

# Balancing Responsibilities: Girl Scout Coordinators in Action

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**Abstract.** This study delved into the experiences, coping mechanisms used, and educational insights the Girl Scout coordinators learned in balancing their responsibilities of being a classroom manager and a troop leader. A qualitative approach to phenomenological research was taken from eight (8) elementary school teachers from Governor Generoso, South District. Different experiences were observed: time management challenges, conflict between roles, personal and professional growth, and meeting the needs of the diverse learners. The coping mechanisms used in addressing the challenges were as follows: planning and organization, delegating some responsibilities, having open communication, and collaborating with other teachers. Finally, the educational insights learned from teachers' experiences were the importance of flexibility, the value of teamwork, the opportunity for personal growth, and the need for clear communication. All these themes were ways in which skills cultivated in each role could offer valuable insights into dual responsibilities' potential benefits or challenges. Furthermore, exploring the experiences of teachers balancing the roles of classroom manager and troop leader not only contributed to a comprehensive understanding of modern teaching demands but also provided valuable insights for educators and educational institutions, potentially leading to enhanced classroom management techniques and creative teaching approaches. This study may also be published in any respectable research journal.

## KEY WORDS

1. dual roles 2. elementary school teachers 3. Girl Scout coordinator

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## 1. Introduction

Educators who served as Girl Scout coordinators faced the challenge of balancing their responsibilities in the classroom with the added duties of managing a troop. This can be particularly difficult for teachers already tasked with lesson planning, grading, and other teaching duties. Girl Scout coordinators must find ways to balance their two roles to ensure that their students and troop members receive the support and attention they need to succeed. A study by Koide and colleagues (2018) on teachers in Japan found that teachers who serve as coordina-

tors for extracurricular activities, such as sports clubs or cultural clubs, face workload and time management challenges. These educators often work long hours and may have limited time to prepare for their teaching responsibilities. To balance their workload, teachers may need to delegate responsibilities, collaborate with other teachers and parents, and prioritize their time effectively. In addition to managing workload, teachers who served as extracurricular activity coordinators in Japan also face challenges related to student motivation and behavior. Ac-

According to a study by Yoshida and colleagues (2021), teachers who served as coordinators for afterschool activities may need to work closely with students to foster their motivation and engagement. These educators highlighted the importance of providing feedback, recognizing students' achievements, and creating a positive learning environment to promote student motivation and success. In Thailand, teachers who served as coordinators for extracurricular activities faced challenges with workload, time management, and student motivation. A study by Phokaeo and colleagues (2019) on teachers in Thailand found that teachers who serve as coordinators for afterschool activities may face challenges in balancing their responsibilities with their teaching duties, leading to increased workload and time pressure. These educators highlighted the importance of effective communication and collaboration with colleagues and parents to manage their workload and promote positive outcomes for their students. In addition, teachers who served as coordinators for extracurricular activities in Thailand also faced challenges related to student motivation and engagement. According to a study by Limsila and colleagues (2021), teachers may need to work closely with students to foster their motivation and engagement in extracurricular activities. These educators highlighted the importance of providing feedback, recognition, and support to students to promote their motivation and success. In Vietnam, teachers who serve as coordinators for extracurricular activities face challenges related to workload, time management, and student motivation. According to a study by Bui and colleagues (2019), teachers in Vietnam who serve as coordinators for extracurricular activities often have limited time for planning and preparation, as well as limited resources and support. These educators highlighted the importance of effective communication and collaboration with colleagues, parents, and students to manage their workload and promote positive outcomes for their students. In addition to managing workload, teachers who served as coordinators for extracurricular activities in Vietnam also face challenges related to student motivation and engagement. A study by Nguyen and colleagues (2021) found that teachers may need to work closely with students to foster their motivation and engagement in extracurricular activities. These educators highlighted the importance of creating a positive learning environment, providing feedback, and recognizing students' achievements to promote student motivation and success. In the Philippines, teachers who serve as coordinators for extracurricular activities face challenges related to workload, time management, and student motivation. According to a study by Cagara and colleagues (2020), teachers who served as Girl Scout coordinators in the Philippines may have difficulty balancing their teaching duties with their responsibilities as coordinators, which can lead to increased workload and time pressure. These educators highlighted the importance of collaboration with colleagues and parents to manage workload and promote positive outcomes for their students. In addition, they also emphasized the need for recognition and appreciation of their efforts in balancing their multiple roles as teachers and Girl Scout coordinators. Moreover, teachers who served as coordinators for extracurricular activities in the Philippines also faced challenges in terms of student motivation and engagement. A study by Palomares and colleagues (2020) found that teachers may need to work closely with students to foster their motivation and engagement in extracurricular activities, such as Girl Scouting. These educators highlighted the importance of providing a supportive and inclusive learning environment, promoting student involvement in decision-making, and recognizing students' achievements to promote student motivation and success. Despite the challenges, serving as a Girl Scout coordinator could also provide teachers with opportu-

nities for personal and professional growth. According to the study by Cagara and colleagues (2020), teachers who serve as Girl Scout coordinators in the Philippines reported that the experience has helped them develop their leadership skills, improve their communication skills, and enhance their relationships with colleagues and students. These educators also highlighted the potential for Girl Scouting to promote values such as teamwork, respect, and responsi-

bility among students. In the local scenario, particularly in Governor Generoso South District, teachers who were assigned or designated as Girl Scout coordinators encountered varied experiences as they performed and balanced the tasks given to them as classroom teachers and troop leaders. This study was conceptualized in this context to discover the experiences, mechanisms, and insights gained by the informants.

*1.1. Purpose of the Study*—The study aimed to explore teachers’ experiences in balancing the responsibilities of classroom managers and troop leaders. This study could benefit administrators, as the data gathered would serve as research-based information that could be useful in motivating and giving technical assistance to teachers who encountered difficulty balancing their responsibilities.

- 1.2. Research Questions*—The primary research questions of this study were the following:
- (1) What are elementary teachers’ experiences balancing the responsibilities of classroom manager and troop leader?
  - (2) How do elementary teachers cope with the challenges of balancing the responsibilities of being a classroom manager and a troop leader?
  - (3) What educational management insights were gained from the experiences of the informants?

*1.3. Definition of Terms*—The following terms were operationally defined to make this study more comprehensive. Girl Scout Coordinator Girl Scout coordinator refers to a teacher or adult volunteer who is responsible for coordinating the activities and programs of the Girl Scout organization within a school or com-

munity. Elementary Teacher—An elementary teacher refers to an educator who teaches children in the primary grades, typically kindergarten through fifth or sixth grade, and helps them develop their foundational knowledge and skills in subjects such as math, reading, writing, social studies, and science.

*1.4. Significant of the Study*—This study would be significant to the following people in the educational field: Policy Makers. The findings of this study would help them find an effective method in helping teachers balance their responsibilities. Administrators. The findings of this study would help them provide technical

assistance to teachers who were struggling to balance their responsibilities. Teachers. The findings of this study would equip the teachers with the necessary skills to continue to attend professional development activities in order to acquire a new set of skills in balancing their responsibilities.

*1.5. Theoretical Lens*—This study was anchored on Situational Leadership Theory by Paul Hersey and Kenneth Blanchard in 1969.

This theory proposes that effective leadership depends on the situation and the readiness level of the followers. Teachers who could adapt

their leadership style to the needs of their students and their troop members may be more successful in managing their dual roles. For example, delegating responsibilities to capable students or troop members may be more effective for some teachers than trying to do everything themselves. Research has shown that applying the Situational Leadership Theory can improve outcomes in various settings, including education. For instance, a study by Wang and Guo (2015) found that principals who used the theory to adjust their leadership style to their teachers' development level were more effective in improving teacher job satisfaction and commitment to the school. Similarly, Zhang, Qi, and Li (2019) found that teachers who perceived their principals as using a matching leadership style reported higher job satisfaction and lower turnover intention than those who did not. These findings suggest that the Situational Leadership Theory could be a valuable tool for leaders to tailor their behavior to the needs of their followers and achieve positive outcomes. Moreover, people have long been interested in leadership throughout human history, but a number of formal leadership theories have only emerged relatively recently. Interest in leadership increased during the early part of the twentieth century. Benmira Agboola (2020) stressed that early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels. While many different leadership theories have emerged, most can be classified as one of eight major types. Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Leadership researchers White and Hodgson suggest that truly effective leadership is not just about the qualities of the leader, it is about striking the right balance between behaviors, needs, and context. Good leaders are able to assess the needs of their followers, take stock of the situation, and then adjust their behaviors accordingly. Success depends on a number of variables including the leadership style, qualities of the followers, and aspects of the situation (Khan, Nawaz, and Khan, 2016). The second theory used in the study was the Time Management Theory by Alan Lakein in his book "How to Get Control of Your Time and Your Life," published in 1973. This theory proposes that time is a limited and valuable resource that must be managed effectively. Teachers who are able to prioritize their tasks and manage their time efficiently may be better equipped to balance their responsibilities as a classroom manager and a troop leader. This may involve using tools like calendars, to-do lists, and scheduling software to stay organized and on track. The Time Management Theory was based on allocating time for various activities and tasks. This theory was essential for teachers who need to balance multiple responsibilities, including being a classroom manager and a troop leader. The theory emphasizes the importance of effective planning, prioritization, and delegation to manage time efficiently. Lakein suggests that individuals should divide their time into three categories: A, B, and C. The A category is for high-priority activities, the B category is for essential activities, and the C category is for activities that can be postponed or eliminated. This approach helps individuals prioritize and focus on what is essential, enabling them to manage their time effectively. The third theory used in the study is the Social Learning Theory by Albert Bandura in the 1970s. This theory proposes that learning occurs through observation, modeling, and imitation. Teachers who were able to observe and learn from the experiences of other teachers, as well as seek feedback from their students and troop members, may be better equipped to manage their dual roles. Ad-

ditionally, teachers who model effective time management, delegation, and communication skills may help their students and troop members learn these skills as well. Bandura's Social Learning Theory has significant implications for education. According to the theory, teachers should provide opportunities for students to observe and model positive behaviors and encourage them to apply what they learn in practical ways. In the classroom, teachers can use modeling to teach new behaviors or skills to students, by demonstrating the behavior they want their students to learn. For example, teachers might use a "think-aloud" strategy to model how to solve a problem, encouraging students to follow along and apply the same strategies to their own problem-solving. By providing a positive example for students to follow, teachers can help students develop self-efficacy and confidence in their abilities. Social Learning Theory has been used in educational settings to promote positive behaviors, increase student engagement, and improve academic performance.

By understanding the importance of observation, modeling, and reinforcement in learning, teachers can design lessons and activities that encourage active engagement and promote the development of positive behaviors. In addition, the theory has also been applied in teacher training programs, where it was used to help teachers develop effective instructional strategies and classroom management techniques. By incorporating Social Learning Theory into teacher training programs, educators can help teachers become more effective in their roles and improve student outcomes. The conceptual framework of the study is presented in Figure 1. Based on the figure, there were two interconnected variables. These variables were the experiences of teachers in balancing their responsibilities as a classroom manager and a troop leader, coping mechanisms of teachers on the challenges encountered in balancing their responsibilities as the classroom manager and a troop leader, and educational insights gained from the experiences of the informants.

## 2. Methodology

This study presented the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. Exploring facts and knowledge in this study necessitated the consequent design and implementation, as elaborated in this chapter. 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 effectively elicit data on a group's cultural norms and generate broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2002) defined phenomenology as inquiry that asks the question, "What is the structure and essence of the experience of his phenomenon for these people?" "the goal of this research worked well with this definition in trying to understand the experiences of the BE Coordinators as they try to compare its implementation then and now. Giorgi (2007) cautioned researchers to be prepared for an investigation that was greater in both depth and breadth than the offered description implied. He suggested information be viewed as only the tip of the iceberg.

### 2.1. *Philosophical Assumptions—*

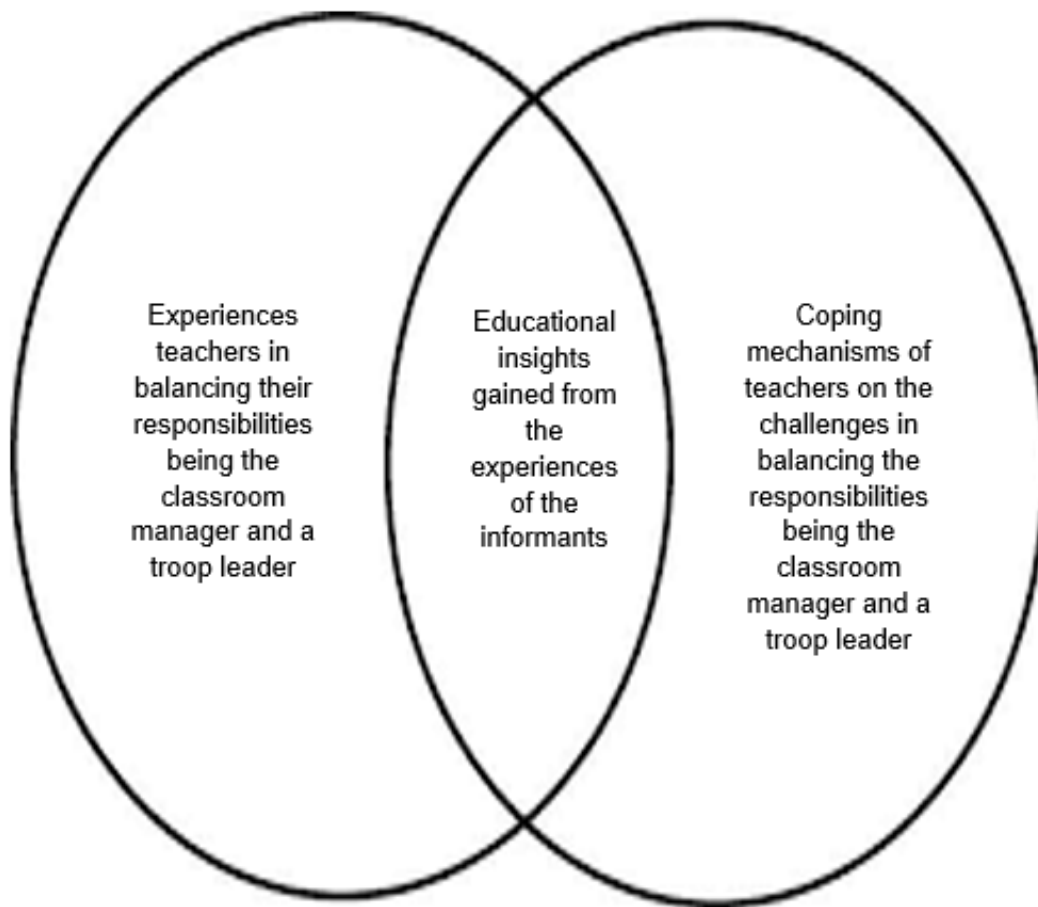


Fig. 1. The Conceptual Framework of the Study

The philosophical assumption was a framework used to collect, analyze, and interpret the data collected in a specific field of study. It establishes the background used for the coming conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research involves selecting the topic, problem, or area of interest, as well as the paradigm. Stanage (1987) traces 'paradigm' back to its Greek (paradigma) and Latin origins (paradigm), meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm was an action of submitting to a view. This view was supported by Denzin and Lincoln (2000), who defend 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 pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality was subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities 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 experiences of teachers in balancing their responsibilities as the classroom manager and a troop leader are discussed by the participants, and tries to look into their mechanisms in addressing the challenges and educational insights gained. In this study, the researcher 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. 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 refers 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, as cited by Creswell (2012), stated that on the epistemological assumption, the researcher attempted to lessen the distance between himself or herself from the participants. He suggests that, as a researcher, he or she collaborates, spends time in the field with participants, and becomes an 'insider'. Based on Davidson (2000) and Jones (2011). The researcher identified phenomenology with the use of thematic analysis as the best means for this type of study. In this regard, individual researchers "hold explicit belief". This study intended to gather information from the participants or teachers in Governor Generoso South District as to how they balance their responsibilities as a classroom manager and a troop leader based on the guidelines set by DepEd. It was assured that close interaction with the participants was established to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the experiences and mechanisms used in balancing their responsibilities as classroom managers and troop leaders. Axiology. It refers to the role of values in research. Creswell (2012) avers that the role of values in a study was significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with the interpretation of participants. Upholding the dignity and value of every detail of information obtain from the participants was ensured by the researcher. The researcher understands the personal and value-laden nature of information gathered from the study. Therefore, the researcher preserved the merit of the participants' answers and carefully

interpret the answers in the light of the participants' interpretation. Rhetoric. It means that reporting what reality was through the eyes of the research participants. This was important because it means that the research would report objectively on what was observed and heard from the participants. The research used per-

2.2. *Qualitative Assumptions*—Methodology was different from method. Methodology was creative and responsive approach to understand questions and subject matter while method refers to the exact knowledge and procedure (Gerodias, 2013). In this study the experiences of teachers in balancing their responsibilities being a classroom manager and a troop leader in Governor Generoso South District were gathered through an In-Depth Interview (IDI) as well as their coping mechanisms were extracted from the participants. The researcher's drive in knowing the deeper meaning of the experiences by elementary school teachers in balancing their responsibilities being a classroom manager and a troop leader became the basis for doing qualitative research, a means of which Kalof and Dietz (2008), as cited from Gerodias, (2013) considered helpful in looking for "meanings and motivations that underline cultural symbols, personal experiences and phenomena". By using phenomenology, this need was hoped to be addressed by bringing the experiences elementary school teachers in balancing their responsibilities being a classroom manager and a

2.3. *Design and Procedure*—This study employed a qualitative approach to research specifically a phenomenological research design. According to Creswell, (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fun-

sonal voice and qualitative terms and limited definition. In the context of the study, the researcher used the first person in elucidation of the experiences of teachers as they balance their responsibilities being a classroom manager and troop leader.

troop leader in a manner that, as David (2005) wrote, the themes, symbols and meaning of the experiences presented. Phenomenological research was based on two premises. The first was that experience was a valid, rich and rewarding source of knowledge. According to Becker (1992), as cited in Morrissey Higgs, (2006), that experience was 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 as an unreliable source. The second premise of phenomenological research lies in the view that the everyday world is a valuable and productive source of knowledge, and that we can learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By doing phenomenology which concerns with that "what" and the "how" (Moustakas, 1995), the researcher projected that the experiences, mechanisms used by the elementary school teachers were explored and insights gained the basis for the possible future researches and policy analysis in relation to this research.

damental goal of the approach was to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art were also used.



The data were read and reread and was culled for phrases and themes that was grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon. Moreover, Maxwell (2013) also added that with the roots in philosophy, psychology and education, phenomenology attempt to extract the purest, untainted data and in some interpretations of the approach, bracketing were used by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is taking of notes. According to Corbetta (2003), the phenomenological research design was a qualitative type of research for which interviews provide in-depth method that can grant access to deep knowledge and explanations and help grasp the subjects' perspective. Creswell, (2012) also claimed that interviews were primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audio tapes were utilized to allow more consistent transcription. Interviews also useful to follow-up with individual respondents after questionnaires, such as to further investigate their responses. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees say (McNamara, 1999). Withal, based on the statements of Quad (2016), the researcher transcribed and typed the data into a computer file, in order to analyze it after interviewing. Interviews particularly be useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic. The researcher collected data, typically via long interviews, from individuals who have experienced the phenomenon under investigation. Next, the data analysis involved triangulation that was extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her personal meaning of the experiences here. Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects that were selected into the study were individuals who have actually experienced the phenomenon. The researcher needed to bracket his or her own experiences and observations, which was difficult to do. The researcher also needed to decide as to how and when his or her personal observations be incorporated into the study. Epistemologically, phenomenological approaches was based on the paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such they were powerful tools for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom Since the focus of this study to explore and asses the teacher experience and feelings as they balance their responsibilities being a classroom manager and a troop leader, with these, the researcher would intend to employ the phenomenology type of qualitative method research.

#### 2.4. *Research Participants—*

Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions led to saturation. Saturation occurs when more participants are added to the study, which does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25 and Morse (1994) suggests at least six (6). There were no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample

2.5. *Ethical Considerations*—The ethical considerations were significant in the design of this research study. The researcher needed to consider several ethical issues about the research participant in this fieldwork. Ethical considerations can be specified as one of the most important parts of the research. The researcher needs to adhere to promote the aims of the research imparting authentic knowledge, truth and prevention of error. Social Value. Research was very essential to the society. In this study, the social value was focused on the experienced of teachers. This study was specifically conducted among the elementary teachers. This study also served as a basis for the higher authorities to create more programs and resolutions where classroom teacher could benefit. Thus, the social problem that pushes the interest of the researcher is the challenges the teachers faced in balancing their responsibilities of being a classroom manager and a troop leader. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation as cited by McLeod (2009) adhered to. The invitation to the participants was ensured that their participation in the research was com-

size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990). The participants of this study were Eight (8) elementary teachers from Governor Generoso South District, Division Davao Oriental. The participants were chosen based on the following criteria: must be in the service for at least 5 years; elementary school teacher; and girl scout coordinator. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It is also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

pletely voluntary in nature, and is based on the understanding of adequate information. The participant recruitment and selection lodged in the appendices of this study. Gaining the trust and support of research participants was critical to the informed and ethical academic inquiry and phenomenological research (Walker, 2007 as cited by Pillerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgement, consent, and an indication of a willingness-to-participate-in-the-study release. The purpose of the informed consent letter is to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and anticipate the information that the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. Vulnerability of Research Participants. The participants of this study were capable of answering the research instrument for they were all professional teachers in public el-

elementary schools. Thus, the researcher assured them that as the researcher, he or she could easily be reached through the contact number and address in case there were some clarifications or questions with regard to the study. Risks, Benefits and Safety. The recruitment of the respondents was free of coercion, undue influence or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members in case they have queries related to the study. Furthermore, in the event that respondents would experience potential discomfort and inconvenience while answering the questions, they were not compelling to participate in any manner. Further, the researcher has ensured that the respondents were safe during the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered during their convenient time. Dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality, and minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized through taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to assure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given considerations so that there was no conflict of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way and must be avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They

were briefed that they have to give their full honesty in answering the survey questions and additionally, any type of communication in relation to the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study. Transparency. The results of the study were accessed by the respondents, heads of the participating schools because the information is available, and was placed in CD or other storage devices in which could be requested from the researcher to provide. In addition, by learning on the results of the study, classroom teachers were aware of the significance of the study and its contribution to their well-being. Further, each of the participants were 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 could request and allowed to verify their individual transcript after the interview is carried out. This provided the participants with the opportunity to amend, or remove any information which they feel might identify them. The researcher reserved the right to employ the use of pseudonyms, and changing names and or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she possesses the needed qualification to conduct the study. The researcher should be completing the academic requirements, passed the comprehensive examination prior to thesis writing which was the last requirement to obtain the masteral degree, and that the researcher should be qualified to conduct the study physically, mentally, emotionally and financially. In addition, the advisee-adviser tandem ensured that the study would reach its completion. Adequacy of Facilities. The researcher strived that the study can be completed successfully on the specified time and that he or she is equipped with the necessary resources. Likewise, the

technical committee helped in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that he or she has enough funds to continue and finish the research. Thus, this study was hoped to be completed on the target time. Community Involvement. The researcher showed respect to the local tradition, culture and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, and specifically, in the recruitment of the participants, or methods of data collection. Furthermore, the researcher neces-

sarily 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 rewrite what someone else has said his or her own way. The researcher also used quotes to indicate that the text has been taken from another paper. Similarly, the researcher assured that honesty was present in working the manuscript and no intentional misrepresentation and making up of data or results is included, or purposefully put forward conclusions that were not accurate.

*2.6. Role of the Researcher*—The researcher has a responsibility to uncover, transfer and exploit knowledge for the benefit of educational institutions. To do so, the researcher takes up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. The researcher conducted interview to the participants and guide them in the process. The researcher interprets ideas and responses base on existing literatures and related studies and not on researcher's own knowledge, thoughts and feelings to avoid the intrusion of bias. Expert in qualitative method. The researcher implements the qualitative method correctly. To do so, the researcher assesses himself and sought help to the research adviser and other research professionals. These help him exhibit competence in explaining the study without biasing the participants, conducting interview properly according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, employing Environmental Triangulation and Thematic Content Analysis precisely. Collector and Keeper of data. The researcher ensured different ways of making a record of what was said and done during the interview and Focus Group Discussion, such as

taking handwritten notes or audio and/or video recording. The recordings were transcribed verbatim before data analysis can begin. Records done by the researcher were properly secured as they contain sensitive information and are relevant to the research. However, the data were being collected, and the primary responsibility of the researcher was to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and approved by a relevant research ethics review board before the research begins. Analyst of data. The researcher saw the phenomenon or problem from the participants' perspective by interpreting data, transcribing and checking, reading between the lines, coding, and theming. The researcher made sure that the findings were true to the participants and that their voices were heard. The researcher organizes and presents data. The researcher presents the problem and the related literature and studies that support it. The study's findings are presented, too, by research question, stating the results for each one using themes to show how the research questions were answered in the study. Moreover, the researcher gives future directions and implications of the study for improving educational policy and practices.

2.7. *Data Collection*—The following was the step-by-step process of gathering the data needed. Securing endorsement from the Dean of Graduate School. As the researcher, I asked for an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges as one of the documents needed for submission to the office of the Schools Division Superintendent in asking permission to conduct the study. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher submitted a letter addressed to the Schools Division Superintendent with the attached Chapters 1 and 2 together with the research instrument, which explains the objectives of the study and the identification of the participants. The researcher would wait for the SDS's response before conducting it. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools. Obtaining consent from the participants. The researcher asked permission from the participants and their parents/guardians. They were

formally oriented about the study and the process they would undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and Thematic Content Analysis. After the transcription, the data would be categorized and coded. Then, themes were extracted, and individual data within the participants was compared and contrasted. The researcher then conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants. Additional information gathered was examined thoroughly and integrated into the existing body of data. After this, data were compared and contrasted between the participants to develop patterns and trends.

2.8. *Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative

analysis, involves generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ends this phase by collating all their codes and relevant data extracts. Searching for themes was coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story

about the data, and began to define the nature of each individual theme, and the relationship between the themes. For these, Thematic Content Analysis was employed by the researcher. Thematic Content Analysis was a descriptive presentation of qualitative data in which a detailed analysis of each theme was made by identifying the 'essence' of each theme and constructing a concise, punchy and informative name for each theme (Andersen, 2013). In addition, to enhance validity and to create a more in-depth picture of the phenomenon, environmental triangulation was also employed by the researcher. It was a technique to analyze the results of the same study using different methods of data collection. The key was identifying which environmental factors, if any, might influence the information that was received during the study. These environmental factors are changed to see

2.9. *Framework of Analysis*—The framework analysis of this research was flexible to allow the researcher to either collect all the data and then analyze it or do data analysis during the collection process. In the analysis stage, the gathered data was sifted, charted, and sorted in accordance with key issues and themes. This involves a five-step process: In-depth interviews, data organizing, statements being developed and grouped into themes, describing the experiences, and composing the description of the phenomenon (Ritchie Spencer, 1994). Familiarization refers to the process during which the researcher becomes familiarized with the collected data transcripts, that was, interview or focus group transcripts, observation, or field notes, and gains an overview of the collected data (Ritchie Spencer, 1994). In other words, the researcher becomes immersed in the data by listening to audiotapes, studying the field, or reading the transcripts. Throughout this process, the researcher was aware of key ideas and recurrent themes and noted them. Due to the

if the findings are the same across the settings (David, 2015). This type of triangulation uses different settings, locations and other factors such as time, day, season in which the study took place. The idea was to determine which of these factors influence the information received, these factors are then changed to see if the findings are the same. If the findings remain unaltered under varying environmental factors, then validity can be established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirement, as mentioned, was the use of environmental triangulation best suited to the environment of the research being conducted. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

sheer volume of data that can be collected in qualitative research, the researcher may not be able to review all of the material. Thus, a selection of the data set would be utilized. The selection would depend on several aspects of the data collection process. For example, the mix of methods used (e.g. interviews, documents, observations), Identifying a thematic framework, the second stage, occurs after familiarization when the researcher recognizes emerging themes or issues in the data set. These emerging themes or issues may have arisen from a priori themes or issues however it is at this stage that the researcher must allow the data to dictate the themes and issues. To achieve this end the researcher uses the notes taken during the familiarization stage. The key issues, concepts and themes that have been expressed by the participants now form the basis of a thematic framework that can be used to filter and classify the data (Ritchie Spencer, 1994). Indexing means that one identifies portions or sections of the data that correspond to a particular theme.

This process is applied to all the textual data that has been gathered (i.e. transcripts of interviews). For the sake of convenience Ritchie and Spencer recommend that a numerical system be used for the indexing references and annotated in the margin beside the text (1994). Qualitative data analysis tools are ideal for such a task. The final stage, mapping and interpretation, involves the analysis of the key characteristics as laid out in the charts. This analysis should be able to provide a schematic diagram of the event/phenomenon, thus guiding the researcher in their

2.10. *Trustworthiness of the Study*—Trustworthiness was all about establishing credibility, transferability, confirmability, and dependability. In a qualitative study, trustworthiness is very important because the research study's result and findings would depend on how the researcher conducts it. 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. Credibility was how confident the qualitative researcher was in the truth of the research study's findings. The researcher in this study believed that honesty in everything you do was essential to attain worthwhile success. The researcher has no derogatory records or administrative issues that ruin her integrity. Lincoln and Guba (2000) stated that credibility refers to the idea of internal consistency, where the main issue was "how we ensure rigor in the research process and how we communicate to others that we have done so." Transferability was how the qualitative researcher demonstrated that the research study's findings applied to other contexts. In this case, "other contexts" would mean similar situations, similar populations, and similar phenomena. The researcher has already studied the effects of using graphic organizers to

interpretation of the data set. At this point, the researcher was cognizant of the objectives of qualitative analysis: "defining concepts, mapping range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies" (Ritchie Spencer, 1994, ). Once again, these concepts, technologies, and associations were reflective of the participant. Therefore, any strategy or recommendations made by the researcher echo the participants' true attitudes, beliefs, and values.

teach reading comprehension. Using graphic organizers as a strategy for teaching reading comprehension was effective in the domains of analysis and creation. The researcher is interested in the students' perspectives on using this strategy. Gasson (2004) emphasized transferability as the extent to which the reader could provide a generalization of the study based on his context and could address the core issue of "how far a researcher may make claims for a general application of the theory." Confirmability was the degree of neutrality in the research study's findings. In other words, this means that the findings were based on participants' responses and not the researcher's potential bias or personal motivations. This involves ensuring that researcher bias does not skew the interpretation of the research participants' statements to fit a specific narrative. The information used in the audit trail in this situation was thoughtfully recorded by the researcher, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses. Gasson (2004) stated that confirmability was based on the acknowledgement that research was never objective. Dependability was the extent to which other researchers could repeat the study and ensure that the findings

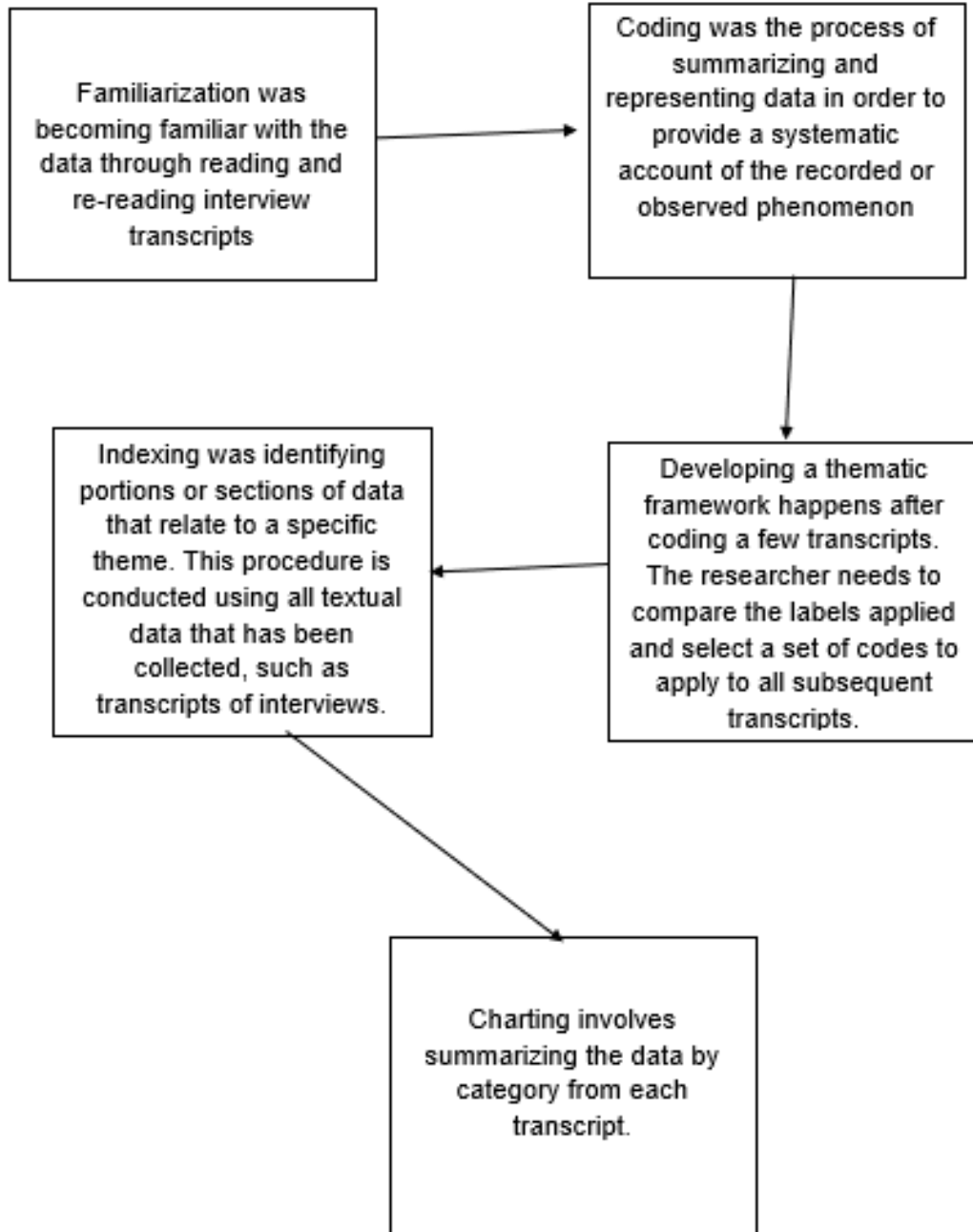


Fig. 2. Analytical Framework of the Study



were consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher uses an inquiry audit to establish dependability, which requires an outside person to review and examine the research process and the data analysis to ensure that the findings are consistent and can be repeated. In this component, the use of a database was very important in backing up information collected and noting changes for all types of research studies. All the data collected was properly kept for future use as references. Gasson (2004) stated that dependability deals with the core issue that “the way in which a study is conducted should be consistent across time, researchers, and analysis techniques.”

### 3. Results and Discussion

This part of the research dealt with the research questions and the responses of the study participants. The participants disclosed their experiences in teaching, their coping mechanisms, and insights into balancing responsibilities as a teacher and a curriculum head. All these themes were discussed within the chapter.

*3.1. Experiences in balancing their responsibilities being a classroom manager and a troop leader*—Teachers’ experiences as they balance their responsibilities of being a classroom manager and a troop leader are multifaceted. According to the study by Thornton and colleagues (2019), elementary teachers in the United States who serve as troop leaders face various challenges, such as balancing their time, workload, and responsibilities between their teaching duties and their roles as troop leaders. These educators emphasized the need for effective communication, time management strategies, and collaboration with colleagues to manage their workload and promote positive outcomes for their students and troop members.

*3.1.1. Time management challenges*—Time management is a critical challenge for teachers who balance classroom manager and troop leader roles. Balancing lesson planning, grading, and instruction with scouting activities and events can be difficult, especially for teachers who serve as troop leaders for multiple grades or multiple troops (Hutchinson Broom, 2019). Teachers need to prioritize tasks and delegate responsibilities, while also maintaining high-quality instruction and ensuring that students have the support they need to succeed. Teachers who serve as troop leaders face difficulties in managing their time and workload, as they have to balance their teaching duties with planning and leading troop activities outside of regular school hours (Thornton et al., 2019). One way that teachers could manage their time more effectively was by integrating scouting activities into their classroom instruction. For example, a teacher use a scouting project as a hands-on activity to reinforce academic content, such as measuring and calculating in a science lesson. By incorporating scouting activities into the regular curriculum, teachers can help students learn and achieve scouting goals while also maximizing instructional time (Thornton et al., 2019). Another strategy for time management was to develop a clear schedule and communication plan with students and parents. This involves setting expectations for troop activities and communication, such as establishing a regular meeting time or sending out regular updates on upcoming events. By establishing clear boundaries and expectations, teachers can help ensure that students and parents are in-

formed and engaged, while also managing their own time and workload (Hutchinson Broom, 2019). Overall, time management was a significant challenge for teachers who balance their responsibilities as classroom managers and troop leaders. By integrating scouting activ-

*3.1.2. Conflict between roles*—Teachers who served as troop leaders also experience conflicts between their teaching duties and their roles as troop leaders, such as scheduling conflicts, competing priorities, or disagreements with school administrators or parents about the goals or activities of the troop (Hutchinson Broom, 2019). The dual roles of classroom manager and troop leader created conflicts for teachers, which can be a significant challenge to manage. Teachers face conflicts related to scheduling, priorities, and expectations, which can impact their ability to be effective in both roles (Buldu, 2018). For example, a teacher may need to choose between attending a scouting event or participating in a parent-teacher conference, which can create tension and stress. Another potential source of conflict was related to priorities. Teachers have different priorities for their classrooms and scouting activities, which can create tension and confusion for students and parents. For example, a teacher

*3.1.3. Personal and professional growth*—Serving as a troop leader also allowed teachers to develop their leadership skills, build relationships with students and families, and gain a deeper understanding of their students' needs and interests (Thornton et al., 2019). The dual role of classroom manager and troop leader provide the teachers with opportunities for personal and professional growth. By participating in scouting activities, teachers can develop new skills and knowledge, build relationships with students and parents, and gain a deeper understanding of their role in the community.

ities into their curriculum and developing clear communication plans with students and parents, teachers can manage their time more effectively and provide a high-quality educational experience for their students, both in and out of the classroom.

may prioritize academic achievement and rigorous instruction in the classroom while also valuing scouting activities as an opportunity for personal growth and development (Hutchinson Broom, 2019). These conflicting priorities can be difficult to navigate, especially when faced with limited time and resources. Finally, teachers experience conflicts related to expectations. Students and parents have different expectations for classroom instruction and scouting activities, which can create misunderstandings and frustration. Teachers need to communicate clearly with students and parents about their roles and responsibilities, and ensure that everyone has a clear understanding of what to expect (Buldu, 2018). In conclusion, conflicts between the roles of classroom manager and troop leader can be a significant challenge for teachers. By understanding the sources of conflict and developing strategies for managing them, teachers can provide a high-quality educational experience for their students, both in and out of the classroom.

Additionally, scouting activities provide teachers with opportunities for leadership, collaboration, and innovation, which are valuable in both their personal and professional lives (Cameron Beames, 2018). One area of personal growth for teachers is related to their understanding of students' needs and interests. Through participation in scouting activities, teachers gain a deeper understanding of their students' interests and abilities, which can inform their classroom instruction and curriculum development (Hutchinson Broom, 2019). Additionally, scouting activities provide teachers with opportunities to

connect with students on a more personal level, building relationships that can enhance classroom dynamics and foster a positive learning environment. Finally, the dual role of classroom manager and troop leader provide teachers with opportunities for professional development. By participating in scouting activities, teachers develop new skills related to leadership, commu-

nication, and organization, which enhance their effectiveness as classroom managers (Cameron Beames, 2018). Additionally, the experience of working with students and parents outside of the classroom help teachers develop a more well-rounded understanding of their role in the community, and build connections that are valuable throughout their career.

*3.1.4. Meeting the needs of diverse learners*—Teachers who serve as troop leaders need to accommodate the needs and interests of diverse students, who may have varying levels of engagement or ability in scouting activities. This requires additional planning and adaptations to ensure all students feel included and supported (Hutchinson Broom, 2019). The dual role of classroom manager and troop leader provides teachers with opportunities to meet the needs of diverse learners in unique and meaningful ways. Scouting activities can be tailored to the needs and interests of individual students and can provide a platform for differentiated instruction, active learning, and project-based learning (Hutchinson Broom, 2019). Additionally, scouting activities can provide opportunities for students to develop skills and interests outside of the traditional classroom setting, which can be particularly beneficial for students struggling with academic coursework. By participating in scouting activities, teachers also gain a deeper understanding of the needs and interests of diverse learners. They learn about individual students’ unique talents, strengths, and challenges, and use this knowledge to inform their classroom instruction and curriculum development. Furthermore, scouting activities provide teachers with opportunities to connect

with Families and communities outside of the classroom build relationships that support the diverse needs of learners both inside and outside of school (Cameron Beames, 2018). Finally, the dual role of classroom manager and troop leader can provide teachers with opportunities to create inclusive and culturally responsive learning environments. By participating in scouting activities that reflect the diversity of the student population, teachers can foster an environment of mutual respect and understanding and promote positive interactions between students from diverse backgrounds (Hutchinson Broom, 2019). This can help to create a more welcoming and supportive learning environment for all students. In conclusion, the dual role of classroom manager and troop leader can provide teachers with unique opportunities to meet the needs of diverse learners. By participating in scouting activities, teachers can tailor instruction to meet individual needs, gain a deeper understanding of their students, and create inclusive and culturally responsive learning environments. Figure 3 shows elementary teachers’ experiences balancing the responsibilities of being a classroom manager and a troop leader and the emergence of four themes: time management challenges, conflict between roles, personal and professional growth, and meeting the needs of diverse learners.

*3.2. Mechanisms of teachers in balancing their responsibilities Being the classroom man-*

*ager and a troop leader* —In balancing the responsibilities of a classroom manager and a

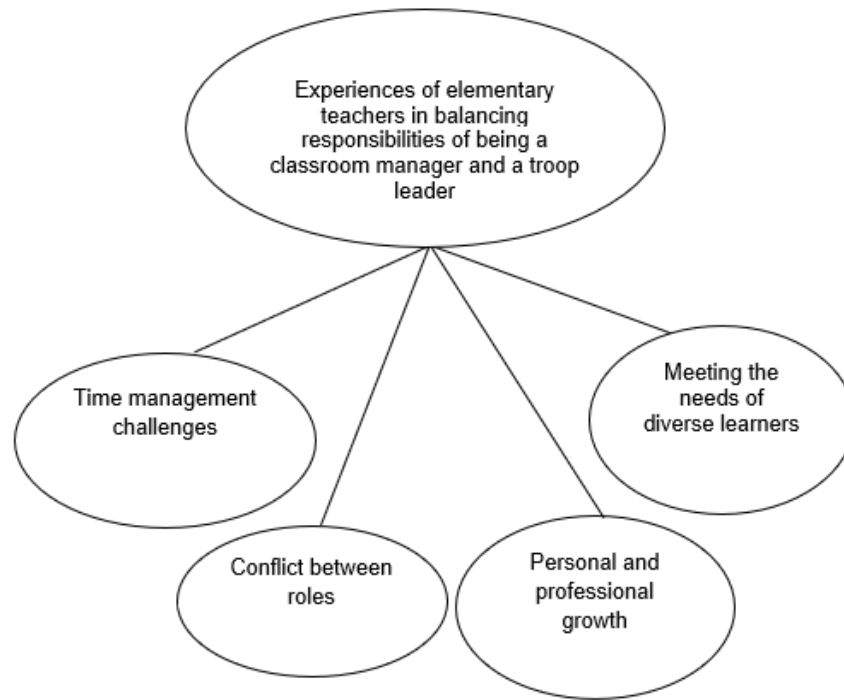


Fig. 3. The emerging themes on the experiences of elementary teachers in balancing responsibilities of being a classroom manager and a troop leader.

troop leader, teachers utilize various mechanisms that help them manage their time effectively and ensure that their teaching and scouting duties are distinct. One common mechanism is to integrate scouting activities into the classroom curriculum, allowing for seamless transitions between the two roles. For exam-

ple, teachers may incorporate scouting activities into lesson plans or use scouting projects as a way to reinforce classroom learning objectives (Hutchinson Broom, 2019). By doing so, teachers can reduce the time and effort required to plan and organize separate scouting activities outside of the classroom.

*3.2.1. Planning and organization*—In order to effectively balance their responsibilities as both classroom managers and troop leaders, teachers often rely on planning and organization. This involves carefully scheduling their time and resources and creating clear guidelines and expectations for their students and scout troops. As noted by Rojewski (2004), “The ability to plan and organize instructional materials, learning experiences, and assessments, as well as manage a diverse group of students, is fundamental to effective teaching” (p. 8). By applying these skills to their roles as troop leaders, teachers can ensure that their scouts have access

to engaging and educational experiences that align with the Girl Scout curriculum. Additionally, teachers may utilize technology and other tools to aid in their planning and organization. For instance, they may use digital calendars and task managers to keep track of upcoming meetings and events, as well as communication apps and platforms to stay in touch with both their students and scouts. Research by Kang and Im (2020) suggests that technology can be a valuable resource for teacher-leaders, as it enables them to streamline their workflows and stay connected to their teams even when they are not physically present. Finally, effective

planning and organization also involve setting clear priorities and delegating tasks when necessary. For example, a teacher may enlist the help of parent volunteers or other educators to assist with troop activities or may assign specific

responsibilities to individual scouts within the troop. By delegating tasks and responsibilities, teachers can ensure that they are able to balance their dual roles without becoming overwhelmed or neglecting either their students or scouts.

*3.2.2. Delegating some responsibilities—* Delegating some responsibilities is another mechanism teachers use to balance their responsibilities as classroom managers and troop leaders. Delegation involves assigning tasks to others, such as other teachers or parent volunteers, who can help in managing troop activities. Through delegation, teachers can focus on their role as classroom managers while ensuring that the troop's activities are well-coordinated and executed. According to a study by Denessen, Bakker, and Van Den Berg (2017), delegation helps to enhance efficiency and effectiveness in the performance of tasks, leading to better outcomes. By delegating some of their responsibilities, teachers can better manage their time and resources, which is crucial in ensuring that both roles are fulfilled. Research supports the notion that delegating responsibilities effectively allows teachers to balance their roles as classroom managers and troop leaders. A study by McDowell and Kusimo (2014) found that teacher delegation of tasks related to the Girl Scout troop to parent volunteers and older Girl Scouts was a common strategy for managing time and responsibilities. Teachers reported that this strategy allowed them to focus on their pri-

mary role as classroom managers while still maintaining a successful Girl Scout troop program. Moreover, involving parents and volunteers in the Girl Scout troop can foster a sense of community ownership and engagement, which can result in a more prosperous and sustainable troop program. A study by Tsai, Chang, and Chen (2020) found that involving parents and community members in Girl Scout troop activities can increase support for school programs and initiatives. Teachers reported that involving parents and community members in Girl Scout activities strengthened the connection between the school and the community and led to increased support for school programs. In conclusion, delegating some of the responsibilities related to the Girl Scout troop to parents and volunteers is an effective mechanism for teachers to balance their roles as classroom managers and troop leaders. This can result in more effective classroom instruction, stronger relationships with the community, and a more successful Girl Scout troop program. Studies have shown that involving parents and community members in Girl Scout activities can foster a sense of community ownership and engagement, leading to increased support for school programs and initiatives.

*3.2.3. Having an open communication—* Teachers must communicate clearly and regularly with students and parents about classroom and scouting activities. They can use tools like email, messaging apps, or a classroom website to keep everyone informed about schedules, assignments, and events. They can also encourage

parents to get involved in scouting activities to help support the troop. Having open communication is another important mechanism for teachers to balance their responsibilities as a classroom manager and a troop leader. By establishing an environment of transparency and open communication, teachers can ensure that

they are meeting the needs of both their students and their troop members. This involves regular communication with students, parents, and other members of the school community, as well as with troop leaders and other stakeholders in the scouting organization. According to research by Daraio (2017), open communication can enhance teachers' effectiveness in managing classroom and troop activities, as it promotes collaboration and coordination between different parties involved. Another important aspect of open communication is the ability to provide feedback and receive feedback from others. Teachers can provide feedback to students and troop members to help them improve their performance and achieve their goals, while also receiving feedback from parents and scouting leaders to improve their own performance. This feedback can be used to adjust teaching

*3.2.4. Collaborating with other teachers*—Collaboration with other teachers and troop leaders can help teachers share ideas, resources, and strategies to maximize their time and energy. Teachers can work together to plan joint activities aligning with the curriculum and scouting goals. They can also pool resources to create a more engaging and inclusive learning environment. Collaboration with other teachers is essential for teachers to balance their responsibilities as classroom managers and troop leaders. By working with other teachers, they can share their responsibilities, ideas, and workload, allowing them to focus on their primary role in the classroom while still fulfilling their duties as troop leaders. Research by Bray and Howard (2016) has found that teachers who collaborate with their colleagues are more likely to feel supported, have increased job satisfaction, and be more effective in their roles. Collaboration could take various forms, such as co-teaching, team teaching, and professional learning communities (PLCs). Co-teaching and team

and troop management strategies, as well as to identify areas where additional support or resources may be needed. Research by Kasten and Kasten (2018) suggests that feedback is an important aspect of effective leadership, as it promotes continuous learning and improvement. Finally, open communication can help teachers to build relationships with their students and troop members, as well as with their colleagues and other members of the community. By establishing strong relationships with others, teachers can create a supportive environment that encourages learning and growth in both the classroom and the scouting organization. As Baruch and Gorsky (2017) noted, relationship building is an essential aspect of effective leadership, as it helps establish trust and mutual respect between different parties.

teaching involve two or more teachers sharing the classroom space, planning, instruction, and assessment responsibilities. This approach allows teachers to learn from each other and adapt their teaching strategies to suit their students' needs better. Conversely, PLCs are groups of teachers who work together to improve teaching and learning through shared decision-making, problem-solving, and professional development (Vescio, Ross, Adams, 2008). By collaborating with their colleagues through co-teaching, team teaching, or PLCs, teachers can develop a more comprehensive understanding of their students' needs and provide a more inclusive learning environment. In addition to sharing responsibilities, collaborating with other teachers allows for the creation of a support system to help teachers navigate the demands of being a classroom manager and troop leader. Teachers can provide emotional support to each other, share strategies and resources, and offer constructive feedback that can improve their practice. Furthermore, by working collaboratively, teachers

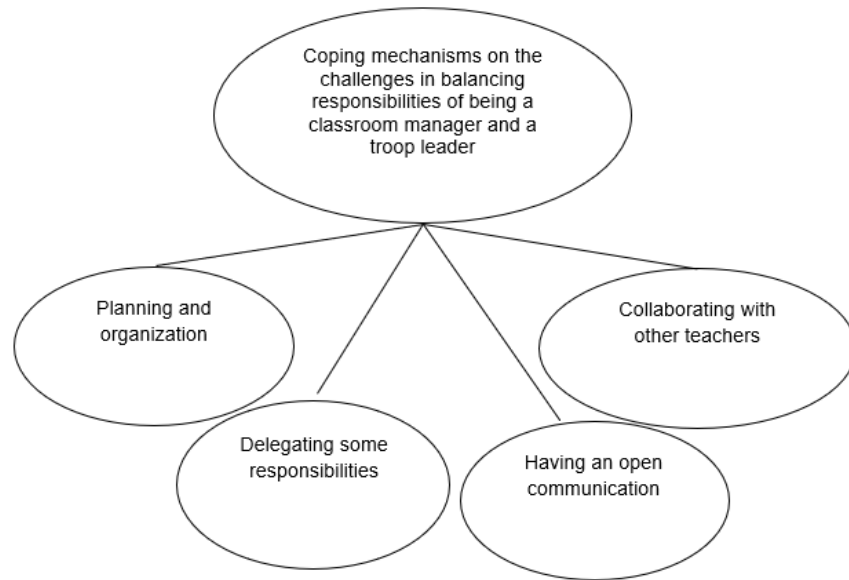


Fig. 4. The emerging themes on the coping mechanisms for challenges in balancing the responsibilities of being a classroom manager and a troop leader can advocate for their students and promote the development of a school culture that values diversity, equity, and inclusivity. Hargreaves and O’Connor (2018) noted that teacher collaboration can improve student outcomes, increase teacher satisfaction, and increase professional growth. Figure 4 shows coping mechanisms for the challenges of balancing the responsibilities of being a classroom manager and a troop leader, and the four themes emerge planning and organization, delegating some responsibilities, having open communication, and collaborating with other teachers.

3.3. *Insights gained from the experiences of the informants in the study*—As teachers navigate the dual responsibilities of being a classroom manager and a troop leader, they uncover a wealth of insights that can significantly enhance their professional and personal growth. One such profound insight is the pivotal role

of time management in fulfilling their roles effectively. Through the delicate balancing act, teachers not only manage their time effectively but also develop a set of time management skills that enable them to cater to the needs of their students and the troop members (McDowell Kusimo, 2014).

3.3.1. *The importance of flexibility*—Teachers recognize that they must be flexible in their approach to both roles, acknowledging that unexpected challenges and opportunities may arise that require them to adjust their plans accordingly (McDowell Kusimo, 2014). Flexibility was one of the key insights gained by teachers as they balance their responsibilities as

a classroom manager and a troop leader. Teachers who are flexible are able to adjust their plans and schedules to meet the needs of their students and the Girl Scout troop. This is particularly important when unexpected events occur, such as changes in school schedules or Girl Scout events. Teachers who are flexible are able to make the necessary changes without causing

disruption to their classroom or the Girl Scout troop. As a result, they are better able to manage their time and responsibilities effectively. In a study conducted by Drury et al. (2016), teachers reported that flexibility was important when balancing their roles as classroom managers and Girl Scout troop leaders. Teachers who were able to be flexible and adapt to changing situations were able to manage their responsibilities more effectively. Additionally, the teachers who were able to be flexible were more successful in meeting the needs of their students and the Girl Scout troop. They were better able to balance the demands of their classroom and the Girl Scout troop and were less likely to feel overwhelmed. Another study conducted by Hunsberger and Beebe (2014) found that flexibility was important for teachers who were balancing their roles as classroom managers and Girl

Scout troop leaders. The study found that teachers who were able to be flexible were more successful in balancing their responsibilities. Additionally, the teachers who were able to be flexible were better able to manage their time and were less likely to feel overwhelmed by the demands of their roles. The study suggests that flexibility is an important skill for teachers who are balancing multiple responsibilities. In conclusion, flexibility was a critical insight gained by teachers as they balance their responsibilities as classroom managers and troop leaders. Flexible teachers can manage their time effectively, meet the needs of their students and the Girl Scout troop, and avoid feeling overwhelmed. Developing and maintaining a flexible mindset is an essential skill for teachers balancing multiple responsibilities.

*3.3.2. The value of teamwork*—Teachers realized that they could not manage everything independently and that collaborating with other teachers and troop leaders was essential in ensuring that all students' needs were met (Aker, 2012). Another insight gained by teachers in balancing their responsibilities as a classroom manager and a troop leader is the value of teamwork. Collaborating with other teachers, troop leaders, and parents can help alleviate the workload and provide a support system for teachers. This also allows for a more effective communication system between parties, leading to better coordination and organization. According to a study by Maeda and Yoshida (2016), teachers involved in after-school programs like scouting found that collaboration with other teachers and volunteers helped them manage their time better and fostered a sense of community. Moreover, teamwork allows for the sharing of knowledge and expertise. Teachers can learn

from each other's experiences and strategies, enabling them to improve their teaching and troop-leading skills. This also enhances the learning experience of the students and scouts by providing a diverse range of teaching methods and activities. As noted by Johnson and Johnson (1995), effective collaboration among teachers leads to higher student achievement and a more positive classroom environment. Finally, teamwork promoted a sense of belongingness and motivation among teachers and students alike. Teachers who work well with others and feel supported by their colleagues are less likely to experience burnout and more likely to remain in their profession. Additionally, students who feel a sense of belonging in their classroom and scout troop are more motivated to learn and participate in activities. The National Education Association (n.d.) states collaboration and teamwork are essential for creating a positive and productive learning environment.

*3.3.3. The opportunity for personal growth*—



Teachers saw the experience of being a troop leader as a chance to develop new skills and gain new insights into how to better support their students in the classroom (Katz, 2017). One of the insights gained by teachers in balancing their responsibilities as classroom managers and troop leaders is the opportunity for personal growth. As teachers take on the role of troop leaders, they are allowed to develop their leadership skills, build relationships with their students, and learn new strategies for managing behavior and engaging learners. By taking on this additional responsibility, teachers can expand their skills and gain a sense of personal fulfillment. According to a study by McDowell and Kusimo (2014), teachers who served as classroom managers and troop leaders reported feeling a greater sense of self-efficacy and con-

fidence in their abilities. These teachers felt that their experiences as troop leaders allowed them to develop stronger relationships with their students and better understand their individual needs. This personal growth has translated into improved classroom management and teaching practices, as these teachers have gained new insights and strategies for meeting the needs of diverse learners. Furthermore, serving as a troop leader can also provide teachers with opportunities to learn about their students' interests and strengths outside of the classroom. This knowledge can be valuable in developing more personalized and engaging classroom activities. As teachers see their students in a different light, they can foster greater connections and build stronger relationships, ultimately improving student engagement and academic outcomes.

*3.3.4. The need for clear communication—* Teachers understand that clear and effective communication is essential in ensuring that all stakeholders know their roles and responsibilities and that everyone is working towards the same goals (De Melo, 2015). One of the insights gained by teachers in balancing their responsibilities as a classroom manager and a troop leader is the need for clear communication. Teachers must communicate effectively with their students, troop members, and other stakeholders, such as parents and school administrators. Effective communication involves using clear and concise language, actively listening to others, and being responsive to feedback. By doing so, teachers can ensure that everyone involved understands their roles and responsibilities and that they can work together to achieve common goals. Research has shown that clear communication is essential in promoting positive relationships among teachers, students, and parents. A study by Eble and McLeod (2016) found that effective communication between teachers and parents leads to increased parental

involvement, which, in turn, is associated with better academic outcomes for students. Similarly, a study by Welsh, Forness, and Fujiki (2001) found that teachers who communicate effectively with their students' families can better understand their students' needs and provide appropriate support. In addition to promoting positive relationships, clear communication is also crucial in ensuring that teachers can meet the diverse needs of their students and troop members. Effective communication enables teachers to understand the individual needs of their students better and tailor their instruction accordingly. Similarly, in the context of scouting, clear communication ensures that troop members understand the goals and objectives of the troop and that they can work together effectively to achieve these goals. By communicating clearly, teachers can help to create a positive and inclusive learning environment for all students and troop members. In conclusion, teachers' understanding of the need for clear communication is an important insight into balancing their responsibilities as classroom managers and troop

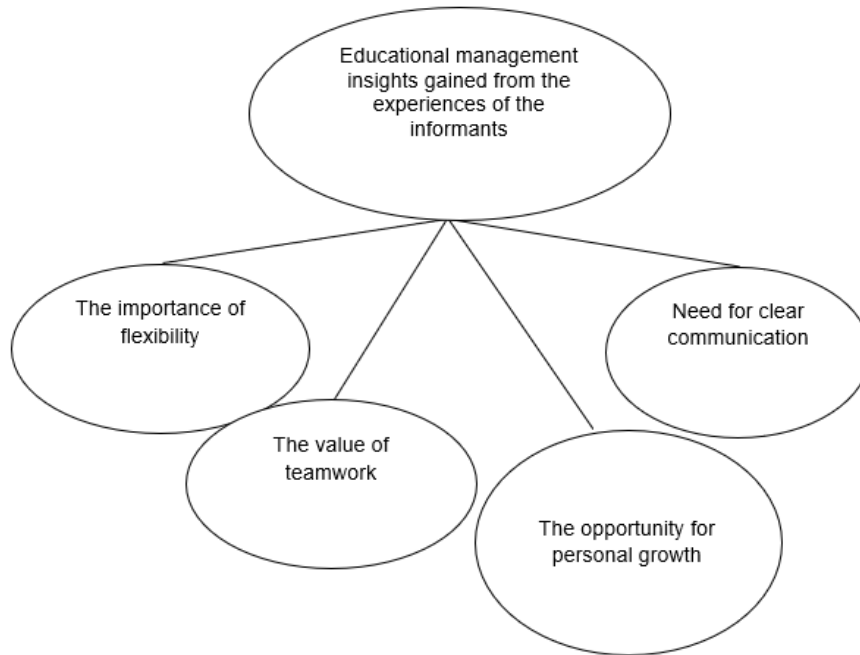


Fig. 5. The emerging themes on the insights gained by elementary teachers in balancing the responsibilities of being a classroom manager and a troop leader. Effective communication is essential in promoting positive relationships, meeting the diverse needs of students and troop members, and achieving common goals. Teachers can benefit from developing their communication skills to ensure that they can communicate effectively with their students, troop members, and other stakeholders and work together to create a positive and inclusive learning environment. Figure 5 shows educational management insights gained from the informants’ their experiences elementary teachers’ experiences balancing the responsibilities of being a classroom manager and a troop leader, and the four themes emerge in the process: the importance of flexibility, the value of teamwork, the opportunity for personal growth, and the need for clear communication.

#### 4. Implications and Future Directions

This chapter presented a summary of the study, and from the summary of the findings, the implications and future directions were drawn. The purpose of my study was to solicit the experiences of Girl Scout coordinators in balancing the responsibilities of being a classroom manager and a troop leader in Governor Generoso, South District. A qualitative phenomenological method was utilized with thematic analysis to achieve the research objectives. In adherence to Cresswell’s (2006) guidelines, open-ended interview questions were applied to get an authentic understanding of people’s experiences. Furthermore, this interview approach encouraged participants to present their own definition or meaning of the phenomenon being explored.

4.1. Findings—The study’s findings on the experiences of Girl Scout coordinators in balancing the responsibilities of being a classroom manager and a troop leader revealed the following: time management challenges, conflict between roles, personal and professional growth,

and meeting the needs of diverse learners. In terms of the coping mechanisms of the Girl Scouts coordinators in balancing the responsibilities of being a classroom manager and a troop leader, it was revealed that they cope through planning and organization, delegating some responsibilities, having open communication, and

4.2. *Implications*—The results of my analysis revealed the following significant findings. Based on the experiences of the Girl Scouts coordinators in balancing the responsibilities of being a classroom manager and a troop leader, the results of the interview revealed the following themes: First, time management challenges. Teachers who serve as troop leaders face difficulties in managing their time and workload, as they have to balance their teaching duties with planning and leading troop activities outside of regular school hours. Second, Conflict between roles. Teachers who serve as troop leaders also experience conflicts between their teaching duties and their roles as troop leaders, such as scheduling conflicts, competing priorities, or disagreements with school administrators or parents about the goals or activities of the troop. Third, Personal and professional growth. Serving as a troop leader also provided an opportunity for teachers for personal and professional growth. By participating in scouting activities, teachers can develop new skills and knowledge, build relationships with students and parents, and gain a deeper understanding of their role in the community. Fourth, Meeting the needs of diverse learners. Teachers who serve as troop leaders need to accommodate the needs and interests of a diverse group of students, who may have varying levels of engagement or ability in scouting activities. This requires additional planning and adaptations to ensure that all students feel included and supported. On the coping mechanisms of the Girl Scout coordinators in balancing the responsibilities

collaborating with other teachers. As to the educational management insights gained from the participants, the teachers emphasized the importance of flexibility, the value of teamwork, the opportunity for personal growth, and the need for clear communication.

ities of being a classroom manager and a troop leader, one of the themes that was shown was planning and organization. This involved careful scheduling of the time and resources and creating clear guidelines and expectations. The ability to plan and organize instructional materials, learning experiences, and assessments and manage a diverse group of students is fundamental to effective teaching. The second theme identified was delegating some responsibilities. Delegation involves assigning tasks to others, such as other teachers or parent volunteers, who could help manage troop activities. Through delegation, teachers could focus on their role as classroom managers while still ensuring that the troop's activities are well-coordinated and executed. The third theme identified was having open communication. Teachers need to communicate clearly and regularly with both students and parents about classroom and scouting activities. By establishing an environment of transparency and open communication, teachers can ensure that they are meeting the needs of both their students and their troop members. The fourth theme identified was collaborating with other teachers. Collaboration with other teachers and troop leaders can help teachers share ideas, resources, and strategies to make the most of their time and energy. Teachers could work together to plan joint activities that align with both the curriculum and scouting goals.

On the educational management insights gained from the Girl Scouts coordinators in balancing responsibilities of being a classroom manager and a troop leader, the first theme iden-

tified was the importance of flexibility. Teachers who are flexible were able to adjust their plans and schedules to meet the needs of their students and the Girl Scout troop. This was particularly important when unexpected events occurred, such as changes in school schedules or Girl Scout events. The second theme identified was The value of teamwork. Teachers realized that they could not manage everything on their own and that collaborating with other teachers and troop leaders was essential in ensuring that all students' needs were met. Teamwork allowed for the sharing of knowledge and expertise, learning from each other's experiences and discussion strategies, enabling them to improve their teaching and troop-leading skills.

*4.3. Future Directions*—The study of the experiences of teachers in balancing the responsibilities of being a classroom manager and a troop leader presents a unique opportunity to delve deeper into the complex dynamics of these dual roles. As education evolves, the demands on educators extend beyond the classroom, often involving extracurricular activities such as leading youth organizations like Girl Scouts. One promising future direction could involve investigating the strategies teachers employ to faultlessly integrate their roles, examining how effective time management and organizational skills enable them to traverse between classroom instruction and troop leadership. Additionally, exploring the impact of these combined roles on teacher-student relationships, classroom dynamics, and the overall school environment could offer valuable insights into the potential benefits or challenges that arise. This study could further expand by delving into the ways in which skills cultivated in each role inform the other, potentially leading to enhanced classroom management techniques or creative teaching approaches. Lastly, considering the

The third theme was the opportunity for personal growth. As teachers take on the role of troop leaders, they are given the chance to develop their leadership skills, build relationships with their students, and learn new strategies for managing behavior and engaging learners. By taking on this additional responsibility, teachers can expand their skills and gain a sense of personal fulfillment. The fourth theme was; the need for clear communication. Effective communication involves using clear and concise language, actively listening to others, and being responsive to feedback. By doing so, teachers could ensure that everyone involved understands their roles and responsibilities and that they work together to achieve common goals

perspectives of students and troop members through surveys or interviews might shed light on their experiences and shed further light on the influence of teacher's dual roles on their education and personal growth. In conclusion, exploring the experiences of teachers balancing the roles of classroom manager and troop leader not only contributes to a comprehensive understanding of modern teaching demands but also provides valuable insights for both educators and educational institutions seeking to foster well-rounded and impactful learning environments. This study could help, collaborate and support other existing research by validating findings, offering complementary perspectives, identifying gaps and opportunities, contributing to program evaluation and improvement, and fostering collaboration and knowledge sharing in the field of girl scouting. By focusing on the role of Girl Scout coordinators, the study provides unique insights into their challenges, strategies, and successes, enhancing the understanding of Girl Scouting and informing the development of targeted strategies and resources for program enhancement.

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