

## Teaching with Purpose: A Commitment to Student Empowerment

**Ms. Jennifer Montenegro-Villanueva**

**Isabela State University**

**Echague, Isabela**

[jennifer\\_villanueva85@yahoo.com](mailto:jennifer_villanueva85@yahoo.com)

*“As an educator, I have a clear mission: to teach with purpose, mentor with compassion, and lead with integrity.”*



*Jennifer Montenegro-Villanueva is an Assistant Professor and a passionate academic who aspires to become an acclaimed author and researcher. A Cum Laude graduate of Bachelor of Science in Business Administration, majoring in Management, from Isabela State University (2004), she completed her Master's in Business Administration at the same university (2015). She holds a Professional Teaching License (Board for Professional Teachers, 2015) and is also a candidate for a Doctor of Business Management at Saint Paul University of the Philippines. Ms. Villanueva has extensive experience in curriculum delivery, student mentoring, and academic program implementation. Her service record reflects steady professional advancement and a long-standing commitment to her institution and students.*

*Now, she is channeling her passion for writing research that is sought-after, focused on human resource management, higher education, social research, and impact assessment, which is indispensable for the business industry and various stakeholders. Residing in Jones, Isabela, she balances her academic career with family life; she is married to Marlon R. Villanueva, a government employee, and is mother to three sons: Marc Joshua, Marc Joseph, and Marcus John. Jennifer remains dedicated to advancing quality instruction, applied research, and community-responsive education. She has recently published a book entitled: *The Fundamentals of Compensation Administration: A Practical Guide for Human Resource Leaders*. She also won the Best Essay in English award, published in *The Spectrum*, Vol. 1, Issue 1, 2025, and presented at the Waya Function Room, Acacia Hotel, Alabang, Muntinlupa City.*

Teaching Purposefully: Empowering Our Students

### Introduction

When they see how much I value and strive for continuous growth in my studies, they realize that education never really ends — it's a continuous process. As part of that process of continual growth through education,

my goal is to provide my students with the tools they need to develop an attitude of perseverance and foster curiosity for knowledge.

My research also guides me in creating curriculum relevant to today's challenges facing managers, such as digital transformation, sustainability, and global competition (WEF, 2023). By incorporating current research into my teaching practices, I help my students keep pace with a constantly changing economy.

Institutional engagement and program implementation are also key components of teaching with purpose, as they can each affect students' outcomes beyond the individual classroom setting. One of the most significant goals of higher education institutions should be quality assurance through program alignment to advance students' success in achieving their educational/occupational goals (Commission on Higher Education-Philippines, 2024).

Being involved in curriculum development, assessing student learning outcomes, and serving on academic committees gives me the opportunity to advocate for the student voice and help facilitate positive change for students. Empowering students at the institutional level requires ensuring that institutional policies and programs actually support student success and development.

I believe that collaborative effort positively contributes to the institutional culture. When faculty collaborate in developing academic programs, students benefit from a more cohesive learning experience.

Reflection is essential to teaching with purpose. According to Heifetz et al. (2024), adaptive leadership is about letting go of the past and learning

to grow in a climate of complexity. In education, adapting to the situation is necessary because students continue to grow and how they learn changes, new technology comes into play, and how businesses want their employees to work (i.e., how they must be trained).

After each semester, I review the results of students' course evaluations and their achievement of expected learning outcomes, which allows me to reflect on my instructional approaches. When we reflect, we make better decisions regarding adjusting our instruction, which demonstrates humility — being open to change and improvement.

Continuing professional development through conference attendance and professional reading equips me to maintain instructional relevance. UNESCO (2024) states that lifelong learning can help enhance the effectiveness of educators and their institutions.

### **Empowering Students to Thrive in a Global Society**

The global labor market is evolving rapidly. Skills such as digital literacy, critical thinking, and adaptability are considered essential, as suggested by the World Economic Forum (2023, 2025). As an educator in higher education, I purposely incorporate these skills into my lessons with my students.

To empower students, I must prepare them not just for jobs but also for leadership roles. I promote ethical decision-making and encourage students to take on social responsibility. Business education should provide the knowledge and skills needed for sustainable & inclusive economic growth.

I feel fulfilled as an educator when a student graduates from my programs with the confidence, knowledge, and integrity to lead others.

### **Personal Reflections on Teaching with Intention**

Looking at how far I have come in my educational career (from graduating Cum Laude at Isabela State University to becoming an Assistant Professor and now a PhD candidate) I have learned that empowerment starts from within. The more I grow as an academic, the better I am able to help others grow.

There are challenges in balancing my work as a doctoral student with my teaching commitments, but they also strengthen my resilience. To have such dedication and love of teaching, you must teach with intention.

I feel fulfilled as an educator when students tell me how much confidence they have now, when they successfully defend research proposals, or when they get a good job. Each time this happens to my students, I am reassured that education can change lives.

### **Conclusion**

My commitment to teaching with purpose remains strong. I strive to empower students through excellence in academia, licensure as professionals, reflective practices & mentorship, and through research.

While I continue on my journey to becoming a respected author and researcher, my understanding of the power of education in helping people is firmly rooted. Empowerment is not a singular event, but rather a long-term commitment to motivating, helping, mentoring, or inspiring learners.

As an educator, I have a clear mission: to teach with purpose, mentor with compassion, and lead with integrity; thus, raising the standard of excellence at my university and supporting the success of the students entrusted to my care.

Biggs, J., & Tang, C. (2024). *Teaching for quality learning at university* (5th ed.). McGraw-Hill Education.

Commission on Higher Education Philippines. (2024). *Higher education quality assurance framework 2024*. CHED.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Department of Education Philippines. (2023). *Philippine professional standards for teachers: Updated framework*. DepEd.

Heifetz, R., Grashow, A., & Linsky, M. (2024). *Adaptive leadership in complex environments*. Harvard Business Review Press.

Organisation for Economic Co-operation and Development. (2025). *The future of higher education institutions*. OECD Publishing.

Times Higher Education. (2026). *Global university performance metrics report 2026*. THE.

UNESCO. (2024). *Reimagining higher education for sustainable futures*. UNESCO Publishing.

World Economic Forum. (2023). *The future of jobs report 2023*. WEF.

World Economic Forum. (2025). *Global skills outlook 2025*. WEF.