

# Challenges in Implementing Project E.A.G.L.E: A Looping Type of School Management

Irene C. Delos Reyes

**Abstract.** This study explored the teachers' experiences in Implementing Project EAGLE. Specifically, it aimed to answer their perceptions about it simultaneously as the coping mechanisms for the emerging challenges. To achieve responses to the study's research questions, I used phenomenology. The 10 participants of this study were teachers of Rizal Elementary School. I conducted an in-depth interview using coding to analyze the data. The study disclosed themes such as the First Research Question and Challenges in Implementing Project EAGLE, with subthemes of Curriculum Alignment, Training and Professional Development, and Funding and Resources. Another inquiry was how to cope with the challenges in collecting results; the themes are Continuous Professional Development and Collaboration in implementing Project EAGLE themes emerge are Collaboration and Reflection and Adaption. The study's ramifications for Project EAGLE were extensive and touched on many different facets of schooling. Based on the themes found in the study, the following are some possible implications: Continuous Evaluation. The curriculum alignment process should incorporate regular assessments and reviews to recognize and resolve persistent issues. This iterative strategy makes Continuous improvement possible, which guarantees ongoing alignment with learning goals. Education and Career Advancement. Programs for Comprehensive Training. The study underscores the need to provide educators with extensive training on Project EAGLE. It is recommended that education stakeholders prioritize the creation and execution of comprehensive training programs that will improve educators' ability to use innovation in the classroom.

## KEY WORDS

1. Project EAGLE 2. Looping Type 3. School Management

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## 1. Introduction

Implementing Project E.A.G.L.E., a looping type of school management, presents both challenges and opportunities. One significant challenge is ensuring teachers are adequately trained to handle multiple grade levels, requiring continuous professional development. Additionally, maintaining curricular coherence and avoiding gaps or redundancies demands meticulous planning and collaboration among educators. Resource allocation and obtaining stakeholder buy-in, including from parents and the broader school community, also pose significant logistical hurdles. However, the opportunities are substantial; looping fosters stronger, more personalized student-teacher relationships, which can enhance student engagement and aca-

demic performance. It also encourages professional growth for teachers as they expand their expertise and collaborate more closely to support student learning. Successfully navigating these challenges can lead to a more cohesive and supportive educational environment that benefits both students and educators.

Globally, Educators and administrators continually look for practices and strategies to implement in the classroom to increase academic achievement. Although educational policy decisions are made at the state and federal levels of our government, educational leaders feel the brunt of decision-making at the local level. The need to increase student achievement scores has increased since *A Nation at Risk* was released (Findley, 2018). This idea continued for years until the No Child Left Behind (NCLB) Act reauthorization of the Elementary and Secondary Education Act (ESEA) passed in 2002. This act expanded the federal government's control over the public education system. Elements found within NCLB have forced school leaders to change how they think about school reforms and programs to help with student achievement. NCLB determined standardized test scores would serve as the main measure of quality schools and student performance. NCLB also required school districts to report progress for specific subgroups within the population. The ESEA reauthorization, Every Student Succeeds Act (ESSA) passed in 2015, required states to report achievement results for subgroups (NASSP, 2020). For students to become productive and contributing members of society, they must develop competency in areas, including reading, writing, and math (Danley, 2022). Yet, some students do not meet the basic standards in these core academic subjects, while others cannot write or read on grade level, or solve basic math problems. In addition, there continues to be an achievement gap between White, Hispanic, and Black populations. With the urgency to narrow the achievement gap,

school leaders began researching and implementing instructional strategies (Findley, 2019). One strategy that merits more research is looping. Looping is an instructional strategy that can be used to boost academic achievement and narrow the achievement gap for students while building strong relationships within the classroom (MaKinley 2020). Kurtz (2019) found that looping also builds bonds between students and teachers and provides a seamless continuation of learning as students progress through grade levels. Most studies are qualitative and document positive experiences and support for looping. In the Philippines, politicians attempt to reduce the achievement gap by enacting governmental policies, and social scientists have developed theories to explain the gap. Most of these theories fall into the following three areas: test bias, heredity, and home environment, and PK-12 schooling (Jesusa, 2018). Each of these concepts will be further explained in the following section. Jeminez (2018) identifies both labeling bias and selection bias as two possible sources of racial biases in testing. Labeling bias occurs when a test claims to measure something that is an assumed innate trait – intelligence, for example – but the test may not be measuring the actual intelligence of the taker. Selection bias occurs when schools use a test to select students for entrance into something, like college, honors classes, or job opportunities. Selection bias is embedded in the use and make-up of the test. Both types of test bias are critically important because more tests are administered than ever before, and with higher stakes. In addition to academic consequences of test bias, there are social implications for black students, starting with achievement in K-12 schooling, continuing with college admissions, and eventually job and lifestyle opportunities. In Davao City, The Department of Education in Region XI (DepEd-XI) has proudly showcased its Project EAGLE I (Project Elimination of Academic Gaps of Learners in the Elementary) which is a unique

intervention program for teachers and learners. This is the first in the Davao region as our way of intervention to increase learning outcomes of the learners in all learning areas while allowing learners to meet high expectations, content, and performance standards and be able to achieve the diverse challenges of the 21st-century skills,” DepEd XI Regional Director Atty. Alberto T. Escobarte (2019). Escobarte presented the project to the various regional heads of national agencies at the ARENA XI (Association of Regional Executives of National Agencies-XI) Lecture Series. Under Project EAGLE there is a looping cycle from Kindergarten to Grade 3 and another looping for learners from Grades 4 to 6. Escobarte explained that looping is a practice in which a teacher stays with the same class for more than one year. It is a multi-year placement for both the learners and the teacher. The first looping cycle happens when a teacher handles and mentors a group of kindergarten learners and continues with them through Grades 1, 2, and 3 levels.

As learners reach Grade 4, another team of

teachers will continue the second loop to provide instruction to Grades 4, 5, and 6. The DepEd XI sees that it will benefit both learners and teachers as it maximizes instructional time. Both parties start the lesson immediately where they left off at the beginning of a school year. It is seen to continue learning momentum as learners can complete their projects over the summer and accordingly teachers can plan instructions for the succeeding year. The looping technique is also seen to increase the knowledge of teachers on the child’s intellectual strengths and weaknesses. It will benefit the learners as it reduces anxiety about the new school year and increases opportunities for shy learners to develop self-confidence. The first looping cycle started in 2017 covering Kindergarten students until they reach Grade 3 in 2021. The second loop will then start from 2021 until 2024. DepEd XI piloted the first loop in 22 divisions, with 44 mentors involved. About 88 teachers in the region were trained by the University of Southeastern Philippines to handle the looping program.

*1.1. Purpose of the Study*—The purpose of this research study was to understand the experiences of teachers in the implementation of Project EAGLE, its challenges, and coping mechanisms in Rizal Elementary School, Panabo Central District, Panabo City Division. The study identified teachers’ perceptions of this looping program in school management, teaching, and its challenges and opportunities. With all the lessons learned during the past years, schools in the Philippines were more than prepared for the full implementation of better education. Constant communication and orientation of all school community members or stakeholders had to be done to ensure that everybody was aligned. Therefore, this study also aimed to identify their coping strategies to address the said challenges. This was to understand the different challenges that teachers experienced in dealing with children in an inclusive environment.

*1.2. Research Questions*—The study aimed to investigate teachers’ perceived practices and implementation of Project EAGLE among schools in the division of Panabo City. Specifically, it aims to answer the following questions:

- (1) What are the challenges in implementing Project EAGLE?
- (2) How do teachers cope with the challenges in implementing Project EAGLE?
- (3) What educational management insights are drawn from the findings of the study?

*1.3. Definition of Terms*—

Lastly, future researchers could benefit from this research as it would assist those wishing to conduct a similar or comparative study. Project E.A.G.L.E – is an academic intervention proven to be effective in Europe, the United States of America (USA), and other countries in Asia. This follows a looping scheme. In looping, the kindergarten teacher handles and mentors a group of learners and continues with them up to Grade 3. As learners reach Grade 4, another team of teachers will continue the second loop to provide instructions to Grades 4,5,

*1.4. Significant of the Study*—The highlights of the study were significant to the following: Department of Education officials—policy/program implementors—could have used the results of this study to create policies and programs to help teachers in the better implementation of teaching and learning. Teachers were given insight into the experiences and challenges that other teachers faced when dealing with learners during face-to-face classes and blended learning. This helped them

*1.5. Theoretical Lens*—This study was anchored in the Motivation Theory and Self-Determination Theory. Motivation within the educational setting includes needs, drives, goals, aspirations, interests, and affects (Lazowski Hulleman, 2019). Research in educational psychology found that student motivation was essential for learning. Motivated students learned more, persisted longer, produced higher quality work, and scored higher on assessments, especially when the motivation was intrinsic, versus extrinsic. Motivation in schools has been shown to have significant impacts on academic learning, self-esteem, self-efficacy, and school readiness (Koca, 2019). In addition, prior research has shown that motivation was an important predictor of student outcomes, including self-

and 6. **Achievement Gap:** In education, the achievement gap refers to the disparities in student achievement that correspond to the racial, socioeconomic, and linguistic backgrounds of students (Noguera, 2009). Achievement gaps occur when one group of students outperforms another group and the difference in the average score for the two groups is statistically significant (NAEP, 2020). **Looping:** is the practice of allowing teachers to keep the same students over 2 or more years (Grant et al., 2019).

prepare by providing an idea of how to solve problems that could occur while utilizing these approaches. Stakeholders were assisted by the system, which had to be intensively and extensively incorporated into the strategic planning of educational institutions from top management down to the lowest level of their organizational structure. Learners were helped to better understand that learning must continue in an inclusive environment and that it was not a hindrance to achieving educational goals.

efficacy, academic engagement, and academic achievement (Opdenakker et al., 2021). According to Koca (2019), motivation was significantly related to students' standardized achievement scores. Students with intrinsic motivation received higher reading and math achievement scores compared to classmates with extrinsic motivational orientations. Teacher-student relationships played a key role in the development of competencies in early school-age years (Koca, 2019). Teachers could create a classroom environment that kindled students' motivation and learning. In addition, the relationship between the teacher and student helped students develop social, emotional, and academic skills. Positive student-teacher relationships in a warm classroom environment could help students suc-

cessfully adapt to school, thus increasing their motivation to learn. Even more, positive relationships within a safe and supportive environment could enable students to open up and take academic risks. Casmir (2019) noted that when children entered school or transitioned to the next grade level, they encountered challenges, such as creating relationships with peers and adults. Student-teacher relationships played a key role in the development of competencies in elementary school, including social, emotional, and academic skills. Prior research had found a significant relationship between student adaptive motivation for academics and social factors within the classroom, including relationships, teacher support, and teacher practices that fostered respect. In these classrooms, teachers encouraged students to focus on the task and provided feedback; teachers perceived learning as an active process, incorporating positive interactions, understanding versus memorization, and student engagement. Positive student-teacher relationships could contribute to a classroom environment that learners perceived to be inviting, which facilitated adaption in school, therefore increasing students' motivation to learn. Self-determination theory expanded upon the work of social motivation theory and differentiated the types of motivation (Deci Ryan, 2019). According to Kelly (2020), self-determination theorists claimed that children began to value behaviors that they saw reinforced, both their behaviors and those of significant others within their social environments, including teachers and families. The most central difference in self-determination theory was between autonomous motivation and controlled motivation. Autonomous motivation includes intrinsic motivation, while controlled motivation includes external regulation. When people were autonomously motivated, they experienced self-endorsement of their actions. When people were controlled, they experienced pressure to think, feel, or behave in certain ways. Both autonomous and controlled motivation help to energize and direct one's behavior. Self-determination theory suggests that individuals have basic psychological needs for competence or self-efficacy, autonomy, and relatedness (Virtue, 2021). When these needs were met, it supported motivation, self-regulation, personal well-being, and high-quality learning (Goofy, 2019). Relationships were a key factor that encouraged a student's well-being and personal growth; therefore, teachers were a key factor in helping students achieve these psychological needs (Cherry, 2019). The student-teacher relationship was an important and powerful motivator for the development of competence and autonomy (Komaru, 2019). Research indicated that students who believed they were academically competent were more likely to be interested in academic and school tasks. In addition, when teachers supported students' basic psychological needs and provided a safe classroom environment, they were promoting healthy student-teacher relationships. Within this type of environment, students reported increased levels of competence, autonomy, and positive relatedness. Students experienced competence when they were challenged and given timely feedback (American Psychological Association) [APA], 2024). According to Cherry (2019), competence includes the ability to master tasks as well as the ability to learn new skills. Students were more likely to take action to meet their goals when they felt that they had the skills needed to help them succeed. When students were supported to explore, take initiative, and develop and implement solutions to problems, they experienced autonomy (APA, 2024). Autonomy provides students with the feeling that they are in control of their behaviors and goals (Cherry, 2019). Autonomy was important, as it enabled students to feel that their actions would result in a change. This directly impacted their feelings of self-determination. Finally, relatedness or connection was felt when students

had a sense of belonging or attachment to other people (Cherry, 2019). Students experienced relatedness when they believed others listened and responded to them (APA, 2004). When these three needs were met, students were more intrinsically motivated. When students perceived the goal of education was to obtain external rewards, they performed more poorly, thought of themselves as less competent, and reported greater anxiety (APA, 2024). Deci and Ryan (2019) found that the use of external rewards decreased motivation for a task and led to a negative effect on intrinsic motivation. In the classroom, self-determination could be built to help students feel more engaged and motivated (Cherry, 2019). This could be fostered using teamwork and allowing students to take an active role in their learning. Niemiec and Ryan (2019) noted several studies that found learning tasks that were perceived as autonomy-supportive were conducive to students' intrinsic motivation. It was also vital to provide students with meaningful feedback while providing support and encouragement. Finally, teachers should be careful not to overuse extrinsic rewards. Too many

Figure 1 illustrates the intersection between the challenges of implementing looping in school management, such as Project EAGLE, and the strategies used to cope with these challenges, with a focus on educational management insights gained from the study. On the left, it highlights specific difficulties, such as the need for extensive teacher training to handle multiple grade levels, ensuring curricular consistency, and managing the logistics of resource allocation and stakeholder engagement. These challenges reflect the complexity and demands placed on both the educators and the administrative infrastructure of schools adopting looping as a management strategy. In the overlapping section, the diagram signifies the

external rewards could undermine intrinsic motivation, while too few may cause students to feel unappreciated. Instead, teachers could provide unexpected, positive feedback when students performed well. This would help improve competence. The conceptual framework of the study was presented in Figure 1. As seen in the figure, there were three interconnected variables. The Experiences of teachers in looping like Project EAGLE, a qualitative inquiry that allowed researchers and teachers to provide the necessary skills, knowledge, and focus on engaging in meaningful inquiry about their professional practice would enhance this practice and effect positive changes concerning the educational goals of the learning community. There was a real concern as could be viewed with the first circle which interlinked to the second circle; however, the center of the two circles determined that there was a connection between exploring the experiences of teachers when it came to learning the learners was important to the improvement of the teaching and learning process for the curriculum.

educational management insights derived from studying Project EAGLE. These insights provide a comprehensive understanding of both the inherent challenges and the coping mechanisms that can be employed. On the right, the diagram focuses on the coping strategies that can be developed to mitigate these challenges, such as implementing continuous professional development programs, fostering collaborative planning among teachers, and actively engaging with stakeholders to secure their support and involvement. This section emphasizes the importance of adaptive management practices and proactive problem-solving to ensure the successful implementation of innovative educational projects like Project EAGLE.

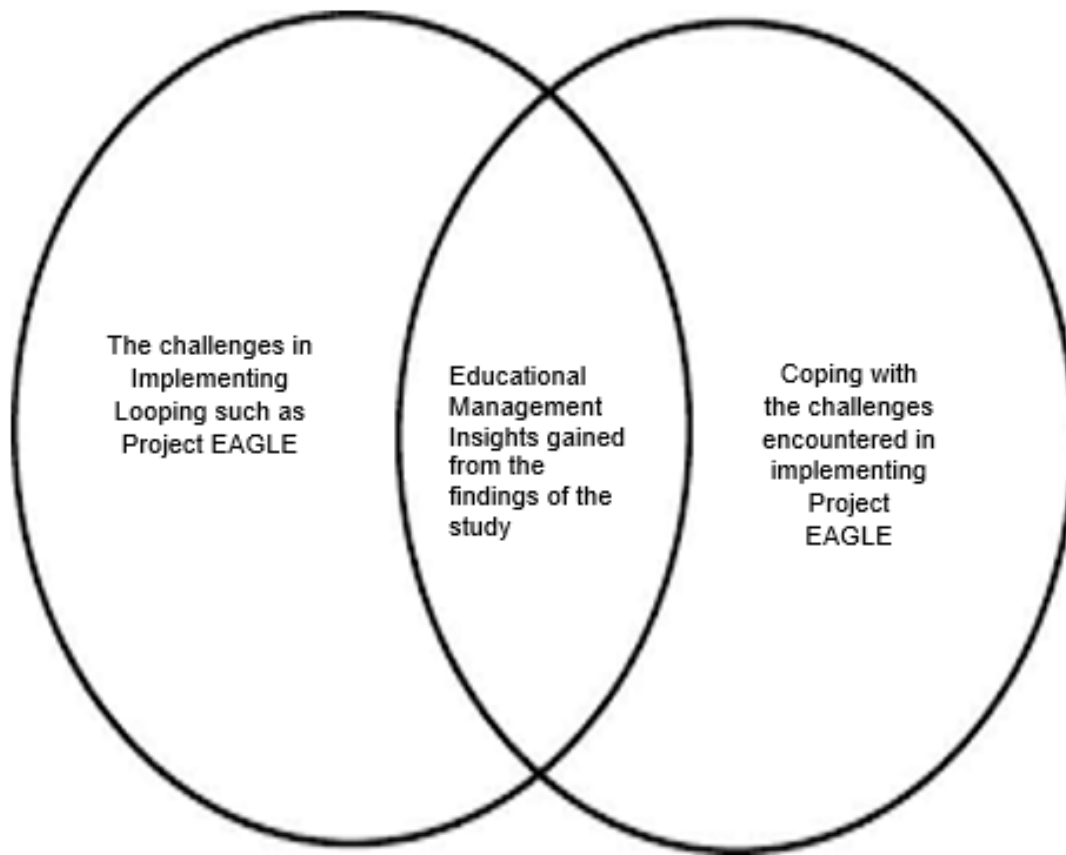


Fig. 1. The Conceptual Framework of the Study

## 2. Methodology

This chapter introduced the methods used in conducting the study and gathering data. It also included the research design, philosophical assumptions, research participants and sampling, data collection, research instrument, the trustworthiness of the study, and ethical considerations. The three most common qualitative methods were participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when exploring sensitive topics. Focus groups were influential in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2019) defined phenomenology as inquiry that asked, "What is the structure and essence of the experience of this phenomenon for these people?" The goal of this research worked well with this definition in trying to understand the experiences of the school heads in the new normal as they tried to compare its implementation then and now. Giorgi (2019) cautioned researchers to be prepared for an investigation that was greater in both depth and breadth than the offered description implied. He suggested that information be viewed as only the tip of the iceberg.

*2.1. Philosophical Assumptions*—The philosophical assumption was a framework used to collect, analyze, and interpret data in a specific field of study. It established the background for the conclusions and decisions. Typical philosophical assumptions had different types and were elaborated below. Good research involved selected the topic, problem, or area of interest, as well as the paradigm. Decent study tasks jumped with the range of the topic, problem, or area of interest, as well as the paradigm. Stanage (2019) traced the 'paradigm' back to its Greek (paradeigma) and Latin origins (paradigm), meaning pattern, model, or example. A paradigm was the patterning of a person's thinking; it was a principal example among examples, an exemplar or model to follow according to which design actions were taken. Differently stated, a paradigm was an act of submitting a view ( Stanage, 2019). This view was supported by Denzin and Lincoln (2019), who defined a research paradigm as a "basic set of beliefs that guide action," dealing with first principles, 'ultimates,' or the researcher's worldview or philosophy. Ontology. This part of the research pertained to how the issue related to the nature of reality. According to Creswell (2019), the reality was subjective and multiple, as seen by the study participants. The ontological issue addressed the nature of reality for the qualitative researcher. Reality was constructed by individuals involved in the research situation. Thus, multiple realists exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the realities of the implementation of the project EAGLE were discussed by the participants who tried to look into their ways of coping with the challenges they encountered. In this study, I relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participant's answers to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I made sure that the participants' responses were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity



of the responses and precluded from making personal bias as the study progressed. Epistemology. This referred to the awareness of how knowledge claims were justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln (2019), as cited by Creswell (2019), stated that on the epistemological assumption, the researcher attempted to lessen distance himself or herself from the participants. He suggested that, as a researcher, he or she collaborated, spent time in the field with participants, and became an “insider.” Based on Davidson (2019) and Jones (2019), I identified phenomenology using thematic analysis as the best means for this type of study. In this regard, individual researchers “held explicit belief.” I assured that I would establish a close interaction with the participants to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the teachers’ experiences and coping strategies in implementing

2.2. *Qualitative Assumptions*—In this study, the teachers’ experiences from Rizal Elementary School, Division of Panabo City, were gathered through an In-Depth Interview (IDI), and their coping strategies were extracted from the participants. The researcher’s inquisitiveness on the experiences of the teachers became the basis for conducting qualitative research, a means which Kalof and Dietz (2019), as cited from Gerodias (2019), considered helpful in looking for “meanings and motivations that underlined cultural symbols, personal experiences, and phenomena.” By using phenomenology, this need was hoped to be addressed by bringing the stories of the teachers in a manner that, as David (2019) wrote, the themes, symbols, and meaning of the experiences would be presented. Phenomenological research was based on two premises. The first was that experience was a

the program. Axiology refers to the role of values in research. Creswell (2019) averred that the role of values in a study was significant. Axiology suggested that the researcher openly discussed values that shaped the narrative and included his interpretation in conjunction with the participants’ interpretation. I upheld the dignity and value of every detail of information obtained from the participants. The researcher understood the personal and value-laden nature of the information gathered from the study. Therefore, I preserved the merit of the participants’ answers and carefully interpreted them in light of their interpretations. Rhetoric. This philosophical assumption stressed that the researcher might write in a literary, informal style using a personal voice, qualitative terms, and limited definitions. In the study, the researcher used the first person to elucidate the teachers’ experiences as they adopted the new mode of learning implementation amidst the pandemic.

valid, rich, and rewarding source of knowledge. According to Becker (2022), as cited in Morrissey Higgs (2022), that experience is a source of knowledge and shapes one’s behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not an unreliable source. The second premise of phenomenological research was that the everyday world was a valuable and productive source of knowledge. I analyzed how an event occurred in our daily lives; we could learn much about ourselves and reaped key insights into its nature (Morrissey Higgs, 2022). By using phenomenology, which was concerned with the “what” and the “how” (Moustakas, 2020), the researcher hoped that the subjective experiences and perspectives of the participants would provide highlights as to how the program was implemented before the pandemic and how it was currently executed.

*2.3. Design and Procedure*—This study utilized a qualitative phenomenological research design. The phenomenological design described the interpretations of the participants from their experiences. The participants were required to respond to the questions provided to them via Google Forms. After, they were requested to participate in a Focus Group Discussion virtually and face-to-face, depending on the situation. At the end of this study, themes and common patterns were extracted from their responses (Jamon Cabanes, 2019). They decided to use a qualitative phenomenological research design because they would dwell on the individual experiences of the teachers implementing the Project EAGLE program. There were 10 teachers who participated in the study who had firsthand experience in implementing the project EAGLE, a looping type of school management. The data gathered were recorded, transcribed, and validated to extract first-hand experiences from the EAGLE teachers' lived experiences on the challenges and coping mechanisms. The Colaizzi method of data analysis was used in a phenomenological research design. This was purely academic. The participants signed

*2.4. Research Participants*—Purposive sampling was applied to the selection of the research participants. Purposive sampling was a technique in which the researcher relied on their judgment when choosing population members to participate in the study. It was a non-probability sampling method and occurs when elements selected for the sample are chosen by the researcher's judgment. As a researcher, I often believed that they could obtain a rep-

*2.5. Ethical Considerations*—Creswell (2019) emphasized that qualitative researchers faced many ethical issues during data collection and the analysis and dissemination of qualita-

the informed consent form, and there was no risk in this study. They could withdraw anytime as a participant in the study. Ethical considerations and safety health protocols were followed. Phenomenology was an approach to qualitative research focused on the commonality of a lived experience within a particular group. The approach's fundamental goal was to describe the nature of the particular phenomenon (Creswell, 2021). Typically, interviews were conducted with individuals with first-hand knowledge of an event, situation, or experience. The interview(s) attempted to answer two broad questions (Moustakas, 2020): What had you experienced regarding the phenomenon? What contexts or situations have typically influenced your experiences of the phenomenon (Creswell, 2019)? Other forms of data, such as documents, observations, and art, may also be used. The data was then read, reread, and culled for phrases and themes that were then grouped to form clusters of meaning (Creswell, 2019). Through this process, the researcher could construct the universal meaning of the event, situation, or experience and arrive at a more profound understanding of the phenomenon.

resentative sample by using sound judgment, which resulted in saving time and money (Black, 2010). In this study, suitable samples included public school teachers, either male or female, at Rizal Elementary School, Panabo Central District, Panabo City Division. Ten informants were part of the in-depth interview. Moreover, coding was used to protect the identity of the participants. IDI-FT1 to IDI-FT10 were used for the informants of the in-depth interview.

tive reports. In this study, the researcher dealt with former teachers in public schools. To ensure an authentic response from the participants, the researcher was responsible for exercising

extra caution and maintaining the confidentiality of the study. The rights of the participants were highly considered. Besides, they were not forced to be part of the study when they refused. In protecting the identity of the participants, Glesne and Peshkins (2019) suggested that providing and assigning numbers or aliases could protect the anonymity of the participants. In this study, I used codes to protect the identity of the participants. Added to this, as the researcher, I explained the purpose and significance of the study. The participants were allowed to ask the researcher questions about the nature of the study. This certified that the information was clear to the participants. Moreover, the participants' data gathering and participation were guided by the Informed Consent Form, which the chosen participants signed. Lastly, the results and findings were returned to the participants for verification. The transcriptions of the recorded interview were kept private. Further, each participant would be advised that they have the right to withdraw their information at any time up to the completion of the data collection process and that they can be requested and allowed to verify their transcript after the interview is carried out. This would allow the participants to amend or remove any information they feel might identify them. The researcher reserved the right to use pseudonyms and change names and/or non-significant dates in the interest of protecting the identity of the participants in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that they possessed the necessary qualifications to conduct the study. As a researcher, I had completed the academic requirements and passed the comprehensive

examination before thesis writing, which was the last requirement to obtain the master's degree. The researcher was qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study reached its completion. Adequacy of Facilities. The researcher strived to ensure that the study could be completed successfully at the specified time and that they were equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by giving needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that they had enough funds to continue and finish the research. Thus, this study was completed at the target time. Community Involvement. The researcher showed respect for the respondents' local traditions, culture, and views in this study. Moreover, this study did not involve the use of deceit at any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher expressed great pleasure for the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication as the Researcher. The researcher respected other works by properly citing the author and rewriting what someone else had said in their own way. The researcher also always used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present when working on the manuscript and that no intentional misrepresentation or fabrication of data or results was included, nor were inaccurate conclusions purposefully put forward.

*2.6. Role of the Researcher*—In this study, I played various roles to attain the success of the research. First, I asked for permission to conduct the study, starting from the school division

Superintendent and then moving to the participants of my study. As a researcher, once consent was obtained, I recorded the actual interview to meet the needs of this type of research. The

goal of the interview was to gain a deeper understanding of the learners' experiences in the new normal way of teaching and learning. The

interview also discussed how the Department of Education could improve its programs.

**2.7. Data Collection**—According to Creswell (2013), an important step in the process was finding people or places to study, gaining access to, and establishing rapport with participants so that they would provide good data. A closely interrelated step in the process involved determining a strategy for the purposeful sampling of individuals or sites. Once the inquirer selected the sites or people, decisions needed to be made about the most appropriate data collection approaches. To collect this information, the researcher developed protocols or written forms for recording the data, such as interviews or observational protocols. Also, the researcher needed to anticipate issues of data collection, called “field issues,” which might be a problem, such as having inadequate data, needing to prematurely leave the field or site, or contributing to lost information. Finally, a qualitative researcher had to decide how he or she would store data so that they could easily be found and protected from damage or loss. In this study, I employed the following data-gathering steps. I asked the Schools Division Superintendent for permission to conduct the study in the Panabo Central District. I secured the superintendent's permission. I sent the superintendent a letter explaining the study's objectives and the participants' identification, with an attached copy of Chapters 1 and 2 and the research instrument. I would only start after I received the Superintendent's approval. I asked for permission from the school

heads. After securing approval from the SDS, I sent letters to the principals or school heads of the identified schools explaining the study to be conducted in their schools. I obtained consent from the participants and considered the participants' consent as informants of the study a priority; thus, I ensured permission from them and their parents/guardians. The participants were adequately oriented about the whole study process and their part as participants. I conducted the interview. I used the interview questionnaire to conduct an in-depth interview. I took participants' profiles, took notes, and recorded conversations using a sound recorder for easy transcription. Likewise, I carefully listened and actively responded during the interviews. I was transcribing the interviewees' responses. The researcher would then precisely transcribe them by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and thematizing. Categorizing and coding the data would come after the transcription process. Themes were extracted, and participants' data were contrasted and compared. The researcher would then conduct a second round of interviews (FGD) to confirm data requiring more justification and participant feedback. The newly acquired material was carefully analyzed and added to the existing body of knowledge. Then, in order to identify patterns and trends, data were contrasted and compared between the individuals.

**2.8. Data Analysis**—In this study, all the data collected were carefully examined and thoughtfully analyzed. The researcher first

described personal experiences with the phenomenon under study. The researcher began with a full description of her own experience of

the phenomenon. This is an attempt to set aside the researcher's personal experiences so that the focus can be directed to the participants. She developed a list of significant statements. She then finds statements about how individuals were experiencing the topic, lists these significant statements as having equal worth, and works to develop a list of nonrepetitive, nonoverlapping, statements. I took the significant statements and then grouped them into larger units of information, called "meaning units" or themes. She wrote a description of "what" the participants

in the study experienced with the phenomenon. Next, he wrote a description of "how" the experience happened. This was called "structural description," the inquirer reflected on the setting and context in which the phenomenon was experienced. Finally, she wrote a composite description of the phenomenon incorporating textual and structural descriptions. This passage was the "essence" of the experience and represents the culminating aspect of a phenomenological study.

*2.9. Framework of Analysis*—The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or evaluate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation (Ritchie Spencer, 2019). The first step involves thoroughly reading and re-reading all the transcribed interviews. This step was crucial as it allowed the researchers to immerse themselves in the data, ensuring they fully understood the content and context of the participants' responses. By repeatedly engaging with the transcriptions, the researcher began to identify recurring patterns, themes, and nuances that might not be immediately apparent. This process helps build a comprehensive foundation for further analysis. In the second step, I extracted significant statements from the transcribed interviews. These were specific phrases or sentences that directly pertain to the investigated phenomenon. The goal was to isolate the most relevant and impactful parts of the data that would contribute to a deeper understanding of the subject. I distilled the essence of the participants' experiences and insights by focusing on these key statements.

The third step involves giving meaning to the extracted significant statements. During this process, I categorized pertinent quotes into broader themes. This involves interpreting the statements to understand the underlying meanings and implications. By organizing the data into themes, I began to see how different aspects of the participants' experiences relate to each other and the overall phenomenon being studied. In the fourth step, I repeated steps 1 to 3 for each interview. This iterative process ensures that all interviews are analyzed in the same thorough manner. By treating each interview individually and then comparing the themes across interviews, the researcher identified commonalities and differences in the participants' experiences. This step was essential for building a robust and comprehensive analysis. After completing the initial analysis of all interviews, I compiled an exhaustive description of everything generated in the previous steps. This comprehensive summary included all significant statements, their meanings, and the themes identified. This step aimed to create a detailed and holistic representation of the data, capturing the full complexity of the participants' experiences. In the sixth step, I summarized the exhaustive description to identify the phenomenon's fundamental structure. This involves distilling the detailed descriptions into a more concise and coherent

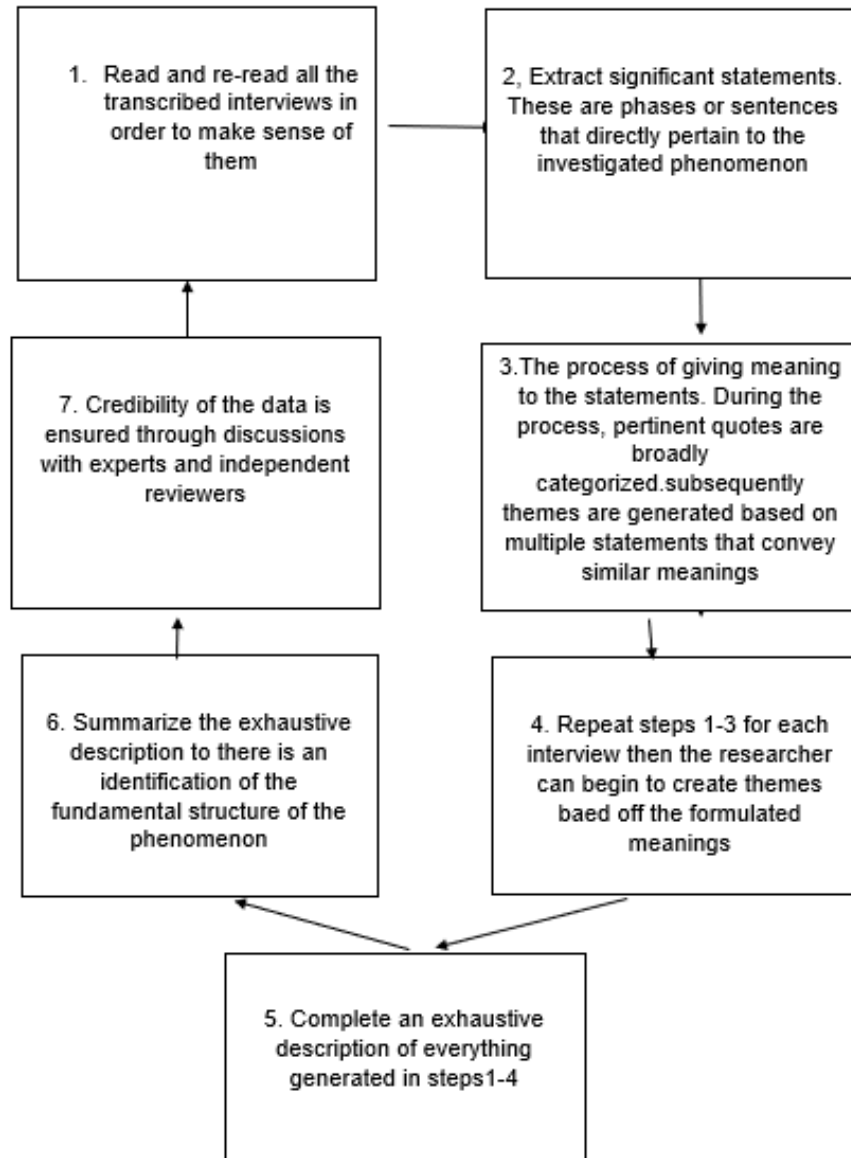


Fig. 2. Analytical Framework of the Study

narrative that highlights the core elements of the participants’ experiences. The goal was to clarify the phenomenon’s essential features and how they manifest in the participants’ lives. The final step was to ensure the credibility of the data through discussions with experts and independent reviewers. By seeking external validation, the researcher confirmed the accuracy and reliability of their findings. These discus-

sions helped identify any potential biases or gaps in the analysis, ensuring that the conclusions drawn were well-supported by the data. This step was crucial for enhancing the trustworthiness and validity of the research. By following these steps systematically, the researcher conducted a thorough and credible phenomenological analysis that provided deep insights into the phenomenon under study.

2.10. *Trustworthiness of the Study*—Trustworthiness was all about establishing credibility, transferability, confirmability, and dependabil-

ity. In a qualitative study, trustworthiness is very important because the result and findings of the research study would depend on the process of

how it is being conducted by the researcher. The trustworthiness of a research study was important in evaluating its worth. Due to the nature of the qualitative study, honesty in all the data and details was required. Trustworthiness makes the researcher's study worthy to read, share, and be proud of. The concepts of validity and reliability are relatively foreign to the field of qualitative research. Instead of focusing on reliability and validity, qualitative researchers substitute data trustworthiness. Trustworthiness consists of the following components: credibility, transferability, dependability, and conformability (Harts, 2016). Credibility contributes to a belief in the trustworthiness of data by observing the attributes of prolonged engagement. To address the issue of credibility, interviewed as many research participants as possible or up to the point of saturation. Transferability is concerned with the extent to which the findings of one study can be applied to other situations. In positivist work, the concern often lies in demonstrating that the results of the work at hand can be applied to a wider population since the findings of a qualitative project are specific to a small number of particular environments and individuals.

It is impossible to demonstrate that the findings and conclusions apply to other situations and populations. Therefore, to ensure transferability, I acknowledged that it is my responsibility as a researcher to ensure that sufficient contextual transformation about the fieldwork sites is provided to enable the reader to make such a transfer. Confirmability associates objectivity in science with the use of instruments that are not dependent on human skill and perception. It is, however, difficult to ensure real objectivity since, as even tests and questionnaires are designed by humans, the intrusion of the researcher's biases is inevitable. Here, steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the participants, rather than the characteristics and preferences of the researcher. Dependability involves participants evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study. Confirmability The degree to which the findings of the research study could be confirmed by other researchers.

### 3. Results and Discussion

In this chapter, we delved into the rich tapestry of narratives, themes, and patterns that emerged during the analysis of the qualitative data. The primary objective was to provide a detailed account of the participants' experiences, perspectives, and the contexts that shaped them. Through a systematic exploration of these elements, we aimed to answer the research questions and contribute to a deeper understanding of the phenomenon under investigation. Before I began my discussion, I established the symbols I used as I presented the quotations based on the responses of the participants of the study. About the transcriptions of the conducted interviews, I used codes to refer to participants of the research. As we embark on this journey through the results and discussion, it is essential to remain reflexive, acknowledging the researcher's role in shaping interpretations. The insights gained from this chapter will not only illuminate the intricacies of the phenomenon but also inspire future inquiries into the dynamic world we have explored.

*3.1. Challenges in Implementing Project EAGLE Education*—The first objective of the study is to uncover Teachers' challenges in im-

plementing Project EAGLE Education. The questions gathered substantial actual experiences from teachers. Based on the participants,

The alignment of educational projects with the existing curriculum is a critical consideration in the field of education. When questions arise about whether a project aligns with the curriculum, it reflects a broader concern about coherence and effectiveness within the educational system. Firstly, having a clear understanding of the project's goals and objectives is essential. Without clarity on what the project aims to achieve, it becomes challenging to ensure alignment with the curriculum. Clear goals

provide a roadmap for designing activities and assessments that complement the existing curriculum rather than detract from it. Alignment with the curriculum ensures that the project is not seen as an isolated endeavor but rather as an integral part of the educational framework. When implemented in harmony with the curriculum, the project can reinforce key concepts and skills taught in the classroom, enriching students' learning experiences.

*3.1.1. Curriculum Alignment*—The first theme arising from teachers' experiences in implementing Project EAGLE in the classroom is innovation. Innovation means doing things in new ways, and terms of curriculum, it means adopting different learning designs to help make learning more meaningful for 21st-century learners. Some practices in education have become outmoded, and learning experiences should be redesigned to be more relevant to student interests, abilities, and cultures. An additional challenge is that with a more diverse population of students who have a broad range of abilities, innovations must be linked to curriculum goals as well as being challenging and differentiated to provide for an array of learning experiences. Curriculum alignment is crucial in educational innovations for several reasons. It ensures that educational goals, assessments, and instructional methods are all coordinated and focused on the intended learning outcomes. When the curriculum is aligned, teachers can design instructional strategies that specifically target the identified learning objectives. This leads to more effective teaching and learning experiences. Studies examining alignment have been conducted extensively in the USA after the implementation of the No Child Left Behind Act in 2001 and its standard-based accountability system (Thoams, 2019). During this time, various methods of measuring the degree of curriculum

alignment have been developed, most notably Webb's Alignment Method (2019), the Achieve Method (Resnick et al., 2020), and Porter's Survey of Enacted Curriculum (2022). The first two methods focus exclusively on alignment between the prescribed and assessed curriculum, whereas the third method can measure teacher instructions' alignment. To assess or measure curriculum alignment, information in the prescribed, assessed, and enacted curriculum needs to be coded into a common language to allow for comparisons (Benjamin, 2019). Commonly, this is done on two dimensions, knowledge types and cognitive skills, which are then categorized using educational taxonomies (Bamford, 2020). There is a long list of currently used educational taxonomies, each with its theoretical framework for cognitive skills (Griffin, 2019). Anderson and Krathwohl (2020), the authors of the widely used Revised Bloom's Taxonomy, recommend that, ideally, each discipline should have its taxonomy of objectives in its language. In summary, curriculum alignment is essential in educational innovations as it promotes coherence, effectiveness, and adaptability in the learning process. It creates a framework that supports educators and learners in achieving the desired educational outcomes while allowing for continuous improvement and responsiveness to changing educational needs. The teacher's statement highlights a critical tension



within the educational system: balancing meeting high demands and pursuing continuous professional growth. The teacher expresses a sense of exhaustion due to the persistent demands and expectations imposed by the Department of Education. This sentiment is common among educators who often face a plethora of responsibilities, from administrative tasks to direct instructional duties, all while adhering to evolving standards and policies. Despite this exhaustion, the teacher acknowledges the importance

*3.1.2. Training and Professional Development*—The second theme is Training and professional development. Providing sufficient training and professional development opportunities for teachers and staff to adapt to new methodologies and technologies is important. Training and professional development for teachers are essential when applying innovations in education for several compelling reasons. One is for Familiarity with Innovations. Teachers need to be introduced to and trained in the new educational innovations. This includes understanding the underlying concepts, methodologies, and technologies associated with the innovations. Professional development ensures that teachers are familiar with the tools and techniques needed to implement innovations in their classrooms effectively. (Darling-Hammond 2019) Although teachers are generally required to participate in professional development by certification or contractual agreements, most report that they engage in these activities to become better teachers. They see professional development programs as among the most promising and readily available routes to growth on the job (Foronda, 2021), not only as a way to combat boredom and alienation but also as a pathway to increased competence and greater professional

*3.1.3. Funding and Resources*—Funding and resources are crucial in successfully implementing projects, especially in education. Ade-

of embracing innovations to improve education quality. This reflects a commitment to the profession and recognition of teachers' pivotal role in the educational landscape. The mention of teachers being the "frontlines of learning" underscores educators' direct impact on student outcomes and the necessity for them to be well-equipped with the latest pedagogical strategies and knowledge. Here are more of the participants' responses.

satisfaction (Huberman, 2019). Guskey (2022) discusses the relationship between professional development and teacher change, emphasizing the need for sustained and targeted training. High-quality professional development is a central component in nearly every modern proposal for improving education. Policymakers increasingly recognize that schools can be no better than the teachers and administrators who work within them. While these proposed professional development programs vary widely in their content and format, most share a common purpose: to 'alter the professional practices, beliefs, and understanding of school persons toward an articulated end' (Griffin, 2019). In most cases, that end is the improvement of student learning. Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. In conclusion, while the demands on teachers can be overwhelming, their commitment to professional development and embracing educational innovations is crucial for continually enhancing education quality. This underscores the importance of providing adequate support and resources to educators to ensure they can fulfill their roles effectively without burnout.

quate funding is essential for constructing and maintaining educational infrastructure such as classrooms, libraries, laboratories, and other fa-

cilities. Without proper infrastructure, the effective delivery of education may be compromised. The education sector often requires up-to-date technology for effective teaching and learning. Funding is needed to provide schools with computers, internet connectivity, educational software, and other digital tools. Lack of resources in this area can hinder the integration of technology into the curriculum. Ongoing training and professional development are essential for educators to stay current with teaching methodologies and subject matter. Adequate funding is required to organize workshops and training sessions and provide resources for teachers. Developing and updating curricula to meet students' evolving needs requires financial resources. Funding is also needed for research, curriculum design, and the production of educational materials such as textbooks and teaching aids. The teacher's statement underscores a significant and pervasive issue within the education sector: financial struggles that impact not only individual educators but entire departments and their initiatives. The acknowledgment of financial constraints affecting the department's ability to utilize innovations fully highlights the real-world challenges faced by educational institutions in implementing new programs and projects. The statement suggests that the lack of budgetary resources hinders maximizing the potential benefits of innovations such as the EAGLE program. This limitation extends beyond the specific initiative mentioned, affecting the department's capacity to address various challenges. It implies that despite the best intentions and efforts to introduce innovative solutions, financial constraints often hamper their effective implementation and scalability. The teacher's recognition of the broader implications of financial struggles on departmental projects and innovations reflects an understanding of the interconnectedness of various educational initiatives. It emphasizes that addressing financial limitations is not only crucial for the success

of individual programs but also for overcoming systemic challenges faced by the entire educational community. The challenges of finances and resources in the education sector can have a profound impact on the overall learning process. Addressing these challenges requires a comprehensive approach involving increased funding, efficient resource allocation, and strategic planning to ensure that education systems can provide quality learning experiences for all students. Funding and resources are the lifeblood of educational initiatives, serving as the foundation for successful implementation. Adequate financial support is indispensable for constructing and maintaining essential educational infrastructure, including classrooms, libraries, and laboratories. These facilities form the backbone of the educational system, providing students and educators with conducive environments for teaching and learning. Insufficient funding in this area can severely hinder the provision of quality education, limiting access to essential resources and compromising the overall educational experience. Moreover, in today's digital age, the integration of technology into education has become imperative for fostering innovation and enhancing learning outcomes. However, the acquisition and maintenance of up-to-date technological resources require substantial financial investment. From computers and internet connectivity to educational software and digital tools, funding plays a pivotal role in ensuring that schools have access to the necessary technology to facilitate modern teaching methodologies. Without adequate funding for technology infrastructure, educational institutions may struggle to keep pace with evolving educational practices, thereby hindering the development of 21st-century skills essential for student success in an increasingly digital world. Funding and resources constitute the cornerstone of educational development, serving as the bedrock upon which the quality and effectiveness of educational programs are built.

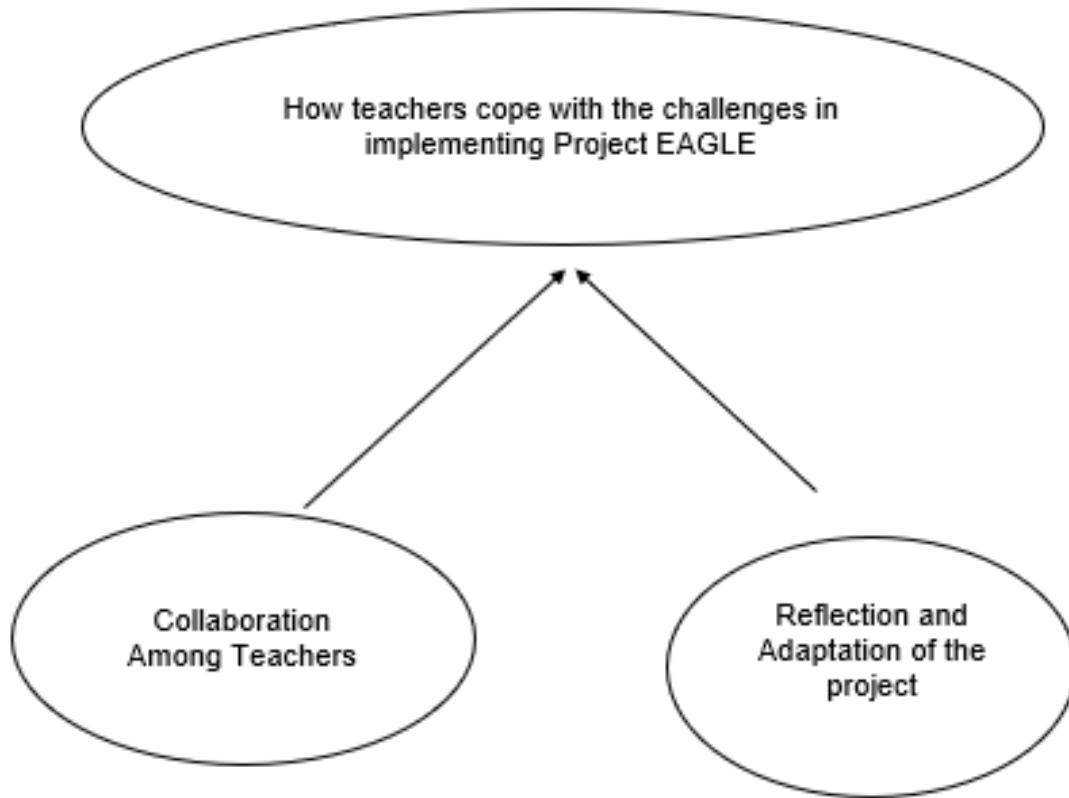


Fig. 3. Challenges in Implementing Project EAGLE Education

As Bruce (2019) emphasized, adequate financial support is paramount for ensuring that educational institutions have the necessary infrastructure and resources to deliver high-quality instruction. For instance, funding is crucial for constructing and maintaining school facilities, including classrooms, libraries, and laboratories, which provide essential spaces for teaching and learning. Without sufficient funding in this area, educational institutions may struggle to create conducive learning environments, ultimately impacting students' educational experiences. In conclusion, the teacher's statement highlights

the critical importance of adequate financial resources in supporting educational innovations and addressing challenges within the education sector. It underscores the need for policymakers and stakeholders to prioritize investment in education to ensure the effective implementation of initiatives to enhance teaching and learning outcomes.

Figure 3 shows the challenges in implementing Project EAGLE Education and the emergence of the three themes: curriculum alignment, training and professional development, and funding and resources.

3.2. *How teachers cope with the challenges in Implementing PROJECT EAGLE*—The researcher sought to answer about the coping strategies/actions of teachers facing chal-

lenges in implementing Project EAGLE. The teachers have various experiences and challenges in implementing Project EAGLE. The actual practices teachers use to overcome them are discussed here.

*3.2.1. Teachers' collaboration*—Teachers' collaboration is a powerful mechanism for coping with the educational landscape's myriad challenges. Educators leverage their collective expertise through collaborative efforts to address complex issues and enhance their professional practice. Whether it involves sharing insights on specific topics, attending workshops, or participating in joint learning experiences, collaboration fosters a sense of camaraderie and mutual support among teachers. By pooling their resources and knowledge, educators can effectively navigate challenges such as curriculum alignment, leveraging diverse perspectives and innovative strategies to overcome obstacles and optimize student learning outcomes. In a collaborative environment, teachers can engage in open dialogue, exchange ideas, and explore solutions collaboratively. By harnessing the collective wisdom of their peers, educators can tap into a wealth of experiences and insights, gaining fresh perspectives on tackling challenges. Through collaborative problem-solving, teachers can identify effective strategies, refine instructional approaches, and implement best practices that align with educational objectives. Ultimately, teachers' collaboration enhances their capacity and cultivates a culture of continuous improvement and collective efficacy within the educational community, fostering a supportive and empowering environment for professional growth and development. Based on participants' answers, Teacher collaboration

refers to the practice of educators working together to improve their teaching skills, share ideas, and enhance the overall learning experience for students. This collaborative approach recognizes that teaching is a complex and dynamic profession that can benefit from collective expertise and shared resources. Many schools encourage the formation of Professional Learning Communities, where teachers with common grade levels or subject areas come together to discuss teaching strategies, share resources, and analyze student performance data. PLCs provide a structured framework for ongoing collaboration. Collaborative planning involves teachers working together to design lessons, units, or projects. By pooling their expertise, teachers can create more engaging and effective learning experiences for their students. This can also help in aligning curriculum across grade levels or subjects. Teachers collaborate to analyze student data, including assessments and standardized test results. By examining this information collectively, educators can identify trends, strengths, and areas that may need improvement. This data-driven collaboration allows for targeted interventions and instructional adjustments. Teachers can benefit from observing each other's classes and providing constructive feedback. This process helps educators gain insights into different teaching styles, classroom management techniques, and instructional strategies. Based on the responses above, the theme that was revealed was collaboration.

*3.2.2. Collaboration. Collaborative*—Collaboration. Collaborative efforts among teachers, grade-level teams, and subject-area departments can facilitate the sharing of ideas, resources, and strategies for effective curriculum alignment. This allows teachers to benefit from collective expertise and experience. In the ever-evolving landscape of education, the solitary

endeavor of teaching is gradually giving way to a collaborative paradigm. Collaboration among educators has emerged as a powerful catalyst for professional development, fostering a culture of shared knowledge, collective expertise, and continuous improvement. This essay explores the profound importance of collaboration in shaping the growth and effectiveness of teachers.

Collaboration stands as a cornerstone in fostering a supportive and dynamic educational environment. As emphasized by Johnson (2010), when teachers collaborate across grade levels and subject areas, they have the opportunity to pool their knowledge, skills, and resources to enhance curriculum alignment and instructional practices. Through collaborative efforts, educators can share best practices, brainstorm innovative teaching strategies, and troubleshoot challenges collectively. By tapping into the collective wisdom of their peers, teachers can gain valuable insights and perspectives that can inform their instructional decisions and improve student learning outcomes. Moreover, collaboration fosters a culture of mutual support and professional growth among educators. As noted by Hargreaves and Fullan (2019), collaborative environments promote a sense of community and collegiality, where teachers feel valued, respected, and empowered to contribute to the collective goals of the school. By working collaboratively, teachers can build trust, develop strong relationships, and create a supportive network that fosters continuous learning and improvement. Furthermore, collaboration enables teachers to leverage each other's strengths and expertise, leading to more effective instructional practices and ultimately enhancing the quality of education provided to students. Based on participants' answers, Teaching is not merely a job but a profession that requires continuous self-assessment and contemplation. Reflection, as a deliberate and structured process, enables educators to delve into their teaching practices and methodologies and their impact on student

learning. Regular self-assessment allows teachers to identify strengths, weaknesses, and areas for improvement. By critically examining their experiences, educators gain insights into what works well and what could be enhanced. Furthermore, reflection extends beyond personal assessment to include the analysis of student performance data. Educators who engage in data-driven reflection can tailor their instructional approaches, addressing the unique needs of diverse learners. This reflective analysis becomes a compass guiding teachers toward informed decision-making, ultimately elevating the quality of instruction. In essence, reflection and adaptation are interconnected processes that empower teachers to learn from their experiences, make informed adjustments, and continually strive for excellence in facing challenges. By fostering a culture of reflection and adaptation, educators contribute to their professional development and, ultimately, the success of their students. (Bruce 2019) In conclusion, the significance of reflection and adaptation in the professional development of teachers cannot be overstated. A reflective mindset enables educators to understand their strengths and weaknesses while adaptation empowers them to respond dynamically to the evolving needs of their students and the educational landscape. Together, these practices create a foundation for continuous improvement, fostering a culture of lifelong learning that is essential for educators' and students' success. As we navigate the complexities of education, it is through reflection and adaptation that teachers cultivate the seeds of excellence in their noble profession.

*3.2.3. Reflection and Adaptation*—In the dynamic landscape of education, teachers play a pivotal role in shaping the future of generations to come. The challenges inherent in the profession demand a proactive and growth-oriented mindset. Among the key pillars supporting

teachers' professional development, reflection and adaptation emerge as indispensable components. Reflection and adaptation are critical components of professional growth for teachers. They involve the process of self-assessment, learning from experiences, and making inten-

tional adjustments to one's teaching practices. Teachers engage in self-reflection to assess their own teaching practices. This involves considering what worked well, what didn't, and why. Reflective practices may include journaling, surveys, or simply taking time to think critically about lessons and interactions with students. Teachers engage in reflective practices to assess the effectiveness of their teaching methods and adjust accordingly. Being open to feedback from students, colleagues, and administrators allows for continuous improvement in curriculum alignment. Reflection serves as a powerful tool for educators to examine their teaching practices, identify areas for improvement, and refine their instructional approaches. By taking the time to reflect on their experiences in the classroom, teachers can gain valuable insights into what works well and what could be enhanced. This reflective process allows teachers to critically evaluate their teaching methods, instructional strategies, and classroom management techniques, leading to continuous growth and improvement. Moreover, reflection enables teachers to cultivate a deeper understanding of their students' learning needs, preferences, and challenges, empowering them to tailor their instruction to better meet their learners' diverse needs. In addition to reflection, adaptation is essential for educators to thrive in an ever-evolving educational landscape. As Darling-Hammond (2019) noted, successful teachers can adapt their teaching practices in response to changing circumstances, emerging trends, and evolving educational priorities. Whether integrating new technologies, implementing innovative teaching strategies, or addressing emerging educational needs, teachers must remain flexible and open to change. By

embracing adaptation, educators can effectively respond to the demands of 21st-century education, harnessing new opportunities for student engagement, academic achievement, and overall educational success. To summarize the emerging themes of how teachers cope with the challenges in implementing Project EAGLE. The first theme that emerged was collaboration. Collaboration transforms the teaching profession from an isolated practice into a community of learners. When teachers collaborate, they bring together diverse perspectives, experiences, and expertise. This collective wisdom creates a rich tapestry of ideas that contributes to a vibrant and dynamic educational environment. Collaborative communities provide a platform for exchanging insights, challenges, and innovative solutions, ultimately enriching the teaching profession. Collaboration extends to the observation and feedback process. Teachers who open their classrooms to peer observation create opportunities for constructive feedback. This practice provides valuable insights into different teaching styles and methods and fosters a culture of trust and mutual support. A final theme that emerged was Reflection and Adaptation. Reflection and adaptation are not isolated concepts but mutually reinforcing professional development elements. As teachers reflect on their experiences, they better understand their instructional effectiveness. This heightened self-awareness then informs the adaptive strategies employed in response to identified challenges and areas for improvement. Figure 4 shows how teachers cope with the challenges in implementing Project EAGLE and the emergence of the two themes: collaboration among teachers and reflection and adaptation of the project.

3.3. *Insights drawn from the findings of the study*—In education, constant evolution and innovation are paramount to fostering effective

learning environments. This study delved into the transformative landscape of teaching methodologies through a phenomenological

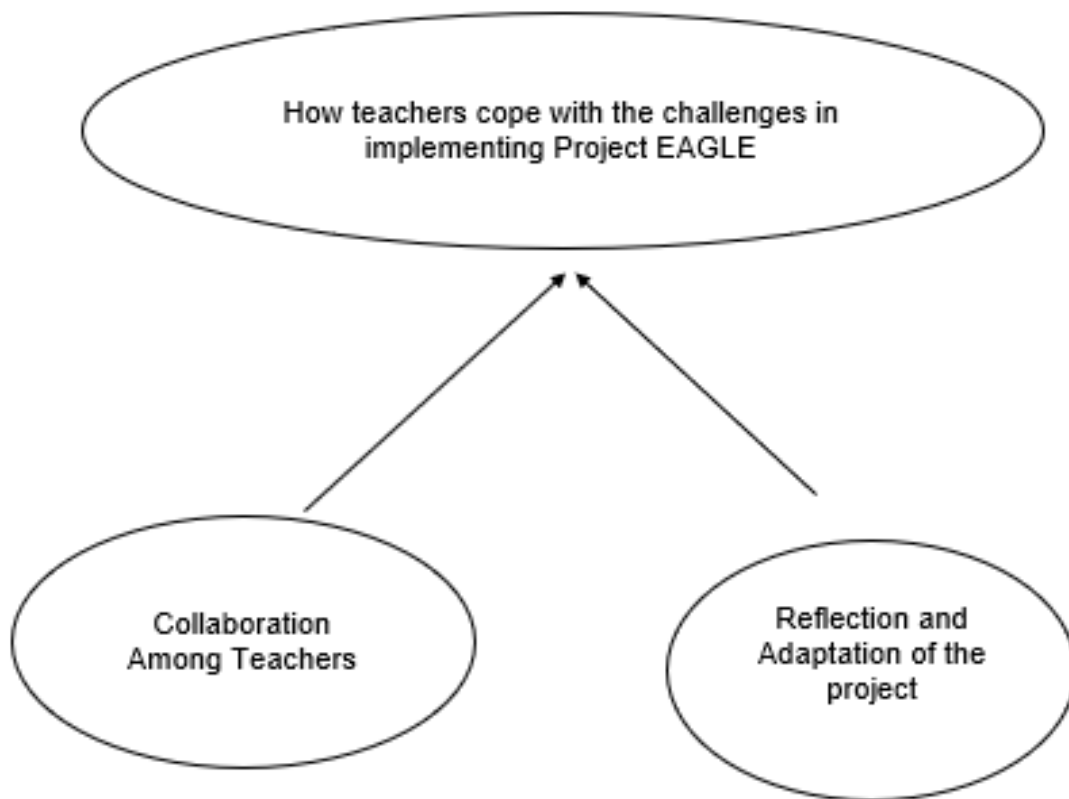


Fig. 4. How teachers cope with the challenges in implementing Project EAGLE

lens, focusing specifically on Project EAGLE, an innovative approach to education. As education systems worldwide grapple with the need for adaptive strategies to meet the dynamic demands of the 21st century, Project EAGLE emerges as a promising initiative, embodying a paradigm shift in teaching practices. The central aim of this phenomenological exploration is to unearth the nuanced experiences and perceptions of educators and learners engaged in Project EAGLE. By immersing ourselves in the lived experiences of those directly involved, we seek to unravel the layers of meaning embedded in this educational innovation. The study navigates the intricate tapestry of perspectives, shedding light on how Project EAGLE influences pedagogical student engagement and the overall learning ecosystem.

*3.3.1. Impact on Student Learning Outcomes*—The study sheds light on how curriculum alignment directly influences student learning outcomes. Flourishing innovation projects align with curriculum goals and enhance the overall educational experience, positively impacting student achievement, engagement, and retention. The impact of strategies on student learning outcomes is multifaceted and profoundly significant. Implementing differentiated instruction and formative assessments, as described in the interview, showcases how tailored educational approaches can enhance student engagement and achievement. Differentiated instruction adapts teaching methods to cater to students' diverse learning needs, which can lead to increased understanding and retention of material. On the other hand, formative assessments provide continuous feedback that helps identify learning gaps early on, allowing for timely interventions. These strategies not only improve academic performance, as evidenced by the increase in algebra pass rates, but also boost student confidence and motivation by making learning more accessible and supportive. However, implementing these strategies is not without challenges. Time constraints and resource limitations are significant barriers educators face when adopting differentiated instruction and formative assessments. The additional planning and preparation required for these methods can be overwhelming for teachers who are already managing a heavy workload. Moreover, securing ongoing professional development is essential for successfully executing these strategies, but budget constraints and scheduling conflicts often impede this process. Despite these hurdles, fostering a collaborative environment among educators and leveraging digital tools can mitigate some of these challenges. Strong leadership and a supportive school culture are also critical in driving these initiatives forward, ensuring they are sustainable and impactful in the long term. The commitment to continuous improvement and adaptability remains crucial in overcoming these obstacles and enhancing student learning outcomes effectively. Another theme revealed for the insights partnership.

*3.3.2. Public-Private Partnerships*—Exploring the dynamics of public-private partnerships in funding educational innovations provides insights into the potential benefits and challenges. Understanding the collaborative efforts between public institutions and private entities contributes to discussions on sustainable financing models for future projects. By delving into these emerging themes, the study provides a comprehensive understanding of the multifaceted nature of innovation projects in education. The insights from curriculum align-



ment, professional development, and funding/resources collectively contribute to the ongoing discourse on effective and sustainable educational innovation. Partnerships with private entities can be a strategic move for schools seeking to enhance their educational offerings. By collaborating with private companies, schools can access a wealth of resources that might otherwise be unavailable due to budget constraints. These partnerships often provide advanced technology, specialized expertise, and innovative practices that can significantly enrich the learning environment. For instance, private partners can supply state-of-the-art educational tools and equipment, modernizing classrooms and facilitating more interactive and engaging learning experiences. This technological enhancement can improve students' digital literacy and prepare them better for the demands of the modern workforce. Moreover, such partnerships can develop a more robust and diverse curriculum. Private entities, especially those from various industry sectors, can offer insights and knowledge that help create relevant and forward-thinking curriculum content. This collaboration can introduce students to real-world applications of their studies, bridging the gap between academic knowledge and practical skills. Addition-

ally, private partners can contribute to teacher training, ensuring educators are well-equipped to utilize new technologies and innovative teaching methodologies effectively. Overall, the synergy between public schools and private entities can elevate the quality of education, fostering an environment where students are better prepared for future challenges and opportunities. This research not only examined the theoretical foundations and conceptual underpinnings of Project EAGLE but also, more critically, endeavored to distill practical insights derived from the lived realities of its participants. As we embark on this journey of exploration, the intention is to bridge the gap between theory and practice, drawing meaningful implications for the broader educational landscape (Mandela, 2020) This study unravels the rich tapestry of insights gleaned from the study's findings, providing a comprehensive understanding of the impact of Project EAGLE on teaching and learning. Through the voices of those actively engaged in this innovative educational endeavor, this research aims to contribute valuable knowledge to the ongoing discourse surrounding effective teaching methodologies and the transformative potential of educational innovations (Jackson, 2021).

## 4. Implications and Future Directions

This chapter presents a brief overview of the study, followed by implications based on its findings. Future directions of the implementation of PROJECT EAGLE are further discussed in this chapter.

*4.1. Findings*—The primary purpose of this study was to explore the challenges and opportunities in Implementing Project EAGLE Education. The study identified three key themes: Curriculum Alignment, Training and Professional Development, and Funding/Resources. The first theme revealed the challenges teachers face in aligning the innovation with the existing curriculum, emphasizing the importance of coherence between teaching, learning, and assess-

ment for quality education. The second theme highlighted the teachers' insistence on comprehensive training for Project EAGLE to realize its full potential and ensure effective implementation, echoing the broader trend in education where innovation is crucial for qualitative improvements. The final theme, Funding, and Resources, unveiled the common issue of financial constraints in the Department of Education, hindering the implementation of Project EAGLE

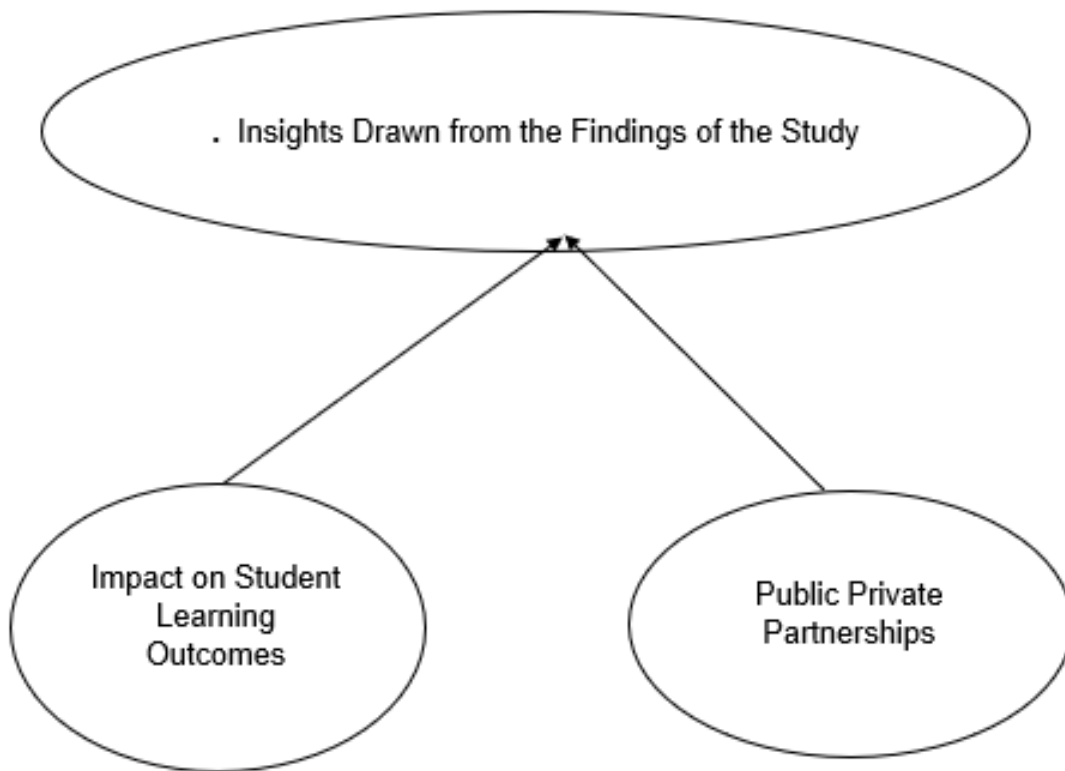


Fig. 5. Insights Drawn from the Findings of the Study

due to the associated costs for training and necessary resources. The lack of funding impacts academic progress and hampers the implementation of projects and innovations to enhance the teaching and learning process. The study's second objective was to uncover how the teachers cope with the challenges in implementing Project Eagle. The study revealed two prominent themes: collaboration and reflection, and project adaptation. Collaboration transforms teaching from an isolated practice to a community of learners, fostering a rich tapestry of ideas through diverse perspectives and expertise. Collaborative communities facilitate the exchange of insights and innovative solutions, enriching the teaching profession. This collaborative spirit extends to peer observation, promoting constructive feedback and a culture of trust. The second theme, Reflection and Adap-

tion, highlights their interconnected nature in professional development. Teachers, through reflection, gain insights into their instructional effectiveness, informing adaptive strategies for improvement. Collaboration enhances this process, creating a collective pool of insights and strategies. The symbiotic relationship among reflection, adaptation, and collaboration forms a dynamic professional learning community, propelling the teaching team forward with collective wisdom. Insights Drawn from the study findings emerge two themes: impact on student learning outcomes and public-private partnerships. Project Eagle Learning enhances the teaching and learning process. It improves students' active thinking, hands-on skills, and teamwork abilities, helping them adapt to future work and project learning.

*4.2. Implications*—The results of my analysis revealed the following significant findings. The challenges and opportunities in Implementing Project EAGLE Education. The study identified three key themes: Curriculum Alignment, Training and Professional Development, and Funding/Resources. The first theme revealed the challenges teachers face in aligning the innovation with the existing curriculum, emphasizing the importance of coherence between teaching, learning, and assessment for quality education. The second theme highlighted the teachers' insistence on comprehensive training for Project EAGLE to realize its full potential and ensure effective implementation, echoing the broader trend in education where innovation is crucial for qualitative improvements. The final theme, Funding, and Resources, unveiled the common issue of financial constraints in the Department of Education, hindering the implementation of Project EAGLE due to the associated costs for training and necessary resources. The teachers coped with the challenges of implementing

Project Eagle. The study revealed two prominent themes: collaboration and reflection, and project adaptation. Collaboration transforms teaching from an isolated practice to a community of learners, fostering a rich tapestry of ideas through diverse perspectives and expertise. The second theme, Reflection and Adaptation, highlights their interconnected nature in professional development. Teachers, through reflection, gain insights into their instructional effectiveness, informing adaptive strategies for improvement. Insights Drawn from the study findings emerge two themes: impact on student learning outcomes and public-private partnerships. Project Eagle Learning enhances the teaching and learning process. It improves students' active thinking, hands-on skills, and teamwork abilities, helping them adapt to future work and project learning.

This study aimed to investigate and narrate teachers' experiences with implementing Project EAGLE. Based on the analysis, it can be concluded that teachers play a crucial role as

facilitators in implementing this program in the classroom. They prioritize individual needs and interests, ensuring each student's unique learning style and preferences are considered. Teachers promote student collaboration and teamwork, encouraging them to work together and learn from one another. The study's implications on Project EAGLE are multi-faceted and extend across various aspects of education. Here are some potential implications based on the themes identified in the study: Continuous Evaluation. Regular assessments and evaluations of the curriculum alignment process should be integrated to identify and address ongoing challenges. This iterative approach allows continuous improvement, ensuring sustained alignment with educational objectives. Training and Professional Development. Comprehensive Training Programs. The study emphasizes the need for comprehensive training on Project EAGLE. Education stakeholders should prioritize developing and implementing thorough training programs for educators to enhance

4.3. *Future Directions*—In considering the study's future directions, several key areas emerge for further exploration and development. Firstly, there is a need for continued focus on policy development and implementation within the education sector. Future research can explore creating comprehensive policies and programs to support teachers in effectively implementing teaching and learning strategies, particularly in face-to-face and blended learning environments. Additionally, there was scope for investigating the efficacy of these policies through ongoing evaluation and feedback mechanisms. Secondly, attention may be directed towards enhancing professional development opportunities for teachers. This entails exploring targeted training programs designed to equip educators with the necessary skills and knowledge to navigate diverse learning environments

their capacity to utilize innovation effectively. Long-term Professional Development Strategies. Recognizing the pivotal role of ongoing professional development, institutions, and policymakers should establish long-term strategies for supporting educators in adapting to innovative teaching methodologies. This includes continuous training opportunities and mentorship programs. Funding and Resources. Advocacy for Adequate Funding. The study underscores the common challenge of funding and resources. Stakeholders, including educators, administrators, and policymakers, should advocate for adequate funding to support the implementation of Project EAGLE, recognizing its potential to bring about positive changes in teaching and learning. Exploration of Funding Alternatives: Considering budget constraints, exploring alternative funding sources and partnerships with private entities or non-profit organizations could be considered. This approach may help secure additional resources for training and sustaining the innovation.

successfully. Furthermore, research can explore innovative training methodologies and their impact on teaching quality and student outcomes. Thirdly, fostering stakeholder engagement and collaboration is vital for the effective functioning of educational institutions. Future studies could examine strategies for the deeper involvement of various stakeholders in schools' strategic planning and operational processes, such as parents, community members, and the private sector. Moreover, student-centered learning approaches that prioritize inclusivity and accessibility must continue to be promoted. Research in this area can focus on developing and assessing inclusive learning environments that cater to the needs of all students, including those with special requirements. Furthermore, comparative and longitudinal studies offer valuable insights into the effectiveness and sustainability of edu-

cational practices over time. By comparing different regions, schools, or educational systems, researchers can identify successful practices and areas for improvement. Longitudinal research can track the progress and outcomes of implemented policies and training programs, providing valuable data for ongoing improvement efforts. In addition, technological integration in education remains a critical area for exploration. Future research could delve into the effective integration of technology in the classroom and assess its impact on teaching effectiveness and student engagement—policy Adjustments. Policymakers may need to consider adjustments to existing education policies to better support and incentivize innovation in teaching. Creating a policy environment encouraging experimentation and adaptation can foster a more dynamic and responsive education system. Lastly, holistic support systems for teachers are needed, addressing their professional needs and mental and emotional well-being. This could involve the creation of mentorship programs, peer support networks, and initiatives to promote work-life balance. By pursuing these future directions, the educational community can build on the findings of this study to create more effective, supportive, and inclusive learning environments for teachers and students.

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