Original Research Article

**PLANNING LIFESTYLE AND REGENERATING THE POTENTIAL OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS: A DESCRIPTIVE STUDY**

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ABSTRACT

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| This study aimed to examine the significant relationship between planning lifestyle and regenerating the potential of public elementary school teachers. Specifically, it assessed the level of planning lifestyle and regenerating the potential. Moreover, it aimed to examined the significant relationship between planning lifestyle and regenerating the potential and identified which domains of planning lifestyle significantly influenced regenerating the potential of teachers. A descriptive-correlational research design was employed, involving 141 public elementary school teachers in Malalag District, Division of Davao Del Sur. Data were collected through a validated and pilot-tested questionnaire using face-to-face survey administration. Statistical analyses, including mean, standard deviation, Pearson product-moment correlation, and multiple linear regression, were applied to analyze the data. Results revealed that both the level of planning lifestyle and the level of regenerating teacher potential were rated very high among respondents. Correlation analysis indicated a significant positive relationship between planning lifestyle and the regeneration of teacher potential. Furthermore, multiple regression analysis revealed that the domains of influence and participation significantly influenced the regeneration of teacher potential, while accountability did not show a significant effect. These findings underscore the importance of empowering teachers to make strategic decisions and actively participate in school planning processes as key drivers of their sustained professional vitality. Focused initiatives that promote teacher agency and collaborative involvement are essential for fostering a resilient and adaptive teaching workforce. Practically, the results suggest that school leaders and policymakers should design programs that cultivate teacher leadership and encourage inclusive planning activities, as these contribute directly to enhancing motivation, morale, and long-term professional effectiveness in the classroom. |

*Keywords*: Planning Lifestyle, Regenerating Potential, Public Elementary Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Planning a healthy lifestyle and regenerating the potential of teachers are crucial elements that significantly influence the quality of education and the overall well-being of educators. A well-structured lifestyle allows teachers to maintain a healthy balance between their professional responsibilities and personal lives, helping them sustain the physical, emotional, and mental energy necessary to perform their duties effectively. Prioritizing self-care, time management, and healthy habits can reduce stress and burnout—two common issues that hinder teachers’ ability to engage and inspire students meaningfully.

According to Node (2024), there is a projected shortfall of 44 million teachers in primary and secondary education by 2030, with sub-Saharan Africa alone needing 15 million. The report underscores the importance of international collaboration and investment to empower, recruit, train, and retain teachers within resilient and adaptive education systems. Complementing this, Rudik and Onyshchuk (2024) highlights the emerging role of digital technologies—such as artificial intelligence and online learning platforms—in supporting teacher professional development. Though still in the early stages, the integration of digital tools has the potential to alleviate workload pressures and equip teachers with the skills required to meet evolving educational demands.

These global developments affirm that regenerating teachers’ potential involves more than just technical training—it encompasses ongoing professional development, reflective practice, and skills enhancement. These processes empower teachers to stay updated with innovative teaching strategies and better respond to the changing needs of learners. By investing in the holistic growth of teachers, schools foster not only more effective instruction but also a more supportive and enriching learning environment for students (Kavanagh, 2019).

In the Philippine context, planning lifestyle and renewing the potential of teachers are equally vital for developing a sustainable, motivated, and high-performing teaching workforce. Teachers serve as the cornerstone of educational success, and their personal well-being directly affects their ability to lead, mentor, and inspire learners. By intentionally cultivating a healthy lifestyle—including exercise, balanced nutrition, rest, and stress management—teachers are better equipped to meet the multifaceted demands of the profession (Leander, 2022).

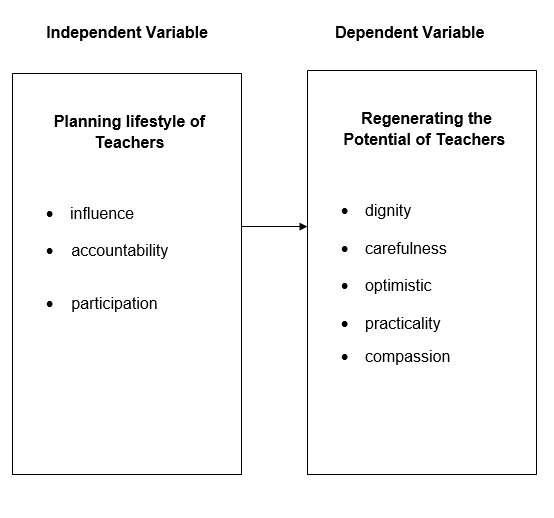
Regenerating teacher potential in the Philippines involves a commitment to lifelong learning, continuous training, and the adoption of innovative pedagogical practices. When educators embrace professional renewal, they become more responsive to new challenges and teaching trends, thereby enhancing student engagement and achievement. This process also leads to the creation of more dynamic classrooms where learners thrive academically, emotionally, and socially (Dahleb et al., 2024).

In Malalag District, Division of Davao Del Sur, particularly in urban settings, the importance of planning lifestyle and regenerating teacher potential is especially pronounced. Educators here face the dual burden of high expectations and limited support, making them vulnerable to stress, fatigue, and reduced performance. Pranitasari (2020) found that effective leadership and strong work commitment among school heads significantly improve teacher morale, suggesting that supportive leadership can boost teacher motivation and job satisfaction.

Supporting this view, Bustamante and Chagas (2022) conducted a case study on the implementation of the Teacher Induction Program (TIP) in the same district. Their findings emphasized the importance of structured support and mentorship, aligning with Human Capital Theory and Employee Engagement Theory. Similarly, Wang’ombe (2023) discovered a strong positive correlation between collaborative leadership and the quality of work life among school heads, further affirming the role of leadership in shaping a supportive work environment for educators.

Planning a healthy lifestyle allows teachers to take charge of their physical, emotional, and mental health. Setting clear priorities, managing time wisely, and engaging in self-care practices—such as physical activity, mindfulness, and hobbies—foster energy, focus, and resilience. Meanwhile, regenerating teacher potential involves nurturing a growth mindset, engaging in professional learning opportunities, and remaining open to innovation. These efforts not only strengthen individual teaching practices but also revitalize classroom dynamics and school culture (Bednar, 2019; Guillermo, 2019).

In light of these considerations, the researcher is motivated to conduct this study to examine whether lifestyle planning and the renewal of professional potential contribute positively to the well-being of teachers, students, and school administrators in public elementary schools in Malalag District, Division of Davao Del Sur. Furthermore, the study aims to determine whether these factors are essential drivers of school improvement. The researcher envisions that the findings will provide valuable insights to inform future administrative policies and foster a more sustainable, resilient, and effective teaching workforce.

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**Figure 1:** Conceptual Framework of the Study

The conceptual framework illustrates the relationship between the planning lifestyle of teachers as the independent variable and the regeneration of their potential as the dependent variable. The planning lifestyle of teachers is composed of three key elements: influence, accountability, and participation. These components represent the extent to which teachers actively engage in planning processes, take responsibility for their roles, and exert positive influence within their professional environments. On the other hand, regenerating the potential of teachers refers to revitalizing their professional qualities and is measured through five dimensions: dignity, carefulness, optimism, practicality, and compassion. These attributes reflect a teacher's ability to maintain professionalism, approach tasks with thoughtfulness, remain positive, act with realism, and demonstrate empathy in educational settings. The framework suggests that a well-developed planning lifestyle among teachers can significantly contribute to enhancing these core aspects of their potential, thereby fostering continuous professional growth and improved performance.

**1.1 Statement of the Problem**

This study aimed to determine the level of planning lifestyle and regenerating the potential of teachers of public elementary school in Malalag District, Division of Davao Del Sur. Specifically, this study sought answers to the following questions:

1. What is the level of the planning lifestyle of public elementary school teachers in terms of:

1.1influence,

1.2 accountability, and

1.3 participation?

2. What is the level of the regenerating potential of teachers of public elementary schools teachers in terms of:

1.1 dignity,

1.2 carefulness,

1.3 optimistic,

1.4 practicality, and

1.5 compassion?

3. Is there a significant relationship between the level of planning lifestyle and regenerating the potential of teachers at public elementary school?

4. Which domains of planning lifestyle significantly influence regenerating the potential of teachers at public elementary school in Malalag District, Division of Davao Del Sur?

**1.2 Hypotheses**

Ho1. There is no significant relationship between the level of planning lifestyle and regenerating the potential of teachers of public elementary schools.

Ho2. None of the domains of planning lifestyle significantly influences the regenerating potential of public elementary school teachers.

2. methodology

**2.1 Research Design**

This study employed a descriptive quantitative research design, which was deemed appropriate for examining the extent to which planning lifestyle and regenerating the potential of teachers manifest among public elementary school educators. This design enabled the researcher to systematically gather and analyze data on the current practices, behaviors, and perceptions of teachers regarding their lifestyle planning and professional renewal. As Remler and Van Ryzin (2021) emphasized, descriptive research is instrumental in portraying an accurate profile of individuals, events, or situations, particularly when the goal is to describe existing conditions rather than to establish causal relationships. In this context, the descriptive approach provided a clear snapshot of how teachers manage their physical, emotional, and professional well-being and how these factors contribute to their overall effectiveness. The findings of this study aim to inform school leaders, policymakers, and teacher development programs on the importance of supporting educators’ holistic wellness and growth, especially within the context of the Malalag District, Division of Davao Del Sur.

**2.2 Research Respondents**

The respondents of this study were 141 out of 218 teachers of public elementary schools in the Malalag District, Division of Davao del Sur, determined using Slovin’s formula with a 95% confidence interval and a 5% margin of error. The researcher used simple random sampling to select the respondents, ensuring that each teacher within the study area had an equal chance of being chosen. These teachers were evaluated based on their level of planning lifestyle and the regeneration of their potential as public elementary school teachers. All respondents had served at least three years in public schools. They were selected from various schools in the Malalag District, Division of Davao del Sur, through simple random sampling. This study was conducted during the school year 2024–2025.

**2.3 Research Instrument**

The research instrument used to gather data was a survey questionnaire modified by the researcher based on the concepts of various authors. The questionnaire was contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the thesis adviser and three expert validators who evaluated its content. The questionnaire was composed of 45 items, covering 9 indicators. The structured format of the questionnaire allowed for systematic data collection, enabling the researcher to gather quantitative data that could be analyzed in relation to the study's objectives.

Each indicator consisted of 5 items. A Likert scale was adopted to determine the planning lifestyle and regeneration of the potential of public elementary school teachers in Malalag District, Division of Davao Del Sur. Pilot testing was conducted with 30 teachers from Mahayag National High School, which is within the same district. The Cronbach’s alpha was 0.968 for the Planning Lifestyle Scale and 0.994 for the Regenerating the Potential Scale.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution’s Ethics Review Committee to ensure the protection of participants' rights and full compliance with research ethics. Subsequently, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within Manay District, authorizing the conduct of the study in their respective schools.

# With all required permissions in place, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. During the pilot testing, participants were clearly informed about the purpose of the study and given detailed instructions on how to accomplish the questionnaire. Based on their feedback, the instruments were refined to improve clarity and ensure alignment with the study’s objectives. The finalized survey questionnaires were then administered to 136 public elementary school teachers, selected through stratified sampling. After completion, the researcher personally collected the responses. The gathered data were then forwarded to a professional statistician for tallying, tabulation, and statistical analysis in accordance with the study’s research questions and objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of informative expedient learning practices and professional ontogeny among public elementary school teachers. It provided an overall summary of the respondents’ ratings across specific items and domains, revealing general trends in their teaching practices and professional development efforts.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to examine the degree of relationship between informative expedient learning practices and the professional ontogeny of teachers. It enabled the researcher to assess whether a statistically significant linear correlation existed between these two variables.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific domains of informative expedient learning practices significantly predicted the professional ontogeny of teachers. It helped identify which aspects of these instructional practices most strongly contributed to teachers’ ongoing professional growth and development within the public elementary school setting.

3. results and discussion

**3.1 Level of Planning Lifestyle among Public Elementary School Teachers**

Table 1. *Level of Planning Lifestyle among Public Elementary School Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Influence | | 0.39 | 4.74 | | Very High |
| Accountability | | 0.67 | 4.45 | | Very High |
| Participation | | 0.48 | 4.63 | | Very High |
| **Overall** | **0.39** | | **4.62** | **Very High** | | |

Presented in Table 1 is the summary of the domains in the level of planning lifestyle among public elementary school teachers, based on the mean scores and standard deviations.

The domain influence received the highest mean of 4.74, categorized as very high, followed by participation with a mean of 4.63. Accountability ranked third with a mean of 4.45, still categorized as very high. The overall mean of 4.62 is described as very high, indicating that teachers consistently demonstrate strong planning lifestyle traits across all domains. The overall standard deviation of 0.39 suggests relatively consistent responses, with most perceptions clustered closely around the mean.

This finding implies that public elementary school teachers actively embody influence and participation in their planning lifestyle, shaping positive and collaborative educational environments. Although accountability scored slightly lower, it remains very high, reflecting teachers’ strong sense of responsibility and integrity. Fostering these domains collectively can further enhance teachers’ effectiveness in educational planning and implementation.

This finding validates the study of Doyle (2023), who emphasized that a strong planning lifestyle among teachers is essential for effective classroom management and student success. Their research demonstrated that educators who actively plan and organize their instructional strategies create more engaging and structured learning environments. Similarly, Mukuna (2023) found that teachers with well-developed planning habits are better equipped to anticipate challenges, manage resources efficiently, and adapt to changing educational needs. Furthermore, Ghamrawi et al. (2024) argued that a strong planning lifestyle fosters professional growth by encouraging reflection and continuous improvement in teaching practices

**3.2 Level of Regenerating the Potential among Public Elementary School Teachers**

Table 2. *Level of Regenerating the Potential among Public Elementary School Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Dignity | | 0.49 | 4.64 | | Very High |
| Carefulness | | 0.42 | 4.73 | | Very High |
| Optimistic | | 0.38 | 4.86 | | Very High |
| Practicality | | 0.56 | 4.49 | | Very High |
| Compassion | | 0.47 | 4.69 | | Very High |
| **Overall** | **0.34** | | **4.70** | **Very High** | | |

Presented in Table 2 is the summary of the domains in the level of regenerating the potential among public elementary school teachers, based on the mean scores and standard deviations.

The domain optimistic received the highest mean of 4.86, categorized as very high, followed by carefulness with a mean of 4.73. Compassion ranked third with a mean of 4.69, while dignity had a mean of 4.64. The domain practicality recorded the lowest mean of 4.49, still categorized as very high. The overall mean of 4.70 is described as very high, indicating that teachers consistently exhibit strong qualities in regenerating their potential across all domains. The overall standard deviation of 0.34 reflects a high degree of consistency in teachers’ responses, showing closely clustered perceptions across the domains.

This finding suggests that public elementary school teachers possess a robust capacity for self-renewal and personal growth, particularly in optimism and carefulness. Their strong emphasis on compassion and dignity further highlights their commitment to fostering supportive and respectful educational environments. Although practicality scored slightly lower, it remains very high, indicating thoughtful and measured decision-making. Strengthening these domains holistically can enhance teachers’ resilience and effectiveness, ultimately contributing to improved educational outcomes and professional sustainability.

This finding corroborates the study of Tarigan (2024), who emphasized that regenerating the potential in teachers fosters continuous personal and professional growth essential for educational excellence. Their research demonstrated that educators who actively nurture their inner strengths and capabilities contribute significantly to sustained motivation and improved teaching practices. Similarly, Aizenberg and Tamir (2024) found that teachers who engage in self-renewal practices are better equipped to adapt to changing educational demands and inspire their students. Moreover, Diab and Green (2024) highlighted that regenerating the potential cultivates resilience and innovation, enabling teachers to overcome challenges and maintain high performance.

**3.3 Significant Relationship Between the Level of Planning Lifestyle and Regenerating the Potential of Public Elementary School Teachers**

Table 3. *Significant Relationship Between the Level of Planning Lifestyle and Regenerating the Potential of Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Planning Lifestyle | 4.62 | 0.39 | 0.878 | 0.770 | High | 0.000 | Reject Ho1 |
| Regenerating the Potential | 4.70 | 0.34 |

Presented in Table 3 is the correlation analysis between the level of Planning Lifestyle and Regenerating the Potential among public elementary school teachers.

The relationship between these two variables shows a correlation coefficient (r) of 0.878 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between planning lifestyle and regenerating the potential. The coefficient of determination (R²) of 0.770 suggests that approximately 77.0% of the variation in Regenerating the Potential can be explained by the level of Planning Lifestyle. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that there is a significant relationship between the level of Planning Lifestyle and Regenerating the Potential.

This finding suggests that teachers who exhibit a strong planning lifestyle are highly likely to demonstrate greater potential for regeneration in their professional roles. The strong positive relationship highlights the importance of effective planning in enhancing teachers’ capacity for growth and development. Encouraging the cultivation of a robust planning lifestyle may contribute to sustaining and improving the professional potential of public elementary school teachers.

This finding echoes the study of Doll and Song (2023), who highlighted a significant relationship between teachers’ planning lifestyle and their ability to regenerate potential within educational settings. Their research showed that educators who engage in effective planning are better equipped to foster growth, resilience, and continuous improvement among themselves and their students. Similarly, Jaunzems Fernuk (2020) emphasized that a well-developed planning lifestyle enhances teachers’ capacity to nurture positive attitudes such as optimism, carefulness, and compassion, which are crucial for sustaining motivation and professional growth. Additionally, Purwanto et al. (2023) found that teachers’ deliberate planning practices are strongly linked to their overall potential for innovation and effective classroom management, ultimately contributing to improved student outcomes and school development. Furthermore, these findings suggest that a structured approach to planning not only elevates individual teacher performance but also enhances the overall educational environment, resulting in a more dynamic and responsive learning experience for students.

**3.4. Domains of the Level of Planning Lifestyle on Regenerating the Potential of Public Elementary School Teachers**

**Table 4.** *Domains of the Level of Planning Lifestyle on Regenerating the Potential of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 0.701 | 0.149 |  | 4.709 | 0.000 | Significant |
| Influence | 0.545 | 0.042 | 0.596 | 12.865 | 0.000 | Significant |
| Accountability | 0.026 | 0.038 | 0.033 | 0.675 | .501 | Not  Significant |
| Participation | 0.279 | 0.042 | 0.376 | 6.621 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** | | | | | | |
| Regenerating the Potential =0.701 + 0.545 (Influence) + 0.279 (Participation) | | | | | | |
| R=0.924; R²=0.853; F=265.919; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining the significant influence of the domains in the level of planning lifestyle, namely influence, accountability, and participation on regenerating the potential of public elementary school teachers. The regression model reveals that two domains, Influence and Participation, significantly contribute to Regenerating the Potential, while Accountability does not show a significant effect.

Among the significant predictors, Influence has the strongest impact on Regenerating the Potential (B = 0.545, Beta = 0.596, t = 12.865, p = 0.000), indicating that teachers who play a strong influential role significantly enhance their capacity to regenerate their potential. Participation also shows a significant positive influence (B = 0.279, Beta = 0.376, t = 6.621, p = 0.000), suggesting that active involvement in school activities further promotes teachers’ professional growth. However, Accountability was found not to have a significant effect (B = 0.026, Beta = 0.033, t = 0.675, p = 0.501).

The regression equation is as follows: Regenerating the Potential = 0.701 + 0.545 (Influence) + 0.279 (Participation). The model explains 85.3% of the variance in Regenerating the Potential (R² = 0.853), with an F-value of 265.919 and a p-value of 0.000, indicating that the overall model is statistically significant.

This implies that teachers’ ability to influence others and their active participation in school activities are essential factors in enhancing their potential for professional growth and development. While accountability is conceptually important, it did not significantly impact the regeneration of potential in this context, highlighting an area that may benefit from further focus and improvement.

This finding aligns with the research of Smith and Gillespie (2023), who highlighted the significant influence of planning lifestyle domains on teachers’ capacity to regenerate potential within educational contexts. Their study demonstrated that domains such as influence and participation play crucial roles in enhancing teachers’ professional growth and effectiveness, while accountability may not always show a direct impact. Similarly, Fu and Zhang (2024) emphasized that teachers who actively engage in influencing their learning environment and participating in school activities tend to foster a more dynamic and resilient educational community. Moreover, Doten-Snitker et al. (2021) found that strong influence empowers teachers to inspire and motivate others, while active participation supports collaboration and shared responsibility, both of which contribute significantly to the regeneration of professional potential. Regarding accountability, Alshukri et al. (2024) suggested that although accountability is a fundamental ethical principle, its influence on professional regeneration may be more subtle or mediated by organizational factors, which could explain the lack of significant direct effect observed in this context.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of planning lifestyle among public elementary school teachers was always observed. This indicates that teachers maintain effective planning habits that enable them to manage their professional responsibilities, contribute meaningfully to their school community, and participate actively in school activities. A strong planning lifestyle supports teachers in achieving their professional and personal goals.

Secondly, the level of regenerating the potential among public elementary school teachers was always observed. This suggests that teachers possess the essential qualities that nurture their professional growth and well-being, enabling them to sustain motivation and resilience in their roles.

Thirdly, a significant relationship between planning lifestyle and regenerating the potential was established, indicating that teachers with higher levels of effective planning are more likely to regenerate their potential. This implies that the ability to plan well correlates strongly with the capacity to refresh and enhance one’s professional competencies and outlook.

Finally, among the domains of planning lifestyle, influence and participation significantly affect regenerating the potential, with influence being the strongest predictor. This underscores the importance of teachers’ active engagement and their ability to impact their educational environment in revitalizing their professional potential. Although accountability did not show a significant influence in this study, its role in professional practice should not be overlooked. These findings highlight the value of fostering strong planning behaviors, particularly through active influence and participation, to sustain teacher development and school improvement initiatives.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering that public elementary school teachers demonstrated a very high level of planning lifestyle, it is recommended that school administrators may provide ongoing support by implementing workshops on effective planning strategies, time management, and collaborative decision-making. They may also create platforms that encourage teacher participation in school governance to enhance their influence. Meanwhile, teachers are encouraged to actively engage in these planning activities, seek leadership roles, and collaborate with colleagues to strengthen their planning skills and contribute meaningfully to school initiatives.

Secondly, since the level of regenerating the potential among teachers was very high, school administrators may promote programs focused on personal and professional growth, such as wellness activities, stress management training, and recognition of exemplary behaviors that reflect dignity, carefulness, optimism, practicality, and compassion. At the same time, teachers are advised to participate actively in these programs, practice self-care, and foster supportive relationships with peers to sustain their motivation and effectiveness in the teaching profession.

Thirdly, given the significant relationship between planning lifestyle and regenerating the potential, school administrators may design integrated professional development that combines planning skills with strategies for regenerating teachers’ potential. This could include leadership training, participatory planning sessions, and mentorship opportunities. Teachers may take initiative in applying these skills in their daily work, participate in professional learning communities, and seek feedback to continuously improve their practice.

Finally, since influence and participation were identified as key domains significantly affecting regenerating the potential, school administrators may create more opportunities for teacher leadership and active involvement in school decision-making processes. They may establish teacher-led committees and collaborative projects to maximize teacher engagement. Teachers may embrace these opportunities to exercise leadership and deepen their involvement in school improvement efforts. Moreover, future researchers are encouraged to investigate other factors that may affect teachers’ potential regeneration, such as emotional intelligence, peer support networks, or community engagement, to provide a more comprehensive understanding of teacher development and school success.

Ethical approval and Consent

The conduct of this study strictly adhered to recognized ethical standards to ensure the protection, dignity, and well-being of all participants. Before initiating data collection, the researcher obtained the necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures followed were grounded in the framework of Pregoner et al. (2025), ensuring compliance with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, and all respondents were fully informed of the study’s purpose, scope, and their right to refuse or withdraw at any point without penalty. Informed consent was secured to confirm participants’ understanding and willingness to take part in the research. To preserve confidentiality, no personally identifiable information was gathered, and all responses were handled with strict confidentiality. The data collected were used solely for academic purposes. These protocols guaranteed that the study was conducted with transparency, ethical integrity, and full professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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