



GUILD OF EDUCATORS IN TESOL INTERNATIONAL

ISSN: 2984-7176 (Print) | 2984-7184 (Online)

MAGAZINE

Student
Well-being

Teacher
Resilience

Social Emotional
Learning

Mental Health

Supportive
Learning
Environment

Self-Care
Technique

Dr. Nelson P. Cabral
ZPPSU President

in the context of
**BUILDING RESILIENCE AND
WELL-BEING IN TEACHERS
AND STUDENTS**

GET INTERNATIONAL RESEARCH JOURNAL

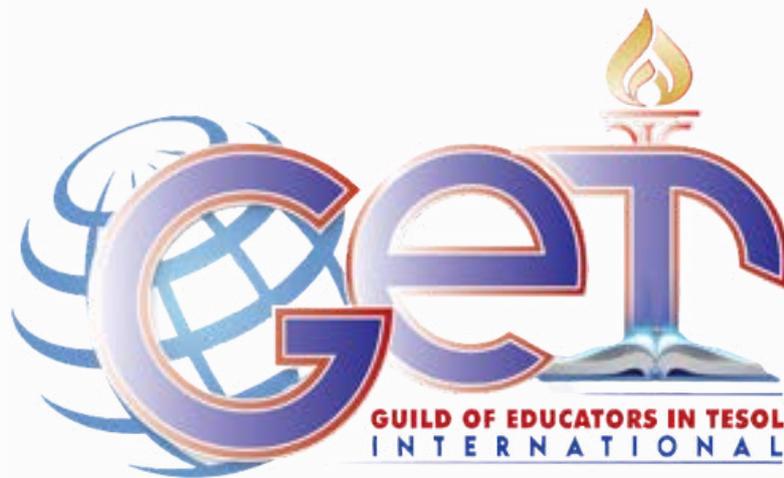
GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

Volume 02 | Issue 01

May 2024

COPYRIGHT 2024

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means; electronic, mechanical, photocopying, recording or otherwise without the prior permission of the author.



Published by GET International
Guild of Educators in TESOL International Institute – Graduate School for
Teachers Inc.
Bulacan - Philippines



GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE is a progressive knowledge generating institution that is internationally -recognized for quality English language trainings, seminar, workshops, and conference. It aims to provide relevant, quality, and accessible seminar; to deliver innovative, and interactive workshops, and, to produce highly competitive and functional trainings for teachers and other professions. GET International Research Journal aims to promote English language education to educators across all disciplines, to provide excellent training in language education through open learning, seminars and workshops, to enable the educators to be expert in the teaching of English to speakers of other languages and to be a leading center of excellence in the continuing professional development for teachers and other professions locally and internationally.



GET INTERNATIONAL RESEARCH JOURNAL IS INDEXED BY:





GET INTERNATIONAL RESEARCH MAGAZINE EDITORIAL BOARD



LEOVIGILDO LITO D. MALLILLIN, PH.D.
EDITOR-IN-CHIEF, GET INTERNATIONAL



MARY MAY Y. ADRIAS
LANGUAGE EDITOR, GET INTERNATIONAL



LOUIE P. GULA, M.ED.
LAY-OUT ARTIST, GET INTERNATIONAL



GET INTERNATIONAL RESEARCH MAGAZINE EDITOR'S NOTE

Welcome to our latest edition of the magazine, where we embark on a captivating journey through the multifaceted realm of education. In this issue, we invite you to delve into the rich tapestry of experiences that shape the lives of teachers and students alike - a tapestry we like to call "Educational Landscapes."

Through the power of the written word, we aim to provide a platform for teachers to explore, express, and celebrate their profound connection with the world of education. Within these pages, you will encounter a diverse collection of pieces that offer a vivid glimpse into the hearts and minds of educators, as they navigate the joys and challenges of their noble profession.

Poetry, with its ability to evoke emotions and provoke introspection, finds its place in our magazine. Poems penned by teachers will capture the essence of their journeys - the moments of inspiration, the weight of responsibility, the connections formed with students, and the profound impact that education can have on shaping young minds and futures.

In the spirit of inquiry and knowledge, our pages will also be adorned with thought-provoking essays. Here, teachers will candidly share their personal experiences and reflections on the triumphs and trials they face within the classroom. Expect to find honest discussions on the strategies that work, the lessons learned, and the ongoing quest for improvement in the noble pursuit of education.

But our exploration doesn't end there. As we strive to remain at the forefront of educational discourse, we shall present research paper abstracts that shed light on current trends and issues shaping the educational landscape. This unique blend of academic rigor and practical application will ensure that our readers gain valuable insights into the latest developments in the field of education.

We believe that by embracing the diversity of voices within the education community, we can gain a deeper understanding of the beauty and complexity of the teaching profession. Through this magazine, we hope to foster a sense of community, providing a forum for educators to share, learn, and grow together.

So, dear readers, prepare to be inspired, challenged, and enlightened as we traverse the "Educational Landscapes" in the pages that follow. We encourage you to open your hearts and minds to the stories, ideas, and experiences that await you.

Thank you for joining us on this captivating journey, and we look forward to embarking on many more with you in the future.

CONTENTS

Featured Story

Empowering Educators, Inspiring Students: Dr. Nelson P. Cabral's Legacy Of Resilience And Well-being Ivy M. Nazareth, PhD	1
---	----------

About the Authors

Elsie T. Alvarado, PhD	4
Rowena C. Largo, EdD	5
Jay-ar S. Bugayong	5
Jonas P. Fabillar, EdD	6
Michael M. Cabiles, EdD	6
Joanie T. Haramain, EdD	7
Rosalie R. Baguio	7
Maria Cristina P. Andrade, EdD	8
Mercibelle A. Del Mundo	8
Socorro S. Lozada, PhD	9
Gladys Zire B. Bauzon	9
Ivy M. Nazareth, PhD	10
Maisora T. Tahil, EdD	11
Raymart Manalo	11
Conrado B. Blando, EdD	12
Sammy Q. Dolba, PhD	12

Best Practices

Disaster Risk Reduction and Management Office Michael M. Cabiles, EdD	13
---	-----------

CONTENTS

Short Stories

- Resiliency in Times of Adversity: Embracing collaboration within Educational Communities** 15
Joanie T. Haramain, EdD
- All This World Needs is a Coffee Bean** 21
Gladys Zire B. Bauzon
- The Garden of Growth** 26
Sammy Q. Dolba, PhD
- Balatong's Path to Resilience: A Journey of Well-Being and Support** 26
Sammy Q. Dolba, PhD

Poems

- Bakas ng Kahapon** 31
Elsie T. Alvarado, PhD
- A Mother's Hidden Love in the Digital Age** 32
Rosalie R. Baguio
- Guro, Ang Lampara ng Tagumpay** 33
Rowena C. Largo, EdD
- Tanglaw ng Kinabukasan** 34
Rowena C. Largo, EdD
- Well-being and Resilience in Learning** 35
Jay-ar S. Bugayong
- Katatagan at Kapakanang Batay sa Pagmamahalan** 36
Jay-ar S. Bugayong
- Just a P.E. Teacher?** 39
Jonas P. Fabillar, EdD
- Three Words to Success** 40
Jonas P. Fabillar, EdD
- The Battle Within** 41
Rosalie R. Baguio
- Time for My Blisswork** 42
Maria Cristina P. Andrade, EdD

CONTENTS

Poems

Hail ZPPSU Hail	43
A Luminous Horizon: Where Hearts Find Safe Harbor Mercibelle A. Del Mundo	
Strength in Numbers: Building Resilience and Well-being in Mathematics Education	44
Mercibelle A. Del Mundo	
Resilience Reborn in Me, My Shining Pathway	45
Socorro Lozada, PhD	
SSL Acrostic	46
Socorro Lozada, PhD	
Resilience Blooms in Science's Embrace	47
Maisora T. Tahil, EdD	
Maisora in Pursuit of Passionate Resilience	48
Maisora T. Tahil, EdD	
Love Beyond Words: A Heartfelt Dedication to the Pillars of My Life	49
Ivy Nazareth, PhD	
Brave Heart, Bright Soul: A Tale of Triumph and Hope	50
Ivy Nazareth, PhD	
Guiding Minds, Nurturing Knowledge: The Teachers' Journey	51
Ivy Nazareth, PhD	
Resilience and Well-being: Navigating Life's Complexities	52
Ivy Nazareth, PhD	
Growth in the Classroom Setting	54
Conrado Blando, EdD	
Cultivating Resilience Together	55
Conrado Blando, EdD	
Piso	56
Elsie T. Alvarado, PhD	
Building Resilience, One Meal at a Time	57
Raymart Manalo	
Food Technology's Art: Resilience and Well-being in Every Bite	58
Raymart Manalo	



Northwestern Mindanao State College of Science and Technology

ADMINISTRATION, FACULTY & STAFF AND STUDENTS

Enhorabuena!

Dr. Nelson P. Cabral

ON YOUR APPOINTMENT AS

FEATURED STORY

June 27, 2023

GREETINGS FROM YOUR ZPPSU FAMILY

Meeting

Dr. Nelson P. Cabral

Dr. Nelson P. Cabral

Dr. Nelson P. Cabral

Zamboanga Peninsula Polytechnic State University
RT Lim Boulevard, Balwasan, Zamboanga City

Congratulations!

DR. NELSON P. CABRAL

Regional Chairperson

Board of Regents, Faculty, Staff, Students and Alumni

JRMSU

Congratulations!

SOLS

PENINSULA POLYTECHNIC STATE UNIVERSITY

Congratulations!

Dr. Nelson P. Cabral

UNIVERSITY PRESIDENT

Chair - PASUC I

MASTS Inc

for Mindanao - PAS

G CONCURRENTLY AS

President - JRMSU

FROM YOUR ZPPSU FA

Dr. Nelson P. Cabral

UNIVERSITY PRESIDENT

ONE OF THE HONOREES FOR
**MINDANAO'S MOST
OUTSTANDING MAN
OF THE YEAR 2022
for Education**

**EMPOWERING EDUCATORS, INSPIRING STUDENTS:
DR. NELSON P. CABRAL'S LEGACY OF RESILIENCE
AND WELL-BEING
IVY M. NAZARETH, PHD**

In a tale of unexpected paths and unwavering dedication, HE, hailing from Siocon, Zamboanga del Norte, emerged as the 10th child among 12 siblings. Initially drawn to a future in medicine, fate intervened through the guidance of an educator-uncle, redirecting him towards a fulfilling journey in teaching. Embracing this shift wholeheartedly, HE found himself immersed in a career that not only fulfilled his aspirations but also paved the way for impactful contributions to the governance of higher education institutions.

Through the years, each challenge encountered served as a stepping stone propelling him forward in his professional trajectory. Transitioning from a behind-the-scene figure to a pivotal role player, HE now stands as a cornerstone of progress and development not only within his institution but across various State Universities and Colleges (SUCs) in Mindanao and the surrounding region. His leadership is characterized by humility, a steadfast commitment to growth, and a notable absence of seeking personal acclaim embodying the essence of resilience and well-being in both educators and learners alike.

Embarking on his governmental journey as a classroom educator, he has since achieved significant milestones culminating in the attainment of a Doctor of Education in Physical Education from the University of Visayas in Cebu City. Furthermore, his academic pursuits led him to acquire 42 units in Doctor of Management with a specialization in Human Resource Management from the same esteemed institution except for completing his dissertation.

Complementing his extensive teaching experiences, he has had the privilege of contributing to the administrative realm as well. Serving in various capacities, he has held the positions of Director for External Affairs, Vice President for External Affairs, and Vice Chairperson of the Bids and Awards Committee at the Zamboanga State College of Marine Sciences and Technology, a sister state-funded institution. These roles have allowed him to dedicate the majority of his time to serving the government and contributing to the well-being of both educators and students.

His wealth of experience extends to serving as the Official/Authorized Representative of the Senate Chairperson of the Senate Committee on Education, Arts, and Culture, the Hon. Senator Edgardo Angara. In this capacity, he has represented the esteemed senator on the Board of Regents/Trustees of several universities and colleges, including Jose Rizal Memorial State University, Sulu State College, Basilan State College, Tawi-Tawi Regional Agricultural State College, and Josefina H. Cerilles State College. These engagements have further enriched his journey in fostering resilience and well-being among teachers and students.

His most recent role was as the Executive Assistant for External Affairs at the Zamboanga State College of Marine Sciences and Technology. With a career spanning over three

decades, he brings a wealth of experience, unwavering commitment, and steadfast dedication to his service in the government sector contributing significantly to the cultivation of resilience and well-being among teachers and students.

In 2017, he was elected as the President of the then-Zamboanga City State Polytechnic College. Since assuming this leadership role, he has left an indelible mark on the lives of countless individuals including students steadfastly fulfilling the institution's mandate even during the challenging times of the COVID-19 pandemic. His unwavering commitment to building resilience and well-being has been a guiding light illuminating the path for both educators and learners alike.

Entering his 7th year as President, and in his 3rd year Anniversary as the 1st University President celebrated last June 6, 2024, he continuously lead the Zamboanga Peninsula Polytechnic State University with a blend of strength and compassion. Under his guidance, the University has undergone a significant transformation both in its physical appearance and academic and administrative structures. This evolution has aligned the institution more closely with its vision, mission, and core values, creating an environment that truly reflects its status as a university. His leadership has been instrumental in fostering resilience and well-being among teachers and students, shaping a future filled with promise and growth.

Consistently recognized by the City Government of Zamboanga and various agencies, he receives accolades for his leadership, community engagement, and social responsibilities, particularly during the most challenging phases of the pandemic. These commendations highlight his unwavering commitment to building resilience and well-being among teachers and students, showcasing his dedication to serving his community during times of adversity.

His engagement in various meetings, conventions, seminars, and similar events is extensive and diverse. Noteworthy recent activities include his participation as a delegate at the NAFSA (Association of International Educators) Annual Conference and Expo in Denver, Colorado, USA, from May 29 to June 5, 2022. Additionally, he took part in the 2019 Philippines-Taiwan University President's Forum at the National Sun Yat-Sen University in Kaohsiung, Taiwan, from July 7-9, 2019. Furthermore, he successfully completed the 7th AUAP-PKRU GLOBAL LEADERSHIP PROGRAM 2022 TRAINING COURSE in Phuket, Thailand, in August 2022. Most recently, in October 2022, he attended the four-day 2022 CDIO Asian Regional Meeting from October 10-14, 2022, and the 2022 TF-SP CDIO Forum on Education for Social Development (ESD) at Singapore Polytechnic, Singapore. These engagements reflect his dedication to enhancing resilience and well-being in teachers and students through continuous learning and global networking and linkages.

Presently serving as the Regional Chair for the Philippine Association for State Universities and Colleges (PASUC) in Region IX, he also holds the position of Vice President for PASUC in Mindanao. Additionally, he has been re-elected as President of the Mindanao Association for State Tertiary Schools (MASTS). These leadership roles underscore his commitment to fostering resilience and well-being among teachers and students, as he continues to play a

pivotal role in shaping the educational landscape in the region. Undaunted by the challenges of the present era, he continues to drive positive change and progress at the Zamboanga Peninsula Polytechnic State University. Alongside his dedicated team of over 600 officials and staff, he serves a student population of more than 18,000, steadfastly working to enhance resilience and well-being for both educators and learners. His unwavering commitment to excellence and his ability to navigate the complexities of modern education has made him an inspirational figure, paving the way for a brighter future for the university and its community.

As the inaugurated University President of the Zamboanga Peninsula Polytechnic State University and the Officer in Charge of the Northern Mindanao State College of Science and Technology in Tangub City, Dr. Nelson P. Cabral stands as a dedicated public servant. His leadership embodies a commitment to nurturing resilience and well-being among teachers and students, setting a precedent for excellence and service in the educational landscape.



ABOUT THE AUTHORS



About the Author



Elsie T. Alvarado, PhD

Elsie T. Alvarado is an Associate Professor of Cebu Normal University, Cebu City Philippines. Finished her post doctorate of Doctor of Philosophy in Filipino Language in Philippine Normal University, Manila Philippines as Commission on Higher Education (CHED) Scholar. Finished her Doctor of Arts in Literature and Communication at Master of Education in Filipino Language Teaching in Cebu Normal University, Cebu Philippines. Graduated her undergraduate studies in University of San Jose-Recoletos with the degree of Bachelor of Education in Secondary Education major in Filipino. She has been teaching in the same institution for almost 15 years. Designated as a chair in the Filipino department and

adviser of different student organizations for two years. A guest lecturer of graduate studies in Cebu Normal University. A guest lecturer of the Licensure Examination for Teachers in the Faculty Association Incorporated Review Center. Received presidential citation and loyalty awardee for valuable service in the institution. Awarded as the Most Outstanding Research Educator 2022 in Lumina Foundation Inc. and Outstanding Educator 2022 in Salindunong Review and Training Center. An adviser and panelist of thesis and dissertation writing in graduate studies. An awardee of Outstanding Teacher of the Year from Instabright Awards 2022. An awardee of the Outstanding Educator in Filipino Language from ETCOR Awards 2022. Guest speaker of local, national and international conferences. Resource speaker of K to 12 Program during Mass Training of Grade 7, Grade 8, Grade 9 and Grade Grade 10. Published researches in international, Asian Citation and Scopus Journal. Author of Junior High School and college books. Designed different instructional materials such as modules and monographs. An editor of international research journal and research blind reviewer in Asian Citation Index Journal. Most of all, an active member of different professional associations in language and literature.

About the Author



Rowena C. Largo, EdD

Dr. Rowena C. Largo, EdD is a Professor II. She completed her Bachelor of Secondary Education in Filipino, Masters of Arts in Education- Filipino Language Teaching and Doctor of Education- Filipino Language Teaching at Cebu Normal University, and was also honored with the Best Dissertation award. She served as a reviewer for the Licensure Examination for Teachers. She has been a co- author of secondary school textbooks for Grades 7-10 and college level courses such as Fil 1, Komunikasyon sa Akademikong Filipino, Fil 2, Pagbasa at Pagsulat tungo sa Pananaliksik, Fil. 3 Masining na Pagpapahayag at Panimulang Linggwistika (Pandalubhasaan). She is a K-12 Curriculum Trainer for region 7. Additionally, she is a speaker, translator, and researcher. She has published both national and international research papers. Currently, she is the Chair of the Filipino Department at Cebu Normal University, teaching both undergraduate and graduate studies. She advises masters and doctorand students working on their theses and dissertations and serves as a research consultant. Dr. Largo has received numerous awards, including Outstanding Research Adviser, Outstanding Educator, Outstanding Teacher of the Year, Outstanding Researcher of the Year, Writer of the Year, Most Outstanding Innovative Educator, Outstanding Educator in Filipino Language and was also recognized as one of the Ulirang Guro.



Jay-ar S. Bugayong

I was born and raised in Dagupan City but currently working and residing here in Quezon City. As a child, I have always dreamed of serving others and being an instrument to transform better lives. I can speak other languages like French, German, Spanish and Italian; and work as a bilingual and language instructor. My teaching philosophy entails that as a teacher or educator, we serve as role models to our students. I would like to promote the use of the languages to realize its importance in the globalizing world and also to keep up with the current trends. I also love to write poems and stories and it's one of my missions to preserve poetry and literature as there will be more books and stories for the next generation to read.

About the Author



Jonas P. Fabillar, EdD

Mr. Jonas P. Fabillar is presently connected with Samar State University (Paranas Campus) as PE Instructor and Cultural Coordinator. He is also a budding researcher with one recently published SCOPUS indexed paper and numerous papers presented internationally and locally. He is also currently pursuing his post-graduate degree Physical Education.



Michael M. Cabiles, EdD

Dr. Michael M. Cabiles is a highly accomplished educator and administrator who has made significant contributions in the field of education and beyond. With his Doctor of Education in Educational Management Administration in Western Mindanao State University Dr. Cabiles has demonstrated a deep understanding of the intricacies of education and its impact on society. Throughout his academic journey, Dr. Cabiles has earned dual master's degrees in Chemistry from Ateneo de Zamboanga University and a Master of Education major in Alternative Learning System (ALS) in Zamboanga State College of Marine Sciences and Technology. He also completed his undergraduate studies in BSED General Science at Zamboanga State

College of Marine Sciences and Technology. Dr. Cabiles' professional career is marked by his dedication to public service. He currently serves as the Director of ZPPSU-DRRMO where he oversees disaster response and management efforts. Additionally, he heads the ZPPSU Campus Security Service ensuring the safety and security of students and faculty members. Beyond his administrative roles, Dr. Cabiles is actively involved in the Philippine Coast Guard Auxiliary holding the rank of Commander (CDR) in the 304th Squadron. This commitment to public service and leadership reflects his unwavering dedication to the well-being of his community. Dr. Cabiles' multifaceted career and achievements serve as an inspiration to others highlighting the importance of continuous learning, public service, and leadership.

About the Author



Joanie T. Haramain, EdD

I am Joanie T. Haramain, an Associate Professor IV at Cotabato State University, Maguindanao, BARMM region specializing in English, History, Educational Management, Administration, and Supervision. With a robust skill set in coaching, encoding, writing, and editing, I have driven impactful advancements in instruction, research, extension services, and resource generation throughout my three decades in the teaching profession. My career is marked by a relentless commitment to academic excellence and innovation, leading initiatives that enrich educational offerings and strengthen community engagement. Passionate about empowering students and colleagues, I strive to inspire a culture of continuous improvement and excellence,

believing deeply in education's transformative power to make a long lasting, positive impact leading to quality life.



Rosalie R. Baguio

Rosalie R. Baguio is an experienced educator with a diverse background in teaching. She earned her Bachelor of Secondary Education (BSEd) in General Science and a Master of Science in Teaching (MST) in Science Education from Ateneo de Zamboanga University (ADZU) in the summer of 2022. Baguio has been actively teaching since 2002, with 7 years of experience in the private education sector. She is currently affiliated one of the CHED institutions, leveraging her extensive knowledge and skills to make a positive impact on her students. Baguio's academic achievements, coupled with her long-standing commitment to the field of education, make her a valuable asset to the institutions she is affiliated with, as her dedication to continuous learning

and professional development ensures she remains at the forefront of pedagogical best practices, allowing her to deliver exceptional learning experiences to her students.

About the Author



Maria Cristina P. Andrade, EdD

Dr. Maria Cristina Paras-Andrade, a graduate of Western Mindanao State University (WMSU) with a Bachelor of Elementary Education major in Science in 2000. She has accumulated a wealth of teaching experience throughout her career. She began as a classroom teacher at Pilar College and later served at the Integrated Laboratory School Elementary Department of WMSU. Transitioning to the Department of Education, she dedicated 11 years and served as the Teacher-in-Charge at Muruk Elementary School, Zamboanga City, from 2016 to 2020. Her contributions extend beyond teaching, as she actively engages in research, holding various roles at Zamboanga Peninsula Polytechnic State University (ZPPSU) College of Teacher Education.

Recognized for her dedication, she received awards for her research contributions and earned advanced degrees in Educational Administration from WMSU. She served as the Bachelor of Elementary Education (BEED) Program Chair and holds the positions of Assistant Professor 1, Presently, she is the Head of the Licensure Examination Management Unit (LEMU) for Board Courses, and Assistant Director for Internationalization and External Linkages at Zamboanga Peninsula Polytechnic State University (ZPPSU).



Mercibelle A. Del Mundo

Asso. Prof. Mercibelle A. Del Mundo is a trailblazing educator who has made a lasting impact on the academic landscape with a Master of Arts in Education in Mathematics earned in 2016. Asso. Prof. Mercibelle A. Del Mundo has leveraged her expertise to inspire a new generation of mathematicians. As an Assistant Registrar of Zamboanga Peninsula Polytechnic State University, she has not only taught and mentored students but also played a crucial role in shaping the institution's academic policies and procedures. With her husband Josephus M. Del Mundo by her side, Mercibelle continues to break barriers and push the boundaries of what is possible in education, leaving a lasting legacy that will be felt for years to come.

About the Author



Socorro S. Lozada, PhD

Assi. Prof. Socorro S. Lozada, married to Carlito B. Lozada, is a mother of three professional children. She holds a Doctor of Philosophy in Technological Management, which she completed in 2022 at Zamboanga Peninsula Polytechnic State University. Currently, she is affiliated with the same university as an Assistant Professor 2, specializing in General Science and Chemistry.



Gladys Zire B. Bauzon

Gladys Zire B. Bauzon, born on December 14, 1985, is an accomplished educator with a rich academic background and extensive teaching experience. She graduated from Notre Dame of Midsayap College in 2006 with a degree in Bachelor of Secondary Education, majoring in History. In 2018, she furthered her education by earning a Master's degree in Education from Mandaue City College. Since 2014, Gladys has been dedicated to teaching at DepEd Kimagango High School, where she continues to inspire and educate her students.

About the Author



Ivy M. Nazareth, PhD

Dr. Ivy M. Nazareth is a passionate educator who has consistently pushed the boundaries of her expertise transforming her career into a dynamic journey of growth and exploration. With nearly two decades of experience in the government service, she has honed her skills as an English teacher starting her career as a Junior High School teacher in 2002. After completing her Master of Arts in Education in English Language Teaching in 2015, she took the leap to Senior High School and reappointed in 2016 as Senior High School Teacher III. In her four years in Senior High School, she was designated as the Senior High School Focal Person for Work Immersion and the Head of the Language Department. Her academic pursuits have been marked

by milestones including completing her Doctor of Philosophy in Education major in Curriculum and Supervision in 2017. In 2020, she embarked on a new chapter transferring from the Department of Education to Zamboanga Peninsula Polytechnic State University, one of the State Universities of the Commission on Higher Education, where she is now in her fourth year. This bold move reflects her willingness to be a risk-taker in terms of her career and expand her horizons as a professional teacher. Dr. Nazareth's multifaceted roles include being the Director of Professional Continuing Education, and CPD Focal Person of the Professional Regulation Commission, as well as the former Associate Dean of the College of Teacher Education. Her other notable responsibilities include being the GAD coordinator and Research Coordinator of the College of Arts, Humanities, and Social Sciences. Throughout her career, Dr. Nazareth has demonstrated a commitment to continuous learning and professional development embodying the spirit of a true educator. Her journey serves as an inspiration to others, highlighting the importance of embracing change and exploring new opportunities.

About the Author



Maisora T. Tahil, EdD

Dr. Maisora T. Tahil is a distinguished Associate Professor and researcher who has made significant contributions to the field of education. With a Master of Arts in Chemistry and a Doctor of Philosophy in Development Management, Dr. Tahil has demonstrated a deep understanding of the intricacies of education and its impact on society. Throughout her career, Dr. Tahil has been recognized for her outstanding research endeavors. In 2013, she presented and won the Best Paper and Poster award at the Philippine Society for Educational Research and Evaluation, Inc. (PSERE) conference at Centro Escolar University in Manila. This achievement highlights her exceptional research skills and her ability to effectively communicate complex ideas. In

2023, Dr. Tahil presented her research on "Stakeholders Perspective on Environment, Health, and Safety of Higher Education Institutions in Region IX" at Palawan State University in Palawan. This presentation showcases her commitment to exploring the complexities of higher education institutions and their impact on the environment, health, and safety of stakeholders. Dr. Tahil's research undertakings have consistently demonstrated her dedication to advancing the field of education and improving the lives of students and educators alike.



Raymart Manalo

Assi. Prof. Raymart Manalo is an educator who is revolutionizing the field of Vocational Education and Technology with a Master of Vocational Education major in Home Economics for his educational background. Assi. Prof. Raymart Manalo is now taking his expertise to new heights by pursuing a Doctorate in Technology Education. His passion for empowering students through practical skills and innovative teaching methods is evident in his dedication to shaping the future of vocational education. His research interests lie at the intersection of technology and education where he explores the integration of digital tools in the classroom and their impact on learning outcomes. As an educator, Assi. Prof. Manalo is committed to harnessing the power of technology, to enhance the learning experience and

prepare students for the challenges of the 21st century. His unwavering commitment to his students and his field is a testament to his dedication to making a lasting impact on the world of education.

About the Author



Conrado B. Blando, EdD

An accomplished and dedicated educator with over three decades of experience in both local and international settings such as INTI College Sarawak, Malaysia, Haramaya University, Ethiopia, and Higher College of Technology, Sultanate of Oman. Addition to his teaching career, he had excelled as a dynamic training program specialist to General Manager in the education and training department of BPO/corporate training centers for a period of five years. He has contributed significantly to the field of language education as a conscientious curriculum

developer in ESL, TEFL, and Conversational English. He is a writer and publisher who has authored 11 esteemed books. His latest published book was Purposive Communication in English Via Blended and Hybrid Learning Approaches, Second Edition (2023).



Sammy Q. Dolba, PhD

Is an alumnus of the two famous state universities in the Philippines. In 1995, he finished his Bachelor of Arts major in English, minor in Mass Communication at the Polytechnic University of the Philippines, Sta. Mesa Manila. He finished his Master of Arts in Teaching with especialization in English Language Arts at the Philippine Normal University, Taft Manila, in 2003. In the same university, he finished his academic requirements in Doctor of Philosophy in Reading Education and pursued his Doctor of Philosophy by Research in Literacy Education at Selinus University in Commonwealth Dominica Bologna, Italy . In September 2017, he finished his Diploma in TESOL (Teaching English to Speakers of Other Languages) from London

Teachers Training College in London, United Kingdom. He was one of the scholars under the Commission on Higher Education in partnership with Texas International Education Consortium and received a certificate with distinction under the program Continuity of Education – eLearning Philippines.

Presently, he is connected with Philippine Normal University, Taft Manila as an Adjunct Faculty at the Graduate Studies and full-time faculty at the Faculty of Arts and Languages.

Best Practices



DISASTER RISK REDUCTION AND MANAGEMENT OFFICE MICHAEL M. CABLES, EDD

The Zamboanga Peninsula Polytechnic State University-Disaster Risk Reduction and Management Office (ZPPSU-DRRMO) exemplifies a model of excellence in disaster preparedness and response. Through a series of well-established best practices, ZPPSU-DRRMO not only ensures the safety and security of its university community but also sets a benchmark for other institutions to follow. The following are some of the most noteworthy practices that underscore the effectiveness and commitment of ZPPSU-DRRMO.

One of the standout practices of ZPPSU-DRRMO is its unwavering adherence to the Nationwide Simultaneous Earthquake Drill (NSED). Conducted rigorously and without fail, this practice demonstrates the office's commitment to earthquake preparedness. Regular participation in NSED ensures that both staff and students are well-versed in emergency procedures, fostering a culture of readiness and resilience. By embedding this practice into the university's routine, ZPPSU-DRRMO ensures that the community is always prepared to respond effectively to seismic events.

ZPPSU-DRRMO employs a specialized team of crowd control marshals, a strategic move aimed at augmenting the university's manpower during disasters and large-scale events. These marshals are specifically hired and trained to manage crowds, ensuring order and safety during emergencies and university events. Their presence is a testament to the office's proactive approach in maintaining safety and preventing chaos, thus enhancing the overall disaster management capabilities of the university.

Another significant strength of ZPPSU-DRRMO lies in its robust student volunteer program. With a large number of student volunteers specializing in fire suppression, emergency response, and basic life support, the university has a well-trained auxiliary force ready to respond to various emergencies. These volunteers undergo continuous training, ensuring that their skills remain sharp and up-to-date. This practice not only builds a competent emergency response team but also instills a sense of civic duty and preparedness among the students.

ZPPSU-DRRMO has established a well-defined Incident Command System (ICS) structure, patterned after the Office of Civil Defense mandate. This structured approach allows for efficient coordination and management of emergency operations. The ICS ensures that there is a clear chain of command and that roles and responsibilities are well-defined during emergencies. This systematic approach enhances the office's ability to manage incidents effectively, minimizing confusion and maximizing efficiency during disaster response.

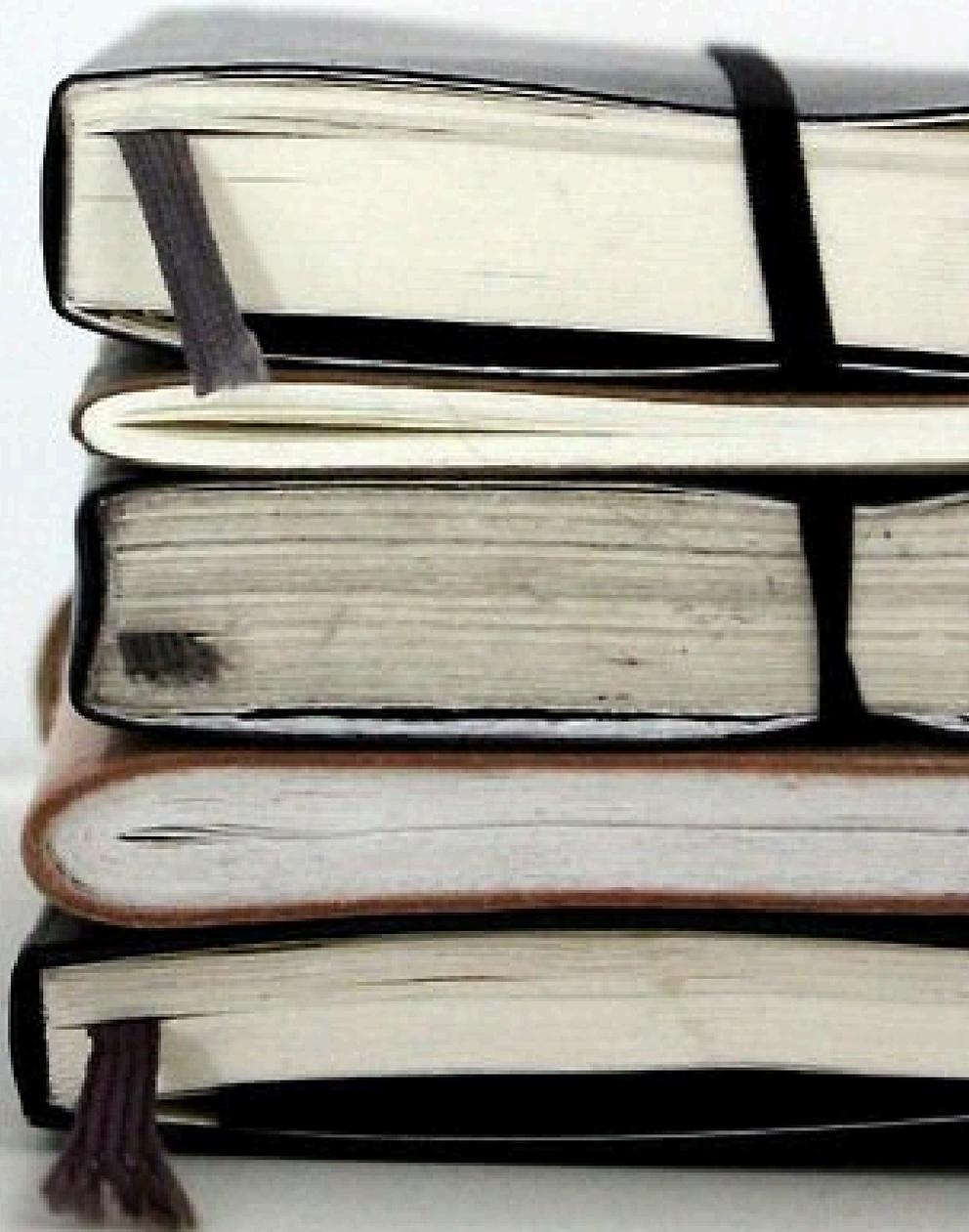
The strength of ZPPSU-DRRMO also lies in its highly trained team, many of whom are licensed Emergency Medical Technicians (EMTs). These professionals bring a wealth of knowledge and expertise to the office, ensuring that emergency medical response is both timely and effective. The emphasis on having a qualified team reflects the office's commitment to maintaining high standards in emergency management and response.

ZPPSU-DRRMO distinguishes itself as the only university-based emergency response team that actively participates in rescue Olympics, trainings, and actual emergency scenarios. This active engagement not only hones the skills of the responders but also keeps them abreast of the latest techniques and developments in disaster response. Participation in such events fosters a spirit of competitiveness and continuous improvement, ensuring that the team remains at the forefront of disaster management practices.

The Zamboanga Peninsula Polytechnic State University-Disaster Risk Reduction and Management Office embodies a comprehensive and proactive approach to disaster preparedness and response. Through consistent earthquake drills, the deployment of crowd control marshals, a robust student volunteer program, a structured incident command system, a highly trained team, and active participation in rescue Olympics and trainings, ZPPSU-DRRMO sets a high standard in disaster risk management. These best practices not only safeguard the university community but also serve as a model for other institutions aiming to enhance their disaster preparedness and response capabilities.



*Short
Stories*



RESILIENCY IN TIMES OF ADVERSITY: EMBRACING COLLABORATION WITHIN EDUCATIONAL COMMUNITIES

JOANIE T. HARAMAIN, EDD

Resilience theory in education has become relevant in the operation of educational institutions particularly during the Corona Virus (COVID)19 Pandemic. Specifically, Community resilience in the context of education pertains to the collaborative efforts of all stakeholders in promoting educational environment that can withstand and recover from various types of adversities and challenges.

The successful application of this theory has been proven when education despite the crises caused by the pandemic has continued through the consolidated efforts done by various sectors either private or public to hurdle the encumbrances. One legendary product of resiliency in education has been the shift from the traditional face- to-face or in person instruction to remote learning or distance learning by which education has persisted. The educational processes have not been disrupted since instruction is delivered via digital platforms, modular mode of instruction, and other methods to ensure that the educational processes take place in all circumstances. The online learning has become the trend and many educators and students have been reported to have gained benefits from education conducted over the internet through the utilization of different digital devices and platforms. The integration of the so-called synchronous classes using Google Meet or Zoom and asynchronous activities using Google Classroom, Moodle, Canvas and other learning management systems have been discovered to be the savior in educational learning. During the COVID 19 crises, a mixture of traditional learning modality with online learning system known as blended learning has become prevalently embraced by majority of the global institutions. Hybrid learning also has become popularly utilized wherein the combination of in person instruction and online learning system has saved the program of continuous learning amidst pandemic. Most importantly, the use of emergency remote teaching has saved the education of millions of students during the onset of global crises.

The overall goal of combatting the educational crises has been triumphantly achieved through the concerted effort and support from concerned stakeholders in all settings from the local, regional, national and international communities such as the United Nations Educational, Scientific and Cultural Organizations (UNESCO), the International Society for Technology in Education (ISTE) including the resiliency and initiative attributes of school leaders as well as the massive support from the EdTech Companies such as Zoom, Google, Microsoft, Coursera, Khan Academy, and media platforms have triumphantly achieved particularly through the use of resiliency theory allowing the institutions not to be totally

closed during the pandemic instead by encouraging them to become flexible and become more adaptable to the rapid changes. The appreciation of technology has not been so much recognized however, due to the outbreak of the pandemic and other global crises, all sectors submitted themselves on technological advancements. It has been observed that the abrupt change has caused more challenges particularly on those schools who have limited preparations in dealing and managing complicated challenges. Studies unveil that not all educators and students have equal skills on the use of technology and no equal access to the internet connection and other technological resources needed especially in remote learning. The issue on digital divide has influenced the performance of the students and educators. Aside from flexibility in the educational processes, innovation in education has continued to rise such as discovering and experimenting pedagogical strategies and educational tools like video presentations and conferencing, virtual assessments and technological collaborations. The rapid adaptation of new methods of teaching has required the collaborative initiatives to organize an implement efficiently such kind of support particularly on relevant trainings, seminars and other professional development to support educators to stay abreast on the current technological trends.

Results of studies conducted disclose that the challenges faced by teachers and students in the classroom can have significant effects on their mental health and overall well-being. Impact on teachers may include burnout wherein chronic stress, heavy workloads, and time constraints can contribute to burnout characterized by feelings of exhaustion, cynicism, and reduced effectiveness in their roles. The pressure to meet academic standards, manage student behavior, and navigate professional responsibilities can lead to anxiety, depression, and other mental health issues among educators. Their physical health is affected by manifesting stress-related symptoms such as headaches, insomnia, digestive problems, and weakened immune systems can affect teachers' physical health, further exacerbating their overall well-being. They even manifest job dissatisfaction by feeling overwhelmed, undervalued or unsupported in their work can lead to job dissatisfaction and feelings of disillusionment among teachers, impacting their motivation and morale. Similarly, the impact of these stressors to students can be shown through their academic performance. Research shows that high levels of stress and pressure can impair students' cognitive functioning, attention, and memory, affecting their ability to learn and perform academically. Persistent stressors such as bullying, peer conflict, and social pressures can contribute to emotional distress, anxiety, and depression among students which adversely affect their mental health and well-being. Students may exhibit behavioral problems such as aggression, withdrawal, or acting out as a response to stressors and challenges in the classroom, further affecting their social and emotional development. Stress can manifest physically in students through symptoms such as headaches, stomachaches, fatigue, and sleep disturbances, affecting their overall

health and well-being. Studies show that 99 percent of students face academic challenges that affect their mental health and well-being while over 970 million around the globe struggle with some mental illness.

Managing stress and building resilience are crucial for teachers to maintain their well-being and effectively support their students. Here are some practical tips using the acronym for resilience.

R-emember past successes. Maintaining perspectives of positive mindset and building resilience by adhering to the spirit of gratitude lingering on regularity of reflections on favorable experiences and notable accomplishments and recognitions. Educators need to adopt a growth mindset by viewing challenges as opportunities for growth and learning. This can help shift perspective and reduce the impact of stressors.

E-mbrace purposeful living. Cultivating a sense of mission or identifying meaningful goals which are achievable. Teachers need to develop sufficient knowledge and understanding on their strengths and weaknesses and need to avoid doing things heedlessly.

S-et Boundaries. Teachers need to establish clear boundaries between work and personal life. As much as possible, teachers should avoid taking work home. They should set aside specific times for relaxation and family. Time off is needed by using personal days and vacations to rest and recharge. Taking a break is essential for maintaining long-term productivity and well-being as proven by experienced professionals.

I-mprove time management and organization. It is necessary that teachers set priorities by focusing on high-priority tasks and set realistic goals. Use tools like to-do lists, planners, or digital apps to stay organized. Task delegation and collaboration should be observed by sharing responsibilities with colleagues when possible and collaborate to lighten the workload. This also helps build a supportive community.

L-ive with adaptability. Embracing flexibility and adaptability is necessary for educators to keep at pace with massive changes. Innovating classroom management techniques and pedagogical strategies are necessary. Also, they need to establish a positive classroom atmosphere with clear expectations and routines. This reduces stress by minimizing behavioral issues and creating a predictable environment. Educators need to employ diverse teaching methods to keep students engaged and motivated, which can reduce classroom disruptions and make teaching more enjoyable.

I-ntegrate healthful routines. Taking care of physical health while focusing on work performance is vital. Teachers need to engage in regular exercise, maintain a balanced diet, and ensure adequate sleep. Physical health is foundational to mental well-being. They need to practice mindfulness, meditation, or deep-breathing exercises to reduce stress and improve focus. Apps like Headspace or Calm and other devices can be useful tools. Teachers need to make time for hobbies and activities outside of teaching to relax and recharge.

E-ngage in counselling. Seeking professional help when needed particularly on emotional and mental health support. Counselling therapy should not be taken for granted. Teachers are encouraged to seek professional help if feeling overwhelmed. Counseling or therapy can provide valuable strategies for managing stress and building resilience. They should engage in mindfulness programs. Implementing mindfulness programs within the school for both teachers and students is important. This creates a culture of well-being and mutual support.

N-urture healthy relationships. Developing a strong relationship through team teaching such as collaborating with colleagues on lesson planning and teaching. Sharing responsibilities can reduce individual workload and foster a supportive environment, joining Professional Learning Communities (PLC) or creating groups focused on mutual goals, where teachers can share best practices, resources, and support. Develop communication through open dialogue, encourage open, honest communication with colleagues, administrators, and students. This helps build trust and resolve conflicts effectively. Active Listening. Practice active listening with colleagues and students. Show empathy and understanding to strengthen relationships and create a positive atmosphere. Mentorship. Seek Mentorship. Find experienced mentors who can offer guidance, support, and advice. This can provide new perspectives and coping strategies. Be a Mentor. Share your knowledge and experience with less experienced teachers. Mentoring others can be fulfilling and reinforce your own skills and resilience.

C-ultivate emotional intelligence. Educators need to enhance their emotional regulation through self-awareness in the form of reflective practices. They should spend time reflecting on emotions and how they impact their teaching performance. Journaling can be a helpful tool for this. Engaging in mindfulness exercises to increase self-awareness and stay present. This can help manage stress and respond more thoughtfully to challenges. Self-regulation may come in the form of breathing techniques such as using deep-breathing exercises for calming effects during stressful moments. Techniques like the 4-7-8 breathing method can be effective.

Time-outs by taking short breaks during the day to reset and recharge. Stepping away briefly can help return to tasks with a clearer mind. Develop empathy by understanding others particularly by taking an effort to understand the emotions and perspectives of students and colleagues. This can help respond more compassionately and effectively. Compassionate communication is vital. Teachers need to use compassionate language and approach conflicts with empathy. This helps to de-escalate tensions and build stronger relationships. Also, building social skills through positive reinforcement is absolutely necessary. Educators should use positive reinforcement and constructive feedback with students and colleagues to encourage and motivate them. Conflict resolution is likewise essential. Teachers need to develop conflict resolution skills to handle disagreements professionally and calmly. This includes active listening, finding common ground, and working towards solutions.

E-nhance critical thinking. Developing problem solving skills by continuing for professional development is encouraged. Ongoing learning is necessary by engaging in professional development opportunities to stay motivated and inspired. Learning new teaching strategies can reduce stress by increasing efficacy in the classroom. In terms of mentorship and support networks, teachers need to seek out mentorship opportunities or join support groups. Sharing experiences and advice with peers can provide emotional support and practical solutions.

The role of educators in promoting student mental health and well-being is critical to building resiliency among the learners who are the center of education. Among the roles of educators include establishment of a safe and inclusive environment fostering a classroom atmosphere where all students feel safe, respected and valued. Educators are responsible in determining and responding to mental health issues. They should be vigilant enough and attentive to any signs of mental health concerns involving anxiety, stress and depression. It is essential for them to provide immediate support and refer students to school counselors or mental health professionals when necessary. As educators, modeling positive behavior such as demonstrating healthy coping mechanisms and self-care practices as well as showing empathy, resilience, and emotional intelligence in your interactions with students is indispensable. They should be active in promoting healthy relationships by encourage positive peer interactions and help resolve conflicts amicably as well as teaching and reinforcing respect, kindness, and cooperation.

Among the strategies for creating a supportive classroom environment is for the educators to build strong relationships by getting to know their students such as spending time understanding their interests, strengths, and challenges; showing empathy by listening actively to students' concerns and validate their feelings. Educators should foster a positive

classroom culture by setting clear expectations, establishing and consistently reinforcing positive behavior and mutual respect. They need to encourage student participation through interactive activities particularly through group projects, discussions, and interactive lessons to engage students. They need to listen to students voices by involving them in decision-making processes related to classroom rules and activities.

In nurturing emotional intelligence among the students, educators need to teach emotional literacy by helping students recognize and name their emotions through activities and discussions; integrating books and stories that explore emotional themes and discuss them with the class; developing emotional regulation skills; introducing mindfulness exercises such as deep breathing, meditation, and relaxation techniques as well as coping strategies by teaching and modeling strategies for managing stress, such as taking breaks, physical activity, and talking about feelings; promoting empathy and social skills. Teachers are encouraged to use role-playing activities to help students practice empathy and perspective-taking. Conflict resolution is important so teachers should teach conflict resolution skills and provide opportunities for students to practice them.

Hence, stressors no matter how big or small can be overcome by building resilience and maintaining positive mental health and well-being among educators and students towards efficiency, effectiveness and productivity. As Martin Luther King Jr. says, "If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward."



ALL THIS WORLD NEEDS IS A COFFEE BEAN

GLADYS ZIRE B. BAUZON

Tick-tock.

As the clock ticks on, time marches forward, and every passing moment brings change to our world. The constant state of flux can feel overwhelming, with each second bringing more noise, heat, and people crowding in. It's suffocating like the world is closing in around us. Looking at the world today, it's clear that people are struggling and resources are scarce. We're running low on food, with no land left to plant crops. Our oceans and rivers are polluted, and expenses keep rising. It is like we are no longer living. We are all just trying to survive.

Trying to survive. Yes, we are all trying to survive, and honestly, it is not such a bad thing. Things get hard at times – for some, most of the time – but the good thing is we do not stop to look for ways to continue to live. And if there is something that we Filipinos are good at, that is resiliency. Life can keep throwing us rocks, but what do we do? We pick them up and play sungka with them. As strange as it sounds, it is true. We Filipinos exhibit such resilience that in the midst of a flood, we find ourselves swimming in its waters. Somehow, we find a reason to smile no matter how difficult things are.

Maybe we are coffee beans. See, when a coffee bean is put in boiling water, it neither breaks nor softens. In actuality, it is the one that changes the hot water—the very situation that causes suffering. When the water boils, the bean releases fragrance, thus adding color and flavor to the cup of water unlike any other. Like the bean, once put in a difficult situation, we somehow find a way to continue striving and shining. We do not break. We do not falter. We fall, but we stand back up. We continue to give color to our own little cups. This is how we Filipinos have always been, and it would be promising if we remain that way. And what better way to stay resilient than to teach it to the young ones?

This is where our teachers step in. To impart to our younger generation the importance and, of course, the “Filipino-ness” of resilience, the older generation, especially the teachers, are called to teach it to them. Yet, this responsibility burdens the older generation, especially the educators: not only must they impart this trait to their students, but they must also exemplify resilience themselves. To effectively teach resilience, teachers must demonstrate it in their own lives.

In the busy corridors and classrooms of education, the resilience and welfare of both teachers and students are fundamental not only to crafting an effective learning atmosphere but also to establishing a more solid groundwork for the students' future. Cultivating well-being among teachers and students not only enhances personal satisfaction and fulfillment but also promotes academic success, positive relationships, and overall satisfaction. Therefore, it's crucial for both teachers and students to grasp the concept of resilience within and beyond the school setting.

Resilience and well-being can be developed in a variety of ways. These include promoting self-care, building support connections, learning coping mechanisms, encouraging a growth attitude, and fostering a positive classroom environment. This way, the teacher can maximize students' time at school to prepare them for the challenges they may encounter in the real world.

First on the list is promoting self-care. Promoting self-care as a top priority for both educators and students is essential for building resilience and overall well-being. Self-care is making the time to do things that improve one's physical and mental health and overall quality of life. To help one keep themselves physically healthy, it is essential to exercise regularly, eat healthy meals, stay hydrated, and prioritize sleep and rest. Aside from physical health, caring for one's mental health should also be paid attention to. Mental health goes beyond simply being free from mental disease. It is crucial to your general health and quality of life, encompassing emotional, psychological, and social well-being. Stress reduction and relaxation, learning new things and exercising creativity, spending time in nature, forming relationships with people, and having effective emotional expression are all approaches to preserve mental health.

Overall, maintaining good physical and mental health is critical to developing resilience because it improves energy levels, mental clarity, emotional stability, adaptability, and availability of support systems—all of which are critical resilience components. Therefore, a good balance of physical, mental, and emotional health and well-being contributes to how one reacts to troubles that come their way. These also help them become more ready to face and battle against life's challenges.

The second one is building connections of support or cultivating supportive relationships. Resilience and overall well-being are fostered when supportive cultures are established in educational settings. Peer support networks, mentorship programs, and collaborative efforts offer opportunities for educators and learners to exchange experiences, get advice, and develop deep connections. Strong interpersonal ties protect people from the adverse effects of pressures and misfortune by fostering a sense of solidarity, belonging, and mutual empowerment.

Here, the students get to learn the soft skills that are required both in jobs and in real life. Joining different co- and extra-curricular activities helps the student feel about being a part of a group or a team, thus allowing them to function and contribute to the group. This also teaches valuable lessons in leadership, accountability, trust, and service – all of which they may be able to use to their advantage in facing the real world. This would also help the students form peer groups with whom they can connect and grow.

Outside the school, one can also engage in volunteering activities, like community extension, tree-planting, and clean-up drives, among others. Through this, they can create good relationships with the community. One may also engage in starting community groups or clubs with which they can share common interests. Joining professional organizations can also expand one’s network. In general, building networks is essential to developing resilience. This is because they offer social support, diverse perspectives, validation, resource sharing, and growth opportunities — all of which contribute to individuals’ ability to cope with adversity and bounce back stronger.

Third is learning coping mechanisms. Coping typically entails maintaining a positive self-image and emotional stability while adjusting to or accepting unpleasant events or situations. This happens when there are perceived stressful changes in one’s life. All these changes call for some adjustment. Giving educators and students useful coping mechanisms allows them to face difficulties head-on and gracefully.

This entails imparting knowledge on how to solve problems, manage stress, and control emotions. People develop resilience by developing adaptive coping strategies, which help them face challenges head-on and remain composed. Coping mechanisms can be learned by lowering expectations, asking assistance from others, taking responsibility, engaging in problem-solving, maintaining composure, expressing distressing emotions, distancing oneself from the source of stress, and viewing the problem through a religious perspective.

Developing coping skills is essential to building resilience. These techniques provide people with the ability to deal with stress and hardship in an efficient manner, which helps them overcome obstacles and recover from failures. Through acquiring a varied repertoire of coping skills, people can cultivate a perception of control and mastery over their situation, augmenting their resilience. Resilience is based on effective stress management. By using coping methods, people can control their emotional reactions and lessen the adverse effects of stress on their well-being. Whether through mindfulness exercises, relaxation techniques, or problem-solving approaches, knowing how to manage stress helps people stay balanced and get through challenging circumstances more easily.

Furthermore, coping strategies help people become more adaptive by motivating them to continue being adaptable in handling difficulties. Resilient people are skilled at adapting their coping mechanisms to meet the needs of various circumstances, which enables them to deal with ambiguity and change successfully. People who have developed coping abilities through adaptability will be able to handle adversity with more extraordinary resourcefulness, eventually increasing their resilience.

Coping methods also help to develop problem-solving abilities, which are critical for overcoming challenges and realizing objectives. People who possess resilience are skilled at finding answers and acting proactively to deal with the underlying causes of their pressures. People adept at solving problems may face obstacles with courage and creativity, strengthening their resilience and growth potential.

The fourth strategy is to nurture and encourage a growth mindset. Developing a growth mindset entails cultivating a conviction in the efficacy of hard work and education, both professionally and personally. Teachers can use several tactics to help students develop this mindset. First and foremost, rather than concentrating only on results, it's critical to commend pupils for their efforts. Students learn to view obstacles as chances for progress rather than setbacks when taught the importance of perseverance and hard work. In addition, encouraging a growth attitude requires giving detailed and helpful criticism. Feedback needs to highlight development and advancement while pointing students in the direction of areas in which they can still grow. Students who are encouraged to see feedback as a tool for learning and development are better able to accept challenges and overcome setbacks with resiliency.

Another helpful strategy is to teach metacognitive techniques. Teachers give students the tools to take charge of their education by teaching them how to reflect on themselves, create goals, and track their progress. This strengthens the sense of agency and accountability while reiterating that purposeful work and commitment make growth possible. It's also essential to model a growth mentality. Teachers should be open to making mistakes, accepting difficulties, and looking for ways to improve. Teachers encourage students to adopt a similar perspective by sharing their tales of hardship and achievement. This helps students feel confident in their abilities to overcome difficulties and accomplish their goals.

And last, it is critical to establish a growth-oriented atmosphere in the classroom. This acknowledges mistakes as important teaching moments and normalizes effort, advancement, and resilience. Collaboration, taking calculated risks, and invention are all encouraged because they create a safe, empowering environment where students are inspired to push themselves to the limit and pursue excellence. By implementing these methods, teachers may help kids develop a growth mindset and provide the tools they need to succeed in school and life.

The last one is fostering a healthy classroom environment. Creating a feeling of inclusivity and belonging is the first step toward fostering a good classroom atmosphere. Teachers can accomplish this by outlining precise guidelines for polite conduct and communication and stressing the need for compassion and understanding for fellow students. In addition to assisting kids in building healthy connections, promoting cooperation and teamwork creates a welcoming environment where all students feel appreciated and accepted.

A positive learning environment inside the classroom is also largely dependent on effective communication. Teachers should prioritize having honest and open communication with their pupils, allowing them to express their worries or comments. Teachers build rapport and trust in the classroom by actively listening to their students and responding to their needs and feedback. This shows respect and empathy.

Finally, encouraging a growth-oriented and optimistic mindset helps create a positive classroom learning atmosphere. Teachers can foster a growth attitude in their students by acknowledging their hard work and perseverance, viewing failures as teaching moments, and offering helpful criticism that concentrates on improving. Teachers may encourage students to take chances, take on challenges, and strive for growth as they continue to rise without the fear of falling, knowing they know how to get back up in every hurdle and that they can bounce back after each challenge they face.

So, yes, the clock is ticking. It is still ticking. This means that we still have time. We still have so much time to live and enjoy our lives. Along the way, we will continue to face challenges and hardships. It is not going to be easy. In fact, there will be days when it will feel like everything is going downhill. But because resilience runs in our blood and because we are taught about its value and how to live by it, we can keep being coffee beans – coffee beans that are trying to change the world one little cup at a time.



THE GARDEN OF GROWTH SAMMY Q. DOLBA, PhD

Once upon a time in the bustling town of Bulacan, there was a school called Sunshine Academy. The school was known for its beautiful garden, lovingly cared for by Ms. Harper, the kind and wise headteacher.

Among the students was a little boy named Enzo. Enzo was a cheerful and curious child, always eager to learn and play. However, lately, he had been feeling sad and worried. The lessons seemed harder, and he felt like he couldn't keep up with his friends. His teacher, Mr. Reynolds, also looked tired and stressed, which made Enzo even more anxious.

One sunny morning, as Enzo sat on a bench in the garden, Ms. Harper came by. Noticing Enzo's downcast eyes, Ms. Harper sat beside him. "What's troubling you, Lily?" she asked gently.

Enzo sighed, "I feel like I'm not doing well in school, and Mr. Reynolds seems so tired. I don't know what to do."

Ms. Harper smiled warmly. "Enzo, do you know why we call this place the Garden of Growth?" Enzo shook his head. Ms. Harper continued, "This garden teaches us about resilience and well-being. Every plant here has faced challenges but continues to grow beautifully. Let me tell you a story."

"Once, there was a little seed named Sprout. Sprout was planted in the garden and was excited to grow. But as days passed, Sprout faced strong winds, heavy rains, and scorching sun. Sprout felt like giving up. However, with each challenge, Sprout's roots grew stronger, reaching deeper into the soil for nutrients and water. Over time, Sprout grew into a tall, strong tree, providing shade and shelter to others."

Enzo listened intently, his eyes wide with curiosity. "But how did Sprout keep going?" he asked.

"Sprout had help from the gardener," Ms. Harper explained. "The gardener provided support, just like how teachers and friends support us. Resilience means bouncing back from challenges, and well-being means taking care of ourselves and others. When we face difficulties, we should remember to ask for help and support each other."

Enzo thought about Mr. Reynolds and how tired he looked. He realized that just like Sprout needed the gardener, Mr. Reynolds needed support too.

The next day, Enzo decided to talk to her friends about how they could help their teacher. They all agreed to do something special. They wrote a heartfelt letter to Mr. Reynolds, expressing their gratitude and appreciation. They also promised to help each other with their studies, so no one felt left behind.

When Mr. Reynolds received the letter, his eyes filled with tears of joy. He felt a renewed sense of energy and purpose. With the students working together, the classroom atmosphere became happier and more supportive. They even started a 'Resilience and Well-being' club, where they shared stories, practiced mindfulness, and helped each other with their problems.

As the weeks passed, Enzo noticed a change in himself too. He felt more confident and less anxious. He learned that it was okay to ask for help and that facing challenges made him stronger. He also saw how supporting others, like Mr. Reynolds and his friends, created a positive and caring community.

Sunshine Academy thrived, just like the garden. The students and teachers grew together, their roots intertwined in support and kindness. And every time Enzo felt worried, he would visit the Garden of Growth, reminding himself of Sprout's journey and the strength that comes from resilience and well-being.

And so, in the town of Brightsville, the spirit of growth and support continued to blossom, making Sunshine Academy a place where everyone could flourish.



BALATONG'S PATH TO RESILIENCE: A JOURNEY OF WELL-BEING AND SUPPORT **SAMMY Q. DOLRA, PhD**

In the heart of a bustling city stood Balatong Elementary, a school renowned for its vibrant community and commitment to the well-being of both students and teachers. Ms. Santos, a dedicated third-grade teacher, had been part of the school for over a decade. Despite her passion for teaching, she often found herself overwhelmed by the pressures of the job. The constant demands of lesson planning, grading, and addressing the individual needs of her students left her feeling drained and anxious.

One crisp autumn morning, Principal Martinez gathered the staff for an important meeting. "Our students' well-being is paramount," she began, "but so is the well-being of our teachers. We cannot pour from an empty cup. Today, I want to introduce a new initiative aimed at building resilience and well-being for everyone at Balatong."

Ms. Santos felt a flicker of hope. She loved her job, but the stress was taking a toll on her health and happiness. She listened intently as Principal Martinez outlined the new program, which focused on three key components: self-care, professional development, and community support.

The first component, self-care, emphasized the importance of taking time for oneself. The school partnered with local wellness experts to offer yoga and mindfulness sessions before and after school. Teachers were encouraged to set aside time each day for activities that rejuvenated them, whether it was reading a book, going for a walk, or practicing a hobby.

Ms. Santos decided to join the after-school yoga class. At first, she felt awkward and out of place, but as the weeks went by, she found herself looking forward to the sessions. The deep breathing exercises and gentle stretches helped her release tension and clear her mind. She started to notice a difference in her energy levels and overall mood.

The second component of the initiative was professional development focused on resilience and stress management. The school brought in experts to conduct workshops on time management, setting realistic goals, and maintaining a positive mindset. Ms. Santos attended these workshops eagerly. She learned strategies for organizing her workload more efficiently and techniques for staying calm under pressure.

One workshop, in particular, stood out to her. It was led by Dr. Allen, a psychologist specializing in educator well-being. Dr. Allen spoke about the importance of setting

boundaries and recognizing one's limits. "It's okay to say no," she said. "Taking on too much not only affects your health but also your effectiveness as a teacher. By setting boundaries, you are protecting your well-being and ensuring you can give your best to your students."

Ms. Santos realized she had been trying to do everything at once, often at the expense of her own health. She began to prioritize her tasks and delegate responsibilities when possible. This newfound balance allowed her to be more present and engaged in the classroom.

The third component of the initiative was community support. Principal Martinez believed that a strong sense of community was essential for resilience. She organized regular staff meetings that included team-building activities and opportunities for teachers to share their experiences and support one another. The school also created a mentorship program where veteran teachers like Ms. Santos could offer guidance and support to new teachers.

Ms. Santos was paired with Mr. Johnson, a first-year teacher brimming with enthusiasm but also struggling with the challenges of his new role. They met weekly to discuss lesson plans, classroom management strategies, and ways to handle stress. Through these meetings, Ms. Santos found herself rediscovering her own passion for teaching. Helping Mr. Johnson reminded her of why she had chosen this profession in the first place.

The initiative also extended to the students. The school implemented a social-emotional learning curriculum that taught children how to manage their emotions, set goals, and build healthy relationships. Ms. Santos incorporated these lessons into her classroom, creating a safe and supportive environment where students felt comfortable expressing themselves.

One day, during a class discussion on resilience, a student named Emily shared a personal story about a difficult situation she had faced. Ms. Santos watched as the other students listened attentively and offered words of encouragement. She realized that these lessons were not only helping the students but also fostering a sense of community and support within the classroom.

As the school year progressed, Ms. Santos noticed significant changes in herself and her colleagues. The atmosphere at Balatong became more positive and collaborative. Teachers were more open about their struggles and more willing to seek help and support. The students, too, seemed happier and more engaged in their learning.

Ms. Santos felt a profound sense of gratitude for the initiative that had transformed her school. She had learned the importance of self-care, the value of professional development,

and the power of community support. She no longer felt overwhelmed by the demands of her job. Instead, she felt resilient and capable, ready to face any challenges that came her way.

One afternoon, as she was preparing her classroom for the next day, Principal Martinez stopped by. "How are you feeling, Ms. Santos?" she asked with a warm smile.

Ms. Santos looked around her classroom, filled with colorful artwork and happy students. "I feel good, really good," she replied. "Thank you for this initiative. It's made a world of difference."

Principal Martinez nodded. "Remember, we're all in this together. Supporting each other is what makes Balatong special."

As the sun set outside the classroom window, Ms. Santos felt a renewed sense of purpose and joy. She knew that there would still be challenges ahead, but she also knew that she had the tools and support to overcome them. And with that, she finished her preparations and headed home, ready to enjoy a peaceful evening and look forward to another fulfilling day at Balatong Elementary.



A vintage writing desk scene. In the center, a lit candle in a brass holder sits on a dark metal tray. To the right, a quill pen is held in a glass inkwell. In the foreground, an open scroll of aged parchment lies flat, with the word "Poems" written in elegant black cursive. The background is dark, and the desk surface is made of dark wood with a reddish-brown leather mat.

Poems

Bakas ng Kahapon Elsie T. Alvarado, PhD

Tiktilaok ng manok, umaga na naman
Dinilat ang mata'y, naghari ang katahimikan
Malakas na ugong ng sasakyan
Ingay ng mga tao, abala sa labasan

Namnam pa ang lambot ni unan
Ngunit pilit na tumayo mula sa higaan
Magulong silid, hinayaan na lamang
Mabilis na pumanog ng hagdanan

Di alintana ang pagal na katawan
Inapuhap ang lugar ng ilawan
Kumalat ang liwanag sa munting tindahan
Isa-isang tinanggal ang kahoy na pintuan

Simoy ng hangin humaplos sa katawan
Alikabok at dumi mula sa daan
Kitang-kita sa munting durungawan
Kumuha ng walis tingting upang mahawan

Mabituin at madalim pa ang kalangitan
Mata'y malungkot at naguguluhan
Bakit kay hirap ng aking kabataan
Buhay na inaalipusta at hinuhusgahan

Isang kurap, bumalik sa kasalukuyan
Matapos ang paglilinis sa labasan
Malinis na paligid natunghayan
Pakiramdam ay puno ng kaligayahan

Pumasok sa loob ng munting tahanan
Saksi ng hirap at pasakit ni kahirapan
Iba't ibang paninda, saulado ang pangalan
Di bale, walang masungkit na karangalan

Malaking kita mas pinapahalagahan
Upang ngiti ni tiya masilayan
Sa paggising kinaumagahan
Bago paman pumasok sa eskuwelahan

Baon ang papuri, naghari ang kaginhawaan
Sa murang isip ni Mareng pinapahalagahan
Kinikita sa tindahan kapalit ng kasiyahan
Pagbibida ni tiya kahit kaninuman.

A Mother's Hidden Love in the Digital Age

Rosalie R. Baguio

Behind a veil of discipline and control,
A mother's heart yearns to let her love unfold.
Yet the words remain unspoken, emotions concealed,
A silent ache, her true feelings unrevealed.

The child craves a mother's warm embrace,
But meets only an unwavering, distant face.
Longing for the tenderness, the affection true,
All that's seen are the unvoiced feelings shining through.

In quiet moments, when no one is near,
A mother's silent tears fall, her sorrow to bear.
The need to nurture, the desire to hold,
Suppressed by traditions, the lessons to uphold.

Oh, how she wishes to let her heart speak,
To shower her child with the love they so seek.
But the weight of custom, the fear of display,
Keeps the unspoken affection forever at bay.

In this digital age, where screens rule the day,
A mother's love seems further away.
The child, immersed in virtual worlds and games,
Craves the real touch that a mother's heart claims.

Guro, Ang Lampara ng Tagumpay Rowena C. Largo, EdD

Sa silid-aralan, ang tinig ay isang himig
Na umaalingawngaw sa paligid
Sapagkat 'yong pangarap ay taimtim
Tagumpay na hangad na layunin.

Sa bawat paglipas ng araw
Kagalingan sa pagtuturo ay tanglaw
Kabatiran sa bawat paksa'y saklaw
Tulad ng bituing nakasisilaw.

Tumatatag sa bawat unos
Lumalakas sa bawat pagtitiis
Tumitibay na walang kumpas
Busilak na puso ay wagas.

Di mabilang na sakripisyo
Ngiti'y hindi nagtatago
Pagiging maparaan sa pagtuturo
Sa kaalaman ay punong-puno.

Ikaw ay alagad ng karunungan
Tulay ng diwa at kaalaman
Konsepto at kwento'y inilalarawan
Isa kang likhang kayamanan.

Hinubog at hinulma ng iyong gabay
Dahil sa iyong sandatang walang humpay
Ikaw ang ilaw ng tagumpay
Gurong tagapagligtas na winawagayway.

Tanglaw ng Kinabukasan

Rowena C. Largo, EdD

Sa murang isip, laging naririnig at paalala
Na mag-aral ay tunay na mahalaga
Dahil sa pagpapahalaga ng edukasyon, bukas ay gaganda
Ito ay tumatak sa munting diwa.

Ngunit ang pag-aaral ay sadyang mapaglaro
Mga pagsubok at hamon ay di gawang biro
Sa dami ng asignatura at gawain ay nakalilito
Mga paksa at pagsusulit nakaloloko.

Mga layunin at pamamaraan ay tandaan
Sapagkat ito ay gabay sa pagkakaunawaan
Hinasa at hinubog ang kaisipan
Pangalagaan ang sarili na siyang yaman.

Sa mundong ligalig at gulo
Tiwala sa sarili at pusong buo
Disiplina, tiyaga at determinasyon ay isumamo
Nang ang pangarap at tagumpay ay matamo.

Katatagan at liwanag sa edukasyon ay nagmumula
Tanghalan ng karunungan sa tuwina
Sandigan at susi ng pag-asa
Sa bayan ay tanglaw at sigla.

Well-being and Resilience in Learning

Jay-ar S. Bugayong

Even a little sigh of relief with confidence,
Like droplets, pours a cup of resilience;
Seeds of motivation and encouragement undoubtedly grow
In the garden of goals that we all care to sow.

Yet obstacles and challenges sometimes limit us
That we take a step back and shy away on what is must;
Fears, doubts and risks continue to cloud what is unsure
For fear of unimaginable troubles and failure.

Family and school guidance be an immovable rock,
To fight the spear of adversity that seem in block,
Positive mindset and willingness be claws of an eagle,
Faith as steadfast as wings of that knight a noble.

Ah, let the four corners of the classroom so speak,
That an education's sanity soars atop a mountain peak;
Teachers and students' well-being in the learning realm
And success cries 'resilience' as it traces our palms.

Enriching activities and sense of belongingness
March in triumph to achieve more what's in less;
Embracing every step as part of the bigger prize,
Love and support from all sides that harmonize.

Katatagan at Kapakanang Batay sa Pagmamahalan Jay-ar S. Bugayong

Hindi lamang sa bakuran ng eskwelahan nalilingang ang mga kakayahan ng bawat mag-aaral gayong nagsisimula na itong sumibol sa tahanan pa lang hanggang maging katulad ito ng punong mayabong na namumutiktik sa mga dahon at bungang hindi matanggihan ng anumang tinging mapapadako rito, sa bisa na rin ng mga guro't magulang na animo'y magsasaka sa pagtanim ng mga mabubuting asal sa hardin ng paghubog sa mga murang isipan. Wala sa dami ng mga problemang kinakaharap ang pamantayan sa pagtuklas ng mga bagong dunong at pagsasagawa sa mga ito. Bagkus nakadepende ito sa kung papano mo dalhin ang pasanin – mabigat man ito o magaan. May kanya-kanyang estilo sa pag-aaral ang sinuman at mahalagang malaman kung alin sa mga ito ang angkop sa loob ng silid-aralan batay na rin sa gulang, anyo, kasarian, at katauhan. Maayos at ligtas na kapaligiran kung saan nag-aaral, pakiramdam na bawat miyembro'y kasali sa mga grupo't aktibidades, pagkakaroon ng mga hangarin at nasang masakatuparan at maabot ang mga ito. Katatagan laban sa anumang hamon at pagkabigo ang walang dudang makakamit sa pagtataguyod ng samahan. Katatagan at kapakanang batay sa pagmamahalan. Maihalintulad ito sa mga bubuyog na may iba't ibang anyo ng paggapas sa pulot-pukyutan yamang bawat isa sa kanila ay may mithiing matuto at makapag-ipon. Hindi ang mga nakapanunghay na suliraning nasa buslo ng mga alalahaning nagmumula pa sa yungib ng mga agam-agam ang dapat sisihin kung bakit may mga paghihirap na dinaranas ang hanay ng mga kaguruan sa pagtuturo. Sinasadyang ilagay sila sa daraanan na para bang sandakot na lupang isinaboy ng katalagahan upang magbigay-binhi sa mga tigang na bukirin at magsilbing paalala na rin sa kung gaano na nga ba kalayo ang antas o grado na ating narating na pagyamanin ang mga musmos sa kuna ng kawalang-malay.

Nagsisilbi silang panday na walang sawang nagpapatalas
 sa mga itak ng karunungan at kapag matalim na matalim na'y
 mistulang lintik itong guguhit sa pisngi ng himpapawid
 na handang masaulo lahat ng mga aralin,
 na sa anumang sandali'y kabalyerong handang makipagdigma
 sa gitna ng isang napakalaking laban,
 ni di alintana ang malalakas na pagaspas ng habagat
 sapagkat naroon ang lakas ng loob na mayroon silang sapat na kaalaman.
 Sigwa man kung ituring bagaman sa unang pakiwari'y sagwil
 na tila ba dambuhalang alon sa laot ng edukasyon
 at pilit iginugupo ang maliliksing agap na tinatalunton
 ng diwang ngayon nga' y pakiwal-kiwal ang lunday
 kaya may mga panahong naaantala
 ang pag-aaral at patuloy pang hinuhukay ang tamang timpla
 ng mga leksiyong mas kagigiliwan ng mga mag-aaral
 sa paraang mas madali nilang maunawaan at maalala,
 sa kabilang banda'y direksiyong tinatalima sa paglalayag.
 Ang pagkakaroon ng katatagan ay waring putaheng
 may iba't ibang sangkap at sukat.
 Bilang mga tagapagturo, tayo mandin ang magtatakda
 ng takal ng pagmamahal at suportang ukol sa mga estudyante.
 Alalaong baga'y talulot na kusang mamumukadkad
 ang damdamin ng mga mag-aaral sa malaparuparong tiwalang
 buhat sa kapisanang tagapanday at tagahubog
 ng mga kabataan at patuloy na naniniwala
 sa kani-kanilang abilidad.
 Kung paanong ang kristal na batis sa paanan ng mga bato'y
 maaring inumin sa saglit na pagkahapo
 ay gayundin ang maluwalhating pagtutulungan ng tahanan at ng lipunan
 sa pagpapalago ng mga kabataang tatayong pag-asa ng bayan.
 Kahit na hindi pare-pareho ang lalim ng balon
 ay pawang may mga tubig kapag sumalok naman dito.
 Sa ibang salita'y hindi pantay-pantay ang bilis
 ng pang-unawa ng mga estudyante,
 may mabilis matuto, meron ding hindi subalit lahat naman sa huli
 ay matututo kapag nagsikap at ginusto.
 Huwag mata ang iyong gamitin sa pagpuna ng tama at mali
 kahit kitang-kita mo ng harapan
 ang lumabis-kumulang sa rehiyon ng pagkatuto.

Hindi lamang tainga ang pandinig sa mga idinadaing na balakid,
hindi lang ilong ang gagamiting pang-amoy o kaya'y dila sa panlasa
ng maiging pagbabasa't pagsagot sa mga aralin;
ngunit higit pa man sa mga ito'y ang puso ang siyang magsisilbing paningin,
pandama, pandinig, pang-amoy at panlasa ng mga kaparaanang
mas kalugud-lugod na pagkatuto
at litaw ang pagkaibig sa ganitong estratehiya.
Tulad mandin ng mga pangarap na nabuo sa sinapupunan ng ating pithaya,
bawat araw ay nakasakay tayo sa pakpak ng eroplano
at lipos ito ng suporta't tigib ng pag-ibig
kaya puspos rin ng mga natupad na pangarap pag muling magbabalik
sa lalong ikatatatag ng pag-aaral at kapakanan
ng mga alagad at haligi ng edukasyon
gayunding ang lahat ay tagumpay
ang nais makamtan sa dulo ng pakikibaka.



Just a P.E. Teacher? Jonas P. Fabillar, EdD

Physical Education mentors, a breed apart,
With rhythm and art, they play their part.
They sing, they craft, with dance they charm,
Teaching skills and virtues, they arm.

Beyond the classroom's confining space,
They lead recitals, events, a varied chase.
Physical Education guides, in every trial,
Run, dance, and triumph with you, mile after mile.

More than mere teachers, with talents innate,
Their competencies are vast, they demonstrate.
Not just educators, but sculptors of form,
Molding mind, body, and character, they transform.

Unsung heroes, without widespread acclaim,
For them, it's not about seeking fame.
Misunderstood, they seldom stand,
Yet in their easy discipline, they're grand.

They are not "just" but they are "indeed"
P.E. Teachers!

Three Words to Success

Jonas P. Fabillar, EdD

Look Down

Stay grounded and ask "What Am I?"
Stay humble, and appreciate your life.
For a great soul knows they're just a dot in the sky,
Just like a small particle and no one's above so high.

When you take that first step, look down,
For the ground whispers secrets, guides your renown.
And adventures await, your foundation's crown,
Build yourself well, and storms won't make you frown.

Look Beyond

Envision your path, and ask "Where Am I?"
For it is where dreams unfurl,
Like a guiding star, a compass for your soul,
For without it, dreams stagnate, like a ship aground,
For your future to unfold, must leave the past unbound.

Imagine the journey, don't focus on the peak,
Atop your mountain, other summits you'll seek.
Each step, a story, is uniquely yours to speak,
In looking beyond, you'll find purpose, not just a streak.

Look Up

In every success or failure, ask "Who Am I?"
And in all decisions you will make, seek His advice,
For His voice will make you wise,
And you will find solace, in His boundless skies.

The Battle Within

Rosalie R. Baguio

The voice in my head, so cruel and unkind,
Berates and belittles, poisons my mind.
"You'll never succeed, you're destined to fail,
Why even bother, your efforts will just pale?"

Trembling hands, a racing heart,
The easy path calls, "Don't depart."
Yet deep within, a glimmer of might
Urges me onward, to stand and fight.

I see the self-doubt etched upon my face,
The temptation to retreat, to hide in safe space.
But I draw a deep breath, steady my shaking hands,
And speak words of courage, a resolve that stands:

"You are stronger than the fears that taunt,
More resilient than the doubts that haunt.
This path may be treacherous, the climb steep,
But the summit of strength is yours to reap."

Though the doubts still linger, the fears still taunt,
I stand my ground, no longer daunted.
With a deep steadying breath, I raise my head high,
No longer willing to hide, to cower, to lie.

This is my moment, my chance to be brave,
To confront the darkness, my true self to save.
I choose strength over fear, I choose to prevail -
This is the path I will fearlessly trail.

Time for My Blisswork

Maria Cristina P. Andrade, EdD

A time for my blisswork,
Aligning passion and values with hardwork.
Self-care is a priority,
In both life and work, it leads to prosperity.

Fulfillment blooms where my heart abides.
T.I.M.E. - Timing in managing expectations, my guide decides.
Resilience gained through tasks that came,
Challenges faced in life's complex game.

Stephen R. Covey, with words so wise,
"Schedule priorities," his advice.
"First Things First," importance seen,
Resilience needed, stress unseen.

Thoughtful choices in meeting goals with life's advice,
Balancing life's demands as stress fades with actions concise.
Purpose and growth in all that grows,
Happiness abounds with love that flows.

Finding my place with certainty,
True happiness in serenity.
In sacred times,
My heart and soul rejoice.

Hail ZPPSU Hail **A Luminous Horizon: Where Hearts Find Safe Harbor** Mercibelle A. Del Mundo

In Zamboanga's heart, where the sun meets the sea,
A beacon shines, a haven for thee,
Zamboanga Peninsula Polytechnic State University stands tall,
A haven for resilience, where hearts can enthrall.

With well-being at its core, it guides the way,
For teachers and students, a brighter day,
Through trials and tribulations, it stands as one,
A symbol of hope, where dreams are won.

Its halls of learning, a sanctuary of peace,
Where minds are nurtured, and hearts released,
The weight of worries, the sting of pain,
As resilience blooms, like a flower in the rain.

With every step, with every stride,
The university's mission, side by side,
It builds a community, strong and true,
Where teachers and students, are together anew.

Through its doors, a world of knowledge flows,
Where minds expand, and hearts glow,
The Zamboanga Peninsula Polytechnic State University's might,
Empowers resilience, and shines with all its light.

So let its walls, a haven be,
For those who seek, a brighter destiny,
For in its halls, a world of hope resides,
Where resilience and well-being, are side by side.

Strength in Numbers: Building Resilience and Well-being in Mathematics Education

Mercibelle A. Del Mundo

In a world of numbers, where equations align,
Resilience and well-being beautifully intertwine.

Teachers and students share a bond so strong,
Learning and growing, where they truly belong.

Mathematics, a language of precision and grace,
Building resilience with every embrace.

Like Fibonacci's sequence, a pattern unfolds,
Strength in numbers, as the story is told.

From algebra to geometry, challenges will arise,
Yet teachers and students reach for the skies.

In the realm of math, they find their way,
Building resilience, come what may.

A dance of numbers, where equations flow,
Well-being in learning begins to grow.

In the classroom's embrace, a safe space is found,
Where teachers and students stand on solid ground.

So, let's celebrate this mathematical art,
Where resilience and well-being play a part.

In the world of numbers, we find our voice,
Building strength and growth, let us rejoice.

Resilience Reborn in Me, My Shining Pathway

Socorro Lozada, PhD

I am Socorro Lozada
a beacon of light,
A mother and a teacher, guiding through the night.
With a heart full of love and a spirit so bright,
I nurture not only my children but also my students with all the might.

As a mother, I tend to my children with care,
Teaching them to be strong, to face life's share.
I show them how to be resilient, to never give in,
To rise above challenges and to always win.

As a teacher, I inspire my students with all my passion,
Helping them to grow, to learn, and to take action.
I build their confidence, and their self-esteem too,
And show them that they can achieve anything they want to pursue.

With a warm and caring touch, I reach out to each one,
Helping them to heal, to grow, and to have fun.
I create a safe and supportive environment,
Where my students feel free to express themselves, to learn, and to thrive.

I am Socorro Lozada
a true role model and guide,
A mother and a teacher who helps not only children but also my students to glide.
I build resilience and well-being in all I do,
And inspire others to do the same, with love and trust like I do.

SSL Acrostic

Socorro Lozada, PhD

Sincere dedication to teaching's noble art

Opportunities for growth, in every student's heart

Compassionate guidance, through life's every test

Outstanding mentorship, that helps students find their best

Resilience and well-being, in every classroom space

Radiating positivity, a beacon of hope and grace with

Optimistic relationships, built on trust and care

Supporting co-teachers, through every challenge they share

Leading by example, with a heart that's pure and bright

Open communication that fosters a sense of community light

Zealous passion for teaching that inspires and ignites

Always striving to improve with a spirit that's bold and bright

Delivering excellence with a commitment that's strong and

tight

Advocating for students with a voice that's clear and bright.

Resilience Blooms in Science's Embrace

Maisora T. Tahil, EdD

In the realm of Science, where knowledge reigns,
Teachers find solace, amidst life's pains.
They stand tall, like pillars of might,
Guiding students, through the darkest night.

With each experiment, a lesson unfolds,
Resilience and well-being, their story untold.
For in the lab, where theories come to life,
Teachers find strength, to face the strife.

They harness the power of curiosity,
To ignite the spark, of resilience's key.
Through trial and error, they show the way,
That failure is not the end, but a chance to sway.

With each success, confidence grows,
A testament to the strength, that within them flows.
They share this wisdom, with students in need,
Empowering them, to face life's every deed.

In the classroom, a sanctuary of calm,
Teachers find their own, resilience's balm.
Through the eyes of students, they see their own,
The resilience they've built, a seed they've sown.

Science, a tool, to build and to mend,
A bridge between teacher and student, a bond to defend.
Together they stand, in the face of life's test,
Resilience and well-being, their ultimate quest.

So let us raise a cheer, for Science teachers true,
Who build resilience, in all that they do.
Their passion, a beacon, shining bright,
Guiding us all, through the darkest night.

Maisora in Pursuit of Passionate Resilience

Maisora T. Tahil, EdD

In ZPPSU's halls of learning bright,
Prof. Maisora shines with all her might.
As a General Science and Chemistry guide,
She nurtures minds, and hearts to abide.

With Doctorate in hand, she stands tall,
An inspiration of hope, for one and all.
Her expertise, a treasure to share,
Empowering students, with care.

In her classroom, a haven of peace,
She fosters resilience, a precious release.
Through trials and tribulations, she leads,
And in her wake, a trail of success proceeds.

With co-teachers, a bond she forges strong,
Together they face challenges, all day long.
Supporting each other, hand in hand,
A united front, against life's demands.

Her dedication, a shining light,
Illuminates the path, through the darkest night.
For Prof. Maisora, teaching is not just a job,
But a calling, where love and passion rob.

In Zamboanga's Polytechnic State University's halls,
Prof. Maisora stands, a guiding wall.
Her passion for teaching, an ideal of hope,
Building resilience, and well-being, her scope.

Through her lessons, a foundation laid,
Students grow, and their futures displayed.
With every step, a path unfolds,
Guided by Prof. Maisora, where hearts are molded.

In her classroom, a sanctuary true,
Prof. Maisora, a teacher, shines anew.
Her love for teaching, a gift divine,
Building resilience, and well-being, her prime.

Love Beyond Words: A Heartfelt Dedication to the Pillars of My Life

Ivy Nazareth, PhD

I am sincerely dedicating these creative lines of poetry to my Very loving and caring mother who is already with our Almighty, "Mang". You will always remain in our hearts forever, and to my

Father, "Pang" I am sorry for everything.
Respect I know is what you deserve.
After all, I know I owe my life to you.
Not to forget my brother, "Alvin" for the brotherly
Care, though I know you do not express that much
In my heart, you will always remain to be my family whom I
Sincerely owe my life and have learned the love and
Care, these I am now sharing and giving with
Optimism and cheerfulness to

My ever-hardworking and career-supported husband.
Arnel and to my
Considerate and thoughtful children,
Arvy Charles and Charles Erick, I am so
Happy and very thankful for
I am so blessed to have all of you in my life and I feel so much
Safe and secure for God gave you to me as my family

Nevertheless, I would like to stress out once
Again these creative lines of poetry are
Zealously and passionately dedicated to
Arnel I. Nazareth who strongly believes in my ability and
Respect is all that I can give you back and
Endless love is what you deserve.
Thank you so much to you my ever-loving and caring
Husband and, I will always love you forever, no matter what.

Brave Heart, Bright Soul: A Tale of Triumph and Hope

Ivy Nazareth, PhD

**Illuminating the world with a radiant smile,
Vibrant spirit that shines through every mile.
Yearning to make a difference, day by day,**

**Fearless in the face of life's challenges,
Resilient and strong, never backing down.
Adventurous soul, always seeking new ground.
Noble heart, filled with compassion and grace,
Courageous in every step and in every race.
Inspiring others with my unwavering might,
Shining a light in the darkest of night.
Cherishing every moment, every day,
Overcoming obstacles, paving my way.**

**Magnificent in my pursuit of dreams,
Ambitious and driven, it seems.
Captivating hearts with my genuine care,
Ascending to greatness without a care.
Humble in my success, yet proud of my worth,
Illuminating the world with my boundless mirth.
Soaring high, like a bird in the sky,**

**Never give up, no matter the cost,
Achieving greatness, never lost.
Zealous in my pursuit of knowledge and truth,
Admired by my loved ones, in my eternal youth.
Radiant in my splendor, inside out,
Empowering others without a doubt.
Triumphant in every battle, every fight,
Holding my head high, in the world's flight.**

Guiding Minds, Nurturing Knowledge: The Teachers' Journey

Ivy Nazareth, PhD

In the realm where knowledge blooms and minds ignite,
Teachers dwell in a world of wisdom and light.
Guiding souls through the corridors of learning,
Their passion and dedication forever burning.
In classrooms filled with laughter and dreams,
Teachers weave a tapestry of knowledge and it seems.
Patiently nurturing each young mind,
In the vast expanse of education, they find.
With chalk in hand and hearts so kind,
They shape the future, one student at a time.
Inspiring curiosity, sparking creativity,
In the teachers' world, there are endless possibilities.
From early morning to late at night,
Teachers work tirelessly, their purpose in sight.
Mentors, leaders, and friends in need,
In the teachers' world, they plant the seed.
Through challenges and triumphs, they stand tall,
In the teachers' world, they give their all.
Empowering minds to reach new heights,
Guiding students through life's darkest nights.
So here's to the teachers, unsung heroes of our time,
In their world of learning, they shine.
With hearts of gold and minds so bright,
They shape the future, with love and light.

Resilience and Well-being: Navigating Life's Complexities

Ivy Nazareth, PhD

In the realm of education, where minds take flight,
Teachers play a crucial role, day and night.
Guiding students through life's challenges and strife,
Helping them build resilience, a beacon of life.

With empathy and kindness, they pave the way,
For students to navigate life's complexities each day.
By fostering a growth mindset, they show the path,
To overcome obstacles, and rise above the wrath.

In the classroom, a safe haven is created,
Where students feel valued, and their voices are heard and stated.
Teachers model resilience, with every step and every fall,
Showing students that mistakes are opportunities to stand tall.
Through mindfulness and self-care, they teach students to cope,
With stress and anxiety, and find a sense of hope.

By promoting positive relationships, they build a strong foundation,
For students to thrive, and reach their full potential with education.

In the teacher's world, well-being is a top priority,
A foundation for learning, and a key to prosperity.

By supporting students' mental health, they pave the way,
For a brighter future, where students can thrive each day.
Through open communication, they break down barriers high,
And create a culture of trust, where students can ask why.

By being approachable, and available to lend a hand,
Teachers help students build resilience, in a world so grand.

In the face of adversity, teachers stand tall and strong,
Guiding students through the storm, where they can't go wrong.
With patience and understanding, they help students find their way,
And build resilience, to face life's challenges, come what may.

By celebrating successes, and learning from failures too,
Teachers help students develop a growth mindset, anew.

Through feedback and encouragement, they help students grow,
And build resilience, to face life's challenges, as they go.

In the teacher's world, well-being is a core value,
A foundation for learning, and a key to a brighter future to unveil.

By supporting students' mental health, they help them thrive,
And build resilience, to face life's challenges, and stay alive.

Through building resilience, teachers empower students to be,
Their best selves, and reach their full potential, wild and free.

By guiding them through life's challenges, with empathy and care,
Teachers help students build resilience, and show them they truly care.

In the realm of education, where minds take flight,
Teachers play a crucial role, in building resilience and well-being bright.

Guiding students through life's challenges, with kindness and might,
Helping them build resilience, and shine with all their light.

By being role models, teachers show students the way,
To build resilience, and face life's challenges, day by day.

Through their dedication, and passion for teaching so true,
Teachers help students build resilience, and see them through.

In the teacher's world, building resilience is key,
To helping students thrive, and reach their full potential, you see.

By supporting students' well-being, they pave the way,
For a brighter future, where students can shine, come what may.

Through building resilience, teachers give students a gift,
A tool to navigate life's challenges, and find their inner lift.

By guiding them through the ups and downs, with empathy and care,
Teachers help students build resilience, and show them they truly care.

In the realm of education, where minds take flight,
Teachers play a crucial role, in building resilience and well-being bright.

Guiding students through life's challenges, with kindness and might,
Helping them build resilience, and shine with all their light.

Growth in the Classroom Setting

Conrado Blando, EdD

In the classroom setting, where knowledge grows,
Persistence blossoms, where aspiration still grows.

Teachers who guide, with hearts so kind,
Foster minds and characters, in them we find.

In challenging situations, teachers are tried,
But with their passion for teaching, resilience resides.
Their strength, their patience, brights the way,
In every lesson, they lead the day.

Students, the seekers, eager to learn,
In their quest for knowledge, they discern.
Through trials and tests, they persevere,
Their resilience shines, year after year.

This adventure of learning, through highs and lows,
Building well-being and resilience, it shows.
With self-care strategies, and hearts aglow,
Together, they flourish, together they grow.

For in this avenue of learning, we stand tall,
United in purpose, we hear the call.
To nurture well-being, to light the way,
For teachers and students, come what may.

Cultivating Resilience Together

Conrado Blando, EdD

In the journey of life, hand in hand we stride,
Through struggle and strife, side by side.
Together we nourish strength to survive,
Cultivating resilience, now to live.

In the challenges faced, seeds of courage we sow,
With devoted hearts, we bravely grow.
Through hardships faced and bottles won,
Our resilience is embraced and never gone.

In the community's embrace, comfort we find,
Tended by kindness, where spirits are aligned.
Let's stand united, face challenges with glee,
For together, we foster resilience, you and me.

Piso

Elsie T. Alvarado, PhD

Tulala, di-maarok ang hapdi
Namimilipit sa sakit nakatali
Alaala'y dahop saksi
Batang takot sa ngiti sa labi

Mata'y nadako sa paa
Payat, madungis at pula
Maitim at puno ng husga
Pinandidirihan at inalipusta

Mahirap ka lang ngunit hindi boba
Murang isip naikintal sana
Maputi na balat at maporsilana
Papuri kailanman hindi maganda

Tahimik nagmasid sa bukana
Hanap ang nanay sa mata
Hihingi sana ng baon para sa eskwela
Hiling na kahit piso guminhawa

Kumalat ang sinag sa siwang ng kawayan
Sa bubong, naghari ang katahimikan
Hindi parin dumating ang kaligayahan
Inang hinihintay hatid kaginhawaan

Humarap sa kaldero at binuksan
Napaaray sa init at nahimasmasan
Nagsandok ng kanin, nilapag sa kawayan
Lantay na saksi ng kahirapan

Napansin na ulam ang kulang
Nagmamadali ang kilos, nilantakan
Pagkain nasa harap ng hapagkainan
Ginhawa'y nalasap sa munting tiyan

Tunog ng paa, narinig sa labasan
Mabilis na lumabas sa durungawan
Umuwi ang ina'y parang nabunutan
Tanging piso, mapawi ang kalungkutan

O inay! Maraming salamat sa iyo
Pag-aaral nang mabuti pinapangako
Hindi ko sasangangin kahit isang piso
Pag-iipunan ang lahat na pinapangarap ko.

Building Resilience, One Meal at a Time Raymart Manalo

In the kitchen, where love is made,
Raymart Manalo's passion is displayed.
Food technology, a tool so fine,
Helping teachers and students, one meal at a time.

With every bite, a story unfolds,
Of nourishment and care, for young and old.
Resilience grows, with each new day,
As minds and bodies are nourished in a healthy way.

Through innovation, he brings to the plate,
A love for learning, that's hard to abate.
Teachers and students, united as one,
Together they grow, beneath the sun.

Raymart's passion for hope,
Guiding the way, for a brighter scope.
In the realm of food tech, he makes his mark,
Building resilience, a shining spark.

With every meal, a lesson is learned,
Of the power of food, to heal and to yearn.
Resilience grows, with each new bite,
As love and care, ignite the light.

Building resilience, one meal at a time,
Raymart Manalo's passion, a rhyme.
In the kitchen, where love is made,
He brings hope and healing, to those who are played.

Food Technology's Art: Resilience and Well-being in Every Bite

Raymart Manalo

In the kitchen's heart, where science meets art,
Food Technology's magic starts,
A world of flavors, textures, and delight,
Where resilience and well-being take flight.

With every recipe, a story unfolds,
Of trial and error, of successes told,
Of failures that teach, of lessons learned,
Of perseverance that the heart has yearned.

The heat of the stove, the rush of the pace,
The precision of measurements in place,
The patience to wait, the skill to create,
The joy of sharing, the love to participate.

In every dish, a piece of ourselves we give,
A reflection of our culture, our love to live,
The memories we make, the laughter we share,
The connections we forge, the bonds we repair.

Food Technology's art is not just a skill,
But a journey of self-discovery, of will,
To experiment, to innovate, to explore,
To find the balance, to ask for more.

For students who learn, for teachers who guide,
Food Technology's lessons will abide,
In the kitchen's warmth, in the heart's fire,
Resilience and well-being will conspire.



GUILD OF EDUCATORS IN TESOL INTERNATIONAL

MISSION

- To provide excellent training in language education through open learning, seminars and workshops;
- To enable the educators to be expert in the teaching of English to speakers of other languages; and
- To lead educators and other professionals embrace quality research writing and high impact publication and to raise the culture of research.

VISION

- To be a leading center of excellence in the continuing professional development for teachers locally and internationally.

Join us on a journey towards sustainable development by exploring the synergy between languages and STEM in the Philippines. This theme highlights TESOL-infused STEM initiatives fostering sustainable practices. Engage with articles showcasing bilingual scientific discoveries addressing local environmental challenges, technology-driven language acquisition enhancing STEM comprehension, engineering projects promoting diverse linguistic collaboration, and math concepts taught inclusively through multilingual approaches. Experience narratives that underscore how TESOL-integrated STEM education is pivotal in equipping Filipino learners with the tools to tackle sustainability issues and drive meaningful change for a prosperous future.