Navigating the Complexities of Teaching: an Exploration of the Experiences of Teachers in the Classroom

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Abstract. This study explored the teachers' accounts of navigating the complexities of teaching in the classroom. This includes their everyday experiences and their reasons for such complexities. This will shed some light on their decisions as this phenomenon is understudied. The researcher narrowed down the highlights and lowlights of the existing issues in online learning, its effectiveness, and the teachers' coping practices on the challenges that come along the way. Specifically, this research aimed to answer the following questions about the teachers' experiences in defining their roles and exploring their teaching experiences, as well as how the teachers address the challenges of teaching with different teaching complexities. To achieve the objectives of the study, I made use of phenomenology. The 7 participants of this study are teachers from Tacunan Elementary School, Tug ok District, Davao City. I used a semi-structured online interview using the coding technique to analyze the data. In the study, it was discovered that Diversity also has an impact on teamwork in the classroom. The differences among students may either encourage or discourage them from learning how to collaborate. To cope with the challenges, it was revealed that it's difficult to teach these students since they may be unwilling to interact with others to obtain new viewpoints. An effective learning environment requires competent classroom management. When children are preoccupied with incorrect behavior, they are unable to learn. Thus, authentic teaching and learning can occur in a well-run classroom.

1. Introduction

Some researchers and policymakers agree that improving student achievement is grounded in enhancing teacher quality and classroom instruction. In other words, highly effective instruction is at the heart of improved student learning outcomes. As more and more student assessment data become available and educators continue to validate the racial achievement gap and students' lackluster performance on the PISA, the need to improve classroom instruction and teacher quality in the United States becomes more important. Education researchers and legislators have focused on improving classroom instruction through intentional actions and fiscal 8 resources for professional development (PD). Globally, they assert that better classroom instruction can improve student achievement if teachers are given the opportunity to

gain highly practical skills and strategies (Du-Four, 2004; Fullan et al., 2006). Much of the professional development aimed at improving classroom instruction has traditionally been relegated to "workshop models." In other words, school districts have developed workshops for teachers to attend to improve how they render instruction. Though well-intended, teacher attendance at workshops for PD has had minimal impact on improving teacher quality and student achievement (Darling-Hammond et al., 2009). According to The New Teacher Project (TNTP, 2015), school districts have developed massive offerings of workshops and courses for their respective teachers to provide them with many learning opportunities. These offerings typically occur during the school calendar year. Programs for new teachers and teachers new to the district are also offered at the start of the school year. Throughout the year, the schools commit several days to district-wide professional development in addition to time for school-specific professional development. They also devote time to various types of formal collaboration through venues such as professional learning communities, with additional time earmarked for teachers to work as a whole team or in smaller groups. Unfortunately, as evidenced in TNTP, many of the workshop-style PD efforts do not elicit the increase in teacher effectiveness and student academic growth that most districts are reaching for. There is a myriad of purported reasons why these forms of PD fail to improve student achievement, such as the lack of attention to school culture 9 (Fullan et al., 2006). School culture can be understood as a function of the beliefs and collective behaviors within the institution. One consequence of the typical school culture is that teachers work in silos. Due to scheduling and time constraints, many teachers have minimal time to benefit from each other's expertise (Bryk, 2010). Simply put, there is no opportunity to engage colleagues in dialogue about student achievement

data, qualitative and quantitative, and teacher best practices. Teachers find themselves working in isolation and this isolation leads to limited teaching strategies, classroom practices, and beliefs (Elliott, 2014) In the Philippines, the scientific management and the public education bureaucracy gather quantitative performance data on students (Barreto, 2012). Scientific Management of quantitative data and its gathering in education are based on efforts to increase responsibility and simplify and systematize the instructional process; they uphold the ubiquitous hierarchical structure that is seen in many, maybe unintentionally, schools. In the absence of a diagnosis, according to certain lawmakers and educators, efforts to increase student accomplishment include a systematic approach, measurable data, and evaluations. is ineffective (Mendoza, 2013). Therefore, the Philippine legislation (Department of Education, 2004) has mandated that school divisions and students be assessed through 5 different forms of standardized testing. Furthermore, states have been required to report student achievement data, often resulting in aggregate letter grades for the district in math and reading. School districts that fail in their efforts to effectively educate young people are required to, in Pangasinan, adhere to a method known as the Improvement Process (2022). In addition to state-mandated standardized assessments driving the need for sweeping reform to improve state-mandated educational outcomes for students, international assessments are being used to drive change. According to the Program for International Student Assessment (PISA), in 2019, student performance in the U.S. severely lagged behind in reading, math, and science when compared to other countries in the Organization for Economic and Cooperative Development (OECD, 2022). Among the 34 countries in the OECD, students in the Philippines. performed below average in mathematics placing them 2nd to last among their international peers. Furthermore,

the report also suggests that students have particular strengths in cognitively less-demanding mathematical skills and abilities. In reading, Philippines students performed near average, which earned them a ranking of 17th. Also, relative to the PISA and the science assessment, the U.S. ranked 2nd to last. These quantitative assessment data have served as a driver for bold reforms in American classrooms. The Department of Education mandated the implementation of the Literacy and Numeracy Process in schools that have not consistently performed satisfactorily on state standardized tests for two years or more in response to research on professional learning communities and to raise test scores in its schools. (OIP). In general, the OIP mandates data analysis for these underperforming schools. The analysis of student test scores precedes the following requirements: conduct a needs assessment based on student test score data (identify critical areas for improvement in math and/or reading), create SMART (specific, measurable, attainable, relevant, and time-bound) goals, develop a plan to improve student test scores) implement the plan faithfully. Moreover, consistently monitor Marquez (2022). Perhaps because the ODE realizes how critical collaboration is in this effort, the ODE requires these school districts to create a district leadership team (DLT), a building leadership team (BLT), and, teacher-based teams (TBTs). The goal is to create a system of two-way communication between the central office, school buildings, and teachers. More importantly, according to Nucal's (2019) resource guide, teacher-based teams shift the focus from individual teacher efforts to collective teacher efforts. Not much has been reported on how teachers experience their time devoted to the teacher-based team mandate. 2 Fundamentally, TBTs are professional learning communities within which teachers are provided structured time to collaborate to benefit from each other's collective expertise to improve student learning

as measured by standardized tests. TBTs are also comprised of grade-level or content-area teachers. With these, the researcher would like to have this study so that some researchers and policymakers can agree that improving student achievement is grounded in enhancing teacher quality and classroom instruction. In other words, highly effective instruction is at the heart of improved student learning outcomes. As more and more student assessment data become available and educators continue to validate the racial achievement gap and students' lackluster performance on the PISA, the need to improve classroom instruction and teacher quality in the United States becomes more important. Education researchers and legislators have focused their efforts on improving classroom instruction through intentional actions and fiscal 8 resources directed towards professional development (PD). They assert that better classroom instruction can improve student achievement if teachers are allowed to gain skills and strategies deemed highly effective (DuFour, 2024; Fullan, Hill, Crevola, 2020). Traditionally, much of the professional development aimed at improving classroom instruction has been relegated to "workshop models." In other words, school districts have developed workshops for teachers to attend to improve how they render instruction. Though well-intended, teacher attendance at workshops for PD has had minimal impact on improving teacher quality and student achievement (Darling-Hammond et al., 2019). According to The New Teacher Project (TNTP, 2019), school districts have developed massive offerings of workshops and courses for their respective teachers to provide them with a plethora of learning opportunities. These offerings typically occur during the school calendar year. Programs for new teachers and teachers new to the district are also offered at the start of the school year. Throughout the year, the schools all commit several days to district-wide professional development and time for school-specific

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professional development. They devote time to various types of formal collaboration through venues such as professional learning communities, with additional time earmarked for teachers to work as a whole team or in smaller groups. Unfortunately, as evidenced in TNTP, many of the workshop-style PD efforts do not elicit the increase in teacher effectiveness and student academic growth that most districts are reaching for. There is a myriad of purported reasons why these forms of PD fail to improve student achievement, such as the lack of attention to school culture (Fullan, Hill, Crevola, 20020. School culture can be understood as being a function of the beliefs and collective behaviors within the institution. One consequence of the typical school culture is that teachers work in silos. Due to scheduling and time constraints, many teachers have minimal time to benefit from each other's expertise (Bryk, 2020). Simply put, there is no opportunity to engage colleagues in dialogue about student achievement data, qualitative and quantitative, and teacher best practices. Teachers find themselves working in isolation and this isolation leads to limited teaching strategies, classroom practices, and beliefs (Elliott, 2024)

1.1. Purpose of the Study—The purpose of this study was to explore the experiences of teachers in the classroom, focusing on the challenges and successes they face as they navigate the complexities of teaching. Through in-depth interviews and observations, this study will examine how teachers perceive their roles and responsibilities, how they manage relationships with students, and how they adapt to changing curricula and instructional approaches. The study will also explore the impact of institutional factors, such as administrative support and resources, on the experiences of teachers. Findings from this study will provide insights into the lived experiences of teachers and offer recommendations for improving teacher support and professional development programs.

1.2. Research Questions—The study aimed to investigate the experienced challenges and complexities of teaching among teachers as well as their coping mechanisms to address the said challenges. Specifically, it aimed to answer the following questions:

(1) What are the experienced challenges of teachers in the complexities of teaching?
(2) How do they cope with the challenges of teaching with different teaching complexities?
(3) What insights are drawn from the findings of the study?

1.3. Definition of Terms—Teacher Education- any of the formal programs that have been established for the preparation of teachers at the elementary- and secondary school Complexity- characterizes the behavior of a system or model whose components interact in multiple ways and follow local rules, leading to nonlinearity Teaching- ideas or principles taught by an authority. the occupation, profession, or work of a teacher Teaching Learning- is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences

1.4. Significant of the Study—The highlights of this study were significant to the following: Teachers were provided insight into the challenges they experienced in their teaching roles and the coping mechanisms they employed to address these challenges. This granted them a

deeper understanding of the complexities inherent in teaching. Policy and program implementors could have utilized the results of this study to formulate policies and programs aimed at assisting teachers in supporting non-teaching staff in better educating special education students.

1.5. Theoretical Lens—This study is guided by Ludwig von Bertalanffy during the late 1940s and 50s as well as in Weiner's work on cybernetics in roughly the same period. Complexity theory offers possibilities for thinking about the challenges and opportunities inherent in teaching, teacher learning, and many other networked systems in teacher education. Complexity theory was a theory of learning systems that provides a framework for those interested in examining how systems develop and change. It is transdisciplinary in nature, drawing on insights from diverse fields across the hard and social sciences. When applied to education, complexity theory may provide a complex rather than simplistic view of teaching and learning. Further, complexity theory has the potential to offer a powerful alternative to linear and reductionist conceptualizations, with implications for the methodology of teacher education research as well as its analysis and design. This small but growing body of work has influenced teacher education in two ways. First, scholars have argued for complexity theory's usefulness as a framework to understand and describe how teacher education functions as a complex system. The second category of work, smaller than the first, uses complexity theory to frame and analyze empirical studies. Much of the emerging body of research conducted from a complexity theory perspective is descriptive and largely confirms what has been theorized. Empirical work has confirmed that a variety of systems, at different levels, influence teacher learning and pedagogical decisions. Gaps in our knowledge still exist, however, as theorists and researchers continue to struggle with how complexity theory can best serve teacher education for the benefit of teachers and students. General systems theory posited that while general laws of thermodynamics applied to traditional closed systems, open systems such as living organisms or systems of actors with individual motives and behaviors were not necessarily subject to these same properties. The field of cybernetics contributed to the concept of positive and negative feedback as a governing mechanism for open systems, which in turn led groups of actors to self-organize and allow new patterns of behavior to emerge. These concepts self-organization, emergence, and feedback – are at the heart of modern complexity theory. Their decidedly non-mechanistic approaches and resistance to reductionism make a worldview based on these principles starkly different from the traditional scientific approach taken to systems management that preceded this work. Later scholars such as Beer, Churchman, Byrne, Beinhocker, and Forrester extended these concepts into the sphere of systems management in fields as diverse as finance, health care, ecology, and numerous social sciences while others, such as Prigogine and Mandelbrot, took a more mathematic approach to understanding systemic behavior leading to developments in fractal geometry and eventually chaos theory. By the 1980s, researchers at the Santa Fe Institute attempted to unify some of these core concepts into a model known as a complex adaptive system. While this model shares commonality with elements of all the preceding theories, the nature of complex adaptive systems is, in many ways, an entity unto itself and still an evolving construct (Alhadeff-Jones, 2020). Figure 1 presents the conceptual framework of the study. As seen in the figure, there were three interconnected variables. Given teachers' experienced challenges, a qualitative inquiry that allows re-
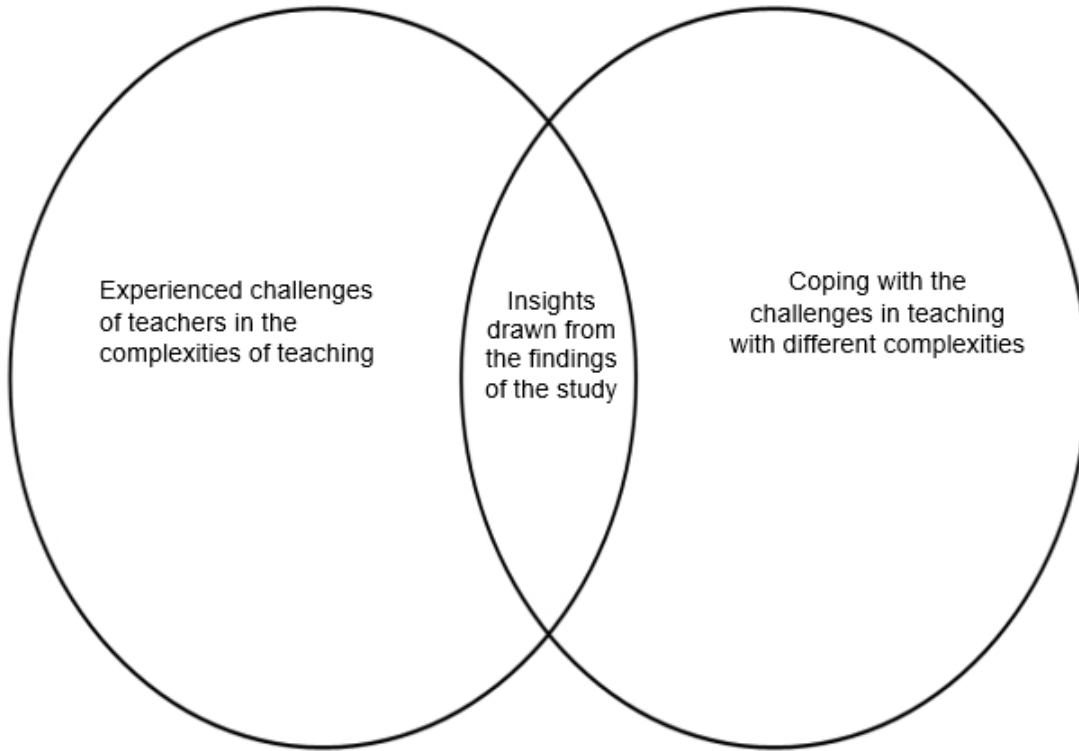
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Fig. 1. The Conceptual Framework of the Study

searchers and teachers to provide the necessary skills and knowledge and focus on engaging in meaningful inquiry about their professional practice would enhance this practice and teachers' coping mechanisms to address their challenges. There was a real concern, as could be viewed with the first circle, which interlinks to the second circle; however, the center of the two circles determines that there was a discussion on how exploring the challenges and coping mechanisms of education teachers was important to improving the teaching and learning process.

2. Methodology

This chapter describes the research design, philosophical assumptions, research participants and sampling, ethical considerations, research instruments, data collection, and data analysis. 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 (2022) defined phenomenology as an inquiry that asked," 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 challenges of the floating teachers. Giorgi (2019) cautioned researchers to prepare for an investigation greater in depth and breadth than the offered description implied.

He suggested that information be viewed as only the tip of the iceberg.

2.1. Philosophical Assumptions—The philosophical assumptions served as a framework for collecting, analyzing, and interpreting the data in this study. They provided the background necessary for drawing conclusions and deciding based on the findings. The research began with selecting the topic, problem, or area of interest, as well as the paradigm, which set the stage for the subsequent investigation. Stanage (2019) traced the origins of the term 'paradigm' and emphasized its significance in shaping the researcher's worldview and guiding actions. Moreover, Denzin and Lincoln (2019) defined a research paradigm as a set of beliefs that guide action, underscoring the importance of philosophical alignment in research endeavors. In developing the research methodologies, three types of philosophical assumptions were considered: epistemological, axiological, and ontological. Epistemological assumptions focused on collecting subjective evidence from field studies, while axiological assumptions accounted for the researcher's biases and aimed to establish the relationship between behavior and environment (Pring, 2024). Ontological assumptions pertained to the nature of reality and were particularly relevant in understanding the experiences of teachers and learners in the study context. By adopting phenomenology as the methodology, the study delved into participants' subjective experiences and inner thoughts, grounded in a realistic ontology that acknowledged the existence of causal realities. This approach allowed for a nuanced exploration of the phenomena under investigation, aligning with the postmodern philosophy that emphasizes critical thinking, creativity, and cooperative learning (Hosseini, 2019).

2.2. Qualitative Assumptions—This study examined the experiences and coping mechanisms of the physical education teachers from Tacunan Elementary School, Tugbok District, Davao City Division, through their narratives. The researcher's motivation to delve deeper into the challenges faced by non-special education teachers served as the impetus for conducting qualitative research. This approach, as Kalof and Dietz (2019) suggested, was instrumental in uncovering the underlying meanings and motivations behind cultural symbols, personal experiences, and phenomena. By employing phenomenology, the study aimed to elucidate the stories of the floating teachers, presenting the themes, symbols, and meanings embedded within their experiences, as highlighted by David (2020). Phenomenological research operates on the premise that experience is a valid and rich source of knowledge, shaping individuals' behaviors, as emphasized by Becker (2019). Human experience was regarded as a fundamental source of knowledge about human phenomena, emphasizing its reliability and significance in understanding various aspects of life. Additionally, the study acknowledged the everyday world as a valuable and productive source of knowledge, offering insights into the nature of events through analyzing daily occurrences, as noted by Morrissey and Higgs (2018). By engaging in phenomenology, which focuses on the "what" and "how," the researcher aimed to explore the teachers' subjective experiences, challenges, and coping mechanisms. These insights were intended to serve as the foundation for future research endeavors and policy analyses related to the study.

2.3. Design and Procedure—

This study utilized a qualitative research design employing a phenomenological approach. According to Hancock et al. (2019), qualitative research addressed questions concerning societal issues, delving into why people behaved as they did, the possible opinions and attitudes formed in certain situations, how individuals were influenced by society in their actions, and the development of practices and culture within society. Phenomenology, both as a philosophy and a method of inquiry, extended beyond merely knowing to engage in interpretations and meaning-making, aiming to comprehend the lived world of human beings at a conscious level. Researchers could employ interviews, observations, and discussions as data collection strategies within a phenomenological method of inquiry, indicating its philosophical and methodological dimensions (Qutoshi, 2019). Phenomenology is an approach to qualitative research focused on the commonality of lived experiences within a specific group. The primary objective of this approach is to describe the nature of the particular phenomenon (Creswell, 2019). Typically, interviews are conducted with individuals possessing firsthand knowledge of an event, situation, or experience, aiming to address broad questions about their experiences and the contextual influences shaping them (Moustakas, 2019; Creswell, 2019). Various forms of data, including documents, observations, and art, may also be utilized. These data are meticulously examined for phrases and themes, which are then clustered to derive meaning (Creswell, 2019). Through this iterative process, researchers can construct a universal understanding of the event, situation, or experience, leading to a deeper comprehension of the phenomenon.

2.4. Research Participants—Purposive sampling was applied to the selection of the research participants. Purposive sampling is a technique in which the researcher relies on his or her judgment when choosing population members to participate in the study. It is a non-probability sampling method and occurs when elements selected for the sample are chosen by the researcher's judgment. Researchers often believed that they could obtain a representative sample by using sound judgment, which would result in saving time and money (Black, 2010). In this study, suitable samples included public school teachers, either male or female, in Tacunan Elementary School, Tugbok District, Davao City Division. Seven informants were part of the in-depth interview. Moreover, coding was used to protect the identity of the participants. IDI-FT1 to IDI-FT7 were used for the informants of the in-depth interview. I played various roles in this study to attain success. First, I asked for permission to conduct the study, which started with the school division Superintendent and then with my study participants. As a researcher, if consented, I recorded the actual interview to achieve the needs in this type of research. The interview's goal was to gain a deeper understanding of teachers' experiences in the new standard way of teaching and learning. The interview also included questions about how the Department of Education should improve its programs. After gathering the needed data, the researcher transcribed and analyzed everything. However, human instruments were more critical to be studied in case the quality of this research had to deal with biases and assumptions in dealing with the persons involved in the research (Greenbank, 2023).

2.5. Ethical Considerations—

Creswell (2019) emphasized that qualitative researchers faced many ethical issues that surfaced during data collection in the field and the analysis and dissemination of qualitative reports. In this study, the researcher dealt with former teachers in public schools. To ensure an authentic response from the participants, the researcher was responsible for exercising extra caution and maintaining the confidentiality of the study. The rights of the participants were extremely considered. Besides, they were not forced to be part of the study if they refused. In protecting the identity of the participants, Glesne and Peshkins (2019) suggested that providing and assigning numbers or aliases could protect the anonymity of the participants. In this study, codes were used to protect the identity of the participants. Additionally, as the researcher, the purpose and significance of the study were explained to the participants. They were given the chance to question the researcher about the nature of the study, certifying that the information was clear to them. Moreover, the data gathering and the participation of the participants were guided by the Informed Consent Form, which was signed by the chosen participants. Lastly, the results and findings were presented back to the participants for verification. The transcriptions of the recorded interview were kept private. Further, each of the participants was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could be requested and allowed to verify their transcript after the interview was carried out. This provided the participants with the opportunity to amend or remove any information which they felt 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 protecting the identity of the participant in all subsequent data analysis and reporting. Qual-

ification of the Researcher. The researcher ensured that he or she possessed the needed qualifications to conduct the study. The researcher had completed the academic requirements, passed the comprehensive examination before thesis writing, which was the last requirement to obtain the master's degree, and was 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 to ensure that the study could be completed successfully at the specified time and that he or she was equipped with the necessary resources. Likewise, the technical committee was of help in enhancing the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that he or she had enough funds to continue and finish the research. Thus, it was hoped that this study would be completed within the target time. Community Involvement. The researcher showed respect for the respondents' local traditions, cultures, and views in this study. Moreover, this study was not involved in any use of deceit at any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher expressed great pleasure in the interviewees' wholehearted participation in the study. Plagiarism and Fabrication as the researcher. The researcher respected other works by properly citing the author and rewriting what someone else had said his or her way. The researcher also always used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present in working on the manuscript and no intentional misrepresentation and making up of data and or results were included or purposefully putting forward conclusions that were not accurate.

2.6. *Role of the Researcher—*

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To address the validity issues of this design, specifically regarding the method, help was sought from experts. The interview guide question tool was checked and validated by the experts. The sampling used to select the participants was under the suggestions of the expert panels. In this study, I played various roles to attain the success of the study. First, permission was requested to conduct the study, starting with the school division Superintendent and then with the study participants. As a researcher, if consent was given, the actual interviews were recorded to achieve the needs of this type of research. The interview's goal was to gain a deeper understanding of teachers' experiences in the new standard way of teaching and learning. The interview also included questions about how the Department of Education should improve its programs. After the needed data had been gathered, the researcher transcribed and analyzed everything. However, human instruments were more important to study in case the quality of this research had to deal with biases and assumptions regarding the persons involved in the research (Greenbank, 2023).

2.7. Data Collection—Data was collected to reproduce real-life communication scenarios in which the participants made oral or written contributions useful for research purposes and their learning process. Establishing rapport with the participants is an important step that allows them to provide good data. To collect information, I developed protocols or written forms for recording data, such as interviews or observation. Additionally, I anticipated issues that may hinder or contribute to lost information. In this study, I employed the following data-gathering steps. I asked the Schools Division Superintendent for permission to conduct the study, which I secured. I sent the superintendent a letter explaining the study's objectives and the participants' identification, with an attached copy of Chapters 1 and 2 and the research instrument. I would only start after I received the Superintendent's approval. I asked for permission from the school heads. After securing approval from the SDS, I sent letters to the principals or school heads of the identified schools explaining the study to be conducted in their schools. I obtained consent from the participants and considered the participants' consent as informants of the study a priority; thus, I ensured permission from them and their parents/guardians. The participants were adequately oriented about the whole study process and their part as participants. I conducted the interview. I used the interview questionnaire to conduct an in-depth interview. I took participants' profiles, took notes, and recorded conversations using a sound recorder for easy transcription. Likewise, I carefully listened and actively responded during the interviews. I was transcribing the interviewees' responses. The researcher would then precisely transcribe them by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and thematizing. Categorizing and coding the data would come after the transcription process. Themes were extracted, and participants' data were contrasted and compared. The researcher would then conduct a second round of interviews (FGD) to confirm data requiring more justification and participant feedback. The newly acquired material was carefully analyzed and added to the existing body of knowledge. Then, in order to identify patterns and trends, data were contrasted and compared between the individuals.

2.8. Data Analysis—

In analyzing the qualitative data, discourse analysis and thematic analysis were used. Discourse analysis focused on the language use and the patterning of language used by the informants of the study as reflected in the detailed transcripts of recorded speech (Bueno, 2021). 21he recorded in-depth interviews and focus group discussions were transcribed and analyzed. Part of the analysis was to deter-

mine the challenges, coping mechanisms, and leadership behavior of female school leaders. Thematic analysis is a method of identifying, analyzing, and reporting patterns within data (Braun Clarke, 2020). It is a widely used method of analysis in qualitative research. In this study, patterns and themes that were generated in the transcribed in-depth interview and focus group discussion were sought.

2.9. Framework of Analysis—In the conduct of this study, I would follow a frame of procedure that would lead to giving answers to the main questions. The first step involves thoroughly reading and re-reading all the transcribed interviews. This step was crucial as it allowed the researchers to immerse themselves in the data, ensuring they fully understood the content and context of the participant's responses. By repeatedly engaging with the transcriptions, the researcher began to identify recurring patterns, themes, and nuances that might not be immediately apparent. This process helps build a comprehensive foundation for further analysis. In the second step, I extracted significant statements from the transcribed interviews. These were specific phrases or sentences that directly pertain to the investigated phenomenon. The goal was to isolate the most relevant and impactful parts of the data that would contribute to a deeper understanding of the subject. I distilled the essence of the participants' experiences and insights by focusing on these key statements. The third step involves giving meaning to the extracted significant statements. During this process, I categorized pertinent quotes into broader themes. This involves interpreting the statements to understand the underlying meanings and implications. By organizing the data into themes, I began to see how different aspects of the participants' experiences relate to each other and the overall phenomenon being studied. In the fourth step, I repeated steps 1 to 3 for each

interview. This iterative process ensures that all interviews are analyzed in the same thorough manner. By treating each interview individually and then comparing the themes across interviews, the researcher identified commonalities and differences in the participants' experiences. This step was essential for building a robust and comprehensive analysis. After completing the initial analysis of all interviews, I compiled an exhaustive description of everything generated in the previous steps. This comprehensive summary included all significant statements, their meanings, and the themes identified. This step aimed to create a detailed and holistic representation of the data, capturing the full complexity of the participants' experiences. In the sixth step, I summarized the exhaustive description to identify the phenomenon's fundamental structure. This involves distilling the detailed descriptions into a more concise and coherent narrative that highlights the core elements of the participants' experiences. The goal was to clarify the phenomenon's essential features and how they manifest in the participants' lives. The final step was to ensure the credibility of the data through discussions with experts and independent reviewers. By seeking external validation, the researcher confirmed the accuracy and reliability of their findings. These discussions helped identify any potential biases or gaps in the analysis, ensuring that the data's conclusions were well-supported. This step was crucial for enhancing the trustworthiness and validity of

the research. By following these steps systematically, the researcher conducted a thorough and credible phenomenological analysis that provided deep insights into the phenomenon under study.

2.10. Trustworthiness of the Study—The concepts of validity and reliability were relatively foreign to the field of qualitative research. Instead of focusing on reliability and validity, qualitative researchers substituted data trustworthiness. Trustworthiness consists of the following components: credibility, transferability, dependability, and conformability (Harts, 2019). Credibility contributed to a belief in the trustworthiness of data by observing the attributes of prolonged engagement. To address the issue of credibility, I interviewed as many research participants as possible or up to the point of saturation. Transferability was concerned with the extent to which the findings of one study could be applied to other situations. In positivist work, the concern often lies in demonstrating that the results of the work at hand could be applied to a broader population since the findings of a qualitative project were specific to a small number of particular environments and individuals. It was impossible to demonstrate that the findings and conclusions applied to other situations and populations. Therefore, to ensure transferability, I acknowledged that it was my responsibility as a researcher to ensure sufficient contextual transformation about the fieldwork sites to enable the reader to make such a transfer. Confirmability associated objectivity in science with the use of instruments that were not dependent on human skill and perception. However, it was difficult to ensure absolute objectivity since, as even tests and questionnaires were designed by humans, the intrusion of the researcher's biases was inevitable. Here, steps had to be taken to help ensure as far as possible that the work's findings were the result of the participants' experiences and ideas rather than the characteristics and preferences of the researcher.

3. Results and Discussion

This chapter presents the results generated from analyzing the interview data. It presents themes that emerged from the analysis. Along with the themes, comprehensive discussions that answered the objectives of the study are presented. Before I begin my discussion, I would like to establish the symbols I used as I presented the quotations based on the responses of the participants of the study. About the transcriptions of the conducted interviews, On the responses of the participants of the study. About the transcriptions of the conducted interviews, I used codes to refer to participants of the research.

3.1. Experienced Challenges of Teachers in the Complexities of Teaching—The challenges experienced by teachers within the complexities of teaching are multifaceted and often demand innovative approaches to overcome. From adapting to new pedagogical techniques to navigating diverse student needs, teachers encounter a myriad of obstacles daily. These challenges may include managing large class sizes, addressing individual learning differences, integrating technology effectively, and balancing administrative requirements with instructional responsibilities. Based on the participants, facilitating collaborative learning presents significant challenges, especially in a diverse classroom environment. The diversity of student backgrounds, learning styles, and abilities can either enhance or hinder the collaborative pro-
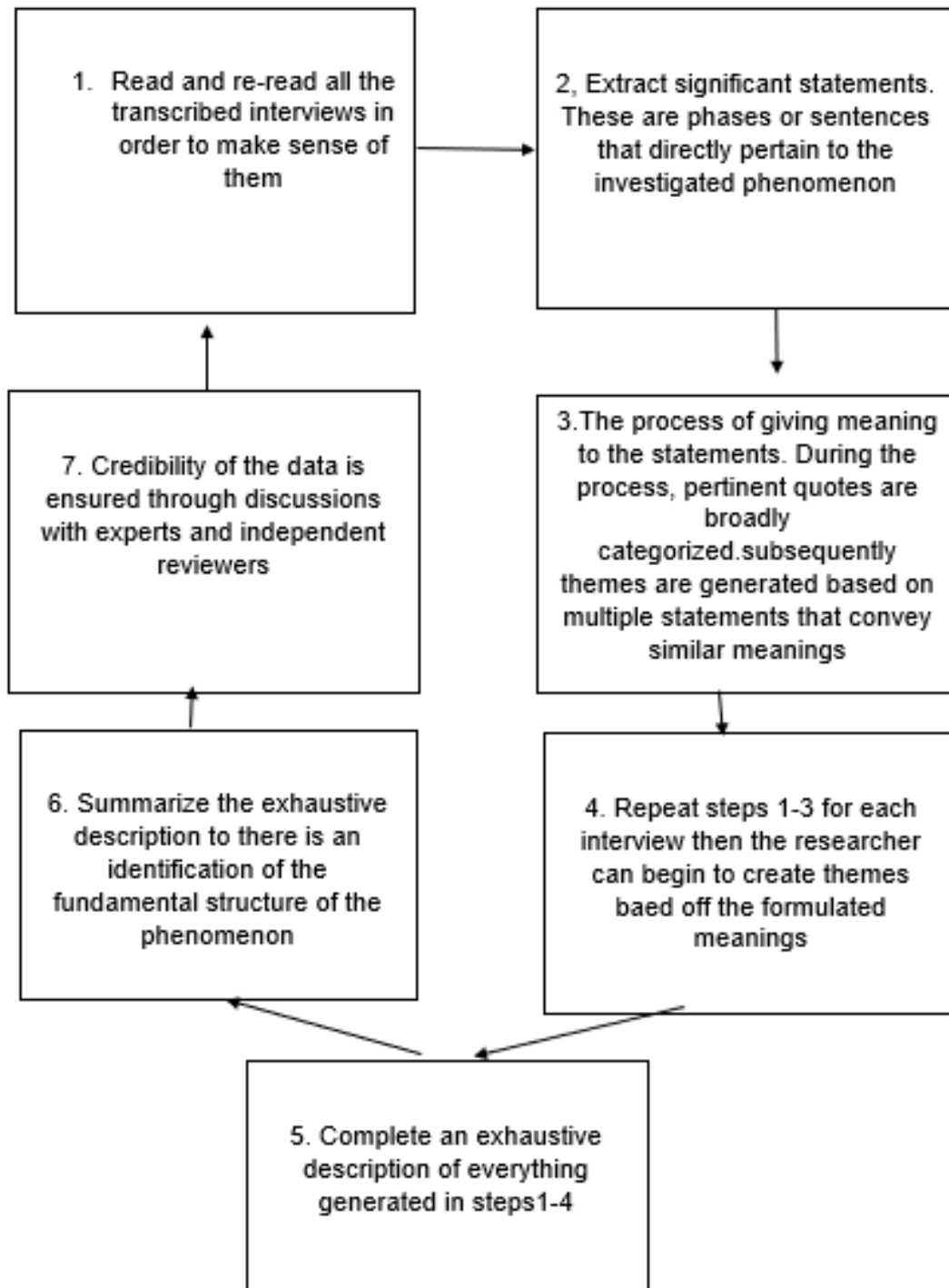
Fig. 2. Analytical Framework of the Study

cess. On the one hand, this diversity can bring a wealth of perspectives and ideas, enriching the learning experience and leading to more innovative and comprehensive outputs. Students can learn from each other's strengths and compensate for individual weaknesses, fostering a sense of community and mutual support. However, this same diversity can also lead to disagreements, misunderstandings, and conflicts. Differing viewpoints and communication styles can create friction among group members, potentially stalling progress and leading to frustration. This tension can ultimately result in a lack of productive output, counteracting the benefits of collaborative learning and undermining its intended purpose. The teacher's role becomes crucial in navigating these complexities to ensure that collaborative learning achieves its objec-

tives. Effective facilitation requires the teacher to manage group dynamics proactively, set clear expectations, and foster an inclusive and respectful environment. Teachers must be adept at conflict resolution and skilled in guiding students to find common ground and appreciate diverse contributions. They need to provide structure and support, such as defined roles and responsibilities within groups, to ensure that all voices are heard and valued. Additionally, teachers must be sensitive to students' varying needs and capabilities, providing differentiated support to help all students engage meaningfully in the collaborative process. By addressing these challenges thoughtfully, teachers can help students harness the benefits of collaborative learning while mitigating the risks of conflict and non-productivity.

3.1.1. Student Diversity—Much discussion about diversity focuses on the following forms of marginalization: race, class, gender, and sexual orientation, and rightfully so, given the importance of these forms of difference. Students come to the classroom with different backgrounds, sets of experiences, cultural contexts, and world views. Diversity in the classroom can exist due to varying intellectual abilities or learning disabilities, interpersonal or social skills, beliefs, and language differences. Diversity in educational institutions, including universities, isn't a myth due to a range of factors like globalization, technological advancements, and scalability goals. However, even though the world is now a global village, diversity presents various issues. Within classrooms, diversity cultivates several challenges for teachers. Diversity in the classroom can cultivate a new set of disciplinary issues. Their complexity can also be exacerbated due to equality and inclusion problems in the educational institution, or even the fixed-mindset nature of school leadership. Some teachers may find it difficult to manage

learners of diverse backgrounds, genders, religions, and different languages.

It can significantly worsen behavioral issues and lead to teacher burnout. In situations like this, teachers who lack emotional intelligence and professional agility may find it hard to prevent and control disciplinary issues. Diversity in a classroom requires a proper approach to inclusion. Failure can trigger feelings of injustice and poor conduct among students. This means that the institution must ensure they celebrate cultural and belief differences. (Baker 2020) Johnson (2020) that diversity in the classroom also impacts teamwork and collaboration. Differences among students can either help them learn how to collaborate or they can prevent them from working together. This can present complications in teaching such students as they may not be willing to interact with others to attain new insights. In this case, students become highly teacher-dependent. In the long run, it increases pressure on the teacher's side. Amber (2020) that diversity in the classroom can increase the likelihood of individual differ-

ences. Students may fail to recognize and respect each other due to their race, culture, or ethnic orientation. Such differences can affect communication and collaboration in a classroom. It may also prevent students from conducting group assignments or collaborating during extracurricular activities. This can hinder progress and academic achievement. Diverse classrooms require a unique art of classroom management whether at K-12, college, or vocational level. Diversity challenges are surely predicted to increase and their management may prove difficult in case educators aren't professionally trained in this area. A lack of professional experience in managing diverse classroom environments can increase behavioral issues and also affect students' academic performance. Diversity management in classrooms requires a range of guidelines to be set and followed. Each of us has some characteristics in common with others of our gender, race, place of origin, and sociocultural group, but these are outweighed by the many differences among members of any group. We tend to recognize this point about groups we belong to but sometimes fail to recognize it about others. However, any group label subsumes a wide variety of individuals of different social and economic backgrounds, historical and generational experiences, and levels of consciousness. Try not to project your experiences with, feelings about, or expectations of an entire group onto any one student. Keep in mind, though, that group identity can be very important for some students. College may be their first opportunity to experience affirmation of their national, ethnic, racial, or cultural identity, and they feel both empowered and en-

hanced by joining monoethnic organizations or groups. Research studies show that many instructors unconsciously base their expectations of student performance on such factors as gender, language proficiency, socioeconomic status, race, ethnicity, prior achievement, and appearance (Green, 1989). Research has also shown that an instructor's expectations can become self-fulfilling prophecies: students who sense that more is expected of them tend to outperform students who believe that less is expected of them - regardless of the student's actual abilities (Green, 2021). Tell all your students that you expect them to work hard in class, that you want them to be challenged by the material, and that you hold high standards for their academic achievement. And then practice what you have said: expect your students to work hard, be challenged, and achieve high standards. (Sources: Green, 2021) From a diversity perspective, all students should receive an education that continuously affirms human diversity–one that embraces the history and culture of all racial groups and that teaches people of color to take charge of their destinies. With regard to teaching, a diversity perspective assumes that teachers will hold high expectations for all students and that they will challenge these students who are trapped in the cycle of poverty and despair to rise above it. Individual teachers in individual classrooms play an important role in providing equity of opportunity to learn and in ameliorating racism, but more comprehensive conceptions of diversity education capture the school's crucial role as well. This study wants to address diversity in the classroom how racial and cultural diversity are valued and what can be done to improve it.

3.1.2. Classroom Management—Effective classroom management is a prerequisite to an effective learning environment. Children can't learn when they are distracted by inappropriate behavior. A well-managed classroom thus allows meaningful teaching and learning to take

place. The descriptor "meaningful" is important in the above statement. It highlights another reason classroom management is so important. Saying that children learn nothing in a poorly managed classroom is not accurate. In a poorly managed classroom, children do learn.

However, they learn the wrong lessons. Almost half of all teachers feel unprepared to manage their classrooms. This number includes teachers with significant classroom experience. In fact, classroom behavior management can be a struggle for new and veteran teachers. As expectations increase and class sizes grow, this struggle becomes more difficult. In a poorly managed classroom, children learn that serious engagement with serious subjects is not valued. They learn that self-discipline and hard work aren't necessary. In short, poor classroom management stunts children's social-emotional development. A well-managed classroom functions according to rules, routines, and consequences. These rules, routines, and consequences must be clearly communicated and fair. Students know what they are expected to do, and they know what behaviors to avoid. They also know that they will face consequences if they fail to meet these expectations. They are confident, moreover, that these expectations and consequences apply equitably. They don't feel that certain students are exempt from these expectations. Conversely, they don't feel that these expectations target certain students. Studies identify the teacher as the single most important factor in student achievement. The teacher is, likewise, the single most important factor in a well-managed classroom. In practice, however, effective classroom management—and effective teaching—requires a team approach. Maintaining discipline secures an ideal environment for classroom instruction. A well-disciplined classroom allows the teacher to follow plans predetermined in coursebooks and creates more opportunities for teachers and students to cooperate better throughout the engagement, study, and

activation stages of a class. However, lessons do not always go well all the time, especially for young beginners who lack the desire and ambition to study. For most young beginners, learning another language is motivated by their parents' orders instead of their own needs, so many students take it for granted and there is no pressure for them to get satisfying results. Besides, regarding language classes as daycares where children can somewhat learn something, some parents do not expect their kids to benefit much from it, which deteriorates the fact that there is no valid objective or assessment to propel students to learn another language. In this case, some students would chat during class, and distract the teacher's attention by answering questions with non-related responses. To address the problem happening in the classroom, several preventive and responsive measures are ready to use. To prevent misbehaviors in class, high standards are set for the teacher: the teacher should be punctual and well-prepared when he/she arrives in the classroom and should not be influenced by personal feelings. During class, the teacher should treat every student in the same way and not reprimand students in public. Instead, the teacher is supposed to be enthusiastic and encourage students to learn with interesting and varied materials. Whenever misbehaviors appear, the teacher should respond to them immediately in a calm manner. Addressing the behavior itself is more important than scolding the student. If necessary, the teacher should resort to colleagues for advice and reprimand the student in private according to the school's disciplinary code. In this case, maintaining classroom discipline is made possible and the quality of teaching can be supported.

3.1.3. *Workload and Time Management—*

. Time is probably the most valuable commodity in the teaching profession. Teaching work is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy

to fall prey to teacher burnout. Without proper assistance, teachers are in danger of being overworked and not taking care of their own mental and physical health needs. According to the American Federation of Teachers' 2019 Edu-

cator Quality of Work Life Survey (2019), 61 percent of teachers indicated that their jobs were always or often stressful. Just as alarming, if not more so, 58 percent of respondents cited poor mental health as a result of that stress. The teaching profession involves being subjected to various job demands that often underpin a perception of a heavy workload. Other examples of job demands are multiple meetings that interfere with preparation time, administrative paperwork generated by the management, and being subjected to constant reforms and changes that demand re-organization of work and work tasks. Almost half of the group of interviewed teachers stated that an increase in administrative work tasks added to the high workload. Thus, the high workload was not associated with the teaching itself but instead to the continuous growth of new demands that were added without removing other work tasks. Teachers stated that they had to deal with new technological systems, new requirements for long-term educational planning to align teaching with goals, new needs for grading and assessing students' results, and extensive individual development plans for each student with increasing time pressure. This was perceived to cause unplanned changes in the schedule and a higher workload (Arvidsson et al., 2019). During the past two decades, teaching has become more challenging as a profession: more paperwork, more bureaucracy, and more unruly classes. Teachers have many things in mind, their attention is divided into many tasks, and they also consider many things such as teaching students who lack motivation,

maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working condition prospects, unsatisfactory working conditions, the ambiguity of the Teachers are exposed to many sources of stress, including their role, poor relationships with colleagues, pupils, and administrators, and job insecurity (Hasan, 2021). Figure 3. The first theme that emerged in the study was Student Diversity. Teachers are having difficulties considering the Diversity of students in their classrooms. According to the teachers, this affects their classroom management and student collaboration. The teachers also feel like they hold a very important role in making the students feel that they belong, considering that inclusivity is one of the primary goals of the school. The second theme that emerged was Classroom Management. The teachers opined that effective classroom management is a challenge. Considering the diversity in the classroom and the learners' behaviors, the teachers are having a hard time planning strategies to maintain a healthy and conducive learning environment for the learners. The final theme that emerged was workload and time management. According to the teachers, as they have a lot of tasks to attend to, they find it hard to manage their time around it. Teachers also experience burnout because of the excessive paperwork and extracurricular activities assigned to them.

3.2. Coping Mechanism with the Challenges of Teaching with Different Teaching Complexities—Another objective of this study is to explore the different coping mechanisms of teachers with different teaching complexities that teachers employ to address their challenges in defining their roles and responsibilities. From

the interviews, the teachers shared that the coping mechanisms they employ are being adaptable, flexible and able to lead the school. Based on the participants they shared that, as a teacher, I firmly believe that there is always room for growth and improvement. Professional development is essential, not because it can eliminate
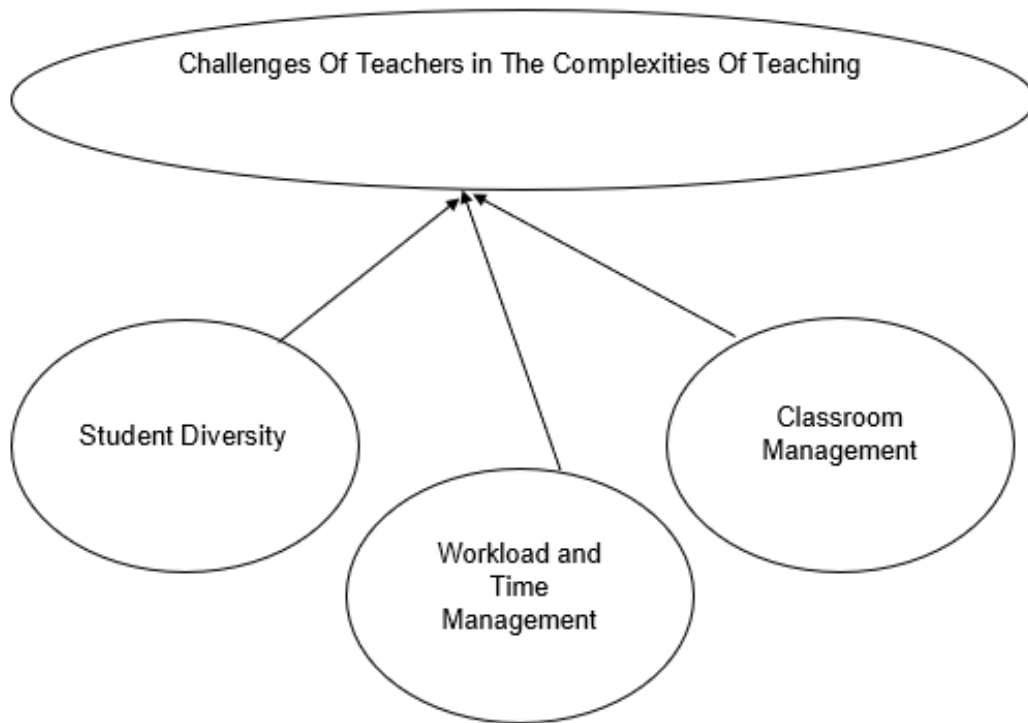
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Fig. 3. Challenges of Teachers in the Complexities of Teaching

the complexities and challenges of daily teaching, but because it provides valuable knowledge and strategies. Continuous learning through professional development helps teachers stay updated with the latest educational practices, pedagogical strategies, and technological advancements. This ongoing learning process equips teachers with the tools they need to address various challenges more effectively and adapt to changing educational environments. The Department of Education recognizes the importance of supporting teachers in their professional journeys. One of the key initiatives they have undertaken is the organization of seminars and training sessions designed to equip teachers with the necessary skills to manage diverse classrooms and meet the evolving demands of the teaching profession. These programs are particularly focused on integrating technology into the classroom, an area that has become increasingly crucial in the modern educational landscape. By providing teachers with the opportunity to enhance their technological proficiency, the Department aims to ease some of the burdens associated with contemporary teaching. While professional development and departmental support are invaluable, they are part of a broader strategy to improve teaching efficacy. These initiatives help teachers build a repertoire of techniques to handle day-to-day challenges, fostering a more adaptive and resilient approach to education. However, the complexities of teaching are multifaceted and cannot be entirely resolved through training alone. The real benefit of professional development lies in its ability to foster a mindset of continuous improvement, encouraging teachers to seek out new solutions and stay committed to their personal and professional growth. This dedication to lifelong learning ultimately enhances the educational experience for both teachers and students.

3.2.1. Teacher professional development—

Teacher professional development. is any type of continuing education effort for educators. Its one-way teachers can improve their skills and, in turn, boost student outcomes. Learning can take place in formal or informal settings. Formal settings include conferences, courses, seminars, retreats, and workshops. Informal opportunities for teacher professional development include independent research or investigation, peer learning initiatives or even just chatting with a colleague in the staff room. Professional development for teachers takes place on several different levels: district-wide, among teachers in each school, or even on a classroom or individual basis. Teacher professional development encourages teachers to be active participants in their learning and ensures that students and teachers alike are eager to learn. When you provide learning and support for your teachers, you communicate that the school community values the work they do and wants them to grow. A lack of professional development resources for teachers can be discouraging. It communicates that you don't want to invest in the quality of teaching and puts more stress on teachers to develop their skills alone. Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. In the field of K-12 education administration, school administrators need to encourage teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work. In many countries, the role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms to place greater emphasis on integrating students with special learning needs in their classrooms to make more effective use of information and communication technologies for teaching, to engage more in planning within evaluative and accountability frameworks, and to do more to involve parents in schools. Self-improvement is continuous for teachers and their professional development (PD) needs. The result of professional learning benefits the teacher and students in multiple areas including curriculum and instruction, differentiation, and self-reflection. Effective professional development enhances the teacher's skills and adds value to the school. When it comes to the growth and development of teachers there needs to be a system of feedback, team collaboration, and personal and professional growth goals. Teacher professional development supports active learning, collaboration with peers, and models best practices in the field. Knowing this highlights the importance of professional development, but also the keys to improving teacher professional development. When educators can learn, their students learn more. Continuous PD adds new knowledge to the teacher's skill set and deepens the competency of the areas where the teacher is already productive. To enhance PD and the betterment of teachers and their skills, it is important to analyze the keys to improving teacher professional development. Realizing how to improve teacher professional development will not only improve the teacher but the student as well. Research-based and application-based practices serve as a model for teachers to enhance their personal learning and teaching strategies. When effective strategies are implemented, students benefit directly. This must go further than providing PowerPoint slides or reviewing the results of successful practices. Effective best practices must be modeled for educators so that learning can be optimized.

3.2.2. *Building Relationships with Students and Parents—*

According to Hoover-Dempsey et al (2005), the factors that influence a parent's ability to actively contribute to a child's education are influenced by four constructs: the parental role construction which is shaped by the beliefs, perception, and experiences of the parent, the invitation of parents by the teachers and schools to be active participants in the education of their children, the socioeconomic status of the parent which influences the skill, knowledge, energy and time availability of the parent, and the self-efficacy and confidence derived by the parent from being an active participant. Positive parent-school communications benefit parents. The way schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. For example, schools that communicate bad news about student performance more often than recognizing students' excellence will discourage parent involvement by making parents feel they cannot effectively help their children. Research shows that parental involvement can free teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply toward better meeting those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale. Building partnerships between families and schools is an effective strategy to address opportunity gaps, especially for those who have been historically underserved," said Iheoma Iruka, co-principal investigator of ELN's University of Nebraska-Lincoln team and chief research innovation officer and director of the Center for Early Education Research Evaluation at HighScope Educational Research Foundation. "Strong partnerships support children's learning and ability to develop lifelong skills and networks, while also strengthening parents' capacity to be engaged in their child's school experience." According to the participants, Strategizing classroom management is a multifaceted endeavor that involves various tactics to maintain a conducive learning environment. Increasing teacher proximity during disciplinary issues is a commonly employed strategy that can effectively deter disruptive behavior. By positioning oneself closer to the students, teachers can establish a physical presence that fosters accountability and minimizes the likelihood of misbehavior. This approach allows teachers to promptly address any issues that arise and provide immediate support or guidance to students in need, promoting a sense of security and order within the classroom. Furthermore, planning seating arrangements based on observed student behavior is another valuable classroom management strategy. By strategically placing students with similar behavioral tendencies or needs together, teachers can create an environment that supports positive peer interactions and minimizes potential conflicts. Additionally, seating arrangements can facilitate targeted interventions and personalized attention, as teachers can easily monitor and engage with specific groups of students as needed. Moreover, fostering student ownership of classroom rules through collaborative agreements is essential for promoting a sense of responsibility and mutual respect. By involving students in the rule-making process, teachers empower them to take ownership of their behavior and contribute to the development of a positive learning community built on trust and cooperation. In today's dynamic educational landscape, creativity plays a pivotal role in engaging students and maintaining their attention. With the abundance of distractions and competing stimuli, teachers must employ innovative approaches to capture students' interest and foster meaningful learning experiences. By incorporating engaging activities, interactive lessons, and diverse instructional strategies, teachers can create a dynamic learning environment that caters to their students' diverse needs

and interests. Additionally, careful planning is essential to strike a balance between maintaining structure and flexibility in the classroom. Teachers must ensure that their rules and expectations are clear, reasonable, and aligned with students' rights, fostering a supportive and inclusive learning environment where all students can thrive.

3.2.3. Classroom Management Strategies—Effective classroom management benefits extend to academic-related outcomes, including decreasing disruptive behaviors and increasing academic learning and engagement. Schools and local education agencies can provide teachers and school staff with professional development in classroom management. A classroom management system is a tool used by educators in schools and universities to help manage the learning process, promoting desirable outcomes. It is a field of study in which an educator uses appropriate strategies and techniques to foster a learning environment that creates a desire for students to improve their performance in school. Below is a list of functions of classroom management. If the study by Johansen, Little, and Akin-Little (2021) accurately represents teacher awareness that poor classroom management is an important factor associated with disruptive behavior, then it would follow that interventions that target teaching skills and classroom behavior management have the potential to produce significant impacts on disruptive behavior. Bringing experienced teachers into the classroom to assist in the development of classroom management skills through goal setting, feedback, and praise also is effective in enhancing teaching skills and in improving student academic performance. One such study (Gillat Sulzer-Azaroff, 2024), which involved principals trained to perform as role models, showed significant changes in teacher goal setting and use of praise in the form of attention (both verbal and non-verbal) and student-enhanced performance because of such visits. The principals' use of positive classroom behavior management strategies also improved because of the training and role-modeling responsibilities. Increasing student engagement in academic activities by changing how teachers elicit answers to questions represents an option for enhancing wider participation in some curriculum components. Gardner, Heward, and Grossi (2020) compared the usual hand-raising and response approach to answering teacher questions directed at the class with a response card option in which all students wrote a one-to-two-word response to teacher questions in a science class. Figure 4 shows the emerging themes of how teachers cope with challenges in the complexities of teaching. The first theme that emerged was Professional Development. According to the teachers, the SLAC sessions, seminars, and workshops initiated by their schools, Divisions, and Departments of Education help them deal with various challenges they face in the classroom.

3.3. Insights Drawn from The Study—The study's final goal was to conclude its findings. These conclusions were drawn from emerging themes in School Heads' experiences in defining their roles and responsibilities. Several insights were gained Based on the experiences and coping mechanisms with the experiences in defining School Heads' roles and responsibilities. Based on the responses, it emphasized that Effective communication and training are fundamental aspects of maintaining consistency in policy implementation within schools. Clear guidance on expectations ensures that all staff members understand the rules and regulations
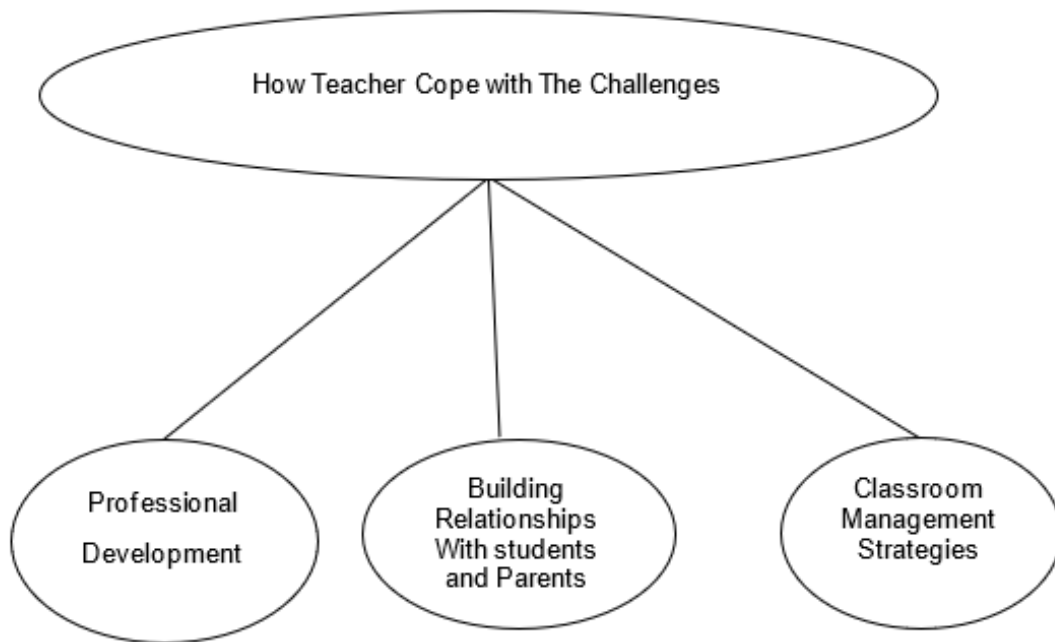
Fig. 4. How Teachers Cope with Challenges

governing the school environment. By providing comprehensive training, schools can equip teachers with the knowledge and skills necessary to enforce policies consistently, thereby promoting a sense of fairness and accountability among students and staff alike. Furthermore, ongoing professional development and collaboration among teachers play a vital role in reinforcing consistency in policy implementation. Through regular training sessions and opportunities for collaborative discussions, teachers can stay updated on any changes to school policies and share best practices for enforcement. This collaborative approach fosters a sense of unity and collective responsibility among staff members, enhancing the overall effectiveness of policy implementation efforts. Additionally, implementing systems for monitoring and reviewing policy implementation can help schools identify areas for improvement and ensure that policies are being followed effectively. Regular audits, feedback mechanisms, and performance evaluations provide valuable insights into the effectiveness of current policies and areas where adjustments may be needed. By continuously evaluating and refining policy implementation strategies, schools can strive towards creating a positive and conducive learning environment for all stakeholders involved.

3.3.1. Educational Policies and Practice — By examining the experiences of teachers in the classroom, policymakers and education leaders can gain a deeper understanding of the systemic issues affecting teaching and learning. Insights from such studies can inform the development of evidence-based policies and practices aimed at addressing key challenges faced by teachers. By aligning educational policies with the realities of classroom teaching, stakeholders can work towards creating more supportive and conducive learning environments for both teachers and students. Educational policies and practices play a crucial role in shaping the teaching

and learning landscape within school systems. These policies encompass a wide range of areas, including curriculum development, assessment practices, teacher training, and student support services. One key objective of educational policies is to ensure equity and access to quality education for all students, regardless of their background or circumstances. By establishing guidelines and standards for educational practices, policies aim to promote fairness and equal opportunities in education. Moreover, educational policies are designed to reflect society's evolving needs and priorities, advancements in educational research, and best practices. For example, policies may be updated to incorporate new technologies into the classroom, address emerging issues such as mental health and well-being, or respond to changes in demographic trends. By staying abreast of current trends and research findings, policymakers can make informed decisions that positively impact teaching and learning outcomes. Furthermore, effective implementation of educational policies relies on collaboration and coordination among various stakeholders, including policymakers, educators, administrators, parents, and community members. Policymakers need to engage in dialogue with these stakeholders to gain insights into their needs, concerns, and perspectives. By fostering a collaborative approach to policy development and implementation, education systems can harness the collective expertise and resources of stakeholders to achieve common goals and objectives. In conclusion, consistent implementation of policies in schools requires clear communication, ongoing professional development, collaboration among stakeholders, and robust monitoring and evaluation processes. By adopting a comprehensive approach to policy implementation, schools can create a supportive and conducive learning environment that promotes the well-being and academic success of all students. According to the participants; Incorporating positive reinforcement strategies

into classroom management aligns with several theories of motivation and learning. According to B.F. Skinner's theory of operant conditioning, positive reinforcement involves presenting a stimulus following a desired behavior to increase the likelihood of that behavior recurring in the future. By using verbal praise and tangible rewards to acknowledge students' efforts and achievements, teachers can strengthen desired behaviors, such as active participation, timely completion of assignments, and positive behavior. This approach creates a positive association between desired behaviors and rewards, motivating students to engage in those behaviors consistently. Furthermore, social cognitive theory, proposed by Albert Bandura, emphasizes the role of observation, imitation, and reinforcement in learning and behavior. According to this theory, individuals learn by observing others and the consequences of their actions. In the classroom context, when students observe their peers receiving praise and rewards for demonstrating desired behaviors, they are more likely to model those behaviors themselves. Therefore, by consistently reinforcing positive behaviors and celebrating students' accomplishments, teachers not only motivate individual students but also create a social learning environment where positive behaviors are valued and emulated by others. Moreover, the self-determination theory (SDT) posits that individuals are intrinsically motivated to pursue activities that fulfill their psychological needs for autonomy, competence, and relatedness. By creating a supportive and encouraging learning environment where students feel valued, respected, and motivated to succeed, teachers foster students' intrinsic motivation to engage in learning activities. When students perceive that their efforts and achievements are recognized and appreciated, they are more likely to experience a sense of competence and autonomy, which enhances their motivation and engagement in learning. Therefore, by consistently reinforcing

positive behaviors and cultivating a culture of positivity and success in the classroom, teachers can promote students' intrinsic motivation and overall academic achievement.

3.3.2. Student Engagement and Positive Reinforcement—Student engagement and positive reinforcement play pivotal roles in fostering a supportive and enriching learning environment within educational settings. According to Fredricks, Blumenfeld, and Paris (2024), student engagement encompasses students' active participation, emotional investment, and commitment to learning tasks. Engaged students are more likely to demonstrate enthusiasm, persistence, and intrinsic motivation, leading to enhanced academic achievement and positive learning outcomes. Positive reinforcement, on the other hand, involves using incentives, rewards, and acknowledgment to reinforce desired behaviors and encourage students to continue exhibiting them. This approach aligns with the principles of behaviorism, where positive consequences serve as motivators for behavior modification and skill acquisition (Skinner, 1953). Research in educational psychology has underscored the significance of student engagement and positive reinforcement in promoting student learning and achievement. A study by Belmont (2023) found that positive reinforcement techniques, such as verbal praise and rewards, were effective in increasing student participation and on-task behavior in the classroom. Similarly, a meta-analysis by Hattie and Timperley (2020) revealed a strong positive correlation between student engagement and academic performance across various educational contexts. These findings highlight the importance of creating a supportive and engaging learning environment that encourages active participation and fosters intrinsic motivation among students. In practice, teachers can employ a variety of strategies to promote student engagement and implement positive reinforcement effectively. For instance, incorporating interactive and hands-on activities, cooperative learning experiences, and real-world applications can capture students' interest and stimulate their curiosity (Ferguson, 2020). Additionally, providing timely and specific feedback, both verbal and written, can reinforce desired behaviors and help students understand their strengths and areas for improvement (Hattie Timperley, 2020). Moreover, establishing clear expectations, goals, and routines can create a sense of structure and predictability in the classroom, fostering a conducive learning environment where students feel supported and valued (Fredricks et al., 2024). Furthermore, the social cognitive theory proposed by Bandura (1977) emphasizes the role of observational learning and social modeling in shaping behavior. According to this theory, students learn by observing the behaviors of others and the consequences of those behaviors. Therefore, teachers can serve as role models and provide positive examples of desired behaviors, such as active participation, collaboration, and perseverance. By modeling positive behaviors and reinforcing them consistently, teachers can cultivate a culture of excellence and promote student engagement and academic success (Bandura, 1977). In conclusion, student engagement and positive reinforcement are essential components of effective teaching and learning practices. By creating a supportive and engaging learning environment, teachers can motivate students, enhance their academic achievement, and foster a lifelong love for learning. Drawing upon evidence-based strategies and theories from educational psychology, educators can optimize student engagement and implement positive reinforcement techniques that promote positive behavior, active participation, and academic success.
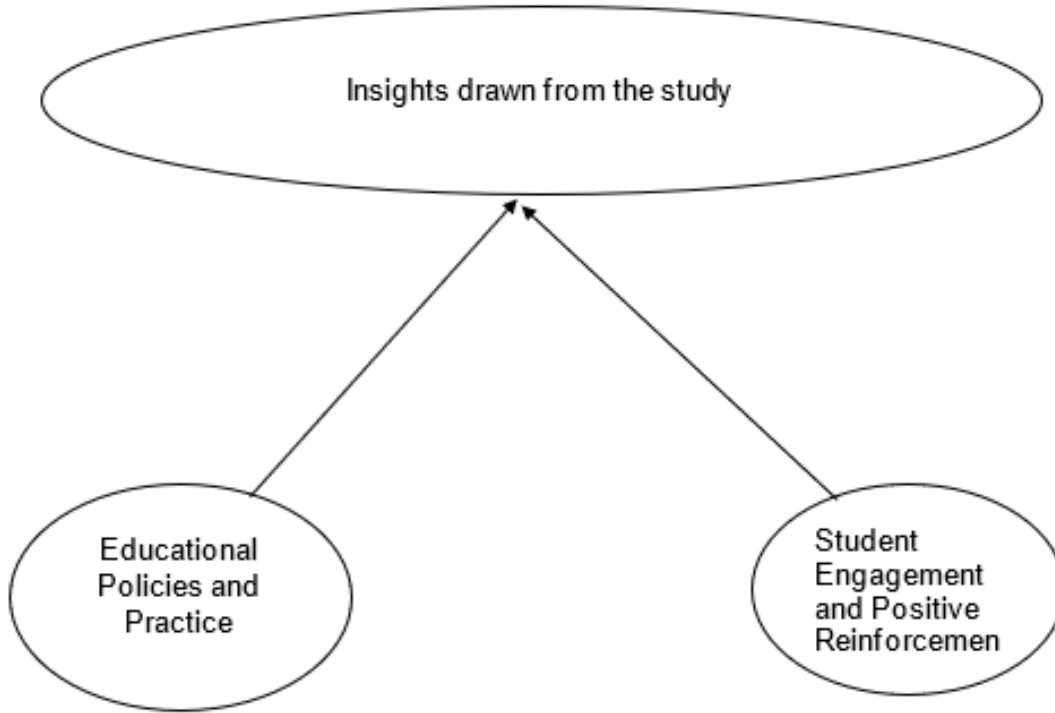
Fig. 5. Insights Drawn from the Study

4.   Implications and Future Directions

This chapter presents a brief overview of the study and its implications based on its findings. The main purpose of the study was to explore teachers' experiences with the complexities of teaching. Specifically, it sought to find out the challenges they encountered and their coping practices to overcome these challenges.

4.1.   Findings—The first theme that emerged in the study was Student Diversity. Teachers had difficulties considering the diversity of students in their classrooms. They expressed that this affected their classroom management and student collaboration. Additionally, teachers felt they held a vital role in making students feel they belonged, considering inclusivity as one of the primary goals of the school. The second theme that emerged was Classroom Management. Teachers opined that effective classroom management was a challenge. Considering the diversity in the classroom and the learners' behaviors, teachers found it hard to plan strategies to maintain a healthy and conducive learning environment. The final theme that emerged was workload and time management. Teachers mentioned that they found it hard to manage their time due to the numerous tasks they had to attend to. They also experienced burnout because of excessive paperwork and extracurricular activities assigned to them.

4.2.   Implications—This study has showcased the challenges faced by teachers in the complexities of teaching. Additionally, coping practices such as teachers' professional devel-

opment were discussed, along with the implications of the study. The study highlighted the importance of implementing appropriate strategies for inclusion in the classroom in terms of student diversity. Failure to do so may lead students to feel unfairly treated, resulting in disruptive behavior. Moreover, diversity can impact teamwork and collaboration among students, either fostering cooperation or hindering it. This poses challenges for teachers, who may find it difficult to facilitate effective learning experiences when students are not open to working together and exploring diverse perspectives. Workload and Time Management emerged as significant concerns among teachers. The study emphasized that time is a precious resource in the teaching profession and that teachers often face burnout due to excessive workloads and demanding tasks. Factors contributing to this workload included adapting to new technological systems, aligning curriculum with educational goals, grading and assessing student performance, and meeting individual development plans for each student. These challenges underscored the need for adequate support and resources to prevent teacher burnout and ensure the well-being of educators. Effective Classroom Management was identified as crucial for creating a conducive learning environment. Poorly managed classrooms can impede student learning and lead to disruptive behavior. Thus, the study emphasized the importance of implementing meaningful classroom management strategies that promote a positive and productive learning atmosphere. Additionally, Professional Development was highlighted as essential for teachers' ongoing learning and growth. Teachers' participation in professional development activities not only benefits their own professional growth but also enhances student learning outcomes. However, the study noted the importance of adequate resources and support for teachers' professional development to ensure continued improvement in teaching practices. Moreover, Building Relationships with students and Parents was emphasized as vital for fostering parental involvement in students' education and creating a supportive school community. Effective communication and positive interactions between schools and parents can enhance parent involvement and contribute to students' academic success. Lastly, Classroom Management Strategies were identified as crucial for addressing disruptive behavior and promoting positive learning experiences. Interventions focusing on teaching techniques and classroom behavior management have the potential to reduce disruptive behavior and create a more conducive learning environment for all students.

4.3. Future Directions—The findings of this study have provided insights into teachers' experiences with the complexities of the teaching profession. The data analysis emerged themes such as Student Diversity, Classroom Management, and Workload and Classroom Management. These findings offer valuable insights for school administrators and the Department of Education in developing future professional development programs. Considering the Department of Education's goal of promoting inclusive education, it was noteworthy that Student Diversity emerged as a significant theme in the study. Further research on this topic was recommended to deepen understanding and support the vision of inclusive education. Inclusive teaching practices are essential for meeting the diverse needs of students and fostering a supportive learning environment. While this study was conducted in a specific school setting, there is potential for broader application by conducting similar studies on a larger scale, such as at the district level. Comparative studies across different populations could also provide valu-

able insights into variations in challenges faced by teachers and effective strategies for addressing them. By expanding the scope of research, a more comprehensive understanding of the challenges in the teaching profession can be gained, leading to improved support and professional development opportunities for educators.

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