integrate technology to enhance learning outcomes.

One of the most notable shifts is the integration of AI-powered language tools into the classroom. These tools range from automated essay scoring systems to virtual tutoring programs and interactive language applications. Such technologies provide immediate feedback to students, thereby allowing for personalized learning experiences that cater to individual needs and learning styles. English teachers can now use data-driven insights to identify students' strengths and weaknesses, enabling them to tailor their instructional methods more effectively. This integration not only enhances the learning process but also frees up time for teachers to focus on more complex aspects of language learning, such as creative writing and critical analysis.

Furthermore, the rise of AI has necessitated a reevaluation of traditional pedagogical approaches. In the past, people often viewed teachers as the primary source of knowledge, tasked with delivering content and evaluating student performance. Today, however, the teacher's role is shifting towards that of a facilitator who guides students in navigating and critically assessing the vast amount of information available online. In this new landscape, English teachers are expected to help students develop digital literacy skills, ensuring they can discern reliable sources from unreliable ones and engage in meaningful academic discourse. This shift is particularly important in an era where misinformation can spread rapidly through digital channels.

Another significant aspect of this evolving role is the emphasis on developing students' higher-order thinking skills. While AI can efficiently handle tasks like grammar correction or vocabulary drills, it cannot replicate the nuanced understanding and creative thought that human educators bring to the table. English teachers now play a crucial role in fostering critical thinking, encouraging analytical discussions, and nurturing creativity. They design assignments and projects that prompt students to think deeply about literature, language, and culture, skills that are essential for success in an increasingly complex world.

Moreover, professional development has become a critical component for English teachers in adapting to these technological changes. Continuous learning and training in emerging AI tools are necessary to stay relevant and effective in the classroom. Many educators are now engaging in workshops, online courses, and collaborative learning communities to keep pace with technological innovations. This



commitment to lifelong learning not only enhances their teaching practice but also serves as a model for students, demonstrating the value of adaptability in the face of change.

With all this being said, the advent of AI in education presents both challenges and opportunities for English teachers. While AI tools offer the promise of personalized and efficient learning, they also demand a rethinking of traditional instructional roles. The modern English teacher must now act as a facilitator, mentor, and critical thinker, guiding students through an ever-expanding digital landscape. By embracing these changes and continually adapting, English educators can ensure that they remain at the forefront of teaching excellence in the age of AI.

Mary Grace E. Zanoria is a Bachelor of Secondary Education graduate majoring in English from Cebu Normal University. She teaches at Labogon National High School where she demonstrates an exceptional ability to create engaging and effective learning environments for students from diverse backgrounds and with varying abilities. Mary Grace is deeply committed to nurturing a love of literature and language in her students and works tirelessly to help them achieve their academic goals.

Essay

Crests and Troughs: The Reality in Human Existence *by Rozsi P. Tobias*

Waves with its crest and trough is not merely theoretical ideas found in textbooks and mathematics. These oscillations resemble the triumphs and challenges, moments of joy and misery of our lives that leads us to development and resilience.

Mathematically, waves are functions that rise to crests or the highest points and falls to troughs or the lowest points. These oscillations are controlled by laws of nature and happens in precision. Similarly, everyone experiences high points in life, personal achievement, personal growth, family and relationships, financial and material success, moments of joy and fulfillment. But these could be preceded or succeeded by challenges that tests our strength. These cycles are unavoidable and intrinsic in human experience.

Consider the wave's crest. It stands for the times when life feels boundless and thrilling. These are the moments when our efforts pay off. Standing at the crest is like reaching the top of the mountain, it offers breathtaking view and a sense of achievement that justifies every struggle. However, just as waves are not permanent, these high points may not last forever.

Conversely, the trough can feel overwhelming. These are the times when life seems burdensome and progress is elusive. Personal struggles, career and financial challenges, relationship breakdowns, personal failures, regrets, and loss drag us down like the ebb of waves. However, we do acquire strength and resilience in these troughs. Like troughs that is an integral part of a wave's cycle, our challenges are crucial to our development. They teach us humility and inspire as to rise anew.

The sine and cosine functions, which are sophisticated mathematical formulas that precisely map oscillations, controls waves. Their form is just as beautiful as their predictability. While life is far less predictable, it is possible to feel better knowing its oscillatory nature. The highs serve as a reminder that the lows are temporary, while the lows give significance to the highs. Our journey is a narrative defined by the interplay between crests and troughs.

Thus, let us emulate the waves that keeps going despite its ups and downs. The continuous oscillation of waves shall remind us that life's highs and lows are transitions rather than end points. Every swing is a chance for development, a chapter in our story. Perspective is the key in navigating life's waves. We attain equilibrium when we celebrate our crests without complacency and face our troughs with hope. Life finds its balance throughout time, just as every wave returns to equilibrium.

Ultimately, crests and troughs serve as reminder of our humanity. They teach us to enjoy the highs and endure the lows. In doing so, we navigate the waves of existence and harmonize with them creating a melody that is exclusively our own.

Rozsi P. Tobias serves as an assistant professor at Benguet State University – Bokod Campus. She holds a masters degree in mathematics.



Scholarly Article

The Role of Emphatic Teaching in Addressing Behavior Problems and Low Academic Performance of Students at Tambo National High School by John Joenel R. Belmonte

Education is essential in shaping the lives of young learners, but its success depends significantly on how teachers connect with and guide their students. At Tambo National High School, behavior issues and low academic performance among Grade 8 students are pressing challenges affecting individual student growth and the overall learning environment. If these problems are not addressed, they can create long-term consequences for students, including diminished confidence, lack of interest in education, and difficulty reaching their potential. Emphatic teaching, which focuses on understanding and supporting students emotionally and academically, is a promising way to tackle these concerns. It fosters a positive classroom culture where students feel respected, valued, and motivated to learn.

Empathy in teaching means understanding and sharing the emotions and experiences of students. It goes beyond delivering academic lessons, emphasizing the importance of building strong relationships with learners. Teachers who practice empathy try to understand their students' struggles and respond compassionately to their needs. This is especially important for Grade 8 students at Tambo National High School, who are at an age marked by emotional changes, peer pressure, and self-discovery. These factors often lead to behavior problems and inconsistent academic performance, making it vital for teachers to approach their students with patience and understanding.

One of the key benefits of emphatic teaching is its ability to identify and address the root causes of behavior problems. Rather than relying on strict disciplinary measures, empathetic teachers focus on uncovering the underlying reasons behind a student's actions. For instance, a student who is consistently disruptive in class may face difficulties at home, dealing with peer rejection, or struggling with self-esteem. Recognizing these factors allows teachers to create targeted strategies addressing the student's needs. Interventions may include providing additional support, creating a safe space for open communication, or involving counselors and parents in the process.

In addition to improving behavior, emphatic teaching helps students feel a sense of belonging and self-worth. When students feel understood and valued, they are more likely to engage in their studies and show better academic performance. Teachers can promote this by practicing active listening, encouraging open discussions, and genuinely caring for their students' well-being. Creating a safe and inclusive classroom environment where students can express themselves without fear of criticism is crucial in building trust and fostering a sense of security.

Emphatic teaching also supports academic success by tailoring learning approaches to individual needs.

Some students struggle with lessons because they find the material difficult, while others may lack motivation due to past failures. Teachers who use empathy understand these challenges and adopt student-centered teaching methods, such as personalized support and differentiated instruction. By considering different learning styles and providing constructive feedback, teachers can help students overcome obstacles and build confidence in their abilities.

Finally, a classroom that embraces emphatic teaching fosters cooperation and mutual respect among students. Group activities, peer mentoring, and collaborative learning improve academic performance and enhance social skills and teamwork. At Tambo National High School, these approaches can significantly improve the learning atmosphere, creating a positive cycle of respect and achievement.

In conclusion, emphatic teaching is a powerful tool for addressing behavior problems and low academic performance among Grade 8 students. By prioritizing empathy, teachers can create a nurturing environment where students feel understood, respected, and motivated to succeed. This approach improves classroom dynamics and empowers students to reach their full potential. Embracing empathy in education is a step toward shaping responsible, compassionate, and successful individuals.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

The Success of Tambo National High School's Mighty 5 M's Project through Community Partnership *by John Joenel R. Belmonte*

From 2019 to 2023, Tambo National High School achieved great success in its teaching and learning programs through the strong support of its community. This was made possible by Project Mighty 5 M's: Magbasa at Matuto, Malusog na Katawan, Maghanda sa Sakuna, Magtanim ay Di Biro, and Maging Volunteer. The program focused on improving students' education and well-being with the involvement of teachers, parents, local organizations, and other stakeholders. These partnerships made the program successful and brought positive changes to the school and the community.

The first component, Magbasa at Matuto, aimed to promote student literacy. With the community's help, the school organized reading sessions provided with reading materials and activities. Teachers and volunteers were reading partners, making the activity fun and engaging. This led to enhancing reading and comprehension skills among students, which positively affected their academic performance.

The second component, Malusog na Katawan, focused on students' health and nutrition. The school conducted feeding programs, health check-ups, and fitness activities through partnerships with health centers and local businesses. These efforts ensured that students were healthy and could focus on their studies. The program also taught the importance of maintaining a healthy lifestyle, encouraging students and their families to adopt better eating habits and exercise regularly.

Maghanda sa Sakuna was the third part of the program. In collaboration with local disaster management offices, the school organized training sessions on disaster preparedness and response.

These included fire drills, earthquake simulations, and first aid workshops. Parents and community members joined the activities, learning to keep their families safe during emergencies. This component built awareness and strengthened the community's resilience in times of disaster.

The fourth component, Magtanim ay Di Biro, educates students to grow their food and care for the environment. The school created a vegetable garden where students learned about sustainable farming practices. This project taught students the value of hard work, teamwork, and environmental responsibility.

Finally, Maging Volunteer united the community in helping the school achieve its goals. Parents, local leaders, and private organizations contributed their time, skills, and resources. They participated in clean-up drives, repairs, and other school improvement activities. Their efforts showed students the importance of giving back to the community and working together for a common cause.

From 2019 to 2023, the Mighty 5 M's Project brought remarkable improvements and success to Tambo National High School's teaching and learning processes. With the active support of the community, the program enriched students' education, health, and safety. This partnership proved that when schools and communities work hand in hand, they can create lasting positive changes for students and future generations.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

The Success Story of Project Kamay Iwas Droga at Tambo National High School *by John Joenel R. Belmonte*

The fight against illegal drugs is a challenge that requires effort from schools, families, and communities. Tambo National High School has taken this challenge seriously through the Department of Education's flagship National Drug Education Program (NDEP) program. The school launched Project Kamay Iwas Droga, headed by Mr. John Joenel Belmonte, to promote holistic drug awareness among Junior High School students. The program has created significant positive changes for the students and the entire community of Tambo, Parañaque City.

The main goal of Project Kamay Iwas Droga is to educate students about the dangers of drug use and how to make informed decisions. It focuses on preventing drug use by raising awareness about its harmful effects on physical health, mental well-being, and future opportunities. This program teaches students how to resist peer pressure and avoid destructive behaviors.

One of the key strategies of the program is its engaging and interactive activities. These include seminars, workshops, role-playing exercises, and storytelling sessions. Experts from the local government, police, and health sectors are invited to talk to students and share real-life stories about the consequences of drug use. These sessions are designed to be relatable and impactful, helping students understand the importance of staying drug-free.

Another success factor of the program is its emphasis on involving families and the community. Parents and guardians are invited to participate in workshops and discussions that teach them how to support and guide their children. By working together, the school and families create a strong support system for the students, ensuring they have a safe and nurturing environment at home and school.

The program also provides students with meaningful alternatives to risky behaviors. Extracurricular activities, such as sports, arts, and leadership training, are encouraged to help students discover their passions and build self-confidence. These activities keep students engaged and teach them valuable life skills that help them avoid negative influences.

Project Kamay Iwas Droga has led to remarkable Tambo National High School results. Students who have participated in the program demonstrate a deeper understanding of the risks of drug use and show greater confidence in resisting peer pressure. Teachers have noticed an improvement in students' behavior and attitudes as they focus more on their studies and personal goals.

The program has also strengthened the connection between the school and the community. Local leaders, public officials, and organizations have supported the project by providing resources and expertise. This partnership has helped spread the program's message beyond the school, creating a ripple effect that inspires others to join the fight against illegal drugs.

In conclusion, Project Kamay Iwas Droga is a success story highlighting the importance of drug education in schools. Under the guidance of Mr. John Joenel Belmonte and through the support of the NDEP, the program has made a lasting impact on the students and the community of Tambo, Parañaque City. The program has shaped a brighter, drug-free future for everyone involved by promoting awareness, involving families, and offering positive alternatives.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

The Road to Success in Teaching: Determination, Passion, and Prayer

by John Joenel R. Belmonte

Success in the teaching profession is not an easy journey. It requires hard work, patience, and dedication. Teachers play a vital role in shaping the future of their students, and this responsibility comes with challenges and sacrifices. However, determination, passion, and prayer are the keys that guide teachers through these challenges and lead them to success in their careers.

Determination is the foundation of success in teaching. Teachers face many difficulties, such as managing large classes, dealing with different learning styles, and addressing the needs of students from various backgrounds. These challenges can be overwhelming, but a determined teacher never gives up. They set clear goals for their students and themselves, working tirelessly to achieve them. Whether creating engaging lessons or finding new ways to motivate students, determination helps teachers overcome obstacles and remain focused on their mission to educate and inspire.

Another essential element is passion. A teacher's love for teaching and their subject matter keeps them going, even on tough days. Passionate teachers bring energy and enthusiasm into the classroom, making learning enjoyable and exciting for their students. They care deeply about the success of each student and go the extra mile to help them understand and grow. This passion inspires students and creates a positive learning environment where everyone feels valued and encouraged to do their best.

While determination and passion drive a teacher's actions, prayer provides guidance and strength.

Teaching can be emotionally and physically demanding, and there are times when teachers feel drained or uncertain about the future. Prayer offers peace and clarity, helping teachers stay grounded and

connected to their purpose. Through worship, teachers find the courage to face challenges, the patience to handle difficult situations, and the wisdom to make decisions that benefit their students. It reminds them they are not alone in their journey and can rely on a higher power for support.

Determination, passion, and prayer create a powerful force that leads teachers to success. Determination keeps them committed to their goals, passion fuels their love for teaching, and prayer strengthens their spirit. Together, these qualities help teachers navigate the ups and downs of their profession with grace and resilience.

The impact of a successful teacher extends beyond the classroom. Teachers shape the minds of their students and influence their attitudes, values, and dreams. A teacher who embodies determination, passion, and prayer sets an example for their students to follow. They teach academic lessons and essential life skills like perseverance, empathy, and faith.

In conclusion, the road to success in the teaching profession is challenging but rewarding. Determination, passion, and prayer are essential tools for overcoming obstacles and making a meaningful difference in students' lives. Teachers who embrace these qualities are successful in their careers and leave a legacy in the hearts and minds of those they teach. With these guiding principles, any teacher can achieve greatness in their profession.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

Using Rote Learning to Improve Performance in Araling Panlipunan 8 by John Joenel R. Belmonte

Rote learning is a strategy that involves repeating information until it is memorized. While it is often criticized for lacking focus on deeper understanding, it can be helpful when appropriately applied in certain subjects. At Tambo National High School, rote learning has been used to address poor performance in the Araling Panlipunan 8: World History class. By helping students remember important facts, dates, and events, this strategy has improved their academic performance and boosted their confidence.

Araling Panlipunan 8 covers many historical topics, including civilizations, wars, and significant events worldwide. For students to succeed in this subject, they must recall key details. However, many students struggle with remembering names, timelines, and terms, affecting their ability to answer exam questions. Rote learning provides a solution by allowing students to focus on repetition to store information in their memory.

The first step in using rote learning is breaking down the material into smaller parts. For example, instead of trying to memorize an entire chapter on ancient civilizations, students focus on a specific civilization, such as Mesopotamia. Teachers guide them in listing key facts, such as their location, achievements, and notable leaders. Students gradually retain this information through repetition, making it easier to connect ideas and answer questions.

Teachers also incorporate activities that make rote learning more engaging. Flashcards, matching games, and quizzes are used to reinforce memorization. These activities add to an element of fun and keep students motivated to review their lessons. Group activities also play an essential role. For example, students work together to create timelines or recite important dates in a friendly competition. This collaborative approach makes learning more enjoyable and encourages teamwork and peer support.

Another effective technique is linking rote learning to visual aids. Maps, charts, and diagrams help students associate information with images, making it easier to recall during tests. For instance, when learning about World War II, students might use a map to mark key locations and events, such as the bombing of Pearl Harbor or the Battle of Stalingrad. This combination of visual learning and repetition strengthens their memory.

Despite its benefits, rote learning is not the sole focus in Araling Panlipunan 8. Teachers combine it with other strategies, such as discussions, storytelling, and critical thinking exercises, to give students a well-rounded understanding of history. While rote learning helps with memorization, other methods ensure that students grasp the meaning and significance behind the facts.

The use of rote learning at Tambo National High School has produced positive results in the World History class. Students who struggled to recall details now perform better on quizzes and exams. They also participate more actively in class discussions because they feel confident in their knowledge.

In conclusion, rote learning is valuable for improving poor performance in Araling Panlipunan 8. Teachers use repetition and creative techniques to help students remember important information and succeed in their studies. When combined with other teaching strategies, rote learning can effectively enhance learning and boost students' confidence in history.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

The Impact of Positive Feedback and Teacher Reinforcement on Students at Tambo National High School *by John Joenel R. Belmonte*

Positive feedback and teacher reinforcement are potent tools that can significantly influence student behavior and performance. At Tambo National High School, these strategies have considerably enhanced students' confidence, behavior, and academic performance. By focusing on students' strengths and encouraging them to continue working hard, teachers help students feel more motivated and capable of achieving success in their studies.

Positive feedback is a method where teachers acknowledge and praise students for their efforts, achievements, and improvements, no matter how small. This feedback boosts students' self-esteem and motivates them to continue working hard. When students receive praise for completing a task well, they feel proud of their efforts and are likelier to put in more effort. For example, when a student answers a question correctly, the teacher might say, "Great job! You understood that concept," encouraging the student to keep participating and striving for excellence.

Teacher reinforcement is another strategy that plays a vital role in shaping student behavior. It involves giving rewards or positive recognition for good behavior or academic performance. This reinforcement can take many forms, such as verbal praise, stickers, or even certificates of achievement. By reinforcing positive behavior, teachers help students understand that good behavior and hard work lead to success. This, in turn, encourages students to keep following the rules and working toward their goals.

One of the key impacts of positive feedback and reinforcement is the increase in students' confidence. When students are regularly praised for their efforts, they begin to believe in their abilities. This belief helps them take on new challenges, even when facing difficulties. At Tambo National High School, students who receive consistent positive feedback are likelier to participate actively in class, ask questions, and share their ideas with classmates. As a result, their confidence grows, which has a direct impact on their academic performance.

In addition to boosting confidence, positive feedback also improves student behavior. Students are more likely to behave appropriately in class when they know that good behavior is recognized and rewarded. Teachers at Tambo National High School have seen improvements in classroom discipline due to positive reinforcement. Students praised for being respectful, attentive, and cooperative are likelier to continue these behaviors. This creates a positive classroom environment where learning can take place without distractions.

Furthermore, using positive feedback and reinforcement has led to better academic performance. Students who feel confident and motivated will likely put in the effort needed to succeed in their studies. They are more willing to complete assignments, participate in discussions, and seek help when needed. At Tambo National High School, students who receive consistent positive feedback and reinforcement tend to perform better on tests and assignments because they are encouraged to keep learning and improving.

In conclusion, positive feedback and teacher reinforcement are essential for enhancing students' behavior, effort, and academic performance. At Tambo National High School, these strategies have helped students feel more confident, motivated, and capable of succeeding in their studies. Teachers create a classroom environment that encourages success and fosters a love for learning by focusing on what students do well and reinforcing positive behavior.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

**Gamified Teaching Strategy in Araling Panlipunan 8:
A Path to Success in Overcoming the Stigma in History by John Joenel R. Belmonte**

Teaching history can sometimes be challenging, especially when students see the subject as boring or irrelevant to their lives. At Tambo National High School, one way to overcome this challenge is using a gamified teaching strategy in the Araling Panlipunan 8: World History class. This approach incorporates elements of games into the learning process, which can make history more exciting and engaging for students. Using gamification, teachers can help students overcome their negative perceptions of history and encourage them to take an active interest in the subject.

Gamification involves turning lessons into games or adding game-like features to the classroom. For example, teachers might divide students into teams, set challenges, or use point systems to reward achievements. These features make learning more interactive and fun, encouraging students to participate and enjoy the subject. In Araling Panlipunan 8, teachers use gamified activities like quizzes, history trivia, and competitive team tasks to help students learn key concepts in world history.

The stigma associated with history often comes from the idea that it is just about memorizing dates, names, and facts. Many students find this learning tedious and uninteresting. Gamification helps change this mindset by making learning more dynamic. Instead of simply memorizing information, students engage in activities that allow them to think critically, collaborate with others, and creatively apply what they have learned. For instance, a game could ask students to match critical historical events with their corresponding dates or work together to solve a historical mystery. These activities make learning feel less like a chore and more like an adventure.

One of the benefits of gamified teaching is that it encourages active participation. In traditional lessons, students may be passive listeners who only take notes and read textbooks. In a gamified classroom, every student can contribute by answering questions, working with a team, or completing tasks. This active

involvement helps students feel more connected to the subject and enhances their understanding of historical events.

Another advantage of gamification is that it promotes healthy competition. When students are divided into teams or groups, they work together to achieve a common goal. This encourages teamwork and cooperation as students help each other understand complex concepts. At the same time, the competition aspect motivates students to do their best and challenge themselves. As they earn points or rewards, they gain a sense of accomplishment, which boosts their confidence and motivation to continue learning.

Using gamified teaching strategies has already shown positive results in addressing the stigma associated with history at Tambo National High School. Students who previously disliked the subject now look forward to history lessons and actively participate in class. The gamified approach has made history more enjoyable and relevant to their lives. They no longer see history as just a subject to memorize but as an exciting topic to explore and understand.

In conclusion, the gamified teaching strategy in Araling Panlipunan 8 at Tambo National High School has addressed the stigma in history. By making learning interactive, engaging, and fun, gamification helps students develop a deeper appreciation for the subject. It transforms history from a boring topic into an exciting challenge, improving student engagement, participation, and academic success. Gamification has become a key tool in making history come alive for students.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

Supporting an ASD Student in the Classroom: A Teacher's Role

by John Joenel R. Belmonte

As a teacher, one of the most important responsibilities is to support every student, including those with special needs. This becomes particularly crucial when working with a student who has been diagnosed with autism spectrum disorder (ASD). ASD can affect a student's behavior, communication, and learning abilities, presenting unique challenges in the classroom. However, with the right strategies and mindset, teachers can create a positive and supportive learning environment that helps ASD students thrive.

The first step in supporting an ASD student is understanding their needs. ASD can manifest in different ways, so you must familiarize yourself with the specific characteristics and challenges the student may face. These challenges might include difficulty with social interactions, sensitivity to sensory stimuli, or trouble focusing on tasks. By understanding these characteristics, you can better anticipate and respond to the student's needs effectively.

Another essential strategy is providing a structured and predictable environment. Many students with ASD thrive in environments where routines are precise and predictable. As a teacher, creating a consistent schedule and communicating changes in advance is helpful. This gives the student a sense of security and helps them manage any anxiety they may experience when routines change unexpectedly. For example, you can display a visual timetable in the classroom to remind students of the daily schedule, which can be especially helpful for students with ASD.

Clear communication is also essential. Students with ASD may struggle with verbal or non-verbal communication. It's important to use simple, direct language and give the student time to process information. Visual aids, such as pictures or written instructions, can also help reinforce verbal communication. Encouraging communication devices or assistive technology can further support students' ability to express themselves effectively.

In addition to clear communication, encouraging social interaction is crucial for the student's development. While students with ASD may find it

challenging to interact with their peers, fostering positive relationships is an essential part of their growth. As a teacher, you can create opportunities for social interaction in a structured and supportive way. Pairing the student with a buddy or assigning them to group activities to practice social skills in a safe and positive environment can help build their confidence.

Furthermore, offering individualized support is vital. Every student with ASD has unique strengths and challenges. Tailoring your approach to meet the student's specific needs is essential. This might involve providing additional help with assignments, modifying tasks to match their learning style, or offering sensory breaks when needed.

As a teacher, it's also important to collaborate with other professionals, such as special education teachers, school counselors, and parents. Working together can provide a more comprehensive support system for the student and ensure that all their needs are met at school and home.

In the words of Maria Montessori, "The child is both a hope and a promise for mankind." This quote highlights the importance of nurturing every child to reach their full potential regardless of background or challenges. In public high schools in the Philippines, supporting diverse learners, including those with ASD, is essential for fostering an inclusive educational environment where every student can succeed.

In conclusion, supporting an ASD student requires patience, understanding, and dedication. By providing a structured environment, using clear communication, encouraging social interaction, and offering individualized support, teachers can help ASD students succeed. With the right strategies and a compassionate approach, teachers can make a significant impact on the educational journey of students with ASD, enabling them to reach their full potential.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Scholarly Article

The Importance of Parent-Teacher Assemblies in Addressing Student Development Issues *by John Joenel R. Belmonte*

Teaching is not just about imparting knowledge; it is about understanding, connecting with, and supporting every student in their learning journey. My experience with history and special education has profoundly changed my perspective on education and has equipped me to become a more efficient teacher. Through these experiences, I have learned the importance of creating an inclusive environment where all students can thrive regardless of their abilities.

History has always been a subject that fascinated me. It tells the stories of the past, giving context to the present and shaping the future. However, as I began teaching history, I realized that many students struggled to connect with the subject, especially those in the public school system. Some found history boring, while others felt disconnected from the lessons because they couldn't see how it applied to their lives. This experience challenged me to find ways to make history engaging and relevant for all my students, not just those who quickly grasped the material.

As I continued teaching, I became more aware of the diverse needs of my students. Some students had special educational needs, and I noticed that traditional teaching methods did not always work for them. This realization led me to pursue a deeper understanding of special education. Through training and experience, I learned how to adapt my lessons to meet the needs of students with different learning abilities, including those diagnosed with autism, learning disabilities, and other special needs.

Special education taught me that every student learns in their unique way. It helped me understand that it was not enough to present information; I needed to create lessons that were accessible, engaging, and meaningful to all students. This was a turning point in my teaching career. I realized that history, like any subject, could be taught in ways that respect and embrace the differences in my students' learning styles.

One of the most important lessons I learned from special education is the value of individualized

support. In a traditional classroom, students are often expected to follow the same pace, but this does not work for everyone. Some students need extra time, resources, or modified lessons to understand the material thoroughly. By implementing strategies such as using visual aids, breaking tasks into smaller steps, and offering one-on-one support when necessary, I was able to help students feel more confident and capable in their learning.

History and special education also taught me the importance of patience and empathy. Students with special needs may require more time to grasp certain concepts, and it is easy to become frustrated if progress is slow. However, I have learned that every small step forward is a victory. By being patient and understanding, I can create a positive learning environment where students feel safe to make mistakes, ask questions, and grow at their own pace.

These experiences have ultimately shaped my perspective on education. I now see education as a tool for inclusion—a way to empower every student to succeed, regardless of their abilities. Creating an inclusive environment means ensuring all students have access to the resources and support needed to succeed. It means recognizing every student's strengths and using them to help them overcome challenges.

In conclusion, my journey through teaching history and special education has made me a more effective and empathetic teacher. It has taught me the importance of inclusivity and adaptability in the classroom. By embracing diverse learning needs and creating an inclusive environment, I can help all students reach their full potential and develop a love for learning.

John Joenel R. Belmonte is Teacher I at Tambo National High School in Parañaque City.



Essay

Czen's Academic Insomnia by Cyrell A. Pareja - Nocidal

Good afternoon my fellow classmates and teacher, let me ask all of you something, are you sleepy? Do you feel like you still need to sleep? Have you perhaps dozed off and couldn't read properly or can't pay attention to what the teacher says? Fear not, because today I will present to you a question, we all should be asking. "Should we implement nap times during school or work times?" Me and my group has already and unanimously decided that we all agreed that we should be given nap times during school and work time as it has many health benefits that it can bestow upon us. All of you may be wondering, how can a measly nap have such a significant impact on our wellbeing and performance?

Having as short as a 30-minute nap can greatly improve your physical and cognitive performance, as well as greatly sharpening your concentration, perception, mood, memory, and creativity. It can greatly reduce daytime sleepiness, which we all have suffered from, from time to time, and it can also boost learning effectiveness tremendously. It can significantly reduce the physical and cognitive restraints that are caused by sleep loss or fatigue induced trainings such as going to school and trying to learn complex things at school. China has already implemented a nap time schedule or system in office work settings and schools, and it has shown that it greatly improved their people not just physically or cognitively, but also mentally and emotionally. It will also satisfy the desires of students to rest after not having sufficient sleep at their own abode, even I suffer fatigue and drowsiness from time to time.

But now, it's not all sun shines and rainbows for this type of system has its drawbacks of having nap time system in our school and workplace can vary. The most notable downsides of this system are the need to sacrifice precious time and resources to accommodate the need of the students at nap time. There is also something called nap inertia, and that is the process of having more than 30 minutes of napping can greatly reduce your performance than improve it. You may be wondering how? Its simple, having more than 30 minutes of nap time can make your brain simulate a stronger need to sleep causing grogginess and exhaustion. Doing too much napping can severely hinder your performance in work or school-based activities rather than improving it, so its highly advised that you take a nap that is only 30 to 20 minutes long. Napping can also take away valuable educational opportunities, and make students miss out on precious knowledge that school desperately needs and wants them to know.

Now should schools and workplaces implement a nap time system or routine like China is doing. Like I have stated before, me and my group think that implementing such thing has more upsides than downsides. I have personally suffered from daytime sleepiness and my academic performance also suffered due to it. But by napping such problems can

be a thing in the past, a 30-minute nap time can significantly impact a student's life tremendously, making them more alert and active than ever before. I have suffered for far too long, I shall not stand idly and watch as people helplessly lose focus due to sleepiness, sacrificing their academic greatness for much need sleep. That is all thank you.

Cyrell A. Pareja - Nocidal is a Teacher III and holds a Bachelor of Secondary Education major in General Science and is currently completing her Master of Arts in Education, major in Science (CAR). Passionate about lifelong learning and student growth, she believes that "Silence reminds us that good things take time." A true omnivert, Cyrell enjoys both solitude and social interactions, making her a well-balanced and adaptable educator.



Essay

Czen's African Battle Against Racism by Cyrell A. Pareja - Nocidal

Hello everybody! I'm here to tell you about a speech I've been making for the last few weeks. This is a speech about racism against Africa. We, as Filipinos may have experienced racism as well like people telling us to "pick some rice on the rice fields" which can also be used against black African communities. This sentence is used commonly by racist folks who discriminate against African or black communities. Some even says "go pick some cotton" and sometimes at the end of that sentence there is a racist word like the infamous n - word, I do not want to say it considering I am not a black or African person. They say the n - word for agreement, brotherhood, friendship, and family.

I have seen and heard so much about Africa that I am dumbfounded to see people hate them because of their race, or skin, they do not see the greater side of Africa; culture, food, and religion. It is truly saddening that people have been discriminating against African people for decades even centuries! I'm here to tell you to not discriminate against Africans, Black, White, Asian, Hispanic, etc. we shouldn't judge anyone by how they look, it is just wrong. I have seen so many kinds of African people in tv shows, books, movies, YouTube, TikTok and other social media platform. I've seen a lot of them as kind, lovable, friendly, African people. I have seen so few bad Africans that I'm flabbergasted to see that people think African communities are dirty, dumb, broke, evil, and selfish human beings. It has gone to a point that people had to interfere and create something to help those who are Africans or black and it is called "Black Lives Matter" protest and helped so many black African people that you can barely see any racism nowadays. Therefore, I'm informing you to be kind and put a helping hand to those who are struggling because of racism. I've seen so many racist cops that kill, and frame, the ones that they arrest because they're not the same race as them. It saddens me to see that there are people who go out of their way to be racist.

I am here to say that no matter your race, religion, culture, or skin color, you are a human being created by God. You are not here just to obey the ones who hates you, you are here to make an impact on society. You should accept your differences and lives on, fighting for what is right. That is why I'm here to tell you all Lewisian, Students, and Teachers, no matter what your skin color is or your religion, race, or culture, it doesn't matter you are a human being. To everyone who is struggling because they're African, American, Hispanic, Black, Indian, Asian, just do not forget you are fighting with everyone who is facing the same circumstance as you are. You are not fighting alone! oh? you can't?

Do you think everyone hates you because you are different? No! there are thousands or millions of people who are the same as you who didn't give up because of their race! it was only one bad day, there are better days to come.

Therefore, I'm here to tell you all to stand your ground and fight. Do not give up no matter your race! but alas, it still grows rapidly across the globe. Racism is a disease that has no cure that affects others and burdens others who are not the same as them, so many African people has been depressed and prominently 11 people per 100,000 per year die by suicide, according to Baron. South Africa ranks 10th for the highest rate of suicide by country with a rating of 23.5%.

I wish I could help those who are experiencing racism. I wish I informed you of how deadly racism is. It is truly a sad and depressing fact that people hate each other because of their race even though they are human beings as well. This I wish, informed you about the struggle African people are facing today. THANK YOU.

Cyrell A. Pareja - Nocidal is a Teacher III and holds a Bachelor of Secondary Education major in General Science and is currently completing her Master of Arts in Education, major in Science (CAR). Passionate about lifelong learning and student growth, she believes that "Silence reminds us that good things take time." A true omnivert, Cyrell enjoys both solitude and social interactions, making her a well-balanced and adaptable educator.



Scholarly Article

Predicting the Future of Education by Kristel P. Mendoza

What is the future of teaching? As a science educator, I am envisioning what the future of teaching might look like.

1. Digital learning will be at its peak, including virtual reality as a platform for teaching and learning. From digital natives to digital citizens to digital learning communities, teaching and learning processes will be mostly online. Virtual schools are established. Teachers record their lessons via virtual reality technology. Artificial intelligence is integrated into the curriculum. AI tools assist both the teachers and students in achieving the required competencies.

2. Learning will be personalized and intentional. The students can freely choose subjects aligned to their chosen career or interest. Learning is intentional, and the students know the relevance of the subjects for their future profession. In addition, teachers cater to the needs of the students by designing the assessment, activities, and performances.

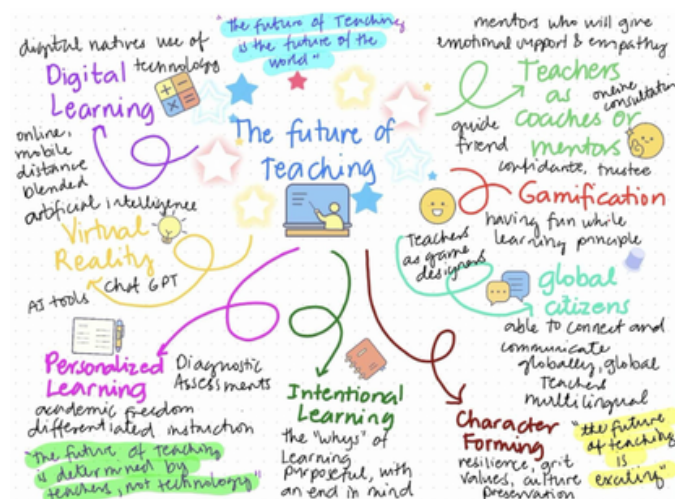
3. Teaching is character-forming. The curriculum integrates character formation among students, highlighting resilience, grit, and cultural values, which are important aspects of education. The curriculum integrates topics like investing and e-commerce, integrating values such as preparedness, financial literacy, and stability, among others.

4. Teaching will be global. Teachers are able to reach and teach students from different continents across the globe. The virtual classroom is inclusive regardless of color, gender, and race.

5. Lessons will be taught via gamification. Lessons will be mostly game-based in nature. Teachers will work as game designers or will be working together with game designers in developing the lessons. Moreover, assessments or examinations are not just paper and pen tests. Students are given real-life problems as assessments. The students will present a mock-up, a project, an action plan, a program, or a formula mitigating or solving the problem.

6. Teachers will become coaches or mentors. Teachers will provide counseling and mentoring sessions with the students instead of teaching concepts, which the students can easily access virtually. The students choose their mentor. the students attend to. The teacher or mentor provides consultation time, which the students attend virtually, helping them cope with their struggles, such as adapting socially and with mental health concerns.

With these in mind, I still ponder: What will be the future of teaching? I do not have the exact answer yet; I am not sure if I would be able to witness it myself. But one thing is for sure. The future of teaching is the future of the world.



Kristel P. Mendoza is the Grade 12 Level Coordinator and the Science Learning Area coordinator at the University of Perpetual Help System DALTA Calamba Campus. She pursues her PHD degree in Science Education. She is currently teaching General Chemistry for SHS. Her unique concept map about the future of teaching has been chosen as one of the shortlisted submissions among 52 entries worldwide. She was one of the Panelist in Centre for Teachers Accreditation in India with the theme the Future of Teaching.

Maikling Kwento

Bakit Kulot ang Buhok ni Lotlot? ni **Anthonet J. Sunga**

Si Lotlot ay isinilang na kulot ang buhok, itim at kapansin pansin ng marami.

Ang kanyang inang si Aling Juana at amang si Mang Romy ay nagmamay ari ng isang Karenderia malapit sa Simbahan ng Antipolo, Kwento ng kanyang ina, minana pa nila ang pagkakarenderia sa kanyang Lola Juliana.

“Alam mo anak naging parte na ng kasaysayan ang ating hanap buhay na pagkakarenderia, Maraming ng deboto, namamanata maging manlalakbay mula sa ibat ibang lugar ang nabusog na ng ating payak na karenderia, dahil sa mahabang lakaran dagdag pa ang malamig na klima, marami ang nagpapahinga at kumakain sa ating karenderia.”

Sa pagdadalaga ni Lotlot nagkaroon siya ng kamalayan sa mga pagbabago sa kanyang katawan, at isa sa mga alalahanin niya ay ang kayang kulot na buhok, napansin niyang kaka iba ang kanyang buhok sa kanyang mga kamag aral, si Tina mahaba at deretso ang buhok, si Lea maiksi at tuwid din buhok na may palamuti pa, Lalong nabagabag si lotlot ng minsang siyang lapitan ni Rochel habang nag rerecess. “Lotlot tignan mo ang balat ng baon kong suman, parehas sa buhok mong kulot.”

Simula noon lalong nakaramdam ng hiya sa Lotlot, naisipan niyang magsuot ng sumbrero o minsan bandana upang matakpan ang kanya buhok, madalang na ding makisalamuha at laging nasa loob ng bahay. “Anak, napapansin namin ng iyong ama na lagi kang malungkot at hindi na nakikisalamuha sa iyong mga kaibigan,” paglalahad ni Aling Juana. Ganun din anak lagi ka na lamang naka sumbrero o may takip sa iyong ulo, ano bang nangyayari?

“Nahihiya po kasi ako sa aking kulot na buhok, di ko rin maiwasang magtaka kung bakit akoy kulot maging kayo po ni nanay ay deretso naman ang buhok.” Hindi nila maiwasang maluha dahil ramdam nila ang lungkot nito, ganun pa man tumayo si Aling Juana at nagtungo sa kanilang silid, paglabas nito dala niya ang isang kahon, nasa loob nito ang isang suklay na may palamuti, kasama ang isang larawan, laking gulat ni lotlot dahil ang nasa larawan ay isang babae na mayroon ding kulot at mahabang buhok kagaya niya. “Anak, siya ang iyong Lola Juliana, parehas kayong kulot ang buhok, marahil sa kanya mo namana ang pagiging kulot mo” may pahihikbing sabi ni Aling Juana. “Ngunit hindi lang buhok ang namana mo sa iyong Lola, Parehas din kayong masipag at matulungin. Alam mo bang ang iyong Lola Juliana kahit sa payak niyang pagkakarenderia ay marami ng natulungan, at kung siya man ay nabubuhay pa ngayon sigurado akong masaya siyang makita na ang kayang nag iisang apo ay katulad niyang kulot ang buhok,” wika ni aling Juana. Nakaramdam ng saya si Lotlot, naisip niya isang espesyal na panama mula sa kanyang Lola Juliana ang kanyang kulot na buhok, simula noon mas lalo pang inalagaan ni lotlot ang kanyang kulot na buhok, at sa tuwing may nagtatanong kung bakit kulot ang kanya buhok buong pagmamalaki nitong sinasabi na ito ay pamana ng kanyang masipag at matulungin Lola Juliana.

Anthonet Jimenez Sunga, Is currently a Grade 6 Teacher at Sta. Cruz Elementary School in Antipolo City, She Graduated her Masters Degree major in Educational Management at Marikina Polytechnic College last 2023 and currently taking Doctor of Education major in Educational Management at Philippine Christian University Manila.



Sanaysay

Labas, Laban, Lipad - Plebong Pitpit ni Jayceron L. Monteagudo

Mga mahal naming bagong miyembro ng ating kolehiyo, tila kayong mga munting pipit na ngayon pa lamang natututo ng unang paglipad. Ang bawat hakbang ninyo ay tila paunti-unti, kinakabahan, ngunit puno ng pag-asa. Ang inyong pagdating ay isang paalala sa aming mga nakatatanda, na minsan din kaming naging tulad ninyo—walang katiyakan ang direksyon, ngunit handang magsimula.

Ang ating mga nakatatandang estudyante, ang inyong mga gabay, ay maihahambing sa mga banayad na hangin sa ilalim ng inyong mga pakpak. Hindi sila ang magpapalipad sa inyo, ngunit sila ang tutulong upang maramdaman ninyo ang tamang agos, ang tamang direksyon, ang tamang lakas. Tulad ng mga ibong nagbabantay sa kanilang mga inakay, hindi nila kayo iiwan sa gitna ng unos; sa halip, sila'y nasa likod, sa tabi, o sa unahan upang siguraduhing hindi kayo mawawala. Ngunit tandaan ninyo, mga minamahal naming bagong pipit, ang mga pakpak na iyan ay para sa inyo lamang. Walang sinuman ang makakalipad para sa inyo kundi kayo. Ang mga senior ninyo, ang inyong mga guro, at ang mga prinsipyong itinuturo sa inyo ay maihahalintulad sa pugad – isang lugar ng paghahanda, ng kaligtasan, ng pagkatuto. Ngunit darating ang araw na kailangang tumalon, kailangang humakbang, kailangang sumubok.

Huwag kayong matakot magkamali. Tulad ng ibon na unang natutong sumubok, maaaring bumagsak kayo sa lupa. Ngunit tandaan, ang lupaing iyon ay hindi tanda ng kabiguan, kundi bahagi ng inyong kwento ng tagumpay. Ang bawat pagbagsak ay hakbang patungo sa mas mataas na paglipad.

At sa araw na kayo'y makakalipad nang mag-isa, sa sandaling maramdaman ninyo ang malamig na simoy ng hangin sa inyong mga pakpak, makikita ninyo ang inyong mga senior sa likod, nagbabantay, ngumingiti, at nagsasabing: “Iyan ang bunga ng aming pag-alalay. Lumipad ka. Lumipad nang mas mataas pa sa amin.”

Ngayon, tayo'y magkaisa sa pagyakap sa bagong yugto ng inyong buhay. Ang simulaing ito ay puno ng hamon, ngunit higit itong puno ng pagkakataon. Lumipad kayo, mga batang pipit, at abutin ang kalangitan ng inyong mga pangarap. Maligayang pagdating at pagtanggap sa propesyon ng kriminolohiya.

LABAS, LABAN, LIPAD! FIRST BATCH OF CRIMINOLOGY - SANHIRAYA CLASS. From the College of Criminal Justice Education, PUSO at KATAPATAN para sa KATARUNGAN at BAYAN

Jayceron L. Monteagudo is a 29-year-old academic leader and educator currently serving as the College Dean at Marinduque State University. He holds a Master of Science in Criminal Justice with a specialization in Criminology, reflecting his dedication to advancing knowledge in criminal justice studies. As an Assistant Professor 2, he is committed to fostering an engaging and research-driven learning environment for students. His professional endeavors focus on promoting academic excellence, research development, and institutional growth within the field of criminology.



Tula

Buhay ng Titser ni Mary Jean A. Apuhin

Maaga pang gising ,sa kusina'y abala,
Almusal ihanda,sa pamilya'y kusa.
Sa paaralan naman ay agad tatakbo,
Upang sa mag-aaral ,dunong ay ituro.

Mga aralin,plansyado't maingat ,
Sa lesson plans ,oras ay ginugugol ng tapat.
Aktibidad at tala,di maaaring limutin,
Sakripisyong titser ,tunay na bituin.

Problema't pagsubok ,hindi alintana,
Pagkat misyon niya'y magturo ng tama.
kahit pagod ,luha,at pagkadismaya,
Pag-asa sa puso'y laging nag-aalab pa.

Sariling anak ,minsan ay nalilimutan,
Abala sa klase ,sa papel at pagsusulat.
Ngunit sa kabila ng hirap at dusa ,
Pangarap ng iba ,kanyang pinanday pa.

Sa sahod na kapos ,minsan ay natutong,
Dumaan sa "London"-loan dito,loan doon.
Di alintana kahit walang matira,
Basta't mga anak mabigyan ng ginhawa.

Oh!buhay ng titser,minsan may lungkot,
Minsan may galak sa bawat pagsubok.
Iba't ibang ugali,kayang hulmahin,
Pag-unawang wagas ang dapat pairalin.

May oras na gusto nang sumuko,
Ngunit di maaring basta maglaho,
Pagkat sa puso ,iisa ang sigaw,
Tungkulin kong ito,kailangang itaguyod ng matibay.

At sa dulo ng landas,buong puso kong wika,
"I made them all"-sila'y naging matalino't dakila.
Di man naging madali ang aking misyon,
Ngunit sa pagiging guro,puso ko'y
nagtagumpay noon at ngayon.

*Si Dr. Mary Jane A. Apuhin ay isang Associate
Professor sa Capiz State University Burias Campus
sa Mambusao, Capiz.*

Lathalain

Sex Education: Isang Responsableng Pluma ang Solusyon! ni Kien B. Mayorga

“Gusto mo bang subukin?”

“Gusto mo bang tikman ang langit na walang hanggan?”

“Halika’t magtiwala ka... at ating pag-eksperimentuhan!”

Mga linyang pumaimbulog na panay sambit ng mga makabagong sibol na kabataan na tila batingaw na umaalingawngaw na sa akin ay bumabalahaw. Mga linyang nagpagalumi sa aking sarili na tila nagpanginig sa aking kalamnan at nagpabuo ng mga katanungang, kumusta na ang habilin ng ating pambansang bayani na si Gat Rizal? Matatawag pa ba silang PAG-ASA NG BAYAN?

TAKOT. PAG-AALALA. PAG-ASA. Mga lipon ng baul na salitang sumasagi sa aking murang isipan habang aking pinagninilaynilayan ang ‘di maapulagang paksang naglalagablab na higit lalong pinag-uusapan sa kasalukuyan – ang SEX EDUCATION!

Itago ko po ang pangalan ko sa palayaw na JUAN, 25 taong gulang at apat na taong nagtuturo sa pribado at pampublikong paaralan. Bunsong anak at namulat sa isang masaya at kompletong pamilya. Suwerte nga, sabi nila.

Ngunit sa 25 taong pakikihimok ko sa mundong ibabaw ay hindi pa handa ang aking sarili sa pagreresulba ng mga masalimoot na isyung panlipunan higit lalo na ang pagkakaroon ng pamilya.

Ako’y simpleng tao lamang at wala sa akin lahat ang hinihinging ginintuang kasagutan sa nagliliyab na mga isyu’t katanungan. Kaya dali-dali akong kumaripas sa aking parihabang kinahihimlayan at sa walang pag-aatubili ay may isang tao akong nilapitan. Doon ko napagtanto ang mga bagay-bagay na nagsidatalan sa kasalukuyan.

At doon ako ay naliwanagan!

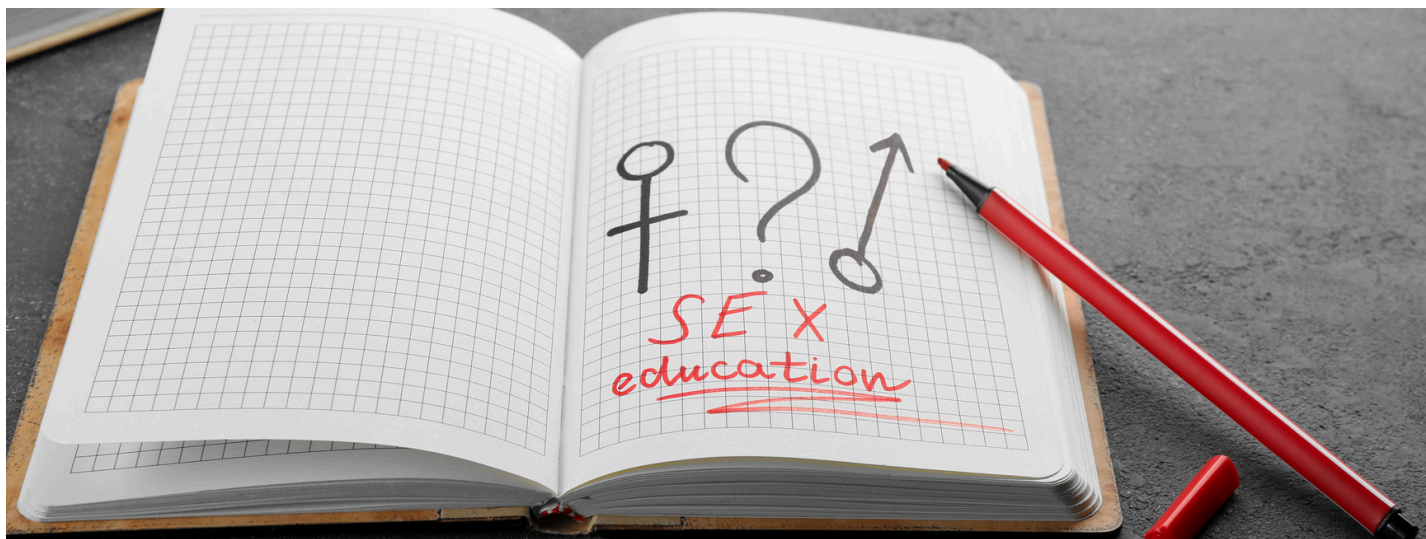
Siya si Mang Franco, 35 taong nagtuturo sa kolehiyo’t dalubhasa sa mga araling moral at pisikal. Siya ang tipo ng taong maiksi ang bawat sagot sa mga tanong na ibabato ngunit tagos sa puso. Mga kasagutang tila nagpamulat sa aking maling akala at nagdala sa mundo ng kaliwanagan. Doon ay walang paghunos-dili niyang sinasabi sa akin ang sagot sa katanungang paano ko ituturo ang SEX EDUCATION sa paaralan?

Aniya niya, “Ang tunay na aralin ay hindi lahat makikita sa bawat hibla ng mga pahina ng mga aklat. Hindi lahat ng kabanata ay tumatalakay nito ngunit natututo ang bata kung idudugtong mo ito sa kanilang situwasyon.” Napabuntong hininga ang matanda, pagkatapos ay ibinigay niyang halimbawa sa akin ang paksaing “Teenage Nanay” na tinalakay ng Failon Ngayon ng ABS-CBN. Dagdag pa niya ang kuwentong “Sa Loob Ng Love Class” na tumatalakay sa mga problem student at ipinabaon niya sa akin ang plaka ng pelikula ng indianong aktor na si Aamir Khan na “Like Stars on Earth” sabay sambit na “Bilang guro, at makabagong guro... gamitin mo ang pluma – gamit ang kapangyarihan ng Republic Act of 7079. Simulan mo iho!”

Alam kong hindi ko kaya itong mag-isa. Ang bigat na responsibilidad ay pasan ng aking mga balikat – ang pagpapatuwid ng bawat buhay ng mga mag-aaral tungo sa KAHIWAGAAN.

Isa para sa lahat, lahat para sa isa. Para sa isang makabagong RESPONSABLENG KABATAAN!

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Scholarly Article

The Impact of English Language Anxiety on University Students' Academic Performance and Communication Skills by Cherry Sinas Tolano

English has become the global lingua franca. The fluency or lack of it plays a pivotal role in not only in academia, but business, international communication, and even in day-to-day life. For university students, proficiency in English is often a crucial determinant of academic success, especially in non-native English-speaking countries where the language serves as the medium of instruction. However, for many students, mastering English is fraught with challenges, including a pervasive issue known as English language anxiety (ELA). This form of anxiety significantly impacts students' academic performance and communication skills, creating barriers to achieving their potential.

English language anxiety refers to the fear, apprehension, or nervousness experienced when using English in academic or social settings. Self-doubt, fear of negative evaluation, or the pressure to perform in a second language trigger this psychological phenomenon. For university students, ELA often emerges in various scenarios, such as classroom discussions, oral presentations, and examinations. The pressure to articulate thoughts in grammatically correct and fluent English can lead to hesitation, avoidance behaviors, and diminished confidence, particularly when students fear judgment from peers or instructors.

The academic implications of ELA are profound. Students who experience high levels of anxiety may struggle to fully participate in class, leading to reduced engagement with course material. This disengagement can hinder comprehension and retention of information, ultimately impacting grades. Oral communication tasks, such as class presentations or group discussions, are particularly daunting for anxious students. They may stammer, avoid eye contact, or fail to convey their ideas effectively, which not only affects their performance but also their academic self-esteem. Over time, this cycle of anxiety and underperformance can lead to a decline in overall academic achievement.

Beyond academics, ELA significantly impairs communication skills. Students with anxiety often compromise confidence and clarity, which are essential for effective communication. They may struggle with pronunciation, intonation, and vocabulary recall, leading to miscommunication or misunderstandings. In group settings, these students may avoid contributing altogether, missing out on valuable opportunities to practice and refine their language skills. This reluctance to engage hampers not only their personal development but also their ability to thrive in a multicultural academic environment where collaboration is key.

ELA's impact extends beyond the university setting. Its ripple effects can extend into students' professional lives, where proficiency in English is often a critical asset. Graduates who continue to grapple with language anxiety may find it challenging to perform well in job interviews, workplace presentations, or professional networking. This can limit career opportunities and diminish their ability to compete in a globalized world.



Addressing English language anxiety requires a multifaceted approach. Universities can play a pivotal role by creating supportive learning environments that reduce fear and build confidence. Language support programs, such as workshops and tutoring, can provide students with targeted assistance to improve their skills. Encouraging peer interaction and collaborative learning can also foster a sense of community, making students feel less isolated in their struggles. Instructors, too, must adopt empathetic teaching practices, offering constructive feedback and creating opportunities for students to use English in non-threatening, real-life contexts.

On a personal level, students must confront their fears and take proactive steps to overcome them. Building confidence through consistent practice, setting realistic language goals, and seeking help when needed are essential strategies. Recognizing that language learning is a gradual process and embracing mistakes as part of the journey can also alleviate anxiety and foster resilience.

Indeed, the English language anxiety poses significant challenges to university students, affecting their academic performance and communication skills. It is a complex issue that requires awareness, understanding, and action from both educators and students. By addressing the root causes of ELA and fostering supportive environments, universities can empower students to overcome their anxieties, unlock their potential, and achieve success in their academic and professional endeavors.

Cherry Sinas Tolano has nearly nineteen years of teaching experience, seventeen of which were spent in public schools and two years as a teacher of English as a Second Language (ESL). She holds a Bachelor of Secondary Education with a major in English and a Master of Arts in English. Currently, she is an Assistant Professor IV, Focal Person for Quality Assurance and Accreditation, and Academic Department Head at Benguet State University-Bokod Campus. In these roles, she contributes to the ongoing improvement and development of the College of Education, allowing her to foster a collaborative environment focused on achieving academic excellence.

Travel Article

Discovering Malungon Falls: A Hidden Paradise in Zamboanga Sibugay by Tadeo B. Titom, Jr.



Nestled within the lush landscapes of Malungon, Tungawan in Zamboanga Sibugay lies a breathtaking gem that promises adventure and tranquility: Malungon Falls. A journey to this stunning waterfall is not just a trip; it's an experience that unfolds with every winding road and breathtaking view. Reaching Malungon Falls is an adventure in itself. From the municipality of Tungawan, travelers must navigate a rugged 25-kilometer path that leads to Barangay Malungon. From there, it's a further 16 kilometers to Sitio Mosom, where the falls await. The road, with its ups and downs, adds an element of thrill, as it weaves through verdant hills and scenic vistas. Each turn reveals more of nature's beauty, building anticipation for the reward that lies ahead.

As you approach Malungon Falls, the sound of cascading water becomes a siren call, drawing you into a world of serenity. The falls, towering like a three-story house, plunge into a crystal-clear pool below, creating a mesmerizing spectacle. Surrounded by lush greenery and towering trees, this hidden paradise feels untouched by time, offering a perfect escape from the hustle and bustle of daily life.

For those who love to capture their adventures, Malungon Falls is nothing short of an Instagrammer's dream. The landscape's vibrant colors, the shimmering water, and the dramatic hill backdrop create a stunning tableau that screams for photography. Whether you're posing under the falls or taking in the view from a distance, every angle offers a picture-perfect moment.

The experience of visiting Malungon Falls is enhanced by the opportunity for adventure. The climb to the falls can be challenging; the moist rocks require careful navigation. However, the effort is worth it. Once you reach the base, the refreshing spray of the water invigorates your spirit, and the allure of diving into the cool pool below is irresistible. It's an experience that captivates the senses, leaving visitors feeling rejuvenated and alive.

Malungon Falls is more than just a destination; it's a celebration of nature's beauty and adventure. For those willing to make the trek, this hidden paradise offers a unique encounter with the wonders of the natural world. Whether you're in search of tranquility, adventure, or the ideal photo opportunity, Malungon Falls is an essential destination that ensures lifelong memories. So pack your bags, gather your friends, and embark on a journey to discover the magic of Malungon Falls.

Tadeo B. Titom, Jr., is Teacher III at Malungon Elementary School in Tungawan, Zamboanga Sibugay. His commitment to lifelong learning is evident in his pursuit of further studies—having completed 30 units in his Master of Arts in Education (MAEd) program.

Scholarly Article

Technology Integration in Elementary Education: Opportunities and Challenges in the Philippine Context *by Denber S. Agabao*

The rapid advancement of technology has significantly influenced education worldwide, and the Philippines is no exception. In elementary schools, technology integration presents both opportunities and challenges in improving the quality of education. The Department of Education (DepEd) has made strides in incorporating digital tools into the curriculum, particularly after the pandemic highlighted the need for remote learning solutions. However, despite these efforts, many schools—especially those in rural and underprivileged areas—still face obstacles in effectively utilizing technology.

Opportunities of Technology in Elementary Education

One of the biggest advantages of technology in elementary education is its ability to enhance student engagement. Interactive learning platforms, educational videos, and gamified lessons make learning more enjoyable and effective. Young learners benefit from digital tools that encourage creativity and critical thinking, as they are naturally curious and easily drawn to visual and interactive content. Applications such as DepEd Commons, Google Classroom, and mobile learning apps allow students to explore subjects in a more dynamic way, making education accessible even outside traditional classroom settings.

Another opportunity brought by technology is the facilitation of personalized learning. With digital resources, teachers can provide differentiated instruction to cater to students with varying learning paces and styles. Struggling students can access additional exercises and tutorials, while advanced learners can explore more complex topics. Technology also aids in inclusive education, as assistive tools such as text-to-speech software and digital Braille resources support students with disabilities.

Furthermore, technology fosters collaboration among teachers, students, and parents. Online learning platforms enable real-time communication and feedback, allowing parents to track their children's progress. Teachers, on the other hand, can connect with fellow educators across the country to share best practices, strategies, and resources. Virtual training sessions and professional development webinars have become more common, equipping teachers with updated knowledge and teaching methods.

Challenges in Technology Integration

Despite its potential, the integration of technology in Philippine elementary schools is not without challenges. The digital divide remains a pressing issue, as access to devices and stable internet connections is not equal across all communities. In many rural areas, schools struggle with poor infrastructure, and students lack the necessary gadgets to participate in digital learning. While urban schools may have access to modern technology, many public schools in the provinces still rely on traditional methods due to insufficient resources.

Another significant challenge is the lack of teacher training and preparedness in utilizing technology for instruction. Many educators, especially those who were trained before the digital age, find it difficult to adapt to technology-based teaching. While DepEd has conducted training programs, some teachers still lack confidence in integrating digital tools into their lessons.

Without adequate training, educators might not fully utilize technology, leading them to return to traditional teaching methods.

Additionally, cybersecurity and responsible digital usage are growing concerns. Growing online activities expose young students to risks like cyberbullying, misinformation, and inappropriate content. Schools must ensure that students develop digital literacy skills, including responsible internet use and online safety. Educators and parents play a crucial role in guiding children on how to navigate the digital world securely and ethically.

Moving Forward

To address these challenges, the government and education stakeholders must work together to ensure equal access to technology, especially in marginalized communities. The provision of low-cost tablets, improved internet infrastructure, and sustainable digital learning programs can help bridge the gap. Continued teacher training and digital literacy programs for both educators and students are also essential to maximize the benefits of technology in elementary education.

While technology presents various challenges in its integration, its potential to transform learning experiences for young Filipino students cannot be ignored. With the right policies, resources, and training, the Philippines can create a more inclusive, engaging, and effective educational system that prepares students for the digital future.

Denber S. Agabao is Teacher III at Gen. Gregorio del Pilar Elementary School. He graduated Master of Arts in Christian Education major in Educational Leadership and Management at Manila Theological College and has already obtained 45 units in Doctor of Philosophy in Theology major in Educational Leadership and Management at Manila Theological College.

