

## **Scholarship Recommendation Form**

**Instructions:** Thank you for being a recommender for the PCAFPD scholarship. Recommendations are used as part of the selection process. Please type your information below and provide a digital copy to the applicant for submission. Hand written responses will not be accepted.

### Recommender Information

Name: Jenevie G. Arimbuyutan

Relationship to applicant: Research Adviser/Teacher

Organization/School: Luis Y. Ferrer Jr. Senior High School

Email address: jenevie.arimbuyutan@deped.gov.ph

Applicant Information: Use additional pages as needed

Name: Guilfred M. Murillo

Current School: University of the Philippines - Diliman

### Recommendation

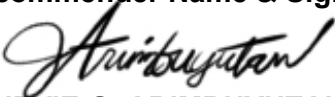
**PCAFPD scholars are chosen on the basis of their financial need, academic performance, and commitment to community service and leadership. As the applicant's reference, please describe the applicant's demonstrated leadership skills, accomplishments, and impacts on your community and any other relevant information you feel the committee should know about the applicant.**

Among the many students I have mentored as a Practical Research teacher and research adviser, there are only a few whose growth has stayed with me long after the school year ended. Guilfred M. Murillo is one of those students. It is for this reason that I write this recommendation with complete confidence and genuine pride.

When Guilfred entered my Practical Research class, his potential was immediately apparent. He was intellectually curious, exceptionally articulate, and already possessed an impressive background in science research. He was the kind of student who was never afraid to ask questions and who genuinely enjoyed the process of discovering new knowledge. Yet I also recognized something that experience has taught me to notice in promising young researchers. Talent alone is never enough. Research demands discipline, humility, integrity, and respect for the scientific process as much as it requires intelligence.

One classroom incident became a defining moment in his development. During a discussion on research validation, I was helping the class identify experts whom they could approach to evaluate their research instruments. Guilfred casually claimed to know one of the individuals I had mentioned, only to admit moments later that he had been joking. It may have appeared to others as a harmless remark, but I chose to address it seriously. I reminded him, and the rest of the class, that credibility is one of the foundations of research. A researcher cannot afford to be careless with words, especially when asking professionals to lend their expertise. I told him that he possessed exceptional ability, but that ability would amount to very little without seriousness and respect.

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Many students remember correction only because of the embarrassment it brings. Guilfred remembered it because he chose to learn from it.

From that day onward, I witnessed a remarkable change in the way he carried himself. He became more attentive during discussions, more deliberate in his decisions, and more receptive to constructive criticism. Rather than allowing that experience to discourage him, he transformed it into motivation to become a better student and a better researcher. As an educator, those moments are far more rewarding than seeing a student earn high grades, because they reveal genuine maturity and character.

Recognizing that growth, I intentionally entrusted Guilfred with responsibilities beyond those expected of a typical student. I asked him to assist in reviewing research abstracts submitted by other STEM groups and to help refine their work before presentation. These responsibilities were not assigned simply because he was capable of completing them. I wanted him to understand that academic rigor is not measured solely by personal achievement but also by one's willingness to elevate the work of others. He accepted these responsibilities with diligence and humility, offering thoughtful suggestions and patiently helping fellow students improve their research outputs. It was evident that he had begun to understand that leadership in research is grounded in service rather than recognition.

As his adviser, I also had the opportunity to witness his commitment beyond the classroom. Every revision, consultation, and presentation reflected increasing attention to detail and a stronger appreciation for the discipline required in scientific inquiry. His perseverance eventually culminated in his team's becoming the *Overall Champion* of the LuiSalikSeek Research Competition for the STEM Strand, earning a perfect score of 100 in the oral presentation. For me, that achievement represented far more than a trophy. It was tangible proof of how much he had grown from the student I first met into a researcher who prepared thoroughly, communicated confidently, and respected every stage of the research process.

Although my formal role as Guilfred's research adviser concluded after his senior high school years, I have continued to follow his academic journey with great pride. It has been deeply rewarding to witness him sustain the same commitment to scientific inquiry that we cultivated in the classroom. Most recently, he and his team once again distinguished themselves during the 3rd International Research Gala GabFest, receiving multiple international recognitions for the quality of their research paper and oral presentations. Beyond these, I have watched him consistently represent our institution in various local, national, and international research conferences, where his work has earned numerous awards for research excellence, scientific writing, and oral presentation. Seeing him continually refine his skills and receive recognition from different academic communities reassures me that his growth did not end when he left my classroom. Instead, it confirmed that he had embraced the values of intellectual curiosity, research integrity, perseverance, and humility that every educator hopes to instill in a young researcher.

As his former adviser, I take pride not simply in the awards he has accumulated, but in the person he has become. Every new accomplishment reminds me that the student I once challenged to take research more seriously has grown into an inquisitor who continues to pursue excellence, welcomes constructive criticism, and remains committed to using scientific research in service of others.

Beyond his accomplishments, Guilfred has consistently expressed a sincere desire to use science for purposes greater than personal success. Throughout our conversations, he often spoke about pursuing Chemistry at the University of the Philippines Diliman, advancing into graduate studies, and contributing to

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Philippine scientific research that addresses the country's own needs. His aspirations are rooted not in prestige but in service. He hopes to participate in research that strengthens local innovation, improves healthcare, and creates opportunities for future generations of Filipino scientists. As his adviser, I have found these ambitions to be both genuine and consistent with the way he has conducted himself throughout his research journey.

Equally important, I am aware of the financial circumstances under which Guilfred has pursued his education. Despite these challenges, I have never seen him use hardship as an excuse to lower his standards. Instead, he has consistently sought opportunities to grow, represent our institution with excellence, and contribute positively to the academic community. His perseverance in the face of adversity has only strengthened my confidence that he possesses the resilience necessary to succeed in higher education.

Looking back, I no longer think first of the student who once needed a difficult lesson inside my classroom. I think of the young researcher who accepted that lesson with humility and chose to become someone better because of it. As educators, we hope that our students leave us carrying more than knowledge. We hope they leave with integrity, discipline, compassion, and the courage to keep improving. Guilfred embodies those qualities.

For these reasons, I offer my highest recommendation for Mr. Guilfred M. Murillo as a recipient of the PCAFPD Scholarship. I am confident that he will maximize every opportunity this scholarship provides and will continue to develop into a scientist whose work, leadership, and character will contribute meaningfully to the advancement of our country. I recommend him wholeheartedly and without reservation.

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